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**Investigating Some Strategies for Improving
Secondary School Students' Vocabulary
Learning: A Case Study of Some Secondary
Schools in Zalingei, Sudan**

تقصي بعض الاستراتيجيات تحسين تعلم مفردات اللغة
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Dedication

To the souls of my dearest parents whose words and blessing have led me to where I am today, to the memory of my late sons Mustafa and Naheed, my dearest wife and children.

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At first my thanks to Allah, who gave me the power and patience to start and complete this study. In this study, there are many people to thank, the action which gives me pleasure. First and foremost, my deep sense of gratitude and great appreciation are due to my supervisor Dr. Abdalla Yassin Abdalla for his willingness to give valuable guidance, comments and continuous encouragement.

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Abstract

This study aims to investigate vocabulary learning strategies employed by secondary school students in Zalingei town. The study sets to find out ways that help students raise their awareness in using vocabulary strategies to improve their language skills. The target group in the study is first, second and third year secondary school students in Zalingei town, the sample consists of (120) both male and female students from the total number (1250) students represented by four secondary schools for the school year (2016- 2017). The study also aims to identify the types of using these strategies. Two questionnaires one for the teachers and the other for students and interview were used for data collection. To achieve the aims of this study and find answers to the questions of the study, the researcher used descriptive analytical method. After analyzing data the study has come up with a number of findings. Some of the most important findings are: the study revealed that the students' use of different vocabulary learning strategies some of them relate Memory, and cognitive types. There is little use of these strategies because the students are not aware of, and have not practiced, where the students face difficulties in recalling meaning of the words already learned and discovering meaning of the new words. Therefore, this phenomenon needs teaching and training of the students on vocabulary learning strategies to improve their language skills. Finally, the researcher recommends that English language teachers' attention should be drawn to train their students on kinds of vocabulary learning strategies, regardless of learners' level.

المستخلص

(Arabic Version)

تهدف هذه الدراسة إلى تفصي إستراتيجيات تعلم مفردات اللغة الانجليزية لدى طلاب وطالبات المرحلة الثانوية بمدينة زالنجي؛ الصف (الأول، الثاني، والثالث). وتسعى هذه الدراسة إلى ايجاد طرق من شأنها أن تساعد الطلاب على رفع إدراكهم باستخدام استراتيجيات تعلم المفردات, حيث يمكن ذلك الطلاب على مقدرتهم في تطوير مهاراتهم اللغوية. يتمثل مجتمع الدراسة في طلاب الصف (الأول, الثاني, و الثالث). عينة الدراسة (120) طالبا و طالبة من جملة (1250). ممثلة في أربع مدارس ثانوية بمدينة زالنجي في العام الدراسي (2016-2017). كما تهدف الدراسة ايضا الى معرفة انواع استخدام هذه الاستراتيجيات مستعينا على ذلك باستبانتيين واحدة للمعلمين, و الأخرى للطلاب, ومقابلات و لتحقيق اهداف الدراسة و الاجابة عن اسئلتها استخدم الباحث المنهج الوصفي التحليلي. وبعد جمع البيانات و معالجتها احصائيا وتحليلها توصلت الدراسة الى مجموعة من النتائج اهمها: أوضحت الدراسة استخدامات الطلاب المختلفة لاستراتيجيات تعلم مفردات اللغة الانجليزية. هنالك خمسة انواع مختلفة لهذه الاستراتيجيات بعضها يرتبط بالتذكر و الإدراك. هناك استخدام بقدر ضئيل لهذه الاستراتيجيات لأن الطلاب غير مدركين بها حيث تواجههم صعوبات في تذكر المفردات التي درسوها من قبل وايضا استنتاج معاني الكلمات الجديدة. لذلك هذه الظاهرة تحتاج الى تدريس و تدريب الطلاب على استراتيجيات تعلم المفردات لرفع مهاراتهم اللغوية. و اخيرا يوصي الباحث بتوجيه المعلمين على تدريب الطلاب باستخدام جميع انواع استراتيجيات تعلم المفردات بغض النظر عن المستوى الدراسي.

Table of Contents

Items	Page
Dedication	i
Acknowledgements	ii
Abstract English version	iii
Abstract Arabic version	iv
Table of Contents	v
List of Tables	ix
List of Figures	x
List of Abbreviations	xi
Definitions.....	xii

CHAPTER ONE: INTRODUCTION

1.1 Overview	2
1.2 Statement of the Problem	5
1.3 Research Questions	6
1.4 Research Hypotheses	7
i.5 Aims of the Research	7
1.6 Significance of the Research	8
1.7 Limits of the Research	8
1.7.1 Research Tool	8
1.8 Research Methodology	9
1.8.1 Research Tools	9

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview	11
2.2 Definition of word and Vocabulary	12
2.2.1 The importance of Vocabulary	14
2.2.2 Vocabulary Learning Approaches	16
2.2.3 The Importance of Vocabulary Learning Goals	29
2.2.4 Vocabulary and the Four Language Skills	20
2.2.5.1 Types of Vocabulary	20
2.2.5.2 Meanings and Functions of Vocabulary	23
2.2.5.3 How Many Words a Learner Needs for the Four Language Skills	25
2.2.6 What is Involved in Knowing a word?	26
2.3 Which Word Needs to be Learned?	32
2.4 Language Learning Strategies	33
2.4.1 The Term Language Learning Strategies	33
2.4.2 Definition of Learning	36
2.4.3 Definition of Strategies	37
2.5 Vocabulary Learning Strategies	37
2.6 Classification of vocabulary Learning Strategies	40
2.7 Previous Studies	42
2.8 Summary of the Chapter	49

CHATER THREE

METHODOLOGY OF THE RESEARCH

3.1 Overview	51
3.2 Research design	51
3.3 The Subjects	51
3.4 Tools of Data Collection	53
3.4.1 Questionnaire Construction	53
3.4.2 The Students' Questionnaire	53
3.4.3 The Teachers' Questionnaire	55
3.4.4 Interview	55
3.5 The Procedures	56
3.6 Reliability and Validity of the Questionnaire and Interview	57
3.7 Summary of the Chapter	58

CHATER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Overview	60
4.1.1 The Responses to the Questionnaire	60
4.1.2 Analysis of the Questionnaires	60
4.3.1 Statistical Reliability	60
4.2 Teachers' Questionnaire	63
4.3 Students' Questionnaire	93
4.4 The interview	127
4.5 Verification of the Study Hypotheses	129
4.6 Summary of the Chapter	157

CHAPTER FIVE
SUMMARY, CONCLUSIONS, RECOMMENDATIONS
AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Summary and Conclusion	160
5.2 Recommendations	162
5.3 Suggestions for Further Studies	163
References	164
Appendices	176

List of Tables

Table Content	Page
Table (2.1): what is involved in knowing a word (Nation, 2001:27) ...	32
Table (2.2): the key features of vocabulary strategies	39
Table (3.3): sample of teachers and supervisors	53
Table (3.4): sample of students	54
Table (3.5): questions and variables of interview	57
Table (3.6): the referees, their jobs and places of work	59
Table (4.1): the sex of the teachers	63
Table (4.2): training status	64
Table (4.3- 4.31): frequency distribution of teachers' questionnaire	65-93
Table (4.32): students' questionnaire (sex)	94
Table (4.33): students' age	95
Table (4.43- 4.65): frequency distribution of students' questionnaire	96-127
Table (4.66): experienced teachers' personal information	128
Table (): Chi-square test for hypothesis (1)	130
Table (): Chi-square test for hypothesis (2)	134
Table (): Chi-square test for hypothesis (3)	145
Table (): chi-square test for hypothesis (4)	147
Table (4.7) : Chi-Square test for hypothesis No.(5)	152

List of Figures

Figure Contents	Page
Fig (2.1): vocabulary items	23
Fig (4.2): frequency distribution for the teachers'	
Table (4.1): the sex of the teachers	63
Table (4.2): training status	64
Fig (4.3- 4.31): vocabulary learning strategies teachers recommend to be used by students.	65-93
Fig (4.33- 4.65): vocabulary learning strategies used by secondary school students.	96-127

List of Abbreviations

LLS: language learning strategies

VLSs: vocabulary learning strategies

VK: vocabulary knowledge

SOC: social strategies

MEM: memory strategies

DET: determination strategies

MET: metacognitive strategies

COG: cognitive strategies

TL: target language

SSSs: secondary school students

VLSI: Vocabulary learning strategy inventory

SILL: strategy inventory for language learning

R: receptive

P: productive

Definitions

Social Strategies: they are learner's learn new words through interaction with others (Schmitt,1997)

Memory Strategies: they are the strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words.(Schmitt,1997)

Determination Strategies: they are individual learning strategies.(Schmitt,1997)

Cognitive Strategies: they the strategies that do not engage learners in mental processing but is more mechanical means.(Schmitt,1997)

Metacognitive Strategies: they are the strategies related to processes involved in monitoring, decision-making and evaluation one's progress.(Schmitt,1997)

CHAPTER ONE
INTRODUCTION

Chapter One

Introduction

1.0 Overview

Vocabulary is central to English language. Students often recognize its importance to their language learning since they feel that it is necessary to understand and communicate with others in English. Accordingly, it is important to study students' strategies that are used in learning vocabulary in the field of foreign language learning. Many types of approaches, techniques, exercises, strategies and practices have been introduced in the field of vocabulary learning. This research is concerned with "learning strategies " the special thoughts or behaviors that individual use to help them comprehend, learn, or retain new information. All languages have words. A language emerges first as words, and in terms of the people learning their first language and second language . Vocabulary learning is basic in learning the languages. Without it the learner can not master the other language skills and practice it successfully. Gu (1994) states that words are basic units of language use. Ample evidence suggests that the vocabulary size of a learner is highly predictive of his entire language ability (cited in Yunhao 2011). Students cannot communicate successfully without a sufficient vocabulary. A limited vocabulary is a great obstacle that stops students from learning a EFL/ESL. So, vocabulary is crucial to language and of great importance to the students as language learners. Bahanshal(2015) mentions that language words are the bridge humans cross to learn new ideas and meaningful concepts . In the light of that it is believed that vocabulary of any language, whether native language/second or foreign is essential as they are tools which speakers use to convey and express. (Coady and Huckings,1997 cited in Bahanshal,2015,p:47) explained that

the size of vocabulary students acquire is an indicator of general language ability which is important for all aspects related to language such as reading, writing, comprehension and communication. Laufer and Sim (1985) claim that vocabulary has been considered central to the development of language proficiency. When people learn a foreign language, most people have strong positive feelings towards words. One can not understand a sentence without knowing what most words mean. The lack of vocabulary knowledge affects all four language skills. However, evidence identifies the acquisition of vocabulary as their greatest source of problems. Therefore, particular attention has been given to the study of VLSs exploring the specific actions or mental operations taken by individual learners to enhance their own vocabulary. (O'Mally and Chamot, 1990; Oxford 1990).

In this regard, Schmitt (1997) states that learning strategies are the tools that learners use for active self-directed language learning, and research shows that the conscious use of such strategies is strongly associated with language achievement and proficiency. Therefore, learners' actions might have a great effect on their acquisition of language (Schmitt 1997). Learning vocabulary needs special effort because a large proportion of vocabulary learning goes on outside of the classroom. It is impossible for teachers to introduce all vocabulary items and explain all components of words knowledge in class. Therefore, there is a need for autonomous learning of second language vocabulary in the case of secondary school students. Coming to know that language learners will not be able to master all or most (TL) target language words, teaching students different and effective strategies that facilitate vocabulary learning should be a high priority of all languages. The use of vocabulary learning strategies VLSs is an important factor that affects the success of FL acquisition. Nation (2003:159) advises the teacher to spend time on strategies that

the learner can use to deal with words rather than spending time on individual words if the teacher wants to help students cope with vocabulary. VLSs are among significant issues in English language learning that have taken into consideration, students have always complain about forgetting whatever vocabulary they have memorized. In order to find solutions to this problem or even present some useful guidelines to both students and teachers in this regard this study has carried out. There are a number of strategies which are used by secondary school students SSSs to learn new vocabulary items, however they seem to lack the distinguishing criteria about which strategy to use and which one to exclude "vocabulary learning is referred to as learning a collection or total stock of words in a language are used in particular context " as Siriwan (2007) holds. Siriwan (2007) believes that VL means learning a package sub-set of words as well as learning how to use strategies cope with unknown or unfamiliar words. VLSs "any set of techniques or learning behaviors, which language LLs use to understand the meaning of a new word, to restore the knowledge of newly-learned words, and expand one's knowledge of vocabulary " (Baker and Westrup,2000, as cited in Siriwan, 2007). All students use VLSs in some way, but most of them are not aware of these strategies and they do not know which strategies they are applying. Siriwn (2007), quoted from Harmer(1991),asserts that introducing language learners to great number of strategies can be very helpful since they can select the individual learning strategies. As language learners might not choose correct strategies and as they learn words in a variety of ways, thus teaching various VLSs can help students to be successful and independent language learners. Therefore , learning strategies considered as one sub-skill that has a clear influence on learners' ability improvement in the target language vocabulary acquisition . Regular assessment is needed in

both teaching and learning processes that help English language teachers make decisions about students' linguistic competence , at appropriate levels and their achievement in vocabulary knowledge . So, the basic challenge of vocabulary learning for the students is to develop their ability in increasing strategies for learning new words. Therefore, this study intends to investigate English vocabulary learning strategies used by secondary students in Zalingei locality. Also it will focus on the most effective strategies employed by the student.

1. 1 Statement of the Problem

In the field of English language teaching and learning at secondary schools , there are many factors that have an effect on secondary school students' vocabulary knowledge. These factors include: Teachers, teaching methods, students' background, and syllabus and so on.

One of the most difficult problems of unsuccessful English instruction in secondary schools is that students lack vocabulary knowledge which can influence students' reading comprehension. As a study by Granowsky (2002) shows, many researchers have confirmed the important researchers vocabulary knowledge plays in students' reading comprehension, and therefore, in their school success. Also, students having limited vocabulary knowledge are not able to express and communicate well. Being a teacher at secondary schools for over five years and having a close academic relation with the secondary school students, the researcher got knows much about the students' learning problems. From first-hand observation and experience the researcher claims that the students at this level face many problems in vocabulary learning ,such as : form of word , word analysis (affixation) , word lists and semantic mapping strategies . This study therefore , attempts to investigate vocabulary learning strategies used

by secondary school students and tries to find out most useful and effective strategies in learning new words, discover their meaning and recall already learned. Moreover, there is a lack in progress of students' lexical knowledge particularly in VL . Also, the research will examine the syllabus designed for secondary school students (SPINE 4 ,5 ,6) It will investigate whether there are enough and adequate activities for vocabulary learning strategies in (SPINE). Moreover, students at secondary schools seem not have receive training in vocabulary learning strategies VLSs , which could enable them to learn easily. The investigation will include whether the teachers at secondary schools teach vocabulary learning strategies(VLSs) or not. The students have interest in learning these strategies themselves. Additionally, it will investigate the effect of vocabulary learning strategies VLSs on students' vocabulary learning improvement, and their attitudes towards learning new words.

1.2 Research Questions

To investigate the above problems the following questions are raised:

1-To what extent do secondary school students and teachers employ vocabulary learning strategies in teaching and learning vocabulary ?

2-To what extent does the SPINE syllabus provide sufficient vocabulary learning strategies to the students ?

3-To what extent do secondary school students face difficulties in learning words and relate them to their previous learning ?

4-To what extent are the English language teachers aware of the importance of teaching vocabulary learning strategies (VLSs)?

1.3 Research Hypotheses

In this study, the following hypotheses are forwarded:

1-Vocabulary learning strategies are hardly employed by teachers and students in teaching and learning vocabulary.

2-English language syllabus (SPINE) does not provide enough activities and strategies for vocabulary learning .

3-The students at secondary schools face a lot of difficulties in learning new vocabulary .

4-There is little awareness from secondary school English language teachers of the importance of using vocabulary learning strategies.

1.4 Aims the Research

The study aims to:

- Focus on strategies in second language vocabulary learning. It investigates some useful vocabulary learning strategies used in secondary schools .
- Analyses second language vocabulary learning through transition of meaning and word formation, as well as learning vocabulary of the same categorization together and so on.
- Discover the difficulties facing secondary school students in learning new words.
- Explore teachers' and students' attitudes towards learning strategies.
- Explain the effect these strategies make on students' learning process.
- Investigate the use of VLSs used by secondary school SSSs, according to Schmitt's Taxonomy. Interview English language
- Interview English language teachers and educational experts to know their opinions on developing and designing specific syllabuses for vocabulary learning strategies

1.5 Significance of the Research

Realizing the significance of VL in any language learning context, the present study attempts to investigate VLSs preferred and employed by SSSs and discusses the impact of their preference on their English vocabulary learning. Moreover, the study is important as the awareness of choosing the suitable VLSs that can be a basic factor contributing to students' success in their language learning. It is, anticipated that data analysis will reveal the least and the most frequently VLSs implemented. The study will also help teachers design lesson plans and construct practical strategies which prompt VLSs to motivate less able students and assist high proficient ones. This research is, also expected to come out with findings and recommendations that could adopt effective strategies for learning vocabulary. In addition to, that it is expected to show that assessing vocabulary learning strategies for the students is necessary. Also, it illustrates which vocabulary learning strategies are most effective and helpful to the students. Moreover, it tries to demonstrate the complexities of learning English lexicon and diagnosing areas of weaknesses in students performance. The results of this research will be of value and importance to English language teachers, students, language experts in developing English language vocabulary learning strategies and training program.

1.6 Limits of the Research

The research intends to identify vocabulary learning strategies used by secondary school students. (The informants include first, second, third, class students, and English language teachers in some secondary schools at Zalingei locality). The research will comprise some English language teachers from different secondary schools in

Zalingei. Also, there are some interviews with experienced teachers in order to investigate the strategies of teaching and learning vocabulary.

1.7 Research Methodology

In this study descriptive, analytical method will be used. The tools which will be used for data collection, are a questionnaire for both teachers and students and interview for experienced teachers. The validity and reliability of these

tools will be statistically checked

1.7.1 Research Tools

The researcher will design two tools. Firstly, a questionnaire for the English language teachers at Zalingei locality and the another for the students (first, second and third classes) in the same locality, secondly some interviews with some educational experts and syllabus designers will be conducted by the researcher

1.8 Summary of the Chapter

In the introductory chapter, the background of the research describes the current situation of vocabulary learning and teaching in secondary schools. Besides the purposes and significance of the study are identified to set the framework of the study. In the next chapter, relevant literature for this study is reviewed.

CHAPTER TWO
LITERATURE REVIEW

Chapter Two

Literature Review

2.0 Overview

This chapter focuses, firstly on vocabulary definition, knowledge, and types of vocabulary. It also concentrates on importance of vocabulary learning goals and vocabulary learning approaches. It illustrates vocabulary and the four skills .Secondly, language learning strategies, definitions, types, and some of vocabulary learning strategies, which help secondary school students. Finally, some previous studies in the field of vocabulary learning strategies (VLSs) and summary of the chapter will be included. Students who learn English vocabulary in secondary level focus on reading comprehension which is related to their fields. The syllabus of (SPINE series) is based on reading comprehension ,therefore, the researcher investigates some useful vocabulary learning strategies (VLSs) that are used by secondary school students (SSs) , Nagy and Herman (1985) as quoted in Mohammed, 2014:9) in vocabulary learning through reading words' knowledge appear to be elaborated gradually through multiple exposures to word in different discourse contexts – word meaning is one of the most important components of comprehension .

Improving students' vocabulary in secondary level is also essential when learning to read in second or foreign language SL / FL .Students who acquire a large number of vocabulary are more proficient readers than those with limited vocabularies (Beglar and Hunt , 1995 ; Luppescu and Day , 1993 cited in Mohammed , 2014 : 9). Thus, the researcher investigates, first, the (VLSs) used by (SSSs) at Zalingei locality. Second students' attitudes towards learning and discovering and remembering

meanings of new words. Furthermore , this research reveals and explains that , elaborated vocabulary learning occurs when students make meaningful connections between new and already known words (Grabe and Stoller ,1997 ; Paribkht and Wesche , 1997 ; Stahl , 1999).

2.1 Definition of Word and Vocabulary

"All languages have words, a vocabulary or lexicon" (Foley and Thompson 2003, p: 10) quoted in Siriwan 2007, p: 17). However, before discussing the importance of vocabulary in any language and other matters related to its learning. It is important make a distinction between the terms *word* and *vocabulary*. Some scholars (e.g Bowen et al . ,1985 ; Jackson and Amvela ,2000 ; Read , 2000 ;Trask ,1995) indicate that ' word' may be easy to identify , but is difficult to define . Trask (1995, pp. 46 – 51) points out that " there are difficulties in the definition of the word because words do not have meanings in isolation , but they are related to the meanings of other words. Moreover, a word at least, relates to the fields of morphology, semantics, etymology or lexicology. (Jackson and Amvela 2000).

Since the term 'word' is difficult to define, and the main purposes of the present investigation of (VLSs) used by secondary level students, in learning vocabulary items. Therefore, the , researcher attempts to distinguish particularly the term word and vocabulary that best suit the context of the present investigation which it may result in a better understanding of the term ' vocabulary learning ' .

A few researchers, such as (Jackson and Amvela ;2000; Richards et al. 1992; Hornby et al,1984), have defined *word* and *vocabulary* in a comparative way. *Word* is a unit of structure consisting of one or more morphemes and which occurs in the structure of the phrases. While *vocabulary* (which is synonymous with ' lexis ', or ' lexicon ') is viewed

as a collection of words a learner knows. Richards et al .(1992) define the term word as " the smallest of the linguistic units which occur on its own in speech or writing " (p: 406) , but *vocabulary* as " a set of lexemes which includes single words, compound words and idioms " (p:400) . Besides ,word is defined as " sound or combination of sounds forming a unit of the grammar or vocabulary of a language " , whereas vocabulary as " the total number of words which make up a language ; and arrange of words known to , or used by a person " (Hornby et al . 1984) . In addition , regarding the definition of word and vocabulary , a *word* is " a unit formed of sounds or letters that have a meaning " (Sheeler and Markley 2000, p : 2) , while vocabulary is defined as " total number of words we know and are able to use " (Nandy 1994 , p : 123) .

It can be seen based on researchers' view points of word and vocabulary, that *word* is the smallest meaningful unit of language used for making phrases and sentences. That usually used to express object, idea , action , etc. Vocabulary is seen as "a set of lexemes which include single words, compound words and idioms". In other words, a word is a form of sound or letter which can occur in isolation and have meaning. Therefore, vocabulary consists of more than just single words (Read 2000, p : 20 ,Richards 2000 , p : xi) and more than this , vocabulary concerns not only simple words in all their aspects , but also complex and compound words. (Jackson and Amvela 2000, pp. 1 – 2) . Reading vocabulary learning, there is no question that vocabulary is referred to as learning " a collection or the total stock of words in a language that are used in particular context " . To be precise , vocabulary learning is a package of sub-sets of words as well as learning how to use strategies to cope with unknown or unfamiliar words .

In short, the researcher assumes that what the above definitions explain about vocabulary elements. Vocabulary knowledge requires knowing meaning, usage in suitable context. All this should occur in a natural way and the relationship between the new words and the already learned. Therefore, the researcher suggests that for the teachers in secondary schools should use and encourage students using strategies. Strategies will enable them learn meaning, and associate the new and old words.

2.1.1 The Importance of Vocabulary

Of all the language skills, it is well known that vocabulary is a very important part in language learning. Bowen et al. (1985 , p : 322) and McCarthy (1990 , p : iix) indicate that the single , the biggest component of any language course is vocabulary . This is consistent with Nation (1990, p: 2) who affirms that learners also see vocabulary as being a very, if not the most, important element in language learning. Learners feel that many of their difficulties, in both receptive and productive language use, result from the lack of vocabulary. Words are the building blocks students use to write, to express ideas and feelings. So, by learning the words students start to develop knowledge of the target language. A limited vocabulary keeps the students from expressing their thoughts and feelings. On the other hand, a large number of word meanings helps students with language production. Kitajima (2001, p: 470) affirms that without words that label objects, actions, and concepts, one cannot express intended meanings. "The more words one is able to use correctly, the better one will be able to express oneself easily and self-confidence

In this study, as the researcher look at the importance of vocabulary in relation to reading skill, which is essential for students in language learning. In fact, vocabulary directly affects on reading skill, it impede

students' comprehension of written text, if the students have less vocabulary knowledge.

Allen (1983, p: 5) indicates that in the best classes , neither grammar nor vocabulary is neglected , but vocabulary is more essential and should be taught before grammar . Likewise, Flower (2000, p: 5) states, "words are the most important things students must learn. Grammar is important, but vocabulary is much more important". To be precise, vocabulary seems to be the key to language learning, and thus, is accepted to be more important than grammar.

"Without grammar, very little can be conveyed; without vocabulary nothing can be conveyed " (Wilkins 1972, p: 111). This is consistent with Ellis (1994) who affirms lexical errors tend to obstruct comprehension more than grammatical errors. Besides, Harmer (1991 , p :153) asserts that choosing words carefully in certain situations is more important than choosing grammatical structures. This means that vocabulary is more important than grammar, and it is crucial for comprehension in language skill in any situation.

Considering vocabulary in communication, it is clear that students who know a large number of words communicate effectively. This is asserted by many researchers. For example, Lewis (1993, p: iii) views the importance of vocabulary as being a basic part for daily communication. He indicates that if language learners do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation, even if they know the morphology and syntax. Krashen and Terrell (2000, p: 155) indicate that if language learners wish to express some idea or ask for information, they must be able to produce lexical items to convey their meaning . Besides, Richards'

preface in Schmitt's (2000, p : xi) " vocabulary in language teaching " indicates that vocabulary is central to communicative competence and to the acquisition of second language. The importance of vocabulary stated above shows that knowing much vocabulary is beneficial for the students for improving their skills.

In sum, we can see how important vocabulary is, and how it can presumably influence 12 learners mastering of the four skills in target language . A rich vocabulary gives the students the right words to use at the right time, and also enable them to express their real thoughts , ideas , and feelings . From the scholars' statements mentioned, it is believed that vocabulary plays a dominant role in learning and understanding a language as well as in communication situation .

2.1.2 Vocabulary Learning Approaches

Since vocabulary is the heart of mastering first and second language, it is important to discuss vocabulary learning approaches. Before starting this section , however , it should be made clear that there is no ' right ' or ' best ' approach for vocabulary learning ,(Schmitt 2000 , p : 142) . The best practice in any situation will depend on the type of student, students' age, the words that are targeted, the school system and curriculum , and many other factors. According to Nation (1990 , p :2) ; Rubin and Thompson (1994 , p :79) ; Richek et al (1996 , p :203) there are two general ways of learning vocabulary : the direct vocabulary learning approach , and the indirect vocabulary learning approach. " Direct or ' explicit ' vocabulary learning is conscious learning processes when language learners learn vocabulary, either in context or in isolation. " (Laufer and Hulstijn 2001, p: 1). In direct learning, the meaning of words is presented directly. Then they can be explained with examples or

using visual aids. Students benefit from direct vocabulary learning through the use of context to determine word meanings. This approach of vocabulary learning is necessary for learning the core vocabulary. This is particularly true for the learning of basic lexical and semantic knowledge. Particularly, for beginner- level or less successful language learners (Nation 1990). The learning of single words directly should be emphasized at early stage of second language learning. After the language ability is developed, indirect vocabulary learning is essential to be emphasized to language learner (Coady and Huckin, 1997). Therefore, the researcher assumes that this method is suitable to secondary school students, for providing more information or developing step- by – step skills. Moreover, explicit or direct vocabulary learning is highly effective approach to teach vocabulary, it is important to be applied by English language teaches as students suffer from learning new words.

Indirect or ' implicit ' vocabulary learning, on the other hand , involves learning the meanings of new words indirectly ((Read 2000, p: 39; Laufer and Hulstijn 2001, p; 1). Indirect vocabulary learning is unconscious learning through reading or listening, without being aware of the goals of learning . In this type of learning , new words are learned incidentally while reading or learning from listening to stories , films , television or the radio (Anderson and Nagy , 1991 ; Nation ,1982 ; 2001 ;Stermbery , 1987). Learning vocabulary indirectly via guessing from context is widely accepted as the most important of all sources of learning vocabulary (Nation 2001, p :232) . This approach should be emphasized for further semantic development of the words learned through explicit learning.

Since, there are too many words to learn. So it is impossible for the teachers to teach language learners all words. Many researchers (e.g

Cater 1998 ; Gu , 2002 ; 2003 ;Hulstijn ,1992 ; Nation ,1990 , Schmitt , 2000 ; Soken , 1997 ; Stermbery ,1987) have maintained that guessing the meaning of words presented in context is an effective strategy for vocabulary learning. Most vocabulary can be learned from context by means of strategies of inference. When language learners become advanced or independent learners, they acquire the meanings of new words by using more 'inferential' or 'implicit' vocabulary learning strategies. Regarding the role of teachers at this stage , they may help learners with learning vocabulary directly or ' explicitly ' by means of word lists , paired translation equivalents , and in related semantic set . They may also help learners by more indirect or 'implicit ' means such as exposure to words in the context of reading authentic texts. That is to say, learners may learn vocabulary incidentally through explicit or/and implicit

We can see that language learners may learn vocabulary incidentally through direct or/and indirect vocabulary learning. Learners also learn vocabulary items when vocabulary items are explicitly taught ' not only individual words but using vocabulary learning strategies. Some vocabulary should be taught directly even though a great of vocabulary is learned indirectly.

In short, in indirect approach, the teacher's role is seen as a facilitator, supporter, and resource person. The teacher arranges the learning environment, provides opportunity for students' involvement, and appropriate, provides feedback to students. Both types of vocabulary learning approaches improve learners' language abilities, and thus should be emphasized in FL learning, so that language learners know how to maximize the effectiveness of learning. Using, coping with and storing newly-learned vocabulary on their own.

2.1.3 The Importance of Vocabulary Learning Goals

As mentioned in section 2.2.1, vocabulary plays an important part in learning, understanding, and communicating in a language. It is useful if secondary school students understand the importance of vocabulary in successful communication and comprehension. This section specially deals with importance of vocabulary learning goals.

In language classroom, language learning goals are very important since they are objectives for learners working on particular tasks. Learning goals help language teachers in planning lessons. Moreover, Goals will result in learning achievement in the target language (TL) (Cameron 2001 , pp : 28-29). Therefore, in a language classroom, language learning goals and sub –goals must be set that are clear and appropriate. Similarly, in vocabulary learning, the main goals should be focused on why language learners learn vocabulary both in isolation and in context. For example, students need to hear a new word in isolation as well as in context. They will need to hear the word spoken in isolation several times to catch its pronunciation.

Additionally, the method of vocabulary teaching, both in isolation and in context, is normally based on learners' educational level : beginner , intermediate or advanced . To begin with, teachers must clarify their main goals of what they want their students to obtain for learning vocabulary items. However, possible objectives of vocabulary teaching and learning have been proposed by different scholars as: (Nandy,1994; Ooi and lee, 1996; Aebersold and field,1997; Baker and Westrup,2000; Krashen and Terrel, 2000; Moras and Carlos, 2000, Catalan,2003) agreed that the main objective from teaching and learning vocabulary are as follows:

-Discriminating of word form, its meaning, pronunciation, and its use.

-Encourage students and make them independent readers.

To sum up, vocabulary can be taught or learned effectively both in context and isolation. Some language teachers have focused on teaching their students to discriminate words. Some encourage their students to be advanced learners or independent learners. Some focus on teaching their students an extensive vocabulary stocked with a very large number of unfamiliar words. However, teaching students vocabulary all share some common goals, i.e assist and guide students in how to learn, retain, and use words. In term of word form, students have to focus on how to pronounce and spell words correctly. For word meaning, they need to learn how to discover and retain word meanings. Based on word use, students need to know how to practice or use them to express their real thoughts , ideas and feelings in a wide range of appropriate situations . They need to learn how to expand their vocabulary so that they can improve their language skills.

2.1.4 Vocabulary and the Four Language Skills

In section 2.2.3, the researcher discussed the importance of vocabulary learning goals. This section focuses on vocabulary and the four language skills , including types , meanings , and functions of vocabulary as well as how many words a language learner needs to know for the four language skills .

2.1.5 Types of Vocabulary

In order to understand how vocabulary items relate to the four language skills, it important is to explain this by dividing the skills into two groups. There are two ways in so doing: Firstly, *listening* and *speaking* are the skills necessary in oral communication, they can be grouped together. For

some learners, this is the main focus of their interest. *Reading* and *writing* can be grouped together since they are the skills necessary in written communication, and this may be the main focus for other learners. Alternatively, we can group *listening* and *reading* together, because they are used to understand language which produced by other people. To this extent, listening and reading are known as *receptive* skills, and speaking and writing are *productive* skills.

Based on types of vocabulary in general, there are four categories of vocabulary learning: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Listening refers to words learners use to understand what they hear. Speaking vocabulary is known as words they use when they speak. Reading vocabulary concerns words in prints that they recognize and use to understand what they read, and writing vocabulary involves words they use in their own writing. Pikulski and Templeton (2004 , p . 2) have produced a diagram that may make a better understanding of the relationship between vocabulary and the four language skills .

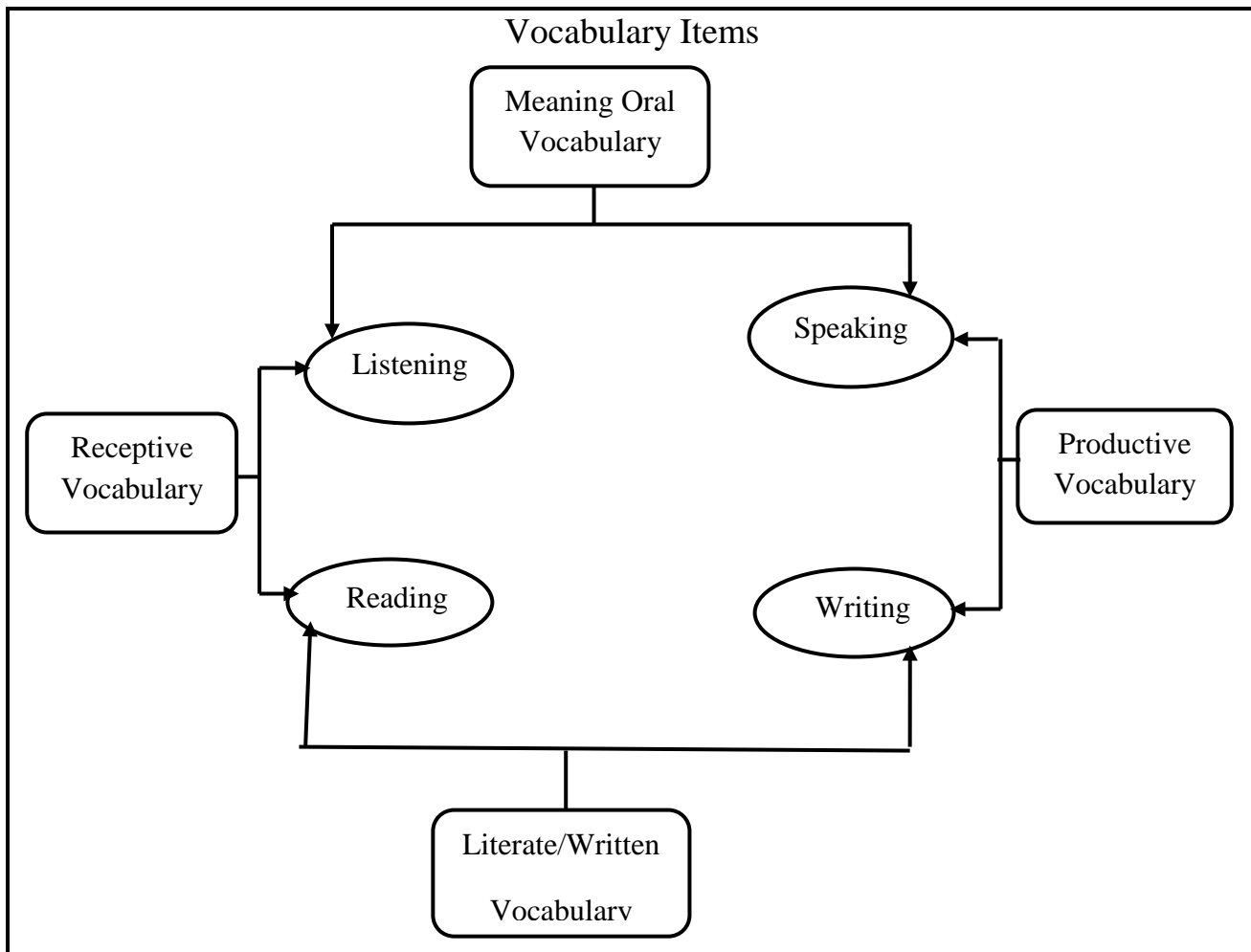


Figure (2.1): Source: Adopted from Pikulki and Templeton 2004, (2004:102)

Figure 2.1 proposed by Pikulski and Templeton (2004 , p .2) demonstrates that vocabulary items play a dominant part in learning to communicate effectively while listening , speaking , reading and writing . Vocabulary item in the diagram above can be classified in terms of types, meanings and functions. Based on the diagram, vocabulary is categorized into four main groups as meaning / oral vocabulary, literate /written vocabulary, receptive vocabulary, and productive . However, it is obvious that all vocabulary items are overlapped in meanings and functions.

2.1.6 Meanings and Functions of Vocabulary

Regarding meanings and functions of each vocabulary type concerned with the four language skills in details:

1) Meaning / oral vocabulary refers to words learners use when they speak. This involves both receptive and productive vocabulary. For listening, if they lack meaning /oral vocabulary knowledge, they may face difficulties in what they are hearing during lessons. That is, they probably miss the points of what they are listening to. For speaking, Nation (1990, p. 93) suggests that in order to speak English, it is necessary to have a large vocabulary. In developing learners' spoken English vocabulary, it is best to give learners practice in being able to a lot, using a small number of words. Pikulski and Templeton (2004 , p .3) affirm that language learners who have large speaking vocabulary generally tend to have large listening, reading, and writing vocabulary and 2) literate /written vocabulary refers to words learners use in order to understand what they read , and words they use in writing.

This, again includes both receptive and productive vocabulary. Receptive vocabulary involves being able to recognize it when it is seen. When one reads, he or she needs a number of vocabulary items to produce his or her ideas in the writing texts.

3) Receptive vocabulary concerns words learners use in order to understand what they hear in speech, and words used to understand what they read. It generally acknowledges that language learners need receptive vocabulary for their listening and reading. The better one's vocabulary knowledge, the easier one would find it to understand the conversation or a large amount of reading. However, when compared vocabulary learning from listening with vocabulary learning from

reading, Read (2000, p. 47) points out that vocabulary learning from listening has received much less attention than learning vocabulary items through reading .

Based on vocabulary and reading, Nation and Coady (1988, p. 98) point out that vocabulary is a predominant factor for reading comprehension. Laufer (1997, p. 20) emphasizes that understanding of a text is not possible, either in a native language or a foreign language, without understanding the text's vocabulary. Besides, Rubin (1993, p. 1) stresses, " A good reading go hand in hand . Unless language learners know the meaning of words, they will have difficulties in understanding what is read. And the more one reads, the more words one will add to one's vocabulary". That is to say, a rich vocabulary is essential to successful listening and reading comprehension. Similarly, Pikulski and Templerton (2004, p .1) indicate in their study a large vocabulary is more specifically predictive of high levels of reading achievement. 4) Productive vocabulary involves words language students use to express their thoughts and ideas in speaking and writing. Since both speaking and writing are productive skills, Nandy (1994, p I) highlights the relationship between vocabulary and expression of speech and writing that " An extensive vocabulary, beside empowering us to give expression to a wide range of thoughts, also enable us to vary our form of expression, and so make our speech or our writing more pleasing to hear or more interesting to read. No one can ever become an effective speaker or a ready writer if he does not have at his command a wide vocabulary to which he is continually adding". In terms of vocabulary and the written text, Schmitt (2000, p. 155) indicates that vocabulary knowledge indispensable since the text involves the use of difficult words to convey more complicated ideas than the spoken one.

All in all, vocabulary items can be generally categorized into four main groups as 'receptive (or passive)', 'productive (or active)', 'meaning /oral' and 'literate /written vocabulary based on their meanings and functions. It is apparent that vocabulary is vital for the improvement of the four language skills. To improve language skills, language learners need to involve receptive and productive, meaning /oral, and literal /written vocabulary. The following section particularly involves how many words a language learner needs for the four language skill.

2.1.7 How Many Words a Learner Needs for the Four Language Skills?

It is accepted that vocabulary has long been one of the main problems for secondary school students. They have to develop their listening, reading, speaking, and writing vocabulary. Because lack of vocabulary results in the difficulties in all four language skills. To be successful in developing their language skills, they need to know a large number of words. Therefore, vocabulary size is an aspect of vocabulary that is worth discussing since it is important for all four language skills.

It is important to know how much vocabulary students need to learn for listening, speaking, reading, and writing (Nation 1990, p. 75). So, language teachers may look into ways to help their students improve their vocabulary. However, how many words a foreign language learner must know in order to understand authentic texts is still questioned. This is a factor of concern what language skill, what level of a language learner's education, what vocabulary learning goals, or any communication situations a language learner deals with. Schmitt (2000, p. 157) indicates that the number of words language learners need also depend largely on upon the realistic goal: around 2000 word families should be the

threshold. Nation and Waring (1997 , p . 10) proposes around 2000-3000 word families for productive speaking and writing. This is consistent with Allen (198 , p . 105) who recommends that about 3,000 words would be necessary ' productive ' items to be used in writing and speech . Laufer (1998. p. 256) puts it about 3,000 word families while Nation and Waring (1997, p .10) to equal and educate native speaker of English.

In summary, in dealing with the four language skills, it is crucial for a language learner to have enough vocabulary: 2,000 word families for basic conversation; 2,000- 3,000 for productive speaking and writing; 3000- 5000 for reading authentic texts; 10,000 for challenging university textbooks; 15,000 to 20,000 to equal an educated native speaker of English. Expanding the vocabulary is one of the main goals of vocabulary learning strategies. Since a student with rich vocabulary will achieve success both inside and outside language classroom as well as in their social life. Therefore, the researcher assumes that student in secondary schools should be taught skills known as strategies to expand their vocabulary. The following section particularly involves or aspects of knowing a word proposed by different researchers.

2.2.1 What is Involved in Knowing a Word?

In section 2.2.4 the researcher discussed vocabulary and the four language skills regarding type, meaning, and function of vocabulary. And also how much vocabulary a language learner should know. This section concentrates on many important aspects of knowing a word. Knowing a word means knowing at least its meaning, and its basic usage in context receptively and productively. Knowing a word requires conscious and explicit learning mechanisms whereas using a word

involves mostly implicit learning and memory (Ellis, 1994). Besides, receptive and productive knowledge, knowing a word involves several important aspects. These include pronunciation, spelling, meaning, and syntax, and collocation. However, students in secondary schools do not need to know all these aspects. What aspect of knowing a word they should learn it depends upon what language skill is required ; what is the main goal of their vocabulary learning ; what communication situation a language learner is dealing with , and what level of a language learner's education is : beginner , intermediate ,or advanced . For example, young learners do not need to deal with the register, morphology, syntax, or collocation because these are too complicated for them. Whereas advanced learners have to do so if expecting excellence in vocabulary learning.

With regard to aspects of knowing a word, many researchers have proposed some aspects of knowing a word. Examples are Richards (1976) ; Ellis and Sinclair (1989) ; Taylor (1990 ; 1992) ; Coady (1993) ; Ooi and Lee (1996) ; Ur (1996 ; 1999) ; Qian (2002) and Nation (2005).

Taylor (1990, pp, 1- 3 ; 1992 , pp . 3- 6) summarizes eleven aspects of ' knowing a word ' to serve the purposes of vocabulary teaching and learning . These include:

1- Mother tongue. Knowing of things are said in different languages. Language learners use mother tongue by linking the second language sounds to sounds of their mother tongue.

2-Sound –spelling. It is crucial for language learners to be aware of the relationship of sound and spelling, and vice versa. Examples are:

Hair-hare; dear – deer 'and tear (as a noun) – (as a verb). etc.

3- Denotation. The direct meaning of words in the dictionary. For example, the direct meaning of 'home' is 'the house where one lives'.

4- Word grammar. Knowledge of word grammar involves word form and the derivations that can be made from it. For example, the word '*unemployment*' has a common prefix denoting 'opposite' (un), a common noun suffix (-ment), and is derived from the verb '*employ*'.

5- Collocation. This refers to words which typically come or occur together. For example, the word '*perform*' is used with 'a task' but the word '*do*' comes with 'home work'.

6-Polysemy .A word with two or more closely related meanings as '*foot*' in the following sentences:

Maggie hurt her foot.

George stood at the foot of the hill.

The foot is the lowest part of the hill just as the foot is the lowest part of the human body.

7- Frequency. Knowledge of some items in English are far more frequent in speech than in writing e.g. '*Indeed*', '*well*', '*actually*'.

8- Connotation. Besides its direct meaning in the dictionary, some words have second or deep meaning. Students need to know a word that gives an extra dimension to its literal meaning. For example, the denotation – direct meaning – of '*home*' is described as 'a place where people stay or live in' but in connotation – second or deep meaning – '*home*' might be represented or implied as '*happiness*' or '*warmth*' or '*security*'.

9- Register. Refers to the appropriate use of vocabulary items at any situations. For example, ' *what a fag* '? Is acceptable only among friends while ' *would you like a cigarette?* 'Is appropriate in most contexts.

10- Vocabulary within written discourse. This involves reference, linking, sequencing, and discovering the meaning of unknown vocabulary items in context.

11- Vocabulary with spoken discourse. This concern intonation, stress and pausing, and with the words speakers to use signal the beginnings and endings of sections of discourse.

4) Coady 1993, p. 13) proposes that knowing a word involves knowing:

- the degree of probability of when and where to encounter a given word and the sort of words to found with it;

- Its appropriate syntactic behavior;

- The limitations imposed on it by register;

- Its understanding form and derivations;

- The network of associations it has;

- Its semantic features, its extended or metaphorical meanings.

5) Ooi and Lee (1996, p. 7) conclude in their study that knowing a word concerns knowing :

- word form, including pronunciation, spelling, inflections and derivations;

- word meaning involving basic and literal meaning, derived and figurative meanings, semantic relation and connotation; and

-Word use concerning sub – categorization, collocation, sociolinguistic and stylistic, restrictions, and slang and idioms)

6) Ur 1996, pp. 60 – 62) suggests that knowing a word concerns knowing:

- Word form (pronunciation and spelling)

- Grammar

- Collocation

- Aspects of meaning (denotation, connotation, appropriateness , and meaning relationship) ; and

- Word formation

7) Qian (2002, p . 515) proposes that knowing a word concerns knowing:

- Breadth of vocabulary knowledge (knowledge of word meaning of which one has at least some superficial knowledge) ; and

- Depth of vocabulary knowledge (knowledge of vocabulary which language learners can use in their speech and writing).

8) Nation (2005, pp. 583 – 585) made a list of various aspects concerning knowing a word. The aspects of knowing a word proposed by Nation (2005) fit into three groups. These include knowing the form of a word; knowing the meaning of a word; and knowing how a word is used. Knowing a form of a word includes spelling, sound, and word parts. Knowing the meaning of a word involves linking its form and meaning, knowing a concept for a word and what it can refer to, and knowing what other words of related meaning it can be associated with. Knowing how a word is used concern the grammar of the word, including parts of speech and sentence patterns it fits into, collocates of the words and whether the

word is formal or informal, polite, rude, used mainly by children and so on, or has no restrictions on its use. As seen in table 2.1 below is the list of aspects of knowing a word:

Table 2.1 What is involved in knowing a word?

What is involved in knowing a word?

Form	spoken	R	What does the word sound look like?
	written	P R	How the word is pronounced? What does the word look like?
	Word parts	P R	How is the word written and spelling? What parts are recognizable in this word?
Meaning	Form and meaning	R P	What meaning does this word form signal? What word form can be used to express this meaning
	Concepts and referents associations	R R	What include in the concept? What other words could we use instead of this one?
Use	Grammatical functions	R P	In what patterns does the word occur? In what patterns must we use this word?
	collocations	R	What words or types of words must we use with this one?
	Constraints on use	R	Where, when, and how often would we except (register, frequency, etc) to meet this word?

Note: R=Receptive, P=productive (Nation, 2000.p -584)

In summary, knowing a word proposed by different scholars mentioned above involves many crucial aspects. All these aspects concern a part of a word, word form, word meaning, and word use. Knowing a word form concerns how the word sounds, how it is spelt, and the grammatical changes that can be made to it. Knowing a word's meaning(s) is not just knowing its dictionary meaning(s), it also means how it relates to the word commonly associated with it (its collocations as well as its connotation, register, etc. Knowing use involves knowing its patterns of occurrence with other words, and its particular types of language use. Some aspects proposed are basic, quite simple, and

appropriate for young language learners whereas some are more complex, such as connotation and register that require a great level of language competence. Besides, the aspects of knowing a word also mainly involve both receptive and productive knowledge that are used in language skills. Reading vocabulary learning, it is certain that learning vocabulary items means learning the form of the new words, the meaning of the words, and the use of the words.

2.3. Which Word Needs to Be Learned?

It is essential to know which words students need to learn in dealing with particular context. Language teachers may take into consideration for planning their lessons. As there are in English language too many words a student must know. This might be a factor of what language skill is required, what is the level of student's education. Nation (1990, p 19) affirms that the words language learners need to learn also depend largely upon the vocabulary learning goal. Since the high- frequency words (the most frequent 2,000 words) must be taught. This is because they are essential for any real language use (Nation, 1995). This is consistent with Schmitt (2000 , p . 142) who proposes that a vocabulary about 2000 words be a realistic goal , if a language learner is dealing with most kinds of academic texts ,then academic vocabulary must be focused. Similarly, if a language learner is dealing with a specialized text, technical, then, must be taught. Since the low-frequency words do not occur very frequently, strategies for dealing with these words must be taught and trained to learners.

To sum up, learning high-frequency words will help students deal with all kinds of texts. Learning academic vocabulary is a high priority goal for learners who wish to academic study in English. Likewise technical

vocabulary will help language learners identify words that will be useful for a particular discipline, or writing technical reports. Strategies that best suit for dealing with low-frequency words must be trained to language learners. The next part particularly concentrates on vocabulary learning strategies.

2.4 Language Learning Strategies (LLSs)

Language learning strategies have long been as processes of utmost importance when learning a foreign language. Learner strategies define the approach learners adopt in learning an L2. They are affected directly by learners' explicit beliefs about how best to learn. A number of studies have shown a fairly strong relationship between self efficiency beliefs and learners actions (Ellis, 2010). (Mohammed,2014) learning strategies encompass those tactics and elements of the language learning process which depend on the learner and are related to personality factors, learning style, age, gender, and cultural background, vocabulary learning strategy, being a sub-category of language learning strategies in general, are significant because the learning of vocabulary is never ending process and often doses insurmountable difficulties for language learners.

2.4.1 The Term Language learning Strategies(LLSs)

Language learning strategies are defined as specific actions, behaviors, steps or techniques which can facilitate the storage, retrieval or use of the new language in specific context (Oxford, 1989, 1990,; Biggs, 1993).

Strategies start when the learner analyzes the task, the situation, what is available in his or her repertoire (Mohammed,2014). The learner then goes on to select, deploy, monitor, and evaluate the effectiveness of this action, and decide if he or she needs to revise the plan and the action.

-Strategies are used before, during, or after language performance to enhance the use of and learning of language.

- There are some Factors may affect on strategy use such as: learners advanced in level are more aware of learning strategies, older learners use different strategies than the younger ones, other factor might have influence on choice or using of strategy, age, culture background, personal traits, level of motivation, the purpose for learning, the teacher.

The researcher suggest that language learning strategies will have contributions in improving secondary school students' vocabulary learning, if they are taught them at the beginning. From the all definitions above, which illustrates the effect of language learning strategies that presented by the learner, the researcher assumes that Oxford's definition of (LLS) is the best one, because it covers most important aid in learning vocabulary.

A distinction is often made between production, communication, and learning strategies. Tarone (1980: 419) cited in Ellis, 2008, p. 704) defined a production strategy as ' an attempt to use ones, linguistic system efficiently and correctly, with a minimum of effort '. Examples are simplification, rehearsal, and discourse planning. Communication strategy consist of attempts to deal with problems of communication that have arisen in interaction. There are a number of other problems. There is uncertainty about the precise nature of behaviors that are to account as learning strategies. Stern (1983) distinguished ' strategies' and ' techniques'. The former are defined as general and more or less deliberate ' approach' to learning (for example ' an active task approach'), whereas the latter constitute observable forms of language learning behavior evident in particular areas of language learning such as grammar (for example

,inferring , rules from texts ,) and vocabulary (for example using a dictionary when necessary ,) . Other researchers however have used the term ' strategy ' to refer to the kind of behaviors Stern calls techniques. Seliger (1984) distinguished ' strategies ' and ' tactics ' . He defined the former as ' basic abstract categories of processing by which information perceived in the outside world is organized and categorized into cognitive structures as part of a conceptual net work ' (1984 : 4) .

In contrast ' tactics ' are variable and idiosyncratic learning activities, which learners use to organize learning situation, respond to the learning environment, or cope with input and output demands. However, not all researchers make such a clear distinction between ' strategy ' and ' tactic ' on the basis of consciousness. Some consider that what, starts out as a conscious 'tactic' may evolve into a subconscious ' strategy ' . To complicate matters further, what Seliger called ' tactic ' is actually what most other researchers call ' learning strategies ' .

Learning strategies are perhaps best defined in term of a set of characteristics that figure in most accounts of them;

- Strategies refer to both general approaches and specific actions or techniques used to learn L2.
- Strategies are problem-oriented –the learner deploys a strategy to overcome some particular learning or communication problem.
- Learners are generally aware of the strategies they use and can identify what they consist of if they are asked to pay attention to what they are doing thinking.

- Strategies involve linguistic behavior (such as requesting the name of an object) and non-linguistic (such as pointing at an object so as to be told its name)
- Linguistic strategies can be performed in the L1 and L2 .
- Some strategies are behavioral while others are mental. Thus some strategies are directly observable, while others are not.
- In the main, strategies contribute indirectly to learning by providing learners with data about the L2 which they can then process. However, some strategies may also contribute directly (for example, memorization strategies directed at specific lexical items or grammar rules) .

However, arguments continue as to how to define learning strategies. Macara (2006) , for example defined learning strategies as cognitive and , rejected the view that can also be considered in terms of overt behavior (Ellis , 2010) .

2.4.2 Definition of Learning

There are variety of definitions on learning. According to Webster's Dictionary, learning is defined as "the act or experience of one that learns; knowledge of skill acquired by instruction or study; modification of a behavioral tendency by experience." Learning is often defined as a change in behavior (Birkenholz,1999), which is demonstrated by people implementing knowledge, skills, or practices derived from education. Brown(2001) defined learning as "learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction"(p,7). While in the opinion of Rubin (1987), learning is the " the process by which information is obtained, storied, retrieved, and used" (p,29).

2.4.3 Definition of Strategies

According to Brown (2001), strategies are defined as "strategies are those specific 'attacks' that we make on a given problem. They are the moment-by-moment techniques that we employ to solve 'problem' posed by second language input and output" (p,114). While Cohen (2000) stated that the term strategies has in fact, been used to refer both to general approaches and to specific actions or techniques used learn a successful language. (p,9).

A current comprehensive definition of learning strategies offered by Oxford (1999 b, p.518), the construct refers to "specific actions, behaviors, steps, or techniques that students use to improve their own progress in developing skills in second or foreign. These strategies can facilitate the internalization, storage, retrieval, or use of the new language.

2.5 Vocabulary Learning Strategies (VLSs)

This section mainly aims to study various types of vocabulary learning strategies. As vocabulary learning is a key aspect of language learning; therefore it is worth discussing (VLSs) in details. From the definition above in 2.3.1 of language learning strategies(LLSs) , we can see that(LLSs) are any set of actions , plans ,tactics , thoughts , or behaviors that language learners have made use of to help them facilitate the comprehension , storage , retrieval , and use of information . Besides, the definitions of learning strategies, the features of (LLSs) are also worth discussing as they may share some common characteristics with(VLSs) .

Table 2.2 shows the key features of LLSs proposed by Oxford (1990)

Language Learning Strategies

- 1- Contribute the main goal, communicative competence.
- 2- Language learning strategies allow learners to become more self – directed
- 3- Expand the role of language teachers.
- 4- Are problem-oriented.
- 5- Are specific actions taken by the learner?
- 6- Involve many aspects of the learning not just the cognitive,
- 7- Support learning both directly and indirectly.
- 8- Are not always observable.
- 9- Are often conscious.
- 10- Can be taught.
- 11- Are flexible.
- 12- Are influenced by a variety of factors.

Source: Language Learning Strategies (Oxford 1990, p. 9)

Past research works on (LLSs) employed by both second and foreign language learners learning a target language (TL), mainly English has been widely conducted by several researchers. The findings of these studies (e.g Oxford , 1990 ; McIntyre and Noels , reveal that there are a variety of (LLSs) that have the potential to facilitate language . In language learning, English either as second language (ESL) or a foreign

language (EFL). Carrol (1997) mentions that it is rather difficult and frustrating for language learners to learn a FL because learning a FL requires a great effort. Language learners need to struggle to find suitable and effective ways for themselves how to comprehend and retain knowledge of the (TL)

As it has been seen in section 2.2.1 vocabulary has been found as an essential component of SLA / EFL classroom (Kitajima 2001 , p . 470) , and also as a major resource for language use , and one cannot learn a language without learning vocabulary (Cameron 2001 , p . 94) . Therefore, vocabulary learning is of great importance since vocabulary is a key unit in building up skills and knowledge. However, learning vocabulary items is not simply a matter of committing them to memory, but how to use them in appropriate situations as well as how to expand the knowledge of one's vocabulary is also crucial.

Since learners may encounter new words in a variety of ways in the classroom through the language teachers, through the other learners, or through learning materials, vocabulary has long been found as a language learners' big problem that obstructs their learning. Meara (1980; 1982) and Nation (1990) affirm that many of language learners, in both receptive and productive use of vocabulary arise from their inadequate acquisition of lexical knowledge. However, it is evidenced that language learners learn words in a variety of ways, (VLSs); should include strategies for knowing a word as well as for using a word (Ellis, 1994). Furthermore , Hedge (2000 , p. 126) suggests that the ultimate role of the teacher , besides explaining new words to learners may be to build independence in learners by training them on good strategies for vocabulary learning .

In order to cope with new vocabulary when it occurs, learn unfamiliar words, and successful and independent language learners, Miller and Gildea (1987); and Nation (1990) suggest that language learners require a tremendous effort in learning of new words. They also need to find the appropriate and effective ways for themselves how to learn, acquire, comprehend, retain, recall, use, and expand their vocabulary. Language learners not only need to expand their knowledge of words, but they also need to understand words well enough to be able to use them appropriately during their social life. It is useful to teach language learners in strategy so that they can be autonomous or self-directed vocabulary learners. Harmer (1991) and Schmitt (1997) affirm that introducing language learners to a wide range of strategies is very useful since they can choose the individual strategies that suit their individual learning styles. However, language learners may not adopt strategies automatically, and they learn words in a variety of ways, and thus some explicit teaching of different (VLSs) may be helpful for their success or being independent language learners (Cameron 2011, p. 93)

Recent studies in second language vocabulary learning (e.g. Brown and Perry, 1991; Sanaoui, 1995; Schmitt, 1997; Stoffer, 1995) indicate that certain learning strategies are more effective in learning and acquiring new vocabulary items. However, strategies for learning vocabulary items proposed by many researchers. What follows are definition and classification of vocabulary learning strategies proposed by different researchers.

2.6 Classification of Vocabulary Learning Strategies

One of the purposes of this study, is to help students become more effective learners. That is by allowing them use their own experience to

facilitate problems they may face. They need to learn and know how to record, store, and practice new words by using (VLSs). Different scholars such as: (Cohen,(1987,1990); Rubin and Thompson (1994); Stoffer (1995); Gu and Johnson (1996); Schmitt (1997); Weaver and Cohen (1997); Cook (2001); Decarrico (2001); Nation (2001,2005); Hedge (2000); Pemberton (2003); and Intaraprasert (2004). They have classified (VLSs) into memory strategies, cognitive strategies, social strategies, and determination strategies.

Schmitt (1997) developed a comprehensive inventory of (VLSs) which based on Oxford (1990) taxonomy of (VLSs). He divides the strategies into two groups: the first one determine the meaning of new words. The second one for consolidating the meaning when encountered again.

The former group contains determination and social strategies. The later contains cognitive, metacognitive, memory and social strategies. Schmitt includes social strategies in both groups as they can be used for both purposes. To Schmitt, determination strategies are used when "learners are faced with discovering a new word's meaning without recourse to another person's experience". Accordingly, students try to discover the meaning of a new word by guessing it. For Schmitt, another way to discover a new meaning is by using social strategies. Asking someone for help with unknown words. Learners, thus, use different of social, memory, cognitive, and metacognitive strategies to combine their vocabulary knowledge.

Cooperative group learning through which learners study and practice the meaning of new words in group. It is an example of social strategies for consolidating a word. Memory strategies, traditionally known as Mnemonics, involve relating the word with the previously learned.

Cognitive strategies in this taxonomy are similar to memory strategies. They include repetition and using lists, flash cards, and vocabulary notebooks to study words. Finally, metacognitive strategies in Schmitt's taxonomy are defined as strategies used to control and evaluate their own learning. Testing oneself is an example of metacognitive strategies.

2.7 Previous Studies

There are many studies in different countries of the world that have been conducted in the field of vocabulary strategies. The problem of English vocabulary learning has become as phenomena to second language learners, in particular secondary school students. There are many researchers concentrated their work on vocabulary learning strategies and the related problems. Below are some international and local studies has been carried out on vocabulary learning strategies. There are as follows:

(Mohammed Ta 'amnch ,2014,Taibah University , Badr Community College) . In his topic **(Investigating Vocabulary Learning Strategies Used by Pre-service Teachers at Taibah University in Learning English Vocabulary Items)**. The researcher used qualitative and quantitative methods to achieve the aims of his study. The sample consisted of (98) male and female students during the academic year 2013- 2014. A questionnaire was used for collecting the data. The researcher reached to the conclusion that;

-Students used repetition, translation and memorization in their vocabulary learning.

(Dalal A. Bahanshal , 2015 , King Abdul Aziz University , Jeddah ,Saudi Arabia) . In her topic **(The Effectiveness of Vocabulary Learning Strategies on English Acquisition of the Saudi Learners)**. The researcher used a qualitative method in the study, questionnaire and

interview to identify VLSs which are employed by the participants. The researcher arrived at the following results:

- The Saudi 2nd high school students use some VLSs unconsciously and neglect the others as not being aware of their existence.
- The most common strategies which were found to be used by the participants are determination and social , Guessing for clues within the context .

(Mayuree Siriwan, 2007, Suranaree University of Technology, China).

In his topic **(English Vocabulary Learning Strategies Employed by Rajabhat University Students)**. He used A qualitative method, in the study a questionnaire, interview, classroom observation and think aloud were used as tools. The research subjects under the investigation were (1,481) under graduate students studying at 12 Rajabhat University in academic year 2006 . He arrived at the following findings which reveal that there were three main categories used:

- The discovery of the meaning of new vocabulary items.
- The retention of the knowledge of newly –learned vocabulary items.
- The expansion of the knowledge of vocabulary.

(Touran Ahour, 2014, Tabriz High school, Iran). In his topic **(Vocabulary learning Strategies Used br Poor Iranian High School Students)** . To achieve the aims of his study (45) male and female students in High School participated in the survey. A vocabulary learning questionnaire was administrated to the participants. A descriptive analytical method was used and arrived to the following conclusions:

- Cognitive strategy is the most frequently used strategy.
- Social strategy is the second frequently used strategy.
- The third frequently used strategy is affective strategy.
- The least frequently used is metacognitive strategy.

(Sixiang Pen,2009,Miao Students in Senior High School, Qiandongnan, China) . In his topic **(English Vocabulary Learning strategies of Senior High School Students)** . The researcher used both a qualitative and quantitative methods, questionnaire and interview. To achieve the goals of his study (450) 11th grade students from six senior high schools in Qiandongnan participated in the study. The researcher arrived at the following conclusions:

- Most of Miao students in Senior High school believed that "words should be studied and put to use"
- As for the four categories of vocabulary learning strategies, cognitive strategies were most commonly used, while translation strategies were least commonly used.
- Compare with the female Miao students, the male Miao students tended to use metacognitive and translation strategies more frequently, but they used cognitive and social strategies less frequently.

(Egbal Abdalla Mohammed, 2014, Sudan University of Science and Technology,Sudan). In her topic **(An Investigation into English Specialized Vocabulary Learning Strategies for University Students in Sudan)** . The researcher used A qualitative and quantitative methods and also a questionnaire and interview for data collection. To identify the strategies used by the students from (Sudan university of Science and Technology, University of Khartoum, University Elneelein) Faculty of Engineering . She arrived at the following findings:

- The findings indicate that some teachers are not aware of the importance of vocabulary learning strategies in teaching specialized terminologies.
- Other teachers see that VLSs are very important in teaching specialized terminologies.

(Fatima Salaheldeen Ahmed Hamza, 2015, University of Khartoum). In her topic **(The Use of Vocabulary Learning Strategies among Sudanese EFL Learners)**. The researcher used A descriptive analytical method and questionnaire. To explore VLSs used by Sudanese EFL learners 5 Sudanese EFL learners in their fourth year of study at Faculty of Education, Khartoum University participated in the study.

The researcher arrived at the following conclusions:

- Metacognitive and consolidation strategies were the less frequently used by respondents.
- Sudanese EFL learners require training in vocabulary learning in terms of, how they can extend their size of vocabulary and remember the new items.

(Al-rafeea Suliman Al-fadil, 2010, Sudan University of Science and Technology). In her topic **(Strategies for developing English Oral Communication in Sudanese Secondary Schools)** . The researcher used A descriptive approach to identify strategies teachers and students employ when they teach and learn speaking and listening skills. He used a questionnaire for both teachers and students for collecting data .The arrived at the following findings:

- Teachers do not use most of the recommended strategies when they teach English speaking skills. Lack of proper strategies, for teaching English speaking skills which is obviously reflected in the students' disability to say even a single correct sentence.
- Teachers do not teach effective listening strategies because they do not teach listening lessons. The only strategy they use is a general strategy which could be used for all skills.
- Teachers do not use the proper strategies when they introduce new words. Overuse of L1 negatively affected the process of English oral communication.

- There are more than eighteen speaking strategies of which, Sudanese Secondary School students apply only two, most of the neglected strategies were really effective in enriching the students' repertoire of English vocabulary which is base of oral communication .
- Sudanese secondary students do not use listening strategies because they do not learn listening. Listening is neglected from both sides teachers and students which negatively affected the whole process of oral communication.
- The results of training students on certain applicable speaking strategies showed a remarkable progress in speaking skill.

(Dhahawi Salih Ali Garri, 2004, Sudan University of Science and Technology) . In his topic **(EFL Vocabulary Learning: Investigating Third Year Students' Vocabulary Learning Strategies at Some Sudanese Universities in the Capital Khartoum)**. The researcher used A descriptive analytical method to investigate the current vocabulary learning strategies mostly used by the Sudanese university students in the capital of Sudan. A questionnaire was used for both teachers and students. Students from three universities participated in the study (Sudan University of Science and technology, Khartoum University, Omdurman Ahlia University and University of Bar el-Gazal) . The findings reached in the research were as follows:

- The third year students studying at Sudanese universities in capital of Khartoum employ many useful determination strategies i.e strategies students used use to discover meaning by themselves , these have been found used only by 22% to 38% of the students. The majority of the strategies used were found to be social discovery strategies, i.e strategies used by seeking help from other sources. The only discovery determination strategy used by 58% of the students was 'bilingual dictionary' which obtained the highest percentage.

- When the mostly used and least used strategies were compared , it has been found that the students heavily rely on the least useful determination strategies such as 'asking their teachers for L1 translation or paraphrases' , 'asking their peer for meaning' . While they were equally not good at using the most effective discovery strategies , students studying at faculties of Education were found to be better than students at faculties of Arts at choosing effective strategies ,especially at using social discovery strategies .

- Although the difference is not significant, female students rely more on social discovery whereas the male students on determination (risk-taking) discovery strategies.

- For the strategies used to consolidate meaning, the students were found not using effective strategies. The mostly used strategies were the superficial ones, i.e strategies which are either related to word's sound or orthography. The most useful strategies such as 'remembering word's affixes' , 'using keyword method' , 'keeping vocabulary notebooks' , etc , were used by only about 30% of the students.

- The research has also found that the students are in a pressing need for receiving VLS instruction to raise their awareness in employing more effective discovery and consolidation strategies. In addition, 88% of the responding teachers believe teaching vocabulary strategies enable students to improve meaning learning.

(Sanousi ,1995) . In his topic **(The Relationship between Vocabulary Strategies Use and Success in Acquiring and Retaining Vocabulary Items)** . This study demonstrated that adult learners of second language vocabulary were likely to fall into categories: those who adopted a structured approach to their vocabulary, and those who did not .Learners in the first group took control of their vocabulary learning. They did not rely on what the language course provided with them. They used their

own initiative in regular creation opportunities for vocabulary learning by listening to the radio, watching movie reading and using self-study. They kept systematic record of vocabulary they learned by using vocabulary notebooks and lists. They reviewed what they had done several times a week. However, in the second group who followed unstructured approach relied mainly on course material. If they made lists of vocabulary items, they did not review them and occasionally lost them.

Sanousi (1995) concluded that students who had a structured learning approach were more successful in retaining the vocabulary items taught in their classrooms than learners who had an unstructured approach.

The above researchers have investigated vocabulary learning strategies used by different learners. These strategies are considered as tools students can use to develop their vocabulary, and solve the problem of facing difficulties in learning new words. All these researchers come to the point that the most useful strategies which can contribute in improving students vocabulary learning were as follows :

Repetition, translation, memorization strategies were preferred by some learners. Whereas employ determination and social strategies. Other learners believe in cognitive strategies. The cognitive strategies are the most frequently used strategies, and metacognitive are the less one. The above mentioned researchers found that some teachers are not aware of importance of these strategies. Lack of using proper recommended strategies. Also they found that although the difference is significance female students rely more on social discovery meaning, while male students rely on determination. Finally, they discover that student are in pressing need for receiving (VLS) instruction to raise their awareness in employing most effective and useful strategies.

To sum up, the different (VLSs) mentioned above and discussed by many researchers, are controlled vocabulary learning to far extent. Also

using of suitable strategies like cognitive, social, repetition and determination and word form (affixation) strategies are accomplished in learning new words. This study investigates (VLSs) used secondary school students and the problems facing them. Moreover, the study may make considerable improvement and progress in the knowledge and use the language after teaching these strategies during their study. The researcher will discuss in more details in the later chapter, looking at the uses of these strategies by secondary school students through students' questionnaire .

2. 8 Summary of the Chapter

This chapter has dealt with definition, types and importance of vocabulary learning. It also described language learning strategies, definitions, types and classifications of some vocabulary learning strategies. Previous studies have been carried out in a variety of purposes of the investigation. The next chapter will concentrate on the design and methodology implemented in the present study.

CHAPTER THREE
Research Methodology

Chapter Three

The Research Methodology

3.0 Overview

In the previous chapter, literature relevant to the research has been reviewed. This chapter describes the methodology of the research. It includes, the tools used to obtain the relevant data, and the procedures followed to collect the data.

Then it goes further to present the tools' validity and reliability. The researcher used the statistical packages for social science (SPSS) to analyze data.

3.1 Research Design

This research depended on the qualitative and quantitative methods to meet its aims. Questionnaires were used for both teachers and students to collect information from sample of (120) students and (30) English language teachers in secondary schools.

3.2 The Subjects

The subjects in this study consist of three groups, the first group consists of (120) from the total number (1250) students studying in different secondary schools see (table No 4.3 – p. 3). The pre-identified sampling of the subjects were to discover if there were different ways in vocabulary learning strategies used by the students. These students were studying in (Zaligei secondary school for boys , Zalingei secondary school for girls, Khalid Ibn A lwaleed secondary school for boys, and Azahara secondary school for girls).The research targets: first, second, and third grades

studying (SPINE 4, 5, and 6). Their ages were from 15- 20. The researcher chose the above mentioned schools because they were governmental schools in the locality. In addition, they included a large number of students who represent the first group of the population in the study. The second group represents the teachers of English language totaling (30) respondents see(table No- p-). Although, the random chosen students shared some common characteristics. They studied at three levels (first, second, and third). They studied (SPINE series) as a textbook.

" Nation(20001: 224) cited in Garri, 2004) reports that gathering information about learners' strategy practice can be in four ways: (1) methods for knowing strategies that learners say they 'usually do' (2) methods for knowing strategies that learners 'are able to do', (3) methods for knowing strategies which the learners 'say they did', and (4) methods for knowing strategies which the learners 'actually do'"

it is the first method the researcher has adopted to collect data.

Table No (3.3) sample of teachers and supervisors

School	Number of Teaches	Number of Residential supervisor
Zalingei secondary school for boys	3	1
Khalid Ibn Alwaleed secondary school for boys	3	1
Zalingei secondary school for girls	3	1
Azahara secondary school for girls	3	1

Table No. (3.4) sample of students

School	First grade No. of students	Second grade No.of students	Third grade No. of students
Zalingei secondary school for boys	10	10	10
Kahlid Ibn Alwaleed secondary school for boys	10	10	10
Zalingei secondary school for girls	10	10	10
Azahara secondary school for girls	10	10	10
Total	40	40	40

Some experienced teachers in designing English teaching courses also responsible for the teachers directions (teaching materials). The sample of the study consists of (2) experienced teachers (supervisors). The table above.

3.3 Questionnaire Construction

Two questionnaires and an interview were used (see appendices No – p -) in this research to elicit secondary school students' opinions about (VLSs) and their self-reported (VLSs) . The designing of the questionnaire was based on Schmitt's (1997, 207-208) classification of (VLSs).

3.3.1 The Students' Questionnaire

The students questionnaire consists of four parts (A), (B), (C), and (D) see (Appendix No- p-). Part (A) requires the personal information. Part (B) deals with having the respondents' based on Likert 5- point scale.

Part (C) describes the students discovery strategies used to find out the meaning of words. Similarly, part (D) presents the students strategies, they use to remember meanings of the words they came across.

The five statements focus on the hypothesis(1) which states 'vocabulary learning strategies are not employed by teachers and students in teaching and learning vocabulary' and hypothesis (2) which saying 'English language syllabus (SPINE) does not provide enough activities and strategies for vocabulary learning'. The items were written to show if the students have received any training courses. Part (C) deals with two types of discovery strategies , determination strategies (1-6) and social strategies (7-11) , see (Appendix no- p-) . The first group consists of seven strategies which students can use to discover meaning for the first time without asking for help. The second group consists of five social strategies which students can use with help from others.

There are three open-ended paragraphs (12-14) in which informants were requested to fill in with strategies they use, but were not included in the above paragraphs. Similarly, part (D) of the students' questionnaire investigates four types of strategies that help students to remember meaning of words. They were nine (16-24) memory strategies, and one (15) social strategy, four (25-28) cognitive strategies, and two (29-30) metacognitive strategies. There are three open-end paragraphs(31-33) for strategies used by students but not included in part (D) of students questionnaire see (appendix No- p-).

In general, part (B) of the students questionnaire addresses research question No (1) whereas part (C) and (D) address research question No (2). The above research questions were further investigated in the teachers' questionnaire but from different angles.

3.3.2 The Teachers' Questionnaire

In terms of contents, the students' questionnaire and teachers' differ only in three ways. Part (B) of the teachers' questionnaire contains five paragraphs, see (appendices No-p-). Following Likert 5- point scale, too, the teachers were requested to report, from their personal experience if:

- 1-The subjects know the importance of using strategies.
- 2-They are conscious strategy users,
- 3-They believe that strategy instruction will help the improving of vocabulary learning.

Part (B) of the teachers' questionnaire was designed in the way that fitting with students' questionnaire part (B), assessing to what extent the teachers and students agree on the role of strategy and influence on learning meaning.

Secondly, part (C) and (D) of teachers' questionnaire were structured as typical as those in the students' questionnaire only differentiated by the type of opinions wanted from the respondents. Whereas the students were asked to report the strategies they use either to discover or remembering meaning. The teachers were on the other hand, requested to report strategies they recommend to their students to use for learning vocabulary. To see how the informants were involved in filling the questionnaires, the following section will describe the procedures.

3.3.3 Interview

In the present study, a semi-structured face-to-face interview (see Appendix No- P-) was conducted to compile data from the experienced teachers of English in secondary level in Zalingei locality. The purpose

was to gather ideas about students' (VLSs). The interview also used to find out whether the students have difficulties or problems with vocabulary. The table (5.3) shows the questions and the variables they measure).

Table No (3.5) Questions and variables of the interview

Questions	Variable measured
Question 1- 5	Personal information of the experienced teachers of English Language
Question 6- 7	The use of vocabulary learning strategies
Question 8- 9	The problems and difficulties students face in learning English vocabulary
Question 10	Specific materials for teaching vocabulary

3.4 The Procedures

The present study aimed to investigate in-depth how secondary school students use (VLSs) to learn new vocabulary.

1-The first step was a review of literature about language learning strategies to overview and familiarize. The questionnaires will be sent to 12 classes in 4 schools 2 for boys and the other 2 for girls (Zalingei secondary school for boys, Khalid Ibn Alwaleed secondary school, Zalingei secondary for girls and Azahara secondary school for girls). They will be distributed by the researcher inside the classes from (Jan-Feb2017). The questionnaires were expected to be return within 40 minutes. They will be used to collect data. They consist of (32) items classified into six types of strategies, which were adapted from (VLSs) classification based on Schmitt's Taxonomy(1997): Determination,

Social(Discovery),Social(consolidation), Memory and Cognitive in order to make them suitable for the for the subject of the study.

2-Before distributing the questionnaires to the subjects, the researcher will spend fifteen minutes explaining how to answer the questionnaire in details. The subjects were asked to answer the questionnaires within the allocated time: forty-five minutes. The subjects were asked not write their names on the questionnaires, so as to ensure that they feel comfortable and free to provide ideas in either positive or negative terms.

3-The questionnaires were approved by the supervisor and the university staff members, and piloted on some students.

4-The questionnaires will be given to all respondents in different class periods.

5-The open-ended questionnaires was introduced by the researcher. The respondents were also told that they had to answer in terms of how well the explanations of each item describe them. The answered questionnaires were collected right after the respondents finished them completely.

3.5 Reliability and Validity of the Questionnaire

As it has been pointed out in section (3.4) before, the strategies suggested in parts (C) and (D) in both questionnaires have mainly been taken from Schmitt's (1997:207-8) taxonomy of discovery and consolidation strategies. Along with making use of these strategies, the validity of the questionnaires will be quest checked the validity of the study

Table No (3.6)

No	Name	Status	Location
1	Isam Adeen Mohmood Mohammed	Assistan Prof.	University of Khartoum -College of Arts
2	Dawood Mohammed Gabbeer	Assistant Prof.	University of Khartoum- college of Arts
3	Fatima Hileen Idrees	Assistant Prof.	University of Khartoum- College of Arts

3.6 Summary of the Chapter

This chapter has described the methodology used in this study. It has provided information about the population, the sample and how the subjects were selected. In addition, it has described the instruments, the procedures used in the study.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND
DISCUSSION

Chapter Four

Data Analysis, Results and Discussion

4.0 Overview

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to a sample of 30 respondents from the teaching staff in Zalingei.

4.1 The Responses to the Questionnaires

The responses to the questionnaire of the 30 teachers and 120 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the two questionnaires was analyzed statistically and discussed. The following tables and figures reflect the results.

4.2 Analysis of the Questionnaire:

The questionnaire was distributed on determined study sample (30 for teachers and 120 to students), and constructed the required tables for collected data. This step consists of transformation of the qualitative (nominal) variables, the question was based on Likert 5-scale with the options (always, sometimes, undecided, seldom, and never) to quantitative variables (1, 2, 3, 4, 5) respectively, and also the graphical representations were used for this purpose.

4.3 Statistical Reliability

Test reliability refers to obtaining the same results if the same measurement is used more than one time under the same conditions.

In addition, the reliability means when a certain test for obtaining the results is applied on a number of individuals and the marks of every one are counted; then when the same test is applied another time on the same

group the same marks will be obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Table No. (4.1) validity and reliability of the teachers questionnaire.

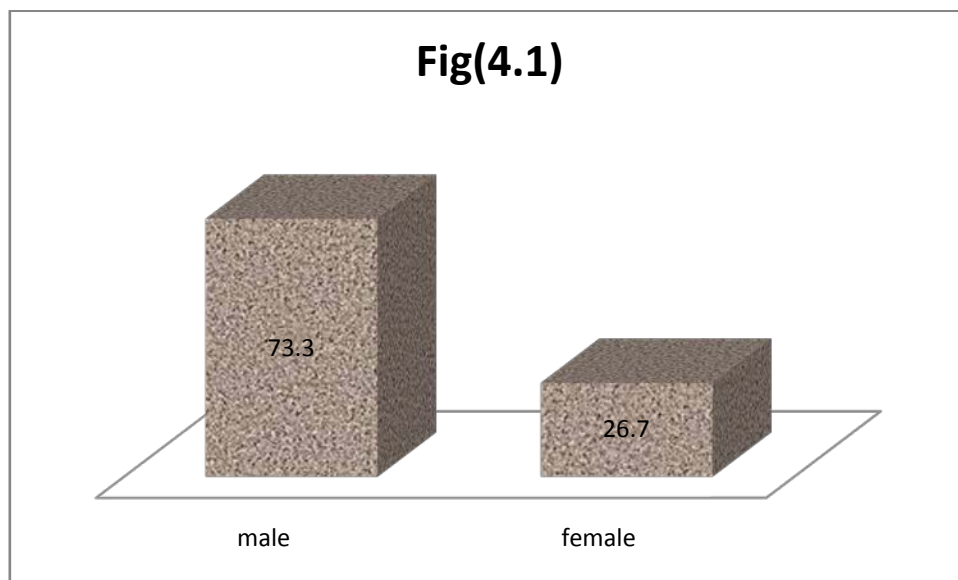
NO	Alpha-Cronbach	Validity	rate
1-Teacher's questionnaire	0.84	0.92	high
2-student's questionnaire	0.82	0.91	high

Table No.(4.1) The Sex

The Frequency Distribution for the Study Respondents According to the sex.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
male	22	73.3	73.3	73.3
female	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

From the above table No.(4.1) and figure No.(4.1), it is shown that most of the study's respondents are males, the number of those was (22) persons with percentage (73.3%) The female respondents number was (8) persons with (26.7%).

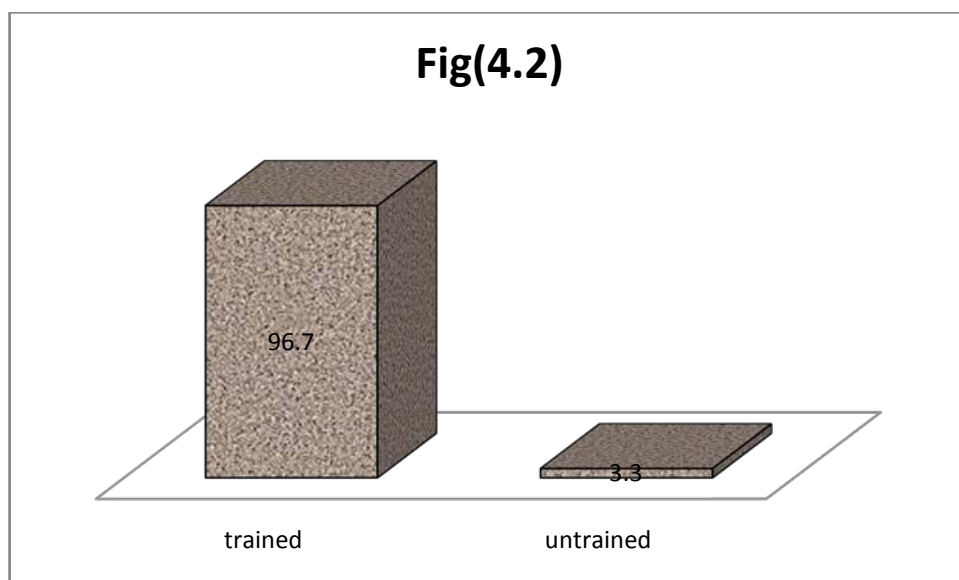
4.4 Teachers' Questionnaire

Table No.(4.2) Training status

The Frequency Distribution for the Study Respondents According to Training status

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
trained	29	96.7	96.7	96.7
untrained	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

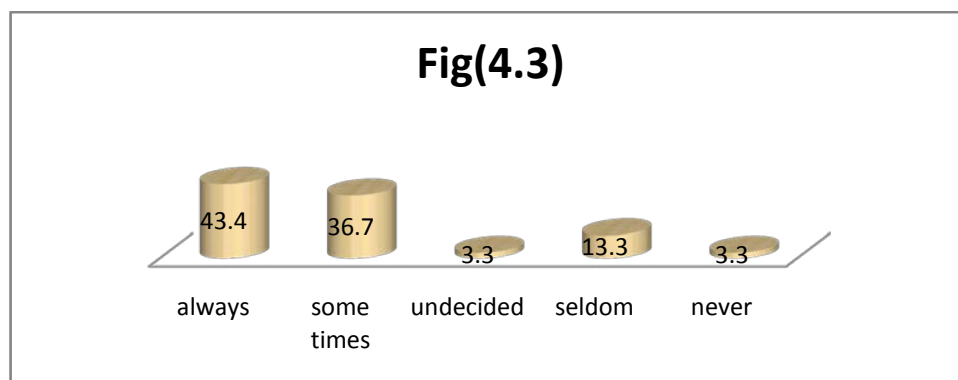
From the above table No.(4.2) and figure No.(4.2), it is shown that most of the study's respondents are trained , the number of those was (29) persons with percentage (96.7%) The untrained respondent's number was (1) person with (3.3%).

Question No.(1): Vocabulary learning strategies within some of the currently running courses

Table No (4.3) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	13	43.4	43.3	43.3
some times	11	36.7	36.7	80.0
undecided	1	3.3	3.3	83.3
seldom	4	13.3	13.3	96.7
never	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

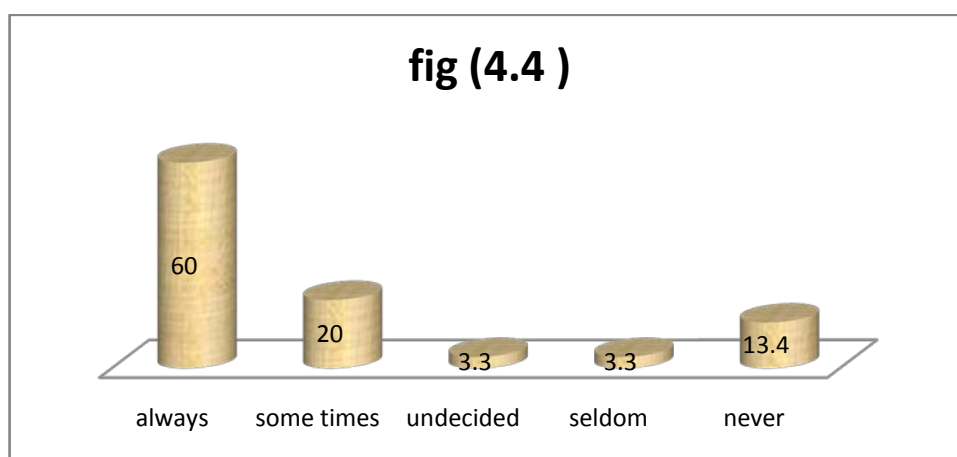
From the above table No.(4.3) and figure No (4.3) It is clear that there are (13) respondents in the study's sample with percentage (43.4%) they answered always with that " Vocabulary learning strategies within some of the currently running courses ". There are (11) respondents with percentage (36.7%) their answer is sometimes, and (1) respondents with percentage (3.3%) were undecided that, and (4) respondents with percentage (13.3%) seldom . And (1) persons with 5% are answered never

Question No.(2): Training in Vocabulary learning strategies (VLSs) enable students to learn better then not

Table No (4.4) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	18	60.0	60.0	60.0
some times	6	20.0	20.0	80.0
undecided	1	3.3	3.3	83.3
seldom	1	3.3	3.3	86.7
never	4	13.4	13.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

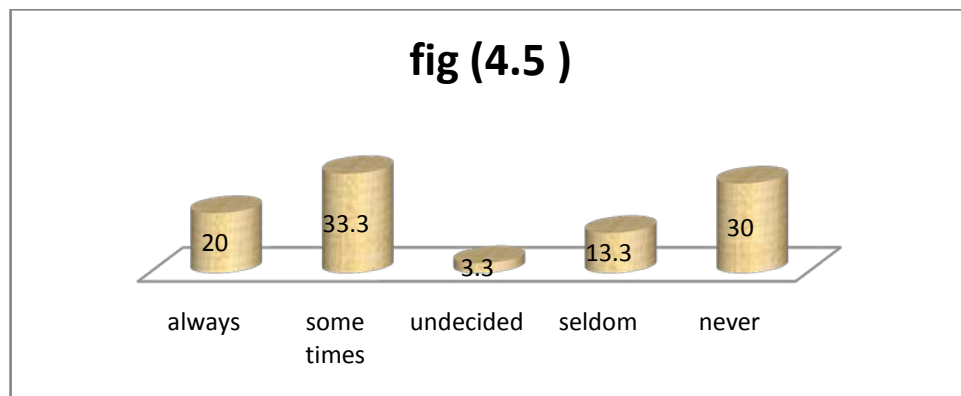
From the above table No.(4.4) and figure No (4.4) It is clear that there are (18) respondents in the study's sample with percentage (60.0%) they answered always with that " Training in Vocabulary learning strategies (VLSs) enable students to learn better then not ". There are (6) respondents with percentage (20.0%) their answer is sometimes, and (1) respondents with percentage (3.3%) were undecided that, and (1) respondents with percentage (3.3%) seldom . And (4) persons with 13.3% are answered never

Question No.(3): Being a skillful strategy user depends only on student's own effort

Table No (4.5) The Frequency Distribution for the Respondents

Valid	Frequenc y	Percent	Valid Percent	Cumulati ve Percent
always	6	20.0	20.0	20.0
some times	10	33.3	33.3	53.3
undecided	1	3.3	3.3	56.7
seldom	4	13.3	13.3	70.0
never	9	30.0	30.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

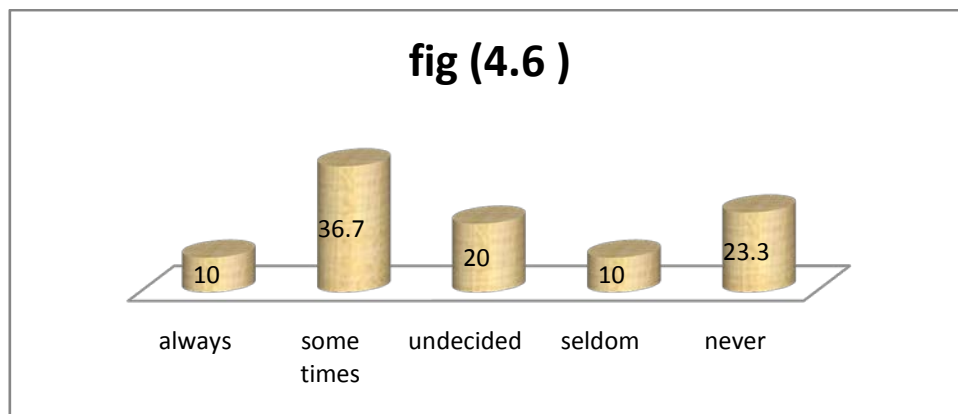
From the above table No.(4.5) and figure No (4.5) It is clear that there are (6) respondents in the study's sample with percentage (20.0%) they answered always with that " Being a skillful strategy user depends only on student's own effort ". There are (10) respondents with percentage (33.3%) their answer is sometimes, and (1) respondents with percentage (3.3%) were undecided that, and (4) respondents with percentage (13.3%) seldom . And (9) persons with 30.0% are answered never

Question No.(4): The students use different Vocabulary learning strategies (VLSs) when they come to discover meaning

Table No (4.6) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	3	10.0	10.0	10.0
some times	11	36.7	36.7	46.7
undecided	6	20.0	20.0	66.7
seldom	3	10.0	10.0	76.7
never	7	23.3	23.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

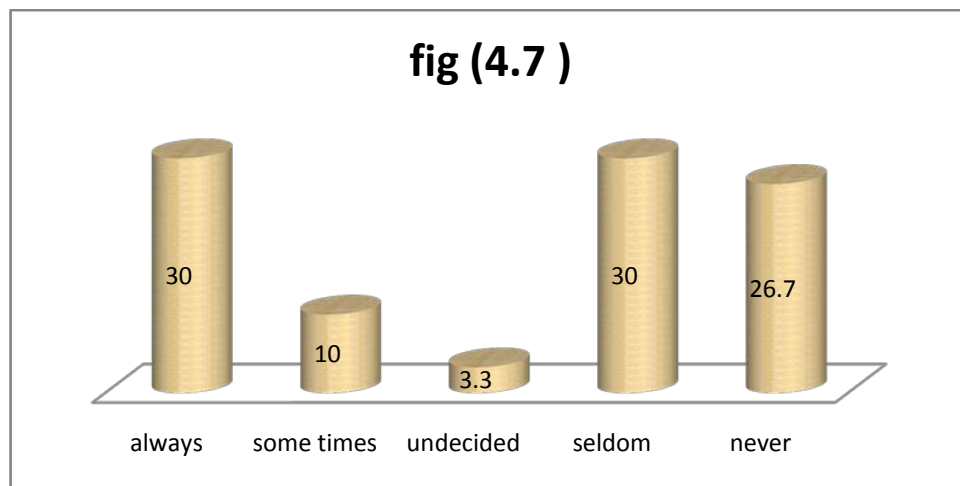
From the above table No.(4.6) and figure No (4.6) It is clear that there are (3) respondents in the study's sample with percentage (10.0%) they answered always with that " The students use different Vocabulary learning strategies (VLSs) when they come to discover meaning ". There are (11 respondents with percentage (36.7%) their answer is sometimes, and (6) respondents with percentage (20.0%) were undecided that, and (3) respondents with percentage (10.0%) seldom . And (7) persons with 23.3% are answered never

Question No.(5): The students know the importance of being a skillful

Table No (4.7) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	9	30.0	30.0	30.0
some times	3	10.0	10.0	40.0
undecided	1	3.3	3.3	43.3
seldom	9	30.0	30.0	73.3
never	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

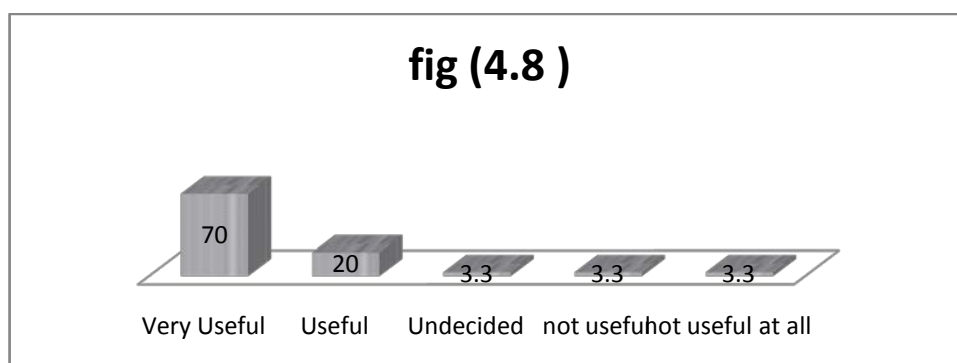
From the above table No.(4.7) and figure No (4.7) It is clear that there are (9) respondents in the study's sample with percentage (30.0%) they answered always with that " The students know the importance of being a skillful ". There are (3 respondents with percentage (10.0%) their answer is sometimes, and (1) respondents with percentage (3.3%) were undecided that, and (9) respondents with percentage (30.0%) seldom . And (8) persons with 26.7% are answered never.

Question No.(1): analyzing word's structure (prefixes , root ,and suffixes) to discover the meaning of new words .

Table No (4.8) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	21	70.0	70.0	70.0
Useful	6	20.0	20.0	90.0
Undecided	1	3.3	3.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

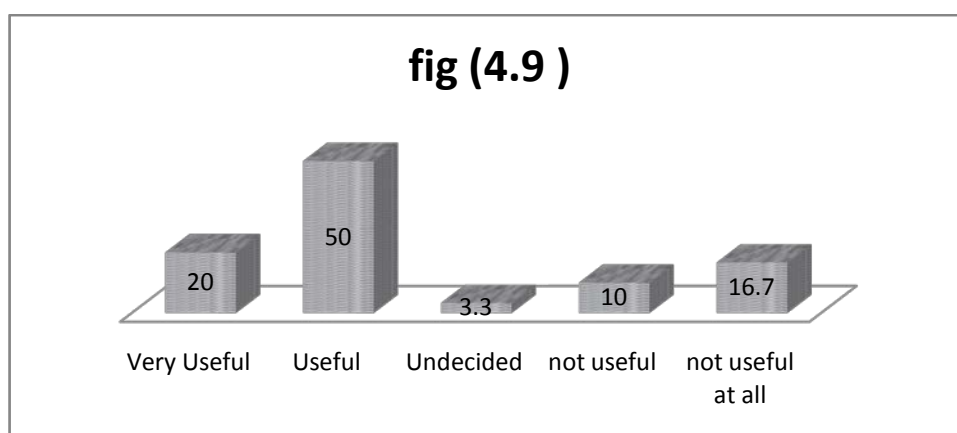
From the above table No.(4.8) and figure No (4.8) It is clear that there are (21) respondents in the study's sample with percentage (70.0%) they answered very useful to that " analyzing word's structure (prefixes , root ,and suffixes) to discover the meaning of new words .". There are (6) respondents with percentage (20.0%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(2): guessing the meaning from word class such as (nouns –verbs – adjectives – adverbs)

Table No (4.9) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	6	20.0	20.0	20.0
Useful	15	50.0	50.0	70.0
Undecided	1	3.3	3.3	73.3
not useful	3	10.0	10.0	83.3
not useful at all	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

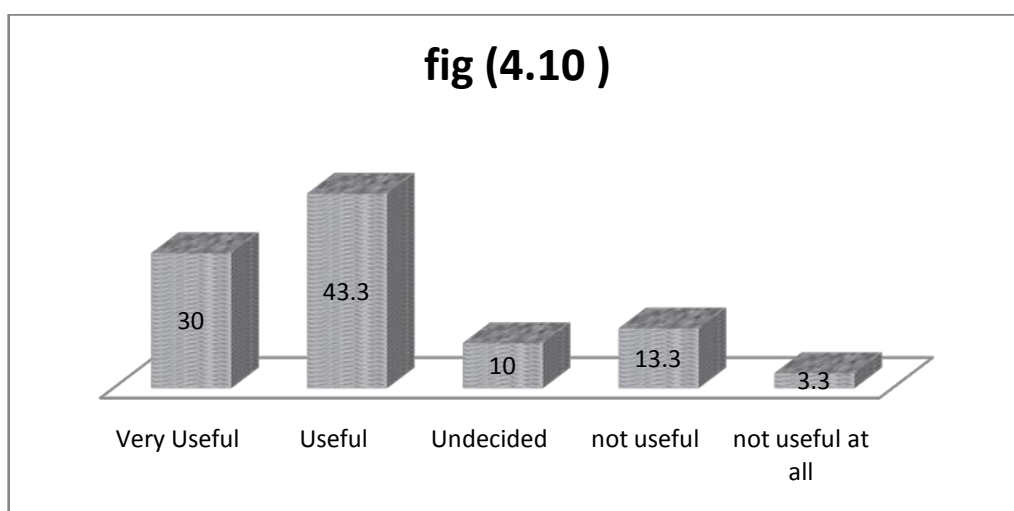
From the above table No.(4.9) and figure No (4.9) It is clear that there are (6) respondents in the study's sample with percentage (20.0%) they answered very useful to that " guessing the meaning from word class such as (nouns –verbs – adjectives – adverbs)". There are (15) respondents with percentage (50.0%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (3) respondents with percentage (10.0%) answered not useful . And (5) persons with 16.7% are answered not useful at all.

Question No.(3): using bilingual (English – Arabic dictionary)

Table No (4.10) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	9	30.0	30.0	30.0
Useful	13	43.3	43.3	73.3
Undecided	3	10.0	10.0	83.3
not useful	4	13.3	13.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

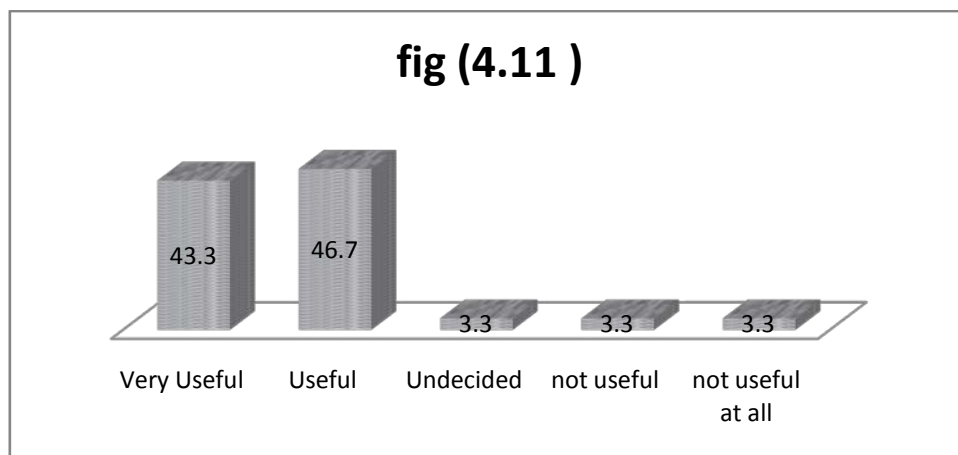
From the above table No.(4.10) and figure No (4.10) It is clear that there are (9) respondents in the study's sample with percentage (30.0%) they answered very useful to that " using bilingual (English – Arabic dictionary) ". There are (13) respondents with percentage (43.3%) their answer was useful , and (3) respondents with percentage (10.0%) answered undecided , and (4) respondents with percentage (13.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(4): using monolingual (English – English dictionary)

Table No (4.11) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	13	43.3	43.3	43.3
Useful	14	46.7	46.7	90.0
Undecided	1	3.3	3.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

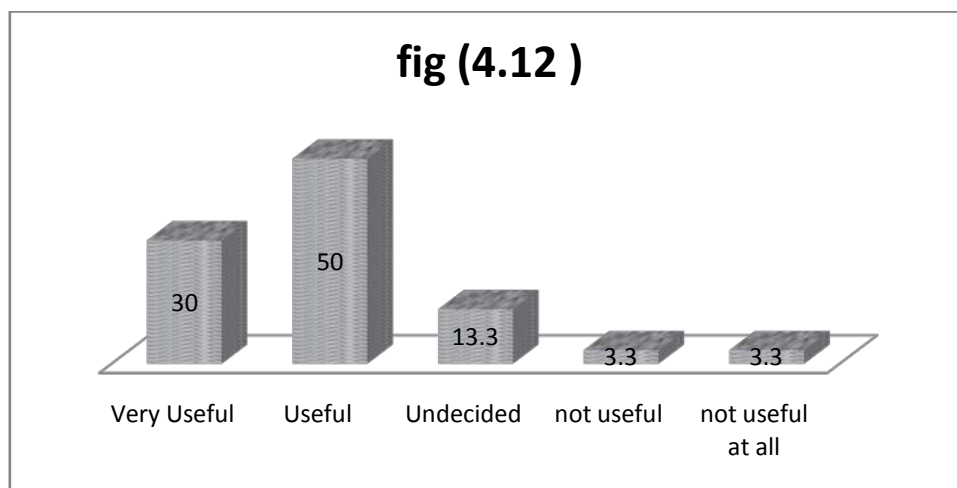
From the above table No.(4.11) and figure No (4.11) It is clear that there are (13) respondents in the study's sample with percentage (43.3%) they answered very useful to that " using monolingual (English – English dictionary) ". There are (14) respondents with percentage (46.7%) their answer was useful , and (1 respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(5): asking his classmate (friends) for meaning

Table No (4.12) The Frequency Distribution for the Respondents

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Very Useful	9	30.0	30.0	30.0
Useful	15	50.0	50.0	80.0
Undecided	4	13.3	13.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

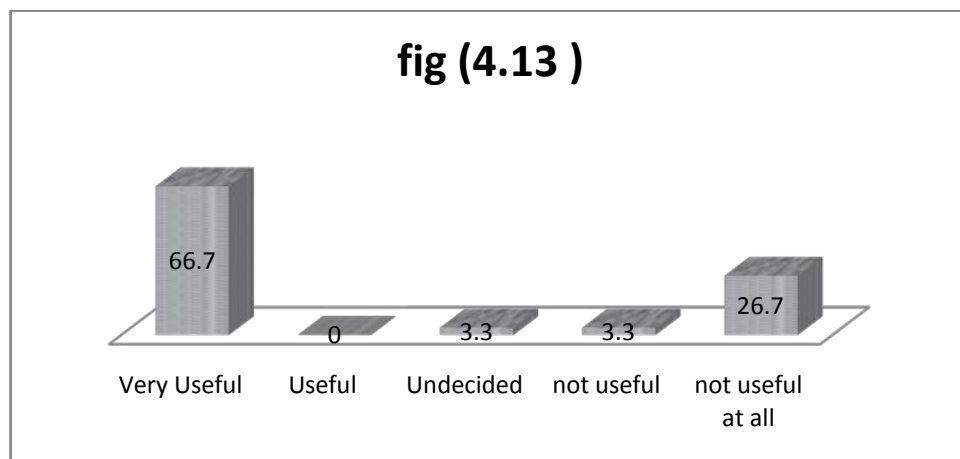
From the above table No.(4.12) and figure No (4.12) It is clear that there are (8) respondents in the study's sample with percentage (30.0%) they answered very useful to that " asking his class (friends) to meaning ". There are (15) respondents with percentage (50.0%) their answer was useful , and (4 respondents with percentage (13.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(6): asking his teacher for L1 (first languages) translation

Table No (4.13) The Frequency Distribution for the Respondents

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Very Useful	20	66.7	66.7	66.7
Undecided	1	3.3	3.3	70.0
not useful	1	3.3	3.3	73.3
not useful at all	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

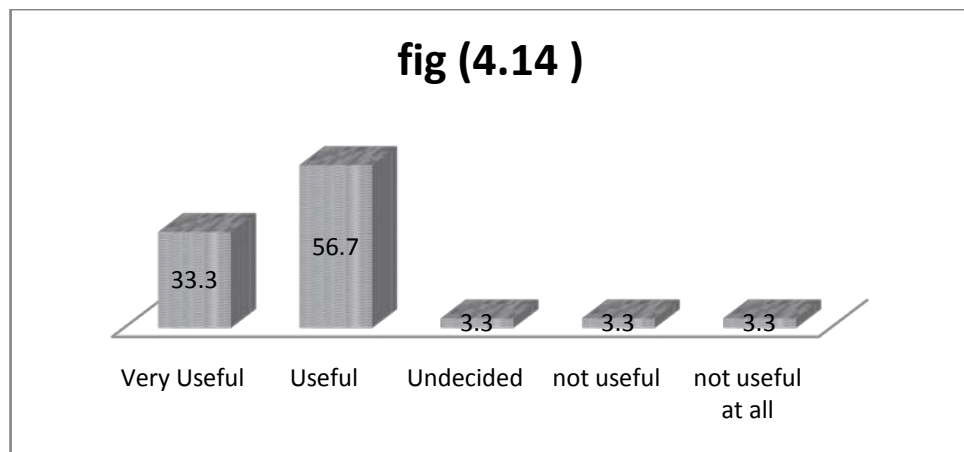
From the above table No.(4.13) and figure No (4.13) It is clear that there are (20) respondents in the study's sample with percentage (66.7%) they answered very useful to that " asking his teacher for L1 (first languages) ". There are (0) respondents with percentage (00.0%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (8) persons with 26.7% are answered not useful at all.

Question No.(7): asking his teacher for opposite meaning

Table No (4.14) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	10	33.3	33.3	33.3
Useful	17	56.7	56.7	90.0
Undecided	1	3.3	3.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

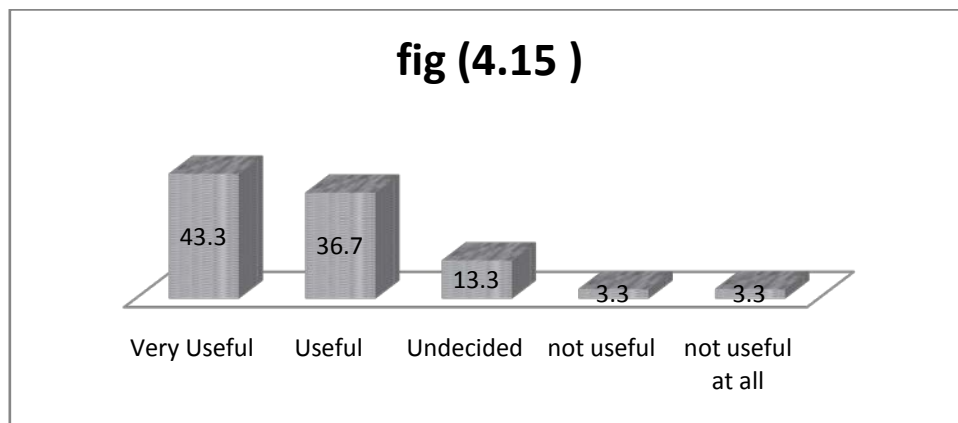
From the above table No.(4.14) and figure No (4.14) It is clear that there are (10) respondents in the study's sample with percentage (33.3%) they answered very useful to that " asking his teacher for opposite meaning ". There are (17) respondents with percentage (56.7%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(8): discovering the meaning through group work activities

Table No (4.15) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	13	43.3	43.3	43.3
Useful	11	36.7	36.7	80.0
Undecided	4	13.3	13.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

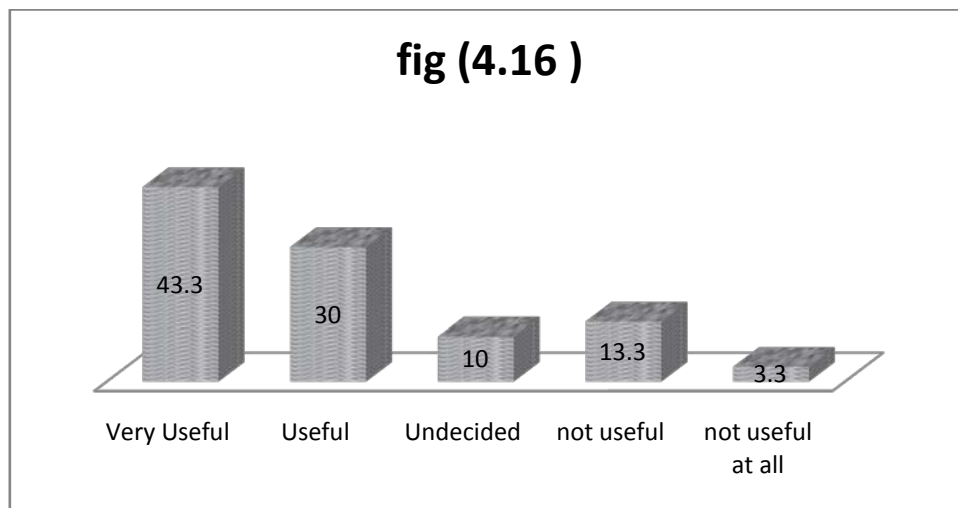
From the above table No.(4.15) and figure No (4.15) It is clear that there are (13) respondents in the study's sample with percentage (43.3%) they answered very useful to that " discovering the meaning through group work ". There are (11) respondents with percentage (36.7%) their answer was useful , and (4) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(12): connecting the words to its synonyms

Table No (4.16) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	13	43.3	43.3	43.3
Useful	9	30.0	30.0	73.3
Undecided	3	10.0	10.0	83.3
not useful	4	13.3	13.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

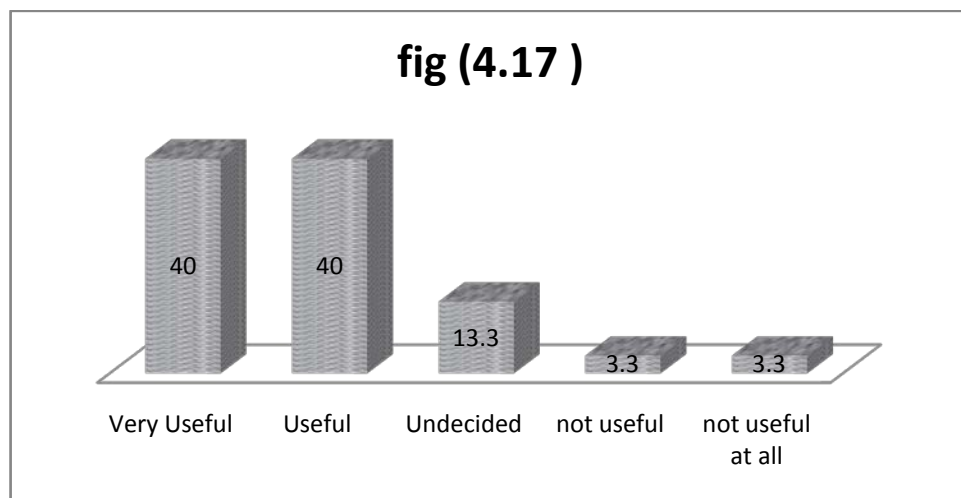
From the above table No.(4.16) and figure No (4.16) It is clear that there are (13) respondents in the study's sample with percentage (43.3%) they answered very useful to that " connecting the words to its synonyms ". There are (9) respondents with percentage (30.0%) their answer was useful , and (3) respondents with percentage (10.0%) answered undecided , and (4) respondents with percentage (13.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(13): connecting the words to a personal experience

Table No (4.17) The Frequency Distribution for the Respondents

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Very Useful	12	40.0	40.0	40.0
Useful	12	40.0	40.0	80.0
Undecided	4	13.3	13.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

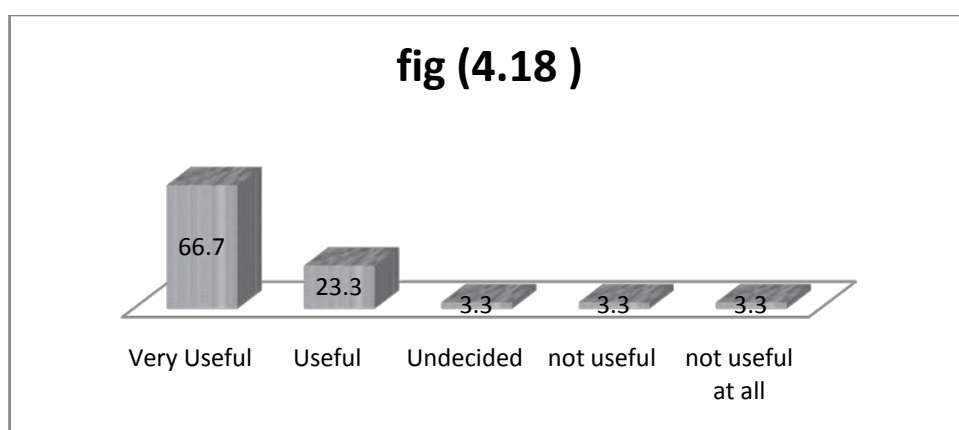
From the above table No.(4.17) and figure No (4.17) It is clear that there are (12) respondents in the study's sample with percentage (40.0%) they answered very useful to that " connecting the words to a personal experience ". There are (12) respondents with percentage (40.0%) their answer was useful , and (4) respondents with percentage (13.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(14): using new words in sentences

Table No (4.18)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	20	66.7	66.7	66.7
Useful	7	23.3	23.3	90.0
Undecided	1	3.3	3.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

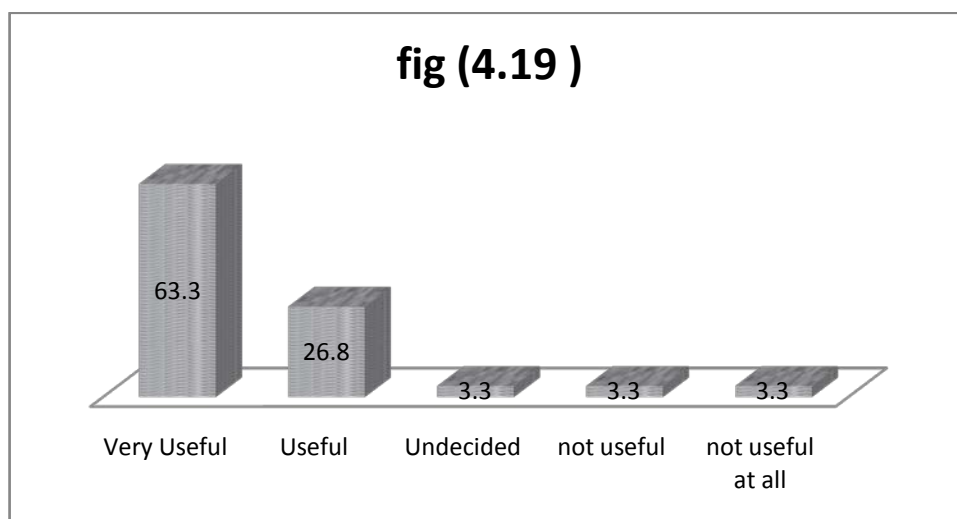
From the above table No.(4.18) and figure No (4.18) It is clear that there are (20) respondents in the study's sample with percentage (66.7%) they answered very useful to that " using new words in sentences ". There are (7) respondents with percentage (23.3%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(15): studying the spelling of a word

Table No (4.19) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	19	63.3	66.7	66.7
Useful	8	26.8	23.3	90.0
Undecided	1	3.3	3.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

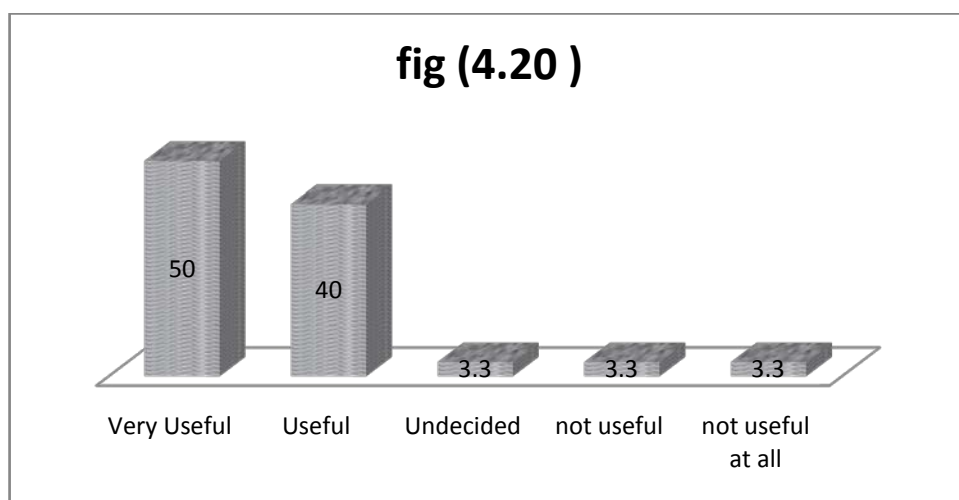
From the above table No.(4.19) and figure No (4.19) It is clear that there are (19) respondents in the study's sample with percentage (63.3%) they answered very useful to that " studying the spelling for a word ". There are (8) respondents with percentage (26.8%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(16) : studying the pronunciation of the word

Table No (4.20) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	15	50.0	50.0	50.0
Useful	12	40.0	40.0	90.0
Undecided	1	3.3	3.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

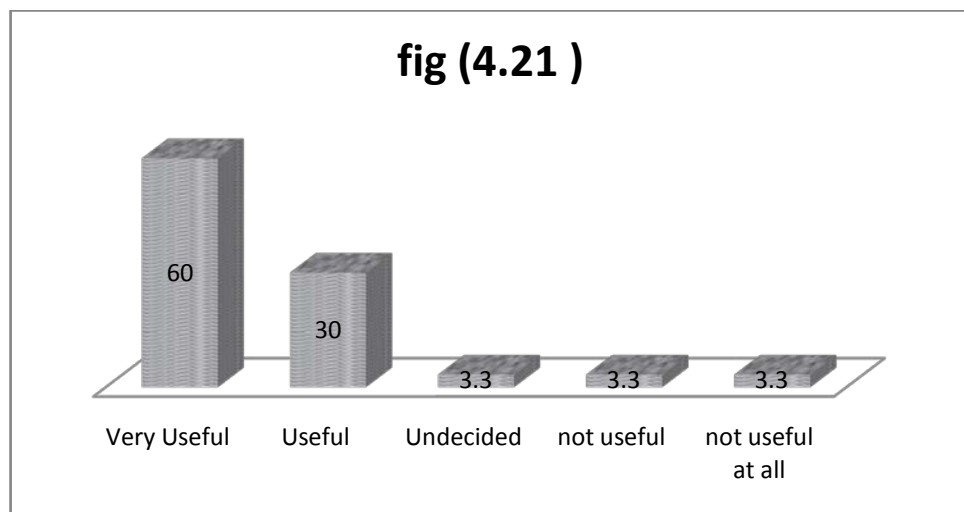
From the above table No.(4.20) and figure No (4.20) It is clear that there are (15) respondents in the study's sample with percentage (50.0%) they answered very useful to that " studying the pronunciation of the word ". There are (12) respondents with percentage (40.0%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(17): saying the new word aloud when studying

Table No (4.21)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	18	60.0	60.0	60.0
Useful	9	30.0	30.0	90.0
Undecided	1	3.3	3.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

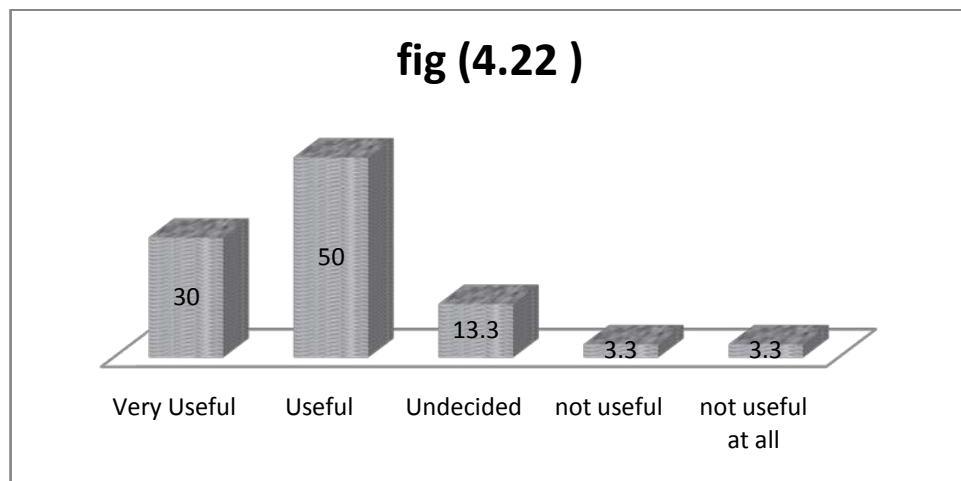
From the above table No.(4.21) and figure No (4.21) It is clear that there are (18) respondents in the study's sample with percentage (60.0%) they answered very useful to that " saying the new word aloud when studying ". There are (9) respondents with percentage (30.0%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(18): using a key word method

Table No (4.22) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	9	30.0	30.0	30.0
Useful	15	50.0	50.0	80.0
Undecided	4	13.3	13.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

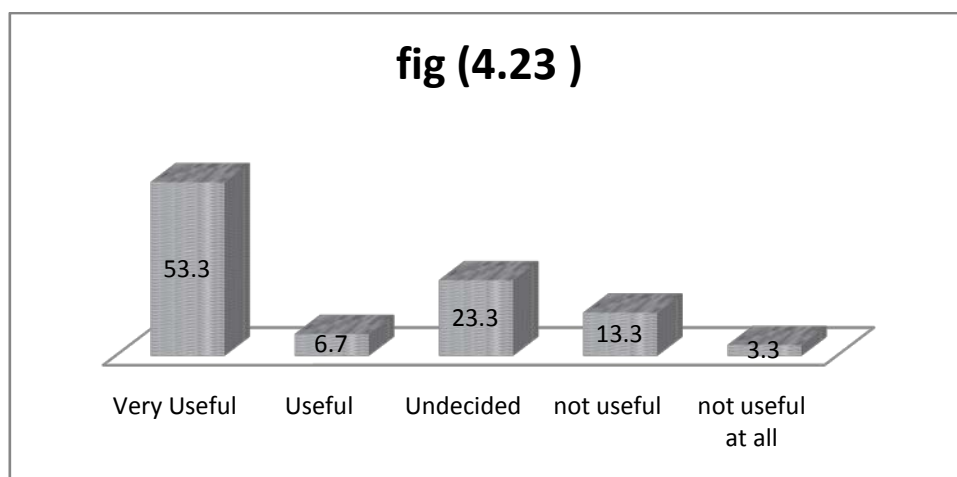
From the above table No.(4.22) and figure No (4.22) It is clear that there are (9) respondents in the study's sample with percentage (30.0%) they answered very useful to that " using a key word method ". There are (15) respondents with percentage (50.0%) their answer was useful , and (4) respondents with percentage (13.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(19) : -using physical actions when learning the words

Table No (4.23) The Frequency Distribution for the Respondents

Valid	Frequen cy	Percent	Valid Percent	Cumulative Percent
Very Useful	16	53.3	53.3	53.3
Useful	2	6.7	6.7	60.0
Undecided	7	23.3	23.3	83.3
not useful	4	13.3	13.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

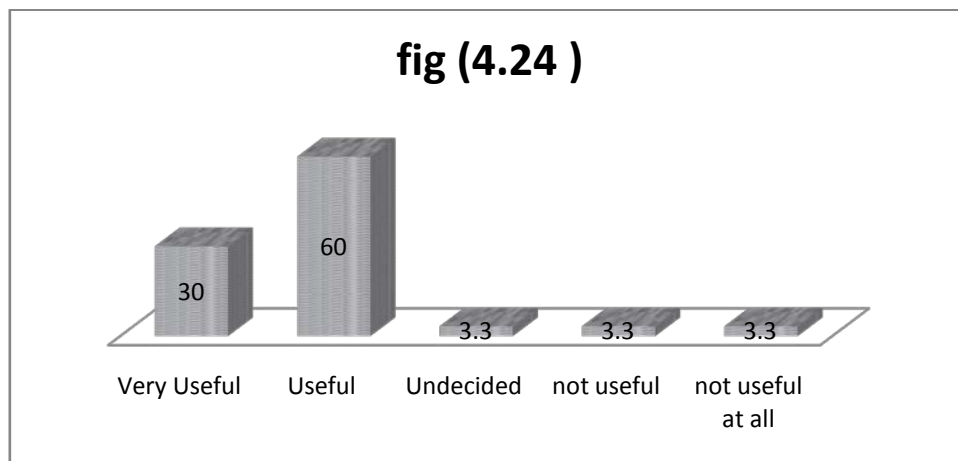
From the above table No.(4.23) and figure No (4.23) It is clear that there are (16) respondents in the study's sample with percentage (53.3%) they answered very useful to that " -using physical actions when learning the words ". There are (2) respondents with percentage (6.7%) their answer was useful , and (7) respondents with percentage (23.3%) answered undecided , and (4) respondents with percentage (13.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(20): keeping a vocabulary note book

Table No (4.24) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	9	30.0	30.0	30.0
Useful	18	60.0	60.0	90.0
Undecided	1	3.3	3.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

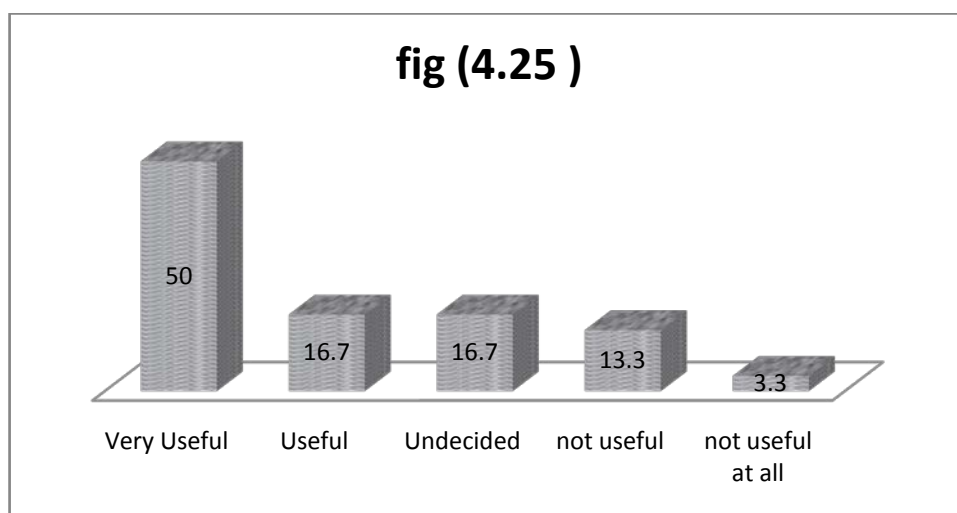
From the above table No.(4.24) and figure No (4.24) It is clear that there are (9) respondents in the study's sample with percentage (30.0%) they answered very useful to that " keeping a vocabulary note book ". There are (18) respondents with percentage (60.0%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(21): studying and learn meaning with his friends

Table No (4.25) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	15	50.0	50.0	50.0
Useful	5	16.7	16.7	66.7
Undecided	5	16.7	16.7	83.3
not useful	4	13.3	13.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

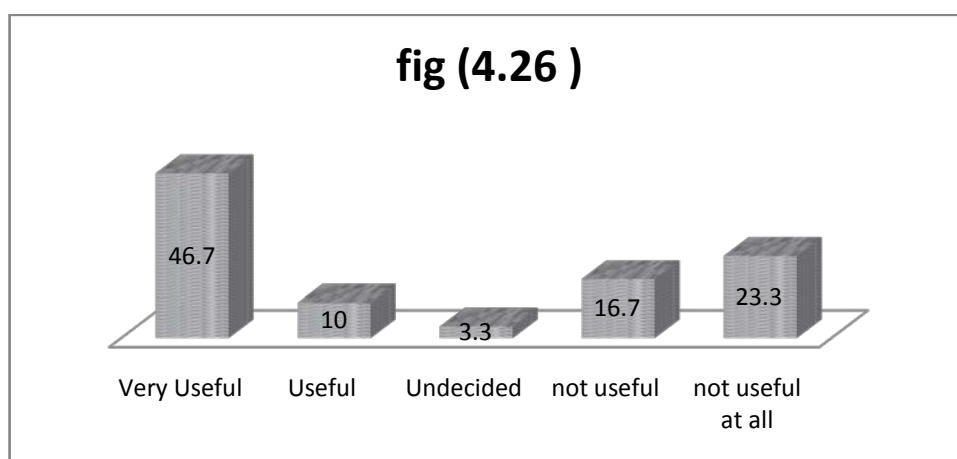
From the above table No.(4.25) and figure No (4.25) It is clear that there are (15) respondents in the study's sample with percentage (50.0%) they answered very useful to that " studying and learn meaning with his friends ". There are (5) respondents with percentage (16.7%) their answer was useful , and (5) respondents with percentage (16.7%) answered undecided , and (4) respondents with percentage (13.3%) answered not useful . And (1) persons with 3.3% are answered not useful at all.

Question No.(22): writing the new words many times

Table No (4.26)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	14	46.7	46.7	46.7
Useful	3	10.0	10.0	56.7
Undecided	1	3.3	3.3	60.0
not useful	5	16.7	16.7	76.7
not useful at all	7	23.3	23.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

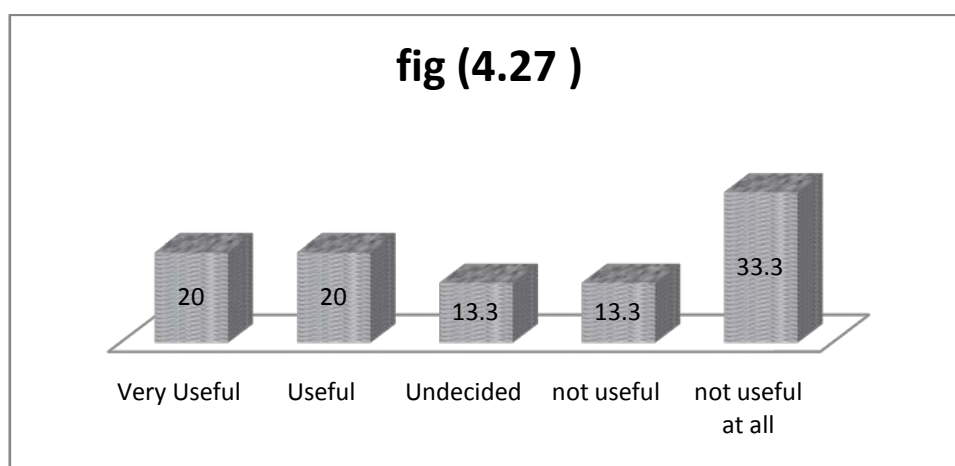
From the above table No.(4.26) and figure No (4.26) It is clear that there are (14) respondents in the study's sample with percentage (46.7%) they answered very useful to that " writing the new words many times ". There are (3) respondents with percentage (10.0%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (5) respondents with percentage (16.7%) answered not useful . And (7) persons with (23.3%) are answered not useful at all.

Question No.(23): writing meaning of the words (in Arabic) in text book

Table No (4.27)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	6	20.0	20.0	20.0
Useful	6	20.0	20.0	40.0
Undecided	4	13.3	13.3	53.3
not useful	4	13.3	13.3	66.7
not useful at all	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

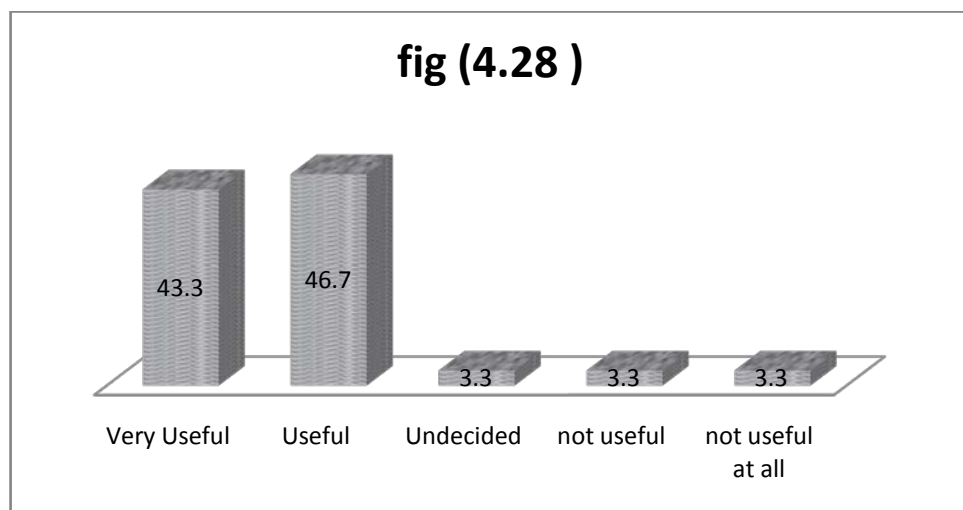
From the above table No.(4.27) and figure No (4.27) It is clear that there are (6) respondents in the study's sample with percentage (20.0%) they answered very useful to that " writing meaning of the words (in Arabic) in text ". There are (6) respondents with percentage (20.0%) their answer was useful , and (4) respondents with percentage (13.3%) answered undecided , and (4) respondents with percentage (13.3%) answered not useful . And (10) persons with (33.3%) are answered not useful at all.

Question No.(24): continuing to study the words over time

Table No (4.28) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	13	43.3	43.3	43.3
Useful	14	46.7	46.7	90.0
Undecided	1	3.3	3.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

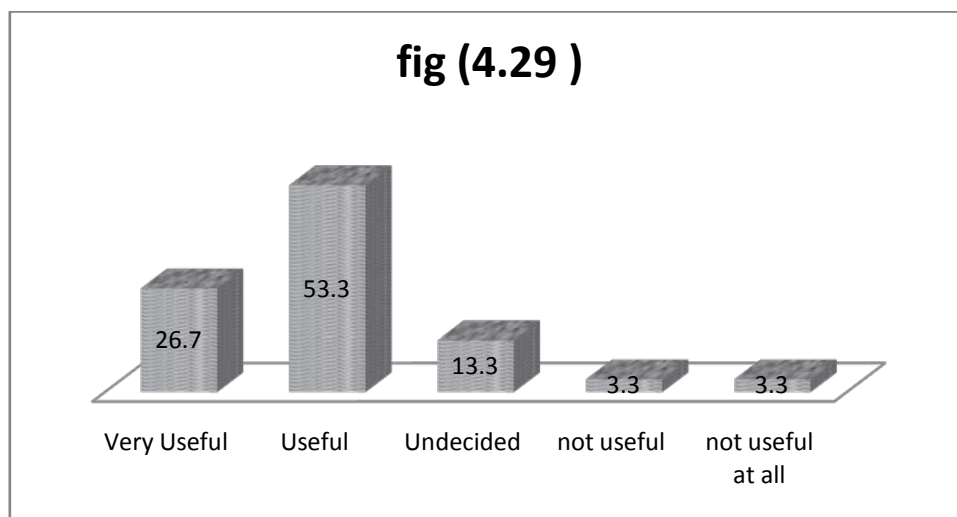
From the above table No.(4.28) and figure No (4.28) It is clear that there are (13) respondents in the study's sample with percentage (43.3%) they answered very useful to that " continuing to study the words over time ". There are (14) respondents with percentage (46.7%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with (3.3%) are answered not useful at all.

Question No.(25): testing oneself with words tests

Table No (4.29) The Frequency Distribution for the Respondents

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
Very Useful	8	26.7	26.7	26.7
Useful	16	53.3	53.3	80.0
Undecided	4	13.3	13.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

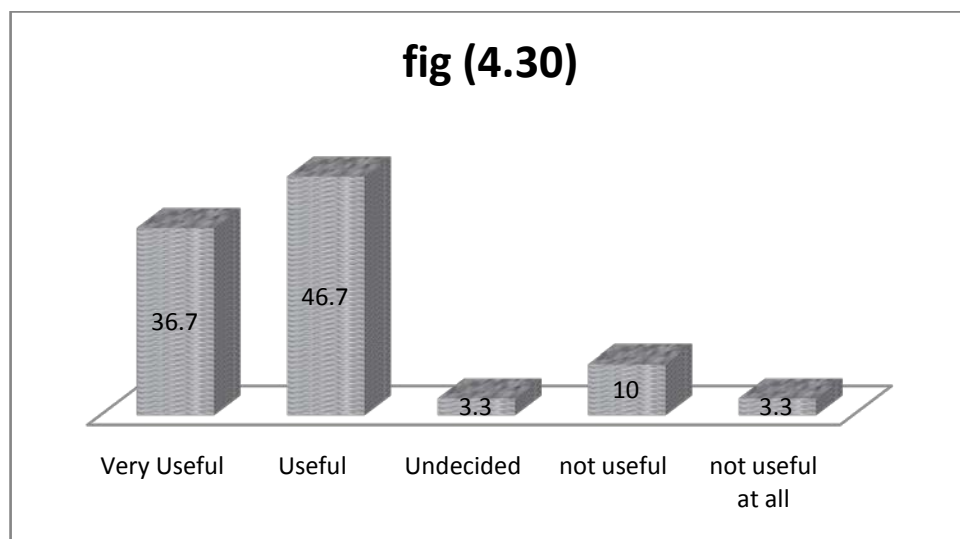
From the above table No.(4.29) and figure No (4.29) It is clear that there are (8) respondents in the study's sample with percentage (26.7%) they answered very useful to that " testing oneself with words tests ". There are (16) respondents with percentage (53.3%) their answer was useful, and (4) respondents with percentage (13.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with (3.3%) are answered not useful at all.

Question No.(26): using written repetition

Table No (4.30) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	11	36.7	36.7	36.7
Useful	14	46.7	46.7	83.3
Undecided	1	3.3	3.3	86.7
not useful	3	10.0	10.0	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

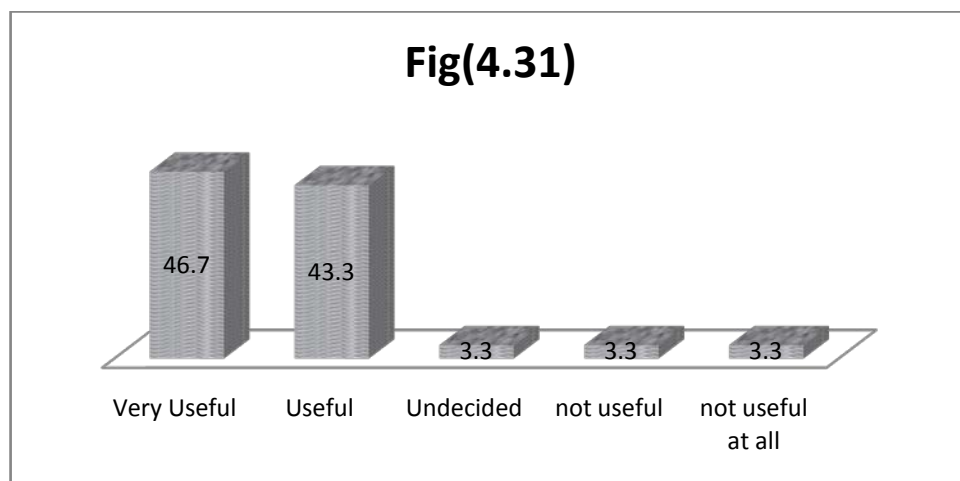
From the above table No.(4.30) and figure No (4.30) It is clear that there are (11) respondents in the study's sample with percentage (36.7%) they answered very useful to that " using written repetition ". There are (14) respondents with percentage (43.3%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with (3.3%) are answered not useful at all.

Question No.(27): using verbal repetition

Table No (4.31) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Very Useful	14	46.7	46.7	46.7
Useful	13	43.3	43.3	90.0
Undecided	1	3.3	3.3	93.3
not useful	1	3.3	3.3	96.7
not useful at all	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

From the above table No.(4.31) and figure No (4.31) It is clear that there are (14) respondents in the study's sample with percentage (46.7%) they answered very useful to that " using verbal repetition ". There are (13) respondents with percentage (43.3%) their answer was useful , and (1) respondents with percentage (3.3%) answered undecided , and (1) respondents with percentage (3.3%) answered not useful . And (1) persons with (3.3%) are answered not useful at all.

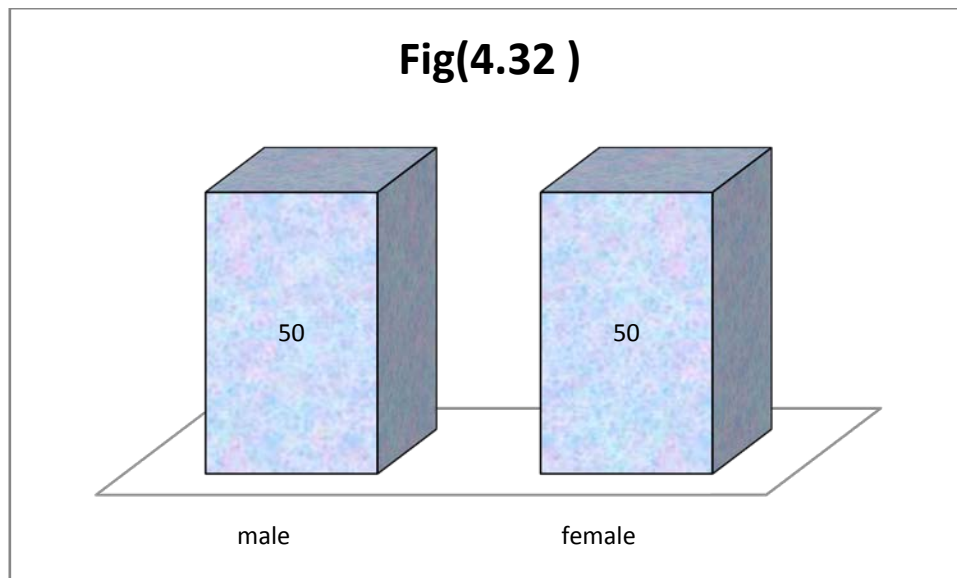
4.5 Students' Questionnaire

The Sex

Table No.(4.32)

The Frequency Distribution for the Study Respondents According to

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
male	60	50.0	50.0	50.0
female	60	50.0	50.0	100.0
Total	120	100.0	100.0	



From the above table No.(4.32) and figure No.(4.32), it is shown that the study's respondents are equal in number males and females, the number of those was (60) persons with percentage (50 %)The female respondents number was (60) persons with (50.0%).

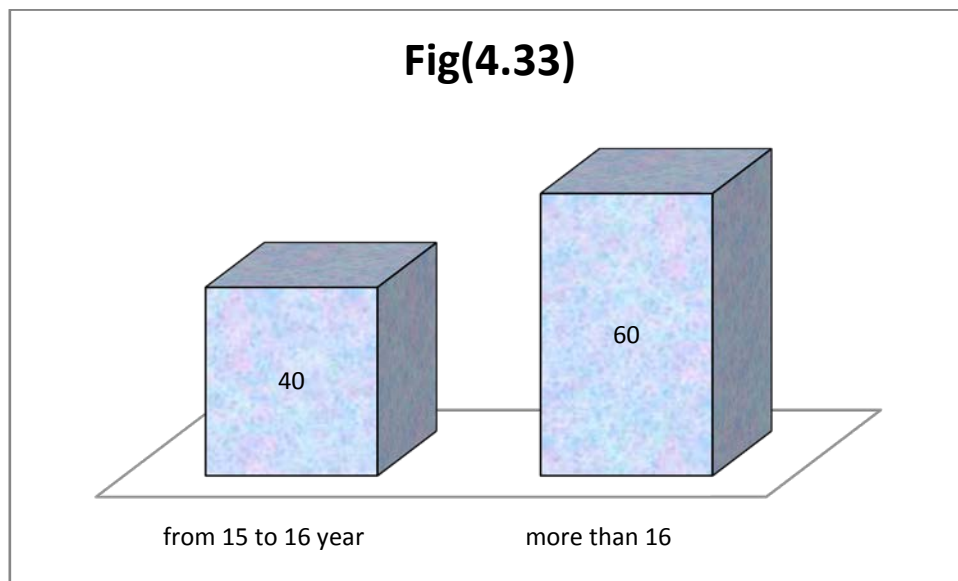
Age

Table No.(4.33)

The Frequency Distribution for the Study Respondents According to Age status

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
from 15 to 16 year	48	40.0	40.0	40.0
more than 16	72	60.0	60.0	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

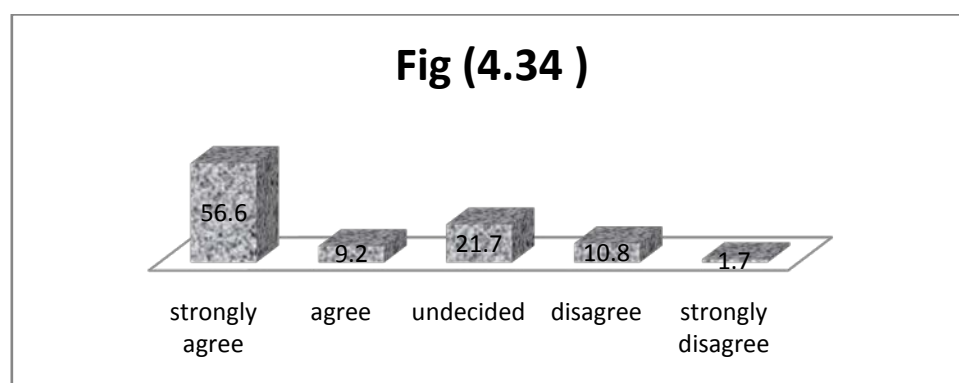
From the above table No.(4.33) and figure No.(4.33), it is shown that most of the study's respondents are have Age (from 15 to 16) , the number of those was (48) persons with percentage (40.0%) The students with Age distribution more than 16 years were (72) persons with (60.0%).

Question No.(1): Knowing many vocabulary learning strategies would help me to learn meaning of word easily .

Table No (4.34) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	68	56.6	56.7	56.7
agree	11	9.2	9.2	65.8
undecided	26	21.7	21.7	87.5
disagree	13	10.8	10.8	98.3
strongly disagree	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

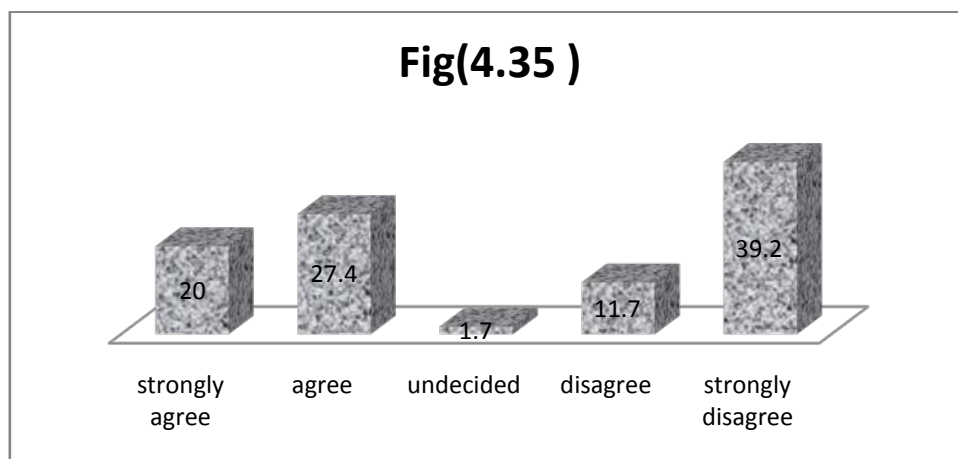
From the above table No.(4.34) and figure No (4.34) It is clear that there are (68) persons in the study's sample with percentage (56.6%) strongly agreed with " Knowing many vocabulary learning strategies would help me to learn meaning of word easily .". There are (11) persons with percentage (9.2%) agreed with that, and (26) persons with percentage (21.7%) were not sure that, and (13) persons with percentage (10.8%) disagreed. And (2) persons with (1.7%) are strongly disagree.

Question No.(2): I can learn meaning by using only strategies to consolidate (Retaining) meaning .

Table No (4.35) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	20.0	20.0	20.0
agree	33	27.4	27.5	47.5
undecided	2	1.7	1.7	49.2
disagree	14	11.7	11.7	60.8
strongly disagree	47	39.2	39.2	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

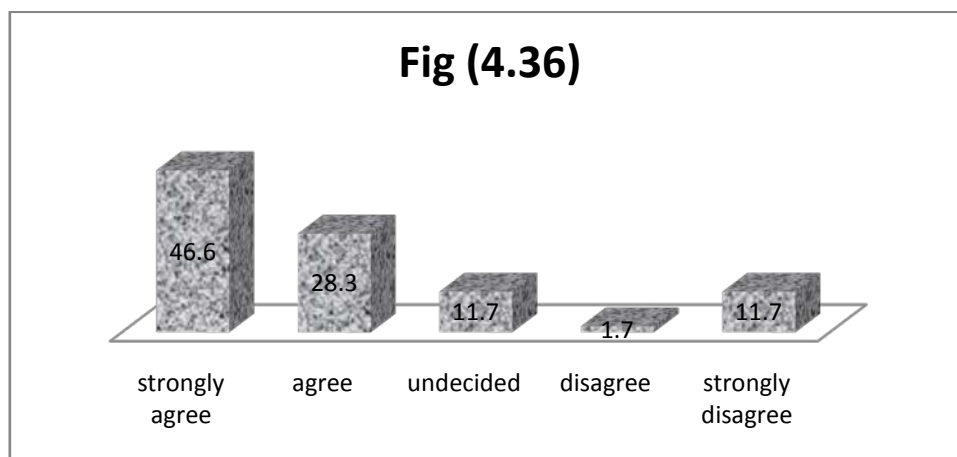
From the above table No.(4.35) and figure No (4.35) It is clear that there are (24) persons in the study's sample with percentage (29.0%) strongly agreed with " I can learn meaning by using only strategies to consolidate (Retaining) meaning ..". There are (33) persons with percentage (27.4%) agreed with that, and (2) persons with percentage (1.7%) were not sure that, and (14) persons with percentage (11.7%) disagreed. And (47) persons with (39.2%) are strongly disagree.

Question No.(3): It is important to know how or when to use different vocabulary learning strategies

Table No (4.36) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	56	46.6	46.7	46.7
agree	34	28.3	28.3	75.0
undecided	14	11.7	11.7	86.7
disagree	2	1.7	1.7	88.3
strongly disagree	14	11.7	11.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

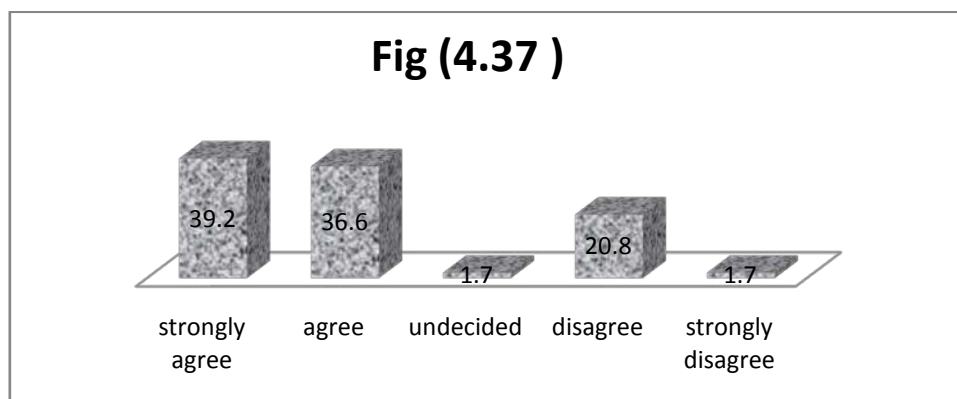
from the above table No.(4.36) and figure No (4.36) It is clear that there are (56) persons in the study's sample with percentage (46.6%) strongly agreed with " Its important to know how or when to use different vocabulary learning strategies. ". There are (34) persons with percentage (28.3%) agreed with that, and (14) persons with percentage (11.7%) were not sure that, and (2) persons with percentage (1.7%) disagreed. And (14) persons with (11.7%) are strongly disagree.

Question No.(4): Learning meaning will be easier if I taught how to use vocabulary learning strategies

Table No (4.37) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	47	39.2	39.2	39.2
agree	44	36.6	36.7	75.8
undecided	2	1.7	1.7	77.5
disagree	25	20.8	20.8	98.3
strongly disagree	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

From the above table No.(4.37) and figure No (4.37) It is clear that there are(47).

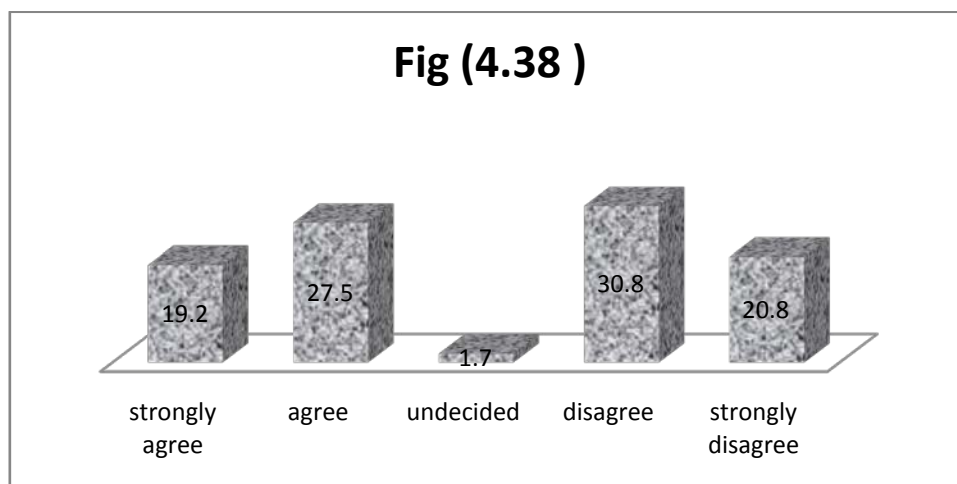
Persons in the study's sample with percentage (39.2%) strongly agreed with "Learning meaning will be easier if I taught how to use vocabulary learning strategies . . ." There are (44) persons with percentage (36.6%) agreed with that, and (2) persons with percentage (1.7%) were not sure that, and (25) persons with percentage (20.8%) disagreed. And (2) persons with (1.7%) are strongly disagree.

Question No.(5): Knowing such vocabulary learning strategies can be used will increase the chances of meaning learning

Table No (4.38)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	23	19.2	19.2	19.2
agree	33	27.5	27.5	46.7
undecided	2	1.7	1.7	48.3
disagree	37	30.8	30.8	79.2
strongly disagree	25	20.8	20.8	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

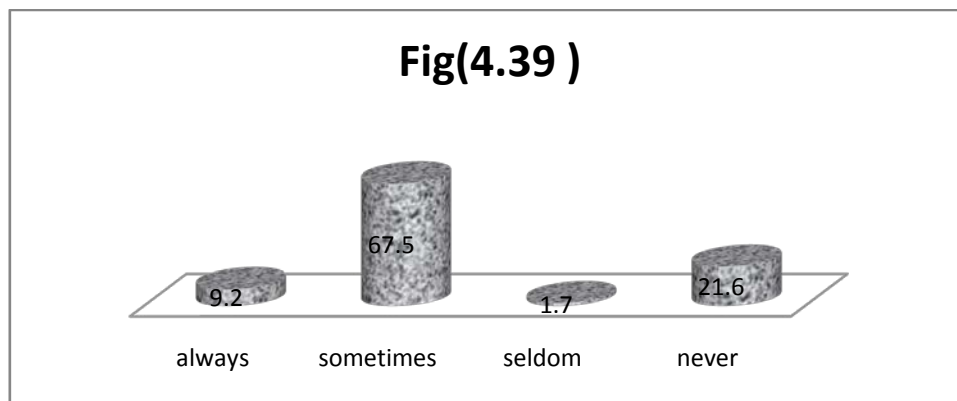
From the above table No.(4.38) and figure No (4.38) It is clear that there are (23) persons in the study's sample with percentage (19.2%) strongly agreed with " Knowing such vocabulary learning strategies can be used will increase the chances of meaning learning. ". There are (33) persons with percentage (27.5%) agreed with that, and (2) persons with percentage (1.7%) were not sure that, and (37) persons with percentage (30.8%) disagreed. And (25) persons with (20.8%) are strongly disagree.

Question No.(1): Analyzing the word into part of speech e.g (noun – verb – adjective – adverb –e t c.).

Table No (4.39)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	11	9.2	9.2	9.2
sometimes	81	67.5	67.5	76.7
seldom	2	1.7	1.7	78.3
never	26	21.6	21.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

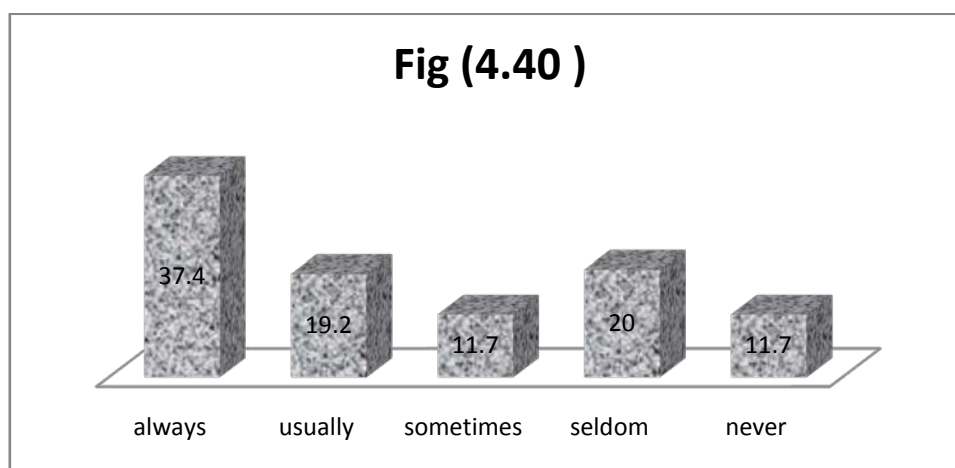
From the above table No.(4.39) and figure No (4.439) It is clear that there are (11) respondents in the study's sample with percentage (9.2%) they answered always with that " Analyzing the word into part of speak e.g (noun –verb – adjective – adverb –e t c.).". There are (0) respondents with percentage (0%) their answer is usually , and (81) respondents with percentage (67.5%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (26) persons with 21.6 % are answered never.

Question No.(2): Analyzing the structure in to (prefixes – roots ,and suffixes) e.g (un tion)

Table No (4.40) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	45	37.4	37.5	37.5
usually	23	19.2	19.2	56.7
sometimes	14	11.7	11.7	68.3
seldom	24	20.0	20.0	88.3
never	14	11.7	11.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

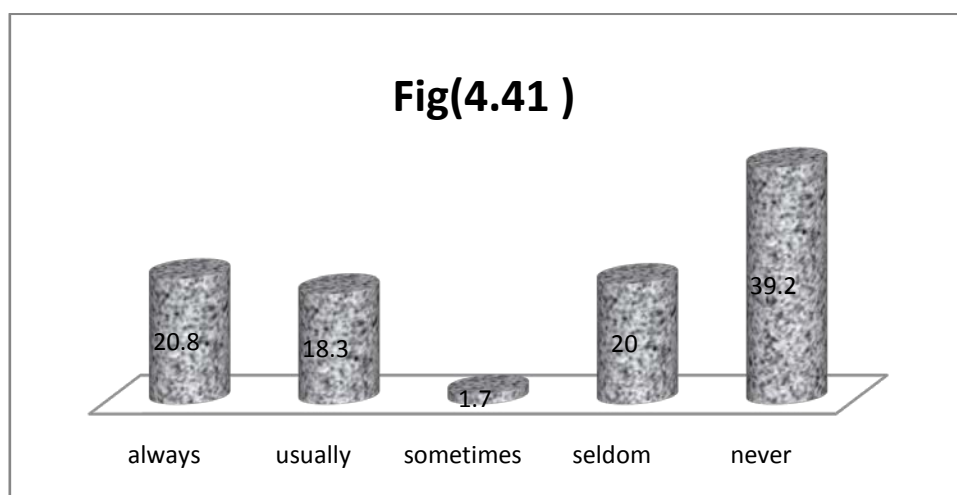
From the above table No.(4.40) and figure No (4.40) It is clear that there are (45) respondents in the study's sample with percentage (37.4%) they answered always with that " Analyzing the structure in to (prefixes – roots ,and suffixes) e.g (un tion)". There are (23) respondents with percentage (19.2%) their answer is usually , and (14) respondents with percentage (11.7%) were sometimes that, and (24) respondents with percentage (20.0%) seldom . And (14) persons with 11.7 % are answered never.

Question No.(3): Checking the word for L1 for L1 cognate (e g شراب for syrup)

Table No (4.41) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	25	20.8	20.8	20.8
usually	22	18.3	18.3	39.2
sometimes	2	1.7	1.7	40.8
seldom	24	20.0	20.0	60.8
never	47	39.2	39.2	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

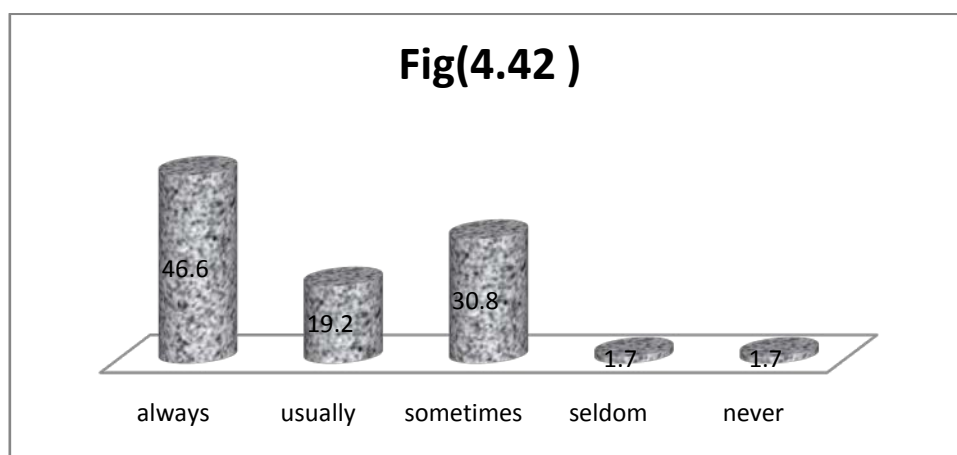
From the above table No.(4.41) and figure No (4.41) It is clear that there are (25) respondents in the study's sample with percentage (20.8%) they answered always with that " Checking the word for L1 for L1 cognate (e g شراب for syrup)". There are (22) respondents with percentage (18.3%) their answer is usually , and (24) respondents with percentage (1.7%) were sometimes that, and (2) respondents with percentage (20.0%) seldom . And (47) persons with 39.2 % are answered never.

Question No.(4): Guessing the meaning of new word from context / sentence

Table No (4.42) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	56	46.6	46.7	46.7
usually	23	19.2	19.2	65.8
sometimes	37	30.8	30.8	96.7
seldom	2	1.7	1.7	98.3
never	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

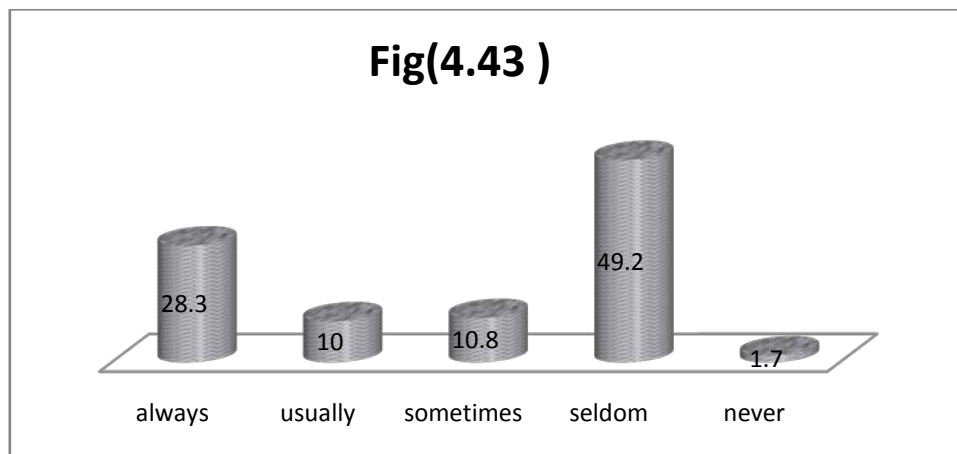
From the above table No.(4.42) and figure No (4.42) It is clear that there are (56) respondents in the study's sample with percentage (46.6%) they answered always with that " Guessing the meaning of new word from context / sentence ". There are (23) respondents with percentage (19.2%) their answer is usually, and (37) respondents with percentage (30.8%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (2) persons with 1.7 % are answered never.

Question No.(5): Using bilingual (i.e. English – Arabic) dictionary

Table No (4.43) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	34	28.3	28.3	28.3
usually	12	10.0	10.0	38.3
sometimes	13	10.8	10.8	49.2
seldom	59	49.2	49.2	98.3
never	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

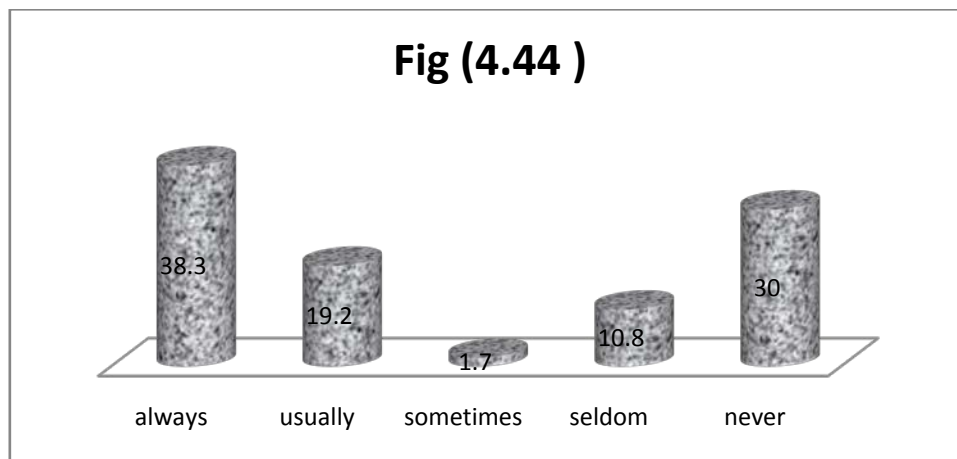
From the above table No.(4.43) and figure No (4.43) It is clear that there are (34) respondents in the study's sample with percentage (28.3%) they answered always with that " Using bilingual (i.e. English – Arabic) dictionary ". There are (12) respondents with percentage (10.0%) their answer is usually, and (13) respondents with percentage (10.8%) were sometimes that, and (59) respondents with percentage (49.2%) seldom . And (2) persons with 1.7 % are answered never.

Question No.(6): Using monolingual (English – English dictionary)

Table No (4.44)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	46	38.3	38.3	38.3
usually	23	19.2	19.2	57.5
sometimes	2	1.7	1.7	59.2
seldom	13	10.8	10.8	70.0
never	36	30.0	30.0	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

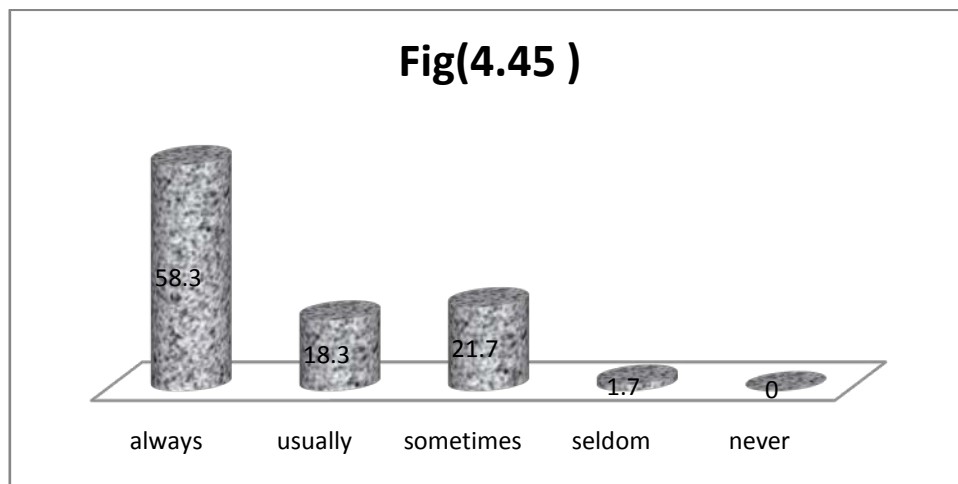
From the above table No.(4.44) and figure No (4.44) It is clear that there are (46) respondents in the study's sample with percentage (38.3%) they answered always with that " Using monolingual (English – English dictionary)". There are (23) respondents with percentage (19.2%) their answer is usually, and (2) respondents with percentage (1.7%) were sometimes that, and (13) respondents with percentage (10.8%) seldom . And (36) persons with 30.0 % are answered never.

Question No.(7): Asking teacher for L1 translation of the new word

Table No (4.45) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	70	58.3	58.3	58.3
usually	22	18.3	18.3	76.7
sometimes	26	21.7	21.7	98.3
seldom	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

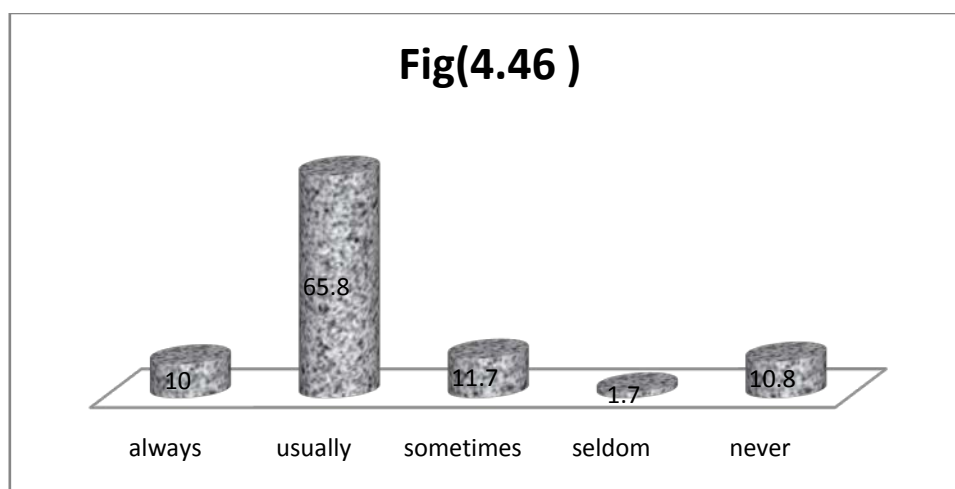
From the above table No.(4.45) and figure No (4.45) It is clear that there are (70) respondents in the study's sample with percentage (58.3%) they answered always with that “ Asking teacher for L1 translation of the new word ”. There are (22) respondents with percentage (18.3%) their answer is usually, and (26) respondents with percentage (21.7%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (0) persons with 00.0 % are answered never.

Question No.(8): Asking teacher for paraphrasing (sentence containing the new words)

Table No (4.46) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	12	10.0	10.0	10.0
usually	79	65.8	65.8	75.8
sometimes	14	11.7	11.7	87.5
seldom	2	1.7	1.7	89.2
never	13	10.8	10.8	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

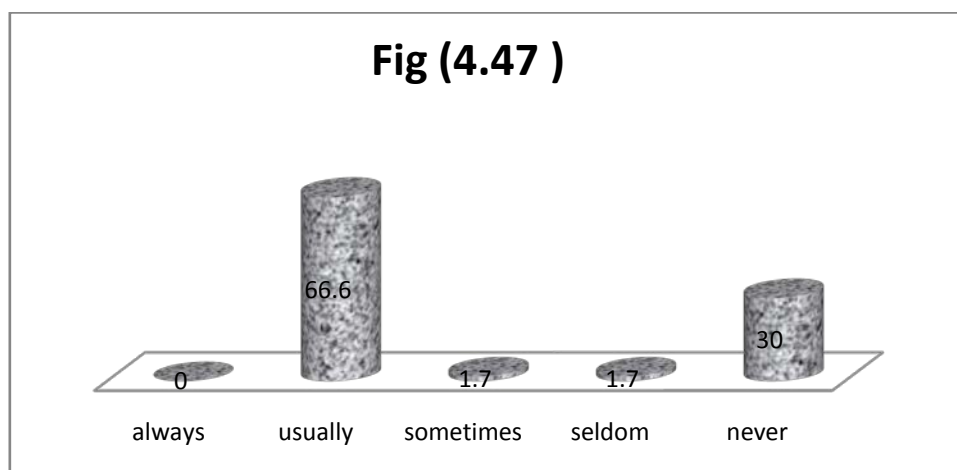
From the above table No.(4.46) and figure No (4.46) It is clear that there are (12) respondents in the study's sample with percentage (10.0%) they answered always with that “ Asking teacher for paraphrasing (sentence containing the new words)d ”. There are (79) respondents with percentage (65.8%) their answer is usually, and (14) respondents with percentage (11.7%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (13) persons with 10.8 % are answered never.

Question No.(9): Asking teacher for sentence including the new words

Table No (4.47) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	80	66.6	66.7	66.7
sometimes	2	1.7	1.7	68.3
seldom	2	1.7	1.7	70.0
never	36	30.0	30.0	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

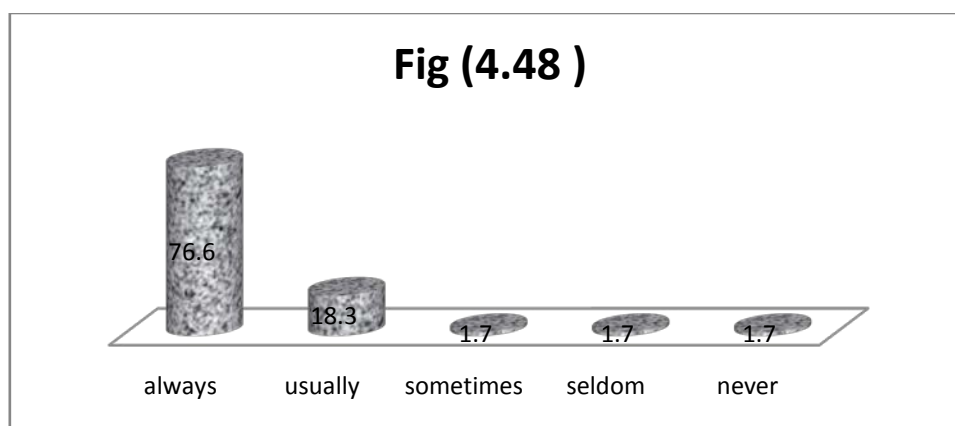
From the above table No.(4.47) and figure No (4.47) It is clear that there are (80) respondents in the study's sample with percentage (66.6%) they answered always with that “Asking teacher for sentence including the new words ”. There are (0) respondents with percentage (1.7%) their answer is usually, and (2) respondents with percentage (1.7%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (36) persons with 30.0 % are answered never.

Question No.(10): Asking classmate (friends) for meaning of a new word

Table No (4.48)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	92	76.6	76.7	76.7
usually	22	18.3	18.3	95.0
sometimes	2	1.7	1.7	96.7
seldom	2	1.7	1.7	98.3
never	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

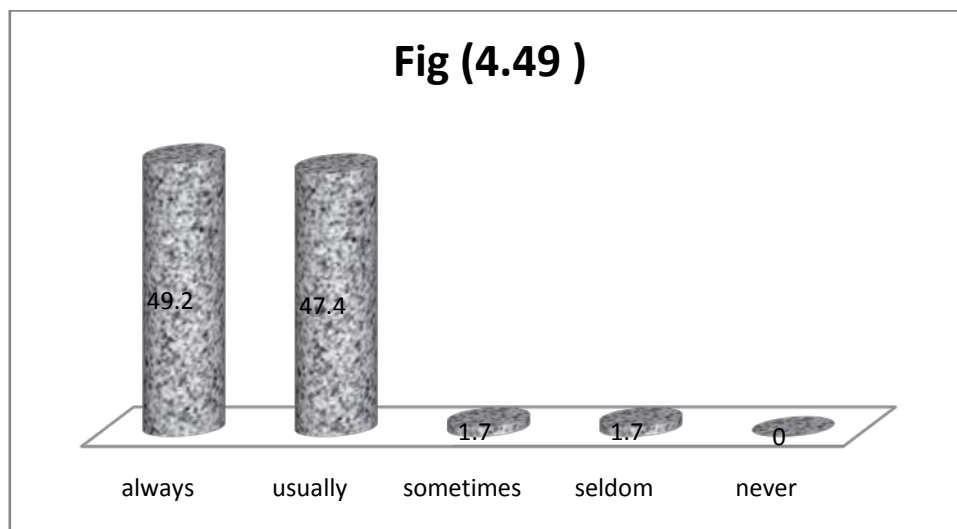
From the above table No.(4.48) and figure No (4.48) It is clear that there are (92) respondents in the study's sample with percentage (76.6%) they answered always with that “Asking teacher for sentence including the new words ”. There are (22) respondents with percentage (18.3%) their answer is usually, and (2) respondents with percentage (1.7%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (2) persons with 1.7 % are answered never.

Question No.(11): Discovering new meaning through group work activities when revising lessons

Table No (4.49)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	59	49.2	49.2	49.2
usually	57	47.4	47.5	96.7
sometimes	2	1.7	1.7	98.3
seldom	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

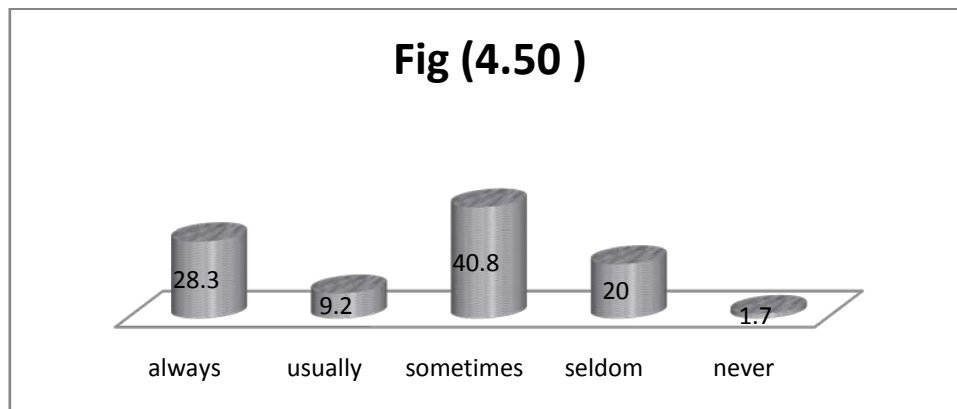
From the above table No.(4.49) and figure No (4.49) It is clear that there are (59) respondents in the study's sample with percentage (49.2%) they answered always with that “ Discovering new meaning through group work activities when revising lessons ”. There are (57) respondents with percentage (47.4%) their answer is usually, and (2) respondents with percentage (1.7%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (0) persons with 0 % are answered never.

Question No.(15): Studying and practicing the meaning of words in groups

Table No (4.50)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	34	28.3	28.3	28.3
usually	11	9.2	9.2	37.5
sometimes	49	40.8	40.8	78.3
seldom	24	20.0	20.0	98.3
never	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

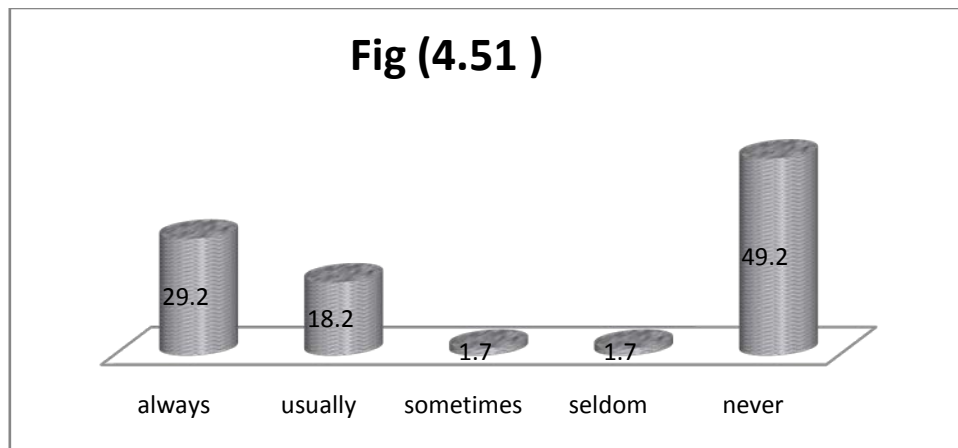
From the above table No.(4.50) and figure No (4.50) It is clear that there are (34) respondents in the study's sample with percentage (28.3%) they answered always with that “Studying and practicing the meaning of words in groups”. There are (11) respondents with percentage (9.2%) their answer is usually, and (49) respondents with percentage (40.8%) were sometimes that, and (24) respondents with percentage (20.0%) seldom . And (2) persons with 1.7 % are answered never

Question No.(16): Connecting the words to its synonyms (similar meaning) or antonyms (the opposite meanings)

Table No (4.51)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	35	29.2	29.2	29.2
usually	22	18.2	18.3	47.5
sometimes	2	1.7	1.7	49.2
seldom	2	1.7	1.7	50.8
never	59	49.2	49.2	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

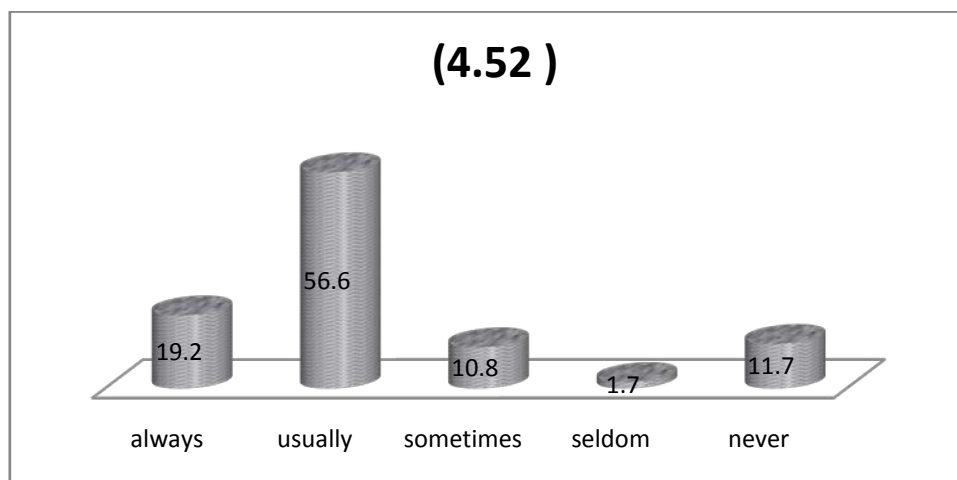
From the above table No.(4.51) and figure No (4.51) It is clear that there are (35) respondents in the study's sample with percentage (29.0%) they answered always with that “Connecting the words to its synonyms (similar meaning) or antonyms (the opposite meanings)”. There are (22) respondents with percentage (18.2%) their answer is usually, and (2) respondents with percentage (1.7%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (59) persons with 49.2 % are answered never.

Question No.(17): Using a new word in sentences

Table No (4.52)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	23	19.2	19.2	19.2
usually	68	56.6	56.7	75.8
sometimes	13	10.8	10.8	86.7
seldom	2	1.7	1.7	88.3
never	14	11.7	11.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

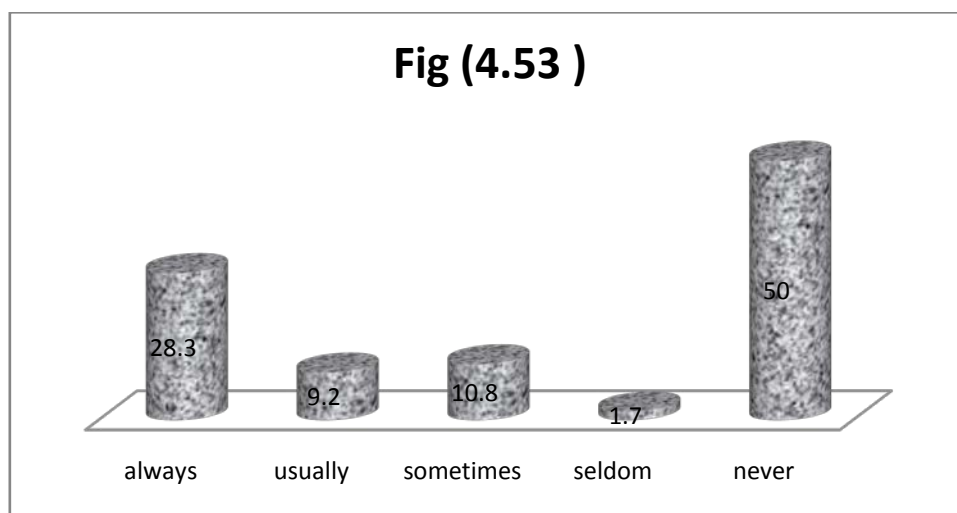
From the above table No.(4.52) and figure No (4.52) It is clear that there are (23) respondents in the study's sample with percentage (19.2%) they answered always with that “Connecting the words to its synonyms (similar meaning) or antonyms (the opposite meanings)”. There are (68) respondents with percentage (56.6%) their answer is usually, and (13) respondents with percentage (10.8%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (14) persons with 11.7 % are answered never.

Question No.(18): Studying the spelling of a new word

Table No (4.53) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	34	28.3	28.3	28.3
usually	11	9.2	9.2	37.5
sometimes	13	10.8	10.8	48.3
seldom	2	1.7	1.7	50.0
never	60	50.0	50.0	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

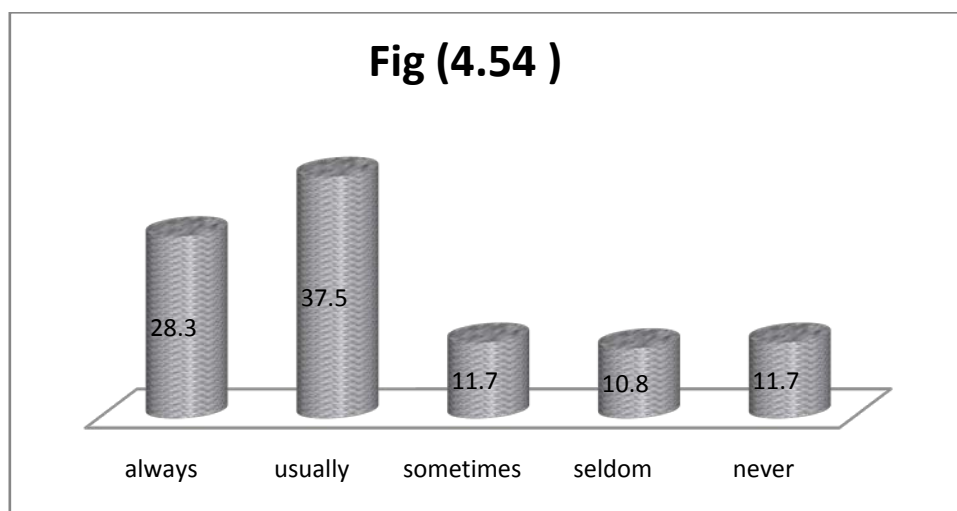
From the above table No.(4.53) and figure No (4.53) It is clear that there are (34) respondents in the study's sample with percentage (28.3%) they answered always with that “Studying the spelling of anew words ”. There are (11) respondents with percentage (9.2%) their answer is usually, and (13) respondents with percentage (10.8%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (60) persons with 50.0 % are answered never.

Question No.(19): Studying the sound of a new word

Table No (4.54)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	34	28.3	28.3	28.3
usually	45	37.5	37.5	65.8
sometimes	14	11.7	11.7	77.5
seldom	13	10.8	10.8	88.3
never	14	11.7	11.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

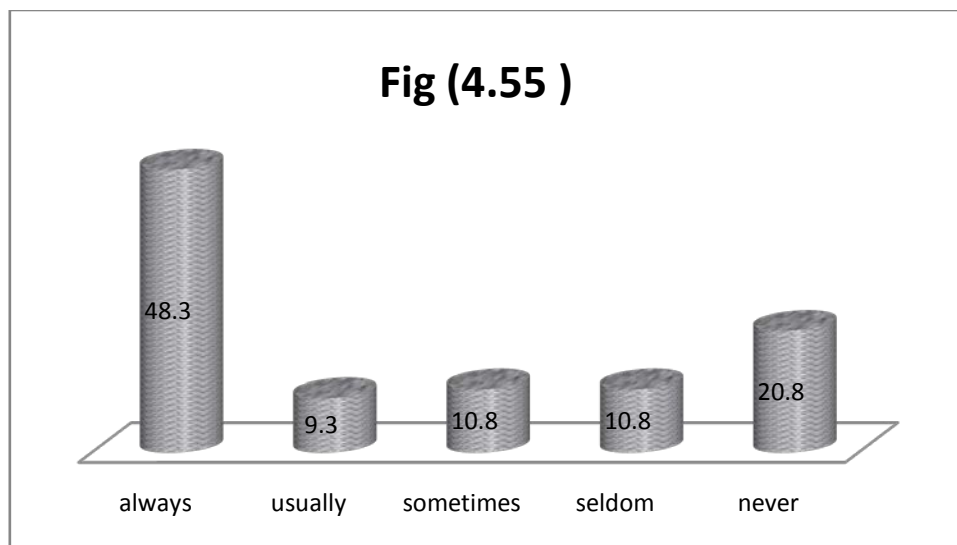
From the above table No.(4.54) and figure No (4.54) It is clear that there are (34) respondents in the study's sample with percentage (28.3%) they answered always with that “Studying the sound of a new words”. There are (45) respondents with percentage (37.5%) their answer is usually, and (14) respondents with percentage (11.7%) were sometimes that, and (13) respondents with percentage (10.8%) seldom . And (14) persons with 11.7 % are answered never.

Question No.(20): Saying the word aloud when studying

Table No (4.55) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	58	48.3	48.3	48.3
usually	11	9.3	9.2	57.5
sometimes	13	10.8	10.8	68.3
seldom	13	10.8	10.8	79.2
never	25	20.8	20.8	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

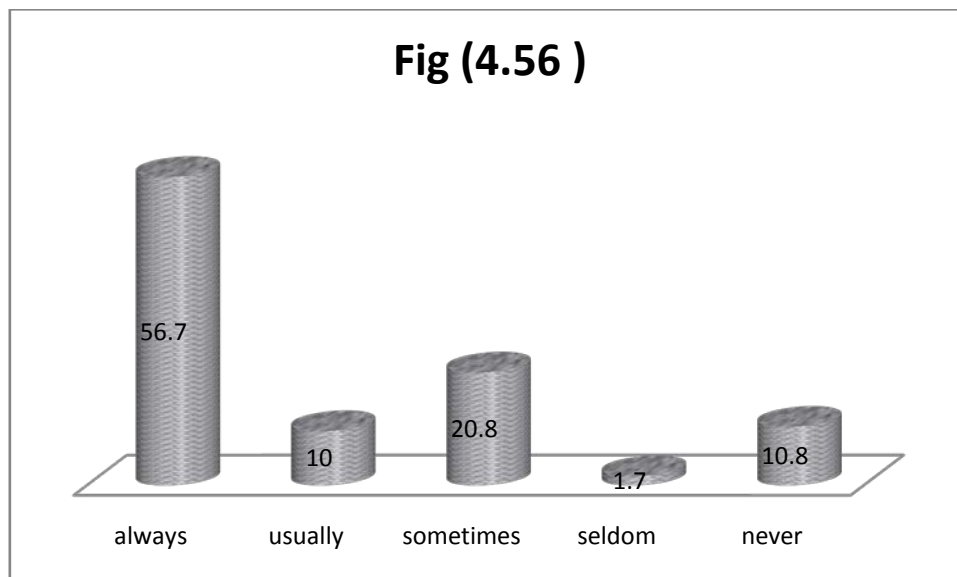
From the above table No.(4.55) and figure No (4.55) It is clear that there are (58) respondents in the study's sample with percentage (48.3%) they answered always with that “Saying the word aloud when studying ”. There are (11) respondents with percentage (9.2%) their answer is usually, and (13) respondents with percentage (10.8%) were sometimes that, and (13) respondents with percentage (10.8%) seldom . And (25) persons with 20.8 % are answered never.

Question No.(21): underlining the initial letter of a new word

Table No (4.56) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	68	56.7	56.7	56.7
usually	12	10.0	10.0	66.7
sometimes	25	20.8	20.8	87.5
seldom	2	1.7	1.7	89.2
never	13	10.8	10.8	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

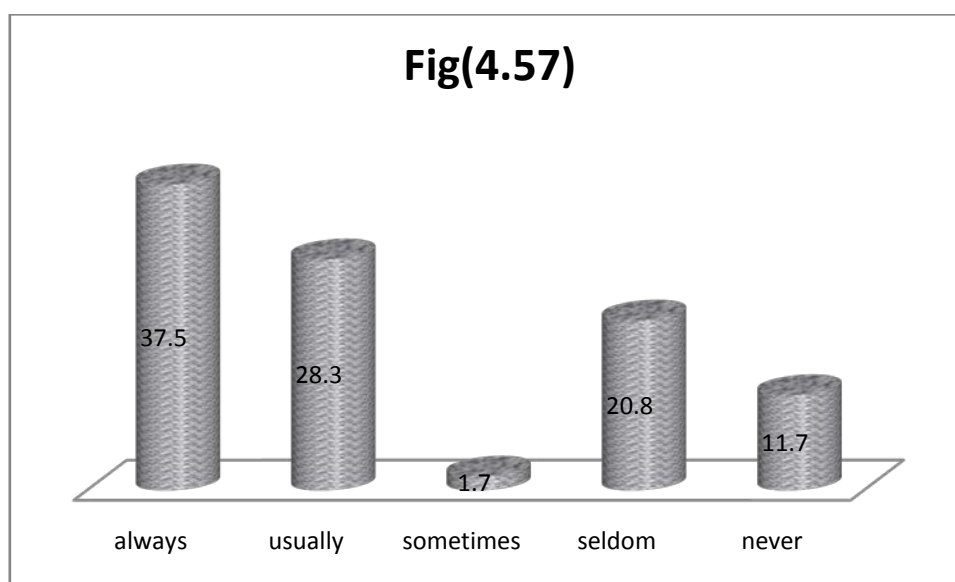
From the above table No.(4.56) and figure No (4.56) It is clear that there are (68) respondents in the study's sample with percentage (56.7%) they answered always with that “underlining the initial letter of a new words”. There are (12) respondents with percentage (10.0%) their answer is usually, and (25) respondents with percentage (20.8%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (13) persons with 10.8 % are answered never.

Question No.(22): using affixes and roots for remembering

Table No (4.57) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	45	37.5	37.5	37.5
usually	34	28.3	28.3	65.8
sometimes	2	1.7	1.7	67.5
seldom	25	20.8	20.8	88.3
never	14	11.7	11.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

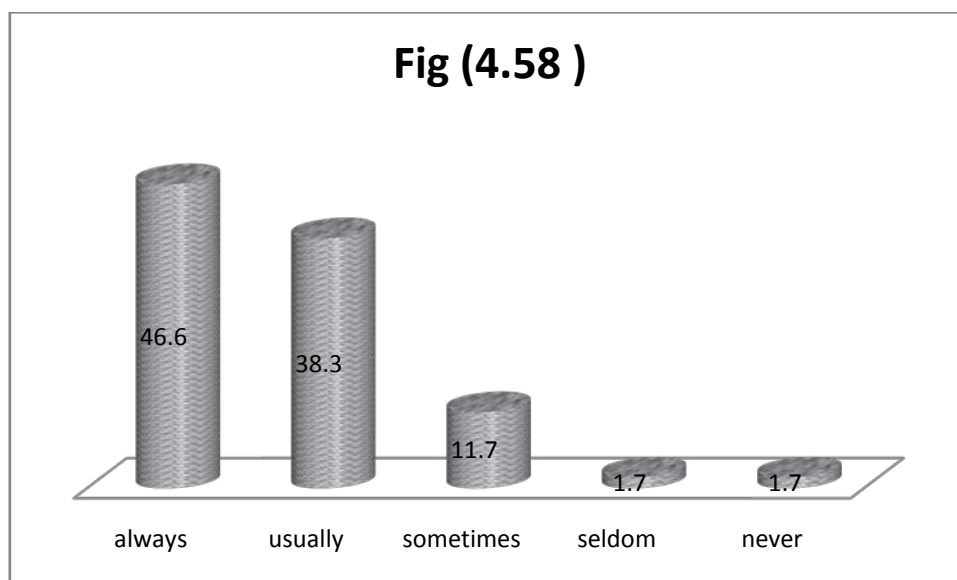
From the above table No.(4.57) and figure No (4.57) It is clear that there are (45) respondents in the study's sample with percentage (37.5%) they answered always with that “using affixes and roots for remembering ”. There are (34) respondents with percentage (28.3%) their answer is usually, and (2) respondents with percentage (1.7%) were sometimes that, and (25) respondents with percentage (20.8%) seldom . And (14) persons with 11.7 % are answered never.

Question No.(23): using part of speech for remembering

Table No (4.58)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	56	46.6	46.7	46.7
usually	46	38.3	38.3	85.0
sometimes	14	11.7	11.7	96.7
seldom	2	1.7	1.7	98.3
never	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS(24)



Source: The researcher from applied study, by using SPSS (24)

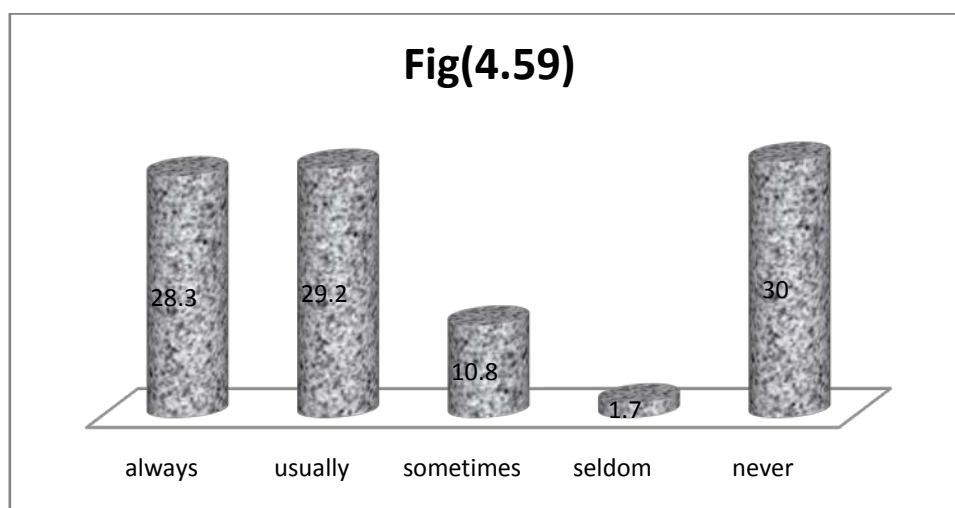
From the above table No.(4.58) and figure No (4.58) It is clear that there are (56) respondents in the study's sample with percentage (46.6%) they answered always with that “using part of speech for remembering ”. There are (46) respondents with percentage (38.3%) their answer is usually, and (14) respondents with percentage (11.7%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (2) persons with 1.7 % are answered never.

Question No.(24): using physical Actions when learning words

Table No (4.59) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	34	28.3	28.3	28.3
usually	35	29.2	29.2	57.5
sometimes	13	10.8	10.8	68.3
seldom	2	1.7	1.7	70.0
never	36	30.0	30.0	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

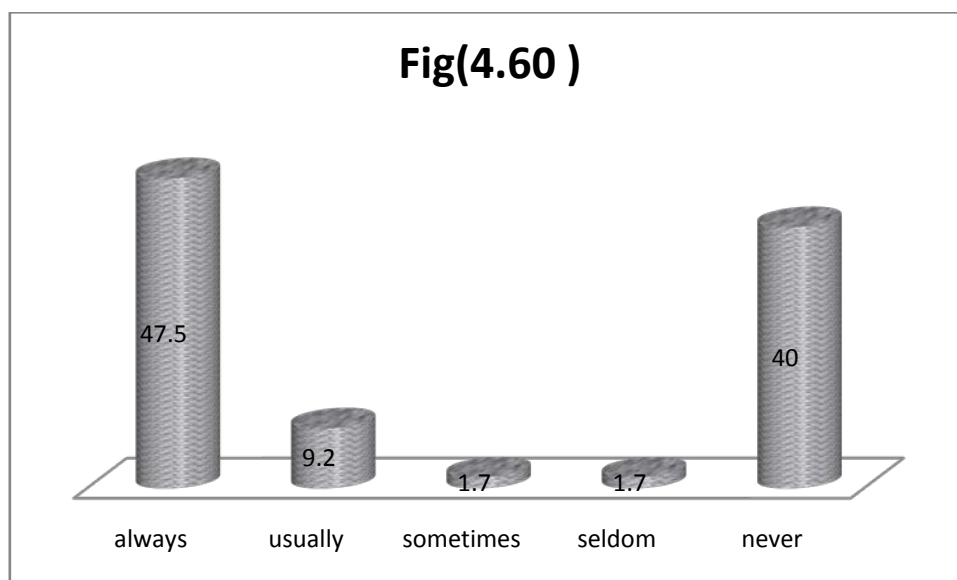
From the above table No.(4.59) and figure No (4.59) It is clear that there are (34) respondents in the study's sample with percentage (28.3%) they answered always with that “using physical Actions when learning words ”. There are (35) respondents with percentage (29.2%) their answer is usually, and (13) respondents with percentage (10.8%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (36) persons with 30.0 % are answered never.

Question No.(25): I use verbal repetition

Table No (4.60)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	57	47.5	47.5	47.5
usually	11	9.2	9.2	56.7
sometimes	2	1.7	1.7	58.3
seldom	2	1.7	1.7	60.0
never	48	40.0	40.0	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

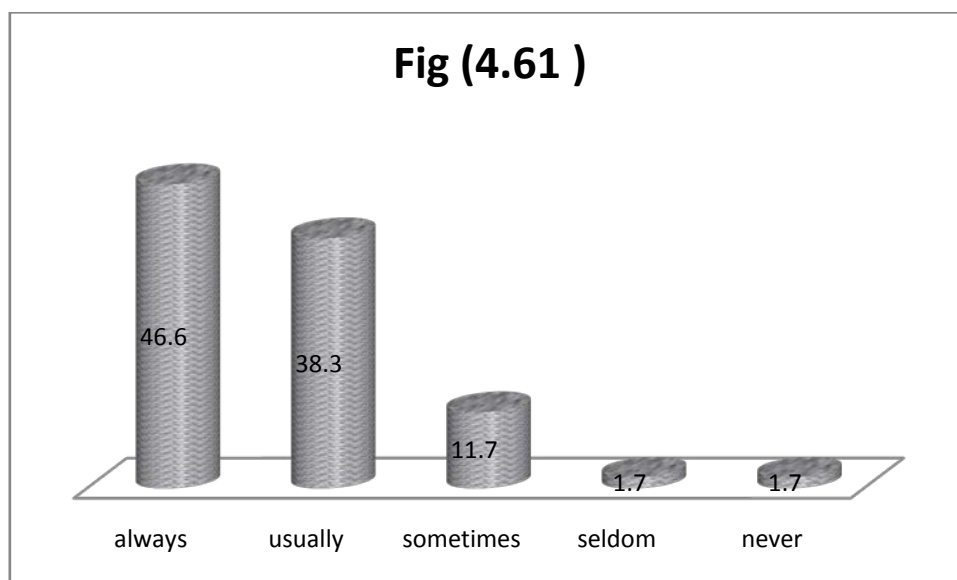
From the above table No.(4.60) and figure No (4.60) It is clear that there are (57) respondents in the study's sample with percentage (47.5%) they answered always with that “I use verbal repetition ”. There are (11) respondents with percentage (9.2%) their answer is usually, and (2) respondents with percentage (1.7%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (48) persons with 40.0 % are answered never.

Question No.(26): I use written repetition

Table No (4.61) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	56	46.6	46.7	46.7
usually	46	38.3	38.3	85.0
sometimes	14	11.7	11.7	96.7
seldom	2	1.7	1.7	98.3
never	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

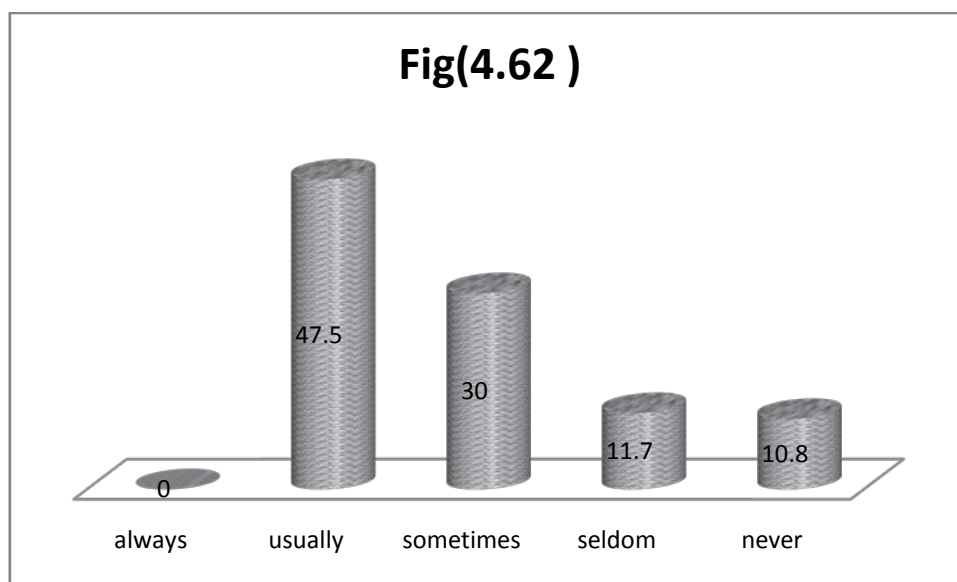
From the above table No.(4.61) and figure No (4.61) It is clear that there are (56) respondents in the study's sample with percentage (46.6%) they answered always with that "I use written repetition ". There are (46) respondents with percentage (38.3%) their answer is usually, and (14) respondents with percentage (11.7%) were sometimes that, and (2) respondents with percentage (1.7%) seldom . And (2) persons with 1.7 % are answered never.

Question No.(27): I take notes in class room

Table No (4.62) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	57	47.5	47.5	47.5
sometimes	36	30.0	30.0	77.5
seldom	14	11.7	11.7	89.2
never	13	10.8	10.8	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

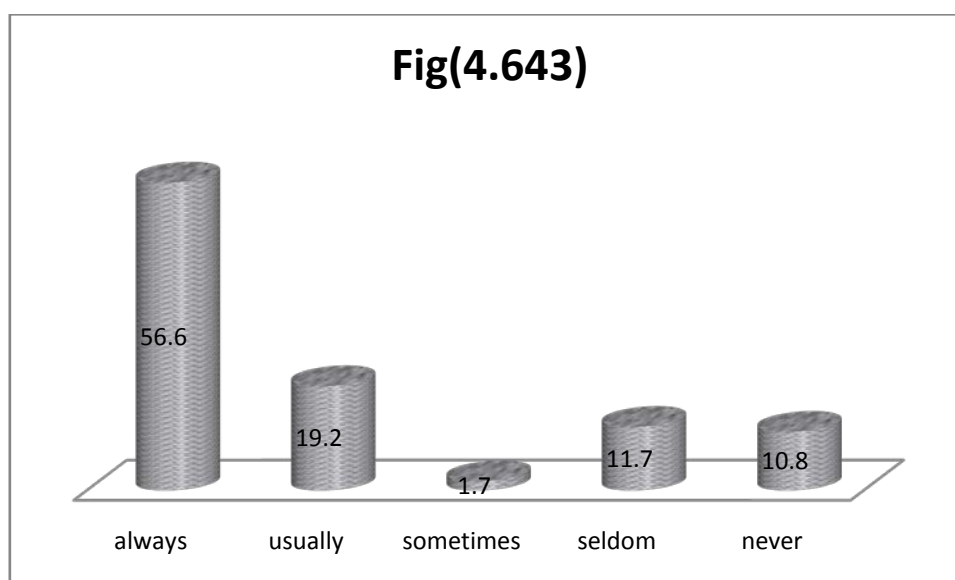
From the above table No.(4.62) and figure No (4.62) It is clear that there are (57) respondents in the study's sample with percentage (47.5%) they answered always with that "I take notes in class room ". There are (0) respondents with percentage (00.0%) their answer is usually, and (36) respondents with percentage (30.0%) were sometimes that, and (14) respondents with percentage (11.7%) seldom . And (13) persons with 10.8 % are answered never.

Question No.(28): I keep vocabulary note book

Table No (4.63)The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	68	56.6	56.7	56.7
usually	23	19.2	19.2	75.8
sometimes	2	1.7	1.7	77.5
seldom	14	11.7	11.7	89.2
never	13	10.8	10.8	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

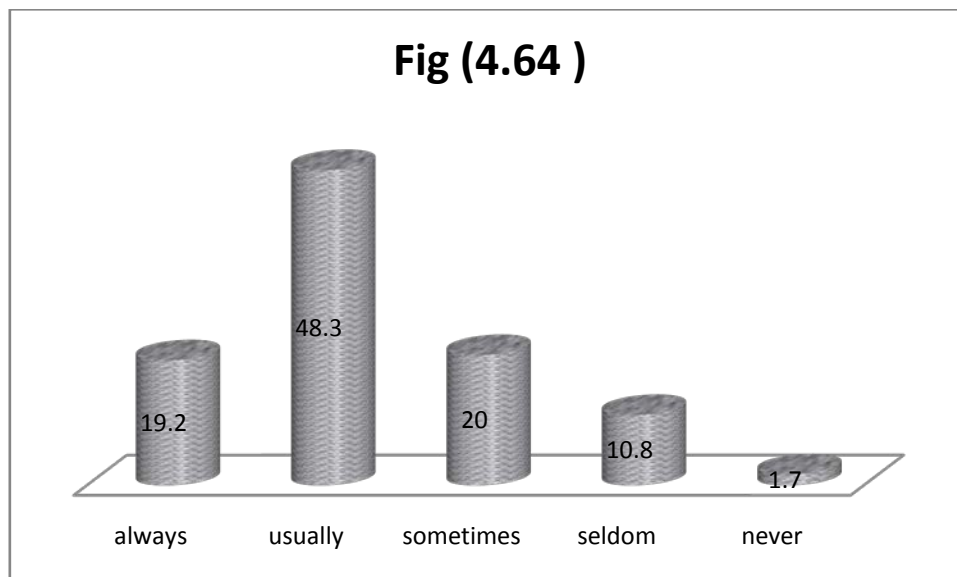
From the above table No.(4.63) and figure No (4.63) It is clear that there are (68) respondents in the study's sample with percentage (56.6%) they answered always with that “I keep vocabulary note book ”. There are (23) respondents with percentage (19.2%) their answer is usually, and (2) respondents with percentage (1.7%) were sometimes that, and (14) respondents with percentage (11.7%) seldom . And (13) persons with 10.8 % are answered never.

Question No.(29): I test myself with the word tests

Table No (4.64) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	23	19.2	19.2	19.2
usually	58	48.3	48.3	67.5
sometimes	24	20.0	20.0	87.5
seldom	13	10.8	10.8	98.3
never	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Source: The researcher from applied study, by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

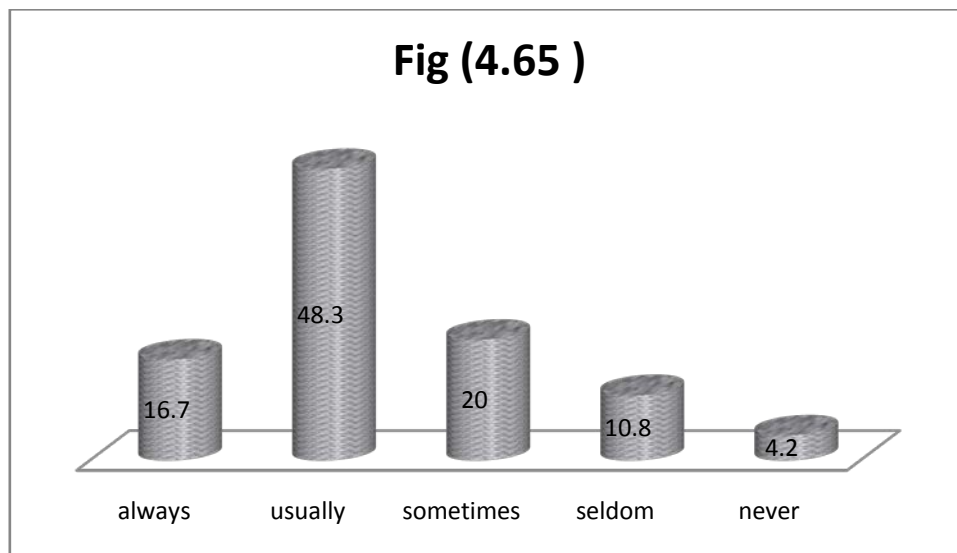
From the above table No.(4.64) and figure No (4.64) It is clear that there are (23) respondents in the study's sample with percentage (19.2%) they answered always with that “I test myself with the word tests ”. There are (58) respondents with percentage (48.3%) their answer is usually, and (24) respondents with percentage (20.0%) were sometimes that, and (13) respondents with percentage (10.7%) seldom . And (2) persons with 1.7 % are answered never.

Question No.(30): I continue to study the new word over time

Table No (4.65) The Frequency Distribution for the Respondents

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	20	16.7	19.2	19.2
usually	58	48.3	48.3	67.5
sometimes	24	20.0	20.0	87.5
seldom	13	10.8	10.8	98.3
never	5	4.2	4.2	100.0
Total	120	100.0	100.0	

Source: the researcher from applied study by using SPSS (24)



Source: The researcher from applied study, by using SPSS (24)

From the above table No.(4.65) and figure No (4.65) It is clear that there are (20) respondents in the study's sample with percentage (16.7%) they answered always with that "I test myself with the word tests ". There are (58) respondents with percentage (48.3%) their answer is usually, and (24) respondents with percentage (20.0%) were sometimes that, and (13) respondents with percentage (10.7%) seldom . And (5) persons with 4.2 % are answered never.

4.6 The Interview

In this part the interview for (10) experienced teachers in teaching English language in secondary schools is analyzed. The interview consists of two parts (A) and (B).

4.6.1 Part A: Personal Information

Part (A) of the interview is concerned with personal information from experienced teachers of English language who responded.

Table No. (4.66) Experienced teachers personal information

Numbers of respondents	Degree	Place of work	Years of experience
1 teacher	M. A	Education office	30 years
2 teachers	High Diploma	Education office	20 years
7 teachers	B. A	Schools	22 years

The table No. (4.73) shows personal information of the experienced teachers. This information was collected by means of (5) questions. It includes the name of the respondent (optional), the degree, place of work, years of experience, and sex. As displayed in the table above, these teachers are responsible for directing and teaching English language in secondary schools. The table also shows that (4) of the (10) respondents are High Diploma holders whereas (6) of them are B.A holders.

Also, it is clear from the table above, that the teachers are experienced enough in English language teaching. Also, they have good knowledge in teaching and learning vocabulary.

4.6.2 Part B: The kinds of vocabulary learning strategies students use in learning vocabulary, the difficulties and problems they face:

This part consists of (5) questions (6, 7, 8, 9, and 10) the answers of the five questions are provided and discussed as follows:

Question No. (6) Do you think that it is important to make plans for teaching and learning vocabulary? If so, why?

All the experienced teachers see that, making prior plan for teaching and learning, is something very important, for helping in communicating, as they see vocabulary is a major source in building the language.

Question No. (7) To what extent has using strategy a positive effect on students' vocabulary learning?

All the experienced teachers believed using vocabulary strategies enable the students to use the language accurately in communication and reading comprehension.

Question (8) Are there some difficulties that the students face in learning new vocabulary?

All the experienced teachers' answers to the above question confirm that their students are really facing difficulties in learning vocabulary. This is because the levels of the students are weak, so it is difficult for them to learn and understand new words. So, the teacher see that they can help their students by increasing their level and understanding in English language first, then they try to encourage them to develop their vocabulary by reading more and more, using different kinds of strategies.

Question No. (9) What kinds of problems do secondary school students encounter in vocabulary learning?

All the teachers notice that there many problems such as: problems of pronunciation and the spelling of the words already learnt. In addition, the shortage of textbook.

Question No. (10) Are there any specific vocabulary learning strategies that you know which can be used in vocabulary learning?

All the teachers see that, keep a vocabulary note book, dictation on spelling of words, and practicing more exercises can help students to increase their vocabulary and understand new words satisfactorily.

4.7 Test of The Study's Hypotheses:

To answer the study's questions and to check its hypotheses, the median will be computed for each statement from the questionnaire. These statements investigate the opinions of the study respondents about English vocabulary learning strategies for secondary school students in Zalingei. To that the researcher gives; 5 degrees for each answer, 'for always, 4 degrees for 'sometimes, 3 degrees for 'undecided, 2 degrees for 'seldom, and a degree for 'never.'

After that, the researcher uses non-pragmatic chi-square test to find out if there are statistical differences amongst respondents' answers about hypotheses questions.

4.7.1 Verification of the First Hypothesis

The first hypothesis in this study states the following:

Vocabulary learning strategies are not employed teachers and students in teaching and learning.

This hypothesis confirmed the result of the study. To test this hypothesis, it is important to know the trend of the respondents' opinions about each question. The median is computed, which one of the centered tendency measures, that is used to describe the phenomena, and it represents the centered answers after ascending or descending order for the answers.

Table (4.67) Chi –square test for hypothesis NO (1) : vocabulary learning strategies are not employed by teachers and students in teaching and learning vocabulary

Nom	Statement	mean	SD	Chi square	p-value
1	Vocabulary learning strategies within some of the currently running courses	2.8	2.1	27	0.000
2	Training in Vocabulary learning strategies (VLSs) enable students to learn better than not	2.7	1.5	29	0.000
3	Being a skillful strategy user depends only on student's own effort	2.6	0.5	34	0.000
4	The students use different Vocabulary learning strategies (VLSs) when they come to discover meaning	2.4	1.6	27	0.000
5	The students know the importance of being a skillful	2.9	2.7	23	0.000

- The table(4.74) above, shows that the calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1-1) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the

calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Vocabulary learning strategies within some of the currently running courses”.

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (2) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “ Training in Vocabulary learning strategies (VLSs) enable students to learn better then not ”.
- According to the results above, training students in vocabulary learning strategies allow more opportunities for the students to learn and understand new words. The researcher sees that, using different methods are more useful and more effective in learning.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (3) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Being a skillful strategy user depends only on student’s own effort ”.

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (4) was (27) which is greater than the tabulated value of chi-square at the degree of

freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “The students use different Vocabulary learning strategies (VLSs) when they come to discover meaning.

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (5) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “The students know the importance of being a skillful “

The previous results indicate that our first hypothesis is accepted and its true that “vocabulary learning strategies are not employed by teachers and student in teaching and learning vocabulary .

4.7.2 Verification of the Second Hypothesis

English language syllabus (SPINE) does not provide enough activities and strategies for vocabulary learning.

To test this hypothesis it is important to know the trend of the respondents' opinions about each question from the hypothesis questions and for all questions the researcher computed the median, which is one of the central tendency measures, that used to describe the phenomena, and represents the centered answer for all ascending or descending order for the answers.

Table (4.68) Chi –square test for hypothesis NO (2) : English languages syllabus in (spine) does not provide enough activities and strategies for vocabulary learning

Nom	Statement	mean	SD	Chi square	p-value
1	analyzing word's structure (prefixes , root ,and suffixes) to discover the meaning of new words .	2.7	4.1	22	0.000
2	cussing the meaning from word class such as (nuns -verbs - adjectives - adverbs)	2.6	0.5	19	0.000
3	using bilingual (English - Arabic dictionary)	2.5	0.9	31	0.000
4	using monolingual (English - English dictionary)	2.9	1.6	22	0.000
5	asking his class (friends) to meaning	2.6	0.7	36	0.000
6	asking his teacher for L1 (first languages) translation	2.7	1.5	23	0.000
7	asking his teacher for opposite meaning	2.8	0.6	22	0.000
8	discovering the meaning through group work activities	3.1	3.5	38	0.000
9	connecting the words to its synonyms	2.7	1.5	30	0.000
10	connecting the words to a personal experience	2.8	0.6	24	0.000
11	using new words in sentences	3.2	3.5	33	0.001
12	studying the spelling for a word	2.8	3.4	25	0.000

13	- studying the pronunciation of the word	2.5	1.5	19	0.000
14	saying the new word aloud when studying	2.4	0.9	31	0.000
15	using a key word method	2.9	1.6	25	0.000
16	using physical actions when learning the words	2.6	0.7	36	0.000
17	keeping vocabulary note book	2.7	1.5	23	0.000
18	studying and learn meaning with his friends	2.8	0.6	27	0.000
19	writing the new words many times	3.0	3.5	32	0.001
20	writing meaning of the words (in Arabic) in text book	2.8	1.8	31	0.000
21	continuing to study the words over time	2.7	1.5	23	0.000
22	testing oneself with words tests	2.6	0.7	33	0.000
23	using written repetition	2.9	0.6	22	0.000
24	using verbal repetition	3.0	3.5	32	0.001

- The table(4.75)above, shows that the calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1-1) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated

mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “analyzing word’s structure (prefixes , root ,and suffixes) to discover the meaning of new words .”

- The teachers recommend the students to use the strategy of analyzing word's structure as the useful one.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (2) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “cussing the meaning from word class such as (nouns –verbs – adjectives – adverbs)”.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “using bilingual (English – Arabic dictionary)”.
- No doubt that using a dictionary is familiar and useful method in teaching and learning vocabulary the teachers to use dictionary.

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "using monolingual (English – English dictionary)
- According to the above results dictionary skills should be integrated in English syllabus and taught explicitly in class.
- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (5) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "asking his classmate (friends) to meaning
- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (6) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the

respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “asking his teacher for L1 (first languages) translation

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (7) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “asking his teacher for opposite meaning
- According to the results the students prefer the strategy of first language translation, because if they know meaning in Arabic that facilitate learning process.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (8) was (38) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.1) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “discovering the meaning through group work activities

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (9) was (30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "connecting the words to its synonyms
- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (10) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "connecting the words to a personal experience "
- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (11) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.2) which is greater

than the hypothesized mean (2.3) which support the respondents who agreed with the statement “using new words in sentences “

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (12) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “studying the spelling of a word”.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (13) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “studying the pronunciation of the word”.

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (14) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is greater

than the hypothesized mean (2.3) which support the respondents who agreed with the statement “saying the new word aloud when studying

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (15) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “using a key word method
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (16) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “using physical actions when learning the words”.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (17) was (36) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the

respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “keeping a vocabulary note book”.

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (18) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “studying and learn meaning with his friends”.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (19) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “writing the new words many times”.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (20) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically

significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.0) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “ writing meaning of the words (in Arabic) in text book.

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (21) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “continuing to study the words over time ”
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (22) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “testing oneself with words tests ”
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (23) was (33) which is greater than the tabulated value of chi-

square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “using written repetition”.

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (24) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “using verbal repetition”.

The previous results indicate that our second hypothesis is accepted and its true that English languages syllabus in (SPINE) does not provide enough activities and strategies for vocabulary learning

4.7.3 Verification of the Third Hypothesis

The students at secondary school face a lot of difficulties in learning new vocabulary.

To test this hypothesis it is important to know the trend of the respondents' opinions about each question from the hypotheses questions and for all questions the researcher computed the median, which one of the central tendency measures, that used to describe the phenomena, and

represents the centered answer for all ascending or descending order for the answers.

Table (4.69) Chi- Square test for hypothesis No.(3)

Hypothesis (3) The students at secondary schools face a lot of difficulties in learning new vocabulary

Statement	mean	SD	Chi square	p-value
Knowing many vocabulary learning strategies would help me to learn meaning of word easily .	2.8	0.9	22	0.00
I can learn meaning by using only strategies to consolidate (Retaining) meaning .	3.1	0.6	23	0.00
Its important to know how or when to use different vocabulary learning strategies	2.8	0.7	24	0.00
Learning meaning will be easier if I taught how to use vocabulary learning strategies	2.5	0.8	22	0.00
Knowing such vocabulary learning strategies can be used will increase the chances of meaning learning	2.7	0.4	25	0.00

The table(4.76)above, shows that the calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (1) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Knowing many vocabulary learning strategies would help me to learn meaning of word easily.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I can learn meaning by using only strategies to consolidate (Retaining) meaning .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Its important to know how or when to use different vocabulary learning strategies.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Learning meaning will be easier if I taught how to use vocabulary learning strategies.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (25) which is greater than the tabulated value of chi-square at the

degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Knowing such vocabulary learning strategies can be used will increase the chances of meaning learning

According to the previous results it is clear that the third hypothesis of our study is accepted , it is true that The students at secondary schools face a lot of difficulties in learning new vocabulary

4.7.4 Verification of the Fourth Hypothesis

There is little awareness from some secondary school English language teachers of the importance of using vocabulary learning strategies.

To test this hypothesis is to know the trend of the respondents' opinions about each question from the hypotheses questions and for all questions the researcher computed the median, which one of the central tendency measures, that used to describe the phenomena, and represents the centered answer for all ascending or descending order for the answers.

Table (4.70) Chi-Square test for hypothesis No.(4)

Hypothesis (4): There is a little awareness from secondary schools English languages teachers of the importance of using vocabulary learning strategies

Nom	Statement	me an	SD	Chi square	p- value
1	Analyzing the word into part of speak e.g. (noun –verb – adjective – adverb – e t c.).	2.3	0.6	26	0.00
2	Analyzing the structure in to (prefixes – roots ,and suffixes) e.g. (un- tion)	3.0	0.8	27	0.00
3	Checking the word for L1 for L1 for syrup) شراب cognate (e g	2.6	0.7	24	0.00
4	Guessing the meaning of new word from context / sentence	2.6	0.9	22	0.00
5	Using bilingual (i.e. English – Arabic) dictionary	2.5	0.4	25	0.00

6	Using monolingual (English – English dictionary)	3.0	0.7	25	0.00
7	Asking teacher for L1 translation of the new word	2.7	0.6	28	0.00
8	Asking teacher for paraphrasing (sentence containing the new words)	2.5	0.4	22	0.00
9	Asking teacher for sentence including the new words	2.7	0.4	25	0.00
10	Asking classmate (friends) for meaning of a new word				
11	Discovering new meaning through group work activities when revising lessons	2.6	0.9	22	

The table(4.77)above, shows that the calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (1) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Analyzing the word into part of speak e.g (noun –verb – adjective – adverb –e t c.).

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Analyzing the structure in to (prefixes – roots ,and suffixes) e.g. (un ton)

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Checking the word for L1 for L1 cognate (e g شراب for syrup)

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Guessing the meaning of new word from context / sentence

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using bilingual (i.e English – Arabic) dictionary

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was

(9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Using monolingual (English – English dictionary)

. The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (7) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Asking teacher for L1 translation of the new word

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (8) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Asking teacher for paraphrasing (sentence containing the new words).

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (9) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Asking teacher for sentence including the new words.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement

“Asking classmate (friends) for meaning of a new word

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Discovering new meaning through group work activities when revising lessons

According to the previous results its clear that the 4th hypothesis of our study is accepted , its true that *There is a little awareness from secondary schools English languages teachers of the importance of using vocabulary learning strategies.*

4.7.5 Verification of the Fifth Hypothesis

When they face a new word, students are able to deal with it by using different strategies

To test this hypothesis, it is important to know the trend of respondents' opinions about each question from the hypotheses questions and for all questions the researcher computed the median, which one the central tendency measures, that used to describe the phenomena, and represents

the centered answer for all ascending and descending order for the answers.

Table (4.71) Chi-Square test for hypothesis No.(5)

Hypothesis (5) when they face a new word , student are able to deal with it by using different strategies

Nom .	Statement	mean	SD	Chi square	p-value
1	Studying and practicing the meaning of words in groups	3.0	0.3	27	0.00
2	Connecting the words to its synonyms (similar meaning) or antonyms (the opposite meanings	2.8	0.9	25	0.00
3	Using a new words in sentences	2.5	0.8	22	0.00
4	Studying the spelling of anew words	2.7	0.8	26	0.00
5	Studying the sound of a new words	3.0	0.7	25	0.00
6	Saying the word aloud when studying	2.7	0.6	23	0.00
7	underlining the initial letter of anew words	2.5	0.4	28	0.00
8	using affixes and roots for remembering	2.7	0.4	25	0.00
9	using part of speech for remembering	3.0	0.7	23	0.00
10	using physical Actions when learning words	2.9	2.1	24	0.000
11	I use verbal repetition	3	3.5	23	0.000
12	I use written repetition	2.7	4.7	25	0.000
13	I take notes in class room	2.5	0.5	22	
14	I keep vocabulary note book	2.9	2.1	24	0.000
15	I test myself with the word tests	2.8	0.9	25	0.000
16	I continue to study the new word over time	2.5	0.8	22	0.000

The table(4.78)above, shows that the calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (1) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Studying and practicing the meaning of words in groups

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Connecting the words to its synonyms (similar meaning) or antonyms (the opposite meanings)

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using a new words in sentences

The calculated value of chi-square for the significance of the differences

for the respondents' answers in the No (4) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Studying the spelling of anew words.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Studying the sound of a new words.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Saying the word aloud when studying.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “underlining the initial letter of new words.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (8) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “using affixes and roots for remembering.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (9) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “using part of speech for remembering.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (10) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “using physical Actions when learning words

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (11) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I use verbal repetition.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (12) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I use written repetition".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (13) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I take notes in class room.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (14) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was

(9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “I keep vocabulary note book.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (15) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) ,this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “I test myself with the word tests.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (16) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (9.25) , this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “I continue to study the new word over time.

According to the previous results its clear that the 5th hypothesis of our study is accepted , its true that when they face a new word , student are able to deal with it by using different strategies

Regarding the experienced teachers' interview, the findings display the teachers view towards vocabulary teaching and learning strategies which are devoted for teaching and learning vocabulary.

First, they see that, making prior plan for teaching and learning, is something very important.

Second, they believe that using vocabulary learning strategies enable the students to use the language accurately in communication and reading comprehension.

Third, they confirm that, the students really facing difficulties in learning vocabulary.

Fourth, all the teachers see that, keeping a vocabulary note book, dictation on spelling of words, and practicing more exercises can help students to increase their vocabulary.

Finally, the chapter is contained five hypotheses of the study and all of them are confirmed.

Summary of the chapter

This chapter is concerned with data analysis, findings and discussion. The findings of the teachers' questionnaire revealed that most of the teachers were trained. The findings also showed that vocabulary learning strategies are not employed by teachers and students in teaching and learning vocabulary. The results showed that English teachers recommend that using of vocabulary learning strategies such as: remembering meaning strategies which include (social strategies, memory strategies, cognitive strategies and metacognitive strategies), and discovery meaning strategies that consist of (determination strategies and social strategies) are useful in learning vocabulary.

On the other hand, results showed that teachers realize that their students face a lot of difficulty in learning English vocabulary, because they are not interested in learning English vocabulary and most of them, are weak.

In students' questionnaire, the results showed that students' attitudes towards vocabulary learning strategies and learning vocabulary, they prefer to use different methods in learning vocabulary. Most of the students face a lot of difficulties in learning English vocabulary. These difficulties such as: students find difficulty to learn vocabulary by

themselves, unable to recognize and memorize the new words, it is difficult to ask their teachers in front of their classmates about meaning of the new words.

Of course, such difficulties make students uninterested in learning vocabulary. Therefore, these difficulties should be overcome by helping of their teachers, in order learning become more motivated for students who think that vocabulary is very difficult and uninteresting.

Regarding the experienced teachers' interview, the findings display the teachers' views towards vocabulary teaching and learning strategies. First, they see that it is very important making plans for teaching and learning vocabulary. Second, they think that using vocabulary learning strategies has a positive effect on students vocabulary learning, because enable the students to use the language accurately when learning. Third, they realize that students face a lot of difficulties in learning English vocabulary and this because of their poor levels in English. Forth, they see that students encounter pronunciation and spelling problems. Fifth, they notice learning English vocabulary by using strategies is more useful and students should be taught how create their strategies. Finally, the chapter contains the four hypotheses of the study and all of them are confirmed.

CHAPTER FIVE
SUMMARY, CONCLUSIONS,
RECOMMENDATIONS AND SUGGESTIONS
FOR FURTHER STUDIES

Chapter Five

Summary, Conclusions, Recommendations and Suggestions for Further Studies

This is the last chapter of the research. It includes a summary of the study, conclusions, recommendations based on the findings and suggestions for further studies.

5.1 Summary and Conclusion

This study is an investigation into vocabulary learning strategies for Sudanese secondary school students. It is a case study of some secondary schools in Zalingei.

For the purpose of investigation four questions and four hypotheses were formulated by the researcher. First, vocabulary learning strategies are not employed by teachers and students in teaching and learning vocabulary. This hypothesis has been confirmed. Second, English language syllabus (SPINE) does not provide sufficient activities and strategies for vocabulary learning. Third, the students at secondary schools face difficulties in learning vocabulary. Fourth, there is little awareness from secondary school English language teachers of the importance of using vocabulary learning strategies.

Three tools were used in this study. Two of these tools were questionnaires: one for secondary school teachers of English language in Zalingei town. The other questionnaire was for secondary school students from four schools (Zalingei secondary school for boys, Khalid Ibni Alwaleed, secondary school for boys, Azahara secondary school for girls and Zalingei secondary school for girls). The third tool was a structured interview for experienced teachers in teaching English language. The sample for which consisted of (30) teachers from the secondary schools in Zalingei and (10) experienced teachers from

education office. Also, (120) students from the total number (1250), were selected for the questionnaire.

A summary of the findings arrived at are provided. The study hypotheses were verified to see whether they were confirmed.

Generally, the results of the study showed that, teachers and students were not satisfied with using of vocabulary learning strategies inside and outside the classes, although some of the teachers recognize its importance in teaching and learning English vocabulary. Moreover, the study showed that the time devoted to teach English language inside the classroom was not enough for the students to learn new words.

The findings also indicated that some teachers were not aware of the importance of vocabulary learning strategies in teaching vocabulary. This may affect in teaching process and in students performance. Other teachers see that vocabulary learning strategies are very important in teaching English language. However, some of them did not employ such strategy and they used their own ways in teaching new words.

According to the results of this study, students were not interested in learning new words. This is because they think that learning of English vocabulary is more difficult than other subjects. Also, the methods their teachers used were not encouraged for them to learn new vocabulary. The findings of the study indicated that, both teachers and students in large classes face a lot of difficulties for example, the teachers find difficulty in distributing chances among the students and they also face difficulty in teaching students with different skills and standards.

Moreover, the results showed that there were some difficulties encountering students in secondary schools for example, they face difficulty in speaking skills to communicate with their teachers. As displayed in the findings of the study, the teachers see that English language syllabus (SPINE) does not provide sufficient practice in

vocabulary learning strategies, particularly in learning and recalling the vocabulary. This of course makes teaching process more difficult. No doubt the insufficient training of students in using dictionary is one of the outstanding problem facing all the students in secondary schools.

As shown in all above results the four hypotheses were confirmed.

5.2 Recommendations

Based on the findings of this study, the researcher recommends the following recommendations:

1-Students in secondary schools need sufficient practice about using dictionaries effectively.

2-Students should be clearly informed about the purpose of the practice and uses of particular techniques under consideration.

3-Formation of English societies in secondary schools to create an environment in which students can use many words in their conversational activities.

4-During the course of the learner training, the teacher should have make sure that whether the training has any effect on the performance of the students.

5-Teachers should be encouraged to use vocabulary learning strategies in teaching vocabulary.

6-Students are advised to use different strategies for learning vocabulary.

7-English language in secondary schools should be given more periods, so that vocabulary learning strategies could be given more stress.

8-The teachers' guide book should include model lessons that show the recent and best ways of teaching vocabulary.

9-Educational Administration should establish continuous specialized short training courses for teachers in using vocabulary strategies to improve the performance of the students in English in general and in vocabulary particular.

5.3 Suggestion for Further Studies

1-A comparison of teaching and learning strategies should be made for better understanding of vocabulary learning.

2-Learning strategies that suit secondary school students in learning vocabulary.

3-Many studies are needed for investigating difficulties facing secondary school students in learning vocabulary.

4-Further research is needed to measure students' motivation and attitudes towards vocabulary learning English vocabulary.

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APPENDICIES

Appendix (i)
Sudan University of Science and Technology
College of Graduate Students
College of Languages

Questionnaire for English Language Teachers

Dear fellow teacher

This questionnaire is a part of Ph. D study entitled "**Investigating Strategies for Improving Secondary School Students' Vocabulary Learning: A Case Study of Some Secondary Schools in Zalingei, Sudan**" for the fulfillment of Ph. D degree. Your answers to the following questions will be used confidentially for research purposes only. Your cooperation will be highly appreciated.

Thanks

Awad Sineen Omer

Ph.D candidate

Sudan University of Science and Technology

The Teaches' questionnaire (TQ)

Part (A)

1- School: 2- Sex: male female

3- Trained Not trained

Part (B): Put () opposite each of the following statements to show if it is true for learning meaning of the words by using vocabulary learning strategies (VLSs)

No	Name of strategy	Always	Some-times	Undecided	Seldom	never
1	Vocabulary learning strategies within some of the currently running courses					
2	Training in vocabulary learning strategies (VLSs) enable students to learn better than not					
3	Being a skillful strategy user depends only on the students, own effort.					
4	The students use different vocabulary learning strategies (VLSs) when they come to discover meaning					
5	The students know the importance of being a skillful strategy user to learn meaning					

Part(C): Put () opposite the vocabulary learning strategy (VLS) you recommend for discovering meaning of the words for the first time.

No	Name of strategy	Very useful	Useful	Undecided	Not useful	Not useful at all
1	Analyzing word's structure (prefixes, root, and suffixes) to discover the meaning of new words.					
2	Guessing the meaning from word classes such as (nouns, verbs, adjectives adverbs)					
3	Using a bilingual (English , Arabic) dictionary					
4	Using a monolingual (English- English) dictionary					
5	Asking his classmates (friends) for meaning					
6	Asking his teacher for L1 (first language) translation					
7	Asking his teacher for opposite meaning					
8	Discovering meaning through group work activities					

If you have more strategies than the above mentioned , write them down in the spaces below , and then put () opposite each one where you recommend.

9						
10						

11						
Part(D): Put () opposite the vocabulary learning strategy (VLS) you recommend to your students for retaining the meaning of the words already learnt.						
No	Name of strategy	Very useful	Useful	Undecided	Not useful	Not useful at all
12	Connecting the words to its synonyms					
13	Connecting the words to a personal experience					
14	Using new words in sentences					
15	Studying the spelling of a word					
16	Studying the pronunciation of the word					
17	Saying the new word a loud when studying					
18	Using a key word method					
19	Using physical actions when learning the words					
20	Keeping a vocabulary notebook					
21	Studying and learn meaning with his friends					
26	Writing the new words many times					
22	Writing meaning of the words (in Arabic) in text books					
23	Continuing to study the words over time					
24	Testing oneself with word tests					
25	Using written repetition					
26	Using verbal repetition					
If you have more strategies than the above mentioned, write them down in the spaces below , and then put () opposite each one, where you recommend.						
27						
28						
29						

Appendix (ii)
Sudan University of Science and Technology
College of Graduate Students
College of Languages

Questionnaire for secondary school students

Dear student:

This questionnaire is a part of study entitled "**Investigating Strategies for Improving Secondary School Students' Vocabulary Learning: A Case Study of Some Secondary Schools in Zalingei, Sudan**" for the fulfillment of Ph. D degree. Your answers to the following questions will be used confidentially for research purposes only. Please, answer the questions carefully.

Thanks

Awad Sineen Omer

Ph.D candidate

Sudan University of Science and Technology

The Students' Questionnaire

Part (A):

Names Not required

1- School.....2- Sex: male female

3- Age: 15-16years old more than 16 years

Part (B): Put () opposite each of the following statements about learning meaning of words by means of vocabulary learning strategies (VLSs).

No	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Knowing many vocabulary learning strategies would help me to learn meaning of words easily.					
2	I can learn meaning by using only one strategy to consolidate (Retaining) meaning.					
3	It is important to know how or when to use different vocabulary learning strategies.					
4	Learning meaning will be easier if I am taught how to use vocabulary learning strategies.					
5	Knowing each vocabulary learning strategy can be used will increase the chances of meaning learning.					

Part (C) : Put () opposite the means of learning word meaning (i.e. vocabulary learning strategy) you use to find (discover) meaning of words you meet for the first time.

No	Name of Strategy	Always	Usually	Sometimes	Seldom	never
1	Analyzing the word into parts of speech (e.g noun, verb, adjective, etc)					
2	Analyzing the structure into(prefixes, roots, and suffixes (e.g un- , - tion)					
3	Checking the word for L ₁ cognate (e.g شراب for syrup)					
4	Guessing the meaning of a new word from context/ sentence					
5	Using a bilingual (i.e English – Arabic) Dictionary.					
6	Using a monolingual (i.e English –English) Dictionary.					
7	Asking a teacher for L ₁ translation of the new word					
8	Asking a teacher for paraphrasing (i.e sentence containing the					

	new word).					
9	Asking a teacher for sentence including the new word.					
10	Asking a classmate (friend) for a meaning of a new word.					
11	Discovering new meanings through group work activities when revising lessons					

If you have more strategies than the above mentioned, write them down in the space below , and then put () opposite of each one.

12	
13	
14	

Part (D): put () opposite the means of strengthening meaning of words (i.e. vocabulary learning strategy) you use to remember the meaning of the words you have already learned.

No	Name of Strategy	Always	Usually	Someti mes	Seldom	never
15	Studying and practicing the meaning of words in a group					
16	Connecting the word to its synonyms (similar meaning) and antonyms (opposite meanings).					
17	Using a new words in a sentences					
18	Studying the spelling of a new word					
19	Studying the sound of a new word					
20	Saying the word a loud when studying.					
21	Underlining the initial letter of a new word.					
22	Using affixes and roots for(remembering)					
23	Using Part of speech for (remembering)					
24	Using physical actions when learning words.					
25	I use verbal repetition.					
26	I use written repetition.					
27	I take notes in classroom.					
28	I keep a vocabulary notebook.					
29	I test myself with the word tests.					
30	I continue to study the new words overtime.					

If you have more strategies than the above mentioned, write them down in the space below then put () opposite of each one.

31	
32	
33	

Appendix (iii)
Interview Guide
Sudan University of Science and Technology
College of Graduate Students
College of Languages

Questionnaire for English Language Teachers

Dear fellow teacher

This questionnaire is a part of Ph. D study entitled "**Investigating Strategies for Improving Secondary School Students' Vocabulary Learning: A Case Study of Some Secondary Schools in Zalingei, Sudan**" for the fulfillment of Ph. D degree. Your answers to the following questions will be used confidentially for research purposes only. Your cooperation will be highly appreciated.

Thanks

Awad Sineen Omer

Ph.D candidate

Sudan University of Science and Technology

Personal information

1-Name (optional) 2-Degree.....

3-Place of work 4-Years of experience in
teaching English

5-Sex...Male.....Female.....

6-Do you think that it is important to make plans for teaching and
learning vocabulary ? if so, why?

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7-To what extent has using strategy a positive effect on students'
vocabulary learning?

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8-Are there some difficulties that the students face in learning new
vocabulary?

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9-What kinds of problems do secondary school students encounter in vocabulary learning?

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10-Are there any specific (VLSs) that you know which can be used in vocabulary learning?

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Thanks

Awad Sineen Omer

Ph. D candidate

Sudan University of Science and Technology