



Using of Authentic Materials to Enhance Vocabulary Learning Strategies of Learning Vocabulary

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ABSTRACT:

This study aimed at raising EFL learners' awareness of the vocabulary learning in different strategies. The study has adopted a mixed-method approach: the descriptive analytical and experimental method. This allows the research tools to match each other. Hence, an experiment, questionnaires, and class observations were used to address the research questions and objectives. The (SPSS) program was used for data analysis. One of the basic objectives to be established in study is to introduce some basic terms and concepts in the analysis of vocabulary. The emphasis is on an exploration of what constitutes a word. There is an extensive literature on this topic stretching back over at least twenty years. The area of linguistics which covers the topic is generally known as lexical semantic. The researcher suggest that; EFL learners have to learn vocabulary by using native speakers real materials, e.g newspapers, time tables, advertisement TVs' and even the modern technical instruments; e.g mobiles.

Keywords: *Vocabulary learning, Lexical Semantics, authentic materials.*

المستخلص:

هدفت هذه الدراسة لرفع مستوى تعلم الكلمات والثروة اللغوية باستعمال الاستراتيجيات المختلفة لدى دارسي اللغة الانجليزية كلغة اجنبية. اعتمد الباحث المنهج الوصفي التجريبي لتحليل البيانات التي تم جمعها. لان هذا المنهج المزدوج يجعل من الادوات المستعملة تناسب بعضها البعض. الادوات التي استعملها الباحث استبيان لأساتذة اللغة واختبار لدارسي اللغة. وقد تم تحليل البيانات باستخدام برنامج (SPSS).

من الاهداف الرئيسية التي يجدر ذكرها في هذه الدراسة عرض بعض المصطلحات الاساسية والمفاهيم في تحليل الثروة اللغوية. والتركيز على اكتشاف تشكيل الكلمة. وهناك دراسات عديدة تناولت هذا الموضوع خلال عشرين عاما. اما المجال اللغوي الذي استخدم في الدراسة فيعتمد على دراسة معاني الكلمات المعجمي.

يقترح الباحث ان يستخدم دارسي اللغة الانجليزية كلغة اجنبية المواد الحقيقية لدراسة الكلمات والمصطلحات مثل الصحف الإنجليزية الجداول والإعلانات (من المكتوب) والتلفزيون (من المسموع) وحتى التقنيات الحديثة من الجوالات والهواتف الذكية. كلمات مفتاحية: تعلم الثروة اللغوية، الكلمات المعجمية، المواد الحقيقية.

Introduction:

Everyone knows what a word is. And it may therefore appear unnecessary to devote several pages of discussion to its definition, even in a book on vocabulary. Indeed, closer examination

reveals the usefulness of everyday common-sense notions of a word; it also reveals, however, some limitations which have a bearing on the



ways in which words are used and understood in some specialized applied linguistic contexts.

An orthographic definition of a word is a practical common-sense definition. It says, quite simply, that a word is any sequence of letters (and a limited number of other characteristics such as hyphen and apostrophe) bounded on either side by a space or punctuation mark. It can be seen that this definition is at the basis of such activities as counting the number of words needed for an essay, a competition, or tele-gram, to play ‘Scrabble’ and to write a shopping list. There are, of course, irregularities. For example, we write will not as two words but cannot as one word; instead of is two words, but in place of is three; postbox can also appear as post box or post-box.¹ but, generally, the notion of an orthographic word has considerable practical validity.

Orthography refers, of course, to a medium of written language. And although this issue is not explicitly dealt with at this stage, we should note that spoken discourse does not generally allow of such a clear perception of a word. The issue of word stress is significant and is explored in this section, but where stress, ‘spaces’ or pauses occur in speech, it may be for reasons other than to differentiate one single word unit from another. It can be for purposes of emphasis, seeking the right expression, checking on an interlocutor understands, or even as a result of forgetting or rephrasing what you were going to say. In such circumstances, the divisibility of a word is less clear-cut; in fact, spaces here can occur in the middle of the orthographically defined word unit. And we should, in any case, remember that not all languages mark word boundaries, the most prominent of these being Chinese.

Knowledge of word parts can play a role in increasing our vocabularies. Word parts include

prefixes, suffixes, and root words. George Yule' 2006, third edition.

Prefixes are word parts added at the beginning of words, and they dramatically alter a word's meaning, including changing a word to its opposite meaning: correct— incorrect; regard— disregard.

Suffixes are word parts added at the end of words. A suffix can change a word's part of speech: jump (verb)—jumper (noun); poison (noun)—poisonous (adjective), and knowing a word's part of speech can contribute to your understanding of its definition:

An ohmmeter is needed to reassure electric resistance. (The suffix –er indicates ohmmeter is a noun, and this knowledge, coupled with the sentence's context, makes clear that ohmmeter is an instrument to measure electric resistance).

Roots or Stems are the base part of words. They convey the bulk of a word's meaning. A prefix and a suffix can be attached to a root to form variants of the root: in- (a prefix meaning “not”) + cred (a root meaning “believe”) + -ible (a suffix meaning “capable of”) = incredible (not capable of being believed).

Statement of the Problem

Problems of vocabulary learning at undergraduate levels abound in a phenomenal way that calls for quick intervention. Lack of awareness and inappropriate use constitute the core of the problem. To help improve this situation, a new approach to teaching and learning vocabulary has to be devised. In the current study a morphological approach will be used to alleviate the situation.

Most researchers attribute the weakness in the area of vocabulary learning to adopting traditional approaches to learning focusing mainly on the teaching of essays and compositions . Another element which will be incorporated in this connection to further



augment the approach is the use of authentic materials .

To achieve this goal, the study will attempt to analyze and evaluate the effect of using authentic materials in gaining and learning vocabulary. To enhance good vocabulary building on one hand, and on the other hand, to suggest remedy for the ineffective ones. The choice of undergraduates students level, as a target of the present research is done on purpose to provide the study with a challenging dimension .

Nunan (1989), states that authentic material can be defined as any material which has not been specifically produced for the purpose of language teaching (as cited in Macdonald, Badger and White, 2000), vocabulary is the body of words used in a particular language. The development of vocabulary acquisition is important as it can facilitate the students' in enhancing all the language skills .

Definition of authentic materials according to the Oxford Dictionaries (2014), the word authentic derives from the Greek word 'authentic' can be defined as genuine and not a copy of something. According to Rogers(1988), authentic materials are appropriate and good in terms of goals, objectives, learners needs and interest as well as natural in terms of real life and meaningful communication (as cited in Kilickay, 2004).

Objectives of the study

One of the basic objectives of this study is to draw on the issue of vocabulary learning from a moderately morphological level, coupled with the use of authentic materials. Learning from an authentic material can help rapidly enhance the students' vocabulary and strengthens their cultural awareness of the target language.

Questions of the study

1- To what extent can authentic materials be used at undergraduate levels to help learn vocabulary along with making an overall language improvement ?

2- How will a morph-phonemic approach taking into account the basic word constituents help reinforce the learning of new lexical items?

3- Can authentic material with plentiful words easily be memorized and used in active classroom interaction?

Hypotheses of the study

1- Authentic materials used at undergraduate levels can help learn vocabulary along with making an overall language improvement.

2- A morph-phonemic approach taking into account the basic word constituents help reinforce the learning of new lexical items.

3- Authentic material with plentiful words can easily be memorized and used in active classroom interaction.

Significance of the Study

The dichotomous elements represented by the use of the authentic material and reinforced by a morphological approach give the present study its significance. The study will attempt to cover this issue thoroughly trying to find different types of vocabulary learning, to do this, the study will make use of the relevant literature in the field and various data collection techniques that will be used in this study. Based in the expected results, the study will eventually suggest ways to enhance and promote effective vocabulary process and suggest remedy for the ineffective ones .

Methodology of the study

In this study, experimental methods will be adopted beside descriptive. The proposed experiment will be conducted at Sudan University of Science and Technology where undergraduate learners at first year will be given a test focusing mainly on the grammatical rules



and vocabulary to measure their linguistic competence. A questionnaire will be administered to teachers. Furthermore, some language classes will be observed. The researcher will also confirm the validity and the reliability of the research tools before their application.

Limits of the Study

This study is restricted to raise EFL learners' awareness of using authentic materials to enhance vocabulary learning. At first undergraduate level, of English Language, in Sudan University of Science & Technology .

Literature Review and Previous Studies.

Linguistic Features of Lexical Items

When it comes to linguistic features of lexical items, several issues need to be taken into consideration. To begin with, there is the problem of defining a 'word'. Intuitively, vocabulary could be defined as a 'dictionary' or a set of words. This general view is reflected in the lexicographical approach to the traditional way of listing words in a dictionary. However, it is obvious that for linguistics and L2 acquisition theory this interpretation is far too simplistic and limited. Linguists' attempts to specify what speakers of a language traditionally regard as a 'word' have resulted in so many formally different definitions of this term that their number alone suggests the complexity of the problem.

Firstly, according to the orthographic definition, a 'word' is ' . . . any sequence of letters (and a limited number of other characteristics such as hyphen and apostrophe) bounded on either side by a space or punctuation mark' (Carter, 1992: 4). Its flaw is not only its limitation to the written language, but the fact that it is formalistic, inconsistent and incomplete because it neglects differences in meaning and the issues

of polysemy, homonymy, grammar functions, etc.

Factors Affecting Vocabulary Learning

Despite the abundance of research on vocabulary acquisition that has been conducted by linguists, psychologists and theorists of L2 acquisition, there is still no generally accepted theory of vocabulary acquisition (for further discussion, see Meara, 1997). This fact may be partially attributed to the lack of cooperation or agreement among experts. On the one hand, psycholinguists have a particular interest in vocabulary development and exploration of the formal models of vocabulary acquisition, and ignore the L2 vocabulary literature because it is model free. Applied linguists, on the other hand, are mainly concerned with the descriptive aspects of vocabulary and do not draw on existing psycholinguistic models of bilingual lexicon even when this implies an immediate pedagogical significance. Differences in the research focus have caused the two fields to develop at different rates, which have led to an even larger gap between them. It is, therefore, extremely difficult to list all the significant factors and the ways in which they influence vocabulary acquisition.

Importance of Vocabulary

The importance of vocabulary became clear during the past decade, when researchers have shown interest in searching vocabulary and its effect in language acquisition for second language (L2) learners (Allen, 1983). Thornbury (2002) argued that "for a long time, teaching approaches such as the direct method and audiolingualism gave greater priority to teaching of grammatical structure" (P. 14).

Strategies of Vocabulary Learning

Sense Relation

Basically, vocabularies of a language are not isolated entities. They are naturally related to



each other in different systems. (Morgan and Rinvoluceri, 1986 and 2003) believe that vocabulary learning is a matter of realizing this relationship. A large number of words in any language share significantly different types of semantic relationships, and the mental lexicon are believed

to function not in the form of word lists but as networks of these relationships. Due to this, vocabulary teaching in terms of these meaning relations is maintained to promote the storage, memory and retrieval of words for actual use. The typical relationships of words discussed below are: synonymy, antonym and hyponymy.

Synonymy

According to Gairns and Redman (1986), McCarthy (1990), and Carter and McCarthy, (1988).Synonymy is sameness of meaning between two or more words of the same grammatical category. Particularly as to Gairns and Redman, synonymy is a fast and effective technique of explaining the meaning of new words. Carter and McCarthy also argue that teachers and students employ synonymy as a convenient means of communicating the meaning of words because the words are highly interchangeable.

Synonymy as a teaching technique may enhance effective communication and prevents communication breakdown for the fact that it provides rich source of vocabulary to talk about specific issues. In the real situation, when a student fails to remember the required word during communication, either communication ceases to proceed or he/she strives for continuing the speech by paraphrasing, which Wallace (1982:9) refers to it as 'repair strategy', in a relatively understandable manner. But unable to retrieve the right word will put the learner in a state of stress and confusion. As it was noted in chapter one, Wallace (1982)

expressed this inability to remember words one needs to communicate his/her feelings as the most threatening experience to the learner.

Antonym

Antonym, defined as oppositeness of words, is another way of organizing vocabulary items. The meaning of words in addition to sameness of meaning can be determined by other words with opposite sense, in this regard, Nation (2001), argues that words can be organized in to a specific lexical category by the semantic relation of antonym.

It has to be stressed that the objective of treating words under any organizing principle is to promote the learners' understanding of meaning and memory of words better and easier. The study of isolated lists of words puts the learner into a more mechanical and artificial situation where memory is hardly easy. However, when pairs of words such as: hot/cold, tall/short, sweet/sour./sad/happy, thin/fat, etc. are presented, the learner would be benefited in that an attempt to recall one side will result in the memorization of the other.

In dealing with pairs of words with opposite meaning, there must be a good deal of attention to the point of degrees of oppositeness. In this connection, linguists studied four classes of antonym: gradable, upgradable, conversances and directionality (see Carter and McCarty 1988:4-23).

Incidental Vocabulary Learning

Schmitt (2010: 29) defined incidental learning as "learning which accrues as a by-product of language usage, without the intended purpose of learning a particular linguistic feature". He further reported that "any vocabulary learned while reading a novel simply for pleasure, with no stated goal of learning new lexical items is considered as an example of incidental vocabulary learning". With regard to incidental

learning, it has been defined as the learning without intent to learn, or as the learning of one thing, e.g. vocabulary, when the learner's primary objective is to do something else. Before 1940s, the primary emphasis of strategy research had been on intentional rather than incidental learning. It was usually assumed that intentional learning was importance in learning. From 1980s onward researchers began to realize the importance of incidental learning since most human learning can reasonably be regarded as incidental, the source of especially important and realistic data concerning the normal functioning of memory processes (Coady, 2001).

Vocabulary Knowledge

The concept of 'depth' in vocabulary research is defined in general terms as 'the quality of the learner's vocabulary knowledge' Read (1993, as cited in Hua Zhong, 2012). Zhong further explain that "acknowledging the limited information about learners' vocabulary knowledge that measures of vocabulary size could reveal, researchers began investigating further the depth of vocabulary knowledge in

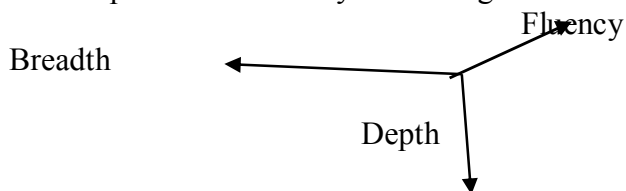


Figure (1): lexical space: dimensions of word knowledge and ability (Adapted from Daller, Milton & Treffers-Daller, 2007: 8)

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

2.1.10.2 Lexical Depth

The vertical axis represents the concept of lexical depth, which means how much the learner knows about the word knowledge. This

terms of receptive and productive use". He further added that "the concept of 'depth' in vocabulary research is defined in general terms as 'the quality of the learner's vocabulary knowledge'. There are two approaches to understand the quality of vocabulary knowledge, one of which is the strength and breadth of the lexicon network and the other being the multi-aspect knowledge of a word".

Understanding the quality of vocabulary knowledge depends on two dimensions. The first, is the strength and breadth of vocabulary and the second, is the multi-aspect knowledge of a word (Hirsh, 2012: 29).

Lexical Space

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

would include the elements of concepts and referents, associations, grammatical functions, collocation and constraints on use shown in Nation's table.

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



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

2.1.10.3 Lexical Breadth

The horizontal axis on the other hand, represents the concept of lexical breadth which is intended to define the number of words a learner knows regardless of how well s/he knows them. This would include the 'form' and the 'form and meaning' element of Nation's table. Milton, (2009: 71) reported that "Some of the best-researched tests of vocabulary are checklist tests of passive vocabulary recognition, designed to give an estimate of vocabulary breadth or size". Some learners may have large vocabularies but are very limited in speech. Such learners should be placed within breath axis but less far along the fluency or depth. Other learners posses few vocabulary resources but considerable fluency in calling these to mind and using them in communication, such learners would be placed far along the breadth axis but further along the fluency axis (Milton, et al, 2007: 9).

Lexical Fluency

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

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

Language Learning Strategies (LLS)

The term strategy comes from the ancient Greek term *strategia* meaning generalship or the art of war (Oxford, 1990: 7). In Educational context, the strategy concept has been applied to clearly non-adversarial situation where it has come to mean a plan, step, or conscious action toward achievement of an objective.

Oxford, (1992: 18) came up with another definition of language learning strategies as "specific actions, behaviors, steps, or techniques that students use to improve their progress in developing L2 skills". She further divided learning strategies into six main categories of L2 Learning Strategies, these six strategies fall under two major classifications, direct and indirect. Memory, the cognitive, and compensation under the direct, meta-conitive, affective and social under the indirect class.

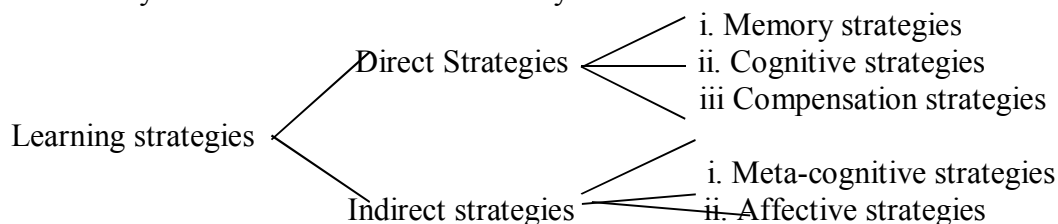




Figure: 2.1. Diagram of the strategy system.
(Source: Oxford, 1992: 16)

Cognitive strategies

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

Metacognitive strategies

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

Memory-related strategies

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

iii Social Strategies

Compensatory strategies

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

Affective strategies

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

Social strategies

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

Taxonomy of Vocabulary Learning Strategies



With regard to language learning strategies, Oxford (1990:16) established two general categories namely, direct and indirect strategies each consisting of three subclasses. Direct strategies are composed of memory, cognitive and compensation strategies. Indirect strategies in turn comprised of met-a cognitive, affective and social strategy. This is a comprehensive classification suitable for language learning in general for which strategies to sustain communication

(Compensation strategies) are extremely useful.

However, Schmitt (1997 and 2000), set up five classes of vocabulary learning strategies under two principles: strategies used to initially discover meanings of words (determination and social strategies) and strategies used for remembering words once meaning is recognized (memory, cognitive and met-a cognitive strategies).

A: Determination Strategies (Learning New Vocabulary)

No doubt that learner is adopting different and varied strategies and procedures towards learning new vocabulary items.

As to Nation (2001), although productive skills (writing and speaking) require the knowledge of several aspects of a word, meaning is the principal aspect that learners are most concerned with. Hence, to learn the meaning of a word for the first time, learners use various strategies. Some especially advanced learners analyze affixes and roots (word formation clue), some others go for contextual clues to work out meaning (guessing from context) and still others lookup a word in a dictionary for the correct meaning. Of course, there are more ambitious and determined learners who are able to make use of the combination of all instead of recourse to another person's help.

Guessing from context (incidental learning) and dictionary use (intentional learning) strategies are particularly relevant to this study and are discussed in some techniques which are adopted by learners in learning new words, details as follow.

B: Social Strategies

Social strategies refer to the interaction of the language learner with his/her classmates and teachers to obtain word meaning. Language being a social behavior requires two or more people to communicate and communication is a function of the active participation of the communicators. Language learners very often use social strategies namely, asking questions, cooperating with peers, interacting with more proficient users of the language and native speakers when the opportunity is obtained (Oxford 1990 and Schmitt 2000).

Informants usually explain meanings in terms of synonymy, paraphrase or L1 translation. Social strategies, for example, discussing word meaning in a group, are important not only to determine initial meaning but also to consolidate word knowledge (Schmitt 2000).

C: Memory Strategies

As the name explains, memory strategies are used to support recalling and retrieving words once they are learned. One of the major problems FL learners encounter, Gu (2003), is how to make words accessible to memory after they are learned. Likewise, Oxford (1990:39) painfully explains:

"Though some teachers think vocabulary learning is easy, language learners have a serious problem remembering the large amounts of vocabulary necessary to achieve fluency." Memory strategies, therefore, assist learners to ease this problem.

D. Cognitive Strategies



Cognitive strategies are particularly fundamental for language learners because practice and manipulation of the target language, typical language learning principles, are the major components of these strategies (Oxford 1990, Schmitt & McCarthy 1997) **E. Met-a cognitive Strategy** Met-a cognitive strategy, Oxford (1990:81), "help learners to regulate their own cognition and to focus, plan, and evaluate their progress." To use met-a cognitive strategies demands learners to be more conscious and ambitious of their learning. Schmitt (2000:136) also writes these strategies "involve a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best ways to study."

Effective learners are experts of implementing met-a cognitive strategies; they know how to access to rich vocabulary input, decide which methods are the most efficient to follow, test their progress and determine which words are worth studying and which are not. Besides they record words which they have chosen to study. In this connection, Chamot and O'Malley, (1994) also maintain that more proficient learners use a great variety of strategies and often switch from one strategy to another when necessary. Moreover, learners who intelligently decide when to make guessing from context, refer to a dictionary or negotiate with other people or combine all of these are far more successful in enriching their word power and improve their language proficiency than their

counter parts. To sum up, in this chapter an exploration has been made on the common techniques of vocabulary teaching as prescribed by different linguists, researchers and language experts. In addition, the complex nature of vocabulary learning as well as the different aspects of word knowledge which contribute to that complexity is summarized. More importantly because much of the responsibility of learning lies on tshoulder of learners, basic vocabulary learning strategies commonly used by learners across the world are reviewed. The extent to which these techniques of teaching and strategies of learning are reflected in the subject schools of this study will be presented in chapter four. The following chapter focuses on the description of the population of the study, instruments and methods employed to gather the required data. **Memory in Vocabulary Learning Process** As Spielberger suggests memory is very complex. It consists of three main processes: encoding, storage and retrieval, which you can see in the following picture (Foster, 2008:25). "*Memory is complex; we can remember toys that we wanted as children, yet we sometimes cannot remember what we did the weekend before last . . . Yet it has been estimated that over the course of a lifetime, the average human stores approximately 500 times the amount of information that is in a full set of encyclopedias.*"

(Spielberger,2004:57)

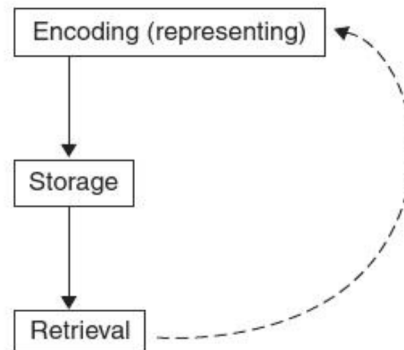


Figure: (11) Three main memory processes Stages

Encoding is the input, which can be acquired in many ways. Storage is the ability to retain the information and concerning long-term memory, to store it for a significant period of time. The last step is the retrieval, which guarantees the access to the stored information. (Foster, 2008:25)

These steps are parts of short as well as long term memory. Short-term memory has a limited capacity and it holds information for immediate use, while long-term memory can store information for very long periods of time.

In the 1960s the division of memory was based on processing of information. A multi-store model of memory processing was completed and described by

(Atkinson and Shiffrin in 1968).

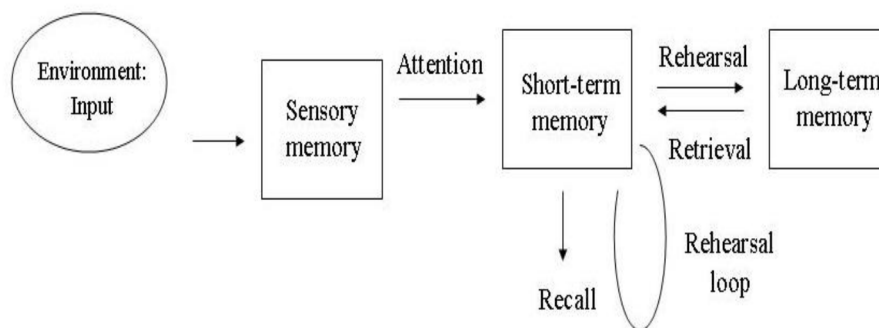


Figure: (12) A multi-store model of memory processing

The input for the sensory memory are senses and it does not last long, usually less than a second. When the information is given a bit more attention than just registering something through senses, then it reaches the short-term memory. The encoding is usually auditory and lasts few

seconds. The short-term memory can hold 7 ± 2 items. Then when the piece of information is given even more attention and is being rehearsed through the rehearsal loop, it can get into long-term memory. The long-term memory is



unlimited and the information can last in it for years.

Previous Studies

The purpose of this section is to show related studies which were previously conducted in field of semantic mapping on the development of vocabulary through semantic mapping strategies. Study (1) by: Salah Sid Ahmed Abdalla, Entitled: "The comprehensive and productive use of lexical items through semantic mapping and word-list techniques for secondary level students." It is

Submitted to University of Khartoum- Faculty of Education- English department, (Unpublished M.A. degree in English language was written in, 2000)

The study, conducted at the secondary schools compared the relative effects of two vocabulary learning strategies (semantic mapping and word- list) on the acquisition and retention of ten vocabulary words. The study seeks to answer the following main questions:

- Which of the two strategies; semantic mapping or word-list enhance better the student abilities to comprehend and produce the newly taught items in their suitable context?
- How does semantic mapping-based compared to word-list based learning succeed in developing the students' abilities to acquire and retain the newly taught items?
- How for would teachers responses to the questions concerning both semantic mapping and word-list strategies relate to the result of the empirical study?

The study aimed at achieving the following points:

- To shed light on the student's problems in comprehending and producing lexical items through reading and relative writing tasks, respectively.

- To investigate two teaching techniques for learning vocabulary, namely word-list and semantic mapping in order to see the effects of each techniques.

- To investigate the attitudes of the secondary school teachers on vocabulary learning techniques including the two target techniques and their appreciation of each one.

The study suggested some researches for further research. As an example, semantic feature analysis could be used as complementary technique in addition to the semantic mapping in order to reinforce, refine, compare, and contract, in other words practice some of the different meaning and uses which are unclear to the student's, so such a study is suggested to be conducted in others to investigate the effectiveness of semantic mapping as a strategy for improving the student's reading comprehension.

Study (2) by: Mahadi Mohammed Ismail, Entitled: "Semantic mapping for improving ELT Student's Reading Comprehension from teachers Perspective". It is submitted to Sudan University of Sciences and Technology- Faculty of Education- English department, (Unpublished, M.A. degree in English language was written in, 2013)

The study carried out to investigate the effectiveness of implementing semantic mapping as strategy for improving student's reading comprehension also to find out whether the level of reading comprehension ability can be measured through semantic mapping and then to investigated whether semantic mapping strategy helps learners derive meaning of the new words from the context. The study main findings were:

- Comprehension passages were understandable if the text was organized according to semantic mapping.



- b. Semantic mapping comprehension passage facilitates understanding new lexical items.
- c. There is strong relationship between the text the reader if the text organized semantically.
- d. The material semantically designed enhances the student's reading skills.

The study main recommendations were:

- a. Texts of reading comprehension should be organized according to
- b. Material should be well organized semantically to encourage the student's reading comprehension skill.
- c. Teacher should encourage their student's to read through semantic mapping to facilitate reading process.
- d. Semantic mapping should be included during instructional design.

Study (3) by: Fransiscus Xaverius Mukarto, Entitled: "The patterns of Semantic Mapping development of English verbs acquired by Indonesian EFL Learners". It is submitted to University of Sains Malaysia- Faculty of Education- English department (Unpublished PhD, degree in English language was written in, 2005)

The study investigated the patterns of semantic development of English verbs acquired by Indonesian EFL learners of three different proficiency levels. Specifically, the study aimed that (1) To found out whether there were significant differences in the semantic mapping accuracy of English verbs between the three groups; and (2) To discover the patterns of semantic mapping development of the English verbs acquired by the three proficiency groups.

The study adopted the cross- sectional design. It involved 120 subjects divided evenly many three different proficiency levels: low intermediate, high intermediate, and advanced. The data on semantic mapping were elicited using a forward translation recognition matrix designed

particularly for this purpose. The subject's responses were based on two variables: The accuracy of the semantic mapping and the level of mapping confidence.

A number of theories were adopted as the basis for research design and for explaining the results of the study. They include the psycholinguistic theory of lexical representation, development and processing, componential analysis, contrastive analysis and prototype theory.

The results of the data analysis reveal that: (1) There were significant differences between the three different proficiency levels in the semantic mapping accuracy of English verbs and the number of significant differences varied from word to word and from category to category; (2) as proficiency level increased, L2 learners knew significantly more semantic features.

The findings study suggested that: (1) L2 vocabulary acquisition involves a continuous process of semantic restructuring; (2) The intensity of the restructuring process varies from word to word and from one semantic mapping category to another; (3) The restructuring process tends to result in more refined semantic contents tends to be slow; (4) despite the semantic restructuring process, L2 word meanings are both under-represented and over-represented even at the advanced level; and (5) The under-representation and over-representation of word meanings result from a number difference sources, based on the results of the study a model of representation of L2 word meaning and the paths of possible semantic restructuring is proposed The further research is suggested to reach a more comprehensive understanding of the patterns of semantic mapping development and a guideline for developing learning-teaching activities which help learners acquire more words and minimize



under-representation as well as over-representation of word meaning is suggested.

The purpose of this section is to show related studies which were previously conducted in field of semantic mapping on the development of vocabulary through semantic mapping strategies.

The further research is suggested to reach a more comprehensive understanding of the patterns of semantic mapping development and a guideline for developing learning-teaching activities which help learners acquire more words and minimize under-representation as well as over-representation of word meaning is suggested.

Highest degree earned

	Frequency	Percent
Bachelor's Degree	5	16.7%
Master's Degree	22	73.3%
PhD	3	10.0%
Total	30	100%

Source: Data of field Study

The table (1) shows the ratios and repetitions of the highest degree earned in which we find that the Bachelor's Degree reached (5) individuals by (16.7%), there are (22) individuals by (73.3%)

Master's Degree, (3) individuals by (10%) PhD, The statement through the table shows that the ratio of Master's Degree is the highest and the following chart shows this.

Statistics (Mean, Mode, Std. Deviation)

Items	Mean	Mode	Std. Deviation
Students are advised to use bilingual dictionaries to help them translate English words into Arabic language?	4.03	5	1.326
Tutors have to encourage their students to use pictures illustrated in the textbook to find the word meanings.	4.13	5	1.042
Meaning of words is best learnt by identifying their parts of speech.	3.97	4	.999
Classroom practitioners at university level are not adequately trained to handle the available material proficiently enough to challenge students into increasing their word power.	3.87	4	1.167



Teachers, there at university,do not provide students with varied reading activities which reinforce vocabulary learning strategies.	3.93	5	1.28 5	
The overall environment at undergraduate level is not advantageous to learning vocabulary.	3.27	4	1.363	
Upon entering university, first-year students come with a terribly poor level of vocabulary knowledge.	3.67	5	1.493	
What worsens the situation more is that the English language syllabus adopted at undergraduate levels across Sudanese Universities is not effective enough to develop vocabulary learning.	4.53	5	.937	
The English syllabus is not given enough weight along the lines of other syllabuses	4.27	5	.980	
Students should be encouraged to ask their peers of the words they ignore their meaning.	3.87	4	1.074	
The teaching of English at lower undergraduate levels is entrusted to barely trained tutors Hence, vocabulary, le(arning is affected.	4.03	4	1.098	
Almost all syllabuses are designed by local Sudanese expertise but mostly assigned to staff members with relatively inadequate knowledge in syllabus design.	4.00	5	1.174	
Not all the parts of the syllabus, i.e. The skills are given the same time in handling, and so vocabulary learning is given very little time.	3.43	4	1.431	
Learning about the culture of the native speakers can help students remarkably learn vocabulary.	3.73	5	1.437	
Syllabuses designed locally often fail to cater for external culture which is desirable to enhance the learners background and word power.	3.83	5	1.464	

Table (2) shows the Descriptive Statistics. According to Likert Schale for weights, which

we mentioned above and 4/5 which means agree/strongly agree, this confirm the frequencies table and percentage.



**Statistics - Chi-Square
 Test Statistics**

	Chi-Square	df	p.value.	
Students are advised to use bilingual dictionaries to help them translate English words into Arabic language?	24.333	4	.000	
Tutors have to encourage their students to use pictures illustrated in the textbook to find the word meanings.	23.667	4	.000	
Meaning of words is best learnt by identifying their parts of speech.	9.200	3	.027	
Classroom practitioners at university level are not adequately trained to handle the available material proficiently enough to challenge students into increasing their word power.	23.333	4	.000	
Teachers, there at university, do not provide students with varied reading activities which reinforce vocabulary learning strategies.	18.333	4	.001	
The overall environment at undergraduate level is not advantageous to learning vocabulary.	11.333	4	.023	
Upon entering university, first-year students come with a terribly poor level of vocabulary knowledge.	11.000	4	.027	
What worsens the situation more is that the English language syllabus adopted at undergraduate levels across Sudanese Universities is not effective enough to develop vocabulary learning.	35.600	3	.000	
The English syllabus is not given enough weight along the lines of other syllabuses	16.667	3	.001	
Students should be encouraged to ask their peers of the words they ignore their meaning.	16.000	4	.003	
The teaching of English at lower undergraduate levels is entrusted to barely trained tutors Hence, vocabulary, learning is affected.	24.333	4	.000	
Almost all syllabuses are designed by local Sudanese expertise but mostly assigned to staff members with relatively inadequate knowledge in syllabus design	18.333	4	.001	
Not all the parts of the syllabus, i.e. The skills are given the same time in handling, and so vocabulary learning is given very little time	9.667	4	.046	
Learning about the culture of the native speakers can help students remarkably learn vocabulary	16.333	4	.003	
Syllabuses designed locally often fail to cater for external culture which is desirable to enhance the learners background and word power.	19.333	4	.001	



e-Sample Statistics

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
<i>Axis</i>	30	3.904	.46442	.08479

One-Sample Test

Test Value = 3						
	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	95% Confidence Interval of the Difference	
					Lower	Upper
<i>Axis</i>	10.667	29	.000	0.9044	0.0779	0.7310

Findings

In the light of the results obtained, this study reached at the following findings;

- i. Exposing different categories of strategies of vocabulary learning such as cognitive and memory strategies types impose learners' ability to cope with content information of the vocabulary learning.
- ii. The treatment programme of learning vocabulary using authentic materials has a beneficial effect in enhancing vocabulary learning in EFL classes.

Recommendations

- i. EFL learners should be aware of the significant values of using authentic materials as effective in learning vocabulary.
- ii. Lecturers should furthermore be aware of the contribution they could make by simplifying their academic lectures through the use of using authentic materials in vocabulary learning.

Suggestion for Further Studies

Since this study has a significant value, the researcher recommended further studies in the same field.

10.

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