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Investigating the Role of Learning Strategies in Promoting University Students English Vocabulary Building

تقصي دور استراتيجيات التعلم في ترقية بناء الذخيرة اللغوية لدي الطلاب الجامعيين دارسي اللغة الانجليزية

A thesis Submitted in Fulfillment of the Requirements for PHD in English (Applied Linguistics)

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I

Dedication

I dedicate this work to my father's soul.

To my mother who gave me passion and love.

To my family

Acknowledgements

Above all I thanks to Allah who helped me and pave my way and provides me with patience to carry out this study.

I would like to express my sincere gratitude to my supervisor Dr. Mohamoud Ali Ahmed for his highly considered supervision, and for his patience, motivation, encouragement and his guidance through this research. To Nyala University.

Table of contents

List of Abbreviations and Acronyms

EFL: English as a foreign language.

ESL: English as a second language.

L1: first language.

L2: second language.

LSs: learner strategies.

VLSs: vocabulary learning strategies.

Abstract

This research has investigated the role of learning strategies in promoting university students English vocabulary building among Sudanese university students. The main objective of this study is to pin-point learning strategies used by university students to improve their vocabulary knowledge. The population of the study is Sudanese university students. This study has made use of descriptive, analytical and experimental methodologies. The researcher has used test and questionnaire as data collection tools. The research sample composed of (110) (40) students and (70) tutors. The statistical techniques used by the researcher are namely T (test), Spearman, cronbach Alpha and percentage.The study has arrived at these findings: namely learning strategies can be taught and used by students to improve their English. Syllabuses are to be responsible of inadequacy of vocabulary to be faced by post graduate level. There is need to abridge cultural gap through using selected texted. Authentic

material is to be introduced to maximize student's language gap. The researcher has recommended the following: -literature can be used to abridge cultural gap and improve student's language competence -A careful selected material has positive aspects on student's language understanding. - The researcher has suggested these topics for further study - There is need for conducting farther researchers in the field concerned. - Authentic material is to be introduced to facilitate vocabulary learning.

Abstract
(Arabic version)

المستخلص

تناولت الدراسة تقصي دور استراتيجيات التعلم في ترقية بناء الذخيرة اللغوية لدي الطلاب الجامعيين دارسي اللغة الانجليزية. الهدف الرئيسي للدراسة هو تحديد أساليب تعلم المفردات لطلاب الجامعات بغرض تحسين المعرفة المفرداتية. مجتمع الدراسة هو طلاب الجامعات السودانية. استخدمت الدراسة المنهج الوصفي ،التحليلي والتجريبي. أدوات جمع البيانات تمثلت في الاختبار والاستبيان. تكونت عينة الدراسة من (110) (40) طالب (70) أستاذ. الأساليب الإحصائية اختبارات،اسبيرمان ،بيرسون ، الفا كرمباخ والنسب المئوية

توصلت الدراسة إلي إن طرق تعلم المفردات التي يستخدمها الطلاب لتحسين أو تطوير اللغة الانجليزية. المناهج هي المسئولة عن الخلل المفرداتي الذي يواجهه الطلاب في الدراسات العليا. هنالك حاجة لردم الهوة الثقافية وذلك باختبار نصوص مختارة. يجب تدريس مواد أصلية وذلك عبر ردم الهوة المفرداتية. توصي الدراسة : – يمكن أن يلعب الأدب دوراً لردم الهوة الثقافية وتطوير المقدرة اللغوية للطلاب.– اختبار مواد تعليمية ايجابية لها دور في تطوير استيعاب الطلاب اللغة الانجليزية.يقترح الباحث الأتي:– هناك ضرورة لإجراء دراسات او بحوث في المجال المعني. – يجب توفير مواد تعليمية أصلية لتسهيل تعلم المفردات.

CHAPTER ONE
INTRODUCTION

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the statement of the problem, study questions, hypotheses, objectives and the methodology of the study.

1.1 Context of the Study

Each language has its own patterns to convey the interrelationships between persons and events; these patterns may not be ignored in a language if the readers understand what the writer wants to convey. Vocabulary plays a crucial role in language learning because they are the building blocks of language. Vocabulary enables students to express themselves in different life aspects. Vocabulary is considered to be the fuel that helps the engine to move effectively. Having good vocabulary is considered to be an asset in learning a second language. when students have extensive vocabulary, they will be able to communicate effectively in inside and outside their classrooms.

The present study aims at investigating vocabulary learning strategies that used by universities students. To explore, the most useful vocabulary learning methods devised by learners' in order to fix new or key words in their minds and communication effectively in their academic writing. This study has come into being due to the complaints and frustrations experienced by some lecturers in Sudanese universities that students are poor in vocabulary learning strategies that effect on their academic performance-university students can't help using the correct vocabulary in academic writing.

Teachers are concerned of providing their students with basic knowledge as well as language components namely sentence structure vocabulary, pronunciation and grammar, vocabulary helps students speak understand and use English effectively in their daily lives. University students are facing difficulties in learning of English because of lack of knowledge or effective cognitive skills that facilitates vocabulary learning methods to enable students to express their communication needs wherever possible, particularly in academic field.

It is worth mentioning that students use learning strategies such as making inference or use background knowledge to further vocabulary development when students use context to guess word meaning, they can use sticky notes mark, where they encountered a new word and record their inferences. Learning the meanings of roots, prefixes help students unlock meanings of thousands of words.

Learning strategies are techniques students can use to facilitate understanding, remembering and using both language and context. The best way to help English learning deal with informational texts is teach them learning strategies that can clarify even poorly constructed text- for example, use background knowledge, take notes, and use graphic organizes with textual information are learning strategies that can help students comprehend a challenging text. Teaching students learning strategies can also facilitate academic writing.

Vocabulary knowledge is significant to learners in order they can succeed of words, they will be able to text effectively. (pemberton 2003), " the building blocks". (Thorn Bury, 2002) points out that "learners recognize the importance of vocabulary in learning of a foreign language". It is the fuel that pushes the engine. It is the most important language components.

Richards et al (2002) says that "vocabulary is the core of language prophecy and is too considered a base that helps learners how to speak, listen, read and write". Rubin and Thompson (1994) assert that vocabulary because it is the material that learners use to process language communication effectively.

Weaver(1987) confirms that vocabulary is considered very important in learning a new language.

Cohen, (1987) states that "words are like building material which are combined in sentences just like building material. They cannot be placed in random. To understand how words can be effectively used in sentences" (Nation, 2011) says that one way to help students build their language is to train them in the use of linguistic bricks.

Schmitt and McCarthy point out that "Vocabulary is an important aspect of learning a foreign language. Researcher have paid more concern to vocabulary learning because they confirm that when students have more vocabulary facilitate learning and provides more opportunities for achieving success. Harmer, (1997) asserts that language structure makes up the Skelton, vocabulary provides the vital organs and flesh".

Whereas, Thorn Burry (2000) states that any language learner recognizes that words are very important in learning a foreign language. They are the building blocks of language. Many researchers have shown that vocabulary plays crucial role in learning reading comprehension (Carlo, et al, 2006). Hatch. E and Brown assert that "Vocabulary is central to English language. Students often realize its importance to their language learning since they feel that it is important to understand and communicate with others in English. Students learn vocabulary to build their knowledge of words, phrases which considered to be the raw material that students use to produce new utterances. There is a handful of learning vocabulary. "Vocabulary learning should not only consist of learning specific words but also aims at

equipping learners with strategies necessary to expand their vocabulary knowledge" Nagy (2005) most people would agree that it is not necessary to understand every word in a passage in order to discover meaning. Not every word is essential some unknown words can be guessed by the reader based on textual clues".

Vocabulary is central to English language teaching because without good vocabulary students cannot understand others or communicate their own thoughts. Cook.V (1972) states that "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This reflect his experience with different languages, even without grammar, with some useful words and expressions, he can often manage to communicate. Cran (1986) goes further to argue "Lexis is the core or the heart of language. When students develops fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies learning vocabulary helps students to master English language.

An extensive vocabulary aids expression and communication vocabulary size has been directly to reading comprehension. Linguistic vocabulary is synonymous with thinking vocabulary. A person may be judged by others based on his or her vocabulary. (Vocabulary, Wikipedia) vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner (Segler, 2008) "In the same context, Seger, 2001" asserts that vocabulary knowledge plays a crucial role in acquiring a language." Schmitt (2000) stresses that 'Lexical knowledge is central to communicative competence and to the question of a second language'. (Nation, 2011) learning vocabulary items plays a vital rule in productive and receptive skills.

Developing students' strategies for handling unknown words has always been a challenge among foreign language learners when they set about to decade the meaning of words and communicate their ideas or thoughts in different language contexts (Zhuanglling, 2001.p.97).

Accordingly, Honey field stresses the importance of context is the most frequent way to discover the meaning of new words. A functional vocabulary of 3,000 most frequently occurring items in English, learners will still know approximately 20 percent of the items they will encounter in an un-simplified text. (p100)

Hirsh (2012, p.p 110- 111) states that there is a lack of attention to vocabulary learning strategies. Even learners do not assess the significance of vocabulary in language learning. Teachers paid their full attention to

grammar. They didn't tell their students of the importance of vocabulary in language learning. Allen (1983 Long and Richard 1997 et al) state that language learners begin to recognize the significance of vocabulary. Vocabulary learning is not an easy language aspect. Thus, educators, researchers now pay full attention to how to promote one vocabulary by using a handful of techniques that facilitate learning.

(McCarthy 1990, p. 45) vocabulary is less systematized and is not paid much attention such as different aspects of foreign language namely speaking, reading, listening, writing grammar and pronunciation, teaching and learning vocabulary has never given the same concern given to grammatical competence, contrastive analysis, reading, writing, phonology or even discourse analysis. Vocabulary learning strategies have become the concern of teachers, students and researchers. Recent researchers have spin-pointed the correlation between vocabulary learning strategies and learning (Fan et al 2003).

1.2 The research problems

There are several factors which are responsible of causing students to be incompetent to express themselves effectively such as learning style, teaching and background knowledge. Having limited vocabulary hinders effective communication process. Students have some problems in keeping vocabulary due to the fact that they lack knowledge of using learning strategies that could help them in using learning strategies that could help them in vocabulary retention because vocabulary is the raw material that process language learning. Students find many difficulties when they would like to write or speak. They do not find the appropriate words to express themselves effectively.

Sudanese university students are facing difficulties in learning English due to the fact they don't have ideas on how to increase vocabulary learning strategies effectively. Thus, they are lagging behind and can't help improving their language. They don't know the best methods that promote their vocabulary learning strategies. The research will investigate the reasons that led students to neglect such an important aspect of language learning.

Decarrico, (2001. P. 285) states that "vocabulary learning is demanding as far as language acquisition is concerned- lack of vocabulary learning strategy lead to cause communication shortcomings to language learning".

In the same context, Allen states that "Teachers have given less concern to vocabulary learning strategies but focus on grammatical competence, language skills, phonology and discourse analysis".

Yan, Nan. (2009). States that "university students find many difficulties when they try to put their ideas into words. Their spoken and written production is marked by in comprehensible sentences with an abundance of

errors caused by wrong word choice. Their frustration gets worse when common words choice. Their frustration gets worse when common words do not come to mind when they are speaking or writing. Thornbury (2002) says that "Most of the time we use words without conscious thought… until we are stumped either for the right word to sue for the exact meaning of a word we read. While it is true that we all have a vocabulary of so many thousands of words, our ability to use the words we known varies considerably' Nation, (2000) claims that "This problem is not unusual and it is often difficult for students to use their receptive reading and listening vocabulary for the productive skills of speaking and writing.

So, this study will attempt to investigate the role of learning strategies in promoting university students English vocabulary building.

1.3 Research objectives:

1. To investigate vocabulary strategies used by Sudanese University students to develop their language competence, as vocabulary is building bricks for meaning making.
2. To assess to role of vocabulary learning strategies in developing student's skills namely listening, speaking, reading and writing. To enable learners to communicate their language needs easily.
3. To describe and analyze different vocabulary learning strategies used by learners to promote their language development and express themselves in different life situations.

1.4 Research questions:

1. What is the role of learning strategies in promoting students vocabulary?
2. How are learning strategies important in increasing learners' vocabulary?
3. Why do learners have to improve their vocabulary learning strategies?

1.5 Research hypotheses:

1. Learning strategies have a role in promoting students vocabulary in learning foreign languages.
2. Vocabulary learning strategies are important because they assist learners to increase their vocabulary and communicate their needs.
3. Students need to improve their vocabulary learning strategies in order to be well-informed on how to develop their vocabulary and use language correctly in different life perspectives.

1.6 Research Methodology:

This research examines Sudanese university students in Nyala South Darfur State. The researcher used descriptive analytical method in order to collect data and test hypotheses. The researcher used test for teachers and A

questionnaire is to be given to Nyala University students English Department to assess the vocabulary learning strategies. The research sample is (110) 70 males and 40 females.

1.7 The Significance of research:

Ideally speaking, vocabulary plays a crucial role in developing reading, due to the fact that it is the raw material that process language learning. When students need to read a text, they have to understand the meaning of key words to decode the meaning of vocabulary learning is considered to be an asset in language learning as vocabulary is the raw material that constructs structures. Recently, there is growing concern for vocabulary learning strategies by researcher, material designers and language teachers who have recognized the significance of vocabulary learning. It is generally recognized that vocabulary acquisition is demanding of a second language. It is an important component of any language learning and communication. Rubin etal,(1994) states that vocabulary acquisition is considered by many to be the single aspect of foreign language".

Laufer, (1986), communication seems to be impossible without vocabulary due to the fact that vocabulary is the heart of foreign language learning: Walker, (2012) adds that language learners would be highly motivated when they are capable to use vocabulary effectively. In the same context, Gu, (2003) suggest that "vocabulary in communication situations is usually more essential than grammar as it annoying for language users when they cannot communicate effectively due to lack of needed vocabulary. This is in consistence with Ellis (1994) statement in which lexical errors could block comprehension more than grammatical ones". Hatch(1995) confirms that … vocabulary is considered important in learning a new language.

1.8 Research Limit:

This study will be conducted at University of Nyala in South Darfur State.

The period of the study is to start from 2016 to 2018.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews relevant literature on the issue in question and other related topics with some emphasis on the nature of vocabulary learning strategies and the possibility of incorporating it into classrooms for active interaction. Important findings and arguments from opponents and proponents of an English-only teaching method will be discussed. The chapter is divided into two parts; the first one is on the theoretical framework, the other on previous studies.

Part one: Theoretical framework

Part two: Previous related works

2.0 Background

There are of course quite a huge number of ways to build one's vocabulary. Some of these strategies have been mentioned in the linguistic documents by language expertise and educators. However, everyone can have their strategies to develop their vocabulary.   Learning how to build a better vocabulary can be an enjoyable and profitable investment of both your time and effort. At least fifteen minutes a day of concentrated study on a regular basis can bring about a rapid improvement in your vocabulary skills, which in turn can increase your ability to communicate by writing, conversing, or making speeches. Acquiring a large vocabulary can benefit you in school, at work, and socially. It will enable you to understand others' ideas better and to have the satisfaction of getting your thoughts and ideas across more effectively.

Of course, you already know thousands of words, and you will continue to learn more whether you work at it or not. The fact is that many of the words you know were probably learned simply by coming across them often enough in your reading, in conversation, and even while watching television. But increasing the pace of your learning requires a consistent, dedicated approach. If you learned only one new word a day for the next three years, you would have over a thousand new words in your vocabulary. However, if you decided right now to learn ten new words a day, in one year you would have added over three thousand to what you already know, and probably have established a lifetime habit of learning and self-improvement.

People may keep on reading for such a long time. However, they still have very small vocabulary. This reflects clearly that reading alone is not enough to build vocabulary. When we read a novel, for instance, there is usually a strong urge to get on with the story and skip over unfamiliar or perhaps vaguely known words. But while it is obvious when a word is totally

7

unknown to you, you have to be especially aware of words that seem familiar to you but whose precise meanings you may not really know.

Instead of avoiding these words, you will need to take a closer look at them. First, try to guess at a word's meaning from its context—that is, the sense of the passage in which it appears; second, if you have a dictionary on hand, look up the word's meaning immediately. This may slow down your reading somewhat, but your improved understanding of each new word will eventually speed your learning of other words, making reading easier. Make a daily practice of noting words of interest to you for further study whenever you are reading, listening to the radio, talking to friends, or watching television.

2.1.1- Research on Learning Strategies

Research on language learning strategies has been inspired by two closely interwoven disciplines namely; cognitive psychology and second language acquisition. As Wenden (1991) states "research on learner strategies is the domain of second language. Language learning strategies may be viewed as part of the general area of research on mental processes and structures that constitute the field of cognitive psychology" Wenden and Rubin,(1987) "language learning strategies are certain skills, techniques and actions used by the learner to facilitate the learning and recall of one or several components of proficiency". Language learning strategies have long been recognized as processes of utmost important when learning a second or a foreign language. They encompass those tactics and elements of the language learning process which depend on the learner and are related to personality factors, learning styles, age, sex and general background.

In the field of education there have been a number of definitions of language learning strategies devised by researcher. Rubin, et al (1987) define language learning strategies as "any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, retrieval and use of information". O'Malley and Chamot, (1990) define language learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn or return new information". Although there is no consensus on a definition of term (language learning strategies) Segler et al, (2001) conclude that "learning is the process by which information is obtained, stored, retrieved and used". Language learning strategies could be any of operations used by the learner which involve this process. Moreover, Oxford defines (language learning strategies) as "specific actions, behaviors, steps, or techniques that students often use to improve their progress in second language skills.

Language learning strategies are discussed in cotemporary language teaching and learning by educators and researchers who criticized teacher – center approach and methods that neglect learner role in language learning. Learners are passive who need stimulus to help them learn. Chomsky, Noan. (1968) Pressley et al indicate that learners seldom guess the correct meanings. In this approach, teachers guide students to use this strategy effectively and give them opportunities to practice the skill in class.

2.1.2- Vocabulary Learning Strategies

Schmitt (1977) points out that the importance of learning strategies based on learners active role and interest in learning process. In the context, Watren, (2001) states that it is not easy to define what strategies are. However, a teacher's strategy would need to:

1- Choice – based

2- A bit complicated

3- Knowledge and training based

What the researcher might add is that there are so many strategies that demonstrate these features. Only does learner need to know learning strategies but they also need to use them effectively. Nation (2001) points out a handful vocabulary learning strategies.

The first is planning vocabulary learning. EFL students must know their vocabulary goals and where to find this vocabulary when students learn vocabulary. They should select certain aspects of a word such as meaning and form. Using vocabulary strategies make learning process more constructive.

Sources are the second learning strategies. To learn when does vocabulary occur and unfamiliar words, learners are to find information about a word. Analyzing word parts is a useful learning strategy. Since being familiar with word affixation provides important information about a word as well as seeing or recognizing connections between related words, guessing from context, linking form and meaning networks and at other items working out the what is the meaning of a word? At the same time, using reference source can be helpful strategies in vocabulary acquisition.

2.1.3- Learning Strategies

Weinstein and Mayer (1997) define learning strategies as "behaviors and thoughts that a learner uses to learning. Chamot (2009) says that "learning strategies are thoughts and actions that student use to complete a task successfully. They are goal – orientated and conscious especially in the beginning stages of learning unfamiliar language or other learning tasks. They are sensitive to the learning context and to the learners' internal processing preferences that are appropriate for the task. Harmer, (1997) "behaviors of learner that are intended to influence how the learner

processes information" this shows clearly how learning strategies have something to do with cognitive learning due to the fact that learning involves information processing. Learning strategies are used in learning and teaching school subjects. Rubin, (2001) "the techniques or devices which a learner may use to acquire knowledge" she identifies two types of learning strategies that contribute to learning. Direct learning strategies has six types (clarification/verification, monitoring, memorization, guessing/inductive, inference, deductive reasoning, practice) and the indirect learning strategies have two types (creating, opportunities for practice, production tricks) Cohen, (1998) "learning process which are consciously selected by the learners" learners are able to device learning strategies that suit their learning needs.

Oxford (1990) states that, "learning strategies are operations which the learner uses to aid the acquisition, storage, retrieve and use of information. She confirms that learning strategies are "specific actions used by the student to make learning easier, faster, more enjoyed more effective to new situations". Ellis (1985) defines learning strategies as how learners accumulate a new L2 rules and how they use existing ones.

This process can be conscious and sub- conscious. They are techniques, approaches, methods that help the learner to fully acquire the target language.

2.1.4 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.

2.1.5 Importance of Vocabulary in Learning

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).

The focus on the grammatical structure was basically to enhance communication among students who learn English as a second or foreign language until the advert of communicative approach in 1970s which made a noticeable change to that view, then the focus shifted to vocabulary learning and scholars began to re-think the role of vocabulary in language communication instead (Thornbury 2002). Carter (1998) confirmed this point of view by stating that "since the late 1970s, however, there has been a revival of interest in vocabulary teaching" (P. 185).

2.1.6 Types of Vocabulary

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

Academic vocabulary is essential for students and scholars alike as it was stated by (Grabe, 2004: 26) "Because it causes major difficulties to students and scholars alike, academic discourse has become a major object of study in applied linguistics". Of course academic discourse is important, that is because most of the English textbooks are written in academic vocabulary. In order to understand those textbooks students need to acquire the most frequent words so as to gain the gist of reading academic textbooks.

2.1.7 High Frequency words

High frequency words are words that occur quite frequently in the language. They occur so regularly in daily conversation that if student understand these words, they are able to write and speak in comprehensible English (Nation, 1990). One of the important lists in the domain of vocabulary learning and teaching is Michael West's General Service List (GSL) of 1953 based on a corpus of 5 millions words most of them from the 1930s. "The list is considered outdated because it does not include some words of the 1980s word such as pilot, helicopter, television, or astronaut seem to have no entries in the list" (Carter, 198). Despite this fact GSL played an essential role in the development of academic textbooks designed especially for learners of EFL.

The high frequency words also include many content words, for example, government, forests, production, adoption, represent, boundary, etc. "The

classic list of high frequency words is Mayer (1997) GSL of English Words which contains around 2,000 word families" (Nation, 2000)

2.1.8 -Low Frequency Words

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

Low frequency words may represent a rarely expressed idea, or similar in meaning to a much more frequent words or phrase, or they may be marked as being old fashioned, very formal, belonging to a particular dialect, or vulgar, or they may be foreign words. Low frequency words include all the words that are not high frequency words, not academic words and not technical words for a particular subject. They consist of technical words for other subject areas, proper nouns, words that almost got into the high frequency list, and words that are rarely used in language (Nation, 2000).

2.1.9- Academic Vocabulary

The term Academic vocabulary often refers to a set of lexical items that are not core words but which are relatively frequent in academic texts (Henriksen 1999). Academic vocabulary is important for learners of English for academic purpose for several reasons:

- Academic vocabulary is common to a wide range of academic text.
- Academic vocabulary is generally not as well known as technical vocabulary.
- Academic vocabulary is the kind of specialized vocabulary that an English teacher can usefully help learners with (Nation, 2000: 236)

Cohen (1987) published Academic Word List (AWL) which was regarded as the most widely used today in language different domains, for instance, teaching, testing and the development of pedagogical material. "It is now included in vocabulary textbooks and computer-assisted language learning materials, and dictionaries" (p. 121)

Table 2.1 Composition of the Academic Corpus (Coxhead 2000: 220)

	Running words	**Texts**	**Subject areas**
Arts	883,214	122	education; history; psychology; politics; psychology; sociology
Commerce	879,547	107	accounting; economics; finance;

			industrial relations; management; marketing; public policy
Law	874,723	72	constitutional law; criminal law; family law and medico-legal; international law; pure commercial law; quasi-commercial law; rights and remedy
Science	875,846	113	biology; chemistry; computer science; geography; geology; mathematics; physics
Total	3,513,330	414	

2.1.10- Technical Terms

Domain specific or technical terms are words whose meaning requires scientific knowledge. They are typically characterized by semantic specialization, resistance to semantic change and absence of exact synonyms (meara, 1997). As explained by Nation (2001: 203), some practitioners consider that it is not the English teacher's job to teach technical terms. These words are best learned through the study of the body of knowledge that they are attached to. Language teachers are not specialists in chemistry, computer science, law or economics and may have a great deal of difficulty with technical words. By contrast, learners who specialize in the field may have little difficulty in understanding these words (Qian , 2002).

Since technical terms are highly subject-specific, it is possible to identify them on the basis of their frequencies of occurrence, range and distribution (see Section 2.3) and to use them as a way of characterizing text types (Yang, 1986). Technical terms occur with very high or at least moderate frequency within a very limited range of texts (Nation, 1995). In biology, for example, we find words such as *alleles, genotype, chromatid, cytoplasm* and *abiotic*. These words are very unlikely to occur in texts from other disciplines or subject areas. Technical vocabulary is difficult to quantify. According to Cohen and Nation (2000), technical dictionaries contain probably 1,000 headwords or less per subject area. Research suggests that knowledge of domain-specific or technical terms allows learners to understand an additional 5 per cent of academic texts in a specific discipline.

2.1.11- Fuzzy vocabulary categories
Although core words, academic words and technical terms are described as if they were clearly separable, the boundaries between them are fuzzy (Yang, 1986; Beheydt, 2005). As Nation and Hwang remark, 'any division is based on an arbitrary decision on what numbers represent high, moderate or

low frequency, or wide or narrow range, because vocabulary frequency, coverage and range figures for any text or group of texts occur along a continuum' Nation (2000) investigate what kinds of words make up technical vocabulary in anatomy and applied linguistics texts. They classify technical terms on a four-level scale designed to measure the strength of the relationship of a word to a particular specialized field. Results for vocabulary in anatomy texts are given in Table 1.2. Chung and Nation consider items at Steps 3 and 4 to be technical terms, but not items at Steps 1 and 2. A large proportion of technical words belong to the 2,000 most frequent word families of English as given in the GSL or to the AWL. In the anatomy texts, 16.3 per cent of the word types at Step 3 are from the GSL or AWL (e.g. *cage, chest, neck, shoulder*). This increases to 50.5 per cent in the applied linguistics texts (e.g. *acquisition, input, interaction, meaning, review*). A major result of this study is that a word can only be described as general service, academic or technical in context.

2.1.12- Summing up academic words

There have been several studies that have investigated the vocabulary needed for academic study. Some of them have assumed that learners already knew the 2,000 most frequent words of English and looked at academic texts to see what words not in the core vocabulary occur frequently across a range of academic disciplines. The *Academic Word List* (Cohen, 1987) consists of 570 word families that are not in West's (1953) *General Service List* but which have wide range and occur reasonably frequently in a

3,500,000 word corpus of academic texts. This list is very useful for students entering university, as well as being an excellent resource for preparing for the reading test in International English Certificates such as TOEFL and IELTS. It proves helpful in setting feasible learning goals and assessing vocabulary learning.

Defining academic vocabulary in opposition to core words, however, is of limited use when the role words play in academic discourse is examined. As shown by Mayer et al. (1997), the verbs *show, fi nd* and *report* are not presented as academic words because they are part of the GSL. They perform, however, the same rhetorical function of reporting research as *establish, conclude,* and *demonstrate* and are often more frequent than these three AWL verbs in academic texts. These GSL verbs therefore also deserve careful attention in the academic writing classroom.

I agree with Meara and her colleagues that EAP practitioners should 'avoid taking the GSL as any kind of "given" in the compilation of more specialized wordlists' (Harmer). I do not, however, subscribe to the idea according to which we 'should seriously consider putting aside the idea of a

distinct discrete-item Academic Word List' (Harmeret al. 1997: 468). The construct of academic vocabulary remains a useful one which is, nevertheless, in need of a more precise definition (cf. Beheydt, 2005). That definition should rely on the work of researchers such as Martin (1976) and Meyer (1997) who focused on the nature and role of words that occur across subject-oriented texts, irrespective of the disciplines.

Cohen (1987) discussed words that are useful instruments in the description of activities that characterize academic work, that is, research, analysis and evaluation. Meyer (1997) focused on words that provide a semantic-pragmatic skeleton for academic texts and identified a number of lexical subsets that fulfill important rhetorical and organizational functions in academic discourse (e.g. expressing modality, textual deixis, scholarly speech acts). More recently, Mayer et al. commented that academic words should serve 'to build the rhetoric of a text, providing words useful for the construction of the argument of science' (2009: 193). All in all, it seems reasonable to argue that, for productive purposes, academic vocabulary would be more usefully defined as **a set of options to refer to those activities that characterize academic work, organize scientific discourse and build the rhetoric of academic texts**.

The next step is to build a list of academic words according to this definition and it remains to be seen whether this can be done automatically. Academic words in their 'functional' sense should be useful to biologists, agronomists, physicists, historians, sociologists, lawyers, economists, linguists and computer scientists writing in higher education settings but not to novelists, poets or playwrights. Following this lexical set should therefore be reasonably frequent in a wide range of academic texts but relatively uncommon in other kinds of texts. There are, however, two major differences between this proposal and Cox head's work:

– The 2,000 most frequent words of English may be part of a list of academic vocabulary;

– Words that are reasonably frequent in a wide range of academic texts but relatively uncommon in other kinds of texts will not be granted the status of academic words automatically. This frequency-based criterion is not regarded as a defining property of academic words but as a way of operationalizing a function-based definition of academic vocabulary.

2.1.13- Vocabulary Knowledge

The concept of 'depth' in vocabulary research is defined in general terms as 'the quality of the learner's vocabulary knowledge' Harmer, as cited in Ayers,D.M (1986). 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 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 under-multidimensional vocabulary knowledge standing 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).

2.1.14- Lexical Depth

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

Depth is generally used to refer to a wide variety of word characteristics, including the shades of meaning a word may carry, its connotations and collocations, the phrases and patterns of use it is likely to be found in, and the associations the word creates in the mind of the user (Milton, 2007: 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.

2.1.15- 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, (2007: 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).

2.1.16- 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, 2007: 133). 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 (Cohen cited in Milton, 2007) that these hesitations, as learners search their memories for the words they need to express meaning, are the major stumbling block to communication in a foreign language. And it is vocabulary shortcomings, rather than lack of grammatical control, that create these hesitations Milton (ibid)

2.2.1- Reading for Building Vocabulary

In order to make use of reading for maximizing their vocabularies, learners have to be aware of words. It is through this awareness that learners can only increase their knowledge of words, because that is how you will find most of the words you should be learning. It is also the best way to check on words you have already learned. When you come across a word you have recently studied, and you understand it, that proves you have learned its meanng.
What should you read? Whatever interests you—whatever make you want to read. If you like sports, read the sports page of the newspapers; read magazines like *Sports Illustrated*; read books about your favorite athletes. If you are in interior decorating, read a magazine like *House Beautiful*—read it, don't just look at the photographs.
It is axiomatic that people with very low vocabularies don't enjoy reading at all. It's more of a chore for them than a pleasure because they don't understand many of the words. If this is the way you feel about reading, try reading easier things. Newspapers are usually easier than magazines; a magazine like *Reader's Digest* is easier to read than *The Atlantic Monthly*. There is no point in trying to read something you simply are not able to understand or are not interested in. The important idea is to find things to read you can enjoy, and to read as often and as much as possible with the idea of learning new words always in mind.

2.2.2- Language Acquisition Theories

Vocabulary acquisition is important as far as language acquisition is concerned (Uberman, 1998 :p20). It is said that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and flesh (Hamer, 1997,p153) no doubt that researcher and educators have been trying to discover the most effective method that new vocabulary can be acquired in an easy accessible way. Research has shown that there is need to know how develop language learning methods. Knowing those student's preferences, learning style as far as vocabulary acquisition is concerned. This process may help to save time and effort for young learners who are less proficient.

Words are building block in a language. When students learn lexical items they develop their knowledge of second language. Meara (1997) states that language learners encounter some vocabulary difficulties when acquiring a second language, Thorn, Bury (2002) points out that "learners recognize the importance of vocabulary learning". It is the fuel that pushes the engine. Cohen, states that "words are like building material which are combined in sentences, just like building material. They cannot be placed in random". To understand how words can be effectively used in sentences".

Nation (1990) states that "while without grammar very little can be conveyed, without vocabulary nothing can be understood. This reflects his experience with different languages, even without grammar, with some useful words and expression; he can often manage to communicate. Meara goes further to argue, "Lexis is the core or the heart of language without acquiring vocabulary it is difficult to understand how language works.
Schmitt, (2000) stresses that "lexical knowledge is central to communicative competence and to the questions of a second language" when students have a good vocabulary they can communicate tier language needs easily. They can speak fluently and unite effectively. Decarrio,(2001) confirms that " acquiring vocabulary is important for second language learners".

2.2.3- Academic vocabulary vs. core vocabulary and technical terms
Numerous second language acquisition studies have investigated whether there is a threshold which marks the point at which vocabulary knowledge becomes sufficient for adequate reading comprehension. Laufer (1985) has shown that at least 95 per cent coverage is needed to ensure reasonable comprehension of a text. To achieve this coverage, it is commonly believed that students in higher education settings need to master three lists of vocabulary: a core vocabulary of 2,000 high-frequency words, plus some

academic words, and technical terms. Some researchers, however, do not agree that vocabulary categories can be described as if they were clearly separable. In this section, the notions of core vocabulary, academic vocabulary and technical terms are described and illustrated. The criticisms leveled at the division of vocabulary into mutually exclusive lists are then reviewed.

Core vocabulary

A core (or basic or nuclear) vocabulary consists of words that are of high frequency in most uses of the language. It comprises the most useful function words (e.g. *a, about, be, by, do, he, I, some* and *to*) and content words like *bag, lesson, person, put* and *suggest*. Stubbs describes nuclear words as an essential common core of 'pragmatically neutral words' (1986: 104) and lists five main reasons for their pragmatic neutrality:

1. Nuclear words have a 'purely conceptual, cognitive, logical or propositional meaning, with no necessary attitudinal, emotional or evaluative connotations' (ibid.).

2. They have no cultural or geographical associations.

3. They give no indication of the field of discourse from which a text is taken, i.e. its domain of experience and social settings.

4. They are also neutral with respect to tenor and mode of discourse: they are not restricted to formal or informal usage or to a specific medium of communication, e.g. written or spoken language.

5. They are used in preference to non-nuclear words in summarizing tasks.

The best-known list of core words is Sokmen (1997) *General Service List of English Words* (GSL), 1 which was created from a five-million word corpus of written English and contains around 2,000 word families. Percentage figures are given for different word meanings and parts of speech of each headword. In a variety of studies, the GSL provided coverage of up to 92 per cent of fiction texts (Nation, 1990), and up to 76 per cent of academic texts Sokmen. Next to frequency and coverage, other criteria such as learning ease, necessity and style were also used in making the selection (West 1953: ix–x). Mayer also wanted the list to include words that are often used in the classroom or that would be useful for understanding definitions of vocabulary outside the list. The GSL has had a wide influence for many years and served as a resource for writing graded readers and other material.

A number of criticisms have, however, been leveled at the GSL, most particularly at its coverage and age. Cohen criticized the low coverage of the second 1,000 word families. While the first 1,000 word families covered between 68 and 74 per cent of the words in the ten texts of 1,000 running words he analyzed, the second set of word families in the GSL provided coverage of less than 10 per cent. In addition, because of changes in the

English language and culture, the GSL includes many words that are considered to be of limited utility today (e.g. *crown, coal, ornament* and *vessel*) but does not contain very common words such as *computer, astronaut* and *television* (see Nation et al., 2001and Carter, 1998: 207). However, several researchers have pointed out that, for educational purposes, it still remains the best of the available lists because of 'its information on frequency of each word's various meanings, and West's careful application of criteria other than frequency and range' (Nation and Waring 1997:13).

2.2.4- Academic Words

A number of academic word lists have been compiled to meet the specific vocabulary needs of students in higher education settings (e.g. Campion and Ellis, 1972; Lynn, 1973; Ghadessy, 1989; and Nation, 1990). The *Academic Word List* (Cohen) is the most widely used today in language teaching, testing and the development of pedagogical material. It is now included in vocabulary textbooks (e.g. Schmitt and Schmitt, 2005; Huntley, 2006), vocabulary tests (e.g. Schmitt et al., 2001), computer-assisted language learning (CALL) materials, and dictionaries (e.g. Major, 2006).

The *Academic Word List* (AWL) was created from a corpus of 414 academic texts by more than 400 authors and totals around 3.5 million words. The *Academic Corpus* includes journal articles, chapters from university textbooks and laboratory manuals. It is divided into four sub-corpora of approximately 875,000 words representing broad academic disciplines: arts, commerce, law and science. Each sub-corpus is further subdivided into seven subject areas as shown in Table 1.1.

2.2.5- Word Card Theory

An important learning strategy is using cards. Nation, students write a word on one side of the card and its translation on the other. The learner examines several cards and tries to recall its meaning. This strategy is void of context to assist the learner to guess the meaning of words. It could be useful to learn written forms of words and link that with meaning. This learning strategy is useful for motivated learners. It helps learners to memorize words and meaning. However, it may be somewhat boring and demotivating for slow learners.

2.2.6- Types of Vocabulary

Siriwan (2007) most of the time we use words without conscious thought …until we are stumped either for the night word to use or for the precise meaning of a word we have read. While it is true that we all have a vocabulary of so many thousands of words, our ability to use the words we

know varies considerably. In my own experience I am aware of the following groups of words:

-those I know and use every day in conversation and casual writing.

-those I use with confidence when doing more serious writing.

-those I use but need to think about before use.

-those I understand and read but I haven't use in speech or writing.

-those I understand well enough.

-those I am unsure about their meaning.

-those I have never encountered before

2.2.7- Vocabulary and the Four Language Skills

In this section, the research would like to examine vocabulary and the four language skills, types, meaning and functions of vocabulary. A foreign language learner must have to learn a good vocabulary size to enable a student to use the four language skill effectively and easily. How many words does an EFL learner need to know to have a good command of English at his disposal?

In order to know how vocabulary item function or relate to language skills it is better advisable to classify skills into two groups.

Firstly, receptive skills that is important for oral communication. Whereas productive skills that are used in written communication. Another classification is that listening and reading can be grouped together because they are used to understand language which was produced by other people. Accordingly, there are four classifications of vocabulary listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Have introduced a diagram that determines the relationship between vocabulary and the language skills.

Figure: vocabulary and the four language skills.

2.2.8- Meanings and Functions of Vocabulary:

Let us discuss meanings and functions of vocabulary and its relationship with language skills:

1-Oral vocabulary means words of language that are used by learner in order to understand what is heard in speech and words used by students when they are involved in speaking process. If EFL learners lack oral vocabulary knowledge they are likely to face difficulties in listening skills. They may miss the point they are listening to. In order to be a good speaker it is crucial to have a large vocabulary that will enable students to communicate effectively. It I better to give students practice to speak using a small number of words. Siriwan (2007) EFL learner how have large speaking vocabulary are likely to be good listeners, readers and writers.

2-written vocabulary assists learners to understand what they read and enable them to be good in writing skill. It involves both receptive and productive skills.

3- Receptive vocabulary means words that assist students to understand speech and reading text. A rich vocabulary is essential to successful listening and reading comprehension.

4-Productive vocabulary refers to words that EFL learner use in speaking and writing. It is worth mentioning that extensive vocabulary assists students to use different forms of expressions. Schmitt (2000) confirms that vocabulary knowledge is essential in understanding text that is pregnant of difficult words that convey more complicated thoughts.

In sum many, Nation (1990) describes word knowledge in terms of receptive and productive knowledge which together comprise the four language skills. Receptive knowledge is recognizing and understanding the words when listening to a conversation or reading. A text and productive knowledge is using words fluently and appropriately when speaking or writing. The receptive and productive skills relate to each other in important ways and can also be classified as written skills (reading and writing) and oral skills (listening and speaking) for example a student cannot write without reading and cannot hold a meaningful conversation without listening.

2.2.9 What Involved in Knowing a Word

To know a word means knowing its form and its basic usage correctly. Knowing a word requires conscious and implicit learning mechanisms where as using a word involves implicit learning and memory. Ellis (1994) states that, knowing a word involves several important components or aspects such as pronunciation, spelling, meaning, register, morphology, syntax and collocation. Young learners do not need to know register or even morphology whereas advanced learners are in need to know such aspects of vocabulary (Nation, 1990) identified eight aspects of knowing a word:

1-phonological form
2-orthographic form
3-concepual meaning
4-words part of speech
5-register or appropriateness
6-lexical field or semantic networks
7-collocations
8-frequency of usage

2.2.10- Number of Words a Language Learner Needs

It is difficult to count the number of words an EFL learner needs to or knows. One difficulty is definition of word we consider be ,am, is, are, was and were six different words. Another difficulty is the definitions of the

word know what does it means to know a word. You may recognize word meaning in speech or writing.

"a language learner need to identify methods of words building. There are three criteria to consider in making vocabulary choice:

Frequency, range of usage and connotation

-frequency refers to how often do you have the word? A learner picks up vocabulary needed for varieties activities namely: academic, work, school, sport, mass media and arts.

-where does a word occur? Which context does EFL learner find a word?

-what is the connotation of a word?

2.2.11- Techniques of Vocabulary Learning

1-vocabulary cards

2-vocabulary note books

3-daily journal

4-having knowledge of word network and associations

5-knowing semantic value of a word

6-knowing a word different meanings

In the same context, Ellis (1994, p28) state that the aspect of knowing a word can be summed up in these:

1-to understand a word when it is written and spoken.

2-to be able to recall a word when needed

3-use it correctly

4-using a word grammatically

5-to say it correctly

6-to use a word in the right situation

7-to spell it correctly

8-to the implication of a word

Cook,V. (1972) point out that knowing a word involves these aspects:

-the degree of probability of a given word

-knowing word register

-knowing word form and derivations

-word association

-word semantics features

In the same context, Decarrico et al (2001) points out three aspects of knowing a word.

-word form

-Word meaning

-word use

Ellis(1994) states that knowing a word involves these steps:

-word form

-Word grammar

-collocation

-aspects of meaning

-word formation

What the researcher might add is that Nation suggests three aspects of knowing a word; knowing the form of word, meaning and usage. Knowing the form of word involves spelling, sound and word parts. Knowing the meaning of word refers to link its form and meaning. Knowing usage refers to how a word is to be used that involves word grammar including parts of speech and sentence pattern it fits into, whether the words used formally or informally.

2.2.12- which word needs to be learned?

It is crucial to investigate words that EFL need to know so that language teachers know how to plan their lesson based on word to be learned. A foreign language learner needs to know so many words in order that they would be able to understand authentic situations that they face in learning English language. There are a number of facts need to be put into account what language skill is needed, level of EFL learners and communication situation that face students.

It is worth mentioning that high – frequency words occur in all types of text because they are important for language use (Nation, 1995) 3000 words are considered to be useful for EFL learners. Whenever language learner reads academic text which requires academics vocabulary, if students are reading a technical text, they have to understand technical vocabulary that assists them to uncover meaning of all the text as a whole. Accordingly to Nation (1995) learners should learn low frequency words gradually after they know high frequency words and teachers should not spend valuable class time on low frequency words. When necessary

-guessing the words from context

-studying the words and their translation on small cards

-analyzing the parts of speech of words

-using a dictionary to look up meaning

2.2.13- Classification of Vocabulary

There are a number of classifications developed by researcher in terms of vocabulary learning strategies that contribute to enrich vocabulary knowing in second language acquisition due to the fact that vocabulary is considered to be language building block and meaning making.

Schmitt's taxonomy (1997) points out that a number vocabulary learning strategies in two groups. Determining meaning of new word items when EFL learners recognize them for the first time Meaning consolidation when students encounter words again: the former composed of determination and social strategies whereas the latter consist of cognitive, meta-cognitive,

memory and social strategies. Determination strategies are used learner word item meaning without having background knowledge. Learners attempt to discover meaning of new words by using guessing based on context, language structure and reference material. Another method of discovering a new meaning through using social strategies of asking someone for help with the unknown words using discovery, EFL learner make use of a handful of strategies to practice and retain vocabulary students combine a variety of strategies to acquire vocabulary learning knowledge.

Cooperative group learning is used by students to practice meaning of new vocabulary of word. Mnemonic refers to memory strategies that relate the word with previous knowledge using grouping or imagery. Cognitive strategies are similar to memory strategies. They contain word lists, flash cards vocabulary notebooks to examine words. Meta-cognitive strategies refer to methods used by students to control and assess their learning. They provide input of positive reinforcement and choice of learning strategies.

Taxonomy of vocabulary learning strategies:
- Strategies group
- Strategies for the discovery of a new words meaning:
- Analyze parts of speech
- Analyze affixation
- Cognate checking
- Guessing based on context
- Bilingual dictionary
- Monolingual dictionary
- Word lists
- Flash cards
- Translation
- Phrase
- A sentence using the new word
- Group word

O, Mallys (1985) classification of vocabulary learning strategies: he points out that vocabulary learning strategies are grouped into three main methods namely cognitive strategies and social affective strategies.

Meta-cognitive strategies involve advance organizers directed attention, selective attention, functional planning, self monitoring, self – management, delayed production and self evaluation. Cognitive strategies based on learning tasks such as repetition, resourcing, translation, note taking, deduction, recombination, keyword, contextualization- elaboration- transfer and infecting, whereas, social – affective strategies involve social-mediating tasks, cooperation and clarifying of a question.

2.2.14-Nation Taxonomy

"Nation (2001) has proposed three categories namely planning, Source and process the first category investigate or assesses where and how often to focus attention on word items. These strategies composed of word choice, word knowledge and planning repetition which based on context, word itself and a reference source. Process is a learning strategies based on establishing word knowledge through noticing, retrieving and generating strategies noticing involves word seeing and putting the word in a vocabulary note book or lists, word card and use word repetition these steps deepen word recognition. Nation, (2001) states that generating strategies involve word analysis, semantic mapping using grids, they include context, collocations, Mnemonic strategies using various context of words based on language skills. Generating strategies contains sentences with the new word.
Gu and Johson (2001) develop vocabulary taxonomy through their extensive researches in chins class rooms. They classified learning strategies into:
-beliefs about vocabulary learning
-meta-cognitive regulation
-guessing strategies
-note taking
-dictionary
-memory rehearsal strategies
-memory encoding
-activation strategies
In (2003) GU states that learning strategies based on task and person. He has proposed a handful of strategies used by students namely guessing, dictionary, note-taking, rote learning. Word processing is to be categorized in four major fields such as memory, form, and meaning and used. Context is an important aspect of learning a word.
It is worth mentioning that memory strategies or Mnemonics have received the most attention. GU (2003) states that mnemonics is essential in vocabulary learning, whereas mnemonics has some short comings such as the retention of paired associates, one to one relation between form and meaning.
Form is an important field of interest because it has something to do with word formation strategy. It can used to derive new word items that would contribute to enrich EFL learner's vocabulary GU has mentioned the significance of context in learning words.
There are two types of learning strategies associated with complex lexical units namely; awareness strategies and retention strategies. Individual

differences affect on strategies choice such as motivation, self-efficacy, and gender, learning Schemata and learning style.

2.3.1- Morphology and Word Building

Morphology is a field of linguistics focused on the study of the forms and formation of words in a language. The word morphology can be used in two ways: it refers to a sub discipline of linguistics, but it may also be used to refer to that part of the grammar of a language. In present day linguistics, the term 'morphology' refers to the study of the internal structure of words, and of the systematic form-meaning correspondences between words.

Bauer (1983, p. 34) summarizes the major areas and approaches covered under the study of morphology in the chart below:
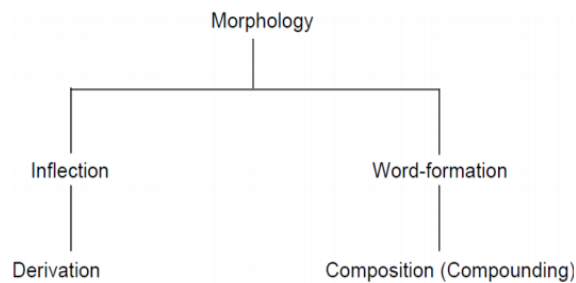
Walker Bill. (2012)

Morphology is the part of linguistics that deals with the study of words, their internal structure and partially their meanings. It is also interested in how the users of a given language understand complex words and invents new lexical items. As morphology is concerned with word forms it is akin to phonology (which describes how words are pronounced), it is also related to lexical studies as the patterns examined by morphology are used to create new words. Furthermore, it is also linked with semantics as it deals with the meanings of words.

Morphology, the study of the structure and form of words in language or a language, including inflection, derivation, and the formation of compounds, at the basic level, words are made of "morphemes". These are the smallest units of meaning: roots and affixes (prefixes and suffixes). Native speakers recognize the morphemes as grammatically significant or meaningful. For example, "schoolyard" is made of "school" + "yard", "makes" is made of "make" + a grammatical suffix "-s", and "unhappiness" is made of "happy" with a prefix "un" and a suffix "-ness".

2.3.2- Morpheme

The word morpheme is derived from Greek word morph, which meaning form cook (1972:6) says, "Morphemes are the minimal meaningful units which the language is composed". Richard (1985: 183) also says, "Morpheme is the smallest meaningful unit in language". While Nagy(1985) says, "The term morpheme is used to refer to the smallest, invisible units of semantic content or grammatical function which words are made up off". Words are potentially complex units, composed of even more basic units, called morphemes. A morpheme is the smallest part of a word that has grammatical function or meaning. For example, sawed, sawn, sawing and saws can all be analyzed into the morphemes. {Saw} can occur on its own as a word; it does not have to be attached to another morpheme. It is a free morpheme. However, none of the other morphemes listed just above is free. Each must be affixed (attached) to some other unit; each can only occur as a part of a word. Morphemes that must be attached as word parts are said to be bound morpheme.

Morphemes in morphology are the smallest units that carry meaning or fulfill some grammatical function. The way morphemes operate in language provides the subject matter of morphology. Thus, true is a single morpheme; untrue and truly contain two morphemes.

Morphemes, the morphological building blocks of words, are defined as the minimal linguistic units with a lexical or a grammatical meaning. For instance, the noun buyer consists of two morphemes, buy and —er. The verbal morpheme buy is called a free or lexical morpheme, because it can occur as a word by itself, whereas —er is an affix.

Based on the definition above it can be conclude that Morpheme is a meaningful of linguistics unit consisting of a word (such as dog; is a word) or a word element (such as the —s at the end of dogs).

English Morphemes Yule (1995)

Morpheme can be classified as either free or bound form.

A- Free Morpheme

Free morpheme is a morpheme that can stand alone as an independent word. A morpheme which can be used on its own is called free morpheme (Richard, 2002: 31). While Siriwan ,(2007) says "Free morphemes are linguistic which can be used on its own or which can exist as independent word". For example, horse, red, drive. Nagy (1985:41) stated that many words contain a root standing on its own. Roots, which are capable of standing independently, are called free morpheme.

B- Bound Morpheme

Another type of morpheme is the bound morpheme, which occurs only when attached to another morpheme. In other words, bound morpheme is

dependent form. Nagy (1985:47) stated on his book while only roots can be free morphemes, not all roots are free. Many roots are incapable of occurring in isolation. They always occur with some other word-building elements combine to them.

Siriwan (2007: 23) says "Bound morphemes are linguistic forms which are never used alone but must be used with another morpheme. The types of bound morphemes include prefixes and suffixes.

For examples: suffix -ful in faithful prefix -re in return, suffix -ty in safety

Morphemes

Lexical
  Affix
    Prefix
    Infix
    Suffix
  Base
    Noun
    Verb
    Adjective
    Adverb

Grammatical
  Function word
    Pronoun
    Preposition
    Auxiliary verb
    Conjunction
    Article
  Inflection
    Number
    Case
    Gender
    Tense
    Aspect
    Comparison — Comparative, Superlative
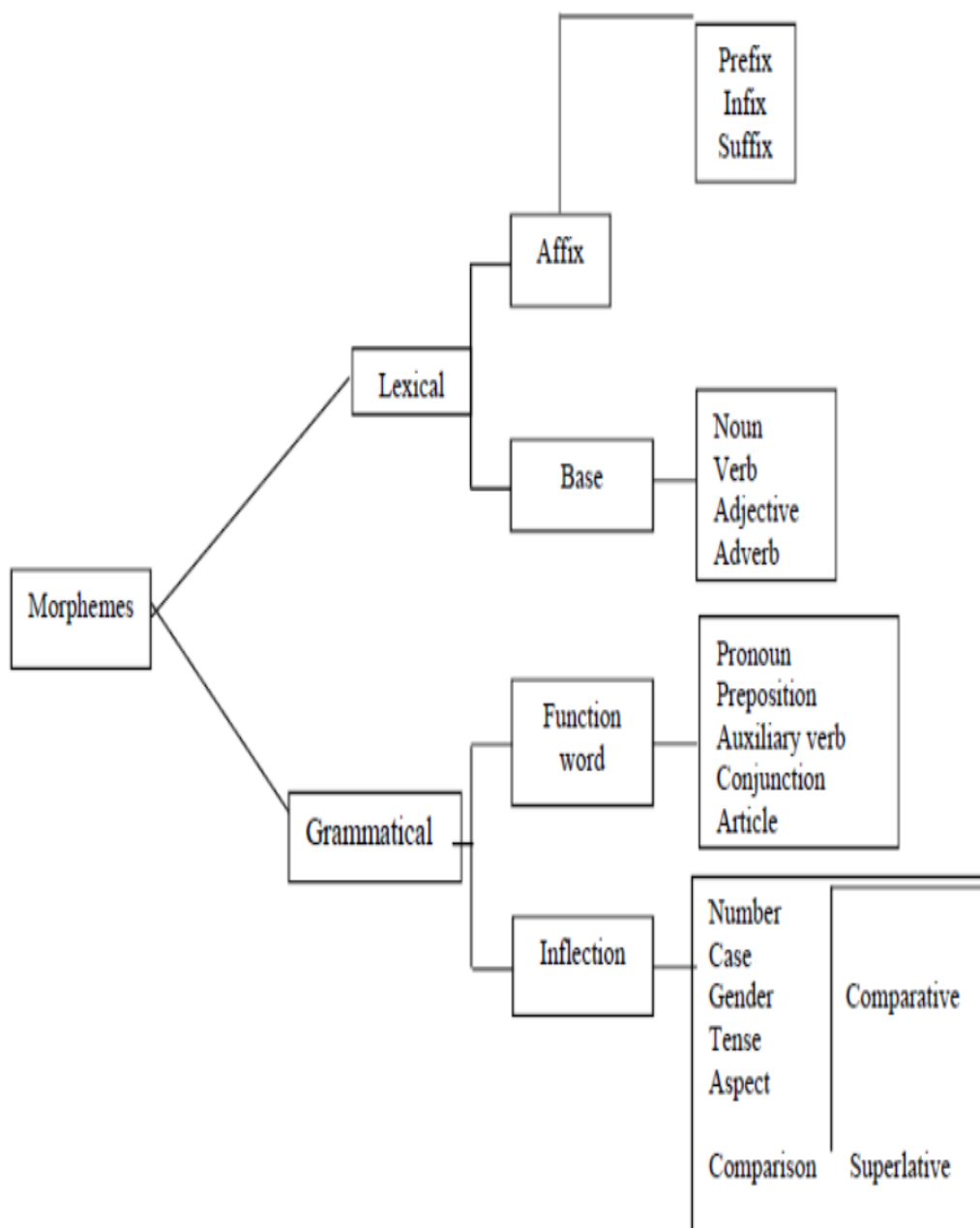
Walker Bill. (2012)

2.3.3 Derivation Morpheme

A derivational morpheme is the morpheme which produces a new lexeme from a base. Derivational morphemes are bound morphemes which derive (create) new words by either changing the meaning or the part of speech or both. In the word happiness, the bound morpheme –ness creates a new word

by changing both the meaning and the part of speech. Happy is an adjective but the derived word happiness is a noun. Some derivational morphemes create new meaning but do not change the syntactic category or part of speech. The word unhappy, for example, consists of the base happy and the derivational morpheme (prefix) un-. Happy is an adjective and the derived word unhappy is also an adjective.[i]

In English, derivational morphemes can be prefixes or suffixes. All prefixes in English are derivational. All prefixes in English modify the meaning although they do not modify the syntactic category. For examples, the derivational prefix in- in inefficient, un- in undo, re- in rewrite, dis- in dislike and a- in amoral modify the positive meaning to the negative meaning but do not change the syntactic category of the derived words; efficient is an adjective and the derived word inefficient is also an adjective; do is a verb and the derived word undo is also a verb; write is a verb and the derived word rewrite is also a verb; moral is an adjective and the derived word amoral is also and adjective. All the derivational prefixes explained above have the meaning 'not'. Most derivational suffixes change both the syntactic category and the meaning. Only a few of them do not change the syntactic category.

Derivational in English, accessed from http://my-uad-courses.blogspot.co.id/2010/09/derivational-morphemes-in-english.html, on October 10, 2015 at 22:30 WIT

The derivational suffixes which change the syntactic category can be noun-forming suffixes, verb-forming suffixes, adjective-forming suffixes, and adverb-forming suffixes.

2.3.4- Types of Derivational Morphemes

Pat Kamala Hurley (2015) In English, derivational morphemes can be both the prefixes and suffixes. The further description can be seen below:

A- Derivational Prefixes

All prefixes in English are derivational so that all the prefixes in English create new meaning or create new words. The creation of new meaning can be accompanied by the change part of speech or not. Most prefixes do not change part of speech. The prefix which changes the part of speech, for example, is the prefix en-. The prefix en- changes the bases into verbs. The word enlarge for example, consists of the prefix en- and the base large. The prefix en- changes the adjective large to the new verb enlarge. The prefix en- in the word endanger changes the noun to verb. The prefix a- in aside changes the noun side to the adverb aside. The other prefixes which do not change part of speech are explained as follows:

Prefix	Base	Derived Word	Meaning
un-	Able (adjective)	Unable (adjective)	Not able
in-	Balance (noun)	Inbalance (noun)	Absence of balance
re-	Write (verb)	Rewrite (verb)	Write again
dis-	Connect (verb)	Disconnect (verb)	Take apart
mis-	Understand (verb)	Misunderstand (verb)	Understand wrongly
pre-	Cook (verb)	Precook (verb)	Cook before
a-	Moral (adjective)	Amoral (adjective)	Not concerned with

B- Derivational Suffixes

Most of the derivational suffixes in English change the part of speech. The derivational suffixes which do not change the part of speech are not as many as the derivational prefixes. The derivational suffixes which do not change the part of speech are –ist in artist and dentist; -ian in musician and librarian; and -hood in childhood, neighborhood, brotherhood, and motherhood. The following is the description of derivational affixes which change the part of speech.

1- Noun-Forming Suffixes

Noun-forming suffixes are the derivational suffixes which change the words or morphemes to nouns. The following is the explanation of derivational suffixes which form nouns:

Suffix –er, the suffix –er attached to a verb is a derivational morpheme which change verbs to a noun. The suffix creates a new meaning 'a person who performs an action'. The following is the example of the suffix –er attached to verb:

Base (Verb)	Suffix	Derived Word (Noun)
Write	-er	Writer

Suffix –ment, the suffix –*ment* is the derivational morphemes which can be attached to some verbs to form nouns. This suffix brings the new meaning

'abstract noun'. The following is the example of the suffix –*ment* attached to verb:

Base (Verb)	Suffix	Derived Word (Noun)
Agree	-ment	Agreement

Suffix –ness, the suffix –ness is the derivational morphemes which can be attached to adjectives to form nouns expressing a state or a condition. The following is the example of the suffix –ness attached to adjective:

Base (Adjective)	Suffix	Derived Word (Noun)
Bright	-nes	Brightness

FG

Suffix –ion, the suffix –ion is the derivational morpheme which can be attached to verbs to form nouns. The following is the example of the suffix –ion attached to verb:

Base (Verb)	Suffix	Derived Word (Noun)
Educate	-ion	Education

2- Adjective-Forming suffixes
Adjective-forming suffixes are the derivational suffixes which change the words or morphemes to adjectives. The following is the explanation of derivational suffixes which form adjectives.
Suffix –able, the suffix –*able* is the derivational morpheme which changes the bases to adjective. In this case, the bases can be either verbs or nouns. The following is the example:

Base (Verb)	Suffix	Derived Word (Adjective)
Eat	-able	Eatable

Suffix –*ful*, The suffix –ful is the derivational morpheme which changes the bases to adjective. In this case, the bases are nouns. The following is the example:

Base (Noun)	Suffix	Derived Word (Adjective)
Care	*-ful*	Careful

3- Verb-Forming Suffixes

Verb-forming suffixes are the derivational suffixes which change the words or morphemes to verbs. The following is the explanation of derivational suffixes which form verb:

Base (Adjective)	Suffix	Derived Word (Verb)
Wide	-en	Widen

4. Suffix –*ify*, The suffix –ify is the derivational morphemes which change the base to verb. The base can be adjective and noun. The example is as follow:

Base (Adjective)	Suffix	Derived Word (Verb)
Clear	*-ify*	Clarify

5. Suffix –*ize*, The suffix –ize is the derivational morphemes which change the base to verb. The base can be nouns and adjective. The example is as follows:

Base (Noun)	Suffix	Derived Word (Verb)
Apology	*-ize*	Apologize

6- Adverb-Forming Suffixes

Adverb-forming suffixes are the derivational suffixes which change the words or morphemes to adverbs. The following is the example of derivational suffixes which form adverb:

Base (Adjective)	Suffix	Derived Word (Adverb)
Loud	-ly	Loudly

2.4.1- Word Formation

According to Lorte. D. (2003), word formation deals with the process in which languages tend to involve themselves in forming new words. Cohen explains word formation as a process in the description of language. There are many types of word formation as follows:

2.4.2- Compounding

According to Mayer, (1997) 'Compounding', is, joining two words together to form a third. Compounding frequently involves two nouns:

book + case > bookcase

sea + man > seaman

Occasionally, the possessive form of the first noun is used although apostrophes are not found in the compound:

bull's + eye > bull's-eye

lamb's + wool > lamb's wool

Other parts of speech can, of course, combine to form new words and we provide selective examples of these below:

noun + verb

hair + do > hairdo

blood + shed > bloodshed

adjective +

blue + bell > bluebell

hot + house > hothouse

adjective + verb

easy + going > easygoing

wide + spread > widespread

verb + noun

lock + jaw > lockjaw

scare + crow > scarecrow

verb + adverb

come + back > comeback

take + away > takeaway

adverb + verb

down + fall > downfall

out + cry > outcry

Often, when the compound is new, whether it involves a prefix and a word or two words, a hyphen is used between the parts:

Come -back

But as the compound becomes more familiar, the hyphen is dropped. The main exception to this rule is that the hyphen is often retained when two vowels come together:

Co -operation

multi -ethnic

take -off

2.4.3-Clipping

Scrivener(1994) maintains that Clipping denotes the process whereby a lexeme (simple or complex) is reduced, while still holding the similar meaning and still being a member of the same class. It does not look to be expected how many syllables will be retained in the clipped form. Richek (1996) cited three main methods in which a lexeme is shortened to a clip. The most common one is for the beginning of the base to be retained example - advert (from advertisement), exam (from examination), *gym* (from gymnasium). The next category is when the clip preserves the final part of the lexeme, as in phone (from telephone) and roach (from cockroach). The least category is when the lexeme drops both its beginning and end, but holds the middle, as in fridge (from refrigerator).

According to Sokmen (1997), the term clipping denotes the subtraction of one or more syllable from a word. Qian (2002), assert that clipping is the creation of an existing one. There are three types of clipping in English, front clipping, back clipping, front and back clipping.

(1) Front clipping: This is the process of trimming words in the front. In this order, the front syllable is taken to stand as a word. For example: airplane - plane, telephone - phone, etc.

(2) Back clipping: This is another process of clipping where the trimming takes place at the back, thus, the back syllable is trimmed. For instance: advertisement - ad, gasoline - gas, fanatic - fan, polytechnic - poly, etc.

(3) Front and back clipping: This is where the clipping process takes place both front and back of the word. An example of this process is Influenza — flu. However, Grabe (2004).

2.4.4- Blending

This process deals with bringing together, two or more lexemes to form a new word. Blending is a common process of word formation in English. Blends are formed by combining parts of more than one word to arrive at a new word. According to Richek(1996, p. 89) "two words may be combined to produce blends." Blends are similar to compounds but parts of the words

combined are deleted and so they are less than compounds. Examples of words formed through the blending process in English include:

<u>Brunch:</u> from breakfast and lunch, <u>Motel:</u> from motor and hotel, <u>Chunnel:</u> from channel and tunnel, <u>Spork:</u> from spoon and fork, <u>Urinalysis:</u> from urine and analysis, etc.

Nation (2000) discussed different kinds of morphological processes in English, among which are compounding. Reduplication, affixation and modification, acronyms, clipping and blending. He described blending as a combination of two or more words to create a new one, usually by taking the beginning of one word and the end of other one.

Mayer, discussed how blending is used in the English language. He concentrated specifically on the relationship and differences found between blends and related word formation processes such as clipping, coinage, and compounds. As such, this is a formal rather than functional study. His work can be considered as a seminal work in the area of blending in English Language.

2.4.5- Lexical Relation

"Lexical relations are relationships of the meanings of the words to other words"Weaver, 1968:11)."Meaning property is one of several features or component which together can be said to make up the meanings of a word or utterance". Lyons. (1997:57) ,all of lexical relations and meaning properties can be differentiated by looking all the words or sentences. There are many kinds of semantic/lexical relations which can be distinguished by its use in any text or context. The kinds of lexical relations are Collocation, Synonymy, Antonyms, and Homonymy.

Cohen (1987), state that, the value of a linguistic unit derives both from the concepts for which it may be "exchange" and from its set of relationships with other words in the language. The meaning of the word cannot be characterized in term of its component features, but in term of its relationship to other words, or the analysis of lexical relations such as collocation, synonymy, antonyms and phrasal verbs.

2.4.6- Collocations:

Siriwan, (2007) collocations are those combinations of words which occur naturally with the greater than random frequency. Collocation co – occur, but all words which co – occur are collocations. Collocation is about words which co-occur, not ideas or concepts. For example, drive cars, drink coffee.

Michael McCarthy, (2002) state that, a collocation is a pair or a group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just

sound "wrong" to native speaker, of English. For example, the adjective fast collocates with cars, but not with a glance.

We say …	We don't say…
Fast cars	Quick cars
Fast food	Quick food
A quick glance	A fast glance
A quick meal	A fast meal

Learning collocations is an important part of learning the vocabulary of a language. Some collocations are fixed, or very strong, for example take a photo, where no word other than take collocates with photo to give the same meaning. Some collocations are more open, where several different words may be used to give a similar meaning, for example keep to/ stick to the rules.

Why Learn Collocation?
Learning collocations is a good idea because they can:
a) Give the most natural way to say something: smoking is strictly forbidden is more natural than smoking is strongly forbidden.
b) Give you alternative ways of saying something, which may be more colorful/ expressive or precise: instead of repeating it was very cold and very dark, we can say it was bitterly cold and pitch dark
c) Improve your style in writing: instead of saying poverty causes crime, you can say poverty breed crime; instead of saying a big meal you can say a substantial meal. You may not need or want to use these in informal conversations, but in writing they can give your text more variety and make it read better.
Learning collocations is not so different from learning any vocabulary item. The key things are to:
- Regularly revise what you want to learn.
- practice using what you want to learn in context that are meaningful for you personally
- learn collocations in groups to help you fix them in your meaning. You might group together collocations relating to same topic. Or you might group to collocations based on the same word, for example:
I must find a way to help them.
Can you find your way back to my house?
I learnt the hard way that Jack can't be trusted.
You must give way to traffic from the left.
Yule: (1997) states: knowledge of words it should be in term of collocations, or frequently occurring together. Part of knowing a language knows not only

what word mean, what their typical collocations are. Thus, part of your knowledge of fresh is as it occur in the phrase fresh air, or a knife as in knife and fork; enough already.

Types of Collocations

McCarthy: (2002) state that, there many different types of collocations. Here are some examples.

A- Adjectives and Nouns:

Notice adjectives that typically used with the particular nouns.

Jean always wears red or yellow or some other <u>bright color</u>.

We had a <u>brief chat</u> about the exams but did not have time to discuss them properly. Unemployment is a <u>major problem</u> for the government at the moment. Improving the health service is another <u>key issue</u> for government.

B- Nouns and Verbs:

Notice how nouns and verbs often go together. The examples below are all to do with economics and business.

<u>The economy boomed</u> in the 1990s. (The economy was very strong). <u>The company</u> has <u>grown</u> and new employees 50 more people than last year. <u>The company</u> has <u>expanded</u> and now branches in most major cities. The internet has <u>created</u> <u>opportunities</u> for our business. (Brought opportunities)

C- Noun + Noun:

There are a lot of collocations with pattern a … of …

As Sam read the lies about him, he felt a surge of anger. (Literary: a sudden angry feeling). Every parent feels a sense of pride when their child does well or wins something.

D- Verbs and Expressions with Prepositions:

Some verbs collocate with particular prepositional expressions. As Jack went on stage to receive his gold medal for judo competition you could see his parent swelling with pride (looking extremely proud). I was filled with horror when I read the newspaper report of the explosion. She spilt juice on her new skirt the little girl burst into tears. (Suddenly started crying)

E- Verbs and Adverbs:

Some verbs have particular adverbs which regularly collocate with them. She pulled steadily on the rope and helped him to safety. (Pulled firmly and evenly). He placed the beautiful vase gently on the window ledge. I love you and want to marry you, Derek whispered softly to Marsha. She smiled proudly as she looked at the photos of her new grandson.

F- Adverbs and Adjectives:

Adjectives often have particular adverbs which regularly collocate with them. They are happily married, I am fully aware that there are serious problems. (I know well). *Harry was blissfully unaware that he was in danger.* (Harry had no idea at all, often used about something unpleasant).

2.4.7- Synonyms

Synonymy is a kind of semantic relation among words. Technically, it occurs when two or more linguistic forms are used to substitute one another in any context in which their common meaning is not affected denotatively or connotatively.

Richek: (1996) states that most people think of synonymy as implying have the same meaning, but it is easy to show that synonymy is always partial never complete. Tall and high are usually given as synonyms but whilst can have both:

A tall building and a high building

We can best define synonymy by saying that it is the relationship in which two or more words are in free variation in all or most contexts. The closest we come to absolute synonymy is when the synonyms belong to different dialects as with

British usage	US usage
Autumn	fall
Pavement	sidewalk

Ayers,D.M.(1986) states that, There are **Two Types of Synonymy:**

A-Dimensional synonymy (similarity)

B- Attributive synonymy (similarity)

(A) Dimensional Similarity

It involves denotative agreement that is not sufficient for synonymy but that occur at adjacent points on a common dimension. E.g. *laugh-smile*.

(B) Attributive Similarity

The term in which salient attributes of one term reasonable of another is called attributive similarity. E.g. *rake-fork*.

George Yule (1996), stated that synonyms are different phonological words which have the same or very similar meanings. As Couch/sofa, boy/lad, lawyer/attorney, toilet/lavatory, large/big, Adams (1973) said. That, absolute synonymy is very rare and he defined synonymy as," two expressions are absolutely synonymous if all their meanings are identical in all linguistic contexts." According to Adams common Types of Synonyms are:

A. near synonyms:

The synonyms which have no identical senses but are closed in meanings are near synonyms. e.g. Mist and fog, stream and brook, dive and plunge.

B. Sense synonyms:

The term which share one or more senses are called sense synonyms. Sense synonym share at least one sense and match in every other property for that sense are completely synonyms. (Lyons,1968).

C. Partial synonyms:

The term which shares some senses but differs in some aspects is called partial synonymy, i.e. The way they are used or in some dimension of meaning. (Ayers, D.M., 1986).

2.4.8- Antonyms:

According to George Yule, antonyms are words which are "opposite" in meanings. It is useful to identify several different types of relationship under opposition. "/" sign is used to indicate antonym. As Good/ bad, life/death, come/go, dead/alive, pass/fail.

The term antonym is used for "oppositeness of meaning" words that are opposite are antonyms. Antonym is often thought of as the opposite of synonymy, but the status of the two antonyms is very different.

(F. R. Palmer, p.94). e.g. wide/narrow, old/young, big/small, etc.

The relation among words in which the meanings of one term contrast, oppose or contradicts the other term is called antonyms (Aderson 1981).

(A) **Types of Antonyms:**

There are four types of antonyms which are as follows:

1- Contradictory Antonyms:

These are terms opposed dichotomously e.g. alive-dead.

2- Contrary Antonyms:

These are terms are opposed symmetrically on a continuous dimension. E.g. hot-cold.

3-Directional Antonyms:

These are concepts opposed in time or space. E.g. before-after, above-below.

4- Reverse Antonyms:

Reverse antonyms, sometimes called converses, represent opposed actions. e.g. buy-sell.

Types of Relations (Relations that are not regarded as antonymous)

a. Asymmetric Antonyms:

It is opposed on a continuous dimension but the term indicates asymmetrically i.e. imperfect symmetry. e.g. hot-cool.

The imperfect symmetries is the reason the relationship is not generally regarded as antonymic (Qian, 2002).

b. Incompatible Antonyms:

It is a term in which denotative meaning of one term is opposed to only part of the denotative meaning of the other term. E.g. "frank" is incompatible with hypocritical in that hierocracy involves dishonesty, whereas, frankness involves both honest and outspoken involves. Because the opposition does

not involve the full denotative meanings of these terms, they are not antonyms.

c. Pseudo Antonyms:

These are so called pseudo antonyms because they opposition is based on a connotative meaning of one term. E.g. "popular" and "shy" are opposed because popularity connotes extroversion, which is denotatively opposed to shyness.

According to George Yule there are four types of antonyms which are as follows:

1-Simple antonyms

2-Gradable antonyms

3-Reverses

4-Converses

(1) Simple Antonyms:

The relationship between the words in which the negative of one implies the positive of the other is called simple antonyms. The pairs are also sometimes called complementary pairs or binary pairs. As Dead/alive (e.g. human beings), pass/fail (e.g. exams); hit/miss (e.g. a target).

Nagy (2005: 460) stated that the terms male/female, married/unmarried, alive/dead are complementary to each other. These belong to the set of incompatible terms. They are the members of two terms sets instead of multiple term sets. They are in some ways similar to gradable antonyms i.e. both exhibits incompatibility. E.g. if something is wide it means that is not narrow.

(2) Gradable Antonyms:

The relationship between opposites is that the positive of one term does not necessarily imply the negative of the other. As Rich/poor (e.g. status), fast/slow (e.g. speed), young/old (e.g. age), beautiful/ugly (e.g. complexion). This relation is associated with adjectives and it has two major features which are as follows:

1-They are usually intermediate terms between the gradable antonyms. e.g. hot and cold. This means that something may be neither hot nor cold.

2-The terms are usually relative. E.g. a thick pencil is likely to be thinner than a thin girl.

Weaver (1987) argued that the comparative forms of the adjectives (ending with – er or occurring with more) are explicitly graded, so we can say that one road is wider than another. Thus Sapir said that these are graded antonyms.

(3)Reverses:

This is a relationship between the terms describing movements, where one term describes movement in one direction while the other term describes the

same movement in the opposite direction. As Push/pull (e.g. door), come/go (e.g. walk), ascend/descend (e.g. inclined plane).

(4) Converses:
This is the term which describes the relation between two entities from different viewpoints. As above/below, employer/employee, own/belong to, etc. Antonyms signify the semantic incompatibility of the contrasting words. Antonyms are the subtype of the contrast in that it is contrast within a binary paradigm while the term antonym is sometimes reversed for more specific relations. It is used here for only binary semantic contrast among lexical items whereas opposite is used more broadly here not limited to contrast.

2.4.9- Homonyms
Homonyms are words that sound the same, are not. They have the same pronunciation, but they are neither spelled the same way, nor do they have the same meaning. For example, which and witch are homonyms and so are there, their and they're. When you are listening to the words, or reading them in context it is easy to work out their meaning; however it is very important to know which definition corresponds to the correct spelling of the homonym. If you misspell a homonym, people will have a difficult time understanding what you are trying to communicate to them. Homonyms generally include two categories of word types

A-Homophones: are words that sound the same when you pronounce them, but have different meanings.

B-Homographs: are words that are spelled the same but having different meaning.

This list contains both homophones and homographs:

Aid – to help or assist	aide – assistant
Affect – change	effect – result or consequence
Allowed – permitted	aloud – out loud
Base - bottom part	bass – deep or loud
Cite - quote	site – location sight- view
Dear - darling	deer - wood land animal
Forth – on ward	fourth- number
For – on behalf of	fore – front four one more than three
Hi – hello	high – up far
Close – opposite of open	clothes – clothing
Eye – sight organ	I - me
Feat – achievement	feet – plural of foot
Fir – type of tree	fur – animal hair
Knew – did know	new – not old
Have – possess	halve – cut in two parts
Hour – sixty minutes	our – belonging to us

Some – a few	sum – amount
Their – belonging to them	there – at that place
They're – they are	
To – toward	too – also
Vary – differ	very – much
Wait – kill time	weight – measurable load
Week – period	weak – not strong
Weather – climate	whether – if
Witch – sorcerer	which – that
Your – belonging to you	you're – you are

2.5- Previous studies:

Kirya Ahmed Mohammed Nasir

"Differences about the meaning of English vocabulary and its teachability anad learnability" ,2009 in Sudan University of Science and Technology.

The main purpose of the study is to investigate the idea of word meaning and that have value, also its concerned with both the teachability and learnability of vocabulary.

Research question were:

- Do words really have meaning?

- Is there an idea method or way for teaching vocabulary?

To answer these questions, the researcher point the following hypotheses

- Words in English have meaning and value

- The eclectic way is the best method for teaching English vocabulary.

- The students prefer in learning vocabulary the strategies of learning by hearing, stories and using dictionary, respectively to the other strategies.

The study arrived at the following result:

Words in English or lexical items have meaning, also they value which is the connotative meaning of these vocabulary items, also is has shown that the eclectic way is the best method in teaching vocabulary. Also has reflected that students prefer in learning vocabulary the strategy of learning by hearing, stories and dictionary meaning.

The study recommends:

-the meaning of words should be clarified to the learners clearly so that not to confuse them.

- The teacher should follow the eclectic to teach vocabulary.

- Students should be assigned with numb real exercises on vocabulary to enhance the learning of vocabulary.

- Students should be encouraged by their teachers to use their own dictionary as often as possible to improve their spelling skills and increase their vocabulary stock.

Abulgassim 2014 conducted a study on some problems of learnability and teachability of English language vocabulary in secondary school prepared by: Mohammed Abdalla Suliman Adam, Sudan university of Science and Technology, M.A degree, 2011. On this study the researcher finds not all the students fail to recall vocabulary when they need. Also the researcher tells the parts of speech for each word. Moreover the teacher uses audiovisuals in assessing vocabulary. In addition most of the students try to know the meaning of difficult words by themselves. Finally vocabulary must be chosen according to the needs of the students.

This study shares some point of view with this research, that the teacher uses audiovisuals in assessing vocabulary. And vocabulary must be chosen according to the needs of the students.

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter will provide a full description of the research methodology adopted as well as the research instruments employed. Moreover, the validity and reliability of these instruments will be confirmed.

3.1. The Study Methodology

The researcher has used the descriptive and analytical method, quantitative and qualitative methods as well as the questionnaire and the pre and post-test as tools to investigate the following hypotheses:

1. Guessing as a Learning strategy has a role in promoting students vocabulary in learning of foreign languages.

2. Vocabulary learning strategies are important because they assist learners to increase their vocabulary and communicate their needs.

3. Students need to improve their vocabulary learning strategies in order they will be well-informed on how to develop their vocabulary and use language correctly in different life perspectives.

In order to analyze the obtained data from the pre and post tests as well as the questionnaire, SPSS package was used. The focus has been on percentages and frequencies.

3.2. Study Population

The study population was students and the teaching staffs of English, male and female of Nyala University, College of Education, third year. All the students are aged 20 - 26 years old. They all speak Arabic as their first language. They are all Sudanese. They are all majoring in English and have as their minors French.

A number of variables were taken into consideration to account for the differences on part of the respondents. Hence they are dealt with according to the following:

a. Respondents grouped according to gender differences (male as opposed to female)
b. Different qualifications (B.A,MA AND PhD)
c. Respondents according to years of experience (1-5 years, 5-10 years, above 10 years).

According to the above variables, the study shall provide detailed description of the individuals:

(1)Gender:

The frequency distribution for the study respondents according to the Gender as represented by table (3-1)

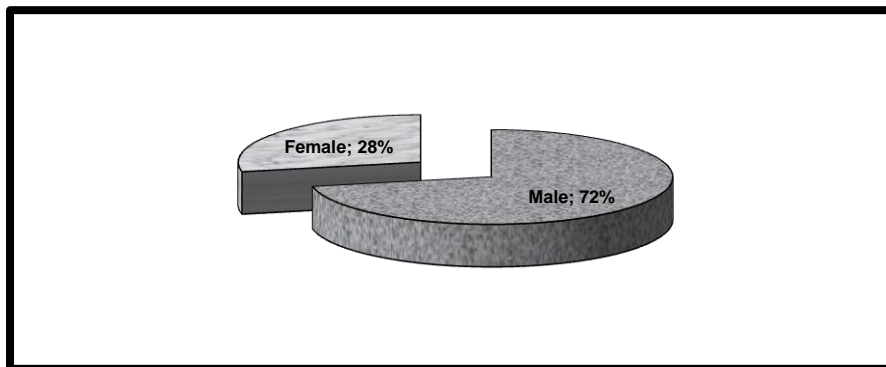| Gender	Number	Percent
Male	22	73.3
Female	8	26.7
Total	30	100.0

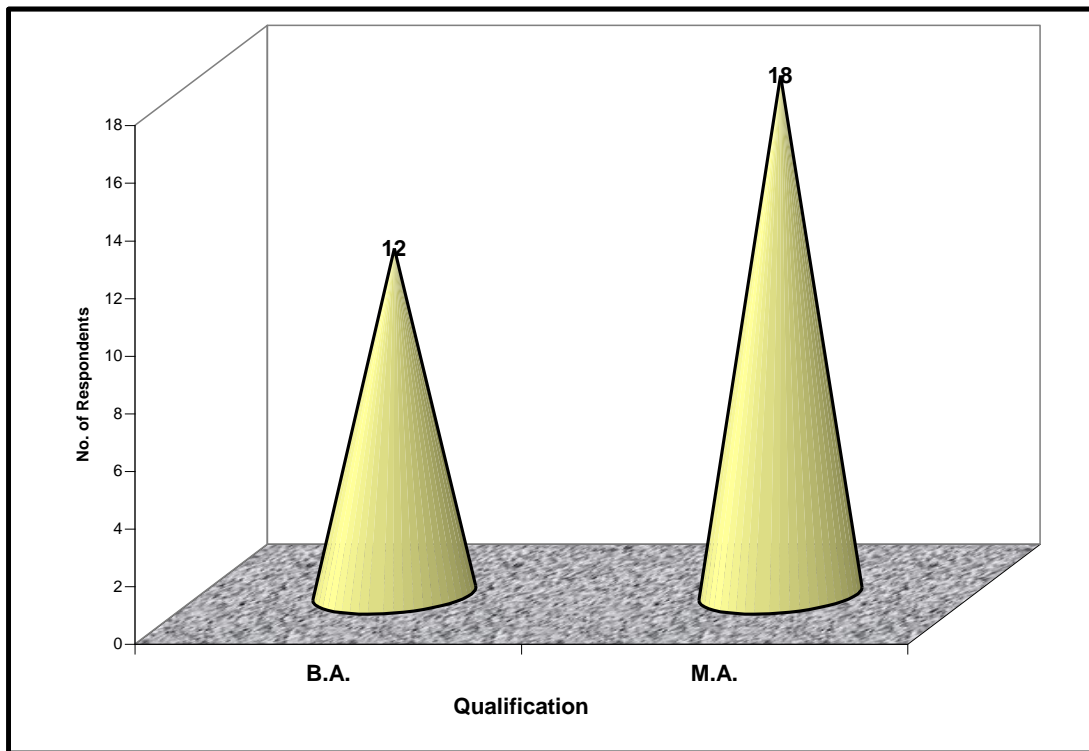Figure no.(3-1): The frequency distribution for the study respondents according to the gender

Judging by the above table and figure, it is evident that most of the study's respondents are Male, the number of those was (22) persons with percentage (73.3%). The respondents are female was (8) persons with (26.7%).

(2)Qualification

Table no.(3-2) demonstrates the frequency distribution according to the variable of qualification.

Qualification	number	Percent
B.A.	10	40.0
M.A.	20	60.0
Total	30	100.0

*Figure no.(3-2) The frequency distribution of respondents according to the variable of qualification:*

(3) Years of Experience

Table no. (3-3) The frequency distribution for the study respondents according to the experience

Experience	Number	Percent
1-5	33	73.3
5-10	6	20.0
Over 10	3	6.7
Total	30	100.0

Figure no.(3-3) The frequency distribution for the study respondents according to the experience
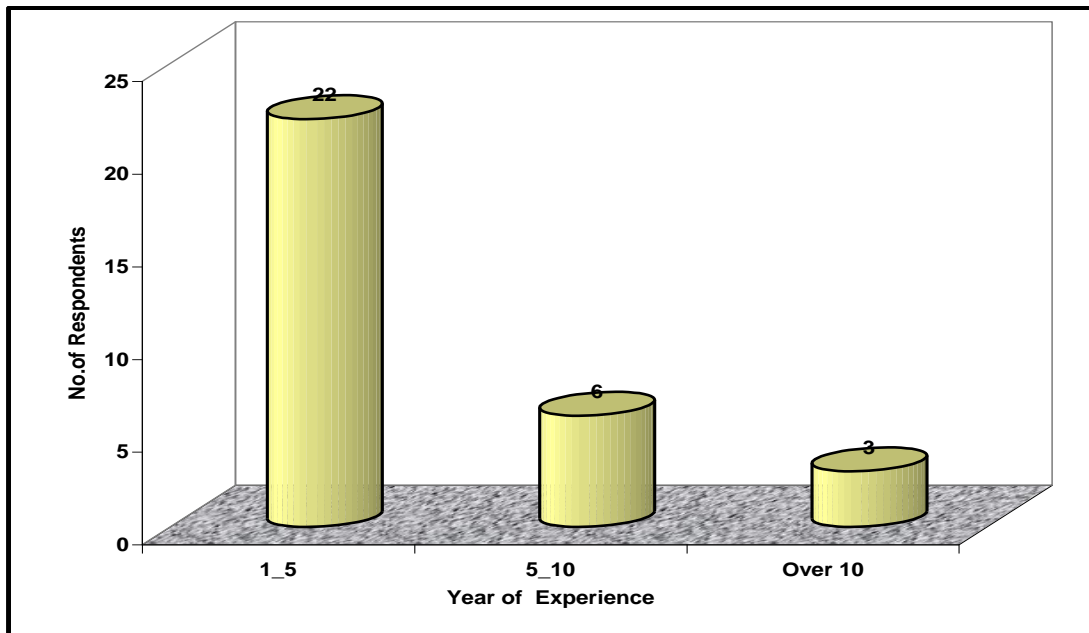
It is obvious as shown above from the table no.(3-3) and the figure no.(3-3) that, most of the sample's respondents have experience between (1) and (5) years, their number was (22) persons with percentage (73.3%). The number of sample's respondents whom have experience between (5) and (10) years was (6) persons with percentage (20.0%).and (2) persons with percentage (6.7%) have experience over 10 years.

3.3- Validity and Reliability of the Questionnaire:

In order to validate the questionnaire, it was shown to jury comprising 3 PhD holding referees. They made different suggestions which were all taken into consideration

Table (3-4) demonstrating referees' titles, names and their place of work

No.	Name	Job	Qualification	Place of work
1	Ahmed Hassan omer	**Lecturer**	**PhD holder**	**NU**
2	Abdulla Dawoud	**lecturer**	**PhD holder**	**NU**
3	Abu Al Gasim Mohammed	**Lecturer**	**PhD holder**	**NU**

3.4.1-Statistical Validity and Reliability
Reliability of any test refers to the test's capability of demonstrating the same result or results if the same measurement is used several times under

the same conditions. Again, the concept of reliability also means if the same used with the same group twice or even three times it will yield the same marks. Reliability, further refers to the degree of accuracy of the data that the test measures. Below are some common methods for calculating reliability:

    a. Split-half by applying Spearman Brown equation
    b. Alpha Cronbach coefficient
    c. Test and re-test method
    d. Equivalent images method
    e. Guttmann equation

Furthermore, validity is a measure which is applied to find out how valid the choices of the respondents are, over one specific issue and in line with a certain criterion. Validity is counted by a number of methods amongst which is the square root of the reliability coefficient.

$$Validity = \sqrt{Reliability}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numberse.g. (1, 3, 5, ...)

and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability

Coefficient) was calculated according to Spearman-Brown Equation as the following:

$$Reliability\ Coefficient = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

Table (3-5) The statistical reliability and validity of the pre-test sample about the study questionnaire

Pre- test	Reliability	Validity
First	0.70	0.84
Second	0.80	0.89
Third	0.76	0.87
Four	0.83	0.91

Overall	0.78	0.88

It is observed from the results above as demonstrated by the table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will result in correct and acceptable statistical analysis.

3.4.2- Statistical Instruments

In order to confirm the study objectives and to verify its hypotheses, we use the following statistical instruments:

1. Graphical figures.
2. Frequency distribution.
3. Person correlation coefficient.
4. Spearman-Brown equation for calculating Reliability coefficient.
5. Median.

3.4.3- Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

3.5- Application of the Study's Tool:

After checking the questionnaire's reliability and validity, the questionnaire had been distributed to as many as (30) respondents. The required tables for the collected data were already structured. This step deals with transforming the qualitative (nominal) variables (Strongly agree, Agree, Not sure, Disagree, Strongly disagree) to quantitative variables (5, 4, 3, 2, 1) respectively, also the graphical representation for its realization.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter presents the analysis of data obtained from experiment, pre-test, post test and teachers' questionnaire.

4.1 Analysis of the Experiment.

The analysis of the experiment will focus on answering vital questions on the role of learning strategies in promoting language learning and its effects on classroom interaction, particularly in speaking and writing as well as its effect on the overall standards of the students' language and knowledge of English. To answer these questions, the researcher has computed the mean, standard deviation, standard error and ranges for the pretest- and post-test scores of both experimental and control groups. T-test has been computed to find out whether each group has made any progress as a direct result of instruction. The following three hypotheses will be verified or confirmed in view of the analysis of the diagnostic test, Discourse Completion Test (DCT) as well as the questionnaire for the tutors and students.

4.2 Test of the Study Hypotheses

To answer the study's questions and hence verify its hypotheses, the median will be computed for each question from the diagnostic test, Discourse Completion Test (DCT) as well as the questionnaire that shows the opinions of the study respondents about the problem in question, namely expanding classroom interaction to reinforce language and pragmatic or what is known as pragmalinguistic communicative competence. To accomplish this task five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer " neutral", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree" will be given. This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the researcher will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions. The hypotheses to be tested are as follows:

1. Guessing as a Learning strategy has a role in promoting students vocabulary in learning of foreign languages.

2. Vocabulary learning strategies are important because they assist learners to increase their vocabulary and communicate their needs.
3. Students need to improve their vocabulary learning strategies in order they will be well-informed on how to develop their vocabulary and use language correctly in different life perspectives.

4.3- Analysis of the Test

(a) Statistical Reliability for student's test

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

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the test to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table.

(a)Reliability Statistics

| Cronbach's Alpha	Number of questions
.86	30

(b)The analysis of the second tool – students' test
Table No (4.2) The Frequency Distribution for students' answers in the part of writing.

Answers	Frequencies	Percentage
Pass	14	35
Failure	26	65
Total	40	100

In view of the above table No.(2) and figure No (1) its shown that there are (14) students in the study's sample with percentage (35%) have passed the test of writing , and there are (26) persons with percentage (65 %) fail to bass the question of writing. This result indicates that 65% of the students do not practice enough writing in their different stages of education to attain an

acceptable level of writing production. Translation is a kind of writing, so for the students to have adequate level of translating, they have to improve their writing abilities. Some translation experts believe that writing constitutes 90% of the rendering process and that a translator is essentially a writer.
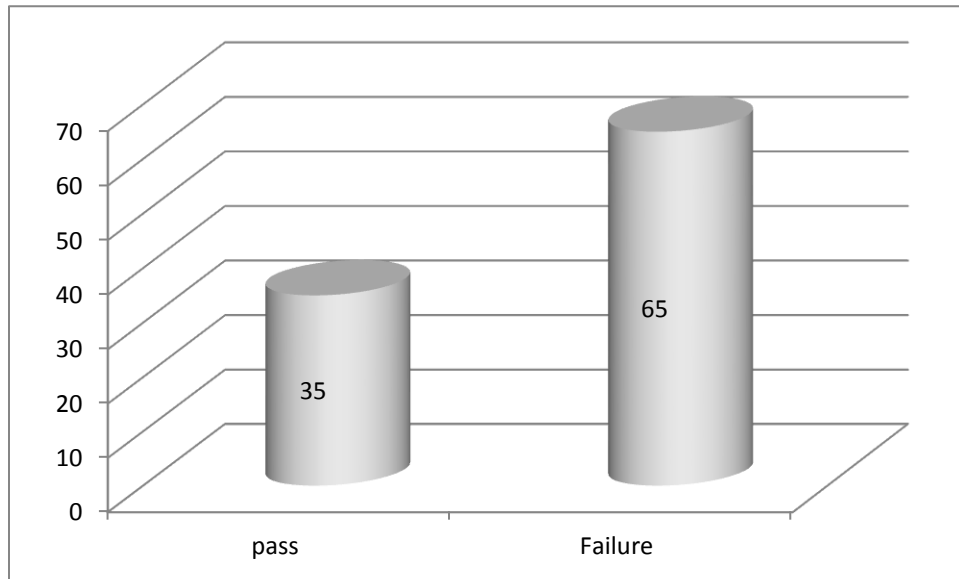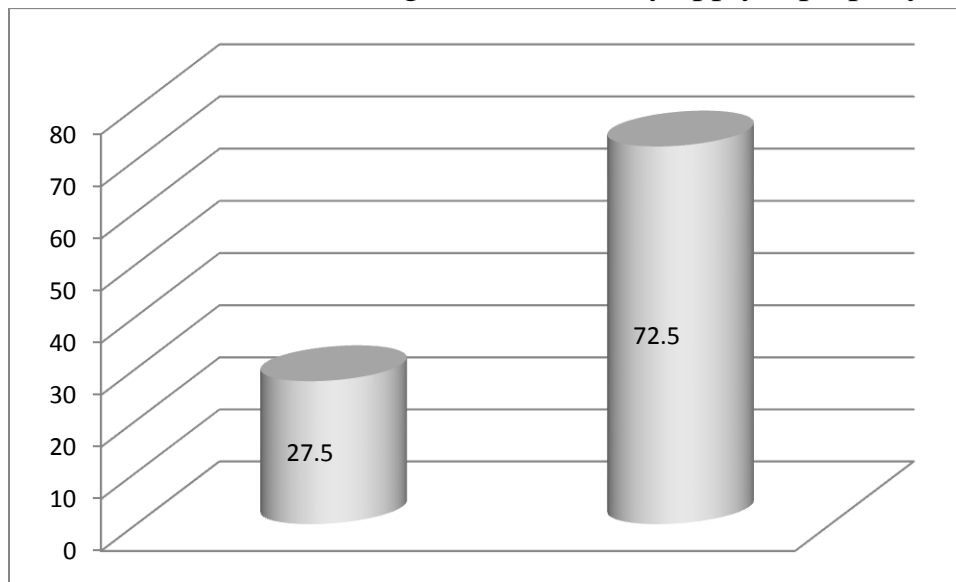

Table No (4.3) The Frequency Distribution for students' answers in the part of grammar

Answers	Frequencies	Percentage
Pass	29	72.5
Failure	11	27.5
Total	40	100

Judging by both the table No.(3) and figure No (2) its shown that there are (11) students in the study's sample with percentage (27.5%) have failed the grammar question , and There are (29) persons with percentage (72.5 %) have passed it.

Grammar is one of the language elements that has received enough treatment and practice. Students always are pleased to do grammar which they think

they can excel in it. Though when grammar particularly the tenses are used in textual contexts such as writing, students hardly apply it properly.

Table No (4.4) The Frequency Distribution for students' answers in the part of vocabulary

Answers	Frequencies	Percentage
Pass	30	75
Failure	10	25
Total	40	100

According to the   the above table No.(4) and figure No (3) its shown that there are (10) students in the study's sample with percentage (25%) have failed the vocabulary question ,There are (30) persons with percentage (75 %) have passed.
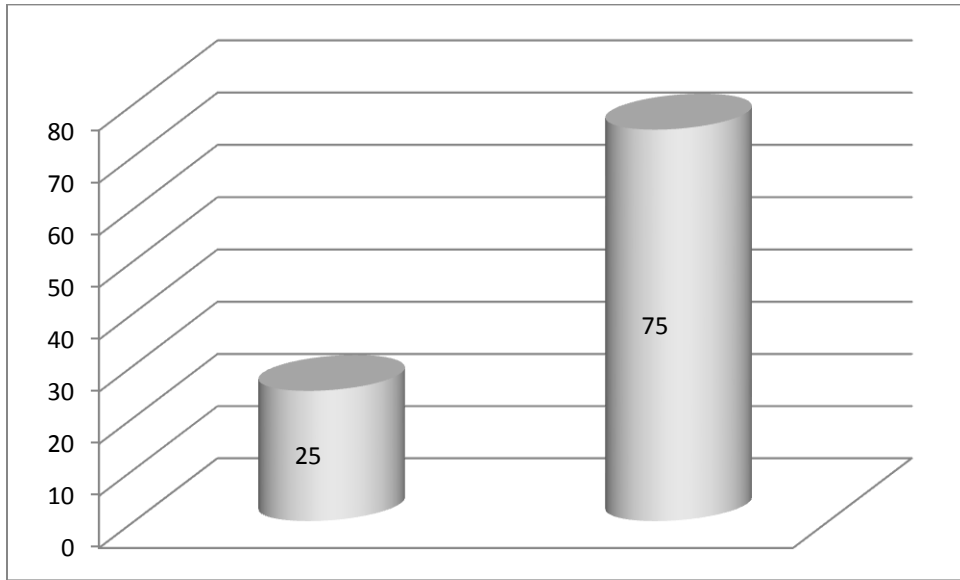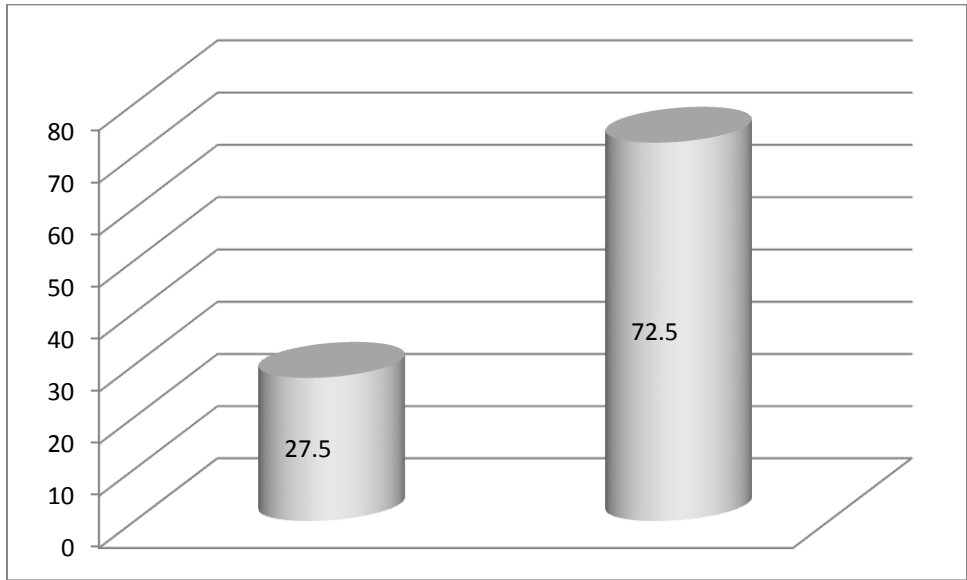
Table No (4.5) The Frequency Distribution for students' answers in the part of Reading Comprehension

Answers	Frequencies	Percentage
Pass	29	72.5
Failure	11	27.5
Total	40	100

from the above table No.(5) and figure No (4) its shown that there are (11) students   in the study's sample with percentage (27.5%)   have failed the reading comprehension   question , whereas as many as   (29) persons with percentage (72.5 %) have succeeded in passing the test.

Table No (4.6) The Frequency Distribution and decisions for the Respondent's Answers of all questions

Questions	Pass		Failure		Decision
	frequency	*Percentage*	*frequency*	*Percentage*	
WRITING	14	35	26	65	**Accept**
GRAMMAR	11	27.5	29	72.5	**Accept**
VOCABULARY	10	25	30	75	**Accept**
READING	11	27.5	29	72.5	**Accept**

This table No.(6) its shown the summery of the results . As for **part 1** it's clear that the number of students who having the wrong answers is greater than the number of correct answers with percent (65%) that mean the hypothesis of the study is proved.

for the **part 2** its clear that the number of students who having the wrong answers is greater than the number of students who having the correct answers with percent (72.5%)) that mean the hypothesis of the study is accepted .

for the **part 3** its clear that the number of students who having the wrong answers is greater than the number of students who having the correct

answers with percent (75%)) that mean the hypothesis of the study is accepted .

for the **part 4** its clear that the number of students who having the   wrong answers is greater than the number of students who having the   correct answers with percent (72.5%) that mean the hypothesis of the study is accepted.

Table (4.7) one sample T-TEST for the parts of the study

Question s	N	mean	SD	t-value	DF	p-value
1	40	3.6	0.2	12.6	39	0.00
2	40	2.7	1.81	7.4	39	0.00
3	40	3.4	2.44	8.12	39	0.00
4	40	2.5	1.2	7.7	39	0.00
For all	40	6.33	4.03	15.50	39	0.00

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (1)   was (12.6) which is greater than the tabulated value of T – TEST at the degree of freedom (39) and the significant value level (0.05%) which was (2.34). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (1) was (7.4) which is greater than the tabulated value of T – TEST at the degree of freedom (39) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our second hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (3)   was (8.12) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among

the answers of the respondents. this mean that our third hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (3) was (7.7) which is greater than the tabulated value of T – TEST at the degree of freedom (39) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our third hypothesis is accepted.

4.4- Analyzing the Questionnaire

The responses to the questionnaire of the 70 teachers 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 questionnaire is analyzed statistically and discussed. The following tables will support the discussion. The researcher distributed the questionnaire on determined study sample (70), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose

. **Statistical Reliability**

Reliability refers to the reliability of any test, 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 was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were 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 - Cronbach 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:

$$Validity = \sqrt{Reliability}$$

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 the questionnaires to 30 respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table:

Reliability Statistics

Cronbach's Alpha	N of Items
0.85	20

Table No (4.8) The Frequency Distribution for the Respondent' s Answers according to their academic status

| Academic status	Frequency	Percentage
Lecture	20	28.6
Assistant Professor	40	57.1
Associate Professor	8	10.4
Professor	2	2.9
Total	**70**	**100**

According to the above table (8) and figure (6) it's clear that the number of Lecture is (20) teachers with percentage (28.6) , and the number of Assistant Professor is 40 with present (57.1%) , and the number of Associate Processor is 8 with percentage (10.4%) , and there are only 2 Professor with percentage (2.9%).
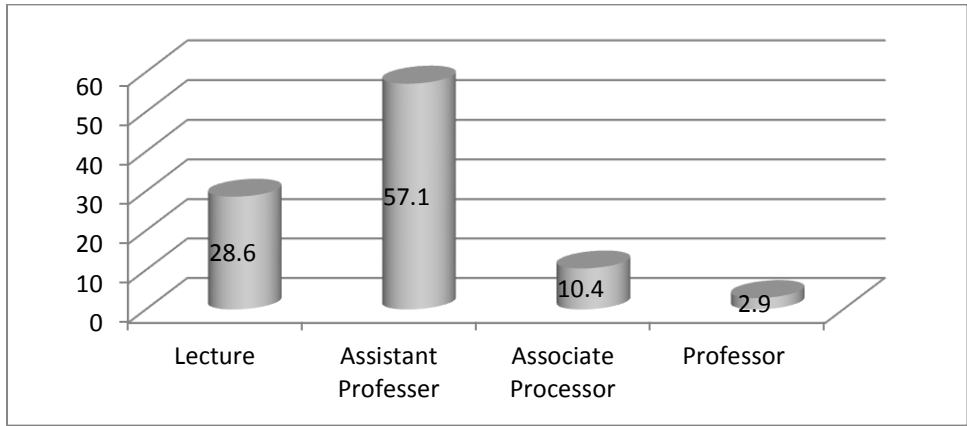
Table No (4.9) The Frequency Distribution for the Respondent's Answers according to their gender

Gender	Frequency	Percentage
male	45	64.2
Female	25	35.8
Total	**70**	**100**

From the above table and figure it's clear that the number of male teachers is greater than the number of female teachers (45) with percentage (64.2%) , and the number of female teacher is (25) with percentage (35.8) .
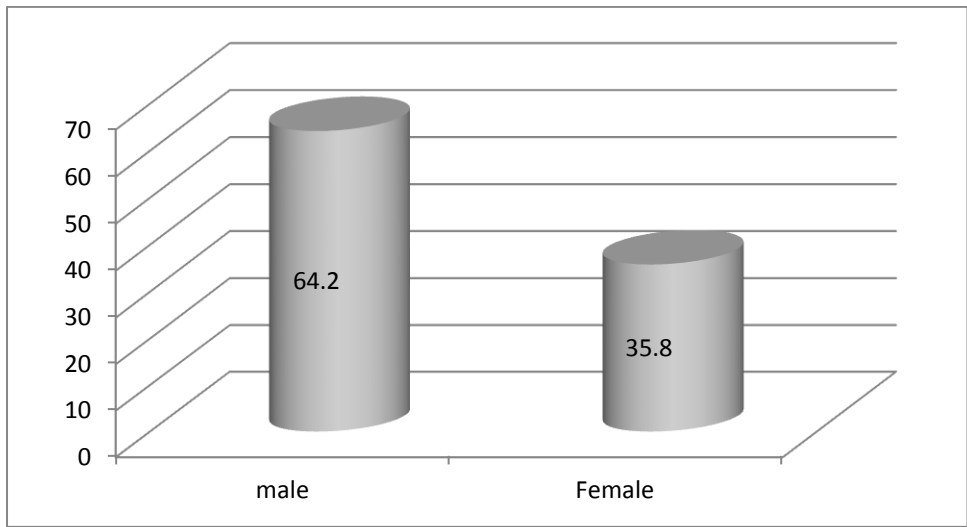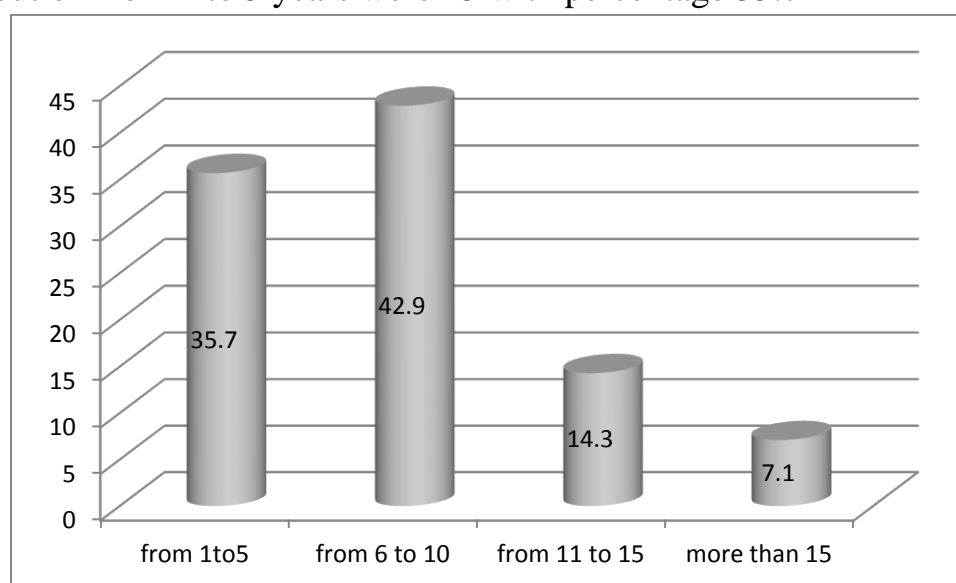

Table No (4.10) The Frequency Distribution for the Respondent's Answers according to their Years of Experience

Years of Experience	Frequency	Percentage
from 1to5	25	35.7
from 6 to 10	30	42.9

from 11 to 15	10	14.3
more than 15	5	7.1
Total	**70**	**100**

From the above table and figure it's clear that most of the teachers have years of experience from 6 to 10 .the number of those was 30 with percentage (42.9%). The number of teachers who have years of experience distribution from 1 to 5 years were 25 with percentage 35.7

4.5- The analysis of the all statements in first tool:

(B) The Questionnaire

Statement No. (1) *EFL learners face difficulties in vocabulary in general.*

Table No (4.11) The Frequency Distribution for the Respondent's Answers of variable No. (1)

Variables	Frequency	Percentage
Strongly agree	20	28.6
agree	40	57.1
Uncertain	4	5.7
disagree	2	2.9
Strongly disagree	4	5.7
Total	**70**	**100**

As seen from the above table No.(11) and figure No (8)It is clear that there are (20) persons in the study's sample with percentage (28.6%) strongly agreed with " *EFL learners face difficulties in vocabulary in general.. ".*

There are (40) persons with percentage (57.1%) agreed with that, and (4) persons with percentage (5.7%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (7) persons with 5.7% are strongly disagree.

fig (8)
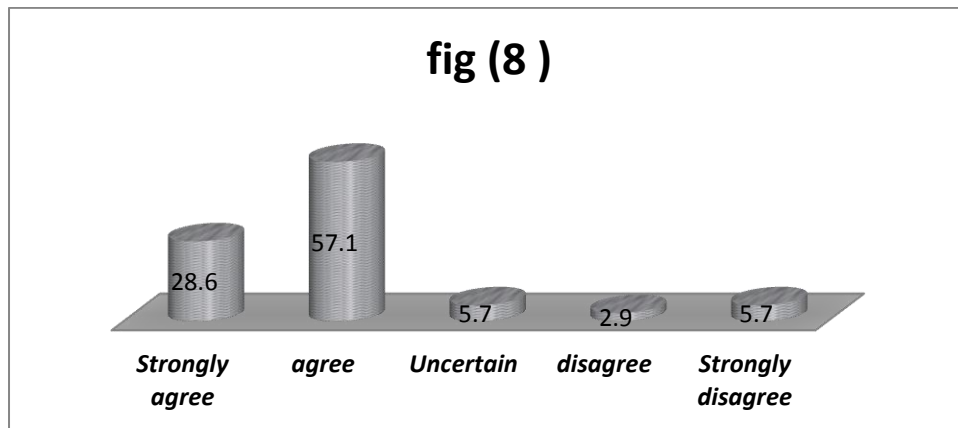
This is a self-evident fact that most EFL learners suffer lack of vocabulary which helps them go smoothly through the texts they need to explore. People may keep on reading for such a long time. However, they still have very small vocabulary. This reflects clearly that reading alone is not enough to build vocabulary. When we read a novel, for instance, there is usually a strong urge to get on with the story and skip over unfamiliar or perhaps vaguely known words. But while it is obvious when a word is totally unknown to you, you have to be especially aware of words that seem familiar to you but whose precise meanings you may not really know. So something must be done to help students improve their vocabulary. This is realizable to a greater extent via vocabulary learning strategies. This confirms the second hypothesis which states that ***Vocabulary learning strategies are important because they assist learners to increase their vocabulary and communicate their needs.***

Statement No.(2): *The meaning of words can be picked through reading several different texts.*

Table No (4.12) The Frequency Distribution for the Respondent's Answers of Question No.(2)

Valid	Frequency	Percentage
Strongly agree	30	42.9
agree	25	35.7
Uncertain	5	7.1

disagree	7	10
Strongly disagree	3	4.3
Total	**70**	**100**

Judging by the above table No. (12) and figure No (9) It is clear that there are (30) persons in the study's sample with percentage (42.9%) strongly agreed with " *The meaning of words can be picked through reading several different texts . "*. There are (25) persons with percentage (35.7%) agreed with that, and (5) persons with percentage (7.1%) were not sure that, and (7) persons with percentage (10.0%) disagreed. and (3) persons with 3.4% are strongly disagree.

fig (9)
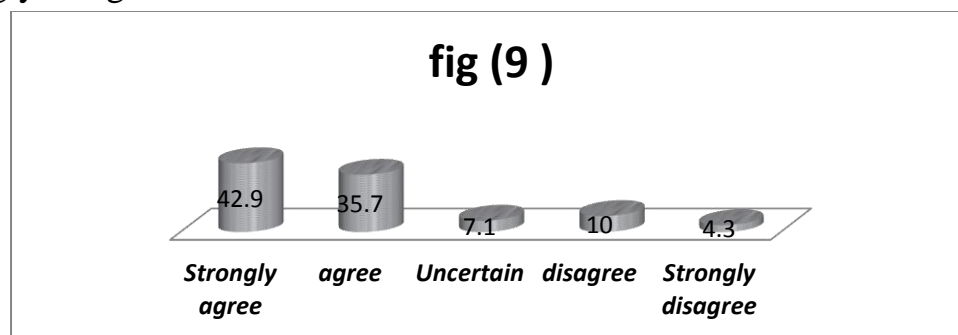
One of the simplest ways to expand vocabulary is to look up unknown words, whether they are found in a magazine, in a movie or in conversation. An easy way to encounter new words is by reading books, especially literature from an unfamiliar place or era. Create a list or make flashcards to keep track of these new words so they aren't forgotten hours or days later. To better remember definitions, try forming sentences with the words, or writing the definitions several times.

Certain resources are specifically designed to enhance vocabulary. Test preparation guides have extensive lists of words that are found less frequently in mainstream media or day-to-day interactions. "Word of the day" websites offer definitions, synonyms, and the origin of a randomly selected—and often rather unusual—word.

A good way to remember and demonstrate this newfound knowledge is by playing word games such as crossword puzzles, board games, or games on a phone or computer. It's also fun to try using new vocabulary in conversation. So reading several texts is one of the ways that help students improve and enhance their vocabulary. This confirms the third hypothesis: *Students need to improve their vocabulary learning strategies in order they will be well-*

64

informed on how to develop their vocabulary and use language correctly in different life perspectives.

Statement No.(3): *Guessing words in context is one of the best strategies to learn vocabulary. .*

Table No (4.13) The Frequency Distribution for the Respondent' s Answers of Question No.(3)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	0	0
disagree	3	4.3
Strongly disagree	2	2.9
Total	70	100

It is clear from the above table No.(13) and figure No (10) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with " *Guessing words in context is one of the best strategies to learn vocabulary.* ". There are (25) persons with percentage (35.7%) agreed with that, and (0) persons with percentage (00.0%) were not sure that, and (3) persons with percentage (3.4%) disagreed. and (2) persons with 2.9% are strongly disagree.

fig (10)
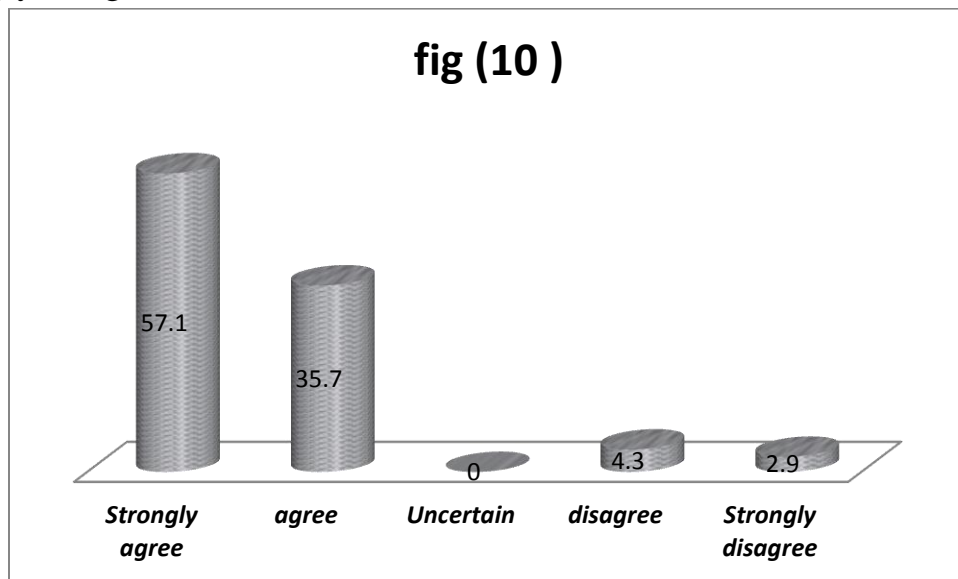
Vocabulary is an indispensable part of a language. ... One of the most effective ways of vocabulary learning is guessing the meanings of words from context. The purpose of this study is to show why guessing the

meaning of unknown words from context clues is a very important learning strategy and how it is done efficiently.

Statement No. (3): *Making use of the grammatical structures of a sentence when guessing a new word in text can be helpful in learning vocabulary.*

Table No (4.14) The Frequency Distribution for the Respondent's Answers of Question No.(4)

Valid	Frequency	Percentage
Strongly agree	32	45.7
agree	27	38.6
Uncertain	7	10
disagree	3	4.3
Strongly disagree	1	1.4
Total	70	100

It is clear from the above table No.(14) and figure No (11) that there are (32) persons in the study's sample with percentage (45.7%) strongly agreed with " *Making use of the grammatical structures of a sentence when guessing a new word in text can be helpful in learning vocabulary* .". There are (27) persons with percentage (38.6%) agreed with that, and (7) persons with percentage (10.0%) were not sure that, and (3) persons with percentage (3.4%) disagreed. and (1) persons with 1.4% are strongly disagree.

fig (11)

45.7   38.6   10   4.3   1.4

Strongly agree   agree   Uncertain   disagree   Strongly disagree
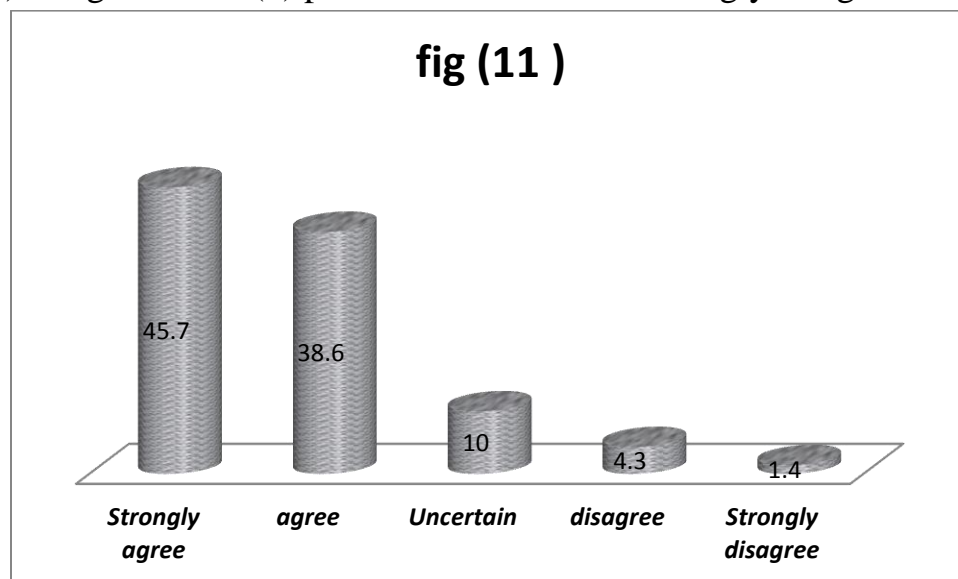
Contextual guessing strategies are commonly used to infer the meaning of unfamiliar words in situations when language learners have a lack of knowledge in vocabulary, grammar, or other linguistic elements to read a given text. **Use Context Clues**. **Context clues** particularly through

grammatical structures can help you figure out the meaning of a word or phrase you don't know. These **clues** can be found in the words and sentences surrounding the unknown word or phrase. There are many kinds of **context clues** readers can look for when trying to figure out unfamiliar text. **Context clues** are hints that an author gives to help define a difficult or unusual word. The **clue** may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence. This confirms the first hypothesis which demonstrates that **Guessing as a Learning strategy has a role in promoting students vocabulary in learning of foreign languages.**

Statement No. (5): *Teachers, there at university, do not provide students with varied reading activities which reinforce vocabulary learning strategies*

Table No (4.15) The Frequency Distribution for the Respondent's Answers of Question No. (5)

Valid	Frequency	Percentage
Strongly agree	35	50
agree	30	42.9
Uncertain	0	0
disagree	2	2.9
Strongly disagree	3	4.2
Total	70	100

It is clear from the above table No.(15) and figure No (12) that there are (35) persons in the study's sample with percentage (50.0%) strongly agreed with " *Teachers, there at university, do not provide students with varied reading activities which reinforce vocabulary learning strategies.. ".* There are (30) persons with percentage (42.9%) agreed with that, and (0) persons with percentage (00.0%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (3) persons with 4.2% are strongly disagree.

fig (12)

Strongly agree 50
agree 42.9
Uncertain 0
disagree 2.9
Strongly disagree 4.2
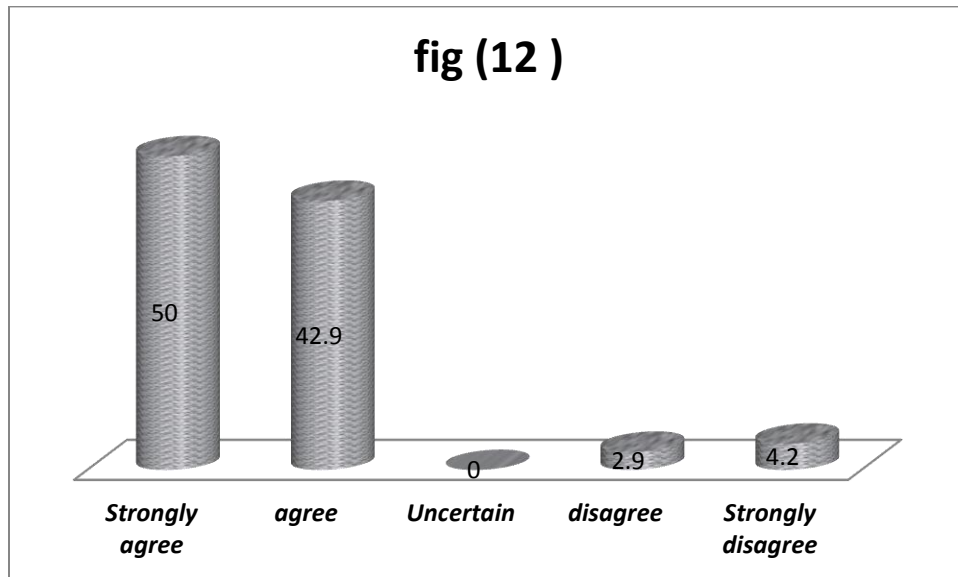
Statement No.(6): *The overall   environment at undergraduate level is not advantageous to learning vocabulary.*

Table No (4.16) The Frequency Distribution for the Respondent' s Answers of Question No.(6)

Valid	Frequency	Percentage
Strongly agree	28	40
agree	27	38.6
Uncertain	5	7.1
disagree	3	2.3
Strongly disagree	7	10
Total	70	100

It is clear from the above table No.(16) and figure No (13) that there are (28) persons in the study's sample with percentage (40.0%) strongly agreed with " *The overall   environment at undergraduate level is not advantageous to learning vocabulary. "*. There are (27) persons with percentage (38.6%) agreed with that, and (5) persons with percentage (7.2%) were not sure that, and (3) persons with percentage (2.3%) disagreed. and (7) persons with 10.0% are strongly disagree.

68

fig (14)
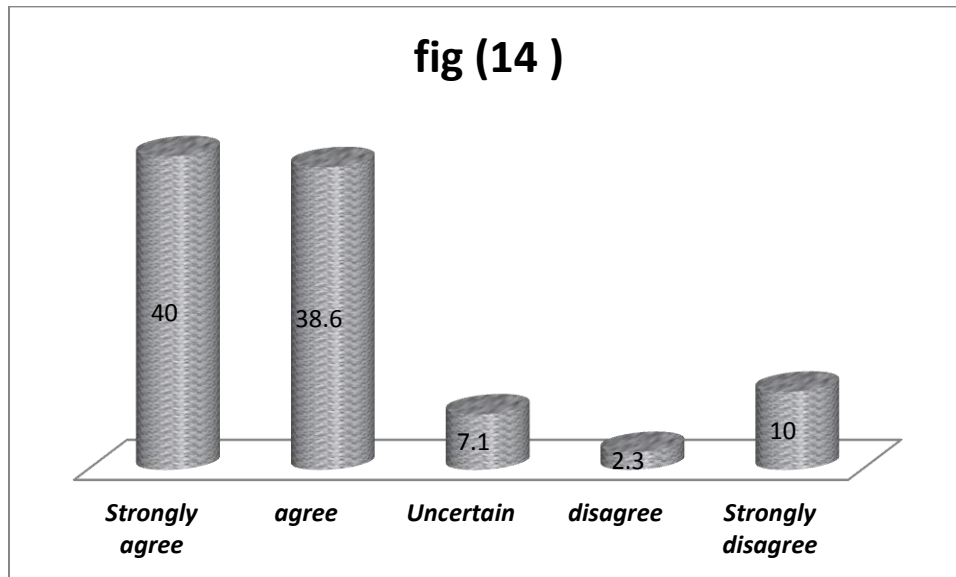
The role the learning environment plays in vocabulary learning is essential. At undergraduate level very few students sit together, for example, to learn in a cooperative manner. This definitely has the effect of keeping their vocabulary repertoire limited and even will start to dwindle. Tutors at universities have to encourage students to form English club and English language forums that help promote their levels of English language in general and vocabulary in particular.

Statement No.(7): *Upon entering university, first-year students come with a terribly poor level of vocabulary knowledge.*

Table No (4.17) The Frequency Distribution for the Respondent's Answers of Question No.(7)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	0	0
disagree	2	2.9
Strongly disagree	3	4.3
Total	70	100

It is clear from the above table No.(17) and figure No (15) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with " *Upon entering university, first-year students come with a terribly poor level of vocabulary knowledge. .* ". There are (25) persons with percentage (35.7%) agreed with that, and (0) persons with percentage (0.00%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (3) persons with 3.4% are strongly disagree.

69

fig (15)
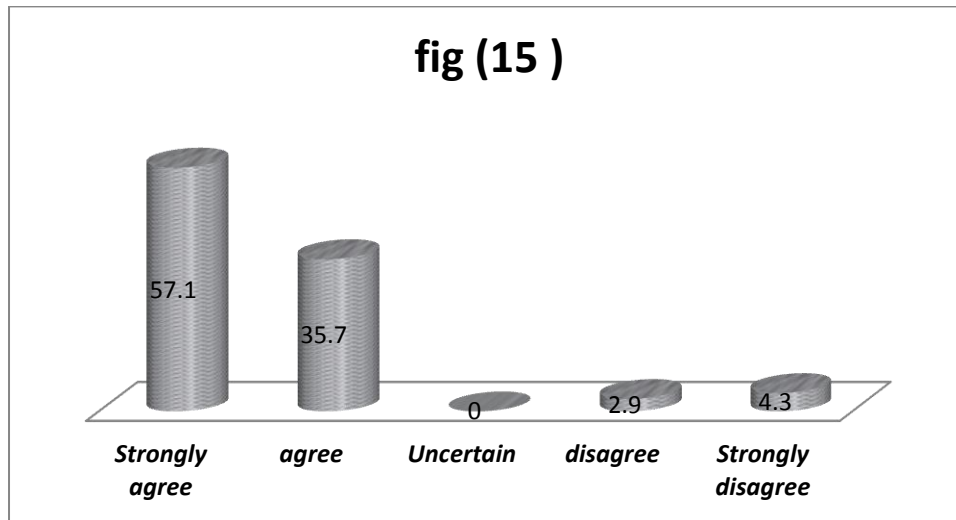
It is a very sad fact that freshmen enter university with very poor mastery of vocabulary beyond repair. What even worsen the situation is that the syllabuses at the university hardly cater for the needs of the students in the realm of vocabulary particularly. Tutors do assume that their freshmen should have the type of vocabulary that enables them to cope with the academic situation there at the university. So the situation hardly attended to and goes unhandled.

Statement No.(8): *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.*
Table No (4.18) The Frequency Distribution for the Respondent's Answers of Question No. (8)

Valid	Frequency	Percentage
Strongly agree	20	28.6
agree	40	57.2
Uncertain	0	0
disagree	5	7.1
Strongly disagree	5	7.1
Total	70	100

It is clear from the above table No.(18) and figure No (16) that there are (20) persons in the study's sample with percentage (28.6%) strongly agreed with " *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. ". There are (40) persons with percentage (57.2%) agreed with that, and (0) persons with percentage (0.00%) were not sure that, and (5) persons with percentage (7.1%) disagreed. and (5) persons with 7.1% are strongly disagree.


fig (16)
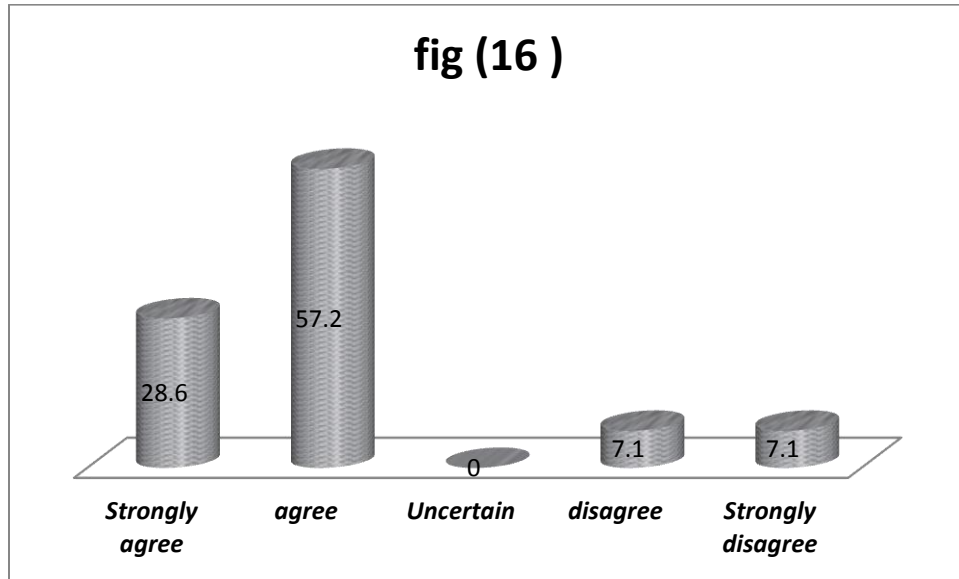
When students learn a foreign language, many think that learning vocabulary is fundamental, important, but difficult. In an investigation in a specific Sudanese context (1996: 153) found that a typical comment from students was that vocabulary was "the most important thing when learning a foreign language. With the size and complexity of the English native speakers' mental lexicon and its relation to an L2 syllabus target, knowing how to teach vocabulary effectively in classrooms must be desirable, if this crucial aspect of language learning is not to be left to chance.

Statement No.(9): *Newly learned words in reading situations have to be used in different contexts.*
Table No (4.19) The Frequency Distribution for the Respondent's Answers of Question No. (9)

Valid	Frequency	Percentage
Strongly agree	18	25.7
agree	40	57.2
Uncertain	5	7.1
disagree	2	2.9
Strongly disagree	5	7.1
Total	70	100

It is clear from the above table No.(19) and figure No (17) that there are (18) persons in the study's sample with percentage (25.7%) strongly agreed with " *Newly learned words in reading situations have to be used in different contexts* ". There are (40) persons with percentage (57.2%) agreed with that, and (5) persons with percentage (7.1%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (5) persons with 7.1% are strongly disagree.

fig (17)
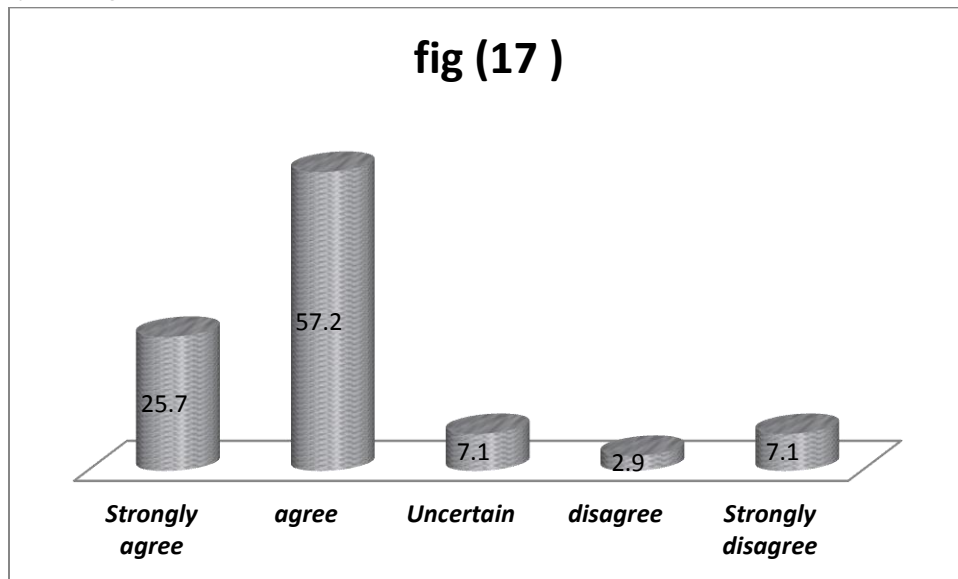
It was generally noted that "lexical problems frequently interfere with communication; communication breaks down when people do not use the right words". This underlines the importance of vocabulary in classroom teaching, as without vocabulary, it is difficult to communicate. Nevertheless, at that time priority to teaching was given to the notional and functional aspects of language, which were believed to help learners achieve communicative competence directly, so the teaching of vocabulary was much less directly emphasized in many ELT classrooms. So if newly or fresh learnt words are used in different contexts this is bound to help fix the meanings of the lexical items into the students' memories.

Statement No.(10): *Students should be encouraged to ask their peers of the words they ignore their meaning.*

Table No (4.20) The Frequency Distribution for the Respondent's Answers of Question No. (10)

Valid	Frequency	Percentage

72

Strongly agree	40	57.1
agree	25	35.7
Uncertain	2	2.9
disagree	3	4.3
Strongly disagree	0	0
Total	**70**	**100**

It is clear from the above table No. (20) and figure No (18) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with " *Students should be encouraged to ask their peers of the words they ignore their meaning.* . ". There are (25) persons with percentage (35.7%) agreed with that, and (2) persons with percentage (2.9%) were not sure that, and (3) persons with percentage (3.4%) disagreed. and (0) persons with 0.0% are strongly disagree.

fig (18)
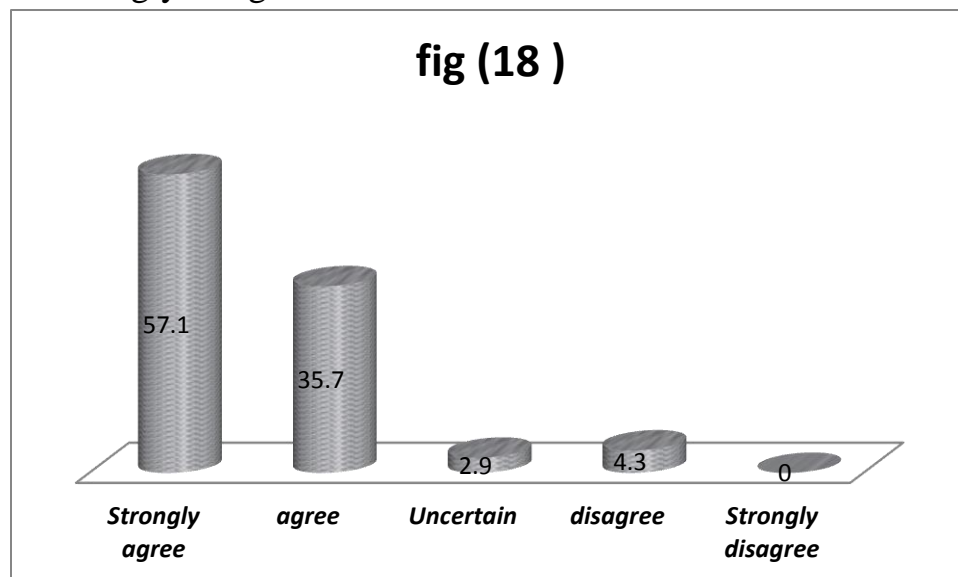
The main **benefits** of **peer** learning include, but are not limited to, the following: Students receive more time for individualized **learning**. Direct interaction between students promotes active **learning**. **Peer** teachers reinforce their own **learning** by instructing others. Goodlad and Hurst (1989) and Topping (1998) note that academic peer tutoring at the college level takes many different forms. Surrogate teaching, common at larger universities, involves giving older students, often graduates or advanced undergraduates, some or all of the teaching responsibility for undergraduate courses. Proctoring programs involve one-on-one tutoring by students who are slightly ahead of other students, or who have successfully demonstrated proficiency with the material in the recent past. Cooperative learning divides

classmates into small groups, with each person in the group responsible for teaching others, and each contributing a unique piece to the group performance on a task. Reciprocal peer tutoring (RPT), a more specific version of cooperative learning, groups classmates into pairs to tutor each other.

Statement No.(11): *The teaching of English at lower undergraduate levels is entrusted to barely trained tutors. Hence, vocabulary, learning is affected.* Table No (4.21) The Frequency Distribution for the Respondent's Answers of Question No.(11)

Valid	Frequency	Percentage
Strongly agree	50	71.4
agree	15	21.5
Uncertain	1	1.4
disagree	4	5.7
Strongly disagree	0	0
Total	70	100

It is clear from the above table No.(21) and figure No (19) that there are (50) persons in the study's sample with percentage (71.4%) strongly agreed with " *The teaching of English at lower undergraduate levels is entrusted to barely trained tutors. Hence, vocabulary, learning is affected.* ". There are (15) persons with percentage (21.5%) agreed with that, and (1) persons with percentage (1.4%) were not sure that, and (4) persons with percentage (5.7%) disagreed. and (0) persons with 0.0% are strongly disagree.

At university level tutors are not subjected to any kind of training that will help them handle their classes effectively. It is taken for granted that they can do their jobs perfectly as long as they are the top of their batches. Teaching profession always call for training no matter the kind of discipline one practices. Hence, tutors who join universities after they have served at the secondary or intermediate schools are observed to be more competent in

fig (19)
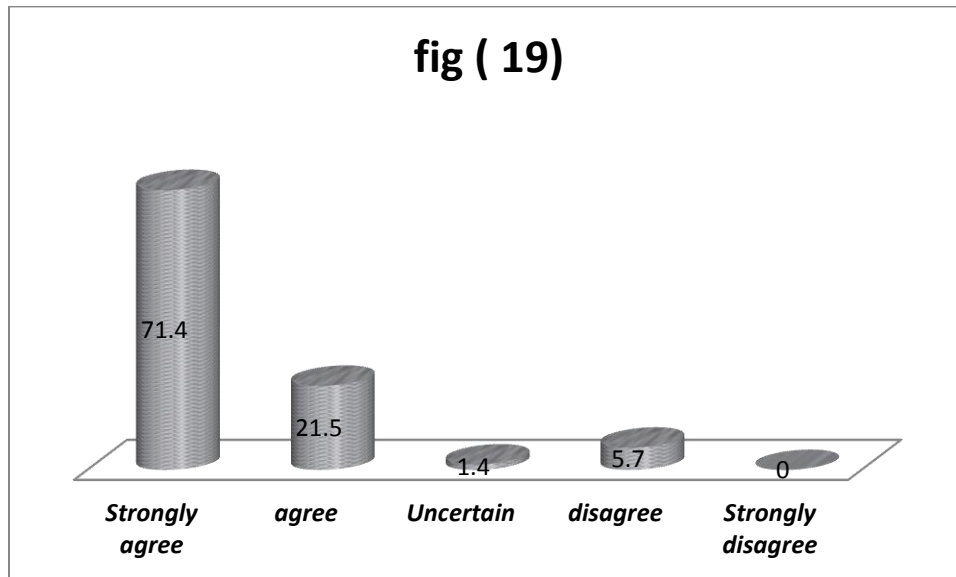
handling their classes than their colleagues who have been directly funneled into teaching operation after finishing their undergraduate courses. Therefore a kind of in-service training program has to be followed to guarantee good performance and hence upgrade the drastically lowering standards.

Statement No. (12): *When encountering a new word in context the teacher or classmates can be asked for clarification or help.*
Table No (4.22) The Frequency Distribution for the Respondent's Answers of Question No. (11)

Valid	Frequency	Percentage
Strongly agree	30	42.9
agree	29	41.4
Uncertain	3	4.3
disagree	4	5.7
Strongly disagree	4	5.7
Total	**70**	**100**

It is clear from the above table No.(22) and figure No (20) that there are (30) persons in the study's sample with percentage (42.9%) strongly agreed with " *When encountering a new word in context the teacher or classmates can be asked for clarification or help.* . ". There are (29) persons with percentage (41.4%) agreed with that, and (3) persons with percentage (4.5%) were not sure that, and (4) persons with percentage (5.7%) disagreed. and (4) persons with 5.7% are strongly disagree.

75

fig (20)
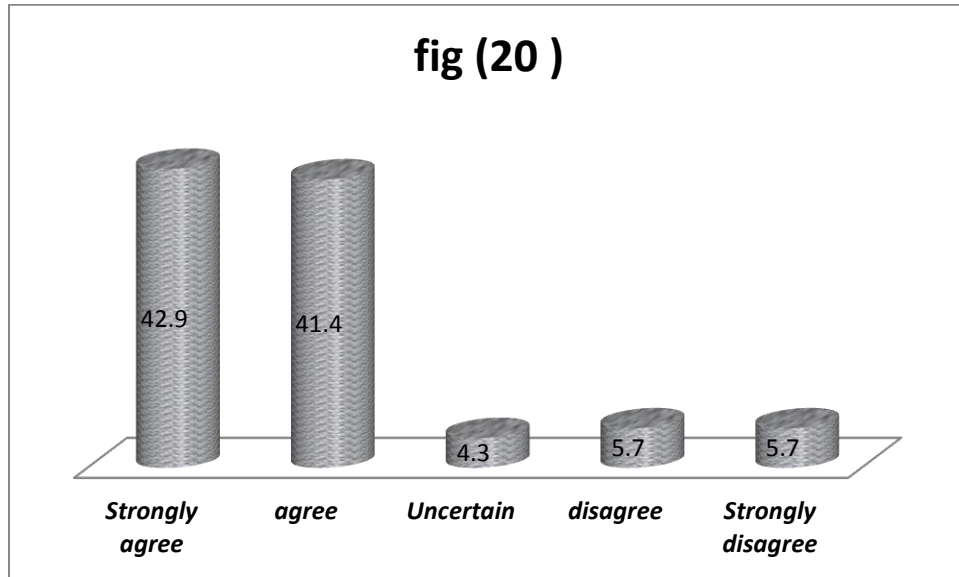
Despite the continued popularity of college student peer tutoring, there exists little comprehensive research on its effectiveness and benefits. What research does exist, however, has found that peer tutoring is highly cost-effective and usually results in substantial gains for participants, both academically and socially. The idea of co-operative learning has actually sprung out of peer learning and tutoring. The concept of cooperation is one of the predominant concepts in our Sudanese community in all aspects of our life.

Statement No. (13): *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.*

Table No (4.23) The Frequency Distribution for the Respondent's Answers of Question No. (13)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	2	2.9
disagree	3	4.3
Strongly disagree	0	0
Total	**70**	**100**

It is clear from the above table No.(23) and figure No (22) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed
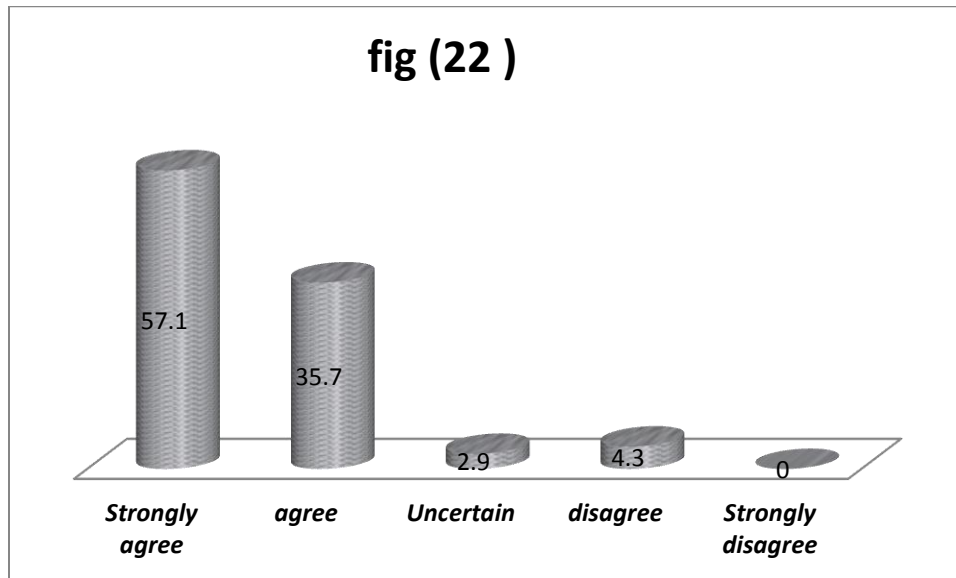
with " *Not all the parts of the syllabus, i.e. the skills are given the same time in handling, and so vocabulary learning is given very little time.* ". There are (25) persons with percentage (35.7%) agreed with that, and (2) persons with percentage (2.9%) were not sure that, and (3) persons with percentage (4.3%) disagreed. and (0) persons with 0.0% are strongly disagree.

fig (22)

Unfortunately, teaching and learning vocabulary is still given very little time despite its importance in language learning and forming of the different skills of learning.

Statement No. (14): *Learning about the culture of the native speakers can help students remarkably learn vocabulary.*

Table No (4.24) The Frequency Distribution for the Respondent's Answers of Question No. (14)

Valid	Frequency	Percentage
Strongly agree	20	28.6
agree	29	41.4
Uncertain	10	14.3
disagree	10	14.3
Strongly disagree	1	1.4
Total	70	100

Judging by the above No.(24) and figure No (22) It is clear that there are (20) persons in the study's sample with percentage (28.6%) strongly agreed with " *Learning about the culture of the native speakers can help students remarkably learn vocabulary* .". There are (29) persons with percentage (41.4%) agreed with that, and (10) persons with percentage (14.3%) were

not sure that, and (10) persons with percentage (14.3%) disagreed. and (1) persons with 1.4% are strongly disagree.

fig (22)
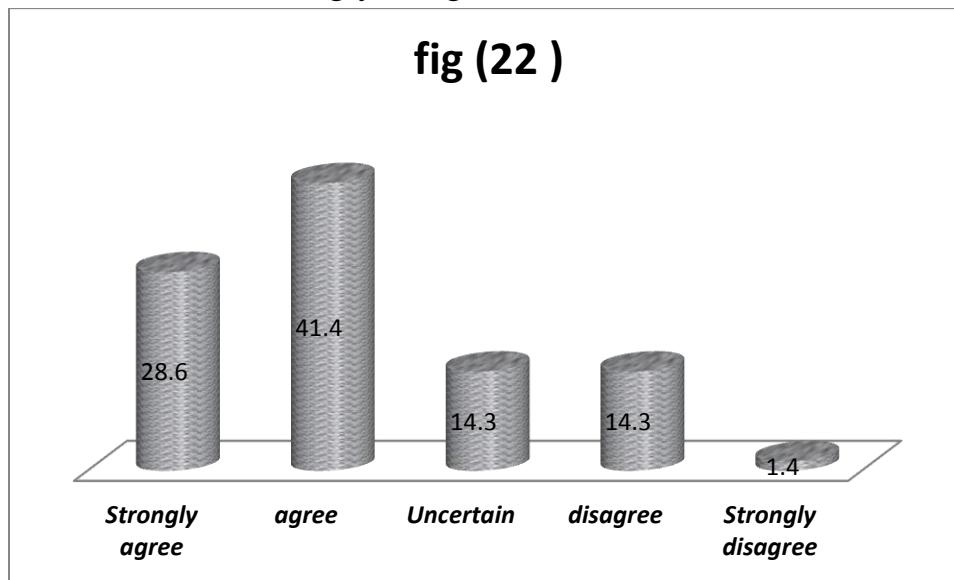
Most social scientists today view culture as consisting primarily of the symbolic, ideational, and intangible aspects of human societies. The essence of a culture is not its artifacts, tools, or other tangible cultural elements but how the members of the group interpret, use, and perceive them. It is the values, symbols, interpretations, and perspectives that distinguish one people from another in modernized societies; it is not material objects and other tangible aspects of human societies. People within a culture usually interpret the meaning of symbols, artifacts, and behaviors in the same or in similar ways.

Culture is not limited to language. It includes or manifests in other components like food, art, mythology, values and etiquette. These, in turn, all have a reciprocal impact on language. How can food culture or discussions of art exist without a linguistic framework? And by the same token, how can we understand a language without acknowledging the role that these other cultural components play in them? Understanding culture is a comprehensive task that includes language learning. Language learning is inseparable from understanding culture in its other manifestations. Consequently, students should   have good access to the target language culture in order to be able to learn its vocabulary.
Statement No. (14): *Syllabuses designed locally often fail to cater for external culture which is desirable to enhance the learners' background and word power.*

Table No (4.25) The Frequency Distribution for the Respondent's Answers of Question No. (14)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	28	40
Uncertain	0	0
disagree	1	1.4
Strongly disagree	1	1.4
Total	70	100

As shown by the above table No.(25) and figure No (23) It is clear that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with " *Syllabuses designed locally often fail to cater for external culture which is desirable to enhance the learners' background and word power* .". There are (28) persons with percentage (40.0%) agreed with that, and (0) persons with percentage (0.0%) were not sure that, and (1) persons with percentage (1.4%) disagreed. and (1) persons with 1.4% are strongly disagree.

fig (23)
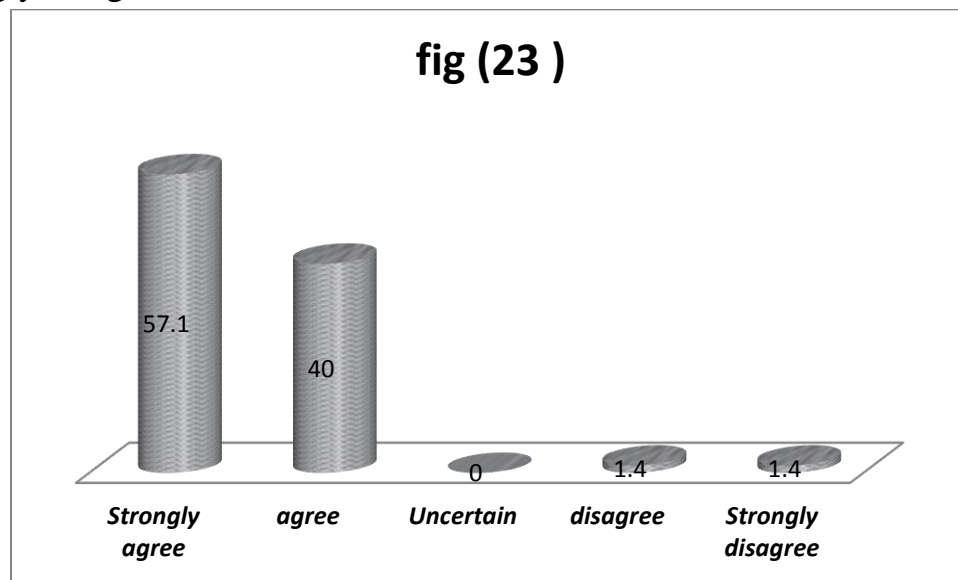
Few elements of language expose a cultural worldview better than idioms. In fact, understanding culture and language is achievable in fast forward just by learning idioms.

A simple saying like 'a penny saved is a penny earned' shows a lot about English prudence and American commitment to the coin. Idioms and

proverbs are an excellent way of understanding culture through language. Try on these other examples just for the fun of understanding culture: **Korean:** *A dragon rises from a small stream.*

Korea is a small nation, but from humble beginnings rise great things. This David vs. Goliath mentality is characteristic of the vigorous Korean attitude that fears no obstacles, nor workload, nor steepness of ascent.

Chi-Square Test Results for Respondents' Answers of the Questions

Nom.	Statement	mean	SD	Chi square	p-value
1	EFL learners face difficulties in vocabulary in general.	2.6	0.8	27	0.000
2	The meaning of words can be picked through reading several different texts.	2.4	0.5	25.7	0.000
3	Guessing words in context is one of the best strategies to learn vocabulary.	2.3	0.7	23	0.000
4	Making use of the grammatical structures of a sentence when guessing a new word in text can be helpful in learning vocabulary.	2.9	0.6	26	0.000
5	Teachers, there at university, do not provide students with varied reading activities which reinforce vocabulary learning strategies.	2.5	0.5	32	0.000
6	The overall environment at undergraduate level is not advantageous to learning vocabulary.	2.7	2	25	0.000

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 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 (12.4). 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 Cultures is very important in literary translation and has the great impact on it.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). 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 "Language is an expression of culture and individuality of the speakers, who perceive the world through language

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) 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 (12.4). 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 "Translating creative works (literary works) requires the ability to read between the lines.

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 (12.4). 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 "All cultures at the same time dynamic and reluctant to undergo any change.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question 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 (12.4). 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 "The deeper context is embedded in its culture, the more difficult it is to work on. 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 (12.4). 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 "Translator must consider both cultural and linguistic elements and translate based on these two factors.

Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis:

Nom.	Statement	mean	SD	Chi square	p-value
7	Upon entering university, first-year students come with a terribly poor level of vocabulary knowledge.	2.5	0.6	28	0.00
8	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.	2.6	0.8	27.7	0.00
9	Newly learned words in reading situations have to be used in different contexts.	2.4	0.9	25.7	0.001
10	Students should be encouraged to ask their peers of the words they ignore their meaning..	2.4	0.5	35	0.008
11	The teaching of English at lower undergraduate levels is entrusted to barely trained tutors. Hence, vocabulary, learning is affected.	2.5	0.8	33	0.00
12	When encountering a new word in context the teacher or classmates can be asked for clarification or help.	2.6	0.8	27.7	0.00

-The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) 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 (12.4). 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 "Translator must get in touch with different cultures which help him / her to translate correctly.

-The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). 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 "The literary translator should have a good knowledge of literary genres and sub-genres in both languages.

-The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). 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 "The literary translator should have personal aptness to lend him/her whole-heartedly to construct a matching literary text in the TL through translation.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). 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 "The cultural equivalence is the same as the linguistic one in literary translation.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question 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 (12.4). 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 "Dealing with the process of finding equivalence is the most significant issue existing among translators.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). 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 "Equivalence is the ideal method in many practical problems of translation.

Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis: <u>the strategies of teaching listening and speaking</u>

Nom.	Statement	mean	SD	Chi square	p-value
13	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.	13	0.4	25.6	0.00
14	Learning about the culture of the native speakers can help students remarkably learn vocabulary.	14	0.7	27.5	0.00
15	Syllabuses designed locally often fail to cater for external culture which is desirable to enhance the learners background and word power.	15	0.6	24	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). 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 "Differences between cultures cause more severe complications for the translator than do differences in language structure.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). 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 The notion of culture is essential to consider the implications for translation.

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 (12.4). 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 "Literary translation has never escaped from the constraints of a certain target cultural context.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) 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 (12.4). 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 "Translator faces difficulties in translation of literary terms because of the differences between different cultures, religions, and beliefs.

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 (12.4). 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 "The target social and cultural system provides sources for the translator and has a certain impact on the literary translation.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) 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 (12.4). 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 "The translator should take into account the purpose of the translation in translating the culturally-bound words or expressions.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). 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 "Translation is a significant tool in the process of cultural globalization.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) 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 (12.4) 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 "The audiovisual media, particularly TV, constitute an inexhaustible and immediate source of borrowings among cultures.

4.6- Summary of the chapter

This chapter has examined and analyzed the results of the DCT and the questionnaire with the intention of confirming or verifying the hypotheses of the study. The three questions along with the hypothetical statement have been thoroughly confirmed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

5.1- Summary and Conclusions

This study is an attempt to investigate the diverse vocabulary learning strategies and how they can be utilized to improve the students' knowledge of English language in general and maximize their vocabulary in particular. It aimed at investigating possible ways to boost students' communicative competence via classroom interaction. It also surveyed tutors' views on the issue in question. This study is set out to answer the following questions:

1. What is the role of learning strategies in promoting students vocabulary?
2. How are learning strategies important in increasing learners' vocabulary?
3. Why do learners have to improve their vocabulary learning strategies?

To achieve the set objectives, the study adopted a mixed-methods approach: the descriptive analytical and experimental methods. This allowed the research instruments to complement each other. Hence, an experiment, questionnaires, was used to address the research questions and objectives. The (SPSS) program version 20 was used for data analysis.

As many as 100 pupils participated in the study experiment, 50 teachers completed the questionnaires. The study found out that learning strategies can be taught and use by students to improve their overall mastery of the English language. The study also found out that the syllabuses pursued at undergraduate level are highly responsible for the inadequacy in the vocabulary levels to be met with at the postgraduate level. All the hypotheses have been adequately confirmed each in its proper place.

The study revealed that carefully selected texts can help narrow the cultural gap and help the student to have a better grasp of the subject matter and improve their communicative competence and classroom interaction. Consequently, tutors have to be selective as to the type of material they seek to handle with their students. Cultural gap is greatly responsible for bad rendering of the target language particularly on the figurative language level. It was found that introducing authentic material can maximize the students' grasp of the language. It is self –evident that vocabulary acquisition for all second language learners is fundamental. It is true that we can describe a few things without the use of grammar, but can express nothing without vocabulary. Good mastery of vocabulary is essential for second language learners who expect to operate at higher levels. Consequently without including this crucial element of authentic material very little and useful vocabulary will be learned. This can further be augmented by means of including simplified patterns of literary texts which have a good effect over the cultural gap and increasing the students' word power.

Excessive training on the part of the learners on practical level can further help resolve the problem of vocabulary learning and utilization as well as minimizing the cultural gap.

5.2- Recommendations

Based on the findings of this study, the following recommendations are suggested:

1- In order to improve students' vocabulary learning strategies, tutors should capture their students' attention and interest and try to provide them with every possible chance to improve their standards.

2- To increase students' practical competence in using their learnt vocabulary the cultural gap should be reduced by means of including texts known to have that effect as literature.

3- Carefully selected material can have a positive effect on the students' overall understanding of the language and can increase their communicative skills as their word-power increases quite considerably.

4- Syllabuses of English language should be carefully designed or selected from syllabuses designed by native speakers paying special attention to the local cultures. This will help students have access to authentic vocabulary.

5- Tutors should be trained to handle their classes in a way that promotes their students' vocabulary learning strategies and hence improve their communicative and linguistic competence.

6- To augment students' word power, tutors should see to include teaching or learning material from external sources to open the eyes of their students to the outside world and maximize their vocabulary.

5.3- Suggestions for Further Studies

This study puts forward the following suggestions:

1- Future study to be carried out on relatively larger scales as to include a number of universities in order to come out with novel insights in the area in question which is vocabulary learning strategies. Moreover, the present study has relatively concentrated on certain learning strategies; more studies are needed to examine other strategies.

2- Further studies are undoubtedly needed on teacher/students and students/students relationship which can be advantageous to such kind of studies when incorporated.

3- This study can be further extended by means of a quasi-research to have better and different results on areas such exploring authentic vocabulary material

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Appendixes

SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF GRADUATE STUDIES AND SCIENTIFIC RESEARCH

COLLEGE OF EUCATION-ENGLISH DEPARTMENT

A QUESTIONNAIRE FOR UNIVERSITY TUTORS AT SUDANESE
UNIVERSITIES

Dear Colleague,

This questionnaire will gather data about the learning strategies
students use when setting about learning vocabulary.   The analyzed
data will help form a better insight about the nature, causes and how
the problem can be addressed.

Part 1: Personal data:
  1. Name: (optional_____

  2. Highest degree earned:

  Bachelor's Degree   Master's Degree   PhD

  ☐   ☐   ☐

3 How many years have you been teaching English

1.year   2-5 years   2. 6-10 years   more than 10 year

☐   ☐   ☐   ☐

Part 2: General statements:

Instructions:
• Please choose only one answer for every question or statement.

Use the following scales:

Strongly agree: (If you strongly agree with the idea stated in the item).

Agree: (If you agree with the idea stated in the item).

Disagree: (If you disagree with the idea stated in the item).

Strongly disagree: (If you strongly disagree with the idea stated in the item).

No.	STATEMENT	RESPONSE			
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1.	EFL learners face difficulties in vocabulary in general.				
2	The meaning of words can be picked through reading several different texts.				
3	Guessing words in context is one of the best strategies to learn vocabulary.				
4.	Making use of the grammatical structures of a sentence when guessing a new word in text can be helpful in learning vocabulary.				
5	Teachers, there at university, do not provide students with varied reading activities which reinforce vocabulary learning strategies.				
6.	The overall environment at undergraduate level is not advantageous to learning vocabulary.				
7	Upon entering university, first-year students come with a terribly poor level of vocabulary knowledge.				
8.	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.				
9.	Newly learned words in reading situations have to be used in different contexts.				
10	Students should be encouraged to ask their peers of the words they ignore their meaning..				
11	The teaching of English at lower undergraduate levels is entrusted to barely trained tutors. Hence, vocabulary, learning is affected.				
12	When encountering a new word in context the teacher or classmates can be asked for clarification or help.				
13	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.				
14	Learning about the culture of the native speakers can help students remarkably learn vocabulary.				
15	Syllabuses designed locally often fail to cater for external culture which is desirable to enhance the learners background and word power.				