



بسم الله الرحمن الرحيم



Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Investigating the Difficulties Encountered by EFL Students in Using Vocabulary

**(A case of Second Year Students of English at El-Imam Al-hadi College-
Arts Programme)**

تقصي الصعوبات التي يواجهها طلاب اللغة الانجليزية كلغة اجنبية في استخدام المفردات
(دراسة حالة طلاب السنة الثانية لغة انجليزية بكلية الامام الهادي - برنامج الاداب)

**A Thesis Submitted in Partial Fulfillment of the Requirements
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Quranic Verse

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى:

﴿وَمِنْ آيَاتِهِ خُلُقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ السِّنِّكُمْ وَالْوَلَوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ﴾

صدق الله العظيم

سورة الروم (الآية 22)

Preface

(And of His signs are the creation of the heaven and earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge)

Quran verse [22:30]

DEDICATION

To my parents

To my brothers and sisters

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All praise is due to Allah the Almighty, without whose support this task would have not been a success. Deeply thanks are also due to my supervisor Dr Abbas Mukhtar. For his patience, constant support, encouragement, precious, guidance and maximized support throughout the process of this thesis. I would like also to extend my thanks and appreciation to the teaching staff members at Sudan University of Science and Technology, College of languages, Department of English Language for their support and encouragement. My sincere thanks are extended to expert doctors who checked the tools to ensure the validity; Dr. Alsadig Osman Dr. Muntasir Mubarak

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ABSTRACT

This study aimed at investigating difficulties faced by EFL students in using vocabulary to develop writing skill. The researcher adopted a descriptive analytical method two instruments were used for collecting data relevant to the study namely a questionnaire to teachers of English at some sundaes universities and a diagnostic test to second year's students English at AllmamAlHadi Faculty of Arts. The study sample comprised (30) teachers whereas the sample diagnostic test consisted of (30) students. The researcher applied the SPSS program to analyze and verify the hypotheses. The result showed that vocabulary learning can help students in promoting writing skill. Moreover using a bilingual dictionary can promote students in learning vocabulary. Guessing the meaning of vocabulary in context is one of the best ways to learn vocabulary .the study recommended that teachers should requiem students to use note book to facilitate vocabulary learning. Furthermore teaching English vocabulary should be taught in context by their instructors. Some suggestions are also proposed for further studies.

ABSTRACT

(Arabic Version)

هدفت هذه الدراسة إلى تقصي الصعوبات التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية في استخدام المفردات. فقد إتبع الباحث المنهج التحليل الوصفي، وقد تم إستخدام إثنين من الأدوات لجمع البيانات المتعلقة بالدراسة، المتمثلة في الإستبيان صمم خصيصاً لأساتذة اللغة الإنجليزية في بعض الجامعات السودانية وإختبار تشخيصي لطلاب السنة الثانية بجامعة الإمام الهادي كلية الآداب. وقد تم إختيار عينة (30) بالنسبة للإستبيان والإختبار التشخيصي. وطبق الباحث برامج الحزم الإحصائية للعلوم الإجتماعية لتحليل وتأكيد الفرضيات. وإتضح جلياً من خلال نتائج الدراسة إن تعلم المفردات تعلم الطلاب في تطوير مهارات الكتابة. إستخدام قاموس ثنائي اللغة ليطور الطلاب في تعلم المفردات الأكاديمية. بالإضافة إلى ذلك خمين معاني مفردات في سياقها هي من أفضل الطرق للتعلم. وقدمت الدراسة عدد من التوصيات أهمها: على الأساتذة تنبيه الطلاب بإستخدام المفكرة كي تساعدهم في تعلم المفردات وعلاوة على ذلك على الأساتذة تدريس المفردات في السياق. وأيضاً قدمت بعض المقترحات للدراسات المستقبلية.

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CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

According to Kamil and Hiebert (2004) vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when hear or see them. Productive vocabulary includes words that we use we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definition and connotations – or ever use them ourselves as we speak and write (Lehr and Osborn, 2007)

Adding complexity, in education, the word vocabulary is used with varying meanings. For example, for beginning reading teachers, the word might be synonymous with “sight vocabulary”, by which they mean a set of most common words in English that young students need to be able to recognize quickly as they see them in print. For teachers of upper elementary and secondary school students, vocabulary usually means “hard” words that students encounter in content area textbook and literature selections.

According to Ghazal (2007) vocabulary is central to language and is of a great significance to language learners. Words are the building blocks of a language since they label objects, action, ideas without which people can't convey the intended meaning. Prominent role of vocabulary knowledge in second or

foreign language learning has been recently recognized by theorists and researchers in the field. According to Baber and Bacon (1995) said that words serve different purposes when reading, writing and speaking. A reader need to recognize words and assign meanings to them; a writer and speaker must choose words to convey ideas. A person with a limited vocabulary will have difficulty expressing and understanding ideas.

According to Shawna and Brynildssen (2000) state that rich vocabulary is a critical element of reading ability. Research identified vocabulary knowledge as the most important factor in reading comprehension. They state the strong link between reading and writing. Reading and writing are two analogous and complementary processes in that both involve generating ideas or recognizing ideas into a logical order drafting them a number of times to achieve cohesion, and revising the ideas as is appropriate. The processes are so closely aligned that some researchers even advocate teaching and writing simultaneously rather than as two separate subjects.

.1.1 Statement of Study Problem

The researcher has observed that many students are unable to conduct academic writing, this is due to the lack of vocabulary knowledge and strategies This study is an attempt to investigate difficulties faced by EFL students in using vocabularies to develop writing skill. Students have a great problem in using vocabulary because they don't know how to use it.

The researcher has tackled this issue to highlight the problematic areas so as to find solutions.

1.2 Objectives of the Study

This study sets out to achieve the following objectives:

1. It is an attempt to investigate whether EFL students are able to use the vocabularies appropriately.

2. It is an attempt to diagnose whether inadequate knowledge of students' vocabulary is responsible for the failure of using vocabulary in writing.

3. It is an attempt to highlight whether teachers give students enough opportunities to practice writing using vocabulary items they have already acquired.

1.3 Questions of the Study

This study sets out to answer the following questions:

1. To what extent do students able to use the vocabularies appropriately?

2. To what extent can inadequate knowledge of students' vocabulary is responsible for the failure of using vocabulary in writing?

3. To what extent do teachers give learners enough opportunities to practice writing using vocabulary items they have already acquired?

1.4 Hypotheses of the Study

This study sets out to test the following hypotheses:

1. Most of students are not often able to use vocabulary appropriately.

2. Most of Students' inadequate knowledge of vocabulary is the main factor behind the failure of using the correct vocabulary choice when they write.

3. Most of Teachers don't give their learners enough opportunities to practice writing using vocabulary items they have already acquired.

1.5 Significance of the Study

The significance of this study stems from its attempt to bring up new insight into issue pertaining to investigating difficulties faced by EFL students in using vocabularies to develop writing skill. This study will cover the area of vocabularies. It helps the students of University to be aware of using

vocabularies in writing. It helps the teachers in developing the points of weakness.

So, it is hoped that the results arrive at will help the curriculum designers to take the right decisions with regards to promoting the students in using vocabularies, which is badly needed in their studies so people need to act globally so as to keep space with the rest of the world. Therefore, the significance of this study stems from its emphasis on addressing problems.

1.6 Methodology

The researcher will adopt the descriptive analytical method as well as quantitative method. Questionnaire and written diagnostic test are used as primary tools for data collection. A questionnaire will be distributed to teachers of English language at Sudan University of Science and Technology (SUST) in checking their point of view in terms of this issue. Written diagnostic test will be given to students of English.

1.7 Limits of the Study

This study will be limited to investigate difficulties faced by EFL students in using vocabularies to develop writing skill. It is hoped that will tentatively cover the academic year from (2018-2019). It will be conducted at Sudan University of Science and Technology, College of Languages, and study sample will be exclusively drawn from second year students at Sudan University of Science and Technology- college of Education.

CHAPTER TWO
LITERATURE REVIEW and
PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter discusses the related literature review on investigating difficulties faced by EFL Students in using academic vocabulary to develop writing Skill. It will be divided into two parts; the first part is called theoretical background and the second part is called previous studies.

2.1 Definition of Vocabulary

Vocabulary (in Wikipedia dictionary website) is a set of words known to a person or other entity, or that are part of a specific language. The vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person or the set of all words likely to be used by that person when constructing new sentences. The richness of a person's vocabulary is popularly thought to be a reflection of intelligence or level of education.

Vocabulary refers to the words that we must know to communicate effectively.

Sesnan (1997) reported that: "Vocabulary can be considered as the flesh of the language. Words are the tools which can help the learner to go through language. There are two types of vocabulary: active and passive, The passive vocabulary or function words is taught only for recognition and understanding. Active vocabulary or content words is taught in order to be used whenever it is needed. Our passive vocabulary is the total number of" words we understand. Our active vocabulary is the total number of words we use. The passive vocabulary will always be larger simply because there is so much we read and so much we hear that we don't talk or write about.

For pupils who are beginners in English, the active vocabulary may be zero, but it would very surprising if the children had no passive vocabulary at all.

Loufer (1997) presented her re/search on the relationship between passive and active vocabularies, and she concluded that the two develop differently controlled active vocabulary grows at slower rate than does passive vocabulary, and the gap between the two widens as passive. Vocabulary increases.

There is no aspect of language that is more important than vocabulary and comprehension. Vocabulary is a key element in the second language class.

The importance of vocabulary for overall foreign language acquisition is the basis of multitude of vocabulary acquisition studies. Effective learning of a foreign language or second language involves to a great extent learning new vocabulary words. The ultimate of vocabulary learning is to improve large language proficiency; Vocabulary is an essential element in learning a foreign or second language, but it cannot be taught or learnt in complete isolation from the rest of the linguistic components, namely grammar, phonetics and phonology, and notions and functions.

Mendez and Romos (1999) stated that "In learning a foreign language, vocabulary plays an important role. It's one element that links the four skills of speaking, listening, reading, and writing all together. And they also

Vocabulary is the point from which to start communication through written words, reading comprehension, listening, and speaking activities especially in both our real life situation and classroom situations. Vocabulary development is the major focus in many classrooms because the words students use while speaking, reading, and writing will influences their success in any academic area.

In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Vocabulary refers to the words we must communicate effective.

Sheehan (2004) claimed that Many of English language teachers like to stress grammar over vocabulary, because grammar is a finite system, whereas vocabulary is not. The reasoning is that language teachers could not possibly keep track of even a fraction of the words the English language now contains let alone it's ever- expanding lexicon.

Sesnan (1997) claimed that:"~words are like building materials which are combined in a sentence". To understand how words can be used and to teach vocabulary effectively we have to understand the role words are allowed to play in sentences.

2.2Lexical meaning

The nature of lexical become a controversial area among linguists Some linguists refer to lexical meaning as a property of the linguistic form, while other linguists refer to lexical meaning as the regularity with which words are used and a third group of linguists believed that words have no meaning except when they are used in a context Zgusta ,(1971)

According to Heatherington (1980) lexical meaning can be classified into denotative and connotative meanings.

Zgusta (1971) states that main component of lexical meaning are (1) designation, (2) connotation, (3) the range of application. The first component designation, sometimes called denotation, refer to all the relations existing between the word and the single parts of the real world.

The second component connotation is described as consisting of all Components of the lexical meaning that add some contrastive value to the basic, usually designative function. For instance the two verbs "to die, peg out" the verb 'to die' convey the functional information only, while 'peg out' has the connotation of vulgarity.

The third component of lexical meaning, which is the range of application, depends on the use of the words in context. For example, the two words "wages and salary", have identical designation. The two words mean

receiving money after finishing work and there are no connotation differences between them. The difference appears only in the range of application. Wages are paid weekly, while salaries are paid in monthly. The use of the word can be restricted or broad and leads to various sense relations and collocations.

Denotation, on the other hand refers to 'the relation between an expression and an entity in the extra-linguistic world' Cann, (1993)'the definition of the words in a dictionary is called denotative meanings'. According to Taylor (1976) a thing or an event that a word refers to is called 'denotative meaning. For instance, 'mother' the denotative meaning is a female parent. While, the connotative meaning can be lovable, excessive femininity, emotional, refinement etc.

On the same line of thought, McCarthy (1997) states that denotation is the meaning of a word as it relates to the extra-linguistic world.

Connotation means when words carry additional information meaning. 'Denotation is designative or referential meaning' Osgood,(1979).

While connotative (emotive and metaphorical) carry the same meaning, they can be used interchangeably.

Gaeng (1971) states that semanticists distinguish between denotative and connotative meanings. "The connotation of a word being the special supplementary value as it were, that color our sphere of reference". For example, a person can learn a word under certain situation (terrifying condition), whenever the word is mentioned he goes through traumatic experience. "... every word (lexical unit) has something that is individual makes it different from any other word. And it is just the lexical meaning which is the most outstanding individual property of the word ..." Zgusta and Baker (1971)(1992) states that the lexical meaning of a word or lexical unit may be thought of as specific value it has in a particular linguistic system and the personality it requires through usage within that system All semanticist agreed that denotation is 'the relation between words and external reality'.

And connotation as '... words become associated with certain characteristics of the items to which they refer or with a feeling or idea suggested by an object or a situation although not necessarily a part of the word's meaning ...'

Connotation causes more difficulties than denotation. This is so because connotations are relatively unstable and change their status rapidly. The researcher sums up the different views of semanticists on the concept of denotation and connotation that the relation between words and extra-linguistic world is called denotation. Denotation expresses part of the words meaning, while the meaning of the word beyond its denotation is known as connotation. In other words, it is related to the emotional reactions and attitudes of the user toward what the word refers.

2.3 Definition of collocation

A collocation is a pair or group of words that are often used together. This combination sounds natural to native speakers but students of English have to make especial effort to learn them because they are often difficult to guess. Some combination just sounds "wrong" to native speakers of English. For example, the adjective fast collocates with car, 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 collocation 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 collocation are more open, where several different words may be used to give similar meaning, for example keep to/ stick to the rules. Here are some examples of collocations.

You must make an effort and study for year exams (Not do an effort) Did you watch T.V last night? (Not look at T.V) this car has a very powerful engine. (Not strong engine) there are some ancient monuments nearby. (Not antique monuments)

Sometimes, a pair of words may not be absolutely wrong, and people will understand what is meant, but it may not be the natural, normal collocation. If someone says (I did a few mistakes) they will be understood, but a fluent speaker of English would probably say (I made a few mistakes) McCarthy, (2005).

Crystal (1987) agreed with Firth.

2.4 Idioms and Fixed Expressions

Redman (1997) reported that an idiom is a group of words with a meaning that is difficult to understand from individual words, and often difficult to understand from individual words. Many of the phrasal verbs were idiomatic.

Here is some common idiom:-

- They told us to get a move on. (hurry: be quick)
- I don't know the answer off-hand. (Without looking it up or asking someone).
- - It isn't far. We can take a short cut (a quick way) through the park.
- I'm not very good at small talk (social talks; not about serious things).
- I'm sorry I can't make it (come) on Friday.
- I asked her to keep an eye on (watch/ look after) my suitcase while I went to the toilet.

2.4.1 Fixed Expression

There are also expressions in English where the meaning is easy to understand. But the same idea in your language may need completely different expression. In other words; if you just translate from your language, you may say something in English which is completely wrong. For this reason, you may need to learn some expression as idioms for example:

A: what was wrong with the hotel?

B: well, for a short it was next to a motor way and very noisy. And to make matters worse there were factories on the side of the road, which stayed open 24 hours a day.

It is not a problem in the short term (at the moment) but in the long term (for longer future) we will need to think about it and probably spend some money on it.

2.4.2 Using idioms

Idioms are important but they can be difficult to use correctly. With many idioms, if you make just a small mistake, it can sound strange, funny or, badly wrong for example; get move; small talk; put an eye on, off hand, etc.

Idiom often have especial features, they may be informal or funny or ironic, they only be used by certain people (e.g. young children, or teenagers, or elderly people) they may only appear in limited contexts, they have special grammar. For this reason you can often learn the meaning of an idiom, but then use it incorrectly. For example; after her husband died she was down in the dumps. (This idiom means sad depressed but is completely wrong here: The situation is too serious and the idiom is too formal).

2.4.3 Easy idiom to use

Some idiomatic expressions are used on their own, or with just one or two words. These are often easiest to use.

A: are you coming?

B: yes, hang on (wait)

A: what's up? (What is the matter?)

B: Nothing

A: I'm really sorry but I've forgotten to bring the book you lent me.

B: that's ok, never mind. (It is ok. Worry; it's not important)

A: can I brow your dictionary?

B: sure, go ahead (help yourself; take it do it)

A: I don't know which one to chose

B: well, make up your mind (make decision)

2.4.4 Different aspects of the idiom

According to Jennifer and McMordie (1988) stated that an idiom can be defined as a number of words which, when taken together, have different meaning from the individual meaning of each words.

2.4.4 Kinds of idioms.

Idiom takes many different forms or structures. An idiom can have a regular structure, an irregular or even a grammatically incorrect structure. The clarity of meaning is not dependant on the grammatical correctness. A few examples will illustrate this:

Form irregular, meaning clear, as in give someone to understand, do someone proud, do the dirty on someone.

-1form regular, meaning unclear, as in be at large, go great guns, be at daggers drawn.

We find in fact, the most idioms belong to the second group, where the form is regular but the meaning unclear. However, even in this group some idioms are clearer than other. For examples are to tell someone where to get off, to carry they can, to drop the brick, to call the shots.

2.4.5 Where and when to use idioms?

One of the main difficulties for learners knows situation it is correct to use an idiom, the level of style. The book gives help with labels such as informal, slang, taboo and US. Unmarked idioms are neutral and many be used in most situations. Informal idioms are used in everyday spoken English and in personal letters. Learner s is advised to avoid using slang and taboo expressions until their mastery of the language is complete. Several examples are however included for reference purposes.

A further difficulty is knowing whether an idiom is natural or appropriate in certain situations for example of typical use in particular situation such as in

business context, are giving and those should be studied carefully. Another difficulty is that of fixed idiom with variants it is most important to be exact in one's use of fixed idioms, as inaccurate idiom may mean nothing to a native speaker. Above all, remember that it is extremely unwise to translate idiom into or from one native language. One may be lucky that the two languages have the same form and vocabulary, but in most cases the result will be utterly bewildering to the English native speaker and possibly amusing

2.4. 6Key words with idiomatic uses

Adjective and adverbs

Bad:

Bad blood, unfriendly lines or enmity between two people or families. There's been bad blood between the two brothers ever since their father's death. He left more to one son than to the other.

Bad news a person, often with the criminal tendencies, who brings trouble to others. Take care, Lucy ! That young man is bad news.

Big:

Big deal (Informal) terrific Great! (Ironical) .said when one is not Impressed/pleased/etc. by something: I got the job! I got the job! Big deal!

You are the only applicant; we 'rent you?

Dead:

Dead drunk extremely drunk-I've never seen Simon in such a state. He was dead drunk.

Dead easy very easy. Expected the math test to be dead easy, but I couldn't do single question. T

Flat:

Fall (a plan) project etc) not materialize, fail to develop. We had plans to go to Canada to visit friends, but baby fell flat when father had to go into hospital.

Nouns

End:

At the end of the day, when one has considered everything- I know Chris has faults, but at the end of the day he's the only man who can do the job properly.

The end of the line /road the point at which some activity or situation must stop (e.g. relationship) because no further progress is possible or because it has not future etc. when Stephanie discovered that Dan was seeing another woman, she knew that it would mean the end of the line for their relationship.

Line:

Be in no's line being to someone's taste, what someone likes doing etc. I'm sorry. But discos aren't exactly in my line.

2.5 Idiom with nouns and adjectives

A bit of all right (slang) something/someone that finds someone's approval
Richard's got a new girlfriend. I know. I've seen her. She's bit of all right.

Miscellaneous

All:

All in all considering everything. We didn't agree on every point, but all in all, and not forgetting that he's beginner, he speaks English very well.

According to Palmer (1976) claimed that idioms involve collocation of special kind. Consider for instance:-

- Kick the bucket A
- Fly of the handle
- Spill the beans
- Red herring

For here, we not only have the collocation of kick and the bucket, but also the fact that the meaning of the resultant combination is opaque (2-4) it is not related to the meaning of the individual words, but is sometimes (though not

always) nearer to the meaning of a single word (thus kick the bucket equal die)

Although an idiom is semantically like single word it doesn't function like one. Thus we will not have a past tense kick the bucket. Instead, it functions to some degree as a normal sequence of grammatical words so that the past tense form is kicked the bucket. But although the verb may be placed in the past tense. The number of the noun can never be changed.

We have spilled the beans but not like these:-

- *Spill the been
- *Fly off the hands
- *lick the bucket
- *Put on good facts
- *Blow one's tops. Etc.

Similarly with red herring the noun may be plural, but the adjective cannot be comparative (the - er form) thus we find red herring but no *redder herring.

There are also plenty of syntactic retractions. Some idioms have passive, but others don't. The law was laid down and the beans have spilled are all Wright (though somehow question the latter) but the bucket was kicked is not.

But in no case could we say. It was the..... (Beans that were spilled, law that was laid down, bucket that was kicked, etc.)

The restrictions vary from idiom to idiom. Some are more restrictive or "frozen" than others.

2.6 Common types of idioms in English

Phrasal verb:

The combination of the verb plus adverb of the kind, make up, give in, put down. The meaning of these combinations cannot be predicted from individual verb and adverb and in many cases there is a single verb with the same or very close meaning- invent, yield, quell. Not all combinations of this

kind are idiomatic of course. Put clown has literal sense too and these are many others that are both idiomatic and not.

e.g.

- Take in as in the conjuror took the audience in
- The woman took the home class children in.

There are even degrees of idiomatic since one can. Make up a story.

- Make up a fire.
- Or make up one's face

Moreover, it is not only sequences of verb plus adverb that may be Idiomatic.

Prepositional verbs: are sequences of verb plus.

Preposition such as:

- Look after.
- Go for

With the sequences of verb, adverb and preposition such as:

- Put up with (locate)
- Do away with (kill)

There is also what we may call partial idiom, where one of the words has its usual meaning; the other has a meaning that is popular to the particular sequence. Thus red hair refers to hair, but not hair that is red in strict color terms. Comedians have fun with particular idioms of this kind, when instructed to make a bed they bring out a set of carpenter's tools. Whether white in white coffee, white wine and white people is idiomatic depends on whether or not we define the terms as “with the highest of the colors normally associated with the entity. Not surprising by black is used as it's opposite for coffee and people (though again neither are black in color terms). Yet it is not used for wine. Thus it can be seen that even particular idiomatically can be a matter of collocation restriction. On more comic level there is partial idiomatic in rating cats and dogs (welsh it rains old woman and stick).

2.7 Phrasal verbs in present-day English, and Regional variation

Phrasal verbs are still currently productive, and there has been the rise of a more complex form, the three part - part phrasal prepositional verb, which includes a verb, a post-positioned particle, and a complementary prepositional phrase. Examples of the first type include (put up with) and (do away with), which qualify as phrasal verbs because they can be translated by single Latinate verbs (tolerate) and (abolish), although their particles are not movable: (I put up with traffic every day).

A second variation of phrasal-prepositional verbs in present-day English takes a movable particle around a noun-phrase direct object as well as a complementary prepositional phrase, as in (she fixed her friend up with her cousin). The notable distinction from first type are:

(1) That the particle can move, because (2) there is an explicit direct, (Lamont, 2005).

2.8 Phrasal verbs in present-day English, and Regional variation

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2.9 Key verbs of English phrasal verb

McCarthy and O'Dell (2004) argued that the verbs come, get, and go; look, make, put, and take are key verbs of English phrasal verbs.

Come:

Come expressing an idea of movement or change of state.

- come long (arrive at place) e.g. not many people bought tickets for the concert in advance but quite a few come along and bought tickets at the door.
- Come apart (separate into piece) e.g. the antique picture frame just came a part in my hands.
- Come around (become conscious again) e.g. a nurse was with me when came around after the operation.
- Come out (disappear or become less strong) e.g. let your shirt soak overnight and the stain will probably come out.

B-Come expressing an idea of happens:

I was planning to arrange a surprise holiday for her birthday but I am not sure it is going to come off. (Happen successfully or as planned).

I have had to organize the school fair again this year-I am not quite sure how that comes about. (Happened, especially something which is not planned).

2.10 C- Other meaning of come:

I'm doing a research project for my degree on the psychology of ageing, but I've come up against a few problems (encountered).

I came across (discovered) someone who is done an almost identical study, so I've got to come to (make) a decision: do I want to continue with it or not? I guess in the end my decision will come down to (depend mostly on) what my professor recommend).

Get:

A: Learning phrasal verbs in pairs associated with a context.

Lt-a- gets together: it two or more people get together, they meet in order to do something or spend time together,

B: get on: it two or more people get on, they like each other and friendly to each other.

2-a: get on: continue

b- Get behind: if you get behind with work, you have not done as much work as you should by a particular time.

3-a: get something over with: do and complete something difficult.

b- Getaway with: succeed in not being criticized or punished for something wrong that you have done.

Examples:-

1- It is to get together with people you get on with

2-It must get on with my work. I got behind because I spend too much time on the internet

3-Let's get this meeting over with, or else we will never get away before the rush hour and will take ages to get home.

4- I can't get over how she manages to get away with doing so little work. It is obvious to everyone, but the boss never seem to notice

Go: Amelia's story:-

Amelia has been going through difficult time at work, so she decided to cheer herself up by going in for a completion. The prize was luxury holiday in the Caribbean. Amelia has to go without a holiday or several years now, so she really wanted to win, the completion was to write a story beginning "suddenly the lights went out "The problem was that Amelia couldn't think of an idea for her story.

Look:

A: phrasal verbs look keeps aspect of its basic meaning. The idea of seeing, observing, or noticing something is included in many phrasal verbs with look.

Tim: did you manage to read the report?

Iris: well, I looked at it, but I hasn't read it probably.

Tim: I'd like you to read it if you could. We need to look at the conclusions and make some decisions.

Rita: how does I get to your village coming from the city?

Bob: when you are on the motor way, look out for a sign saying "willows clean" that is where you turn off. " "

B: phrasal verbs where look has more abstract meanings.

If you	Then you.....
Look up to somebody	Respect and admire them
Look down on somebody	Think that someone is less important than
Look after somebody	Take care of somebody
Look a head	I think about what will happen in the future
Look around	Try find something you want
Look forward	Feel

Make:

A: make+ particles tor, out and up e.g.

Can you make out the words of this song?

When we get to the park, the children made for the swings while I sat on a bench.

Sally didn't want to go to the concert, so she made up an excused about being ill.

The children loved uncle Bob because he was so good at making up new games.

B: make + two particles:

Make up for: provide something good in order to make a bad situation better.

Make it up to: do something good for someone who you have done something good for you e.g.

1-The wonderful food in the restaurant made up for the rather uncomfortable seats.

2- I forget Teresa's birthday yesterday so I will have to take her somewhere nice to make it up to her.

Put: A: put verb relate to physical actions with all these phrasal verbs the particle can come either before or after the object, e.g. to put on a CD or to put a CD on.

We send yesterday putting in a new washing machine (fixing new equipment)

Could you put the air condition on, please?

It is also hot in here (make a device work by pressing as witch).

I don't think you have heard this CD. I will put it on.

Would you mind putting that light out? It is shining directly onto my computer screen (making a light a stop shining by pressing as witch).

They are putting up a new block of flats near to the park (building structure),'

It poured with rain while we tried to put our tent up (open something that is folded).

B: put verbs and time: `

Dave: Jim, I'm sorry to have to put you off again, but I'm just too busy to see you today (tell someone you can't them or do something for them till later time).

Could we put it off until next Monday?

Pilot: ladies and gentlemen, we are now coming into land at Mexico City.

You may want to put your watches forward; the local time is 8:35am (make a watch or clock show an earlier time).

Take: A- take in a physical sense:

If you take a part something or take something a part you separate it into its different parts, e.g. Rod loves taking clock a parts, but he never manages to put them together again.

If you take back something or take something back, you return it to the person or organization that you bought or barrowed it from e.g. when you go into a town to take back your library books could you also takes these trousers back to the shop for me.

Me-they are too small

If you take aside somebody or take somebody aside ,you separate someone from the group of people so that you can speak to them privately e.g. My boss took me side at the Christmas party and told me he was going to give me a promotion in the new year.

It you take off, you suddenly leave a place without telling a gone where you are going e.g. most people stayed at the party for some reason .b~ take in an abstract sense:

Take up: start doing a particular job or activity

Take off=subtract a particular amount from a total.

Take away: subtract a first number from a second number.

Take back=admit something you said was wrong.

Take in: look at something carefully noticing all the details.

For instances =

1-My son has recently taken up stamp collecting as hobby.

2- The shop assistant looks off ten percent because the item was damaged.

3-If you take 11 away frpm33, you are left with 22.

4-lshouldn't has called you lazy l take it back.

5- He showed us a photo of his house, but I was so tired that I didn't really take it in.

2.11 Formal characteristics of phrasal verbs and prepositional verbs

Many EFL students refer to all multi-word verbs as phrasal verbs. But in fact there are distinctions between the three types of multi »word verbs:

Prepositional verbs .in the part the study will be dealing with the formal characteristics of these types of multi-verbs and how they are distinguished from each other.

2.12 phrasal verbs: form and meaning

Redman (1997) shows that a phrasal verb, is a verb is verb combined with an adverb or a preposition, and occasionally with an adverb 'and preposition .a phrasal verb is complex verb consisting of a simple verb and an adverb particle ,such as make up turn on, put away ,take off, till up, run over, take in and do up. For example:

- 1- The price of petrol may go up (=increase) again next week.
- 2- He fell over (=fell to the ground) when he was running for the bus.
- 3- She is promised to find out (=learn/discover) the name of that new hotel.
- 4- Who is going to look after (=take care of) the children when she goes into hospital?
- 5- He doesn't get on with (=have a good relationship) his parents.
- 6- We run out of it.
- 7- I do not know why you put up with this noise.

Furthermore, the last three examples which consist of verb plus adverb plus preposition are called phrasal -prepositional verbs.

Phrasal-prepositional verbs are a small. Group of multi-word verbs made from a verb plus another word or word and end with preposition and there is always direct object, like prepositional verbs. Phrasal-prepositional verbs are

inseparable .however, phrasal verb are separable .that is the particle in a phrasal verb can be moved to the end a phrasal can remain together when its object is a noun or a noun a phrasal. Note that phrasal verbs must be separated when the object is a pronoun .e.g.

-they called up the teacher or they called the teacher up.

- I picked John up or a picked up John.

Redman (1997) also argues that, sometimes the meaning of phrasal verb is very similar to the base verb, and the adverbs just emphasizes the meaning of the base verb, e.g. stand up, wake up, save up, hurry up, sit down, lie down and sent off. On the other occasions, the adverb adds the ideas of completing the action of the verb, e.g. drink up (=finish your drink), eat up (=finish eating) and finish off. But more often, the meaning of phrasal verb is very different from the base verb, e.g. go up doesn't mean the same as go 'look after' is different from look after is also quite different from "look up" an adverb or preposition can therefore change the meaning of a verb a great deal These are some more examples of this type of phrasal verb:

It looks her a long time to get over (get better/recover from her illness)

He told me to carry on (continue) as far as the traffic lights.

I persuade my wife to give up (stop) smoking.

I can't make any sandwiches because we have run out of bread.

(The bread is finished/ all used, so we have no bread).

In the end my next- door neighbor had to come and put out (extinguish/stop) the fire.

However, phrasal verb is a combination of a verb and preposition, a verb and adverb, or a verb with both an adverb and preposition, any of which are part of syntax of the sentence, and so is a complete semantic unit.

2.13 Preposition verb

A preposition verb consists of a verb and preposition, e.g. call on, care for, and insist on. A prepositional verb takes a complementary prepositional phrase, all prepositional verbs have direct object, e.g.

I believe in God.

He looks after dog.

Did you talk about me?

Loin is waiting for Mary.

Prepositional verbs can't be separated, that means we can't put the direct object between the two parts, e.g. we must say "look after the baby" and we can't say "look the baby after". However, prepositional verbs add the meaning of the preposition of the verb. A preposition verb is also defined as a type of multi- words items. It is a verb+ preposition combination that the best understood, and the best learnt as a unit. Prepositional verbs are called prepositional verbs because their objects must be preceded by a preposition. A prepositional verb that is strictly transitive, such as "rely on" will always be used with their preposition when they have an object; otherwise, they will be used without preposition. Ordinary transitive verbs such as "listen to" will be used with their preposition when they have an object; otherwise they will be used without preposition, e.g.

"Sam told Sarah he loved listening to jazz" (the object jazz is prepared by to)

"Sami told Sarah he loved jazz but he wasn't listening (Listen has no object, so there is no preposition).

However, prepositional verbs are syntactic multi- word items, not semantic multi» word items. In other words, they are best understood as a unit, not because they have their own meaning, but because they require a preposition when they take an object. Furthermore, prepositional verb can be divided into three types:

A: prepositional verb consists of a verb + particle which is clearly a preposition, e.g. look at, send for, rely on. These are mostly lexically singly stressed, with a primary stress going on the verb. Thus look at has the same stress pattern as borrow. The second element, the preposition being unstressed, doesn't get an accent (unless for contrastive focus).

B: a preposition verb consists of transitive verb plus a preposition with which it is closely associated. e.g.

He stared at the girl. She finally decided on the blue car.

C. a prepositional verb does not take the particle movement rule. The verb and the following preposition can be separated by an adverb, and the preposition can precede a relative pronoun and appear at the beginning of a wh-question e.g. he stared intently at the girl at whom he was staring was strikingly beautiful

- At whom was he staring?

2.14 Verb plus preposition

Murphy and Altman (1989) provide these lists of verb plus preposition:

Apologize to someone for something: when I realized I was wrong, I apologized to him for my mistake _ Apply for a job /admission to university, etc. =I think you would be good at the job. Why don't you apply for it?

Believe in something =do you believe in God? (Do you believe that God exists) belong to someone =who does this coat belong to?

Care for someone/something=would you care for a cup of coffee? Would you like). Look after someone: she is very old; she needs someone to care for her.

Care out: he is very selfish. He doesn't care about other people.

Take care of (look after) = have a nice vacation .take care of yourself.

Collide with: there was an accident this morning .a bus collided with a car.

Complain to / about: we complain to the manager of the restaurant about the food. Concentrate on: don't look out the window .concentrate on your work.

Consist of: we had an enormous meal. It consisted of seven courses.

Crash / drive/ run into: he lost control of the car and crashed in to a wall.

Depend on = what time will you arrive? I don't know, it depends on the Traffic. Die of: what did he die of? A heart attack. Dream about = I dreamed about you last night hear from (= receive a letter/telephone from someone) = who is Tom Brown? I have no idea I have never heard of him. Look at (=look in the direction of). : Why are you looking at me like that .rely on= you can rely on jack. He always keeps his promises. Think of (=remember, bring to mind, have an idea) =she told me her name, but I can't think of it now Wait for I'm not going out yet. I'm waiting for the rain to stop.

Write to:

Sorry I hasn't written to you for such a long time.

Shout at (when you are angry).

He was very angry and started shouting at me.

2.15 Preposition phrases

Leech and Svartvik (1972) stated that the prepositional phrases consist of a preposition followed by preposition element, which is characteristically either a noun phrase or clause (w h - clause or v- ing clause) in nominal function. Davidson (2001) argues that the preposition phrases modify nouns and verbs while indicating various relationships between subject and verbs.

They are used to color and inform sentences in powerful ways.

Who is that talking to George?

We saw her in town the other day.

They managed it between them.

Shova was playing with her new puppy.

To whom should I address my remarks?

Since when have you been in charge here?

The head of a prepositional phrase is preposition it begins with the silence, on the bed, and in my room. Moreover, prepositional phrases often come in pairs, especially in certain idioms:

The dog was wagging its tail from side to side.

I see him from time to time

Grammar help: prepositional phrase should not be confused with complex prepositions. Complex prepositions are groups of two or three words together act as single preposition:

In spite of the rain, we still have picnic.

They were standing in front of the shop.

There is no one here apart from me.

Formal and informal words (1):-

McCarthy and O'Dell (2001) states that:

Formality is all about your relationship with the person you are speaking or Writing to, if you use formal language, it may be because you wish to show Respect, politeness, or to put yourself at distance (for example, official Language) informal language can show friendliness, equality or a feeling of closeness and solidarity with someone. You should never use informal language just to sound fluent or clever.

2.16 Previous Studies

This study deals with the previous studies that have been conducted in the same field.

Indranil, Saha (2004) conducted a study on Example-Based Techniques for disambiguating phrasal verbs are ambiguous in English language. So that the researcher used EBMT approach to disambiguate the phrasal verbs in an English sentence. In this approach, used generalized examples instead of composed of subject, object, and preposition and direct object. In addition to word net categories to generalize: subject, object, and indirect object of a phrasal verb in a sentence.

The semantic distance is considered as the context of the phrasal verb in the input sentence.

Similarly, Yohinari, J. (2004) investigated the avoidance of English phrasal verbs by Chinese learner, six groups of Chinese learners (intermediate and advance; a total of 70) were participated in the study. They took 3 tests (Multiple choice, translation and recall) ,which included literal and figurative phrasal verbs. The result have shown that three factors (proficiency Level, phrasal verbs type and test type) effect learner's avoidance . Of phrasal verbs. The authors speculate language and semantics difficulty of phrasal verbs maybe reasons for learner's avoidance.

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study adopted the descriptive analytical method. Two instruments reused as primary tools for data collecting methods in this study (questionnaire to teachers of English, diagnostic test to third year students of English at Al-Imam Al-Hadi College – Faculty Arts).

3.1 Method of the Study

The researcher adopted descriptive analytical method. Two instruments have been used to collect the information of this study. Namely, questionnaire has given to teachers of English language and diagnostic test which was distributed to third year students of English at Al- Imam Al-Hadi College – Faculty of Arts.

3.2 Population and Sample of the Study

The populations of this study were third year students of English at Al- Imam Al-Hadi College and teachers of English languages. A questionnaire was distributed to the teachers from both sexes. This questionnaire includes a covering page which introduces the topic of research identifies the researcher. It uses like art 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree). A questionnaire is designed based on the questions of the study. The questions of the study were turn to statements that provide suggested answers from the teachers at university level were supposed to select the options which correspond to their responses. Diagnostic test was

contains four questions. The items correspond directly to the hypotheses of the study. It is conducted to first year students of English at SUST, College of Languages. The answers of the responses are treated statistically for the purpose of findings.

3.3 Tools of Data Collection

The tools of study were questionnaire and diagnostic test. A questionnaire was given to (30) teachers of English language and diagnostic test which was distributed to (30) third year students of English at Al- Imam Al-Hadi College – Faculty of Arts.

3.4 Procedures of the Study

The researcher followed the following procedures in order to conduct this study. Initially, teachers from some of the Sudanese educational institutes were asked to respond to the questionnaire so as to glean their positive ideas about the use of affixes learning strategy. Students of English at Al- Imam Al-Hadi College – Faculty of Arts were asked to respond to the diagnostic test. The obtained data from the questionnaire will be analyzed by using the SPSS and Alpha Cronbach's program specifically with percentile.

3.5 Validity and Reliability of the Study

The questionnaire and diagnostic test were judged by three Ph.D. holding referees who were specialists in the study field of English. Some of the referees made some amendments, and others recommended that the questionnaire is reasonable in terms of items. In this case, the researcher will revise all amendments, and some of typing mistakes on his questionnaire were corrected.

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement will use 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.

3.6 Statistical Reliability of the Questionnaire:

Cronbach's Alpha	Number of Items
0.79	10

Statistical Reliability of the Diagnostic Test:

Cronbach's Alpha	Number of Questions
0.75	3

3.7 Summary

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the steps and procedures followed in each tools, including population, sample, validity and reliability of each instruments.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND
DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese Universities.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 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.

4.2 Analysis of the Questionnaire

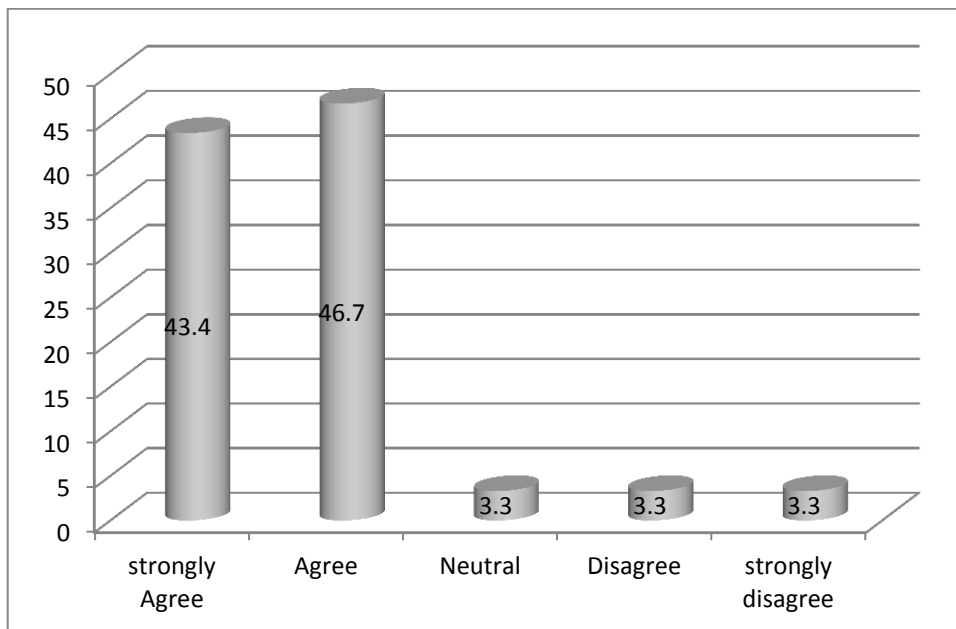
The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Statement No.(1): Vocabulary learning can help students in promoting writing skill.

Table No (4.1)

Valid	Frequency	Percent	Valid Percent
strongly Agree	13	43.4	43.3
Agree	14	46.7	46.7
Neutral	1	3.3	3.3
Disagree	1	3.3	3.3
strongly disagree	1	3.3	3.3
Total	30	100.0	100.0

Fig (4.1)



With reference to table (4.1) and figure (4.1) regarding the statement "Vocabulary learning can help students in promoting writing skill ". It's clear that participants' responses to strongly agree is 43.4%, agree turned out to be 46.7% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only

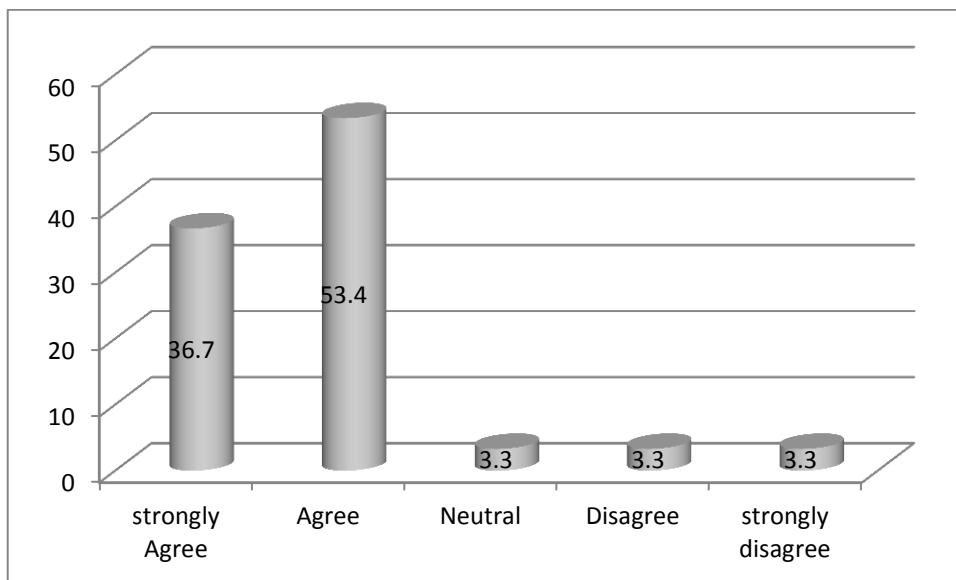
3.3%. This demonstrates that students should be well- trained in developing writing skill.

Statement No.(2): Using a bilingual dictionary can promote students in learning academic vocabulary.

Table No (4.2)

Valid	Frequency	Percent	Valid Percent
strongly Agree	11	36.7	36.7
Agree	16	53.4	53.3
Neutral	1	3.3	3.3
Disagree	1	3.3	3.3
strongly disagree	1	3.3	3.3
Total	30	100.0	100.0

Fig (4.2)



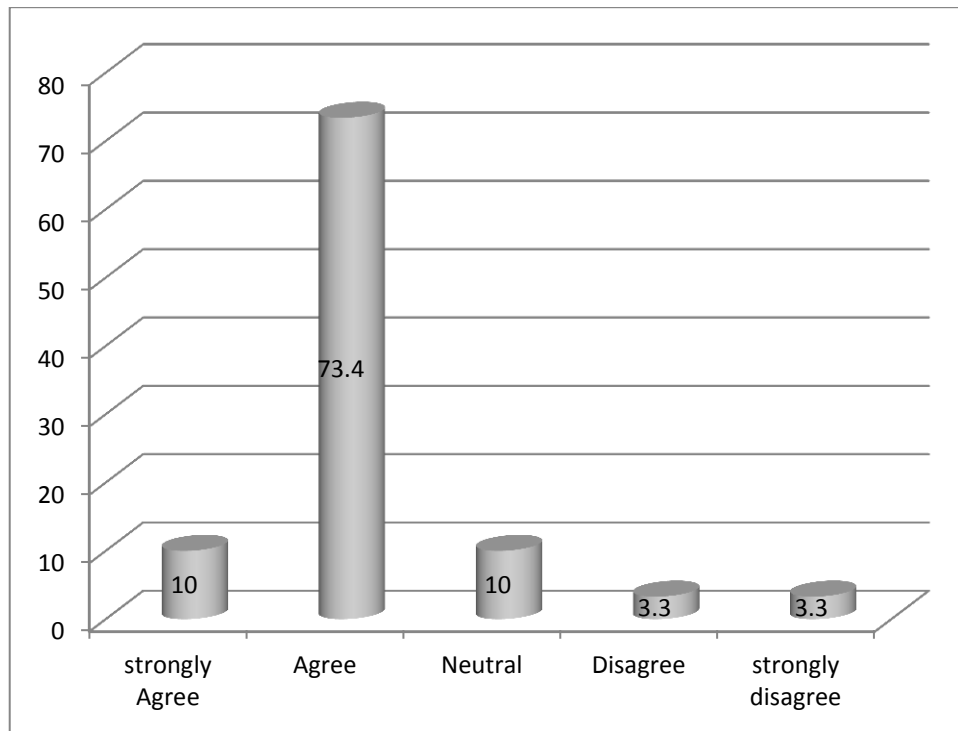
With reference to table (4.2) and figure (4.2) concerning the statement "Using a bilingual dictionary can promote students in learning academic vocabulary". It's clear that participants' responses to strongly agree is 36.7%, agree turned out to be 53.4% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This demonstrates that students should be well- trained in increasing academic vocabulary.

Statement No.(3): Visual aids can foster students in developing academic Vocabulary.

Table No (4.3)

Valid	Frequency	Percent	Valid Percent
strongly Agree	3	10.0	10.0
Agree	22	73.4	73.3
Neutral	3	10.0	10.0
Disagree	1	3.3	3.3
strongly disagree	1	3.3	3.3
Total	30	100.0	100.0

Fig (4.3)



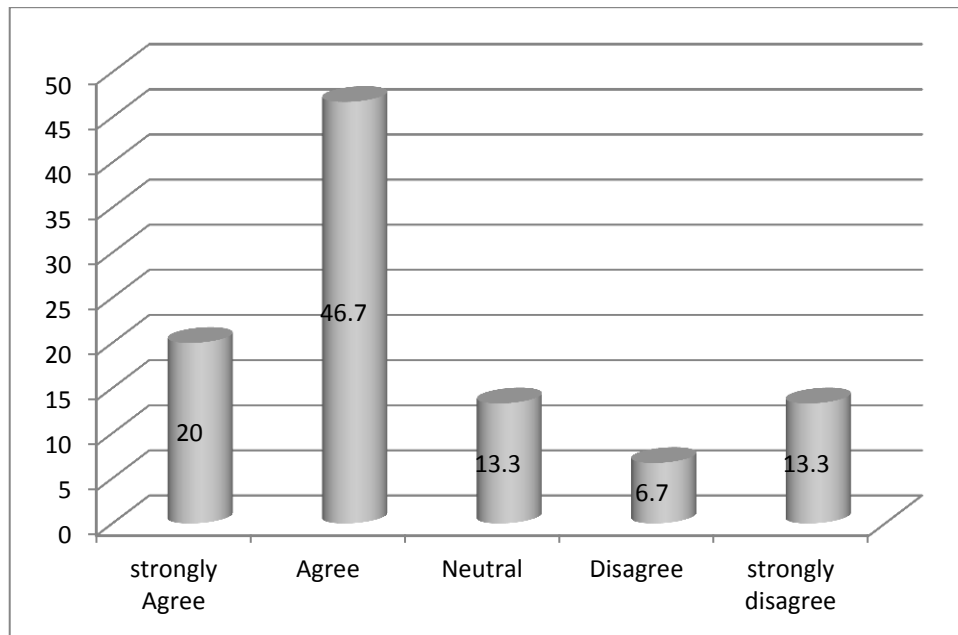
With regard to table (4.3) and figure (4.3) concerning the statement "Visual aids can foster students in developing academic Vocabulary." It's observed that participants' responses to strongly agree is 10.0%, agree turned out to be 73.4%, neutral is 10.0%, disagree is 3.3%, while strongly disagree is only 3.3%. This justifies the idea that, students should be well- trained in enhancing writing skill.

Statement No.(4): It is easier to learn new vocabularies when they are in context.

Table No (4.4)

Valid	Frequency	Percent	Valid Percent
strongly Agree	6	20.0	20.0
Agree	14	46.7	46.7
Neutral	4	13.3	13.3
Disagree	2	6.7	6.7
strongly disagree	4	13.3	13.3
Total	30	100.0	100.0

Fig (4.4)



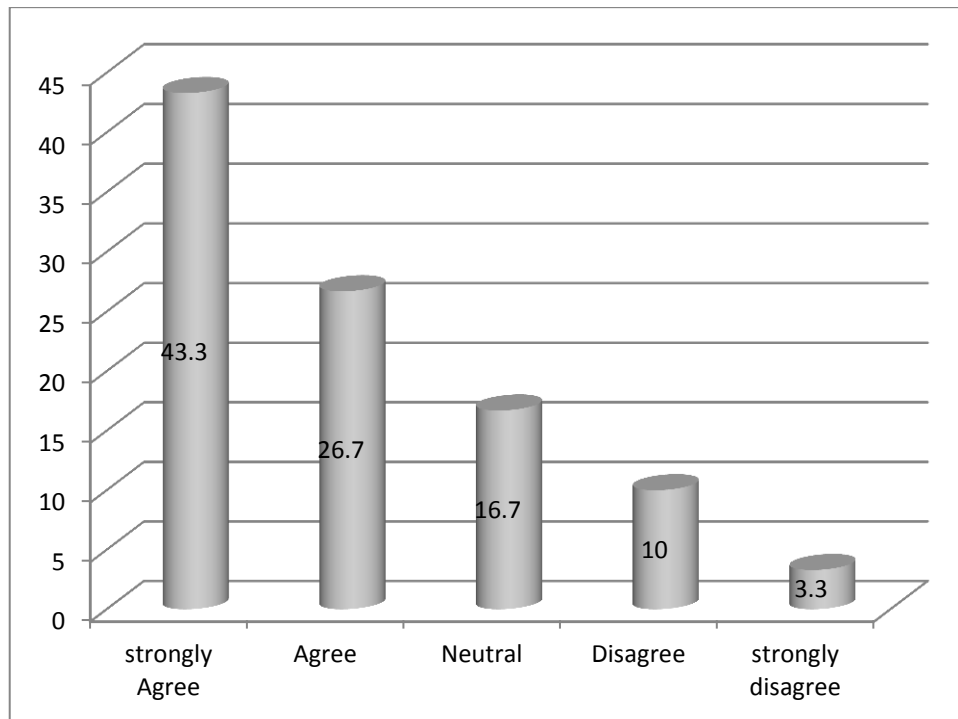
With regard to table (4.4) and figure (4.4) focusing on the statement " It is easier to learn new vocabularies when they are in context". It's noticed that participants' responses to strongly agree is 20%, agree turned out to be 46.4%, neutral is 13.3%, disagree is 6.7%, whereas strongly disagree is only 13.3%. This strengthens the view of that; students should be motivated to learn vocabularies.

Statement No.(5): Students can acquire a large foreign language vocabulary simply by writing a lot.

Table No (4.5)

Valid	Frequency	Percent	Valid Percent
strongly Agree	13	43.3	43.3
Agree	8	26.7	26.7
Neutral	5	16.7	16.7
Disagree	3	10.0	10.0
strongly disagree	1	3.3	3.3
Total	30	100.0	100.0

Fig (4.5)



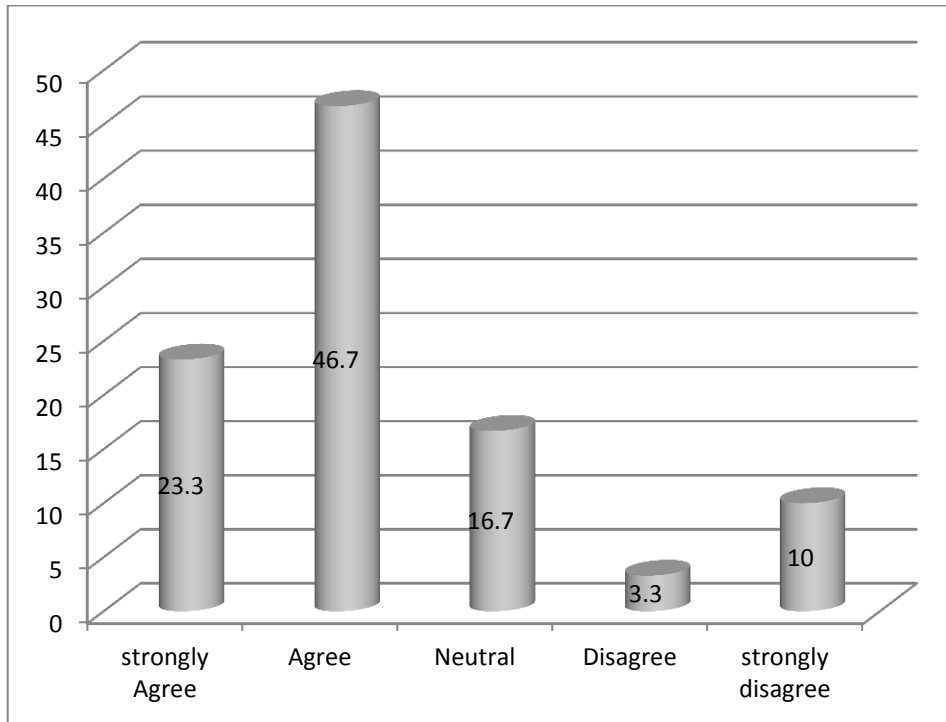
With reference to table (4.5) and figure (4.5) concentrating on the statement "Students can acquire a large foreign language vocabulary simply by writing a lot". It's clear that participants' responses to strongly agree is 43.3%, agree turned out to be 26.7%, neutral is 16.7%, disagree is 10.0%, whereas strongly disagree is only 3.3%. This indicates that students should be encouraged to develop their writing.

Statement No.(6): Guessing the meaning of vocabularies in context is one of the best ways to learn vocabulary.

Table No (4.6)

Valid	Frequency	Percent	Valid Percent
strongly Agree	7	23.3	23.3
Agree	14	46.7	46.7
Neutral	5	16.7	16.7
Disagree	1	3.3	3.3
strongly disagree	3	10.0	10.0
Total	30	100.0	100.0

Fig (4. 6)



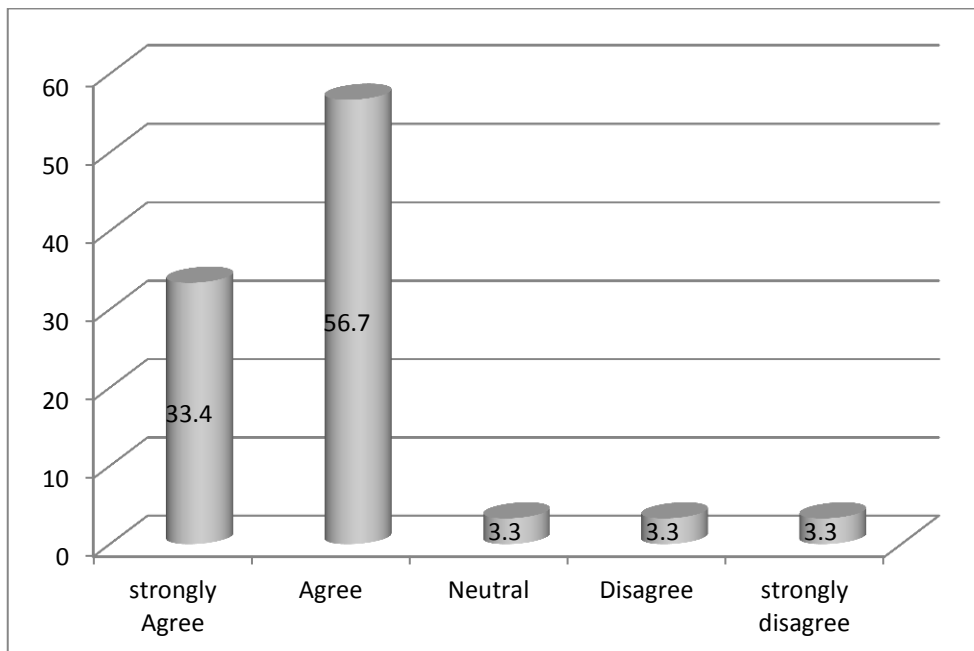
Concerning the table (4.6) and figure (4.6) referring to the statement "Guessing the meaning of vocabularies in context is one of the best ways to learn vocabulary ". It's illustrated that participants' responses to strongly agree is 23.3%, agree turned out to be 46.7%, neutral is 16.7%, disagree is 10%, whereas strongly disagree is only 10 %. This demonstrates that students should be directed by their teachers to practice vocabulary in group.

Statement No.(7): When students come across a vocabulary several times in different context, they can figure out what it means.

Table No (4. 7)

Valid	Frequency	Percent	Valid Percent
strongly Agree	10	33.4	33.3
Agree	17	56.7	56.7
Neutral	1	3.3	3.3
Disagree	1	3.3	3.3
strongly disagree	1	3.3	3.3
Total	30	100.0	100.0

Fig (4. 7)



With regard to the table (4.7) and figure (4.7) referring to the statement " When students come across a vocabulary several times in different context, they can

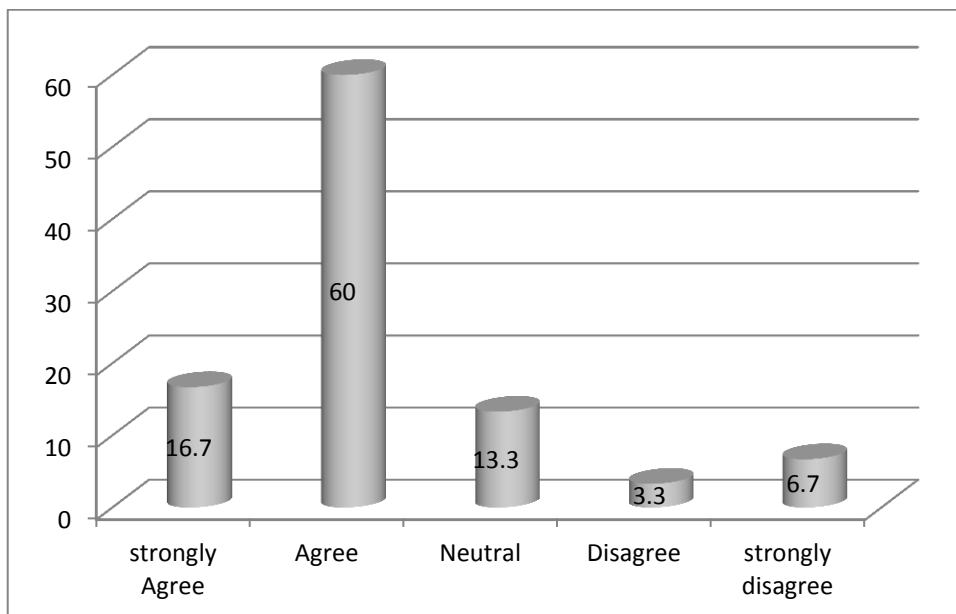
figure out what it means". It's showed that participants' responses to strongly agree is 33.4%, agree turned out to be 56.7%, neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This proves that teachers should be well-trained in developing writing.

Statement No. (8): Teachers can require students to use note book to facilitate vocabulary learning.

Table No (4.8)

Valid	Frequency	Percent	Valid Percent
strongly Agree	5	16.7	16.7
Agree	18	60.0	60.0
Neutral	4	13.3	13.3
Disagree	1	3.3	3.3
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0

Fig (4. 8)



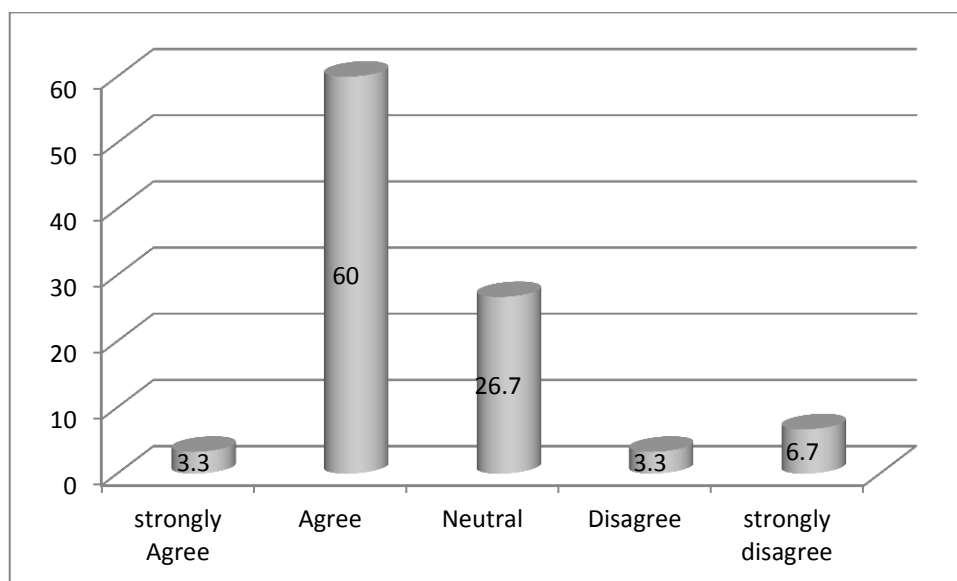
Regarding to the table (4.8) and figure (4.8) relating to the statement "Teachers can require students to use note book to facilitate vocabulary learning". It is clear that participants' responses to strongly agree is 16.7%, agree turned out to be 60.0%, neutral is 13.3%, disagree is 3.3%, while strongly disagree is only 6.3%. This illustrates that teachers should give students chance to practice vocabulary activities.

Statement No.(9): Teachers can direct students in placing the vocabularies in group with other items based on topics.

Table No (4.9)

Valid	Frequency	Percent	Valid Percent
strongly Agree	1	3.3	3.3
Agree	18	60.0	60.0
Neutral	8	26.7	26.7
Disagree	1	3.3	3.3
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0

Fig (4. 9)



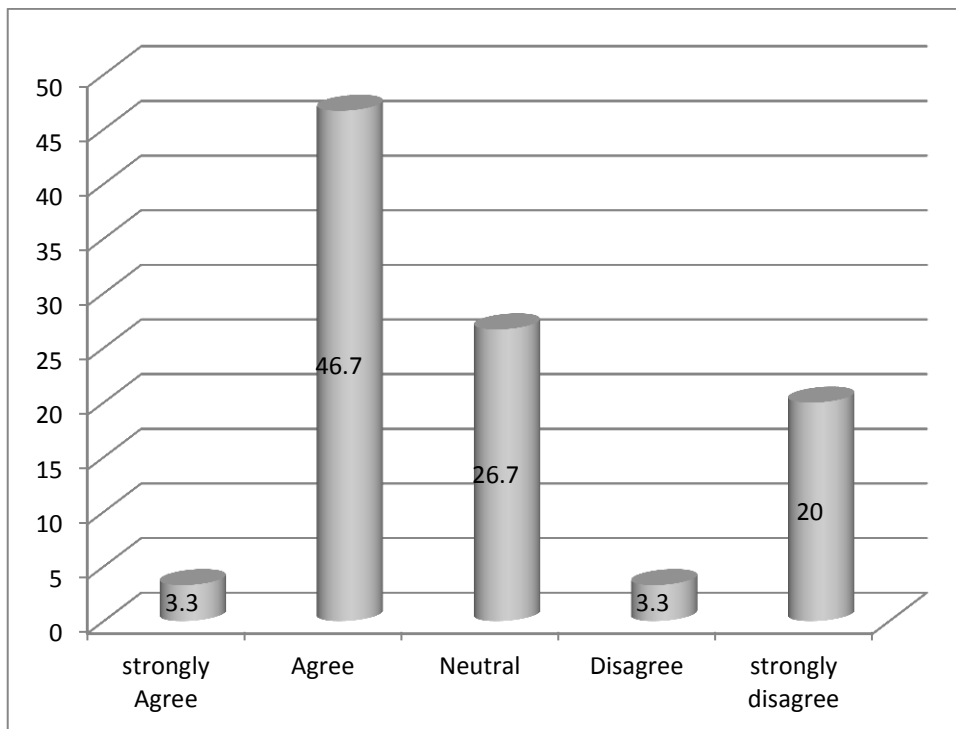
With regard to the table (4.9) and figure (4.9) relating to the statement "Teachers can direct students in placing the vocabularies in group with other items based on topics." It is obvious that participants' responses to strongly agree is 3.3%, agree turned out to be 60.0%, neutral 26.7%, disagree is 3.3%, while strongly disagree is only 6.3%. This emphasizes that classroom should be well- prepared in developing vocabularies.

Statement No.(10): Students can use online exercises to test their vocabulary knowledge.

Table No (4.10)

Valid	Frequency	Percent	Valid Percent
strongly Agree	1	3.3	3.3
Agree	14	46.7	46.7
Neutral	8	26.7	26.7
Disagree	1	3.3	3.3
strongly disagree	6	20	20
Total	30	100.0	100.0

Fig (4. 10)



With regard to the table (4.10) and figure (4.10) relating to the statement "Students can use online exercises to test their vocabulary knowledge". It is obvious that participants' responses to strongly agree are 3.3%, agree turned out to be 46.7%, neutral is 26.7%, disagree is 3.3%, while strongly disagree is only 20%. This emphasizes that teachers should create topics for students to develop vocabulary activities.

Table No.(16)

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

No.	Statement	mean	SD	Chi square	p-value
1	Vocabulary learning can help students in promoting writing skill.	2.5	1.3	24	0.00
2	Using a bilingual dictionary can promote students in learning academic vocabulary.	3.5	0.6	24	0.00
3	Visual aids can foster students in developing academic Vocabulary.	2.6	2.4	13	0.00
4	It is easier to learn new vocabularies when they are in context.	2.4	0.8	25	0.03
5	Students can acquire a large foreign language vocabulary simply by writing a lot.	3.3	0.6	21	0.00
6	Guessing the meaning of vocabularies in context is one of the best ways to learn vocabulary.	2.3	1.0	14	0.00
7	When students come across a vocabulary several times in different context, they can figure out what it means.	2.5	0.6	16	0.00
8	Teachers can require students to use note book to facilitate vocabulary learning.	2.4	0.8	24	0.001
9	Teachers can direct students in placing the vocabularies in group with other items based on topics.	4.3	0.7	21	0.008
10	Students can use online exercises to test their vocabulary knowledge.	4.2	2.4	34	0.00

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 (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 (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Vocabulary learning can help students in promoting writing skill.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) 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 (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using a bilingual dictionary can promote students in learning academic vocabulary."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Visual aids can foster students in developing academic Vocabulary."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) 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 (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the

respondents, which support the respondent who agreed with the statement "It is easier to learn new vocabularies when they are in context."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students can acquire a large foreign language vocabulary simply by writing a lot."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (14) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Guessing the meaning of vocabularies in context is one of the best ways to learn vocabulary."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "When students come across a vocabulary several times in different context, they can figure out what it means."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) 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 (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers can require students to use note book to facilitate vocabulary learning."

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers can direct students in placing the vocabularies in group with other items based on topics.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students can use online exercises to test their vocabulary knowledge."

CHAPTER FIVE
MAIN FINDINGS, CONCLUSIONS,
RECOMMENDATIONS
AND SUGESSTIONS FOR FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGESSTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the discussion of main findings gained when applying the tools and conclusions. Moreover, a brief recommendations and suggestions were given at the end of the chapter.

5.1 Main Findings

The results of this study investigate the difficulties faced by undergraduate students in using academic vocabulary.

Researcher has summarized following findings:

- Vocabulary learning can help students in promoting writing skill.
- Using a bilingual dictionary can promote students in learning academic vocabulary.
- Visual aids can foster students in developing academic Vocabulary.
- Guessing the meaning of vocabularies in context is one of the best ways to learn vocabulary.
- When students come across a vocabulary several times in different context, they can figure out what it means.

5.2 Conclusion

This study pointed out that, majority of teachers at educational level is unable to apply YouTube videos in their teaching .And the reasons for that are many and varied. We can concern the extent of progress a man had, has realized and is still realizing. According to Sinclair (1991) states that preposition is a word which opens up the possibilities of saying more about a

thing or an action. prepositions help us to indicate the place where an action occurs, the place where someone or something is, the place where they are going to or coming from, or direction they are moving in. This usually involves using a prepositional phrase as an adjunct, consisting of preposition and its object which is nearly always a noun group.

To sum up, taking into account that prepositions indicate the different relations who are found between things mentioned in a sentence, they are usually classified into the categories of place, time, direction, for introducing objects and for spatial relationships.

5.3 Recommendations

In the light of the results of the study, the followings are recommended:

- Teachers should require students to use note book to facilitate vocabulary learning.
- Teachers should direct students in placing the vocabularies in group with other items based on topics.
- Teachers should provide practice for students on how to use vocabulary.
- Teaching English vocabulary should be taught in context by their instructors.
- Students should use online exercises to test their vocabulary knowledge

5.4 Suggestions for Further Studies

English academic vocabulary is still an inviting area in the field of English languages learning. Thus, the researcher would like to suggest teaching of vocabulary should be modernized; teachers must adopt the appropriate techniques for teaching English academic vocabulary. Thus, teacher should play a relatively more vital role in giving directions and teaching, students' improvements are mainly in the academic areas.

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Appendix (A)

Appendix (A)

Teachers' Questionnaire

Dear teachers,

This questionnaire serves as data collection tool for a research work that aims to explore language instructors' views towards using educational YouTube Videos to teach oral skill. I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below.

Your answer is very important and will be of much help for the completion of this work.

Please tick(√) in front of your choice. Your assistance is highly appreciated.

Hypothesis (1)

Teaching short stories is very significant in promoting students' writing narrative composition.

	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Students' writing narrative composition is improved when they are taught short stories in classroom.					
2	Students are interesting while teaching short stories inside classroom.					
3	Students gain more experience in how to write narrative composition when are taught short stories inside classroom.					
4	Short stories are used in classrooms lessons because of their great value on writing as general.					
5	I used to teach short stories because my students like them.					
6	Teaching short stories inside classroom develops student's vocabulary.					

Hypotheses (2)

Teaching short stories has a great effectiveness on promoting students writing narrative composition and learning successively.

7	Narrative composition requires teaching short stories in classrooms.					
8	Using short stories in classrooms gives students the ability to write good piece of narrative composition.					
9	Students get bored when are taught short stories in classroom.					
10	Teaching short stories improve students' sentence structure and grammar aspect.					
11	Selecting suitable short stories according to the (age –gender- culture) helps students to improve their own writing narrative composition.					

Hypotheses (3)

Short stories affect positively on promoting the process of writing narrative composition in term of teaching and learning.

Appendix (B)

Appendix (B)

Time: 1 hour

Name:

Class:

Answer All Questions

Question One

From the following list, use each word only once to complete the sentences below. Remember that in the case of nouns and verbs you may need to change the form of the word:

assign (v) _ context (n) _ criterion (n) denote (v) _ devise (v) _ formulate (v)
_ ignore (v) _ impact (n) similar (adj) _ summary (n) _ usage (n) _ vertical (adj)

1. Although not exactly identical, the two books are so _____ to each other that one author must have copied much of his book from the other.
2. The Prime Minister set up a committee of financial experts to help him discuss and _____ new policies.
3. It is often possible to guess the meaning of a word from the other words around it — that is to say, the _____.
4. In newspapers, the layout of the columns is _____, while the rows run across the page horizontally.
65. The rise in the number of deaths from AIDS has had a very significant _____ on people's sexual behaviour.
6. The _____ of drugs has increased significantly in spite of more severe penalties such as longer prison sentences.
7. Students should not try to write down everything they hear in a lecture, but just make a _____ of the most important points.
8. We use the term "class" to _____ groups of people who share the same social and economic backgrounds.
9. In one case, a murderer may go to prison for life, while another may be set free: it all seems completely _____.
10. The new journalist was _____ to researching the election promises of the main political parties.

Question Two

In each of the sentences below, decide which word in bold is more suitable.

1. During the 1970's and 1980's, it became increasingly **evident** / **visible** that companies in the West were uncompetitive.

2. The United Kingdom **makes** / **publishes** more books than any other country.
3. There has been a major road accident, **involving** / **including** 23 cars and 16 lorries.
4. On the basis of the latest survey, we know that most people have a very **negative** / **bleak** view of politicians and their parties.
5. In many parts of the world, people are becoming more worried about the danger of pollution and its effect on the **environment** / **ecology**.
6. Education experts from France travelled to Japan to **evaluate** / **judge** the secondary school system there.
7. Although it is not very big, the library has an excellent **range** / **variety** of books, journals and other resources for study.
8. Increasingly, the design of buildings is being **adjusted** / **modified** to allow easier access for disabled people.
9. The lack of extra student accommodation **restricted** / **narrowed** the expansion in student numbers which the university was planning.
10. Many students **acquire** / **derive** a great deal of enjoyment and satisfaction from their time at university.

Question Three

For each of the sentences here, choose the best word from a, b or c:

1. In this first assignment, we will _____ your work and then give you detailed feedback on how to improve your writing.
a. assess **b. judge** **c. measure**
2. In a seminar or tutorial, everyone should take part rather than allow one person to _____ the discussion.
a. overwhelm **b. dominate** **c. oppress**
3. Although it is impossible to give a _____ age, we believe that the woman was between 25 and 30 when she died.
a. definite **b. certain** **c. absolute**
4. Rather than try to treat it, the best _____ to the problem of poor public health may be to attempt to prevent it.
a. way **b. method** **c. approach**
5. Surprisingly perhaps, the biggest _____ health risk for tourists travelling abroad is actually road traffic accidents.
a. potential **b. possible** **c. theoretical**
6. Water is made up of two _____, namely oxygen and hydrogen.
a. sections **b. aspects** **c. elements**
7. Computers can be difficult to repair because there may be hundreds of different _____ inside.
a. components **b. pieces** **c. parts**

8. Because Paris is expensive, many organizations pay higher salaries to _____ for the high cost of living there.

a. compensate

b. adjust

c. redress

9. Many people were killed instantly at Hiroshima and Nagasaki, but thousands more died from _____ radiation sickness.

a. succeeding

b. following

c. subsequent

10. The clothing of men and women used to be quite _____, whereas today women often wear trousers as well as men.

a. distinct

b. diverse

c. distinguished