Sudan University of Science and Technology كلية الدراسات العليا

College of Graduate Studies

College of Languages

An Investigation of Vocabulary Difficulties amongst EFL Sudanese University Students

(A Case Study of Second Year Students at Sudan University of Science and Technology)

تقصي صعوبا ت مفردات اللغة الإنجليزية لغة اجنبية لدى طلاب الجامعات السودانية

(دراسة حالة طلاب السنة الثانية بجامعة السودان للعلوم والتكنولوجيا)

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Ph.D in English Language (Applied Linguistics)

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October 2022

Dedication

I dedicate this research to

My family,

My teachers and colleagues,

And to everyone who helped me in one way or another

Acknowledgements

First, I'm grateful to Sudan University of Science and Technology for giving me this opportunity to complete my Ph.D study. My thanks specially go to my supervisor Professor Mahmoud Ali Ahmed, for his patience and encouragement during the study. My thanks are extended to the staff in charge of teaching the Ph.D courses. Thanks are due to my friends and colleagues and all who gave me their hands to accomplish this study.

Abstract

This study aims to investigate English vocabulary difficulties encountered by EFL students at Sudanese universities. The study took place at Sudan University of Science and Technology, College of Languages , English Department in the university academic year (2022-2023). The study has adopted the descriptive analytical method: the researcher collected data by using two tools, a diagnostic test for (30) Sudan University of Science and Technology second year students and a questionnaire for (30) Sudanese university teachers .To analyze the data the researcher has used the Statistical Package for Social Sciences (SPSS).The findings of the study revealed that Sudanese university students encounter some English vocabulary difficulties; they are unaware of English spelling system, pronunciation of English vocabulary, in addition, they lack knowledge about sense relations between words, furthermore, they face some difficulties in understanding the meanings, contexts and part of speech of the words. Moreover, the students do not know how English words collocate with each others to form compound words and they do not know how to write the compound words. In the light of the findings of the study, the researcher recommends that. Teachers should get the students to brainstorm, categorize, organize and analyze vocabulary to help them to understand the meaning of the words in relation to other words. In teaching vocabulary teachers should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations. Furthermore, to develop students' vocabulary skills. There are certain effective ways of that EFL teachers should use such as the strategy of possible sentences, knowledge rating, using literature , context strategy ,semantic cues, and   semantical analysis .

Key words:

Foreign language learning, English vocabulary, English vocabulary difficulties

Abstract

(Arabic Version)

المستخلص

تهدف هذه الدراسة لتقصي صعوبا ت مفردات اللغة الإنجليزية لدى طلاب الجامعات السودانية في تعلم اللغة الإنجليزية لغة اجنبية، اجريت هذه الدراسة بجامعة السودان للعلوم والتكنولوجيا كلية اللغات قسم اللغة الإنجليزية في العام الجامعي (2022-2023) ، إستخدمت الباحثة طريقة الوصف التحليلي و جمعت البيانات بواسطة آداتين هما الإختبار التشخيصي الذي اجري لعدد (30) طالباً و طالبة بالفرقة الثانية بجامعة السودان للعلوم والتكنولوجيا و الاستبانة التي اجريت لعدد (30) معلماً ومعلمة للغة الإنجليزية بالجامعات السودانية استخدمت الباحثةُ برنامج الحزم الإحصائية للعلوم الاجتماعية لتحليل البيانات.أظهرت نتائج الدراسة أن هنالك بعض الصعوبات التي تواجه طلاب الجامعات السودانية في مفردات اللغة الإنجليزيةفهم غير مدركين لنظام التهجئة باللغة الإنجليزية، نطق مفردات اللغة الإنجليزية بالإضافة الى انهم تنقصهم المعرفة حول العلاقات الحسية بين الكلمات .علاوة على ذلك،فانهم يواجهون بعض الصعوبات في فهم المعاني، السياق وأجزاء الكلام. بالإضافة الى انهم لايعرفون كيف تترابط الكلمات الإنجليزية مع بعضها البعض لتكوين كلمات مركبة ولا يعرفون كيفية كتابة الكلمات المركبة.بناء على تلك النتائج فإن الباحثة توصي بأنه ينبغي على المعلمين حث الطلاب على تبادل الافكاروتصنيفها وتنظيمها وتحليلها لمساعدتهم على فهم معني الكلمات وعلاقتها بالكلمات الأخرى، ينبغي على المعلمين استخدام بعض تقنيات تدريس المفردات مثل العرض التوضيحي والشرح والاكتشاف والاسئلة السريعة والعروض التقديمية في تدريس المفردات. علاوة على ذلك ,لتطوير مهارات المفردات لدى الطلاب هناك بعض الطرق الفعالة التي يجب ان يستخدمها مدرسو اللغة الإنجليزية كلغة اجنبية مثل استراتيجية الجمل الممكنة، وتقييم المعرفة، واستخدام الادب، واستراتيجية السياق والاشارات الدلالية، والتحليل الدلالي .

الكلمات المفتاحية : تعلم اللغة الأجنبية، مفردات اللغة الإنجليزية، صعوبا ت مفردات اللغة الإنجليزية.

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Introduction

Chapter One

Introduction

١.١ Background

The question of vocabulary mastery can be a very challenging issue especially if the language is mostly unfamiliar, technical or complex to the learners. Some learners can work out the meaning of individual words but linking them together to get the full meaning often does not happen as it ought to be. These learners have the ability to decode single or individual words however, they have not developed sufficient skills to work to grasp the underlying deeper meaning of stretches of words or sentences or even full paragraphs. Vocabulary comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between the ideas expressed in a text(Greene,١٩٧٨).

According to Robert (٢٠١٣) vocabulary acquisition can provide escapism and offer alternative perspectives on the world, they can also 'kindle' our imaginations to create rich mental images that may stay with us forever. In the EFL university context, the efficiency in vocabulary comprehension is becoming increasingly significant to the students; the ability to read and understand textbooks written in English is needed for the students to learn professional knowledge as well as to strengthen their English proficiency. However, understanding textbooks written in English in the tertiary level context has been considered a challenge for many students. Many students have difficulties in decoding and understanding English words in different contexts.

Vocabulary is an important language skill in the process of foreign language learning Richard (١٩٧٦) pointed out that using appropriate vocabulary is vital in language classrooms because it enables learners to make use of language(language output) hence it plays a crucial role in language teaching and learning. Raugh (١٩٧٥) argued that language learning should start with teaching vocabulary and providing learners with large

amounts of vocabulary skills through reading and writing is the best way to teach a second or a foreign language.

According to Shahov (٢٠١٢) vocabulary provides the right condition for language acquisition and development of other language skills as it helps learners to develop their grammar and language skills. The same claim was supported by Robert (٢٠١٣) who confirmed that vocabulary provides the appropriate situation for the acquisition and expansion of the other language skills.

Allen (١٩٨٣) stated that vocabulary was neglected in teachers' preparation programs because teachers felt that grammar should be emphasized more than vocabulary because it was already given too much attention in language classrooms. In addition, Allen pointed out that specialists in methodology fear that students would make mistakes in sentence construction if too many words were learned before the basic grammar was mastered. Consequently, teachers were led to believe that it was best not to teach much vocabulary. They also believed that word meaning could be learned only through experience and cannot be adequately taught in a classroom.

In this paper the researcher investigates vocabulary difficulties amongst EFL Sudanese university students.

١٫٢ Statement of the Problem

There is a direct correlation between the depth of vocabulary knowledge and learners' language skills, for EFL students to proceed with their overall learning across the different disciplines, they should have good grasp of good vocabulary (Rubin, ١٩٩٤).

Vocabulary is one of the important components in the language and literacy development of ESL\EFL students, and has a profound effect on their overall academic achievement and language proficiency;   it is observed that the standard of English language proficiency among the Sudanese university students is rather weak, despite the fact that English is learned for seven

years in the basic and secondary school levels. They seem to have problems in all aspects of English skills. Their proficiency of vocabulary knowledge is very poor; a large majority of them cannot access English textbooks prescribed in their syllabus due to lack of the required proficiency of English skills.

Moreover, EFL students are unaware of spelling system and pronunciation where silent letters occurs ,in addition, students do not how to use English vocabulary ,furthermore, some students face some difficulties in understanding meanings of words and part of speech. Therefore, they would not be able to put them and use them in sentences properly.

Despite the importance of vocabulary comprehension in EFL learning, most of students fail to learn to read adequately. Very frequently, students reading in a foreign language seem to read with less understanding than one might expect from them, and read considerably slower than they reportedly read in their first language (Allen, ١٩٨٣).

This issue has been a source of concern for researchers, teachers and parents for a long time without having a solution. While Sudanese EFL learners face such a problem, there is a need to investigate the variables that may affect their vocabulary proficiency. Hence, the researcher finds it important to explore these hurdles with the intention of suggesting the appropriate rectifications as the current study tries to investigate vocabulary difficulties among EFL Sudanese university students identifies the causes and proposes some suitable solutions to overcome these difficulties among EFL Sudanese university students.

١,٣ Objectives of the Study

The study is carried out to achieve the following objectives:

١. To shed light on vocabulary difficulties that face EFL Sudanese university students.

٢. To find out how can teachers improve EFL Sudanese university students' vocabulary skills.

٣. To identify the causes of the problem and suggest some suitable solutions to overcome vocabulary skills difficulties.

١,٤ Questions of the Study

The following questions form the basis of this study:

١. To what extent do EFL Sudanese university students have difficulties in English vocabulary?

٢. How do EFL Sudanese university students perform when they are asked to do exercises based on vocabulary comprehension?

٣. What are the causes of vocabulary difficulties that face EFL Sudanese university students?

٤.How can these vocabulary problems be solved?

١,٥ Hypotheses of the Study

The following hypotheses are postulated:

١. Many EFL Sudanese university students face some difficulties with English vocabulary.

٢. EFL Sudanese university students perform poorly when they are asked to do exercises based on vocabulary comprehension.

٣. Vocabulary difficulties are attributed to many factors.

٤. Teachers can help students to overcome vocabulary difficulties by raising their awareness about the importance of vocabulary for learning in general and providing them with suitable techniques and strategies to improve their language skills.

١,٦ Significance of the Study

This study investigates vocabulary difficulties encountered by EFL Sudanese university students. Awareness of the factors that can contribute to the problems of EFL vocabulary skills would benefit the following groups:

١. EFL Learners can identify their vocabulary problems and be aware of the factors that can contribute to their   difficulties; when learners know something about their own difficulties, they will be able to apply the right strategies and techniques of learning vocabulary and become better language learners.

٢. EFL teachers will have better understanding of their students' difficulties and examine their own teaching methods, techniques and materials accordingly; when teachers are aware of their students' difficulties, this will help them to guide students to overcome some of their problems and design materials that suit the level, interest and the needs of the students.

٣. The study could also form a point of departure for syllabus designers and material writers to make further improvement in vocabulary teaching materials.

٤. The study could also benefit educators in the field of vocabulary teaching and learning.

٥. Researchers who are interested in vocabulary learning research to use the findings of the study as a basis for further study in the area as the current study paves the way for other researchers to conduct further studies on developing students' vocabulary.

٦. The study could also contribute to the existing literature in the field of teaching and learning vocabulary skills.

١،٧ Limits of the study

This study has the following limits:

١. Human Limits:

This study is limited to EFL second year students majoring in English at Sudan University of Science and Technology, College of Languages; they are at approximately the same level of English abilities.

٢. Locative Limits:

Sudan University of Science and Technology , College of Languages ,the English Department is the place where the study is conducted.

٣. Temporal Limits:

This study is conducted during the academic year ٢٠٢٢-٢٠٢٣.

٤. Topical limits:

This study investigates vocabulary difficulties encountered by EFL Sudanese university students.

١٫٨ Methodology and Data Collection

١٫٨٫١ The choice of the Method

There are many methods that can be used by researchers according to the objectives of the study, the required data and the investigated population, since the main objective of the present study is to investigate vocabulary difficulties among EFL Sudanese university students, the researcher adopted the descriptive analytical method since it seemed the most appropriate.

١٫٨٫٢ Population

In this study the researcher uses two main groups:

١. The first group of population represents EFL Sudanese second year students, majoring in English in the College of Languages at Sudan University of Science and Technology during the academic year (٢٠٢٢-٢٠٢٣).

٢. The second group of population is some expert university teachers who teach English as a foreign language at Sudanese universities who have much experience in doing English research.

١٫٨٫٣ The Students' Sample

This work deals mainly with a sample of (٣٠) second year students in the English Department at Sudan University of Science and Technology, College of Languages during the university academic year (٢٠٢٢-٢٠٢٣), They have been chosen randomly as participants of this study because vocabulary problems are clearly apparent at this level.

١،٨،٤ The Teachers' Sample

The second sample of the study consists of (٣٠) English language teachers at different Sudanese universities; they have been chosen to respond to the questionnaire to suggest some of the causes and solutions to EFL vocabulary difficulties encountered by Sudanese university students.

١،٨،٥ Data Gathering Tools

To enhance the work and to achieve the stated objectives above, two data collection tools have been used ; a diagnostic test for EFL Sudanese university students to investigate the vocabulary difficulties they encounter and a questionnaire to investigate university teachers' perceptions and views about the causes and solutions of the problem under study.

١،٩ Structure of the Study

This study consists of the following chapters:

Chapter One is an introductory chapter ; it presents an introduction, research problem, objectives, questions of the study , hypotheses, significance , research limits , the methodology of the study and structure of the study.

Chapter Two deals with the review of the related literature to the study which includes the literature related to the questions of the study, in addition to some previous studies which in a way or another contribute to the present study.

Chapter Three discusses the methodology followed by the researcher in order to collect data for this study.

Chapter Four shows the statistical analysis of the data collected by the test and the questionnaire and discusses the hypotheses of the study.

Chapter Five gives the conclusion which the study came up with, the discussion of the results of the study that was analyzed in Chapter Four , summarizes the overall results , gives recommendations on the basis of the findings of the study and concludes the paper.

To sum up, this chapter has provided the description of the theoretical framework of the study. It focuses mainly on the research problem and methodology.

Chapter Two will be devoted to the literature review related to the present study.

Chapter Two
Literature Review

Chapter Two

Literature Review

٢,١ Theoretical Background

٢,١,١ Background

Proficiency in English language depends on the knowledge of its vocabulary possessed by the EFL learners and even the native speakers. Though developing the vocabulary is vital, it poses several problems, especially, to EFL learners students with low vocabulary knowledge who show weak academic performance in different courses related to the language skills as the basic function of language is to convey meaning through sharing information, ideas and perspectives.

According to Herrel(٢٠٠٤)when written message are carefully written in a way that they can be read and understood easily, the sheer reading operation becomes highly enjoyable and wonderfully inspiring. This is because the message has to convey information and transform experience.

Vocabulary plays an important role in language teaching as EFL teachers know that students must learn a great deal of words that are common to speakers and writers of English in order to communicate effectively. The importance of vocabulary teaching is one of the curriculum areas, which is recognized among teachers and students. In spite of this, vocabulary learning and teaching has been given little or no attention in the past. Until the mid ١٩٨٠s vocabulary was considered to be a "neglected aspect" and in "poor relationship with EFL teaching and learning" (Neuman & Dwyer, ٢٠٠٩).

Allen (١٩٨٣) stated that vocabulary was neglected in teachers' preparation programs because teachers felt that grammar should be emphasized more than vocabulary because it was already given too much attention in language classrooms. Allen also pointed out that specialists in methodology fear that students would make mistakes in sentence construction if too many words were learned before the basic grammar was mastered. Consequently, teachers were led to believe that it was best not to teach much vocabulary.

They also believed that word meaning could be learned only through experience and cannot be adequately taught in a classroom; if students know the meaning of the words without learning the sentence construction they will make mistakes when they put words together in a sentence. Furthermore, when students know a word they have to use it in different contexts until they get a full understanding of it.

Research suggested that students' understanding of the words depends on the number of times they encounter a word and the variety of contexts where it is embedded (Nation ,٢٠٠١).

According to Carter (١٩٨٧) vocabulary learning does not usually occur through a single reading context, no matter how rich the context is, the students should be exposed to a word repeatedly, in multiple contexts, to learn new vocabulary items (p. ٥٥٤).

In the last two decades, vocabulary study has been given more importance and relevance in the classrooms as one of the most important areas of language teaching. There is no understandable language learning theory that explains the renewed interest in studying vocabulary in the last two decades. However, three recent developments in the theory and practice of language teaching may explain why a reassessment of the role that vocabulary can play in second language learning has occurred at this time. First, the idea that foreign language learners can develop their own internal grammar in predetermined stages. At the same time, there has been the shift toward communicative methodologies that emphasize the use of language rather than the formal study of it. These two ideas have led a view of language teaching as empowering students to communicate, and obviously, one of the best ways of increasing students' morale to communicate is to increase their vocabulary (Graves,٢٠٠٠).

Recent studies suggested that teachers tend to notice that non-native students have a significant disadvantage in their academic studies due to their low amount of vocabulary study. These reasons have had the effect of elevating the importance of vocabulary teaching. As teachers have rediscovered the importance of vocabulary teaching they have been forced to

consider the ways in which foreign language learners best assimilate new words.

The nature of the foreign language vocabulary in a learner's long-term memory has been investigated and it has been found out that first language mental lexicon can be applied to L٢ acquisition as we can learn a second or a foreign language in the same way we acquire our mother tongue. Morgan (١٩٨٦) argued that language may best be learned incidentally to substantive cognitive and emotional learning, as was the case when we learned our mother tongue. We learn isolated words and later we understand them in structured ways. Through repetition we memorize the meaning, which is associated with the sense of touch. That is why concrete words are easier to learn than abstract words. Therefore, the first stage of English vocabulary usually contains words for things in the classrooms. One reason for introducing classroom items is that it is easy to convey meanings of those words. By pointing out the object, students will associate what they hear with what they see(Morgan ,١٩٨٦).

According to Allen (١٩٨٣) things in the classroom should be taught because success in learning often depends on the number of senses that are used in the learning process. There are a lot of things that surround teachers that can be used to teach foreign words in the classroom. Touching objects helps students in memorization and understanding the meaning of the words. Allen reinforced the idea that when students touch something in addition to hearing and seeing the words, there is a strong chance that the word will be learned.

Albert & Obler (١٩٧٨)stated that words in one language and their translation equivalents in the other , are related in the brain in a non-random way (p. ٢٤٦). Therefore, L٢ can be learned based on the same principle as L١.

 Rababah (٢٠٠٥) argued that Arab students generally face some difficulties to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment in learning a mother tongue or any foreign language.

Language acquisition cannot take place without learning its lexis with unlimited shifts in meaning caused by various contextual variables (Punch, ٢٠٠٥) as vocabulary is the most essential part, along with phonetics/pronunciation and grammar, required to learn a foreign language hence vocabulary form the basis for language skills(listening, speaking, reading, and writing) (Pan & Xu, ٢٠١١).

Rohmatillah (٢٠١٧) declared that without learning the vocabulary communication in the foreign language becomes harder. moreover, vocabulary knowledge is an integral part of the language; it is central to communicative competence. Low vocabulary knowledge poses severe problems to its learners, which consequently impedes the learning of English language (Punch, ٢٠٠٥).

According to Schmitt (١٩٩٧) vocabulary plays a vital role in teaching and learning the second language as lexical knowledge is fundamental to communicative effectively. The language of the human beings depends on the vocabulary used or gained. Thus, without vocabulary, the learners will be demotivated to use the language (Richards , ١٩٧٦).

According to Robert (٢٠١٣) texts can provide escapism and offer alternative perspectives on the world, they can also 'kindle' our imaginations to create rich mental images that may stay with us forever.

In the Sudanese EFL context, the efficiency in vocabulary mastering is becoming increasingly significant to the students. Hence, the ability to read and understand textbooks written in English is needed to university level students to learn professional knowledge as well as strengthen their English proficiency. However, reading textbook written in English in the Sudanese universities context has been considered a challenge for many undergraduates, especially those who are specialized in disciplines related to English hence many students have difficulties in decoding and understanding English words in different contexts.

This chapter intends to establish theoretical background for the present study by giving further details concerning vocabulary difficulties among EFL Sudanese university students.

٢.١.٢ What is vocabulary?

According to Brown (٢٠١٠) vocabulary is the only system involved of alphabetical order. Hornby (١٩٨٣) defined vocabulary as all the words in a particular language or "a list or collection of words and phrases usually alphabetically arranged and explained or defined".

In addition, Brown (٢٠١٠: ٣٧٧) viewed vocabulary items as a boring list of words that must be defined and memorized by the students as lexical forms are seen in their central role in contextualized, meaningful language.

Schmitt (١٩٩٧) also maintained that vocabulary means knowing a word meaning, knowing how often it occurs, the company it keeps, its appropriateness in different situations, its syntactic behavior, its underlying form and derivations, its word associations, and its semantic features.

Richard and Renandya (٢٠٠٢) argued that since vocabulary is the basis of how well learners speak, write, listen and read, it is one of the important elements of language proficiency. Without vocabulary mastery, students may be discouraged to use the language they are learning in daily activities. Therefore, vocabulary acquisition is very central in developing students' ability to communicate using a language, including reading comprehension.

According to Burns (٢٠٠٥) vocabulary refers to the conceptual knowledge of words and goes well beyond a simple dictionary .

Vocabulary is essential in EFL acquisition. As McCarthy (١٩٩٠) stated that without words to express a wider range of meanings, communication in an L٢ just cannot happen in any meaningful way.

Nation (٢٠٠١) defined vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use.

Hiebert and Kamil (٢٠٠٥) defined   the term vocabulary as the knowledge that the learners should have about the meanings of words. They argued that words come into two types, oral and print and the knowledge, too, comes in

at least two types: receptive (to be understood or recognized) and productive (written or spoken). The oral vocabulary belongs to a set of words for which the learners know the meanings while speaking or reading orally while the print vocabulary consists of words for which the learners know the meanings when they write or read silently.

According to Schmitt(١٩٩٧) vocabulary knowledge usually indicates the learners' progress as learning the vocabulary has always been a skill taught and evaluated in other language skills such as reading, writing, listening, and speaking.

٢,١,٣Types of vocabulary

Harmmer(٢٠٠١) distinguished between two types of vocabulary: active and passive.

Active vocabulary refers to the words taught to students, and they can be used in speech or writing as oral or written expressions; it refers to all the words that students understand , it consists of those words over which one can use in speech and writing .

 In other words, active vocabulary is the stock of words used in daily life . Hiebert and Kamil (٢٠٠٥) maintained that active vocabulary is the set of words that an individual can use when writing or speaking , they are the words that are well-known , familiar and used frequently . This is also known as productive vocabulary or working vocabulary . All the words a student hears during any lesson need not become a part of the active vocabulary (Hiebert and Kamil ,٢٠٠٥).

 Passive vocabulary on the other hand refers to the words that students recognize and understand in a context as the vocabulary that usually occurs in listening or reading materials. It refers to words that learners understand but are not yet able to use and contains all the words that students understand when they read or listen , and speak .

In addition , passive vocabulary means words that people meet less often and may be of low frequency in the language as a whole . According to Jhon and Acres(٢٠١٣) passive vocabulary is likely to contain more words than the

active vocabulary . One way to improve the range of vocabulary, is to try to transfer words from your passive to the active vocabulary. (Jhon and Acres ٢٠١٣) .

According to Hiebert and Kamil (٢٠٠٥) a word has two forms, oral and print vocabulary. Oral vocabulary refers to the set of words for which we know the meanings when we speak or read orally while print vocabulary consists of words for which the meaning is known when we write or read silently. They maintained that knowledge of words also comes in at least the following two forms:

a. Productive vocabulary

Productive vocabulary refers to the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

b. Receptive or recognition vocabulary

Receptive or recognition vocabulary means set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able to assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly (Hiebert and Kamil, ٢٠٠٥) .

All in all vocabulary can be described as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (Neuman & Dwyer, ٢٠٠٩).

٢,١,٤ Importance of Vocabulary in EFL Learning

Vocabulary is crucial for everyone who wants to learn a language in their life. "Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language" (Allen, ١٩٨٣). Without developing it, almost no one can achieve success in language learning. In other words

August (١٩٩٩) mentioned that "Vocabulary is an important aspect of language development." Therefore, teachers should understand its importance if they want their students to achieve academic success in the language learning.

It is clear that in order to communicate; students need to know a certain amount of words. Communication will break down if there is lack of vocabulary needed to express their thoughts. It is for this reason that the lack of vocabulary interferes with students' language learning. Students with low vocabulary knowledge are those most likely to show poor achievement across all curriculum areas. In the classroom, for example, students with limited vocabulary frequently do not score well on their written tests because of the simple fact that they are not able to understand unfamiliar words that appear in the instructions given. Consequently the possibility of earning a good grade is limited. If they do not master or know words, they cannot have a conversation, write, listen or read in the foreign language. Research suggested that vocabulary difficulties also inhibit students' motivation and reduce the possibility that they will succeed in learning a foreign language (Brown, ١٩٩٥).

According to Brown (١٩٩٥), there are three reasons why vocabulary has an essential role in language teaching:

(I)   The strong relationship between the ability to communicate and vocabulary knowledge.
(II)   Language learners' attitudes to the importance of vocabulary.
(III)   The significant role of lexical knowledge in the development of grammatical competence.

Educators have long recognized the importance of vocabulary development. In the early ٢٠th century, Alber (٢٠١٤) stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. Since then, there has been an "ebb and flow of concern for vocabulary" (Alber, ٢٠١٤). At times, interest in vocabulary has been high and intense, and at other times low and neglected, alternating back and forth over time (Priyono, ٢٠٠٤).

Being a fundamental part of language learning, vocabulary is regarded as a crucial component in both comprehension and communication. Because a considerable amount of vocabulary constitutes the basis for successful foreign or second language learning, the paramount significance of vocabulary is unquestionable

Intaraprasert (٢٠٠٠) argued that learning a foreign or second language at various levels of proficiency requires a high number of words for which the learners make efforts to retain words in their long-term memory.

Vocabulary learning helps to acquire language, develop the learners' reading proficiency, and is beneficial for reading comprehension (Shahov, ٢٠١٢).

Milton (٢٠٠٩) stated that vocabulary constitutes the basis for learning target language "no amount of grammatical or other types of linguistic knowledge can be employed in communication or discourse without the mediation of vocabulary".

Oxford (١٩٩٠) stated that the process of learning vocabulary involves four stages:

a. Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing.

The discrimination stage involves distinguishing sounds and letters. It helps in speaking, listening, reading, and writing because by distinguishing sounds, the learners pronounce words correctly and understand them when they read or hear.

b. Understanding meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

Understanding meaning involves understanding the concept of words by relating them to their referents.

c. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten. The remembering stage consists of the ability to retain the meanings.

d. Consolidation and extension of meaning

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, then words would not be forgotten and need to be relearned. ,the consolidation and extension stage refers to learning new vocabulary and its integration in the learners' vocabulary system (Grauberg, ١٩٩٧).

Gazlianty(٢٠١١)explained that vocabulary learning is considered important since it is an indicator of a language ability. In other words, learning either first or second language is basically related to its vocabulary knowledge, hence limited vocabulary knowledge will impede or stop from learning a language. In English teaching and learning, vocabulary is addressed as the central element of it because learners definitely can not express or engage in communication if there is an absence of adequate range of vocabulary.

Wilkins (١٩٧٢) stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" which suggests that the existence of sufficient vocabulary is much more crucial to learners than grammar is. In addition, although learners do not know well about grammar, knowing some useful words and expressions will help them to manage to communicate.

Besides, vocabulary is accepted as the base of learning an additional language because words constitute the building blocks of target communication (Lewis, ١٩٩٣; Schmitt, ١٩٩٧).

The high importance of vocabulary in language learning is emphasized by Yang (٢٠١٢) who declared that vocabulary plays an important role and grants much of the basis for how well learners listen, speak, read, and write.

٢,١,٥ Vocabulary Learning Strategies

According to Rubin (١٩٨٧) vocabulary strategies means the process by which information is retrieved, obtained, stored, , and used.

Asgari and Mustapha (٢٠١١, p.٨٥) described vocabulary learning strategies as steps taken by the language learners to acquire new English words.

According to Nation (٢٠٠١) there are three main categories of vocabulary learning strategies: planning, sources, and processes.

Planning

 Planning involves choosing what and when to focus attention on the vocabulary items. This category contains strategies for choosing words, choosing the aspects of word knowledge, choosing strategies, and planning repetition.

Sources

 Sources refer to finding information about words from analyzing the words; context, dictionary, etc.

 Process

Process means establishing lexical knowledge through such powerful processes as noticing, retrieving and generating.

 Catalán (٢٠٠٣) described vocabulary learning strategies as the knowledge about the mechanisms (process, strategies) used in order to learn vocabulary as well as steps or actions taken by students in order to

- To find out the meaning of unknown words.

- To retain them in long-term memory.

- To recall them at will.

- To use them in oral or written mode.

According to Nyikos (٢٠٠٧) a vocabulary strategy is a special instructional tool and way of going about directly or explicitly as well as the independent word learning skills required to learn words independently." VLS constitute knowledge about what students do to find out the meaning of new words, retain them in long-term memory, recall them when needed in comprehension, and use them in language production (Catalan, ٢٠٠٣).

It has been argued that all language learners consciously or unconsciously employ some form of strategies in learning the vocabulary, but successful L٢ learners engage in more purposeful language learning and use more strategies than the unsuccessful learners (Ling, ٢٠٠٥). Laufer and Goldstein (٢٠٠٤) emphasized that it is important that the learners have effective strategies in the area of vocabulary .

Khan (٢٠١٦) stated that taxonomy of language classification strategies are classified into eight parts they are: dictionary, guessing, study preferences, memory, autonomy, note-taking, selective attention and social strategies.

Siriwan (٢٠٠٧) claimed that students' choice of strategies is influenced by their beliefs about vocabulary learning. In other words, those who believe that words can be learned independently of the context used memorization and visual encoding strategies, others use dictionary, self initiation, activation, and guessing strategies.

Stuart (٢٠٠٥) stated that: "Strategies can be very different in nature, ranging from planning the organization of one's learning (a meta cognitive learning strategy) through using mnemonic devices (methods used to help one remember information that is otherwise difficult to recall) to learn vocabulary (cognitive learning strategies) and rehearsing what one expects to say (a performance strategy) to bolstering one's self-confidence for a language task by means of "self-talk" (an affective strategy).

٢.١.٦Teaching Vocabulary

Shahov (٢٠١٢) stated that there are some items need to be taught when teaching vocabulary , they are:

١. Form: pronunciation and spelling

A learner has to know what word sounds or its pronunciation and what it looks or its spelling. These are obvious characteristics and one or the other will be perceived by the learner when encountering the item for the first time. In teaching vocabulary, teachers need to make sure that both of these aspects are accurately presented and learned.

Wu (٢٠٠٥) stated that when teaching vocabulary forms teachers should consider the following:

١) What part of speech is the word- noun, verb, preposition, etc? ٢) How is it spelled-is it regular or irregular?

٣) Does it belong to a family of words?

٤) How is the word, or combination of words are pronounced and whether the word has one or more than one syllable and where is the stress?

٥) How does the word collocate with surrounding words? Is it part of set expression?

٢ . Grammar

The grammar of a new item will be necessary to be taught if this not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts and may have some idiosyncratic with other words in sentences; it is important to provide learners with this information at the same time teachers teach the base form. When teaching a new verb, for example, teachers must give also its past form, if it is irregular (think, thought) Similarly, when teaching noun, teachers must present its plural form   .Teachers must present its plural form , if it is irregular e.g mouse-mice or draw attention to the noun having no plural at all (advise, information).

In presenting verbs such as want and enjoy, teachers also have to present kinds of verb following them (want to, enjoy-ing)

٣.Collocation

Collocation means word partners, for example we say make a mistake not do a mistake and do homework not make homework. Therefore, this is also information about a new item which may be worth teaching. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

Collocation is a term used to describe a group of words that occur repeatedly in a language. McCarthy (١٩٩٠) stated "the relationship of collocation is fundamental in the study of vocabulary; it is a marriage contract between words, and some words are more firmly married to each other than others" (p.١٢).

Knowledge of collocation means knowledge of which words are most likely to occur together. For instance, "beige" collocates with "car" but not with "hair", just as "blond" collocates with "hair" but not with "car." Knowledge of collocational appropriateness is part of vocabulary competence and fluency.

٤. Aspect of meaning: denotation, connotation, appropriateness

The meaning of a word is divided into two aspects, denotation and connotation. Denotation refers to the literal meaning of a word, the dictionary definition. For example, denotative meaning of the word snake is any of numerous scaly, legless, sometimes a venomous reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions. Connotation, on the other hand, refers to the associations that are connected to a certain word or the emotional suggestions related to that word. The connotative meanings of a word exist together with the denotative meanings. The connotations for the word snake could include evil or danger.

A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to be used in a certain context or not. For example, learners may know that weep is virtually synonymous in

denotation with cry, but it is more formal as it tends to be used in writing than in speech, and generally it is less common.

٥. Aspect of meaning: meaning relationship

Milton (٢٠٠٩) stated that when teaching meanings teachers should consider the following:

١. Many words have more than one meaning, what exact meaning in which context do you want to focus on?

٢. What is the connotation of the item?

٣. Could the vocabulary item have different meanings for different people?

Ling (٢٠٠٥) stated that how the meaning of one item relates to the meaning of another can also be useful in teaching. There are various meaning relationships. For examples:

١) Synonyms: items that mean the same or nearly the same, for example bright, clever, and smart may serve as synonyms of intelligent.

٢) Antonyms: items that mean the opposite, for example: rich is an antonym of poor.

٣) Hyponyms: items that serve as specific examples of a general concept, for example: dog, lion, and mouse are hyponyms of animal.

McCarthy (١٩٩٠) states that hyponymy offers an organizing principle for vocabulary teaching and learning (p.١٩). Hyponymy is the relationship of inclusion; it organizes words into taxonomies, or hierarchical tree-type diagrams. Gairns (١٩٨٦) stated that in the hyponymy relation, "orange" would be the hyponymy of "fruit" which is a superordinate. In the same way, "cow," "horse," "pig" and "dog" are all hyponymy of the superordinate "animal." The importance of the hyponymy in vocabulary teaching is the contribution it gives in classifying the items according to their categories. Classifying or categorizing exercises are useful ways to reinforce student understanding of vocabulary words.

٤) Co-hyponyms or co-ordinated: other items that are the same kind of things, for examples: red, blue, green, and brown are co-ordinates.

٥) Superordinates: general concepts that cover specific items, for example: animal is superordinate of dog, lion, and mouse.

٦) Translation: words or expressions in more or less equivalent in meaning to the item being taught.

٧) Word formation

Vocabulary items, whether one-word or multi-words, can often be broken down into their components. Word formation is the creation of a new word.

Nation (٢٠٠١: ٤٠) proposed the following mechanisms of word formation :

a) Agglutination: the process of forming new words from existing ones by adding affixes to them, like shame + less + ness :shamelessness.

b) Back-formation: removing seeming affixes from existing words, like forming edit from editor.

c) Blending: a word formed by joining parts of two or more older words, like smog, which comes from smoke and fog. There are two mechanisms of word blending:

(١) Acronym: a word formed from initial letters of the words in a phrase, like English laser from light amplified by stimulated emission of radiation.
(٢) Clipping: taking part of an existing word, like forming "ad" from advertisement.
d) Calque: borrowing a word or phrase from another language by literal, word-for-word or root-for-root translation; for example the English phrase to lose face, which is a calque from Chinese.

e) Compound: a word formed by stringing together older words, like earthquake.

f) Conversion: forming a new word from an existing identical one, like forming the verb "green" from the existing adjective.

g) Neologism: a completely new word, like" quark"

Brown (٢٠١٠) identified five steps for learning vocabulary in a foreign language:

١- Having sources of encountering new words.

٢- Getting a clear image, either visual or auditory or both of the forms of the new words.

٣- Learning the meaning of the words.

٤- Making a strong memory connection between the forms and the meanings of the words.

٥- Using the words.

Foley (٢٠٠٥) stated that there are many strategies to enhance teaching English vocabulary. Firstly, it's important to decide what the teacher want the students to know as the first step in teaching vocabulary is to tell the meaning of the words, and this could be done by the teacher saying the meaning through notes as they did in story , or by students could look up the definition on their own .

The teacher then give the students the form of words, the students need to know if the word is verb, adjective or nouns to be able to use effectively. Moreover, the teacher should tell the students how are the words pronounced, and how they are spelt Harmer (٢٠٠١).

According to Harmer (٢٠٠١) effective vocabulary teaching can be achieved by the following strategies:

a. Definition

Barcoft (٢٠٠٤) said that when an unfamiliar word is likely to affect comprehension , the most effective time to introduce the word's meaning may be at the moment the word is met in the text .

August (١٩٩٩) pointed out that definition in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined.

b. Context

The context means the words that come just before and after a word , phrase or statement and helps to understand its meaning. Rahman (٢٠١٦) said that the one way teachers have found to emphasize context is to introduce selected vocabulary within cloze sentences – a sentence with a blank where the word should go . So that, teaching vocabulary in the context is more helpful to learners , and putting the new English words within a text makes the learners manipulate the meaning of the new words .

c. Role-Play

Role-plays give students the opportunity to demonstrate how to use English in real life situations and make them focus more on communication than grammar. Vocabulary role-play is a strategy used to encourage learners to makes connection among their past experiences as students are introduced to new vocabulary and given an opportunity to discuss and see the vocabulary in context through role-play (Alber,٢٠١٤).

d. Antonyms

 There are a variety of different forms of "oppositeness " , which are important to learners and teachers . Alber(٢٠١٤)reported that when one member of pair of opposites is understood the meaning of the other can be easily comprehended . This helps the students to understand the different shades meanings of a word .

e. Synonyms

Synonyms are group of words that give the same meaning they share the general sense and so may be interchangeable in a limited number of contexts . According to Pavicic(٢٠٠٣) synonyms may be used to help the student to understand the different shades of meaning if the synonyms is better known than the word being taught hence learning words with known synonymy are easier than learning words without knowing the synonymy because the learners known synonymy to less frequent synonymy (Laufer & Goldstein ,٢٠١٤) .

f. Using Realia

Richards& Renandya (٢٠٠٢) claimed that real objects or models of real objects are very effective and meaningful in showing meaning but in handling of real objects , a teacher must be practical and should not be superfluous . Moreover , as it involves the senses , it promotes creativity and acknowledgment of the object as direct . In addition , Milton (٢٠٠٩) added that " The use of realia in the classroom supports English language learners in a wide variety of ways . Introducing real objects that can be seen , felt ,and manipulated is a powerful way to connect vocabulary to real life .

g. Pictures

Pictures are one of the valuable aids . They bring " images of reality into the unnatural world of the language classroom; pictures are commonly used for learning new words associated with the topic presented by the teacher (Milton ,٢٠٠٩) . Harmer(٢٠٠١) added that " Teachers have always use pictures or graphic – whether drawn , taken from books , newspapers , and magazines – to facilitate learning " (Harmer,٢٠٠١) .

h. Drawing

According to Intaraprasert (٢٠٠٠) drawings are suitable as illustrations for personal expression to use drawing in language teaching as they give students the opportunity to express themselves.

i. Reading and writing the word

According to Milton (٢٠٠٩) when learners read the words it makes them familiar with the words and also improves their pronunciation. So , reading can be a source of learning new words with knowing its meaning directly. He also pointed out that writing or copying the word from the whiteboard will give the student a chance to understand the grammatical aspect of the word such as nouns , verbs and adjectives.

j.Providing Feedback

 Ling (٢٠٠٥) stated that feedback is conceptualized as information provided by an agent (e.g. , teacher , peer , book , parent , self experience) regarding a speech of one's performance .

In addition Oxford(١٩٩٠)claimed that feedback refers to the information that a learner can confirm , add to overwrite tune , or restricted information in memory whether that information refers to domain knowledge or beliefs about self and tasks .

k. Using Records

Pan (٢٠١١) found that listening to new vocabulary in English can be considered a source for vocabulary acquisition hence using records through teaching new English vocabulary is very beneficial .

Harmer (٢٠٠١) suggested the following techniques for teaching vocabulary:

١. Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them the words in action.

٢. Explanation

The teacher explains the construction of language in diagram using textbooks and the board.

٣. Discovery

The students can be encouraged to understand new language forms by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

٤. Check Question

The teacher can check questions to see if the students have understood the meaning and use in the text or paragraph.

٥. Presentation

The teacher shows the things and does not present words to students, for example, the teacher may use pictures, videos and also use the mime, action, and gesture to present the new words.

٢.١.٧ Learning vocabulary

Learning vocabulary is fundamentally about learning definition of words. Many teachers believe that defining words before reading a text is an effective instructional technique to support vocabulary growth and enhance reading comprehension; however, research indicates otherwise. For example, the popular practice of requiring students to find definitions of words and write those words in sentences before reading appears to have little apparent impact on their word knowledge and language use, and has not improved students' comprehension of texts that contain those words (Punch, ٢٠٠٥).

Similarly, Richards and Renandya (٢٠٠٢) found that instructional methods that provide only definitional information about each word to be learned or that involve multiple repetitions of definitional information about a target word do not appear to have reliable effects on reading comprehension.

 Allen (١٩٨٣) identifies three reasons why strategies that focus on word definitions are not effective:

 (١) A word can have multiple definitions and meanings depending on the geographic location in which a person lives.

(٢) A word can have a definition that may not be correct in a particular context.

(٣) Definitions of words often lack adequate information for students to use correctly.

Hatch and Brown (١٩٩٥) stated that learning vocabulary is more complex than simply memorizing definitions of words; rather, it involves seeing, hearing, and using words in meaningful contexts strategies that focus on word recognition and word use in meaningful contexts are most likely to positively affect vocabulary growth.

Brown (٢٠١٠) identified five steps for learning vocabulary in a foreign language:

١- Having sources of encountering new words.
٢- Getting a clear image, either visual or auditory or both of the forms of the new words.
٣- Learning the meaning of the words.

٤- Making a strong memory connection between the forms and the meanings of the words.

٥- Using the words.

Nation (٢٠٠١) described the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

Vocabulary acquisition is something that we cannot imagine the language speaker without knowing it. Its role, its value, its importance is just limitless in teaching language. A word itself is such a thing which gives us the opportunity to express our ideas, emotions and even something we want to show. Learning, understanding, even realizing one word in the learning process is a real success and gaining the new words, increasing the number of words we know can give us an enormous help to learn the language well.

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,٢٠٠١).

Furthermore, McCharty (١٩٩٠) argued that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Oxford (١٩٩٠) also claimed that vocabulary is "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings".

Despite these difficulties that language learners face in L٢ vocabulary, they still have to deal with it in their examinations as vocabulary has traditionally been one of the language components measured in language tests (Schmitt, ١٩٩٧, ١٨٩).

Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorizing lists of L٢ words and rely on their bilingual dictionary as a basic communicative resource. As a result, language teachers and applied linguists now generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively.

Language learners can develop their vocabulary knowledge with lots of ways, just it depends on the learner, even some people can keep learning vocabulary with developing other skills as well because they know the peerless importance of vocabulary.

٢,١,٨ Vocabulary Mastery

According to Gazlianty (٢٠١١) there are two types of vocabulary mastery those are :

a. Active mastery is vocabulary mastery in speech production. The students are active to produce the words or sentences and are able to communicate the words with each others. It includes speaking and writing.

b. Passive mastery means vocabulary mastery that only transfers the words or sentences as the students hear or watch, so they can express something. It includes the mastery of reading and listening.

While some vocabulary learning occurs in schools, it is not just a school-based phenomenon. Many children begin formal schooling "with rich vocabularies but not formal vocabulary instruction" (Grauberg,١٩٩٧) and while they are in school they may continue to learn vocabulary without much direct and explicit help from teachers (Dóczi, (٢٠١١).
For the most part, vocabulary growth in school occurs informally and incidentally rather than formally and intentionally (Richards& Renandya ,٢٠٠٢). Students learn vocabulary best in classrooms in which teachers read to them and highlight important and interesting words. In these classrooms, students regularly read independently and in groups and they discuss their understandings in literature circles during and after reading.

Informal and incidental vocabulary learning is quite efficient and effective. Twenty-five to fifty percent of annual vocabulary growth can be attributed to incidental learning from meaningful context while reading (Foley, ٢٠٠٥). Ling (٢٠٠٥) found read-aloud seem to be a particularly powerful instructional strategy for supporting incidental vocabulary growth in the elementary grades.

٢,١,٩ EFL Difficulties in Teaching and Learning Vocabulary

According to Thornbury (٢٠٠٢) there are some factors that make some words more difficult than others such as pronunciation , spelling , length and complexity .

 McCharty (١٩٩٠) highlighted that while dealing with vocabulary one should take into account three important aspects of words – their form , their meaning and their distribution – and one should consider various kinds of

classes of words in the function of the language as the forms , meaning distribution and classification of words differences might lead to vocabulary problem teaching.

According to Leung (١٩٩٢) EFL learners encounter some difficulties in learning vocabulary; they face difficulties in pronouncing words, they do not know how to spell and write words, the different grammatical form of words known as inflections poses is the main cause of students difficulties in learning vocabulary, in addition, students find difficulties in choosing the appropriate meanings of words and get confused in using the words based on the context and they feel worried when they find idiomatic expressions.

When a teacher selects lexical items to teach, he/she should be useful. But determining which item is useful depends on the teaching situation, which is always different. One item in one context may be quite useless in another.

 Gairns (١٩٨٦) argued that the relative importance you attach to the various criteria of selecting a word depends on your own teaching situation (p.٥٧). There are a lot of systematic rules and guidelines for choosing words for vocabulary instruction. Teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom. However, there are a lot of benefits for including vocabulary development strategies in the content instruction. It is clear that rote memorization and dictionary definitions will not help much in retention, and in order to learn the words, they must be presented in different and meaningful contexts. When choosing words, select words based on content, students, and time (Punch ,٢٠٠٥). Words that are selected should be important to developing an understanding of related content in other subject areas. "There is a direct association between the knowledge of a word meanings and understanding of what is to be learnt" (Punch ,٢٠٠٥).

This will make the meanings of words relevant to the context they appear and also help students build connections between what they know and new vocabulary. Punch (٢٠٠٥) reinforced that students will then encounter new words in a confirmatory and relevant manner rather than as unknown words in an irrelevant piece of text .It is also important to help students make

associations between the vocabulary words they are learning and their prior knowledge. If teachers select words according to students' prior knowledge and connection with words, it will increase students' interest in learning the new words. "It is essential to relate new words to experiences that students may have had" (Gunning, ١٩٩٦, p. ١٦٦). It also leads students to better retention of what is learned. Consequently, the selection of words is based on the principle that students' previous knowledge will contribute to their understanding of the new content being read. "Given the content to be learnt, the nature of the learners themselves, and the anticipated time for a unit of study, the teacher makes decisions related to what is deemed a reasonable number of words for instruction" (Punch ,٢٠٠٥).

It also includes what students already know, prior knowledge, when initiating and implementing vocabulary development. After assessing prior knowledge, teachers can provide students with synonyms, antonyms, analogies, homophones and homonyms of the words already known as having students brainstorm, categorize, organize, or analyze can help them in understanding the meaning of the words in relation to other words(Gazlianty ,٢٠١١).

Another aspect of selecting words for study is to choose words relate to students content areas. La Flamme (١٩٩٧) suggested that vocabulary instruction must be formalized, structured, and related in a meaningful way to the content that students are learning (p. ٣٧٨).

Words selected must have a purpose for students to learn . They will feel more comfortable when they see that what they are learning is something useful for them not only in the classroom but also in their everyday activities. If the word selected does not match a student's need, the probability of being retained is very slim. Teachers can give students a list of vocabulary words to look up in the dictionary. It is normal because students can practice their dictionary skills and spelling; however, there is a tendency for them to memorize words and definitions. So in order to learn the words they must be presented in meaningful ways. Surely, one of the ways of presenting words for students is through their content areas. "Vocabulary words should be selected that reflect students' learning needs in

light of the content to be studied" (Misulis, ١٩٩٩, p. ٢٦). Students' learning needs are very important for understanding and retention of the words that contribute to content learning in all subject areas.

٢,١,١٠ Factors Causing Students' Difficulties in Learning Vocabulary

Slameto (٢٠١٣)stated that there are several internal factors that affect EFL students learning difficulties like intelligence ,aptitude and motivation ,also EFL learning is affected by external factors such as family factors, school and environment factors.

Thornbury (٢٠٠٢) suggested some factors that make some words more difficult,they are as follows:

a. Pronunciation

It has been usually noticed that words that are difficult to pronounce are more difficult to learn.

b. Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either pronunciation or spelling, and can contribute to most English spelling is fairly law-abiding, there are also some glaring irregularities (Thornbury ,٢٠٠٢). Words that contain silent letters are particularly problematic such as honest, cupboard, muscle, etc.

c. Lenght and complexity

Long words seem to be more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore, the learner is likely to meet them more often.

d. Grammar

Grammar that is associated with the word can be problematic, especially if this differs from that of its L١ equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an ing form (swimming) can add to its difficulty.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. For example: make and do , it is possible to say make breakfast and make an appointment, but do the housework and do a questionnaire are often used.

f. Range, connotation and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch). Walter (١٩٩٥) stated that what makes a vocabulary item is easy or difficult. How easy or difficult a vocabulary item is can depend on a number of factors:

Similarity to L١

The difficulty of a vocabulary item is often depends on how similar the items is in the form and meaning to the students first language. Words which are similar in the first language and English may be misleading rather than helpful(Herrel ,٢٠٠٠).

Similarity to English

Once students have some English then a word which is related to an English word they are already familiar with is easier one which is not. For example, if students have already met the word friendly they should be able to guess the meaning of unfriendly.

Connotation

Another difficult aspect that learners have to get grips with is the connotation of the word. For example, does the word have positive or negative connotation to a native speaker? For example, either skinny and slim could be used to describe someone who is thin , but these words are very different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude.

Spelling and pronunciation

Nation (٢٠٠١) stated that the spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough, thorough.

Multi-word items

A lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to put someone up. Phrasal verb are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

Collocation

How a lexical item collocate with another may cause some difficulties to EFL learners. For example, people are injured or wounded but things are damaged, and we can say a strong wind and strong coffee but it is a light wind not a weak wind and weak coffee not light coffee.

Appropriate use

Zimmerman(٢٠٠٧) stated that when to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context .For example, we can use pushing to mean almost in he is pushing fifty. But pushing is only used in this way with older people ,we do not say

(he is pushing there!). Also it is important that students know whether the word or phrase has a marked style informal or formal.

According to Sudijono (٢٠١٤) there are some factors that cause EFL students' difficulties in learning vocabulary:

١. The written form is different from the spoken form in English.
٢. The number of words that the student need to learn is exceedingly large.
٣. The limitation of the sources of information about word.
٤. The complexity of the word knowledge .
٥. Lack of understanding of the grammatical forms of the words.
٦. The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.

Schwarz and Terrill (٢٠٠٠, pp. ٣-٤) mentioned some reasons for students'
lack of expected progress, those are:

١. Problems with academic language skills due to limited knowledge towards the target language.

٢. Ineffective learning habits which can be a source of unsuccessful learning.

٣. Native language intervention during the study.

٤. Problems with teaching methods conducted by teacher which are not suitable to learners' preference.

٥. Stress or trauma that has been experienced by a learner resulting difficulties in concentration.

Mohammed (٢٠١٨) stated that students experienced difficulties in learning English due to uncommon differences between the local language and the target language, those are:

١.Negative transfer.

It refers to transferring the target language using the students' first language which cannot be understood as every language has their own structure.

٢. Cultural differences.

As it is known English has become first language in many countries and blended in its community for example, English America, British, Australia and Canada. Therefore, students who learn English must be aware of the English culture because cultural awareness is needed to adjust English vocabularies in daily use.

٣. Accent.

English accents are varied depending on its communities. Students may have problems in understanding the native speakers.

٤. Arbitrary language causes some difficulties for foreign language learners, as they face the problem of understanding English words as how they are written are sometimes different with their pronunciation.

٥. Grammar and vocabulary.

English has many grammar rules which are confusing for non- English background. Students experience difficulties when they do not know the correct structure to use. It is because different structures has different meanings.

٦.Pronunciation.

To be understood, students need to pronounce the words correctly. However, pronouncing a new language for new students is difficult as the way people talk will be influenced by their first language.

٢.١،١١ Vocabulary and Other Language Skills

Vocabulary is linked to all areas of learning. In order to develop students' skills, students need to know a certain amount of words hence developing students' vocabulary skills correlates with success in all areas of curriculum (Ling ,٢٠٠٥).

The above assumption is based on the fact that students who show excellent abilities in listening, reading, speaking or writing are those who possess larger vocabulary knowledge, and students with little or less vocabulary knowledge improve their listening, writing, reading or speaking ability after being exposed to vocabulary instruction (Milton, ٢٠٠٩). Therefore, vocabulary instructions will facilitate better listening, speaking, reading and writing.

a) Listening and Speaking

Listening and speaking skills are closely interrelated. Students' oral vocabulary can provide teachers with information regarding their word knowledge, which helps them to find out instruction strategies for teachers. Relevant activities should be selected to enhance these skills through the use of vocabulary instruction.

Ling (٢٠٠٥) suggested that one way of doing this is to give students books to read and ask them to report what they have read. This strategy requires students to present information clearly in order to facilitate listening comprehension. Ling stated, "The use of language during such activities helps pupils to achieve more optimal in speaking" (p. ٨).

He further stated that students should be familiar with key vocabulary in the report or inevitably they will tune out as unfamiliar vocabulary obstructs their comprehension.

Another possibility of reinforcing this skill is giving students a word to explain and some other words that they cannot use in their explanation and the other students must find out the word through the explanation given. For example, bride is the word the students must guess and words they cannot use in their description are: wedding/ marry/ wife/ church/ dress.

It will be impossible to carry out these activities if students do not possess vocabulary knowledge . However, listening and speaking skills cannot and will not develop throughout lessons and activities unless students are familiar with key words throughout the text.

Therefore, it is clear that before introducing listening and speaking activities, teachers must think about words that students already know and those that they will probably encounter and not know. Students may also do not know how to incorporate unfamiliar words into class activities. Certain words must be taught and time must be taken to help in students' understanding of the most important words which in their understanding are essential for students to get the main ideas in the reading selection or in any class activities.

b). Writing Skills

There are direct correlations between students' writing and spelling skills when they receive vocabulary instruction. Gunning (١٩٩٦) defined vocabulary development as a "rich store of words, which allows us to transmit knowledge with precision and imagination" (p.١٦٣).

Students with low vocabulary knowledge experience major difficulties in the process of writing and spelling, while students who have been exposed to vocabulary instruction frequently show improvement in their writing skills and are better able to express and convey their thoughts and feelings (Anderson and Nagy, ١٩٩٢, p. ٣٠٧),this suggests that , students will do better in reading activities when they share good writing experiences, and if they show poor writing abilities they will have difficulties in expressing themselves in other aspects of communication as students' engaging in writing activities will develop their spelling skills.

Having them write to express their feelings and thoughts will not only help students with their written expression but also their spoken, spelling, reading and comprehension vocabulary.

August (١٩٩٩)stated that it is crucial to make the link between the spelling of word, its meaning in the text and its structural relationship to other words teachers must encourage students to be curious about new words that they encounter in their reading for further word study.

Teachers can also help students with their spelling by introducing them to the element in word-bases, such as prefixes and suffixes and show them how the spelling of these elements influences the understanding of their meaning.

Anderson & Nagy(١٩٩٢)suggested that spelling and vocabulary instruction come close together through sorting base words and suffixes. Students examine how the suffix –ment affects the meaning of a word, such as in agreement or movement.

When understanding spelling/meaning relationships. Meanings are conveyed through visual word recognition. From the words they already know students can form new words with similar meanings.

August (١٩٩٩) asserted that thinking of a word that looks and sounds the same as a new word will help quickly remember how to pronounce and spell the new word.

c) Reading skills

Lack of vocabulary is one of the most important factors interfering in reading comprehension as students with poor vocabulary are less able to comprehend texts at grade level than their English classmates.

According to August(١٩٩٩) students with limited vocabulary are likely to perform poorly on assessments in reading and comprehension and are at the risk of being diagnosed as learning disabled. These students are unable to read and understand a written text; as a result these students cannot discuss and interpret a passage. In this case, the possibility of succeeding on assessments is reduced.

One way to have students demonstrate their reading comprehension using words from the text is to have students construct an outline of important concepts from the text. Teachers should teach their students the idea of main concepts and subordinate ideas that relate directly to one another.

Teachers can also ask the students to preface each reading assignment by asking them to look and select words they want to know more about. Allen. (١٩٨٣) suggested that having students act as etymologists; students select a word they like to know more about, propose the origin and meanings based on Greek and Latin roots, and give examples of the word in context. Students then vote on the correct definitions of the word. After review of correct definitions, students record words in a personal dictionary (p.١٠٧)

Studies on vocabulary instruction identify vocabulary knowledge as a major factor influencing reading ability and that comprehension can be improved as a result of teaching vocabulary (Morgan,١٩٨٦).

Students with a large range of word knowledge possess better reading skills than those in the opposite position.

Having students reading frequently is the best indirect way of acquiring words. The more students read, the more words they encounter, and the more familiarity they will have with new words in various contexts.

٢,١,١٢ Levels of Vocabulary Knowledge

Graves (٢٠٠٠) discussed three levels of words students know and learn: unknown words, words with which students are acquainted, and words whose meanings are firmly established.

Unknown words are those that are completely alien to the students. Acquaintance words on the other hand, are those with which the student is familiar. Although they may have seen it before, they are unable to transfer the word into other contexts and uses. Firmly grounded words are the ones that the student recognizes, are part of their oral vocabulary, and are known in such depth that they can use them in a variety of contexts and associate them with range of experiences (Gu, ١٩٩٤)

Gunning (١٩٩٦) stated that students who encounter new words in the text will say to themselves: "I never saw it before, I have heard of it, but don't know what it means, I recognise it in the text – it has something to do with…or I know it". This shows that even when a student recognizes an unfamiliar word, there are different degrees of knowledge. After students are able to read and sound out unfamiliar words, they should learn the words' meaning through rich, contextualized activities.

For students to truly acquire and remember new words that will become part of their oral and written vocabulary, they must have multiple exposures to the new words in assorted contexts (Sudijono,٢٠١٤). They also suggest that students encounter new words at least ten times; however, Stahl and Fairbanks (١٩٩٦) found that as little as two exposures were effective (p. ٧٣).

Multiple exposures are due to the fact that students encounter these new words in a variety of different meaningful contexts.

Polysemy, the existence of several meanings of a word, can produce meanings, which are close or distant. This can be semantically problematic for students when a word is presented in only one form. Multiple exposures to the word in different contexts would allow students to discern which definition was being applied.

According to Richards (١٩٧٦) there are six principles which show to what extent knowledge of a word exist.

١.The knowledge of the frequency of the word in the language. To know a word is to know the probability of encountering that word in print as some words are more frequently used in speech than in writing and teachers should be aware of this when determining students' word knowledge.

٢. The knowledge of the register of words. Students must know the limitations of usage on words. This has to do with colloquial English usage of words verses slang usage.

٣. Knowledge of collocation is having an awareness of syntactic behaviour associated with the word and conjoining words.

٤.The fourth principle is that students who truly know a word, understand its morphology, meaning, form of a word and the relate derivations that are formed from the base word.

٥. The understanding of semantics, which implies the understanding of what a word denotes as well as words that are analogous, opposite, and similar in connotation.

٦. Knowledge of polysemy, which means the understanding of various meanings associated with a word.

٢،١،١٣Effective Ways of Developing EFL Learners' Vocabulary

١. Possible Sentences

Raugh (١٩٧٥) stated that teachers may use a method called possible sentences, which help the students to independently identify the meaning and relationships of unfamiliar words in content reading.

In the first step of possible sentences the teacher may select key terms of a passage that are defined by surrounding sentences. The new vocabulary words, in their sentences are presented to the class, and written on the board. In step two, the students pair two words in the list, and write possible sentences for each word as it is connected to the other. Step three requires having students read the passage checking for appropriate usage of the target vocabulary words. Last, students evaluate definitions, and eventually modify and produce original sentences using the words correctly.

Raugh (١٩٧٥) stated some key components related to the implementation of the possible sentences strategy. He said that when students are choosing target words they must comprise key vocabulary with clear definition context . In addition, the credibility of each student's sentence suggests that the students' conceptual backgrounds are appropriate for the passage and that the accuracy of the students' final sentence provides evidence that the meaning and the relationships of the words are identified correctly.

٢.Knowledge Rating:

Knowledge rating is used to establish word learning. Barr & Johnson (١٩٩٧) stated that students learn to self- assess their level of word knowledge so they are better prepared to comprehend text (p.١١٦).

The teacher is responsible to choose the words from the text that might either enhance or inhibit students' comprehension. Students are given a list of words and asked to rate their level of word knowledge by using the following statements: I have no idea, I have seen and heard the word, I can define the word, or I can use it in speaking and writing. After the students have completed the chart, the teacher will have a clear idea which words he or she needs to discuss and develop before students read the text. If the teacher stimulates class discussions about the new word certainly it will be an opportunity for students to express their understanding or lack of understanding of the word before they read. "Knowledge rating is designed

to infuse responsibility and develop word consciousness in students" (Barr& Johnson, ١٩٩٧, p. ١١٦).

٣.Literature

Teaching vocabulary in the context of literature is very helpful in classroom activities to improve students' comprehension. "Without teacher attention and instruction to terminology, students' comprehension will necessarily suffer. For this reason, considerable attention to vocabulary development is basic to effective instruction in the content areas" (Raugh ,١٩٧٥).

٤. Context Strategy

Barr& Johnson (١٩٩٧)created a strategy called context strategy, where students use context clues in applying word meaning to unknown words .

Context strategy "encourages students to integrate information across sentences and at the same time incorporates the definition of the target word" (١١٦). This strategy requires the teacher to choose the target words from a selected passage and generate four sentences ranging from the more obscure usage to the most precise.

Gipe (١٩٨٠) suggested that initially teachers use a sentence from the passage so that concepts can "be used to further link vocabulary learning to text comprehension" (p.١١٨). Teachers ask students to predict the definition of the words after they have reviewed the four sentences. This strategy is time consuming because a lot of time is spent on each word; however, the multiple exposures, students' involvement and the words taken from the text are very important for vocabulary development and retention.

٥.Semantic Cues

It is sometimes very difficult to select words appropriately for students due to generalized meaning that words may present. Brown (٢٠١٠) stated that some single word forms can have a lot of related meanings; some words have the same form but have totally different meanings in different contexts,

different words sometimes share a general meaning sense, and some words do not have a set of opposites (p.١١).

There are several important features such as homographs, homophones, synonyms, antonyms, figurative language, multiple meanings, connotation, and denotation that need to be taken into account when teaching vocabulary.

According to Gunning (١٩٩٦) homographs are two or more words that have the same spelling but different origins and may have the same or different pronunciations. He gave an example of "word bank" that may mean a place where the money is stored or the side ways slope of a surface along a curve. If the context is not provided here the meaning may be confusing for the students. We know that in the English language many word forms occur in different contexts with different meanings.

Gunning (١٩٩٦) also stated that homographs make the spelling easier but reading more difficult (p. ١٨٨). There are some homographs that have different pronunciations with the same spelling: bow, sow, lead and read. Their meaning and pronunciation are completely different in spite of having the same spelling. Giving students more reading activities they will be used to the variation of the same spelled words with different meanings, and consequently learn the importance of relying on contextual clues. Research suggested that learning a new word from an old word is more difficult than learning new meaning for a new word (Gunning, p. ١٨٨). Consequently, students need guided practice for recognizing and developing awareness for homographs.

Homophones are defined as words that are pronounced the same but differ in spelling and meaning and often have different origins as well (Gunning, p. ١٨٨). For example, there, their, they're, principal, principle, stationary, stationery, your, you're, whether, weather and two, to and too. These words are confusing for students because they have different spellings but have the same sounds. Here context also will provide the reader with adequate meaning.

Synonyms and antonyms are also important components of semantical analysis for vocabulary development. Synonyms can help students to get the

meaning of the new words from old words. Synonyms are not interchangeable in all contexts, but in most cases, where they are substituted, the overall meanings of the sentences remain unchangeable.

By giving students an opportunity to explore new synonyms and antonyms of old words, the connection between prior knowledge and new knowledge will be more easily associated. For example, the word begin has multiple synonyms, such as start, commence, originate and initiate. It also can be define by its antonyms: end, close, terminate conclusion finish and stop.

Synonyms should be introduced carefully. Students must know that synonyms are new words which correlate to old words, and that new vocabulary is being explained by expanding on existing knowledge of old words. Antonyms can also help students to understand better a familiar word by introducing its opposite meaning. When antonyms are taught along with synonyms as strategy for vocabulary development, students will expand their word knowledge. Rubin (١٩٨٧) stated that antonyms make students' writing clearer and more expressive (p. ٨٣).

Antonyms are an effective strategy to teach word meaning. They can also be used as "non examples" of words. For example, a lesson might include showing students a picture of something white in order to teach the colour black. White would be a "negative" or "non example" used to explain black.

٦.Vocab-O-Gram

Rubin (١٩٨٧) developed a strategy called the Vocab-O –Gram. It is used before beginning a new unit, text, or story. When using this strategy students are going beyond the definition of the word to consider its application in text and are engaged in much higher thinking about words and their relationship to text. For example, the teacher selects some key words from the text that students will use to predict the plot of the story. Students must place each word in a box labeled: setting, characters, problem, actions ∕ events and resolution. Students then place the words according to their knowledge of story structure and their familiarity with the words. After students have made their predictions the class then read the text to confirm or change predictions about the words.

٧. K-W-L

Similar to the Vocab-O-Grams, the K-W-L chart is an acronym for know - want to know - what have I learned. The K-W-L chart is a great way to introduce new vocabulary to students, while increasing comprehension. It emphasizes students' prior knowledge, categorizes their ideas, encourages them to develop questions for reading, directs them to seek answer to their questions and determines sources to search for answers (Rohmatillah,٢٠١٠).

After introducing a new topic to the class, the teacher asks students what they know about the concept. For instance, if the teacher was to begin a lesson on mammals, he may ask the students what they already know about mammals. The class would generate a comprehensive list of information pertaining to mammals. The teacher may elicit information by introducing words such as warm- blooded, or vertebrates. After introducing the words students can begin to expand their knowledge of mammals while acquiring new vocabulary.

Before reading, the class also fills in the section that asks; what do I want to know the students' interest is raised and they begin to produce questions they want to be answered pertaining to mammals. After the lesson, and after the class has found the answers to their questions (w –want to know) the students fill in L-what I learned. Whereby they demonstrate new vocabulary, and a solid grasp on the new concept.

٨.Semantical analysis

Semantical analysis includes two classroom activities: semantic feature analysis, semantic mapping, synonym substitution and mnemonic method. Each of these word learning activities is designed to build on words that students already know.

A)Semantic feature analysis

Rubin(١٩٨٧) defined semantic feature analysis as a way of teaching significant concepts and vocabulary of a passage by developing a relationship chart (p. ٦٨). Normally semantic feature analysis is applied

before students start reading to help them establish the meaning between words that are closely related. The teacher selects the key vocabulary , differentiating between superordinate (across) and subordinate (down) terms. Next he or she should elicit a discussion about features or characteristics amongst the words. Rubin(١٩٨٧) suggested that the discussion should alert the students to the relationships among general and specific concepts, and focus their attention on related new vocabulary (p. ٦٨). For example, if a teacher is about to begin a lesson on volcanoes, he or she might begin the lesson by having students participate in creating semantic feature analysis. The superordinate terms, such as magna, lava, eruption, earthquake, pressure and avalanche on the left side of the chart; whereas, the subordinate terms, such as shockwaves, caused destruction, flows down mountains, blast, explosions, melted rock, pushing, pressing, landslide, barrage would appear across the top of the chart. The students would then complete the chart with positive or negative signs that would suggest the presence or absence of each feature according to the terms. After reading the text, the teacher should encourage the students to make changes, additions and corrections in the chart.

By using semantic feature students create graphic representation of the words relate to superordinate terms. This strategy is useful for teachers because it can be used as a means to assess students' knowledge of the subject matter. However after a guided practice, teachers should allow students to complete the matrix independently(Gunning, ١٩٩٦).

B) Semantic mapping (webbing)

Semantic mapping is a device for organizing information graphically according to categories (Gunning, ١٩٩٦). Lots of strategic activities are considered to be in the field of semantic mapping: graphic organizing, brainstorming, or webbing. In regards to the same goal they seek to accomplish.

Robert (٢٠١٣) stated that they seek to represent an important concept and have students list as many related words as possible, putting them in broad categories (p. ٦٨). Semantic webbing is sometimes used as a means to assess

prior knowledge as well as to explore meanings of unknown words, concepts, and topics. Semantic webbing always starts with a central word (or concept) and allows students to build on that word by adding related concepts and words to the central word and connecting categories. For example, the teacher might encircle the word plants on the board. The teacher directs the students to generate subcategories pertaining to plants such as how they grow, where they live, what they need in order to survive, and different kinds of plants. Each of these broad topics is a related form of the key word plants. Students then will brainstorm as many words as they can and place them in appropriate place. After reading more about plants, students continually add and revise the map to include new vocabulary and terminology related to plants. Research indicates that semantic mapping seemed to help students categorize words and focus on their similarities and differences, qualities that may serve as a structure which enhances recall (Robert ,٢٠١٣)

C) **Synonym substitution**

Synonym substitution is a strategy created by group of graduate students from the State University of West Georgia. Unlike the other strategies, this strategy requires that students firsts read the assigned passage or text before new words are introduced. Students then are asked to self-select difficult words from the passage, where they then decide on a definition and check that definition in context or dictionary. Next, students substitute a synonym for the word in the passage. After, students illustrate their selected word to the rest of the class where they are asked to guess the word. Finally, the word is presented as an analogy. For example, if the difficult words selected were dagger and saber, students could then draw an analogy between "dagger: knife and saber: sword" where old words are connected to new words (Robert, ٢٠١٣).

This strategy is extremely time consuming, but it leads to a significant amount of interaction with words selected; which leads to greater retention and word building. Priyono (٢٠٠٤) stated that the purpose of this strategy is to make comparisons of vocabulary words and their meanings (p.٧٤).

A variation of the strategy is to have students work in groups where they select difficult words from a passage and substitute synonyms for difficult words. Next, the group teach the analogies to the class where they illustrate the words and present it to the class. Students will be able to substitute synonyms for difficult words, check them in context and draw analogies between old words and new vocabulary.

D)Mnemonic method

Priyono (٢٠٠٤)defined mnemonic method as a way of improving the learner's memory for items having an associative component (p.٦٨). This method was developed by Atkinson and his collaborators in ١٩٧٥ and the objective of it is to help students associate new words with old words by using mnemonic devices so that retention is optimal. The learner first creates "a keyword that sounds like a salient part of the unknown words, and then links the keyword to the unknown words by means of a visual image or sentence" (Priyono, p. ٦٩). For example, a native English speaker could learn that the Spanish word pato means duck, using the English word pot as the keyword and creating an interactive image of a duck sitting in a pot (Atkinson & Raugh, ١٩٧٥).

The underlined assumption of the keyword method is that an encounter with the foreign language word (here pato) will evoke the keyword (here pot), which in turn revokes the keyword – based image (here a duck sitting in a pot) involving the native – language translation (here duck).

Research shows the "effectiveness of the keyword method in enabling students to recall and apply their newly learned vocabulary as much as two weeks after instruction" (Priyono , p.٥٤).

E) Structural Analysis

Anderson & Nagy (١٩٩٢) estimated that "approximately ٦٠٪ of English words have meanings that can be predicted from the meanings of their parts" Instructios in structural analysis involves teaching students the importance of morphemic analysis in relation to polysyllabic words, and syllabication.

Rubin (١٩٨٣) stated that structural analysis is "a powerful tool, but it is dependent on your having at your fingertips knowledge of word parts and their meanings" (p. ٧٧). Learning structural analysis is an important part of learning how to read, spells, and comprehends.

Structural analysis depends on morphemes "the smallest units of meanings" so that instruction in morphemic analysis entails instruction in compound words, prefixes, suffixes and roots words" (Gunning, ١٩٩٦, p. ١٣٨).

Catalán (٢٠٠٣) defined morphemic analysis as a vocabulary aid which involves dividing word into its component morphemes, then using the meanings of the individual morphemes to figure out the meaning of the entire word. It is based on the assumption that is if the student can pick up the meaning of the smaller parts of a word, he or she may be able to synthesize its word parts to make sense of the whole.

When teaching morphemic analysis skills to students, concepts should be taught incrementally, introducing its different components over time. Structural analysis concepts taught should be generative, rather than taught mechanically and in isolation. The teacher may introduce the most functional affixes first (un-, re-, pre-), and separate morphemes likely to be confused e.g. - er, est. These two rules will help make the input more comprehensible for all students.

Teachers should take advantage of every opportunity to enhance students' recognition of root words. Compound words come in three different forms: solid, hyphenated, or open (Gunning p.١٣٨). For example, upstairs (solid), high –rise (hyphenated), and top hat (open).

Compound words often define themselves by the fact that the conjoined words reveal its meaning. The words backdoor, midnight, and nutshell provide clues to the words meaning, while password, powerhouse and sand dollar do not help the reader to decipher the meaning.

Teachers should introduce compound words from the context and teach them to look for word meaning within the confines of the words themselves. Foley (٢٠٠٥) asserted that that skilled readers use structural analysis in

three ways: to recognize known words more efficiently, to remember the meanings and spellings of partially learned words, and to figure out the meanings and pronunciations of new words.

٢،٢.Review of Previous Related Studies

EFL learners vocabulary difficulties are affected by many factors among the factors that have been investigated by researchers Khan (٢٠١٦) pointed out the vocabulary areas in which EFL learners face difficulties include learning the vocabulary meanings, spelling, using synonyms, prefixes, and suffixes. Rababah (٢٠٠٥) maintained that Arab students generally face difficulties to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment, moreover, low vocabulary knowledge poses severe problems to EFL learners, which consequently impedes the learning of English language (Alqahtani, ٢٠١٥). Schmitt (١٩٩٧) argued that vocabulary plays a vital role in teaching and learning the second language as lexical knowledge is fundamental to communicative effectively.

The following are some important studies that are related to the present study:

Afzal(٢٠١٩) conducted ''A Study on Vocabulary Learning Problems Encountered by BA English Majors at the University Level of Education'' with the aim to investigate the problems faced by English majors in learning the vocabulary at Prince Stattam bin Abdulaziz University (PSAU) in Saudi Arabia. It also put forward some vocabulary-learning strategies to minimize the potential problems. The data consisted of the responses of ١٠٠ students (undergraduates) randomly picked up from five different levels (four, five, six, seven, and eight) of ٤-Year BA English Program at PSAU. This quantitative study used an online questionnaire, as an instrument, to collect the data. The results revealed that the English majors at PSAU face several problems in learning the vocabulary such as knowing the meanings of new words, pronouncing new words, using new words correctly, memorizing and spelling new vocabulary and so on. To its contribution, this study emphasized the importance of learning English vocabulary, drew students' attention towards it, highlighted the problems encountered by students, and raised their awareness of the vocabulary.

Saengpakdeejit (٢٠١٤) made a study entitled ''Awareness of Vocabulary Learning Strategies among EFL Students in Khon Kaen University''.

In this study, types of vocabulary learning strategies used by Thai EFL students were examined. In order to identify the aforementioned group of students in terms of vocabulary learning strategy use, a semi-structured interview was used as a method of data collection. The participants were ٦٣ undergraduate students studying at Khon Kaen University (٢ campuses). The results of the study revealed that the students display awareness of vocabulary learning strategies. Two main types of vocabulary learning strategies were found:

١) Strategies for discovering the meaning of unknown words.

٢) Strategies for retaining the newly learned words in long-term memory and recalling them at will.

Rohmatillah (٢٠١٧) conducted "A Study on Students' Difficulties in Learning Vocabulary" .This qualitative research, using interviews and questionnaires, pointed out at several challenges that hinder vocabulary-learning practices adopted by students. This study outlined the problems such as pronouncing and spelling words (written and spoken forms do not match most of the time), choosing appropriate meanings of words (complexity of vocabulary knowledge) inflections of word forms, (inadequate understanding of grammar), and an excessive number of words that students need to learn. It also revealed some important factors of difficulty in learning the vocabulary and attributed learning difficulties to various levels of language.

Pronunciation difficulties were related to the sound system of English, inflections and word forms were related to the morphological system, word associations, such as collocations, and phrasal verbs were related to semantics, the word categories relevant to syntax and so on. Based on the findings of the study , the researcher suggested that to facilitate students in learning the words with multiple meanings, the teachers should offer explicit instructions and enhance the students' awareness. The teachers can provide students with direct instructions and definitions of the words with new

meanings and give examples. Secondly, the teachers can introduce a new meaning in a particular context. However, one word with the multiple meanings may not be taught simultaneously. The words should be constantly reviewed through different learning points to have retention. The students should be encouraged to increase their consciousness of the multiple meaning words by highlighting the words that pose confusion, reading sentences, and consulting a dictionary. Large dictionaries that have sub-entries for a unique sense of a word are also accommodating for students facing such problem.

Salawazo, et.al.(٢٠١٧) investigated ''Analysis of Students' Vocabulary In Leaning English'' the purpose of this study was to analyze students' vocabulary in learning English of Ninth grade at SMP Swasta Yayasan Pangeran Antasari, Medan in the academic year of ٢٠١٨/٢٠١٩. The researchers used descriptive qualitative method . To collect data, the researchers used a questionnaire and a vocabulary comprehension test . In analyzing the data, the researchers identified the difficulties the students encounter in vocabulary and the causes of these difficulties . The results of the study showed that first difficulties students face in learning vocabulary were in pronouncing the words, grammatical form was the second difficulty. Finally, students did not give their attention to study English, know English words and forgot the words easily.

Sriwahyuningsih (٢٠١٩)studied "Students' Problems in Vocabulary Mastery at English Department of UPTK PADANG''. The purpose of this study was to find out the students' problems in vocabulary mastery. The researcher collected the data by using a questionnaire. The result of the questionnaire proved that students have different opinions about their ability in vocabulary mastery.

 Elttayef and Hussein (٢٠١٧) probed "The Difficulties that Teachers Face in Teaching English Vocabulary to the Arab Learners" . The study argued that the learners have insufficient basic knowledge; however, they are taught English in schools. Secondly, it pointed out the lack of attention on the part of the teachers in highlighting the significance of English in classrooms. It also asserted that the teachers' role in teaching English is doubled because

their students depend on them with the expectations that they would make students learn English soon. This study claimed that the socio-cultural background also affects teaching English to the Arab learners who attend English classes mostly to pass the courses. The researchers argued that with this weak background, students find difficulties later at college and universities when they engage themselves in specialized courses. This study concluded that EFL learners encountered difficulties in practicing language skills such as listening, speaking, and highlighted problems related to teachers and curricular .

Hambali (٢٠١٨)studied " Students' Vocabulary Learning Difficulties and Teachers' Strategies(A Case Study at MTs Al-Aziziyah Putra Kapek in Academic Year ٢٠١٧/٢٠١٨) " . The study aimed to analyze the difficulties faced by students of IX graders of MTs Al-Aziziyah Putra Kapek during the process of learning English vocabulary, the factors that might contribute to these difficulties, and the solutions to overcome them. This research used descriptive quantitative method with ٣٨ students and ١ teacher as the sample. The results of the study revealed that there were some difficulties that the students found in learning English vocabulary, namely:

١) The students found it difficult to read English vocabulary,

٢) The students found it difficult to pronounce English vocabulary,

٣) A great number of students did not know the spelling of English vocabulary,

٤) The students had difficulties in memorizing English vocabulary.

The factors contributed to these difficulties were internal factors and external factors. Internal factors   included lack of students' interest in learning English vocabulary, moreover, lack of the students' motivation in learning English. Other difficulties were related to external factors such as techniques or methods that used by the teachers in teaching English vocabulary and the students' learning environment. To overcome such vocabulary problems the researcher suggested that learners need to be

motivated when learning English vocabulary and they should do much exercise related to English vocabulary.

Nuraeni(٢٠٢١) studied '' Problems Encountered by Learners and How to Deal with Them in Learning English as A Foreign Language'' The aim of this research was to find out problems encountered by students who learn English as a foreign language and how they cope with the problems. This research used qualitative approach in order to understand the phenomenon and used an interview as the research tool to gather data. The participants of this research were EFL learners who experienced some difficulties in learning English. In analyzing the data, thematic analysis was used.

The findings of the study revealed that students encountered many difficulties in learning vocabulary which are grouped into themes: problems with grammar, problems with pronunciation, and problems with academic writing. In dealing with the problems, the participants used some different ways: autonomous learning, family and friends support and lectures as role models.

From the above studies, we find that vocabulary difficulties are caused by many factors such as limited knowledge of English grammar, lack of practice, literal translation, insufficient learning time..etc, students' problem with grammar, problem with pronunciation, problem with academic writing, weak background ,lack of students' interest in learning English vocabulary, lack of students' motivation, teaching methods and techniques that are used by the teachers in teaching English vocabulary .

It is evident from the above literature review, that efforts have been made by a great number of researchers to identify vocabulary difficulties experienced by second and foreign language learners, more empirical studies, however, are needed to explore the sources of these difficulties and propose some suitable solutions to overcome them, this is what the present study is trying to demonstrate.

Chapter Summary

This chapter provided theoretical background and reviewed the related literature to relative vocabulary problems encountered by foreign language learners.

The relationship between the current study and the previous studies is that all the studies tried to investigate vocabulary difficulties among EFL university learners and the factors that contribute to such difficulties.

The next chapter is going to discuss the methodology of the study through which data of the study has been collected.

Chapter Three

Research Methodology

Chapter Three

Methodology of the Study

٣،١ Introduction:

This chapter discusses the population of the study, the sample used in this study, the methodology, the instrumentation, the reliability and validity of the study and the techniques used for data collection and analysis.

٣،٢The method adopted in this research is the descriptive analytical approach. Data has been collected by using two tools: a diagnostic test was used to investigate vocabulary difficulties amongst EFL Sudanese university students, the test was given to (٣٠) Sudanese second year students at Sudan University of Science and Technology, the researcher also uses a questionnaire in order to collect data about the views and perceptions of teachers regarding the problem of the study. The questionnaire was administered to (٣٠) EFL Sudanese university teachers, all the data has been then analyzed through SPSS (Statistical Package for Social Sciences).

٣،٣ Population of the Study:

As the study uses two tools; a diagnostic test and a questionnaire, the population of the study composes of Sudanese university students at Sudan University of Science and Technology, to whom the test is administered, and expert EFL Sudanese university teachers who participated in the questionnaire.

٣،٤ Sample of the Study:

The test has been conducted at Sudan University of Science and Technology College of Languages, the sample of the study was taken from second year students who possess the same level of English abilities and are approximately the same age, (٣٠) students have participated voluntarily, the diagnostic test took place during their during the academic year (٢٠٢٢/٢٠٢٣).

The sample of the questionnaire is (٣٠) expert EFL Sudanese university teachers who have more than seven years' experience in teaching English at

Sudanese universities, the sample was taken to detect some of the causes and to suggest some suitable solutions to vocabulary problems that face the subjects of the study .

٣,٥ **Methodology of the Study**:

The purpose of this research is to investigate vocabulary problems among EFL students at Sudanese universities. To achieve this goal and in an attempt to answer the research questions, data has been collected through using two tools, a diagnostic test for (٣٠) students who have participated voluntarily and have been selected randomly from second year students at Sudan University of Science and Technology and a questionnaire for (٣٠) expert English teachers at Sudanese universities. The data collected has been analyzed statistically by SPSS.

٣,٦ **Instrumentation:**

The instruments used in this study are a diagnostic test and a questionnaire. They are described in details below:

٣,٦.١ **The Diagnostic Test:**

The first instrument which is employed in this study is a diagnostic test; the main purpose of this test is to investigate the difficulties that EFL Sudanese university students encounter in vocabulary.

The diagnostic test was developed by the researcher based on the review of literature stated in the previous chapter. The test consists of two parts; each part was developed to measure one of the intended purposes.

 The first part focused on assessing vocabulary comprehension where the students were asked to answer questions that are related to their vocabulary knowledge. While the second part focused on using the most suitable vocabulary items.
The test was designed with clear instructions; the language was suitable to the language level of the participants , the test was comprehensive and the time allotted for the test was (٦٠)minutes**.**

٣,٦,٢The Validity of the Diagnostic Test:

Validity refers to the extent to which a test or a set of tests measure what they are supposed to measure. It also refers to the extent to which the results of the procedure serve the uses for which they were intended.

To estimate the test validity, the EFL diagnostic test was submitted to (٥) Sudanese members in TEFL. They were asked to express their opinions regarding the clarity, the difficulty level and length of the test, and how far each item measures the purpose intended to be measured. They reported the appropriateness of the test items to the purposes to be measured. Suitability of the diagnostic test to students' academic level was reported. Clarity of the test instructions and questions and representation of the targeted skills were also reported.

٣,٦,٣ The Reliability of the Diagnostic Test:

Reliability is defined as the extent to which a test produces consistent results when administered under similar conditions. Reliability also means when a certain test is applied on a number of individuals and the marks of every one are counted; then the same test applied another time on the same group and the same marks are obtained; then we can describe this test as reliable.

For estimating the reliability of the EFL diagnostic test, the researcher used the test-retest method. The test was administered to the piloting group of second year university stage students, (n=٣٠)

Pearson correlation coefficient between the two administrations was .٩٥ which is statistically significant at ٠,٠١ so this indicated that the test was reliable.

٣,٦,٤ The Questionnaire:

The researcher designed the questionnaire in (Appendix ٢) for expert teachers at Sudanese universities to collect information about their views and perceptions regarding causes , solutions of vocabulary difficulties encountered by EFL Sudanese university students .

The questionnaire consists of two parts, part one consists of fifteen statements, it is mainly designed to investigate the causes of the difficulties

that face EFL Sudanese secondary school students in vocabulary from the teachers' point of view.

Part two consists of fifteen statements with the aim to elicit some suitable solutions to vocabulary difficulties that face EFL Sudanese university students .

The questionnaire was designed by the researcher based on her observations of the vocabulary problems that face the subjects of the study and according to the review of literature which was included in the second chapter of this study.

٣.٦.٥ The Validity of the Questionnaire:

The researcher consulted expert university teachers in the field of language teaching who have background in doing research in English language teaching to examine the content , the structure , the logical flow of the statements , the length and the order of the questionnaire , they accepted the items of the questionnaire in general but suggested some modifications , they suggested that the researcher should limit the number of the statements in order to achieve accurate results , the researcher then made some modifications according to their comments.

On the other hand, validity is also 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 (٠-١). 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 of the questionnaire is calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Re liability}}$$

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaire to 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	No. of items
٨٠	٣٠

٣,٦,٦ The Reliability of the Questionnaire:

Reliability means obtaining the same results if the same measurement is used more than one time under the same conditions.

Reliability is also defined as the degree of the accuracy of the data that the tool measures. Here are some of the most used methods for calculating the reliability:

- Alpha-Cronbach coefficient.

٣.٧Techniques of Data Collection and Analysis:

As has been mentioned, the data of the study has been collected by using a diagnostic test and a questionnaire.

The diagnostic test was conducted on ٢٦ .September.٢٠٢٢, the researcher has administered the diagnostic test to (٣٠) second year Sudanese university students at Sudan University of Science and Technology , the researcher gave them oral instructions by herself then she distributed the diagnostic test.

٣,٨The Statistical Method:

The SPSS(Statistical Package for Social Sciences) was used to statistically process the data .The method used in the analysis of the data is the frequencies and percentages of the respondents answers , in addition to the arithmetic mean and standard deviation of the weight of the respondents answers , Chi-square was used to test the hypotheses of the study.

Chapter Summary:

Chapter three shows how the researcher collected data

The population, the sample, the methodology, instrumentation, validity and reliability of the tools used to collect data for the study and the techniques used for data collection and analysis were explained in great details in this chapter.

Chapter Four

Data Analysis , Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

٤،١ Introduction

This chapter presents the analysis, evaluation, and interpretation of the data collected through the diagnostic test and the questionnaire, the first part of it is devoted to the diagnostic test while the second part is devoted to the questionnaire. The statistical part of the analysis of the data of the study is done by (SPSS) program where frequencies and percentages are presented.

٤،٢ The Test Responses and Analysis

The test consists of two parts, each part was mainly designed to measure specific vocabulary comprehension skills.

The responses to the diagnostic test of the (٣٠) Sudan University of Science and Technology second year students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each section of the test is analyzed statistically, discussed and followed by a table to support the discussion.

Hypotheses One &Two:
١.Most EFL Sudanese university students face some difficulties with English vocabulary.

٢.EFL Sudanese university students perform poorly when they are asked to do exercises based on vocabulary comprehension.

The diagnostic test:
Section one:

Answer the following questions:

Table (٤،١) shows the Frequency and percentage of distribution to the answers of the respondents of the study to section (١).

Variables	Frequency	Percentage
Pass	٧	٢٣٪
Fail	٢٣	٧٧٪
Total	٣٠	١٠٠%
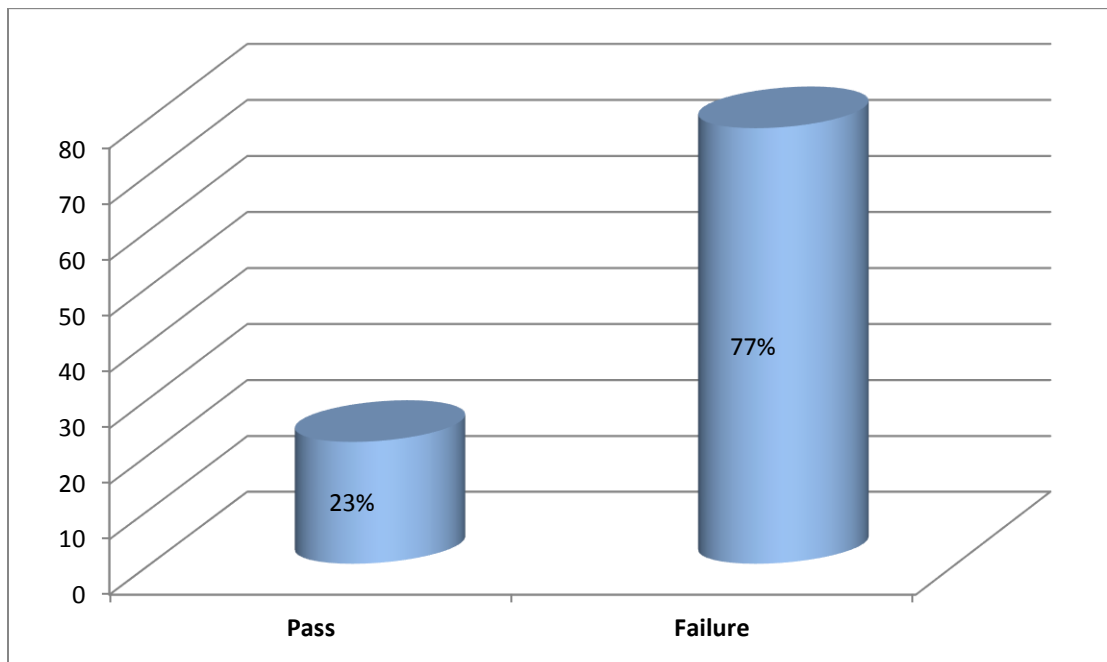
Figure (٤،١)

The above table and figure show the percentage and frequency of the answers of the sample of the study related to section (١). It is clear that most of the answers of the students were incorrect as it is represented by (٧٧٪).

Section Two:

Fill in the gaps with the suitable word:

Table (٤,٢) shows the frequency and percentage of distribution to the answers of the respondents of the study to section (٢)

Variables	Frequency	Percentage
Pass	٦	١٧٪
Fail	٢٤	٨٣٪
Total	٣٠	١٠٠%
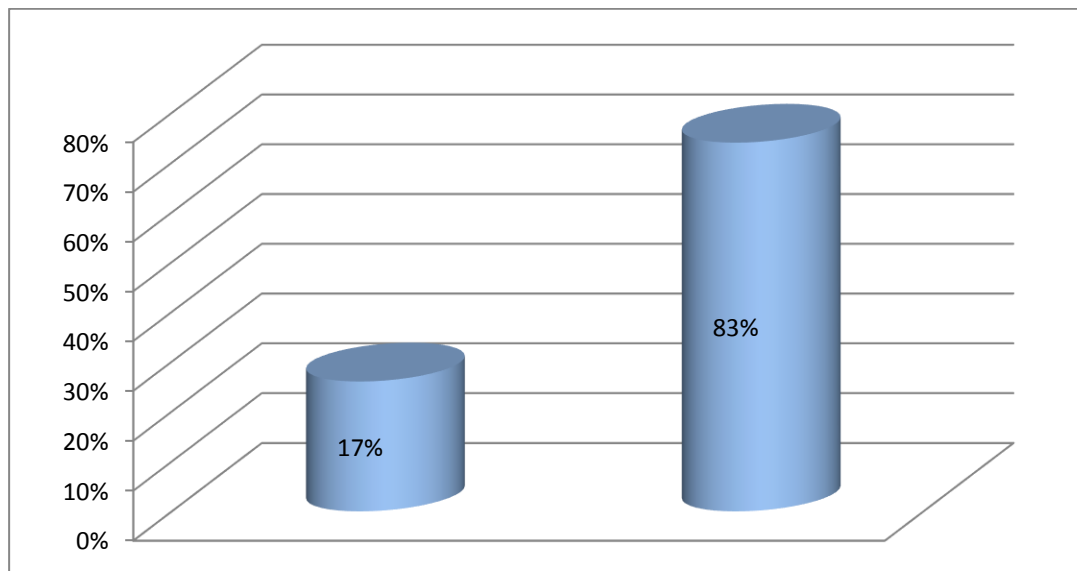
Figure (٤,٢)

The above table and figure illustrate the percentage and frequency of the answers of the sample of the study with regard to section (٢) and show that most of the sample of the study failed to answer the questions of section (٢) as it represented by (٨٣%).

The overall diagnostic test:

Table No (٤،٣) shows the frequency distribution of the respondents' answers to the overall diagnostic test:

Answers	Frequencies	Percentage
Pass	٩	٣٠%
Fail	٢١	٧٠%
Total	٣٠	١٠٠%
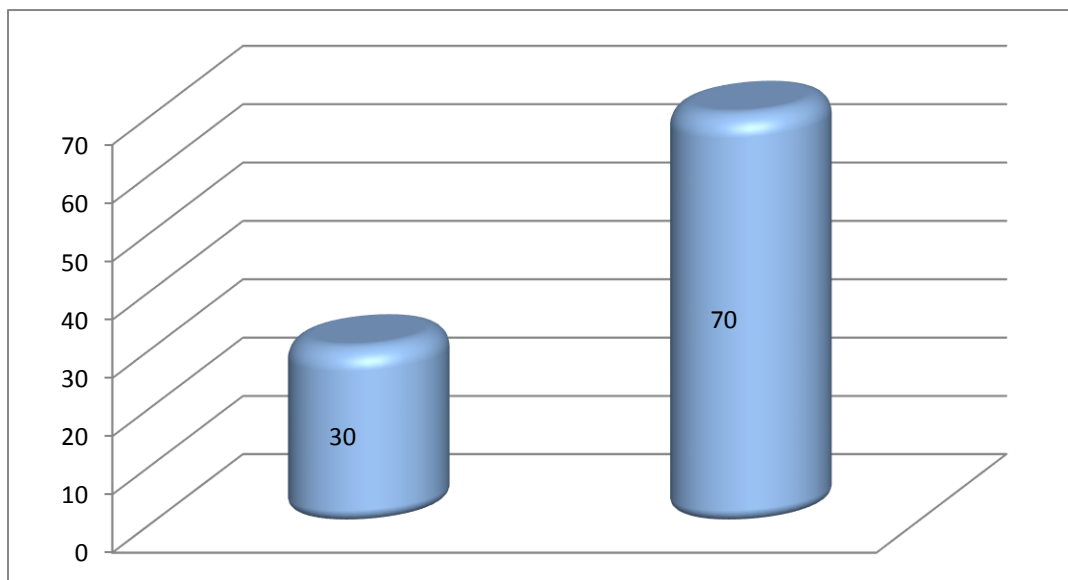
Figure (٤،٣)

As can be seen from the above table and figure only (٩) (٣٠٪) of the students in the sample of the study were able to pass the overall diagnostic test; while there are (٢١) (٧٠٪) of students failed the overall test.

Table No. (٤،٤) the frequency distribution and decisions for the respondents' answers of the two sections of the diagnostic test:

Sections	Pass		Fail		Decision
	Frequency	Percentage	Frequency	Percentage	
Section ١	٧	٢٣%	٢٣	٧٧٪	acceptable
Section ٢	٦	١٧%	٢٤	٨٣٪	acceptable
overall	٩	٣٠%	٢١	٧٠٪	acceptable

According to the results above, it can be said that the majority of the students were unable to pass the diagnostic test, so we can say that hypotheses ١ &٢ of this study are confirmed.

Table (٤٬٥) one sample T-TEST for the diagnostic test

Sections	N	SD	T-value	DF	P-value
١	٣٠	٩,٨١	١٧	٢٩	٠,٠٠
٢	٣٠	٧,٢	١١	٢٩	٠,٠٠
Overall	٣٠	٨,٠٣	١٥	٢٩	٠,٠٠

The calculated value of T -TEST for the significance of the differences for the respondents' answers in section (١) was (١٧) which is greater than the tabulated value of T-TEST at the degree of freedom (٢٩) and the significant value level (٠,٠٥٪) which was (٦,٥٤). This indicates that, there are statistically significant differences at the level (٠,٠٥ %) among the answers of the respondents.

The calculated value of T -TEST for the significance of the differences for the respondents' answers in section (٢) was (١١) which is greater than the tabulated value of T-TEST at the degree of freedom (٢٩) and the significant value level (٠,٠٥٪) which was (٦,٥٤). This indicates that, there are

statistically significant differences at the level (٠,٠٥ %) among the answers of the respondents.

The calculated value of T-TEST for the significance of the differences for the respondents' answers in the overall test was (١٥) which is greater than the tabulated value of T-TEST at the degree of freedom (٢٩) and the significant value level (٠,٠٥٪) which was (٦,٥٤). This indicates that, there are statistically significant differences at the level (٠,٠٥ %) among the answers of the respondents. This asserts that the first and second hypotheses of this study are verified.

From the findings of the diagnostic test, it is clear there are some difficulties that were found by the students in learning English vocabulary; they have difficulties in understanding vocabulary, they find it difficult to memorize and to pronounce English vocabulary, moreover, spelling also makes English vocabulary difficult for them.

For as August (١٩٩٩) pointed out students with limited vocabulary are likely to perform poorly on assessments in reading and comprehension and are at the risk of being diagnosed as learning disabled. These students are unable to read and understand a written text; as a result these students cannot discuss and interpret a passage. In this case, the possibility of succeeding on assessments is reduced.

The results also coincide with Rababah (٢٠٠٥) who argued that Arab students generally face some difficulties to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment in learning a mother tongue or any foreign language, vocabulary is the most significant component.

Moreover, they agreed with Wu (٢٠٠٥) who declared that when teaching vocabulary forms teachers should consider the following:

١) What part of speech is the word- noun, verb, preposition, etc?
٢) How is it spelled-is it regular or irregular?

٣) Does it belong to a family of words?

٤) How is the word, or combination of words, pronounced and, in word or more than one syllable, where is the stress?

٥) How does the word collocate with surrounding words? Is it part of set expression?

Furthermore, Nation (٢٠٠١) described the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge

They also conform to Hambali (٢٠١٨) which showed that during the process of learning English vocabulary, EFL students face serious difficulties , namely:

١) The students found it difficult to read English vocabulary.

٢) The students found it difficult to pronounce English vocabulary.

٣) A great number of students do not know the spelling of English vocabulary.

٤) The students finds it difficult to memorize English vocabulary.

The results also support the findings of Sudijono (٢٠١٤) who claimed that there are some factors that cause EFL students difficulties in learning vocabulary:

١. The written form is different from the spoken form in English.
٢. The number of words that the student need to learn is exceedingly large.
٣. The limitation of the sources of information about word.
٤. The complexity of the word knowledge .
٥. Lack of understanding of the grammatical forms of the words.
٦. The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.

Furthermore, Afzal(٢٠١٩) asserted that EFL learners face several problems in learning the vocabulary such as knowing the meanings of new words,

pronouncing new words, using new words correctly, memorizing and spelling new vocabulary and so on.

٤,٣ The Questionnaire:

The questionnaire also consists of two parts, part one contains fifteen statements to investigate the causes of the difficulties that Sudanese university EFL learners face in English vocabulary, the second part consists of fifteen statements which elicit some of the solutions to vocabulary difficulties that the subjects of the study face. The questionnaire was given to (٣٠) respondents who represent the teachers' community at Sudanese universities.

٤,٤ The Responses to the Questionnaire:

The responses to the questionnaire of the (٣٠) 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.

٤,٥ Analysis of the Questionnaire:

The researcher distributed the questionnaire on the determined study sample (٣٠) EFL Sudanese university teachers, and constructed the required tables for the collected data. This step consists of transformation of the qualitative (nominal) variables (strongly agree, agree, not sure, disagree, and strongly disagree) to quantitative variables (١, ٢, ٣, ٤, ٥) respectively, also the graphical representations were used for this purpose.

Hypothesis Three:

Vocabulary difficulties are attributed to many factors.

Statement No.(١)

Word meaning could be learned only through experience and cannot be adequately taught in a classroom.

Table No (٤،٦) The frequency distribution for the respondents' answers of statement No.(١)

Variables	Frequency	Percent
strongly agree	١٣	٣٤،٤
agree	١٠	٣٣،٣
neutral	٣	١٠
disagree	٣	١٠
strongly disagree	١	٣،٣
Total	٣٠	١٠٠،٠
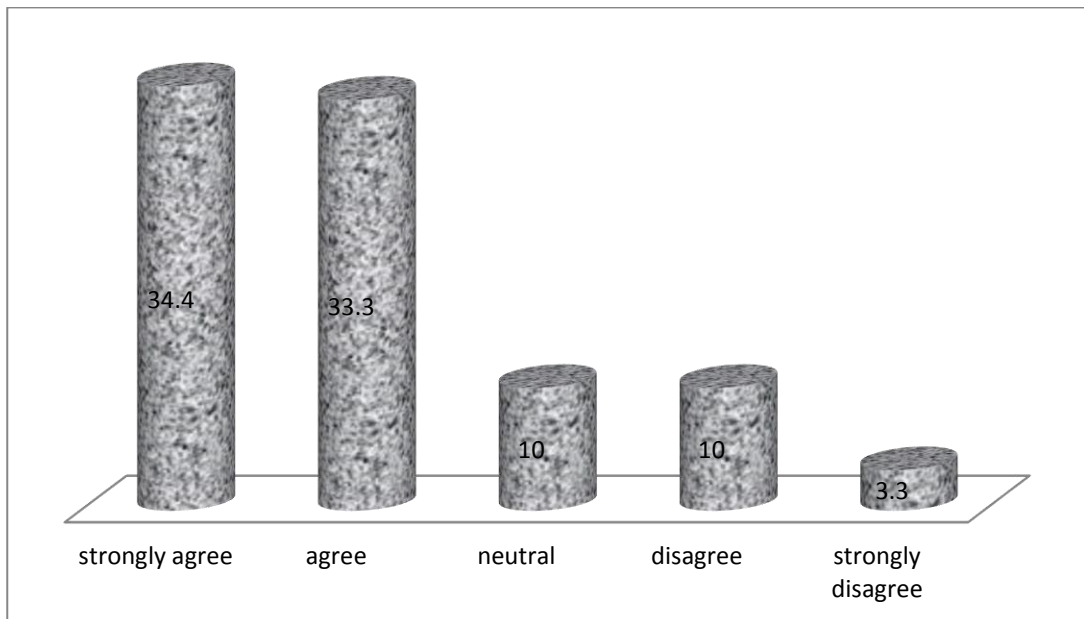
Figure (٤،٤)

It is clear from the above table and figure that there are (١٣) persons in the sample of the study with percentage (٣٤,٤٪) strongly agreed with "Word meaning could be learned only through experience and cannot be adequately taught in a classroom." There are (١٠) persons (٣٣,٣٪) agreed, (٣) persons (١٠,٠٪) were not sure, (٣) persons (١٠,٠٪) disagreed and (١) person (٣,٣٪) strongly disagreed.

Statement No.(٢)

Students generally face some difficulties to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment .

Table No (٤,٧) The frequency distribution for the respondents' answers of statement No.(٢)

Variables	Frequency	Percent
strongly agree	٣	١٣,٣
agree	١٤	٤٦,٧
neutral	٣	١٠
disagree	٧	٢٠
strongly disagree	٣	١٠
Total	٣٠	١٠٠,٠
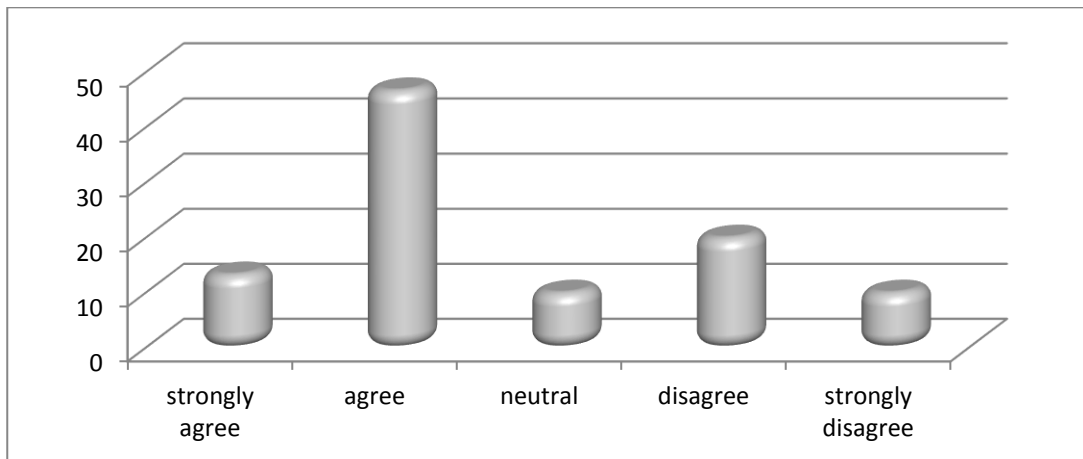
Figure (٤,٥)

It is clear from the above table and figure that there are (٣) persons in the sample of the study (١٣،٣٪) strongly agreed with   "Students generally face some difficulties to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment ."There are (١٤) persons (٤٦،٧٪) agreed with that, (٣) persons (١٠،٠٪) were not sure, (٧) persons (٢٠،٠٪) disagreed and (٣) persons (١٠٪) strongly disagreed.

Statement   No. (٣)

Vocabulary difficulties inhibit students' motivation and reduce the possibility that they will succeed in learning a foreign language.

 Table No (٤،٨) The frequency distribution for the respondents' answers of statement No.(٣)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	٨	٢٦،٧	٢٦،٧	٢٦،٧
agree	٨	٢٦،٧	٢٦،٧	٥٣،٣
neutral	٣	١٠،٠	١٠،٠	٦٣،٣
disagree	٨	٢٦،٧	٢٦،٧	٩٠،٠
strongly disagree	٣	١٠،٠	١٠،٠	١٠٠،٠
Total	٣٠	١٠٠،٠	١٠٠،٠	

Figure (٤,٦)

From the above table and figure we can see that there are (٨) persons in the sample of the study with percentage (٢٦,٧٪) strongly agreed with " Vocabulary difficulties inhibit students' motivation and reduce the possibility that they will succeed in learning a foreign language." There are (٨) persons (٢٦,٧٪) agreed, (٣) persons (١٠,٠٪) were not sure, (٨) persons (٢٦,٧٪) disagreed and (٣) persons (١٠,٠٪) strongly disagreed.

Statement No. (٤)

There are some factors that make some words more difficult than others such as pronunciation , spelling , length and complexity .

Table No. (٤,٩) The frequency distribution for the respondents' answers of statement No.(٤)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	٦	٢٠,٠	٢٠,٠	٢٠,٠
agree	١٥	٥٠,٠	٥٠,٠	٧٠,٠
neutral	٣	١٠,٠	١٠,٠	٨٠,٠

disagree	٤	١٣,٣	١٣,٣	٩٣,٣
strongly disagree	٢	٦,٧	٦,٧	١٠٠,٠
Total	٣٠	١٠٠,٠	١٠٠,٠	
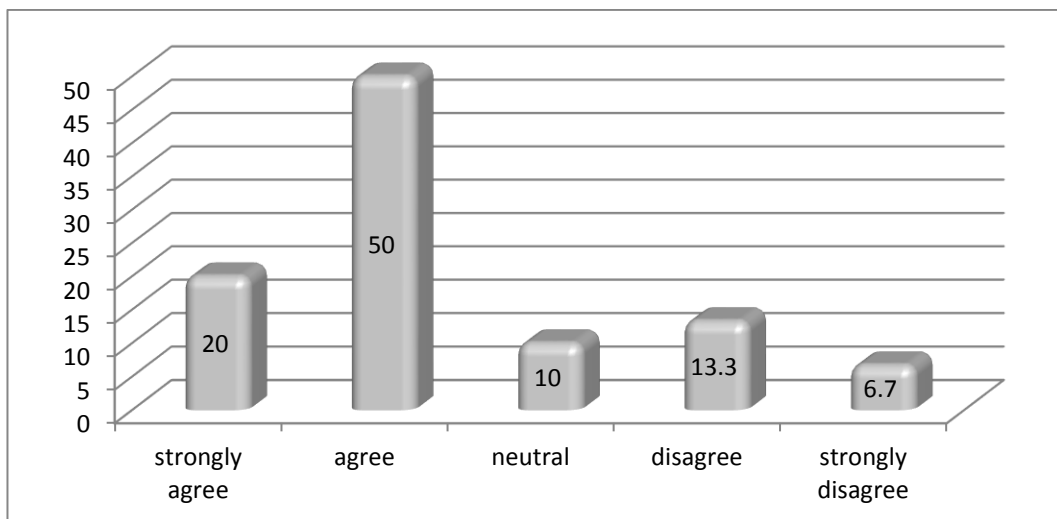
Figure (٤,٧)

From the above table and figure we can see that there are (٦) persons in the sample of the study (٢٠,٠٪) strongly agreed with " There are some factors that make some words more difficult than others such as pronunciation , spelling , length and complexity" .There are (١٥) persons (٥٠,٠٪) agreed, (٣) persons (١٠,٠٪) were not sure, (٤) persons (١٣,٣٪) disagreed and (٢) persons (٦,٧٪) strongly disagreed.

Statement No. (٥)

EFL learners encounter some difficulties in learning vocabulary; they face difficulties in pronouncing words, they do not know how to spell and write words, moreover, the different grammatical form of words known as inflections poses constitute the main cause of students' difficulties in learning vocabulary.

Table No (٤،١٠) the frequency distribution for the respondents' answers of statement No.(٥)

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	١٠	٣٣,٣	٣٣,٣	٣٣,٣
agree	١٦	٥٣,٣	٥٣,٣	٨٦,٧
Neutral	٣	١٠,٠	١٠,٠	٩٦,٧
disagree	٠	٠	٠	٠
strongly disagree	١	٣,٤	٣,٣	١٠٠,٠
Total	٣٠	١٠٠,٠	١٠٠,٠	
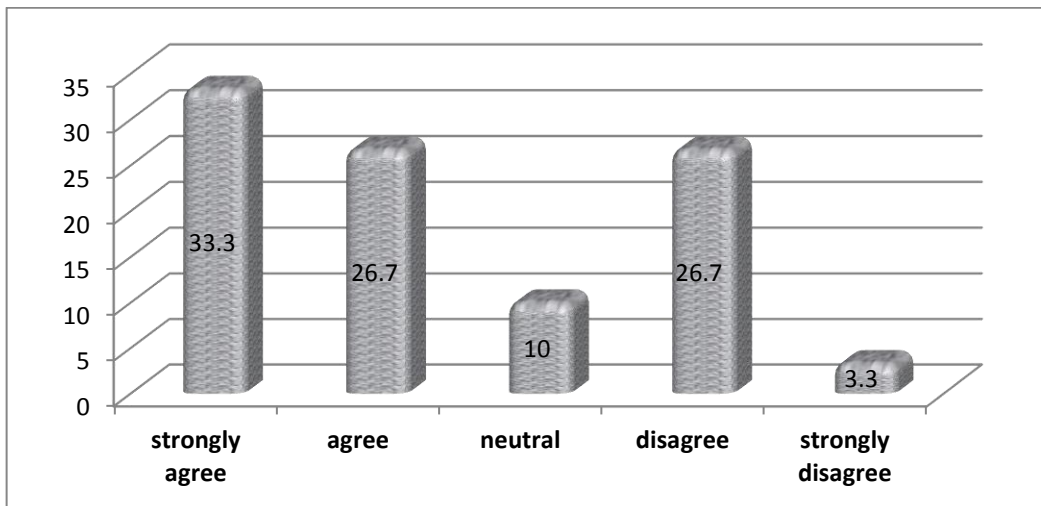
Figure (٤،٨)

From the above table and figure we can see that there are (١٠) persons in the sample of the study with percentage (٣٣,٣٪) strongly agreed with that'' EFL learners encounter some difficulties in learning vocabulary; they face difficulties in pronouncing words, they do not know how to spell and write words, moreover, the different grammatical form of words known as

inflections poses constitute the main cause of students' difficulties in learning vocabulary." There are (١٦) persons with percentage (٥٣,٣٪) agreed, (٣) persons with percentage (١٠,٠٪) were not sure, (٠) person with percentage (٠,٠٪) disagreed and (١) person with (٣,٣٪) strongly disagreed.

Statement   No (٦)

Students find difficulties in choosing the appropriate meanings of words and get confused in using the words based on the context and they feel worried when they find idiomatic expressions.

Table No (٤,١١) the frequency distribution for the respondents' answers of statement No.(٦)

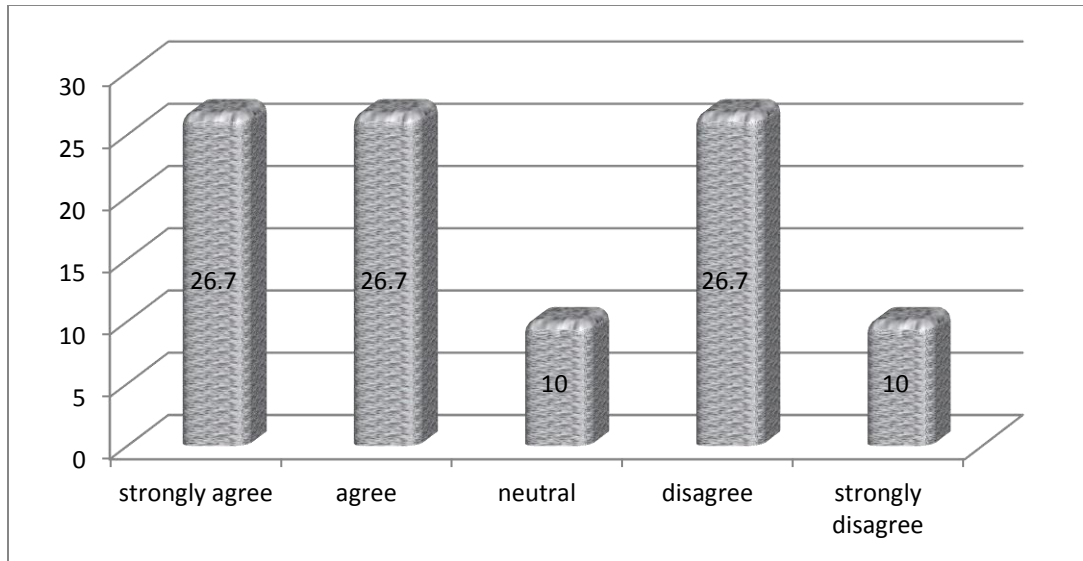| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	١٠	٣٣,٣	٣٣,٣	٣٣,٣
agree	٨	٢٦,٧	٢٦,٧	٦٠,٠
neutral	٣	١٠,٠	١٠,٠	٧٠,٠
disagree	٨	٢٦,٧	٢٦,٧	٩٦,٧
strongly disagree	١	٣,٣	٣,٣	١٠٠,٠
Total	٣٠	١٠٠,٠	١٠٠,٠	

Figure (٤,٩)

From the above table and figure we can see that there are (١٠) persons in the sample of the study with percentage (٣٣,٣٪) strongly agreed with " Students find difficulties in choosing the appropriate meanings of words and get confused in using the words based on the context and they feel worried when they find idiomatic expressions ". There are (٨) persons with percentage (٢٦,٧٪) agreed, (٣) persons with percentage (١٠,٠٪) were not sure, (٨) persons with percentage (٢٦,٧٪) disagreed and (١) person with the percentage (٣,٣%) strongly disagreed.

Statement No. (٧)

Teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom.

Table No. (٤,١٢) The frequency distribution for the respondents' answers of statement No.(٧)

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	٦	٢٠,٠	٢٠,٠	٢٠,٠
agree	١٢	٤٠,٠	٤٠,٠	٦٠,٠
neutral	٣	١٠,٠	١٠,٠	٧٠,٠
disagree	٨	٢٦,٧	٢٦,٧	٩٦,٧
strongly disagree	١	٣,٣	٣,٣	١٠٠,٠
Total	٣٠	١٠٠,٠	١٠٠,٠	

Figure (٤,١٠)

From the above table and figure, we can see that there are (٦) persons in the sample of the study with percentage (٢٠,٠٪) strongly agreed with " Teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom." There are (١٢) persons with

percentage (٤٠,٠٪) agreed, (٣) persons with percentage (١٠,٠٪) were not sure, (٨) persons with percentage (٢٦,٧٪) disagreed. and (١) person with (٣,٣%) strongly disagreed.

Statement No. (٨)

EFL learning is affected by several internal factors such as intelligence, aptitude and motivation and by external factors such as family factor, school and environment factor.

Table No. (٤،١٣) The frequency distribution for the respondents' answers of statement No.(٨)

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	٦	٢٠,٠	٢٠,٠	٢٠,٠
agree	١٢	٤٠,٠	٤٠,٠	٦٠,٠
neutral	٣	١٠,٠	١٠,٠	٧٠,٠
disagree	٨	٢٦,٧	٢٦,٧	٩٦,٧
strongly disagree	١	٣,٣	٣,٣	١٠٠,٠
Total	٣٠	١٠٠,٠	١٠٠,٠	

Figure (٤,١١)

From the above table and figure, we can see that there are (٦) persons in the sample of the study with percentage (٢٠,٠٪) strongly agreed with " EFL learning is affected by several internal factors such as intelligence, aptitude and motivation and by external factors such as family factor, school and environment factor."There are (١٢) persons with percentage (٤٠,٠٪) agreed, (٣) persons with percentage (١٠,٠٪) were not sure, (٨) persons with percentage (٢٦,٧٪) disagreed. and (١) person with (٣,٣%) strongly disagreed

Statement   No. (٩)

The difficulty of a vocabulary item is often depend on how similar the items are in the form and meaning to the students first language. Words which are similar in the first language and English may be misleading rather than helpful.

Table No (٤,١٤)

The frequency distribution for the respondents' answers of statement No.(٩)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent

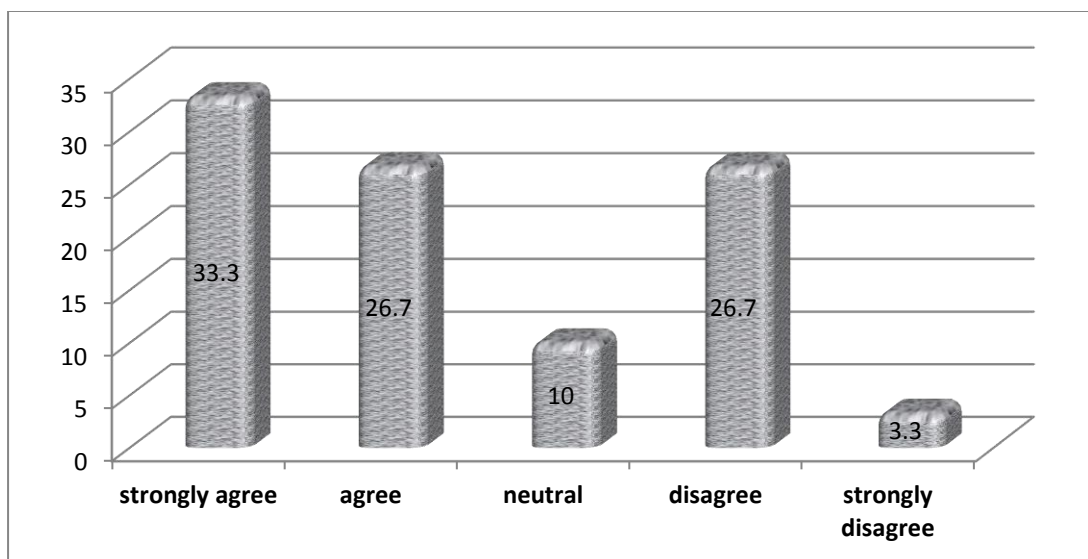|				
strongly agree	١٠	٣٣,٣	٣٣,٣	٣٣,٣
agree	١٢	٤٠,٠	٤٠,٠	٧٣,٣
neutral	٣	١٠,٠	١٠,٠	٨٣,٣
disagree	٤	١٣,٣	١٣,٣	٩٦,٧
strongly disagree	١	٣,٣	٣,٣	١٠٠,٠
Total	٣٠	١٠٠,٠	١٠٠,٠	

Figure (٤,١٢)

From the above table and figure, we can see that there are (١٠) persons in the sample of the study with percentage (٣٣,٣٪) strongly agreed with " The difficulty of a vocabulary item is often depend on how similar the items are in the form and meaning to the students first language. Words which are similar in the first language and English may be misleading rather than helpful." There are (١٢) persons with percentage (٤٠,٠٪) agreed, (٣) persons with percentage (١٠,٠٪) were not sure, (٤) persons with percentage (١٣,٣٪) disagreed and (١) person with (٣,٣٪) strongly disagreed.

Statement   No (۱۰):

Particular spelling patterns can cause confusion where the pronunciation is concerned as EFL students confuse the meaning, spelling and pronunciation of words such as: through, though, thought, tough, thorough.

Table No (٤،۱٥) the frequency distribution for the respondents' answers of statement No. (۱۰)

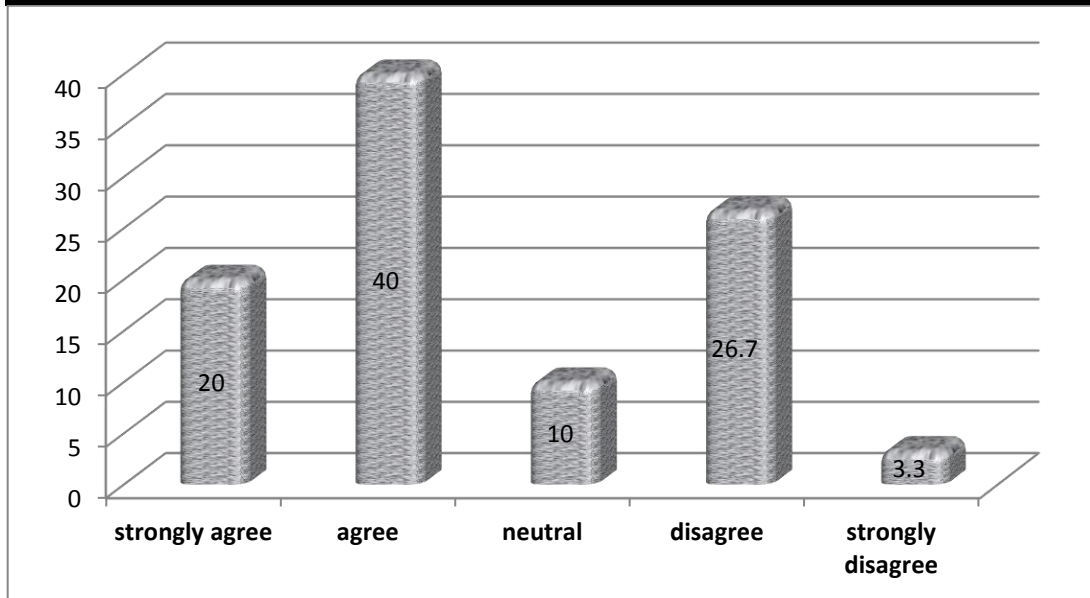| Variables	Frequency	%Percent
strongly agree	۱۰	۳,۳
agree	۱۲	٤۰,۰
neutral	٤	۱۳,۳
disagree	۳	۱۰,۰
strongly disagree	۱	۳,۳
Total	۳۰	۱۰۰,۰

Figure (٤،۱۳)

From the above table and figure we can see that there are (۱۰) persons in the sample of the study with percentage (۳۳,۳٪) strongly agreed with "

۸۷

Particular spelling patterns can cause confusion where the pronunciation is concerned as EFL students confuse the meaning, spelling and pronunciation of words such as: through, though, thought, tough, thorough.'' There are (١٢) persons with percentage (٤٠,٠٪) agreed, (٤) persons with percentage (١٠,٠٪) were not sure, (٣) persons with percentage (١٣,٣٪) disagreed and (١) person with (٣,٣٪) strongly disagreed.

Statement No. (١١)

How a lexical item collocate with another may cause some difficulties to EFL learners.

Table No (٤,١٦) the frequency distribution for the respondents' answers of statement No. (١١)

Variables	Frequency	Percent
strongly agree	١٥	٥٠
agree	١٣	٤٣,٤
neutral	١	٣,٣
disagree	١	٣,٣
strongly disagree	٠	٠
Total	٣٠	١٠٠,٠

Figure (٤,١٤)

It is clear from the above table and figure that there are (١٥) persons in the sample of the study with percentage (٥٠,٠٪) strongly agreed with " How a lexical item collocate with another may cause some difficulties to EFL learners.". There are (١٣) persons with percentage (٤٣,٤٪) agreed, (١) person with percentage (٣,٣٪) were not sure   (١) person with percentage (٣,٣٪) disagreed and (٠) person with (٠٪) strongly disagreed.

Statement No.(١٢)

When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context.

Table No (٤,١٧) the frequency distribution for the respondents' answers to statement No.(١٢)

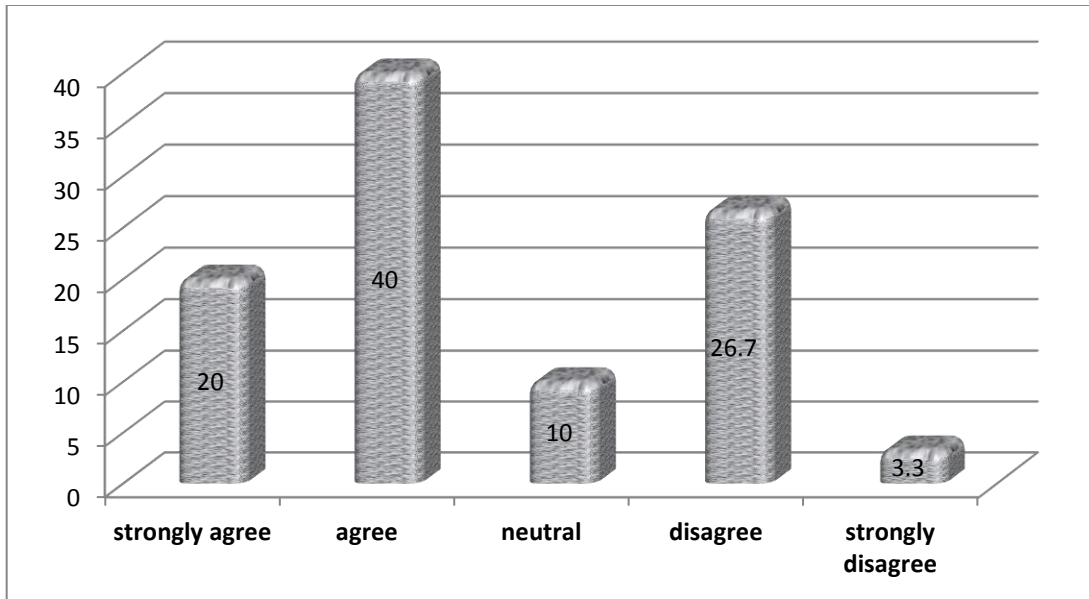| Variables	Frequency	%Percent
strongly agree	١٧	٥٣,٣
agree	١١	٣٦,٧
neutral	٢	٦,٧
disagree	١	٣,٣
strongly disagree	٠	٠
Total	٣٠	١٠٠,٠

Figure (٤,١٥)
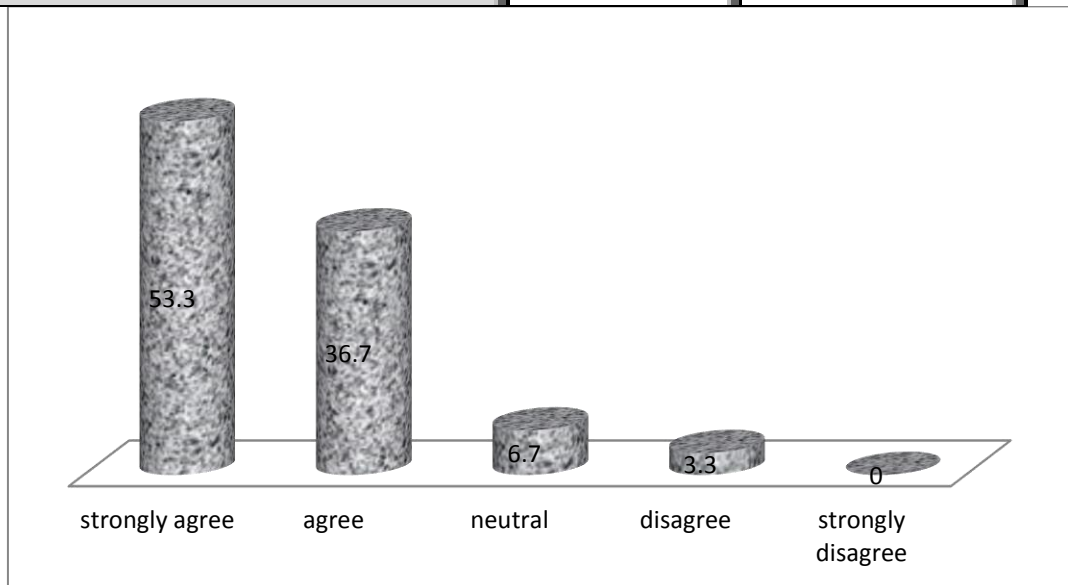
It is clear from the above table and figure that there are (١٧) persons in the sample of the study with percentage (٥٣,٣٪) strongly agreed with "When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context ". There are (١١) persons with percentage (٣٦,٧٪) agreed, (٢) persons with percentage (٦,٧٪) were not sure, (١) person with percentage (٣,٣٪) disagreed and (٠) person with (٠٪) strongly disagreed.

Statement No. (١٣)

Ineffective learning habits can be a source of unsuccessful learning.

Table No (٤,١٨) the frequency distribution for the respondents' answers to statement No.(١٣)

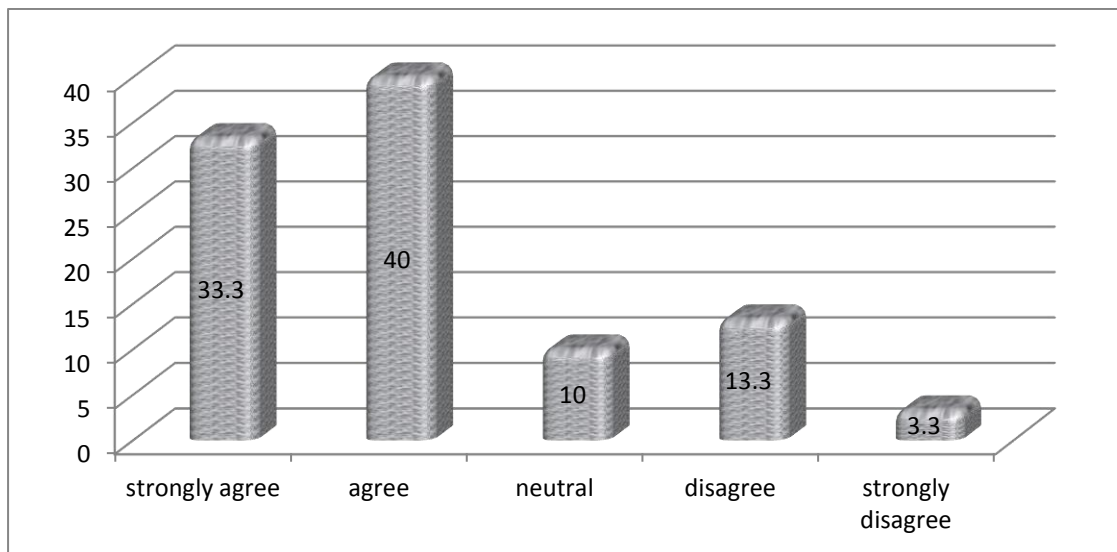| Variables	Frequency	%Percent
strongly agree	١٨	٦٠
agree	١٠	٣٣,٤
neutral	١	٣,٣
disagree	١	٣,٣
strongly disagree	٠	٠
Total	٣٠	١٠٠,٠

Figure (٤,١٦)
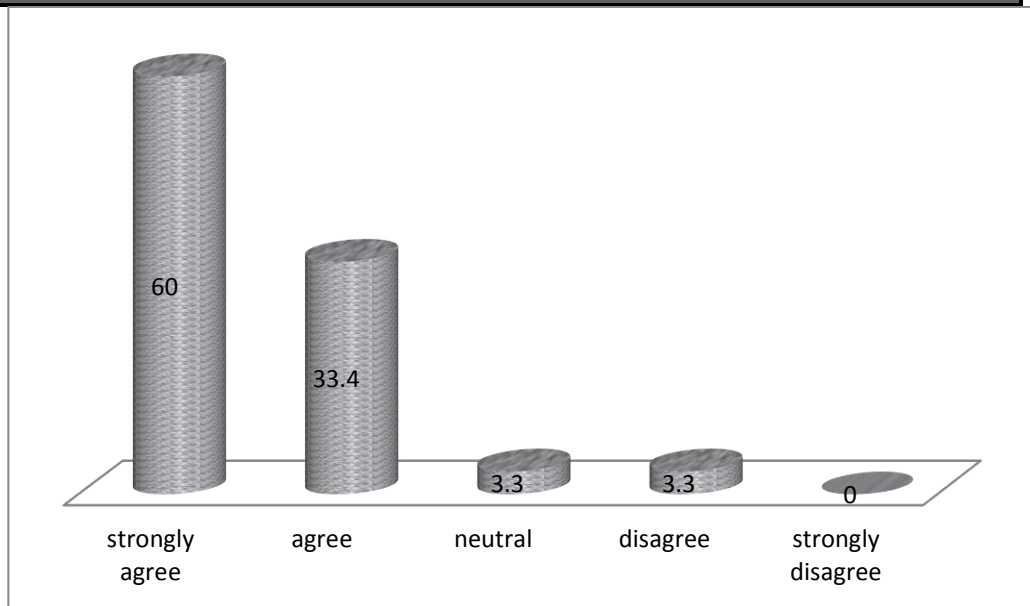
It is clear from the above table and figure that there are (١٨) persons in the sample of the study with percentage (٦٠،٠٪) strongly agreed with "Ineffective learning habits can be a source of unsuccessful learning.". There are (١٠) persons with percentage (٣٣،٣٪) agreed, (١) person with percentage (٣،٣٪) was not sure, (١) person with percentage (٣،٣٪) disagreed and (٠) person with (٠٪) strongly disagreed.

Statement No. (١٤)

Cultural awareness is needed to adjust English vocabularies in daily use.

Table No. (٤،١٩)

The frequency distribution for the respondents' answers of statement No. (١٤)

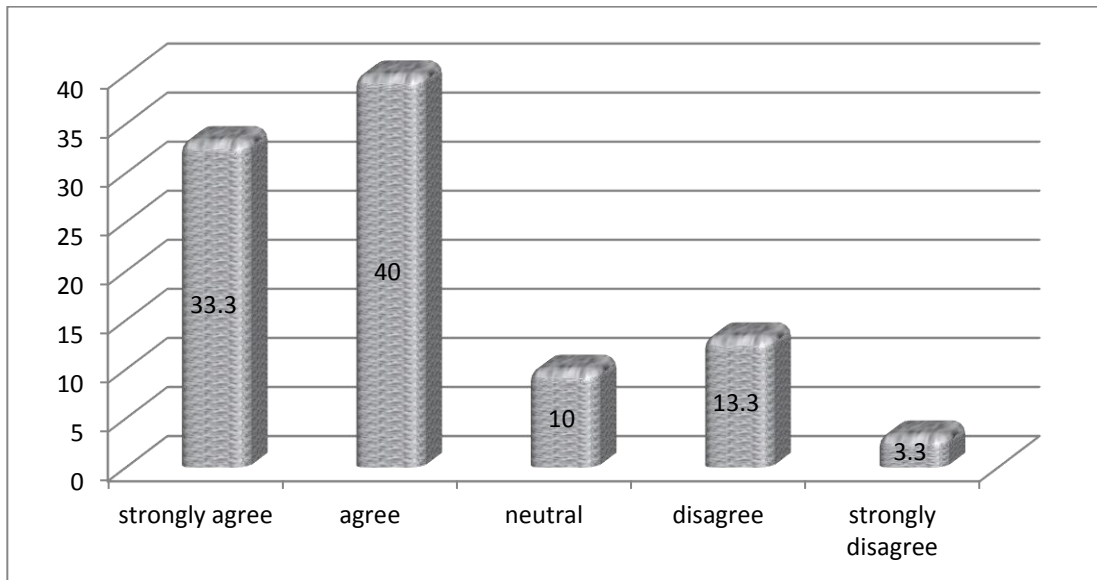| Variables	Frequency	%Percent
strongly agree	١٣	٣٤،٤
agree	١٠	٣٣،٣
neutral	٣	١٠
disagree	٣	١٠
strongly disagree	١	٣،٣
Total	٣٠	١٠٠،٠

Figure (٤،١٧)
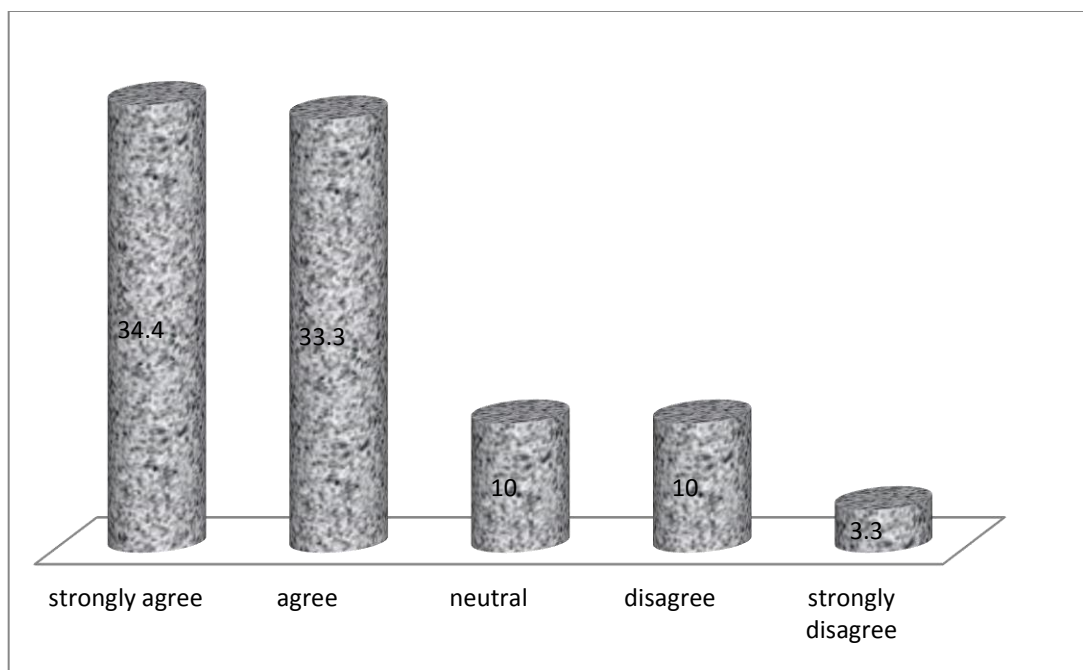
It is clear from the above table and figure that there are (١٣) persons in the sample of the study with percentage (٣٤،٤٪) strongly agreed with " Cultural awareness is needed to adjust English vocabularies in daily use."There are (١٠) persons with percentage (٣٣،٣٪) agreed, (٣) persons with percentage (١٠،٠٪) were not sure, (٣) persons with percentage (١٠،٠٪) disagreed and (١) person with the percentage (٣،٣٪) disagreed.

Statement No. (١٥)

English has many grammar rules which are confusing for non English background. Students experience difficulties when they do not know the correct structure to use. It is because different structure has different meaning.

Table No. (٤،٢٠)

The frequency distribution for the respondents' answers of statement No. (١٥)

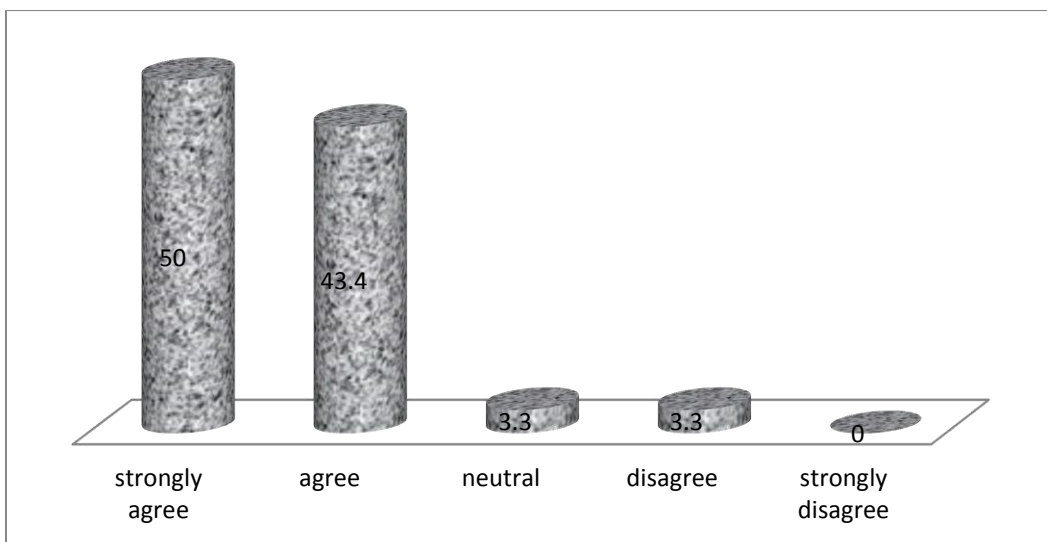| Variables	Frequency	%Percent
strongly agree	٣	١٣,٣
agree	١٤	٤٦,٧
neutral	٣	١٠
disagree	٧	٢٠
strongly disagree	٣	١٠
Total	٣٠	١٠٠,٠

Figure (٤,١٨)
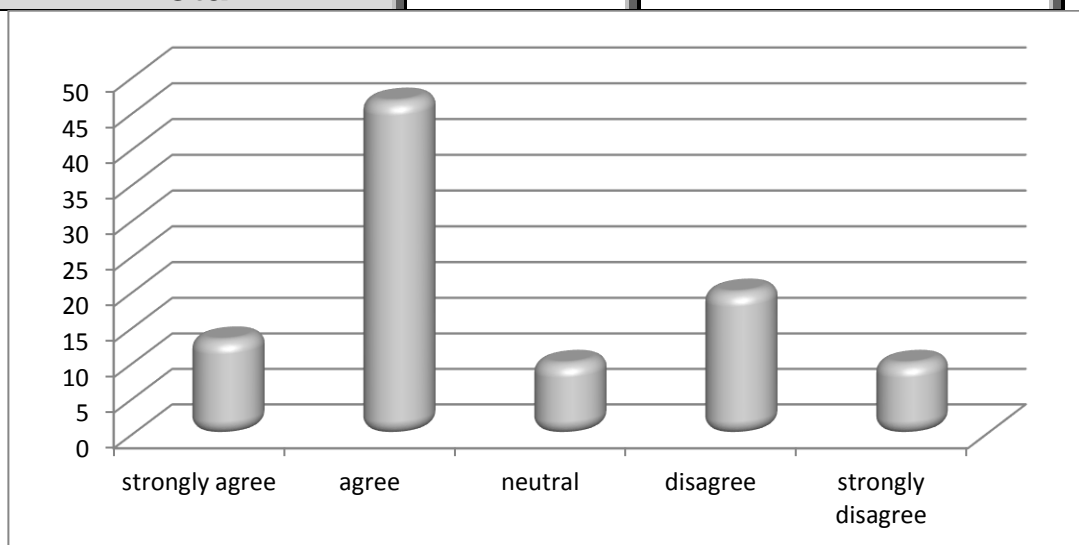
It is clear from the above table and figure that there are only (٣) teachers in the sample of the study with percentage (١٣,٣٪) who strongly agreed with " English has many grammar rules which are confusing for non- English background. Students experience difficulties when they do not know the correct structure to use. It is because different structure has different meaning''.

There are (١٤) persons with percentage (٤٦,٧٪) agreed with that, (٣) persons with percentage (١٠,٠٪) were not sure, (٧) persons with percentage (٢٠,٠٪) disagreed and (٣) persons with (١٠٪) strongly disagreed.

Table (٤,٢١)

The mean and standard deviation and chi-square values   for

Hypothesis (٣) : Vocabulary difficulties are attributed to many factors.

No.	Statements	mean	SD	Chi square	p-value
١	Word meaning could be learned only through experience and cannot be adequately taught in a classroom	٣.٣	.٧٠	٢٣	٠.٠٠٦
٢	Students generally face some difficulties to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment	٢,٤	.٥٠	٢٨	٠.٠١٠
٣	vocabulary difficulties inhibit students' motivation and reduce the possibility that they will succeed in learning a foreign language	٣.٤	.٥٠	٢٨	٠.٠١٠
٤	There are some factors that make some words more difficult than others such as pronunciation , spelling , length and complexity	٣,٦	.٨٠	٢٢	٠.٠٢٣
٥	EFL learners encounter some difficulties in learning vocabulary; they face difficulties in pronouncing words, they do not know how to spell and write words, moreover, the different grammatical form of words known as inflections poses constitute the main cause of students' difficulties in learning vocabulary	٢,٦	.٥٠	٢٢	٠.٠٣٦
٦	Students find difficulties in choosing the appropriate meanings of words and get confused in using the words based on the context and they feel worried when they find idiomatic expressions	٢,٩	.٧٠	٣٢	٠.٠٢٣
٧	Teachers face great problems in teaching words due to the time constraint and the number of	٢.٧	.٥٠	٢٢	٠.٠٠٠

	students they have in the classroom				
٨	EFL learning is affected by several internal factors such as intelligence, aptitude and motivation and by external factors such as family factor, school and environment factor.	٢,٧	.٥٠	٢٢	٠,٠٠٠
٩	The difficulty of a vocabulary item is often depend on how similar the items are in the form and meaning to the students first language. Words which are similar in the first language and English may be misleading rather than helpful.	٢,٩	٤,٨	٣٤	٠,٠٠٠
١٠	Particular spelling patterns can cause confusion where the pronunciation is concerned as EFL students confuse the meaning, spelling and pronunciation of words such as: through, though, thought, tough, thorough.	٢,٨	١,٧	١٢	٠,٠٠٠
١١	How a lexical item collocate with another may cause some difficulties to EFL learners	٣,٤	٢,٥	٢٢	٠,٠٠٠
١٢	When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context	٢,٥	٣,٨	١٥	٠,٠٠٤٦
١٣	Ineffective learning habits can be a source of unsuccessful learning.	٣.٣	.٧٠	٢٨	٠,٠٠١٠
١٤	Cultural awareness is needed to adjust English vocabularies in daily use.	٢,٤	.٥٠	٢٨	٠,٠٠١٠

| ١٥ | English has many grammar rules which are confusing for non English background. Students experience difficulties when they do not know the correct structure to use. It is because different structure has different meaning. | ٣.٦ | .٨٠ | ٢٩ | ٠,٠٢٣ |

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١) was (٢٣) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤,١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " Word meaning could be learned only through experience and cannot be adequately taught in a classroom ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (٢) was (٢٨) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤,١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement "Students generally face some difficulties to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (٣) was (٢٨) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤,١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " vocabulary difficulties inhibit students' motivation and reduce the possibility that they will succeed in learning a foreign language ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (٤)   was (٢٢) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤,١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " There are some factors that make some words more difficult than others such as pronunciation , spelling , length and complexity ".

The calculated value of chi-square for the significance of the differences for the respondents' answers statement No. (٥)   was (٢٢) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤,١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement "EFL learners encounter some difficulties in learning vocabulary; they face difficulties in pronouncing words, they do not know how to spell and write words, moreover, the different grammatical form of words known as inflections poses constitute the main cause of students' difficulties in learning vocabulary''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (٦)   was (٣٢) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤,١٢). this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " Students find difficulties in choosing the appropriate meanings of words and get confused in using the words based on the context and they feel worried when they find idiomatic expressions ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (٧)   was (٢٢) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤,١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the

respondents, which supports the respondents who agreed with the statement" Teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom. ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (٨)   was (٢٢) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤,١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement "EFL learning is affected by several internal factors such as intelligence, aptitude and motivation and by external factors such as family factor, school and environment factor."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (٩) was (٣٤) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤,١٢)this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " The difficulty of a vocabulary item is often depend on how similar the items are in the form and meaning to the students first language. Words which are similar in the first language and English may be misleading rather than helpful".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (١٠)   was (١٢) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤,١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which support the respondent who agreed with the statement " Particular spelling patterns can cause confusion where the pronunciation is concerned as EFL students confuse the meaning, spelling and pronunciation of words such as: through, though, thought, tough, thorough.".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١١) was (٢٢) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤،١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " How a lexical item collocate with another may cause some difficulties to EFL learners.".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١٢) was (١٥) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤،١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١٣) was (٢٨) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤،١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " Ineffective learning habits can be a source of unsuccessful learning".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١٤) was (٢٨) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤،١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " Cultural awareness is needed to adjust English vocabularies in daily use".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No.(١٥) was (٢٩) which is greater

than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٤.١٢) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " English has many grammar rules which are confusing for non English background. Students experience difficulties when they do not know the correct structure to use. It is because different structure has different meaning."

According to the findings of the first part of the questionnaire we can conclude that EFL Sudanese university students' difficulties in vocabulary are attributed to the different factors mentioned above, therefore , the third hypothesis of this study is verified.

The above findings of the first part of the questionnaire revealed some of the causes of vocabulary difficulties among EFL Sudanese university students that coincide with the following findings of different studies:

For as Rababah (٢٠٠٥) argued that Arab students generally face some difficulties to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment in learning a mother tongue or any foreign language, vocabulary is the most significant component.

Brown (١٩٩٥) suggested that vocabulary difficulties also inhibit students' motivation and reduce the possibility that they will succeed in learning a foreign language

They also agreed with Thornbury (٢٠٠٢) who stated that there are some factors that make some words more difficult than others such as pronunciation, spelling , length and complexity .

Leung (١٩٩٢) further argued that EFL learners encounter some difficulties in learning vocabulary; they face difficulties in pronouncing words, they do not know how to spell and write words, the different grammatical form of words known as inflections poses is the main cause of students difficulties in learning vocabulary, in addition, students find difficulties in choosing the

appropriate meanings of words and get confused in using the words based on the context and they feel worried when they find idiomatic expressions.

Moreover, Gairns (١٩٨٦) maintained that there are a lot of systematic rules and guidelines for choosing words for vocabulary instruction. Teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom. However, there are a lot of benefits for including vocabulary development strategies in the content instruction.

The results also coincide with Slameto (٢٠١٣) who claimed that there are several internal factors that affect EFL students learning difficulties like intelligence ,aptitude and motivation ,also EFL learning is affected by external factors such as family factor, school and environment factor.

Thornbury (٢٠٠٤) suggested some factors that make some words more difficult such as ,pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomaticity.

According to Herrel (٢٠٠٠) the difficulty of a vocabulary item is often depends on how similar the items is in the form and meaning to the students first language. Words which are similar in the first language and English may be misleading rather than helpful.

Nation (٢٠٠١) stated that the spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough, thorough.

Furthermore, Harmer (٢٠٠١) suggested some techniques for teaching vocabulary such as ,demonstration ,explanation, discovery, check question and presentation.

According to Zimmerman(٢٠٠٧) when to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use pushing to mean almost in he is pushing fifty. But pushing is only used in this way with older people ,we do

not say he is pushing there!). Also it is important that students know whether the word or phrase has a marked style informal or formal.

Sudijono (٢٠١٤) reported the following factors that cause EFL students difficulties in learning vocabulary:

١. The written form is different from the spoken form in English.
٢. The number of words that the student need to learn is exceedingly large.
٣. The limitation of the sources of information about word.
٤. The complexity of the word knowledge .
٥. Lack of understanding of the grammatical forms of the words.
٦. The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.

Schwarz and Terrill (٢٠٠٠, pp. ٣-٤) mentioned some reasons for students'
lack of expected progress, those are:

١. Problems with academic language skills due to limited knowledge towards the target language.

٢. Ineffective learning habits which can be a source of unsuccessful learning.

٣. Native language intervention during the study.

٤. Problems with teaching methods conducted by teacher which are not suitable to learners' preference.

٥. Stress or trauma that has been experienced by a learner resulting difficulties in concentration.

Mohammed (٢٠١٨) stated that students experienced difficulties in learning English due to uncommon differences between the local language and the target language such as :negative transfer, cultural differences, accents, arbitrary language ,grammar and vocabulary and pronunciation.

Hambali (٢٠١٨) found out that there are some difficulties that the students found in learning English vocabulary, namely: ١) the students found it difficult to read English vocabulary, ٢) the students found it difficult to pronounce English vocabulary, ٣) a great number of students do not know the spelling of English vocabulary, ٤) the students lack in memorizing English vocabulary. The factors contributing to those difficulties were internal factors which included ١) lack of students" interest in learning English especially in learning English vocabulary, ٢) lack of students" motivation in learning English, and external factors such as ١) technique or method that used by the teachers in Teaching English vocabulary ٢) students' environment.

The findings of the study also confirm with Nuraeni(٢٠٢١) who declared that reveal that difficulties encountered by EFL students are varied , they can be are grouped into themes: problem with grammar, problem with pronunciation, and problem with academic writing. In dealing with the problems, the participants use some different ways: autonomous learning, family and friends support, lectures as role models, and be diligent.

Furthermore, Afzal(٢٠١٩) asserted that EFL learners face several problems in learning the vocabulary such as knowing the meanings of new words, pronouncing new words, using new words correctly, memorizing and spelling new vocabulary and so on.

Hypothesis four:

Teachers can help students to overcome vocabulary difficulties by raising their awareness about the importance of vocabulary for learning in general and providing them with suitable techniques and strategies to improve their language skills.

Statement No.(١)

It is also important to help students make associations between the vocabulary words they are learning and their prior knowledge. If teachers select words according to students' prior knowledge and connection with words, it will increase students' interest in learning the new words.

Table No (٤،٢٢) The Frequency Distribution for the respondents' Answers of statement No.(١)

Variables	Frequency	%Percent
Always	٧	٢٣،٣
often	١٦	٥٣،٣
Sometimes	١	٣،٣
Seldom	٤	١٣،٣
Never	٢	٦،٧
Total	٣٠	١٠٠،٠
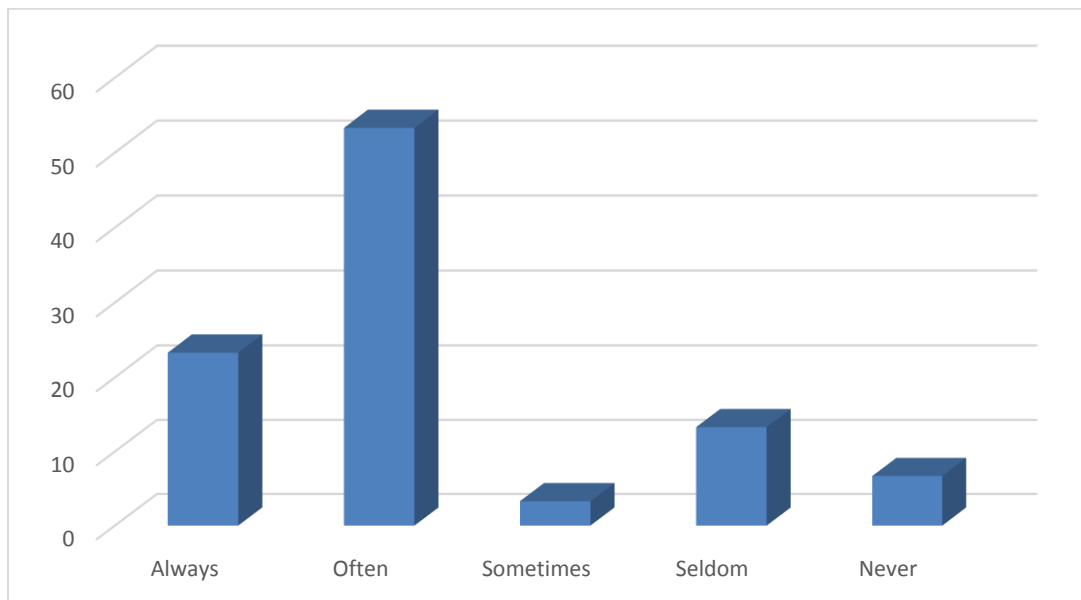
Figure (٤،١٩)

From the above table and figure. It is clear that there are (٧) persons in the sample of the study with percentage (٢٣،٣%) answered always with. It is also important to help students make associations between the vocabulary words they are learning and their prior knowledge. If teachers select words according to students' prior knowledge and connection with words, it will increase students' interest in learning the new words. " There are (١٦) persons with percentage (٥٣،٣٪) answered Often, (١) person with percentage (٣،٣٪) answered Sometimes, (٤) persons with percentage (١٣،٣٪) answered Seldom and (٢) persons with percentage (٦،٧٪) answered Never.

Statement No.(٢)

Teachers should understand its importance of vocabulary if they want that their students will achieve academic success in the language learning.

Table No (٤,٢٣) The Frequency Distribution for the Respondents' Answers of statement No.(٢)

Variables	Frequency	%Percent
Always	١١	٣٦,٧
often	١٣	٤٣,٣
Sometimes	١	٣,٣
Seldom	٢	٦,٧
Never	٣	١٠,٠
Total	٣٠	١٠٠,٠

Figure(٤.٢٠)

From the above table and figure. It is clear that there are **(١١)** persons in the sample of the study with percentage (٣٦,٧%) answered always with " Teachers should understand its importance of vocabulary if they want that their students will achieve academic success in the language learning." There are **(١٣)** persons with percentage (٤٣,٣%) answered Often , **(١)** person with

percentage (٣,٣٪) answered Sometimes , (٢) persons with percentage (٦,٧%) answered Seldom and (٣) persons with percentage (١٠,٠%) answered Never.

Statement No.(٣)

Successful L٢ learners should engage in more purposeful language learning and use more strategies than the unsuccessful learners.

Table No (٤,٢٤) The Frequency distribution for the respondents' Answers of statement No.(٣)

Variables	Frequency	%Percent
Always	١٦	٥٣,٣
often	٨	٢٦,٧
Sometimes	٢	٦,٧
Seldom	٢	٦,٧
Never	٢	٦,٧
Total	٣٠	١٠٠,٠

Figure(٤,٢١)

From the above table and figure. It is clear that there are **(١٦)** persons in the sample of the study with percentage (٥٣,٣%) answered always " Successful

L٢ learners should engage in more purposeful language learning and use more strategies than the unsuccessful learners.". There are (٨) persons with percentage (٢٦,٧%) answered Often, (٢) persons with percentage (٦,٧%) answered Sometimes, (٢) persons with percentage (٦,٧%) answered Seldom and (٢) persons with (٦,٧%) answered Never.

Statement No.(٤)

In teaching vocabulary, teachers need to make sure that aspects of form, spelling and meaning are accurately presented and learned.

Table No (٤,٢٥) The frequency distribution for the respondents' answers of statement No.(٤)

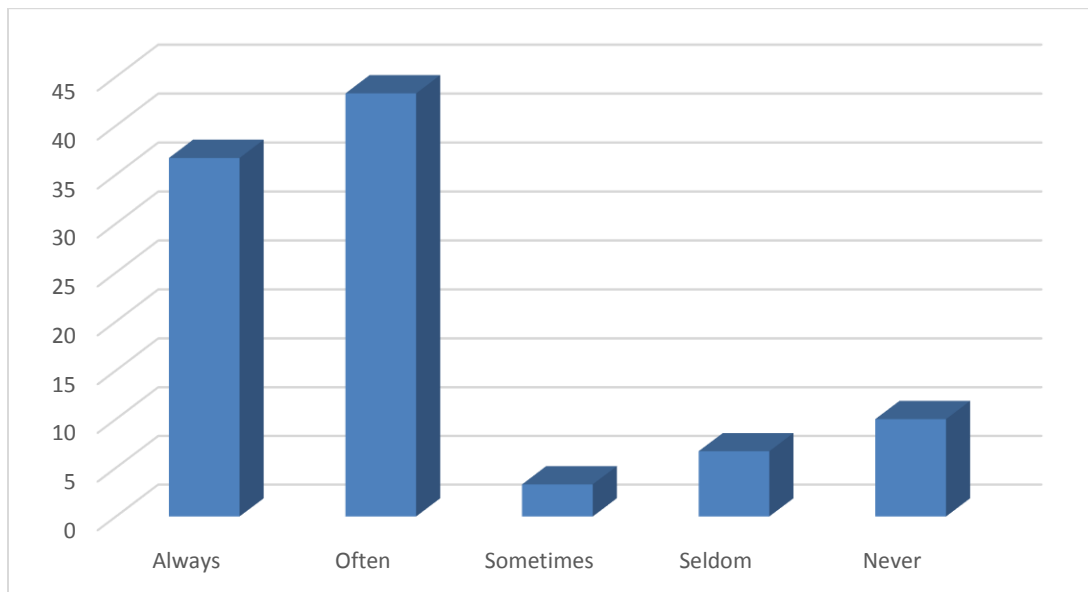| Variables	Frequency	Percent
Always	١١	٣٦,٧
often	١٣	٤٣,٣
Sometimes	١	٣,٣
Seldom	٢	٦,٧
Never	٣	١٠,٠
Total	٣٠	١٠٠,٠
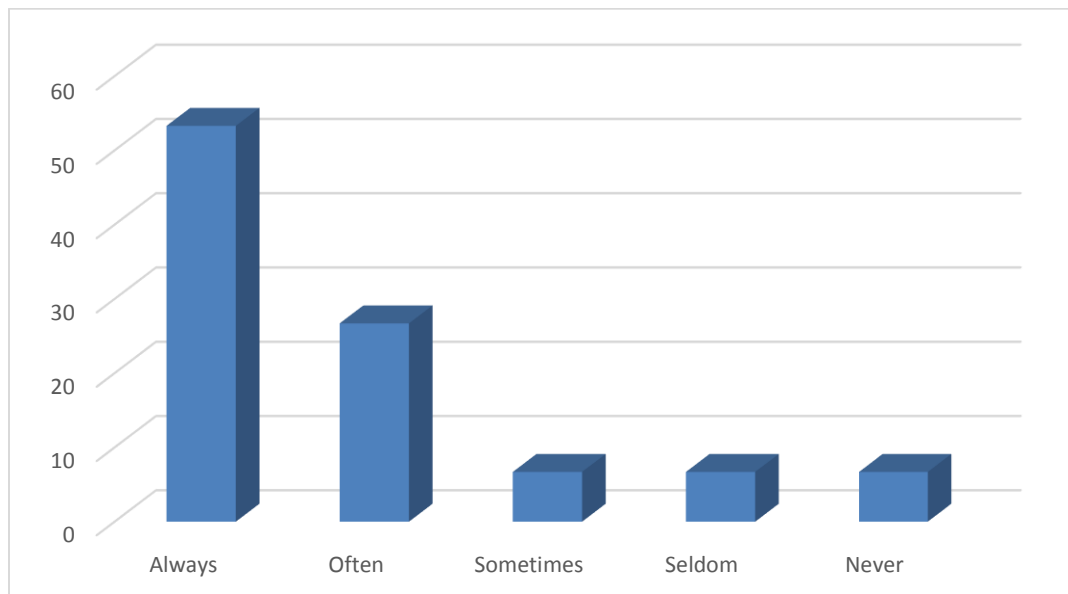
Figure (٤،٢٢)

From the above table and figure. It is clear that there are **(١١)** persons in the sample of study with percentage (٣٦،٧%) answered always with " In teaching vocabulary, teachers need to make sure that aspects of form, spelling and meaning are accurately presented and learned." There are **(١٣)** persons with percentage (٤٣،٣%) answered Often, **(١)** person with percentage (٣،٣%) answered Sometimes, **(٢)** persons with percentage (٦،٧%) answered Seldom and **(٣)** persons with percentage (١٠،٠%) answered Never.

Statement No.(٥)

The grammar of a new item will be necessary to be taught as it is important to provide learners with grammatical restriction of words.

Table No (٤،٢٦) The Frequency Distribution for the Respondents' Answers of statement No.(٥)

Variables	Frequency	%Percent
Always	١٠	٣٣،٣
often	١٤	٤٦،٧
Sometimes	٢	٦،٧
Seldom	٢	٦،٧
Never	٢	٦،٧
Total	٣٠	١٠٠،٠
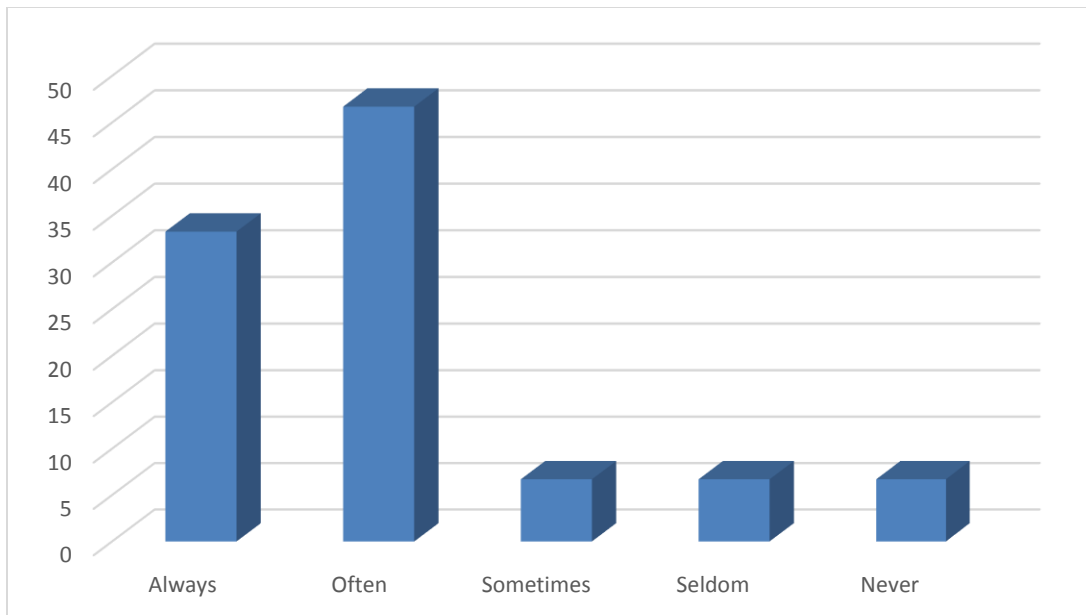
Figure (٤,٢٣)

From the above table and figure. It is clear that there are **(١٠)** persons in the sample of the study with percentage (٣٣,٣%) answered always with " The grammar of a new item will be necessary to be taught as it is important to provide learners with grammatical restriction of words. ". There are **(١٤)** persons with percentage (٤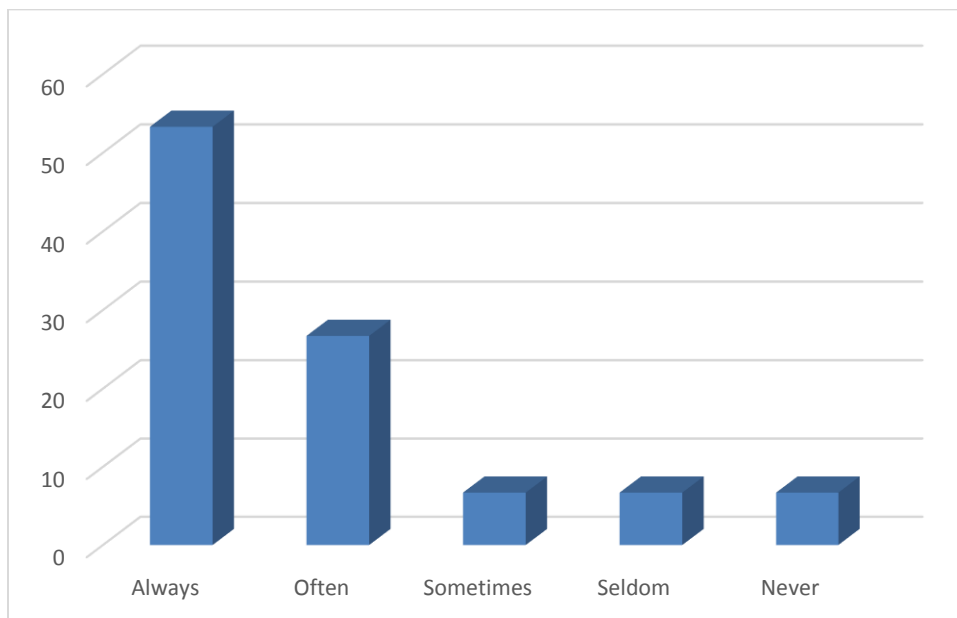٦,٧%) answered Often, **(٢)** persons with percentage (٦,٧%) answered Sometimes, **(٢)** persons with percentage (٦,٧%) answered Seldom and **(٢)** persons with percentage (٦,٧٪) answered Never.

Statement No.(٦)

Knowledge of collocational appropriateness is part of vocabulary competence and fluency

Table No (٤,٢٧) The frequency distribution for the respondents' answers of statement No.(٦)

Variables	Frequency	%Percent
Always	١٢	٤٠,٠
often	١٢	٤٠,٠

Sometimes	٢	٦,٧
Seldom	٢	٦,٧
Never	٢	٦,٧
Total	٣٠	١٠٠,٠
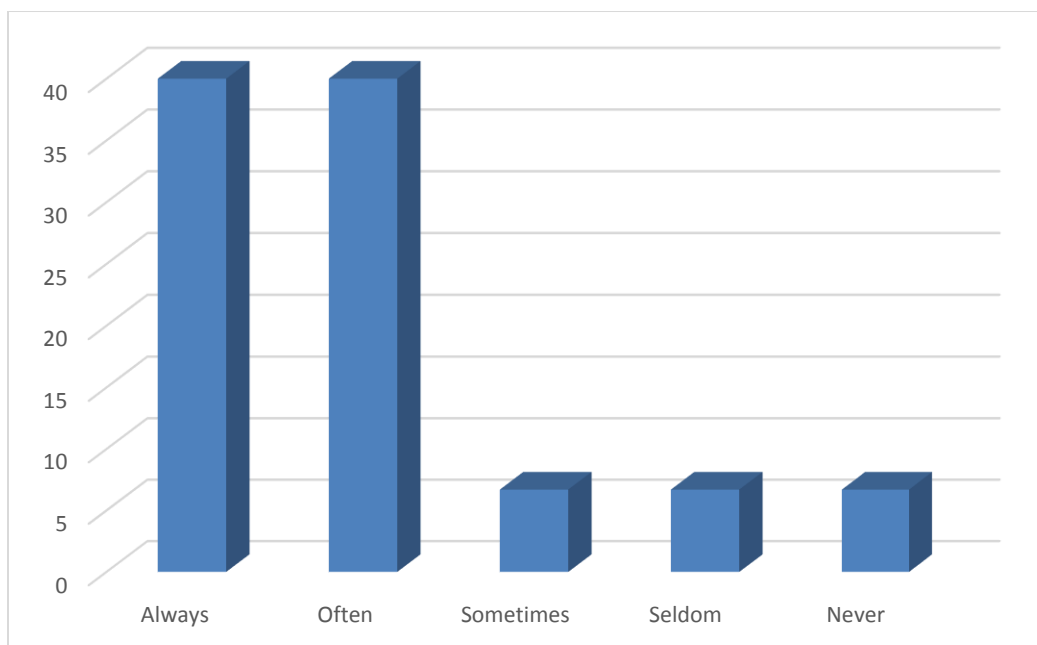
Figure (٤,٢٤)

From the above table and figure. It is clear that there are (١٢) persons in the sample of the study with percentage (٤٠,٠%) answered always with " Knowledge of collocational appropriateness is part of vocabulary competence and fluency ". There are (١٢) persons with percentage (٤٠,٠%) answered Often, (٢) persons with percentage (٦,٧%) answered Sometimes, (٢) persons with percentage (٦,٧%) answered Seldom and (٢) persons with percentage (٦,٧%) answered Never.

Statement No.(٧)

Classifying or categorizing exercises are useful ways to reinforce student understanding of vocabulary words.

Table No (٤,٢٨) The frequency distribution for the respondents' answers of statement No.(٧)

| Variables	Frequency	%Percent
Always	٦	٢٠,٠
often	١٨	٦٠,٠
Sometimes	١	٣,٣
Seldom	٣	١٩
Never	٢	٦,٧
Total	٣٠	١٠٠,٠

Figure (٤,٢٥)
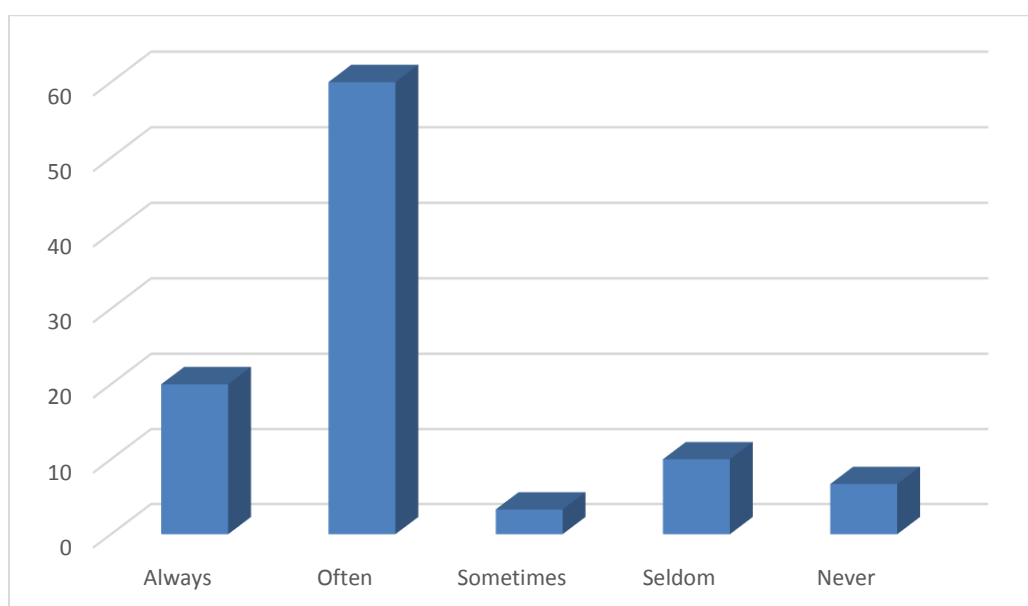
From the above table and figure. It is clear that there are **(٦)** persons in the sample of the study with percentage (٢٠,٠%) answered always with " Classifying or categorizing exercises are useful ways to reinforce student understanding of vocabulary words.". There are **(١٨)** persons with percentage (٦٠,٠%) answered Often, **(١)** person with percentage (٣,٣%) answered Sometimes, **(٣)** persons with percentage (١٠,٠%) answered Seldom and **(٢)** persons with ٦,٧% answered Never.

Statement No.(٨)

Teaching vocabulary in the context is more helpful to learners , and putting the new English words within a text makes the learners manipulate the meaning of the new words .

Table No. (٤،٢٩) The Frequency Distribution for the Respondents' Answers of statement No.(٨)

| Variables	Frequency	%Percent
Always	٧	٢٣,٣
often	١٨	٦٠,٠
Sometimes	١	٣,٣
Seldom	٢	٦,٧
Never	٢	٦,٧
Total	٣٠	١٠٠,٠
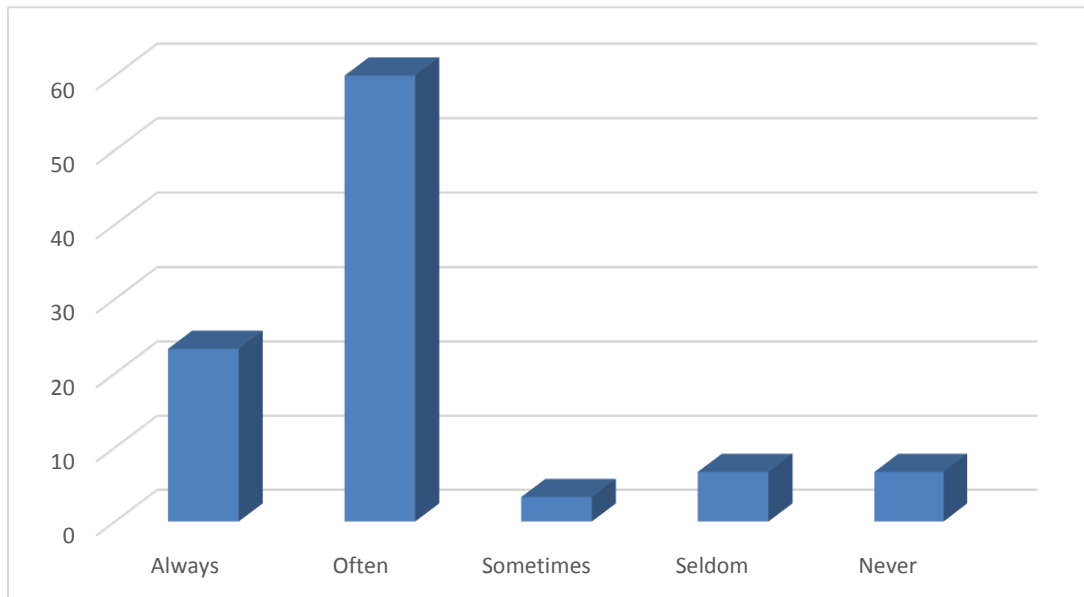
Figure (٤،٢٦)

From the above table and figure. It is clear that there are **(٧)** persons in the sample of the study with percentage (٢٣،٣%) answered always with " teaching vocabulary in the context is more helpful to learners , and putting the new English words within a text makes the learners manipulate the

meaning of the new words ." There are (١٨) persons with percentage (٦٠,٠%) answered Often, (١) person with percentage (٣,٣%) answered Sometimes,(٢) persons with percentage (٦,٧%) answered Seldom and (٢) persons with percentage(٦,٧%) answered Never.

Statement No. (٩)

Vocabulary role-play is a good strategy used to encourage learners to makes connection among their past experiences as students are introduced to new vocabulary and given an opportunity to discuss and see the vocabulary in context through role-play.

Table No. (٤,٣٠)The Frequency distribution for the respondents' answers of statement No.(٩)

| Variables	Frequency	Percent
Always	٦	٢٠,٠
often	١١	٣٦,٧
Sometimes	٣	١٠
Seldom	٨	٢٦
Never	٢	٦,٧
Total	٣٠	١٠٠,٠
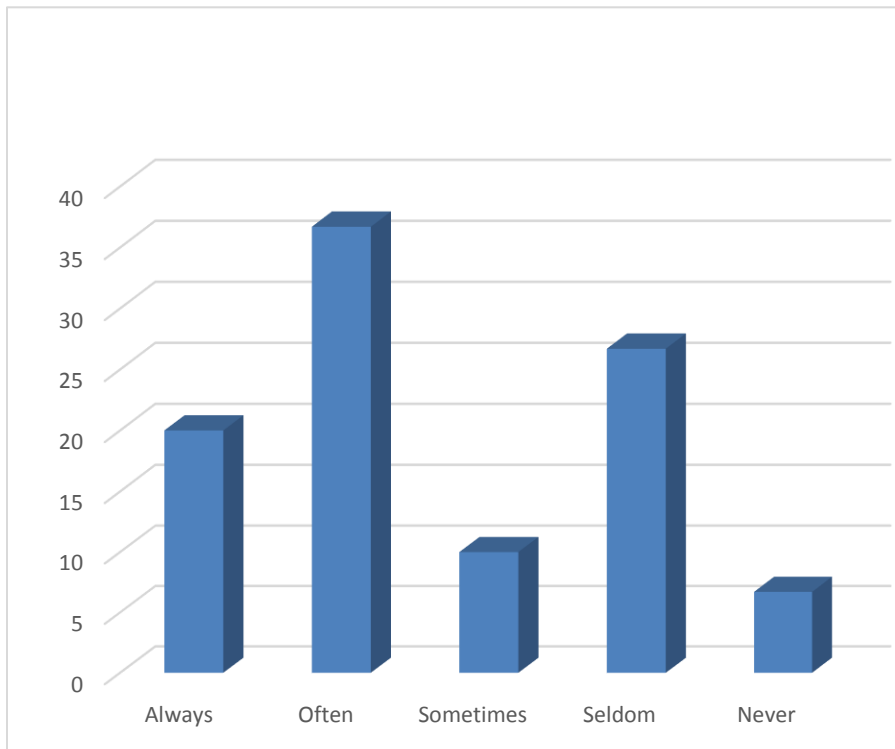
(Figure ٤,٢٧)

From the above table and figure. It is clear that there are **(٦)** persons in the sample of the study with percentage (٢٠,٠%) answered always with " Vocabulary role-play is a good strategy used to encourage learners to makes connection among their past experiences as students are introduced to new vocabulary and given an opportunity to discuss and see the vocabulary in context through role-play" There are **(١١)** persons with percentage (٣٦,٧%) answered Often, **(٣)** persons with percentage (١٠,٠%) answered Sometimes, **(٨)** persons with percentage (٢٦,٧%) answered Seldom and **(٢)** persons with ٦,٧% answered Never.

Statement No.(١٠)

Synonyms may be used to help the students to understand the different shades of meaning if the synonyms is better known than the word being taught hence learning words with known synonymy are easier than learning words without knowing the synonymy .

Table No. (٤,٣١)The Frequency Distribution for the Respondents' Answers of statement No.(١٠)

| Variables	Frequency	%Percent
Always	٣	١٣,٣
often	٦	٢٠,٠
Sometimes	١	٣,٣
Seldom	١٣	٤٣,٣
Never	٦	٢٠,٠
Total	٣٠	١٠٠,٠
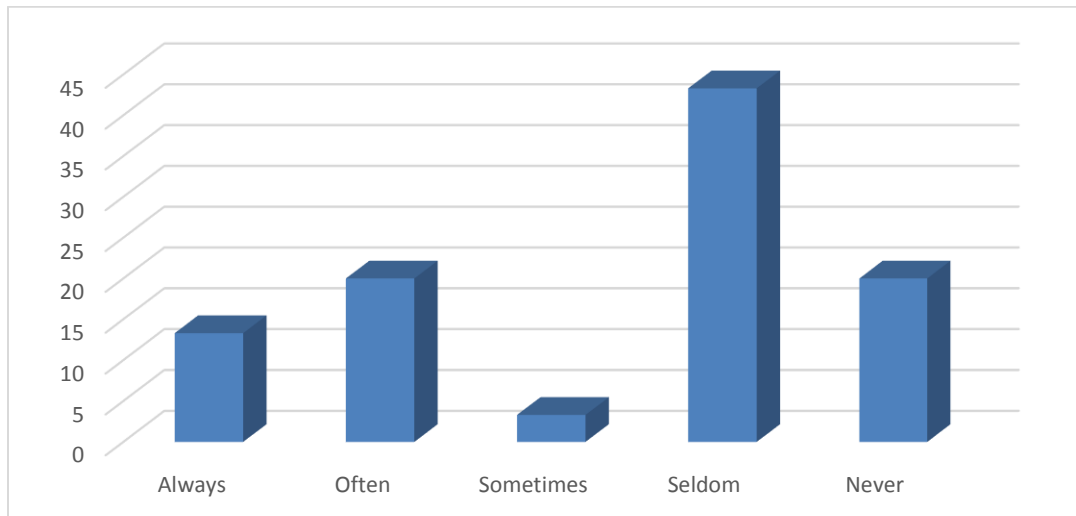
Figure No (٤,٢٨)

From the above table and figure . It is clear that there are **(٤)** persons in the sample of the study with percentage (١٣,٣%) answered always with " Synonyms may be used to help the students to understand the different shades of meaning if the synonyms is better known than the word being taught hence learning words with known synonymy are easier than learning words without knowing the synonymy." There are **(٦)** persons with percentage (٢٠,٠%) answered Often, **(١)** person with percentage (٣,٣%)

answered Sometimes, (١٣) persons with percentage (٤٣,٣%) answered Seldom and (٦) persons with ٢٠,٠% answered Never.

Statement No.(١١)

The use of realia in the classroom supports English language learners in a wide variety of ways ; Introducing real objects that can be seen , felt ,and manipulated is a powerful way to connect vocabulary to real life

Table No. (٤,٣٢) The frequency distribution for the respondents' answers of statement No.(١١)

| Variables	Frequency	%Percent
Always	١٢	٤٠,٠
often	١٢	٤٠,٠
Sometimes	٢	٦,٧
Seldom	٢	٦,٧
Never	٢	٦,٧
Total	٣٠	١٠٠,٠

Figure (٤,٢٩)
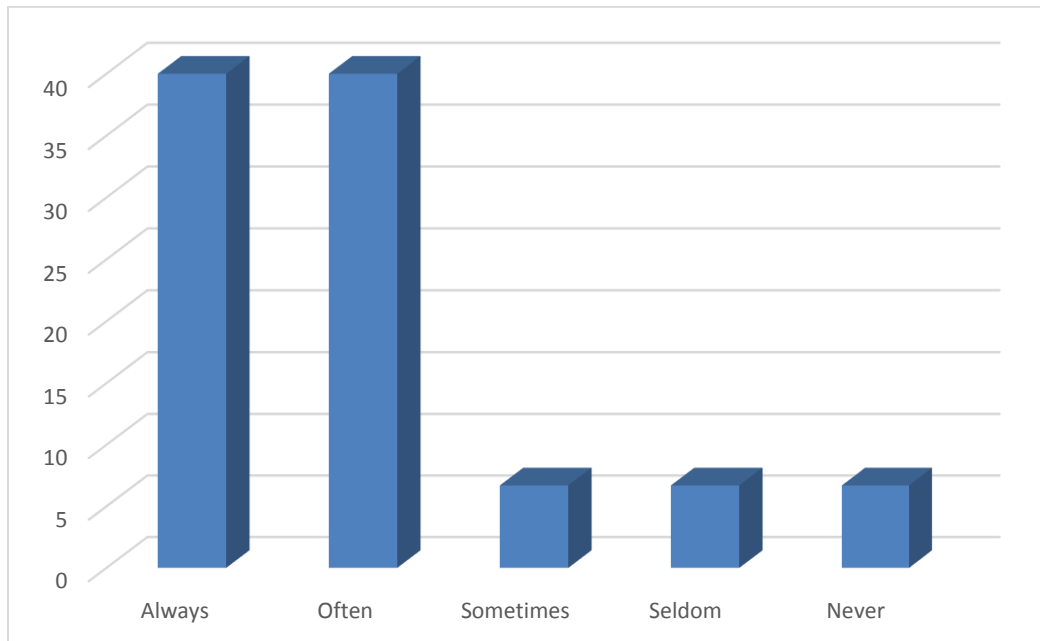
From the above table and figure. It is clear that there are (١٢) persons in the sample of the study with percentage (٤٠٠%) answered always with" The use of realia in the classroom supports English language learners in a wide variety of ways ; Introducing real objects that can be seen , felt ,and manipulated is a powerful way to connect vocabulary to real life''. There are (١٢) persons with percentage (٤٠٠%) answered Often, (٢) persons with percentage (٦٠٧%) answered Sometimes, (٢) persons with percentage (٦٠٧%) answered Seldom and (٢) persons with percentage (٦٠٧%) answered Never.

Statement No.(١٢)

In teaching vocabulary the teacher should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations.

Table No (٤.٣٣) The Frequency Distribution for the Respondents' Answers of statement No.(١٢)

Variables	Frequency	%Percent
Always	٦	٢٠,٠
often	١٨	٦٠,٠
Sometimes	١	٣,٣
Seldom	٣	١٩
Never	٢	٦,٧
Total	٣٠	١٠٠,٠
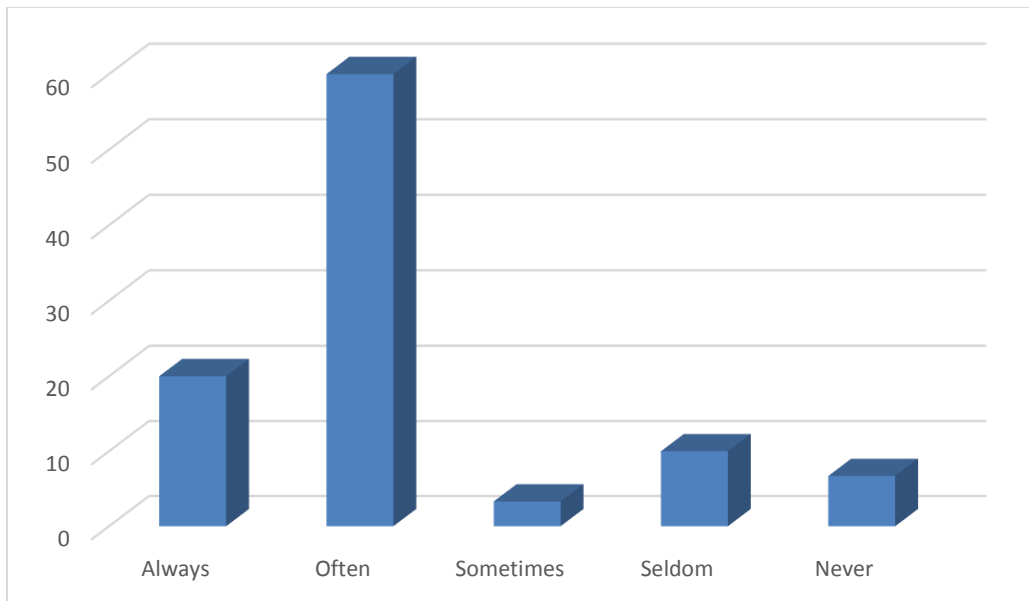
Figure (٤.٣٠)

From the above table and figure. It is clear that there are **(٦)** persons in the sample of the study with percentage (٢٠,٠%) answered always with." In teaching vocabulary the teacher should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations". There are **(١٨)** persons with percentage (٦٠,٠%) answered Often, **(١)** person with percentage (٣,٣%) answered Sometimes, **(٣)** persons with percentage (١٠,٠%) answered Seldom and **(٢)** persons with ٦,٧% answered Never.

Statement No.(١٣)

While dealing with vocabulary the teacher should take into account three important aspects of words – their form , their meaning and their distribution – and he/she should consider various kinds of classes of words in the function of the language as the forms , meaning distribution and classification of words differences might lead to vocabulary problem teaching.

Table No (٤,٣٤) The Frequency Distribution for the Respondents' Answers of statement No.(١٣)

| Variables	Frequency	%Percent
Always	٧	٢٣,٣
often	١٨	٦٠,٠
Sometimes	١	٣,٣
Seldom	٢	٦,٧
Never	٢	٦,٧
Total	٣٠	١٠٠,٠

Figure (٤,٣١)
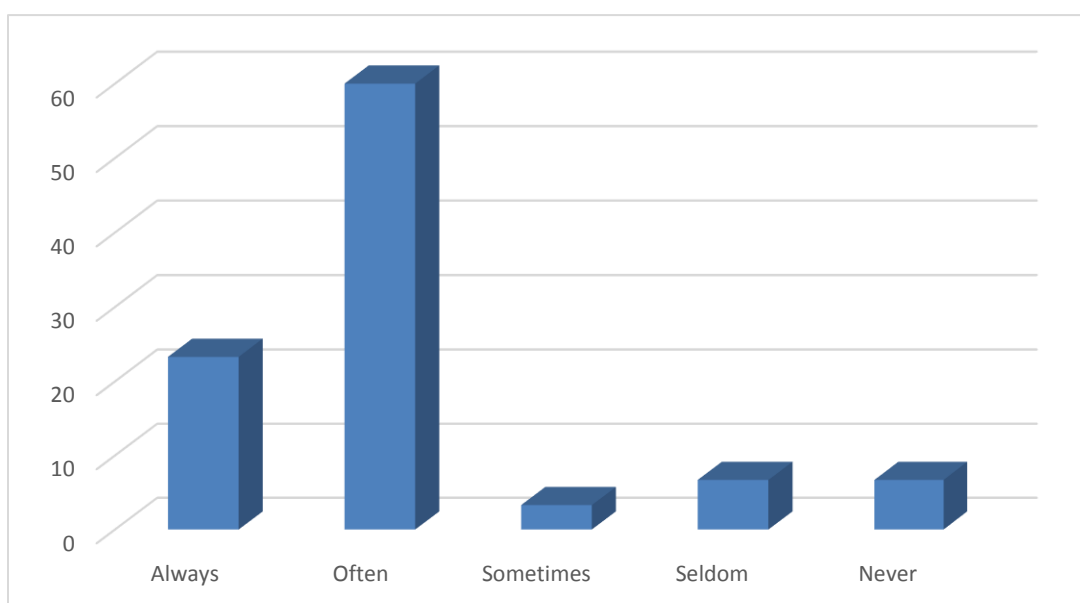
From the above table and figure. It is clear that there are **(٧)** persons in the sample of the study with percentage (٢٣,٣%) answered always with " While dealing with vocabulary the teacher should take into account three important aspects of words – their form , their meaning and their distribution – and he/she should consider various kinds of classes of words in the function of the language as the forms , meaning distribution and classification of words differences might lead to vocabulary problem teaching."There are **(١٨)** persons with percentage (٦٠,٠%) answered Often, **(١)** person with percentage (٣,٣%) answered Sometimes,**(٢)** persons with percentage (٦,٧%) answered Seldom and **(٢)** persons with percentage(٦,٧%) answered Never.

Statement No. (١٤)

Teachers should provide students with synonyms, antonyms, analogies, homophones and homonyms of the words already known as having students brainstorm, categorize, organize, or analyze can help them in understanding the meaning of the words in relation to other words.

Table No. (٤،٣٥)The frequency distribution for the respondents' answers of statement No.(١٤)

| Variables	Frequency	%Percent
Always	٦	٢٠،٠
often	١١	٣٦،٧
Sometimes	٣	١٠
Seldom	٨	٢٦
Never	٢	٦،٧
Total	٣٠	١٠٠،٠

(Figure ٤.٣٢)

From the above table and figure. It is clear that there are **(٦)** persons in the sample of the study with percentage (٢٠,٠%) answered always with " Teachers should provide students with synonyms, antonyms, analogies, homophones and homonyms of the words already known as having students brainstorm, categorize, organize, or analyze can help them in understanding the meaning of the words in relation to other words" There are **(١١)** persons with percentage (٣٦,٧%) answered Often, **(٣)** persons with percentage (١٠,٠%) answered Sometimes, **(٨)** persons with percentage (٢٦,٧%) answered Seldom and **(٢)** persons with ٦,٧% answered Never.

Statement No.(١٥)

Vocabulary instructions must be formalized, structured, and related in a meaningful way to the content that students are learning.

Table No (٤,٣٦)The frequency distribution for the respondents' answers of statement No.(١٥)

Variables	Frequency	%Percent
Always	٣	١٣,٣
often	٦	٢٠,٠
Sometimes	١	٣,٣
Seldom	١٣	٤٣,٣
Never	٦	٢٠,٠
Total	٣٠	١٠٠,٠
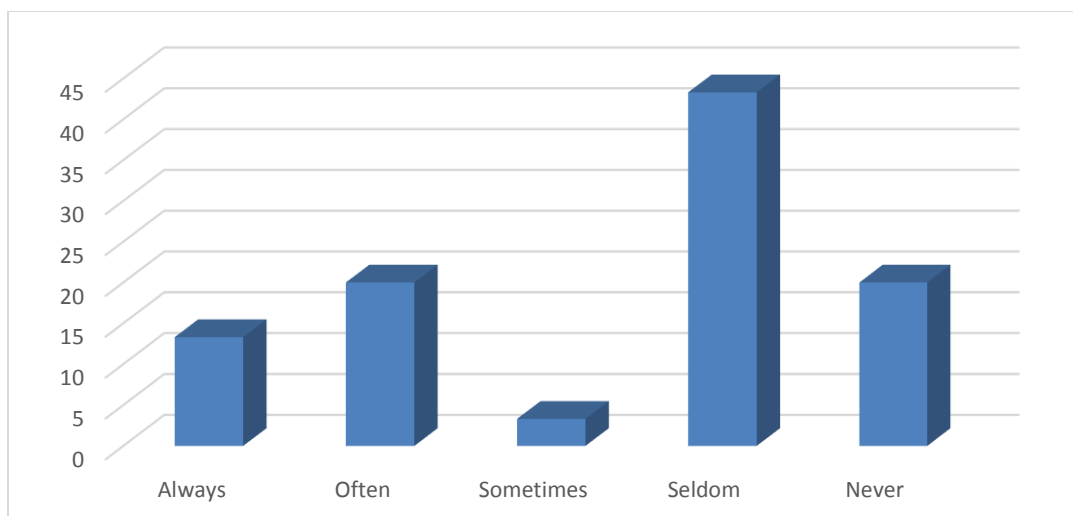
Figure No (٤.٣٣)

From the above table and figure . It is clear that there are **(٤)** persons in the sample of the study with percentage (١٣،٣%) answered always with " Vocabulary instruction must be formalized, structured, and related in a meaningful way to the content that students are learning." There are **(٦)** persons (٢٠،٠%) answered Often, **(١)** person with percentage (٣،٣%) answered Sometimes, **(١٣)** persons (٤٣،٣%) answered Seldom and **(٦)** persons ٢٠،٠% answered Never.

Table No.(٤،٣٧) Chi-Square Test Results for Respondents' Answers of the study Hypothesis No. (٤) :

Teachers can help students to overcome vocabulary difficulties by raising their awareness about the importance of vocabulary for learning in general and providing them with suitable techniques and strategies to improve their language skills.

No.	Statement	mean	SD	Chi square	p-value

١	It is also important to help students make associations between the vocabulary words they are learning and their prior knowledge. If teachers select words according to students' prior knowledge and connection with words, it will increase students' interest in learning the new words.	٢,٤	١,٩	١٢	٠,٠٠
٢	Teachers should understand its importance of vocabulary if they want that their students will achieve academic success in the language learning.	٢,٥	٢,٦	١٧	٠,٠٠
٣	Successful L٢ learners should engage in more purposeful language learning and use more strategies than the unsuccessful learners	٢,٤	٢,٤	١٣	٠,٠٠
٤	In teaching vocabulary, teachers need to make sure that aspects of form, spelling and meaning are accurately presented and learned	٣	٠,٨٠	٢٥	٠,٠٣
٥	The grammar of a new item will be necessary to be taught as it is important to provide learners with grammatical restriction of words.	٢,٩	١,٦	٢٠	٠,٠٠
٦	Knowledge of collocational appropriateness is part of vocabulary competence and fluency	٢,٤	١,٩	١٢	٠,٠٠
٧	Classifying or categorizing exercises are useful ways to reinforce student understanding of vocabulary words	٢,٥	١,٤	١٧	٠,٠٠
٨	Teaching vocabulary in the context is more helpful to learners , and	٢,٧	٢,٦	١٥	٠,٠٠

	putting the new English words within a text makes the learners manipulate the meaning of the new words .				
٩	Vocabulary role-play is a good strategy used to encourage learners to makes connection among their past experiences as students are introduced to new vocabulary and given an opportunity to discuss and see the vocabulary in context through role-play.	٢٫٨	٠٫٨٠	٢٠	٠٫٠٠١
١٠	Synonyms may be used to help the students to understand the different shades of meaning if the synonyms is better known than the word being taught hence learning words with known synonymy are easier than learning words without knowing the synonymy	٢٫٥	٠٫٧٠	٢١	٠٫٠٠٨
١١	The use of realia in the classroom supports English language learners in a wide variety of ways ; Introducing real objects that can be seen , felt ,and manipulated is a powerful way to connect vocabulary to real life	٢٫٤	١٫٩	١٢	٠٫٠٠
١٢	In teaching vocabulary the teacher should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations	٢٫٥	١٫٤	١٧	٠٫٠٠
١٣	While dealing with vocabulary the teacher should take into account three important aspects of words – their form , their meaning and their distribution – and he/she should	٢٫٧	٢٫٦	١٥	٠٫٠٠

	consider various kinds of classes of words in the function of the language as the forms , meaning distribution and classification of words differences might lead to vocabulary problem teaching.				
١٤	Teachers should provide students with synonyms, antonyms, analogies, homophones and homonyms of the words already known as having students brainstorm, categorize, organize, or analyze can help them in understanding the meaning of the words in relation to other words	٢,٨	٠,٨	٢٠	٠,٠٠١
١٥	Vocabulary instructions must be formalized, structured, and related in a meaningful way to the content that students are learning.	٢,٥	٠,٧	٢١	٠,٠٠٨

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١) was (١٢) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨,٥٧) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " It is also important to help students make associations between the vocabulary words they are learning and their prior knowledge. If teachers select words according to students' prior knowledge and connection with words, it will increase students' interest in learning the new words."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (٢) was (١٧) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨,٥٧) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the

respondents, which supports the respondents who agreed with the statement "Teachers should understand its importance of vocabulary if they want that their students will achieve academic success in the language learning."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (٣) was (١٣) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨،٥٧) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which support the respondent who agreed with the statement" Successful L٢ learners should engage in more purposeful language learning and use more strategies than the unsuccessful learners".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (٤) was (٢٥) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨،٥٧) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement" In teaching vocabulary, teachers need to make sure that aspects of form, spelling and meaning are accurately presented and learned."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (٥) was (٢٠) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨،٥٧) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement " The grammar of a new item will be necessary to be taught as it is important to provide learners with grammatical restriction of words."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (٦) was (١٢) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨،٥٧) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the

respondents, which supports the respondents who agreed with the statement "Knowledge of collocational appropriateness is part of vocabulary competence and fluency".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (٧) was (١٧) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨,٥٧) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement "Classifying or categorizing exercises are useful ways to reinforce student understanding of vocabulary words".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (٨) was (١٥) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨,٥٧)this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement "Teaching vocabulary in the context is more helpful to learners , and putting the new English words within a text makes the learners manipulate the meaning of the new words ."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (٩) was (٢٠) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨,٥٧) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement" Vocabulary role-play is a good strategy used to encourage learners to makes connection among their past experiences as students are introduced to new vocabulary and given an opportunity to discuss and see the vocabulary in context through role-play".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١٠) was (١٢) which is greater

than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨,٥٧)this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement "Synonyms may be used to help the students to understand the different shades of meaning if the synonyms is better known than the word being taught hence learning words with known synonymy are easier than learning words without knowing the synonymy''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١١) was (١٢) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨,٥٧) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement "The use of realia in the classroom supports English language learners in a wide variety of ways ; Introducing real objects that can be seen , felt ,and manipulated is a powerful way to connect vocabulary to real life".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١٢) was (١٧) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨,٥٧) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement "In teaching vocabulary the teacher should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١٣) was (١٥) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨,٥٧)this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement "While dealing with vocabulary the teacher should take into account three

important aspects of words – their form , their meaning and their distribution – and he/she should consider various kinds of classes of words in the function of the language as the forms , meaning distribution and classification of words differences might lead to vocabulary problem teaching."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١٤) was (٢٠) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨,٥٧) this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement" Teachers should provide students with synonyms, antonyms, analogies, homophones and homonyms of the words already known as having students brainstorm, categorize, organize, or analyze can help them in understanding the meaning of the words in relation to other words".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (١٥) was (١٢) which is greater than the tabulated value of chi-square at the degree of freedom (٤) and the significant value level (٥٪) which was (٨,٥٧)this indicates that, there are statistically significant differences at the level (٥٪) among the answers of the respondents, which supports the respondents who agreed with the statement" Vocabulary instructions must be formalized, structured, and related in a meaningful way to the content that students are learning".

According to the results of the second part of the questionnaire we can say that the fourth hypothesis of the study has been confirmed.

The above findings obtained from the second part of the questionnaire elicited some of the solutions to vocabulary difficulties among EFL Sudanese learners that coincide with the following findings of different studies for as Carter (١٩٨٧) stated that vocabulary learning does not usually occur through a single reading context, no matter how rich the context is. Clearly students should be exposed to a word repeatedly, in a multiple contexts, to learn new vocabulary items.

Moreover, Gunning(١٩٩٦) stated that it is also important to help students make associations between the vocabulary words they are learning and their prior knowledge. If teachers select words according to students' prior knowledge and connection with words, it will increase students' interest in learning the new words as it is essential to relate new words to experiences that students may have had.

They also agree with August (١٩٩٩) who argued that vocabulary is an important aspect of language development. Therefore, teachers should understand its importance if they want that their students will achieve academic success in the language learning.

They also coincide with Ling(٢٠٠٥)who claimed that all language learners consciously or unconsciously employ some form of strategies in learning the vocabulary, but successful L٢ learners engage in more purposeful language learning and use more strategies than the unsuccessful learners.

The findings also conform with McCarthy (١٩٩٠) who stated the relationship of collocation is fundamental in the study of vocabulary; it is a marriage contract between words, and some words are more firmly married to each other than others.

According to Rahman (٢٠١٦) the one way teachers have found to emphasize context is to introduce selected vocabulary within cloze sentences – a sentence with a blank where the word should go . So that, teaching vocabulary in the context is more helpful to learners , and putting the new English words within a text makes the learners manipulate the meaning of the new words .

Furthermore, Misulis(١٩٩٩)vocabulary words should be selected to reflect students' learning needs in light of the content to be studied as students' learning needs are very important for understanding and retention of the words that contribute to content learning in all subject areas.

In addition, McCharty (١٩٩٠) highlighted that while dealing with vocabulary one should take into account three important aspects of words – their form , their meaning and their distribution – and one should consider

various kinds of classes of words in the function of the language as the forms , meaning distribution and classification of words differences might lead to vocabulary problem teaching.

 Punch (٢٠٠٥)stated that the selection of words is based on the principle that students' previous knowledge that contributes to their understanding of the new content being read.

Gazlianty (٢٠١١) asserted that having students brainstorm, categorize, organize, or analyze can help them in understanding the meaning of the words in relation to other words.

In addition, La Flamme (١٩٩٧) suggested that vocabulary instruction must be formalized, structured, and related in a meaningful way to the content that students are learning .

According to Alber(٢٠١٤) vocabulary role-play is a strategy used to encourage learners to makes connection among their past experiences as students are introduced to new vocabulary and given an opportunity to discuss and see the vocabulary in context through role-play

The results also conform to Pavicic(٢٠٠٣) who stated that synonyms may be used to help the student to understand the different shades of meaning if the synonyms is better known than the word being taught hence learning words with known synonymy are easier than learning words without knowing the synonymy because the learners known synonymy to less frequent synonymy.

Punch (٢٠٠٥) asserted that given the content to be learnt, the nature of the learners themselves, and the anticipated time for a unit of study, the teacher should make decisions related to what is deemed a reasonable number of words for instruction.

In addition , Milton (٢٠٠٩) added that the use of realia in the classroom supports English language learners in a wide variety of ways . Introducing real objects that can be seen , felt ,and manipulated is a powerful way to connect vocabulary to real life .

Chapter Summary:

This chapter examined the difficulties encountered by EFL students in vocabulary at Sudanese universities .It included two main parts .The first one viewed the results the researcher got from the diagnostic test and the second part presented the results obtained from the questionnaire.

All the hypotheses of this study have been verified in this chapter.

Chapter Five is going to be devoted to the summary of the study, findings, recommendations and suggestions for further studies.

Chapter Five

Summary, Findings, Recommendations and Suggestions for Further Studies

٥,١Introduction:

Chapter Five

Summary ,Findings,
Recommendations and Suggestions
for Further Studies

This chapter presents summary of the study, discussion of the findings of the study, conclusion and recommendations for further studies.

٥٫٢ Summary of the Study:

This study investigates the difficulties EFL Sudanese university students encounter in learning English vocabulary . It consists of five chapters.

Chapter one represents the general framework of the study which includes introduction to the problem of the study, objectives, questions of the study, hypotheses, significance, limits , methodology and structure of the study.

Chapter two provides theoretical background and reviews the related literature to EFL Sudanese university students difficulties in vocabulary.

Chapter Three describes the methodology of the study. The researcher adopted the descriptive analytical method. The tools of the study were a diagnostic test for (٣٠) Sudanese university students and a questionnaire which was administered to (٣٠) Sudanese university teachers.

Chapter Four deals with the statistical analysis and discussion of the data collected by the diagnostic test and the questionnaire.

Chapter Five reviews a summary to the whole thesis .It gives conclusion which the study came up with, the recommendations and the suggestions for further studies.

٥٫٣ Findings of the Study:

In this part the researcher discusses the findings of the study with regard to the research questions of the present study.

Research Questions ١&٢

١.To what extent do EFL Sudanese university students have difficulties with English vocabulary?

٢. How do EFL Sudanese university students perform when they are asked to do exercises based on vocabulary comprehension?

As far as vocabulary difficulties are concerned, EFL Sudanese university students face serious problems in English vocabulary to a great extent, this is clear from their poor performance in the diagnostic test that the researcher has used to gather the data of the study.

According to the literature reviewed in the present study ,the data analyzed in the previous chapter and the researcher's observation , the highest percentage of the Sudanese university students face the following serious problems in English vocabulary which was obvious from the findings of the diagnostic test .

- EFL Sudanese university students are unaware of the spelling system , pronunciation of English vocabulary, in addition, they are unaware of sense relations between words ,students do not know how to use English vocabulary ,furthermore, some students face some difficulties in understanding the meanings of words , contexts in which words are used ,and part of speech of the words. Therefore, they would not be able to put them and use them properly.

-Moreover , the students do not know how English words collocate with each others to form compound words and they do not know how to write the compound words.

-They were unable to infer meanings of unfamiliar words and make predictions using their personal knowledge and experience.

-They lack knowledge of contextual and cultural aspects of English and face problems when they are asked to brain storm vocabulary.

- They have poor awareness of the importance of English vocabulary.
- They face the problem of lack of concentration.

Research Question ٣:

What are the causes of vocabulary difficulties that face EFL Sudanese university students?

According to the findings of the questionnaire which conveys the teachers' views and perceptions regarding the causes of vocabulary difficulties that face EFL Sudanese university students.EFL Sudanese university students face serious problems in English vocabulary due to many causes:

- Lack of vocabulary items, methods of teaching and incompatible learning environment leads to serious difficulties in using English vocabulary.
- There are some factors that make some words more difficult than others such as pronunciation , spelling , length and complexity .
- EFL learners encounter some difficulties in learning vocabulary; they face difficulties in pronouncing words, they do not know how to spell and write words, the different grammatical form of words known as inflections poses constitutes the main cause of students' difficulties in learning vocabulary.
- Teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom.
- EFL students difficulties in English vocabulary are affected by several internal factors such as intelligence, aptitude and motivation ,and by external factors such as family factor, school and environment factor.
- The difficulty of a vocabulary item is often depends on how similar the items is in the form and meaning to the students first language; words which are similar in the first language and English may be misleading rather than helpful.
- Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of words like: through, though, thought, tough, thorough.
- How a lexical item collocate with another cause some serious difficulties to EFL learners.
- When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context.
- Ineffective learning habits represent a source of unsuccessful learning.

- Cultural awareness is needed to adjust English vocabularies in daily use.
- English has many grammar rules which are confusing for non English background. Students experience difficulties when they do not know the correct structure to use, this is attributed to the fact that different structure has different meaning.
- There are several important features such as homographs, homophones, synonyms, antonyms, figurative language, multiple meanings, connotation, and denotation that contribute to the students' difficulties in vocabulary comprehension.

Research Question ٤:

How can these vocabulary problems be solved?

To answer this question, the researcher designed the second part of the questionnaire which was administered to expert Sudanese university teachers to suggest some solutions to the vocabulary problems among EFL Sudanese university students.

To develop students' vocabulary skills there are certain effective ways of that EFL teachers should use such as the strategy of :

a.Possible sentences which help the students to independently identify the meaning and relationships of unfamiliar words in content reading.

b. Knowledge rating as knowledge rating is designed to infuse responsibility and develop word consciousness in students.

c. Literature hence teaching vocabulary in the context of literature is very helpful in classroom activities to improve students' comprehension.

d. Context Strategy to encourages students to integrate information across sentences and at the same time incorporates the definition of the target word.

e.Semantic cues as there are several important features such as homographs, homophones, synonyms, antonyms, figurative language, multiple meanings, connotation, and denotation that need to be taken into account when teaching vocabulary.

f.Vocab-O-Gram: When using this strategy students are going beyond the definition of the word to consider its application in text and are engaged in much higher thinking about words and their relationship to text.

g. K-W-L hence it emphasizes students' prior knowledge, categorizes their ideas, encourages them to develop questions for reading, directs them to seek answer to their questions and determines sources to search for answers

h.Semantical analysis as it includes two classroom activities: semantic feature analysis, semantic mapping, synonym substitution and mnemonic method.

All the above strategies have been explained in great details in chapter two.

According to the responses of the teachers to the questionnaire, the following are some suggestions to overcome vocabulary difficulties.

- Students should be exposed to English words repeatedly, in a multiple contexts, to learn new vocabulary items.

- Teachers should understand the importance of vocabulary if they want their students to achieve academic success in the language learning.

- Successful L٢ learners should engage in more purposeful language learning and use more strategies than the unsuccessful learners.

- The grammar of a new item is necessary to be taught as it is important to provide learners with grammatical restriction of words.

- Knowledge of collocational appropriateness is part of vocabulary competence and fluency that students need to be aware of.

- Classifying or categorizing exercises are useful ways to reinforce student understanding of English vocabulary .

- Teaching vocabulary in the context is more helpful to learners , and putting the new English words within a text makes the learners manipulate the meaning of the new words.

-Vocabulary role-play is a good strategy used to encourage learners to makes connection among their past experiences as students are introduced to new vocabulary and given an opportunity to discuss and see the vocabulary in context through role-play.

-Synonyms may be used to help the students to understand the different shades of meaning if the synonyms is better known than the word being taught hence learning words with known synonymy are easier than learning words without knowing the synonymy because the learners known synonymy to less frequent synonymy.

-The use of realia in the classroom supports English language learners in a wide variety of ways . Introducing real objects that can be seen , felt ,and manipulated is a powerful way to connect vocabulary to real life.

- In teaching vocabulary the teacher should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations.

- While dealing with vocabulary the teacher should take into account three important aspects of words – their form , their meaning and their distribution – and he/she should consider various kinds of classes of words in the function of the language as the forms , meaning distribution and classification of words differences might lead to vocabulary problem teaching.

-It is also important to help students make associations between the vocabulary words they are learning and their prior knowledge as it is essential to relate new words to experiences that students may have had.

- Vocabulary instructions must be formalized, structured, and related in a meaningful way to the content that students are learning.

- Having students brainstorm, categorize, organize, or analyze help them in understanding the meaning of the words in relation to other words.

The above mentioned results agree with Rohmatillah (٢٠١٧) who found out that pronunciation, spelling ,words , choosing appropriate meanings of

words (complexity of vocabulary knowledge), inflections of word forms, (inadequate understanding of grammar), and an excessive number of words that students constitute major difficulties to EFL learners, he suggested that to facilitate students in learning the words with multiple meanings, the teachers should offer explicit instructions and enhance the students' awareness. The teachers can provide students with direct instructions and definitions of the words with new meanings and give examples. Secondly, the teachers can introduce a new meaning in a particular context. Moreover, the students should be encouraged to increase their consciousness of the multiple meaning words by highlighting the words that pose confusion, reading sentences, and consulting dictionaries.

Moreover, the results of the current study supported the findings of Salawazo, et.al.(٢٠١٧) who identified the difficulties that EFL students face in English vocabulary , they stated that these difficulties were due to pronouncing the words, English grammatical forms as the written form is different from the spoken form . Finally, students do not give their attention to study English and know more words .

Furthermore, the study results are consistent with the results of Sriwahyuningsih (٢٠١٩) who proved that students have different opinions about their ability in mastery vocabulary.

Moreover, the results of the current study supported the findings of the studies which have been reviewed in the second chapter.

٥,٤ Recommendations:

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

- Students should be aware of the importance of English vocabulary in the process of foreign language learning .
- EFL teaching in small classes can be rewarding for both teachers and students.

-Teachers should allow sufficient practice time to enable students learn better.

- Students should learn and practice new vocabulary and expressions.
- Students should practice the grammatical structures they are taught.
- Students should try to interact with English vocabulary skills activities in the classroom to be active learners.
- Teachers should use materials that suit the level of the students, needs, interest and background knowledge in order to enhance their students' vocabulary skills.
- Teachers should raise the students' awareness about the importance of the use of vocabulary comprehension in foreign language learning.
- Teachers should provide students with the necessary vocabulary that is likely to encounter them during their tasks.
- Teachers should provide students with immediate feedback to correct errors and promote self-confidence.
- The teacher should allow students to brainstorm vocabulary and grammatical structures that they are likely to use, by doing so he/she encourages them to use them effectively.
- Teachers should use authentic materials that suit the levels of the students, needs, interest and background knowledge.
- Teachers should be well-trained and experienced; having good English language skills help students to be good language users and applying teaching techniques helps to improve students' English vocabulary learning abilities.
- EFL students should practice collaborative learning strategies as curriculum designers must take into their account the importance of using collaborative learning strategies in the syllables of different stages.

٥,٥ Suggestions for Further Studies:

On the basis of the results obtained in this study, the following recommendations are made for further research:

١. Future research should increase the number of the subjects to enhance the generalizability of the results.
٢. The same study can be replicated using pre-test and post-test test instead of the diagnostic test .
٣. Future researchers should conduct the same study by using an interview for expert teachers instead of the questionnaire, by doing so more causes of EFL learners' vocabulary problems will be pointed out.
٤. Future research may explore teachers' perspectives on students' vocabulary-learning problems and instructional methods implemented to teach the vocabulary in English language classrooms.

٥,٦ Conclusion

The study conducted focused on investigating vocabulary difficulties among EFL Sudanese university students as it is clear that in order to communicate; students need to know a certain amount of words. Communication will break down if there is lack of vocabulary needed to express their thoughts. It is for this reason that the lack of vocabulary interferes in students' language learning. Students with low vocabulary knowledge are those most likely to show poor achievement across all curriculum areas. In the classroom, for example, students with limited vocabulary frequently do not score well on their written tests because of the simple fact that they are not able to understand unfamiliar words that appear in the instructions given. Consequently the possibility of earning a good grade is limited. If they do not master or know words, they cannot a have a conversation, write, listen or read in a foreign language. Research suggested that vocabulary difficulties also inhibit students' motivation and reduce the possibility that they will succeed in learning a foreign language.

The review of literature stated the factors that caused vocabulary difficulties for EFL learners it also provided some useful suggestions for teachers and students to overcome them.

It is hoped that the findings of this study contribute a solution to the problems of English vocabulary encountered by EFL Sudanese university students.

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Appendix(١)

The Diagnostic Test

Appendixes

Appendix (1)

Instructions to the test:

The main purpose of this diagnostic test is to make an investigation of vocabulary difficulties amongst EFL Sudanese university students.

The test consists of two sections

:

Now let's start the test!

Section one: Answer the following questions:

١.What part of speech is the word commence?...............

٢.What is the plural form of mouse& information?...................,…………………

٣.Provide a synonym of intelligent?.............

٤. Provide an antonym of rich?.................

٥.How do you pronounce these word (bow& sow), (lead & read)? What term would you use to describe them?...............................

٦.“Cow,” “horse,” “pig” and “dog” are all hyponymy of …………..

٧.How do you spell the word honest?.................

٨.What verb collocate with '' a mistake' is it do or make?..................

٩.The phrase “make up your mind” means……………..

١٠.What is the meaning of bank in the following contexts:

a. I saw Ali at the bank………………..

b. Khartoum lies on the banks o the River Nile…………………….

١١. What is the sense relation between these words(there, their, they're), (principal, principle),(stationary, stationery)(, your, you're,) (whether, weather)………………………………………………………………

١٢. Brain storm vocabulary that is related to the word plant?

…………………………………………………………………………………

…………………………………………………………………………..

١٣. How would you write the following compound words?

up+stairs , high +rise , top + hat .

Section two:
Fill in the gaps with the suitable word:

١. Doctor (to patient): take a seat , what seems to be the trouble?
Can you describe your …………………….?
٢. Someone who actually sees the crime is called……………………
٣. The main building of an organization is called its……………………..
٤. If you close a door very forcefully then you …………..it.
٥. The money that you pay to release someone who has been kidnapped is
   called the………………………

Appendix (٢)

The Questionnaire

Appendix (2)

Dear Teachers,

This questionnaire is one of the tools used by the researcher to collect data for a Ph.D study entitled " **An Investigation of Vocabulary Difficulties amongst EFL Sudanese University Students** ". So your answers to these statements according to your experience in this field are highly appreciated.

Thanks for your co- operation

Name (optional)………………………………..

Years of experience…………………………..

Academic degree…………………………..

Part One:

Please Tick the statements that you feel suitable*:*

S/N	statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
١	Word meaning could be learned only through experience and cannot be adequately taught in a classroom					
٢	Students generally face some difficulties to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment					

٣	Vocabulary difficulties inhibit students' motivation and reduce the possibility that they will succeed in learning a foreign language					
٤	There are some factors that make some words more difficult than others such as pronunciation , spelling , length and complexity .					
٥	EFL learners encounter some difficulties in learning vocabulary; they face difficulties in pronouncing words, they do not know how to spell and write words, moreover, the different grammatical form of words known as inflections poses constitute the main cause of students' difficulties in learning vocabulary					
٦	Students find difficulties in					

	choosing the appropriate meanings of words and get confused in using the words based on the context and they feel worried when they find idiomatic expressions				
٧	Teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom.				
٨	Several internal factors that affect EFL students learning difficulties like intelligence ,aptitude and motivation ,also EFL learning is affected by external factors such as family factor, school and environment factor.				
٩	The difficulty of a vocabulary item is often depend on how similar the items are in the form and meaning				

	to the students first language. Words which are similar in the first language and English may be misleading rather than helpful.					
١٠	Particular spelling patterns can cause confusion where the pronunciation is concerned as EFL students confuse the meaning, spelling and pronunciation of words such as: through, though, thought, tough, thorough.					
١١	How a lexical item collocate with another may cause some difficulties to EFL learners.					
١٢	When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context					
١٣	Ineffective learning habits can be a source of unsuccessful					

S/N		Always	Often	Sometimes	Seldom	Never
	learning.					
١٤	Cultural awareness is needed to adjust English vocabularies in daily use.					
١٥	English has many grammar rules which are confusing for non English background. Students experience difficulties when they do not know the correct structure to use. It is because different structure has different meaning.					

Part Two:

Please Tick the statement that you feel suitable:

S/N	Statements	Always	Often	Sometimes	Seldom	Never
١	It is also important to help students make associations between the vocabulary words they are					

	learning and their prior knowledge. If teachers select words according to students' prior knowledge and connection with words, it will increase students' interest in learning the new words.					
٢	Teachers should understand its importance of vocabulary if they want that their students will achieve academic success in the language learning.					
٣	Successful L٢ learners should engage in more purposeful language learning and use more strategies than the unsuccessful learners					

٤	In teaching vocabulary, teachers need to make sure that aspects of form, spelling and meaning are accurately presented and learned					
٥	The grammar of a new item will be necessary to be taught as it is important to provide learners with grammatical restriction of words.					
٦	Knowledge of collocational appropriateness is part of vocabulary competence and fluency					
٧	Classifying or categorizing exercises are useful ways to reinforce student understanding of vocabulary words					
٨	Teaching vocabulary in the context is					

	more helpful to learners , and putting the new English words within a text makes the learners manipulate the meaning of the new words .					
٩	Vocabulary role-play is a good strategy used to encourage learners to makes connection among their past experiences as students are introduced to new vocabulary and given an opportunity to discuss and see the vocabulary in context through role-play.					
١٠	Synonyms may be used to help the students to understand the different shades of meaning if the					

	synonyms is better known than the word being taught hence learning words with known synonymy are easier than learning words without knowing the synonymy					
١١	The use of realia in the classroom supports English language learners in a wide variety of ways ; Introducing real objects that can be seen , felt ,and manipulated is a powerful way to connect vocabulary to real life					
١٢	In teaching vocabulary the teacher should use some techniques of vocabulary teaching such as					

	demonstration, explanation, discovery, quick questions and presentations					
١٣	While dealing with vocabulary the teacher should take into account three important aspects of words – their form , their meaning and their distribution – and he/she should consider various kinds of classes of words in the function of the language as the forms , meaning distribution and classification of words differences might lead to vocabulary problem teaching.					
١٤	Teachers					

	should provide students with synonyms, antonyms, analogies, homophones and homonyms of the words already known as having students brainstorm, categorize, organize, or analyze can help them in understanding the meaning of the words in relation to other words					
١٥	Vocabulary instructions must be formalized, structured, and related in a meaningful way to the content that students are learning.					