

Chapter One

Introduction

1.0 Introduction:

Most of the students depend on translation in learning FL vocabulary, so they translate the word to their first language without paying attention to the context of the sentence and this of course is not always suitable because the student will be confused and if he /she thinks that a language has one word for expressing an idea or even a particular word has a certain meaning, he /she will be on the wrong way of knowing the meaning of this word. Archibald (2010:75)suggests that “ a word can have more than one meaning , different words can have the same meaning and even the meanings of some words can be analyzed into components” .

Hence we can say that learning to know the meaning of the word separately ismainly a complex process, for this reason we need the context of the sentence in order to know the meaning of this particular word .

Lexical semantic relations or sense relations show the relationship between words and their meaning. Of course English language is full of sense relations , so the researcher is going to discusses and elaborates in his explanation to make the learner recognize about them and also understand them as a method and technique of vocabulary learning.

As what it was mentioned before, learning the meaning of certain vocabulary item will be a complex process unless we look at these lexical semantic relations and also became aware of its association with meaning. So this research came under the title of “The role of awareness of sense relations in learning vocabulary”. The researcher tries to facilitate these relations for the reader and avoid ambiguity to make it very easy and understandable.McCarthy (200:8) stated that “there are a lot of other aspects of meaning that is important to be aware of , particularly when you are studying at a more advanced level of English” .

Knowing a word leads to knowing other related words and concepts; so the importance of sense relations appears in this area, also often the meaning of words becomes clear when they are seen in relation to other words. Sense relations

provide greater precision in guiding students towards meaning and also it will help them to define the boundaries that separate lexical items.

Vocabulary mastery is so effective and highly important to language learners in general and learners of English as a foreign language in a particular.

Vocabulary learning with suitable methods and techniques is such an important field that needs efforts and more investigation.

1.1 The Statement of the Problem:

Through the period of teaching, the researcher observed that the students at some secondary schools had problems in knowing the meaning of some words which might be not clear for them because they tend to know the meaning of the word but they make mistakes and most of them are not able to know the meaning of the word even through the context of the sentence.

The EFL learners have specified problems in how to know the meaning of this vocabulary item, so this research tries to provide some techniques and methods in vocabulary learning as a solution to this problem.

1.2 The Objectives of the Research:

This study specifically investigates some strategies for secondary school students to help them in their learning of vocabulary. Also the researcher aims to raise the students' awareness towards the techniques and methods of vocabulary learning in addition to improve their actual use of these lexical semantic relations.

1.3 The Significance of the Research:

This research is very significant because it provides some techniques for finding solutions to the problem of knowing the meaning of the words among secondary school students.

Moreover, the research is pedagogically significant because it is expected to provide some recommendations for teachers in how they can find ways to facilitate the process of vocabulary learning.

The researcher hopes that the students at secondary school level would not be annoyed when they encounter communicative situation written or spoken.

1.4 The Questions of the Research:

This study attempts to find answers to the following questions:

- 1- To what extents do the students at secondary school are able to know the meaning of vocabulary very well?
- 2- Are semantic relations used by secondary school students in learning the vocabulary?
- 3- Are secondary school students fully aware of learning the vocabulary which requires lexical semantic relations?
- 4- Do the students know the ways of vocabulary learning?

1.5 The Hypotheses of the Research:

The researcher assumes that:

- 1- Secondary school students are able to know the meaning of vocabulary very well.
- 2- Semantic relations are used by secondary school students in vocabulary learning.
- 3- Secondary school students are fully aware of learning the vocabulary which requires lexical semantic relations.
- 4- Secondary school students know the ways of vocabulary learning.

1.6 The Methodology of the Research:

The researcher will use descriptive, analytical method to conduct the study, therefore a test will be used as a method of data collection, the population of the study will be 30 students. The students will make use of this test which will be designed for some secondary schools at Omdurman Locality. After that the results will be generalized to the whole population.

1.7 The Limits of The research:

This research is designed to be limited to analyzing and describing the status of students at some secondary schools in Omdurman Locality in the year 2015-2016 .

1.8 Summary of the Chapter:

This chapter has presented a description of the theoretical framework of the study, particularly the statement of the problem, objectives, significance and the research methodology and the second chapter will review the literature of this research.