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College of Graduate Studies
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**Investigating the Strategies Adopted by EFL Learners' in
vocabulary learning**

تقصي الاستراتيجيات المتبناه لدى دارسي الانجليزية لغة أجنبية في تعلم المفردات

**A Thesis submitted in partial fulfillment for the
requirements of the degree of M. A. in English Language
(linguistics)**

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الاستهلال

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صدق الله العظيم

البقرة: ٢٨٦

Dedication

To the soul of my father,

My beloved mother,

My brothers and sisters, and

All relatives with respect

Acknowledgements

The researcher would like to express his gratitude to the supervisor Dr. AymanHamadElneelHamdan the head of the department of English language for the guidance, encouragement and advice given me throughout this study.

The researcher would also like to express his deepest gratitude to his mother for her endurance and suffering till I reach this stage who devoted herself to love us as one family.

Thanks also are extended to EltaybBalaEltyb for his continuous encouragement and thanks are also extended to my dearest brothers and sisters.

Thanksare also due to my friends and to my teacher who taught how to read.

Abstract

The aim of this research is to investigate the strategies adopted by EFL learners in learning vocabulary and represents the problem of this study; there are difficulties that encounter the students in learning vocabulary, there are some needs of EFL learners to knowledge of vocabulary, the researcher has adopted descriptive and analytical methods to conduct the research. the researcher used test as a tool for collecting data. The researcher's sample comprises of (30) students drawn from second year students of English language – College of languages at Sudan university of Science & Technology and arrived to following findings.

EFL learners have difficulties in using affixation of words. Some students tend to learn certain type of antonyms of words. Intensive activities of learning vocabulary helps students to develop their ability mental with regard to synonyms of words.

المستخلص

يهدف هذا البحث إلى التقصي للاستراتيجيات دأرسى الانجليزية لغة أجنبية في تعلم المفردات وتمثلت مشكله هذا البحث فى بعض الصعوبات التي تواجه الطلاب فى تعلم المفردات وأن هنالك بعض الحاجات لدى دأرسى اللغة الانجليزية لغة أجنبية للمعرفة المفردات، فقد قام الباحث باستخدام المنهج التحليلي الوصفي لإجراء البحث. كما استخدم الباحث الاستبانة لجمع البيانات وتكونت عينة البحث من (30) طالب بالسنة الثانية لغة إنجليزية - كلية اللغات جامعة السودان للعلوم والتكنولوجيا. وخلص الى النتائج التالية.

دأرسى الانجليزية لغة أجنبية لديهم صعوبات فى إستخدام الاضافات. يميل بعض الطلاب إلى إستخدام نوع محدد من الاضداد. النشاطات المكثفة لتعلم المفردات تساعد الطلاب تطوير مقدراتهم فى مجال المترادفات.

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CHAPTER ONE

Introduction

Chapter One

1.0 Introduction:

Vocabulary is very important element in English language, it plays role in reading skill.

According McCarthy, (1990:12) for Example he stresses the importance of vocabulary over grammar and phonology argues that "no matter how well the students learn grammar, no matter how successfully sounds of L2 are mastered. Without knowing wide range of meaning, communication in foreign and second language just cannot happen in way of meaningful way".

This change however results in a new direction of investigating L2 vocabulary learning and teaching in addition number of SLA theories view language lexicon as a central crucial aspect of language proficiency .moreover, many studies emphasize importance lexical knowledge as contributed factor to overall mastering of a language.

And supply learners with expressions that push them to read much in addition to allow them to know the meaning of lexical text.

1.1 Statement of the problem:

The study raises the following statements in order to formulate hypotheses that possible response to them .and There are some difficulties that encounter EFL learners to strategies of vocabulary learning in addition that there are much significance for EFL learners to learning vocabulary strategies and also there are some needs to EFL learners in Knowing vocabulary.

1.2 Objectives of the study:

The basic aim of this study is examine the students' knowledge of vocabulary of EFL learners in learning vocabulary knowledge the study attempt to achieve the following objectives:

- (1) Drawing students attention to vocabulary, In their language proficiency.
- (2) Finding the role of vocabulary knowledge on competence of students of EFL learners.
- (3) Identifying the significant of learning of vocabulary.

1.3 Significance of the Study:

This study attempts to establish a theory that links the theory of language and learning strategies, particularly to vocabulary the study expected to be beneficial for students in helping them to know area of difficulties in learning vocabulary

1.4 Questions of the Study:

- (1) To what extent are EFL learners aware of affixation of words?
- (2) To what extent are EFL learners aware of antonyms of words?
- (3) To what extent are EFL learners aware of synonyms of words?

1.5 Hypotheses of The Study:

- (1) EFL learners are poor in understanding affixation of words
- (2) EFL learners are poor in understanding antonyms of words
- (3) EFL learners are poor in understanding synonyms of words

1.6 Limits of The Study:

The population of this study is limited to second year students at Sudan University of science and technology, College of Languages and the study focuses on strategies of EFL learners to vocabulary.

1.7 Methodology of the Study:

The researcher uses a descriptive , analytical method, the sample of this study are the second year students of college of Languages –Sudan University of Science and Technology all of them speak Arabic as mother tongue

1.8 Summary of the chapter.

To sum up chapter one has been devoted to general introduction under study .then it states the statement and objectives of study Questions, hypotheses of the study has been displayed as well as limits of study .it ends with methods. and followed by the Next chapter will be dealing with theoretical background and Review of literature.

CHAPTER TWO

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2.0 Introduction:

Strategies of learning vocabulary provide information about EFL learners of vocabulary, the foreign language and second language learning strategies use at the present study, investigating the relationship between college of EFL (English as a foreign language). This chapter deals with: Theoretical framework to knowledge and investigate the strategies of learning vocabulary.

2.1 Language Learning Strategies:

Following the earlier attempts of describing the goal of language learners, characteristics.

Some linguists introduced and defined the notion of language learning strategies (LLS) hereafter, so as to describe these qualities and to know what exactly EFL learners do to acquiring the L2.

Thus (LLS) was firstly defined by Rubin, (1975) as any conscious tactics or actor used by EFL learners to approach foreign or second language moreover, later O, mailley etal, (1990: 7) defined the term language learning strategies a: " Special thought, or behaviors that individual use to comprehended , learn or retain new information" they also developed a taxonomy of (LLS) which includes three categories they met cognitive and socio affective strategies refer to the action and tactics that learner uses to plan organize manage , self-direct and evaluate his learning activities and learning tasks whereas cognitive strategies refer to

mental action that learners do, this includes activities that are directly related to process of learning a language such as imitating language patterns after listening or reading to practice or repeating drilling inferring deducing taking notes, elaborating and evaluating until they learn finally socio affective strategies refer to activities that are related to the ability of learners to cooperate and work with others in pairs and groups.

In the same context Oxford, (1990: 114) develops a definition and taxonomies of (LLS). She defines (LLS) as specific action taken by the learner to make learning easier, faster more enjoyable more self-directed more effective. And more transferable to new situation".

This definition covers very important psychological aspects of language learning such as motivation and self-orientation.

Gardner et al, (1978) and all Blaire, (1990) consider these two factors as the most influential factors of EFL and SL learning. In addition Oxford taxonomy is also considered as the most comprehensive detailed scheme, the six main strategies of language learning.

These strategies are divided into direct and indirect learning strategies. The direct strategies in one hand include memory cognitions and compensation strategies. They are directly involved in the process of learning.

Moreover memory strategies are described as strategies that help learners to store organize and retrieve new information and cognitive strategies described as enabling learners to understand and produce or generate new patterns of language in addition or moreover compensation strategies are described as allowing learners to use the language itself to overcome some difficulty of learning on the other hand

indirect strategies, which include meta cognitive affective and social strategies, are directly related to planning and contracting learning as well as the motives and attitudes to word the language itself however, the only difference between oxford's and Malles and Clamst taxonomies is in terms rather than concept.

2.2 Vocabulary Learning Strategies:

Vocabulary learning strategies (VLS) are regarded as a sub category of language learning strategies. Many linguistics including Schmitt, (1997) and Nation, (2001) as the processes by which learner obtains stores vocabulary them when accounting a word for the first time and retrieves.

Remembers and uses vocabulary items when communicating define them Based on these EFL learners often use guessing form context strategies by using the morphological information processes to grasp the meaning of words from unites or heard texts.

They may also use their knowledge to the language contextual clues or reference material of figure out the new meaning of words therefore what learner do in this case, is referred to as determination strategies. The strategies for gaining initial information about a new word are called discovery strategies in addition of they ask someone or teacher, this is known as social strategies when learners are introduced to a situation where a new word is required they have to make some effort to remember and use their lexical knowledge and this is done by using consolidation strategies therefore, what learners in such case do is technically known as vocabulary learning strategies.

Moreover, Schmitt, (1997: 207) proposes the most common and widely quoted taxonomy of vocabulary learning strategies he classifier furthermore these two broad categories are divided into determination, social, memory cognitive and meta cognitive.

Strategies, however, there is a kind of overlap between these categories of strategies moreover, Schmitt's taxonomy of SLS is widely adopted and quoted and used applied linguistic research because it covers a wide range and types of the strategies of vocabulary perception and production.

Nevertheless, L2 vocabulary acquisition or an ongoing task that language user usually dos. in other words FL and SL, learner never stop acquired a new words in listening and reading activities or even grammar lessons, so they found themselves in a position that they have to use their memories in receiving and recalling and remembering words , by doing so they may applied different memory strategies and tactics to solve their task based problem.

In one hand this problem solving task is seen as receptive activity because learner, exploit their own tactics of gaining the vocabulary knowledge, keeping it in their memories, on the others hand it is seen as a productive activity where EFL learners use this vocabulary knowledge in certain context. The former type is referred in as receptive strategies and later as productive one. In this context, carter e al, (1988: 23) suggest, this acquisition of a word is recognized and understand, both in and out of it is context and it is naturally and appropriately used in a relevant situation, taking this definition of this acquisition of vocabulary , receptive acquisition precedes productive acquisition, however , research is still going on to find out how acquisition takes place from the stage of receptive to that of production and whether the knowledge levels remain

the same or not however, it is assumed by many theorists that words remain a part of receptive capacity and not of productive capacity. In this context, Carter et al, (1988) and McCarthy, (1988) propose that the direction of mapping the vocabulary knowledge in the memory is sound to meaning during comprehension and meaning to sound during production.

Therefore, to understand the meaning of the new word EFL learner usually use the strategies of guessing from context by using the morphological information such as affixation, word formation like clipping compounding in addition if they fail to use the contextual clues, they can check the dictionaries. In addition, they apply some cognitive and mental tactics, like remembering and word association.

Social strategies such as asking a teacher or classmates can be used to know and practice new words, make cognitive strategies to control their learning process. Thus, these strategies can be referred to as receptive strategies and proactive strategies depending on the task and aspect of language anyhow, the dichotomy of receptive and productive strategies of vocabulary learning is so broad, so there is an elaboration of it in next section from pedagogical point of view above categorization is quite relevant to the hypotheses of this research for two reasons. The first reason is that language skills are divided into receptive skill including listening and reading and productive skills including written and speaking. The second one is that the perception of language aspects precedes the comprehension and production of those aspects. Thus, vocabulary learning strategies are divided into receptive strategies and productive ones. So, some scholars classify vocabulary learning strategies into receptive and productive is that EFL learners cognitive need to be

exposed to variety of language input and then asked for the output, and specific strategies action.

2.3 The Status of Vocabulary Knowledge in SLA:

second language acquisition (SLA hereafter) has recently positioned L2 lexis as back learn of the overall competence of EFL learners including linguistic and paramedic competence so most if not all studies that conducted after 1990s consider toxic as central issues of the theory of SLA Because knowing words of language means knowing many aspects of that language. For example a ward has linguistic aspects including morphological grammatical syntax, semantic and pragmatic the later refer to contextual or situational aspects. So lacking this knowledge on these various levels may delimitate the comprehension and production processes of language.

Following this discussion of vocabulary knowledge he states:

" knowing a foreign language or second pronunciation and spelling , it morphology and grammar, which includes it is part (s) of speech prefixes , suffixes , it meaning which includes context meaning and collocation meaning its usage which includes the tonic idioms fixed collocation style and the tenor of this course.

Therefore, considering the above quotation vocabulary knowledge is seen as very crucial for acquisition at second or foreign language. It is the compass as well as the thermometer for process of language Learning, because it does not include only the surface aspects of word such as its spelling, pronunciation and speech, but it includes other aspects , and since words and group of word have phonological , morphological,

syntax simulate thus have also contextual, cultural programs and stylistic dimensions. These include non-linguistic features of word.

Another point of the importance of vocabulary knowledge is seen from two sides. In one side native speakers who are competent are intuitively able to know whether the choice and use of such a word are correct and appropriate. In addition to this native speakers know the non-linguistic features such as the phonetic and cultural restriction of words, collocation therefore the linguistic competence does not only include the internalized rules of syntax, but it including morphological and syntax knowledge of the language.

Which constitutes the native speakers.....competence this means the lexical aspects of a speaker's competence is prior to grammatical or syntax one. On the other side, English language learners who acquire the language outside of knowledge and natural environment, are in most cases influence pickup this kind of knowledge and this due to many reasons.

As it is mentioned in section (1-3) in chapter one this study tries to establish a theoretical and pedagogical model that links the theory of language learning strategies, represented by vocabulary learning strategies and the theory of language competence represented by the mental lexicon overall the competence of Sudanese EFL learners through increasing size range and type of their vocabulary knowledge by exposing them to a training course of how to use it, so Sudanese EFL learners do not need by only to master the grammatical rules and structure of the English language, they are also required to be skillful in using communication strategies or tactics including their knowledge of vocabulary and lexis. It is believed that the communication process cannot

enough. But it cannot be interrupted or broken down if the grammatical knowledge is not enough but it cannot be carried on and go smoothly with inadequate knowledge of words, therefore, vocabulary knowledge is very important for communication, and some linguistic such as McCarthy, (1990: 12).stage.

"No matter how well the student learns grammar: no matter how successfully, the sounds of LS are mastered, without knowing a wide range of vocabulary to express a wide range of meanings communication in foreign or second language just cannot happen in any meaningful way, it is therefore clear that vocabulary knowledge is very crucial for second language learning. It is of the same importance for FL learners and teacher as well as to have holistic knowledge of importance area second language acquisition. The following section discusses the dimensions of vocabulary knowledge of English language.

2.4 The Nature of L2 Vocabulary Knowledge:

The researcher attempts to cover most of the things that form word to find an accurate answer to the question of what constitutes a word. But there still an ongoing debating among the psycholinguists and applied linguists about the nature of L2 vocabulary knowledge. However in this section will show the aspect and dimensions of L2 vocabulary knowledge.

To begin with there is no single answer to the above question since knowing single word needs to know many related things, however, for the purpose of this study the notion of vocabulary knowledge is used to refer to receptive knowledge and productive knowledge that is in the

mind. Based on this, L2 vocabulary knowledge includes receptive knowledge such as this covering, recognizing and consideration new lexical items while listening and reading.

2.5 In the Same Context, Nation, (2001: 131):

Distinguishes between two aspects of L2 vocabulary knowledge. There are receptive knowledge and productive knowledge.

He also, applies the teamer passive and active to refer to the receptive and productive types of knowledge respectively brides, he thinks these receptive and productive aspects of vocabulary knowledge with written and spoken forms of vocabulary items. Table (12).

Below which is adapted from nation (2001: 134), Shows these aspects of what knowing a word means. The table is frequently quoted because it offers a comprehensive view of what knowing a word includes >

Table (2-1) knowing a word award Nation, (20010):

Form	
Spoken	R what does the word should like?
	P how the word is pronounced?
Written	R. how is the word look like?
	P. how is the word written and spoken.

Position	
Grammatical patterns	In what pattern does the word account.
	P. in what pattern must we use the word?
Collocation	R. what words in types of word can be expected before or after the words?
	P what word types or types of word must we use with this word?

Function	
Frequency:	R how common is this word?
	P how often should this word be used?
	R where should use this word?
Appropriateness	P where can this word be used?

Meaning	
---------	--

	P what does the word mean?
Concept	P what word should be used to express this meaning?
	R what other words does this make us think of?
Associations	P what other words could we use instead of this one?

However, productive and receptive knowledge of word tend to overlap.

Carter et al, (1988: 156) highlight.

This point and they remark that:

Any productive learning leads to certain amount of receptive knowledge and any receptive knowledge leads to certain amount of productive knowledge and it is overall of productive knowledge and it is proved that productive learning is none difficult there receptive learning and it is also takes more time.

(From French) and regal (from Latin)

There are many such sets of a word which add greatly opportunities to express subtle shades of meaning at various level of style.

2.6 What Knows A New Word Meaning?:

Meaning of a word you also need to know which word it is usually associated with grammatical characteristics to try learning new words in phrase not in isolating. Write down words that commonly go together.

The common word which is go together is called collocations words such as adjectives + nouns – rich vocabulary classical music – common sense – and verbs + nouns (eg. To express an opinion to take side).

Nouns are phrases e.g. in touch with.

Artiste – assuage of hammer.

2.7 Strategies for Learning:

According to Michael McCarthy, (2006: 6) The aims of these strategies are to help the learners as an advanced learner at English and improve their vocabulary by:

- Increasing the number of word the learner knows.
- Help the learner to use words in more natural, more accurate way.
- Improve learner knowledge and active use of collocation.
- Presenting additional meaning or metaphorical uses of words learner may already know.

2.8 Types of Meaning:

Basic Meaning: When the learner look up a word the main thing that learner want to know it is basic meaning for example she has fair skin.

The word fair: light opposite of dark or it is time to win the discussion now the word wind up = end.

However, there are a lot of other aspects of meaning that it is important to be aware of, particularly, when the learners are studying at more advanced level of English.

2.9 The Non-Linguistic Aspects of Vocabulary Knowledge:

Beside the linguistic information that lexical item has some nonlinguistic dimension are associated with single words knowledge. These dimensions include the ways of acquired and using this vocabulary items. For example: cognitive meta cognitive strategies are associated with the acquisition of language vocabulary and other skills like degree of mastering vocabulary or lexemes moreover this is related in the size and range that denotes the breath and width of lexical competence of a language speaker. Moreover, there is common believe among EFL specialists that goal learners have some characteristic feature that make them successfully progress. Therefore, the most effective characteristics of good language learners are their learning style and leaning strategies. As a result good language learners characteristics are widely investigated in the area of applied linguistics understand what exactly successful learners do. However, it is not easy to classify learners into good and bad by just observe them while they learning on assessing their performance so many factors are included in the acquisition and learning motivating and other socio-affective factors among are most influence factor that determine achievement of EFL learners. Thus the research on these factors inspires some scholars investigate the characteristics of good language learners.

Among those who investigated good language learners characteristics according to the Robin (1975) who introduce list of characteristics of good language. The list describes good language learners as willing and accurate guessers. They have strong drive to communicate and often are uninhibited willing to make mistake and take advantage of practice opportunities and monitor their speech as well as speech of other learners. They focus on the form by looking patterns and analyzing it to be tentative to the meaning of her mentalist on the other hand observe EFL learners inside dimension and interview them their studies circulated that good language learners progress some characteristics that different them from other learners Harm et al (1975) for institute propose a plethora of characteristics that describes a good language learners. They state that good language learners are extensive and develop as feeling for language it is grammar and words they organize and find their own way to particular language instead and outside classroom use memories and other memory strategies to recall what has been learned and use contextual class including linguistic knowledge or L1 to guess intelligently apply certain production strategies by using different styles of speech and writing and lean to vary their language according to the formality of the situation and make errors works for them and not against them.

In the same context the learner's personal qualities and mental characteristics are viewed as indicates to what is going in their minds. Therefore, for may linguists to draw an enervation line between good and bad learners view this for example Brown (1985) and Oxford to theory mode of language learning strategy by relating do and use during their learning process and the total achievement of such learners in one or all

aspects of language. Accordingly they propose that good language learners are fundamentally good because they have certain personal traits that affect learning performance and above all they use certain tactics or strategies in taking their language learning tasks and drills. Therefore, these strategies are considered as basic requirements for developing the vocabulary knowledge they become a part of their lexical competence.

2.10 Language Learning Strategies:

Following the earlier attempts of describing the good language learners, characteristics some linguists introduce and define the notion of language learning strategies (LLs hereafter) so as to describe these qualities and know what exactly EFL learners do to acquire the L2. Thus (LLS) was firstly defined by Rubin (1975) as any conscious tactics or actions used by EFL learners to approach foreign or second language

- Adjective + noun collocations

Nouns often have typical adjectives which go with them. Here are some examples:

Compare article and thing examples:

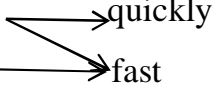
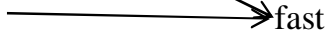
We say	But not usually
The real thing	The genuine things
The genuine article	The real article

Examples:

- I do not like recorded music, I prefer the real thing (real, live music).
 - These trainers are the genuine article.
 - Those others are just cheap imported copies.

- Verb _ adverb collocations

Often verbs have typical adverbs that collocate with them.

- She always drives too  quickly
- Let's move  fast
- Adverb + adjective collocations
- It is useful to learn which adverbs most typically modify particular types of adjectives.

Moreover, Later O'Malley et al. (1990 : 7) defined the term language learning strategies as special thoughts or behaves that individual use comprehend learn or retain new information, they also developed as economy of (LLS) which includes three categories they are meta cognitive and socio-affective strategies.

According to them Meta cognitive strategies refer to the actions and tactics that learner uses to plan. Organize manage self-direct and evaluation this learning activities and learning tasks. Whereas cognitive strategies refer to the mental action that learners do. This includes activities that are directly related to the process of learning as a language. Such as intimating language patterns after listening or reading practice or repeating drilling inferring deducting taking notes elaborating and evaluating until they learn. Finally socio-effective strategies refer to activities that are related to the ability of learners to cooperate and work with others in pairs and groups.

2.11 Can You Learn Vocabulary Just By Reading Or Listening To English?

The learner can help himself to learn English vocabulary not only by studying, but also by reading and listening to English as much as you can.

2.11.1 Adjective Suffixes:

Able with verbs means can be done. Drinkable, washable, readable, forgivable, edible (can be eaten) commercialize – industrialize.

2.11.2 There Are Other Suffixes That Can Help The Learners To Recognize The Word Class:

- Ment (nouns) – excitement – enjoyment – replacement.
- Ity (nouns) flexibility – productivity
- hood (obstruct nouns especially family terms)
childhood – motherhood.
- ship (obstruct nouns especially status)
Friendship – partnership – membership.

(Adjectives) – passive – productive - active

- ous (adjectives) delicious – famous – serious.

Prefixes are often used as to give adjectives a negative or an opposite meaning, for example:

2.11.3 Polysemy or Multiple Meaning:

a great many words in English have more than one meaning
look at fair and windup and different meaning in this examples:
That was not very fair thing to say! (adj) The handsome girl fell in
love with fair boy (adjective just)

2.11 .4 Synonymy:

English has a lot of different words with similar meaning, but slightly different meaning. Look at these words that are synonymy o synonymous with bellow:

Fair – light – blond – colorless – bleached – stop – conclude – terminate – discontinuous

2.11. 5 Collocation:

According to Michael McCarthy (2002:12) collocation is concern with the way words occur together, often in unpredictable ways. It is very good idea when learning new words to learn typical collocation that go with them.

2.12 Vocabulary Learning Strategies:

Of courses , it s not possible for teacher to provide specific instruction for all the words their students do not know .therefore students also need to be able to determine the meaning of words that are new to them but not taught directly to them .they need to develop effective word –learning or strategies .

According Gu (2002:3) states that, learning strategies is a series of actions students takes to facilitates the completion of learning task. strongly starts when students analyze the task ,the situation ,and what is available in his / her own repertoire .the learner select ,deploy ,monitor ,and available the effectiveness of action.

Oxford, (1990:8) sates that second learning strategies are more enjoyable, more self-directed more effective, or more transferable to new situation.

Cohen,(1998 wp) distinguishes between language learning strategies egis and language use strategies, the former being strategies

For learning tasks such as remembering, and the latter being strategies for language use ,such as communicating .

Cohen , (1995:85) states that , language learning strategies include strategies for identify the materials that need to learned ,distinguishing it form other materials if need be grouping it for easier learning (e.g. grouping vocabulary by category into noun ,verb, adjectives ,adverbs, and so forth) having repeated contact with the material.

Include strategies for "using "as well as" knowing" a word.

Schmitt, (1997:207-208) explains that determination strategies are used to analyze part of speech, analyze of any affixes and roots ,check for L1 cognate analyze available picture or gesture ,guess from textual context , find a word ,meaning through bilingual dictionaries monolingual dictionary ,master large number of word by using word list and flash cards.

2.13 Meaning –In- Context Vocabulary Learning Strategies:

The strategies employed by second language readers as they cope with vocabulary problems while reading very widely. some of strategies vary by language ability while the other appear to represented idiosyncratic preferences. It is useful to look at the words readers have identified as difficult in order to determine how successful they have inferred word meaning, and to understand what specific factors seem to have led to misinterpretation .for example .knowledge of morphology is frequently mentioned as an aid in inference of unfamiliar word . if reader knows the meaning of contextualize then inference of meaning of decontextualized should be relatively easy .however , knowing the word

diction will not aid substantially in inferring the meaning of dictionary .in many stances case studies provide insight into reader strategies differences and the process that are used.

2.14 Vocabulary:

This sub –section is going to deal the kind of vocabulary.

According Harmer ,(1994 :153) states that" if language structures makeup the skelen of language ,then it is vocabulary that provides the vital organs and the flesh .and an ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used " this shows that choosing your words carefully in certain situation is very important. According Harmer (ibid-23) states that "language students needs to 'learn what words means and know and how they are used , whilst this obviously in valves giving them names for thing (E.g." table" "Chair" etc) it also involves showing them how words are stretched and twisted (e.g to table a/motion "to chair a/meeting ") learning vocabulary Advance classes has two major aims ..According Allen, (1983:82) one is to prepare students for the kind of English used by other special aim is to help students become independent responsible for own learning in order to focus on syntax , while Levenston, (1979:147) went to extent of chaming that vocabulary learning has been "a victim of discrimination "

However mastering competent use of vocabulary is considered very important in learning a new language. Nevertheless there are some efforts to words highlighting the question of vocabulary competence ,namely in the area of inferring word and meaning the issues related to other associated learning skills in learning AFL since 197s, interest has grown quite rapidly by word linguist and pedagogues on study of which include not the only the single words. But also word combinations that store in our mental lexicons (i .e .word and word chunks) is the core of language , therefore .it becomes the heart of language teaching and learning in terms of syllabus - organization , the evaluation of learners performance, the previous of learning resources and attitude of EFL learners.

Goodman etal in other book (building vocabulary skills -1) "words are in fact the tools not just of better reading but of better writing ,speaking .listening and thinking as well but in spite of this the teaching of vocabulary has been of secondary importance over last three decades as states by celce mureia and Roensweig , (1979:24) while agreeing in principle with the use of limited vocabulary in initial stages of language learning they urge immediate development of strategies for Lange expansion of vocabulary the intermediate and advanced stages .they

feel that this area has been a serious shortcoming in modern language teaching .

Moras, (2001: 1) claims that=cited in mekki ,(2005:91) According to carter and McCarthy (1989:vii) this lack of separate identity is perhaps due to the elaborate concentration of issues of syntax and linguistic theory in united states moreover the emphasis within semantics, itself was not in paradigmatic structures and denotation meaning.

2.15 Vocabulary Development:

Vocabulary development is process by which people acquire words .babbling shift toward meaningful speech as infants grow and produce their first words around the age of one year .in early word learning, infants build their vocabulary slowly. By the age of 18 months infants can typically produce about 50 words and begin to make word combination In order to build their vocabularies, infants must learn about the meanings that word carry. The mapping problems ask how infants correctly learn to attach words to referents constraints theories, domain – general views social pragmatic accounts, and an emergent's coalition model have been propose to account for the mapping problem. Throughout their school years, students continue to build their vocabulary .involves physical context, builds on prior knowledge, take place in social context, and include semantic support. The phonological loop and serial

order short-term memory may both play an important role in vocabulary development

2.16 The Factors That Affect Learners To Learn Vocabulary:

There many factors which affect the learning of vocabulary positively or negatively according to their presence or absence, some of these factors are

2.16.1 Motivation:

Motivation – as explained in the (OALDE) oxford advanced learner's dictionary of English – is the desire that drive people to learn. it is many kinds ,i.e extrinsic and intrinsic .the teacher should motivate his classes if he wants them to learn fully the present by him

2.16.2 The learners' concentration:

Learners are thinking begins ,they carry with them inside claasrooms their outside troubles ,which affect their concentration ,so they cannot catch up with teacher ,if there is what to bother them and divert them to concentrate on the words presented.

2.17 Vocabulary Learning Strategies:

Vocabulary learning is one of the major challenges foreign language learners face during process of learning a language .one way to alley the burden is to assist in becoming independent learners during process of L2(second language or foreign language) vocabulary learning .this could achieved through instructing learners to apply vocabulary learning strategies as efficiently as possible.

Vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies Nation, (2001) .language learning strategies encourage greater overall self-direction for learners self –directed learners responsibility for their own learning and gradually gaining confidence ,involvement and proficiency (Oxford ,1990) .so the case with vocabulary learning strategies .this founded doors and windows for taxonomies of vocabulary learning strategies .

2.18 Taxonomies of Vocabulary Learning Strategies:

Word knowledge is an essential component of communicative competence (seal,1991) ,and it is important for both production and Comprehension in a foreign language .knowing a word involves knowing:

-A great deal about its general frequency of use ,syntax and situational limitations on its use

-Its underlying form and the forms that can be derived from it

-The network of its semantic features.

-The various meanings associated with the item knowing a word is also defined as knowing its spelling, pronunciation, collocations (i.e.

words it co occurs with), and appropriateness (Nation, 1990)

therefore lexical competence is far more than the ability to define a given number of words and covers a wide range of knowledge

which in turn requires a variety of strategies to gain the knowledge.

Foreign language learners may then use various strategies to

acquire the target language word knowledge. Take this into

consideration; second foreign language researchers have made

various attempts to classify vocabulary learning strategies

employed by foreign and second language learners(F & SL)

.instance of such classifications are the taxonomies proposed by

Gu and Johnson, (1996), Schmitt (1991) and Nation, (2001) which

are briefly jotted down below .

Gu and Johnson, (1996) list second language 12 vocabulary

learning strategies as meta cognitive, cognitive, memory and

activation strategies .meta cognitive strategies consist of

selective attention self –initiation strategies F & SLLs who employ selective attention strategies know which words are important for them and essential for adequate comprehension of passage .learners employing self-initiation strategies use variety of means to make the meaning of vocabulary item clear . cognitive strategies in Gu and Johnson taxonomy entail guessing strategies ,skillful use of dictionaries and not –take which teachers may not be able to spend time within the class time limits .thus if students are equipped with a number of the of strategies mentioned in the taxonomies ,they can deal with these words on their own and as a result have access to large of target language words

2.19 Previous Studies on L2 in the Contest:

This section reviews the relevant researches conducted in context of Sudan during the previous years it will shed light on studies that investigate the acquisition of English language and it will try to review studies that attempted to investigate the relationship between learning of strategies of vocabulary of EFL learners and their knowledge the aim of researched to collect the related to studies to be discuss before. Nevertheless this section will display the most recent studies conducted:

2.12.1 Elbadri Abas ,(2012) the effectiveness of vocabulary learning strategies in developing the mental lexicon of the EFL learners.

The subjects of this study were Sudanese university students who enrolled in English language as foreign language programmers at faculty

of arts in Omdurman Islamic University (O-I-U) their study, there are certain types of vocabulary learning strategies that can be used to affect the vocabulary knowledge of Sudanese EFL learners.

2. Nasr (2001). Focuses on investigation of language learning strategies as used by the EFL learners in Sudanese universities.

This study impunitly, indicatives how new lexical units are learnt according to the responses of the study's subject. These students were selected from five Sudanese universities located in Khartoum state.

They took English course as a university requirement. The study amiss at investigating the factor that affect choice and use of language learning strategies among these factors are gender level and field of specialization. This study adapted Oxford; (1989) inventory of language learning strategies, comprehension strategies cognitive strategies met cognitive strategies social strategies and affective strategies.

The study conclude with finding that the choice of language learning strategy is more or less affected by gender and academic level or the Sudanese EFL learners.

3. Schmitt (1997) investigates the strategies that are frequently used by EFL learners, his study aims at understanding which of strategies are the most helpful and which ones are least helpful. Six hundred Japanese learners of English participated in this study. They wearer junior high school students. Between 7 to 9 years of age) high school students, between ten to 12 years of age and C) university students and adult learners, the subjects were provided with a list of 58 strategies and they were to write down which strategies they use and which of them they found the most helpful at the end of the study using the bilingual

dictionaries and the memory activities are found among the most helpful strategies.

2.20 Chapter Summary;

This section begins with background information concern English language as second language acquisition of L2 research on vocabulary learning strategies and the relevant stutters that related to this study and chapter two.

Has been developed on overview of literature on investigating knowledge of EFL learner strategies of vocabulary learning and coming chapter will deal with methodology.

CHAPTER THREE

Research Methodology

Chapter Three

3.0 Introduction:

This study follows the descriptive and analytical method which describes the present situation by collecting data.

This chapter presents the population of the study, the sample of this study and the research instrument which standardized by their validity and reliability are selected, moreover the chapter deals, with methodology that will be used to collect data concerning the English vocabulary.

3.1 The Population of the Study:

Sudanese universities students who involved in English language as foreign language.

Students at College of languages at Sudan University of Science and Technology constitute the total population of present study. The students are fulltime and registered for academic year 2014 -2015.

They are specialized in English language second level.

3.2 Sample of the Study:

The population of this study is consisting of purposive of sample which selected from the students. Total number of the subjects is thirty students. They are randomly chosen from classroom the sample will generalize the study findings.

3.3. Instrument of Data Collection:

In this study data are collected by a test which is given to the students in random chosen, the objectives of strategies of learning vocabulary, the following example of test subjects:

3.3.1 Match synonymy words.

3.3.2 Give the opposite words.

3.3.3. Change the verbs into "nouns" and use them into correct sentences.

3.4 Reliability and Validity of Test:

3.4.1 Reliability:

The reliability is used to determine the discriminative power of the test and the test is administrated to 30 students from the population of the study.

3.4.2 Validity:

To establish the validity the test that used in this study, content validity and face validity are assessed face validity is based on judgment of several experts and test specialists to prove the face validity of test in study, the test has been examined by 1 expert in field of English language teaching Dr. Ayman Hamd Elneel Hmdan. He agreed that the test is valid.

3.5 Procedures of Test:

After the study subjects have been chosen randomly the test is distributed for each student. The researcher himself has supervised the administration of the test. All participants, have been informed about the purpose of this test. They have been ensured that, they will not be

specifically identifying their data in the research. The researcher has marked and scored the work of the participants.

CHAPTER FOUR

Dada Analysis and Discussion of the Findings

Chapter Four

4.0 Introduction:

This chapter is devoted to present analysis and discussion of the results of data, with their interpretation. the information followed by testing of the research hypotheses. used on these results and the researcher adopts the descriptive, analytical method to analyze the subject in the test.

4.1 Data Analysis and Discussion of Results:

This chapter presents data analysis and the result after complete the processing of analysis and find the findings and recommendations.

Question (1

To what extent are EFL learners aware of affixations?

S. No	Total number	Success	Failure	Percentage
1-	30	18	12	40%
2-	30	5	25	83.3%
3-	30	0	30	100%

- 1- According to above table observe that 12 out of 30 students failed in question (1) and percentage 40%.
- 2- The above table shows that 25 out of 30 students. Failed in question (1) and percentage 83.3%.
- 3- According to above table observe that 30 out of 30 students failed in question (1) and the percentage 100%.

Question (2):

To what extent are EFL learners aware of antonyms

S. No	Total number	Success	Failure	Percentage
1-	30	15	14	46.7%
2-	30	4	26	86.7%
3-	30	12	18	60%
4-	30	0	30	100%
5-	30	8	22	73.3%
6-	30	0	30	100%
7-	30	18	12	73.3%
8-	30	25	5	15.7%
9-	30	2	28	93.3%

1-The above table shows that 14 out of 30 students failed in question (2) and percentage 46.7%

2-From above table it is observed that 26 out of 30 students failed in question (2) and percentage 86.7%

3-The above table shows that 18 out of 30 students failed in question (2) and percentage 60%

4-According to above table it is observed that 30 out of 30 students failed in question (2) and percentage 100%

5-The above table shows that 22 out of 30 students failed in question (2) and percentage 73.3%

6-The above table shows that 30 out of 30 students failed in question (2) and percentage 100%

7-From above table observe that 22 out of 30 students are not successes in question (3) percentage 73.3%

8-The above table shows that 5 out of 30 students failed in question (2) and percentage 16.7%

9-According to above table it is observed that 28 out of 30 students failed in question (2) and percentage 93.3%

Question (3):

To what extent are EFL learners aware of synonyms?

Example the word everlasting = evermore.

No.	Total number	Success	Failure	Percentage
1-	30	7	23	76.7%
2-	30	3	27	90%
3-	30	5	25	83.3%
4-	30	8	22	73.3%
5-	30	9	21	70%

6-	30	5	25	83.3%
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1-According to above table observe that 23 out of 30 students failed in question (3) percentage 76.7%

2-The above table shows that 27 out of 30 students failed in question (3) percentage 90%

3-From above table observe that 25 out of 30 students are not successes in question (3) percentage 83.3%

4-The above table shows that 22 out of 30 students are not succeeded in question (3) percentage 73.3%

5-The above table shows that 21 out of 30 students failed in question (3) Percentage 70%

6-According to above table observe that 25 out of 30 students failed in question (3) percentage 83.3%.

4.3 Discussion of the Findings:

The results of this discussion obtains from testing hypotheses of this study testing through data analysis of this study there are problems in strategies of learning vocabulary.

4.3.1 Testing the first Hypothesis:

The results of English students has difficult to understand between affixation of words in strategies of learning vocabulary

4.3.2 Testing the second hypothesis:

According to the result of hypothesis one EFL students are poor in strategies of learning vocabulary that indicate EFL learners are poor in aware antonyms words.

4.3.3 Testing the third hypothesis:

According to the result of hypothesis two observe that students are weak into aware antonyms that influence in some students are not give the correct synonyms of words.

CHAPTER FIVE

Findings and Recommendations and Suggestion for further Studies

Chapter Five

5.0 Introduction:

The present study has found some significant of results concerning strategies of learning vocabulary that improve the mentality of EFL students. This study has certain findings and recommendations.

5.1 Findings:

1. EFL students have difficulties to change affixation of words with certain context at Sudan University of science & technology
2. Different types of students have fended to learn certain types of antonyms of words at Sudan university of science & technology
3. Intensive activities of learning vocabulary helps students to develop their mental ability with synonyms of words

5.2. Recommendations:

1. Different strategies of learning vocabulary should be used in deferent contexts
2. For learners benefit vocabulary should be choice according to their needs.
3. EFL students should be use different techniques of learning vocabulary and applied them through the acquiring of vocabulary in English language

5.3 Suggestions for Further Studies:

The researcher would propose some beneficial suggestions

1. The concept of teaching vocabulary through audio improve the proficiency of students of English language

2. The role of using different sentences with different vocabulary develops of EFL learners.

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APPEDIXES

Sudan University of Science & Technology

Collage of Graduate Studies

English Department

A test on Vocabulary for Students

Question (1)

Change the following verbs into "nouns" then use them into the following sentences:

Educate explain inform

1. Is very important in our day life.
2. For more You can ask the headmaster.
3. The teacher is the person who Students about exams

Question (2)

Give the opposite of each word

- a. wide (f) Fame.....
- b. preceding (g) Far
- c. right (h) Fast
- d. weak (i) Float
- e. better.....(j) private medicine

Question

Match synonym words with the similar meaning

A

B

- | | |
|------------------|----------------------|
| 1. Everlasting | () a. respect |
| 2. Eventful | () b. problem |
| 3. Estimable | () c. dangerous |
| 4. Headache | () d. pharmacy |
| 5. Drugstore | () e. estimation |
| 6. Point of view | () f. evermore |