



Sudan University of Science and Technology

College of Graduate Studies

College of Languages

English Department



**The Problems of Learning New Lexis Encountered by EFL
Students at College of Languages, Sudan University**

(A Case study of 3rd Year Students, College of Languages, (SUST))

مشاكل تعلم المفردات الجديدة لدى طلاب السنة الثالثة بجامعة السودان للعلوم و
التكنولوجيا: دراسة حالة طلاب السنة الثالثة قسم اللغة الانجليزية بكلية اللغات,
جامعة السودان.

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Dedication

I dedicate this work to my parents.

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Abstract

This study investigates the problems of learning new Lexis encountered by third year English language students at Sudan University of Science and Technology at college of languages. The subjects for the study were thirty students from University of Sudan of Science and Technology (SUST).

The researcher hypothesized that; SUST students have problems in the pronunciation of some English sounds and have difficult to guess how to spell an English word based on how it sounds. and lastly most (SUST) students face a lot of difficulties to use and recall words effectively. To achieve the aims of the study a test was used for data collection. The quantitative data of the test were analyzed both statistically and descriptively. The findings of the study revealed that SUST students of English language (third year), have problems in the pronunciations of English words that have more than one way of pronunciation. The findings also indicate that students' had poor spelling and misspell words. Based on the findings, the study concluded that students' had weak ability to guess meaning of words from context which hinder them to write and speak with good English. This study can provide insight into the debate on whether at least an initial portion of learning vocabulary should be included as an essential component at the university programs.

Abstract

(Arabic Version)

مستخلص الدراسة

هدفت الدراسة الحالية الي الكشف عن مشاكل تعلم المفردات الجديدة لدي طلاب السنة الثالثة بجامعة السودان للعلوم والتكنولوجيا, كلية الغات. وقد شملت عينة الدراسة ثلاثين طالبا من جامعة السودان للعلوم والتكنولوجيا – قسم اللغة الانجليزية. نصت فرضيات هذه الدراسة علي ان الطلاب لديهم ضعف في النطق ويجدون صعوبة في تخمين معاني المفردات من صياغ النص, واخيرا معظم طلاب جامعة السودان للعلوم والتكنولوجيا – المستوي الثالث - قسم اللغة الانجليزية يواجهون صعوبة في استخدام وتذكر الكلمات بفاعلية. لتحقيق اهداف الدراسة استخدم الباحث اختبار لجمع البيانات, وتم تحليل هذه البيانات الكمية احصائيا ووصفيا. اظهرت النتائج بان طلاب جامعة السودان للعلوم والتكنولوجيا – المستوي الثالث -قسم اللغة الانجليزية لديهم صعوبات في النطق, وضعف في استهزاء الكلمات بالاضافة الي عكس الحروف. كما بينت النتائج بان طلاب المستوي الثالث لديهم ضعف في تخمين معاني الكلمات من النص مما يعيقهم في التحدث و الكتابة. وخلصت هذه الدراسة الي ان دراسة مفردات اللغة الانجليزية يجب ان تكون عنصرا اساسا لبرامج الدراسة في الجامعة.

List of Contents		
	Subjects	Page Number
	Dedication	i.
	Acknowledgment	ii.
	Abstract	iii.
	Abstract (Arabic Version)	iv.
	List of Contents	v.
Chapter One: Introduction		
1.1	Overview	1
1.2	Statement of the Problem	4
1.3	The Questions of the Study	5
1.4	The Hypotheses of the Study	5
1.5	Objectives of the Study	6
1.6	Significance of the Study	7
1.7	Limits of the Study	7
1.8	Methodology OF Study	8
1.9	Definition of terms	9
Literature Review and Previous Studies		
2.1	Introduction	9
2.2	Definition of Lexis	9
2.3	Lexical Meaning	11
2.4	Lexical Semantics	13
2.5	Lexical Cohesion	14
2.6	Vocabulary Acquisition	16
2.7	Core Vocabulary and Word Memorization	16
2.8	Types of Vocabulary	18
2.9	Word Description	20
2.10	Word Formation	22

2.11	Word Analysis	23
2.12	Collocations	24
2.13	Synonymy	26
2.14	Antonym	29
2.15	Review of Related previous Studies	32
2.16	Summary of the Chapter	35
Chapter Three: Research Methodology		
3.1	Introduction	36
3.2	Sample Population	36
3.3	Research Tool	37
3.4	Validity of the Study	37
3.5	Statistical Reliability	38
3.5	Summary of the Chapter	38
Chapter Four: Data analysis, Results and Discussion		
4.1	Introduction	39
4.2	Result of Data Analysis	39
4.3	Summary of the Chapter	68
Chapter Five: Summary, Conclusions, Recommendations and Suggestions for Further Studies		
5.1	Summery and Conclusions of the Study	68
5.2	Verification of the Research Hypotheses	69
5.2.1	Hypotheses 1	69
5.2.2	Hypotheses 2	70
5.2.3	Hypotheses 3	70
5.3	Recommendations	71
5.4	Suggestions for Further Studies	71
	References	72
	Appendixes	76

Chapter One

Introduction

1.1 Overview

English language has played an increasingly important role as the medium of communication among people from different countries, and medium for social and practical use. For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. If you do not wish to lean completely on non-verbal skills, mastering vocabulary is not just important, but crucial in a foreign language environment. Without sufficient vocabulary students cannot understand others or express their own ideas.

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Vocabulary is a central part of any language especially for university students. Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Hornby (1995) defines vocabulary as *"the total number of words in a language; vocabulary is a list of words with their meanings"*. Yet vocabulary is much more than just single words, as this research

will demonstrate. Recent vocabulary studies draw on an understanding of lexis, the Greek for word, which in English “refers to all the words in a language, the entire vocabulary of a language” (Barcroft, Sunderman, & Schmitt, 2011, p. 571). So it will probably not surprise you to learn that vocabulary also includes lexical chunks, phrases of two or more words, such as Good evening and Nice to meet you, phrases like these involve more than one word but have a clear, formulaic usage and make up a significant portion of spoken or written English language usage.

Vocabulary does not merely to understand the meaning of words, but knowing how to recall words and recognize in other aspect, lexical knowledge is very important for improving student’s English proficiency; therefore, learning vocabulary definitely will lead learners to find out the meaning of unknown words, to retain them in long-term memory and to use them in oral written mode. Without ample vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively, also it plays important role at every level of learning English to help learners to understand and manage vocabulary as well as to discover the meaning of the words. The researcher observes that students at Sudan University of Science and Technology face some difficulties of how to guess the words meaning from the context, and how to recognize the

words, as well as learning English particularly vocabulary. Hunt (1996) implied that:

“Inferring meaning from context will work best when learners have the ability to recognize several thousand high-frequency words in context that is not too challenging for readers”

This is inconsistent with Laufer’s lexical threshold (as cited in Coady & Huckin, 1997). The researcher draws attention to the importance of vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). In recent research, a lot of studies show that student’ vocabulary knowledge (Dycus, 1997; Frantzen, 2003; Nassaji, 2004, 2006) as the most important factor affecting L2 readers’ ability to make use of context clues. They reveal that depth of vocabulary knowledge made a significant contribution to inferential success. Because students face some problems of using words, pronunciation and they are frustrated to solve these problems. The researcher tries to investigate problems of learning new lexis that face students in mastering vocabulary to encourage learners to find meaningfulness for themselves in words and in relationships between words they encounter in context. This study is an attempt to find out the problems of learning new lexis encounter by SUST students. Also, the study gives the importance of studying vocabulary and the difficulties

encounter by Sudan university students. Also, this study will present some technical ways to improve student's vocabulary and build their capacities in order to understand well by using synonyms and antonyms. Also, there is a strong agreement among scholars and researchers on the important role of lexis in language learning and teaching. This research focuses on some basic problems of learning new vocabulary which is encounter by students at Sudan University of science and technology, who are learning English language as a second language (SL) targeting third year students at SUST, college of languages.

1.2 Statement of the Problem

Learning a foreign language particularly English has emerged to be a problem especially in learning vocabulary and it has recently become the subject of linguistic research. It has attracted the interest of many scholars. Richards (1980) and Krashen (1989), as cited in Maximo (2000) state many reasons for devoting attention to vocabulary.

“First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”

University students seem to be unaware of why they learn English, there is also the possibility that the problems faced by university students of English could stem from the weakness of vocabulary and there is lack in progress of students' lexical knowledge. This research will investigate the problems of learning new Lexis encounter by students at Sudan University of science and technology, also it is going to investigate the big challenge that faces the students of ESL on vocabulary in order to find good ways to mastery, understand and enhance vocabulary development.

1.3 Questions of the Study:

This research answers the following questions:

1. What are the problems faced students at SUST in learning new lexis?
2. To what extent do SUST students find difficulty regarding spelling?
3. What are the factors affecting Students at SUST in using vocabulary.

1.4 The Study Hypotheses:

Based on previous questions, the following hypotheses are formulated.

1. Most of third year students are weak in pronunciation.

2. Most third year students find difficulty to guess how to spell an English word.

3. Most of students face a lot of difficulties in using and recalling words effectively.

1.5 Objectives of the Study:

These are the following objectives that the researcher would like to achieve:

1- To examine the problems of learning new Lexis encountered by third class students of English language at Sudan University of Science and Technology, college of languages.

2- To investigate the most problematic areas that face third-year English learners at SUST, college of languages.

3- To consolidate word meanings by using correct spelling.

4. To improving and developing the Lexis among the students, build and rise skills of acquire new words, well use and understand the collocations of word forms and pattern.

5. To find out how much the students' know about lexis in other words, to what extent EFL learners increase lexis knowledge.

1.6 Significance of the Study:

The present study differs from the previous in the following ways:

- The results of this study will provide some insights and information on how vocabulary is crucial to be mastered by the learner, and fill the vacuum caused by the scarcity of relevant researches addressing Lexis used by students at Sudan University of science and technology. The importance of this study stems from the importance of vocabulary in the area of language learning.
- In effect, and as far as the researcher knows, there have not been enough researches carried to address the areas of instructing and learning new Lexis. Vocabulary is very important element of study, such as grammar, stress, rhythm, intonation, tone of voice.

1.7 Limits of the Study:

This study has the following primary limits:

This study will not cover all university levels, the sample is too small consist only 30 students -third year- from only one university, Sudan university of science and technology. Of course, this research study is about the problems of learning new Lexis encounter by third year class collage of languages at Sudan University of science and technology. So, the

generalization of the results is limited to this population and to the instruments used in this study.

1.8 Methodology of the Study:

The method of this study is the descriptive, analytical the researcher will describe the collected data and then analyze them by using Statistical Package for Social Sciences (SPSS)

- **Research tool:** the researcher designed one tool, a test for students at Sudan University of science and technology third class, college of languages. The validity and reliability of the research tool will be checked and confirmed by using (split-half) method which stands on the principle of dividing the answers of sample individuals into three parts.
- **The research sample:**
The sample of the research consist 30 Students at Sudan University of science and technology, third class English learner – college of languages.
- The test will distribute to students at Sudan University of Science and Technology, to find out problems of learning new lexis.

1.9 Definition of terms

Second/Foreign language (ESL): Refers to English language, which regarded by Sudanese as second/foreign language.

(SUST): Refers to Sudan University of Science and Technology.

Vocabulary: Refers to a list of words with their meanings.

Lexis: Refers to all the words in a language, the entire vocabulary of a language. Recent vocabulary studies draw on an understanding of lexis, the Greek for word, which in English “refers to all the words in a language, the entire vocabulary of a language” (Barcroft, Sunderman, & Schmitt, 2011, p. 571).

Chapter Two

Literature Review and Previous Studies

2.1 Introduction

This chapter consists of two parts a theoretical framework and previous studies. In the first part of the researcher presents some definitions for lexis and vocabulary and its knowledge besides showing core vocabulary, types of lexis, lexis acquisition, words description, word formation as stated before by some scholars. Also, it gives account of some technique way of building and increasing vocabulary among the learners of English as second language (ESL), as well as theoretical framework, the researcher tries to show some relevant previous studies which were carried out by some researchers.

2.2 Definition of Lexis (Vocabulary)

Denny et al (2007) stated that with its wealth of native and foreign resources, English vocabulary has tremendous freedom to expand, this large amount of vocabulary is accumulated over the time throw borrowing. Vocabulary is obviously a very important element in a language as overwhelming majority of meaning is carried lexically, and therefore something to be taken into consideration both in second and foreign language teaching.

Wilkins (1972) stated, "...without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 110)

McCarthy (1990) states that no matter how well the students learn grammar, no matter how successfully the sound of L2 are mastered, without words to express a wide range of meanings. According to Webster's Ninth Collegiate Dictionary (1987:1320) vocabulary is defined as : a list or collocation of words and phrases usually alphabetically arranged and explained or define, b a sum or stock of words employed by a language group individual or work in a field of knowledge. Lexis or vocabulary is the central part of any language it stands for the meaning of several things. For this language is regarded as system of conversation , one of the most important aspect of learning language is to understanding the meaning or meaning of words and knowing they are formed . Also, it is can guide language learner to discover the meaning of the words.

Penny Ur (2004) explains that: vocabulary can be defined roughly as the words as the words we teach in the foreign language. Graves (2000) cited in Taylor (1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that "the lexicon of a language is expression. An individual mental lexicon is that person's knowledge of vocabulary.

2.3 Lexical Meaning

Noam Chomsky (1975:81), the founder of transformational generative grammar and accordingly a formal linguist states that:

The lexicon consists of the lexical items that belong to the lexical categories, each with phonological, semantics, and syntactic properties. It also contain rules for “a word formation” that delimit the class of lexical items and express their general by properties. Lexical transformations insert item from the lexicon into abstract phrase marker generate by categorical component, giving initial phrase markers.

The “lexical categories” in the first sentences are roughly the traditional grammarians, parts of speech (e.g. noun, verb, adjective) most importantly, what is to be understood here is Chomsky’s view of vocabulary or the lexicon, as he says, purely linguistic. The function, in other words, that lexicon performs according to Chomsky are a bit detached from real use of language. However, this is not to say that Chomsky’s view of lexicon is irrelevant or the like, in it is quite substantial as far as linguistics is concerned but in meeting his own purpose of studying the human language. And as it is stated at the beginning of this chapter, lexis could be viewed from different perspectives. Each view then could be relevant to the purpose. Additionally the lexicon as by Chomsky is given a minor role in

the language system because syntax is focus of this theory. As Carter and McCarthy (1988:41) noted transformational linguistics in the 1960 under Chomsky banner ... served to reinforce the idea that lexis was somewhat peripheral, an irritating irregularity in an otherwise ordered grammar. Also vocabulary might be defined orthographically, that is in terms of the spaces of the written language, but, obviously the written language could not satisfy all the criteria of identifying the words of language. This is mainly because it cannot be claimed that the language that are not written do not have word or vocabulary items. To support this point, John Lyons has (1968:199) clearly said that “we must reject the view which has sometimes been advanced that primitive language do not have words”. Again, it has once been thought that the word must be considered as, any segment of a sentence bounded by successive points at which pausing is possible, Lyons, (1968: 199). But unfortunately, as Lyons himself points out that, speakers do not normally pause between words, furthermore, the definition relies heavily on the phonological features of words and hence neglects other aspects that words will probably have. The definitions and views that have, thus far been discussed conceive of lexis (vocabulary) as if consist of single words only. Lexis (or vocabulary) refers to single words, or sets of words, that have specific meaning for example, *car*, *pick up*, in the end items of the lexis have different types of meaning depending on

the situation or context. They are used in what function (purpose) for communication. Also lexis is a term in linguistics for the vocabulary of the language. Adjective: lexical, the study of lexis and lexicon (a collection of words) is called lexicology. Lyons (1981:144): Every language has its own vocabulary or (lexicon) which is complementary to its grammar, it lists the lexemes of that language and associates with each lexeme all the information that is required by the rules of the grammar. Lexis mean or meaning of content relation.

Reference is the relation between an expression (a word) and the object in the real world. When someone says: the man ate an apple, the man “and” an apple` refer to real entities or objects. There are some scholars who opposed to the idea that words refer to something in the real world. This explanation has to show words and how sentence meaning relate to other words and sentence {sentence relation}, and it has predict ambiguity in both words and sentence.

2.4 Lexical Semantics

Saeed (1977:1) stated that “semantics is the study of meanings communication through language” it describes language as it is actually used. Also Palmer (1976:1) confirmed that “semantics is a technical term used to refer the study of meaning, and since meaning is a part of language, semantics is a part of linguistics. Most of second language learners (SL), especially English

language learners (EL) in Sudan depend on translation when they come to recognize a certain lexeme, so a person's linguistic abilities are based on knowledge that he/ she has included how to know the meaning of individual words and sentences, a person should know more about language and also more about the way of vocabulary learning because it is better than mere translation. The previous study showed that semantics as an academic discipline organized in the in the early nineteen century, but that doesn't mean the matter of words meaning hadn't been discussed earlier. Lexical semantic relations show relation among word meanings, so it is the part of semantics that deals with the meaning of words.

2.5 Lexical Cohesion

Lexical cohesion refers to the ties created between lexical elements, such as words (e.g. rabbit), groups (e.g. the velveteen rabbit), and phrases (e.g. get up steam) (Halliday 1976:537). Lexical cohesion ties equally important in terms of the role they play to elucidate semantic difficulties at text those labeled by Halliday and Hassan (1976:274) as lexical cohesion. It is the cohesive effect achieved by the selection of vocabulary. Lexical cohesion involves repetition of reiteration (reiteration is a wider term than repetition).

“A reiterated term may be a repetition a synonym or near synonym, a subordinate or

*a general word and in most cases it is a
accompanied by a reference them, typically
the''*

These lexical ties can occur over long passages of text or discourse. The primary paradigmatic types of lexical cohesion (meaning words of the same type or class) are repetition, synonymy, hyponymy, and metonymy.

“Repetition: using the same word over again, but not restricted to the same morphological form.

E.g. using *run* (V), *run* (N), *ran*, *running*, *runner*, etc., all within the same text.

Synonymy: using words that are in some way synonymous, or, in the case of antonym, in some way antonymous.

E.g. Synonyms: sound-noise; Antonyms: sound-silence

Hyponymy: one word represents "a class of thing and the second either a superclass or a subclass, or another class at the same level"

E.g. tree- oak, pine, elm

Metonymy: words that refer to parts of a whole.

E.g. tree- trunk, branch, leaf'' (Halliday 1976:574)

2.6 Vocabulary Acquisition

The term acquisition raises the question of when we regard a word as being truly` acquired and how we measure understanding of a word. In this research, the researcher focused on the importance of the word, and the value of the words meaning during period of study, because word in any language play important role like “air” (language without meaning would be like having lungs without air). Process of concentrate on lexis from basic, it will give the second language learners to create big confidence and increase their vocabulary well as well. The tradition spilt of vocabulary learning into two parts they are called decoding, encoding comprehension/production or passive/ active. The researcher wishes to consider words to be only really acquired, in spite of some component word make different aspect of meaning, and some words that include some words like, run, set and turn words having many shifts of meaning, which together with their phrasal verbs and their well-known attendant difficulties.

2.7 Core Vocabulary and Word Memorization

Tubbs (2002:41) stated that “the core of vocabulary is known to all native speakers of the language. It is that portion of the vocabulary which speakers could simply not do without”. Vocabulary consist of the most frequent words in the language such as function words (the, of, to) and a few content words

such as (think, time, way). Therefore, the core contains common closed sets of words, such as (months and seasons) numbers and sets with a few frequent members such as colors, parts of the body, and common professions.

Stubb (1986:104) describes nuclear words as essential common ore of pragmatically natural words. This definition refer to the early stages of language learning, words conventionally learned in lists of paired words or “paired associate”. The lists contain a word from the target language either a synonym in that target language, or translation in mother tongue, and these can be accompanied by a picture or some means of graphic or other mnemonic representation.

Relevant research (e.g. Kellogg) and Howe (1971 Crothers and Sppes 1967) has made claims for the efficiency of such learning procedures and has shown that large quantities of initial vocabulary can be learned efficiently and quickly by such means. In this connection, too, Atkinson and Raugh (1975, p 126) have argued for the usefulness of the “key word” technique which involves an “association” of the target second / foreign-language word with a native word. The association can be aural or imagistic and, preferably, incorporates both dimensions. The principles of vocabulary learning which emerge is that the more words are analyzed or more enriched imagistic and other associations, the more likely it is that they

will be retained. Research reported that in Nation (1982.pp.18ff) suggests that similarities in second morphology or etymology can assist word memorization. Nation (1982.p.20) concludes that if vocabulary is needed for writing in the target language, then a learning sequence of mother tongue. Foreign word would be appropriate, a direction of foreign word – mother tongue may be more appropriate if only reading skills are required. But concentration on learning words in pairs and from basic list should not obscure the fact that as learners become. More proficient so they have to learn to rely more on their own inferential skills by decoding words in context. Context may be spoken or written and the extent of decoding may stretch to several sentences before and the extent of decoding understood.

2.8 Types of Vocabulary

Montgomery, Judy K. (2007) divided vocabulary into four types:

2.8.1 Listening vocabulary:

Listening vocabulary is mean that which refers to all words we hear and understand when listening to speech.

2.8.2 Speaking vocabulary:

Speaking vocabulary is mean that which is includes all the words we use in our everyday speech, writing vocabulary which is made up of all the words we use in writing.

2.8.3 Writing vocabulary:

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

2.8.3 Reading vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you cannot “grow” your vocabulary. Moreover, it consists of all the words in print that we recognize or figure out.

Nation (1990:20) divided vocabulary into:

- Respective vocabulary: knowing a word involves being able to recognize it when it is heard (what is it sound like?) or when it is seen (what does it look like?) and having an expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from a word with similar form and being able to judge if the word forms right or looks right.

- Productive vocabulary: knowing a word involves being able to produce the word, how to write and spell it, how to use it in

Grammatical pattern along with the word it usually collocates with.

- It also involves not using the word too often if it is typically a low frequency word and using it in suitable situations using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any.

2.9 Word Description

The word is the basic of the distinction between morphology and syntax and it is the principle unit of lexicography. Lyons (1968: 321) argues that the “forms” treated in grammar are the forms of words and that words are the units which are put together. Or combined in sentences. Word is semantically defined as the notion of a particular grammatical employment. This definition is in line with Lyons (1966:223) assumption that the word is semantic, a phonological and grammatical unit. Also Baeschen (1997:11) argues that (a word) is any sequence of letters bound on either side by space or punctuation mark. While Clark, (1993 & 1985) mentioned that words make a language and these are used to talk about everything, from bee-keeping to bicycling, from navigation to

international banking. They supply us with the means for everyday talk about our surrounding and activities. Furthermore Palmer (1976) argues that we should look for an element smaller than the word, a unit of meaning. The morpheme: example is:-

Barry in blackberry and (love) and (d) in loved.

Nation (1983) describes words as units of language, not isolated but fits into many interlocking systems and levels to be comprehended and used receptively and productively. There are difference between idiom and word, where the idiom as defined by Howard Jackson (2002) is arrange of structures with fixed expressions the idiom would not accept any linguistic changes such as adding or dropping words.

Huddleson (1988:1) mentioned that the term “word” has been used in many way meanings. For instance, (tooth & teeth) are different word pronounced and spelt differently they differ in meaning and they occur in different position in sentences , so that we could not, for example , replace tooth by teeth:-

This tooth is loose.

These teeth are loose.

They are also traditionally said to be different forms of the same word specifically it can be observable that (tooth) is singular and teeth is plural so the different between these two words as inflectional property . Therefore these properties are relevant to

both the morphological and syntactic components of the grammar.

2.10 Word Formation

Morphemes may be generally divided into the category “root” and “non root”, depending on whether they are primarily lexical or grammatical in function. Non-root has important grammatical function but belongs to a relatively closed class of items and do not have particularly specific meaning. Roots are more often categories; they are usually lexical word and have more easily specifiable meanings. Example of non-roots are by, of, to, s, er, list and these, the last three items would be termed bound non-roots since they have to be attached to a free morpheme or free root if they are to make a word form. A more generally known term for bound non-roots is “affix”. Affixes (Prefixes and suffixes) are added to roots to produce inflections and derivations. A general distinction between these two categories is that “inflection” produces from the root or roots of a given lexeme all the word forms of that lexeme which are syntactically determined, on the other hand, derivation is a process which results in the formation of different lexemes. As an example, if we consider the word or lexeme “adapt”, we may have “adapts”, adapting” and “adapted” as inflections whose characteristic is to signal grammatical variants of a given root. They do not form new lexemes or change the grammatical class

of a given item (all the word forms are verbs). However, derivations signal lexical variants of a given root, they change nouns into verbs, verbs into nouns and so on. This will result in “adapt”, “adaptor”, “adaptability”, and adaption”.

2.11 Word Analysis

According to the literature the majority of English words have been created through the combination of morphemic elements, that is prefixes and suffixes with base words and word roots. If learners understand how this combination process works, they possess one of the most powerful understandings necessary to vocabulary growth. This understanding of how meaningful elements combine is defined as morphological knowledge because it is based on an understanding of morphemes, the smallest units of meaning in language. Structural analysis of a word draws the student’s attention to the individual units of meaning in the word, also known as morphemes. A free morpheme, or root word, can stand alone (e.g., cut), while a bound morpheme needs to be attached to another morpheme (e.g., ing, un), and two free morphemes can combine to form a compound word (e.g., airplane) (Blachowicz & Fisher, 2004).

Blachowicz & Fisher, (2004) mentioned that the technique consists in breaking down words into small elements: prefix, stem, and suffix. The students are then taught to find the meaning of an unknown word by breaking it into elements in

order to obtain the meaning of the entire word. Prefixes are elements added at the beginning of a word, whereas suffixes are ending added to a word produce another one. Vocabulary items, whether one-word or multi-word, can often be broken down into component “bits”. How these bits are put together is useful information. For example, the teaching of common prefixes and suffixes, for example, if learners know the meaning of –un and –able, this will help them guess the meaning of words like ungrateful and untranslatable. They should, however, be warned that in many common words. The affixes no longer have any obvious connection with their root meaning such as comfortable.

Another way vocabulary items are built by combining two words to make one item: a single compound word or two separate, sometimes hyphenated words such as bookcase, follow-up and swimming pool.

These aspects of word formation are important in vocabulary learning. They may contribute in helping students improve their vocabulary.

2.12 Collocations

The most important type of lexical chunk is collocation, which has been introduced by Firth (1968). The origin of the term collocation is the Latin verb collocates, which mean to set in order to arrange. The word collocation itself can be traced as far

back as the 17th century when it was used by Francis Bacons in his natural history from 1627, but not as linguistic term (Martyńska 2004).

Palmer, H (1933, 1938) was perhaps the first linguistic to draw attention to the special significance of collocation in verbal communication. He used to it to donate, “units, of words that are more than single words”. Instead of sufficing with referring to the importance of grammar in learning language. Collocations are usefully described as sequences of lexical items which habitually co-occur {co-occur together} Curse 1986:40. Example of English collocation is “thick eyebrow, sour milk, to collect stamps, to commit suicide to reject a proposal.

The term collocation has been defined by different scholars but in a similar fashion. The first scholar to draw attention to fact that meaning it not restricted to single lexical units was firth (1935). Collocation is accompany a word keeps firth 1957:11 so it was introduced by firth to refer to combination of words associated with each other. Sinclair (1995:170) defines collocations as item that occurs physically together or has strong chances of being mentioned together. Hallidayet (1964) explained collocation as the tendency of a lexical item to co-occur with one or more words. Sinclair (1966:411) focused on the likelihood of co-occurrence but admitted that, there are virtually no impossible collocations but some are more likely

than others. Sinclair (1991:170) went on to define collocation as “the occurrence of the two or more words within a short peace of each other in a text, and distinguished the significant (frequent) collocation from the casual (infrequent) ones. Collocation has thus become a merely statistical matter.

Penny Ur. (2004) says that: “the collocation typical of particular items are another factor that makes a particular combination sound “right” or “wrong” in given context. McCarthy and O’Dell (2002) stated that: collocation is concerned with the way words occur together. Often any typical collocation, those go with them. They identified example as follows: adjective + noun collocate: (real thing, great detail).

Verb +adverb collocate: (drives quickly, fast).

Verb + adjective collocate: (raise your hand).

2.13 Synonymy

As palmer suggested in (1976:88) synonym refers to the sameness of meaning, so we say for the set of words having the same meaning (synonymous) or they are { synonyms} of one another. Hence when you find two words have the same meanings such as: boy /lad, large/dislike, hate, we say that they are synonyms. Saeed (1997:65) stated that “synonyms” are different phonological words which have the same or very similar meaning. Some example might be that the pairs below:

couch/ sofa, boy/ lad, lawyer/ attorney, toilet/ lavatory. So different words can have one meaning. Hill (1969:47) stated that “different lexemes may be connected to a single semantics unit. This relationship is generally called {synonymy} English is very rich of synonyms because of borrowing it often been suggested that English is particularly rich in synonyms for the historical reason that its vocabulary has come from two different sources from Anglo-Saxon on the one hand and from French, Latin and Greek on the other. Palmer (1997:88) therefore we noticed that many words have their Latin origin synonyms as in: purchase, world/universe. Although synonyms are defined as the, sameness of meaning we find that some semantics think there cannot be real synonyms. Palmer (1976:89) stated that it can however, be maintained that there are no real synonyms, that no two words have exactly the same meaning would both survive in a language. There are many ways in which synonyms can be seen to differ Palmer (1981) state that:

- Some sets of synonyms belong to different dialects of the language, example: the term {fall} is used in United States while British use {autumn}, so it is matter of people speaking different.
- Forms of the language having different vocabulary items.
- Synonyms belong to different styles as in kid {informal}, child {formal} and offspring {every formal}. So these are

more difficult to deal with because there is a far less clear distinction between the styles than between the geographically defined dialects.

- Some words may be said differ only in their emotive or evaluative meaning as in: freedom and liberty hide and conceal and Politician and state man, so words may have different emotive meaning in different societies. For this reason we can find that word like {liberal} is a good word in Great Britain but it is a bad word in South Africa and in some parts of the United States.
- Synonyms have a different collocations (their meaning overlap), so they lose sense of synonyms as the word {govern} which can have a sets of possible synonyms:, direct, control, determine and require. We can test synonyms by two ways:
- substitution: substituting one word for another, it has been suggested that true or total synonyms are naturally interchangeable in all their environment, thus we can say wideRoad or broad road{when we are talking about roads}, but there are some words are interchangeable in certain environment only as in the above example we can say that road may be broad or wide, but an accent only broad.
- oppositeness: the fact is that any tow words appear to have the same antonyms is reason for teaching them as

synonyms, but also these two words can be interchangeable in certain environment, example: The word superficial can be the opposite of both deep

And profound, but *shallow* can't be the opposite of both, it is only opposite of deep.

2.14 Antonym

Antonym refers to {oppositeness} of meaning O'Grady (1987:269) stated that “antonyms are words or phrases that are opposites with respect to some components of their meaning” the pairs of words in this table provide some example:

Good	Bad
Fat	Thin
Near	Far
Boy	Girl
Hot	Cold
Strong	Weak
Tall	Short
Up	Down

Palmer (1976:94) state that there are opposites antonyms, so because an antonym is a word that is the opposite meaning of another, it useful to identify several different of it is types, Saeed (1997: 94) listed two types of anonyms:

- Simple antonyms: this is the relation between words such that the negative of one implies the positive of the other the pairs are also sometimes called (complementary pairs) because they complete each other, example dead/ alive.
- Gradable antonyms: this relation between opposite where the positive of one term doesn't necessary imply the negative of the other, example:

Rich/ poor, fast/ slow, young/ old.

These all of them are adjective, have in common the fact that they may see in term of degrees of the quality involves, and other example could be: Wide/ narrow, big/ small, tall/ short.

Thus road may be wide or very wide and one road may be wider than another. Also we can have intermediate antonyms in the gradable list (hot – warm, cool – cold) with [warm} and {cool} from antonyms in themselves. The researcher noticed that these two types of antonyms are closest to each other, but absolutely there are differences between them, that is because if we say that person hit the target, it means that he didn't miss it (complementary), but if we say that person is young it doesn't mean that he/she is not old since he/she can be young or old (gradable).

Lyons (1968:467) mentioned another types of antonyms in term of (converses) so he stated that “the third sense relation which is

frequently described in terms of (oppositeness) is that which hold between “ buy and sell, or husband and wife, so the word buy is the converse of sell and vice versa.

Aitcheson (1978:88) confirmed that “the study of opposites is more complex, as there are some different types of opposites, for this reason the term {antonym} has been avoided” Some writers use it for all types of opposite, other for one kind

Only the most obvious type is a pair of words in which the negative of one implies the other: as Aitcheson (99) stated:

-he is not married = he is single

-he is not single = he is married

A second type of opposite is one which is not absolute, but relative to some standard. Small and large, for example, always imply some comparison:

-what a small elephant! (=what a small elephant in comparison to a normal size elephant).

-what a large mouse! (=what a large mouse in comparison to a normal size mouse).

A third type is when one word is the converse of the other. The choice of one opposite rather than another depends on the angle from which you view the situation being described. I give you the book, you take the book.

2.15 Review of Related Previous Studies

Many studies have been conducted to explore the nature of vocabulary compared with the studies concerning problems of learning new lexis during the past three decades. For instance, Satti (2015) conducted study to investigate the lexical errors and their effect on university students' performance in Sudan. The finding showed that university students make lexical errors because of many factors chief among them is the interference of the mother tongue.

Also Adam Osman (2012) conducted study to investigate the “problem of English language vocabulary learning “ Sudan university of the science and technology, the method used in research were a test and a questionnaire in secondary schools. The main findings: The polysemy and homonymy cause problem in pupil understanding, not only that even teachers under training faced some problem.

Elkhair Muhammad (2014) conducted study investigates the problems in English pronunciation experienced by learners whose first language is Sudanese Spoken Arabic. The subjects for the study were fifty students from University of Sudan of Science and Technology (SUST), and thirty university teachers of English language from the same university. The instruments used for collecting the data were observation, recordings and a structured questionnaire. The data collected were analyzed both

statistically and descriptively. The findings of the study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/.

Awad Sinee (2014) conducted study to investigate “factors effecting EFL student’s progress in vocabulary learning “finding that need to develop aricher understanding of vocabulary in context. The role of learning vocabulary through exercise. Factors affecting the acquisition of frequent vocabulary.

2.16 Summary of the Chapter

This chapter has focused on previous studies related to the lexis and vocabulary, as well as, lexical semantic, lexical cohesion, vocabulary acquisition and types, words description, formation and analysis, collocation, synonym and antonym. The next chapter (chapter three), will focus on the research methodology used in this study.

Chapter Three

Research Methodology

3.1 Introduction

This chapter, the researcher will choose populations of the study, and use tool for data collection for validity and reliability of the study. Moreover, this study was conducted to identify SUST students' problems of learning new lexis. This study is basically descriptive and analytical. Hence, it describes and analyses the current state of students at SUST.

3.2 Sample Population

The aim was to collect data through test to find out the problems of learning new lexis encountered by students at Sudan University of Science and Technology. The target students' population in this study involved male and female university students of third year for academic year 2016-2017 in the Department of English language (DEL) at SUST. The sample of the test was given to (30) students from Sudan university, the populations was taken randomly. The goal aimed to (30) participants, (whose) SL learners were asked to answer all the test questions. Through the step of this test, researcher will establish and reveal the central problematic area of learning new lexis among the students of English learners at SUST, college of languages, third year. Basically, this is the purpose of the study

why researcher is concentrated on it, and attempted for further studies to investigate the problems of learning new vocabulary encountered by SL learners, to findings the roots cause of the problems.

3.3 Tools Description

Researcher used a test, because the test is the technique employed to gather information on words and problems of learning new lexis encounter by third year students at Sudan University of Science and Technology. The test was designed and given to students to evaluate levels on using and learning new vocabulary. The test is divided into three parts, each one of these parts consists of five items except part three consists of three items, part one will check pronunciation, part two checks guessing meaning from the context, part three aims to word usage

3.4 Validity of the Study

Validity refers to how well a test measures what it is purported to measure. The validity of the test designed for the samples of the population at Sudan University of science and technology. The copy of the test was distributed to supervisors. All of them were stated that the test is valid for investigation of the problems of learning new lexis in third year students at SUST, college of languages.

3.5 Statistical Reliability

The reliability means when a certain test was applied on a number of individual, and makes everyone was counted, because these techniques used by some scholars, then, researcher described this test as reliable. In addition, reliability is defined as the degree to which an assessment tool produces stable and consistent results. A pilot study was conducted to measure the reliability level of the test items. To do so, 10 students were randomly selected from the target population. These students did not take part in the actual study. By using the Statistical Package for the Social Science (SPSS) version 20, an analysis of item reliability was determined through the reliability coefficient test.

The ‘Cronbach’s alpha’ was used to check the reliability of the test tool.

$$\text{Reliability coefficient} = \frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}$$

Cranach alpha coefficient = (0.91), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient is (0.95), and this shows that there is a high sincerity of the scale and that the benefit of the study.

3.6 Summary of the Chapter

This chapter has detailed the methods of data collection that were employed in the study. The research instruments as well as the planning for the administration of the research instruments have been presented. The different population groups chosen to which the instruments were administered. In the next chapter (chapter 4), the data collected by the methods discussed above will be presented.

Chapter Four

Data Analysis, Results and Discussion

This chapter the researcher intends to display and discuss the result of the statistical analysis of the data collected where analyzed computer using “SPSS”

4.1 Result of Data Analysis

The following tables and figures display the result of data analysis obtained means of test.

Test results

The aim of the test is to identify the students’ problems of learning new lexis. They were asked to first, rank a list of five items in terms of pronunciation and items for guessing meaning and third, they were requested to answer questions on spelling and word use. The tables below show percentages representing the subjects’ responses to the eight questions.

4.1.2 Section One

Section one of this test is to identify the pronunciation errors among the SUST third year students of English when they are listening English. So, a number of words were chosen randomly, which is expected to be heard incorrectly by the third year students of English language. The test contains some vowel sounds and consonant sounds. The words were put in separated;

each three words contain one target sound: each student is asked to hear one word aloud and underline it. At the end of this process, the errors are written on a paper and then tabulated and analyzed statistically and descriptively.

Listen and underline the words

1. bear bare pair

Table: (4.1) “Bare”

Value	Frequency	Percentage
success	6	20.0%
Failure	24	80.0%
Total	30	100.0%

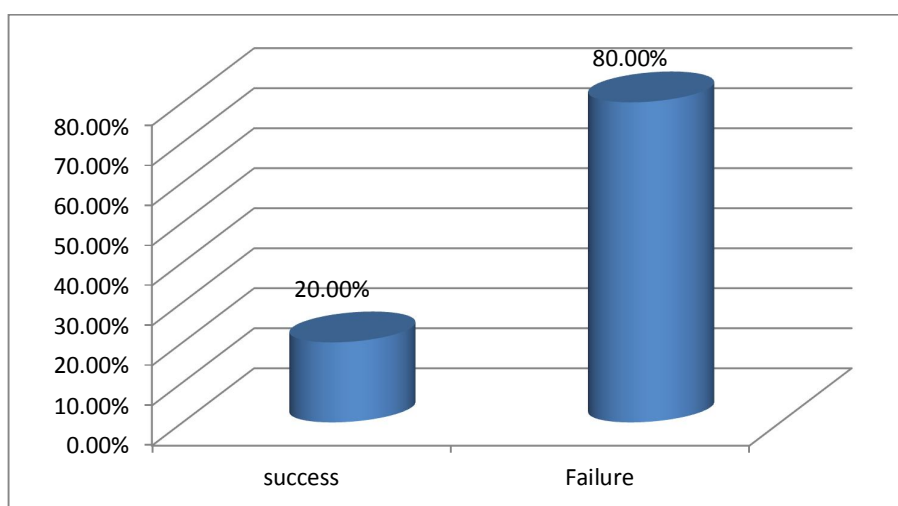


Figure: (4.1)

As seen from the table, only (6) (20%) of the participants were able to hear the correct pronunciation of the target sound in the

word “Bare”. we notice (24) (80%) of the participants among the-sample (30 students) were answer wrong. According to the results above, it could then be said that the most of the third year student do not have mastery pronunciations.

2- Chin shin jinn

Table :(4.2)

Value	frequency	percentage
Success	19	63.3%
Failure	11	36.7%
Total	30	100.0%

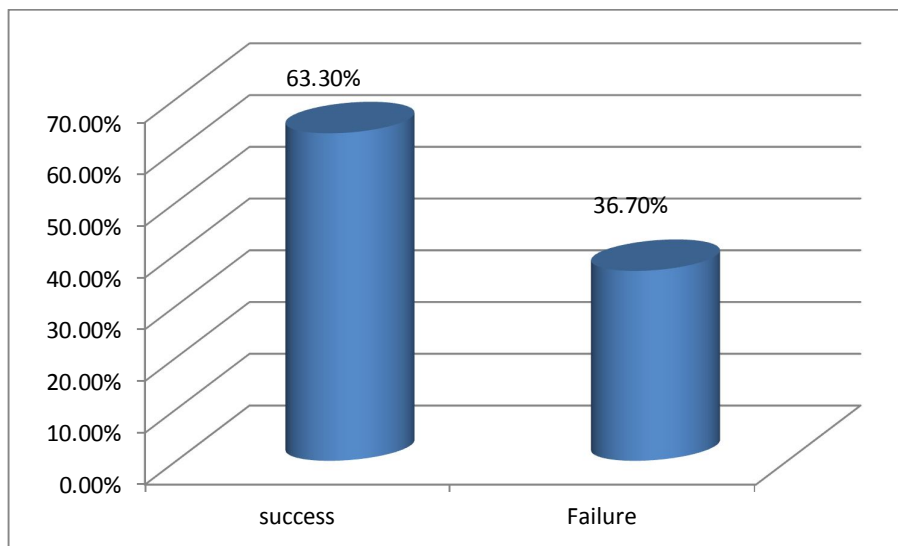


Figure: (4.2)

A considerable percentage of the participants (63.3%) in Table (4-2) were answer correctly, while 36.7% answer wrongly. This reveals that they are poor in pronunciation.

3- Miss call missed call missing call

Table: (4.3) “Missed call”

Value	frequency	percentage
Success	7	23.3%
Failure	23	76.7%
Total	30	100.0%

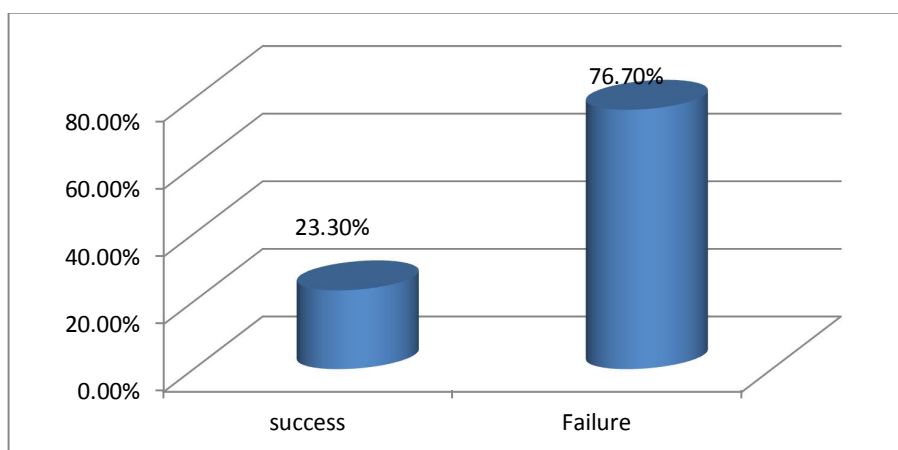


Figure: (4.3)

Only 7 (23%) students pronounced this word “Missed call” correctly, while 23 (76%) students pronounced wrongly. This indicates that there are very weak in pronunciation.

4- Bird burnt dirt

Table: (4.4) “Burnt”

value	frequency	percentage
success	4	13.3%
Failure	26	86.7%
Total	30	100.0%

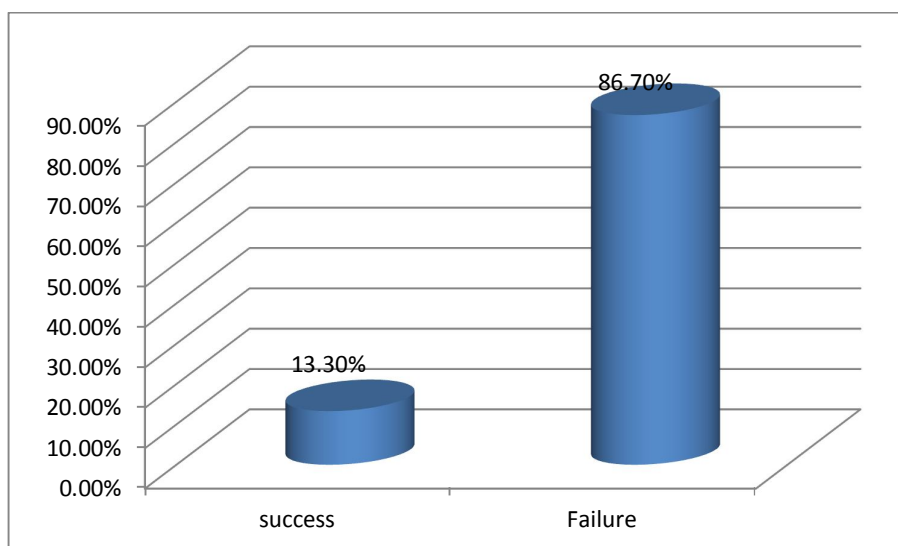


Figure: (4.4)

Table and figure above shows that 13.3% were answer correctly, while 86.7% answer wrongly. This indicates that they are poor in pronunciation.

5- Present



Present

Present

Table: (4.5) the word “present”

value	frequency	Percentage
success	2	6.7%
Failure	28	93.3%
Total	30	100.0%

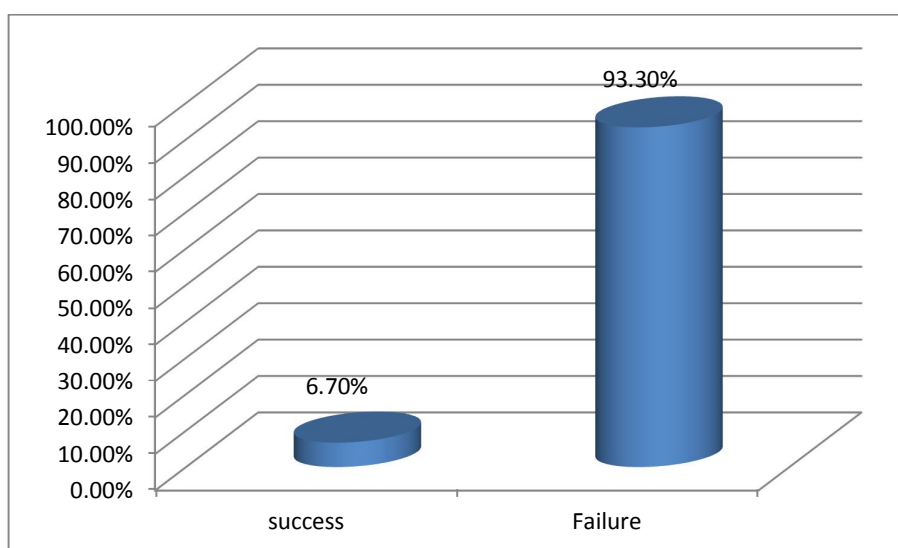


Figure: (4.5)

A considerable percentage of the participants (93.3%) in Table (4-5) were answer wrongly, while 6.7% answer correctly. This reveals that they are weak in pronunciation.

4.1.3 Section Two

In this section of the test it is to measures knowledge of guessing word meaning, three multiple-choice questions for *guessing the meaning* of the words.

Guess the meaning from the following items nearest in meaning to the underline words.

1. Ahmed was a very popular teacher

good	famous	likeable
------	--------	----------

Table: (4.6) the word “likeable”

Value	frequency	percentage
Success	13	43.3%
Failure	17	56.7%
Total	30	100.0%

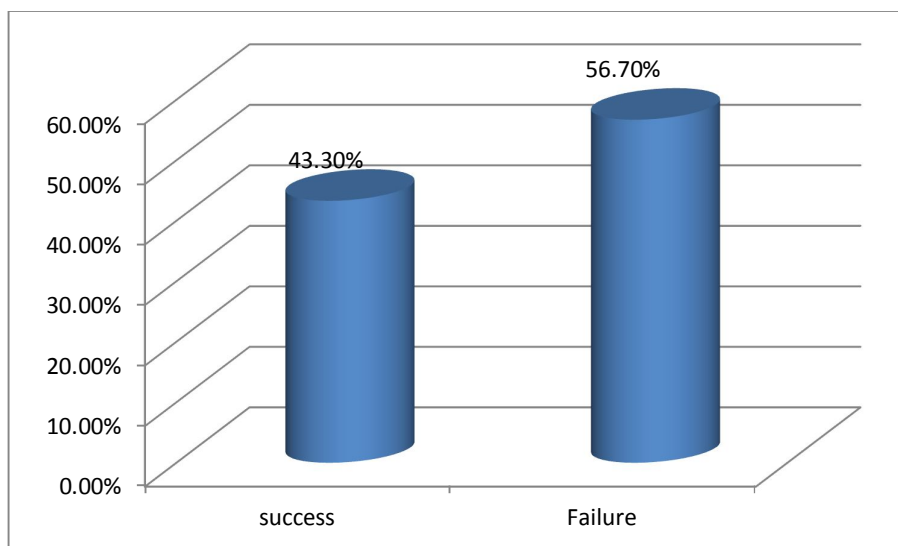


Figure: (4.6)

It is clear from table (4-6) that there are (17) error in word choice with (56.7%). There are (13) success in word choice with percentage (43.3%)

This reflects that they are insufficient amount of vocabulary especially guess meaning.

2. Most students of Sudan University of Science and Technology are brilliant.

Good behaviors	Intelligent	Serious
----------------	-------------	---------

Table: (4.7) the word “Intelligent”

value	frequency	percentage
success	15	50.0%
Failure	15	50.0%
Total	30	100.0%

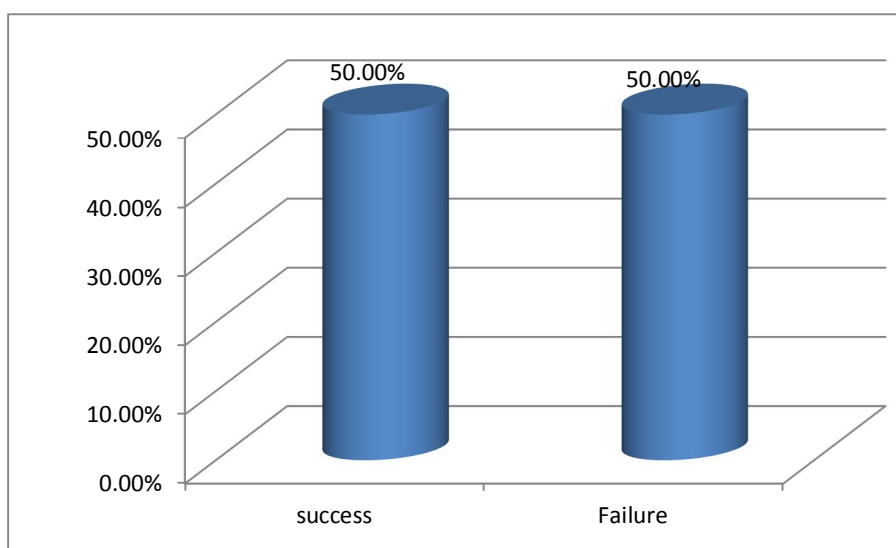


Figure: (4.7)

50% of students were answer correctly while 50% were answer wrongly. This shows that they are little awareness in vocabulary.

2. A woman goes with her husband to the doctor for her exam

Language test	Health care	Medical test
---------------	-------------	--------------

Table: (4.8). The word “Medical test”

value	frequency	percentage
success	11	36.7%
Failure	19	63.3%
Total	30	100.0%

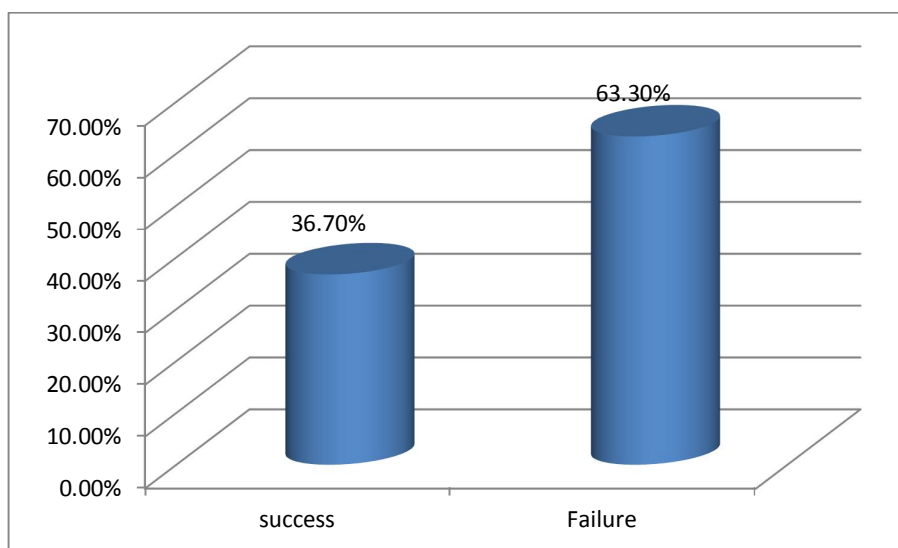


Figure: (4.8)

We note from the results of above table that 11 (36.70%) of the students were answer this question correctly, while 19 (63.30%) answered wrongly, this means that they are very poor in vocabulary.

4.1.4 Section Three

This section of *test measures* students' abilities to recognize and recall vocabulary.

Please give the adjective forms from the following words using these suffixes (-able, -ous, -ful, -y, -ive).

a. Move:.....

Table: (4.9) the word “move...”

value	frequency	percentage
success	24	80.0%
Failure	6	20.0%
Total	30	100.0%

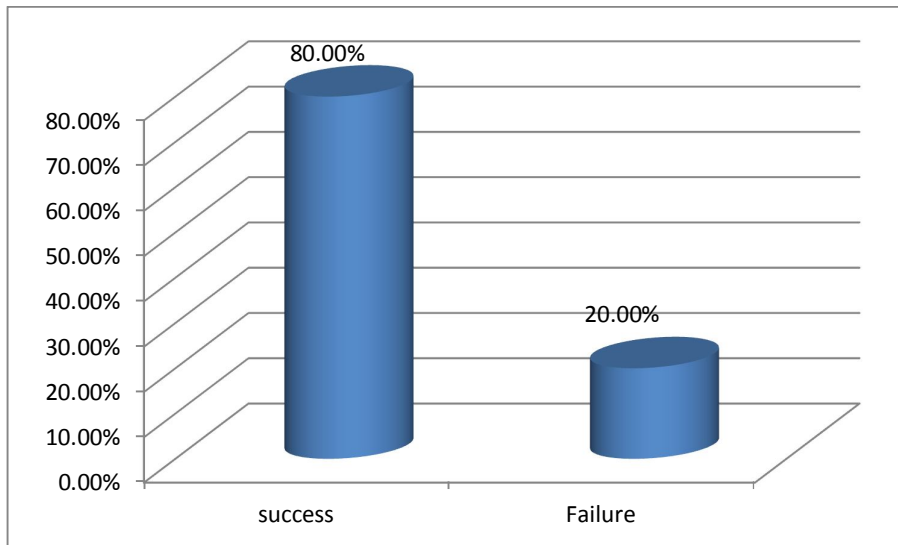


Figure: (4.9)

Most of the students answered this question correctly except 1 answered wrongly. This means that they know the suffixes add to “move”

b. Health.....

Table: (4.10) “Health”

Value	frequency	Percentage
success	29	96.7%
Failure	1	3.3%
Total	30	100.0%

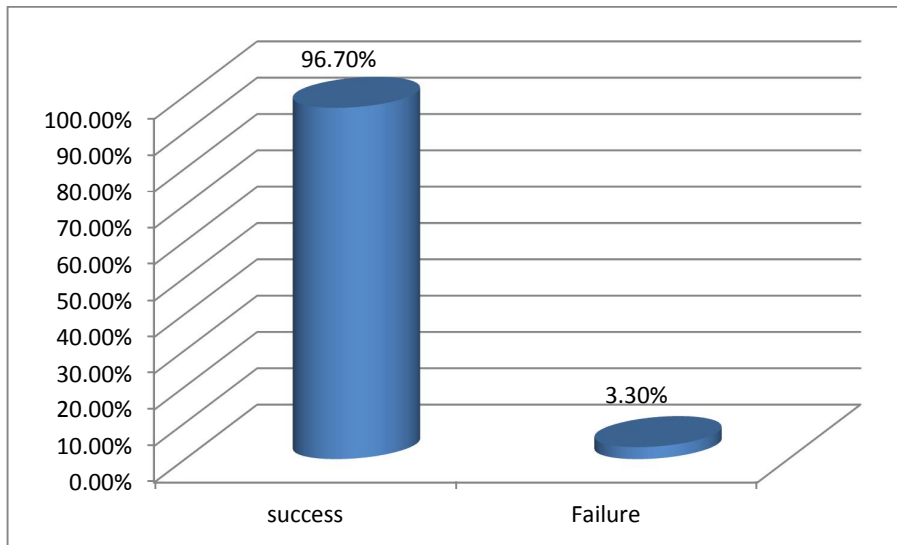


Figure: (4.10)

Table and figure above shows that 96.7% were answer correctly, while 3.3% were answer wrongly. This indicates that they know the suffixes added to “Health

c. Fame.....

Table: (4.11) “fame...”

value	frequency	Percentage
success	25	83.3%
Failure	5	16.7%
Total	30	100.0%

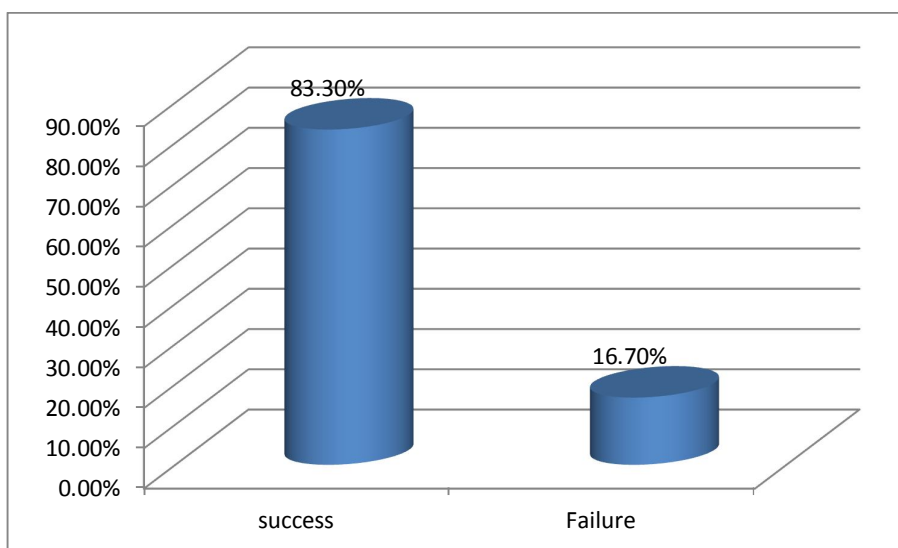


Figure: (4.11)

83.3% of students answered correctly, 16.7% answered wrongly. This means that they understood the question and they know suffixes added to “fame”

d. Use.....

Table: (4.12) “Use...”

value	frequency	Percentage
success	28	93.3%
Failure	2	6.7%
Total	30	100.0%

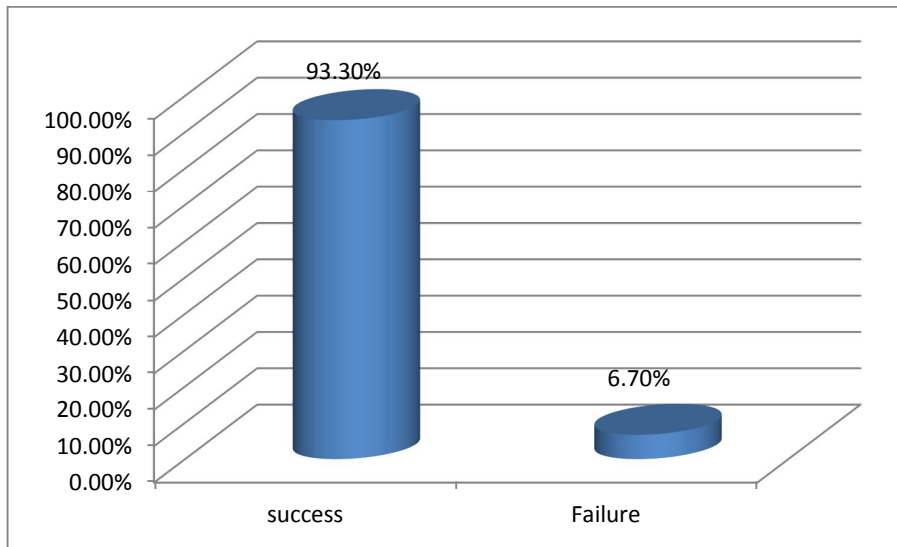


Figure: (4.12)

Most of students answered this question correctly, except 2 answered this question wrongly. This indicates that they know the suffixes added to “Use...”

e. Attract.....

Table: (4.13) “attract...”

value	frequency	Percentage
success	30	100.0%
Failure	0	0.00%
Total	30	100.0%

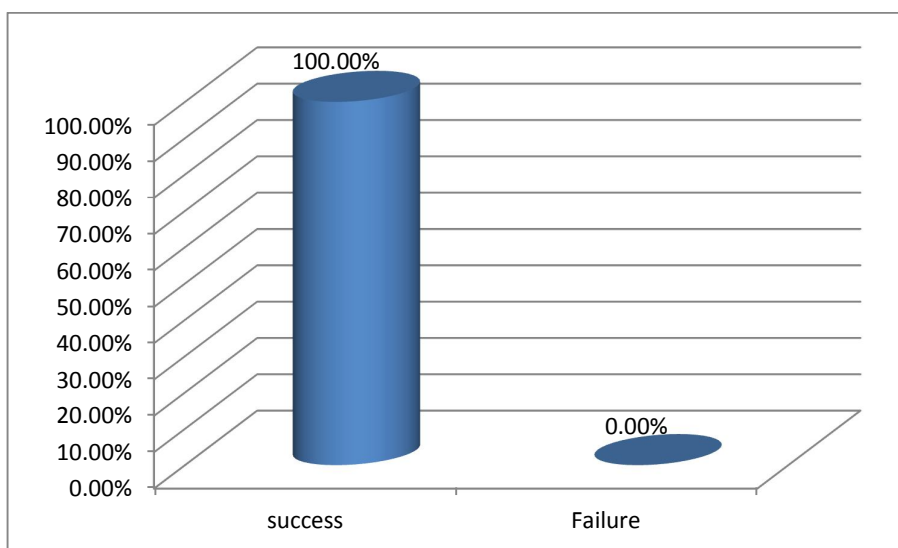


Figure: (4.13)

Based on the data shown in Table (4.13) above, the results were really surprising. All respondents answered this question correctly.

This fairly highly rated score may reflect students' awareness of suffixes.

Underline the correct Spelling

1. Piece Piece Picee

Table: (4.14) the word “piece”

Value	frequency	percentage
Success	16	53.3%
Failure	14	46.7%
Total	30	100.0%

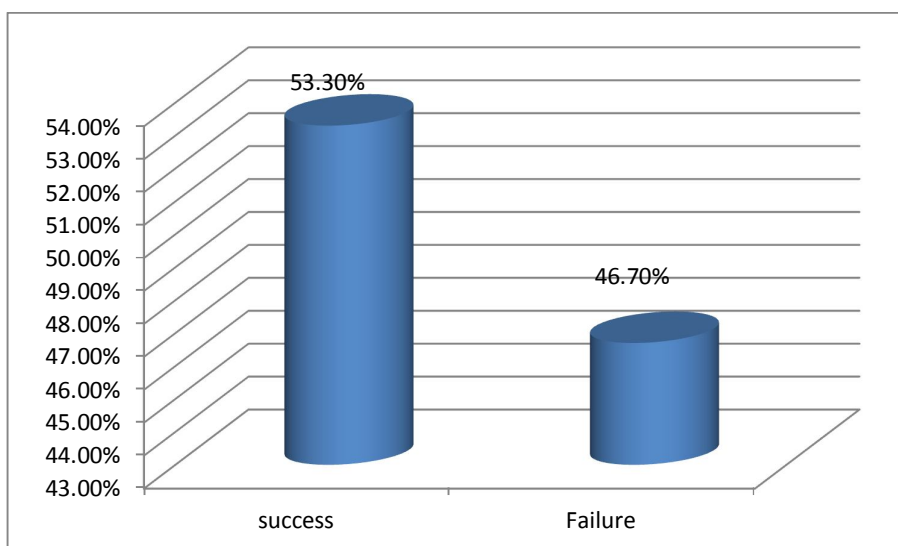


Figure: (4.14)

As for this point a great majority of the participants, 53.3% answered correctly, 46.7% answered wrongly. This figure indicates there is a little awareness in spelling.

2. Minit MinuetMenuit

Table: (4.15) the word “Minuet”

Value	frequency	Percentage
Success	14	46.7%
Failure	16	53.3%
Total	30	100.0%

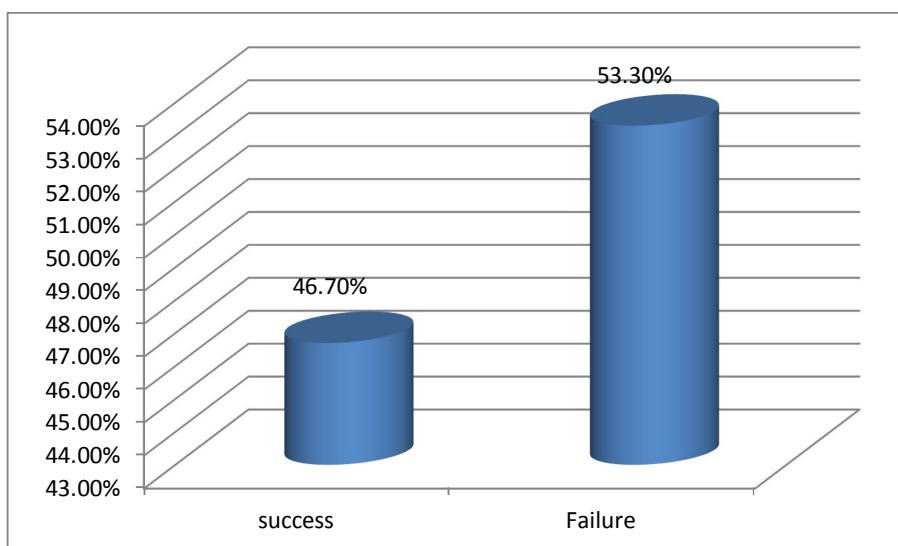


Figure: (4.15)

According to the table (4.15) above, a considerable number of respondents, represented by 53.30% of the total number, answered wrongly, while 46.70% answered correctly. This means that they are poor in spelling.

3. Piese Paece Peace

Table: (4.16) the word “peace”

value	Frequency	percentage
success	13	43.3%
Failure	17	56.7%
Total	30	100.0%

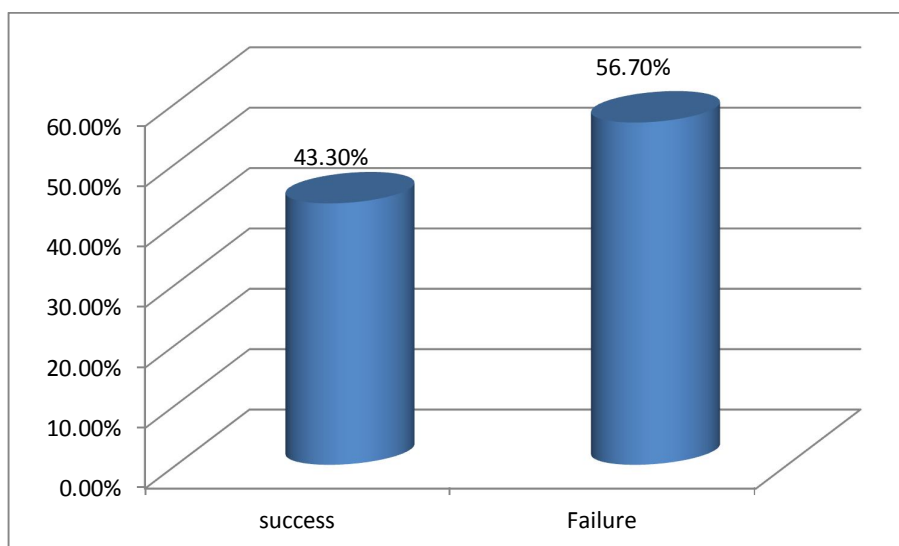


Figure: (4.16)

43.3% answered correctly, were as 56.7% answer wrongly. This shows that they are very poor in spelling.

4- Acheive Achieve Achive

Table: (4.17) the word “Achieve”

value	Frequency	percentage
success	7	23.3%
Failure	23	76.7%
Total	30	100.0%

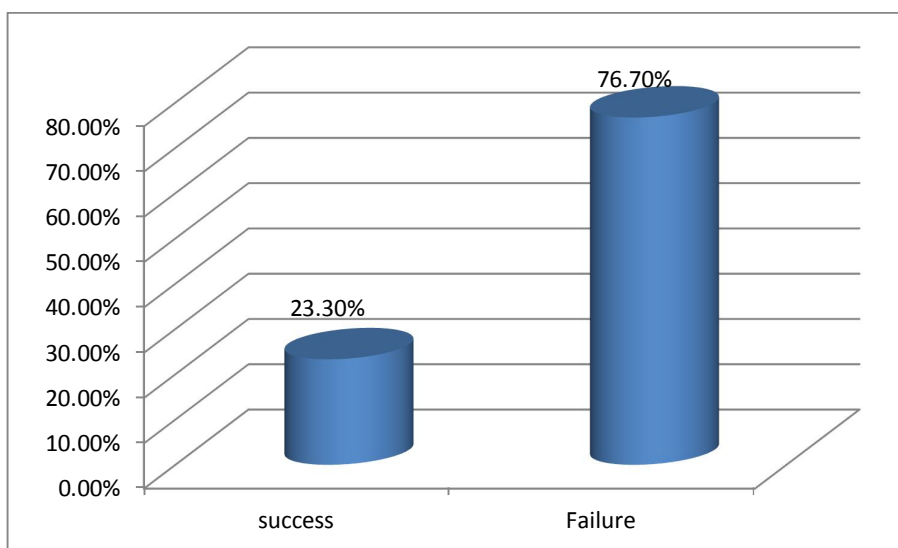


Figure: (4.17)

A remarkable percentage (76.70%) of the total number, were failure, meanwhile, 23.30% were success. This indicates that they are weak in spelling.

5- Presant Presend Present

Table: (4.18) the word “present”

Value	frequency	Percentage
Success	17	56.7%
Failure	13	43.3%
Total	30	100.0%

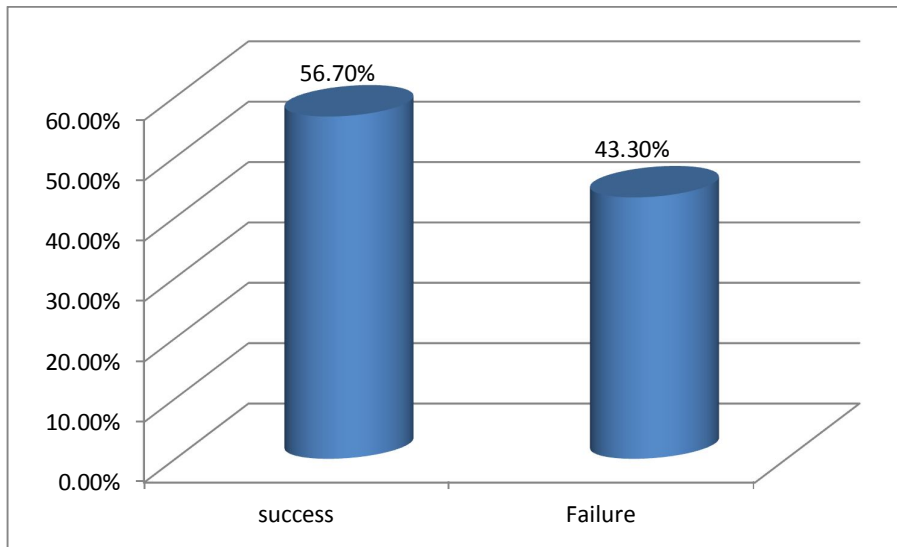


Figure: (4.18)

As shown in Table (4-18), the majority of respondents (56%) answered correctly, while 43.30% failure. This shows that those who answer rightly they are good at recognizing spelling, while others were poor in spelling.

Please odd one out:

1. Lion, Tiger, carrot, Dog.

Table: (4.19) the word “Carrot”

value	Frequency	percentage
success	29	96.7%
Failure	1	3.3%
Total	30	100.0%

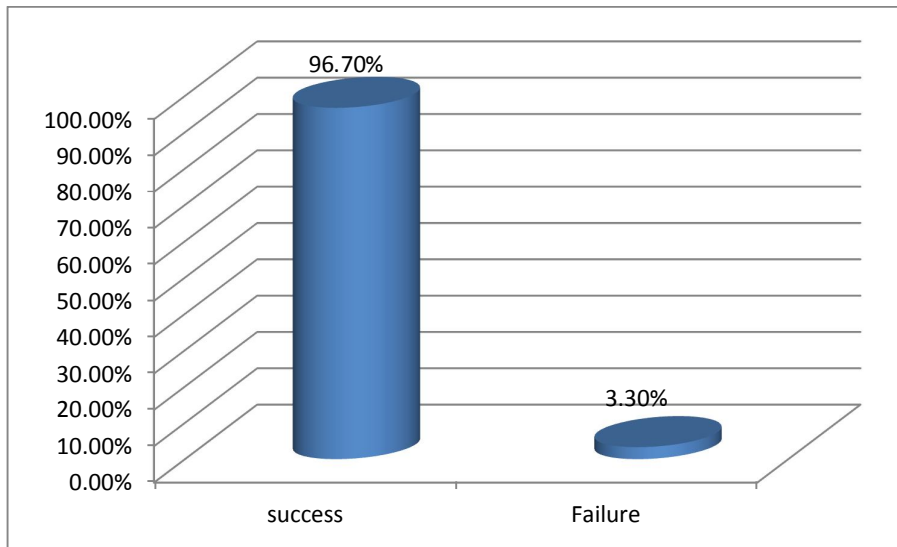


Figure: (4.19)

As shown in Table (4-19), the majority of respondents expressed a high level (%96.7).Subsequently, 3.30% of respondents were failure. This indicates that the question was very easy and they good understand at words recognizing.

2. Green, Red, Orange, Sun

Table: (4.20) the word “Sun”

value	frequency	Percentage
success	29	96.7%
Failure	1	3.3%
Total	30	100.0%

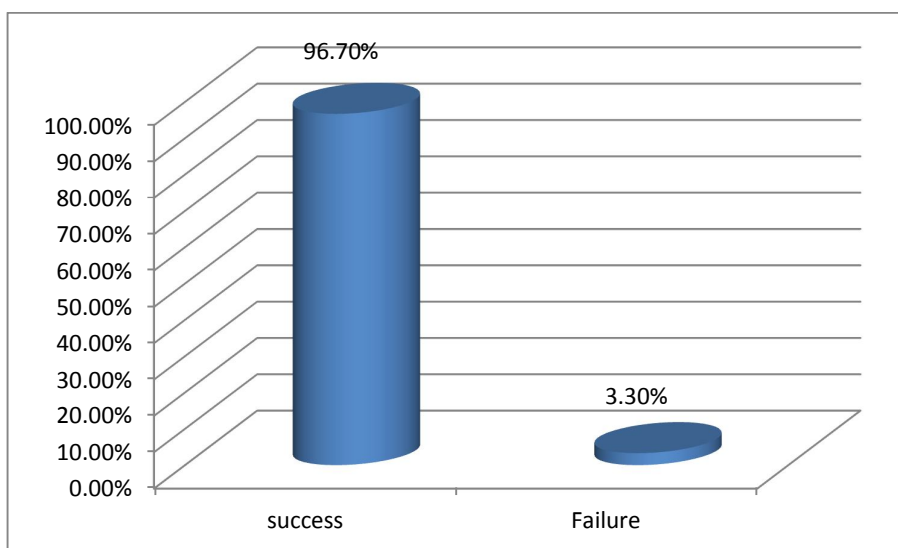


Figure: (4.20)

The findings in Table (4-20) show that the majority of the subjects (96.70%) had agreement the word sun, and only 3.30% disagreed. This shows that the question was very easy and they have background of recognizing the words.

3. Father, Mother, ant, sister

Table: (4.21) the word “ant”

value	frequency	Percentage
success	26	86.7%
Failure	4	13.3%
Total	30	100.0%

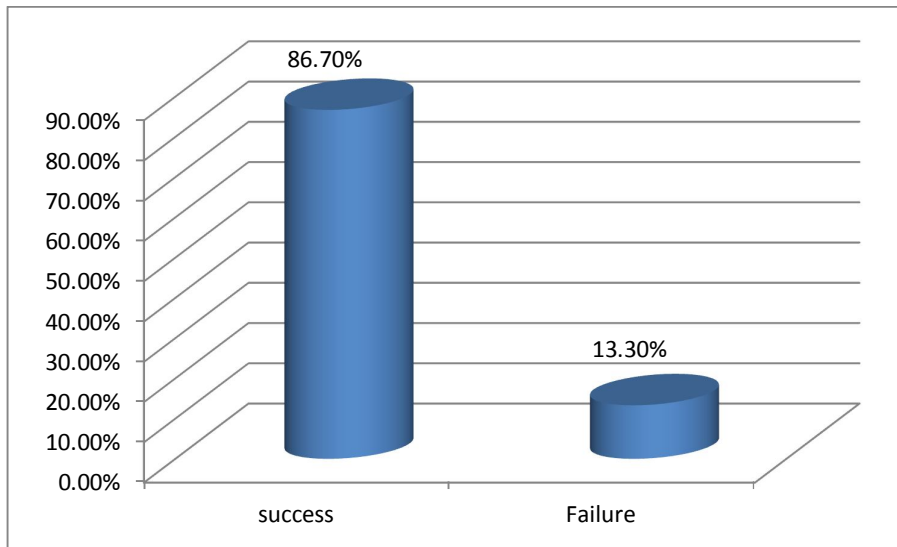


Figure: (4.21)

As shown in Table (4-7), the majority of respondents (%86.70) succeed, While (%13.3) Failure. This indicates that they good understand of recognizing words.

4- Tortoise, crab, Fish, Frog

Table: (4.22) the word “fish”

Value	Frequency	Percentage
Success	12	40.0%
Failure	18	60.0%
Total	30	100.0%

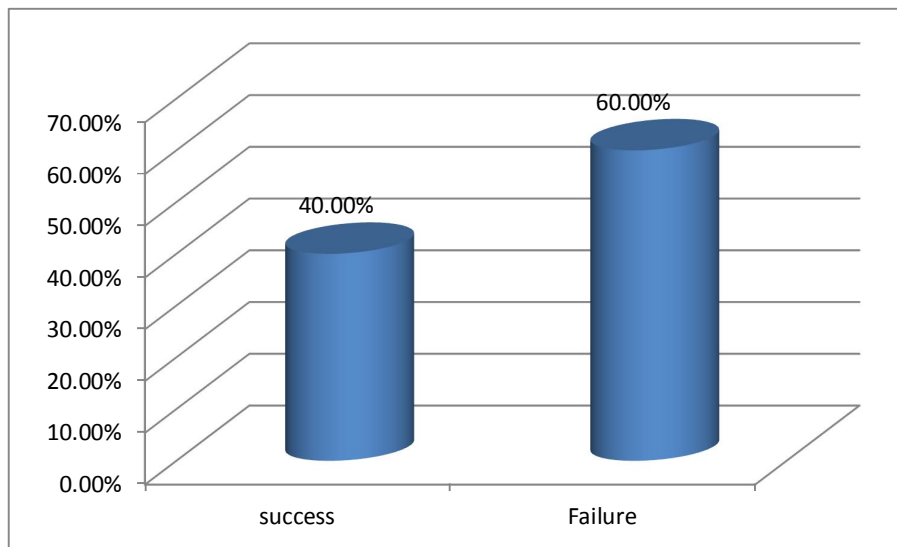


Figure: (4.22)

(40.0%) students answered correctly, while (60.0%) students answered wrongly. This indicates that they are lack at recognizing the words.

5-Mouse, Screen, Windscreen, Keyboard

Table: (4.23) the word “Windscreen”

value	frequency	percentage
success	6	20.0%
Failure	24	80.0%
Total	30	100.0%

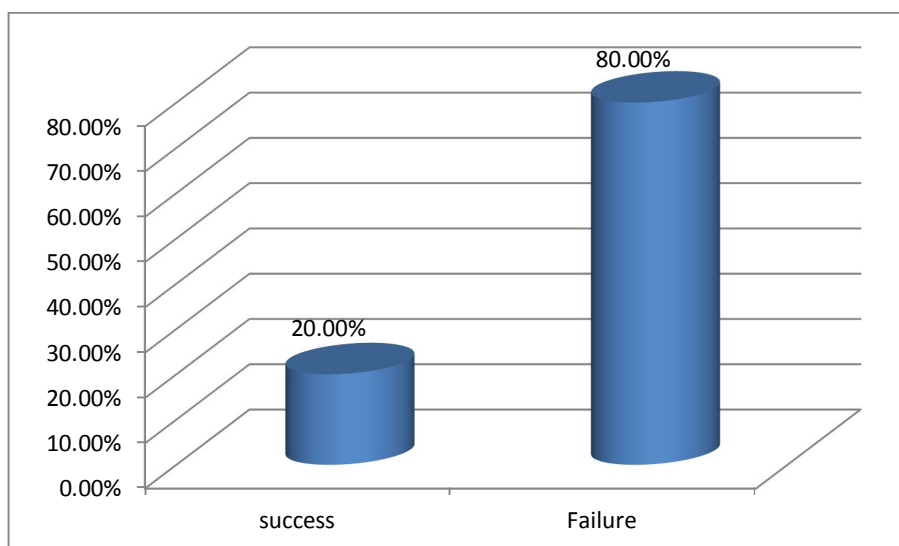


Figure: (4.23)

Only 6 students were answer correctly while 24 students were answer wrongly. This show that they very poor at recognizing words.

Give the antonyms from the following words

1- Narrow

Table: (4.24) the word “Narrow”

value	frequency	Percentage
success	1	3.3%
Failure	29	96.7%
Total	30	100.0%

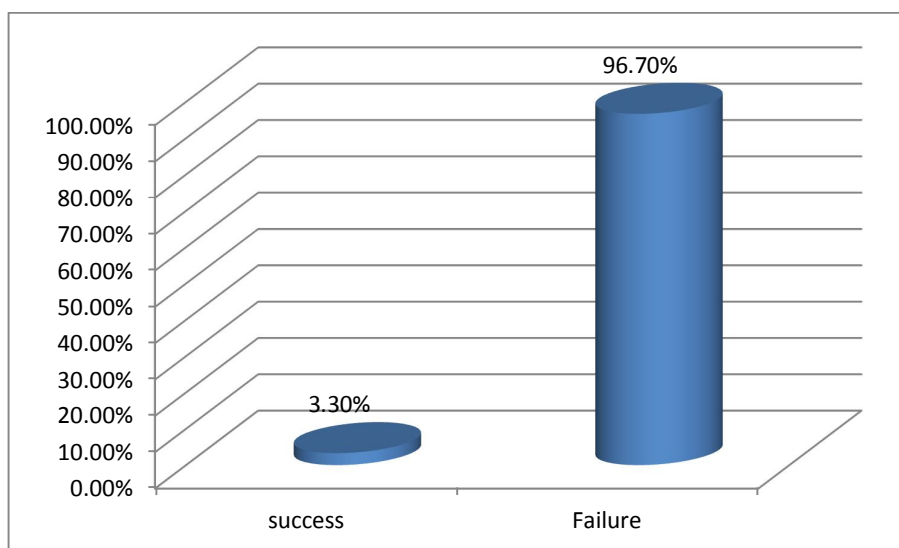


Figure: (4.24)

A remarkable percentage (3.30%), Only 1 student was answer correctly, while 29 (96.70%) students were answer wrongly. This indicates that they are very lack in vocabulary.

2- Black.....

Table: (4.25) the word “Black”

value	Frequency	Percentage
success	11	36.7%
Failure	19	63.3%
Total	30	100.0%

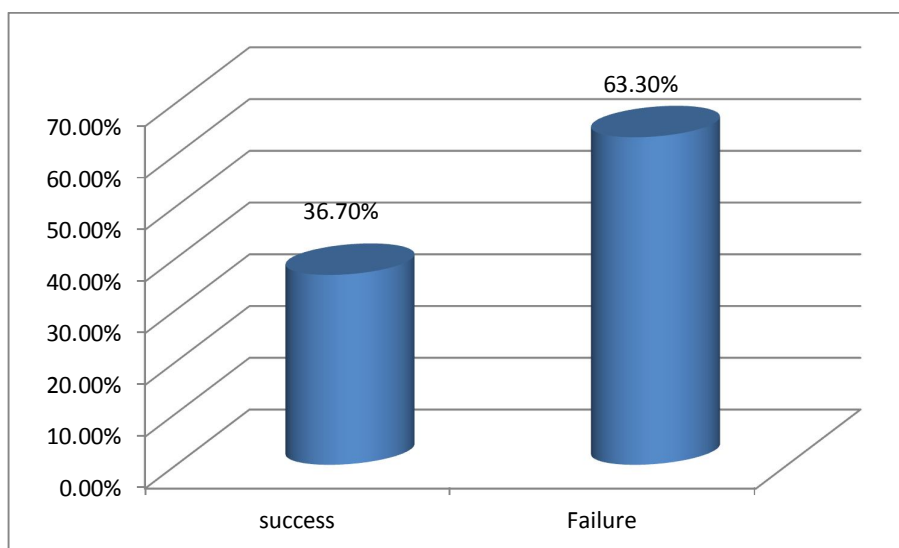


Figure: (4.25)

Majority of the students (63.3) answered wrongly, while (36.7) answered correctly. This means that they poor in vocabulary.

3- Agree

Table: (4.26) the word “Agree”

value	frequency	Percentage
success	24	80.0%
Failure	6	20.0%
Total	30	100.0%

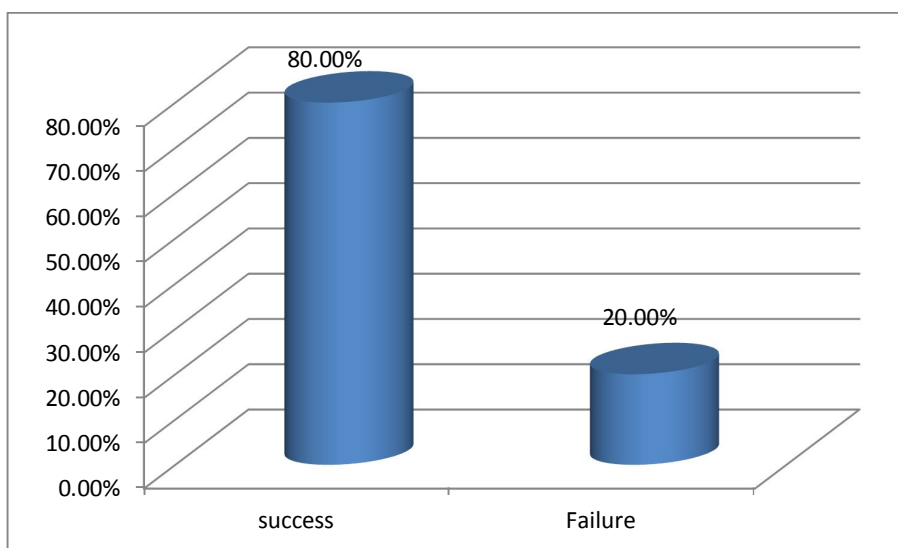


Figure: (4.26)

According to the table (4.26) above, (80%) succeed and (20%) failure. This indicates that they are good at understanding this question.

4- War.....

Table: (4.27) the word “War”

Value	frequency	percentage
Success	3	10.0%
Failure	27	90.0%
Total	30	100.0%

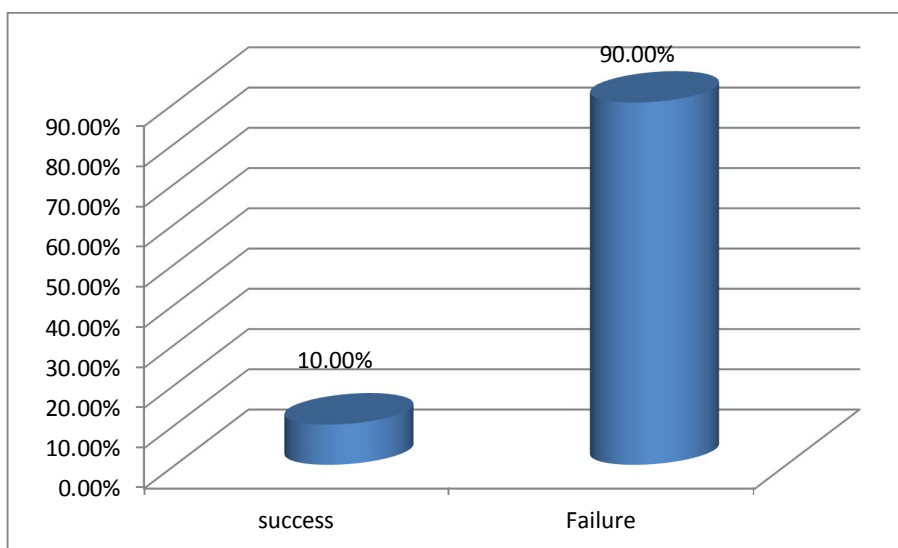


Figure: (4.27)

10.0% answered correctly were as 90.0% answered wrongly.
This indicates that they are poor in vocabulary.

5- Happy.....

Table: (4.28) the word “Happy”

value	frequency	Percentage
success	26	86.7%
Failure	4	13.3%
Total	30	100.0%

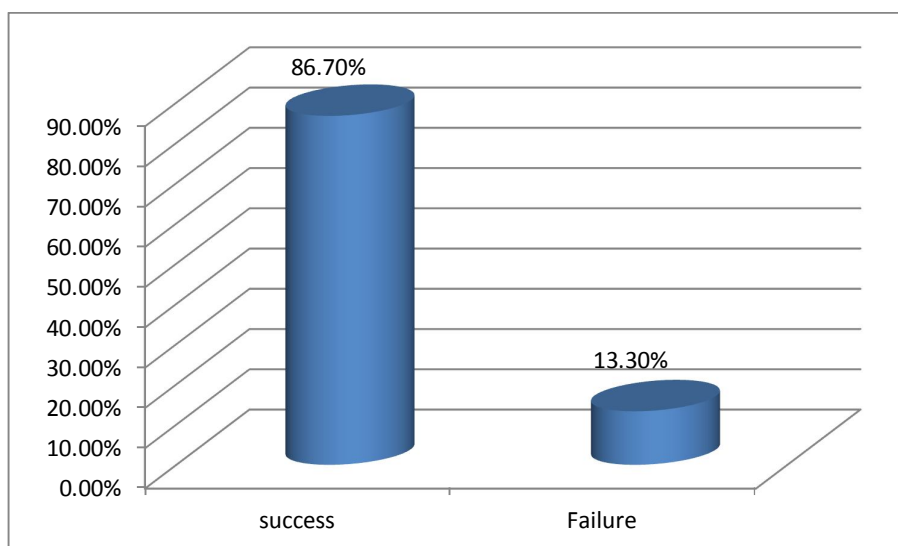


Figure: (4.28)

As for this point a great majority of the participants, (%86.7) succeed meanwhile (%13.3) failure. This means that they have background of this word.

4.3 Summery of the chapter

In this chapter, the findings of the study have been presented, analyzed and interpreted. Participants had problems with the pronunciation, poor spelling, misspell words plus write letters in reverse, beside they had very weak ability of guess word meanings from context which hinder them to speak with good English pronunciation. The next chapter (chapter five) deals with the summary of the whole study, formulates the conclusion and suggests recommendations.

Chapter Five

Summery, Conclusion, Recommendations and Suggestions for Further Research

The present chapter provides a summary of the whole study, recommendations and provides some suggestions for further studies.

5.1 Summery and Conclusions of the Study

This study intended to investigate the problems of learning new Lexis encountered by third year students of English language at Sudan University of Science and Technology. 30 students in the department of English language participated in the study. Three questions and hypotheses, were set by the researcher.

1. What are the problems faced SUST Students in learning new lexis?
2. To what extent do university students find difficulty regarding learning new lexis?
3. What are the factors affecting SUST students in using new vocabulary?

On the basis of the study result the following findings were obtained. The research hypotheses, state that:

1. SUST Students are weak in pronunciation.

2. Most third-year English language students find difficulty to guess how to spell an English word.
3. Most SUST students face a lot of difficulties to use and recall words effectively because they do not have insufficient amount of vocabulary.

5.2 Verification of the Research Hypotheses:

This section presents the result of analysis, discussion of the study's instrument, the students' test. In presenting the results of the study' one instrument the researcher is going to relate them to the three aforesaid question and hypotheses (chapter one) the study was conducted to answer. The following findings were revealed that:

5.2.1 Hypothesis 1

The first hypothesis presupposed that SUST students' are poor in pronunciation.

The results show that most of the students revealed that they are weak in pronunciation. The most reasonable explanation for this might be that the students do not pronounced the words correctly, that would not enable them to function effectively in both their academic and professional settings.

According to these results the first hypothesis was conformed and thoroughly explained by those obtained from the students' test as presented in the previous section.

5.2.2 Hypothesis 2

This hypothesis stated that, most third-year English language students find difficulty to guess how to spell an English word. Statistically, tables (4.15, 4.16, and 4.17) revealed that, they had poor spelling, misspell words plus write letters in reverse, Moreover, they had very weak ability of guess word meanings from context.

This observation also conformed second the hypothesis.

4.2.3 Hypothesis 3

In this hypothesis, it was assumed that, Most SUST students face a lot of difficulties to use and recall words effectively.

The study findings show most of the students, had a little awareness of the usage of words. ‘It is proven that the biggest percentage of the students (80 %) (24 students) are in wrong category, only (6) (20%) of the participants were able to hear the correct pronunciation of the target sound in the word “Bare”.This indicate that many subjects have problems in the pronunciation.

Finally, based on the results of this study it can be concluded that many students had problems with the pronunciation, poor spelling, misspell words plus write letters in reverse, beside they had very weak ability of guess word meanings from context which hinder them to speak with good English pronunciation.

5.3 Recommendations

With reference to the findings of the study, the researcher recommends the following:

- 1- Special care should be seriously taken to reconsider teaching vocabulary intensively.
- 2- Should include vocabulary study as an essential component at the university programs.
- 3- Using English dictionary is to be subscribed compulsory at three year at university – college of languages- English department.
- 4- The study suggests that there should be pronunciation lessons, and vocabulary to draw the attention of the SUST student to the importance of pronunciation and vocabulary in learning English.

5.4 Suggestions for further studies

Vocabulary is very important aspect of language. Learners should concentrate on studying vocabulary and aware of pronunciation. Therefore, the following topics are suggested by the researcher for further studies:

- 1- Investigating learners' vocabulary competence.
- 2- Investigating learners' pronunciation competence.
- 3- Investigating learners' usage of words competence.
- 4- Investigate the lexis errors and their effect on university students' written performance.

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Appendixes

Sudan University of Science and Technology

College of Graduate Studies

**A Test for English language students (third-year) students,
College of languages, (SUST).**

Dear Students,

This test is part of an M.A. study entitled “Problems of learning new Lexis encountered by Sudan University Students at College of Languages, (A Case study of 3rd Year Students, College of Languages, (SUST).

Dear student, please be kind enough to Listen and underline the words, fill in the blank spaces and give the antonyms from the words. Your honesty in doing this will be highly appreciated.

Your answer will be anonymous (that your name will not be used)

Thank you for your cooperation.

Ahmed Adam Musa

M.A Candidate, College of Graduate Studies, SUST

Vocabulary Test

Please answer all the following questions.

(1). Listen and underline the words

- 1- Bear bare pair
- 2- Chin shin jinn
- 3- Miss call missed call missing call
- 4- Bird burnt dirt
- 5- Present  present present

(2).Guess the meaning from the following items nearest in meaning to the underline words.

1. Ahmed was a very popular teacher
- a. good
- b. famous
- c. likeable

3. Most students of Sudan University of Science and Technology are brilliant.

- a. Good behaviors
- b. Intelligent
- c. serious

4. A woman goes with her husband to the doctor for her exam

- a. Language test
- b. Health care
- c. Medical test

5. Please give the adjective forms from the following words using these suffixes (-able, -ous, -ful, -y, -ive).

- a. Move:.....
- b. Health.....
- c. Fame.....
- d. Use.....
- e. Attract.....

6. Underline the correct Spelling

- 1. Piece Peice Picee
- 2. Minit Minuet Menuit

3. Peice Paece Peace
- 4- Acheive Achieve Achive
- 5- Presant Presend Present

7. Please odd one out:

1. Lion, Tiger, carrot, Dog.
2. Green, Red, Orange, Sun.
3. Father, Mother, ant, sister
- 4- Tortoise, crab, Fish, Frog
- 5- Mouse, Screen, Windscreen, Keyboard

8. Give the antonyms from the following words

- 1- Narrow 2- Black.....
- 3- Agree 4- War.....
- 5- Happy.....