

Vocabulary Creates Difficulties for Sudanese University Students in Learning English Language

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Abstract:

The main concern of the present study is aim to search Sudanese university students vocabulary learning difficulties. To this end, 50 participants were selected from Sudan university of Science and Technology. The participants were randomly assigned to an experimental group that received instruction on using short stories strategy and a control group which received no treatment. In order to guarantee the participants' homogeneity, a pretest (PET test) was administered to them. After the treatment, a posttest was administered to the participants to find out the effectiveness of the instructed strategy. For analyzing the findings, a T-test was employed. It is hoped that the results of this study provide significant empirical evidence together with theoretical insights for vital areas of vocabulary research. The researcher used the descriptive, experiment and analytic method for data for data analysis.

The study tried to find answers to the following questions:

- How vocabulary learning does create difficulties to university student?*
- To what extend does word meaning cause much difficulty to university student in vocabulary learning?*

The study has come out with the following results

- Learning vocabulary creates difficulties for university students in learning English language.*
- University students hardly understand the meaning of word from the context*

- *University students unable to differentiate between the root of word and its affixation.*
- *University student faces difficulties in learning synonyms*

Key words: vocabulary learning, short stories, vocabulary difficulties, memory strategy instruction.

INTRODUCTION TO VOCABULARY

Recently, vocabulary has been widely overlooked in the ESL and EFL classroom. Carter and Nunan (2001:91) stated that teaching or studying grammar is based on asset of rules, with a coherent structure which students to follow to remember, but the same is not true for vocabulary.

Within the last few years, vocabulary has become viewed as important aspect in second language learning, in fact many believe it just as important as the main skills of reading, writing , listening, speaking, Robinson. C (1994:7:6 explained “vocabulary knowledge enables language use language use and so on”.

Learning vocabulary is on ongoing process that takes time and practice, Robinson. C (1994:19), acknowledged that vocabulary acquisition requires continual repetition in order to achieve effective vocabulary learning.

Vocabulary acquisition in not something student can spend time learning, memorizing, like grammar and be successful. Acquisition requires the learning to be disciplined, spending time each day working on words, he/she does not know in order for learners to remember high frequency words and put them into their long tern memory, Robinson. C stated that learners need to encounter the word multiple times in authentic speaking, reading and writing contexts at the students, appropriate level (Robinson. C (1994:8).

Although the learning of vocabulary may well be the main focus of the learner, the product of the efforts is often

characterized by knowledge of the words limited to certain context, registers of language.

Even such words vocabulary knowledge may be quick to slip away, because the learning of vocabulary is so encompassing, it constitutes an important area in which to study the processes of language learning and forgetting.

Yet, its encompassing nature renders such study difficult, in recent years, there has been increasing interest in looking not only at the product side of vocabulary learning and forgetting, but at the process side as well in an effort to reveal the mysteries of differential vocabulary learning and substantial vocabulary loss.

In what concerns forgetting psycholinguists generally view it as a product of interference, where in other learning some now prevent appropriate remembering (Robinson. C (1994:17)

They add that several processes and mechanisms are seen as possibly accounting for the attrition of vocabulary learned in contexts.

The first process has been referred to as “response completion” where by all memory association is intact but one dominates and suppresses the other.

In this case the desired association is block and this in accessible, although it is still available, i.e. not erased from memory, the second process, is that of associative unhearing, where practice on interfering items extinguishes prior associations to the same stimulus, in the first process, the vocabulary is forgotten but not lost for good. In the determining which process is responsible for the forgetting of given word may not be an easy matter, it is appealing to assume that most if not all lost vocabulary actually continues to reside in the brain and that is needed is proper stimulation to regain it.

OBJECTIVES OF THE STUDY

The research aims at:

- 1- Identifying and analyzing English vocabulary difficulties which face Sudanese university students
- 2- Examining the possibility of teaching short stories in solving the meaning of new words learning difficulties.

QUESTIONS OF THE STUDY:

This research attempts to answer the following questions:

- 1- How vocabulary creates difficulties to Sudanese university students?
- 2- How word meaning causes much difficulty for Sudanese University students in learning English language?

HYPOTHESES OF THE STUDY

The present study hypothesizes that:

- 1- Vocabulary creates difficulties to university's student.
- 2- Word meaning causes much difficulty to university's student.

SIGNIFICANCE OF THE STUDY

Realizing the importance of short stories and their role in enhancing vocabulary building for students to express themselves in spoken or written English and understand what they hear or read. This study attempts to emphasize the roles of short stories in solving vocabulary difficulties.

The research is important to instructors, teachers, experts in applied linguistics and curriculum planners.

Developing and practicing new vocabulary strategies in the classroom will lead to continue improvement in comprehending and speaking out- side the class.

METHODOLOGY OF THE STUDY

In this study, experimental methods will be adopted. The proposed experiment will be conducted at Sudan University of Science and Technology where there will be two groups of students. One group will be taught English vocabulary through short stories. The experiment is expected to take three months. Measuring the role of short story in solving English vocabulary difficulties will be trying to control all variables and then measuring the improvement of respective students in using vocabulary. While the other group “Control group” will be taught English language vocabulary through usual selective reading.

LITERATURE REVIEW

2.1. Definition of vocabulary:

Vocabulary has many definitions: thorough searching to define vocabulary the researcher found many terms define vocabulary as follows:

www.dg-pipex.edu the word of which a language consist. Applied to an individual child the term studs for total number of words which enable to use or can recognize when reading or listening (Richard .J (2000: 53) defined vocabulary as knowledge of words and word meaning .however, vocabulary is come in two forms – oral and written.

Oral vocabulary includes those words that we recognize and use in reading and writing , second, word knowledge also comes in two forms , receptive and productive, receptive vocabulary includes words that we use when speak we write. Receptive vocabulary and may include many words to which we assign some meaning, even if we don't know their full meaning, definition, and connotations, or en used them ourselves as we speak and write.

Adding further complexity, in education, the word vocabulary is used with varying meaning, for example, for beginning reading teachers the word might be synonymous with common words in English that young students need to be able to recognize quickly as they see them in print, however, for teachers of upper usually means the “difficult” words that students encounter in content area text book and literature selections.

2.2. The importance of vocabulary:

Vocabulary is the base of any language: without vocabulary we cannot speak, contact or understand each other, teacher cannot even make any development and progressive situation concerning the everyday life.

Robinson. C (1994:1) states that,” it seems almost impossible to over and state the power of words”

They literally have changed and will continue to change the course of world history, perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large and rich vocabulary and skills for using those words.

Our ability to function in to today’s complex social and economic world is mightily affected by our language skills and word knowledge an individual has, and which are very important for communication: language knowledge –Meta – language knowledge, encyclopedia knowledge, lingua and socio cultural knowledge.

This is aspect of a word, its ability to awaken different types of knowledge while reading, listening and writing makes it extremely important for communication.

Robinson. C (1994:20) argues that the “vocabulary should be at the centre of language teaching, because language consists of grammatical lexis, not lexicalized grammar”.

Robinson. C (1994:1) states that “it is necessary in the sense that words are the basic building blocks of language the

units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed”

Robinson. C (1994:21), using her “beliefs about language learning inventory (Ball.1) found that with respect to vocabulary learning, all groups of EFL students agreed that the important part of learning a language was learning vocabulary “agreement ranging from 42 to 79./ . Of subjects).....

Richard .J (2000:111) emphasized “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”

Robinson. C (1994:37) conclusion is consistent with in that “Grammar provides the overall pattern, vocabulary the material to put in the patterns”.

One cannot speak, understand, read or write a foreign language without a o lot of words, vocabulary learning is at least the heart of mastering foreign (Richard .J (2000:97).

Vocabulary is central to language and of critical importance to the typical language students (Aebersol. J.A and Field L.M (1996; 5).

Many researchers claim that vocabulary is an essential part of language learning. Although for many years it was a neglected area of serious linguists research Richard .J (2000:19), since the 1980, the field of vocabulary studies has no larger language languished as the” Cinderella applied linguistic”, the importance of vocabulary in the ESL/EFL learning process has been widely recognized and well established, and a number of specific strategies for learning vocabulary have been identified by many researcher (Robinson. C (1994).

The much mushrooming amount of experimental studies and pedagogical and reference material (for example, according to ELIS 1995: 553:554) a study by Richard .J (2000:81) suggests provides three VLSs – keyword – semantic, and keyword – semantic indicates that language, students are increasingly aware of importance and rapid development of VLSs.

Much of the research indicates that enlarging language vocabulary has been one of the objectives of many EFL students and there are different ways to achieve this objective.

For most students in learning as second language, the first headache or difficulty they meet is usually remembering words, vocabulary is an important part a language as well as the basic of linguistic, the size of vocabulary is an important standard to evaluate vocabulary knowledge, a second language learners conversational fluency and reading comprehension will meet difficulties; vocabulary is the foundation of language.

Aebersol. J.A and Field L.M(1996:153) states “if language structures make up the Skelton of language; then its vocabulary that provides the vital organs and the flesh. An ability to manipulate structure doesn't have any potential for expressing meaning unless words are used”

Goodman is Harmer et al in their book (building vocabulary skills) states that “words are in fact the tools not just of better reading, but of better writing, speaking, listening and thinking as well”.

2.3. Vocabulary types:

Aebersol. J.A and Field L.M (1996:1) it seems important to point that in almost all cases there are some difference in the number of words that an individual understands and use. Even the term “use” and “understand” need clarification. For example, the major way in which we “use’ vocabulary is when we speak and write, the expressive vocabulary is used to refer to both since these are vocabulary we use to express ourselves, we ‘understand’ vocabulary when we listen to speech and when we read; the term receptive vocabulary, finally, to round out the terminology, meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination to our reading and writing vocabularies, are our listening , speaking, reading and writing vocabularies all the same.

Are they equally large? Is our meaning vocabulary large or smaller than our literate vocabulary? For the first five years or so of their lives, children are involved in the process of acquiring a meaning, oral vocabulary, words that they can use in their speech.

During this period, children have essentially no literate vocabularies. Most children acquire reading and writing skills upon entering school, they need to acquire a basic knowledge of how printed letters relate to the sounds of spoken words and being able to translate or trans code print into speech allows children to use what they know about meaning oral vocabulary for their literate vocabulary, so for very young children, their meaning vocabularies into their literate vocabularies.

This is so much the case that for older students and adults the literate vocabularies teachers tend to have a larger group of words that we use in reading and writing than we use in our own speech. This is because written language is more found, more complex, and more sophisticated than spoken language. According to Aebbersol. J.A and Field L.M(1996:68) “if you examine your own L1vocabulary ,you will find two categories of knowing words and active vocabulary of words you know well enough to use yourself and receptive vocabulary of words you recognize and can respond to, but cannot confidently use”.

There is also third category of words that students will meet once they move on to un simplified material; these I label thrown away vocabulary not all the words we meet are worth learning, even to the receptive level.

Students with a vocabulary of ‘say’ three thousand words cannot afford to cluster up their minds trying to learn words like boost.....instead, they must minds learn to ignore what is not important for their immediate purpose.

That is to say she classified or categorized words types;

- Active vocabulary.
- Receptive vocabulary.

- Thrown away vocabulary

Aebersol. J.A and Field L.M(1996:19) “the terms productive and receptive vocabulary perhaps need explanation the distinction between them is certainly essential for teaching purpose- Native speaker and foreign learner alike recognize and understand more words than they actually use”.

The words they recognized but do not use the items by which their receptive vocabularies exceed their productive one, the native speaker normally hears or sees a word many times in many slightly differing contexts and times in many slightly differing contexts and collocations before he begins to use it.

Aebersol. J.A and Field L.M(1996:64,65) stated that to define our terms receptive and productive, we understand “receptive” vocabulary to mean language items which can only be recognized and comprehend in the context of reading and listening material and productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing, these terms are often called “ passive” and “active” vocabulary.

Consider your mother tongue, for instance, there will be items which you are able to recognize and understand.

But which you find difficult to recall or don't know sufficiently well to use accurately, there will be other items which you understand, but you don't use perhaps because they occur in contexts or type of discourse which are alien to you. An example of the second type we feel confident. (His salary is commensurate with ability). According to Aebersol. J.A and Field L.M (1996:13) they categorized vocabulary as follows: active vocabulary (for productive forms of speech activity, i.e., for listening and reading) and potential vocabulary which implies knowledge of suffixed, prefixes, word derivative and conversation.

Richard .J (2000:11) stated that “in English nouns, verbs, adjective, and adverbs make the largest part of

vocabulary “they are “open classes” because we can regularly do and add new words to the most parts “closed sets”.

As the personal pronouns (I, me, mine, he, she, it, and so on) Richard .J (2000:84) states that morphemes that as boy, lend, motion etc.

Morphemes which cannot stands alone are called “bound morphemes” such as tele, in none, and er.

Richard .J (2000:4) declared that we divide vocabulary into three groups:

High frequency.

Low frequency words

Specialized vocabulary

Robinson. C (1994: 279) distinguished between passive and active vocabulary in the following manners “Active vocabulary is vocabulary which is easily accessed from anywhere in the vocabulary network, and its turn allows easy access to other parts of the system too”

Passive vocabulary, on the other hand, comprise vocabulary I tend that is a part of the network stimulation is available, you can recognized passive vocabulary when you see it, or when you hear it, but you unable to bring it to mind without external support.

2.4 Vocabulary difficulties:

To learn anything inevitably, you one almost encounter difficulty, because it is the first time to learn that things.

Robinson. C (1994:168.169) stated that difficulty may also be explained in terms of time or number of trails needed to learn something by one person or a group of people. He still showing that, from a psych linguistic point of view the “difficulty” of foreign language vocabulary consists of five factors;

- The “intrinsic “of word to be learned.
- The interaction between previously learned words and new words to be learned.

- The interaction within a group of words to be learned at the same time.
- The interaction between groups of words to be learned in sequence.
- The effects of repeated presentation of words to be learned.

Richard .J (2000; 136) says very language has its trouble spots so does English learning the words of spots. So does English learning the words of a foreign language is not an easy task, since every word has its form, meaning and usage and each of these aspects of the word may have its difficulties indeed, some English words are difficult in form as daughter busy, bury, woman, women) and easy in usage such as (enter, get, happen). Richard .J (2000:65) states that difficulty is high when there is limited time for learning and the students have no control over the time they can spend on each item. Difficulty is high when the words themselves are difficult because, for example they are difficult to pronounce and their English translation are adjective, adverb, and verb, rather than nouns. Robinson. C (1994:373) pointed a “distinctiveness” which relates ease of learning to distinctiveness (non –similarly) of information to be learned as the distinctiveness of the information increase, does the ease with that information is learned, thus they argued presentation of vocabulary in clusters of semantically and syntactically similar non- distinct words impedes rockets than facilitate learning.

(<http://www.readingrocket.edu>). Words with multiple meaning are particularly challenging for students. Students may have a hard time understanding that words with the same spelling and pronunciation can have different meanings depending on their context looking up words with multiple meanings in the dictionary can cause confusion for students, they see a number of different definitions listed and they often have a difficult time deciding which definition fits the context,

you will have to help students determine which definition they should choose, idiomatic expression also can be difficult for students, specially for students who are study English as a foreign language; because idiomatic expression do not mean that the individual words usually mean, you often will (need to explain to students expression such as) “drawing a blank”, “a chip off the old black” “ drawing a black” or “ get the picture”.

Robinson. C (1994:136) says, the analysis of words within the foreign language allows us to distinguish the following groups words: concert, abstract and structure ones word denoting concert such as (book, street, sky) action such as (walk, dance. Read), and qualities such as (long, big, good) this words easier to learn than abstract ones (world, home, believe).

Structural words are the most difficult foreign- speaking pupils. Similarly and difference between the native language and foreign language is from meaning and distribution will result in ease difficult in acquiring vocabulary of a foreign language, in comparing foreign language vocabulary with that of the native language.

Richard .J (2000:22) listed (7) patterns of differences and similarities between language as follows:

- Similarity in form and meaning; the more cognates, easier to learn.
- Similarity in form but difference meaning .i.e. false cognates result in confusion and difficulty.
- Similarity in mean but difference in form indicates as normal difficulty level.
- Difference in form and meaning indicates difficulty.
- Difference in type of construction leads to difficulty (e.g. call up= telephone).
- Similarity in primary meaning but difference in connotation e.g. words those are harmless in connotation in the native language but offensive in foreign language.
- Similarity in meaning but with restriction in geographical distinction leads to difficulty.

2.4.1 Spelling:

Spelling is the forming of words from letters according to accepted usage; or a sequence of letters composing a word; statement of rule or conventions on how words are to be written. (<http://www.sil.edu>).

The graphic form a word (spelling) is one more thing to consider, spelling (graphic) form of English words cannot always be inferred from their pronunciation or rules form because English spelling is in part conventional which means that spelling of some English words do not corresponding to their pronunciation certain letters being silent as (g,h) in night or (w) in wrong, while others stand for sounds different from their primary phonetic values, as (o) in do (a) in many.

At the same time English spelling is not chaotic; since most words are spelt regularly there are some contrasted homonyms such as pain – pane; plain tact; bread; ied – I ead; red , read. Misspelling. (<http://enwikiopedia-edu>).

While some words admit multiple spelling some spelling are clearly in correct and this labeled as misspelling.

A misspelled word can be a series of letters that represent word no correctly spelled words of the same language at all such as “like” for “like” or a correct spelling of another words (such as writing) “hear” where one means “here” or “now” when means “know” misspelling or the letter type can easily make their way into printed materials because they are not caught by simple computerized spell checker. Misspelling may be due to either typing error (e.g. tying) “the” for “the” or lack of knowledge of correct spelling, whether or not a word is misspelled may depend on context such as Americans British English can also be a matter of opinion when variant spellings are accepted by some and not by other.

For example “minuscule” for “minuscule” is a misspelling to many, and yet it is listed as a legitimate variant in a number of dictionaries.

Robinson. C (1994:94:4) stated that English foreign students commit many mistakes when writing, as in the following case, that they face difficulties when intend to write such words.

Omission of letters:

E.g.:

discipline teacher (disciphine).

Demerit makes (marks).

Quickly went home (quickly).

Because speech precedes writing, learner or foreign students tend to spell the way they pronounce their word.

B. Doubling of consonants e.g.

Apologized for being late (apologized)

A bowl of node les (node less).

This is a case of over – generalization on the student’s part perhaps, after learning words such as “appear” “appreciate”, apply” “appoint” all with double letter, p, learner is influenced to spell(apologize) with double P.

Word ending with “ily. E.g.

I wore my school uniform untidily.....(untidely)

.....luckily he didn’t decide to punish me (luckily)

The explanation for the occurrence of the errors above could be due to incomplete application of rules.

Although the students who wrote the first sentences, he has to omit the (y) in untidy” to form the adverb “untidily”, his knowledge of the rule application for suffix “ily” is in complete.

As such, instead of applying (ily) to form (“untidily”, he mistakenly applied (ely) in this writing.

Robinson. C (1994:7) states: spelling knowledge applies not only to the ability to encode words during writing; importantly, it also underlies individual’s ability to decode words during the process of reading.

Words like bomb, bombard, muscle, muscular; complete, competition are difficult for the student to learn or write because of their similarities, but they are difficult for the student to build up vocabulary, because the words in each pair

are related in meaning, the spelling of the knowledge is, therefore, a powerful foundation for their reading and their vocabulary development.

2.4.2 Pronunciation:

(<http://www.contiman.edu>) the pronunciation of the words is that you hear when someone says the word. Most words have only one pronunciation, but sometimes a word has two more pronunciations. English pronunciation is difficult to be learned because it's not related to the spelling of words. A person's pronunciation is the ways they sound when they speak a language.

Robinson. C (1994:50) state that, it's true that unfamiliarity with correct pronunciation can result in the learner failing to understand words in connected speech that he understands clearly in written English careful attention to pronunciation is there for an essential part of vocabulary if few lexis is to be used effectively, or understood without difficulty, in spoken English <http://www.bbc.edu>. It's important to note that spelling of a word is not always an accurate guide to how it's pronounced similarly the pronunciation of a word is not always helpful when working out how that word should be spelt, there are 26 letters in English alphabet but there is many more sound in the English.

This means that number of sounds in a word is not always the same as the number of letters. For example the (CAT) has three letter and three sounds but the word(CATCH) has five letters but still only 3sounds, if we write those words using sounds symbols, we can see exactly how many sounds they have(CAT) is written/koat/ (CATCH) is written /htf/ in CATCH the 3 letters (TCH) are one sound represented by one symbol/tf/.

Chen, I., & Hsiao, H. (2010:50) state that homophones in English as key /quay/; draft /drought in addition to the number of similar forms which differ widely in their pronunciation as in

e.g. foot, flood, food cause difficulty to the foreign students (<http://www.englishclub.edu>) English is not phonetic always remember that English remember that English is not (phonetic) that means that we don't always say a word the same way that we spell it.

Some words can have the same spelling but different pronunciation; for example

I like to read (rI:d).

I have read (red) that book.

Some words have different spelling but the same pronunciation for example:

I have read (red) that book.

My favorite colour is red (red)

Chen, I., & Hsiao, H. (2010:50) state that students should be total about the incidence of silent letters in pronunciation e.g (r) and (k), (b) as follows: or when it occurs at the end of a word e.g. mother, weather. But there is an exception of this rule is when the next word begins with a vowel, in this case it is usually pronounced to link the words together e.g mother and son.

As in (k) it's not the pronounced when it occurs at words being with (kn) such as (knee) or (knie). Also (b) is sometimes silent when it occurs at the end of words preceded by an (m) such as (dumb) and (bumb) (<http://www.englishclub.edu>) word stress is your magic key to understanding spoken English. Native speakers of English use word stress naturally; word stress is so natural for them that they don't even know they use it.

Non-native speakers who speak English to native speakers without using word stress encounter two problems:

They find it difficult to understand native speakers, especially those speaking fast.

The native speakers may find it difficult to understand them.

Aebersol. J.A and Field L.M(1996:50) state that one of the major difficulties with English the pronunciation is that the position of the primary stress has such an influence on the individual verbs with in words the shift in stress from “economic”/Iknnomist/ to “economics” /i: konomiks/ ekrnoniks/ produces.

A different vowel quality in the first second and third syllables Aebersol. J.A and Field L.M(1996:570) state that, wrong words stress is said to be more likely to impeded comprehension, comfortable might be easily understood the pronunciation in isolation, but perhaps not in the stream of speech, especially if accompanied by other similar mispronunciations.

So word stress is certainly worthy of attention, there will be some complication is saying international a teacher might correct it to international, but does not take account by likely stress in a phrase such as international relation, this suggests a need to work at the level of phrase rather than word.

2.4.3 Meaning:

Meaning means: something that is convey or signified; sense or significance, something that one wishes to convey, especially by language (<http://www.thefreedictionary.edu>).

In linguistic meaning is the content carried by the words or signs exchanged by people when communicating through languages, Mc McCarhy O'Dell (2002:2) state that, when you see or look up a word, the main thing that you want to know is its basic meaning.

Aebersol. J.A and Field L.M(1996:135) say as a matter of fact the meanings into which we classify our experiences are culturally determined or modified and they vary considerably from culture to culture; some meanings founds in one culture many not exist in another. Meaning can be classified according to the forms they attach to; meaning that attach to words as words are lexical meaning, for example. “a building for human

habitation' that attaches to the form "house" is a lexical meaning in English.

Aebersol. J.A and Field L.M(1996:66) states that, "very language is cut to a unique pattern", and the unit of a given language " can be identified only in terms of their relationship with other units in the same language " is that it has the same language, that has to be seen in the light of relations between expressions in the same language Saussure in Singleton (2000:60) also state, the value of a linguistic unit derives both from the concepts for which it may be " exchanged" and from its set of relationships with other words in the language, the meaning of the word cannot be characterized in term of its component features, but in term of its relationship to other words, or the analysis of lexical relation such as: synonym, Antonyms, hyponymy and collocation.

2.4.3.1 Synonym:

Aebersol. J.A and Field L.M(1996:118) states that, they are two or more forms with very closely related meaning which are often, but always intersubstitutable in sentence. Example of synonyms are (broad-wide) ;(hide-conceal) ;(almost-nearly).

Aebersol. J.A and Field L.M(1996:15) state that, synonyms occur when group of words that share a general sense and so may be interchangeable in a limited number of contexts, but which on closer inspection reveal conceptual difference, examples as (extend – increase- expand).

Synonyms are different words with identical or at least similar meanings words that are synonyms are said to be synonymous and the state of being synonym be called synonym. An example of synonyms are word car and automobile – similarity, if you talk long time or extended, long and extended become synonyms. In the figurative sense, two words are often said to be synonymous if they have the same connotation: a wide immortality.

Synonyms can be any part of speech (e.g. noun, verb, adjective, adverb or preposition, more examples of English synonyms are:

- Baby and infant (noun).
- Student and pupil (noun).
- Buy any purchases (verb).
- Pretty and attractive (adjective).
- Quickly and speedily (adverb).
- On and upon (preposition).

Some lexicographers claim that no synonyms have exactly the same meaning (in all contexts or social levels of language) because etymology, orthography, phonic qualities, ambiguous meaning usage, make them unique, however, many people feel that the synonyms they use are identical in meaning for all practical purpose and are interchangeable different words that are similar in meaning usually differ for a reason: Feline is more formal than cat; long and extended are only synonyms in one usage and not in others, such long and extended arm.

2.4.3.2 Antonyms:

Carter and Nunan (2001:118) state that, two forms with opposite, such as (quick-slow) (long-short) (alive-dead). Its divided into two types: gradable antonyms, such as the pair (big – small); non-gradable antonyms or (complementary- pairs) such as (male-female); (obese and skinny) and (up-down) words may have different antonyms, depending on the meaning. Both long and tall are antonyms of short.

Antonyms are four types:

Gradable antonym: are two ends of spectrum (slow and fast) but can have variations.

Complementary antonyms: are pairs that express absolute opposite like mortal and immortal.

Relational antonyms: are pairs in which one describes a relationship between two objects and other describes the same

relationship when two objects are reversed such as parent and child; teacher and student, buy and sell.

Auto – antonyms: are the same words that can mean the opposite of themselves under different contexts or having separate definitions.

Enjoin (prohibit) issue injection; to order, command.

Moving quickly; fixed in place.

(to; to).

Punishment, prohibition,; permission.

Stay (in special place, postpone; direction, movement).

2.4.3.3 Hyponymy:

Chen, I., & Hsiao, H. (2010:119) state that, when the meaning of one form is included in the meaning of another, the relationship is described as hyponymy.

(Wilkins: 1972:124) states that, by hyponym is meant a relationship of inclusion, vehicle depends upon what its hyponyms are, so the meaning of car depends on its being a hyponym of words.

2.4.3.4 Collocation:

As for Lewis, (2002:25) collocation is the combinations of words which occur naturally with greater than random frequency. Collocation co-occurs, but not all words which co-occur are collocations.

Collocation is about words which co-occur, not ideas or concepts. For example, drive cars, drink coffee.

Chen, I., & Hsiao, H. (2010:37) when two items co-occur, or are used together frequently, they are said to collocate items may co-occur simply because the combination reflects a common real word state of affairs. For instance “pass” collocate (pass the salt); or the earth revolves around the sun; bites her mail; heavy traffic; fully insured.

Chen, I., & Hsiao, H. (2010:11) stated: collocation is concerned with the words occur together, often any typical

collocations that go with them, they identified examples as follows:

Adjective + noun collocation: (real thing), genuine article, (great detail).

Verb+ noun collocation: (drives quickly, fast), (move fast)(move swiftly) .

Adverb + adjective: (totally black); (completely depressed).

Verb +object collocations: (raise your hand); (visit a website).

Chen, I., & Hsiao, H. (2010:122,12) state : knowledge of words it should be in term of collocation, or frequently occurring together, part of knowing a language knows not only what words mean, but what their typical collocations are thus, part air of your knowledge of fresh is as it occur in the phrase fresh air, or a knife and frog; enough already.

DATA ANALYSIS & DISCUSSION

The following figure illustrates the comparison of the mean values of both groups on pretest and posttest

N	Std. Deviation	Mean	
25	7.699	24.12	post control
25	9.697	21.76	Pre control
25	7.088	31.64	Post exp
25	6.910	26.20	Pre exp

Histograms for pre test control group-

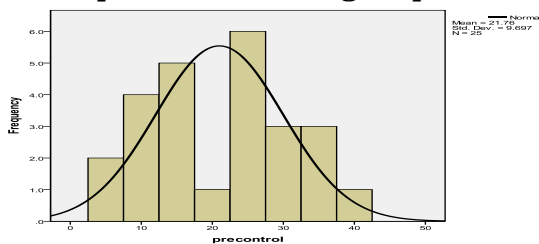


Figure 2. The Mean Value, SD and Spread of Scores of Control Group in Pretest

According to figure 2, we have mean value of 21.78 and SD 9.697 for the control group in pre test

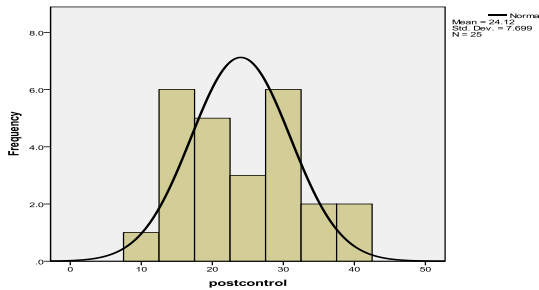


Figure 3. The Mean Value, SD and Spread of Scores of Control Group in post test

According to figure 3, we have the mean value of (24.12) and a standard deviation of (7.699) for control group in pretest. As it is clear from the result, there is a slight difference in increasing of mean value and decreasing of SD. The following figures illustrate comparison of the mean value, SD and spread of scores of experimental group in both pretest and posttest

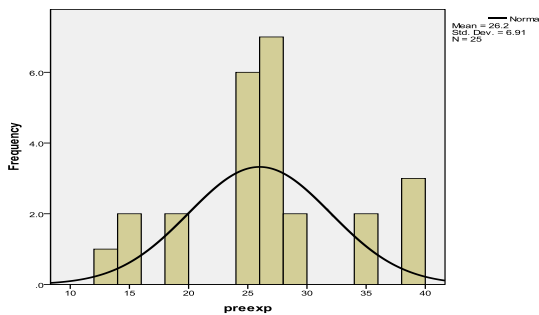


Figure 4. The Mean Value ,SD and Spread of Scores of Experimental Group in Pretest

According to figure 4, we have the mean value of(26.2)and a standard deviation of (6.91) for experimental group in pre-test.

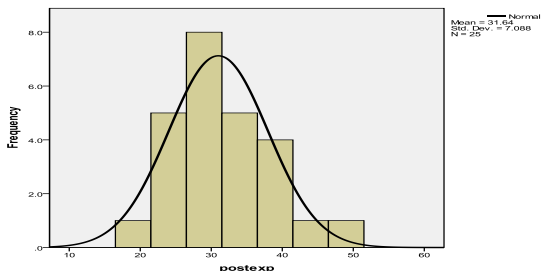


Figure 5. The Mean Value, SD and Spread of a score of experimental group post test

According to figure 5, we have the mean value of (31.64) and a standard deviation of (7.088) for experimental group in post test. The result indicates that SD shows a smaller spread of scores .also the mean value has increased significantly. By comparing the mean value and SD of the experimental group in both pretest and posttest, we can conclude that our strategy has been helpful and that our students’ knowledge in learning vocabulary has been improved.

Table (2) T-test analysis of the means of two groups in the pre test

Groups	\bar{X}	SD	DF	T-value	p-value	95% confidence. Interval	
						L	U
Experimental	26.20	6.910	48	1.864	0.426	-.348	9.228
Control	21.76	9.697	47	1.864		-.361	9.241

Resource: the researcher

For the scores gained from the pretest (*PET test*), the mean value was calculated. Mean for the control group was (21.76) and for the experimental group it was (26.20). Moreover a T-test was employed on these scores for hypothesis testing purposes. As the result of T-test suggests (P-value 0.426) being greater than 0.05), our null hypothesis is accepted since we have not applied the intended strategy. There is not significance different between two groups

Table 3.T-Test Analysis of the Means of Two Groups in the Posttest

Groups	\bar{X}	SD	DF	T-value	p-value	95% confidence. Interval	
						L	U
Experimental	31.64	7.088	48		0.008	3.31	11.72
Control	24.12	7.966	47	3.595		3.30	11.70

Resource: the researcher

For the scores gained from the posttest, the mean value was calculated. Mean for the control group was (24.12) and for the experimental group it was (31.64). Moreover a T-test was employed on these scores for hypothesis testing purposes. As the result of T-test suggests (P-value 0.008 being less than 0.05), there is a meaningful difference between two groups. Therefore the null hypothesis is rejected and the alternative hypothesis stating that “Teaching short-stories significant impact on solving the difficulties of vocabulary learning” is accepted

CONCLUSION

This study sought to examine the effect of teaching short stories on solving the vocabulary learning difficulties of EFL learners. The researchers aimed to investigate whether teaching short stories can solve Sudanese university students learning of new words difficulties. In this section the researcher investigated the effect of short stories in solving Sudanese university students’ vocabulary learning. The overall gain in vocabulary learning will be explained. Furthermore, the researcher will compare participants’ vocabulary learning over a one and a half month period.

As mentioned previously, the aim of this study was to determine the effect of teaching short stories in solving Sudanese university student’s vocabulary learning difficulties.

As we know, students need to recognize a large number of words automatically if they are to be fluent readers.

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