



INVESTIGATING TEACHERS' VIEWS AND PERCEPTIONS ABOUT VOCABULARY DIFFICULTIES AMONGST EFL SUDANESE UNIVERSITY STUDENTS

**SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY
COLLEGE OF LANGUAGES**

By: Hayfa Mustafa Ali Osman (1) and Mahmoud Ali Ahmed (2)

Abstract

This study aimed to investigate the difficulties of vocabulary experienced by EFL students at Sudanese universities. The study adopted the descriptive analytical method, the researcher collected data by using a questionnaire for (30) EFL Sudanese university teachers. To analyze the data the researcher used the Statistical Package for Social Sciences (SPSS). The findings of the study revealed that EFL Sudanese university students encounter some difficulties in vocabulary. In the light of the findings of the study, the researcher recommended that students should be aware of different aspects of English vocabulary. In addition, teachers should offer students the opportunity to acquire new vocabulary using a variety of vocabulary learning strategies that effectively engage them in the learning process. Furthermore, university textbooks should be designed to afford the detail information about the different forms, use of the words and how they can be utilized in various contexts.

Key words: Foreign language learning, vocabulary, vocabulary difficulties.

المستخلص

هدفت هذه الدراسة لتقصي صعوبات المفردات لدى طلاب الجامعات السودانية في تعلم اللغة الإنجليزية لغة اجنبية. استخدمت الباحثة طريقة الوصف التحليلي و جمعت البيانات بواسطة الإستبانة التي اجريت لعدد (30) معلماً ومعلمة للغة الإنجليزية لغة اجنبية بالجامعات السودانية. استخدمت الباحثة برنامج الحزم الإحصائية للعلوم الاجتماعية لتحليل البيانات. أظهرت نتائج الدراسة أن هنالك بعض الصعوبات التي تواجه طلاب الجامعات السودانية في المفردات . بناء على تلك النتائج فإن الباحثة اوصت بأنه ينبغي على الطلاب ادراك الجوانب المختلفة للمفردات الإنجليزية. بالإضافة الى ذلك ينبغي على المعلمين اتاحة الفرص للطلاب لاكتساب مفردات جديدة باستخدام استراتيجيات المفردات المتنوعة التي تمكنهم من المشاركة بفعالية في عملية التعلم. علاوة على ذلك ينبغي ان تصمم مناهج الجامعات لتعطي المعلومات المفصلة عن الاشكال والاستخدامات المختلفة للمفردات وكيفية استخدامها في سياقات مختلفة.

الكلمات المفتاحية: تعلم اللغة الأجنبية, المفردات, صعوبات المفردات.

1. Introduction

In order to communicate EFL learners need to know a certain amount of words as communication breaks down if there is lack of the vocabulary needed to express their ideas and thoughts. Kamil and Heibert (2005 :P.4) stated that vocabulary is the knowledge of words and words' meaning. Ling et. al (2012) argued that during the learning process vocabulary should be introduced from simple to complex (p.55).

Vocabulary is central to EFL teaching and learning hence without sufficient vocabulary students cannot understand others or express their own ideas. According to Wilkins (1972:P.43) while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. According to McCathy (1990:P.32) no matter how well the students learn grammar, no matter how successful the sounds of the foreign language are mastered, without words to express a wide range of meanings, communication in a foreign language just cannot happen in any meaningful way. Therefore, it can be said that vocabulary is a very important part of language especially for teaching and learning process.

Moreover, Kamil and Heibert (2005:P.12) maintained that vocabulary is not the only element that convey meaning, but there are also some other vital features like grammar, intonation, stress, tone of voice, rhythm, pauses, silences , hesitations,.. etc.

When encountering new words EFL learners should guess the meaning of the vocabulary without looking at dictionaries as the text should allow students to make inferences, apply what they read in their real life, identify meaning of unknown words from the context and replace difficult words with simpler ones.

Vocabulary has received a special concern in EFL language teaching and is regarded as the most frequently important component for language learners since the four language skills; reading, listening, speaking, and writing need sufficient vocabulary knowledge (Kamil and Heibert, 2005).

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

2 . Statement of the problem

The researcher has observed that some EFL Sudanese university students face some difficulties in vocabulary acquisition, they have insufficient basic knowledge of vocabulary, they face some problems with meaning, pronunciation and spelling as the written and spoken forms do not match most of the time and they face difficulties in choosing appropriate meanings of words due to the complexity of vocabulary knowledge, besides, they are unaware of the aspects of EFL vocabulary as they find it difficult to use synonyms, prefixes, suffixes, contexts, collocations... etc. In addition, they lack knowledge about vocabulary learning strategies .

3. Objectives of the Study

1. To highlight the causes of vocabulary difficulties that face EFL Sudanese university students .
2. To suggest some suitable solutions to overcome these vocabulary difficulties.

4. Questions of the Study

1. What are the causes of vocabulary difficulties that face EFL Sudanese university students?
2. How can these vocabulary difficulties be overcome?

5. Hypotheses of the Study

1. Vocabulary difficulties are attributed to many factors.
2. Teachers can help students to overcome vocabulary difficulties by raising the students' awareness about the importance of vocabulary acquisition in the process of EFL learning and providing them with appropriate vocabulary strategies and techniques.

6. Significance of the Study

This study is significant as it contributes to the existing literature in the field of EFL vocabulary acquisition; teachers can have better understanding of their students difficulties and examine their own teaching techniques and materials accordingly. In addition, learners can identify their problems and be aware of the factors that contribute to their difficulties and apply the right strategies and techniques. The study is also useful for researchers who are interested in EFL research to use the findings of the study as a basis for further studies in the area as the current study paves the way for other researchers to conduct further studies on developing EFL students' vocabulary acquisition.

7. Limits of the Study

This study is limited to EFL Sudanese university teachers during the academic year (2022-2023) in order to investigate their perceptions and views regarding the causes of vocabulary difficulties among EFL Sudanese university students and propose some suitable solutions to overcome them.

8. Methodology of the Study

In order to collect the data of the study the researcher used a questionnaire which was administered to (30) EFL Sudanese university teachers. Then the data has been analyzed statistically by using Statistical Package for Social Sciences (SPSS).

9. Vocabulary

According to Neuman & Dwyer (2009) vocabulary means “the words we must know in order to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (, p. 385). Learning vocabulary means learning the definition of words, yet many teachers believe that explaining meaning of words by defining them before reading texts is effective to develop vocabulary growth and enhance vocabulary acquisition; however, research indicates otherwise as defining and writing words before reading appears to have little apparent impact on their word knowledge and language use, and has not improved students comprehension of texts that contain those words (Kameenui, 1991).

Barcoft (2004) stated that there are some reasons for EFL learners to master vocabulary such as the strong relationship between the ability to communicate and vocabulary knowledge, in addition, language learners’ attitudes to the importance of vocabulary and the significant role of lexical knowledge in the development of grammatical competence (p. 201).

10. Vocabulary Knowledge

For EFL learners to acquire vocabulary they should be aware of different aspects of what is said to fully get the sense of the words. Nation (1990)

stated that the productive knowledge of a word entails knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words it collocates with(p. 32).

According to Richards (1976) there are six principles of vocabulary knowledge:

- Knowledge of the frequency of the word in the language: To know a word is to know the probability of encountering that word in print; some words are more frequently used in speech than in writing and teachers should be aware of this when determining students' word knowledge.
- Knowledge of the register of words: students must know the limitations of usage on words as there are colloquial English usage of words versus slang usage.
- Knowledge of collocation; students should be aware of the syntactic behaviour associated with the word and conjoining words.
- The fourth principle is that students who truly know a word, understand its morphology, meaning, form and the relate derivations that are formed from the base word.
- Understanding of semantics, which implies the understanding of what a word denotes as well as words that are analogous, opposites, and similar in connotation.
- Knowledge of polysemy, which means the understanding of various meanings associated with a word.

Vocabulary knowledge is an essential factor in language learning because it links vocabulary to the four language skills; which are reading, listening, speaking and writing. Students who have less vocabulary will find difficulties in learning a language and developing other language skills, Therefore, by having sufficient EFL vocabulary, it will be easy for EFL learners to master the four language skills (Burton, 1982:98).

Knowledge of vocabulary learning is important for EFL learners as it is expected that learners can connect the word to word into a simple sentence.

Besides, vocabulary knowledge helps students to communicate and interact with each other both in spoken and written forms.

11. Difficulties that Face EFL Students in Learning Vocabulary

Rohmatilla (2017) suggested that there are some challenges that EFL students face in learning English vocabulary such as pronunciation, spelling, selection of appropriate meanings of words, change of word forms and redundant words that students need to learn. He also identified some important factors that make vocabulary learning difficult and links learning difficulties to different levels of language. For example, pronunciation difficulties are related to the phonetic system of the English language, bends and word forms are related to the morphological system, phrases and phrasal verbs such as phrases are related to semantics, syntax depending on their categories and so on (P.98).

Khan (2011) remarked that vocabulary is challenging for EFL learners in areas that include the study of the use of words, spelling, synonyms, prefixes, and suffixes (P.76).

In addition to the above mentioned factors Lin (2014) stated that EFL students find multi-meaning words difficult hence teachers need to encourage their students to increase their consciousness of the multiple-meaning words by highlighting the words that pose confusion, reading sentences, and consulting a dictionary (P.6).

According to Cameron (1987) EFL students find learning vocabulary difficult mostly due to some aspects such as pronunciation, spelling, grammar and meaning (P.78).

12. Factors Affecting Vocabulary Difficulties among EFL Learners

(A) Teaching Materials

According to Lewis (1997) the selection of the teaching material plays a great role in EFL learners' vocabulary acquisition as EFL teachers do not select the textbooks that are used for teaching vocabulary by their own. It has been always argued that textbooks are limited and do not afford the detail

information about the different forms and use of the words and how they can be utilized in various contexts. In addition, the exercises that are provided at the end of each lesson are designed in a limited way. In other words, they limit the learner's practicing of the word. The learners often have the chance to practice just the same given form in the exercises.

Lewis(1997) further stated that EFL learners do not have the chance to practice the words in different contexts and in different forms hence vocabulary exercises should focus on deepening and internalizing knowledge of words, not only the surface "form-meaning" level, and should deal with collocations and multiple-word units, not only single words (P.32). Grave(2006) went on to determine that the type of practice in the activities allows the students to notice new words, or new features of words they already know, as well as giving them chances to internalize them(P.76).

(B).The Teaching methodology

Cunningham (2010) stated that the teaching methodology of EFL teachers play a great role in vocabulary acquisition, he stated the following different ways of teaching vocabulary:

1.Teaching words in an isolated way

According to Cunningham (2010) "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." The way teachers teach vocabulary has a great influence on the way the learners learn the word. Most EFL teachers who teach vocabulary teach words in isolation, without presenting the detail components of the family words of the vocabulary and the collocation that go with the word. According to Grave (2006) teaching the words in an isolation is an inefficient way of teaching vocabulary and it is really doubtful that is way of teaching help the learner to learn and practice the word accurately and productively.

One of the reasons that the teachers teach individual words without presenting full information might be the lack of time. The teacher does not have enough time in order to cover or teach the whole knowledge of the

word. In addition, teachers' lack of experience or not well equipped of teaching vocabulary words is another reason that hinder EL vocabulary acquisition (Grave,2006).

2. Spending more time on introducing the vocabulary instead practicing it

According to Allen (1999) EFL students have more time on introducing the words rather than practicing it, make a gap between learning the word theoretically and practically. This may take place as a result of lack of using activities that the teachers should use in order to engage the students in a learning chance. Utilizing a variety of teaching vocabulary activity aid the learners to easily retrieve it. This means the activity makes a great possibility for the students to learn the word and store it in their long memory.

(C)The Learning context

The learning context includes:

1. Insufficient motivation

According to Lewis (1997) learning vocabulary is one of the hardest factors that the students always complain about, because they do not know what strategy works for them as they try to memorize words that end in being unable to recall them, by doing so students feel disappointed. Another point is students' limited time to study. For instance, some students do not have enough time to study since they are primary school teachers and they work in the morning and studying at evening. This again de-motivates them in learning the vocabulary items.

2. Artificial contexts instead of real-life contexts

According to Lewis (1997) EFL students' learning vocabulary in an artificial context makes it hard for them to learn, and it may not be easy for the students to retrieve them easily. Whereas, if the students could practice and learn the vocabulary items in real-life contexts, they will be able to learn and recall easily.

3.Procedure and Strategies

Hamruni (2009) stated “Learning vocabulary is likely to be one of the easiest things concerning learning a language, but it is also one of the hardest thing to do, especially when people have reached an advanced level” What is the symbol of students’ learning vocabulary? How can we say that the learner learned the lexical items? What does learning vocabulary mean? It is impossible to expect that learning can happen while the students cannot retrieve the word and use it productively. When the learners learn the words they know both the meaning of the word and how to use the words. For this end, EFL students need of effective strategies and procedures to stimulate and aid them recall their receptive vocabulary and deploy it in productive skills(Thoronbury, 2002).

Schmitt (1997:P.32) remarked that EFL learners should use all the strategies they know while learning target vocabulary in order to avoid a great deal of time and energy loss; therefore, he developed vocabulary learning strategies taxonomy by intensifying his research on this field. Schmitt’s taxonomy consists of discovery strategies (determination and social strategies) besides consolidation strategies (social, memory, cognitive, and meta-cognitive strategies).

Lehr et al., (2004:65) stated that EFL learners lack word conscious behaviors such as showing strong interest in words, noticing words, and learning new words hence teachers need to increase students’ vocabulary by helping them develop, they should encourage students to be word conscious and help them to become lifelong learners of new words, this can be achieved by different activities such as playing word games, telling tongue twisters or jokes, and highlighting interesting words found in the texts .

Being aware of the above mentioned factors enables the teacher to effectively identify learners’ weakness and think of appropriate ways of overcoming these weaknesses towards holistic development of the learners’ vocabulary acquisition.

13. Previous Related Studies

Afzal(2019) conducted “A Study on Vocabulary Learning Problems Encountered by BA English Majors at the University Level of Education” with the aim to investigate the problems faced by EFL learners. The study also put forward some vocabulary-learning strategies to minimize the potential problems of vocabulary acquisition. The data consisted of the responses of 100 students (undergraduates) randomly picked up from five different levels . This quantitative study used an online questionnaire, as an instrument, to collect the data. The results of the study revealed that the English majors at PSAU face several problems in learning vocabulary such as knowing the meanings of new words, pronouncing new words, using new words correctly, memorizing and spelling new vocabulary and so on. To its contribution, this study emphasized the importance of learning English vocabulary, drew students’ attention towards it, highlighted the problems encountered by students, and raised their awareness of EFL vocabulary.

In a similar vein, Kesmez (2021) examined “EFL Students’ Vocabulary Learning Strategies and the Difficulties Faced by them in Vocabulary Learning” with the purpose to investigate whether teaching vocabulary to preparatory class by using vocabulary learning strategies would be effective. In line with this purpose, it was aimed to determine the vocabulary learning strategies that preparatory class students used in the discovery and consolidation process of target vocabulary. This study also aimed to determine the difficulties students face in discovering and consolidating foreign language vocabulary. The study was carried out using a mixed-method research design. Quantitative data collection instruments were the Vocabulary Learning Strategies Questionnaire and pre/post-tests. The qualitative phase of the study included semi-structured interviews carried out with 14 students. The qualitative data were analyzed through descriptive analysis. The quantitative and qualitative data analysis demonstrated that students preferred determination strategies to social (discovery) strategies while discovering the meanings of new words. In the consolidation process, they used cognitive, meta-cognitive, memory, and social (consolidation) strategies, respectively. Also, it was out found that the participants faced specific difficulties in the vocabulary learning process. After the implementation process, this study revealed that teaching vocabulary to

preparatory class EFL students in accordance with their vocabulary learning strategies improves students' vocabulary knowledge compared to using conventional teaching methods.

Another study that provides insight into learning vocabulary was carried out by Nuraeni(2021) who studied “ Problems Encountered by Learners and How to Deal with Them in Learning English as a Foreign Language” The aim of this study was to find out problems encountered by students who learn English as a foreign language and how they cope with the problems. This study used qualitative approach in order to understand the phenomenon and used an interview as the research tool to gather data. The participants of this study were EFL learners who experienced some difficulties in learning English. In analyzing the data, thematic analysis was used. The findings of the study revealed that students encountered many difficulties in learning vocabulary which are grouped into themes: problems with grammar, problems with pronunciation, and problems with academic writing. In dealing with the problems, the participants used some different ways: autonomous learning, family and friends support and lectures as role models.

14. Data Analysis and Discussion

The researcher collected the data of the study by using a questionnaire which consists of two parts, part one contains twelve statements which investigate the causes of the difficulties that EFL learners face in learning vocabulary, the second part consists of twelve statements to elicit some of the solutions of vocabulary problems from the teachers' point of view. The questionnaire was given to (30) respondents who represent the teachers' community at Sudanese universities.

Table (1) the mean and standard deviation and chi-square values for the study Hypothesis:

1. Vocabulary difficulties are attributed to many factors.

No.	Statements	mean	SD	Chi square	p-value

1	Textbooks are limited and do not afford the detail information about the different forms and use of the words and how they can they be utilized in various contexts	2.7	.80	27	0.000
2	Vocabulary exercises that are provided at the end of each lesson are designed in a limited way, they limit the learner's practice of the word	2.6	.50	25.7	0.000
3	The teaching methodology of EFL teachers play a great role in vocabulary acquisition	2.1	.70	23	0.000
4	Most EFL teachers who teach vocabulary teach words in isolation without presenting the detail components of the family words of the vocabulary and the collocations that go with the word	2.7	.60	26	0.000
5	EFL teachers teach individual words without presenting full information about them might be due to lack of time	2.5	0.5	32	0.000
6	Teachers' lack of experience or not well equipped of teaching vocabulary words hinder EFL vocabulary acquisition	2.9	2	25	0.000
7	EFL students have more time on introducing the words rather than practicing them, make a gap between learning the word theoretically and practically	2.5	.60	28	0.00
8	Some EFL students do not have enough time to study since they are primary school teachers and they work in the morning and study in evening	2.6	.80	27.7	0.00

9	EFL students' learning vocabulary in an artificial context makes it hard for the them to learn, and it may not be easy for them to retrieve words easily	2.4	.90	25.7	0.001
10	EFL teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom	2.4	.50	35	0.008
11	EFL learners face difficulties in pronunciation, spelling and different grammatical forms of English words	2.5	0.8	33	0.00
12	Lack of students' awareness about vocabulary strategies constitute vocabulary learning difficulties	2.6	.80	27.7	0.00

It is clear from the above table that the calculated value of chi-square for the significance of the differences for the respondents' answers in the (12) statements are greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents. According to the above findings, we can say that EFL Sudanese university students face some vocabulary difficulties which are attributed to the above factors, so the first hypothesis of the study is verified.

Table No.(2) Chi-Square Test Results for Respondents' Answers of the Questions of the study Hypothesis No. (2)

2. Teachers can help students to overcome vocabulary difficulties by raising the students awareness about the importance of vocabulary acquisition in the process of EFL learning and providing the students with appropriate vocabulary strategies and techniques.

No.	Statements	mean	SD	Chi square	p-value
-----	------------	------	----	------------	---------

1	The selection of the teaching material plays a great role in EFL learners' vocabulary acquisition	2.5	.70	21	0.008
2	Vocabulary exercises should focus on deepening and internalizing knowledge of words, not only the surface "form-meaning" level, and should deal with collocations and multiple-word units, not only single words	2.8	.80	20	0.001
3	Utilizing a variety of teaching vocabulary activities aid the learners to easily retrieve it	2.7	2.6	15	0.00
4	If the students could practice and learn the vocabulary items in real-life contexts, they will be able to learn and recall words easily	2.5	1.4	17	0.00
5	EFL students need effective strategies and procedures to stimulate and aid them recall their receptive vocabulary and deploy it in productive skills	2.4	1.9	12	0.00
6	EFL teachers should raise the students awareness about the importance of vocabulary acquisition in the process of EFL learning	2.5	.70	21	0.008
7	Teaching new words in the context of a meaningful subject-matter lesson facilitate students' discussion and requires students to use the new words	2.8	.80	20	0.001
8	EFL learners should use all the vocabulary strategies they know while learning target vocabulary in	2.7	2.6	15	0.00

	order to avoid a great deal of time and energy loss				
9	EFL vocabulary should be given enough teaching time and should be taught in small groups	2.5	1.4	17	0.00
10	It is crucial that students adopt the strategies effectively as they are necessary for students to learn and remember information for long periods of time, such as building bridges in the students' minds, mental links or pathways that are mapped onto an individual's existing schemata	2.4	1.9	12	0.000
11	When teaching vocabulary the teacher should take into account three important aspects of words – pronunciation, form and meaning.	2.9	1.6	20	0.00
12	Teachers should increase students' vocabulary by helping them develop word conscious behaviors such as showing strong interest in words, noticing words, and learning new words	3	.80	25	0.003

From the above table, it is obvious that the calculated value of chi-square for the significance of the differences for the respondents' answers in the (12) statements is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, so the second hypothesis of the study is confirmed.

15. Conclusion and Recommendations

According to the findings of the questionnaire which conveys the views and perception of teachers about the problem of the study, EFL Sudanese

university students face some difficulties in vocabulary due to many causes such as the following:

- Textbooks are limited and do not afford the detail information about the different forms and use of the words and how they can be utilized in various contexts.
- The teaching methodology of EFL teachers play a great role in vocabulary acquisition.
- Vocabulary exercises that are provided at the end of each lesson are designed in a limited way, they limit the learner's practice of the word.
- Most EFL teachers who teach vocabulary teach words in isolation without presenting the detail components of the family words of the vocabulary and the collocation that go with the word.
- EFL teachers teach individual words without presenting full information might be due to lack of time.
- EFL students' learning vocabulary in an artificial context makes it hard for them to learn as it may not be easy for the students to retrieve them.
- EFL teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom.
- Lack of students' awareness about vocabulary strategies constitutes vocabulary learning difficulties.
- Teachers' lack of experience or not well equipped of teaching vocabulary words hinder EFL vocabulary acquisition.

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

- The selection of the teaching material plays a great role in EFL learners' vocabulary acquisition.
- Teachers should increase students' vocabulary by helping them develop word conscious behaviors such as showing strong interest in words, noticing words, and learning new words.

- When teaching vocabulary the teacher should take into account three important aspects of words – pronunciation, form and meaning.
- Utilizing a variety of teaching vocabulary activities aid the learners to easily retrieve it.
- Vocabulary exercises should focus on deepening and internalizing knowledge of words, not only the surface "form-meaning" level, and should deal with collocations and multiple-word units, not only single words.
- EFL students need effective strategies and procedures to stimulate and aid them recall their receptive vocabulary and deploy them in productive skills.
- Teaching new words in the context of a meaningful subject-matter lesson facilitate students' discussion and requires students to use the new words.
- EFL learners should use all the vocabulary strategies they know while learning target vocabulary in order to avoid a great deal of time and energy loss.

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

- For EFL learners to acquire vocabulary they should be aware of different aspects of what is said to fully get the sense of the words.
- EFL learners should be aware that the productive knowledge of a word entails knowing how to pronounce the word, how to write and spell it, how to use it in the correct grammatical patterns along with the words it collocates.
- EFL learners should learn the word's meaning through rich, contextualized activities as this would enable them to acquire and remember new words that

will become part of their oral and written vocabulary, besides, they must have multiple exposures to the new words in assorted contexts.

- EFL teachers should teach new vocabulary items during the learning process and allow students to make inference, apply what they read in their real life, identify meaning of unknown words from the context, replace difficult words with the simpler words and repeat new words for reinforcement.

-Through the use of vocabulary learning strategies, learners maximize the effectiveness of their English language learning and are aware of the basics of vocabulary learning strategies and adopt the strategies effectively.

-Textbooks should be designed to afford the detail information about the different forms and use of the words and how they can be utilized in various contexts.

-EFL vocabulary strategies play a vital role in EFL teaching and learning as they help teachers to be more specific when teaching EFL vocabulary while assisting learners in mastering the forms and functions required for reception and production of the language.

-Teachers should increase students' vocabulary by helping them develop word conscious behaviors such as showing strong interest in words, noticing words, and learning new words as this helps them to become lifelong learners of new words.

Bibliography

Afzal, N. (2019). A Study on Vocabulary Learning Problems Encountered by BA English Majors at the University Level of Education. 3 (10): 81-98.

Albert, M. & Obler, L.K. (1987) *The Bilingual Brain*. New York: Academic Press.

Allen, J. (1999). *Words, Words, Words: Teaching vocabulary in Grades 4–12*. Portland, ME: Stenhouse.

Barcroft, J. (2004). Second Language Vocabulary Acquisition: A Lexical Input Processing Approach. *Foreign Language Annals*, 37(2), 200-208. DOI: 10.1111/j.19449720.2004.tb02193.x.

Burton, Y. (1982). Vocabulary Activities for the English Language Classroom. *English Teaching Forum*. Volume 46-N3-2008

Cameron, L. (1987). *Teaching Language to Young Learners* Cambridge Language Teaching University. Cambridge: Cambridge University Press.

Cunningham, A. (2010). Vocabulary Growth Through Independent Reading and Reading aloud to Children. In E. Hiebert and M. Kamil (Eds.), *Teaching and Learning Vocabulary: Bringing Research to Practice* (45–65). New York, NY: Routledge.

Graves, M. (2006). *The vocabulary book: Learning & instruction*. Newark, DE: International Reading Association.

Hamruni, F. (2009). *Strategi dan Model Model Pembelajaran Aktif Menyenangkan*. Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta.

Hiebert, E. H. and Kamil, M. L. (2005). *Teaching and Learning Vocabulary: Bringing Research to Practice*. London: Lawrence Erlbaum Associates.

Kesmez, A. (2021). EFL Students' Vocabulary Learning Strategies and the Difficulties faced by them in Vocabulary Learning. *International Journal of Language Academy*, 9 (1), 78-98.

Khan, I. A. (2011). Learning Difficulties in English: Diagnosis and Pedagogy in Saudi Arabia. *Educational Research*, 2(7), 1248-1257. 6.

Lehr, F., Osborn, J., & Hiebert, E. (2004). *Focus on Vocabulary*. Honolulu, HI: Pacific Resources for Education and Learning.

Lewis, M. (1997): *Implementing the Lexical Approach*. Hove: Language Teaching Publications, p. 15. Lewis, M. (1997): *Ibid*. p. 15.

Ling, L.Y. (2012). Teaching Vocabulary Learning Strategies: Awareness, Beliefs, and Practices. A Survey of Taiwanese EFL Senior High School Teachers. MA Thesis, The University of Essex, Essex, England.

McCarthy, M. (1990). Vocabulary Oxford O.U.P.

Nation, I.S.P. (1990). Teaching and Learning Vocabulary. New York: Newbury House Publishers.

Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-K. *The Reading Teacher*, 62(5), 384–392.

Nuraeni,G.(2021) . Problems Encountered by Learners and How to Deal with Them in Learning English as a Foreign Language. *The Reading Teacher*, 62(5), 384-392.

Richards, J. (1976). The Role of vocabulary teaching. *TESOL Quarterly*, 10, 77-90.

Rohmatillah, R. (2017). A Study on Students' Difficulties in Learning Vocabulary. *English Education: Jurnal Tadris Bahasa Inggris*, 6(1), 75-93.

Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: description, acquisition and pedagogy* (pp.199-228). Cambridge:Cambridge University Press.

Thoronbury, S. (2002). *How to Teach Vocabulary*. England: Longman.

Wilkins, D, A. (1972). *Linguistics in Language Teaching*. Cambridge: MIT Press.