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Effect of Vocabulary Use on Improving EFL Learners' Reading Comprehension

(A case Study Students of Engineering College at Jazan University, KSA)

A Thesis Submitted in Fulfillment of the Requirements for Ph.D in Education (ELT)

اثر استخدام الذخيرة اللغوية في ترقية استيعاب الطلاب للنصوص المقروءة

دراسة حالة كلية الهندسة جامعة جازان المملكة العربية السعودية

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Dedication

I dedicate this thesis to my parents, my family, my brothers, my friends and my teachers.

Acknowledgements

I thank Allah, the Lord of the Universe. No thesis is the result of the efforts of a single individual, but rather the product of the contributions of several people. It is appropriate at this time to acknowledge these contributors for their invaluable assistance during this work.

The researcher would like to thank the supervisor, Dr. Mahmmoud Ali Ahmed for his continual support, encouragement patience and valuable advice during and after writing the study. The guidance that he provided has been invaluable and the accomplishment of this dissertation would not have been possible without his help. I would also like to thank Dr. Ahmed Tayb Yusif and Dr. Abass Eltahir for their great help in revision and language correction.

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Particular thanks go to my colleagues from Jazan university from many countries for their advice, direction and judgment to the questionnaires. I would like to thank my students in Faculty of Engineering at Jazan University for their efforts in the test and the questionnaire.

Finally, I extend special thanks and appreciation to all the staff members of English Department, College of Education and College of languages in Sudan University of Science & Technology for allowing me this chance to fulfill this study.

Abstract

This study aimed at investigating the impact of vocabulary acquisition Learning on the students' academic performance. The study was carried out to find the most feasible techniques for vocabulary learning towards improving EFL learners in reading comprehension of students of Engineering at Jazan University in the Kingdom of Saudi Arabia. It also aimed at providing the instructors and students with more information on vocabulary learning in reading comprehension and its characteristics so as to encourage and motivate their students to be more active and creative in EFL classroom interaction which will eventually lead to better language learning.

The research adopted the descriptive, analytic and empirical methods. The data for this study were collected by means of a questionnaire of 25 items distributed to 125 respondents (70 students and 55 instructors). Instructors of English chosen from all colleges at Jazan University in 2015. The data were analyzed by the SPSS program. In addition to that the (100) of students are given pre-test and post-test. The results obtained indicate that vocabulary learning has a great influence on students' achievements in reading comprehension. Both instructors and students are active in sharing information, knowledge and responsibility for academic complex problem-solving activities and in achieving the targeted tasks in reading comprehension understanding. The analysis reveals that vocabulary learning proves to be an effective, suitable and interesting technique for both instructors and students. Based on these results of the tests and the questionnaires.

The study recommends the application of vocabulary items in reading comprehension in EFL classroom interaction will create a healthy environment which will provide ample opportunities for students and enabling the instructors and learners to make good relations with each other. The study also recommends that instructors use vocabulary items to motivate and encourages EFL students to be more dependent on themselves. Practically understanding of vocabulary in reading comprehension, that the study recommends of vocabulary learning because it maximizes learners' talking time far more better than old fashion techniques. It also recommends extra activities and modern strategies to be concerned as motivating factors in the EFL classes.

Abstract
(Arabic Version)
مستخلص الدراسة

أثر استخدام الذخيرة اللغوية في ترقية استيعاب الطلاب للنصوص المقروءة
دراسة حالة طلاب كلية الهندسة جامعة جازان المملكة العربية السعودية

هدفت الدراسة لدراسة أثر تعليم الذخيرة اللغوية على الأداء الأكاديمي لطلاب الهندسة الدارسين للغة الانجليزية كلغة أجنبية في السعودية. كما هدفت إلى توفير أكبر قدر من المعلومات للأساتذة والطلاب عن تعليم معاني وفهم المفردات ومميزاته من أجل تشجيع الطلاب وتعزيز قدراتهم ليكونوا أكثر تفاعلا وإبداعا داخل الفصل مما يؤدي للتعلم. وأيضا هدفت الدراسة لخلق بيئة صفية صحية ترقي الأداء الأكاديمي للطلاب وتعزز ثقتهم في المفردات كأداة تساعدهم في التعلم. وقد استخدم الباحث المنهج التحليلي والتجريبي في طريقة البحث. وقد جمعت بيانات هذه الدراسة من خلال أداة الاستبيان الذي يتكون من 25 سؤالا ، وزعت على 125 مشارك (70طالب, 55 محاضر) لغة انجليزية بكليات جامعة جازان في عام 2015 ايضا زود الطلاب باختبارات قبلية و بعدية. كما تم تحليل البيانات باستخدام برنامج SPSS . توصلت الدراسة إلى نتائج أهمها : أن لتعليم المفردات أثر كبير في تحقيق إنجازات الطلاب الأكاديمية. حيث يجعل الأستاذ وطلابه يشاركون بوعي ومسئولية في حل المشاكل المعقدة وإنجاز الأعمال المستهدفة بطريقة جماعية. فيكون الطلاب أكثر مشاركة وأداء في فهم الأنشطه الجماعية الصفية. كما لوحظ أن الطلاب أكثر مشاركة وأداء داخل الفصل بسبب فهمهم لمضمون النص. وقد برهنت النتائج أن تعليم المفردات أكثر تفاعلا وتأثيرا وأنه مناسبا لكلا الأساتذة والطلاب. وفي ضوء تلك النتائج توصي الدراسة بتطبيق نظام تعليم معاني المفردات في التفاعل الصفي لخلقه بيئة صفية معافاة لدى طلاب اللغة الإنجليزية كلغة أجنبية ، مما يتيح فرص أوسع تمكن من علاقة قوية بين الطلاب وأساتذتهم. كما توصي الدراسة بتبني الأساتذة للتدريس بأسلوب تعليم المفردات لأنه يشجع الطلاب ويحفزهم علي التعليم الذاتي. وتوصي الدراسة بتبني هذا الأسلوب لأنه يمنح وقتا اكبر لفهم معاني المفردات من الطريقة التعليمية التقليدية .وتوصي الدراسة بالاهتمام بالأنشطة المصاحبة للمنهج والاستراتيجيات الحديثة كعوامل لتحفيز الطلاب الدارسين للغة الانجليزية كلغة أجنبية.

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Chapter One

Introduction

1.0 Background

Reading comprehension is defined as the level of understanding of a text. This understanding comes from the information between the words that are written and how they set off knowledge outside the text. Humans are thought to have asset of reserve, an established the ground for attention and absorption of information, commonly referred to as processing of capacity. Penny Ur (2004). This being the case, it is generally believed that proficient reading depends on the ability to recognize words quickly and effortlessly. "If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read". (Carter, 2010).

According to the researcher experience in teaching in schools and universities, in the Arab countries. Arab learners have many difficulties in reading comprehension and also, to understand the meaning of written texts. Above all, difficulties in spoken language, I think that as a researcher the main reason may be the lack of vocabulary knowledge. So that, the researcher tries to search about the difficulties that encounter EFL learners in Arab countries in vocabulary of the reading comprehension.

Reading means "reading and understanding″. The reader can only decoding, translating written symbols into corresponding sounds. Penny Ur (2004).

Learners need to perceive and decode letters in order to read words, to understand the meaning of a text. There are more symbols (letters or words) in a text, the longer it will take a long of times need to read. Readers can able to gather

meaning from reading comprehension text. Understanding of text comes from understanding the words of which it is composed.

The researcher observed that there is more motivated to read, and reading itself is powerful, because there is a challenge of findings whether the answers are correct or not. For example (the necklace, is obviously one of the things stolen and on the person's 'schemata' (the previous knowledge, for example, of thieves and theft, thus would be likely to guess that having stolen something the thief would run away).

As (Eillis & Pamela Hartmann, 2009) say that "organizing the topics and main ideas of a reading by using mind map". The mind map can be used to review and recall material: A) mind map shows the relationship of the topics, main ideas, and supporting details.

-The main topic is placed in the center of the map.

-The most general parts of the reading can appear in big circles connected to the central topic.

-The main idea for each paragraph can appear in smaller circles connected to these general parts.

-Supporting details are connected to the main ideas.

-The teacher can use color to help organize the material.

The researcher noticed that the main problem that facing the EFL learners is vocabulary. Vocabulary is roughly, defined by (Penny Ur, 2004) " as the words that learner teaches in the foreign language".

However, a new item of vocabulary may be more than single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from the analysis of the component

words. A useful convention is to cover all such cases by talking about vocabulary " items " rather than " words".

The researcher believe that vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly. Learners should concentrate first on learning the most frequently used and therefore most important English vocabulary for their practical real life needs.

"Reading comprehension is one of the pillar of the act of reading. When a person reads a text he engages in a complex array of cognitive process".(Penny Ur, 2004). A person is simultaneously using his awareness and understanding of phonemes (individual sound 'pieces' in language), phonics (connection between letter and sounds and the relationship between sounds). According to Dictionary definitions. Letters and words have ability to comprehend or construct meaning from the text. This is last component of the act of reading comprehension.

The first major distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called achieve) or receptive (also called receive) and even within those opposing. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. (From Wikipedia the free encyclopedia(2014*)*.There are many types of vocabulary:

promoting explicit lexical instruction and learning strategies; and 2) encouraging the use of implicit lexical instruction and learning strategies. The three most crucial explicit lexical instruction and learning strategies are acquiring de-contextualized lexis, using dictionaries and inferring from context. Implicit lexical instruction and learning can take many forms including the use of integrated task sets and narrow

reading; however, this study emphasizes extensive reading, which is arguably the primary way that EFL learners can build their reading vocabulary to an advanced level. The principal notion underlying this study is that the most effective and effective lexical development will occur in multifaceted curriculums that achieve a pedagogically sound balance between explicit and implicit activities for L2 learners at all levels of their development.

In spite of the impressive progress that has been made by researcher, there is reason for concern. "First, students have lack a comprehensive theory of how vocabulary is acquired, although work has begun in this area (Jiang, 2000; Pavlenko, 1999). Second, there is mounting evidence that may learners, particularly those in English as a foreign language (EFL) contexts whose native language is not generally related to English, are not developing their lexicons to level which would permit them to function add equated in many English language contexts (Barrow, 1999; Nurweni and Read, 1999)". Compared to English as a second language (ESL) learners, EFL learners often lack an adequate amount of oral or written input; consequently, they need to make up for their language learning opportunities (Kojic-Sabo and Lightbown, 1999). Third, "judging by the limited space devoted to vocabulary acquisition in many second language (L2) acquisition texts and teacher education textbooks, it is still not being accorded a position of importance by the mainstream second language acquisition" Thus, the primary purpose of this article is

to present a systematic framework for the development of reading vocabulary in foreign language contexts based on contemporary research, while simultaneously highlighting some of the gaps in that research. The researcher believes that this information can benefit curriculum developers, materials writers, teachers, and researchers.

For the pedagogical purposes of this research, that have chosen to use the terms vocabulary and lexis interchangeably to refer to individual words, collocations, and fixed and semi-fixed expressions because vocabulary learning should frequently involve learning "chunks" that are longer than individual words. Moreover, individual tasks can be located along an explicit to implicit continuum, and complex tasks many combine both explicit and implicit subtasks.

In addition to distinguishing between explicit and implicit instruction, it is also necessary to define the more elusive concepts of explicit and implicit learning, and to consider which is more effective for promoting the acquisition of different types of vocabulary knowledge. From a general education perspective, Lufer and Hulstijn (2001: 11) have stated that explicit learning can take place both intentionally and incidentally, but that implicit learning can only be incidental, which they define as "without learners' awareness of an upcoming retention test, or without learners' deliberate decision to commit information to memory. "Incidental learning, which probably requires learners to attend to and notice input, can also be

viewed as a secondary result of the primary goal of communication (Schmidt, 1994a, 1994b, 2001).

1.1 Statement of the Problem

Traditional methods of reading comprehension are not encouraging and therefore a great number of undergraduate learners of English in Saudi Universities read only to be tested in final exams. Vocabulary could be employed as an element that encourages learners to read and comprehend the content of the reading material. Since the reading material is presented the vocabulary helped the learner to understand what the text is about. However it is expected that learners performance in reading comprehension is increased through the use of vocabulary of reading, and thus the learners of a foreign language in the Saudi attain a satisfactory level in reading comprehension of a written text. The investigator, therefore, tries to prove that the vocabulary can provide learners with an opportunity to organize the language material " text" using their own words and to understand the content of the text in this way, vocabulary items provide a degree of motivation which many traditional poor ways not help a lot of understanding the text that fail to provide. It is also believed that these vocabulary items, if used properly, are very realistic and communicative providing learners with necessary stimulus and information required the content of the written passage.

1.2 Objective of the Study

The current study aims to:

1-To how the impact of using vocabulary items in improving the reading comprehension among undergraduate students of English,

2-To raise students' of English awareness of the role of vocabulary items in reading comprehension?

3-Throw light on the connection between vocabulary and reading comprehension its effect.

4-To encourage undergraduate students of English in Saudi to use vocabulary items as a means of improving the reading comprehension of English texts.

5- Teachers should encourage EFL learners to improve their vocabulary knowledge.

1.3 Questions of the Study

1-To what extent does the use of vocabulary items lead to better reading comprehension of EFL students of English?

2-To what extent are learners of English aware of the use of vocabulary in improving the reading comprehension of English texts?

3-What relations are there between vocabulary and reading comprehension?

4-To what extent are students of English encouraged to use vocabulary items as a means of improving their reading comprehension?

5-To what extent do teachers' experiences help EFL students improving their vocabulary knowledge?

1.4 Hypotheses of the study

The researcher hypothesizes that:

1-Using vocabulary leads to better reading comprehension of EFL students.

2- EFL students are not aware of vocabulary items in improving reading comprehension.

3-There are strong relations between using vocabulary and reading comprehension.

4-EFL students are not encouraged to use vocabulary items.

5- Teachers' experience help EFL students improving their vocabulary knowledge.

1.5 Population of the Study

The population of this study consists of undergraduates students of English as well as lecturers of English in Jazan University in Saudi Arabia.

1.6 Sample of the study

The sample of the current study is made up of seventy (70) undergraduates of English and fifty five (55) lecturers of English.

1.7 Tools of Data Collection

Tests and questionnaires are employed for collecting data for teachers and students.

1.8 Significance of the Study

The study addresses one of the most important, but relatively neglected technical methods of teaching English. As for contribution to knowledge, it is intended to increase one's understanding of the impact of using vocabulary items in reading comprehension. Also it is expected to provide some insight with regard to teaching by using vocabulary items as a fruitful mean of teaching reading comprehension.

1.9 Limitation of the Study

The investigation in this study will be limited to EFL learners in Saudi Arabian students at Engineering college in Jazan University. The time allotted for this study is three years. One of the problems is the resources and references in such

fields, but by contracting professionals, colleagues, libraries, websites and Saudi Digital library 'SDL' the problems are solved.

1.10 Research Methodology

The researcher will adopt both the descriptive method is employed where the sample is divided into control and experimental groups. The two groups set a pre-test a researcher made which measures students reading comprehension performance and to ensure that learners have similar linguistic level. Further, the experimenters are enlightened as to how vocabulary items are used in improving reading comprehension in English whereas the control group is not. Then both groups are post-tested then the learners' scores in both tests are compared to show the impact of using vocabulary items on the reading comprehension of experimental group. To minimize the role of extraneous variable the investigator makes sure that learner is not taught courses of reading before. Besides, a questionnaire is designed and distributed to lecturers of English regarding the role of vocabulary items in improving the reading performance of EFL learners. For research purposes reading comprehension is defined as "scores obtained by learners in the pre-and post-tests". Since the reading comprehension tests are meant primarily for an assessment purposes, and for research purposes, reading comprehension is defined as "score obtained by learners in a research prepared test.

The question of time should be considered when administering tests of reading comprehension. It is important to impose strict time limits in tests of reading.

1.11 Definition of Terms:

1.11.1 (a) Vocabulary

The noun vocabulary refers to the words used in a language. The word vocabulary can have at least three different meanings:

i) All of the words in a language. New words are constantly being added to the vocabulary of English.

ii)The words used in a particular context. If you want to do an MBA you need to improve your business vocabulary.

iii)The words an individual person knows. The teacher said that my vocabulary is good. Active and Passive vocabulary. In our own individual vocabulary, there is a difference between:*words that we understand and use (our active vocabulary).*words that we understand but do not or cannot use (our passive vocabulary).

1.11.2 (b) Reading Comprehension

-Reading comprehension is the act of understanding what you are reading.

- Reading comprehension is an international, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

-Reading comprehension is one of the pillars of the act of reading .www.K12reader.com 2015

According to the dictionary

-The ability to understand something

-An exercise given to students to test how well they understand written or spoken language.

-New methods of testing reading comprehension, comprehension task.

Chapter Two

Literature Review

2-0 Introduction

One of the main goals of this research is focusing on the difficulties of vocabulary in reading comprehension that encounter the EFL learner's when reading comprehension. The researcher tries to enlighten the way to students and to explain the value of vocabulary in learning English. Also, the researcher tries all the efforts to focus on the important of vocabulary in reading comprehension, because vocabulary like string. Students can't understand the meaning of word or a sentence without knowing the meaning of word or words that string together to build the sentence. That enforces the researcher to find the suitable way to help the students to know the meaning of words in a reading comprehension text and overcome the difficulties that encounter them in vocabulary in reading texts.

This chapter focuses on many topics that concerned with vocabulary and reading comprehension. For example, the meaning of vocabulary, the importance of vocabulary in reading comprehension, the meaning of reading comprehension, and the value of reading comprehension in learning English language. On one hand, the researcher tries to concentrate in this chapter on the vocabulary knowledge as the problematic area that encountering the EFL learners in reading comprehension. On the other hand, the researcher does all his efforts to help the learners to overcome the difficulties by tackling this problem. Also, using the special techniques in vocabulary acquisition by using the meaning of word, words and then the full sentence. That means this chapter explains the words meaning and driven of words to help them to master the meaning of words and then the meaning of a paragraph that lead them to understand the whole passage or the text. And this is the main goal of this research. This chapter also, Lights a shadow on the strong relation between reading comprehension and vocabulary. This chapter focuses on the previous studies that are tackling the same problematic area. In addition, to that the researcher tries to use all the previous studies to help in fulfill this research. Lastly, the researcher uses all the items that concerned with the vocabulary and the reading comprehension to fulfill this study.

(from Wikipedia the free encyclopedia) vocabulary is commonly defined as "all the words known and used by a particular person". Knowing a word, however, is not as simple as simply being able to recognize or use it.

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and servers as a usual and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

The first major distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called achieve) or receptive (also called receive) and even within those opposing . Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. (from Wikipedia the free encyclopedia (2014).There are many types of vocabulary:

2.1 Reading Vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because the a reader tends to be exposed to more words by reading than by listening.

2.2 Listening Vocabulary

A person's listening vocabulary is the all the words he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

2.3 Developing EFL Reading Vocabulary

David Beglar (2005) effective second language vocabulary acquisition is particularly important for English as a foreign language EFL learners who frequently acquire very poor lexicons despite years of formal study. This study comprehensively reviews and critiques second language (L2) reading vocabulary research and proposes that EFL teachers and administrators adopt a systematic framework in order to speed up lexical development. This study incorporates two approaches:1) promoting explicit lexical instruction and learning strategies; and 2) encouraging the use of implicit lexical instruction and learning strategies. The

three most crucial explicit lexical instruction and learning strategies are acquiring de-contextualized lexis, using dictionaries and inferring from context. Implicit lexical instruction and learning can take many forms including the use of integrated task sets and narrow reading; however, this study emphasizes extensive reading, which is arguably the primary way that EFL learners can build their reading vocabulary to an advanced level. The principal notion underlying this study is that the most effective and effective lexical development will occur in multifaceted curriculums that achieve a pedagogically sound balance between explicit and implicit activities for L2 learners at all levels of their development.

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From a cognitive psychology perspective, explicit learning can be characterized as a conscious searching, building and testing of hypotheses and assimilating a rule following explicit instruction, whereas implicit learning is characterized by the "automatic abstraction of the structural nature of the material arrived at from experience of instances" (Ellis, 1994a: 214). With regard to vocabulary development, connecting word from and meaning is best learned implicitly (Ellis, 1994b). While these definitions begin to clarify explicit and implicit learning, questions remain concerning what features vocabulary and grammar are best learned explicitly or implicitly and how these processes occur (Laufer, and Hulstijn, 2001).

2.4 Justifications for explicit lexical instruction and learning

Explicit lexical instruction and learning strategies involve the study of de-contextualized lexis, using dictionaries and inferring vocabulary from context. However, in this section, the researcher will focus primarily on justifying the study of de-contextualized lexis because some researchers have proposed that it is unnecessary (e.g. Krashen, 1989) or inadequate for helping learners acquire the large numbers of words that they ultimately need to know to achieve advanced levels of proficiency (Nagy, 1997). However, that the argue that when combined with a large quantity of written input, explicit lexical teaching and learning are valuable for a number of reasons.

First, many researches show that explicit temporary study of de-contextualized vocabulary is valuable in the EFL reading classroom and early studies of de-contextualized vocabulary learning.

Second, an additional argument for explicit instruction and learning arises from the difficulties of increasing vocabulary size through inferring unknown word meaning, especially for less proficient learners (Folse, 2004:71-83).successfully inferring vocabulary from context is problematic for a variety of reasons. First, the probability of successful inference is improved when learners know 98% or more of the surrounding vocabulary, which in many cases amount to knowing at least 5,000 word families in an authentic text (Hirsh and Nation, 1992, Lufer,1997). Second, vocabulary retention is enhanced when learners temporarily isolate words from their context (Prince, 1996) and elaborative process them. Third, numerous linguistic and textual obstacles can lead to partially or fully incorrect inferences and attributes, which can require years to unlearn (de Glopper, 2001). These obstacles include a lack of clues in the immediate or global context, the possibility of more than one plausible inference, deceptive transparency, multiple meanings or faulty word analysis, and failure to use morphological and syntactic clues (Haynes, 1984).

2.5 Speaking Vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

2.6 Writing Vocabulary:

Words are used in various forms of writing form formal essays to Twitter feeds. Many written words do not commonly appear in speech. Written generally use a limited set of words when communicating: for example

-if there are a number of synonyms, a writer will have his own performance as to which of them to use.

-he is un likely to use technical vocabulary relating to a subject in which he no knowledge or interest.

2.7 Focal Vocabulary:

Focal vocabulary is a specialized set of terms and distinctions that is particularly important to certain group: those with a particular focus of experience or activity. A lexicon, or vocabulary, is a language's dictionary: its set of names for things, events, and ideas. Some linguists believe that lexicon influences people's perception of things. For example, The Nuer of Sudan have an elaborate vocabulary to describe cattle. The Nuer have dozens of names for cattle because of the cattle's particular histories, economics, and environments.

This kind of comparison has elicited some linguistic controversy, as with the number of "Eskiom word for snow". English speakers with relevant specialized Knowledge can also display elaborate and precise vocabularies for snow and cattle when the need arises.

According to (Anderson & Freebody, 1981) vocabulary knowledge is fundamental to reading comprehension ;one can't understand text without knowing what most of the words mean. A wealth of research has documented the strength of the relationship between vocabulary and comprehension . The proportion of difficult words in a text is the single most powerful predictor of text difficulty, and a reader's general vocabulary knowledge is the single best predictor well that reader can understand text .

As a researcher experience vocabulary knowledge is an essential part of the process of education both as a means and end. Lack of adequate vocabulary knowledge is already an obvious and serious obstacle for many students.

(Stahl &Fairbanks,1986) say that the obviousness of the need and the strong relation between vocabulary and comprehension invite an overly simplistic response: if the students teach more words, they will understand text better.

Laufer (1990,1997, Swan 1997) inform that a crucial factor in L2 vocabulary acquisition regardless of a word frequency , is word ' learn ability'. This is the ease or difficulty with which a particular word can be acquired. Two words may have the same frequency, but one be more difficult to learn than the other, due to factors which have to do with the features of the word, or with other words related to it in the target language, or in the learner's in L1. For example a word that is frequent in

L2 which has no semantic equivalent, or is lexicalized differently in L1 is hard to understand and acquire.

Researchers often claim that inferring a word's meanings is the first step to it is acquisition, and that to infer the meaning properly one should use clues from whole meaning of the text. According to (laufer, Aswan 1990, 1997). For example a word which is a cognate in a learner's L1 may be infrequent, but it may present no difficulty in learning. On the other hand, a word that is frequent in L2 which has no semantic equivalent, or is hard to understand and acquire.

According to (Mastoor Alkaboody, 2010) the significant role of the lexis in second language learning has been a knowledge in theoretical and empirical second language acquisition of vocabulary. Reading comprehension and vocabulary learning are closely related. Reading helps in vocabulary acquisition by creating opportunities to infer word meaning from context. Vocabulary plays a pivotal role in understanding a text. Thus, vocabulary is a central aspect of language learning in general, and reading comprehension in particular.

Laufer (2009) , Nation (1990). They said that the interest of vocabulary acquisition and learning has become a prominent area of researchers over the past decades looking into the relationship between vocabulary knowledge and reading comprehension and various aspects of direct and indirect instruction and learning vocabulary. It has been claimed that international word learning is more effective than incidental vocabulary learning(de la Fuent, 2006, Laufer,2005). As the result, the importance of explicit teaching of contextualized words has been emphasized by many researchers e.g., Barcroft, 2009, Sonbul &Schmitt, 2010). However, it is well known that class room time is often too restricted to provide enough opportunities for international word learning (Schmitt, 2009) . Further aiming that one approach to vocabulary instruction is superior to another is a farfetched statement. Therefore, extensive exposure of textual input may be essential, as well, in order to facilitate incidental vocabulary learning and teaching (Nation, 2001, 2006).

As (Alderson, 200, Jshi, 2005, Nation, 1990, Read, 1993, Qian, 2002) . Say vocabulary knowledge plays a critical role influencing reading comprehension in both L1 and L2, constructing a metal representation of a text and understanding the

text meaning depends on one's knowledge of large vocabulary to decipher the printed message (Adams, 2000, Aderson, 2000, Day & Bamford, 1990) Inability to understand words of a particular text can hinder and efficient word recognition, word encoding and lexical access (Adams,2004, Stoller, (2002), and Nassaji, (2003) attributed the difference between skilled and less skilled readers to slower and inefficient lexical access and semantic processing. Moreover, Stahl, (2003) affirmed that text comprehension is affected by word difficulty. He asserts that unknown vocabulary is the most important factor to determine the difficulty of the text. Researcher in applied linguistics (e.g. Laufer,1996, Qian, 1999) conduct studies to predict the level of academic reading comprehension based on scores on vocabulary size. In her studies, laufer, (1996) finds significant link between types of vocabulary size tests and reading comprehension tests.

In a study with 80 first- year university students of similar first language background, Laufer, (1996) finds a correlation of 71 between learners' scores on reading comprehension and those on the vocabulary level test. Likewise, research by Coady et al. (1993) involving 79 students of English in a university academic preparation program concluded that the two experimental groups which received special instruction in high frequency vocabulary, achieved better ESL reading comprehension at the end of experiments that did a control group, which did not receive such training.

Coady et al (1993) included that special instruction in the most common 2000 English vocabulary items could improve reading comprehension of learners. Moreover, Qian (1999) investigated the influence of vocabulary on ESL reading and found high correlation between the scores on the vocabulary levels test and those on the reading subset of the TOEFL.

Nation, (2001) added to the previous aspects of word knowledge that knowing a word should include receptive and productive use- basically, word knowledge can be categorized into three dimensions: form, meaning, and use. Schmitt and Meara, (1997) believed that mastery of these aspects of word knowledge may enable learners to obtain native- language and then the competency. Joshi and Aaron (2000) sate that vocabulary knowledge can predict reading ability strongly ,especially when factoring reading speed with decoding and comprehension.

Martin –Chang and Gould, (2008) Qian (2002) they state that their studies established a correlation between vocabulary and reading comprehension and between print knowledge and reading rate. They proposed that vocabulary knowledge helps learners to decode the text, which is an important aspect of reading. Insufficient knowledge of word meanings as well as limited vocabulary size hinders students from comprehending the text. Qian (2002) and Qian and Schedl, (2004) investigated the effects of the breadth and depth of vocabulary knowledge on reading comprehension in academic settings. Breadth of vocabulary relates to the size vocabulary that a person knows, and depth of vocabulary knowledge refers to how well a person knows a word. The two factors are critical as they play on important role in learning words, it is very likely that learners come across words with which they are not familiar. Qian (2002) added that, " having a large vocabulary gives the learners a large data base from which to guess the meaning of unknown words or behavior of newly learned words, having deeper vocabulary knowledge will very likely improve the results of the guessing work" (p-518) .

In brief, the above studies demonstrate that the role of vocabulary knowledge is an intriguing and complex concept. It is clear that if the text contains too many difficult words, that is high – frequency words, that learners don't know, comprehension of the reading text is likely to be impaired even the text is cohesive. Even if the students have background knowledge on the reading, difficult vocabulary still diminishes the comprehension of the reading.

Rasekh & Ranjbari, (2003) teaching vocabulary learning strategies is significant to both teachers and learners. It helps improve the vocabulary production and processing because it promotes learners awareness on how to learn successfully and motivate the students.

Tassana – ngam (2005) conducted a study training Thai EFL university students in using five vocabulary learning methods, including : dictionary work, keyboard method, semantic context, grouping, semantic mapping. The researcher found that this kind of training on vocabulary leaning strategies improved the students' ability to learn English words and enhanced the learners awareness of how to learn vocabulary.

As kucan , (2002), Graves, (2006) added that creating many opportunities for students to learn words, related concepts, and their meanings is considered to be an effective vocabulary instruction. Exposure to many words at the surface level is inadequate. Strong instructional opportunities are needed in order to help students develop profound word knowledge and to build their personal vocabulary repertoire. It is important to note that vocabulary learning can be either incidental or intentional.

2.8 Incidental learning:

According to Richards &Schmidt, (2000) it is the process of learning something without intending to learn. It also, takes place when one learns one thing while intending to learn something else.

Day, Omura & lliramatsu, (1991) stated that incidental learning is claimed to be an effective way of learning words from context. incidental learning takes place through extensive reading in environments rich in input even though it occurs at a slow rate. Coady (2001) says that incidental vocabulary learning encourages students for extensive reading as it involves learner's ability to guess the meaning of new words through the context.

2.9 Intentional Vocabulary Learning

Is mostly based on synonyms, antonyms, word substitution, multiple choice, scrambled words and cross word puzzles. This technique is less effective because learners are pushed to memorization learning. This method encourage the learners to cram the meaning of new words without undergoing cognitive processes. According to Nation, (2002) , a very a few words and inferring the meaning through the contextual cues is more productive because it sharpens the student's ability for guessing. Thus, the process of guessing is crucial for vocabulary learning. Nation, (2001) states," inferring vocabulary meaning from context. Is an essential strategy for developing reacting comprehension and promoting lexical acquisition". (P- 240). The importance of incidental vocabulary learning, is thus, evident because it activates the cognitive processes of learners and motivates them to read and guess the meaning of new words, whereas intentional vocabulary learning relies on cramming the meaning of the new words, which is easy to forget. While it is significant to help students learn words incidentally and indirectly, it is

equally important to combine indirect with direct instruction of vocabulary. Intentional and direct vocabulary learning involves teaching individual words, teaching word learning strategies and building word consciousness in students. Even through many words can be learned incidentally and might become stronger when supported with a language rich environment, students benefit much from systematic and direct teaching of words.

Graves, (2006), Sates that direct vocabulary instruction should provide information about the context and the meaning of the word, engage students and allow time for word processing, exposes students multiple times to the words and let them to review and practice newly learned vocabulary, and create a dialogue around the words.

Graves, Watts–taffe, (2008, P. 186) add that another direct teaching strategy is training the students on word learning strategies. Instructors should focus on word parts to help learners decode the meaning of unfamiliar words through directly teaching them the meaning of the most common suffixes, prefixes. Promoting word consciousness is another important strategy in intentional vocabulary instruction. Teachers need to develop word consciousness within their students and maintain their interest in learning vocabulary. Therefore, teachers should " a word – rich environment, recognize and promote adapt direction, promote word play, foster word – consciousness through writing, involve students about words ".

Beck, Mc Kewon, & Kucan, (2002) Although it is unreasonable to claim that one can teach all the new words students have to learn each year, it is useful to provide direct instruction for some words. This can occur through pre-teaching key words before reading a text or a passage. Etc they estimated that learners can be taught explicitly some 400 words per year. Teachers, however, should remember that intentional instruction of specific words is just one way of effective vocabulary instruction. An important question may rise in this regard: What words should incremental, which requires multiple exposures to words. This is not simply imply that students should repeat the words they want to learn through definition and synonym, but they should encounter the words in different types of texts and different contexts. According to Juel and Deffes (2004), when a student really knows a word, he knows more that the definition of the word knowledge o a word

involves knowing how it is pronounced, written, used as a part of speech, and it's different meanings.

Stahl (2003) distinguishes between definitional knowledge and contextual knowledge. Definitional knowledge is similar to that found in dictionaries whereas contextual knowledge refers to an understanding of how a word's meaning adapts to different reading contexts. Learners, thus need multiple exposures to the word in different reading contexts in order to fully recognize and understand a word. Furthermore, background knowledge is critical for comprehending what one is reading and being able to guess the meaning of a word from the context. To gain the greater understanding of the vocabulary in the a text, a student needs a threshold level of knowledge about the topic. This is important because it helps the student to make a sense of the word combinations and enables the student to choose among various word meanings. Indirect instruction of vocabulary, according to Baumann, Ash (2003) includes instilling an appreciation for words in the learners and helping them experience enjoyment and satisfaction in their use.

Therefore, reading comprehension and vocabulary knowledge complement one another. Vocabulary knowledge is of crucial importance to understanding and comprehending any given selection. Likewise, reading comprehension plays a critical role in developing vocabulary knowledge both incidental and intentional. For example, Lee and Muncie (2006) demonstrated that a post- reading comprehension task enables ESL students to improve the production use of high – level target vocabulary. One effective strategy for vocabulary retentions is reading and retelling task reading and retelling promotes vocabulary converge. Students have to read a text and then they have to work on some vocabulary exercises such as matching, filling the gap, ….. etc.

Vocabulary gains for unfamiliar words may be augmented more effectively when a reading excerpt is accompanied by text – based vocabulary exercises than without them. Further, teaching vocabulary through reading is an effective way to authentic text strategies, and the teacher can tailor the types of words he needs to focus on what strategies, incidental or intentional he should use to help the words being taught and thus facilitate comprehension. For better retention of words, students need to be highly involved in vocabulary production (e. g, through reading and retelling) and multiple exposures to the words in different texts and contexts.

Lebaure (1985) there are general assumption in reading skill; it is supposed to be one of the easiest of the four skill i.e. listening, speaking, reading and writing for a beginner and the university students as well that is proved untrue by the researcher. The reading skill of EFL learners (English as a foreign language) requires a sufficient knowledge of vocabulary of English language, the adeptness in scanning and skimming ability; reading speed and power of comprehension are also equally important. In general, the EFL learners in Sudan are lack in proficiency in predicting the meaning in a particular context and summarizing the gist of the passage. The reading comprehension can be done through two ways – extensive way and intensive way at junior level. In general, the difficulty is felt in different areas such as use of vocabulary, scanning, skimming, prediction and summarizing in the process of comprehension of English language by Sudanese learners in Sudan university, according to the researcher experience.

2.10 Knowing the Word Meaning

Taylor, (1990) knowing a word is not an all or nothing situation; it is a complex concept. According to Dale, (1989) the extent of knowledge a person has about individual words can range from a little to a lot and it also includes qualitative connections about words. As Dale cited in Taylor (1990) provides a description of the extent of word knowledge in terms of 5 stages:

2.10.1 The student has no knowledge about the word.

2.10.2 The student has a general sense of the word.

2.10.3 The student has a narrow, context –bound knowledge about the word.

2.10.4 The student has a basic knowledge of the word and is able to use it in many appropriate situations.

2.10.5 The student has a rich, de-contextualized knowledge of the word and can use it in various appropriate situations.

(Nagy and Scott, 2000, as cited in Taylor, 1990) knowing a word implies knowing many things about the word: its literal meaning, its various connections, its spelling, derivations, collocations, frequency, pronunciation, the sort of syntactic

constructions into which it enters, the morphological options it offers and a rich variety of semantic associates such as synonyms, antonyms, homonyms.

For example, a learner who knows the word " write " will know that its ' wrote' and it past participle is " written." The learner would know that "written" is spelled with double " t ". The learner will also know when and how to use the various auxiliary verbs appropriately. The learner would know that "writing" is the verb that used in the present continuous tense and that "writing" can also serve as a noun: e.g. the writing is on the wall. The learner would be aware of the various synonyms of writing such as compose, drop a line, record, scribe and draft and also know that its collocations are subject to syntactic modifications such as write effectively and effective writing. The learner will also be able to use the word within various registers. These various aspects are related to the depth of word knowledge, which is as important as learning many words (breath of word knowledge). (Verhallen and Schoonen, 1993, as cited in Taylor, 1990) English learners have been shown to be lacking in depth of word knowledge, even for frequency occurring words.

Carter (2000, as cited in Adger, 2002) mentions a number of factors involved in knowing a word: recall difficulty and inter language factors such as storage of these lexical items in appropriate context and the ability to recall vocabulary for active usage in speaking and writing. The ability to recognize the appropriate syntactic frame of the word, to discriminate a basic forma peripheral lexical item and the comprehension of fixed expressions.

(MCCarthy, 1984,as cited in Adger, 2002) a crucial distinction is often made between knowing a word and using it. Knowing a word does not necessarily entail using the word automatically in a wide range of contexts. Since for every vocabulary dimension there is a knowledge dimension and a skill dimension. Evidence suggests that the knowledge aspect requires conscious and explicit learning mechanisms whereas the skill aspect involves mostly implicit learning and memory (Ellis, 1994, as cited in Herrel, 2004). Vocabulary learning strategies therefore, should include strategies for using as well as for knowing a word.

Bybee (1985, as cited in Taylor, 1990) states that words are stored in a network of items linked by shared phonological, morph-syntactic and semantic properties and

that the relative strength of any given item and its relationship to other items in the net work are directly determined by the speaker's experience both using and perceiving the word. Bonvillian (1997, as cited in Taylor, 1990) states that all associative models view vocabulary acquisition as a result of the continuous interaction between the learner's current level of cognitive functioning and the linguistic and non-linguistic environment.

Bonvillian (1997, as cited in Taylor, 1990) also emphasizes that learners need a deeper and more complete knowledge of syntactic information and, in particular, the sub-categorization of words that is, the syntactic frames that words fit into. Also cited that points out there are many different facts of vocabulary knowledge. If one takes as an example two synonyms," fetch" and " carry, " it is not enough to know that both refer to the transporting of something from place to place. One must additionally have knowledge of the syntactic frame within which they are used. In order to gain syntactic information, subjects are asked to write a sentence using the specific vocabulary item, e.g. the words 'fetch' and 'carry.' If a learner writes John is fetching the bucket and John is carrying the bucket, one has no way of knowing if the learner has knowledge of the subtle differences between John is fetching the bucket for Jim, John is carrying the bucket for Jim, and John is carrying the bucket to Jim, and, further, that John is fetching the bucket to Jim is not possible. According to Frase (1997, as cited in zwiers, 2008) production information may provide us with at best partial information about linguistic knowledge, but it does not inform us about a learner's knowledge of what is not possible- clearly an important part of the entire picture of what a learner knows.

Moreover, it is important to concentrate on grammatical information that is hidden in vocabulary because grammatical information is useful in inference, according to information provided by the Paribakht and Wesche study. The results of the study underlined the fact that syntactic and lexical knowledge are related. Therefore, research should endeavor to understand this specific relationship in line with vocabulary acquisition process (Wode, 1989, as cited in Adger, 2002). Gass and Ard (1987, as cited in Taylor, 1990) further investigated the relationship between syntactic and lexical knowledge by observing ELLs over a specific period of time. The investigation revealed that low-level learners lacked the ability to differentiate sentences such as " The teacher demonstrated the students the new machine and the teacher showed the students the new machine."

However, Gass and Ard (2007, as cited in Herrel, 2004) also stated that learners with a high proficiency did differentiate the tow sentences. According to Gass and Ard (2007) learning happens in the following manner.

2- A second step occurs when a second pattern becomes available to learners; they can then either alternate these patterns or replace the first with second until the correct pattern is established. Thus, when additional information become available to learners as a function of proficiency, destabilization occurs, Destabilization of initial syntactic patterns is observed in the greater sensitivity of the more advanced learners to the relationship that exist between and among lexical items. In fact, learners acquire syntactic information through the lexicon. They may first learn lexical items as unique bits of language information with syntactic generalizations as a result, not a cause (Gas and Ard, 2007, as cited in Zimmerman, 2007). As an initial approach to a particular lexical item, learners conceivably have a general idea of the meaning of the word and a general idea of the kinds of syntactic structures in which words occur. Increased proficiency means refinement in both of these areas.

The point to be made here made is that lexical acquisition needs to be considered broadly and needs to include the semantics of lexical items as well as syntactic information. A version of this point is made by Paribakht and How (2009, as cited in Taylor, 1990 0.

Additionally, as Henriksen (1990) points out, one needs to acquire the packaging of lexical items (i.e., the range of meaning or the appropriate references) and one needs to learn to build

appropriate networks (i.e., which words are related to other words, and how, including antonyms and synonyms, semantic intensity, etc.). These are dynamic processes that continue as vocabulary learning continues and one's lexicon matures.

These dynamic process are outlined by Henriksen (1999) through the three vocabulary development dimensions.

2.11 The Partial- Precise Knowledge Dimension

A number of quantities studies such as vocabulary size or breath and different types of achievements tests define vocabulary knowledge as precise understanding (Hazenburg and Hulstin, 1996). To know a vocabulary item is define as the ability to translate the vocabulary item into the first language, to discover the correct definition in a multiple- choice task, or to paraphrase it in the target language (Hulstin, 1996). In a study of teaching methods Merry (1989) asked the informants to match L1 words with L2 words.

For measuring vocabulary size in the L2 word recognition tasks and check lists were effectively used (Palmberg, 1989). These measuring instruments were also used to make comparisons between individuals vocabulary knowledge (Beauvillan and Grainger, 1987) (Herman and Anderson, 1985) argue that these lexical decision tasks could only show whether a specific vocabulary item is recognized as being part of the learner's vocabulary, since learners are only required to recognize formal features words and many not know the meaning. In addition to lexical-decision tasks do not differentiate between what the learner precisely or vaguely knows. (Neuman and Koskinen, 1992) used different tasks in order to measure differences in acquisition outcomes.

Read (1988)suggests a method where learners be requested to pronounce words, explain the meaning and provide various word associations. This method has shown that there are definite levels of knowledge along the partial to precise knowledge dimension.

2.11.1 The Depth of Knowledge Dimension

The depth of the learner's vocabulary knowledge is defined as the learner's ability to apply syntactic and morphological meaning to words that they know. Richards (1993: 357) emphasizes that vocabulary knowledge consists of various dimensions which define the meaning of words. According to Cronbach (1992) learners should not only know the general relationship between words but also the different sense relations such as antonyms, synonyms, hyponyms, and collocations.

Dolch and Leeds (1992: 189) stress that knowing the meaning of a word is "growth." They argue that current vocabulary tests are limited and should include a section on testing word meaning and synonyms.

2.11.2 The Receptive-Productive Dimensions

Most researchers agree that there is a difference between word mastering and word use. Melka (1997) stresses that there is a need to define the concepts "reception" and "production" since most vocabulary tests such as TOEFL mainly concentrate on receptive and productive vocabulary. Although it is important that test instruments include productive and receptive tasks that focus on the same vocabulary items, Melka (1997) states that it is difficult to find tasks that test production and reception. Joe (1997) advocates for the use of a variety of tests that could measure inter-language development more accurately.

2.7 Focus on both mapping meaning onto form and network building

(Beyeydt, 1087) the relationship between dimension one and two and the learning of word meaning plays an important role in vocabulary semantization considers vocabulary learning a mere rote learning a mere rote learning task. According to Hatch and Brown (1995) the process of mapping meaning onto form should not be considered more important than the learner's ongoing struggle to construct and reorganize his inter-language because it is a complex process that also involves network building.

Aitchison (1997) states that English language learners find it difficult to acquire word meaning through the process of labeling, packaging and network building. The first term, labeling, refers to a brief description given for the purpose of identification or an identifying or descriptive marker that is attached to an object.

According to Ellis (1995) the learner learns to use the same word for too many different situations (overextension) or too few (under extension). He provide an example of the adjective '

Hot'. In this case, the learner will have to learn that the word has its limitations when used in a figurative manner such as hot news or hot date.

The third term, network building, refers to the process of learning the relationship or direct links between words. It entails linking words together according to meaning (verhallen and schoonen, 1993). They pointed out that learning meaning involves working out the relationship between the meanings of words. Learning word meaning also involves working out the relationship between words through the process of labeling and packaging (Aitchinson, 1993) states that mapping from onto meaning is crucial since it appears in the early stage in the vocabulary development process while network building only comes later in the learning process.

2.12 The Difficulties of Vocabulary Acquisition

Vocabulary refers to the words we must understand to communicate effectively. Educators consider four types of vocabulary: listening, speaking, reading and writing.

For that vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction.

2.12.1 How to Help

With the help of parents and teachers students can overcome vocabulary limitations that affect their reading. Below are some tips and specific things to do:

Students helping themselves

a) Find books to read on your own. The more you read, the more new words you'll see, and the more you'll learn about the words.
b) Look ahead in textbooks to learn new vocabulary and concepts before your teacher goes over the section in class.
c) Keep a list of key vocabulary and transition words.
d) Practice telling stories using the words first, then, and finally.

2.12.2 The role of Parents

- Engage your child in conversations every day. If possible, include new and interesting words in your conversation.

- Read to your child each day. Define the new words to him. After you're done reading, engage your child in a conversation about the book.

- Help build word a knowledge by classifying and grouping objects or pictures while naming them.

- Help build your child's understanding of language by playing verbal games and felling jokes and stories.

- Engage your child to read on his own. The more children read, the more words they encounter and learn.

Submitted by proficient on 19 December, 2010- p, 20.58. they said that vocabulary is the most difficult aspect of English for foreign learners to master thoroughly. They should concentrate first on learning the most frequently used and therefore most important English vocabulary for their practical real life needs. Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties with learning and using English vocabulary include fixed word collocation, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English speaker – speaking countries in terms of spelling, pronunciation, vocabulary and grammar. There are some specialized books dealing with British and American English differences.

English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce, technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary. Thematic general English dictionaries combined with English synonym dictionaries are a valuable tool for mastering English vocabulary logically, comprehensively and intensively for real life needs of learners. Extensive reading on a variety of topics is another effective method for expanding English vocabulary knowledge by learners of English.

2.13 Reasons for Failure of Vocabulary Instruction

Why does much vocabulary instruction often fail to increase comprehension measurably? There are two basic ways to account for this failure. The first is that most vocabulary instruction fails to produce in-depth word knowledge. A number of studies indicate that reading comprehension requires a high level of word knowledge-higher than the level achieved by many types of vocabulary instruction. Only those methods that go beyond providing partial knowledge and produce in-depth of the words taught will reliably increase readers' comprehension of texts containing those words. The implication is that teachers should augment traditional methods of instruction such as memorizing definition with more intensive instruction aimed at producing richer, deeper word knowledge.

A second reason for the failure of vocabulary instruction to improve reading comprehension measurably relates to the comprehensibility of texts containing unfamiliar words. One doesn't need to know every word in a text to understand it. In one study, it was found that one content word in six could be replaced by a more difficult synonym without significantly decreasing comprehension of a text. (Freebody & Anderson, 1983).

Hence, redundancy of text also provides an explanation for the failure of vocabulary instruction to improve comprehension. If the presence of a certain proportion of unfamiliar words does not measurably hinder comprehension, instruction on these words would not measurably improve it. In fact, inferring the meanings of unfamiliar words in text is itself a major avenue of vocabulary growth (Nagy, Anderson, & Herman, 1987). The implication is that what is needed to produce vocabulary growth is not more vocabulary instruction, but more reading.

These two accounts of the failure of some vocabulary instruction to improve comprehension appear to have almost contradictory implications for instruction. Yet the two are not mutually exclusive, they give complementary perspectives on the complex relationship that exists between vocabulary knowledge and reading comprehension.

2.13.1 Problems of Traditional Methods of Vocabulary Instruction

Traditionally, much vocabulary instruction has involved the use of definitions – some combination of looking them up, writing them down, and memorizing them. Another commonly used method involves inferring the meaning of a new word from context. However, neither method, taken by itself, is especially effective at improving reading comprehension. (William E. Nagy, 1988).

2.14 Definitional Approaches

Most vocabulary instruction involves some variety of a definitional approach-students learn definitions or synonyms for instructed words. There are obviously better and worse versions of this approach, and one should not conclude that definitions are not useful in vocabulary instruction. But definitions alone can bring a student to only a relatively superficial level of word knowledge. By itself, looking up words in a dictionary or memorizing definitions does not reliably improve reading comprehension.

The first problem with definitional methods of instruction is simply that many definitions simply aren't very good, as definitions. Here is a definition from a good school dictionary:

Mirror: any surface that is capable of reflecting enough light without scattering it so that it shows an image of any object placed in front of it.

This definition may be accurate, but it is hard to imagine that anyone who doesn't already know the meaning of mirror could be helped by this definition. Most of the content words in the definition are less likely to be familiar to the student than the word mirror itself.

Here are some other definitions, taken from the glossary of a basal reader:

Siphon: To pull water from one place to another.

Migration: Moving from one place to another.

Image: likeness.

Baleen: substance like horn that grows in plates in a whale's mouth and that is used to filter food from the water.

These definitions are simply not accurate-at least not for the reader who need to use them. Note for example that likeness is a relatively rare word-it occurs less than twice in a million words of text- whereas image, the word it is used to define, is far more frequent, occurring 23 times per million words of text, (Carroll, Davies & Richman, 1971). Likeness is also one of the few English words ending in – ness that is semantically irregular. As for the definition of baleen, the words horn and plates may be frequent enough, but they are being used with meaning that are probably not at all familiar to students.

Definitions given in glossaries are also not always appropriate to the selection being read. In on basal reader, for example, tragic is defined in the glossary as "very sad". The word tragic occurs in one selection in the following context (spoken by a blind body walking through Pompeii): Too bad! The tragic poet is ill again. It must be a bad fever this time, for they're trying to smoke fumes instead of medicine. I'm glad I'm not a tragic poet."

Even when definitions are accurate, they do not always contain adequate information to allow a person to use the word correctly. This is especially true of definitions for words for concepts with which the learner is unfamiliar. John Sheffelbine (1984) and others have used the following activity to communicate this point to teachers: take some definition of words that represent truly unfamiliar concepts-such as those below- and try to do what students are often asked to do: "write a sentence for word in which it is used correctly." The researcher suggests that readers take the time to actually try this activity, to experience the full force of the point: Definitions do not teach you how use a new word.

Epiphenomenal: (adj) having the character of or relating to an epiphenomenon.

Epiphenomenal: (n) A phenomenon that occurs with and seems to result from another

Foramen (p. foramina, foramens): (n) a small opening, especially a natural one in a bone.

Ideational: (adj) related in some way to ideas or concepts, especially as they are in the formative stages.

Stative: (adj) expressing a bodily or mental state.

There are two reasons why it is difficult to write meaningful sentences, given only a definition. One is that definitions alone tell very little about how a word is actually used. This problem is especially acute for children, who are less able to use even that information that is available in definitions (Miller & Gildea, 1987).

Another reason why it is difficult to write a sentence for a truly unfamiliar word, given only the definition, is that definitions are not an effective device for conveying new concepts. One can think of it this way: Why isn't a glossary of biological terms an adequate substitute for a biology text book? The answer, in part, is that there is important information about biological concepts and about these concepts are interrelated that simply doesn't fit into definitions.

This bring us to perhaps the most basic reason why knowledge of definitions is not adequate to guarantee comprehension of text containing the words defined: reading comprehension depends on a wealth of encyclopedic knowledge, and not merely on definitional knowledge of the words in the text.

Take, for example, a text in which a bat is seen flying around. Definitional features of bat- the fact that bats are mammals rather than birds, for example, many well be totally irrelevant and comprehending the text. Understanding the text may depend more on knowledge of bats, or knowledge of folklore about bats, that would not necessarily make it into a definition.

The point is not that definitions are never to be used in vocabulary instruction; on the contrary, they will play an essential role in most vocabulary instruction. However, definitions have substantial weaknesses and limitations as an instructional device. These weaknesses and limitations must be recognized and corrected for. How this can be done will become clear from the discussion of more intensive approaches to vocabulary instruction.

2.14.1 Contextual Approaches

Another common approach to teaching vocabulary is he use of context. A teacher might write a sentence or two on the board containing the word to be learned, and ask students to figure out what the word means. There is no question that learning from context is an important avenue of vocabulary growth, and that it deserves attention and practice in the classroom. But context, used as an instructional

method by itself, is ineffective as a means of teaching new meanings, at least when compared to other forms of vocabulary instruction.

The problem is that, for the most part, a context may look quite helpful if one already knows what the word means, but it very seldom supplies adequate information for the person who has no other knowledge about the meaning of a word. For example, take a sentence such as the following, which was used to illustrate context clues involving contrast: "Although Mary was very thin, her sister was obese. It is clear that contrast is involved, but the exact nature of the contrast is only clear to someone who already knows the meaning of obese. This becomes clear when one attempts to find other words that could be reasonably substituted in place of the word whose meaning is supposed to be inferred. There is no reason, for example, for a word in this position to refer to an extreme value on the scale; a teacher could easily have used the word normal in this context. Given only this sentence context, one can think of other words that relate to other possible implicit contrasts for example, charitable (in her description of Mary), or unconcerned (about her health). Nor is there any reason to restrict guesses about the meaning of a new word to synonyms; one can imagine meanings expressed by phrases that would fit in this context, such as "not jealous."

It should be noted that this example involves the use of contrast, a relatively information type of context clue. In most cases, what appears to be a fairly informative context would allow an even wider range of possible substitutions.

2.14.2 Natural and Instructional Contexts

One of the motivation for having students try to figure out word meanings from the context is to help them develop word learning strategies that they can use on their own. Practice in such strategies should definitely be part of an approach to vocabulary building. However, the teacher must face up to the dilemma posed by any attempt to teach such strategies: Most contexts in normal text are relatively uninformative. The context around any unfamiliar word tells us something about its meaning, but very seldom does any single context give very complete information, (Baldwin, 1986). More informative contexts can constructed, (cf. Gipe, 1979), but to extent that they are informative, they are likely to be unnatural,

and hence defeat the purpose of training students' strategies for inferring word meanings from real texts.

A good context might help a student figure out the meaning of a less familiar synonym for a known word, but a single context is in general not adequate to teach a new concept. If the goal is to teach students strategies, both teachers and students must accept partial word knowledge, some degree of uncertainty, and occasionally misleading contexts (Beck, Mc Caslin, 1983). If the goal is to get a good grasp on the meaning of a new word, one will have to use either highly artificial contexts, multiple context, or some other sort of supplemental information.

2.15 Combination Definitional and Contextual Approaches

A combination of definitional and contextual approaches is more effective than either in isolation: such mixed methods do, in general, increase reading comprehension (Stahl & Fairbanks, 1986). Indeed it would be hard to justify a contextual approach in which the teacher did not finally provide an adequate definition of the word, or help the class arrive at one. Likewise, a good definitional approach will include sentences that illustrate the meaning and the words defined.

An example, can often convey a meaning more vividly than a definition, and help students relate what may be a very abstract and general definition to their own experience. For example, one school dictionary defines one of the senses of expand as to increase in one or more physical dimensions, as length or volume. A simple sentence as " The balloon expanded as she blew air into it" might be helpful, perhaps even necessary, for the reader to make sense of such a general definition. It should be noted, of course, that is the combination of definition and context that communicates the meaning effectively. The context alone…. The balloon …….. as she blew it up …. Allows multiple interpretations: grew larger, burst, stretched, become taut, become more transparent, and so on.

Providing a natural context is almost always essential in teaching students how a word is used. Given only the definition of cater in sense to act with the special considerations of this sense of the word, whish the definition does not adequately convey), the student might produce a sentence such as "The mayor catered when the corporate executives visited the city."

2.16 Qualities of Effective Vocabulary Instruction

To be effective, then, vocabulary instruction must provide both adequate and illustrations of how words are used in natural-sounding contexts. But does supplying both definitions and contexts guarantee gains in reading comprehension? Not necessarily. It would be safe to say that good definitions and contexts are a minimal requirement for good instruction, but they by no means exhaust what can be put into a good vocabulary lesson.

Methods of vocabulary instruction that are most effective at improving comprehension of text containing the instructed words go quite a bit beyond simply providing both definitions and contexts. Such as methods could be referred to as "intensive vocabulary instruction." There are numerous approaches to vocabulary that fall under this heading. Rather than simply list them, the researcher would like to try and identify some common properties or principles of effective vocabulary instruction. These principles should help teachers to generate and evaluate specific instructional techniques, and also to adapt methods of vocabulary effectively to particular classroom activities consistent with the principles will be provided as a concrete help for the teacher. A wide variety of additional vocabulary activities can be found in the April, (1986) Journal of Reading special issue on vocabulary, or in Johnson and Pearson, (1984).

Based on surveys of available research (Wixson, 1986) three properties of vocabulary instruction effective in increasing reading comprehension can be identified: Integration, Repetition, and Meaningful use each of these will be discussed in turn.

2.16.1 Integration

The first property of powerful vocabulary instruction is that it integrates instructed words with other knowledge. This emphasis in instruction is an outgrowth of schema theory lies in two points: (a) that knowledge is structured, it consists, not of lists of independent facts, but of sets of relationships, and (b) that understanding new information by relating it to what students already know, (Stahl, 1986).

2.16.2 Semantic Mapping

One classroom activity reflecting this emphasis has been called, among other things, "brainstorming," or "semantic mapping." This approach has been researched in some detail by Dale Johnson and his colleagues (e.g., Johnson& Tomas-Bronowski, Pearson, 1984). Classroom applications of many uses of semantic maps (i.e., not just for vocabulary comprehension) are described in Heimlach and Pittelman, (1986).

To focus on a vocabulary-related example, the teacher might choose one or more literary works related to a particular theme, such as "fear." (or give a particular story to be read, the teacher might identify a them or a topic central to that story). In preparation, the teacher notes particular words in the selection relating to theme, including, but not necessarily limited to, difficult words.

The first step in classroom instruction resembles Kenneth koch's (1980) language – generating games from wishes, Lies, and Dreams: Teaching Children to Write Poetry. The teacher puts a word or phrase representing the basic theme on the board, then asks the students to write down (individually) any words they can think of related to this theme. Since the key word is "fear" students will think of words such as terror, ghost, monsters, goose pimples, scream, etc.).

Next, the teacher makes a composite class list on the board, grouping, or having the students group-the words into categories when possible, and helping the class agree on labels for the categories. The teacher can always prod students to think in new directions, for example, words about Not being afraid- brave, foolhardy, etc. After the words have been categorized, the teacher can bring up any important words not suggested by students , and ask students to try to place them in an appropriate category (Blachowitz, 1986).

The teacher can lead a discussion of how new words relate to familiar words and concepts, and can ask students to relate stories about fears or frightening experiences that they or their friends or relatives have had. A rich vocabulary of words related to the theme of the selection to be studied has been generated, then, and the students have related the theme to their own experiences in the "Personal narratives discussion."

2.17 Semantic Feature Analysis

Effective vocabulary instruction integrates new information with familiar information; semantic mapping and similar techniques illustrate ways this can be done. Effective vocabulary instruction also should establish connections among the instructed items. Any instructional method such as semantic mapping that deals with words in groups based on related meanings or relationship to a common topic should help develop knowledge of relationship among the words being taught. However some methods of instruction go beyond semantic mapping in the extent to which they focus on and specify such relationships. Semantic feature analysis is one of the instructional methods that deals most explicitly with relationships among word meanings. Pearson, (1984). A sample lesson might go as follows:

First of all, this method probably works best for words which from a semantically close-kit group. An example would be the class of words including house, mansion, shake, shed, barn, tent, bungalow, shanty, and so on. Some of the words should be familiar to the class already, so that at least some of the distinctions in meaning to be made are immediately understandable to the class.

The vertical columns are for the "semantic feature" …that is, phrases describing components of meaning shared by some of words, or which distinguish a word from other meanings. In the square representing the intersection of a given word and a given semantic feature, one records whether (or to what extent) this feature applies to this word. For example, a mansion is for people, and is a permanent structure, and therefore gets pluses in the corresponding columns. The feature themselves, and the pluses and minuses in the matrix, are arrived at through class discussion. Depending on the words and features involved, it may be necessary to use question marks or zeros for cases in which specific features doesn't seem to apply to some of the words, or for which their value is not defined.

2.17.1 Repetition

The first property of effective vocabulary instruction was integration –trying in new words with familiar concepts and experiences. The second is repetition.

The need for repetition in word learning is related to what has been called the "verbal efficiency hypothesis" (Perfetti & Lesgold, 1979), or the "bottleneck

hypothesis." According to this hypothesis, a reader has only limited processing capacity available for tasks that require conscious attention. If the reader can decode well, and knows all the words in the text very well, then identifying the words of the text can proceed more or less automatically and most of the reader's attention can be given to comprehension.

Reading with understanding depends, then, on low-level processes such as decoding and word recognition proceeding smoothly, without much conscious attention. Any interruption of the processes that are automatic for skilled reader must struggle to decode the word hippopotamus, by the time that word has been recognize he may have forgotten what the rest of the sentence was about. Conversely, if this same reader had better skill in decoding, more attention could have been given to the meaning of the sentence.

According to the vertical efficiency hypothesis, limited knowledge of the word meanings can have the same sort of detrimental effect on comprehension that poor decoding skill would have. Being able to identify or produce a correct definition for a word does not guarantee that one will remember its meaning quickly and effortlessly during reading.

Therefore, vocabulary instruction must ensure not only that the reader knows what the word means, but that the reader has had sufficient practice with the word to make its meaning quickly and easily accessible during reading.

2.18 Partial and Precise Comprehension Development

Researchers state that English language learners should be allowed to have a vague understanding of word meaning before developing accuracy. Harly (1995) suggests that learners go through various stages of partial word knowledge . Jonson and Lard (1987) argue that complete comprehension of is not needed for successful communication, since learners learn to infer meaning when communicating. Learner's knowledge of a specific vocabulary item moves from partial to precise knowledge as they expand their communication world (Brown, 1994). (Miller and Fellbaum, 1991) point out that knowledge of how verbs, adjectives and nouns function in relation to another is important in acquiring word meaning.

2.18.1 Receptive and Productive Control Development

Harley (1996) points out that various levels of receptive tasks and productive vocabulary require learners to access and apply their word knowledge. Nation (1990) states that vocabulary items in the learners receptive vocabulary, might not become readily available for productive purpose, since vocabulary receptive does not guarantee production. He states that it is difficult to draw a line between reception and production, since it is not clear at what point receptive word knowledge becomes productive.

Meara (1997) suggests that vocabulary learning is to be viewed as the learning of items and changing of systems when teachers employ the following vocabulary learning strategy: (the above references on the three dimensions were all cited in Henricksen (1999).

2.18.2 Guessing Meaning from Context

The teacher assists the students in learning to recognize clues to guessing word meaning from context. This vocabulary learning skill is effective for learning low-frequency vocabulary (Herrel, 2008, as cited in Henriksen, 1999). Suggests the following method in assisting students guessing meaning from context:

Definition- a definition gives the meaning of words. The writer may use phrases or statements to define something. The key words used to provide a definition are: "are/is known as," "are/is described as," "are/is defined as".

Restatement- the writer may use other words, phrases or sentences to provide meaning of difficult words. The key words used in restating something: "in other words", "that is" and "that is to say."

Punctuation marks- the writer uses punctuation marks to describe the meaning of unfamiliar words. The author will write unfamiliar words and then use punctuation, words, phrases or sentences to explain new words. Punctuation marks such as-, commas, "inverted commas, ( ) parentheses; semi-colon and: colon. E.g. Family members (siblings) should always stick together

Examples – examples help learners to understand the meaning of new words. Key words- " such as, "like", " for example", " for instance", " is/are", are used by the author.

Contrast- contrast shows the opposite meaning of new words. Key words- "but," instead of," even though," " in contrast " yet, "and" "in spite of," are used by the author.

Similarity- the writer uses signal words of similarity. Key words- "like," in the same way", " as", and 'just as."

Surrounding words- words surrounding the new vocabulary might provide clues to the meaning of new words. For example- Children are too young to understand that swallowing gum can be dangerous.

Background knowledge- Experience and background knowledge about the text plays an important role in vocabulary comprehension. For that reason it is important for teachers to do schema-building before learners read the text.

2.18.3 Teaching Lexical Chunks

Peters (1992:34) suggests that the memorization of chunks of language might be productive and powerful. She states that the learning of lexical chunks can serve two objectives: it enables the student to have chunks of language available for immediate use and it also provides the student with information that can be analyzed at a later stage. The main advantage of the use of lexical chunks is that they build on the fluency of the English language learner. They can also be associated with certain communication rituals such as "To whom am I speak? Lexical chunks are related to typical functional language use. For example, "Have you heard about…." is received for starting gossip or taking about an event. Lexical chunks like these are institutionalized as the most efficient and most familiar linguistic means to carry out language function (Bollinger, 1997).

However the learner may later notice the phrase " How are you this evening?" At that point the learner realizes that the main structure is actually " How are you……? Where the gap can be filled with a time reference. The learner is then aware that what fits in the gap is a separate unit from the rest of the phrase, which opens the door to learn that lexical unit (Bollinger, 1997).

2.18.4 Teaching Collocations

Vocabulary knowledge doesn't only involve just knowing the meaning of a word in isolation, but includes knowing the word that usually co-occurs with it. These words that co-occur with high frequency are called collocation, e.g. heavy rain, strong coffee but not powerful coffee, a brief discussion but a short man. Collocations help students to define the semantic area of a word such as: Synonyms- words with identical meaning; however (Nattinger, 1989:99) warns that absolute substitutability is not possible, since factors such as register and style determines the usage of synonymous words. Examples of synonyms include commence/begin, end/terminate. Antonyms – antonyms refers to a notion of semantic opposition or un-relatedness (Carter, 2000). Examples of antonyms include married/single, buy/ sell, big/small. Hyponymy refers to a relationship existing between a specific and general lexical item e.g. (a) super ordinate grouping (vehicle- car) (b) co-ordinate grouping (car-sedan). Word formation refers to the recognition and production (speaking and writing) of word formation processes (Carter, 2000). Below is an example of a word form chart.

2.18.5 Word Form Chart

Noun	Verb	Adjective	Adverb
Obsession	Obsess	Obsessive	Obsessively
Qualification	Qualify	Qualified	
Competition	Compete	Competitive	Competitively
ion, tion	-e, ate, ey	-iv, ive, ed	-ly

Adopted from (Carter, 2000)

2.19 Incidental Vocabulary Acquisition

Incidental vocabulary Acquisition is a vocabulary learning strategy, defined as the learning of new words as a by-product of a meaning- focused communicative activity, such as reading, listening and interaction. It occurs through multiple exposures to a word in different contexts. Learners are able to acquire vocabulary through extensive reading, communicative interactions and exposure to natural input such as movies and television. This strategy entails extensive comprehensible input and independent learning (Huckin and Coady, 1999: 185).

2.20 The Advantages of Incidental Vocabulary Acquisition

It is contextualized and gives the learner a richer sense of word use and meaning that can be provided in group activities. It also allows vocabulary learning and reading to happen at the same time. It is individualized and learner- centered because the vocabulary to be learned depends on the learner's own selection of reading materials. Presentation, consolidation and lexical development occur at the same time. On the other hand; Incidental Vocabulary Acquisition also has a few disadvantages: It does not work for learning core vocabulary, since it is individualized and the vocabulary that is acquired is dependent on the learner's own selection of reading material. There is no control over what learners learn, so learning might not even take place. Incorrect guessing might lead to incorrect understanding of vocabulary (Huckin and Coady, 1999:186).

2.20.1 Teaching Word Family

Development in lexical semantics and the mental lexicon have promoted the development of the semantic field theory, semantic networks or semantic grid strategies, which present and organize words in terms of interrelated lexical meanings (Gus and Johnson, 1996:64). The semantic field theory suggests that the lexical content of a language is best treated not as a mere aggregation of independent words or unstructured list of words but as a collection of interrelating networks of relations between words (Stubbs, 2001). The meaning of most words are governed, in part, by the presence in the language of other words whose semantic functions are related in one or more ways to the same area of situational environment or culture (Robins, 1980).

A simple example of a semantic field is the set of kinship terms: father, mother, brother, sister, son, daughter, uncle, aunt or the various body parts learned as a subset. Words may be grouped together (related to each other) according to different criteria. Animals for example may be grouped in terms of physical or perceptual features such as pet, wild, food etc. According to (How, 1999) individual word meanings exist within systems of related (kinship) meaning and individual knowledge of the meaning relations among a set of words would seem to follow from knowledge of the constituent meaning. There is ample psychological evidence that supports this assumption (How, 1999). Adults are

better at remembering words from a list that contain semantically related subsets than words from lists of unrelated words. Semantic interrelationships among words cannot be acquired incidentally through reading. They need direct systematic instruction, which enables the learner to recognize the semantic relatedness between words. This strategy also enhances retention of vocabulary leaned in this manner (How, 1999).

2.20.2 Recycling Content

Linguists contrasting views on how many times learners need o be exposed to a lexical item before they can commit it to memory. According to Whorf (2002) it is not only the amount of times but also how well learners encounter a lexical item that determines how well they retain it. If learners encounter a lexical item many times but do not do much with it (incidental learning), the learners are likely not to retain it. If the learners are actively involved in processing the lexical item (intentional learning), they are likely to remember it. It is therefore the teachers' responsibility to create meaningful contexts in which learners have the opportunity to recycle and reuse the vocabulary they have leaned (Whorf,2002).

2.20.3 Keeping a Vocabulary Journal

It is important for language learners to record the words they learn or encounter. Vocabulary journal can serve as a reference in and out the class room. Once learners record the target vocabulary, it become easy for them to remember or use it (Gruber, 2002: 199).

2.20.4 Eliciting

The learner calls out or writes the target word. This can be in the form of definition, antonyms or synonyms. This activity enables the learner to express meaning and explore knowledge of the target vocabulary deeply (Herrel, 2004: 110).

2.20.5 Contextualization

The learners learn to use the word in sentences through gap filling activity, story-building or role-play activity 9MCCarthy, 2002: 33).

Labeling

Learners label various parts or objects in class. This activity can be extended at home or immediate environment (Morgan and Rinvolcri, 1986: 56).

2.20.6 Personalization

This process is also known as deep- processing. The learners visualize themselves doing a specific activity relating to the target vocabulary, e.g. learners imagine themselves rowing a boat.

Target vocabulary= row.

Students can also be asked to think and express what freedom means to them individually (Morgan, 1986: 55).

Learning vocabulary by identifying productive pre-fixes and post-fixes

Learning the most common productive pre-fixes can enable learners to understand a thousand other academic words, which uses one or more of those word parts. Word part clues are highly memorable because they are simple to understand e.g. bi- means 2, anti-means against. Once learners have mastered the word part, they can create their own words (Schimdt and McCarthy, 1989: 22).

2.20.7 Word Association

Learners learn to associate the new vocabulary or target word with something they already know or something that is meaningful to them (Schmidt, 1995: 45).

2.20. 8 Semantic Mapping

This method used to motivate and involve students in thinking, reading and writing. It enhances vocabulary development by helping students to link new information with previous experience. This is done by making an arrangement of words into a picture, which has a key concept at the centre and related words and concepts linked with the key concept. Below is an example of a semantic map.

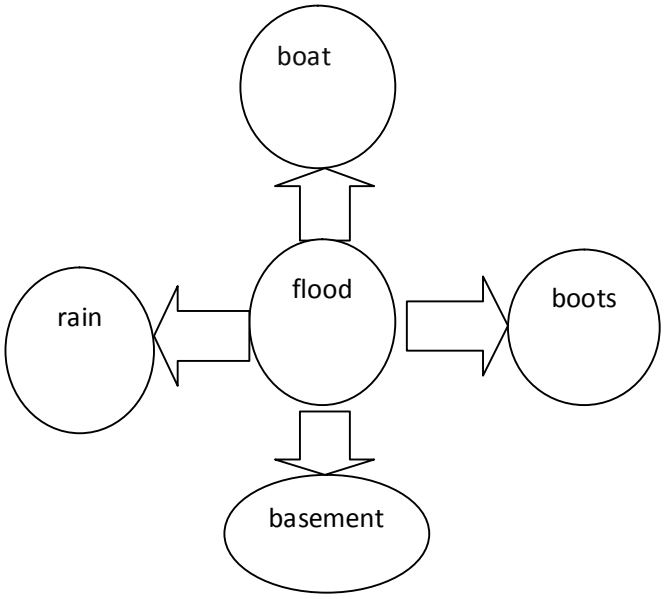

Fig. (1)Semantic Mapping (McCarthy, 2009)

2.20.9 Character Trait Vocabulary Chart

After reading a story students are asked to describe what each of the characters was "really like" and the teacher create a chart of the students' responses (Manyak, 2007). The brain storming process prompts students to analyze the characters and provide the teacher with a rich context in which to teach new vocabulary.

2.21 Learning Vocabulary through Analogy

An analogy is an implied (unstated) relationship between two pairs of objects (Gardner, 1993). Analogies require students to identify a similar relationship between dissimilar objects. Understanding analogies requires the use of higher thinking skills. The major forms of vocabulary via analogy are: synonyms, antonyms, homonyms, word and word structure, part to whole, whole to part and characterization. An example if an analogy is: which one does not belong to the group:

Flood, debris, facility, rain, current (answer: facility) (Gardner, 1993:55).

2.21.1 Using Teaching Proficiency via Reading and Storytelling in Teaching Vocabulary

This teaching is used to build language proficiency in the use of grammatical structures and vocabulary. This is done by the target vocabulary structures. Gestures can also be taught and practiced with the new vocabulary to help students remember the target vocabulary. Three steps are involved in TPRS:

Step1- Teacher establishes meaning by presentation of target vocabulary.

Step2- Teacher asks students to tell a story with a general outline by using the target vocabulary. The teacher asks students to provide specific details.

Step3- Teacher discusses story with students and ask questions about the story and how it relates to students' lives (Brown, 1999).

As a researcher I think that this kind of teaching is quite good for the students. It helps them to understand the passage and the meaning of new words.

2.21.3 Learning Vocabulary through Story Innovation

The learning vocabulary through story innovation strategy was introduced by (Martin &Brogan,2002) it is a procedure for innovating sentence patterns by using the structure of a sentence to create a semantically new one through word substitutions. Story innovation is a way for learners to enjoy writing and reading and learn vocabulary in a scaffold format. The finished product is a new text that is easy for learners to read because they are familiar with the patterns in the original story and with the new vocabulary used to create the innovation.

Categorizing Words

Students are asked to categorize words. Categories can include action verbs – to run, run on gasoline; nouns – knight; auxiliary verbs – will –future tense, a will, be, bee; adjectives – round, round of applause; prepositions –in, to, two, too (McCarthy, 2008).

Vocabulary Finder

These are problem –solving activities that involve a list of words that the learners try to locate in square or rectangular maze of letters (Garner, 1989). The difficulty

of these puzzles is determined by the number of lexical items to be located and the quantity of the unrelated alphabetic distracters (random letters).

Tic – Tac -Toe

This is a structure that feature three rows with three columns each. Students are asked to discover a relationship in three lexical items in a diagonal, vertical or horizontal row (Summer,1994).

2.22 Using Bilingual Dictionaries

According to Baxter (2009:44) the continuous and extended use of bilingual dictionaries slows down a student's vocabulary development. However, Summer (1993:116) argues that dictionaries can be valuable tools in vocabulary acquisition when properly used. Garner (2009) suggested the following ways of helping learners to remember previously learned words. Spend time on a word by dealing with two or three aspects of the word, such as its spelling, pronunciation, parts, related derived forms, its meaning, its collocations, its grammar, or restrictions on its use. Get learners to do graded reading and listening to stories at appropriate level. Get learners to do speaking and writing activities based on written input that contain the words. Let learners do prepared activities that involve testing and teaching vocabulary such as; same or different? Find the difference, word and picture matching. Set aside time each week for word by word revision of the vocabulary that occurred previously. List the words on the board. Break the words into parts and label the meanings of the parts and suggests collocations for the words.

Garner (2009) proposed vocabulary teaching methods that concentrate on input that focuses on the meaning of vocabulary items and pronunciation that explains how the language operates. He also proposes teaching strategies that allow students to learn vocabulary independently through intensive reading.

Herrel (2004) says it is important for teachers in the English for Academic Purposes ESL classroom to focus on the complexity and quality of the semantization process in order to enhance the organizational structure of the learners' lexicon. Effective vocabulary teaching strategies enhance word retention,

broaden the depth and breadth of word knowledge and therefore expedite the vocabulary development of the language learner.

2.22.1 Reading Comprehension as A meaning

Reading comprehension is defined as the level of understanding of a text. This understanding comes from the information between the words that written and they trigger knowledge outside the text. Humans are thought to have a set of reserve, an established threshold for attention and absorption of information, commonly referred to as processing capacity. Carter, (2002).

This being the case, it is generally believed that proficient of reading comprehension depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Carter, (2002)

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Charels A. Perfetti, Nicole Landi, and Jane Oakhill, (1999) how do people acquire skill at a comprehending, what they read? What is a simple question to which we shall try to answer? To begin, we have to acknowledge some complexities about the concept of reading comprehension and what it means to develop it.

2.22.2 Ideas About Reading Comprehension

We can expect the comprehension of written language to approximate the comprehension of spoken language. When that happens, then reading comprehension has developed, for practical purposes, to its limiting or a asymptotic level." It is possible of reading comprehension skill to develop so as to exceed listening comprehension skill, but is another matter". All other limitations are imposed by linguistic abilities relevant knowledge, and general intelligence. If we make things more complex than this, we push onto the concept of reading comprehension all these other important aspects of cognition, with the muddle that results from conceptual conflation.

This simple idea that the acquisition of reading comprehension is learning to understand writing as well as one understands spoken language has empirical

justification." At the beginning of learning to read, the co- relations between reading and spoken language Comprehension are small ". Curtis, (1980). This because at the beginning, children are learning to decode and identify words, so it is these words - reading processes that limit comprehension increase and then level out by high school. Sticht &James, (1984).

As children learn to read words, the limiting factor in reading comprehension shifts from word recognition to spoken language comprehension: For adult college student.

According to Pearson Allyn , Bacon Prentice Hall updated on July 20/2010. During the late 1960s and throughout the 1970s, reading comprehension was largely taught by asking students questions following reading or by assigning skill sheets as practice for reading comprehension skills such as getting the main idea, determining the sequence, following directions, noting details, and cause effect relationships. In the 1978, Dolores Durkin reported finding from reading comprehension studies conducted in public school classrooms. After observing a variety of "experts" teachers engaged in reading instruction in both reading and social studies classrooms, Durkin concluded that these teachers spent very little time actually teaching learners how to understand texts. In fact, less than 1% of total reading or social studies instructional time was devoted to the teaching of reading comprehension.

Unfortunately, many researchers conclude that the situation in today's schools has not improved appreciably over the last 25 years (Collins – block et al, 2003). So, what is happening in American's classrooms with respect to comprehension instruction? Dunkin (1978) provided insights into that question as well. Teacher she said, do not teach comprehension skills, but only "mention" or "question". Durkin defined a mentioned as

A teacher who says just enough about a topic (e.g. unstated conclusions) to allow for a written assignment to be given Dunkin, (1981, a, p. 516). Furthermore, attention to new vocabulary words was often brief, even " "skimpy" (p. 524). Bosal reader teacher's manuals were usually consulted for only two purposes: a) to study the list of new vocabulary words and b) to ask the comprehension questions following the reading of selection, worksheets, in reality nothing more than

informal tests, dominated classroom reading comprehension instruction. Dunkin concluded that teachers often have difficulty telling the difference between teaching and testing when it comes to reading comprehension. If mentioning and questioning are not the qualities of effective comprehension instruction, then what is? Dunkin, (1978), suggested that effective comprehension instruction includes helping, assisting, demonstrating, modeling, describing, explaining, providing feedback, thinking a loud, and guiding students through learning activities. Simply asking students to respond to a worksheet or to answer a list of comprehension skills. The study has shown that reading comprehension improves when teachers provide explicit comprehension strategy instruction (Bauman & Bergeron, 1993) and when they provide instructional activities that support students understanding of the texts they will read (Dowhower, 1987).

Apple, banana, blue, walk, tree, happy, and sing. Surly you were able to read each of the words in that sentence and understand what they mean independently. An apple is a fruit that is usually round and red, green or yellow. A banana is other fruit that is yellow. Blue is a color and so forth. However, when you look at a sentence as a whole, does it make sense? Probably not. This no sense sentence demonstrates the difference between being able to read words and comprehend text. As practiced readers we may take this distinction for granted since the acts of reading and comprehension occur almost simultaneously for us. For developing readers this relationship is not as apparent, but is essential for them to become strong, capable readers.

Simply put, reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not to teach, learn or practice. Reading comprehension is an international, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of pillar of act of reading. When a person reads a text he engages in a complex array of cognitive process. He is simultaneously using his awareness and understand of phonemes (individual sound "pieces" in language), phonics "connection between letter and sounds and the relationship between sounds". Letters and words and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading

comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop on overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.

2.23 Developing of Reading Comprehension

Reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as text books and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

2.23.1 The Important of Reading Comprehension

Without comprehension, reading is nothing more that tracking symbols on a page with young eyes and sounding them out. Imagine being handed a story written in Egyptians hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. Read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.

Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase, contracts), direction on packaging and transportation documents (bus and train schedules, maps, travel directions). Reading comprehension is a critical component of functional literacy. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able to not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

2.24 General Reading Comprehension Strategy

Few studies about reading strategies have been performed in comparison to work done on other skills of English. Basically, the strategic reading involves the use of clues and signals to decode the massage of the written word. Simply reading the words of a composition is one thing, but reading for the sake of comprehension is a vital point for the reader. Simply reading the words is of no benefit if one does not comprehend what is being read. (Saima Rasheed 1, Azra Saleem2, Qadir Bukhsh3, 2012) are also of the opinion that there are numerous new words whose meanings are not clear to learners, so they are unable to comprehend the test fully.

(Vacca, 2002) reading comprehension is arguably the most important skill a child learns. Learning to be a strategic, active and systematic reader is important for

success in all content areas. " The literacy learning that takes place in adolescents between the ages of 10 and 18 is of critical importance in preparing for life in and out of school ".

The excellence in reading skill with understanding is one of the many essential skills to acquire knowledge and flourish as a learner. (According to the researcher experience). Hence, they face some reading problems owing to sagging confidence in their own ability. Reading skill in the students can be considered the most necessary skill in Sudan and is of utmost importance. It is used for general and specific purposes. Sudan curriculum emphasizes reading as the main skill to be developed by the learners from primary to graduate level and first year in the university courses as well.

The most problem faced by the instructors today is reading deficiency and problem in comprehension among the university level students in Arab countries. A great number of students could well be accounted for as disabled judging by their difficulties, a problem which may reflect in poor performance in their educational activities. Reading can be considered one of the basic ways of acquiring information in our society and in academic settings in particular. It may be assumed that the person who is not able to read well face serious trouble, especially in what is regarded to be educational and, subsequently, job opportunities.

(McLaughlin & Allen, 2002) good readers use comprehension strategies to facilitate the construction of meaning. These strategies include understanding vocabulary in the present context, skimming, scanning, predicting summarizing and evaluating, self-questioning, making connections, visualizing and monitoring etc. Researchers believe that using such strategies helps students become meta-cognitive readers. As the researcher experience in Sudan and out Sudan universities there are genuine difficult areas and comprehension problems of grave concern in reading skill observed by the language teachers and the researcher in Sudan University of Science and Technology. So it becomes obligatory to come out some useful solution in this regard to sort out the demanding problems which have been lying in cold boxes. The problem can be classified into four categories as below:

2,24.1 Importance of Vocabulary in Reading Comprehension in English

(Becker, 1977) one of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success. This relationship seems logical; to get meaning from they read, students need both a great many words in their vocabulary and their ability to use various strategies to establish the meanings of new words when they encounter them. (Hart & Risley, 2003) young university students who do not have large vocabularies or effective word-learning strategies often struggle to achieve comprehension. Their bad experiences with reading set in motion a cycle of frustration and failure that continues throughout their schooling. Because these students have lack sufficient word knowledge to understand what they read. They typically avoid reading.

Reading comprehension and vocabulary knowledge have a distinct relation between them. Vocabulary stock must grow in adult learners as their standard is growing , but it does not happen in a set pattern with the EFL students, they grow a sort of unknown dislike for the foreign language.

2-4 Importance in Skimming and Scanning of the Reading Material

Skimming is used to quickly identify the main idea of a text and it is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies to be used while skimming. Some people read the first and the last paragraphs using headings, summarizers and other organizers as they move down the page or screen. They might read the title subtitles, subheading, and illustrations and consider reading the first sentence of each paragraph. This technique is useful when you are seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graph, tables and charts.

Scanning is a technique you often use when looking up key words or ideas in a particular text. In most cases, you know what you are looking for, so you are concentrating on finding a particular answer. Scanning involves moving your eyes

quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you have scanned the document, you might go back and skim it.

When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, or color. Sometimes, the author will put key ideas in the margin.

2.24.2 Difficulty in the Prediction of Passage with Prior Knowledge

Students learn new information by connecting it to what they already know to construct meaning. This prior knowledge is called schemata and reflects the experiences, conceptual understanding, attitudes, values, and skills a reader brings to a text situation.

(Vacca, 2002) readers are in a better position to comprehend what they are reading whenever they use prior knowledge (schemata) to construct meaning. But it observed in general, EFL learners fail to attach their prior knowledge as they lack the in-depth base of English etymology.

2.24.3 Deficiency in the Skill of Summarizing of Text

Summarizing is a difficult task. Students must sort through text, identify unimportant and important ideas, and synthesize the important ideas to create a new text that stands for the original. This skill needs to be reviewed and practiced as students encounter increasingly challenging text. Here, the researcher finds some encountering stimulus among the EFL Arab learners finding them quite capable of the same, owing a lot to the understanding of their Arabic language text which provides them ample practice.

According to Duke and Pearson " research suggests instruction and practice in summarizing not only improves students' ability to summarize text, but also their overall comprehension of text content." Generally in the reading text, students have some activities upon vocabulary improvement, writing important details, completing visual organizer and finally they are supposed to get a gist of the article and summarize the text, Every activity in the lesson takes students step by step through the process of summarization. The real problem lies here; usually students find themselves in tight situation owing to their deficiencies in the language.

2.24.4 Developing EFL Reading Vocabulary

Effective second language vocabulary acquisition is important for English as a foreign language "EFL" learners who frequently acquire impoverished lexicon despite years of formal study. This study comprehensively reviews and critiques second language 'L2' reading vocabulary research and proposes that EFL teaches and administrators adapt a systematic framework in order to speed up lexical development. This framework incorporates two approaches: 1) promoting explicit lexical instruction and learning strategies; and 2) encouraging the use of implicit lexical instruction and learning strategies are acquiring de-contextualized lexis, using dictionaries and inferring from context. Implicit lexical instruction and learning can take many forms including the use of integrated task sets and narrow reading; however, this framework emphasizes extensive reading, which is arguably the primary way that EFL learners can build their reading vocabulary to an advance level. The principal notion underlying this framework is that the most effective and efficient lexical development will occur in multifaceted curriculums that achieve a pedagogically sound balance between explicit and implicit activities for L2 learners at all levels of their development.

The fifteen years have produced both an explosion of research in the field of second language vocabulary acquisition (SLVA) and a blurring of the boundaries between the lexicon and syntax in both cognitive psychology (Bates and Goodman, 1999) they believe that this increased emphasis on the lexicon is warranted, given the recent evidence for the lexical nature of much of aural language processing (Miller and Eimas, 1995), speech production (Altman, 1997; Laufer, 1997a) and writing (Laufer and Nation, 1995). Moreover, as teachers and researchers have come to understand the role of the lexicon in language learning and communication, the increased attention to vocabulary teaching has become more important.

In spite of the impressive progress that has been made by SLVA researchers, there is reason for concern. First, SLVA lacks a comprehensive theory of how vocabulary is acquired, although work has begun in this area (Jiang, 2000; Pavlenko, 1999). Second there is mounting evidence that may learns, particularly those in English as a foreign language (EFL) contexts whose native language is not generally related to English, are not developing their lexicons to levels which

would permit them to function adequately in many English language contexts (Barrow and Read, 1999). Compared to English as a second language (ESL) learners, EFL learners often lack and adequate amount of oral or written input; consequently, they need to compensate for their lack of language learning opportunities (Kojjic-Sabo and Lightbown, 1999). Third, judging by the limited space devoted to vocabulary acquisition in many second language (L2) acquisition texts and teacher education textbooks, it is still not being accorded a position of importance by the mainstream second language acquisition (SLA) community. We believe that the heart of language comprehension and use is the lexicon, and that Widdowson's (1989: 136) call" to shift grammar from its preeminence and to allow the rightful claims of lexis" has yet to be implemented. Thus, the primary purpose of this article is to be present a systematic framework for the development of reading vocabulary in foreign language contexts based on contemporary SLVA research, while simultaneously highlighting some of the gaps in that research. Researcher believes that this information can benefit curriculum developers, materials writers, teachers, and researchers.

For the pedagogical purposes of this study, the researchers use the term 'vocabulary' and 'lexis' interchangeably o refer to individual words, collocations, and fixed and semi-fixed expressions because vocabulary learning should frequently involve learning "chunk" that are longer than individual words. In addition, as a matter of convenience when reporting research, the researcher use the term word "families", in which base forms (e. g., know) and their closely related inflected (e. g., knows) and derived (e. g., unknown) forms are counted as a single unit; however, researchers, do not assume that learning one member of the word family means that derived and inflected forms have also been acquired. The two overarching approaches in the framework are explicit lexical instruction and learning strategies and implicit contextualized instruction and learning strategies. Consequently, before explaining the framework, it is necessary to define explicit and implicit instruction as well as explicit and implicit learning. Researchers agree with Doughty and Williams' (1998: 232) view that " Knowledge can be gained and represented either implicitly or explicitly" and that both contribute to language learning. The researchers also adopt their pedagogically-oriented position that the goal of explicit teaching is to "direct learner attention," whereas the aim of an

implicit focus on form is to "attract learner attention" while minimizing any interruption to the communication of meaning" (Doughty and Williams,1998:231).

Moreover, individual tasks can be located a long and explicit to implicit continuum, and complex tasks may combine both explicit and implicit subtasks.

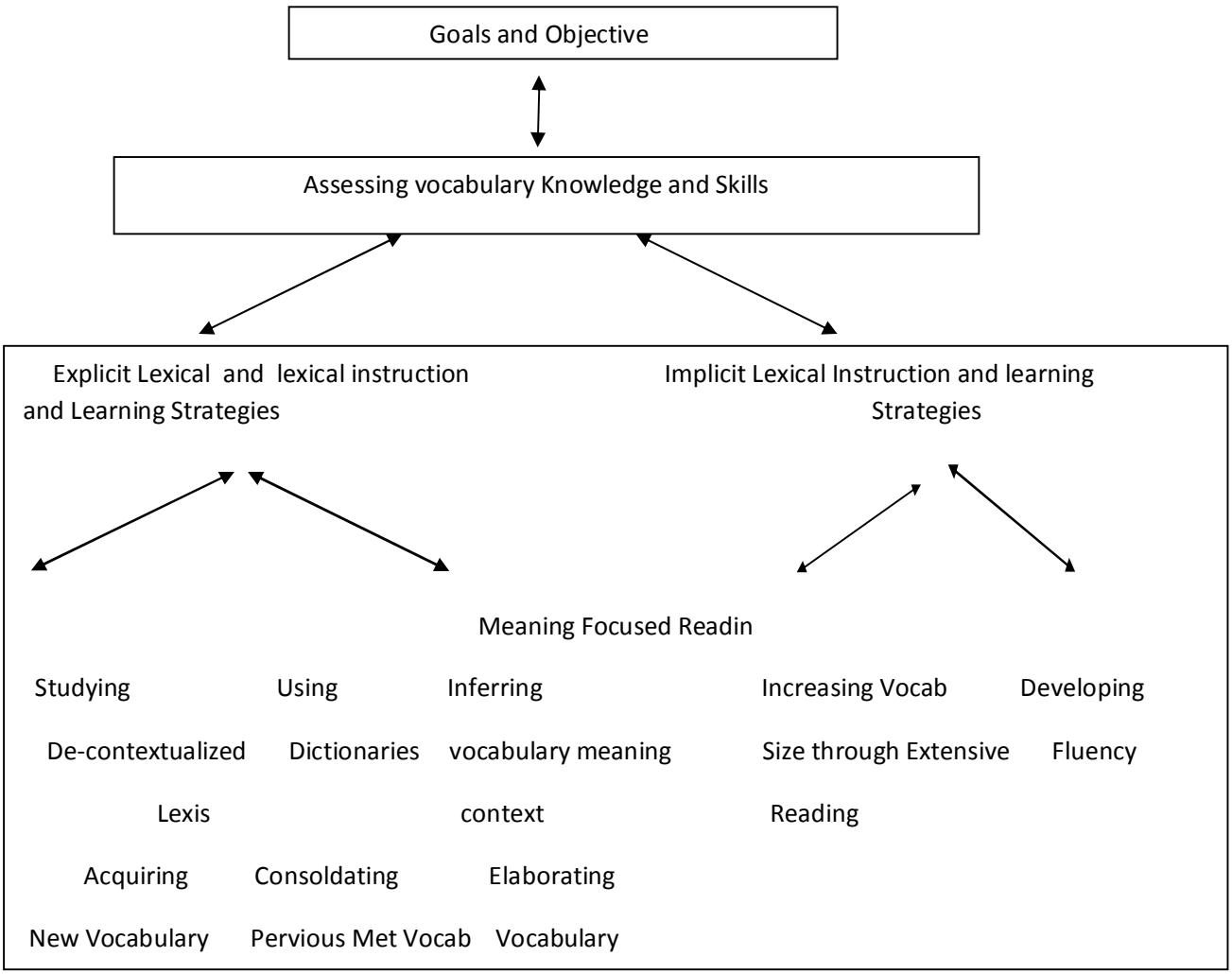
In addition to distinguishing between explicit instruction, it is also necessary to define the more elusive concepts of explicit and implicit learning, and to consider which is more effective for promoting the acquisition of different types of vocabulary knowledge. From a general education perspective, Laufer and Hulstijin (2001:11) have stated that explicit learning can take place both intentionally and incidentally, but that implicit learning can only be incidental, which they define as "without learners' awareness of an upcoming retention test, or without learners' deliberate decision to commit information to memory." Incidental learning, which probably requires learners to attend to and notice input, can be viewed as a secondary result of the primary goal of communication (Schmidt, 1994a, 1994b, 2001).

From cognitive psychology perspective, explicit learning can be characterized as a conscious searching, building and testing of hypotheses and assimilating a rule following explicit instruction, whereas implicit learning is characterized by the "automatic abstraction of the structural nature of the material arrived at from experience of instances" (Ellis, 1994a: 214). With regard to vocabulary development, connecting word form and meaning is best learned explicitly, whereas the phonetic and phonological features and articulation of new word is best learned implicitly (Ellis, 1994b). while these definitions begin to clarify explicit and implicit learning, question remain concerning what features of vocabulary and grammar are best learned explicitly or implicitly and how these processes occur (Laufer and Hulstijn, 2001).

As noted above, the framework set forth in this study consists of two approaches to vocabulary instruction and learning: promoting explicit lexical instruction and learning strategies; and creating opportunities for engaging in implicit lexical instruction and learning strategies. Explicit lexical instruction and learning strategies includes studying de-contextualized lexis using dictionaries and inferring

from context, while the implicit approach primarily involves engaging students in meaning-focused reading.

Figure 2: A Framework for Developing EFL Reading Vocabulary



The importance of specific curricular goals and objective is widely acknowledge, and the researchers view their formulation as being no less important to lexical development than to other aspects of the foreign language curriculum. The primary lexical objectives are increasing vocabulary breath, elaborating vocabulary knowledge and developing fluency with known vocabulary. The means for achieving these objectives are skilled- based and include training learners to effectively learn de-contextualized lexis, consolidate and elaborate previously met

lexis, consult dictionaries, infer from context, and engage in reading for meaning. In the context of stated goals, and objectives, assessment plays a multifaceted role by providing instructors and learners alike with crucial information concerning progress and areas that require further study. As shown by the double-headed arrow connecting goals and objectives with assessing vocabulary knowledge and skills, that view these two aspects of the framework as interdependent and mutually informative. Although goals, objectives and assessment are crucial components of educational curricula, in the study the researchers will focus on explicit lexical instruction and learning strategies and implicit instruction and learning tasks as a means for achieving the board lexical goals of developing vocabulary breath, consolidating and elaborating vocabulary knowledge and building fluency with known vocabulary.

2.24.5 Justifications for Explicit Lexical Instruction and Learning

As shown in Figure 1, explicit lexical instruction and learning strategies involve the study of de-contextualized lexis, using dictionaries and inferring vocabulary from context. However, in this section, the researchers will focus primarily on justifying the study of de-contextualized lexis because some researchers have proposed that it is unnecessary (e.g., Krashen, 1989) or inadequate for helping learners acquire the large members of words that they ultimately need to know to achieve advanced levels of proficiency (Nagy, 1997). However, the researchers will argue that when combined with a large quantity of written input, explicit lexical teaching and learning are valuable for a number of reasons.

First, SLVA research shows that that explicit temporary study of de-contextualized vocabulary is valuable in the EFL reading classroom and early studies of de-contextualized vocabulary learning (e. g., Anderson and Jordan, 1928; Thorndike, 1908) have been replicated by contemporary researchers and the results have consistently shown explicit learning to be effective (e. g,. Bahrick and Phelps, 1987). First, language (L1) research undertaken in the US from the late 1960^{s} to the 1980s (Aderson, Scott and Wilkinson, 1985) confirmed that .. an early and more effective for reading comprehension as well " (Chall, 1987:10). In addition, programs that incorporate direct vocabulary instruction have been found to be more effective for vocabulary development than those that rely exclusively on indirect means (Folse, 2004; Johnson and Pearson, 1984).(Zimmerman, 1997).

These positive findings may have occurred because explicit lexical learning strategies enhance noticing and provide opportunities for recycling, two factors that permit learners to integrate newly met vocabulary effectively into long- term memory provided that they attend to form and meaning (Prince,1996; Schacter and

An additional argument for explicit instruction and learning arises from the difficulties of increasing vocabulary size through inferring unknown word meaning, especially for less proficient learners (Folse, 2004: 71-83). Successfully inferring vocabulary from context is problematic for a variety of reasons. First, the probability of successful differencing is improved when learners know 98% or more of the surrounding vocabulary, which in many cases amount to know that at least 5,000 word families in an authentic text (Nation, 1992; Laufer, 1997). For less proficient EFL learners, a lack of high frequency vocabulary may result in the "beginner's paradox," a various cycle in which limited lexical knowledge discourages reading and, simultaneously, a lack of reading restricts vocabulary growth (Coady, 1997). Second, vocabulary retention is enhanced when learners temporarily isolate words from their context (Prince, 1996) and elaborative process them. The necessity of attending to unknown vocabulary is significant because learners, when reading for comprehension, may simply choose to ignore many of the unknown words or phrases which they encounter (Fraser, 1999). Third, numerous linguistic and textual obstacles can lead to partially or fully incorrect inferences and attributes, which can require years to unlearn (Fukkink and de Glopper, 2001). These obstacles include a lack of clues in the immediate or global context, the possibility of more than one plausible inference, deceptive transparency, multiple meanings or faulty word analysis, and failure to use morphological and syntactic clue (Laufer, 1984) in addition, the difficulty of making correct inferences is influenced by the proximity (Carnine and Coyle, 1984) and the explicitness of relevant clues as well as their degree of concreteness, the presence and proximity of recurrence, and the importance of unknown vocabulary in understanding the surrounding text (Nation, 2001: 243). In sum it indicates both the effectiveness of explicit instruction and learning and the problems of inferring vocabulary from context; this supports the view that teachers should provide systematic, explicit vocabulary instruction directed at the expansion, consolidation, and elaboration of their learners' lexicons. Yet, researchers would emphasize the advantages of rapidly integrating de-

contextualized lexis into contextualized, meaning-based tasks in order to develop and strengthen connections among individual lexical items. The development of these connections is essential for chunking, which is a key component of increased reading fluency and depth of lexical knowledge.

Researchers argue that the most efficient learning involves a carefully selected combination of both explicit and implicit instruction and learning. The double-headed arrow in Figure 1emphasizes the synergistic and mutually reinforcing interaction between the two approaches. Although explicit instruction and learning can contribute to achieve te goals of developing vocabulary breath, elaborating the learners' knowledge of high frequency, general academic vocabulary and essential technical vocabulary. On the other hand, implicit instructional and learning tasks such as narrow reading (i.e., reading different articles on the same topic), task cycles that require learners to approach texts in multiple ways and reading extensively- promote small, incremental gains in vocabulary growth. Although longitudinal studies that track vocabulary growth are lacking (Schmitt,1998 for an exception) researchers hypothesize that reading large amounts of texts combined with explicit study results in the most efficient means for expanding vocabulary breath over the long term. In addition, implicit activities provide the repeated contextualized exposures that are necessary for consolidating and elaborating vocabulary and development fluency. Well-elaborated semantic knowledge, which includes developing knowledge of usage, collocations and other lexicon-grammatical characteristics, is primarily gained through meeting words in context rather than through explicit instruction. Support for this position is provided by recent conceptions of word meaning proposing that "words become meaningful because of their relation to other words (Kintsch, 1998:43)". The foremost approach to develop L2 lexis through implicit means is extensive reading, an approach that has affective as well as cognitive benefits as it can be highly motivating, especially for learners with positive attitudes toward reading in their L1 (Yamashita, 2004), and can provide learners with the satisfaction of autonomous reading, which may become a habit (Day and Bamford, 1998:30). In summer, although longitudinal studies need to be untaken to understand the process of implicit L2 vocabulary acquisition better, researchers believe that implicit learning is one means of expanding and consolidating vocabulary breath,

and is probably the primary means of elaborating and developing fluency with vocabulary.

Meta-cognitive Approach

2.24.6 Studying De-contextualized Lexis

Acquiring new vocabulary. The notion that particular groups of words are of importance has been largely inspired by corpus- based research undertaken in the past by researchers such as West(1953) and Kucera and Francis (1967) and continued in the present in corpuses such as Colllins' COBUILD Bank of English Corpus (http://titania.cobuild.collins.co.uk/) and the British National corpus (htt://info.ox.ac.uk.bnc/). Such corpuses have repeatedly and consistently shown that a relatively small number of words account for a high percentage of the total number of words met receptively and used productively. For instance, the 2,000 high frequency word families (based forms and their derived and inflected forms) as represented by the headwords in West's (1953) General service List (GSL) provide coverage of up to 90% of non-academic texts (Hirsh and Nation, 1992). These high frequency headwords also cover approximately 75-80% average academic textbook (Nation, 2001; 13-17), although highly technical texts may have far lower coverage (Chung and Nation, 2003). In addition, the 570general academic word families included in the Academic Word List (AWL) (Coxhead,2000) account for an average of about 10% of the running words in academic texts (Coxhead, 2000). Finally, the percentage of a specialized text that consists of technical vocabulary varies depending on the field; for instance, Chung and Nation (2003) found that over 800 word types (about 16%) of an applied linguistics text and over 4000 word types (about37%) of an anatomy text were technical vocabulary items. The significance of these simple descriptive statistics has rather profound implications for teachers and students; the high frequency, general academic and key technical vocabulary within each learner's field are best candidates for explicit instruction and learning.

Because a relatively small number of high frequency, general academic and technical vocabulary provides a significance amount of textual coverage, the teacher's initial challenge is to create an environment in which the learners can rapidly acquire these words in the first several years of study. One way in which

teachers can encourage the acquisition of new lexis is through the use of pre-reading activities that highlight vocabulary in text, (Folse, 2004). Previewing can increase the salience of target vocabulary, ensure more repetition in terms of input and possibly output, and allow learners to meet lexis in both partially de-contextualized and fully contextualized settings, a combination which has been found conductive to acquisition (Zimmerman, 1997). Although further research into pre-reading tasks is needed, a move toward activities based on cognitive criteria such as noticing, processing items repeatedly and meaningfully, creating bridges with already known information, and generative use may be called for. This would replace the pervasive use of definition-based activities that require relative shallow cognitive processing found in many reading textbooks.

Second, as a supplemental activity, teachers can introduce vocabulary cards as an efficient way to speed up the initial process of lexical acquisition. Many learners value the explicit study of vocabulary and vocabulary cards are potentially self-initiating activity that can promote autonomy. Although researchers are unaware of research concerning the potential advantages of autonomy and personalization where L2 vocabulary learning is concerned, studies of human motivation (Ryan, 1985) and L1 vocabulary acquisition (Person and Barr, 2000) strongly suggest that both of these factors can exert positive influences on lexical acquisition; thus investigating the effects of learner autonomy on explicit vocabulary learning could yield valuable findings. Replications of early studies of this type of de-contextualized learning have proven to be consistently positive (e.g., Beaton, Grunberg, and Ellis, 1995; Prince, 1996), and guidelines for making, effectively grouping, and reviewing cards are readily available (Schmitt, 1995). However, researchers strongly suggest that teachers require learners to move beyond the study of individual words and spend more time acquiring multiword units such as collocates (achieve a goal), discourse markers (as a result), and phrases (based on the fact that…) that have been encountered in course readings.

A third way in which new vocabulary can be acquired is when learners negotiate the meaning of unknown lexis during in-class discussions, a communicative act that involves a temporary focus on lexis. During such activities, negotiation may be valuable, particularly for lower proficiency learners, since international modifications through negotiation input can lead to vocabulary gains for both those

who initiate the negotiation sequence and those who simply listen to the exchange (Newton, 1995).

Finally, as learners adopt such techniques as attending to lexis that is made salient (whether by the teacher or form glosses), using vocabulary cards and negotiating vocabulary meaning, they can become more autonomous and can actively take charge of enlarging their vocabulary Ultimately, it is the learners who are responsible for implementing techniques presented by teachers, regularly reviewing target lexis, and monitoring their own learning.

Consolidating previous met vocabulary. The goal of consolidation activities is to recycle previously met lexis and consolidate it in long-term memory. However, this goal is easily neglected, unless deliberately addressed by curriculum designers, instructors and materials developers (Nation, 2001: 158-161) for examples of reading-based activities that can be used for consolidation). Time pressures caused by the need to cover a large amount of material specified by a curriculum and the design of many texts in which previously met vocabulary is not systematically reviewed can work against the recycling of previously introduced vocabulary. Another problem that cam confront EFL instructors is the relative lack of motivation shown by some learners, particularly in required courses. Learners who have no clear personal goals for acquiring English, no desire to acculturate and no intrinsic interest in foreign language learning are less likely to engage in independent review of previously met lexis; however, learners who do not engage in review activities are likely to forget much previously met new lexis.

Consolidation can be addressed explicitly in numerous ways. Previously met lexical items can be reviewed during post-reading activities. As noted above, in contrast to the vocabulary tasks included in many commercially produced materials, researchers would suggest that these activities encourage the deep, meaningful processing of the target lexis rather than an over reliance on matching vocabulary items with L2 definitions because definitional knowledge is not what is needed in the on-line processing of language (Anderson and Nagy, 1992; Prince, 1996). Learners can also generate sentences or semantic maps in which they relate the target items with words and phrases they are already acquired with. These sentences or semantic maps can be processed further by having learners, in pairs or small groups, explain the relationships between the lexical items (Pittelman, Levin,

and Hohnson,1985). Teachers can promote consolidation through the use of post-reading activities in which learners first notice the target lexis by highlighting, underlining, or circling them, and then processing them by classifying, analyzing, or using the items productively (Willis, 1996).

Vocabulary cards are also invaluable in consolidating initial gains because of their portability, ease of use and the number of communicative activities in which they can be used, as well as their potential for increasing students motivation. Success in learning tends to result in higher degrees of motivation (Dornyei,2001: 21, 55-56), and used properly, vocabulary cards can result in rapid, long –term gains. Short, frequent study sessions spread out over time are most efficient, a phenomenon known as the distributed practice effect (Baddeley, 1998). For instance, given one hour to study, six ten-minute study sessions would be more effective than two thirty-minute study sessions. A particularly effective strategy is expanding rehearsal, which combines distributed practice with the retrieval practice effect in which learners study lexis at the longest delay compatible with correct recall (Landauer and Bjork, 1978). For example, after initially meeting a number of new words, learners could review the items the next day, then two days later, then one week later, and extending the delay to around 30 days as this has been shown to maximize retention (Bahrick and Phelps, 1987). Although 5-10 minutes can be devoted to reviewing vocabulary in most courses, those that only meet once or twice per week will have a long delay between the introduction and the initial review of new vocabulary.

Consequently, a greater emphasis will need to be replaced on training and requiring learners to review regularly outside the classroom. The learners may benefit from experimenting with and repeating on the effectiveness of different techniques and review schedules. Moreover, allowing learners to self-select the words they study has been found to increase the effectiveness of vocabulary instruction in L1 settings (Haggard, 1982, 1985). Although researchers hypothesize the same would be true in SLVA, no research is available to confirm this view.

Another means of explicitly cons consolidating vocabulary is the keyword technique, which involves finding an L1 keyword that sounds similar to an L2 target word and then associating their meanings through an intermediary visual image. Despite controversy over how well vocabulary learned by this technique is

retained over time when compared to rote learning (Carney, 1998) and some researchers have found that it can promote long-term retention (Brown and Perry, 199; kasper, 1993). Although the keyword technique is usually associated with learning new vocabulary, given the extra time and effort required to use it when compared to rote learning (Wang and Thomas, 1992), it may be most efficiently applied to consolidating words that have proven difficult to learn by other approaches (Hulstijn, 1997).

2.24.7 Elaborating Vocabulary Knowledge

The two previous sections stress that learning the primary meaning of lexis and consolidating that meaning in long-term memory should be emphasized in the initial stages of lexical acquisition. However, the goal of increasing the size of the learners' lexicon should be pursued in conjunction with a variety of tasks that elaborate their knowledge because what has commonly been called depth of lexical knowledge is a necessary component of reading comprehension (Anderson and Nagy,1992; Qian, 1999). Because of time limitations inherent in most EFL instructional settings, teachers must prioritize which types of vocabulary knowledge will receive an explicit emphasis at deferent stages in the curriculum. Researchers propose that knowledge of spelling, word formation through affixation, collocations and lexical phrases, and secondary and abstract meanings are essential if EFL learners are to become highly proficient readers. If these four types of knowledge are developed for the high frequency and general academic words of English, learners will be in a better position to deal successfully with the texts from a wide variety of disciplines.

2.25 Word Formation and Affixation

Nagy and Anderson (1984) have reported that over 30% of written word types either are inflected or have a derivational affix and that the meaning of the majority of words made up of more than one morpheme are predictable based on the meanings of the parts. In addition, 55% of vocabulary between the 1000 and 2000 most frequent word and at least 58% of academic and low frequency words originate from Latin or Greek (Bird, 1987; Corson, 1997). Consequently, Knowledge of morphology can contribute to expanding and elaborating learners' vocabulary knowledge; indeed, learners who are familiar with English morphology

are able to recognize more of the words that they encounter in reading passages (Schmitt and Meara, 1997). This finding is in agreement with the L1 reading literature that shows that morphological awareness plays a significant role in reading ability (Nagy and Anderson, 1993). Moreover, L1 readers appear to experience a powerful breakthrough in their ability to identify the component morphemes of obese.

2.26 The importance of Vocabulary in Language

Vocabulary is the central part of any language. It stands for the meaning of several things. For this language is regarded as a system of conversation. One of the most important aspect of learning language is to understand the meaning or meanings of words and knowing how they are formed. Also, it can guide a language learner to discover the meaning of words. Richards and Platt (1997) define vocabulary as "a set of lexemes, including single word, compound words and idioms". Penny Ur (2004) explains that: vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea.

2.26.1 Teaching Vocabulary

Wallace (2000) states that: “There has been last of discussions on the teaching and learning vocabulary of foreign language, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language". Not being able to find the words you need to express yourself is the most frustrated experience in speaking another language.

Thornbury (2005) argues that: There are numerous techniques concerned with vocabulary presentation. However any teacher will have the opportunity to depend on using some techniques throughout his teaching process. The teaching process

depends mainly on the level of learners. Their age and the number of classroom we teach the group.

This will depend on the following factors:

The level of learners (whether beginners, intermediate or advance).

The learner's likely familiarity with words [learners may have met the items before, although they are not part of their active vocabulary.

The difficulty of words whether for instance, they express abstract or concrete meanings, or whether they are difficult to pronounce.

And finally whether the words are being learnt for production (in speaking or writing) or for recognition only (as in listening and reading).

The following are the most common techniques which teachers of English use to teach English as a foreign language.

2.26.2 Form pronunciation and spelling

Penny Ur (2004) explains that: the learner has to know what a word sounds like "its pronunciation" and what it looks like "its spelling". These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both aspects are accurately presented and learnt.

2.26.3 Pronunciation

Penny Ur (2004) argues that: the learner has to know what a word sound like ' its pronunciation' and what it looks like it's spelling'. In pronunciation there are many problematic areas. The sound may not correspond to the spellings, so students may have difficulty knowing how many syllables the word is broken up into. It is also hard to know which syllable is stressed. Some words have shifting

stress, a group of consonants together – consonant cluster. A speaker of a particular language might have difficulty with certain sounds. 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 therefore an essential part of vocabulary teaching if new texts are to be used effectively, or understood without difficulty, in spoken English." Most words have only one pronunciation, but sometimes a word has two more pronunciations. English pronunciation is the way English words sound.

2.26.4 Spelling

Spelling is the forming of words from letters according to accepted usage, or a sequence of letters composing a word statement of rules or conventions on how words are to be written.

2.26.5 Synonyms

Yule (1997) states that: " there are two or more forms with very closely related meaning which are often, but not always, intersubstitutable in sentence". Examples of synonyms are (hide – conceal); (almost – nearly). Gaims & Radman (1986) state that: "synonymy occurs when group of words that share a general sense and so may be inter-changeable in a limited number of contexts, but which on closer inspection reveal conceptual different. Example as (extend-increase-expand). Synonyms are different words with identical or at least similar meanings.

Penny Ur (2004) says that, synonyms: are items that mean the same, or nearly the same, for example bright, clever, smart may serve as synonyms of intelligent.

2.26.6 Antonyms

Penny Ur (2004) states that: " antonyms are items that mean the opposite; 'rich' is an antonym of 'poor'.

Yule (1997) states that: two forms with opposite meaning such as (quick – slow).

2.26.7 Hyponymy

Yule (1997) states that:" when the meaning of one form is included in the meaning of another, the relationship is described as hyponyms". Penny Ur (2004) states that items that serve as specific examples of a general concept, dog, lion, mouse are hyponyms of animal. Wilkins (1972) states that," by 'hyponymy' is meant a relationship of inclusion".

2.26.8 Collocations

Penny Ur (2004) says that : " the collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context". As for Lewi, (2002) states that:"collocations are those combinations of words which occur naturally with greater than random frequency". Collocation is about words which co-occur, not ideas or concept. For example, drive cars, drink coffee. Gairm & Radman (1986) explains that: "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" and "salt" collocate pass the salt".

Mc Carthy & O'Dell (2002) stated: collocation is concerned with the way words occur together, often any typical collocations that go with them. They identified example as follows:

Adjective + noun collocate: (real thing, great detail).

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

Adverb + adjective collocate: (completely depressed).

Verb + adjective collocate: (raise your hand).

2.26.9 Denotation

Penny Ur (2004) says that:" the meaning of words is primarily what it refers to in real world, its denotation; this is often the sort of definition that is given in a dictionary". For example dog denotes a kind of animal, more specifically, a common, domestic carnivorous mammal, and both dank and moist mean slightly wet.

2.26.10Connotation

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes which may or may not be indicated a dictionary definition. The word dog, for example, as understood by most British People, has positive connotations of friendship and loyalty, where as the equivalent in Arabic, as understood by most People in Arab countries has negative associations of dirt and inferiority. Within the English Language, moist has favorable connotations while dank has unfavorable, so that you could describe something as ‘pleasantly moist’ where ‘pleasantly dank’ would sound absurd". Penny Ur, (2004).

2.26.11 Appropriateness

Penny Ur (2004) says that:" a more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus, it is useful for a learner to know that a certain word is very

common, or relatively rare, or ‘tabboo’ in polite conversation, or tends to be used in writing but not in certain dialect. For example, you may know that “weep” is virtually synonyms in denotation with “cry” but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

2.27 Higher Education in Saudi Arabia

The kingdom of Saudi Arabia is social welfare country in the Arab world. Saudi Arabia follows the international idea of UNESCO follows education as similarly an earlier OSCD (2006: 7) report is clear about the benefits of educational attainment to learners and nations.

"A well educated and well- trained population is important for the social and economic well being of countries and individuals. Education plays a key role in providing with the knowledge , skills and competencies to participate effectively in society and economy. Education also contributes to an expansion of scientific and cultural knowledge. The level of educational attainment of the population is a commonly used proxy for the stock of "human capital", that use the skills available in the population".

Therefore, education is free and there is no tuition fee in governmental Universities. The students are given financial aids monthly, as the matter of motivation to join universities and high institutes. The system of education in Saudi Arabia is similar to the education system of the United States. But the Saudi people have their own culture according to Islamic systems, traditions and customs. All Saudi Universities follow the Islamic calendar Hijri.

In the 1975 the Ministry of Higher Education was separated from the Ministry of Education. It deals with higher education only with certain responsibilities:

1-Preparing and establishing the higher education institutions and universities then authorizing them to offer special programs in accordance with Saudis' needs.

2- Raising the level of communication and coordination between higher institutes and universities with governmental ministries and agencies in terms of their interests and needs in higher education.

3- Creating and administering universities and colleges in the kingdom of Saudi Arabia.

4- Representing the government abroad in all educational and cultural affairs all over the word.

The Higher Education Council is considered as the supreme authority for supervising, directing, developing and coordinating its universities and higher institutions. Also, it approves the different degrees and scientific departments.

The Higher Education in the Kingdom of Saudi Arabia has a tremendous growth over the last decade. There are 52 universities and colleges in the country founded by government and private sectors. They include 20 Public universities.

18 Primary Teacher's Colleges for men.

80 Primary Colleges for women (both colleges for men and women are changed to faculty of education and arts).

37 Colleges and Institutes for health.33 Private universities and colleges.

Table (2:1)

Table (2:2) Non-Governmental Universities in KSA

	Saudi University	Website	Foundation	City
1	Prince Sultan university	www.fbsn.edu.sa	2003	Tabuk
2	Arab Open university	www.arabou.org.sa	2002	Riyadh
3	Fahad bin Sultan university	www.fhbsu.edu.sa	2003	Tabuk
4	Al-Yamamah university	www.alymamah.edu.sa	2004	Riyadh
5	Dar Aluloom university	www.dau.edu.sa	2005	Riyadh
6	Prince Mohamed university	www.pmu.edu.sa	2006	Khobar
7	Alfaisal university	www.alfisalu.edu.sa	2007	Riyadh
8	King Abdullah university of Science and Technology	www.kaust.edu.sa	2009	Thuwal
9	Suliman Al-Rajhi university	www.sr.edu.sa/en	2010	Bakireya

Site:(htt://www.mohe.gov.sa/en/studyinside/about KSA/Pages/default.asp. Journal of Higher Education.

Table (2:3) Public Universities in KSA

	Saudi University	Website	Foundation	City
1	King Saud university	www.ksu.edu.sa	1957	Riyadh
2	Islamic university 0f Medina	www.iu.edu.sa	1961	Medina
3	King Fahad university for Petroleum and Mineral	www.kfupm.edu.sa	1963	Dhran
4	King Adul-Aziz university	www.kau.edu.sa	1967	Jeddah
5	Imam Mohamed ibn Saud Islamic university	www.imamu.eda.sa	1972	Riyadh
6	King Faisal university	www.kfu.edu.sa	1975	Al-Hasa
7	Umm Al-Qura university	www.uqu.edu.sa	1979	Mecca
8	King Khalid university	www.kku.edu.sa	1998	Abha
9	Taif university	www.tu.edu.sa	2oo4	Taif
10	Qassim university	www.qu.edu.sa	2004	Qassim
11	Taibah university	www.taibahu.edu.sa	2005	Medina
12	Jazan university	www.jazanu.edu.sa	2006	Jazan
13	Al-Jwaf unversity	www.ju.edu.sa	2005	Sakaka
14	University of Ha'il	www.uoh.edu.sa	2006	Ha'il
15	Al-Baha university	www.bu.edu.sa	2006	Al-Baha
16	Najran university	www.nu.edu.sa	2006	Najran
17	Tabuk university	Htt://www.tu.edu.sa	2006	Tabuk
18	Al-Hudud Alshmalya university	www.nbu.edu.sa	2007	Arar
19	Princess Nora bint Abdulraman university	www.pnu.edu,sa	2007	Riyadh
20	University of Dammam	www.ud.edu.sa	2009	Dammam
21	Shagra university	www.su.edu.sa	2010	shagra
22	Al-Majmah university	Ptt://mu.edu.sa	2010	Al-Majmah
23	Al-Kharj university	www.ku.edu.sa	2010	Al-Kharj
24	Saudi Elctronic university	www.seu.edu.sa	2011	Riyadh

Table (2:3) ELC Standers for Evaluation

SN	ITEM
1	Academic Performance
2	Productive Participation in Developing the Department
3	Regularity of Attendance
4	Productive Participation with the College
5	Productive Participation Outside the College
6	Time Spent at the College
7	Enthusiasm and Commitment towards assigned tasks
8	Ability to shoulder responsibility
9	Ability to work together with students
10	Ability to work together with colleagues
11	Number of students complains
12	Number of colleagues complains
13	Enthusiasm and support of students extra-curricular activities

English Language Centre(ELC) (2011) Jazan University

Jazan university has many problems including very centralized at the top and no sense of independent thinking, innovation among students and faculty members. The university rely on expatriate faculty with low package. Therefore, qualified faculty don't stay longer, because the university is less paid comparing to other Saudi universities and there is no excellent education for their children in the province. e.g. No distinguished private schools and even an expatriate's son wants to study medicine is not allowed for foreigners. Faculty complain about shortage of resources for professional development. Large class size, inadequate facilities in some colleges, even the classes are well- equipped ruined by unprepared and weak students who come from secondary schools. They complain about low administrative capacity and lack of training and sometimes there are lectures of training from ELC almost without reward or certificates. English as a teaching medium creates learning barriers for students with English, because they are unprepared and low achievers from high school. The students complain about lecture-centered learning style, and lack of connection between their future opportunities and courses they have in their colleges.

All these problems can be solved through academic, social and personal leaning and they can do that in small groups such as the difficulties of vocabulary in Reading Comprehension.

Particularly the relationships between students, faculty and administrative members.

By the way, Jazan university offers master and doctoral degrees in some fields.

2.28 Previous Studies

The aim of this part of the chapter is to provide review of the contributions of some previous studies in the field of teaching vocabulary in reading comprehension.

The 1st Study

By Yasir Ali Elamin is entitled " The Reading Comprehension in SPINE Six with Special Reference to Inference". It is unpublished M. A thesis, university of Khartoum, faculty of Arts (1999).

The study aimed at investigating reading texts and their exercises in Spine Six to find out their effect of the ability of the students to infer the meaning of unknown words from the context and the main idea of the context.

The population of this study consisted of third year secondary school students and the sample of this study were chosen randomly consisted of students and forty secondary school teachers of English.

The method of the study is based on a test and questionnaire in addition an analysis of the reading activities in Spine six with special reference to inference is carried out.

The test is used to measure the students ability to infer the meaning of unknown words, while the questionnaire is used to extra information relevant to the study.

The Main Findings of this Study included the following:

a)There is a deficiency in the ability of the students to infer meaning of unknown words.

b) Reading material in Spine six doesn't satisfy the student's interest in reading comprehension.

c) The Spine six book does not provide adequate aids with reading texts.

The 2nd Study

By Rabab Elsheikh Idris is entitled "Teaching English Reading kills at the University Level". An unpublished M. A thesis in ELT, University of Gezira, Faculty of Education 2000.

The study aimed at helping students to identify different purposes of reading and master strategies that are suitable to achieve these purposes. It aimed also at helping the learners of English language to understand and read more effectively and become skilled readers.

The population of this study consisted of students at the faculty of educational sciences – El kamleen , University of Gezira.

The sample of this study was randomly chosen from the faculty of education sciences – El Kamleen .

This sample consisted of (a) (40) non specialized students in the faculty of educational sciences who have taken part in providing the necessary data. The science they don't know the significance of the reading ability.

(b) other (28) specialized students in English department faculty of education of science Al Kamleen. They are experienced teachers are involved in the study by considering their views, comments and judges in the questionnaire.

In this study the following tools were designed to collect data A test: was use as means for collecting data.

A questionnaire: Its questions related to specialized students.

The researcher was concluded by the following findings:

a)The great majority of the subjects were not able to skim or to scan a reading material.

b)The questionnaire showed that the majority of specialized students read intensively and extensively but they do not know how to skim or to scan reading material and they don't prefer to read aloud.

This study and the present study are similar in the sense that they both in the field of teaching reading skill in English language as foreign language at university level.

The obvious difference between these studies that each one with different population, samples.

The former research about teaching reading to non- specialized and specialized students, the latter for the specialized students, of English department.

This difference in population of both studies is important, it helps the researcher to look for further ideas and suggesting for slowing the problem that face learners in comprehending English language text.

The 3rd Study

By Abbas Abdel rahman Babiker is in entitled "The Impact of Strategies on Reading Comprehension". It is unpublished phD thesis, Omdurman Islamic University 2005.

The study intended to investigate the impact of reading comprehension strategies on Sudanese Universities reading comprehension performance.

It also aimed at investigating the relationship between these strategies and efficient of reading comprehension of English at the first international language of science and technology.

The population of the study were (275) the first year entrants at different faculties and universities.

It consisted also (150) teachers from basic and secondary levels. The sample of the study was chosen from larger population of the study. The data of the study were gathered by two measuring instruments:

a) Test designed for two hundred seventy five (275) first year university entrants at different faculties and universities.

b) Questionnaire given to one hundred and fifty (150) teachers and secondary levels.

The results have revealed that teachers at both levels of education (basic and secondary) are unaware of the significant impact of reading strategies.

This study is very important since attempts to analyze the impact of strategies on reading comprehension. The similarity between this study and the present study is that they both deal with role of reading strategies in comprehending English written text but they differ in areas such as population, sampling etc.

The 4th Study

By Bilal Elimam Hammed is entitled "The Effects of Schema Theory on Understanding Reading Comprehension text" It is unpublished PhD thesis. Omdurman Islamic University 2005.

The study aimed at investigating the role of the background knowledge in comprehending English text, and the effect of age and experience in building up schema.

The population of this study was the English mature students at White Nile Ahlia College and students at faculty of medicine and Arts specifically English and history sections first level. The sample of this study was (200) subjects. The study adopted two tests of gathering data.

The main findings showed that the medical students were fast and better in test one that in test two, while the English and history students were first and better in test two than in test one, however, the Ahlia students, results are positive in both test one and test two because of age and experience.

There is a big difference between this study and the present study is at this study confirmed the importance of the role played by schemata in understanding English texts and effect of age and experience in building up schemata while the present study focuses on the role of reading strategies in comprehending English texts.

This difference between the two studies is important, it helps the researcher to find further ideas and suggesting solutions to help the learners in understanding English reading texts.

The 5th Study

By Othman Elamin Abdlugadir Elnur is entitled "Reading and Speed Comprehension at Basic and Secondary Levels". It is unpublished M. A thesis Al Neelain University, faculty of Arts,2004.

This study aimed at:

a) Identifying the roots of the problem of reading speed and comprehension.

b) Finding solutions for improving reading speed and comprehension.

c) providing learning and teaching strategies through highlighting the skills of reading speed and comprehension.

d) Drawing the attention of teachers to the importance of the skill of reading speed.

The population of this study consisted of third year secondary school students and eight from basic school students.

The sample of this study was chosen from both basic and secondary levels were examined through comprehension passages, and some English teachers of both basic and secondary levels who have taken part in providing the necessary data through the questionnaire.

In this study the following tools were designed to collect data:

a) Test for students and questionnaire for teachers.

The findings of the study were as follows:

b) The skill of reading speed was totally neglected by the teachers of English in all levels.

c) Students ignored reading speed because teachers neglected it.

d) Fast readers comprehended better than slow ones.

The study and the present are similar in the sense that they both investigate difficulties facing students in reading and comprehending English texts. The obvious difference between the two studies used different populations and tools. The first researcher using secondary school students and basic while the latter using university student.

The 6th Study

By Abdel Magid Awad El Kareem is entitled " Understanding Discourse the Schema Theory and it's Implication for EFL Reading". It is unpublished M. A. thesis, University of Khartoum, 1995.

The study aimed at investigating the role of schemata in effective reading.

The population of the study consisted of university students. The sample of this study was randomly chosen from university students, this sample consisted of: group one was studying physic while the other group was studying English languages.

The two groups were asked to read about electrical energy. Twenty minutes were allocated for reading the text.

The results revealed that the physics group comprehended better and read, faster, the result indicate that pre-reading make reading more effective. The importance of this study stems from the fact that EFL students at university level face many difficulties in reading and comprehending English language text in general.

The 7th Study

By Fatima Abdurrahman is entitled "Recognition Skills and Fluent Reading. An Investigation into the Factors Affecting Speed and Comprehension". An unpublished M. A thesis, University of Khartoum, faculty of education 1998.

The study aimed at investigating the direct reasons that affect reading ability. Taking into account the claim that good readers read fast and that fast skills, word and phrase recognition abilities were investigated.

The population of this study was university students at faculty of education – University of Khartoum.

The sample of this study consisted of (100 students), second year faculty of education University of Khartoum.

Tests were used to determine subjects comprehension rate and speed as well as their word and phrase recognition abilities. A questionnaire was used to investigate a certain reading strategies and habits that are known to be characteristics of slow and poor readers.

The results showed that subjects are to classified as slow and poor readers in terms of comprehension.

The study also revealed that subjects use certain reading habits that hinder fast reading.

This study is very important since attempted to investigate the reason that affect speed of reading and comprehension and tried to find solutions this problem.

The 8th Study

By Ibrahim Mohammed Alsabteen is entitled "The Effect of Lexical, Grammatical and Cultural Background on Reading Comprehension". It is unpublished PhD thesis, Sudan University of Science & Technology 2008.

The study aimed at investigating the effect of lexical, grammatical and cultural background knowledge on reading comprehension. It also investigates if there are significant differences between subjects performance in reading and comprehension that can be sex and to general ability in English.

The population of this study consisted of first year students majoring in English language at Hebron University in the first semester of the academic year 2006-2007, they were 600.

The sample of this study consisted of 120 subjects, males and females divided into four groups, two experimental and two controlled.

The researcher followed the experimental method. He gave the first experimental group fire lectures of lexis and syntax while the first controlled group was not given any lecture. The researcher gave the second experimental group five lectures on American culture while the second controlled group was not given any lecture.

The results are as follow:

a)There are statistically significant differences in performance in reading comprehension between subjects who have lexical and grammatical knowledge and who don't have any knowledge.

b) There are no statistically significant differences in performance in reading comprehension between male and female subjects who have lexical and grammatical knowledge and those who don't have any knowledge.

c) There are statistically significant differences in performance in Reading comprehension between subjects who have cultural background knowledge and these who do not have any knowledge.

d) There are no statically significant differences in performance in reading comprehensions between male and female subjects who have cultural background knowledge and those who have any knowledge.

The results of the study revealed that the null hypothesis have been rejected, while the hypotheses which concern the effect of lexical, grammatical and cultural background knowledge on students performance in reading comprehension according to sex have been confirmed.

The 9th Study

By Ruqaya Hassan Mohammed is entitled " Investigating Difficulties in Reading Comprehension". An unpublished M.A, thesis in EFL, university of Gezira, Faculty of education Hassahiesa, 2004.

The study aimed at stating what is mean by reading comprehension and to examine the usefulness of reading skill in secondary level classes. It aimed also at investigating difficulties in reading comprehension by using questionnaire.

The population of this study consisted of all students in secondary school in El-Hassahiesa Locality.

The sample of this study was randomly chosen (50) students. In this study the questionnaire was chosen to collect data.

The researcher reached up to following findings:

a)There is a significant relation between vocabulary and comprehension process.

b) Punctuations marks are important and considered as an aid for the reader in comprehending sentences meaning.

c) Reading and writing integrated.

d) The textual material is just mere mechanical process.

e) Positive relation was found between the reader and motivation and reading.

The study is of direct relevance to the present study since it focuses on difficulties in reading comprehension. This study and present study are similar because both investigate the problem in comprehending English text.

The difference between them in terms of population, sampling and tools.

The 10th Study

By Abd Allah Adam Othman Algzoly is entitled "Developing University Teaching Method to Improve Reading Skill in English". It is unpublished M. Ed thesis in ELT, Sudan University of Science and Technology, College of Graduate Studies 2008.

The study aimed at improving teacher's mode in order to teach EFL reading efficiently. It aimed also at investigating the difficulties, which faced students in teaching reading comprehension in L2.

The population of this study was the teachers of English language department at Sudan University of Science and Technology. It consisted also of the teachers of English language department of Alzaiem Alazhari University.

The sample of this study consisted of (30) teachers at Sudan University and Alzaiem Alazhari University who have taken English language major subject.

In this study the researcher used questionnaire to collect data. The main findings of this study as follows:

a)Teachers of English language find difficulties in teaching reading comprehension.

b)Teachers of English give less attention to the techniques and strategies of reading skill in the process of teaching reading comprehension.

c)The majority of teachers agree that teachers must be trained well so as to use the strategies of teaching reading comprehension. This study is

directly relevant to the present study since it focuses on teaching reading comprehension.

2.29 **Summary of Chapter Two**

This chapter focuses on making classrooms and schools more attractive places and on teaching English vocabulary: understanding the meaning of most words,

positive environment, communication, enhancement, encouragement, improvement, participation, interaction, decision making, trust building, problem and conflict resolution. However the preliminary part was devoted to the meaning, definition and types of English vocabulary in reading comprehension. It also includes the nature, characteristics, goals and problems of vocabulary acquisition. Thus there has been a shift in language learning/ teaching from a traditional fashion of lecture-centered about one figure to a modern trend of student-centered that enhances students' understanding , communicative competences, active creation and solving problems through vocabulary learning.

This chapter focuses on the role of vocabulary in reading comprehension. Also, the techniques that help the learners to understand the meaning of texts. In addition to that the approaches that help the students to master this English techniques.

Moreover, the chapter shed light on the higher education in the Kingdom of Saudi Arabia and why using vocabulary for Saudi Arabian student? It set some approaches, strategies and activities of vocabulary learning, besides factors, benefits and advantages of vocabulary learning. Moreover, the chapter highlights the relationship between students themselves in grouping and their instructor and the role of each one. In addition, the chapter focuses on the dynamic forces of vocabulary acquisition and previous studies and their influences on completing this study. The following chapter is dedicated to the methodology of the study.

Chapter Three

3.0 **Introduction**

This chapter describes the methodology being followed in terms of research design, and sample of the study, instrument, and administration of the instrument, validation of questionnaire and test and procedure used for the required data analysis. The validity and reliability of the tool were checked.

3.1 **The study Paradigm**

The researcher adopts the empirical ,analytical and descriptive methods to analyze the data received from participants in order to find the correlation between variables being studied.

3.2 **The Population and Sampling Method**

The target populations for this research are the post-graduates of English language Teaching in Saudi Arabia Jazan University.

3.2.1 **The sample of the Study**

The participants, are different from many countries. They are native speakers while the others ESL learners and EFL lecturers. Their academic degrees varies between, M.A, PhD and Assist professor, specialized in different fields concerning the English language such as ELT, applied linguistics, English literature, EFL and translation. They share the same backgrounds about English language and have been working in the English language Teaching field. Therefore, they are considered as effective participants as they share the same experience and knowledge, the total number of participants is 100. The lecturers are …. While the others are PhD holders. The participants work in different colleges. The students' questionnaire is making for them to participate. There are 100 participants from Engineering college they have the same level 2 they are Saudi and non Saudi students. They have the same backgrounds about English Language. Also, they have the same linguistics backgrounds that enable the researcher to find the real results.

3.3 **Data Collection Instrument**

The instrument used for data collection is the questionnaire and test. They are designed to elicit information that obtained from written responses of the participants. The information obtained is all related to The effectiveness of acquiring English vocabulary towards improving EFL learners Reading Comprehension. Data was collected with the aid of questionnaire, tests to evaluate the participants views of effective teaching and at the same time the views of learners towards the effective of vocabulary enriching learners in reading comprehension.

3.3.1**Logging and Tracking Data**

Data collection requires some procedures to log the information as it comes in and track it until it is really to be analyzed .

Computer which were used to facilitate the process. Taking time to set up recruitment and tracking system on the computer database.

3.4 Test

The test is compose of two main parts for reading comprehension and the other part for vocabulary acquisition. Students given 20 minutes to answer the questions.

3.4.1 Aims

The ultimate aim of making test is to discover the result of acquiring EFL learners in vocabulary in learning English language in Saudi Arabia (Jazan University/ Preparatory Year).

The researcher followed the experimental method and makes two tests pre-test and post-test for the two groups control group and experimental one who have the same linguistics level. The researcher gave the experimental group five fire lectures about vocabulary instructions like key strategies in teaching vocabulary like definitions, self defining context, antonyms, synonyms, dramatization, pictures and drawing, realia, parts of words, illustrative sentences, reading the word and writing the word. while the second group controlled group was not given any lecture.

3.4.2 The Results

Here are statistically significant differences in performance in reading comprehension between experimental group who has vocabulary instructions and control group who doesn't have any knowledge.
And whenever teachers think that the acquiring of vocabulary to improve the students ability to understand the reading text.

3.4.3 The acquiring of vocabulary

The theme of the study is The Effectiveness of Acquiring English Vocabulary towards Enriching EFL learners in Reading Comprehension.

The researcher aim to prove that that vocabulary is very important to be taught especially for reading comprehension. Moreover, the study try to shed light on the importance of vocabulary to enhance the understanding of comprehension text in English language.

b- **The appropriateness of learning**

The study tries to find out if vocabulary acquisition is taught in a proper way in English lessons in Saudi Arabia (Jazan University Preparatory Year), and if so which is the best way to teach vocabulary items and what techniques are used to teach these items.

Which methodologies are used to teach these vocabulary items and also the strategies that are used to teach vocabulary items.

-By techniques the researcher means:

1-Write, look, cover, repeat (WLCR).

2- get them all: you acquire new words by carrying a dictionary everywhere and making a note of new words you come across.

3- Flash carding

4- work in a context

5- stickiest everywhere

6- study linguistics

-By methodologies learners should listen carefully, pronouncing the word and using methods of grasping the meaning.

The key strategies in teaching English vocabulary (definitions, self definition, context, antonyms, synonyms, dramatization, pictures and drawing, realia, part of words and illustrative sentences, reading the word and writing the word).

3.5 Questionnaire

3.5.1 Teachers' Questionnaire

3.5.2 Aims

The aim of the questionnaire is to know the opinion of lecturers and PhD holders and their experience in vocabulary acquisition. The questionnaire consists of 25 statements according to the hypothesis of the study. This questionnaire designed by the researcher and there are many lecturers and PhD holders refried the questionnaire. All of them, answer the statements that varies to cover all the items concerns with vocabulary acquisition.

3.5.3 Students' Questionnaire

The students' questionnaire consists of 20 statements that the researcher designed and constructed to provide general information about the students attitudes towards vocabulary acquisition. The questionnaire also, concern with the identification of their problems in small groups about how to acquire vocabulary in reading comprehension.

3.5.4 Designing of Questionnaires

The questionnaires are designed according to what they need to know about Saudi students Jazan University Preparatory Year and their awareness about the acquiring of vocabulary in reading comprehension. Another aim of the questionnaire is to help students and to study the curriculum of Preparatory Year concerning English language and methodologies. The questionnaire is designed

according to the hypothesis of the study. The statement were used to find out the differences in opinions and experiences.

3.6 **Ethics**

The questionnaire procedures were also carried out according to generate a knowledge ethical principles. As teachers' and students' questionnaire, people who filled the questionnaire have been previously informed about the research topic about so that, their answers will be used for the research purposes. Each person has received a full explanation about the aim of the study and the questionnaire procedures.

3.6.1 Procedures

The questionnaire has been distributed during the month of October 2015. All the copies of questionnaire were distributed at Jazan University Preparatory Year Campus. The questionnaire was explained to respondents.

In total, 130 copies of the questionnaire were distributed, and the respondents manage to provide the data, and making a satisfactory respondent rate of 100% as require sample size.

The test 100 of copies are distributed between students as pre-test and post one.

3.6.2 Validity

Validity of the research instrument usually evaluated for force content and constructs validity. The content validity of the questionnaire used in the study by judgments promoters who were consulted by researcher to guarantee the correction of the content and its relevance. Therefore, the researcher consulted a number of experts for administrating the questionnaire before piloting. The questionnaire judgment committee recommended changes and amendments about the items.

3.6.3 Reliability

Hunger & Poit (1999: 317) define reliability as the degree of consistency with which an instrument measures the attributes it is designed to measure. Berg (1989:83) explains that, as the use of a consistent and systematic line of questions

for even unanticipated areas is particularly important for reliability and for possible replication of a study.

3.7 Reliability and Validity of the Questionnaire

The study used the statistical package for social sciences to (SPSS) analyze the data collected. The researcher used Pearson's Correlation and the results obtained as follows:

5- Reliable and Validity of instructors questionnaire

Using the Statistical Package for Social Sciences (SPSS, version 17) enables the researcher - the exploratory sample data - reliability coefficient of knowledge in a way Spearman& Brown, and Alpha Cronbach respectively for the final image a questionnaire instructors.

Table: (3.1)

	Cronbach's Alpha	**Spearman& Brown**
Reliable	.987	.992
Validity=√Reliable	**0.993**	**0.996**

It clearly demonstrates high value on the enjoyment of the final image of the questionnaire of a high degree of consistency in the current study is a community.

6- Reliable and Validity for students' questionnaire

Table:(3.2)

	Cronbach's Alpha	**Spearman& Brown**
Reliable	.983	.995
Validity=√Reliable	0.991	0.997

It clearly demonstrates high value on the enjoyment of the final image of the questionnaire of a high degree of consistency in the current study is a community.

Table:(3.3)

7- Reliable and Validity of the test

	Cronbach's Alpha	**Spearman& Brown**
Reliable	.893	.943
Validity=√Reliable	0.945	0.971

8.To ensure parity between the experimental and control groups in the achievement level of the materials have been monitoring individuals degrees experimental and control groups where it was before the implementation of this exam experiment consisting of 20 student respondents. The following table shows the extent of the homogeneity of the two groups.

exam	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Reality of 0.05
	Experimental	4.6000	.56765	1.488	18	.154	Functional
	Controlled	4.2000	.63246				

Seen from the above table even though that the value of (t) calculated (1.488) and value (t) probability (0.154) Is a functional which means the homogeneity of the two groups. Which shows that the lack of statistical differences in the achievement of performance rate in the students' pre-test.

7- Statistical equations

a- Cronbach's Alpha

b- Spearman& Brown

c- One-Sample Test

d- Independent T test

3.8 Summary

This chapter focuses on the research design and methodology hat used to accomplish the study. Firstly, the structure of the research methods employed in this study have been discussed, the considerations taken into account in adopting the research methodology are presented. Secondly, detailed descriptions of the population of the study, data collection instrument, and the main survey procedures are given. Finally, an analysis and interpretation of the empirical data collected through these methods will be presented in the next chapter.

Chapter Four

Description of Data Analysis and Results

4.0 Introduction

This chapter analysis the data of the questionnaires and tests of the study. In addition to promoting their academic performance by creating a healthy classroom environment, the researcher used two tools for data collection for this study: a questionnaire and achieve test. Two questionnaires, one questionnaire consists of "25 items", and another consists of " 20 items". Were posed for instructors and their students seeking their opinions on the influence of vocabulary in reading comprehension.

The analysis of the obtained data showed significant results. The descriptive features of polled were follows:

1) 70 students from first Engineering year, Saudis and non Saudis.

2) 55 instructors from India, Pakistan, Sudan, Bangladesh, Egypt, Canada, America, England and Senegal. They are males and females.

3) 50 students Saudis and non Saudis that performed the test those students distributed into control and experimental groups.

The five hypotheses of this study are tasted by SPSS Program in a descriptive method by using frequencies, percentages and means. This test is used to examine the effects of number of factors and attitudes towards The Effectiveness of Vocabulary towards Enriching EFL learners in Reading Comprehension to answer and interprets the hypotheses of the study.

The T- test is a parametric comparison of the average or mean level for each group, and is based on the assumption that the individual scores are normally distributed about the mean (Baber, 1988: 55).

The five hypotheses of this study are tasted for significance using T- test and they yield the following results:

4.1 **Results and Analysis of Teachers and Students Questionnaires**

The first Hypothesis

-Using vocabulary leads to better reading comprehension of EFL learners.

Table NO (4.1)

Sample	Q N	S A	A	S D	D	N
Instructors	1	73%	27%	0%	0%	0%
instructors	2	27%	68%	5%	0%	0%
instructors	3	44%	44%	4%	3%	5%
instructors	4	62%	35%	2%	0%	1%
instructors	5	49%	45%	4%	0%	2%
students	1	27%	52%	10%	10%	1%
students	2	59%	28%	6%	1%	6%
students	3	12%	36%	32%	10%	10%
students	4	23%	39%	25%	11%	2%
General Mean	22.0545				functional	B value

The above table indicates that:

This hypothesis is tasted by using the data generated to statement No 1, 2, 3, 4, 5 for instructors' questionnaire and 1, 2, 3, 4 statements for students' questionnaire.

These reveal the following information:

1-The majority of teachers with percentage above (70%) agree that vocabulary knowledge leads to better reading comprehension. While (0%) no one disagree to that item.

The general mean of the sample is (22.0545) this mean the majority of both instructors and students are agree with the first hypothesis which says "vocabulary knowledge leads to better reading comprehension".

2-The great majority above (59%) of students agree that vocabulary knowledge leads to better reading comprehension.

It is clear from the above figures that teachers were knew the value of vocabulary better than students and the value of vocabulary in reading comprehension. So that teachers percentage is higher than students ones.

These figures encouraged the other researchers to continue on this way, and help their students to fulfill and know the value of reading comprehension. And this is the main goal of the researcher to help the students to understand the reading comprehension and to solve the difficulties encounter them.

The details of each statement of this questionnaire will be discussed and explained later in this chapter.

This statistical figures in some ways near the figures of the previous studies in the same field and in some situations give the higher figures and reality than the old ones. Like, the study of Rabab Elsheikh Idris that entitled under "Teaching English Reading Skills at the University Level". In Uinversity of Gezira Faculty of Education 2000. And the study of Abd Allah Adam Othman Algazoly is entitled " Developing University Teaching Method to Improving Reading Skill in English". In Sudan University of Science and Technology, college of Graduate Studies 2008. And other studies at same field, the researcher look to most of these studies and find that all teachers and students are suffering a lot. Because of reading comprehension and all of them mentioned that this problem should be solved. In addition to that students need to solve their problems. And the teachers try their efforts to help them. The researcher try to tackle this problem by the recommended that the researcher will do later in this research. And the finding of this study light a shadow of this problem and try to solve this problem.

Second Hypothesis

-EFL learners of language are not aware of vocabulary items in improving reading comprehension.

Table NO (4.2)

Sample	Q N	S A	A	S D	D	N
Instructors	6	27%	55%	14%	2%	2%
instructors	7	27%	60%	7%	4%	2%
instructors	8	36%	46%	2%	7%	9%
instructors	9	18%	46%	24%	5%	7%
instructors	10	20%	56%	11%	0%	13%
students	5	43%	44%	9%	0%	4%
students	6	30%	39%	17%	7%	7%
students	7	40%	33%	16%	2%	9%
students	8	59%	31%	8%	0%	2%
General Mean	19.3636				Functional	B value

If you look to the above table, you will find that most of teachers and students are not agreed with the second hypothesis. Which said that "EFL learners are not aware of vocabulary items in improving reading comprehension". So that, most of their answers are agreed with the questionnaire statements and serve the research purposes. From the above table the instructors with percentage of more than(60%) agreed with this hypothesis. That means this hypothesis is tasted and functional.

For students are the same with their teachers it reveals that more than (55 %) of students are not agreed with the second hypothesis.

The general mean of the sample is (19.3636) this hypothesis is tasted and functional with" B" value. So still the percentage of teacher is higher than students. This reveals that the high validity and the reality of this research statements. Because teachers are knew more value and benefit of vocabulary role in reading comprehension more than their students. In addition to that, the researcher hope that, other researchers continue searching more in this field.

Most of instructors and students have low percentage of strong disagree and disagree. Sometimes they have percentage between 0% and 15% that means most of instructors and students are strong agree or agree with the statements that lead to knowing of vocabulary items lead to better English reading comprehension. They also, against the idea that said" the EFL learners are not aware of vocabulary items

in improving English reading comprehension". It indicates that this hypothesis is tasted and functional with "B" value.

Third Hypothesis

-There are strong relations between using vocabulary and reading comprehension.

Table NO (4.3)

Sample	Q N	S A	A	S D	D	N
Instructors	11	56%	38%	0%	0%	6%
instructors	12	7%	40%	42%	4%	7%
instructors	13	27%	55%	13%	3%	2%
instructors	14	40%	55%	3%	2%	0%
instructors	15	29%	50%	16%	3%	2%
students	9	40%	37%	13%	6%	4%
students	10	18%	13%	27%	33%	9%
students	11	23%	40%	17%	4%	16%
students	12	36%	22%	14%	16%	12%
General Mean	20.0545				Functional	B value

The figures in the above table indicates that the instructors are agree with this hypothesis with percentage of near 60% with this hypothesis that said " There is strong relation between vocabulary items and reading comprehension".

The general mean is (20.0545) that indicates most of teachers and students are agreed with this hypothesis that said "there is strong relation between reading vocabulary and reading comprehension". The figures of the previous studies also, insures the strong relation between them vocabulary and reading comprehension. That the researcher mentioned above and under in this research. In addition to that this hypothesis is tested and functional with" B" value.

The percentage of students is more than 57% agree or strong agree with this hypothesis that means this hypothesis is tasted and functional with "B" value. Still there is a high percentage between instructors and students. As the researcher mentioned before because, of the high knowledge of teachers and also teachers are aware of the role of vocabulary in reading comprehension. On one hand, most of

instructors and students are agree with this hypothesis. On the other hand, between 0% and 15% are disagree or strong disagree with this hypothesis.

The fourth Hypothesis

-EFL learners of language are not encouraged to use Vocabulary items.

Able NO (4.4)

Sample	Q N	S A	A	S D	D	N
Instructors	16	13%	31%	36%	11%	9%
instructors	17	25%	42%	15%	11%	7%
instructors	18	22%	47%	18%	7%	6%
instructors	19	18%	55%	16%	4%	7%
instructors	20	29%	53%	14%	2%	2%
students	13	17%	25%	21%	22%	15%
students	14	36%	46%	4%	4%	10%
students	15	36%	40%	14%	6%	4%
students	16	20%	39%	20%	14%	7%
General Mean	18.2545				Functional	C value

The above table indicates that:

This hypothesis is tasted by using the data generated to statement No 16, 17, 18, 19, 20 for instructors' questionnaire and 13, 14, 15, 16 statements for students' questionnaire.

These reveal the following information:

1-The majority of teachers with percentage above (50%) they are not agreed that EFL learners of language are not encouraged to use vocabulary items. While about (10%) are disagree to that items.

The general mean of the sample is (18.2545) this mean the majority of both instructors and students are agreed with the first hypothesis which says "vocabulary knowledge leads to better reading comprehension".

2-The great majority about (50%) of students are not agree that EFL learners of language are not encouraged to use vocabulary items.

It is clear from the above figures that teachers were knew the value of vocabulary better than students and the value of vocabulary in reading comprehension. So that teachers percentage is higher than students one.

These figures encouraged the other researchers to continue on this way, and help their students to fulfill and know the value of reading comprehension. And this is the main goal of the researcher to help the students to understand the reading comprehension and to solve the difficulties encounter them.

This statistical figures in some ways near the figures of the previous studies in the same field and in some situations give the higher figures and reality than the old ones. Like, the study of Rabab Elsheikh Idris that entitled under "Teaching English Reading Skills at the University Level". In University of Gezira Faculty of Education 2000. And the study of Abd Allah Adam Othman Algazoly is entitled " Developing University Teaching Method to Improving Reading Skill in English". In Sudan University of Science and Technology, college of Graduate Studies 2008. And other studies at same field, the researcher look to most of these studies and find that all teachers and students are suffering a lot. Because of reading comprehension and all of them mentioned that this problem should be solved. In addition to that students need to solve their problems. And the teachers try their efforts to help them. The researcher try to tackle this problem by sharing teachers and students in the problem and try to solve it. The researcher light a shadow on the findings and the recommendation that the researcher will do later in this research. And the finding of this study light a shadow of this problem.

The Fifth Hypothesis

-Teacher experience help EFL learners improving their vocabulary knowledge.

Table NO (4.5)

Sample	Q N	S A	A	S D	D	N
Instructors	21	21%	42%	15%	11%	11%
instructors	22	38%	35%	11%	5%	11%
instructors	23	31%	45%	18%	2%	4%
instructors	24	7%	53%	22%	9%	9%
instructors	25	9%	36%	44%	5%	6%
students	17	34%	32%	9%	21%	4%
students	18	39%	40%	10%	5%	6%
students	19	37%	44%	7%	7%	5%
students	20	25%	39%	21%	5%	10%
General Mean	18.1273				Functional	C value

The above table indicates that:

This hypothesis is tasted by using the data generated to statement No 21, 22, 23, 24, 25 for instructors' questionnaire and 17, 18, 19, 20 statements for students' questionnaire.

These reveal the following information:

1-The majority of teachers with percentage above (50%) are not agree that EFL learners of language are not encouraged to use vocabulary items. While about (10%) are disagree to that items.

The general mean of the sample is (18.1273) this mean the majority of both instructors and students are agreed with the first hypothesis which says "vocabulary knowledge leads to better reading comprehension".

2-The great majority about (50%) of students are not agreed that EFL learners of language are not encouraged to use vocabulary items.

It is clear from the above figures that teachers were know the value of vocabulary better than students and the value of vocabulary in reading

comprehension. So that teachers percentage is higher than students one. These figures encouraged the other researchers to continue on this way, and help their students to fulfill and know the value of reading comprehension. And this is the main goal of the researcher to help the students to understand the reading comprehension and to solve the difficulties encounter them.

This statistical figures in some ways near the figures of the previous studies in the same field and in some situations give the higher figures and reality than the old ones. Like, the study of Abdel Magid Awad El Karim that entitled under "Understanding Discourse the Schemata theory and it's Implication for EFL Reading ". In Uinversity of Khartoum Faculty of Education 1995. And the study of Ibrahim Mohammed Alsabateen is entitled " The effect of Lexical, Grammatical and Cultural background on Reading Comprehension". In Sudan University of Science and Technology, college of Graduate Studies 2008. And other studies at same field, the researcher look to most of these studies and find that all teachers and students are suffering a lot. Because of reading comprehension and all of them mentioned that this problem should be solved. In addition to that students need to solve their problems. And the teachers try their efforts to help them. The researcher try to tackle this problem by light the shadow on the problem and try to solve this it. The findings and recommendation that the researcher will do later in this research.

4.2 First: Presents the results of A questionnaire and Test

1. present the results of a questionnaire of instructors

A-Showing the results of the first hypothesis

Using vocabulary leads to better reading comprehension of EFL learners.

			Test Value =3				
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
1	4.7273	.44947	28.500	54	.000	Functional	A
2	4.2182	.53371	16.927	54	.000	Functional	A
3	4.1636	1.04993	8.219	54	.000	Functional	B
4	4.5455	.71539	16.021	54	.000	Functional	A
5	4.4000	.73535	14.119	54	.000	Functional	A

Showing of the results of the phrase No (1) which reads (EFL learners face some difficulties in vocabulary usage). That seen from the above table , the value of (T. test) calculated is (28.500), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says that EFL learners face difficulties in vocabulary usage. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). the first hypothesis and first statement is tasted and functional. According to the above result if the teacher enriches the learners' vocabulary the outcome clearly better reading comprehension and understanding of full text.

It is clear that the results of the phrase No (2) which reads (the meaning of words can be picked through reading several different texts). That seen from the above table , the value of (T. test) calculated is (16.927), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says that the meaning of words can be picked through reading several different texts. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). it is clear that the second statement is tested and functional.

It proves that the results of the phrase No (3) which reads (Guessing the meaning of words in context is one of the best ways to learn vocabulary). That seen from the above table, the value of (T. test) calculated is (8.219), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that Guessing the meaning of words in context is one of the best ways to learn vocabulary . It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). that means this hypothesis is tested and function. And also, the third statement is tested and functional.

It leads to the result of the phrase No (4) which reads (reading comprehension helps EFL learners guessing new words meaning of vocabulary). That seen from the above table , the value of (T. test) calculated is (16.021), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says reading comprehension helps EFL learners guessing new words meaning of vocabulary. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). the fourth statement is also, tested and functional.

It points that the results of the phrase No (5) which reads (having background about the topic helps my students guessing the meaning of vocabulary). That seen from the above table , the value of (T. test) calculated is (14.119), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says having background about the topic helps my students guessing the meaning of vocabulary . It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these figures it is clear that this statement is tested and functional.

B-Showing the results of the Second hypothesis:

EFL learners of language are not aware of vocabulary items in improving reading comprehension.

			Test Value =3				
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
6	4.0364	.81567	9.423	54	.000	Functional	B
7	4.0727	.81319	9.783	54	.000	Functional	B
8	3.9273	1.23009	5.590	54	.000	Functional	B
9	3.6182	1.07997	4.245	54	.000	Functional	B
10	3.7091	1.18122	4.452	54	.000	Functional	B

The figures that from the results of the phrase No (6) which reads (vocabulary number can be expanded simply through reading comprehension). That seen from the above table , the value of (T. test) calculated is (9.423), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical

significance of the statistical reality conclusion of the term that says vocabulary can be expanded simply through reading comprehension. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these figures it is clear that this statement is tested and functional.

It points that the results of the phrase No (7) which reads (self study helps EFL learners to realize difficult new words). That seen from the above table , the value of (T. test) calculated is (9.783), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says self study helps EFL learners to realize difficult new words. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these figures it is clear that this statement is tested and functional.

It guides that the results of the phrase No (8) which reads (I try to use newly learned words in reading situations). That seen from the above table, the value of (T. test) calculated is (5.590), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I try to use newly learned words in reading situations . It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these figures it is clear that this statement is tested and functional.

It shows that the results of the phrase No (9) which reads (students can follow the system of prediction and give the correct answer. That seen from the above table , the value of (T. test) calculated is (4.245), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says students can follow the system of prediction and give the correct answer. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these figures it is clear that this statement is tested and functional.

It gives a particular of quality that the results of the phrase No (10) which reads (students study in groups for scanning in class). That seen from the above table , the value of (T. test) calculated is (4.452), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says students study in groups for scanning in class.

It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these figures it is clear that this statement is tested and functional.

C- Showing the results of the third hypothesis:

There are strong relation between using vocabulary and reading comprehension.

			Test Value =3				
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
11	4.4000	.95452	10.877	54	.000	Functional	A
12	3.3636	.94992	2.839	54	.006	Functional	C
13	4.0182	.84964	8.887	54	.000	Functional	B
14	4.2727	.80403	11.739	54	.000	Functional	A
15	4.0000	.88192	8.409	54	.000	Functional	B

It goes to show that the results of the phrase No (11) which reads (I always encourage my students to read at home in addition to class activities).

That seen from the above table , the value of (T. test) calculated is (10.877), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I always encourage my students to read at home in addition to class activities.

It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these figures it is clear that this statement is tested and functional.

It shows that the results of the phrase No (12) which reads (students are able to express their new vocabulary in written language).

That seen from the above table , the value of (T. test) calculated is (2.839), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says students are able to express their new vocabulary in written language.

It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these figures it is clear that this statement is tested and functional.

It is guide that the results of the phrase No (13) which reads (students get the general idea of the text by skimming). That seen from the above table , the value of (T. test) calculated is (8.887), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says students get the general idea of the text by skimming .It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). From these statistical figures, it is clear that this statement is tested and functional.

It makes clear that the results of the phrase No (14) which reads (I help my students in scanning and skimming). That seen from the above table , the value of (T. test) calculated is (11.739), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I help my students in scanning and skimming. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these figures it is clear that this statement is tested and functioned.

It is proving that the results of the phrase No (15) which reads (students can grasp the difficult vocabulary from the text). That seen from the above table , the value of (T. test) calculated is (8.409), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says students can grasp the difficult vocabulary from the text. It is clear from the reality of statistical inference approval subjects of

this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functioned.

D- Showing the results of the fourth hypothesis:

EFL learners of language are not encouraged to use vocabulary items.

			Test Value =3				
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
16	3.2727	1.11313	1.817	54	.075	Functionless	C
17	3.6727	1.18719	4.202	54	.000	Functional	B
18	3.6909	1.06931	4.792	54	.000	Functional	B
19	3.5636	1.21356	3.444	54	.001	Functional	B
20	4.0545	.82593	9.469	54	.000	Functional	B

It has a value that the results of the phrase No (16) which reads (my students are able to understand the meaning of full text/phrase). That seen from the above table , the value of (T. test) calculated is (1.817), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says my students are able to understand the meaning of full text/phrase. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is not tested and also functionless.

It proves that the results of the phrase No (17) which reads (I have my students' pervious knowledge related to the topic). That seen from the above table , the value of (T. test) calculated is (4.202), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I have my students' pervious knowledge related to the topic. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It makes clear that the results of the phrase No (18) which reads (I divide my class to participate in predicting as groups). That seen from the above table , the value of (T. test) calculated is (4.792), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I divide my class to participate in predicting as groups. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It gives a particular information that the results of the phrase No (19) which reads (I help my students to solve difficulties of words by themselves). That seen from the above table , the value of (T. test) calculated is (3.444), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I help my students to solve difficulties of words by themselves. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It goes to show that the results of the phrase No (20) which reads (I always help my students to use their own words when writing). That seen from the above table , the value of (T. test) calculated is (9.469), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I always help my students to use their own words when writing. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

E- Showing the results of the fifth hypothesis:

Teachers experience help EFL learners improving their vocabulary knowledge

			Test Value =3				
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
21	3.5273	1.25984	3.104	54	.003	Functional	B
22	3.8364	1.30190	4.764	54	.000	Functional	B
23	3.9818	.95240	7.645	54	.000	Functional	B
24	3.4000	1.06458	2.787	54	.007	Functional	B
25	3.3818	.93276	3.036	54	.004	Functional	B

It goes to show that the results of the phrase No (21) which reads (my students are able to write antonyms and synonyms). That seen from the above table, the value of (T. test) calculated is (3.104), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says my students are able to write antonyms and synonyms. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It proves to show that the results of the phrase No (22) which reads (I make my class to develop new vocabulary through reading comprehension). That seen from the above table , the value of (T. test) calculated is (4.764), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I make my class to develop new vocabulary through reading comprehension. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional .

It gives a particular quality to show that the results of the phrase No (23) which reads (I use my experience to help my students understand the comprehension text).
That seen from the above table , the value of (T. test) calculated is (7.645), the degree of freedom is (54) and the value of the probability (.000), which means that

there is statistical significance of the statistical reality conclusion of the term that says I use my experience to help my students understand the comprehension text. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It is clear to show that the results of the phrase No (24) which reads (my students can summarize of reading comprehension according to my own ways). That seen from the above table , the value of (T. test) calculated is (my students can summarize of reading comprehension according to my own ways 2.787), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says my students can summarize of reading comprehension according to my own ways. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It guides to show that the results of the phrase No (25) which reads (my students are able to paraphrase on their own ways in context of reading). That seen from the above table , the value of (T. test) calculated is (3.036), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says my students are able to paraphrase on their own ways in context of reading . It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

A-Showing the result of the first hypothesis
Using vocabulary leads to better reading comprehension of EFL learners.

			Test Value =3				
students	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
1	3.9286	.95282	8.154	69	.000	Functional	B
2	4.3286	1.05942	10.492	69	.000	Functional	A
3	3.2857	1.11827	2.138	69	.036	Functional	C
4	3.6857	1.02918	5.574	69	.000	Functional	B

The figures show that the results of the phrase No (1) which reads (the best way to remember words to memorize them in a list). That seen from the above table , the value of (T. test) calculated is (8.154), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says the best way to remember words to memorize them in a list. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). That means most of students are aware of the value of vocabulary in English language, and students can't master English language without enriching their vocabulary. From these information it is clear that this statement is tested and functional.

It makes clear to show that the results of the phrase No (2) which reads (repetition is the best way to remember words). That seen from the above table , the value of (T. test) calculated is (10.492), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says repetition is the best way to remember words. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It guides to show that the results of the phrase No (3) which reads(words should be learned in context). That seen from the above table , the value of (T. test) calculated is (2.138), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says words should be learned in context. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

The table showing that the results of the phrase No (4) which reads (I can identify the meaning of most words through reading comprehension). That seen from the above table , the value of (T. test) calculated is (5.574), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I can identify

the meaning of most words through reading comprehension. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

B- Showing the results of second hypothesis

EFL learners of language are not aware of vocabulary items in improving reading comprehension.

			Test Value =3				
students	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
5	4.2143	.93084	10.914	69	.000	Functional	A
6	3.7714	1.16931	5.520	69	.000	Functional	B
7	4.1143	.84344	11.053	69	.000	Functional	B
8	4.4000	.87477	13.390	69	.000	Functional	A

It proves to show that the results of the phrase No (5) which reads (I can expand my vocabulary through reading a lot). That means most of students are aware of the value of vocabulary in English language, and students can't master English language without enriching their vocabulary. That seen from the above table , the value of (T. test) calculated is (10.914), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I can expand my vocabulary through reading a lot. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). That means most of students are aware of the value of vocabulary in English language, and students can't master English language without enriching their vocabulary. From these information it is clear that this statement is tested and functional.

It goes to show that the results of the phrase No (6) which reads (guessing words in context is one of the best ways to learn vocabulary). That seen from the above table , the value of (T. test) calculated is (5.520), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says guessing words in context

is one of the best ways to learn vocabulary. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional

It guides to show that the results of the phrase No (7) which reads (I revise the new words I have learned). That seen from the above table , the value of (T. test) calculated is (11.053), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I revise the new words I have learned. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional. It points to show that the results of the phrase No (8) which reads (when I learn a new word I pay attention to it is new usage and meaning). That seen from the above table , the value of (T. test) calculated is (13.390), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says when I learn a new word I pay attention to it is new usage and meaning. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

C- Showing the result of the third hypothesis:
There are strong relations between using vocabulary and reading comprehension

			Test Value =3				
students	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
9	4.0286	1.07638	7.995	69	.000	Functional	B
10	3.0714	1.21966	.490	69	.626	Functionless	C
11	3.5000	1.32698	3.153	69	.002	Functional	B
12	3.5143	1.44205	2.984	69	.004	Functional	B

It makes clear that the results of the phrase No (9) which reads (once I have learned the word, I recall the meaning to help me understanding the context).

That seen from the above table , the value of (T. test) calculated is (7.995), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says once I have learned the word, I recall the meaning to help me understanding the context. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It guides to show that the results of the phrase No (10) which reads (I skip words that I don't understand). That seen from the above table , the value of (T. test) calculated is (.490), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I skip words that I don't understand. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is not tested and functionless. From the above statement that clear the students are not skipped the word or words that they don't understand. It is clear that it insures the value of vocabulary in reading comprehension.

It guides to show that the results of the phrase No (11) which reads (I analyze the word structure (prefix, root and suffix) when guessing the meaning of new words). That seen from the above table , the value of (T. test) calculated is (3.153), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I analyze the word structure (prefix, root and suffix) when guessing the meaning of new words. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

The figures show that the results of the phrase No (12) which reads (I feel anxious about reading in English because of vocabulary difficulty).

That seen from the above table , the value of (T. test) calculated is (2.984), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I feel anxious about reading in English because of vocabulary difficulty. It is

clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

D-Showing the results of the fourth hypothesis:

EFL learners of language are not encouraged to use vocabulary items.

			Test Value =3				
students	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
13	3.0571	1.33932	.357	69	.722	Functionless	C
14	3.9286	1.21966	6.370	69	.000	Functional	B
15	3.9714	1.06283	7.647	69	.000	Functional	B
16	3.5000	1.17646	3.556	69	.001	Functional	B

It leads to show that the results of the phrase No (13) which reads (I know how to understand vocabulary in text). That seen from the above table, the value of (T. test) calculated is(.357), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I know how to understand vocabulary in text. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It gives a particular information that the results of the phrase No (14) which reads (I try to find out the meaning about the new words I learned in the passage). That seen from the above table, the value of (T. test) calculated is (6.370), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says I try to find out the meaning about the new words I learned in the passage. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

The above table show that the results of the phrase No (15) which reads (when encountering new words in context, I ask a teacher or classmates for help). That seen from the above table , the value of (T. test) calculated is (7.647), the degree of freedom is (54) and the value of the probability (.000), which means that

there is statistical significance of the statistical reality conclusion of the term that says when encountering new words in context, I ask a teacher or classmates for help. it is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It guides to show that the results of the phrase No (16) which reads (your teacher encourage you to read by yourselves).

That seen from the above table , the value of (T. test) calculated is (3.556), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says your teacher encourage you to read by yourselves. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

E-Showing the results of the fifth hypothesis:

Teacher experience helps EFL learners improving their vocabulary knowledge.

			Test Value =3				
students	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
17	3.7000	1.26663	4.624	69	.000	Functional	B
18	4.0000	1.11641	7.494	69	.000	Functional	B
19	4.0286	1.06283	8.097	69	.000	Functional	B
20	3.6143	1.20738	4.257	69	.000	Functional	B

It makes clear to that the results of the phrase No (17) which reads (your teacher arrange the class in groups in order to find the text meaning). That seen from the above table , the value of (T. test) calculated is (4.624), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says your teacher arrange the class in groups in order to find the text meaning. It is clear from the reality of statistical inference approval subjects of this phrase

moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It proves to show that the results of the phrase No (18) which reads (the teacher encourage you to guess the meaning of unfamiliar words by using contextual clues).
That seen from the above table , the value of (T. test) calculated is (7.494), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says the teacher encourage you to guess the meaning of unfamiliar words by using contextual clues. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

The figures show that the results of the phrase No (19) which reads (the teacher reads the text then, explains and interprets the new words to you).
That seen from the above table , the value of (T. test) calculated is (8.097), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says the teacher reads the text then, explains and interprets the new words to you. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

It guides to show that the results of the phrase No (20) which reads (the teacher asks various questions related to a particular text in order to prepare you to read the text or to make you curious about it).

That seen from the above table , the value of (T. test) calculated is (4.257), the degree of freedom is (54) and the value of the probability (.000), which means that there is statistical significance of the statistical reality conclusion of the term that says the teacher asks various questions related to a particular text in order to prepare you to read the text or to make you curious about it. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). from these information it is clear that this statement is tested and functional.

Secondly: present the hypotheses of the study

A-Display the result of the first hypothesis:

following tables show that ….

			Test Value =15				
Instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
First hypothesis	22.0545	3.09969	16.878	54	.000	Functional	B

Showing results hypothesis No (1) which reads (using vocabulary items leads to better reading comprehension of EFL learners)
Seen from the table above, the value of (T. test) calculated (16.878) degree of freedom (54) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that using vocabulary leads to better reading comprehension of EFL learners. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05)**.** That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. it is clear from this five statements that the instructors and their answers are supported this hypothesis.

A-Display the results of the Second hypothesis:

			Test Value =15				
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
Second hypothesis	19.3636	4.88900	6.619	54	.000	Functional	B

Showing results hypothesis No (2) which reads (EFL learners of language are not aware of vocabulary items in improving reading comprehension).
Seen from the table above, the value of (T. test) calculated (6.619) degree of freedom (54) and the value of the probability (.000), which means that there

statistical significance of the statistical reality conclusion of the term that says that using vocabulary leads to better reading comprehension of EFL learners. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05)**.** That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. it is clear from this five statements that the instructors and their answers are supported this hypothesis.

B-Display the results of the third hypothesis:

			Test Value =15				
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
Third hypothesis	20.0545	4.16964	8.990	54	.000	Functional	B

Showing results hypothesis No (3) which reads (there are strong relations between using vocabulary and reading comprehension).

Seen from the table above, the value of (T. test) calculated (8.990) degree of freedom (54) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that using vocabulary leads to better reading comprehension of EFL learners. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05)**.** That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. it is clear from this five statements that the instructors and their answers are supported this hypothesis.

C-Display the results of the fourth hypothesis:

			Test Value =15				
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
fourth hypothesis	18.2545	5.18266	4.657	54	.000	Functional	C

Showing results hypothesis No (4) which reads (EFL learners of English language are not encouraged to use vocabulary items).

Seen from the table above, the value of (T. test) calculated (4.657) degree of freedom (54) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that using vocabulary leads to better reading comprehension of EFL learners. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05)**.** That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. it is clear from this five statements that the instructors and their answers are supported this hypothesis.

D-Display the results of the fifth hypothesis:

			Test Value =15				
instructors	Mean	Std. Deviation	t	df	Sig	reality Of 0.05	Value
five hypothesis	18.1273	5.26362	4.406	54	.000	Functional	C

Showing results hypothesis No (5) which reads (Teachers experience help EFL learners improving students vocabulary).
Seen from the table above, the value of (T. test) calculated (4.406) degree of freedom (54) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that using vocabulary leads to better reading comprehension of EFL learners. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05)**.** That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. it is clear from this five statements that the instructors and their answers are supported this hypothesis with functional reality and with C value.

E- Display the result of the first hypothesis

			Test Value =12				
students	Mean	Std. Deviation	T	df	Sig	reality Of 0.05	Value
first axis	15.2286	3.96057	6.820	69	.000	Functional	C

Showing results hypothesis No (1) which reads (using vocabulary leads to better reading comprehension of EFL learners)

Seen from the table above, the value of (T. test) calculated (6.820) degree of freedom (54) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that using vocabulary leads to better reading comprehension of EFL learners. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05)**.** That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. it is clear from this five statements that the instructors and their answers are supported this hypothesis

F- Display the result of the second hypothesis

			Test Value =12				
students	Mean	Std. Deviation	T	df	Sig	reality Of 0.05	Value
Second axis	16.5000	3.58236	10.510	69	.000	Functional	B

Showing results hypothesis No (2) which reads (using vocabulary leads to better reading comprehension of EFL learners)
Seen from the table above, the value of (T. test) calculated (10.510) degree of freedom (54) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that using vocabulary leads to better reading comprehension of EFL learners. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05)**.** That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. it is clear from this five statements that the instructors and their answers are supported this hypothesis.

A-Display the result of the third hypothesis:

			Test Value =12				
students	Mean	Std. Deviation	T	df	Sig	reality Of 0.05	Value
third hy	14.1143	4.85602	3.643	69	.001	Functional	C

Showing results hypothesis No (3) which reads (using vocabulary leads to better reading comprehension of EFL learners) Seen from the table above, the value of (T. test) calculated (3.643) degree of freedom (54) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that using vocabulary leads to better reading comprehension of EFL learners. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05)**.** That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. it is clear from this five statements that the instructors and their answers are supported this hypothesis.

B-Display the result of the fourth hypothesis:

			Test Value =12				
students	Mean	Std. Deviation	T	df	Sig	reality Of 0.05	Value
fourth hypotheis	14.4571	4.60210	4.467	69	.000	Functional	C

Showing results hypothesis No (4) which reads (using vocabulary leads to better reading comprehension of EFL learners) Seen from the table above, the value of (T. test) calculated (4.467) degree of freedom (54) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that using vocabulary leads to better reading comprehension of EFL learners. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05)**.** That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. it is clear from this five statements that the instructors and their answers are supported this hypothesis.

E-Display the result of the fifth hypothesis:

			Test Value =12				
students	Mean	Std. Deviation	T	df	Sig	reality Of 0.05	Value
five axis	15.3429	4.49762	6.218	69	.000	Functional	C

Showing results hypothesis No (1) which reads (using vocabulary leads to better reading comprehension of EFL learners) Seen from the table above, the value of (T. test) calculated (6.218) degree of freedom (54) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that using vocabulary leads to better reading comprehension of EFL learners. It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05)**.** That means this hypothesis for instructors is functional and tasted of the total statements of this hypothesis. it is clear from this five statements that the instructors and their answers are supported this hypothesis.

D-Display the result of the first hypothesis:

axis	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
first axis	**instructors**	22.0545	3.09969	10.500	123	.000	Functional
	students	15.2286	3.96057				

Table (4.): -It shows the result of t-test to the average two independent groups to see significant differences between teachers and students in the first hypothesis that says using vocabulary leads to better reading comprehension of EFL learners.

Can be seen from the above table that the value of (t) calculated (10.500) degree of freedom (123) and the value of the probability (.000), which means the existence of differences between the teachers, and students in first hypothesis, for the benefit of teachers significantly and that at the level of significance (0:01). That means this hypothesis is tested and functional. But also indicate that the teachers are know the value of vocabulary in reading comprehension. In addition to that, it indicates that the high reality and validity of these two questionnaire for instructors and students. It is normally to find the mean of teachers is higher than the mean of students.

E-Display the results of the second hypothesis:

axis	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
Second hypothesis	**instructors**	19.3636	4.88900	3.778	123	.000	Functional
	students	16.5000	3.58236				

Table (4.): -It shows the result of t-test to the average two independent groups to see significant differences between teachers and students in the first hypothesis that says using vocabulary leads to better reading comprehension of EFL learners.

Can be seen from the above table that the value of (t) calculated (3.778) degree of freedom (123) and the value of the probability (.000), which means the existence of differences between the teachers, and students in first hypothesis, for the benefit of teachers significantly and that at the level of significance (0:01). That means this hypothesis is tested and functional. But also indicate that the teachers are know the value of vocabulary in reading comprehension. In addition to that, it indicates that the high reality and validity of these two questionnaire for instructors and students. It is normally to find the mean of teachers is higher than the mean of students.

M-Display the result of the third hypothesis:

axis	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
third hypothesis	**instructors**	20.0545	4.16964	7.218	123	.000	Functional
	students	14.1143	4.85602				

Table (4.): -It shows the result of t-test to the average two independent groups to see significant differences between teachers and students in the first hypothesis that says using vocabulary leads to better reading comprehension of EFL learners.

Can be seen from the above table that the value of (t) calculated (7.218) degree of freedom (123) and the value of the probability (.000), which means the existence of differences between the teachers, and students in first hypothesis, for the benefit of teachers significantly and that at the level of significance (0:01). That means this hypothesis is tested and functional. But also indicate that the teachers are know the value of vocabulary in reading comprehension. In addition to that, it indicates that the high reality and validity of these two questionnaire for instructors and students. It is normally to find the mean of teachers is higher than the mean of students.

O-Display the result of the fourth hypothesis:

axis	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
fourth axis	**instructors**	18.2545	5.18266	4.331	123	.000	Functional
	students	14.4571	4.60210				

Table (4.): -It shows the result of t-test to the average two independent groups to see significant differences between teachers and students in the first hypothesis that says using vocabulary leads to better reading comprehension of EFL learners.

Can be seen from the above table that the value of (t) calculated (4.331) degree of freedom (123) and the value of the probability (.000), which means the existence of differences between the teachers, and students in first hypothesis, for the benefit of teachers significantly and that at the level of significance (0:01). That means this hypothesis is tested and functional. But also indicate that the teachers are know the value of vocabulary in reading comprehension. In addition to that, it indicates that the high reality and validity of these two questionnaire for instructors and students. It is normally to find the mean of teachers is higher than the mean of student.

N-Display the result of the fifth hypothesis

axis	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
fifth hypothesis	**instructors**	18.1273	5.26362	3.187	123	.002	Functional
	students	15.3429	4.49762				

Table (4.): -It shows the result of t-test to the average two independent groups to see significant differences between teachers and students in the first hypothesis that says using vocabulary leads to better reading comprehension of EFL learners.

Can be seen from the above table that the value of (t) calculated (3.187) degree of freedom (123) and the value of the probability (.000), which means the existence of differences between the teachers, and students in first hypothesis, for the benefit of teachers significantly and that at the level of significance (0:01). That means this hypothesis is tested and functional. But also indicate that the teachers are know the value of vocabulary in reading comprehension. In addition to that, it indicates that the high reality and validity of these two questionnaire for instructors and students. It is normally to find the mean of teachers is higher than the mean of students

H-Display the result of the first hypothesis

question	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
first	Experimental	4.6111	.48701	4.424	48	.000	Functional
	Controlled	3.5652	1.11094				

Table (4.): -It shows the result of t-test to the average two independent groups controlled and experimental one to see significant differences between students in the achieve test that the researcher done to make the differences between the two groups. The test consists of two main parts and other sub questions. But if you look to the first part of the test you can see clearly that it reveals the upcoming results:

It can be seen from the above table that the value of (t) calculated (4.424) the degree of freedom is (48) and the value of the probability (.000), which means the existence of differences between the students in control group and the experimental one, and students of experimental group in first part of the exam, if take a look to the mean of the two groups, you will find the difference between them. The mean of experimental group is (4.6111) and the mean of the control group is(3.5652) that means the experimental group score the high degrees than the controlled one. That means the first part of exam is functional and tested. Above it indicates that the high validity and reliability of the test. On the one hand, it shows that the fire lectures that the researcher given to the experimental group has have a big impact to that group. On the other hand, the controlled group haven't any fire lectures and the results is clear in this group that they score low degree than the experimental one.

If you look to the marks of the two groups, you will find that the experimental group marks are higher than the controlled one. The fire lectures concentrate on the instructions of the role of vocabulary in enriching the reading comprehension. The researcher explains details of these fire lectures and instructions in chapter three.

The stander deviation for the first part of exam of the experimental group is (.48701) and stander deviation of the controlled group is (1.11094). That means the experimental group is done better in exam than the controlled ones. That means if the stander deviation is low that the group is done better that the group which scores the high degree in stander deviation. Again it indicates that this part of the test has a high degree of reality and validity. It also shows that this part is tested and functional.

Q-Display the result of the second hypothesis:

Question	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
second	Experimental	3.7037	1.48880	3.553	48	.001	Functional
	Controlled	2.0870	1.72977				

Table (4.): -It shows the result of t-test to the average two independent groups controlled and experimental one to see significant differences between students in the achieve test that the researcher done to make the differences between the two groups. The test consists of two main parts and other sub questions. But if you look to the first part of the test you can see clearly that it reveals the upcoming results:

It can be seen from the above table that the value of (t) calculated (3.553) the degree of freedom is (48) and the value of the probability (.000), which means the existence of differences between the students in control group and the experimental one, and students of experimental group in first part of the exam, if take a look to the mean of the two groups, you will find the difference between them. The mean of experimental group is (3.7037) and the mean of the control group is(2.0870) that means the experimental group score the high degrees than the controlled one. That means the first part of exam is functional and tested. Above it indicates that the high validity and reliability of the test. On the one hand, it shows that the fire lectures that the researcher given to the experimental group has have a big impact to that group. On the other hand, the controlled group haven't any fire lectures and the results is clear in this group that they score low degree than the experimental one.

If you look to the marks of the two groups, you will find that the experimental group marks are higher than the controlled one. The fire lectures concentrate on the instructions of the role of vocabulary in enriching the reading comprehension. The researcher explains details of these fire lectures and instructions in chapter three.

The above figures showed and read these results:

The stander deviation for the first part of exam of the experimental group is (1.48880) and stander deviation of the controlled group is (1.72977). That means the experimental group is done better in exam than the controlled ones. That means if the stander deviation is low that the group is done better that the group which scores the high degree in stander deviation. Again it indicates that this part of the test has a high degree of reality and validity. It also shows that this part is tested and functional.

R-Display the result of the third hypothesis

Question	Group	Mean	Std. Deviation	t	df	Sig. (2-tailed)	reality Of 0.05
Total Degree In exam	Experimental	8.3148	1.79287	4.560	48	.000	Functional
	Controlled	5.6522	2.33275				

Table (4.): -It shows the result of t-test to the average two independent groups controlled and experimental one to see significant differences between students in the achieve test that the researcher done to make the differences between the two groups. The test consists of two main parts and other sub questions. But if you look to the first part of the test you can see clearly that it reveals the upcoming results:

It can be seen from the above table that the value of (t) calculated (4.560) the degree of freedom is (48) and the value of the probability (.000), which means the existence of differences between the students in control group and the experimental one, and students of experimental group in first part of the exam, if take a look to the mean of the two groups, you will find the difference between them. The mean of experimental group is (8.3148) and the mean of the control group is(5.6522) that means the experimental group score the high degrees than the controlled one. That means the first part of exam is functional and tested. Above it indicates that the

high validity and reliability of the test. On the one hand, it shows that the fire lectures that the researcher given to the experimental group has have a big impact to that group. On the other hand, the controlled group haven't any fire lectures and the results is clear in this group that they score low degree than the experimental one.

If you look to the marks of the two groups, you will find that the experimental group marks are higher than the controlled one. The fire lectures concentrate on the instructions of the role of vocabulary in enriching the reading comprehension. The researcher explains details of these fire lectures and instructions in chapter three.

The above figures showed and read these results:

The stander deviation for the first part of exam of the experimental group is (1.79287) and stander deviation of the controlled group is (2.33275). That means the experimental group is done better in exam than the controlled ones. That means if the stander deviation is low that the group is done better that the group which scores the high degree in stander deviation. Again it indicates that this part of the test has a high degree of reality and validity. It also shows that this part is tested and functional.

4.3 Summary

To sum up this chapter, it can be started that this chapter sheds lights on the actual situation of Acquiring Vocabulary Towards Enriching EFL Reading Comprehension and their achievements. This actual situation is investigating a questionnaire of "25" items and "20" items for "125" teachers and students as a participants.

The analysis obtained data through hypotheses revealed significant and very important results.

Chapter Five

Conclusion and Recommendation of Results

5.0 Conclusion

This chapter is the summary of the results, recommendations, suggestions for further research and conclusion. The results of this study appear to support the value of the effects of vocabulary in reading comprehension of Engineering students' and their achievement. The achievement in the areas of different skills, the effects of each other and their instructors, professional behavior, improvement, relating to one another, sharing ideas about vocabulary in enriching reading comprehension and solving the complex reading problems, all appeared to be enhanced through the effects of vocabulary in reading comprehension.

The major objective of this study is to enhance EFL learners through the effects of vocabulary in reading comprehension. Moreover the study investigated whether there is any difference in academic achievement between students who learn through vocabulary instructions and those who don't take any vocabulary instructions.

The study also attempted to find if there is any significance difference in students' skill in vocabulary in reading comprehension and without these skills. The investigation has been carried out through five chapters.

Chapter One is an introduction to the study that highlighted he statement of the problem, the objective, as well as the hypotheses of the study and the significance of the study, in addition to the instruments of the study, the methodology, the sample and definition of terms.

Chapter Two concentrated on the literature review by focusing on the effects of vocabulary in reading comprehension. It highlighted the meaning, definition, types and factors of vocabulary and reading comprehension. It also included the nature, characteristic, goals benefits and problems of vocabulary in reading comprehension and its effective methods, strategies and activities affect the students' performance and achievement. The chapter covered many aspects concerned with vocabulary knowledge and reading comprehension. Moreover, the

chapter discussed the previous studies and its contributions that supported this study.

Chapter Three highlighted the methodology of the research. It focused on the research design and methodology used to accomplish the study. It gave a detailed description of samples of this study.

Chapter Four stated the description of data analysis and discussion. This chapter revealed the results, summary, findings, recommendations, suggestions and conclusion.

The survey of literature revealed a significant relationship between participation in these experiences and deeper learning as well as the development of vocabulary and reading comprehension. Further, appear to increase of the sense and understanding of vocabulary in reading comprehension. Which has been shown to be closely linked to students enhancement, motivation, encouragement, satisfaction and retention. It was also found the effective teaching and learning a language needs innovative and effective learning methods, strategies and techniques through vocabulary learning. Also, it is found that the understanding of vocabulary in reading comprehension create a healthy classroom environment that providing ample opportunities which enable instructors to make good relation with their students who are motivated to help and related to one another, and therefore can do more work in a short time.

The review of literature indicated that the students will more like each other, help one another and small- group work creates a positive classroom climate. It is expected that the results of this study will be of some value for those who are concerned with healthy classroom and students motivation as well as those who are interested in foreign language teaching and understanding of texts. And teaching strategies in particular.

This study will provide first hand information about the effectiveness of vocabulary in reading comprehension in Saudi Arabian students' achievement and the students' attitudes towards such strategies and activities, their motivation, enhancement, interests, feelings and emotions for language acquisition and better outcomes. It is hoped that the findings of this study would help in the suggestions

of teaching strategies, techniques and tactics that lead to more positive attitudes towards teaching and learning English language.

In the light of the findings of this study, the researcher concluded that:

1. Vocabulary learning is more effective as a teaching/ learning items than other items in reading comprehension.

2. Vocabulary knowledge is good for all students.

3. Vocabulary acquisition can improve students participation, enhancement, interests, attendance, understanding of texts and performance.

4. Vocabulary knowledge can promote student comfort and confidence with in classroom and increase participation among shy students and enable them to understand the texts.

5. the above research findings can answer the research questions.

5.1 The most Important Findings are:

1.There is a significant statistical difference between the performance of the subjects who were taught through vocabulary items learning and those who were taught through non vocabulary items in reading comprehension.

2. Vocabulary acquisition increases students' motivation, participation, understanding and positive attitude towards learning.

3. It is viewed from data analysis; that vocabulary knowledge learning is more effective, interaction and suitable techniques than other techniques which were not used vocabulary items in educational process. Although the majority of instructors agree that' vocabulary acquisition' is effective and important for students to understand the texts.

4. Vocabulary acquisition learning is an easy and perfect teaching technique for EFL instructors by developing team skills.

5. It is assumed that students in vocabulary acquisition learning activities and complex learners in Engineering college problem-solved will feel more like by

their classmates because of the increased opportunities to interact with one another and relate to each other.

6. Vocabulary knowledge learning creates opportunities, allowing shared knowledge, ideas, information, understanding, experiences, and authority among students and instructors.

7. Vocabulary acquisition learning is the best option for most students because it demonstrates more positive student outcomes in academic achievements and understanding of reading comprehension.

8. Vocabulary knowledge learning implies the sense of belonging to community in which students feel more comfortable and more confident than others who don't use this technique.

5.2 The Sub Findings

Research has shown that vocabulary knowledge learning techniques:

1. Promotes higher achievement and class attendance.

2. Promotes innovation in teaching and classroom techniques.

3. Promotes students- faculty interaction and familiarity.

4. Enhance communicative when students understand the text.

5. Both faculty and students can get more done in short time.

5.3 Recommendation

The research findings in vocabulary acquisition learning convince that vocabulary acquisition can help students improve their academic achievements and understanding of all texts.

The results of this investigation highlighted some of the factors that influence using vocabulary acquisition learning work in Jazan University. Bearing in mind these outcomes;

Here are some recommendations to improve the standard of English language understanding among (EFL) learners can be suggested:

1. The study recommends the application of vocabulary knowledge in EFL classroom interaction for creating a healthy environment which will provide learners with new vocabulary they need and enable them to understand the texts.

2. The study also recommends that instructors use vocabulary items in learning for motivating and encouraging EFL learners to be more effective and self-reliance to practice and analysis the reading comprehension texts.

3. Students enhance their communicative competence in more negotiation, creative thinking for meaning and solving complex difficulties in reading comprehension in writing and often understanding the vocabulary items.

4. Instructors who are described as 'agents of change' need to be aware of the potential problems arising between the learners and new techniques and strategies they would be well- prepared to face the problems of the students inside the classroom.

5. It is recommended that colleges pay attention to the extra- curricular activities. Especially that concerned with vocabulary to enrich reading comprehension and encourage the faculty members to take their role in this field.

6. Faculty members and authorities should equipped the libraries with all materials that needed for this field to help the learners to achieve and master their English vocabulary acquisition.

5.4 Suggestions for Further Studies

The researcher suggests that more studies have to be done in this field of vocabulary acquisition. There is also a need to further research that would describe the conditions under the effects of vocabulary acquisition in enriching English reading comprehension learning activities. These activities improve the achievement and promote gains in the domain of EFL teaching.

The suggestion blew can help researchers set up vocabulary acquisition learning groups and study teams help them to achieve and understanding vocabulary items:

1. Investigating the effectiveness of using vocabulary knowledge to develop reading, writing ,speaking and listening skills. That help the English majors at the Faculties of Educations.

2. Exploring the effects of using vocabulary acquisition to enhance students' attitude toward English as a foreign language.

3. Finding out other items of vocabulary knowledge learning as a model that has been found to encourage among students.

4. Investigating the impact of vocabulary acquisition learning work on EFL learners outcomes in other universities and institutes in other countries.

5. Discovering the effect/effects of vocabulary acquisition learning on the colleges and teaching inside a classroom.

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Appendix (1)

Dear Teachers,

The researcher is very glad to your participation in this questionnaire for a study entitled. Your information will be kept confidentially and used only for research purposes. Please tick (√) where appropriate. Scale:
A: Strongly agree, B: Agree, C: Disagree, D: Strongly disagree E: Undecided
Name (Optional)..... Participant's Degree: MA ( ) PhD ( )

STATEMENT	A	B	C	D	E
1. EFL learners face some difficulties in vocabulary usage.					
2. The meaning of words can be picked through reading several different texts.					
3. Guessing the meaning of words in context is one of the best ways to learn vocabulary.					
4. Reading comprehension passages help EFL learners guessing new words meaning within a context.					
5. Having background about the topic helps my students guessing the meaning of vocabulary.					
6. Vocabulary number can be expanded simply through reading comprehension materials.					
7. Self study helps EFL learners to realize difficult new words.					
8. I try to use newly learned words in reading situations.					
9. Students can follow the system of prediction and give the correct answer.					
10. Students study in groups for scanning in class.					
11. I always encourage my students to read at home in addition to class activities.					
12. Students are able to express their new vocabulary in written language.					
13. Students get the general idea of the text by skimming.					
14. I help my students in scanning and skimming process.					
15. Students can grasp the difficult vocabulary from the text.					
16. My students are able to understand the meaning of full text/phrase.					
17. I have my students' previous knowledge related to the topic.					
18. I divide my class to participate in predicting as groups.					
19. I help my students to solve difficulties of words by themselves.					
20. I always help my students to use their own words when writing.					
21. My students are able to write antonyms and synonyms.					
22. I make my class to develop new vocabulary through reading comprehension.					
23. I use my experience to help students understand the comprehension text.					

24. My students can summarize the text of reading comprehension according to my own ways.					
25. My students are able to paraphrase on their own words a reading context.					

Dear participant your comment is considered……

Appendix (2)

Dear Students,

The researcher is very glad as to your participation in this questionnaire for a study entitled. Your information will be kept confidentially and used only for research purposes. Please tick (√) where appropriate. Scale:

A: Strongly agree, B: Agree, C: Disagree, D: Strongly disagree E: Undecided.

	STATEMENT	A	B	C	D	E
1	The best way to remember words is to memorize them in a list.					
2	Repetition is the best way to remember words.					
3	Words should be learned in context.					
4	I can identify the meaning of most words through reading.					
5	I can expand my vocabulary through reading a lot.					
6	Guessing words in context is one of the best ways to learn vocabulary.					
7	I revise the new words I have learned.					
8	When I learn a new word I pay attention to its new usage and meaning.					
9	Once I have learned the word, I recall the meaning to help me understand the context.					
10	I skip words I don't understand.					
11	I analyze the word structure (prefix, root and suffix) when guessing the meaning of the word.					
12	I feel anxious about reading in English because of vocabulary difficulty.					
13	I know how to understand vocabulary in English text.					
14	I try to find out the meaning about the new words I learned in the passage.					
15	When encountering new words in context I ask a teacher or classmates for help.					
16	Your teacher encourage you to read by yourselves.					
17	Your teachers arrange the class in groups in order to find texts meaning.					
18	The teacher encourages you to guess the meaning of unfamiliar words by using contextual clues.					
19	The teacher reads the text then, explains and interprets the new words to you.					
20	The teacher asks Various questions related to a particular text in order to prepare you to read the text or to make you curious about it.					

Appendix (3)

Short Test

Read the passage and then answer the questions:

Allen and Overy, an international law firm with its Head Office in London, was established in 1930. The first overseas offices were opened in Dubai and Brussels. It now has 26 branches in major centers around the world, where expert legal advice is offered in international capital markets, banking, property and corporate law. In 1997 it was voted Best Global Law Firm.

A) **Comprehension Questions**:

1-When was Allen Overy established outside the UK?

……2-How many branches do Allen and Overy have?

……

3-What product or service does Allen and Overy offer?

……

B) **Put (T) for a true statement and (F) for a false one**:

1-Allen and Overy was established in 1954 ( )

2-The first overseas office was established in Jeddah ( )

……

Q2 **Vocabulary**:

Put the words into their correct space:

Estate, Mobile flipchart, Overhead projector, shake hands,clothes

1-…… enables you to carry it easily to different locations.

2-In this country, most people use an ……. Agent to buy or sell a house.

3……enables you to write a lot before turning to a new page.

4-That …… manufacturer has a good contract with one of the big fashion stores.
5-Smile first and always …….. when you meet someone.

Best Wishes