

Chapter one

Introduction

1.1 The background of the study:

English language is considered as one of the most important language world wide. Moreover, English language became an essential demand in all levels and fields.

Interest in English language learning has increased dramatically in recent years for many reasons; it is language of modern science and technology , a means of study in some countries and job requirement. English as foreign language is the most wide spread language in the world, that is why it is taught in Sudan and many others countries.

Despite the great interest and attention in teaching and learning English language in Sudan , there are difficulties and obstacles which face English language learners because it is not their native language.

Reading is a primary channel for English as a foreign language learners as an input and major source of exposure to associated literature and other aspects of language culture. It is also the most important area for individuals to engage in for the development of academic competence.

Teachers want to teach students how to read fluently and comprehend. These are always good reasons for teaching reading comprehension.

Developing fluency in English language reading skill requires acquiring sufficient knowledge of elements (especially vocabulary , but also grammar and discourse structure).

1.2 The statement of the problem:

The researcher noticed during her teaching reading skill of English language at secondary level in Omdurman locality, that some students have low proficiency and difficulties in reading skill. Also some of them can not understand the passage.

These phenomena have drawn the attention of the researcher who found it suitable to study the effect of vocabulary in improving reading skill.

1.3 The questions of the study:

The following questions are basic questions upon which the research will be conducted:

- 1- To what extent English language students have vocabulary problems in reading skill?
- 2- To what extent can students improve their reading skills?
- 3- To what degree do students understand the vocabulary during the lesson?

1.4 The hypotheses of the study:

The following hypotheses are basic hypotheses upon which the research will be conducted:

- 1- English language students have vocabulary problems which hinder mastering reading skill.

- 2- Students do not know how to improve their English language reading skill.
- 3- Vocabulary is not fully understood by students during the lesson.

1.5 The objectives of the study:

This study aims to:

- 1- Draw EFL teachers' attention to the importance of the effect of vocabulary in improving reading skill.
- 2- Reflect the relation between vocabulary and reading skills.
- 3- Investigate the effect of vocabulary in improving reading skills.
- 4- Highlight the importance of English language reading.

1.6 The significance of the study:

The importance of this study lies in dealing with a real issue, it focuses on the most essential skill, It is also important to investigate the effect of vocabulary in improving English language reading skill. So the study aims to shed some light on teachers' attitudes towards the effect of vocabulary in improving reading skill.

1.7 The methodology of the study:

In this study the researcher will use the quantitative analytic method to obtain the research results. A questionnaire will be used as tool of data collection.

The population of the study include some EFL teachers who teach at Karari locality secondary schools.

1.8 The limits of the study:

This research will be limited to EFL teachers at Khartoum State, Karari locality, about EFL teachers' attitudes towards the effect of vocabulary in improving reading skill. This study is conducted in academic year 2014-2015.

Chapter Two

Literature review and Previous studies

2.1 Introduction:

This chapter consists of two parts: The first part is literature review and the second part is previous studies. In the first part the researcher presents some knowledge of vocabulary and reading skill. Also the researcher tries to show some previous studies which were carried out by some researchers.

Part One

Theoretical Framework

2.2 What is vocabulary?

A list of words with their meanings, especially in a book for learning a foreign language (A.S.Hornby 2007).

When we talk about learning vocabulary in another language, we immediately envision a list of words. Upon more careful inspection of our imaginary list, we would probably see that, for the most part, our list is composed of single unit words such as dozen, awkward, and feedback. However, vocabulary (or “vocabularies,” as our students mistakenly call it when they assume that vocabulary is a count noun, as in “Teacher, I learned 10 vocabularies last night.”) can be much more than just a single unit word. There are in fact many different kinds of vocabulary items or “words.” This is especially true when nonnative learners eye their target language as linguistic outsiders. One simple way to look

at vocabulary for second language learners is single words, set phrases, variable phrases, phrasal verbs, and idioms (Keiths .S.Folse 2004).

2.3 What does it mean to know a word?

When you ask students " Do you know this word?" and the student says " yes " what proof would convince you that the student does indeed know the word? More than likely, the answer is the meaning of the word . To answer the question, "Do you know this word?" we expect a student to provide the meaning. However, knowing a word involves much more than knowing just its mean (ibid).

2.3.1 Polysemy

A word rarely has just one meaning. Most words in English are polysemous, that is, they have multiple meanings. Some have relatively few meanings. For example, shovel canbe the instrument or the action (ibid).

2.3.2 Connotation

All words have a denotation and a connotation. The denotation refers to the most basic or specific meaning of a word. In contrast, a connotation is an idea that is suggested by or associated with a word. For example, the word 'scum' is just the name of a layer that forms on the surface of a body of water, but the word has connotations of impurity, badness, and ugliness (ibid).

2.3.3 Spelling and Pronunciation

English is a language that has a relatively low letter-to-sound correlation, thus making many English words difficult to spell and/or pronounce (from the written letters). This is especially true when English is compared with languages such as

Japanese or Spanish where pronunciation is consistent with the way words are spelled (ibid).

2.3.4 Part of Speech

Knowing the part of speech of a word is important. It is important

when learners know two or more forms for one word:

wise (adj.), wisely (adv.), wisdom (n.). It is also important when similar words confound the situation: lend (v.) vs. loan (n.) or affect (v.) vs.

effect (n.). The part of speech of a word can make a word harder to master (ibid).

2.3.5 Frequency

Knowing a word can also mean that the learner knows the frequency of occurrence of that word. Though this aspect of a word may seem almost trivial, the frequency of a word is often cited as a major factor in a given word's difficulty (ibid).

A given word may well express the concept that the person wants to express; however, that concept may have several possible names, some of which may be more useful to a nonnative learner because that particular word is more frequent. The rarer forms, though most certainly semantically appropriate, would make the speaker sound strange.

While 'violet' and 'purple' may refer to the same color, the latter is used much more frequently, so a nonnative learner should also use purple more often than violet. Using the word violet when the vast majority of native speakers would say purple would "mark" the learner's English as nonnative (ibid).

2.3.6 Usage

Knowing a word also means knowing when it is appropriate to use that word instead of a synonym or similar word. This information about usage can include both syntactic information (e.g., we hardly ever use this verb in passive voice) and pragmatic information (e.g., we do not use this word when speaking to people of higher status). For example, the words 'thing' and 'stuff' are similar in meaning, but one is considered a standard word while the other is considered slang or informal language. The first word would be considered acceptable to use in, say, a job interview, but the second one would probably not (ibid).

2-3-7 Collocation

Perhaps the single most important aspect of knowing a word for nonnative learners, besides or in addition to the obviously requisite synonym or denotation meaning is the collocation(s) of a new vocabulary item. The meaning of collocation is apparent in its constituent parts: co(together) + location(place). A collocation is a word or phrase that naturally and frequently occurs before, after, or very near the target vocabulary item (ibid).

2.4 Vocabulary in second language reading:

Both vocabulary knowledge and reading comprehension are closely related, and this relationship is not one-directional, since vocabulary knowledge can help the learner to comprehend written texts and reading can contribute to vocabulary growth (Maher Salah 2008) found in their study that vocabulary not only has a positive effect on reading comprehension but also leads to reading proficiency.

2.5 Active and passive vocabulary:

We do not need to spend the same amount of time and care on presenting all new vocabulary; some vocabulary will be more important to students than others. In general, we can distinguish two types of vocabulary:

- Active vocabulary:

Words which will need to understand and also use themselves. In teaching active vocabulary, it is usually worth spending time giving examples and asking questions, so that students can really see how the word is used (Adrian Doff 1988).

- Passive vocabulary:

Words which we want students to understand, but which they will not need to use themselves. To save time, it is often best to present it quite quickly, with a simple example. If it appears as part of a text or dialogue, we can often leave students to guess the word from the context (ibid).

2.6 How to teach vocabulary:

The two most common ways in which the meaning of new items is conveyed are as follows:

- Traditional approaches and techniques, which are teacher-centred
- Student-centred learning

2.6.1 Traditional approaches and techniques

Teacher-centred approaches are divided into three main types

1) Visual techniques

In teaching the meaning of the words , especially at the elementary stage , we should try to establish a link between the word and the meaning by using one of following means depending on the word to be taught:

- Realia
- Pictures , photo , board drawings , flashcards , slides , wallcharts ,etc
- Mime, facial expressions, action ...

2) Verbal techniques

There are certainly other techniques which can be used to present vocabulary which are as follows:

- By giving examples of the type, to illustrate the meaning of super ordinates.
- By using illustrative situations, to explain abstract words,for instance.
- Through definitions.
- With synonyms /opposites.
- By using scales for gradable items.

3) Translation

Translation can be a useful technique to convey meaning as:

- It save time
- It allows us to check correct comprehension , if necessary

2.6.2 Student- centred learning

Student- centred learning can also take place in different ways such as by allowing them to ask other students in the classroom, by using a dictionary or through contextual guesswork.

As regards the proper and efficient use of dictionary, it is something that student certainly ought to be trained in, if only as the way of helping the student to be independent of the teacher and the classroom. On the other hand, many of the students' errors derive from its wrong usage.

We may also choose to teach vocabulary within a written context, specially at intermediate and advanced levels. If we are thinking about comprehension lesson the teacher should make sure that the SS have at least a general understanding of the passage. The usual procedure would be to ask questions to establish the general sense of the passage first and then continue with more specific questions about the meaning of the pieces of the text and individual words (Rosa M lopezcampillo 1995).

2.7 What is reading comprehension?

Understanding a written text means extracting the required information from it as efficiently as possible (Francoise Grellet 1991).

2.8 Why do we read ?

There are two main reasons for reading :

- Reading for pleasure
- Reading for information(ibid)

2.9 What do we read?

- Novels, short stories, tales, other literary text and passages.
- Plays
- poems
- letter note
- newspaper and magazines
- Specialized articles, reports, essay and a business letters
- Handbook, textbook and guidebook .
- Advertisement
- Instructions, direction, notice, rules, regulations and poste (ibid)

2.10 How do we read?

The main ways of reading are as follows

- Skimming: quickly running one's eyes over a text to get the gist of it.
- Scanning: quickly going through a text to find a particular piece of information .
- Extensive reading: reading longer text, usually for one's own pleasure. This is a fluency activity mainly involving global understanding.
- Intensive reading: reading shorter text to extract specific information. This is more an accuracy activity involving reading for detail (ibid).

2.11 Reading involves a variety of skills:

The main ones are listed below:

- Recognizing the script of a language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding information when not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communicative value (function) of sentences and utterances.
- Understanding relation within the sentence.
- Understanding relation between the parts of a text through lexical cohesion devices.
- Understanding cohesion between parts of text through grammatical cohesion devices.
- Interpreting text by going out side it.
- Identifying the main point or important information in a piece of discourse.
- Distinguishing the main idea from supporting details (ibid).

2.12 In order to develop these skills, several types of exercises can be used

a) To clarify the organization of the passage

The question can be about:

- the function of the passage
- the general organization
- the cohesive devices
- the intrasentential relations (e.g derivation, morphology)(ibid)

b) To clarify the content of the passage:

The question can be about:

- plain fact (direct reference)
- implied fact (inference)
- deduced meaning (supposition)
- evaluation . (ibid)

2.13 Second language reading:

In the opinion of Carrell that:

"second language reading was viewed primarily as a decoding process of reconstructing the author's intended meaning via recognizing printed letters and words, and building up a meaning for a text from the smaller textual units at the "bottom" (letters and words) to larger and larger units at the "top" (phrases, clauses, intersentential linkages). Problems of second language reading

comprehension were viewed as being essentially decoding problems deriving meaning from print".(Carrell1988)

Part two

Previous studies

The researcher is going to give a brief summary for two previous studies.

2.14 Abuelgassim (2014)

Problems Facing Students in Reading Comprehension: Prepared by :AbuelgassimAbdalrhman Adam Deri, Sudan University of Science and Technology, M.A degree, 2014

Findings :

- 1- students lack motivation to learn English.
- 2- students cannot understand all the text.
- 3- students do not know the ways of reading.
- 4- students are not keen to learn vocabulary.
- 5- students have sentence comprehension problem.
- 6- students do not know what to do before they read, what to do while they read,and what to do after they read.

Comment:

This study shares some points of view with this research, that students do not know the ways of reading, also students lack motivation.

2.15 Nouredhadi (2011)

Problems In Developing English Reading Skills In Sudanese Secondary School Students: Prepared by: Nouredhadi Hamad Ali Abdellah, Sudan University of Science and Technology, M.A degree, 2011

Findings:

- 1-Secondary school students face difficulties in reading English comprehension.
- 2-Using additional materials beside the text book can help in developing students reading.
- 3- Applying the suitable strategies and techniques inside the classroom has a great role in developing student's reading.
- 4- Using visual aids motivates students to read.

Comment:

This study shares some points of view with this research, that applying the suitable strategies and techniques inside the classroom, and using visual aids motivate students to read.

Chapter Three

Methodology

3.1 Introduction

This chapter attempts to provide the description of the study methodology used to investigate EFL teachers' attitude towards the effect of vocabulary in improving reading skill. It concentrates mainly on the research tool, population and the sample, validity and reliability, and the procedure for data collection.

3.2 Research method

The researcher used the descriptive analytical method, to analyze data collections.

3.3 Data collection tool

The researcher adopted one tool to conduct her study. The tool was a questionnaire.

The questionnaire is designed for teachers who teach English language at secondary level. T.Q.deals with the effect of vocabulary in improving the reading skill. It contained ten statements by ticking the right box.

Here the likertertscale used. The scale consisted of five options ranging from strongly agree to strongly disagree.

3.4 Population and Sample of the study

The population of this study is English language teachers at Sudanese secondary schools, who work at Khartoum state, Karari locality. They have been selected randomly from schools . They were 35 teachers.

3.5 Procedures of data collection

The researcher distributed questionnaire by hand to the teachers.

Statistical analysis

3.6 Statistical methods used:

To achieve the objectives of the study and to verify hypotheses, the following statistical methods were used.

- 1 - charts.
- 2 - frequency distribution of the answers.
- 3 - percentage.
- 4 - alpha equation, to calculate the reliability coefficient...

To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences.

3.7 Reliability and Validity:

Stability means that measure give the same results if used more than once under similar conditions.

3.7.1 Reliability :

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

3.7.2 Validity :

Validity is defined as the extent to which the instrument measures what it purports to measure and calculate in many ways represents the easiest being the square root of the reliability coefficient. The questionnaire was given first to Dr. Yusuf AlTiraifi and Dr. Taj Alsir Bashoum Who are staff members in SUST; department of English language. They made some modifications to assure its validity .

$$\text{Validity} = \sqrt{\text{Reliability}}$$

Researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Reliability and Validity:

Questionnaire	
reliability coefficient	validity coefficient
0.80	0.642

Source: prepared by researcher, using SPSS, 2015

Notes from the results table that all reliability and validity coefficients for questionnaire is greater than (50%) and close to the one, This indicates that the questionnaire is characterized by high reliability and validity, and makes

statistical analysis acceptable.

3.8 Summary:

This chapter shows the methodology which the researcher used in this study to test hypotheses and provide answers for the research questions. The research sample were EFLteachers from Karari Locality. A questionnaire is used as a tool of data collection.

Chapter Four

Data Analysis, Results and Discussions

4.1 Introduction:

In this chapter the researcher intended to present and discuss the results of statistical analysis of the data collected after conducting the teachers' questionnaire to find answers to the research questions. The results are displayed in table, figures and texts.

4.2 Data Analysis:

The researcher used the statistical analysis to analyze the results. Below, the results of the study are displayed and discussed.

Analysis of the data related to the first hypothesis:

English language students have vocabulary problems that hinder mastering reading skill.

Statement (1)

Vocabulary knowledge and reading skill are closely related:

Table (4-1)

	Frequency	Percentage
Strongly agree	18	51.4 %
Agree	13	37.1 %
Neutral	3	8.6 %
Disagree	1	2.9 %
Strongly disagree	0	0.0 %
Total	35	100%

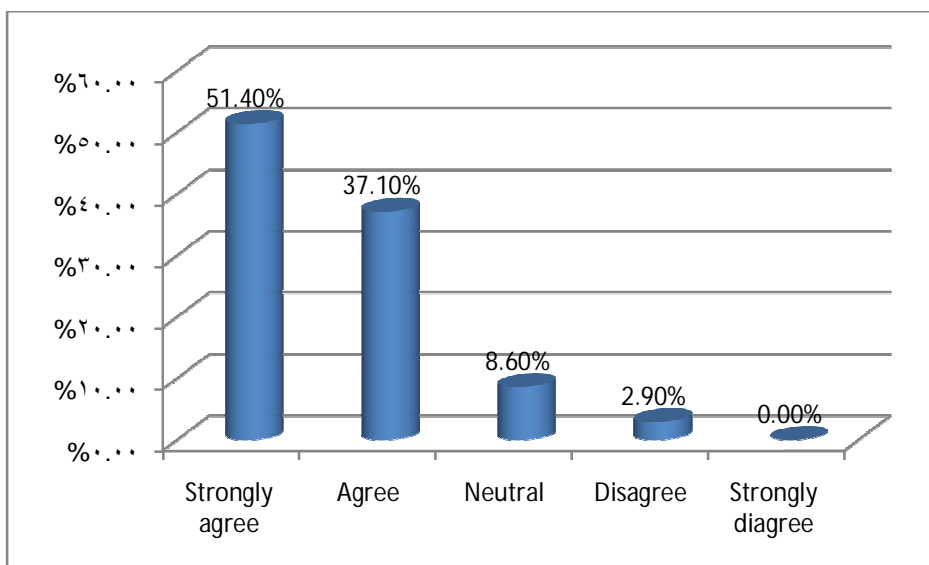


Figure (4-1)

From table (4-1) and figure (4-1) it is clear that 51.4% of sample strongly agree, 37.1 % agree this means 88.5 % of sample select positive variable. While 7.9 % disagree, and 8.6 % neutral.

These percentages show that vocabulary knowledge and reading skill are closely related.

Statement (2)

EFL Sudanese learners with rich vocabulary can read well :

Table (4- 2)

	Frequency	Percentage
Stronglyagree	15	42.9 %
Agree	14	40 %
Neutral	4	11.4%
Disagree	1	2.9 %
Strongly disagree	1	2.9 %
Total	35	100 %

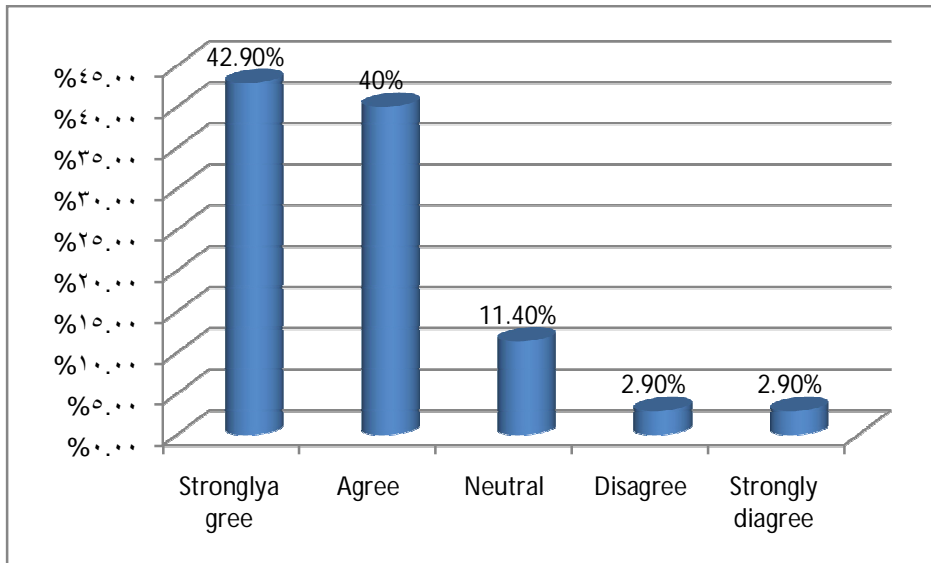


Figure (4-2)

Table (4-2) and figure (4- 2) show that 42.9 % of sample strongly agree and 40 % agree , while 2.9 disagree and 2.9 % strongly disagree. And 11.4 % neutral .

These percentages show that 90.1 % of sample selected the positive variable agree and strongly agree, this means EFL Sudanese learner with rich vocabulary can read well .

Statement 3

Poor readers find difficulties in inferring the meaning of unfamiliar words:

Table (4- 3)

	Frequency	Percentage
Stronglyagree	13	37.1 %
Agree	15	42.9 %
Neutral	3	8.6%
Disagree	3	8.6 %
Strongly disagree	1	2.9 %
Total	35	100 %

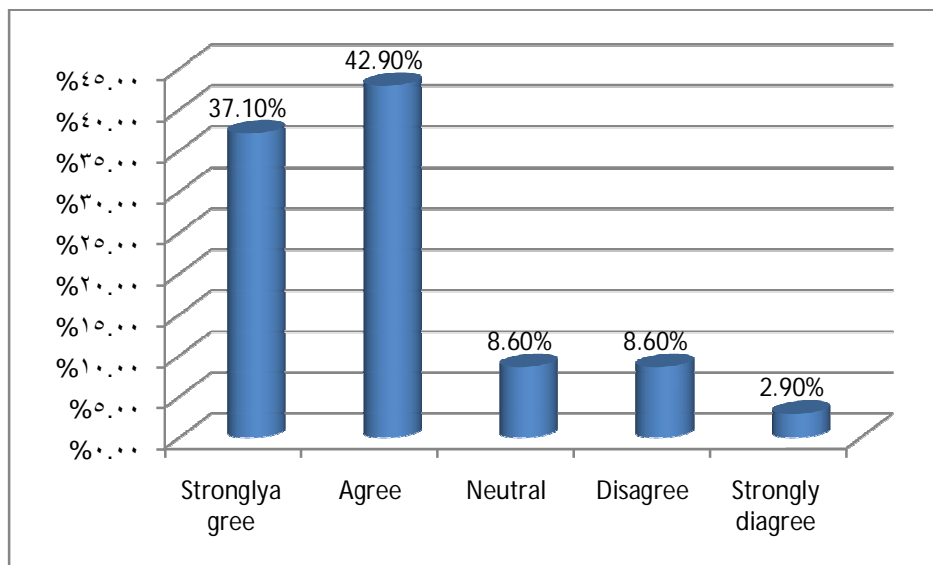


Figure (4-3)

From table (4-3) and figure (4- 3) it is very clear that 37.1% of sample strongly agree, 42.9 % agree ,while 2.9 % strongly disagree , 8.6 % disagree. And 8.6 % neutral.

These percentages show that 80.0 % of sample select positive variable strongly agree and agree , this means poor readers find difficulties in inferring the meaning of unfamiliar words.

Statement 4

students can understand the passage and interpret it appropriately without knowing the meaning of words.

Table (4- 4)

	Frequency	Percentage
Stronglyagree	5	14 %
Agree	6	17,1 %
Neutral	4	11.4 %
Disagree	13	37.1 %
Strongly disagree	7	20 %
Total	35	100 %

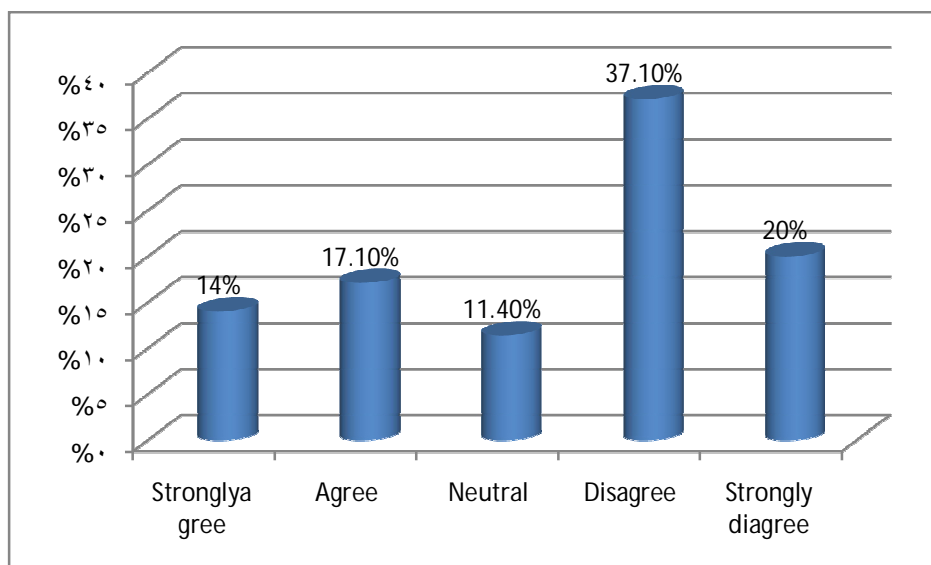


Figure (4-4)

The above table (4-4) and figure (4-4) show that more than nearly half of respondents questionnaire , are in favor of the option disagree 37.1 % . Moreover 20 % are in favor of the option strongly disagree, whereas 14 % strongly agree and 17.1 % agree. And 11.4 % neutral. This shows student can not understand the passage and interpret it appropriately without knowing the meaning of words.

Analysis of the data related to second hypotheses:

- **Students do not know how to improve their reading skills.**

Statement (1)

students donot know how to develop their English language reading skill.

Table (4- 5)

	Frequency	Percentage
Strongly agree	7	20%
Agree	14	40%
Neutral	7	20%
Disagree	2	5.7%
Strongly disagree	5	14.3%
Total	35	100%

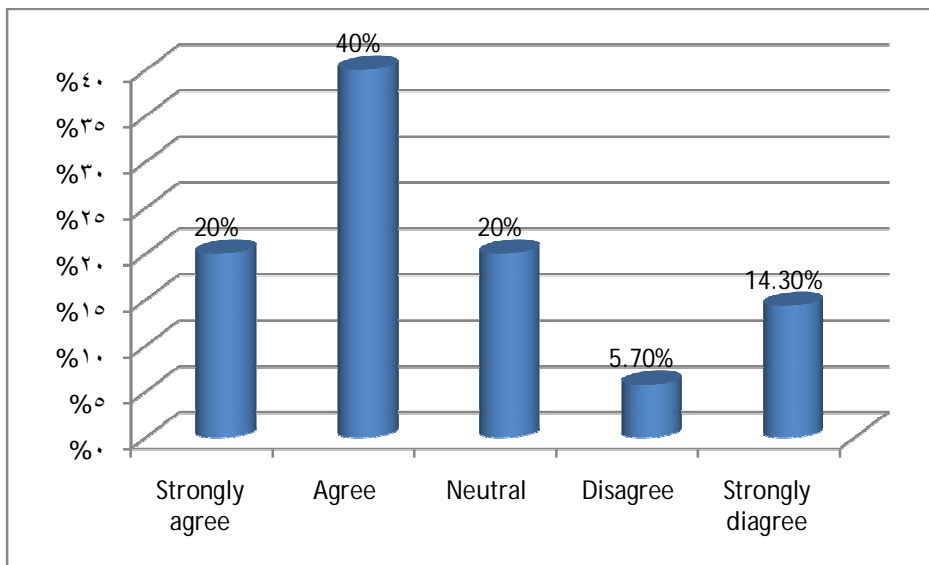


Figure (4-5)

From above table (4-5) and figure (4-5) we notice that 20% of sample are strongly agree, and 40% are agree. While 5.7% disagree, 14.3% strongly disagree, and 20% are neutral. This percentages show that students do not know how to develop their English language reading skill.

Statement 2 :

students arenot aware of the role of vocabulary in developing reading skill.

Table (4- 6)

	Frequency	Percentage
Strongly agree	12	34.3%
Agree	14	40%
Neutral	1	2.9%
Disagree	6	17.1%
Strongly disagree	2	5.7%
Total	35	100%

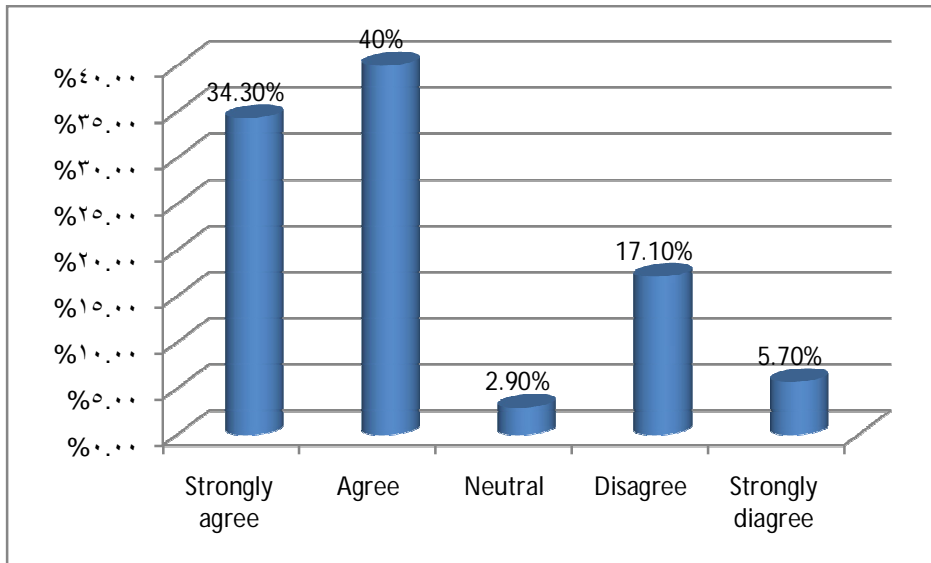


Figure (4-6)

From table (4-6) and figure (4-6) we notice that 34.3% of sample are strongly agree ,and 40% agree. While 17.1% disagree and 5.7%strongly disagree.And 2.9% neutral.These percentages show that students are not aware of the role of vocabulary in developing reading skill.

Statement 3

Students donot realize the fact that motivation is important for developing reading skill.

Table (4- 7)

	Frequency	Percentage
Strongly agree	9	25.7%
Agree	15	42.9%
Neutral	5	14.3%
Disagree	5	14.3%
Strongly disagree	1	2.9%
Total	35	100%

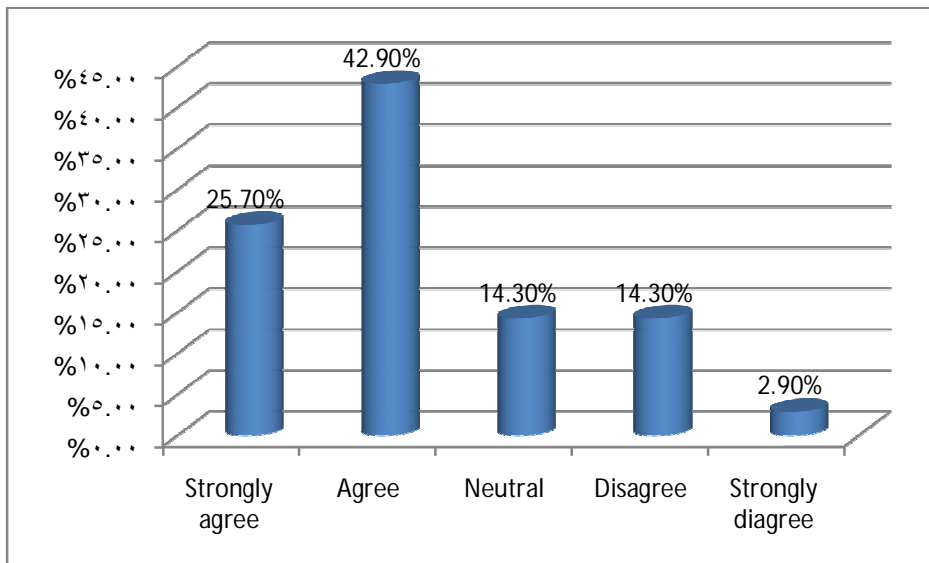


Figure (4-7)

Table (4-7) and figure (4-7) show that 25.7% of sample are strongly agree, and 42.9% agree. While 14.3% disagree, and 2.9% strongly disagree. And 14.3% neutral.

These percentages show that students do not realize the fact that motivations important for developing reading skill.

Analysis of the data related to third hypotheses:

- Vocabulary donot fully understood by students during the lesson.

Statement 1

students are unable to scan specific points because they might not know the meaning of words:

Table (4-8)

	Frequency	Percentage
agree	24	68.6 %
Agree	6	17.1 %
Neutral Strongly	5	14.3 %
Disagree	0	0.0 %
Strongly disagree	0	0.0 %
Total	35	100 %

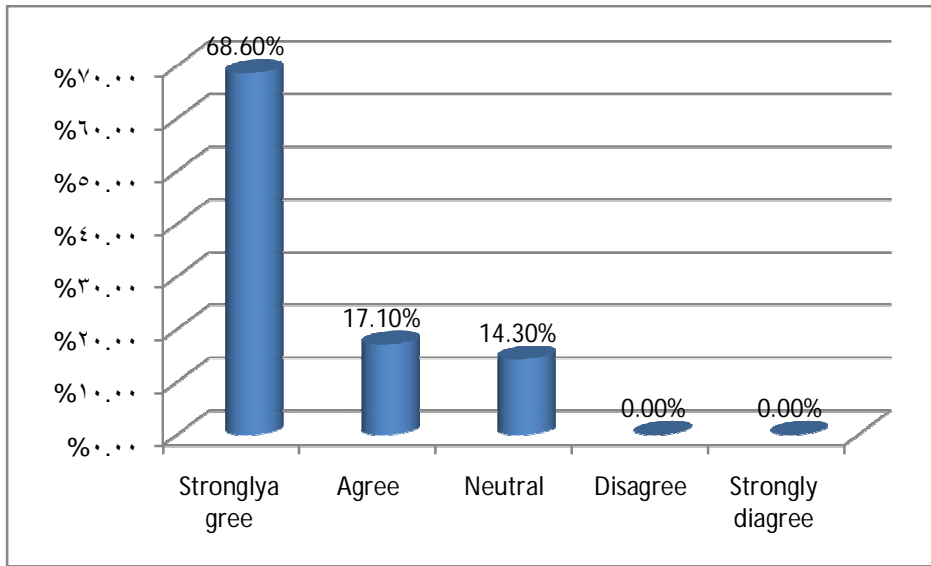


Figure (4-8)

The above table (4-8) and figure (4-8) show that 68.6 % of sample are strongly agree and 17.1 % agree. While 14.3 % neutral. These percentages show that students are unable to scan specific points because they might not know the meaning of words.

Statement 2

students donot realize the using of dictionary to help expanding the vocabulary knowledge.

Table (4- 9)

	Frequency	Percentage
Strongly agree	10	28.6%
Agree	14	40%
Neutral	4	11.4%
Disagree	5	14.3%
Strongly disagree	2	5.7%
Total	35	100%

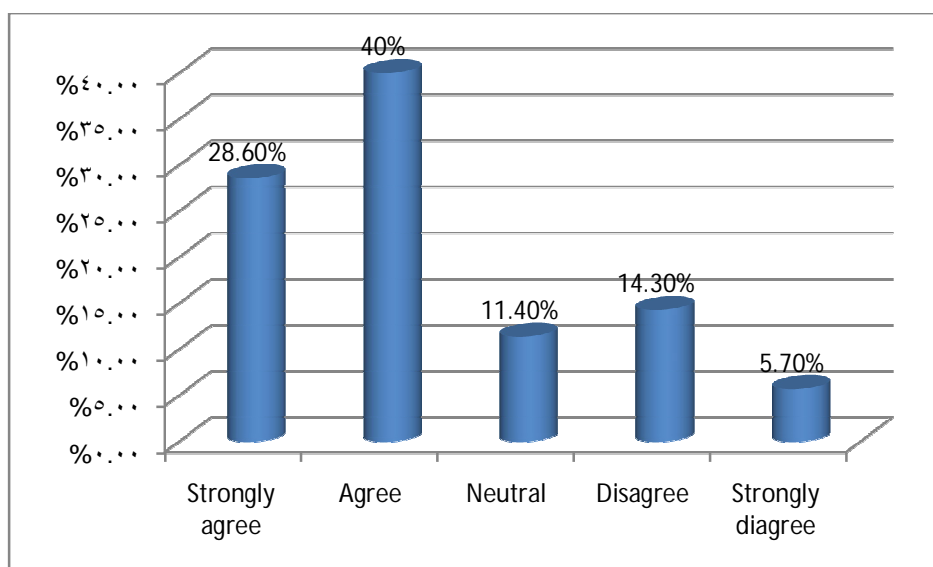


Figure (4-9)

From table (4-9) and figure (4-9) we notice that 28.6% of sample are strongly agree, 40% agree. While 14.3% disagree ,and 5.7% strongly disagree. And 11.4% neutral. These percentages show that students do not realize the using of dictionary to help expanding the vocabulary knowledge.

Statement 3

students are not eager to learn vocabulary .

Table (4- 10)

	Frequency	Percentage
Stronglyagree	6	17.1%
Agree	11	31.4%
Neutral	8	22.9%
Disagree	8	22.9%
Strongly disagree	2	5.7%
Total	35	100%

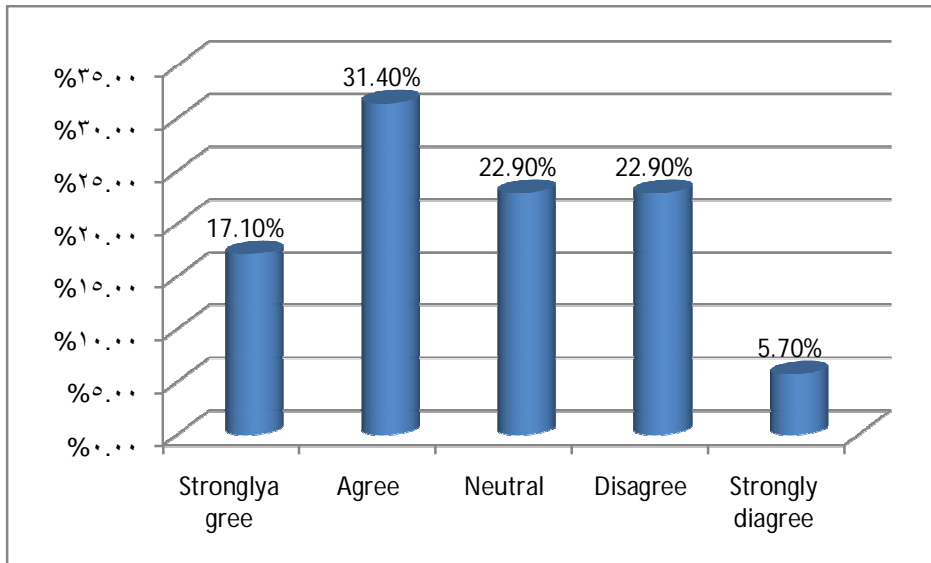


Figure (4-10)

From table (4- 10) and figure (4-10) it is clear that 17.1% of sample are strongly agree, and 31.4% agree. While 5.7% strongly disagree, and 22.9% disagree .And 22.9% neutral. These percentages show that students are not eager to learn vocabulary.

4.3 Summary

This chapter analyzes the data gathered by researcher who postulated three hypotheses in this study. The three hypotheses were confirmed.

Chapter Five

Conclusions, Recommendations, and Suggestions

For Further Studies

5.1 Introduction:

This research aims to investigate EFL teachers' attitudes towards the effect of vocabulary in improving reading skills.

With reference to chapter four above the study came up with the following conclusions and recommendations:

5.2 Conclusions:

From this study the researcher has come out with the following findings:

- 1- Learning vocabulary and reading skills are closely related.
- 2- EFL Sudanese learner can read well with rich vocabulary.
- 3- Readers with poor vocabulary find difficulties in inferring the meaning of unfamiliar words.
- 4- Students can not understand the passage and interpret it appropriately without knowing the meaning of words.
- 5- Students do not know how to develop their English language reading skills.
- 6- Students do not realize the importance of dictionary.

- 7- Students do not realize the importance of motivation for developing reading skills.

5.3 Recommendations:

Based on the findings of the study the researcher suggests the following recommends:

- 1- Students should learn more vocabulary.
- 2- Teachers should use different ways of explaining the unfamiliar words to the students.
- 3- Using computer games may help a lot in learning vocabulary.
- 4- Students should know the ways of reading.
- 5- Students must consult their dictionaries.
- 6- Teachers should motivate and encourage students to learn English language.

5.4 Suggestions for further studies:

The researcher suggests that:

- 1- Further studies are needed on how the new technology such as computer and the web can be utilized in facilitating the vocabulary learning to improve reading skill.
- 2- The next research is to be done on psychological factors and other factors behind the occurrence of reading problems.

3- The researcher suggests that the next researcher will be better if she/he includes a questionnaire for both teachers and students at secondary schools in Khartoum state.

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Appendix

In The Name Of Allah The Most Gracious The Most Merciful

Sudan University of Science and Technology

College of Graduate Studies

A Questionnaire for English Language Teachers

Dear teachers

This questionnaire is a part of the study entitled " the effect of vocabulary in improving reading skills ", this study presents in the partial requirement for an M.A degree. Your answers to the following questions will be used confidentially for research purposes only.

Thank you for your cooperation.

Malka

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The Questionnaire

Teachers are requested to tick the suitable answer that represents own point of view

Statements :	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- Vocabulary knowledge and reading skill are closely related.					
2. Sudanese EFL Learners with rich vocabulary can read well.					
3. Poor readers find difficulties in inferring the meaning of unfamiliar words.					
4. Students can understand the passage and interpret it appropriately without knowing the meaning of words.					
5- Students are unable to scan specific points because they might not know the					

meaning of words.					
6.Students donot know how to develop their English language reading skill.					
7. students arenot aware of the role of vocabulary in developing reading skill.					
8. Students donot realize the using of dictionary to help expanding the vocabulary knowledge.					
9.Students are not eager to learn vocabulary.					
10- students donot realize the fact that motivation is important for developing reading skill.					

End of the questionnaire