الاستهلال

قال تعالى:

بسم الله الرحمن الرحيم

﴿ اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

صدق الله العظيم
سورة العلق ـ الآيات
(١، ٢، ٣، ٤ و٥)

Dedication

To my dear father & mother,

Sisters and brother,

Friends and every one wishes to see me as graduate .

Acknowledgements

I would first, like to express my gratefulness and appreciation to my parents for their encouragement and motivation.

My special thank and gratitude would go to my supervisor **Dr. Abdarahman Abulgasim Salih** who exerted great efforts and supported me.

Deep thank would also pass to the colleagues whose role was considerably remarkable in the completion of this study.

Special gratitude to my dear colleague Masoud Mohamed who made all difficulties easy.

Abstract

This study aims to investigate the role of communicative activities in acquiring vocabulary. The researcher used the descriptive analytical method. A questionnaire has been used as a tool for data collection. The statistical system for data analysis are also used. The research sample included fifty English teachers for the secondary schools.

The researcher has reached into the following findings: The communicative activities help the students in enriching their vocabulary. Real communication promotes the speaking skills among the students at secondary schools level. Based on the results of this study, the researcher recommends the following: Enriching the syllabus with good topics that help the students in acquiring vocabulary .Teacher must be well trained in communicative activities. Teachers are advised to use role play in presenting new vocabulary. Teacher should use new technology to facilitate acquiring vocabulary.

المستخلص

تهدف هذه الدراسة إلى تقصي دور أنشطة التواصل في اكتساب المفـردات اللغويـة، استخدم الباحث طريقة التحليل الوصفي، كما استخدم الاستبانة كأداة لجمع البيانات، واستخدم الأنظمة الإحصائية لتحليل البيانـات. شملت عينة الدراسة خمسين معلماً من المرحلـة الثانوية ممن يدرسون مادة اللغة الإنجليزية من خلالها توصل الباحث إلى النتـائج التالية: أن أنشطة التواصل تساعد في إثراء المفردات اللغوية، كمـا أن ممارسـة المخاطبة بصورة فعلية تطور مهارات التخاطب لدى طلاب اللغة الإنجليزية فـي المرحلة الثانوية. بناءً على نتائج الدراسة أوصى الباحث بالتالي: إثراء المنـاهج بموضوعات جيدة تساعد الطلاب في كسب المفردات اللغوية. ضرورة تـدريب المعلمين جيداً على أنشطة المخاطبة، كما يُنصح المعلمـين باسـتخدام الألعـاب لتدريس المفردات الجديدة ، وينبغي على المعلمين أيضاً استخدام التقنيات الحديثة لتسهيل اكتساب المفردات.

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