

Chapter Five

Findings, Recommendations and Suggestions for Further Studies

5-0 Introduction

This study aims to reflect the importance of communicative activities in solving the problems that facing the secondary schools students in acquiring vocabulary.

The researcher proposed the following questions :-

1. To what extent does second year secondary syllabus include enough vocabulary that helps students to learn spoken and written forms of the words?
2. What is the role of teachers' training in promoting vocabulary skills acquisition ?
3. To what extent do the secondary school teachers use various activities that help their student to acquire new vocabulary?

The researcher hypothesized the following hypotheses :

1. second year syllabus does not include enough vocabulary that helps students to learn spoken and written forms of the words .
2. The teachers' training play active role in promoting vocabulary skills acquisition.
3. Secondary school teachers don't use various activities that help their students to acquire new vocabulary.

5-1 Findings:

The major findings are :

1. Syllabus does not contain techniques that promote speaking skill.
2. Teachers training are very important to present high techniques for teaching vocabulary.
3. Translation into Arabic is an unperfect way for presenting new vocabulary .

5-2 Recommendations :

Based on the results of this study, the researcher recommends the following:

1. Enriching the syllabus with good topics that help the students in acquiring vocabulary .
2. Teacher must be well trained in communicative activities.
3. Teachers are advised to use role play in presenting new vocabulary.
4. Teacher use new technology such as computer system to facilitate acquiring vocabulary.

5-3 Suggestions for Further Studies :

These are some suggestions for further studies in the future :

1. The impact of technology on teaching process.
2. The influence of training course on teachers performance.
3. The effect of short stories on teaching vocabulary.
4. The impact of age on vocabulary acquisition.

References

- Allen, V.F. (1983), *Techniques in Vocabulary Teaching*, Oxford University Press, New York .
- Al-misbah, B.A (1997). *Spine book, and teacher book*, Ministry of Education .
- Angwattanakul, S. (1994). *English Teaching Methods*. Bangkok, Chulaongkorn University Press .(in Thai) .
- Baker, J. and Westrup, H. 2000. *The English Language Teacher's Handbook*. Continuum: London.
- Breen, M., and C. N. Candlin.(1980). *The essentials of communicative curriculum in language teaching*. *Applied Linguistics* L(2):
- Brett, A., Rothlein, L. & Hurley, M. (1996) *Vocabulary acquisition from listening to stories and explanations of target words*. *The Elementary School Journal*, 96, 415-422
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, New Jersey: Prentice Hall Regents.
- Edward, David Allen and Rebecca M, Vallete. (1997). *Classroom Technique Foreign Language and English as a Second Language*. New York Harcout Brave Javanovich .
- Elley, W. (1989). *Vocabulary acquisition by listening to stories*. *Reading Research Quarterly*, 24(2),
- Et-Tahir, Ahmed Babiker and others (ed.) 1992: *Sudan Practical Integrated National English (SPINE)*. *Pupil's Book One*. Longman Group.
- Haberman, M. (1995). *Star Teachers of Children in Poverty*. West Lafayette, Indian : Kappa Delta .

- Harmer, J. (1987) Teaching and Learning Grammar. London: Longman .
- Harmer, J (1991), The Practice of English Language Teaching, Longman, New York.
- Harmer, J. (2002). How to teach English. (8th ed.). England : Addison Wesley Longman .
- Hatch, E., & Long, M. H. (1980). Discourse analysis, what's that ? In Larsen Freeman, D. (Ed.), Discourse analysis in second language research. Rowley: Newbury House.
- Hatch, E. & Brown, C. (1995). Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press.
- Hymes, D. H. (1978). On communicative competence in the communicative approach to language teaching. Oxford: Oxford University Press .
- Jim Scrivener, (2005). Book for Teaching Learning, Macmillan.
- Klippel, F. (1983). Keep Talking : Communicative Fluency Activities for Language Teaching . Cambridge University Press . Cambridge .
- Laufer, B. (1997). The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. In J. Coady & T. Huckin (Eds.), Second language vocabulary acquisition: A rationale for pedagogy (pp. 20–34). Cambridge: Cambridge University Press.
- Lee, (1979) Language Teaching Games and contests . Oxford University Press .
- Linse, C. (2005). Practical English Language Teaching Young Learners. America : McGraw Hill.
- McCarthy, M. (1991): Discourse Analysis for Language Teachers, Cambridge : Cambridge University Press .

- Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press.
- Paribakht, T.S & Wesche, M. (1997). 'Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition.' In J. Coady, and T. Huckin, (Eds.), Second Language Vocabulary Acquisition. Cambridge: Cambridge University Press.
- Richards, J.C. (1976). The role of vocabulary teaching,
- Richard Amato,(1988). Cited in Uberman- A- The use of games for vocabulary presentation and revision forum (1998).
- Richards, J.C. and T.S. Rodgers (1986). Approaches and Methods in Language Learning. Cambridge: CUP.
- Sagarra, Nuria and Alba, Matthew. (2006). "The Key Is in the Keyword: L2 Vocabulary Learning Methods With Beginning Learners of Spanish". The Modern Language Journal.
- Stuart, W., (2005) : Receptive and productive vocabulary learning : The Effects of Reading and Writing on Word Knowledge, Studies in Second Language Acquisition .
- Stuart, W., (2008) : Receptive and productive vocabulary size of L2 learners, Studies in Second Language Acquisition .
- Tarone, E. (2005). Speaking in a second language. In E. Hinkel (Ed.), Handbook of research in second language teaching and learning .
- Toth Maria, 1995. Heinemann Children's games. Heinemann Publishers (Oxford).
- Ur, P.(1981). Discussion that were : Task Fluency Practice. Cambridge University Press. Cambridge .Joanna Baker and Heather.
- Vidal, K. (2003). Academic listening: A source of vocabulary acquisition? Applied Linguistics.

- W. Klippel, "Direct feed back Linearization of Nonlinear Loudspeaker Systems" presented at the 102nd Convention of the Audio Eng. Soc. Munich, 22-25 March 1997 . preprint 4439.
- Wardhaugh,(1960). Ronald. An Introduction to Sociolinguistics. Blackwell.
- Waring, R. & Takaki, M. (2003). At what rate do learners learn and retain new vocabulary from reading a graded reader ? Reading in a Foreign Language,15,(2). From:
<http://nflrc.hawaii.edu/rfl/October2003/waring/waring.pdf>
- Wilkins, D. (1972). Linguistics in language teaching. London: Arnold.
- Wilkins, D. A. (1976). National Syllabuses. London, O.U.P .

Appendix

Questionnaire

Dear teacher:

In this study, the researcher wishes to seek your opinions towards investigating the Role of Communicative Activities in acquiring Vocabulary for Secondary School Students. The researcher would be grateful if you could give a hand by taking a short time to complete this questionnaire. Remember, there is no one correct answer. So please be as objective as possible and kindly mark each of the following items with the sign (√). All information will be confidential to the researcher. You are offered great thanks for participating, with a complete commitment to use your information in investigating this study.

The researcher

Please tick () in box which represents your opinion

No		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The SPINE 5 includes sufficient communicative activities.					
2	Learning vocabulary is significant for promoting speaking skills .					
3	Effective activities of communication can improve students vocabulary.					
4	Using pictures can help students to remember the new Vocabulary.					
5	The teacher should explain words and give examples to present new vocabulary.					
6	The teacher should use synonyms to add new vocabulary.					
7	The teacher should use visual techniques to present new vocabulary.					
8	The teacher should translate the new words for students into Arabic language.					
9	The teacher should use collocation to present new vocabulary.					
10	Miming and acting are important for acquiring new vocabulary.					
11	The teacher should use role play to promote communication skills.					
12	Teachers' training is very important to present high technique for teaching vocabulary.					
13	The teacher's experience is effective in teaching process .					
14	Training course help in preparing lesson planning.					
15	Students improve their speaking skills through involvement in real communicative activities.					