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 students 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

- Richards, J.C. (1976). The role of vocabulary teaching,
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
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
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<tbody>
<tr>
<td>1</td>
<td>The SPINE 5 includes sufficient communicative activities.</td>
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<tr>
<td>2</td>
<td>Learning vocabulary is significant for promoting speaking skills.</td>
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<td>3</td>
<td>Effective activities of communication can improve students vocabulary.</td>
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<td>4</td>
<td>Using pictures can help students to remember the new Vocabulary.</td>
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<td>5</td>
<td>The teacher should explain words and give examples to present new vocabulary.</td>
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<td>6</td>
<td>The teacher should use synonyms to add new vocabulary.</td>
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<td>7</td>
<td>The teacher should use visual techniques to present new vocabulary.</td>
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<td>8</td>
<td>The teacher should translate the new words for students into Arabic language.</td>
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<tr>
<td>9</td>
<td>The teacher should use collocation to present new vocabulary.</td>
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<tr>
<td>10</td>
<td>Miming and acting are important for acquiring new vocabulary.</td>
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<tr>
<td>11</td>
<td>The teacher should use role play to promote communication skills.</td>
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<tr>
<td>12</td>
<td>Teachers' training is very important to present high technique for teaching vocabulary.</td>
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<tr>
<td>13</td>
<td>The teacher's experience is effective in teaching process.</td>
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<tr>
<td>14</td>
<td>Training course help in preparing lesson planning.</td>
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<td>15</td>
<td>Students improve their speaking skills through involvement in real communicative activities.</td>
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