

Chapter One

Introduction

1-0 Background :

Learning to acquire a large and rich vocabulary have important implications for education and other aspects of daily life.

Secondary education focuses on written and spoken communication.

Despite the importance of communication, and the number of students, there is often limited opportunity in secondary schools for students to develop written and spoken communication skills.

Wilkins (1976) argue that "without grammar, there are few things we can express; while without vocabulary, there is nothing we can express. " He verifies the importance of vocabulary in communication insufficient vocabulary or vocabulary difficulties will result in communicational barriers of failures. Without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse.

This study outlines the main issues in students' language and communication during the secondary school. It discusses key influences and issues, and suggests ways forwards.

1-1 Statement of the Problem :

Learning English language by natural methods through communicative activities is very rare in Sudan because English is not use as official language in daily life, thus the limitation of the communication indicates that English is not used as the main target in real life. All of these make acquisition of language more difficult for the students.

As a result they cannot keep interaction going for extended period of time. They make some mistakes in pronunciation, spelling, morphology and syntax.

They are unable to use English effectively in classroom or in other situations, they use tongue mother most of the time. This leads to great difficulties in acquiring vocabulary in secondary school.

1-2 Objectives of the study :

The study aims to :-

1. investigate the communicative activities through second year secondary course book.
2. prove that teachers' training promotes skills that create new methods for acquiring vocabulary.
3. identify various activities in classroom that help students in acquiring vocabulary.

1-3 Questions of the study :

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?

1-4 Hypotheses of the study :

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.

1-5 Significance of the study :

This study tends to investigate the role of acquiring vocabulary through communicative activities. It discusses the methods that are applied in second year secondary school course in Sudan.

The study is going to evaluate the techniques that are used in acquiring through communicative activities .

1-6 Methodology of the study :

The study will follow descriptive and analytical methods. The data will be collected by using a questionnaire.

1-7 Limits of the Study :

The study will limit to the role of acquiring vocabulary through communicative activities among third level secondary school in Sudan Practical Integrated National English (SPINE 5) .

The problem encountered by students, the academic year (2015-2016) Locality of Khartoum .