

Chapter Two

Literature Review and Previous Studies

2.0 Introduction

This chapter comprises of two parts, one is literature review and another is previous studies.

2-1 (SPINE) syllabus :

In 1991 a ministerial decree was issued that a Sudanese syllabuses should be written. Although that decision was absolutely a political one the experts who were assigned the job "were pleased" Ahmed Numeri. (1991) that the call for a national syllabus which started since the Independence of the country could finally be answered.

Book One of Sudan Practical Integrated National English (SPINE) appeared at schools in (1992). The editors introduced the book stating that: AtTahire, A. B. and others (1992)

1. The book is specially prepared for the Sudan in order to develop communicative competence in learners at both basic and secondary levels.
2. The series is written in an easy way in order to help teachers provide enjoyable learning opportunities.
3. S P I N E is meant to be used by parents so that they can offer support at home.
4. In order to motivate the learner, learner-centered activities are designed.'

Members of the new English Language curriculum committee have defined the aims of teaching English at both the basic and the secondary level as S P I N E Teacher's Book One (1992):

2.2 Features of SPINE 5 :

It includes two books student s book and teacher s book , student s book consists of twelve units . Each unit is divided into lessons. Each lesson may be covered in a period of time .

According to Elmisbah(1997:3) SPINE 5 book was written by Ustaz Elmisbah Babiker and other it was illustrated by Mohamed Ibrahim Mohamed .It consists of 179 pages , it was prepared for students who are looking forward to sit for Sudan school certificate and looking deeper to high education, or working world it tried to incorporate these needs :

- including the current issues of woman's concern , environment , experience , technology and other topics .
- ways of writing summaries and composition .
- showing ways of writing different kinds of letters .
- discussing Sudanese custom , traditions and culture in some pages .

2.2 Definition of Vocabulary :

Laufer, (1997:54) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language.

2.3 Importance of the Vocabulary :

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins, (1972) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111–112).

Vocabulary is an important aspect in teaching language, as stated by Edward, David Allen and Rebecca M, Vallete. (1997) “Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system”. Sometimes, it’s difficult to determine the words

that students related to vocabularies such as: meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc. Linse, (2005:121) .

Based on the importance of vocabulary, teachers should consider some types of vocabulary that can be taught to students.

2.4 Types of Vocabulary :

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown, (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing Stuart Webb, (2009).

Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others Stuart Webb, (2005).

2.5 Aspects of Vocabulary Knowledge :

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use. According to Nation, (2001), the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix).

An example for word parts can be seen with the word (uncommunicative), where the prefix un- means negative or opposite, communicate is the root word, and -ive is a suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or something that is not able to communicate, hence uncommunicative.

2.6 Optimal Techniques of Teaching Vocabulary:

Different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing children and college students' vocabulary in L2 environments. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult students' vocabulary.

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by the theorists and researchers in the field. Accordingly, numerous types of approaches, techniques, exercises and practice to teach vocabulary. Nation properly states that teaching vocabulary should not only consist of teaching specific words but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge .

2.7 Teachers' Role in Classroom :

The teacher has two main roles: the first is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts .The second role is to act as an independent participant within the learning-teaching group .The later role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher: first, as an organizer of resources and as a resource himself, second, as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of the nature of learning and organizational capacities Breen and Candlin,(1980: 99) The role of the teacher is not only that of a resource and lecturer but also a facilitator, an organizer, a guider and more important a creator of environment in which learners learn how. It is quite obvious that teachers' roles are more than just the role of instructors. There are many other roles teachers should play. In CLT classrooms, teachers have multiple roles such as director, organizer, host, coordinator and so on. A number of writers in methodology and teacher training have proposed various ways of labeling the second language teacher's potential roles in class. The following is adapted from Harmer:

- A. The teacher as controller of everything that goes on in the classroom. He controls not only what the students do, but when they speak and what language they use.
- B. The teacher as manager, organizing the activities.
- C. The teacher as assessor, giving feedback and advice, as well as correction and grading.
- D. The teacher as participant (co-communicator) in an organized activity such as debate or role play.
- E. The teacher as prompter to encourage students to participate or make suggestions about how to proceed in an activity.
- F. The teacher as a source of language and knowledge.
- G. The teacher as instructor, actually teaching the new

language points and training students in language skills Harmer, (1987:109).

2.8 Experience and training :

It has been claimed by at least one respected educationist that a teacher with the necessary qualities needs no training Haberman, (1995). But some of the t-qualities (motivation, desire to learn, awareness of learning processes) actually make a teacher particularly able to benefit from good training courses (those that make use of the teacher's own experience and critical reflective faculties, as well as providing input). Though some brilliant teachers can manage without training, their performance is likely to be enhanced by it.

2.9 What needs to be taught :

linguists suggest that teachers can decide and select the words to be taught on the basis of how frequently they are used by speakers of the language. Carter – McCarthy, (1991) rightly points out,

“Knowing a word involves knowing its spoken and written context of use; its patterns with words of related meaning as well as with its collocation partners; its syntactic, pragmatic and discourse patterns;. It means knowing it actively and productively as well as receptively.

Richards, (1976) list the different things teaching need to know about a word before we can say that they have taught it. These include:

1. The meaning(s) of the word.
2. Its spoken and written forms.
3. What “word parts” it has (e.g., any prefix, suffix, and “root” form).
4. Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in).
5. Its collocations.
6. Its register.

7. What associations it has (e.g., words that are similar or opposite in meaning).
8. What connotations it has?
9. Its frequency.

According to Richards, (1986 : 23), cited in Abdallah, (2011) confirms that there are different ways for explaining new words :

1. Explanation could be through :
 - Objects (examples) .
 - Pictures .
 - Situations .
 - Mimes (gestures) .
 - Translation .
2. Checking question to make sure that the learners understand the meaning of words .
3. Chorusing sentence .

2.10 Learning Vocabulary Through Listening :

Studies by Elley, (1989) and Brett, Rothlein, and Hurley, (1996) clearly establish that gains in vocabulary via listening are possible even with limited exposure to new words. Both studies demonstrate that learners studying in their first language are able, through listening, to acquire target vocabulary with minimal repetition even when teachers did not stop to explain the meanings of words; when teachers stopped and explained meanings, acquisition went up appreciably. Vidal, (2003) found that listening to academic lectures in English can also be considered a source for vocabulary acquisition, where students listening to three lectures showed moderate gains in vocabulary. The reverse appears to be true regarding learning words through reading – Waring and Takaki, (2003) showed that recall was poor when students read words just once.

Although most words are thought to be learned incidentally, providing learners with explicit training in vocabulary is an even more effective way to deliver words and phrases, especially at lower levels. There are many ways of doing this, but listening to stories, long texts and other aural input may have more promise than was otherwise thought in supporting vocabulary acquisition through listening. In his discussion on how learners pick up new vocabulary through listening to stories, Nation (2001) outlined five important conditions which can easily be adapted to fit within any interactive vocabulary program. His conditions, elucidated below, are: interest, comprehension, repeated retrieval, decontextualization, and generative processing.

Looking beyond Nation's five conditions of vocabulary learning, Paribakht and Wesche, (1997) propose a skills checklist of interactive vocabulary activities. They suggest that interactive classroom vocabulary practice can be designed to accomplish the following hierarchy of mental processes including: selective attention, recognition, manipulation, interpretation and production. These two processes (Nation's conditions and Paribakht and Wesche's skills) can be merged in the classroom setting, giving the teacher a broad palette to work with when designing vocabulary exposure and retention exercises.

2.11 Learning Vocabulary Through Speaking :

Tarone, (2005 p:65) defines speech as " an utterance as functional unit in communication. If a language is means of communication through many channels, speaking is the first channel for this means .

Wardhaugh, (1960) proposes that " speaking is an active contribution by drawing up and using concurrently various abilities have acquired .

Both teacher and learner are convinced that speaking fluently is a target goal so teachers should have a common concern about their students and human being and they cooperate together to promote speaking English

language properly ". Intuitively, speaking English language is a multifaceted complex skills made up of a number of psychological, physical and social element .

Hatch and Long, (1980) cited H.Doucgles, contract that "conversations are excellent example of the interactive interpersonal nature of communication ". communication in its real form can be formed in conversations between people who interact together inform of speaker and listener .

2.12 Vocabulary should be learn :

According to Nation ,(2001:15) there are many ways to learn vocabulary from direct teaching in classrooms :

1. learning vocabulary from listening and reading .
2. learning vocabulary from writing and speaking .
3. Deliberate vocabulary learning .
4. Developing fluency with vocabulary with four skills .

There are many ways for learning vocabulary within the following topics :-

- Vocabulary 20: Advertising
- Vocabulary 19: Environment
- Vocabulary 18: Shopping
- Vocabulary 17: Weather
- Vocabulary 16: Music
- Vocabulary 15: Towns and Cities
- Vocabulary 14: People – Physical Appearance
- Vocabulary 13: Business
- Vocabulary 12: People – Personality and Character
- Vocabulary 11: Clothes and Fashion
- Vocabulary 10: Accommodation
- Vocabulary 9: Books and Films

- Vocabulary 8: Health
- Vocabulary 7: Work
- Vocabulary 6: Education
- Vocabulary 5: Food
- Vocabulary 4: Sport
- Vocabulary 3: Technology
- Vocabulary 2: Relationships
- Vocabulary 1: Holidays

2.13 Dictionary:

It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Gonzalez, (1999) found that dictionary work was laborious but necessary, and that ESL college students need to be taught practical use of the dictionary. Exploring dictionary entries can be one important and effective component of understanding a word deeply.

The entries can also help students determine the precise meaning of a word

Allen, (1983:82) perceives, 'Dictionaries are passport to independence and see them as one of the student - centered learning activities'. The following are some current recommended English- English dictionaries:

1. Oxford Advanced Learners Dictionary.
2. Longman Dictionary of Contemporary English.
3. Cambridge International Dictionary of English.
4. Oxford Picture Dictionary.

2.14 Memorization :

Although memorization can be seen as tedious or boring, associating one word in the native language with the corresponding word in the second language until memorized is considered one of the best methods of vocabulary acquisition. By the time students reach adulthood, they generally have gathered a number of personalized memorization methods. Although many argue that memorization does not typically require the complex cognitive processing that increases retention Sagarra and Alba, (2006) it does typically require a large amount of repetition, and spaced repetition with flashcards is an established method for memorization, particularly used for vocabulary acquisition in computer-assisted language learning. Other methods typically require more time and longer to recall.

2.15 Visual Aids :

Visual aids are visual representations which support presentations in the form of text, carton, graphs, illustrations, photographs. These can be transparencies, handouts, flip charts, posters and objects. They help to break up the monotony providing a visual stimulant to reinforce what the students are learning ([http://www./ ca. sae org/ trainen/p 17.htm](http://www.ca.sae.org/trainen/p17.htm)) learning aids are instructional materials and devices through which teaching and learning are done in schools. Example of learning aids includes visual aids, audio – visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-charts illustration pictures, pictorials and other two dimensional objects. There are also audio; these are teaching materials like radio, television and sorts of projectors with sound attributes, ([http://ulibase.remit. ed.aularticl/nob03/adeyanjul.htm](http://ulibase.remit.ed.aularticl/nob03/adeyanjul.htm)).

2.16 Communicative Activities:

Harmer, (2002) states that communicative activities are aimed at developing students' ability to use language interact with people in real situations .

Hymes, (1978) as cited in Angwattanakul ,(1994) explained that communication ability can enable learners to use language or interpret it correctly in social interactions .communicative activities make learners notice who is talking with whom , when they should or should not say something , and how they should say something .

In short communicative approach is a teaching approach that encourages learners to use language in appropriate situation and social interactions .

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners , as well as with people in the community .

Communicative activities have real purposes: to find information, break dawn barriers, talk about one s self and others, and learn about cultures .

Therefore, even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson.

2.17 interactive communication :

Brown, (2001: p266) noticed that most difficulties faced by student in speaking is the interactive nature of communication. In speaking specially when they are having conversation they are engaging in a process of negotiation of meaning, thus, learners usually have problems in who to say things when to speak and other discourse constants, although they have difficulties in this aspect, assessing students through the interact is good train them to have natural speaking .

2.18 Common Communicative Activities:

2.18.1 Language Games :

A game is an activity with rules, a goal and an element of fun. There are two kinds of games :-

- Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal .
- Emphasize in games on successful communication rather than on correctness of language . Toth, (1995) .
- According to Lee, (1979 :2), most language games make students use the games should be treated as central not peripheral to the foreign language teaching program . Richard, (1988 : 147) believes that games to be fun; games can lower anxiety, thus making acquisition of input more likely .

2.18.2 Role play :

According to Baker and Hwestrup, (2000,p. 155) " role play very important in communicative language teaching because they give students and an opportunity to practice communication in different social contexts and in different social roles ". Teacher should exploit this technique which can be used for different types of lessons. In it learner can find him/her self as real member of educational family like creating co-communicative situation in the class eg. Changes the classroom to super market, airport, hospital ..etc.

2.18.3 Picture sentence sequences :

In picture sequences activity each member of the group is giving a picture from series which, when assembled, forms a logical sequence of events without actually displaying their pictures to one another.

Learners describe their contents and thereby try to discover the correct order solely through oral interaction, Ur,(1981:52). Similarly, sentence of part of sentences can be ordered into sequence using a comparable technique.

Perhaps the most convenient way of preparing this is to take a short type passage, cut it up and give each member of the group a sentence on a strip of paper to learn by heard . the strips of paper are then confiscated, and the group is left to work out the original order participants have to do a lot of talking before they are able to fit the sentence or the picture together on the right way .

2.18.4 Brain storming activities :

These activities based on the collection of different ideas from all the participants , in the first stage . in the second stage these ideas have to be pooled , ordered and evaluated to support subsequent speech production . brain storming activity aim at reducing the learner s double fold responsibility in dividing their attention between language and ideas .

Klippel, (1994 : 97) argues that they increase mental flexibility and encourage original thinking.

2.18.5 Group planning task :

According to Scrivener, (2005:170) the first example is " planning holiday" to collect together a number of advertisements. Explain to the students that they can go on holiday together , but they must all agree on where they went to go . divided students into groups . each group select their materials .their task is plan a holiday for the whole group . allow their amount of time to read and select a holiday and then prepare attempt

to persuade the rest of class that they should choose this holiday when they are ready , each makes their presentation and class discussion .

2.18.6 Mime, Expressions and Gestures :

Klippel, (1994) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" , "happy"; mime and taking a hat off your head to teach hat and so on.

2.19 Previous studies :

Abeer Abdallah Ebrahim, (2010) Sudan University of Sciences and Technology.

She wrote about Overcoming Secondary School Students' Difficulties of Vocabulary Through an Effective Teaching .

The methodology of study : a descriptive analytical method ,a teacher questionnaire .

The main findings of study : teacher do not use Arabic translation while they teach vocabulary , students do not understand the meaning of new words . the number of vocabulary taught to students is not sufficient .

Hisham Ali, (2010) Sudan University of Sciences and Technology.

He wrote about Evaluation of Computer Use in Teaching Vocabulary .

The methodology is : a descriptive analytical method , a teacher questionnaire .

The main findings of study : lack of using computers as method in teaching vocabulary. Students who use computers are more co-operative , they avoid the spelling ,punctuation and grammatical mistakes .students can practice self –learning inside classroom and the teacher interact differently with them .

Adam Osman, (2012) Sudan University of Sciences and Technology .

He wrote about The Problems of English Language Vocabulary Learning.

The methodology is : a descriptive analytical method , a teacher questionnaire

The main findings of study : the polysemy and homonymy cause problem to student in understanding, not only that even teachers under training faced some problems.