



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Sudan University of Science and Technology
College of Graduate Studies
College of Languages



Using Locally Published Magazine Materials to Enhance Sudanese EFL Learner's Language Vocabulary Competence

**إستخدام مواد المجلات المحلية لتعزيز الكفاءة اللغوية في المفردات
لدى الطلاب السودانيين الذين يدرسون اللغة الإنجليزية لغةً أجنبية**

**(A Case Study on Articles Published in Sudan Notes and Records and
Sudanese English Daily Newspapers)**

**A Thesis Submitted in Fulfillment of the Requirements for Ph.D. in English
language (applied linguistics)**

Submitted by:
Mohammed Babo Suliman Asaba

Supervised by:
Dr. Mahmoud Ali Ahmed

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Dedication

Pleasantly dedicated to dear parents, family members, wife and sons.

Acknowledgments

Firstly Praise to be to Allah the almighty. Then, I would like to express my sincere gratitude and appreciation to my supervisor Prof. Mahmoud Ali Ahmed who guided this study with patience and understanding and was a source of encouragement, I am greatly indebted to him for his useful direction, suggestions.

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Abstract

This study aimed at investigating the way-how of enhancing Sudanese EFL learner`s language competence in vocabulary through using locally published relevant authentic materials, A Case of this Study of some articles published in Sudan Notes and Records and Sudanese English daily newspapers mainly the articles published in Anglo-Egyptian Sudan. The researcher hypothesized that, using locally published magazine authentic materials increase the motivations of EFL learners and create more positive attitudes toward EFL learning in addition the study will improve the ability of students to be acquainted with their real life components through their local vocabulary learning. Then the explanation of authentic materials drawn from (“Sudan Notes and Records” and Sudanese English Daily Newspapers of “the Anglo-Egyptian Sudan”) can enhance student`s knowledge of local culture and augment their vocabulary. To measure these hypotheses the researcher used descriptive and analytical methods. Pre-test and post-test were conducted on a group of first level students from Sudan University of Science and Technology who study English language as foreign language. The total number of students was (25).The instruments utilized to measure the study hypotheses were of two measures. A standardized test for learners and a questionnaire established for English teachers and learners as well. The data collected by these tools were computed and statistically treated as shown in chapter four. The results obtained from the data analysis and were discussed. The results of post-test showed a significant advantages over the results of pre-test, the thing that proved, supported and verified all the hypotheses.

Abstract (Arabic version) المستخلص

هدفت هذه الدراسة لتقصي كيفية تعزيز الكفاءة اللغوية في المفردات لدى الطلاب السودانيين الذين يدرسون اللغة الإنجليزية كلغة أجنبية وذلك من خلال استخدام المواد الأصلية المنشورة في مجلات محلية، وحالة الدراسة تستند بشكل أساسي إلى المقالات المنشورة تحت مسمى (السودان في رسائل و مدونات) بالإضافة الي مقالات الصحف اليومية السودانية التي تنشر باللغة الإنجليزية تحديدا المقالات التي نشرت في مجلة (السودان الانجليزي المصري) وقد افترض الباحث أن إستخدام هذه المواد الأصلية المحلية يزيد من دافعية متعلمي اللغة الإنجليزية كلغة أجنبية ويخلق مواقف أكثر إيجابية تجاه تعلم اللغة الإنجليزية كلغة أجنبية.بالإضافة إلى أن الدراسة ستحسن قدرة الطلاب على التعرف على مكونات حياتهم الحقيقية من خلال تعلم المفردات المحلية . علاوة على ذلك إفترض الباحث أن شرح المواد الأصلية المستمدة من ("مجلة السودان في رسائل ومدونات" و مجلة (السودان الانجليزي المصري)) يمكنها أن تعزز معرفة الطالب بالثقافة المحلية ويقوي من مفرداتهم . ولقياس هذه الفرضيات استخدم الباحث المنهج الوصفي والتحليلي . تم إجراء الاختبار القبلي والاختبار البعدي على مجموعة من طلاب المستوى الأول الذين يدرسون اللغة الإنجليزية كلغة أجنبية بجامعة السودان للعلوم والتكنولوجيا وقد بلغ عدد هؤلاء الطلاب (25) طالبا وطالبة . أما الأدوات المستخدمة لقياس فرضيات الدراسة فهي اختبار موحد للطلاب وإستبانة صممت لمعلمي اللغة الإنجليزية وإستبانة اخرى للطلاب. تم حوسبة البيانات التي جمعت عن طريق هذه الأدوات وتمت معالجتها إحصائيا كما هو مبين في الفصل الرابع و تم الكشف عن النتائج التي تم الحصول عليها من خلال تحليل البيانات والمناقشة . وأظهرت نتائج الاختبار البعدي مزايا إحصائية مهمة مقارنة بنتائج الاختبار القبلي الشيء الذي اثبت و اكد الفرضيات عامة

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Definition of terms

Antonymy: Two forms with opposite meanings are called antonyms. For examples are the pairs: *alive/dead, big/small, fast/slow*.

Bagara: ethnic category: Arabic-speaking, cattle-keeping people of western and northern Sudan.

Diyya: blood money; compensation paid to victim`s heirs by those who responsible for their death

EFL: English as a foreign language

Gebana, Tanaka: coffee pots

Hafeer: rain water reservoir

Henna: is an Annual or perennial shrub, it contains some chemical compounds, in Sudan henna have been associated directly to women and her adornments in addition to Sudanese traditions and customs relating to marriage and circumcision, henna are used in decorating eyeshadow, fingers, feet and hair. In addition to their use in the works of dyeing and its flowers used in the perfume industry and Therapeutics diseases.

Hyponymy: When the meaning of one form is included in the meaning of another, the relationship is described as hyponymy.

Jihadya: mahdiyya army

Laawo: southern Sudan fashions

Mazoon: authorized registrar (a person permitted to an authorized to write .marriage contracts)

Nafeer: is a social system in Sudan or voluntary and humanitarian work where people grouped to carry out specific work for example in agriculture or construction to someone or to their city.

Shyela: is a ceremony takes place about a fortnight or a month before the wedding day. This is when members of the of the bridegroom`s family go to the bride`s house to give the money for wedding expenses together with clothes and perfumes. They also bring gold bracelet, necklaces and rings. These days the bridegroom usually gives six of everything – six tobies, six pair of shoes, six handbags, and so on.

Sideri: men fashions in eastern Sudan

Synonymy: means “sameness of meaning” ”. Words that have the same sense in a given context

The Mahdist: period of rule by the Mahdist state, 1885- 1898

Tobies: most Sudanese women fashions

Wazir or **vazeer:** is a person does the tasks on behalf of the groom

Zariba/zareeba = a fence of thorny scrub bushes to enclose animals, used as a stockade in war time, also used to describe the camps of the slaves traders.

CHAPTER ONE

Introduction

CHAPTER ONE

INTRODUCTION

1.0 Overview

It is indisputable that Vocabulary plays significant roles in the academic lives of EFL learners. For a simple reason that, if EFL learners lack a mature vocabulary, their other language skills (writing, listening, reading and speaking) will suffer significantly, many scholars pointed out to the importance of vocabulary, David Wilkins (1972:111)for instance, noted that “without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed.” For that reason the teaching and learning of vocabulary in any foreign classroom constitutes a very important place. So, there are various methods and strategies are utilized to improve EFL learner’s language competence in vocabulary. However, the success of any methodology, strategy or material used depend heavily on the kind and the quality of the materials in addition to the perceptions and understanding of EFL learners towards that methodology, strategy and the materials that are used in the learning process.

Vocabulary instruction on the other hand, constitutes a very essential part of any foreign language teaching and learning. This is because the knowledge of vocabulary determines and decides the level of EFL learners. As has been mentioned that the knowledge of vocabulary also plays a very significant role in the major language skills: listening, speaking, reading and writing, evidently mastering the knowledge of vocabulary can make EFL learners an effective speaker, good listeners, careful readers and distinguished writers. Furthermore, the shortage of vocabulary affects significantly these four language skills. Therefore, the teaching and learning vocabulary needs special attention both from teachers

and learners. Therefore, a deliberate and structured approach needs to be taken for enriching and developing vocabulary of EFL learners. This implies the suitable methodology, strategy and material by EFL teachers, moreover, this need useful and valid resources and the success is determined by the positive outcome of materials contents and strategy.

Inevitably, that vocabulary knowledge reflects EFL students' perception of oral and printed words. This perception involves conceptual knowledge of words that goes beyond even a simple dictionary meaning the acquisition of such knowledge is a building process that takes place during a period of time while EFL students make a link to other words and acquiring other related knowledge concerning vocabulary. (Snow, Griffin, & Burns, 2005) confirmed that "we use the term vocabulary to refer to students' understanding of oral and print words. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition. Students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence".

The words that EFL learners need to master and use come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking, whereas printed vocabulary includes those words that we recognize and use in reading and writing. Another distinction is also made based upon the knowledge of words. Vocabulary can be receptive and productive. Receptive vocabulary includes those words that we recognize when we hear or see them. Productive vocabulary, on the other hand, includes those words that we use when we speak or write.

In that respect, this research attempts to study the role of locally published magazines authentic materials to enhance Sudanese EFL learner's language competence in vocabulary.

Published magazines authentic articles, that have local relevance mainly Sudan notes and records materials and Sudanese English daily papers (Anglo-Egyptian Sudan as an example) are full of cultural, social and ethnic components that are meaningful exposure to language, these materials can be utilized to fulfill the purposes of EFL learners generally and Sudanese EFL learner particularly.

The study will enable Sudanese EFL students to explore and looking deeply in our cultural specific concepts in terms of learning specific vocabulary which expresses ideas does not exist and unknown in second language culture, these concepts associated with our religious believes social customs, or even types of food. The research will analyze Sudanese cultural concepts overall in the light of vocabulary learning.

Sudan Notes and Records series was founded in 1918 its volumes were shared information about Sudan in every aspect of its history, its people, its institutions, including not social or cultural but also the natural sciences.

Sudan Notes and Records can be understood as journals as it mentioned clearly in its some of volumes for example volume XXX issued in 1949 and volume XXXI issued in 1950 in addition to that some scholars for example Dr. Sidig Omer Sidig, director of the institution of professor Abdullah Tayeb, University of Khartoum, he pointed in the preface of the book (changing customs of the Riverain Sudan) to the article had written by professor Abdulla Tayeb in the journal entitled (Sudan Notes and Records),. As well as the bulletin of Sudanese studies, volume 13 No 2 (2007) issued by institute of African and Asian studies, University of

Khartoum has mentioned the table of contents published in Sudan Notes and Records magazine.

Locally published magazine authentic articles “Sudan Notes and Records and Sudanese English Daily Newspapers” considered a positive Sudanese authentic materials and useful resources valid for Sudanese EFL learners. Swaffer (1985) explained that “ an authentic texts oral or written is one whose primarily intended to communicate meaning” he emphasizes that authentic text must possess “ an authentic communicative objectives” as opposed to the foreign language textbooks which is to “ teach language rather than to communicate information”. Tomlinson (2012) reports that several researchers “argue that authentic materials can provide meaningful exposure to language as it is actually used , motivate learners and help them develop a range of communicative competences and enhance positive attitudes towards the learning of a language” (161). Spelleri (2002) noted that “authentic materials offer real language that is contextually rich and culturally pertinent”. Generally saying that using the articles of Sudan Notes and Records and our Sudanese English Daily papers will give Sudanese EFL learners a real ranking in favors of enhancing language competence in vocabulary and raise their language awareness, these articles exposing wide range of our Idioms and fixed expressions need to be interpreted, and the study is a golden opportunity that give scientific language clarifications. It enables Sudanese EFL learners to acquire a rich and having great asset of vocabulary, they can provide precise, vivid descriptions, they can speak more fluently with more confidence, and they can read and interpret even more sophisticated Sudanese cultural texts, they can participate in most social formal and informal discussions on practical, social and professional topics.

Using locally magazine authentic materials will put our local real life into the classroom. It will expose something that we are doing every day, it is integral part of our daily life, by using these articles the teacher exposes learner to real language and encourage them to process areal texts, usually most of the texts in the textbooks are invented and modified to meet EFL learners, by using this articles the teacher also provide the students a refreshing change from the textbook, connect the student's classroom with outside world, provide information about variety of topics.

Using locally published relevant magazine materials (real texts) empower Sudanese EFL learners and encourage collaboration, sharing of information, the researcher suggests that students came from different regions and they have different Sudanese cultural and social backgrounds and they will discuss meaning and they get engaged in a variety of communicative interchange, they will figure out the beauty of the language eventually this will increase their motivation, persistence, attention and enjoyment hence it will increase their level of on-task behavior, concentration and involvement more than other materials and the outcome creating more positive attitude towards EFL learning.

1.2 Statement of the Study

The English language competence situation in Sudan with a special attention to the area of real life language vocabulary awareness, reflects the needs of undergraduate Sudanese EFL learners to have high level of proficiency in English language when they deal with a texts or discourses rich of locally real life items found in everyday life with special regard to local culture.

According to the researcher's experience, personal learning and general observations noticed that Sudanese EFL learners at the university level have a

shortage in language competence regarding local specific vocabulary, Sudanese students exposed to very few and exclusive locally relevant vocabulary, no doubt that EFL learner's vocabulary proficiency at university level in Sudan affected by the situation of pre-university level, by going back to the levels of Sudanese educational ladder mainly ,basic, intermediate and high secondary school levels and investigating English language syllabus namely (Sudan Practical Integrated National English) "SPINE SERIES" in current days, and (New Integrated Longman English) "Nile Course for the Sudan" in the past times. syllabus of "SPINE SERIES" mentioned very limited Sudanese specific words such as"(Hafeer", "Nafeer" , "Baggara" ,"Diyya" (blood compensation paid to victim's heirs by those responsible for death), moreover SPINE expose students to know our Sudanese fashions , the commonest traditional dress in southern Sudan the "Laawo" and eastern Sudan fashions ((tobos , Sideri)) ,Nile course in the same concept mentioned words such as ("Zariba/zareeba" = a fence of thorny scrub bushes to enclose animals, used as a stockade in war time, also used to describe the camps of the slaves traders) , Nile course mentioned the word the Mahdist, Jihadya , Nile course explained also few words that connected to marriage in Sudan such as (henna, Shyela, mazoon, wazir or vazeer , furthermore Nile course describing Sudanese coffee by giving local related words such as (Gebana, tanaka).

The limited (but very good) mentioned vocabulary of the previous educational levels which Sudanese EFL learners exposed to, reflects their critical need to develop their language competence in vocabulary by broadening their achievement and knowledge of their cultural real life by exposing them to more rich expressive real locally texts and materials, this will actually influences positively on the amount of the words that students acquire, on the light of what is said the

researcher hope that the output of the study is to provide a useful methodology that could promote and develop Sudanese EFL learners learner's language competence in vocabulary and widening its scope and vary students words choices and considering student`s interests and realities.

The researcher also observed that there is an absence of studies conducted to handle the issues of vocabulary teaching methods and techniques in respect of social and cultural framework here in Sudan, so this study investigates the effectiveness of using locally published magazines materials to enhance Sudanese learners` competence in vocabulary.

The researcher would like also to answer the important question: what are the motivated methods that can help Sudanese EFL learners to increase their level to master English language. Lack of motivating methods of teaching new words will negatively hinder Sudanese EFL learner's attitudes toward learning English language generally, therefore conducting this study the researcher expect Sudanese EFL learners at a university level and others who interested in learning English would not be frustrated or embarrassed when they encounter a communicative situation written or spoken.

1.3 The Objectives of the study

The research is geared to meet the benefits of the university undergraduate EFL students, the purpose of this thesis is to examine the role of using locally published magazine authentic materials to enhance Sudanese EFL learner`s language competence in vocabulary aiming to achieve an expected group of goals. In the line of the above purpose of the following objectives are to be achieved:

- Help teachers and learners to select real local passages rich of cultural specific contents (culturally pertinent).
- Meeting and maximizing the positive attitudes toward EFL learning.
- Help Sudanese EFL learners to notice the real life components through our knowledge and sciences.
- Fulfill student`s communicative competence by mastering vocabulary.
- Raise undergraduate Sudanese learner`s competence in vocabulary.
- Reduce the distance between the practical and real life of people and the academy.
- Provide refreshing change from the textbook which gives information about a variety of topics.
- vocabulary enhancement through using local magazine authentic articles will achieve many learning objectives in the classroom such as:
 - Encourage collaboration.
 - Sharing of information.
 - Negotiation of meaning
 - Using both oral and written discourses, this will contribute positively and help EFL learners to get engaged and develop a variety of communicative interchange.

1.4 Research questions

In the relation to the above purposes and objectives of the study, the research questions are set to focus on the following aspects:-

- 1- How can the use of locally published magazine materials play an important role to enhance Sudanese EFL learner`s linguistics competence?

- 2- How far does the teaching of EFL through using locally published relevant magazine materials helps and increases the student`s vocabulary?
- 3- To what extent can the explanation of authentic materials drawn from Sudan Notes and Records and Sudanese English Daily papers (Anglo-Egyptian Sudan) enhance student`s knowledge of the local culture of the student and augment their vocabulary?

1.5 Hypotheses of the study

The following assumptions can make use of the study if they are tested well. The researcher can find out the suitable solution in collaboration with lecturers' and students' suggestions and views:

- a) Using locally published magazine authentic materials increase the motivations of EFL learners and create more positive attitudes toward EFL learning.
- b) The study will improve the ability of students to be acquainted with their real life components through their local vocabulary learning.
- c) the explanation of authentic materials drawn from (“Sudan Notes and Records” and Sudanese English daily papers of “the Anglo-Egyptian Sudan”) can enhance student`s knowledge of local culture and augment their vocabulary.

1.6 Significance of the study

The importance of this study arises from the fact that it takes notes to explore an area which barely touch upon namely the inclusion of learning authentic materials from a substance which is extremely known to the participant. Largely because the learning materials taken from resources heavily laden with indigenous

folklore and folk tales. These substances help to provide an empirical data and an effective way for developing and enhancing Sudanese EFL learner's language competence in vocabulary, as has been mentioned that EFL learners who have a rich and great asset of vocabulary can provide precise, vivid descriptions, they can speak more fluently with more confidence, students can understand what they read even more sophisticated texts, so the study is a golden chance that will help Sudanese EFL learners to acquire extensive vocabulary to enrich their personal life and achieving academic success.

Using locally published relevant magazines authentic materials enables Sudanese EFL learners to establish the knowledge of vocabulary and they achieve successful communication which is the main goal of any foreign language teaching and learning.

The knowledge of vocabulary also helps Sudanese EFL learners to explore the beauty of the language through a considerable set of new and rich locally words which introduce new and relevant cultural and social specific ideas, concepts and expressions, so the study will give a chance to Sudanese EFL learners to process an imaginable methodology that will give them particular excitement and motivate the students toward EFL learning generally and aroused their interest in knowing local words and learn different local real life contents in particularly, moreover the study provide Sudanese EFL learners an opportunity to vary their words and widen their scope and go even beyond the dictionary meaning.

The study helps Sudanese EFL learner to compare and contrast the L2 and their mother tongue. It helps students also to grasp the similarities and differences between the two languages; moreover the study assists learning

language in the right sense of understanding the language order of the both L1 and L2. In that context, words are regarded as essential part that gathered the ideas of a language and aid EFL learners to communicate and express themselves fluently. Vocabulary competence enables a learner to be an influential speaker in the other side lack of vocabulary leads EFL learners to fail in attaining effective communication. A poor vocabulary trap EFL learners in a vicious circle and it makes them unable to read advanced texts, so they lose an opportunities to vary and extend their vocabulary, eventually they are failed to use word learning strategies.

The importance of this study is further felt in addressing the need for methodological approach to Sudanese EFL learners in the process of translation and interpretation when they are dealing with local relevant cultural texts, this approach will provide explicit way to solve some main problems involved when rendering a text form one language into another such as words equivalent problems. Generally speaking that it constitutes a link between actual students learned (language competence in vocabulary), translation process of a single word and expressions to cultural contexts and the social, cultural knowledge.

In conclusion, the researcher suggests that mastering vocabulary related to the efficiency of language skills (reading, listening, writing and speaking).So it is very important to support EFL learners to succeed and let them to read and understand different texts, another worth mentioning point that vocabulary also play an important roles in writing and speaking skills, so that the importance of this study encourages the researcher to conduct this research in order to enhance Sudanese EFL learner`s language competence in vocabulary.

1.7 The Methodology of the Study

The main goal of research methods to help the researcher to achieve the objectives of the study “Research methods are procedures a researcher follow in attempting to achieve the goal of a study” Johnson (1977: 9).

The study aims to examine and analyzes locally published magazine materials of Sudan Notes and Records in addition to Sudanese English Daily papers (Anglo-Egyptian Sudan as an example) to help Sudanese EFL learner to develop their language competence in vocabulary, this can be achieved by using some of data collections methods, the researcher will use teacher`s and learner`s questionnaire as well as pre-test and post-test for students, these methods of collecting data are widely used and considered effective tools that provide direct data from respondents.

The participants of the study are undergraduate students, college of languages-department of English language, and English language teachers of the same college.

1.8 Limits of the study

This study is applied to the students who are attending the college of languages of Sudan University of science and technology at first Bachelor level, department of English language. This study will draw out reasonable outcomes if both students and instructors are involved in the study and hence they may present invaluable information for the benefits of the study.

The researcher hopes to find much cooperation with EFL instructors, also would like to exchange ideas and views from instructors, which undoubtedly lead to teaching improvements within scientific criteria.

The researcher is going to examine the experiments of this study on EFL learning, the study is limited to the following perspectives:

- a) The study is limited to learning EFL through using locally relevant published magazines authentic materials mainly from (“Sudan Notes and Records” and Sudanese English Daily papers of “the Anglo-Egyptian Sudan”) to enhance Sudanese EFL learner`s language competence in vocabulary as a case study.
- b) The type of writing in this study is limited to English language.
- c) The type of questionnaires, student`s test in this study.
- d) The subject of the study is limited to first year students at college of languages, English language department, Sudan University of science and technology.

CHAPTER TWO

Literature Review and Related Previous Studies

CHAPTER TWO

LITERATURE REVIEW AND RELATED PREVIOUS STUDIES

2.0 Overview

This chapter focuses on several issues, the first part is about words knowledge, word definitions, knowing word from different point of view, what is involved in knowing words, in addition to reviewing vocabulary knowledge from different perspectives which classify any relevant concepts of vocabulary, types of vocabulary, type of vocabulary learning methods and strategies (some of suitable vocabulary learning strategies which assist EFL learners in learning vocabulary).

This part also focuses on the theoretical background of the vocabulary, word concepts to reflect the main focus of the study, In addition to analyzing presenting some of relevant articles of “Sudan Notes and Records” and “the Anglo-Egyptian Sudan” as well as the concept of authentic materials its definition and description.

The second part of this chapter focuses on related studies. This part deals with the study but from different points of view, the researcher will summarize some of these studies in order to show how his study is different.

2.1 Word definition

Many EFL learners think that the word is the minimum meaningful element of the language even some scientist viewed that “the word is a minimum meaningful unit of a language” Ronald Carter (1998:5). “Cited in baker” This definition absolutely is not correct, simply there is a minimal element of meaning which is a

morpheme that is a distinct element from word in addition to this, meaning can also be carried by complex units by various structures and linguistics devices. To illustrate the meaning which carried by word and morpheme, Baker (1992:11, 12) explained that “To take an example from English, *inconceivable* is written as one word but consists of three morphemes: *in*, meaning ‘not’, *conceive* meaning ‘think of or imagine’, and *able* meaning ‘able to be, fit to be’. A suitable paraphrase for *inconceivable* would then be ‘cannot be conceived/ imagined’. Some morphemes have grammatical functions such as marking plurality (*funds*), gender (*manageress*) and tense (*considered*). Others change the class of the word, for instance from verb to adjective (*like: likeable*), or add a specific element of meaning such as negation to it (*unhappy*). Some words consist of one morpheme: *need, fast*. Morphemes do not always have such clearly defined boundaries, however. We can identify two distinct morphemes in *girls*: *girl + s*, but we cannot do the same with *men*, where the two morphemes ‘man’ and ‘plural’ are, as it were, fused together. An orthographic word may therefore contain more than one formal element of meaning, but the boundaries of such elements are not always clearly marked on the surface”.

From the above illustrations one would like to confirm that morpheme actually is minimal element of the meaning and cannot be further analyzed. To avoid loosely word knowledge or definitions, one could give more information by saying that words can be defined or categorized according to its grammatical function in sentences or utterances these categorizations can be analyzed as “lexical categories” which known as part of speech or word class in addition to the word definition through its “lexical relation” and “lexical meaning”.

2.1.1 Lexical categories

Lexical categories or part of speech or word class explained by Clark (1996:19) that “a word class or part of speech is a collection of words which have certain characteristics in common. Where a word appears in a sentence determine how it functioned grammatically and so which word class it belongs to. Words generally conformed to particular word orders if they are to make sense as a sentence... each word that is used in a sentence can be classified according to the word class to which it belongs” according to Bruce M. Rowe and Diane P. Levine (2012:107) explained that: “there are several ways to classify words. Traditionally English teachers divide words into eight parts of speech as arbitrary categories. However the parts of speech are arbitrary categories that are not relevant to many languages”.

Each lexical category or word class will explain what the word is; also clarify how the word is used. In fact, the same word can be a noun in one sentence and a verb or adjective in the next. The next elaborations showed how a word's part of speech can change from one sentence.

Nouns as lexical category defined by Clark (1996:20) as “words tell us which people or things are being talked or written about are called nouns. Nouns are sometimes defined as ‘naming words’. They are a very large class of words which can be divided into different categories... nouns can be compound, with two words functioning as one noun, e.g. handbag, textbook, head-carrier.” She added that “A noun is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn. A noun can also function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb. In

the other hand Bruce M .Rowe and Diane P. Levine (2012:107) defined “A noun is a word that refers to names, person, places, attitudes, ideas, things, qualities, or conditions. A noun can be a subject of a sentence, the object of verb, or the object of preposition. Some nouns can occur after articles a, an, or the. Many nouns can be inflected to show number (-s) or can be inflected to show possession (-`s)”. Moreover, Edward (2004:37) explained that nouns “They have a shared set of endings, or inflections. The inflection at the end of *forks* represents information about *number*. Number is the term used to cover *singular* and *plural*. Nearly all English nouns have distinct singular and plural forms, as with the “regular” *cat/cats* and *dish/dishes* or the “irregular” *tooth/teeth* and *child/children*. A few exceptions like *deer* and *sheep* have the same form for singular and plural.” Clark (1996:38) gave more division about nouns “nouns can be divided into two major categories, common and proper, with common nouns sub-dividing further into the three categories of concrete, abstract, and collective”. She added that “Proper nouns refer to individual person, place or titles. Whereas concrete nouns classify things into types, such as person, man, woman, street, town, city, bands, shops, and so on. ... Proper nouns refer to actual people, places and titles, e.g. Lucy, Harry; high street; lamington spa; north Yorkshire; the Beatles; wet, wet, wet; next, etc. ... common nouns refer to physical phenomenon, that is things, that you can see and feel. ... Collective nouns refer to collections or group of people, animals, or things which have something in common, e.g. family, government, herd, gaggle”. Clark (1996:38).

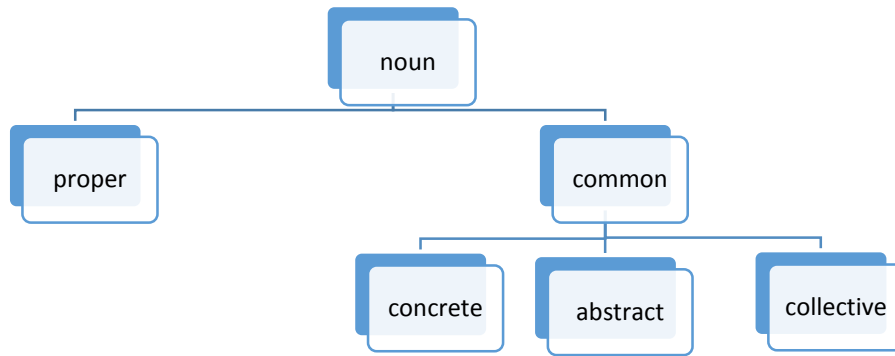


Figure (2.1)

Another part of speech are Adjectives, Clark (1996:20) also defined it as “words which give more information about something or someone than is already given by the noun are called adjectives. They usually appear before a noun they are describing. Like nouns adjectives are large class of words”. She added that “Some examples of adjectives are: large, small, funny, anxious, green, big, little, etc. Adjectives like nouns can be compound, that is two adjectives which together function as one, e.g. bright blue, or complex that is made up of an adverb followed by an adjectives, e.g. well known.”

For more details one could say that: An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

Bruce M .Rowe and Diane P. Levine (2012:108) defined adjectives as “adjectives modify noun or pronoun. They identify a characteristics or quality of nouns or pronoun. In English adjectives occur before a noun. (*A beautiful woman*) after verb such as (*she is a beautiful*). Some can inflected for degree: hotter= comparative degree hottest= superlative degree. English teacher often distinguish between descriptive adjectives such as *good, happy wonderful, and ugly* and limiting adjectives that are also called articles. The article in English are *a, an,* or

the. They make the noun refer to a specific person or place, or a type of person, place, or thing (the house). Linguists place articles in to a lexical category called determiners”.

Verbs constitutes another lexical category are categorized as one of the common word class, according to Urszula Clark (1996:21) verbs defined as “words which tells you what sort of action, event or state is being talked or written about are called verbs. You might also hear that these described as ‘doing words’. Like nouns and adjectives, they are very large class of words which can be further subdivided. Some examples of verbs are: go, see, sleep, feel, be, grow, walk, shine. Verbs have a base form, or infinitive, form which other forms are derived. For example the infinitive to run become I run, I am running, I ran, I will run”. Edward (2004:37) provided more categorization about verbs by saying that “verbs have a set of related forms (*talk, talks, talked, talking*) and that the basic verb form—the one without an ending—can be preceded by *can* or *will*. ”

“A verb expresses an action, an occurrence, a condition, or a state of being. It can be a single word or a group of words. In English the verbs are inflected for tense, person, number, voice and aspects. They are three subtypes of verbs. Intransitive verbs do not require a direct object (Phil *retired*). Transitive verb do take an object (Bruce *built* a house). Linking or copulative verbs cannot form a complete assertion (predication) by themselves and do not take a direct object. They link the subject to a noun (predicate noun) or an adjective example of linking verbs are be, become, look, appear, and verbs of the senses such as taste, feel, and sound”. Bruce M .Rowe and Diane P. Levine (2012:108)

Lexical categories also containing Adverbs which are “Word which give more information about a verb, in the same way as adjectives give more

information about nouns, are called adverbs. It would be very unusual to see adverb being used as without a verb whereas verbs can be used without adverbs”. Urszula Clark (1996:21).

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as "how," "when," "where," "how much". Edward (2004:40) mentioned that “adverbs play a range of functions, including modifying verbs, adjectives, other adverbs, and whole sentences.” He exemplified as follow: Adverbs Modifying Verbs (Sentences with related adjectives in parentheses) He talked *loudly*. (He was a *loud* talker.), Adverbs Modifying Verbs She spoke often. Adverbs Modifying Adjectives, a very tall tree, Adverbs Modifying Adverbs, very soon. Adverbs Modifying Sentences, Actually, it was Danielle who said it. Moreover Bruce M .Rowe and Diane P. Levine (2012:108) explained adverb`s function as “adverb modify verbs, adjectives, or other adverbs (careful, today, now, often, away, absolutely). Like adjectives adverb have (a) positive (b) comparative, and (c) superlative degrees: he waked fast, he waked faster, he waked fastest”.

Determiners as one of words class analyzed as“... The word ‘the’, as in the road (that is a particular road) is known as a definite article, whereas the word a, as in a road (that is, any road) is known as indefinite article. The articles *a* and *an* are the most common determiners. Whether *a* or *an* used depends upon the spelling of the noun it accompanies. ... Other determiners are: all, some, any, no, every, each, either, neither; one, several, enough, such; many, much, more, most”. Urszula Clark (1996:21). Edward (2004:39) defined determiners as “Determiners, a small category, precede nouns (*a book, an orchestra, the players, this problem, those*

guys, which film, whose iPod), although words in some other categories can intervene (*a great book, an acclaimed orchestra, the very best players*).”

One could say that determiners can be divided into several subcategories as follow:

- Definite and indefinite articles: *the, a, an*
- demonstratives: *this, that, these, those*
- possessives: *my, our, your, her, his, its, their*
- interrogatives: *which, what, whose*

Pronouns as lexical category known as “Words which stand in place of a noun instead of a noun being repeated are called pronouns. They too can be divided into different categories, although they are not such a large class of words as nouns. Some example of pronouns are: *I, me, mine; we, us, ourselves, and ours; you, yourself, yours; he, him, his; she, her, hers; it its*”. Urszula Clark (1996:21).Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

“An indefinite pronoun does not have a specific reference (any, each, all, everyone, some). A reflexive object pronoun refer back to subject (myself, yourself, himself, herself,) and intensive pronoun is used for emphasis and have the same forms as reflexive pronouns. Personal pronouns refer to specific person or thing (I, you, she, he, it, we). Demonstrative pronouns s indicate what is being referred to (this, that, these, those). Linguists put demonstrative into the determiner category ... interrogative pronouns are used to ask questions (who, whom, which, what). And relative pronouns link one phrase or clause and take the same form as interrogative pronouns”. Bruce M .Rowe and Diane P. Levine (2012:108).

Table (2:1)

	singular		plural	
	subject	object	Subject	object
First person	I	me	We	us
Second person	you	you	You	you
Third person	He She it	Him Her it	They	them

The pronouns showed on the above table explained that “... the second person pronouns stays the same in both singular and plural forms and how there is no third person singular pronoun which is neutral in a gender apart from *it*. In English, the male singular pronoun *he* or *his* can refer to either male or female only; for example, the student must feel that essay belongs to him”. Clark (1996:43).

The following table sums up the different form of possessive pronouns:

Table (2:2)

	singular	plural
First person	Mine	ours
Second person	Yours	yours
Third person	His Hers	their

Reflexive pronouns explained in the table below:

Table (2:3)

	singular	plural
First person	Myself	ourselves
Second person	Yourself	yourselves
Third person	Himself Herself itself	themselves

Prepositions as a category of word class defined by Urszula Clark (1996:22) said that “Prepositions are relational words; that is, they are usually to do with time, sequence or the position of something. Some example of prepositions are: *up, on, in, through, after, of, since despite*”.

Prepositions are very important; they are indicators lexical categories, this point explained by Edward (2004:39) as “Prepositions indicate a semantic relationship between other entities. The preposition in *the book is on* (or *under* or *near*) *the table* indicates the *location* of the book with respect to the table. Notice the underlined prepositions in *Tina rode to* (or *from*) *Athens* (indicating *direction* with respect to Athens) *with* (or *without*) *Daniel* (indicating *accompaniment*) *at* (or *near* or *by*) *her side* (indicating *location* of Daniel with respect to Tina).

Finally Conjunctions considered one of lexical categories defined as “Words which joined together clauses within a sentence are known as conjunctions, sometimes called connectives. Some examples of conjunctions are: *and, because, although*”. Urszula Clark (1996:22). Moreover, Edward (2004:40) elaborated two

kinds of conjunctions as “Coordinating conjunctions such as *and*, *but*, and *or* serve to conjoin expressions of the same category or status—for example, noun phrases (*Dungeons and Dragons*, *tea or coffee*), verbs (*sing and dance*, *trip and fall*), adjectives (*slow and painful*, *hot and cold*), and clauses (*she sang and he danced*). Subordinating conjunctions are words such as *that*, *whenever*, *while*, and *because*, which link clauses to one another in a noncoordinate role, as in *She visited Montreal while she attended Bates College* or *He said that she was ill*”.

2.1.2 Lexical relations

Words also can be identified according to its lexical relations. “Not only can words be treated as 'containers' or as fulfilling 'roles', they can also have 'relationships'. In everyday talk, we frequently give the meanings of words in terms of their relationships. If you were asked to give the meaning of the word *conceal*, for example, you might simply reply "it's the same as *hide*", or give the meaning of *shallow* as "the opposite of *deep*", or the meaning of *daffodil* as "it's a kind of *flower*". In doing so, you are characterizing the meaning of a word not in terms of its component features, but in terms of its relationship to other words. This approach has also been used in the semantic description of languages and is treated as the analysis of lexical relations”. Yule (2006:104).

From the above illustrations the types of lexical relations are disclosed as synonymy (conceal/hide), Antonymy (shallow/deep) and hyponymy (daffodil/flower). Further details about lexical relations defined as follows:

2.1.2.1 Synonymy

Bruce M .Rowe and Diane P. Levine (2012:165) defined synonyms as “words that have similar meanings, that share semantic properties, are called synonyms. These are words that sound different but mean the same. When you paraphrase

(restate) a sentence that you have read or heard, you are using synonyms for some of original words. English has so many synonyms that the speaker must choose the word that suits the intended meaning best”. Palmer (1981: 59) defined synonymy as “synonymy is used to mean “sameness of meaning” ”. Words that have the same sense in a given context are synonyms Kreidler (1998: 10). Riemer (2010:30) explained that “Two words are synonyms if they have the same meaning. And ‘having the same meaning’ means ‘instantiating the same concept’. Thus, ‘Islamic’ and ‘Muslim’ might be said to be synonyms, because the corresponding concept, which we can either refer to as MUSLIM or ISLAMIC, is identical”. Yule (2006:104) said that “Two or more words with very closely related meanings are called synonyms. They can often, though not always, be substituted for each other in sentences. In the appropriate circumstances, we can say, *what was his answer?* Or *what was his reply?* With much the same meaning. Other common examples of synonyms are the pairs: *almost/nearly, big/large, broad/wide, buy/purchase, cab/taxi, car/automobile, couch/sofa, freedom/liberty*”. Palmer discussed that there is no real synonyms existed i.e. no two words have exact meaning by saying that (1981:60) “there are no real synonyms that no two words have exactly the same meaning would survive in a language.” McCarthy (1990:8) explained that “different words with similar but slightly different meaning”. Murphy (2003: 30) cited in Riemer (2010:152) demonstrates that “the pair *baggage/luggage* are synonymous with respect to the sense ‘bags’ but not with respect to the metaphorical sense ‘emotional encumbrances?’”

2.1.2.2 Antonymy

Yule (2006:104) explained that “Two forms with opposite meanings are called antonyms. Some common examples are the pairs: *alive/dead, big/small, fast/slow, happy/sad, hot/cold, long/short, male/female, married/single, old/new, rich/poor,*

true/false.” Riemer (2010:137) added that “words like good-bad, love-hate and in-out are opposites or antonyms”. Bruce M .Rowe and Diane P. Levine (2012:169) defined antonyms as “words that have the opposite meaning are called antonyms. They are words that share many of the same semantic properties, but are opposite in at least one of them”. Moreover Bruce M .Rowe and Diane P. Levine (2012:169) divided antonyms into three main types of antonyms are:

- Complementary pairs “Are antonyms that express a binary relationship in which is perceive that there is no middle ground, such as the words male/female. The word male can be defined “not female” and female can be defined “not male””.
- Gradable pair “Are antonyms such as big/little, that are part of a larger set of related words and express the concept that one of them is more, whereas the other is less”
- Relational opposite “Are antonyms that expresses symmetrical relationship between two words, such as parent/child”.

Riemer (2010:137) noted that “Not every word has an obvious antonym: library, of, and corresponding are three cases for which there is no obvious relevant dimension of contrast and for which antonyms are consequently hard to identify. And even where an obvious dimension of contrast does exist, antonyms are not always available: angry, for instance, does not have any obvious antonym in English even though we can easily conceive of the scale of arousal and calmness to which it belongs”. Kreidler (2003:101) set two kinds of antonymous relationship, binary and non-binary Antonyms.

2.1.2.3 Hyponymy

Yule (2006:104) defined hyponymy as “When the meaning of one form is included in the meaning of another, the relationship is described as hyponymy.

Examples are the pairs *animal/dog*, *dog/poodle*, *vegetable/carrot*, *flower/rose*, *tree/banyan* the concept of ‘inclusion’ involved in this relationship is the idea that If an object is a *rose*, then it is necessarily a *flower*, so the meaning of *flower* is included in the meaning of *rose*. Or, *rose* is a hyponym of *flower*”. Scott (1988:9) said that “Hyponym is another *-nym* word that is useful when talking about the way word meanings are related a hyponymous relationship is a kind of relationship as in A hammer as a kind of tool or a kiwi as and that kind of bird (and a that partly overlaps with Christmas words (snow, blew, icicles, powder, white) as well as words connected with the house theme (fireplace, stereo, window, gutters, yard, grass” . yule (2006:104) gave more explanation by saying that “When we consider hyponymous connections, we are essentially looking at the meaning of words in some type of hierarchical relationship. We can represent the relationships between a set of words such as *animal*, *ant*, *asp*, *banyan*, *carrot*, *cockroach*, *creature*, *dog*, *flower*, *horse*, *insect*, *living thing*, *pine*, *plant*, *poodle*, *rose*, *snake*, *tree* and *vegetable* as a hierarchical diagram”.

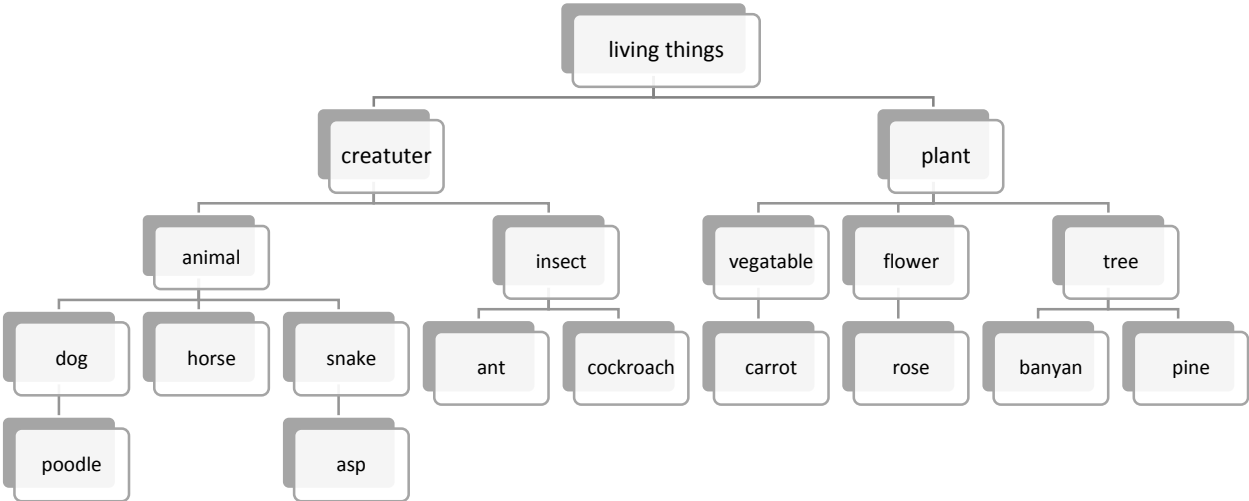


Figure (2.2)

Reimer said that (2010:142) “Hyponymy (Greek hypo- ‘under’) is the lexical relation described in English by the phrase kind/type/sort of. A chain of hyponyms defines a hierarchy of elements: sports car is a hyponym of car since a sports car is a kind of car, and car, in turn, is a hyponym of vehicle since a car is a kind of vehicle”.

2.1.2.4 Homophones and Homonyms

“When two or more different (written) forms have the same pronunciation, they are described as homophones. Common examples are bare/bear, meat/meet, flour/flower, pail/pale, right/write, sew/so and to/too/two. We use the term homonyms when one form (written or spoken) has two or more unrelated meanings, as in these examples:

- *bank* (of a river) – *bank* (financial institution)
- *bat* (flying creature) – *bat* (used in sports)
- *mole* (on skin) – *mole* (small animal)
- *pupil* (at school) – *pupil* (in the eye)
- *race* (contest of speed) – *race* (ethnic group)

The temptation is to think that the two types of *bank* must be related in meaning. They are not. Homonyms are words that have separate histories and meanings, but have accidentally come to have exactly the same form”. Yule (2006:106:107). More elaboration by Bruce M .Rowe and Diane P. Levine (2012:168) is that “in contrast with synonyms Homonyms (or Homophones) are words sounds the same but have different meanings. To, too, and two ... tale and tail, but and butt, flower and flour are other example of homonyms”.

2.1.2.5 Polysemy

Yule (2006:106:107).defined polysemy as “one form (written or spoken) having multiple meanings that are all related by extension. Examples are the word *head*, used to refer to the object on top of your body, on top of a glass of beer, person at the top of a company or department, and many other things. Other examples of polysemy are *foot* (of person, of bed, of mountain) or *run* (person does, water does, colors do)”. Bruce M .Rowe and Diane P. Levine (2012:168) said that “polysemous words have more than one meaning. The word school can be “an institution for learning” or “a grouping of fish” this is the basis for the humor of the pun: Fish are really smart. They always are found in school.” .Riemer (2010:161) said that “We can thus define polysemy as the possession by a single phonological form of several conceptually related meanings”. He more explained this definition as “the possession of conceptually related senses by a single word’,” (2010:162).

2.1.2.6 Collocation

“...words tend to occur with other words. If you ask a thousand people what they think of when you say *hammer*, more than half will say *nail*. If you say *table*, they’ll mostly say *chair*, and *butter* elicits *bread*, *needle* elicits *thread* and *salt* elicits *pepper*. One way we seem to organize our knowledge of words is simply on the basis of collocation or frequently occurring together”. Yule (2006:108).

“Why do builders not *produce* a building or authors not *invent* a novel, since they do invent stories and plots? No reason as far as dictionary definitions of words are concerned. We don’t say it because we don’t say it”. (Bolinger and Sears, 1968:55) cited in Baker (1992:47)

Moreover Baker added that “When two words collocate, the relationship can hold between all or several of their various forms, combined in any grammatically

acceptable order. For example, achieving aims, aims having been achieved, achievable aims, and the achievement of an aim are all equally acceptable and typical in English.

On the other hand, it is often the case that words will collocate with other words in some of their forms but not in others. We bend rules in English but are unlikely to describe rules as unbendable. Instead, we usually talk of rules being inflexible. It would seem, then, that the patterns of collocation are largely arbitrary and independent of meaning. This is so both within and across languages.

The same degree of mismatch that can be observed when comparing the collocational patterns of synonyms and near-synonyms within the same language is evident in the collocational patterning of ‘dictionary equivalents/near equivalents’ in two languages. For example, the English verb *deliver* collocates with a number of nouns, for each of which Arabic uses a different verb”. Baker (1992:48).

From the last above statement of Mona Baker which is “the English verb deliver collocates with a number of nouns, for each of which Arabic uses a different verb” the verb deliver can be more explained in the following example:

- deliver a letter/telegram
- deliver a speech/lecture
- deliver news
- deliver a blow
- deliver a verdict
- deliver a baby

Clark (1996:64) explained that: “collocation describes the way in which certain words commonly (or uncommonly) associated with others in semantic way. Some adjectives, for example are used with some nouns and not with others. The adjective beautiful collocates with the noun woman rather than with man”. In the same concept of Mona Baker when she mentioned that the patterns of collocation are largely arbitrary and independent of meaning, Clark (1996:64) added that: “the reason why some words have particular associations is not all that clear. We only know that some words are more likely to combine with specific items to form natural-sounding combinations, while others do not, even though they are possible or understandable. For example, we can milk that has gone off sour, whereas butter that has gone off is rancid and eggs rotten”.

Baker also added about collocation that: “English speakers typically *pay a visit*, less typically *make a visit*, and are unlikely to *perform a visit*. We do not speak of *grilling bread*, even though we put it under the grill”. Newman, (1988) cited in Baker (1992:47). Explained that: “When butter or eggs go bad they are described in English as *rancid* and *addled*, respectively. Both *rancid* and *addled* mean ‘stale/rotten’, but *addled butter* and *rancid eggs* are unacceptable or at least unlikely collocations in English”. Palmer, (1976) cited in Baker (1992:47). Said that “Moreover, words which we might think of as synonyms or near-synonyms will often have quite different sets of collocates. English speakers typically *break rules* but they do not *break regulations*; they typically talk of *wasting time* but not of *squandering time*. Both *deliver a verdict* and *pronounce a verdict* is acceptable collocations in English. Likewise, *pronounce a sentence* is acceptable and means more or less the same as *deliver/pronounce a verdict*. And yet, *deliver a sentence* is an unlikely collocation”. Ruth Gairns and Stuart Redman (1986:35) defined

collocation as “when two items co-occur, or are used together frequently, are said to collocate”.

Collocation is very important in the idea of meaning. Firth (1943-51:196).proposed that “Meaning by collocation is an abstraction on the syntagmatic level and is not directly concerned with the conceptual idea approach to the meaning of words. One of the meanings of the night is its collocability with the dark and of dark, of course, collocation with night. This kind of mutuality may be paralleled in most languages and has resulted in similarities of poetic diction in literatures sharing common classical sources”.

One can conclude that Collocations are the manner that words grouped in a language to produce natural-sounding speech and writing. For example, in English you say tall man and High Mountain. It would not be normal to say high man or Tall Mountain.

2.1.2.7 Idioms and Fixed expressions

“Idioms can be defined as a number of words which, when taken together, have a different meaning from the individual meanings of each words”. Jennifer Seidl and W. McMordie (1988:13) according to Mona Baker (1992:63) she viewed idioms and fixed expressions as “frozen patterns of language which allow little or no variation in form and, in the case of idioms, often carry meanings which cannot be deduced from their individual components”. Mona baker added that (1992:63) “a speaker or writer cannot normally do any of the following with an idiom”:

- change the order of the words in it (e.g. *‘the short and the long of it’);
- delete a word from it (e.g. *‘spill beans’);
- Add a word to it (e.g. *‘the very long and short of it’; *‘face the classical music’);

- Replace a word with another (e.g. *‘the tall and the short of it’; *‘bury a hatchet’);
- Change its grammatical structure (e.g. *‘the music was faced’).

Ruth Gairns and Stuart Redman (1986:35) defined Idioms as “an idiom is a sequence of words which operates as a single semantic unit, and like many multi-word verbs the meaning of the whole cannot be deduced from an understanding of the parts e.g. never mind, hang on, under the weather, etc.” they also gave more explanation in (2011:6) that “Idioms are usually defined as group of words whose overall meaning is different from the meaning of individual words, so over the moon has nothing to do with the literal meaning of ‘the moon’: ‘ it means extremely happy or excited’.”

2.1.3 Lexical meaning

Words can be also defined according to its lexical meaning, according to Zgusta, (1971) cited in Baker (1992:12) explained that “every word (lexical unit) has . . . something that is individual, that makes it different from any other word. And it is just the lexical meaning which is the most outstanding individual property of the word.” According to Cruse(1986), cited in Baker (1992:13) he distinguished and elaborated four main types of meaning in words and utterances by saying that “we can distinguish four main types of meaning in words and utterances (utterances being stretches of written or spoken text):propositional meaning, expressive meaning, presupposed meaning, and evoked meaning.” Moreover curse elaborated the above types of meaning and divided presupposed meaning into Selectional restrictions and Collocational restrictions besides that, he explained that “Evoked meaning arises from dialect and register variation”. Dialects can be classified on geographic, temporal or social bases whereas register variation arises from field, tenor and mode of discourse.

To give more word definitions, one can include that the word can also be defined as the following:

- An orthographic definition of a word “is a practical common-sense definition. It says, quite simply, that a word is any sequence of letters (and a limited number of other characteristics such as hyphen and apostrophe) bounded on either side by a space or punctuation mark”. Ronald Carter (1998:4). According to Tom MacArthur (1998:45) “The word understood in terms of alphabetic or syllabic writing systems: a visual sign with space around it” .According to Trask (2004) cited in Peter Juel Henriksen: (2011:10) “— [a]n orthographic word is a written sequence which has a white space at each end but no white space in the middle. This definition of —orthographic word is both too wide and too narrow, in relation to other notions of word that intuitively have precedence. For example, the expression —rail road has two orthographic words but is intuitively one word. This means that the notion of orthographic word as defined captures too much, i.e. it is too wide => too many words”.

- The phonological definition of a word: “The word understood in terms of sound: a spoken signal that occurs more commonly as part of a longer utterance than in isolation and is subject to rhythm”. Tom MacArthur (1998:45). According to Aronolff and Fudeman (2011:40) explained that “A phonological word can be defined as a string of sounds that behaves as a unit for certain kinds of phonological processes, especially stress or accent”. Trask (2004) cited in Peter Juel Henriksen: (2011:10) defines a phonological word as —a piece of speech which behaves as a unit of pronunciation according to criteria which vary from language to language” there are most useful criterion firstly (stress) which is the unit of pronunciation and it is very important in the study of pronunciation, a phonological words must contains only main stress, secondly the lexical items or

(lexeme) Aronoff and Fudeman (2011:44:45) defined lexeme as “A lexeme is a word with a specific sound and a specific meaning. Its shape may vary depending on syntactic context”

- The morphological definition of word: Tom MacArthur (1998:56) said that “The word in terms of form lies behind both the orthographic and the phonological word: big has a spelt-out realization b-i-g and a spoken realization /big/, but is independent of both, because it can be expressed in either medium and also in sign language”. Also Tom MacArthur (1998:42) provided “The following selection of primary definitions of word is drawn from recent editions of two American and two British works”:

- Webster's Ninth New Collegiate Dictionary (1984): “a speech sound or series of speech sounds that symbolizes and communicates a meaning without being divisible into smaller units capable of independent use”.

- American Heritage Dictionary (1985): “a sound or a combination of sounds, or its representation in writing or printing, which symbolizes and communicates a meaning and may consist of a single morpheme or of a combination of morphemes”.

- Collins English Dictionary (1986): “one of the units of speech or writing that native speakers of a language usually regard as the smallest isolable meaningful element of the language, although linguists would analyze these further into morphemes”.

- Chambers English Dictionary (1988): “a unit of spoken language: a written sign representing such an utterance”.

Stahl and Nagy (2006:4) said that “words are the tools we use to access our background knowledge, express ideas, and learn new concepts”.

One can conclude that, words can be divided into three types of words as follows:

- “simple words, which cannot be broken down into smaller meaningful units for instance: *play, bed, house, nice*;
- derived words – derivate (formed from a simple word/base by adding an affix) for example: *disadvantage, player, impossible, frighten, nicely*;
- Compound words – compounds: (made up of two or more words/bases) such as: *bedroom, sportsman, armchair, mother-in-law, good-tempered.*”

2.2 Word knowledge

Words knowledge require knowing at least the word form, its meaning and its basic usage in context receptively and productively, in order to know a word, Nation (2005: 583-585) made a list of various aspects concerning knowing a word. These involved aspects of knowing a word proposed by Nation (2005) fit into three groups. These include “knowing the form of a word; knowing the meaning of a word; and knowing how a word is used. Knowing the form of a word includes spelling, sound, and word parts. Knowing the meaning of a word involves linking its form and meaning, knowing a concept for a word and what it can refer to, and knowing what other words of related meaning it can be associated with. Knowing how a word is used concerns the grammar of the word, including parts of speech and sentence patterns it fits into, collocates of the words, and whether the word is formal or informal, polite or rude, used mainly by children and so on, or has no restrictions on its use”.

Laufer (1997) review several researcher`s definitions of a word features involved in the learning of new words including word form that is pronunciation and spelling, word structure such as roots, derivation and inflections its syntactic

patterns, its multiple meanings, metaphorical, effective and pragmatic meanings, its relations with other words such as synonyms, hyponyms, antonyms and other common collocation.

Gairns and Redman (1986) offered several aspects of knowing a word- a word conceptual meaning, its polysemous meanings, its homonyms its effective meanings, its style, register and dialect, its sense relation such as synonyms antonyms, its association, its L1 translation equivalents, its multi-word verbs, idioms, collocations, its semantic relations, its grammar and pronunciation.

The table below explains the aspects which involved in knowing a word. Adapted from Nation (2001:27).

Table (2:4)

Aspects	components	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word part	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning Concepts and reference	What meaning does this word form signal? What is included in this concept?	What word form can be used to express this meaning? What items can the concept refer to?
	associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	Constrain on use (register, frequency...)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Establishing exactly what it means to know a word is no easy task. Is “knowing” a word being able to recognize what it looks and sounds like? Is it being able to give the word’s dictionary definition? Research suggests that, in general, the answer to these questions is *no*. Knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts (Miller & Gildea, 1987).

Nagy and Scott (2000) identify several dimensions that describe the complexity of what it means to know a word by explaining that “Any attempt to understand the processes by which children's vocabularies grow must be based on recognition of the complexity of word knowledge. Five aspects of this complexity that have long been recognized by vocabulary researchers are (1) incrementality -knowing a word is a matter of degrees, not all-or-nothing; (2) multidimensionality-word knowledge consists of several qualitatively different types of knowledge; (3) polysemy-words often have multiple meanings; (4) interrelatedness-one's knowledge of any given word is not independent of one's knowledge of other words; and (5) heterogeneity-what it means to know a word differs substantially depending on the kind of word”.

Knowing a word also implies knowing how that word relates to other knowledge (sometimes called *word schema*). (Johnson, Johnson, & Schlicting, 2004) said that “The more we know about a specific concept, for example, the more words we bring to our understanding of that concept. Because we have individual interests and backgrounds, each of us brings different words to shape that understanding. Finally, knowing a word means being able to appreciate its connotations and subtleties. When we know a word at this level, we can use and recognize it in idioms, jokes, slang, and puns.”

A word schema is a network of knowledge related to a word according to (Nagy & Scott, 1990) cited in Lehar, Osborn (2004:11). “Word schemas involve both semantic knowledge about the connections of word meanings to specific concepts and linguistic knowledge about words, such as their roots and their relationships to other words with the same roots”.

Ellis and Sinclair (1989: 28) propose that the aspects of ‘knowing a word’ mean:

- To understand it when it is written and/or spoken.
- To recall it when we need it.
- To use it with the correct meaning.
- To use it in a grammatically correct way.
- To pronounce it correctly.
- To know which other words we can use with it.
- To spell it correctly.
- To use it in the right situation.
- To know if it has positive or negative associations.

Richards (1976: 83) (1985: 177-182) offers the assumptions concerning knowing a word as follow:

- Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also ‘know’ the sort of words most likely to be found associated with the words.
- Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.
- Knowing a word means knowing the syntactic behavior associated with the word.
- Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
- Knowing a word involves knowledge of the network of associations between that

word and other words in the language.

- Knowing a word means knowing the semantic value of a word.
- Knowing a word means knowing many of the different meanings associated with a word.

Taylor (1990: 1-3; 1992: 3-6) summarizes eleven aspects of ‘knowledge of a word’ to serve the purposes of vocabulary teaching and learning. These include:

- Mother tongue. Knowing of how things are said in different languages. Language learners use mother tongue for helping word understanding in the second language by linking the second language sounds to sounds of their mother tongue.
- Sound-spelling. It is crucial for language learners to be aware of the relationship of sound and spelling because many English words sound similarly though they have different spelling, and vice versa. Examples are, hair – hare; dear – deer; and tear (as a noun) – tear (as a verb), etc.
- Denotation. Language learners can find out the direct meaning of words in the dictionary. For example, the direct meaning of ‘home’ is ‘the house where one lives’.
- Word grammar. Knowledge of word grammar involves word form and the derivations that can be made from it. For example, the word ‘*unemployment*’ has a common prefix denoting ‘opposite’ (un-), a common noun suffix (-ment), and is derived from the verb ‘employ’.
- Collocation. This refers to words which typically come or occur together. For example, the word ‘*perform*’ is used with ‘*a task*’ but the word ‘do’ comes with ‘homework’.

- Polysemy. A word with two or more closely related meanings as *'foot'* in the following sentences:

Maggie hurt her foot.

George stood at the foot of the hill.

The foot is the lowest part of the hill just as the foot is the lowest part of the human body.

- Frequency. Knowledge of some items in English are far more frequent in speech than in writing, e.g. *'indeed'*, *'well'*, *'actually'*.
- Connotation. Besides its direct meaning in the dictionary, some words have second or deep meaning. Language learners need to know a word that gives an extra dimension to its literal meaning. For example, the denotation – direct meaning – of *'home'* is described as *'a place where people stay or live in'*, but in connotation – second or deep meaning – *'home'* might be represented or implied as *'happiness'* or *'warmth'* or *'security'*.
- Register. This refers to the appropriate use of a vocabulary item at any situations. For example, *'Want a fag?'* is acceptable only among friends while *'Would you like a cigarette?'* is appropriate in most contexts.
- Vocabulary within written discourse. This involves reference, linking, sequencing, and discovering the meaning of unknown vocabulary items in context.
- Vocabulary within spoken discourse. This concerns intonation, stress and pausing, and with the words speakers use to signal the beginnings and endings of sections of discourse.

To summarize that the concept of word knowledge suggested by the different linguists mentioned above involved many crucial aspects concerning mainly with a part of word form, word meaning and word use.

Knowing the form of word depend heavily on how the word sounds, spelt and what the grammatical changes can be made to it.

Knowing the meaning of word involving knowing its dictionary meaning, its collocation, connotation, register, etc....

Knowing the usage of word require knowing its pattern of occurrence with other words and its particular types of language use.

Besides, the aspects of word knowledge it is important to include receptive and productive knowledge that are used in language skills.

In conclusion, word knowledge requires many aspects should be in considerations. It is more difficult to teach students everything about single words, but it seems valuable to teach words in contexts. The context gives learners opportunities to see words in their environments, to see how they behave and interact together. In addition to that the context provides learners the ability to classify words items into sets, and learners will thus remember the topical linkages of individual words. The words' collocations are naturally acquired through contexts, too.

Word knowledge require that learners should be acquainted with the correct pronunciation of word because without the correct pronunciation of the word listeners would not understand what one is trying to say this is actually require paying attentions to the main aspects of pronunciation such as sounds of words which are made up of individual sounds. When writing, sounds are represented by phonetic symbols (/m/, /i:/, and /f/ for example). This is because there is no one-

to-one correspondence between the number of written letters and spoken sounds. Thus the 's' of 'see' is pronounced differently from the 's' of 'shop', but is the same as the 's' of 'smile'. 'Though' and 'rough' all have the '-ou-' spelling but it is pronounced differently in each case. Different spellings can have the same sound too: 'fear' and 'beer' both have the same vowel sound, but they are spelt differently. Changing the sound the word and its meaning can be changed for example If we replace the beginning sounds of the words: 'thin', 'sin', 'tin', 'fin', we get different meanings and the conversation is misunderstood. Therefore it is important to utter attentively every single sound.

One of the important aspect of pronunciation is (stress) which is the emphasis placed on parts of words and sentences, In longer words there are usually both the main stress and the secondary stress, e.g. communication, where 'mu' has the secondary stress and 'ca' the main stress. The placing of the stress can also affect the meaning of a word. For example, 'export' is a noun, but 'export' is a verb. Moreover (the pitch of intonation) one of the pronunciation aspects which describes the level at which we speak. We may use a variety of different levels: higher when we are excited or terrified, for example, but lower when we are sleepy or bored. Intonation is often described as the music of speech. It is crucial for getting our meaning across. The word 'Yes', for example, can be said with a falling voice, a rising voice or a combination of the two. By changing the direction of the voice we can make 'Yes' mean 'I agree' or 'perhaps it's true' or 'you can't be serious' or 'wow, you are so right' or any number of other things Harmer (1997:51).

Word knowledge need knowing the accurate spelling of the words, correct written form of the words reflects the significance of vocabulary acquisition, it is advisable that learners should be given the written form of the word only after

acquiring the spoken form. Otherwise, students could utter the word wrongly on the base of its spelling. One of the most important point that learners should noticed is that, there are many words similar in the spelling. For instant the pair 'beer' and 'bear', 'see', 'sea' which are to be pronounced in a different ways, but cause difficulties in distinguishing which word means what. Another quite often-occurring mistake is mixing words like 'here', 'hear', which are pronounced in the same way, and it can only be inferred from the context which meaning we are trying to convey.

Besides written and spoken forms of word, word has also meaning, i.e. the idea it conveys, and every word has a meaning corresponding the object or idea it refers to.it is beneficial to learn students to understand the meaning of words from the contexts, We firmly believe that teachers as well as students need to be aware of the fact that words occur in context. Words do not just exist on their own; they live with other words and they depend upon each other. When students learn words in context they are far more likely to remember them than if they learn them as single items. That is why reading and listening play such a part in the acquisition of vocabulary.

Another worth mentioning point concerning word knowledge is word building processes, for instance the affixation process, prefixes and suffixes are added to the base item. This process allows the modification of meaning and change from one part of speech to another, e.g.: friend+ly, im+possible, etc. Students are to be taught the meanings of different affixes and suffixes, and how they go together with base forms, e.g. prefix *un-* when attached to an adjective makes it negative (unhappy).

Teachers should teach their students the different word formation processes in order to let them see how a word can change its form and meaning. EFL Learners will then become aware of individual parts of speech and learn their functions within a sentence.

In addition to what is mentioning above EFL learners should know the words grammar because is helpful in expressing the meaning which speakers want to convey. Grammatical knowledge of the words allows students to create correct sentences, but at the same time it is the store of words which speakers select from when they wish to express meanings. EFL learners should put in their consideration that the verbs may be regular (to walk) or irregular (to see) others transitive (to go), or intransitive (to prefer), the same thing noticed in nouns is countable (a chair) or uncountable (furniture), the plural form is regular (a pupil) or irregular (a child), the noun is associated with a preposition (curiosity about), the adjective is followed by a preposition (different from), etc.

Generally saying that, the matter of learning and knowing a word requires great efforts. EFL Learners should have in mind the right choice of vocabulary with respect to the situation, and meaning they want to convey. They should focus on the proper pronunciation while speaking, correct spelling while writing, and also they have to consider the grammatical rules of the language and words themselves. The utterance has to make sense along with what has already been said before and with the purpose of the speech. It can be concluded that knowing a word concerns knowing:

- the word forms , including pronunciation, spelling, inflections and derivations;
- the word meanings that involving basic and literal meaning, derived and figurative

meanings, semantic relation and connotation; in addition to

- word use concerning sub-categorization, collocation, sociolinguistic and stylistic, restrictions, and slang and idioms).

2.3 Vocabulary knowledge

As previously discussed that (Snow, Griffin, & Burns, 2005) stated that “The term vocabulary refers to students’ understanding of oral and print words. This understanding implies conceptual knowledge of words that goes well beyond a simple dictionary definition. And acquisition of such knowledge is a building process that occurs over time as students make connections to other words, learn examples and non-examples of the word and related words, and use the words accurately within the context of the sentence”

Cambridge Advanced Learner’s Dictionary (2003:1423) defines vocabulary as “all the words known and used by a particular person” and as “all the words which exist in a particular language or subject”.

Ur (1996:60) describes vocabulary “as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than ‘words’.” Graves (2000, as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Miller (1999, as cited in Zimmerman, 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

On the light of what is said above about vocabulary knowledge one could say that vocabulary learning require a methods, techniques, activities and strategies beginning from understanding of word meaning to the process of learning how to pronounce, spell and define correctly. Moreover vocabulary learning is incremental in nature. Norbert Schmitt (2010:19) said that “Vocabulary acquisition is incremental both in terms of acquiring an adequate vocabulary size, and in terms of mastering individual lexical items”.

2.4 Importance of vocabulary

“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.”

(Harmer 2001: 153)

“Words are the tools we use to access our background knowledge, express ideas, and learn new concepts”.

(Steven A. Stahl, William E. Nagy 2006:4)

Vocabulary is a central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas, The importance of vocabulary knowledge is clearly explained by David Wilkins (1972:111) when he powerfully argued that “without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed.” In the same context Harmer (2001:153) said that “choosing words carefully in certain situations is more important than choosing grammatical structures because language learners cannot use structures correctly if they do not have enough vocabulary knowledge”. In the Same way Ellis (1994) confirms that “lexical errors tend to obstruct comprehension more than grammatical errors”. This explained clearly that vocabulary is more important than grammar, and it is vital for comprehension in language skill in any situation. Moreover Harmer (2001: 153) asserts that choosing

words carefully in certain situations is more important than choosing grammatical structures because language learners cannot use structures correctly if they do not have enough vocabulary knowledge

According to Lewis (1993, p. iii) views the importance of vocabulary as being a basic for daily communication. He indicates that if language learners do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation, even if they know the morphology and syntax.

EFL Learners should know that vocabulary plays a prominent role in their L2 acquisition and development. Moreover vocabulary is both a great asset and a great joy. When you have an extensive vocabulary, you can provide precise, vivid descriptions; you can speak more fluently and with more confidence; you can understand more of what you read; and you can read more sophisticated texts. A good vocabulary can enrich your personal life, help you achieve academic success, and give you an edge over others in the workplace.

Lewis (1993:89) went further to argue, “Lexis is the core or heart of language”. Particularly as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010:4) noted that, “learners carry around dictionaries and not grammar books”.

One would like to conclude that, the importance of vocabulary knowledge by pointing to what is mentioning in the previous chapter that The knowledge of vocabulary help EFL learners to explore the beauty of the language through a great variety of new words which introduce new ideas, concepts and expressions,

moreover the importance of vocabulary knowledge provide EFL learners an opportunity to vary their words and widen their scope and go even beyond the dictionary meaning, also helps them to compare and contrast the foreign language and the mother tongue. It also helps in understanding the similarities and differences between the two languages and helps in learning language in true sense of the term by understanding the language systems of the both languages. In that context, vocabularies are essential part that grouped the ideas of a language and help EFL learners to communicate and express themselves effectively. Mastery over vocabulary makes a learner an effective speaker whereas lack of vocabulary leads EFL learners to failure in establishing and achieving successful communication. Having a poor vocabulary can trap EFL learners in a vicious circle, since EFL learners who cannot read more advanced texts miss out on opportunities to extend their vocabulary and are also less successful in using strategies for word learning.

2.5 Types of vocabulary

Vocabulary items mainly connected to the four language skills (listening, speaking, reading and writing). These skills can be divided into two groups: The first group contains (listening and speaking) skills that are very essential in oral communication whereas the second group is (reading and writing) skills which are necessary in written communication.

Another distinction also made based upon the knowledge of words that Vocabulary can be receptive and productive. Receptive vocabulary (listening and reading vocabulary) includes those words that we recognize when we hear or see them. Productive vocabulary (speaking and writing vocabulary) involves words language learners use to express their thoughts and ideas in speaking and writing, on the other hand, includes those words that we use when we speak or write.

Therefore from the above distinctions it can be summarized that vocabulary can be divided into four units. They are reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary.

2.5.1 Reading vocabulary

Consists of the words found by people when they are reading texts.

2.5.2 Listening vocabulary

Are the words that people hear and understand when they are talking to others or listening to radio and television.

2.5.3 Speaking vocabulary

Includes the words people used in their daily life and conversation.

2.5.4 Writing vocabulary

That consists of the word people use in writing essays, reports, letter, etc. These vocabularies we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Pikulski and Templeton (2004:2) have produced a diagram that may make a better understanding of the relationship between vocabulary and the four language skills:

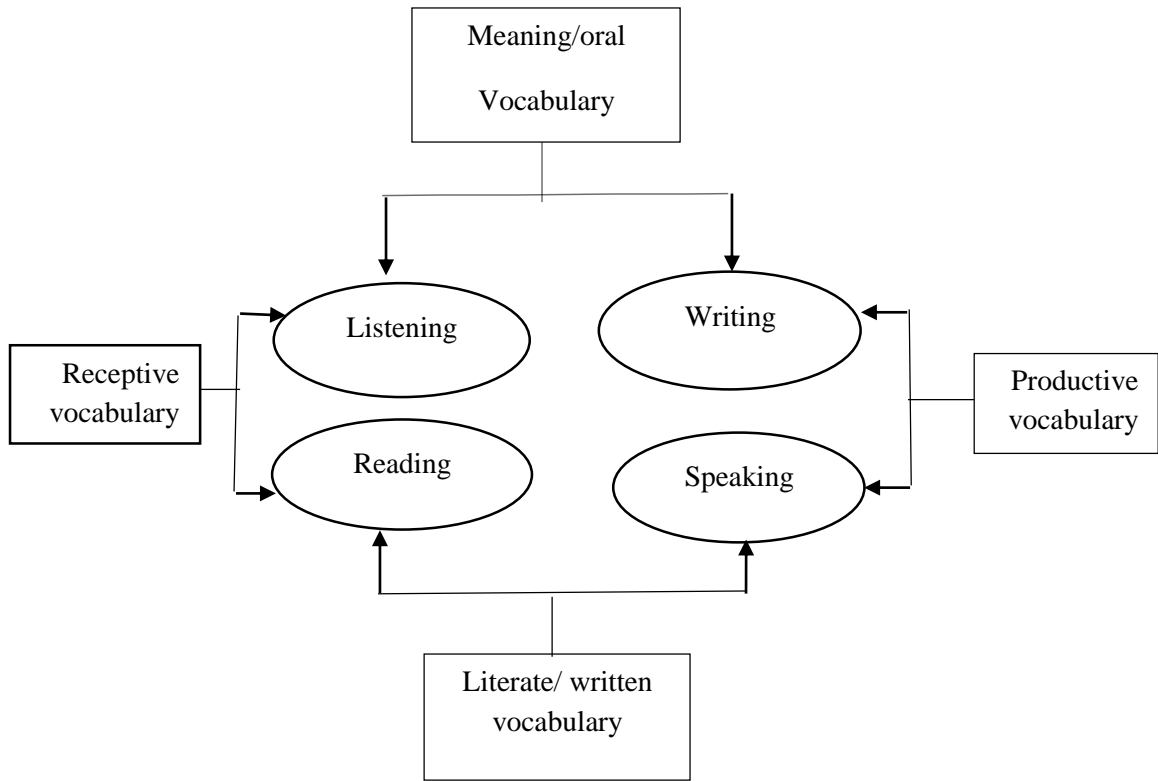


Figure (2.3) Vocabulary Items

From the above diagram Pikulski and Templeton explained that meaning/oral vocabulary involves listening and reading whereas literate/written vocabulary involves reading and writing.

According to Nation (2000:15) he divided vocabulary types into four types by mentioning that “We can distinguish four kinds of vocabulary in the text, high frequency words ... academic words ..., and technical and low frequency words...”

2.5.5 High frequency words

“...include function words in, for, the, of, a, etc. ... The high frequency words also include many content words, government, forests, production, adoption, represent, boundary. The classic list of high frequency words is Michael West=s (1953) A General Service List of English Words which contains around 2,000 Word families”.

More clearly High frequency words are quite simply those words which occur most frequently in written material, for example, "and", "the", "as" and "it". They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence. Nation (2000:21) added that “these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language”.

2.5.6 Academic words

“...words that are common in different kinds of academic texts, policy, phase, adjusted, sustained”. In other words Academic vocabularies are relating to a college, academy, school, or other educational institution, these kind of vocabularies are pertaining to areas of study that are not primarily vocational or applied, as the humanities or pure mathematics.

2.5.7 Technical words

“...words that are very closely related to the topic and subject area of the text”.

2.5.8 Low frequency words

“...a very large group of words that occur very infrequently and cover only a small proportion of any text”.

Aeborsold J. A. and Lee Field, M (1997:139) Classified Vocabulary into two terms of active and passive vocabulary as the following:

2.5.9 Active vocabulary

“Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with

collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.'

2.5.10 Passive vocabulary

“Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive Vocabulary. Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.”

Folse (2004:41) divided the kinds of vocabulary into five divisions:

- Single words (cat, happy)
- Set phrases (up and down, it's up to you)
- Variable phrases (it has come to my/our attention)
- Phrasal verbs (put away)
- Idioms (it's raining cats and dogs)

2.6 Vocabulary learning strategies (VLSs) and language learning strategies (LLSs).

2.6.1 Overview

Vocabulary learning strategies considered to be a crucial factor contributes positively on language learning in general and vocabulary acquisition in particular as many scholars suggested that Vocabulary learning strategies (VLS) are intuitively appealing to teachers and learners, there are many types of vocabulary learning strategies the researcher will shed the light for some of the most effective strategies , the main purposes for vocabulary learning strategies are to help both EFL teachers to achieve effective learning objectives and EFL learners to encourage them to be more successful learners, moreover vocabulary learning strategies help EFL learners to be aware and more selective by allowing them to

choose the right strategy that they can use even when they leave language classroom, in the same respect Ahmed (1989) clarified that “ research which has increasingly focused in the learner`s active role in the learning process, has shown that successful vocabulary learners are active vocabulary users who are conscious of their learning, while unsuccessful learners display little awareness of making connections with the new target word”. In the other words Cohen (1987 a) indicates that “ the goal of instruction is to assist learners in becoming more effective learners by allowing them to individualize the language learning experience and to facilitate their awareness of the broad range of strategies that can be used in the learning process”.

As has been noted that vocabulary learning plays a significant part of language learning, the researcher would like to review some definitions and shed some lights on a related points of (VLSs) because it gives the background and clarify the relations and the links to language learning strategies (LLSs) in addition to that, it increases interest toward language learning.

Generally speaking about the definitions of language learning strategies Nunan (1999:171) stated that “Strategies are the mental and communicative procedures learners use in order to learn and use language”. Ellis (1997: 76-77) defined language learning strategies as “particular approaches or techniques that learners employ to try to learn a second language”. Cohen (1990:4) stated that “learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language”

One of the most applicable definitions which have been cited most frequently was provided by Oxford (1990:8). She defines language learning strategies as “specific actions taken by the learner to make learning easier, faster, more

enjoyable, more self-directed, more effective, and more transferable to new situations”. According to Rubin (1987: 22) has defined language learning strategies as “strategies which contribute to the development of the language system which the learner constructs and affect learning directly”. O’Malley and Chamot (1990:1) said about language learning strategies that “the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information”

Language Learning strategies have been described by Wenden and Rubin, (1987:19) as “any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information” Richards, Platt and Platt, (1992:209) was argued that “learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information”.

From the definitions and goals of language learning strategies, one can notice that language learning strategies are any set of actions, plans, tactics, thoughts, or behaviours that language learners have made use of to help them to facilitate the comprehension, storage, retrieval, and use of information. Besides the definitions of language learning strategies, the features of language learning strategies are also worth discussing as they may share some common characteristics with vocabulary learning strategies. Oxford (1990:9) proposed features of language learning strategies as clarified in the table below:

Table (2:5) Features of language learning strategies

Language learning strategies
<ol style="list-style-type: none">1. Contribute the main goal, communicative competence.2. Language learning strategies allow learners to become more self-directed.3. Expand the role of language teachers.4. Are problem-oriented.5. Are specific actions taken by the learner.6. Involve many aspects of the learner, not just the cognitive.7. Support learning both directly and indirectly.8. Are not always observable.9. Are often conscious.10. Can be taught.11. Are flexible.12. Are influenced by a variety of factors.

Source Oxford (1990:9)

There are many and various classifications of language learning strategies Oxford (1990:16) classified language learning strategies into several categories, She distinguished between the direct and indirect strategies. She added that direct strategies contain “Memory”, “Cognitive”, and “Compensation” strategies while indirect strategies include “Metacognitive”, “Affective”, and ‘Social” strategies. Each of these is divided into a number of subscales. These Classifications can be shown on the following diagrams:

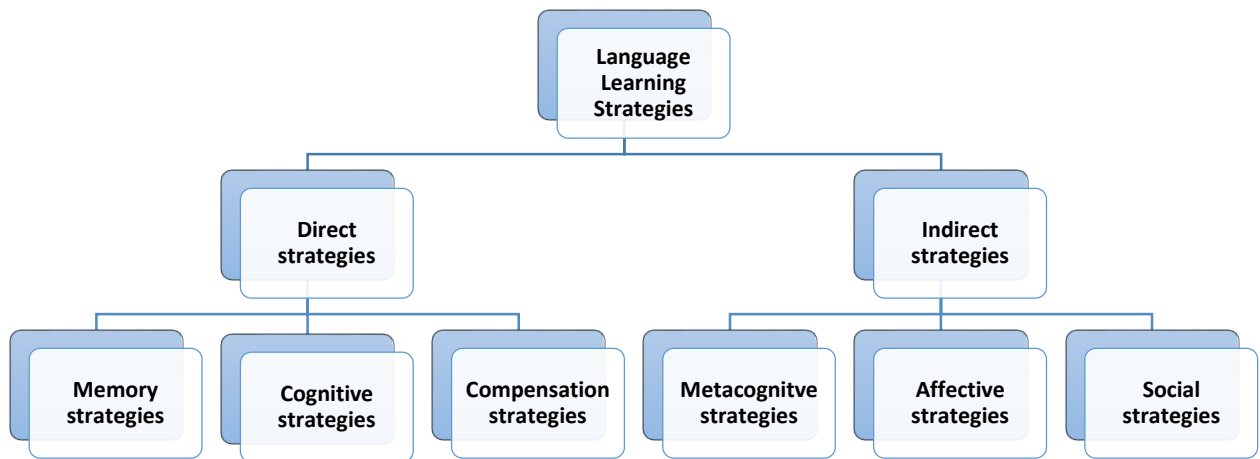


Figure (2.4)

The following Tables explain Diagram of the strategy system showing, six groups and 19 sets (source: Oxford (1990:17))

Direct strategies

Table (2:6). (Oxford, 1990, p.18)

I. Memory strategies	A. creating mental linkage	a. grouping b. associating/ elaborating c. placing news words into a context
	B. applying images and sounds	a. using imagery b. semantic mapping c. using keywords d. representing sounds in memory
	C. reviewing well	a. structured reviewing
	D. employing action	a. using physical response or sensation b. using mechanical techniques

Table (2:7) Oxford, (1990:19)

II. cognitive strategies	A. practicing	<ol style="list-style-type: none"> 1) Repeating 2) Formality practicing with sounds and writing systems. 3) Recognizing and using formulas and patterns. 4) recombining 5) practicing naturalistically
	B. Receiving and sending messages	<ol style="list-style-type: none"> 1) Getting the idea quickly 2) Using resource for receiving and sending messages
	C. Analyzing and reasoning	<ol style="list-style-type: none"> 1) Reasoning deductively. 2) Analyzing expressions. 3) Analyzing contrastively (across languages) 4) Translating 5) Transferring
	D. creating structure for input and output	<ol style="list-style-type: none"> 1) Taking notes 2) Summarizing 3) highlighting

Table (2:8)

III. Compensation strategies	A. guessing intelligently	<ol style="list-style-type: none"> 1. using linguistics clues 2. using other clues
	B. overcoming limitations in speaking and writing	<ol style="list-style-type: none"> 1. Switching to the mother tongue 2. Getting help 3. Using mime or gesture 4. Avoiding communication partially or totally. 5. Selecting the topic 6. Adjusting or approximating the message 7. Coining words 8. Using a circumlocution or synonyms

Indirect strategies

Table (2:9). (Oxford, 1990, p.20)

I. Metacognitive strategies	a. Centering your learning	<ol style="list-style-type: none"> 1. Overviewing and linking with already known material 2. Paying attention 3. Delaying speech production to focus on listening
	b. Arranging and planning your learning	<ol style="list-style-type: none"> 1. Finding out about language learning 2. Organizing 3. Setting goals and objectives 4. Identifying the purpose of language task (purposeful listening/reading/speaking/writing) 5. Planning for language task 6. Seeking practice opportunities
	c. Evaluating your learning	<ol style="list-style-type: none"> 1. Self-monitoring 2. Self-evaluating

Table (2:10). (Oxford, 1990, p.21)

ii- Affective strategies	a) Lowering your anxiety	<ol style="list-style-type: none"> 1. Using progressive relaxation, deep breathing or mediation 2. Using music 3. Using laughter
	b) Encountering yourself	<ol style="list-style-type: none"> 1. Making positive statement 2. Taking risk wisely 3. Rewarding yourself
	c) Taking your emotional temperature	<ol style="list-style-type: none"> 1. Listening to yourself 2. Using checklist 3. Writing language learning diary 4. Discussing your feelings with someone else

Table (2:11). (Oxford, 1990, p.21)

iii- Social strategies	A- Asking questions	<ol style="list-style-type: none"> 1- Asking for clarification or verification 2- Asking for correction
	B- Cooperating with others	<ol style="list-style-type: none"> 1- Cooperating with peers 2- Cooperating with proficient users of the new language
	C- Empathizing with others	<ol style="list-style-type: none"> 1- Developing cultural understanding 2- Becoming aware of others thoughts and feelings

Rubin's (1987) Classified Language Learning Strategies, he allocated a great deal of effort in the field of language learning strategies, made a distinction between strategies contributing directly to learning and those contributing indirectly to learning Direct strategies include metacognitive and cognitive strategies and indirect strategies include communicative and social strategies. According to Rubin, there are three types of strategies used by learners that

contribute either directly or indirectly to language learning. They are: A. Learning Strategies, B. Communication Strategies, and C. Social Strategies.

The above arguments explained the importance of language learning strategies its key features are explained, and almost overall strategy classification system presented, as previously stated that there are many language learning classifications, but seems that the most inclusive classifications of language learning strategy provided by Oxford (1990) as clearly shown in the previous tables which indicate how six strategy groups are subdivided into a total of 19 strategy sets then subdivided for the second time into the entire learning strategy system, including 62 strategies.

Regarding a definition of vocabulary learning strategies (VLSs), generally Vocabulary learning strategies (VLSs) are steps taken by the language learners to acquire new English words. . There are many different definitions of VLSs. For example, Rubin (1987: 29) defines lexical strategies as “the process by which information is obtained, stored, retrieved, and used.” Takač (2008: 52) explains that VLSs are “specific strategies utilized in the isolated task of learning vocabulary in the target language.” Further, Catalán (2003: 56) sees VLSs as “knowledge about the mechanisms (process, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode.”

According to Nation (2001), vocabulary learning strategies are defined by the following important features:

- (1) They involve choice;
- (2) they are complex, i.e. consisting of several steps;
- (3) they require knowledge and benefit from training; and
- (4) They increase the efficiency of vocabulary learning and use.

2.6.2 Classifications of Vocabulary learning strategies

There are many and various taxonomies of language learning strategies. The researcher will review some of them.

Vocabulary Learning Strategy taxonomies (taxonomy of kinds of vocabulary learning strategies) by Nation (2000:353), he offered a classifications of vocabulary learning strategies, which can be divided into three main categories. The Planning category, The Sources category, and the Processes category. From the features of the above mentioned categories of vocabulary learning strategies, they could be assumed that vocabulary learning strategies proposed by Nation (2000: 353) involve both cognitive and metacognitive strategies. These classifications were set together then classified general categories of strategies as follows:

Category 1: Planning: (Choosing what to focus on and when to focus on it)

- Choosing words;
- Choosing the aspects of word knowledge;
- Choosing strategies; and
- Planning repetition

Category 2: Sources: (Finding information about words)

- Analyzing the word;
- Using word parts;
- Learning from word cards;
- Using context;
- Using a dictionary;
- Consulting a reference source in L1 and L2; and
- Using parallels in L1 and L2

Category 3: Processes: (Establishing knowledge)

- Noticing;
- Retrieving; and
- Generating

Vocabulary Learning Strategy Classification offered by Schmitt (1977: 207-208) has developed a classification of vocabulary learning strategies depends on an extensive language learning strategies' taxonomy provided by Oxford's (1990: 16-21) (explained previously), including Memory, Cognitive, Compensation, Metacognitive, Affective, and Social categories.

Schmitt divided strategies into two major classes: 1) strategies that are useful for the initial discover of a word's meaning, and 2) those useful for consolidating a word once it has been encountered. Based on strategies for discovering meaning, bilingual dictionaries, asking teacher for paraphrase/synonym, and analyzing pictures or gestures were the strong preferences. In terms of strategies for consolidating meaning, say new word aloud, written repetition, connect word with synonyms/antonyms, continue overtime, study spelling, take notes in class, and verbal repetition were preferred. The least helpful strategy of discover meaning is to skip or pass new word. The least helpful strategies of consolidate meaning consisted of image word's meaning, use cognates in study, keyword method, and image word form.

Cook (2001:66-73) identified two main categories for understanding and using vocabulary which include strategies for (getting meaning), and strategies for (acquiring words). EFL learners can get meaning of vocabulary items by guessing the meaning from context, using a dictionary, making deductions from the word form, and linking vocabulary items to cognates. They may acquire vocabulary items by repetition and rote learning, organizing words in their mind, and linking words to existing knowledge.

She classified vocabulary learning strategies into two main categories as follow:

Table (2:12)

<u>Category 1: Strategies for getting meaning:</u>	<u>Category 2: Strategies for acquiring words:</u>
<ul style="list-style-type: none"> • Guessing from situation or context; • Using a dictionary; • Making deductions from the word-form; • Linking to cognates. 	<ul style="list-style-type: none"> • Repetition and rote learning; • Organizing words in the mind; • Linking to existing knowledge

From the above discussions one can conclude that, there are Inter-relationships between VLSs and LLSs, i.e. 'Language learning strategies' form a sub class of 'learning strategies' in general whereas 'vocabulary learning strategies' constitute a sub class of language learning strategies. Oxford (1990) and Schmitt, (1997) who have acknowledged that in addressing vocabulary learning strategies, one should not lose sight of its correlation with language learning strategies. Nation (2000: 352) stated that “Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies”. Also the definitions of vocabulary learning strategy mentioned previously explained clearly that Vocabulary learning strategies stems from that for language learning strategies moreover a number of researchers asserted that VLS form a sub-class of framework for language learning strategies and for this reason are applicable to a wide variety of language learning (LL) tasks, sighting from the more remote ones, such as vocabulary, pronunciation and grammar to integrative tasks such as reading comprehension and oral communication.

2.7 Vocabulary presentations in locally published magazine authentic materials

This section will review selected lexical items in locally published magazine authentic materials mainly in (Sudan Notes and Records) and (Sudanese English

Daily papers – the Anglo-Egyptian Sudan). The ways or the methods of vocabulary presentation reflect the role of the teacher and vocabulary learning strategy and how the teacher present both the meaning and form of lexical items, here are some of the most important methods of presentation:

2.7.1 Presenting L2 item with its equivalent in L1.

“... The European quail, arriving in September and departing in March, known by natives as “Sammana” or “Firra” and the demoiselle Crane, whose arrival roughly synchronizes the advent of the quail, ... the natives known them as “Rahu”.

2.7.2 Presenting the Definitions

There are many types of definitions forms such as:-

2.7.2.1 Synonym

- Basir /hakiem

“The surgical procedures carried out by the man called “The basir” (lit .a skilled person). “Hakiem” were the wise men who compounded the mysterious mixtures that were prescriber for non-surgical cases”.

- Zar/dustur/rih ahmar

“Zar is the name given to the ceremony required to pacify spirit known interchangeable as “Zar”, “dustur” or “rih ahmar”.”

- Semin/dehin

“The coagulated fat (“semin” or “dihin”) from the milk is of considerable value”.

- Howdah/utfa/kujra/ mahmal
- Teirab/taqawi/bizra/seeds
- Rug/farwa
- Gungulais/tebeldi

2.7.2.2 Analytic definition

“Mushahara”, this term (derived from the Arabic “Shahar” =moon) was applied to all the apparently inexplicable ailments to which a pregnant woman was exposed, and which would cause a miscarriage or difficult birth, if not treated and dispelled at once.

2.7.2.3 Taxonomic definition

“Gurer” is alluvial land.

“Barjok” is a permanent land.

“Azaza” is a hard and red sandy soil.

“Badoba” is the cracked cotton soil.

2.7.2.4 Giving examples

There were three commonly-used types of amulets. The “Bakhra” was a piece of paper containing astrological formulas, which was to be burnt and then used as inhalant. The “hujab” was an astrological formulas written on a sheet of paper which would later be rolled up and covered with leather according to a certain design requiring the skill of the local saddler.

... The third kind of amulet was the “mihaya” this consisted of Qur’anic verses written with dura-can pen and an ink made from the soot of cooking-pots mixed with water and gum Arabic. The writing done on wooden table and then washed with water into a container.

Pottery in Sudan something like saqia-jars (“gadus”. Plural “gawadis”), water-jar or water vessel “zeirs” also called “taybar” plural “tawabir”, “warred” (used for bringing water from wells to the house), “Burma” and “gula”.

2.7.2.5 Giving Full definition

“Nafir” in southern kordofan and the Nuba Mountains and in other parts of the Sudan, there exist a system of cooperative farming known generally as the nafir from the Arabic word “nafar” which has among its meaning that of a tribe

combining to resist invasion or to perform any communal service. Within a village, individual cultivators agree to assist one another in turn, particularly in the period of hoeing by arranging to meet and work together on one another`s plots. The host provides food for his guests and a dreary and often otherwise lonely work is rapidly completed in an atmosphere of cooperation and good cheer.

“Fazah” the word is derived from the Arabic root faza which denoted communal gathering in face of danger. is a crowd of neighbors is summoned in to help, the fazah does not receive any pay or wages but is supplied with food and drink. The concept of fazah also applied to the duty done by the students of “fekki” – the religious teacher, this duty is gathering of firewood for “the khalwa”- the Quran School.

“Hinna” leaves come from Damer, where the shrub is small and the leaves tinny. When dried, pounded and mixed with water it make a thick paste which, when applied to the skin, stain it dark-brown. It must stay on about two or three hours till the required color is attained. The ordinary hinna found in Omdurman stains the skin a bright orange-red. Usually the palms of both hands, and the nails and soles of both feet are stained. The common explanation of the use of hinna is that it is supposed to cool the skin and make it soft, especially on the feet. Before the Mahdia girls never used to use hinna .it was reversed for the use of the married women and the new bride before her wedding.

2.7.3 Context presentation

This teaching technique help students to learn collocation and also it assist them to group lexical items into a sentences, to present lexical items through contexts Takač (2008:20) advised that “The teacher creates a situation (a sort of a scenario) in which he or she clearly contextualizes the lexical item. The context can be given in one sentence only, but the teacher can also give several sentences in which

the word appears. Learners then guess the meaning on the basis of the cumulative effect of the sentences”. For example:

- Recite the fatiha
- Beat nugarah/nahas
- Drumming shatam
- Utter zagarite
- The teacher also can create a situation of keeping count a rosary of thousand beads “sibha alfiya” ...etc.

2.7.4 Attaching the meaning to real objects or phenomena

“It includes procedures such as demonstration, realia and visual aids, which at the same time serve as cues for remembering lexical items. These actions are even more effective if supplemented by, for example, a verbal definition, not only because it reduces the possibility of incorrect guessing, but also because it results in ‘dual encoding’, i.e. linguistic and visual storing of information” (Nation, 2001).

To explain this teaching strategy, the teachers can demonstrate to their students by using visual aids, for example using pictures or any other visual aids to illustrate nomad house as it described in the articles of Sudan notes and records, how it constructed and what the component parts of this house. It consists of finely brush-matting which form the inside roof of the house. It stretches between the two extreme supports and it covered by coarsely woven mat. The side walls usually of “shamlas” blankets woven of goat hair and sheep`s wool. The east wall is customarily a gray shamla of sheep`s wool and the back-wall is a black shamla of goats hair. Furniture is of the simplest; small bed of finely split date-palm fronds which lies over the large bed. There are usual camel trappings, water-skins, milk-skins, bowls, coffee utensils and occasionally leather work decorated with cowrie shells.

The above example can also be illustrated by video as another sort of visual aids, teacher can film a brief video clips and present it to his students. Video considered one of the most useful visual support, is a rich source of support, it can be applied to illustrate different vocabularies related to our real local objects, for example teacher can film a video to explain saqia “water-wheel” which found in different parts of northern Sudan, the students after illustration will be able to know what saqia is, what is its function, what are the component parts of saqia and all lexical items related to saqia.

There are many materials in (Sudan Notes and Records) and (Sudanese English daily papers – the Anglo-Egyptian Sudan) described many kinds of trees that found in Sudan , to demonstrate these realia it is better to use pictures which is very useful to illustrate the different kinds of trees in Sudan and can be supplemented by its scientific verbal definition such as the “sidi” tree – zizyphus, the “laot” tree as acacia nubica, “tundub” capparis aphylla, the “sunt” tree as mimosa-acacia nubica, “haraz” (acacia –albida), Aradeiba tree as tamarind, “tebeldi”(baobab) heglig in addition to the date palm and dom tree (is a kind of palm)– hyphaene thebaica and the Sudan ebony (" Babanus," Dalbergia melanoxyton).

There were many notes written on the birds of Sudan, they are described their various species. Pictures are very useful to clarify and demonstrate these kinds of the birds; pictures are assisting Sudanese EFL learners to know their different names as it known by the natives. For example presenting spur-winged plover pictures “the natives know it by the name of “sugud”” also there is the sand-grouse bird known locally as “gata”, pictures also can help Sudanese EFL learners to know and differentiate between Sudan dove, there are five species of Sudan dove occur- the long-tailed dove, turtle dove, rose-grey dove, debbas dove and laughing dove. The native designate them all alike as “gimri”. The goertan or Nubian woodpecker the native name locally is onomatopoeic word “kurukuru”. The

lappet-faced vulture, known by the various names as “nisr”, “rakham” or “sugur”. Cattle egret bird known by natives as “Tier elbagar”. Brown-neck raven or white-billed crow as “ghurab”. Abdin`s stork known as “simbiriya”. Marabou native name it as “Abu sin”. Sacred ibis its native name “abu mangil” in addition to the waterfowl that existed in Sudan for example there are different species of “Batt” as it named by natives such as pochard (a diving duck, the male of which typically has a reddish-brown head and a black breast). Tufted duck (*a Eurasian (of mixed European (or European-American) and Asian parentage)* freshwater diving duck with a drooping crest, the male having mainly black and white plumage). Shoveler which is a dabbling duck with a long broad bill and pintail is mainly migratory duck with a pointed tail another kind of aquatic birds known by natives as “wizz” also there are different species in Sudan such as spur-winged goose, Ruddy shelduck, white-face whistling teal and fulvous whistling teal.

It is very important to explain a notable point related to the bird`s species existed in Sudan that, the natives indicated to all birds in Sudan usual and common terms as “sugur” and “asfur” which indicate nothing more than its size in addition to describing all waterfowl as “Batt” so the using picture will play important role as demonstrative and illustrative visual support.

2.7.5 EFL learners presentation`s involvement

An active involvement of EFL learners in presentations can be applied to the all teaching strategies mentioned earlier for example connecting or presenting the meaning to real objects or phenomena strategy, active involvement can be applied by using pictures and this is explained by Takač (2008:20)that “The teacher encourages EFL learners to discover the word`s meaning from its parts or by elicitation: for example, the teacher shows a picture and invites learners to supply a word, or the teacher gives the word but invites learners to give its definition or synonym”. Using this strategy will assist EFL learner generally and Sudanese EFL

learners in particular to discuss vocabulary and clarify it and relate it to its accurate meaning, for example vocabulary related to the trees as it described in (Sudan notes and records) and (Anglo-Egyptian Sudan), when teacher shows a picture of “the sidr” tree he or she can allow the learners to discover its fruit which is “Nabak”, sun picture also aids student to know “garad pod”. Vocabulary can be discussed also when presenting “the baobab tree” the discussion will be around its new shoots “Tarag” which appear in the early rains make a good salad when mixed with “simsim” oil while the pith from the fruit itself, known as “gungulais” is eaten in the early winter moreover another vocabulary discussion about “the lalob tree” its fruits, its kernel.

From the above discussion related to Active involvement of EFL learners in presentations, one could say that this strategy will increase Sudanese EFL learner`s interaction, their background experiences, active engagement, vocabulary development and the important outcome is achieving Learner`s motivation.

In addition to above discussed teaching strategies there are other teaching strategies assisting EFL learners to establish connection between meaning and form in addition to the need of EFL learner`s encouragement to focus on the orthographic and phonological form of the word, This in turn means drawing learners' attention to the way the word sounds, in this context Takač (2008:21) explained that “Furthermore, in order to establish a connection between meaning and form learners need to be stimulated to attend to the orthographic and phonological form of the word as well”. The following are some of the ways in which the form can be presented:

2.7.6 Graphic form Presentation

The aim of this strategy is to help EFL learners to notice the word form and connecting it to its meaning, the presentation of the graphic form can be through the use of color, flash cards, underlining the words or highlighting it, the

expressions or the words when written in such way it brings the learner`s attention. An example for word highlighting can be presented in the following article that was published in “Sudan notes and records” written by professor: Abdulla Eltyib

The “kujra” was a kind of howdah made from colored dom-mats, it was pitched round the bed and supported on frame of green date-palm branches.

Arches of such branches would be placed on either side of the “angarib” (bed). A sheet of expensive Indian cloth known as “surrati” would be spread as lining inside the “kujra” if available. Nowadays, curtain of “surrati” most often European make has replaced the traditional “kujra” in the town of Omdurman and the similar areas. Inside the “kujra” the “nafasa” (new mother) would lie covered with all necessary ornaments of the “jartig”. The tendency now in Omdurman is to make her look much as possible like a new bride. Her hair will have been done in the bridal fashion and she is then made to wear all her gold, and expensive “garmasis” of the wedding-night will cover her bed.

An example for word underlining can be presented in the following article that written by Abdulla Eltyib describing scars in Sudan, he said that:

There were two kinds of scars, homoeopathic and ornamental. The former were called “naddarat” (literally: scars). These were little cuts inflicted on the temples to relieve (or rather distract form) the pain caused by sore-eyes. The latter called “shulukh”, plural of the Arabic “shalkh”, which means origin. These were big cuts on the checks made horizontal or perpendicular according to traditional pattern. They appear to have been originally intended as tribal marks. But they acquired an important ornamental value in the case of girls, so much so that a girl who was not scared in her childhood, would in spite of the pain, demand to be scarred for the sake of beauty when she became conscious of these in her adolescence.

After highlighting and underlining the graphic form, it is very important to teach student the phonetics transcription and showing the stressed syllables of the

underlined and highlighted words in the text in addition to showing stressed syllables, then teacher pronounce the word several times, in the first time the students listen to the teacher after that they can repeat the word aloud (chorally or individually), in the end teacher should encourage the learner to pronounce the word and try to spell it, by doing the above activities (oral, listening, word formations drills) the students will be able to establish the connection between meaning and form.

2.7.7 Lexical items consolidation

The consolidation of the lexical items is a procedure or activity in which the teacher provides tasks to the learner in order to enable them practicing and connecting words in a various ways to motivate them in getting words back from memory, so they can use them for all language skills.

The following activities are some of the most frequently mentioned lexical items consolidating activities:

2.7.7.1 Word manipulation

This includes examples of tasks or activities such as matching words and their definitions, finding the odd one out. ...etc.

Table (2:13)

Matching words and their definition:

Word	Definition
Saqa	A water skin, made from cowhide
Jurab	Is a native saddle-bag
Abbali (abbala)	Camel men (owner of the herdsman)
Jammali (jammala)	Camel men (hired)
Hajjana	Camel troops
Jadwel	A water conduit
wasuq	Wooden instrument for leveling ploughed land, making
seluka	Dibbling stick
shaduf	Machine with bucket and counterpoise for lifting water
matmura	Pit for storing grain
Dangeil	Rust in wheat, etc
Sueid	Smut
damira	Flood season (August to October)
ashmeiq	Date fiber
gellaba	Petty traders

Finding the odd one out:

1/ in kordofan water stored in

- (a) Wells (b) fulas and lakes (c)tebeldi trees (d)matmura

2/ diseases among Baggara cattle are:

- (a) Rinderpest “abu dami`a” (b) food and mouth diseases “abu lisan”
(c) Abu shubabak (d) blood poisoning “abu tankal”

3/ apes and monkeys which abound in Sudan are:

- (a) Baboons (b) grivet (c) pata monkey (d) lemurs

4/ one of the following birds is less beautiful than other.

- (a) Hoopoes (b) golden orioles (c) shrikes (d) bee-eater

5/ the antiquities of the Sudan are grouped into following divisions”:

- (a) The pre-historic (b) Egyptian (c) the meroitic (d) Anglo-Egyptian

2.7.7.2 Integrating new words with the already known

Takač (2008:22) explained that integrating new words with the already known is “Activating linguistic pre-knowledge and knowledge of the world creates a link between new words and already known words. In the process of creating the links, new words become more meaningful and organized, and thus easier to learn” this can be achieved in different ways for example

2.7.7.3 Semantic mapping

Through this task learners are developing particular scheme of the lexis. They learn vocabulary in topical boxes, therefore they will know in which situation they can use a certain word, or which topic it is connected with. The task develops well by the means of word maps, word spiders or mind maps, e.g.

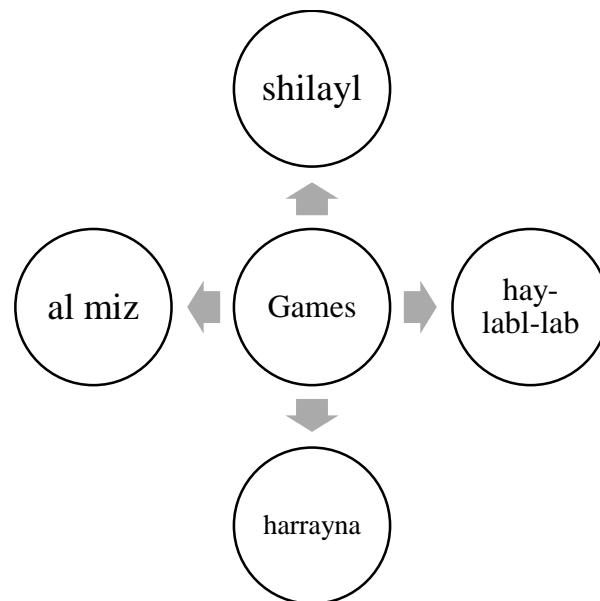


Figure (2.5)

2.7.7.4 Tasks for recalling words from memory

It is an attempt to retrieve the meaning of the word with the aid of the given form or vice versa, this task can be realized through a set of activities for instance

replacing the word with its synonym or antonym, giving a definition, translation, cross-word puzzles, etc. The most important one is giving a translation.

2.7.7.5 Using translation

There are many useful authentic materials in “Sudan notes and records” valid for the purpose of translation technique the teacher can present these materials to his/her students in order to help them to retrieve the meaning of the word for example the specimens of nursery lore, the researcher suggests that the Nursery rhymes are known to everybody even If are written or quoted in many different versions, these specimens are familiar to everyone. The following are samples of Nursery Rhyme:

Oh you going to the forests, bring me home a cow
With milk enough of ten; then milk her and give me my supper
In a china spoon. The spoon is broken,
Who will give me my supper? I went to the house of God,
I found the beloved of God, sitting on a stool
A grey pigeon before him, he feeds it on sugar,
Wish I had tasted it, I would have made the pilgrimage to the profit.
Other quite, gentle song sung to send child to sleep is a lullaby the following is an example:

Doha, oh Doha, Doha went to God`s house at Mecca, He brought me some cake
The cake is in the cupboard, the cupboard wants a key.
The carpenter has the key, the carpenter wants an adze.
The smith has the adze, the smith wants money.
The king has got the money, the king wants a bride.
The bride wants the kerchief, the baby has the kerchief.
The babies want milk, the cow has the milk.
The cows want grass; the grass is at the foot of the hills.

The hills want rain, Lord thou give rain.

Worth mentioning materials that are useful for translation technique, are the materials related to the famous songs or poems particularly which express a real events, for example the poem written by Hardallu abu sinn of shukria tribe, the background of the poem is that “Khalifa sent for Shukria to come into Omdurman to attend Id Ramadan. All came except Hardallu the brother of Abdilla who lives at Omdurman. He was in love with a woman in Rufaa and therefore did not obey the summons, but recited the following verses, which were repeated to the Khalifa, who was much pleased and held him excused” Amery (1958:446). This poem as follow:

My beautiful friend surpasses his superiors and his equals.

If the people of Abdilla saw him they would have excused me.

The reason which prevented me from attending the festival there was the necklace pendant on his breast.

What the people say is all nonsense.

The love of you rends the heart from the lungs.

The wounds (which you cause me) are like the game of the desert or the scared ostrich.

If they heal in the winter they will open again in the early rains.

Amery (1958:446)

The childhood games represent good examples for translation activity. Professor: Abdulla Eltyib noted that “the boys games were mostly of a leisurely nature” he wrote many articles in “Sudan notes and records” described these games for example, Almiz “the wicket”, Harrayna, this expression means we have become hot; in other words we are ready and well-prepared. Other most known game is “shilayl” this game was known among the ancient Arabs by the name of “udzaym

waddah” or the white bone. The Sudanese name “shilayl” is also Arabic derived from the root “shalla”, to scatter or chase.

A white bone would be shown to all the players until each was satisfied that he would be able to identify it. Then one of the boys would hold it in his hand and shout:

Where is shilayl?

And the others would shout back:

It was eaten by a brute

Then again he would shout,

Where has shilayl gone?

And again would reply

It was eaten by a crocodile.

Then he would throw shilayl (that is, the bone) into the air and all the players would run to find it. The first to find it would throw it the next time.

Another worth noting points regarding translation activities, are presenting folk stories and night entertainment as locally authentic sources, in Sudan, children were amused at night by their mothers and grandmothers, who told them stories and gave them verbal riddles to solve. All these called “huja” (wisdom). No doubt that the traditional ways of telling these folk stories, riddle or huja will also help Sudanese EFL learners to retrieve the meaning of the word from their memories.

There are some scientists pour scorns on translation in teaching vocabulary, Nation (2000:110) said that “Translation is often criticized as being indirect, taking time away from the first language and encouraging the idea that there is an exact equivalence between words in the first and second languages”. Other scientists viewed that using translation can cause some problems for teachers, and learners also, Gairns and Redman, (1986:75) said that “translating words into learner’s mother tongue can sometimes be difficult because for some English words it is not

always easy to find their exact mother tongue equivalents”. Folse (2004:64) writes e. Moreover, for Folse (2004: 64), there are words that can have more than one meaning (e.g. *state*), so it could be a problem for the ESL learners to find the right translation. Another disadvantage is explained by Bowen and Marks, (1994: 93) that many learners can become “over-reliant” on this technique and this “prevent them from experiencing the cognitive stage of discovering the meaning for themselves with the help of various clues”. Harmer, (1991: 162) added that “this method can be “too easy” for the learners”. And so they can become less motivated and less interested in the vocabulary learning. Bowen and Marks, (1994: 93).

On the other hand translation is not bad for EFL learners as it seems, Folse, (2004: 66-68) confirmed that “In fact, researches have shown that this is “a good and helpful” technique for learning new vocabulary”. He also points out that this is “a natural part of learning new words”. Nation (2000:567-568) said that “There is a general feeling that first language translations should not be used both in the teaching of vocabulary and in vocabulary testing. This attitude is quite wrong. Translation is one of a variety of means of conveying meaning that in general is no better or worse than the use of pictures, real objects, definitions, L2 synonyms and so on. Translation or the use of the first language may be discouraged because of political reasons, because teachers do not know the learners' first language, or because first language use is seen as taking away opportunities for second language practice. However, the use of the first language to convey and test word meaning is very efficient”. Some people arguing that, this technique is suitable for EFL learners, they think that translation is the quickest and easiest technique for presenting vocabulary. Folse (2004: 61) says that “it is the simplest of all.” Moreover, it provides the learners “instant information about the basic meaning of the foreign language word”. Bowen and Marks (1994: 93) also inform that “this method can be very effective for some learners”. Another advantage of translation

confirmed by Gairns and Redman, (1986: 75) that “it can avoid possible mistakes the learners often make when learning vocabulary, so called *false friends*”.

In order to overcome the challenges of translation as a technique in learning vocabulary, teachers when performing translation activity should keep in mind that, how to solve the problems that hinder the process of translation, for instance words non-equivalence problems.

Teachers when planning and teaching vocabulary by means of translation activity, they should keep in mind that there are many problems hinder the process of translation particularly when using authentic materials, for example words non-equivalence problems. Baker (1994: 20) explained that “non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text”. In the same context Baker (1994: 21) added that “The source-language word may express a concept which is totally unknown in the target culture”, i.e. L1 may contain a words express religious beliefs, which abound in the real life of Sudan for example “ the religious spiritual experiences that may be familiar in other parts of the Muslim world, such as the ecstatic state of (*gazb*), when person subjected to this condition is called (*magzub*) during such states of rapture the mystic may give utterances to sayings or verses which are unintelligible to those present: or may display knowledge or learning which he does not possess in his normal consciousness. This language called (*shatah*), In addition to the esoteric knowledge concerning divine mysteries or possessing control over nature are called (*karamat*)” or even native beliefs like “ (*the sibr*) which held in special purpose in different part of Sudan in addition to (*Mushahara*) which thought to be attack pregnant women” or may relate to social customs for example the words associated to the wedding customs in Sudan such as “*TheJartig, the Darira, The saira, The rahat, the Hadana, ... etc.*” or the words which express the concepts of Sudanese social customs linked to the pastoral and nomad tribes

especially (Baggara Tribes) such as “*the Dammar* which is the watering place, *the nashuge* which usually express a yearly migration to the north west. The source language also may include a words indicate to a Type of food like “kisra, balila, abre, farik”. These words constitute “culture-specific concepts” which express ideas unknown in the L 2 culture. Teacher should bear in mind also that he/she may encounter that L1 words express ideas that understood in the L2 culture but not added as a words, or set as phrases, or words patterns to L2, (that is not assigned or specified as a words but realized as a concepts in the target language) but conceived as a concept this case require paraphrasing with related words. Also teacher when using authentic materials to develop EFL student`s vocabulary, he/she importantly give a special attention to the differences of an expressive meaning of the words, the differences of words forms as well as the differences and frequency and purpose of using specific form, Baker (1996:25) explained that “English, for instance, uses the continuous -ing form for binding clauses much more frequently Than other languages which have equivalent for it”.

Another factor to consider is that, authentic texts include loanwords the thing that pose a special problem, it is very difficult to predict the words additional meaning.

Using translation for authentic texts, require teacher`s full vocabulary knowledge that based on authentic language in addition to teacher`s vocabulary problem solving skills particularly vocabulary nonequivalence problems, to achieve effective solutions, there are many strategies can be used to overcome word nonequivalence problem, firstly in the area of language cultural specific words or expressions, it is very effective to substitute L1(cultural specific words or expressions) with L2 words, taking into consideration the similar impacts of the EFL learners, this strategy enables EFL learners to recognize familiar and attractive concepts.

Another useful and effective strategy dealing with cultural specific items is the strategy of giving a borrowed words sometimes followed by short explanation, this explanation is very useful for EFL learner`s perception and understanding. When the item of L2 is lexicalized in the target language but in other form, the teacher should reword it with close item. And when the concepts of the source language are not lexicalized at all in L2 the teacher can use the same strategy adding independent or unrelated items. Sometimes Omission as a strategy in translation is required in case of expression or item conveyed the meaning, no need to distract EFL learners with long explanations. Sometimes translation by illustration is needed specially when using locally authentic materials in EFL learning. Illustration is useful technique especially when the texts are limited, short or concise.

Besides having non-equivalence problems at word level, another non-equivalence problem aroused at the level when words combined together to form a language, usually words combined together as “a repetitive patterns” in a systematic order to construct meaning. In this specific area non-equivalence problems aroused because the differences of lexical patterns between source language and target language in addition to meaning conveyed, the repetitive patterns in a language always deal with collocations, idioms and fixed expression.

Locally authentic materials “Sudan notes and records” and “Sudan English Daily paper” is imparting different types of fixed expression like native proverbs and phrases in addition to collocation and idioms.

Sudanese have a stock of proverbs; most of these proverbs are organized in rhyming forms. Sudanese proverbs laden with wisdom, cultural concepts, distinct sense of humor, folklore...etc. mostly are common native proverbs, other part regarded as Arabic speaking world, sometimes there is close links between Sudanese and Egyptian proverbs for example “he whose mother is naked is not

likely to clothe his aunt” charity begins at home. A similar Egyptian proverb is “if there is no oil in the house one cannot very well give it to the mosque”. Other example is “an old ape cannot learn to dance.” The same idea is contained in Egyptian proverb as “after his hair become gray they sent him to school” in addition to “A locust in the hand is better than a thousand flying things.” Similarly “a bird in the hand is better than ten upon a tree”. Some of Sudanese proverbs are derived from classical Arabic sources like “there is no need to teach an orphan how to weep”, “strangle your dog and he will love you”, “I will show you the stars at midday”, “their oil is in the recesses of their house”. Moreover there are many local native Sudanese proverbs such as “who has a little *belila* (millet soaked in water) can join the feast”, what behind the meaning of this proverb is that: if the neighbors met together for a dinner and who has a little to bring can join them with what he has to contribute in addition to Sudanese proverb “white wings, black house” means (all is not gold glitters) also “when the bull is down there are plenty of knives”.

Sudanese also have their own idiomatic expressions, somewhat different from the proverbs; Sudanese idioms have their deep meanings which are far from literal meanings. Idioms are frequently used in daily life in Sudan for example “Water does not fall from his hands!” in fact this idioms used to indicate parsimony in addition to “wear the clothes of the profit” this idiom can be explained as when someone is exculpated from the subject matters attributed to him, some Sudanese idioms derived from Islam such as “who drilled a hole to his brother, he fall in it” used to mean that, if a person makes an evil for someone, the evil will hit him.

In fact that, using collocation in Sudan often observed in fixed formulas, for examples congratulations, condolences and greetings formulas, some of collocations derived from religious or Arabic expressions for example familiar Sudanese collocation that means a home of good fortune and children “bait maal

wa eial” derived from the concept of familiar Arabic collocation which is “al maal wa al banoon” (wealth and children) in the same idea, Arabic idiom “bread and butter” ‘aish wa milh’ expressed in Sudan as “milh wa mullah”.

Regarding grammatical considerations when using translation as technique for authentic materials, there are grammatical challenges of equivalence, in the fact that grammar play an important role in (meaning), according to Halliday (1970) cited in Baker (1992:82) viewed that “language . . . gives structure to experience, and helps to determine our way of looking at things, so that it requires some intellectual effort to see them in any other way than that which our language suggests to us.” to give more explanations, Amery (1958) accounted many notes on the grammatical equivalent issues for example, Sudanese Expresses themselves when possible in verbs, giving also the preference to adjectives over substantives, thus, if he wished to say *'at the time of the rise of the river" they would say that “lamma yunaiyil el bahr”, other remark about the form of the verb is usually used instead of its derived form for instances (nakar), to deny instead of (ankar) , (himil) to suffer instead of (ihtamal), derived form of the verbs usually is used in frequent way as in the following example:

- (gassal), to wash, for (gasal)
- (Taffar), to jump, for (tafar)
- (baiyad) to lay eggs, for (baad)
- (shakkar) to thank, for (shakar)

Regarding (prefixes) Sudanese often used (bi) before the present tense (biyegi), for he is coming. Moreover Amery explained the use of the word (fog) to express "on" or "in" as the following:

“hua fog beitu”, means either "he is in" his house or "he is on" his house.

“fog el angarib”, means on the bed.

“fogkhashm el beit”, in the door-way.

“fogkhashm el bahr”, on the river bank.

One can noticed that, “fog” used to express (in the time of), (inside) also sometimes the tones of some words marked by the emphasis Amery (1985) explained that “The habit of giving emphasis or intensification to words by accentuating or dwelling upon certain parts of them, or by doubling a consonant or lengthening a vowel, is very common” he provided an examples as follow:

“Samih” (good) – “sammih” (very good)

“abiad” (white) – “abiad”(very white)

“azrag” (blue) – “azzirag” (very blue)

The differences explained above emerged from the fact that there is a diversity of grammatical categories across all languages as explained by Lvir (1981) cited in Baker (1992:85) “languages are differently equipped to express different real-world relations, and they certainly do not express all aspects of meaning with equal ease”. So there is no any theoretical, regular categories can suit all languages teacher should talk a consideration to the aspects related to grammatical issues when using translation for authentic materials.

2.8 Authentic materials, definition and description

The definitions of authentic materials contain a variety of explanations. Swaffar (1985) says that “an authentic text, oral or written, is one whose primary intent is to communicate meaning”. Nunan viewed that authentic materials will keep learners motivated and interested in language teaching due to material’s meaningful interactions he explained that “The use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. This authentic material helps bring the contact to life, and ultimately makes

learning and using language more meaningful, and, ultimately, easily for students” (1999. 212). using authentic materials in fact linked language learner with outside world and they bring reality to their classroom, in the same context Nunan (1995) emphasized that “Exposure to the authentic materials allows language learners to make contact with the real-life language” according to Singleton cited in Guariento and Morley (2001:347) said that authentic materials are “created to fulfil some social purpose in the language community in which it was produced”

Authentic materials have many Benefits for EFL learners; they develop intercultural communicative and language competence in different aspects as well as reminding learners that there is a real world community that functions exclusively through the use of the target language. Learners are exposed to the real use of language and they are immersed into the real world of the target culture while they are in the classroom. Authentic materials can help learners to extend their vocabulary and memorize them in a number of meaning recycling, moreover, authentic materials contain topics of interest to learners this objective can encourage reading for pleasure, especially if learners are given the chance to say something about their real life topics particularly social and cultural ones. At the end, the result that learners will be motivated and interested in language learning through these meaningful interactions with the materials, taking in consideration that a language learning goes beyond the knowledge of grammatical rules, effective language learning requires language users to know that culture of the language carry the meaning . Tomlinson (2012:161) supports and reports that several researchers “argue that authentic materials can provide meaningful exposure to language as it is actually used, motivate learners and help them develop a range of communicative competencies and enhance positive attitudes towards the learning of a language”. Moreover Gilmore (2007:103) argues that authentic materials include richer sample of the target language and can thus be

used in different ways in order to develop learner's communicative competence and their aimed language competence in general. Input has received considerable attention in the field of modality input in language learning due to the increase of using multimedia materials”.

In the light of the above ideas Martinez, (2002) summarized several benefits of using authentic materials.

- Students are exposed to real language
- There is factual acquisition from most of them
- Textbooks do not include inaccurate language
- Authentic materials may be inspirational for some students
- One piece of text may be used for various activities and tasks
- There is a wide choice of styles, genres and formality in authentic texts
- They can motivate students to read for pleasure

Although there are many advantages of using authentic materials, there are challenges. Gilmore (2007); Peacock (1997); Spelleri (2002); Tomlinson (2012) are summarized challenges associated with using authentic materials as below:

- The cultural content may seem too unfamiliar.
- The content may become obsolete too quickly.
- The language may be too difficult.
- The vocabulary may be too specialized.
- The grammar structures may be too complex.
- The preparation may require too much time.

Regardless of the challenges mentioned above of using authentic materials, if teachers are enthusiastic and take the advantage of the benefits and use them in a proper way and in sufficient quantities, they can motivate language learners, to overcome these challenges and succeeded, Gilmore (2007:112) recommended a

“careful planning, selection and sequencing of materials and tasks” also teacher must carefully select locally relevant authentic materials in order to expose their learners to familiar accessible cultural contents, it is very important also to facilitate and adapt authentic texts to suit learner`s skills. It is necessary that Teacher invite learners to participate in the process of selecting appropriate authentic materials, for instance they are asked to bring culturally pertinent topics, newspapers, labels, magazines and other locally relevant authentic materials to the classroom. Based on academic experiences, Teachers should discuss with learners all objectives and explore the different values of authentic materials and their connection with target culture aiming to enrich and promote EFL learning and teaching as well.

2.9 Related studies

This part is a review of some related studies deals with the topic authentic materials in different points of view, the researcher will summarize some of these studies in order to show how his study is different.

A. Local

Study (1) Ali (2017)

Researcher: Ahazeej Abdellateef Abdelkareem Ali

Title: Using Authentic Materials to Teach EFL Writing for the Work Place

(A Case Study; Third Year Students of Marketing at Sudan University of Science and technology (2015-2016))

Writing in English is a skill that is required in all professions. Students lack motivation and teachers face difficulties in finding effective materials to teach this skill. These problems could be solved through the use of authentic materials. This study aims to prove the effectiveness of using different types of authentic

materials to teach EFL writing for the work place at Sudan University of Science and Technology. The study was mainly experimental in nature. The sample consisted of 103 students studying marketing. Two instruments were used; (a) pre- and post-tests, and (b) interview with 15 teachers who teach ESP at three leading universities in Khartoum. The students of the experimental group were taught writing for the work place using different types of authentic materials and through authentic tasks while the students of the control one did not. The experiment lasted seven weeks. The result of comparing the results of the pre-test and post test revealed statistically significant differences between the performance of students before and after the treatment which indicates the improvement of the level of the students in the experimental group. The analysis of the interview with the teachers supported the results of the experiment and also indicated that authentic materials will solve the problem that is caused by unaffordable and expensive textbooks. Teachers also believe that using such materials motivate students and connect them to real world of language usage which creates sense of purpose for learning. The interview also proved that the absence of using authentic materials at tertiary level is due to the lack of training on how to use them among teachers. These results have verified the hypotheses of the study. The study recommended the use of authentic materials to teach writing for the workplace as well as the provision of training for the teachers on how to use them.

Study (2) Abd Allah (2014)

Researcher: Ahmed Hassan Abd Allah

Title: Using Authentic Documents in Teaching French as a foreign language in Sudanese secondary schools in Sudan.

The study aims to highlight the importance of using authentic documents as pedagogical tool in teaching French language to enhance Sudanese learner`s

French language skills at secondary school level. The researcher approved that the authentic document play essential roles in motivating, attracting and encouraging students to learn French language, those authentic documents contribute positively in the process of reinforcing all language skills in addition to real knowledge of cultural aspects.

The researcher used descriptive analytical method to achieve the objectives of the study, he used this method through the observations of student`s performance before and after using authentic documents and he conducted a questionnaire distributed to number of secondary school teacher. The main results of the study explained that using authentic documents increase French learner`s motivation and interest in addition to developing student`s linguistic and cultural skills.

Study (3) Elfil (2007)

Researcher: Amir Hamid Elfil

Title: The Effect of Introducing Traditional Story-Telling Technique in Teaching English Language for University Students.

The researcher aimed to promote authentic materials in English language teaching by using story-telling technique at university level in order to enhance the standard of English language, the researcher assumed that standard of English language is turning down due to obvious declining of English language at school level and this effect negatively the student who enter the universities, One of the researcher's assumptions of the decline in the language is the lack of motivation for both teachers and learners so implementing Story Telling Technique will solve the problem.

The researcher used pre-test and post-test analysis as a method to reach to the findings of the research, this method is carried out by implementing story-telling technique in experimental group while the absence of this technique on the controlled group to see the differences between the two groups.

Study (4) Mohammed (1999)

Researcher: AbuEl-Gasim Sabah Elsaïd Mohammed

Title: Authentic Materials and Course books: An Analysis of the course book used by Veterinary Science first year students at the University of Khartoum.

The study attempts to investigate the authenticity of the texts included in textbooks of first year students of Science with regards to first year students of Vet. At University of Khartoum. Two sets of formal interviews were administered. The first was the teachers at University requirements (AUR) who taught the book so as to find out the authenticity, relevance, and appropriateness of text to first year students of Vet. The second interview was carried out with the staff of faculty of Vet. In order to find whether the relevant resources of authentic materials are available, the type of authentic materials that could be used and to recommend some additional authentic materials. The interviewees were defined and the time spent in the interviews is recorded. The textbook is then, textually described. The study has come out with the conclusion that the texts in the book are not authentic and irrelevant to first year students of Vet. Moreover, the book doesn't prepare students for any target situation. The study also arrived at the conclusion that textbooks of Vet specialization as well as references are the sources of authentic materials .reading materials are the type of authentic materials that could be presented to vet. Science students. The study recommends some authentic materials to supplement the textbook with regard to first year Vet. Science students.

B. International

Study (5) Norafkan, (Canada) (2013)

Researcher: Mehran Norafkan

Title: learnability of cultural models through authentic materials: focus on metaphorical competence and conceptual fluency.

The aim of this study is to investigate the effect of exposure to authentic and computer assisted language learning-based English materials on Persian EFL learner`s metaphorical competence and conceptual fluency. The researcher divided the learners into two groups, control group used textbook-based materials whereas authentic materials used in the treatment class where the instruction conducted by trained native speakers through the mediation of computer-assisted language learning techniques. The researcher used questionnaires and pre-, post- and delayed post-tests as methods. The results of study showed at the post-test stage that the learners of treatment class their written and oral discourses had more improved level of conceptual skills and metaphorical competence after being exposed to authentic materials. Data analysis reflected the differences between the textbook-based and authentically-based approaches, delayed post-test data analyses explained the differences between the oral and written discourse, finally the study indicated to the relation of conceptual fluency and metaphorical competence as well as the development of each one influences the other.

Study (6) Gilmore, (England) (2007)

Researcher: Alexander Gilmore

Title: Getting real in the language classroom: Developing Japanese students Communicative competence with authentic materials

The study investigates the importance of authentic materials to develop Japanese learner`s communicative competences, it assumed that authentic materials provide a richer input and awareness-rising activities that would be able to develop Japanese learner`s communicative competence in (linguistic, pragmatic, socio-pragmatic, strategic and discourse competences).

The hypothesis was tested by eight pre/post- course measurements prepared to suit different aspects of Japanese Learner`s communicative competences or

language skills such as (Listening, Pronunciation, ‘C’-Test, Grammar, Vocabulary, Discourse completion task (DCT), IELTS oral interview, Student-student role-play. According to the qualitative results of the experiment, the researcher suggested that the authentic materials and their associated tasks, allowed learners to notice a wider range of discourse features than those generally available in textbook input. The thing that show the preference of using authentic materials over textbook by approving that learners found authentic materials more interesting, varied, challenging and meet their language needs. The qualitative results also demonstrated that the social goals often exceed the instructional goals in the classroom.

Summary of the chapter:

This chapter attempts to set up a literature review and Related previous studies, it focuses on several issues, the first part shed lights on words knowledge, word definitions, knowing word from different point of view, what is involved in knowing words, in addition to reviewing vocabulary knowledge from different perspectives which classify any relevant concepts of vocabulary, types of vocabulary, type of vocabulary learning methods and strategies (some of suitable vocabulary learning strategies which assist EFL learners in learning vocabulary). Generally saying it focuses on theoretical background of the vocabulary, word concepts to reflect the main focus of the study, In addition to analyzing presenting some of relevant articles of “Sudan notes and records” and “the Anglo-Egyptian Sudan” as well as the concept of authentic materials its definition and description.

The second part of this chapter focuses on related studies. This part deals with the study but from different points of view, the researcher summarized some of these studies in order to show how his study is different.

CHAPTER THREE

Methodology

CHAPTER THREE

METHODOLOGY

3.0 Overview

To test the hypotheses of the study mentioned in chapter one the researcher used many tools. A questionnaire was used to collect data from Teachers and learners in addition to pre-test and post-test for learners. The main purpose of pre-test and post-tests is to support the result of the questionnaires.

The researcher adopted the analytical descriptive methodological approach, it is most suitable for this study.

In this chapter the researcher will describe, analyze and then discuss the collected data, the chapter also discusses the following:

- Description of research methodology.
- Description of population and sampling.
- Description of the research tools.
- Description of the validity and reliability.

3.1 The sampling

3.1.1 Teachers

The total number of teachers that are participated in questionnaire are 51 teacher, they are teaching English language in different universities in Sudan, their general information are described below on tables, figures and followed by its descriptions as following:

1- sex :

Table (3.1)

sex	Frequency	Percentage
Male	37	72.5%
Female	14	27.5%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

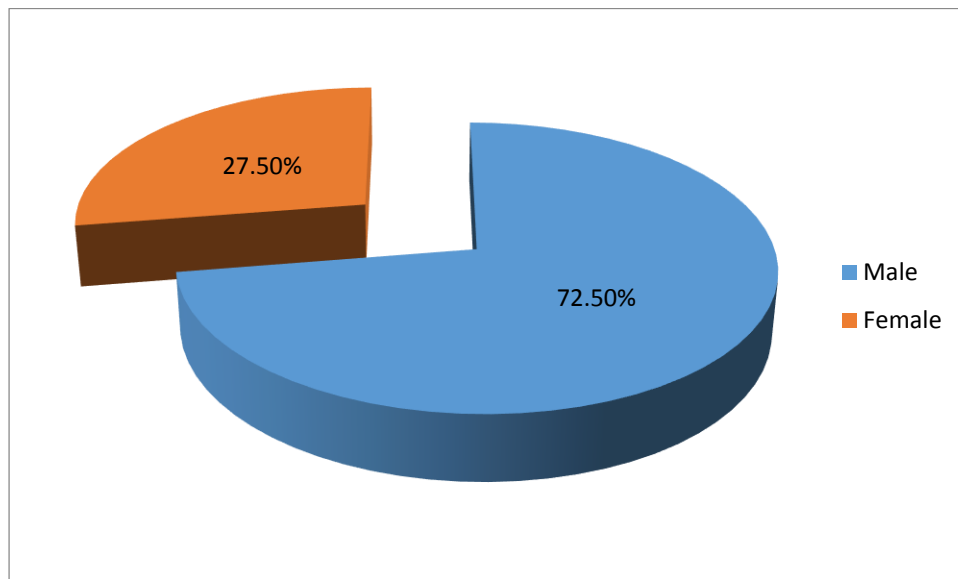


Figure (3.1)

From table (3.1) and figure (3.1) we note that the sex of the most individuals study are (Male) by (37) and with (72.5%), while the total number of whom sex is (female) is (14) with (27.5%).

2- highest degree earned:

Table (3.2)

	Frequency	Percentage
Bachelor`s Degree	9	17.6%
Master`s Degree	35	68.6%
PhD	7	13.8%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

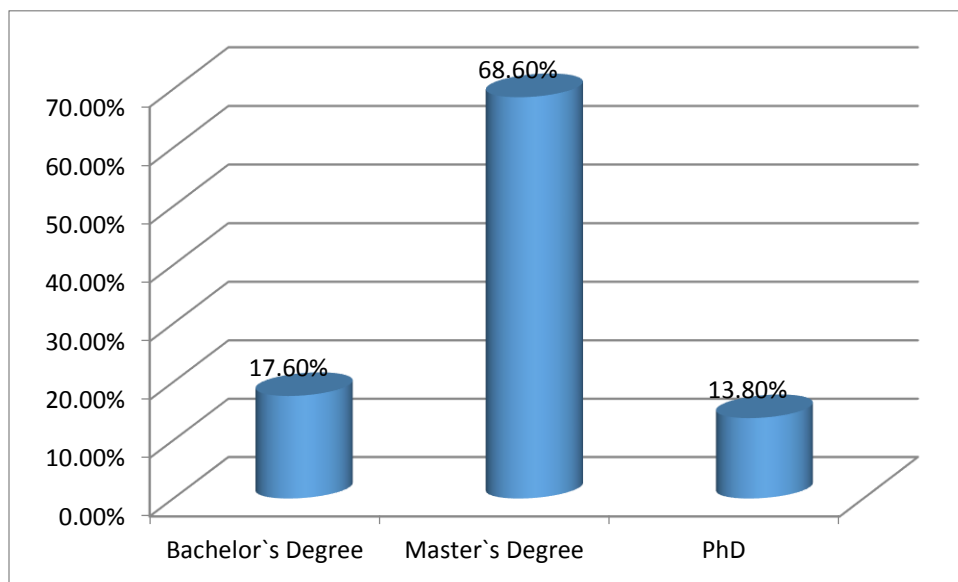


Figure (3.2)

From table (3.2) and figure (3.2) we note that the highest degree earned of most individuals study are (Master`s Degree) by (35) and with (68.6%), while the total number of highest degree earned is (Bachelor`s Degree) is (9) by (17.6%).

3- How many years have you been teaching English?

Table (3.3)

	Frequency	Percentage
One year	9	17.6%
2 – 5 year	20	39.2%
6- 10 years	9	17.6%
more than 10years	13	25.5%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

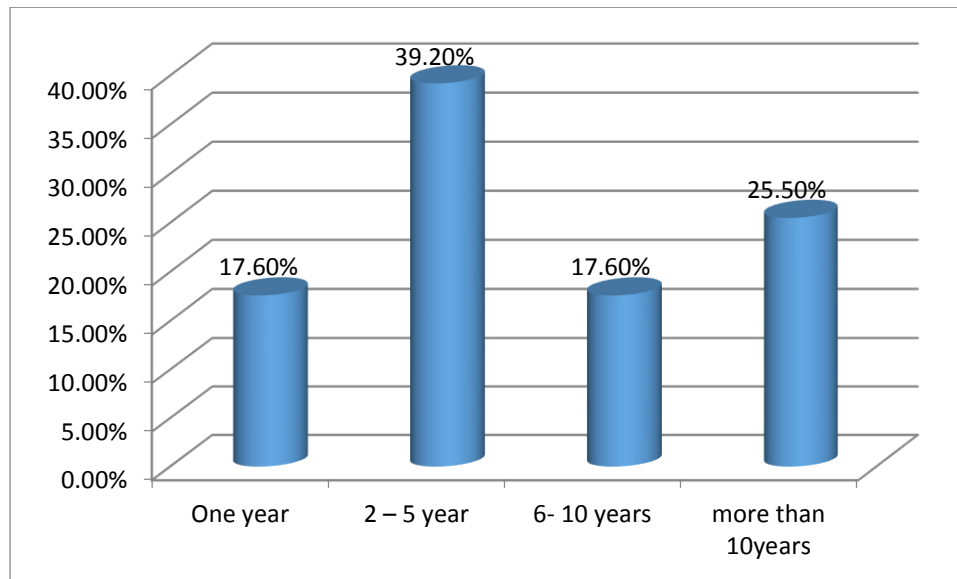


Figure (3.3)

From table (3.3) and figure (3.3) we note that the many years have you been teaching English of most individuals study are (2 – 5 year) by (20) and with (39.2%), while the total number of many years have you been teaching English is (more than 10years) is (13) by (25.5%).

3.1.2 Students

The total number of students who participated in questionnaire are 75 students are studying English language at the first university level most of them rated (51) are studying in Sudan University of science and technology other (13) students studying at Almughtribeen university and (11) students from Comboni college.

The number of student that participated in pre-test and post-test are 25 student From Sudan University of science and technology.

Generally saying that students are girls and boys they are came from different regions of Sudan with different cultural background.

3.2 Tools

3.2.1 The questionnaire

Questionnaires considered to be the most employed tools to collect data and information. Questionnaire collect a huge amount of information and provide direct data from respondents in a suitable time, The EFL instructors and EFL learners will be asked to express their views and ideas about a series of statements concerning Using locally published Magazines Materials to Enhance Sudanese EFL Learner's language competence in Vocabulary

If Both teacher`s and learner`s questionnaire are designed carefully and proved by their reliability and validity will give a direct positive and effective data.

Teacher Questionnaire was consist of 19 questions whereas Learner`s Questionnaire consist of 6 Questions, most of the questions intended to approve the hypothesis of the research.

3.2.2 Tests

Groot (2000:76) as cited in schemitt (2010:157) stated that “for measuring ... higher level of mastery, a test which asks testees to simply recognize a word and give its meaning is unsuitable, a test such as using cloze technique which measure testees ability to produce the word themselves, is much more valid for the purpose”.

The aim of tests was to reflect Sudanese EFL students' perception when they have pre-test and after post-test.

The pre-test is mainly based on the assumption of lacking local vocabulary knowledge before using authentic materials whereas post-test based on the assumption that students get benefits regarding local vocabulary development after having lessons using local teaching authentic materials.

The researcher noticed a negative attitudes of students before having a pre-test, the researcher thought in a motivation as the most important element in order to achieve the goals. Motivation was existed after having a lessons using locally published Magazines authentic Materials, it seems that they have a desire to learn more and more about locally authentic materials particularly cultural pertinent authentic materials, after that researcher keep advising them that such tests and lessons will help them to do better regarding local social and cultural matters.

3.3 Validity and Reliability

3.3.1 Pilot study

Nunan (1992) argued that “all research instruments should have a piloting phase”. A pilot study is described as a trial or standard scientific tool for research, allowing researchers to conduct a preliminary analysis before committing to a full-

blown study or experiment, the purpose of this trial is to revise and eliminate any ambiguous questions or statements that confusing respondents.

The researcher collected data, this phase actually was introduced by a preliminary step (pilot study). As it mentioned above, this pilot study PS was carried out in order to certify the efficiency of data collection mechanism. Moreover, it would assure the reliability of the test and questionnaire. The reliability of the test which concerns its consistency, consistency of results obtained and how accurately this test is designed. In addition to that, pilot study would illustrate the usability of the test, in terms of the objectivity and simplicity or difficulty of test items.

3.3.2 Questionnaire

The researcher firstly submitted the teacher`s and learner`s questionnaire to the academic referees and EFL specialists for more suggestions and viewpoints, actually their comments and modifications taken into account accordingly any vague or inapplicable statements were either modified or removed, the aim is to make the Questionnaire more reliable and valid after that, The researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

3.3.2.1 Reliability and Validity for Teacher`s questionnaire

Stability means that measure gives the same results if used more than once under similar conditions.

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

Validity is defined as the extent to which the instrument measures what it purports to measure. And calculate in many ways represents the easiest being the square root of the reliability coefficient

$$\text{Validity} = \sqrt{\text{Reliability}}$$

Table (3.4): Reliability and Validity (Teacher`s Questionnaire):

Questionnaire	
reliability coefficient	Validity coefficient
0.902	0.95

Source: prepared by researcher, using SPSS, 2017

Notes from the results table (3.4) that all reliability and validity coefficients for questionnaire is greater than (50%) and close to the one, This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

3.3.2.2 Reliability and Validity for learner`s Questionnaire

Stability means that measure give the same results if used more than once under similar conditions.

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

Validity is defined as the extent to which the instrument measures what it purports to measure. And calculate in many ways represents the easiest being the square root of the reliability coefficient

$$\text{Validity} = \sqrt{\text{Reliability}}$$

Researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Table (3.5): Reliability and Validity (learner`s questionnaire):

Questionnaire	
reliability coefficient	Validity coefficient
0.63	0.79

Source: prepared by researcher, using SPSS, 2017

Notes from the results table (3.5) that all reliability and validity coefficients for questionnaire is greater than (50%) and close to the one, This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

3.3.3 Test

3.3.3.1 The Description of test

The total Mark designated for test was 100 marks. Furthermore, the test was organized into five questions as follows.

Question (1) is a comprehension, students asked to read the passage carefully and answer the following questions. It is required respondents to put the words in its suitable place. This question, in part of it, deals with words' association such as (nouns, verbs, adjectives, adverbs...etc.). The total mark specified for the question is (20) marks, 2 marks for every correct answer.

Question (2) students asked to find the odd words out. In particular, this question handles the issue of choosing suitable words. The total number of items used in this question was (5), two marks for every correct answer.

Question (3). Matching words and their definition. This question is consisted of (15) different items. The total mark specified for the question is (30) marks, 2 marks for every correct answer.

Question (4) students were asked to re write the local proverbs in their correct forms. The total marks for this question was (20) marks.

In question (5) Guessing the meaning of the words by drawing a circle round the correct answer. This question is consisted of (5) different statements. The total mark specified for the question is 20 marks, 4 marks for every correct answer.

To ensure the validity of the test, it shown by a number of a university professors of English language to check the test and give suggestions accordingly test was revised and modified more and more in a different points in order to confirm test reliability and assess consistency.

Moreover, prior to the main study, a pilot study was conducted, with a group of 7 students who were excluded from the sample, to check the reliability of the pretest and posttests. Cronbach's alpha was calculated for all the questions. The total value for the control test was (0.763), while the alpha value for the experimental test was (0.652), which indicates that the questions were highly reliable.

3.3.3.2 Reliability Statistics of the test

Table (3.6)

	Cronbach's Alpha	Number of Items
Pretest	0.763	7
Post test	0.652	7

Table (3.7): Pilot Test analysis:

Questions	N	Minimum	Maximum	Mean	Std. Deviation
Q1	7	2.00	8.00	4.08	3.771
Q2	7	0.00	7.00	4.24	2.710
Q3	7	3.00	5.00	14.16	0.857
Q4	7	1.00	14.00	8.00	4.917
Q5	7	2.00	8.00	3.76	2.885
Q6	7	3.00	15.00	12.000	1.020
Q7	7	6.00	12.00	13.86	5.917
QT	7	27.00	40.00	49.85	17.36

Following the implementation of the pre-test and post-test, scores were calculated and analyzed by using the SPSS. The mean and independent sample t-test was used to compare the mean scores of the two groups. After that, the result of the group was calculated in terms of a percentage. Most of the students failed the test, the maximum score was 40 marks and the mean was (49.85). The researcher then selected the common mistakes in order to carryout in-depth analysis and highlighted the frequently occurring mistakes. The researcher then revised and checked the accuracy, usefulness and completeness of the data.

Summary of the chapter:

This chapter discussed the sampling of the study. The tools used to collect data, the validity and reliability of these tools and the procedure employed to elicit data.

CHAPTER FOUR

Data Analysis, Results and Discussions

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Overview

Previous chapter dealt with the description of the general methods of the research, and the steps taken in using the research tools. This chapter considered to be the practical phase of the research, the ultimate aim of this chapter is to present, analyze statistically and discuss the results of respondents. Eventually, the outcome of this will lead to the findings of the study obtained through data collection mechanism. The data was estimated using frequently counts in order to increase the precision of analysis, results were tabulated into quantified terms and converted into percentages.

4.1 Pre-test Analysis

This section will attempt to analyze and discuss the statistical results obtained from first level college of languages, Department of English language, the data gained from the responses of total sample of 25 students.

The tables and figures bellow will explain in numbers and percentages, the respondent`s answers to the statements related to this domain.

Statistical analysis used

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

- Frequency distribution of the answers.
- Percentages.
- Charts.

To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences.

Q1: fill in the blanks with suitable words from the box below:

1-

Table (4.1)

Answer	Frequency	percent
True	4	16%
False	21	84%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

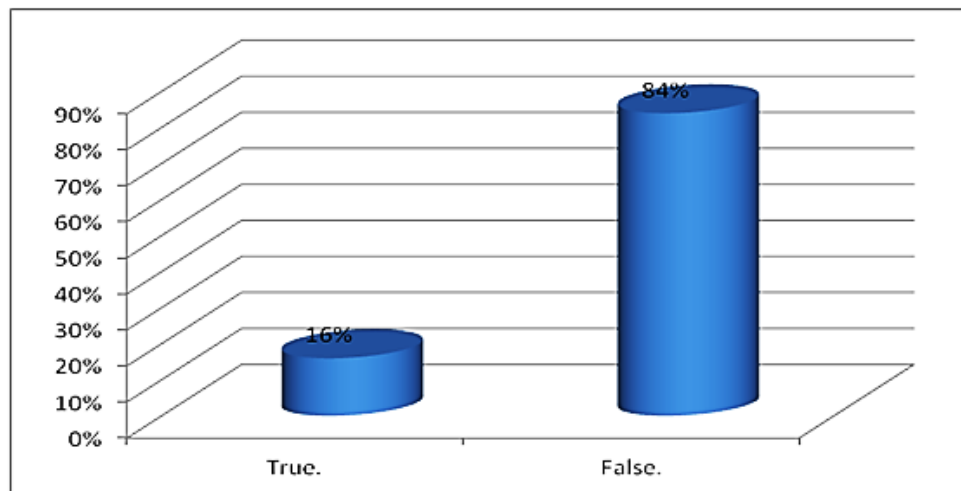


Figure (4.1)

From table (4.1) and figure (4.1) we note that the answer of most of the individuals study is (False) by frequency (21) with percent (84%) while the answer is (True) by frequency (4) with percent (16%).

2-
Table (4.2)

Answer	Frequency	percent
True	2	8%
False	23	92%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

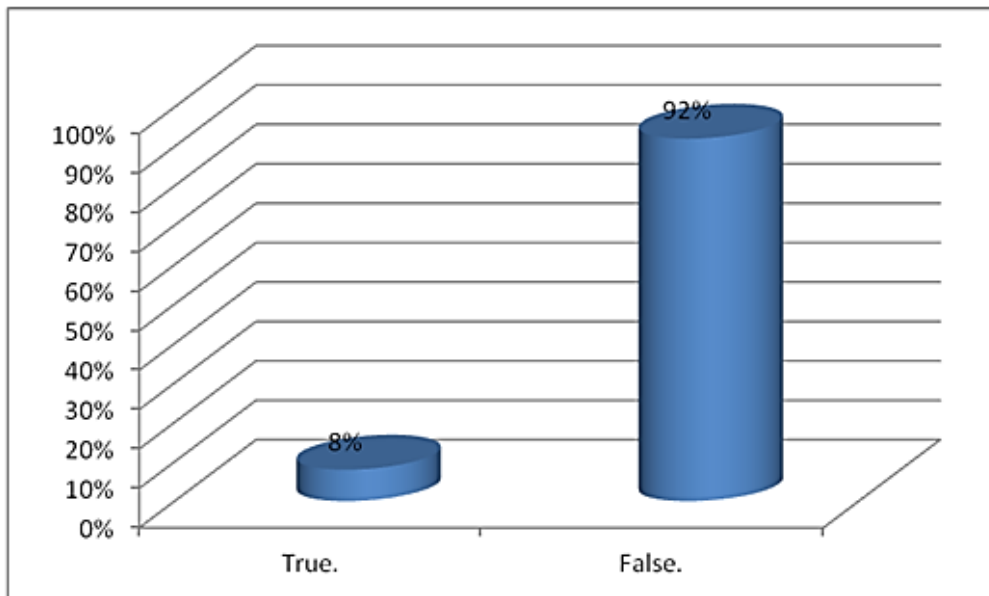


Figure (4.2)

From table (4.2) and figure (4.2) we note that the answer of most of the individuals study is (False) by frequency (23) with percent (92%) while the answer is (True) by frequency (2) with percent (8%).

3-

Table (4.3)

Answer	Frequency	Percent
True	5	20%
False	20	80%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

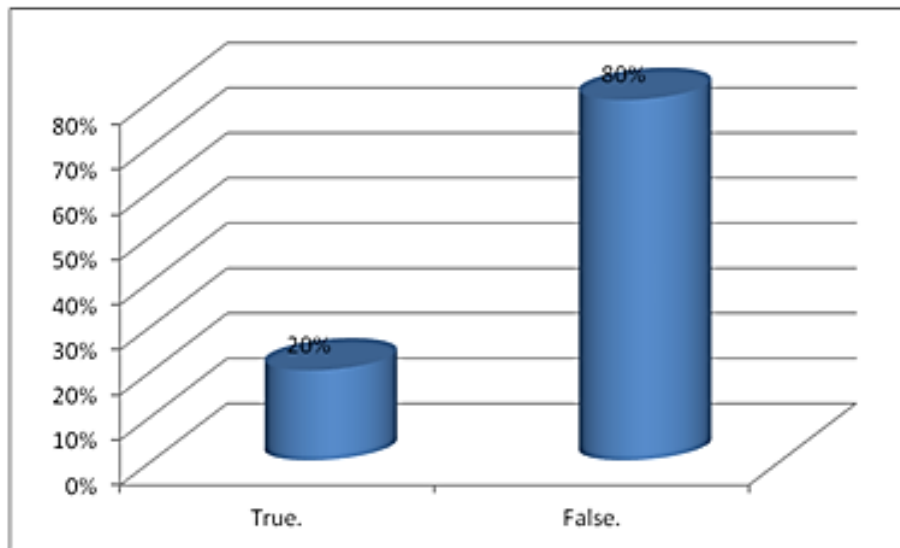


Figure (4.3)

From table (4.3) and figure (4.3) we note that the answer of most of the individuals study is (False) by frequency (20) with percent (80%) while the answer is (True) by frequency (5) with percent (20%).

4-
Table (4.4)

Answer	Frequency	percent
True	6	24%
False	19	76%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

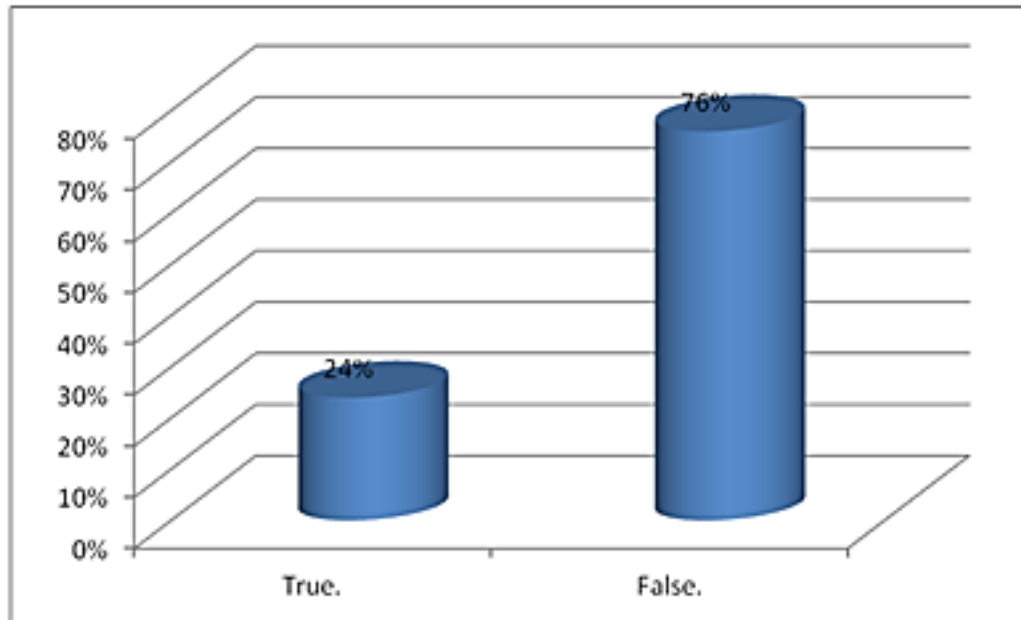


Figure (4.4)

From table (4.4) and figure (4.4) we note that the answer of most of the individuals study is (False) by frequency (19) with percent (76%) while the answer is (True) by frequency (6) with percent (24%).

5-

Table (4.5)

Answer	Frequency	percent
True	8	32%
False	17	68%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

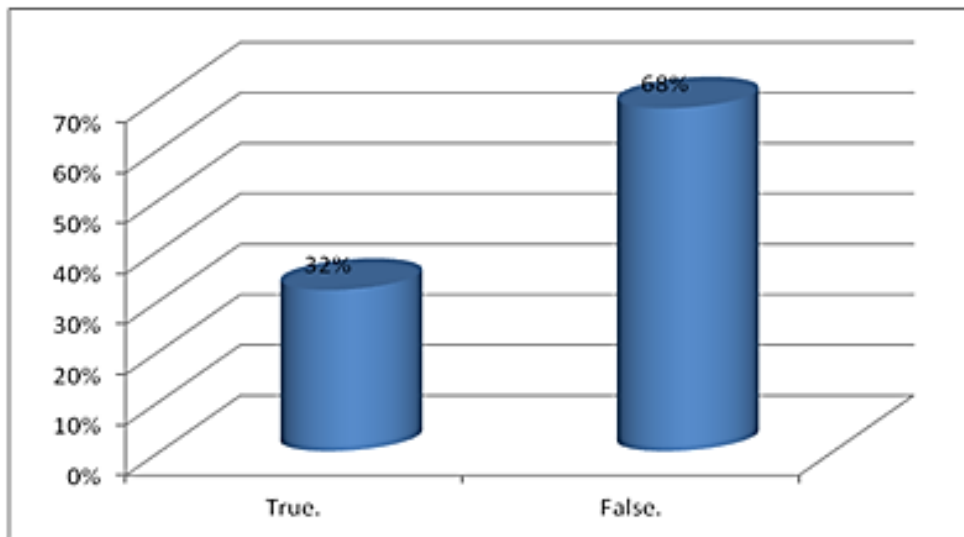


Figure (4.5)

From table (4.5) and figure (4.5) we note that the answer of most of the individuals study is (False) by frequency (17) with percent (68%) while the answer is (True) by frequency (8) with percent (32%).

6-

Table (4.6)

Answer	Frequency	percent
True	17	68%
False	8	32%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

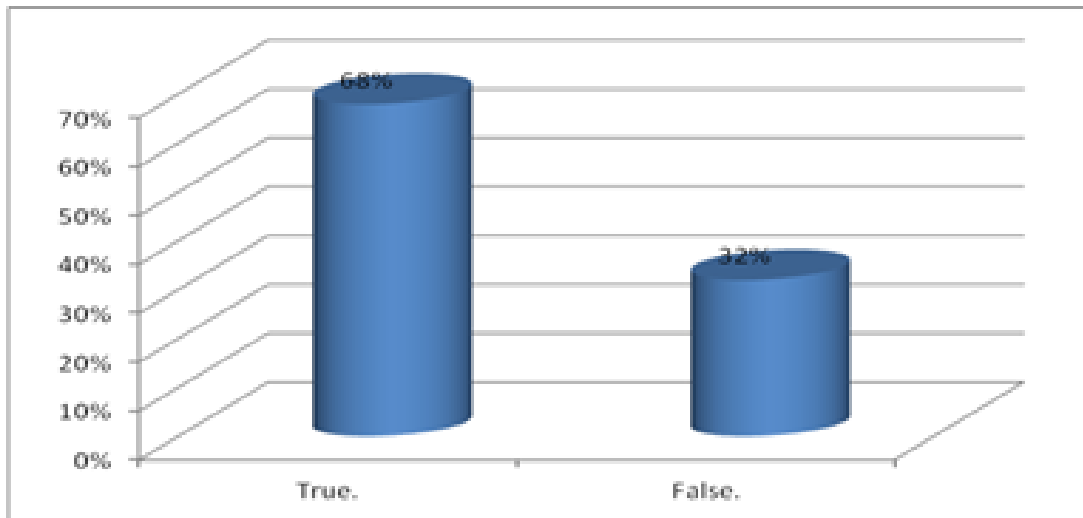


Figure (4.6)

From table (4.6) and figure (4.6) we note that the answer of most of the individuals study is (True) by frequency (17) with percent (68%) while the answer is (False) by frequency (8) with percent (32%).

7-

Table (4.7)

Answer	Frequency	percent
True	22	88%
False	3	12%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

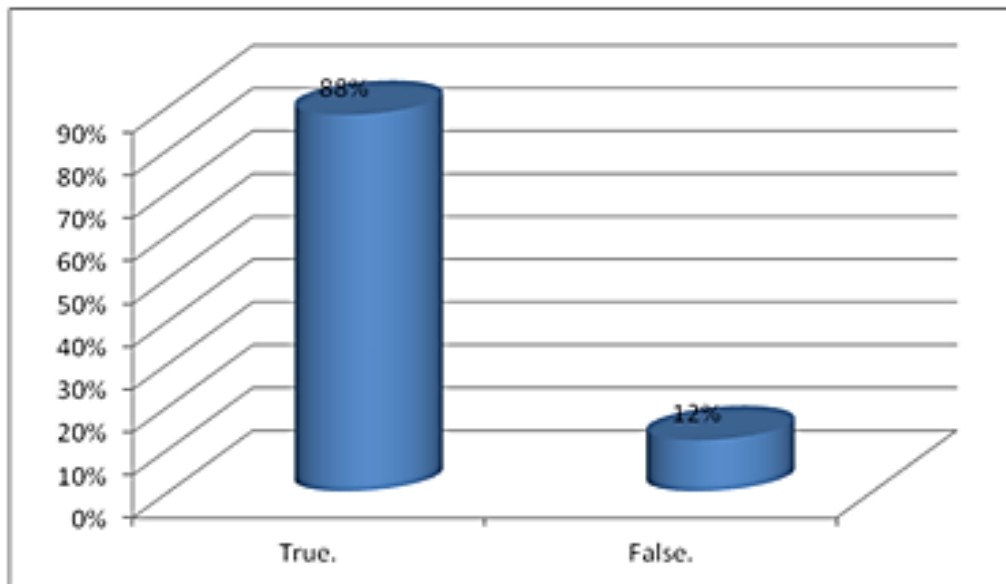


Figure (4.7)

From table (4.7) and figure (4.7) we note that the answer of most of the individuals study is (True) by frequency (22) with percent (88%) while the answer is (False) by frequency (3) with percent (12%).

8-

Table (4.8)

Answer	Frequency	percent
True	14	56%
False	11	44%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

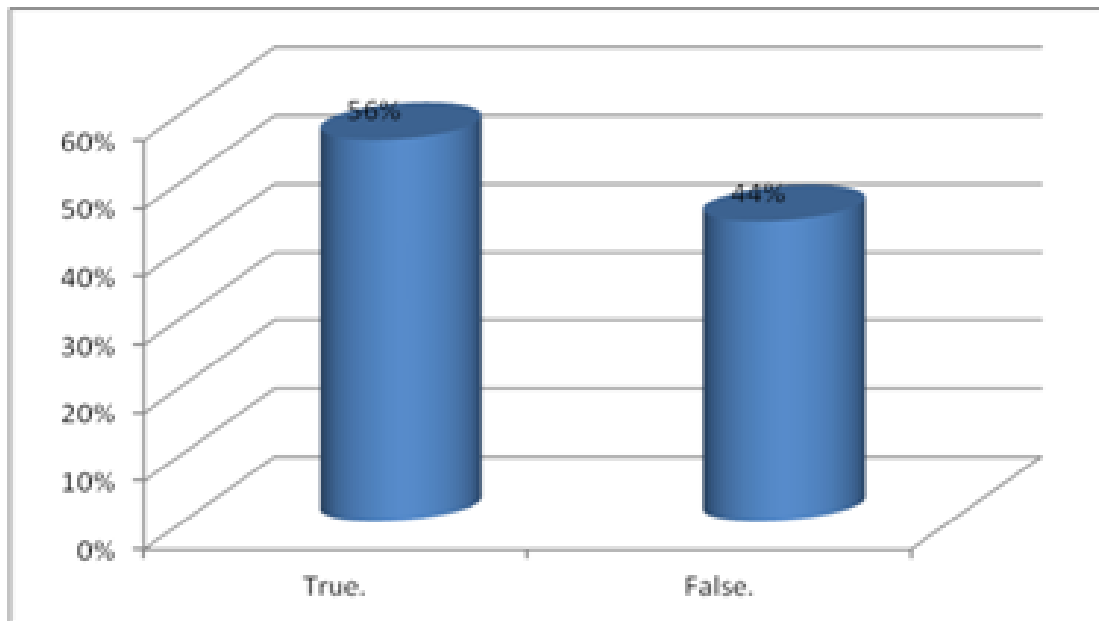


Figure (4.8)

From table (4.8) and figure (4.8) we note that the answer of most of the individuals study is (True) by frequency (14) with percent (56%) while the answer is (False) by frequency (11) with percent (44%).

9-

Table (4.9)

Answer	Frequency	percent
True	3	12%
False	22	88%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

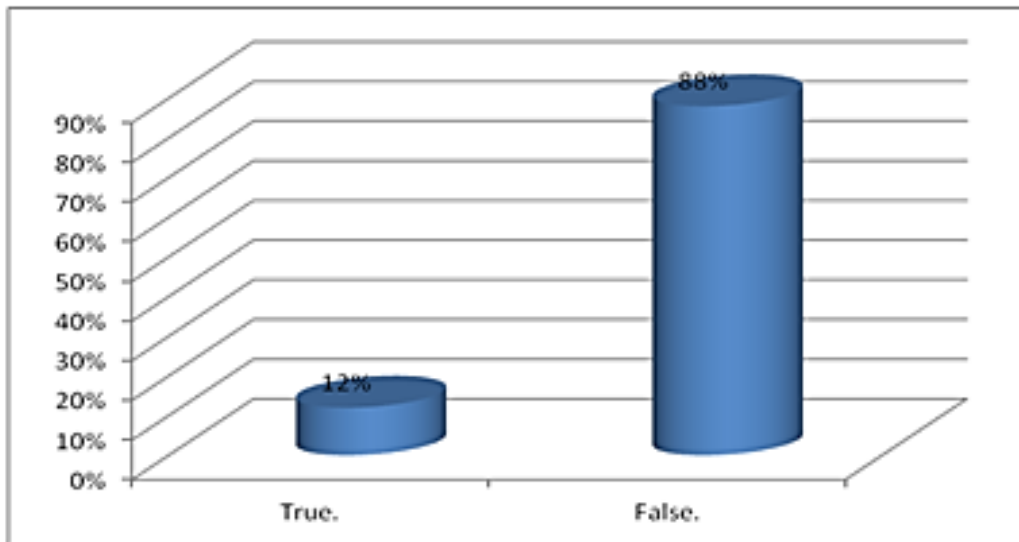


Figure (4.9)

From table (4.9) and figure (4.9) we note that the answer of most of the individuals study is (False) by frequency (22) with percent (88%) while the answer is (True) by frequency (3) with percent (12%).

10-

Table (4.10)

Answer	Frequency	percent
True	2	8%
False	23	92%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

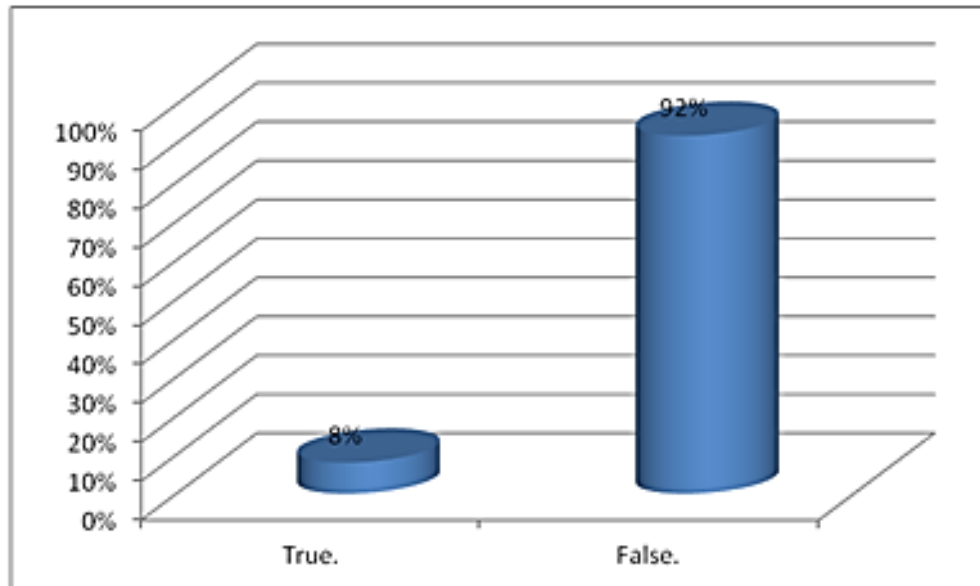


Figure (4.10)

From table (4.10) and figure (4.10) we note that the answer of most of the individuals study is (False) by frequency (23) with percent (92%) while the answer is (True) by frequency (2) with percent (8%).

Q2: re write the following local proverbs in their correct forms.

1- The profit - the clothes – of - Wear

Table (4.11)

Answer	Frequency	percent
True	6	24%
False	19	76%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

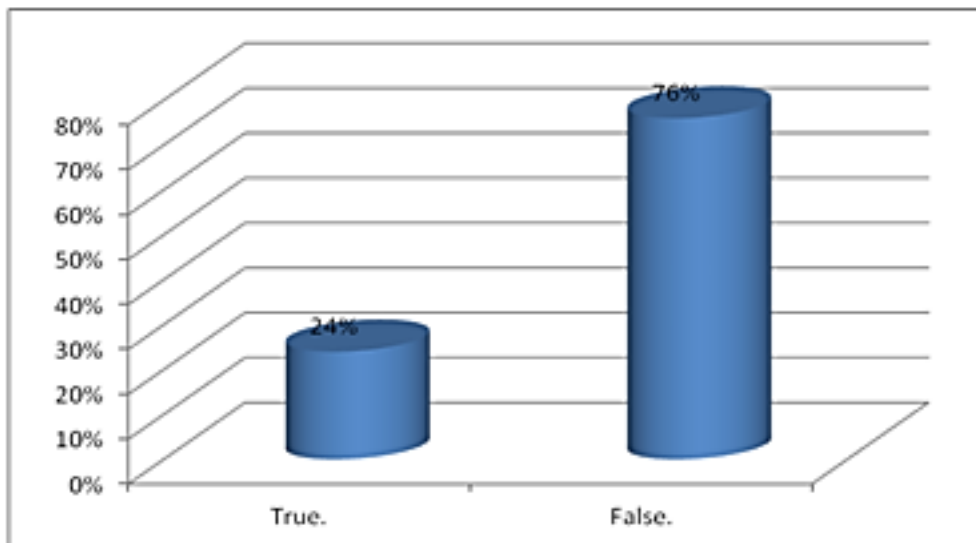


Figure (4.11)

From table (4.11) and figure (4.11) we note that the answer of most of the individuals study is (False) by frequency (19) with percent (76%) while the answer is (True) by frequency (6) with percent (24%).

2- does not- hands! - fall – Water – from – his

Table (4.12)

Answer	Frequency	percent
True	4	16%
False	21	84%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

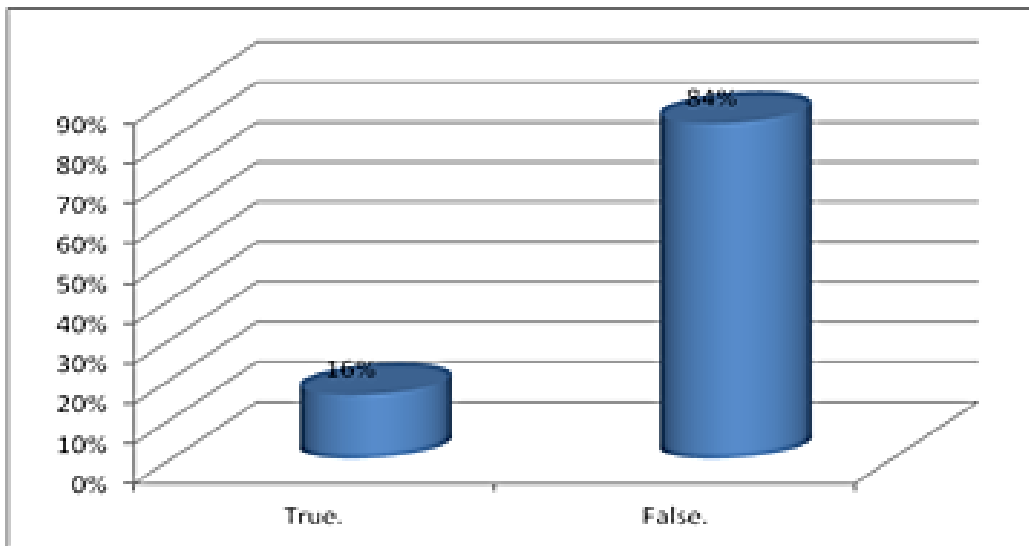


Figure (4.12)

From table (4.12) and figure (4.12) we note that the answer of most of the individuals study is (False) by frequency (21) with percent (84%) while the answer is (True) by frequency (4) with percent (16%).

3- Who drilled – his- a hole –he- brother- fall- it- in

Table (4.13)

Answer	Frequency	percent
True	1	4%
False	24	96%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

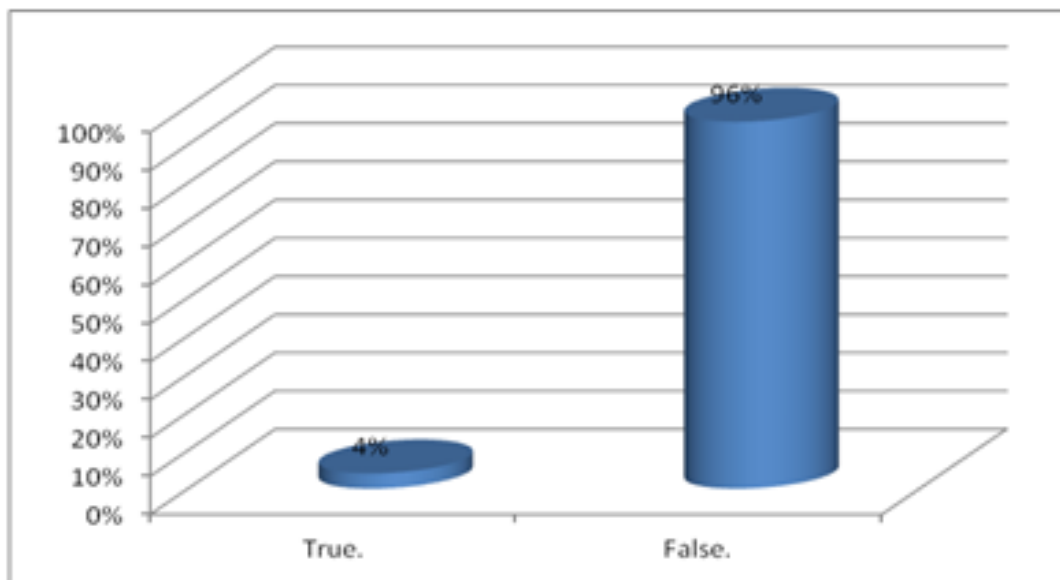


Figure (4.13)

From table (4.13) and figure (4.13) we note that the answer of most of the individuals study is (False) by frequency (24) with percent (96%) while the answer is (True) by frequency (1) with percent (4%).

4- Cannot- to – an – ape – old – to dance – learn.

Table (4.14)

Answer	Frequency	percent
True	2	8%
False	23	92%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

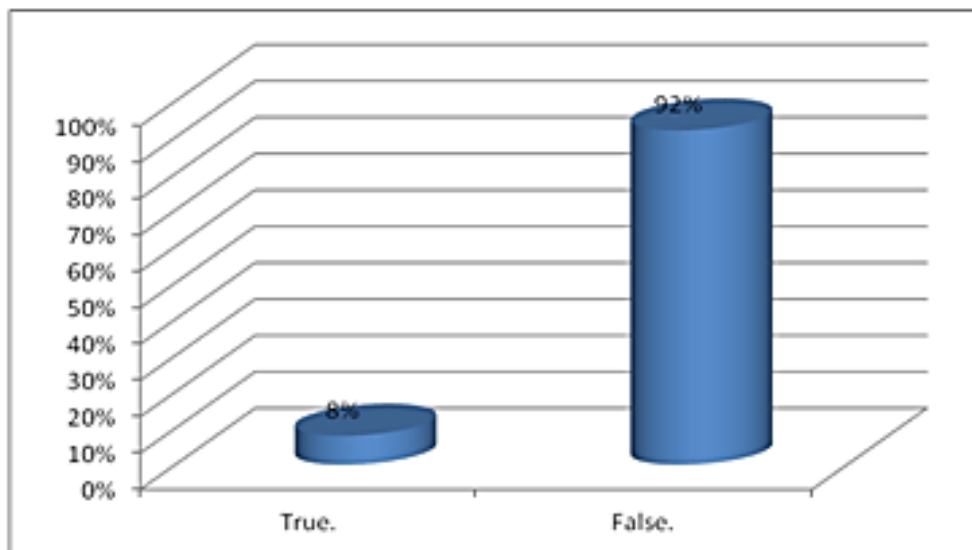


Figure (4.14)

From table (4.14) and figure (4.14) we note that the answer of most of the individuals study is (False) by frequency (23) with percent (92%) while the answer is (True) by frequency (2) with percent (8%).

5- Better- a locust- is – flying- than- in- a thousand- the hand- things

Table (4.15)

Answer	Frequency	Percent
True	20	80%
False	5	20%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

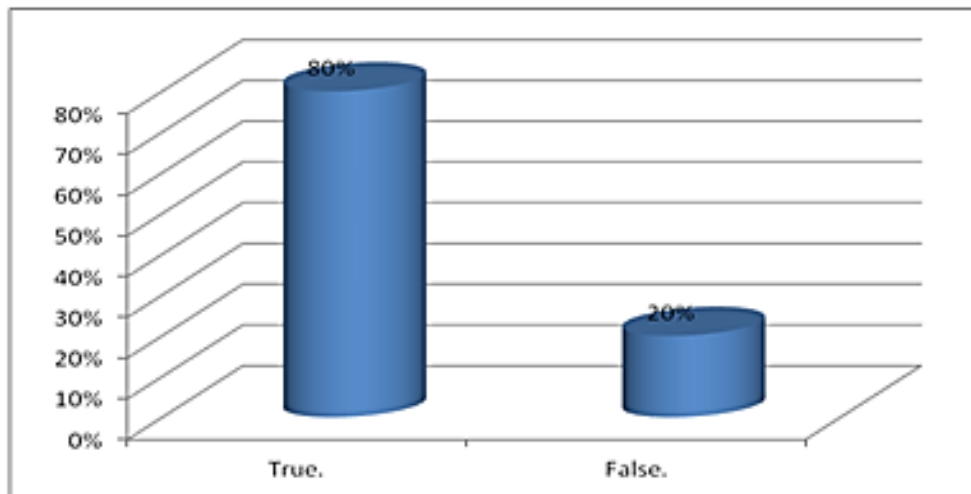


Figure (4.15)

From table (4.15) and figure (4.15) we note that the answer of most of the individuals study is (True) by frequency (20) with percent (80%) while the answer is (False) by frequency (5) with percent (20%).

Q3: match the following words with their definitions.

(a)

Table (4.16)

Answer	Frequency	Percent
True	20	80%
False	5	20%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

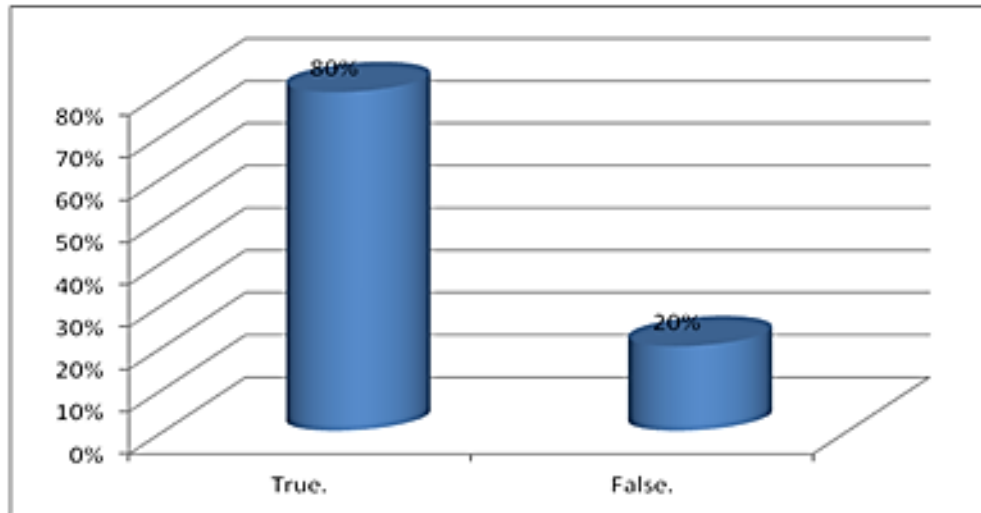


Figure (4.16)

From table (4.16) and figure (4.16) we note that the answer of most of the individuals study is (True) by frequency (20) with percent (80%) while the answer is (False) by frequency (5) with percent (20%).

(B)

Table (4.17)

Answer	Frequency	percent
True	6	24%
False	19	76%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

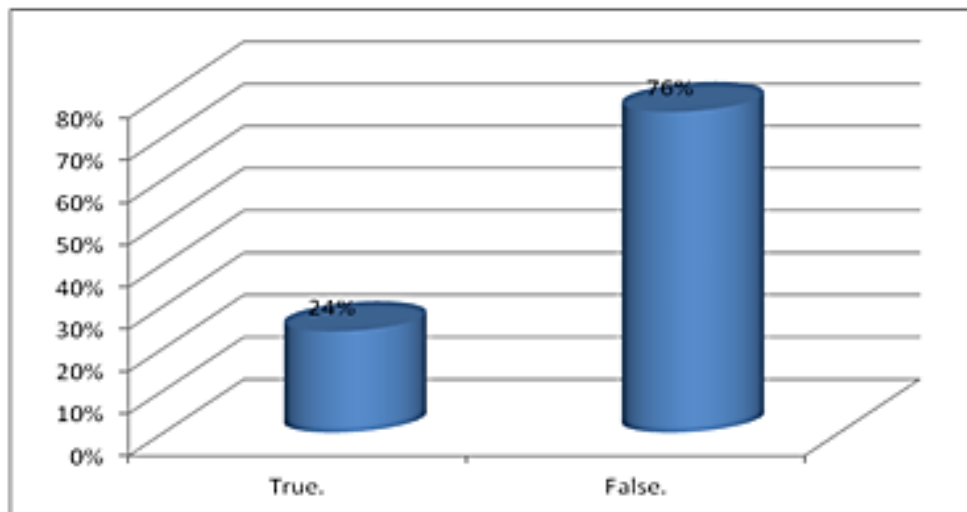


Figure (4.17)

From table (4.17) and figure (4.17) we note that the answer of most of the individuals study is (False) by frequency (19) with percent (76%) while the answer is (True) by frequency (6) with percent (24%).

(C)

Table (4.18)

Answer	Frequency	Percent
True	22	88%
False	3	12%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

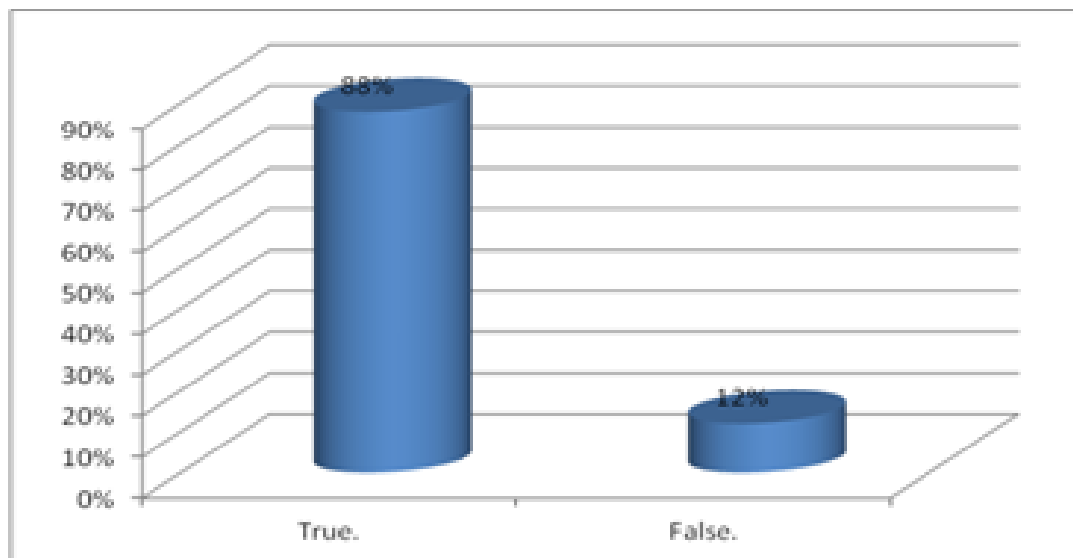


Figure (4.18)

From table (4.18) and figure (4.18) we note that the answer of most of the individuals study is (True) by frequency (22) with percent (88%) while the answer is (False) by frequency (3) with percent (12%).

(D)

Table (4.19)

Answer	Frequency	percent
True	1	4%
False	24	96%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

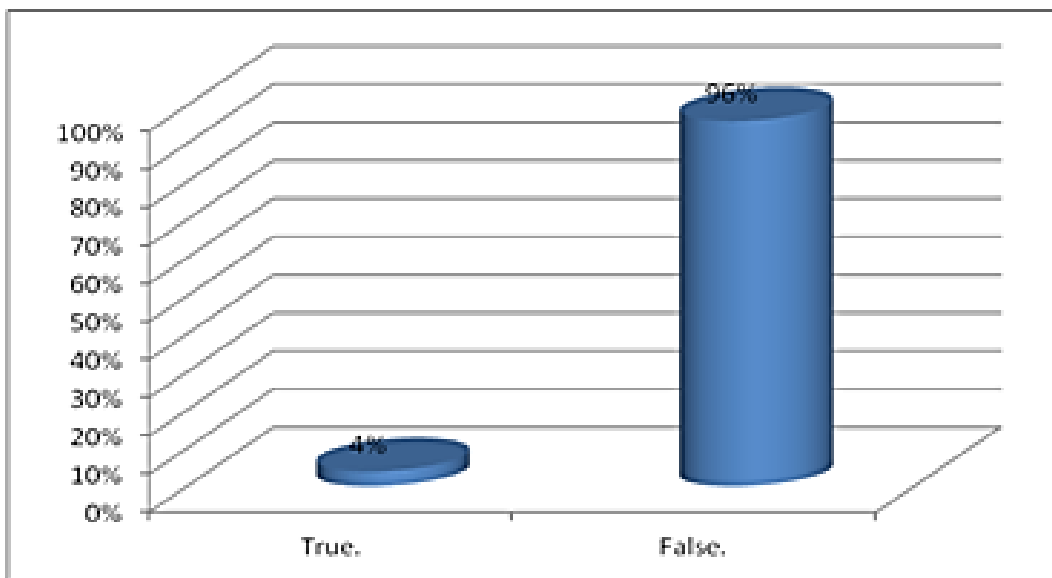


Figure (4.19)

From table (4.19) and figure (4.19) we note that the answer of most of the individuals study is (False) by frequency (24) with percent (96%) while the answer is (True) by frequency (1) with percent (4%).

(E)

Table (4.20)

Answer	Frequency	Percent
True	2	8%
False	23	92%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

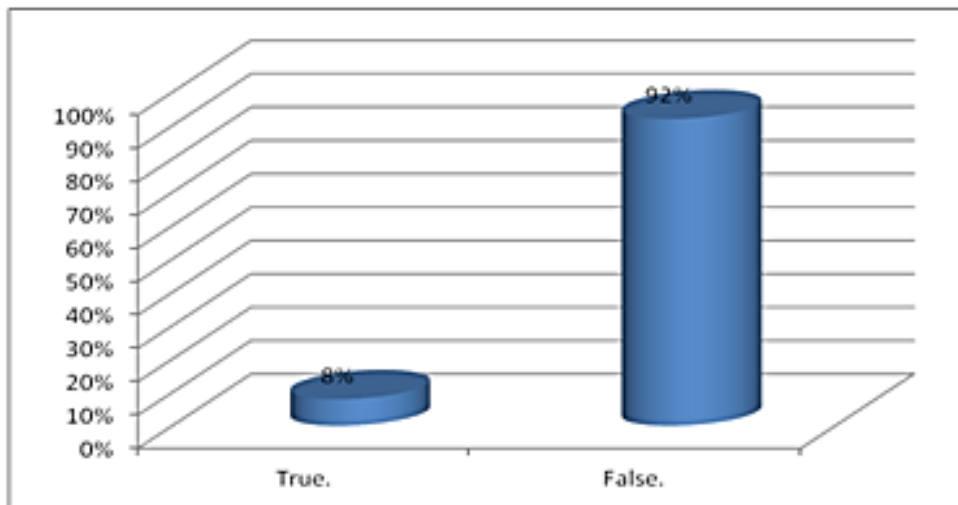


Figure (4.20)

From table (4.20) and figure (4.20) we note that the answer of most of the individuals study is (False) by frequency (23) with percent (92%) while the answer is (True) by frequency (2) with percent (8%).

Q4: choose the correct meaning of the following underlined words or statements.

- 1- _the pastoral and nomad tribes in Sudan named the watering place as
 a- The nashuge b- the dammar c- pastureland d- Hafeer

Table (4.21)

Answer	Frequency	percent
The nashuge	4	16%
the dammar	2	8%
pastureland	8	32%
Hafeer	9	36%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

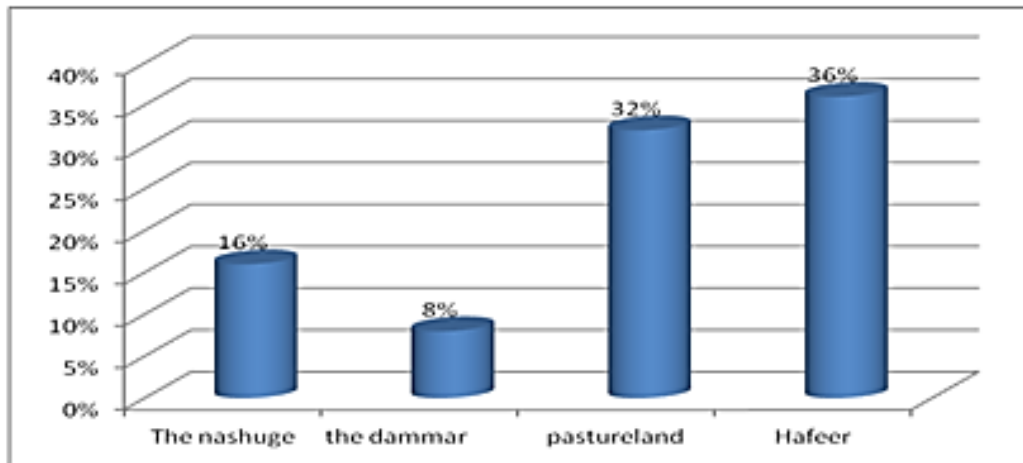


Figure (4.21)

From table (4.21) and figure (4.21) we note that the answer of most of the individuals study is (Hafeer) by frequency (9) with percent (36%) while the answer is (pastureland) by frequency (8) with percent (32%).

2- Put your fish in a pan with a little water and poach it for a few minutes.

a- Cook

b- hunt

c- steal

d- eat

Table (4.22)

Answer	Frequency	Percent
Cook	2	8%
hunt	7	28%
steal	4	16%
eat	12	48%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

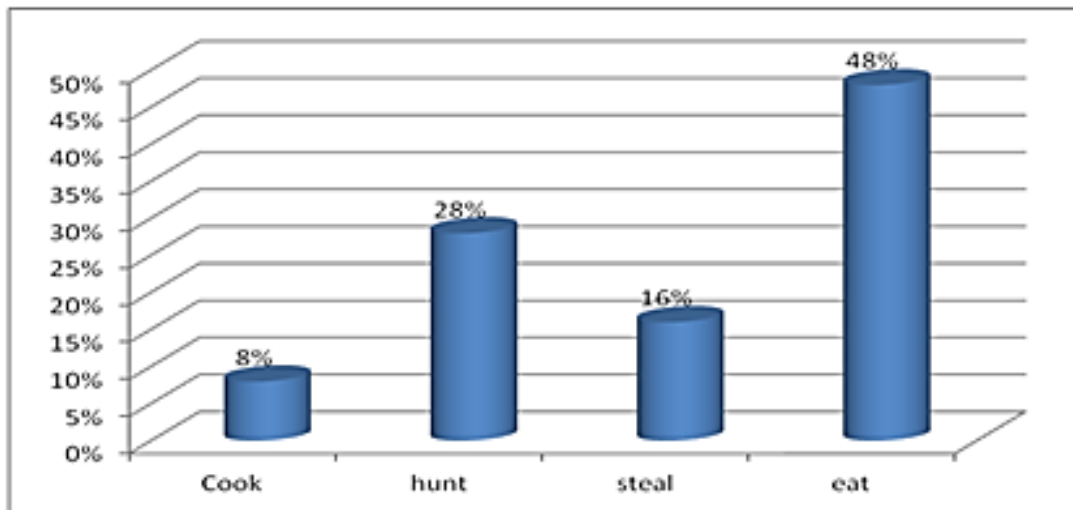


Figure (4.22)

From table (4.22) and figure (4.22) we note that the answer of most of the individuals study is (eat) by frequency (12) with percent (48%) while the answer is (hunt) by frequency (7) with percent (28%).

3- A grinding stones used to grind dura in Sudan, they are about 75 cm. long board with thickness varying from 15 cm. at the base and 5 cm at the end.

- a- Pebbles b- murhaka c- tablet d- mill

Table (4.23)

Answer	Frequency	percent
Pebbles	8	32%
murhaka	3	12%
tablet	6	24%
mill	8	32%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

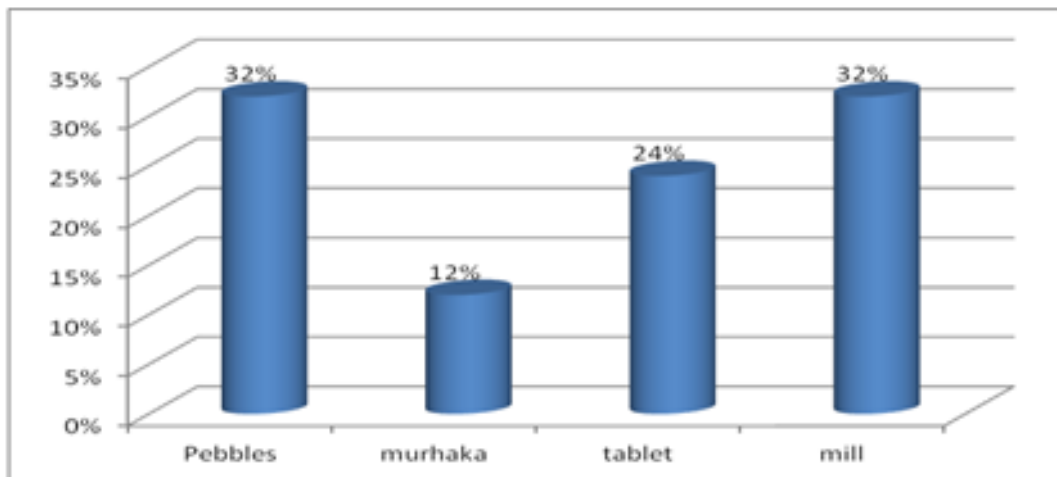


Figure (4.22)

From table (4.23) and figure (4.23) we note that the answer of most of the individuals study is (Pebbles) and (mill) by frequency (8) with percent (32%) while the answer is (tablet) by frequency (6) with percent (24%).

4- Keeping count a rosary of thousand beads.

a- sibha alfiya b- prayer c- necklace d- pendant

Table (4.24)

Answer	Frequency	percent
sibha alfiya	2	8%
prayer	9	36%
necklace	7	28%
pendant	7	28%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

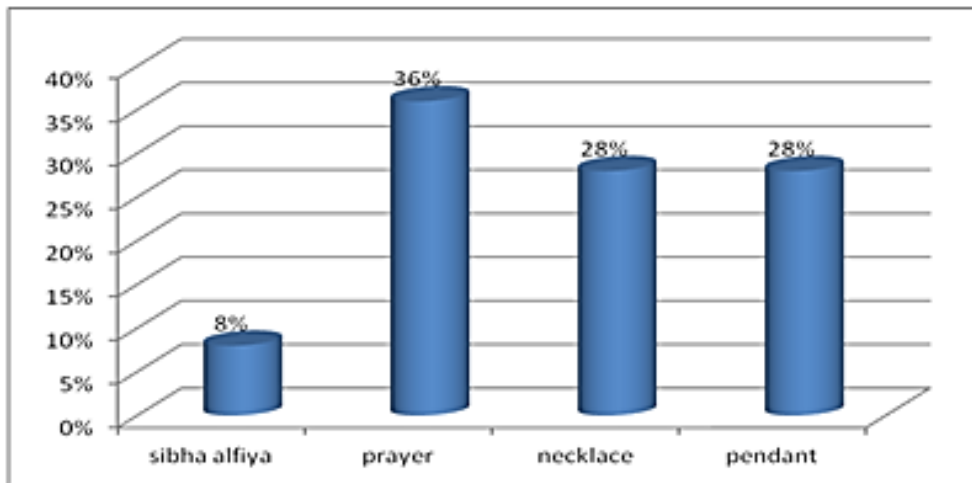


Figure (4.24)

From table (4.24) and figure (4.24) we note that the answer of most of the individuals study is (prayer) by frequency (9) with percent (36%) while the answer is (necklace) by frequency (7) with percent (28%).

5- the correct collocation for the word visit is:
 a- pay visit b- perform visit c- make visit d- have visit

Table (4.25)

Answer	Frequency	percent
pay visit	8	32%
perform visit	4	16%
make visit	3	12%
have visit	10	40%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

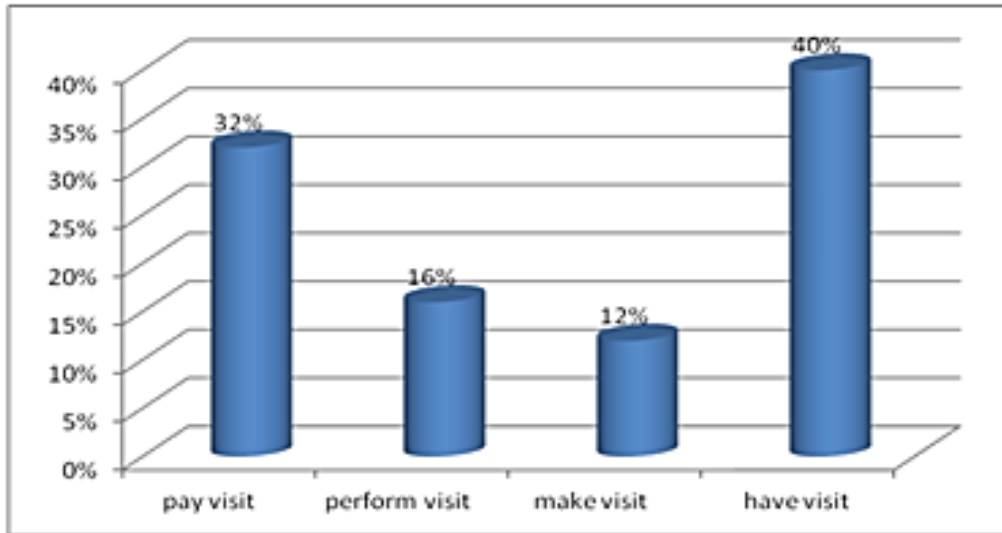


Figure (4.25)

From table (4.25) and figure (4.25) we note that the answer of most of the individuals study is (have visit) by frequency (10) with percent (40%) while the answer is (pay visit) by frequency (8) with percent (32%).

Q5: Put the following words in the correct column according to its part of speech.

1-

Table (4.26)

Answer	Frequency	percent
True	18	72%
False	7	28%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

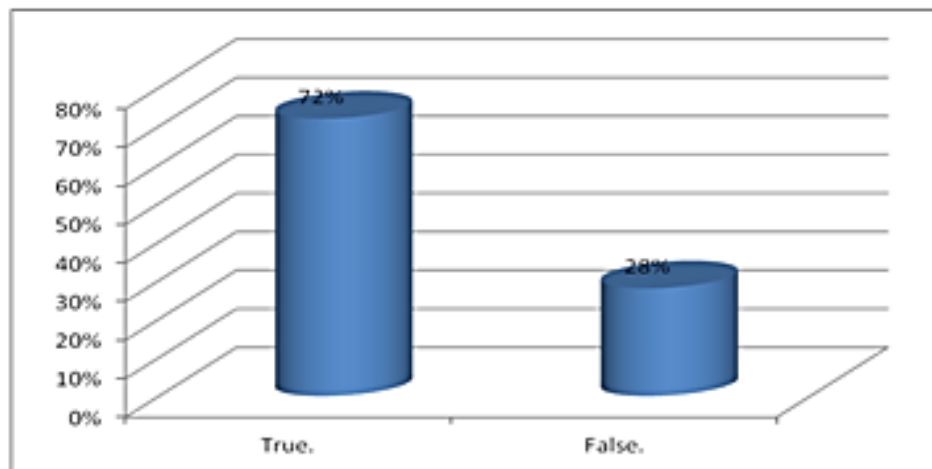


Figure (4.26)

From table (4.26) and figure (4.26) we note that the answer of most of the individuals study is (True) by frequency (18) with percent (72%) while the answer is (False) by frequency (7) with percent (28%).

2-

Table (4.27)

Answer	Frequency	percent
True	4	16%
False	21	84%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

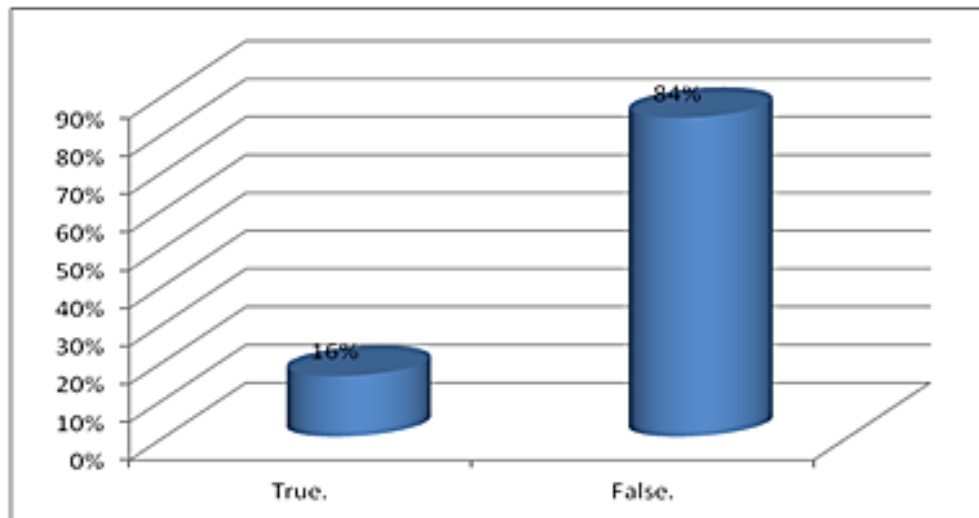


Figure (4.27)

From table (4.27) and figure (4.27) we note that the answer of most of the individuals study is (False) by frequency (21) with percent (84%) while the answer is (True) by frequency (4) with percent (16%).

3-

Table (4.28)

Answer	Frequency	percent
True	8	32%
False	17	68%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

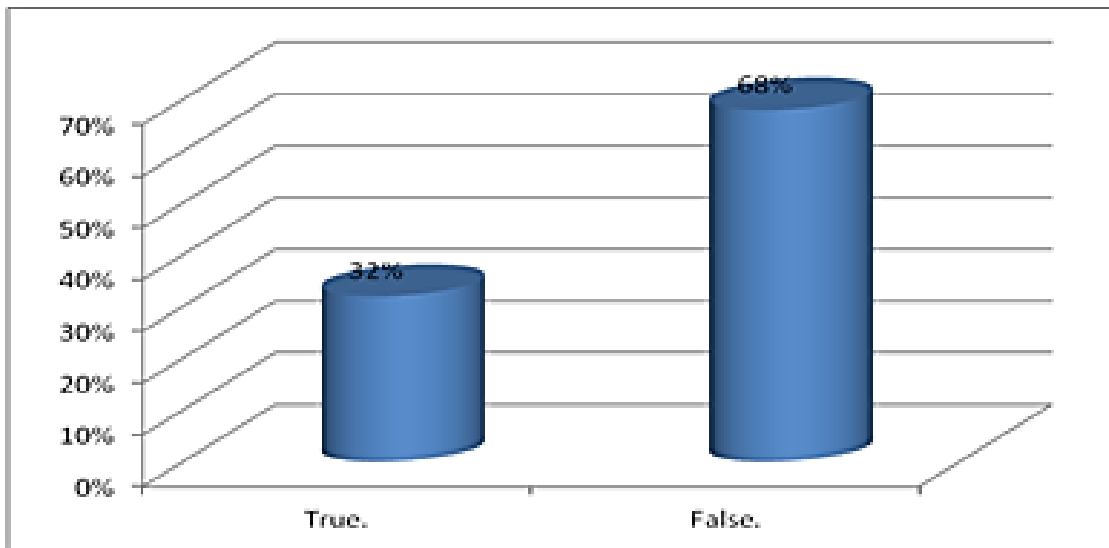


Figure (4.28)

From table (4.28) and figure (4.28) we note that the answer of most of the individuals study is (False) by frequency (17) with percent (68%) while the answer is (True) by frequency (8) with percent (32%).

4-

Table (4.29)

Answer	Frequency	percent
True	9	36%
False	16	64%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

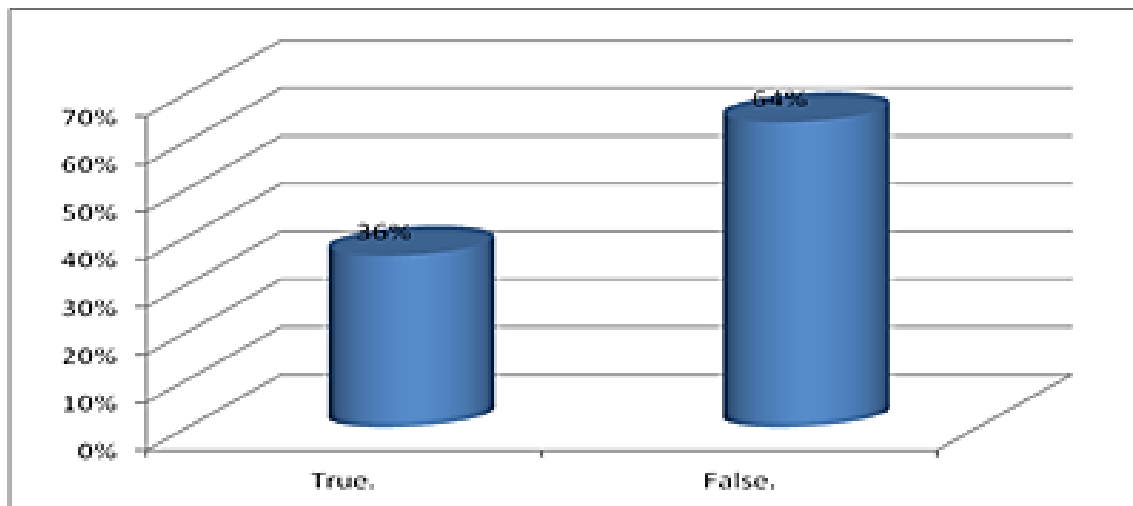


Figure (4.29)

From table (4.29) and figure (4.29) we note that the answer of most of the individuals study is (False) by frequency (16) with percent (64%) while the answer is (True) by frequency (9) with percent (36%).

5-

Table (4.30)

Answer	Frequency	percent
True	10	40%
False	15	60%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

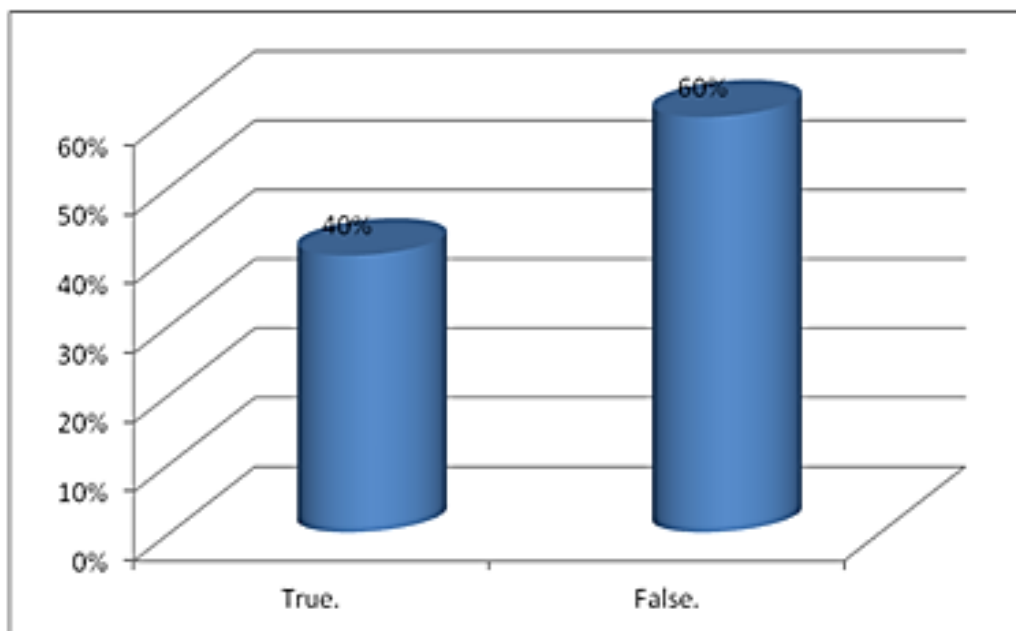


Figure (4.30)

From table (4.30) and figure (4.30) we note that the answer of most of the individuals study is (False) by frequency (15) with percent (60%) while the answer is (True) by frequency (10) with percent (40%).

4.2 Post-test Analysis

The aforementioned attempt to analyze and discuss the statistical results obtained from the student`s pre-test

This section will attempt to analyze and discuss the statistical results obtained from first level college of languages, Department of English language, the data gained from the responses of total sample of 25 students.

The tables and figures bellow will explain in numbers and percentages, the respondent`s answers to the statements related to this domain.

Q1: read the passage bellow and answer the following questions.

A- (1)

Table (4.31)

Answer	Frequency	percent
True	22	88%
False	3	12%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

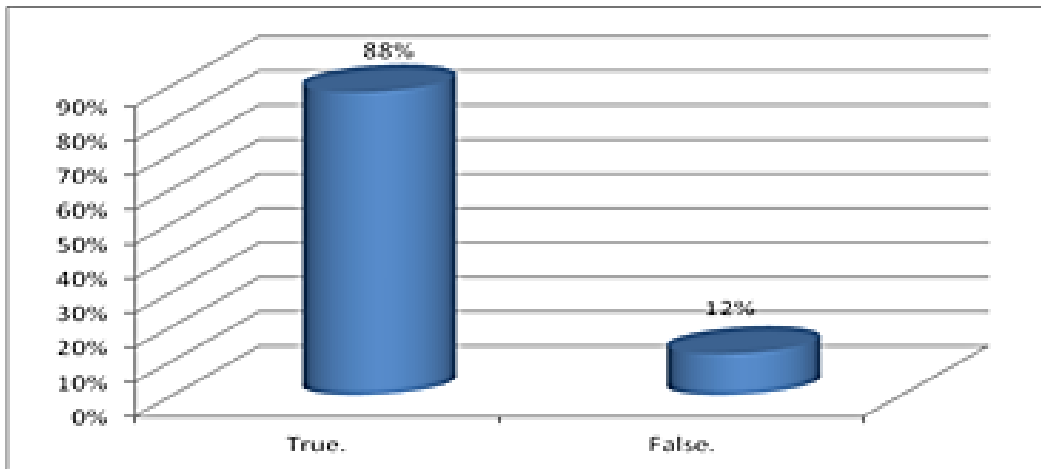


Figure (4.31)

From table (4.31) and figure (4.31) we note that the answer of most of the individuals study is (True) by frequency (22) with percent (88%) while the answer is (False) by frequency (3) with percent (12%).

(2)

Table (4.32)

Answer	Frequency	percent
True	24	96%
False	1	4%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

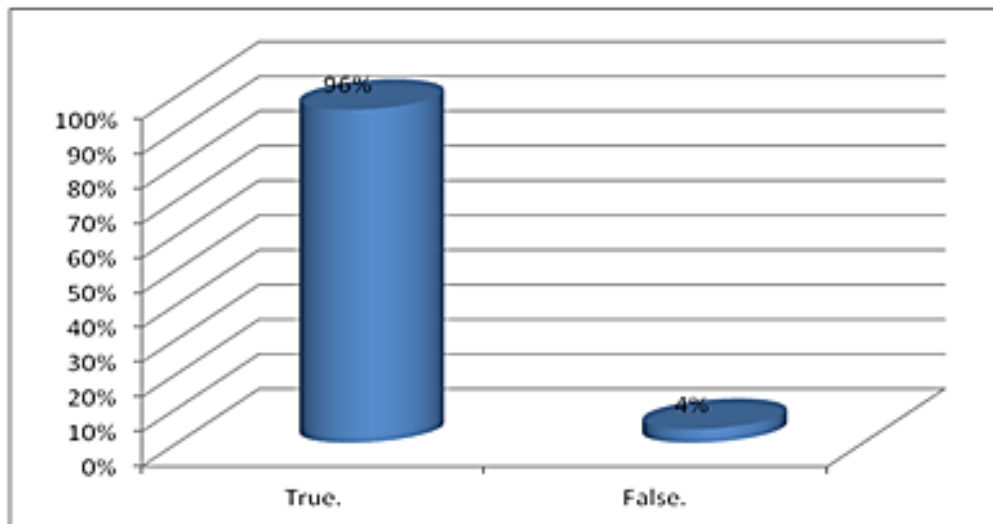


Figure (4.32)

From table (4.32) and figure (4.32) we note that the answer of most of the individuals study is (True) by frequency (24) with percent (96%) while the answer is (False) by frequency (1) with percent (4%).

(3)

Table (4.33)

Answer	Frequency	Percent
True	20	80%
False	5	20%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

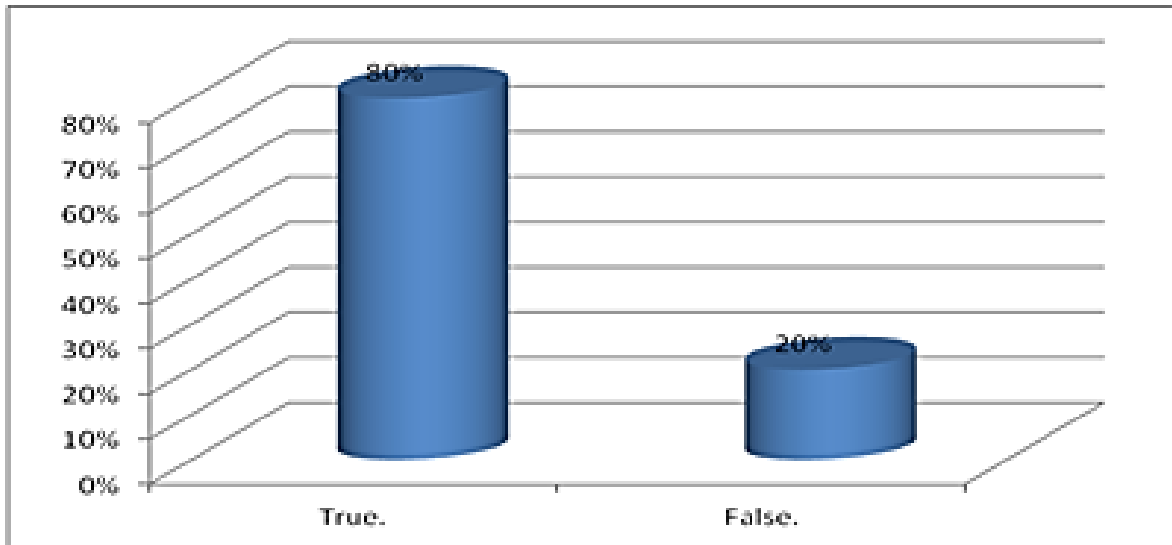


Figure (4.33)

From table (4.33) and figure (4.33) we note that the answer of most of the individuals study is (True) by frequency (20) with percent (80%) while the answer is (False) by frequency (5) with percent (20%).

(4)

Table (4.34)

Answer	Frequency	percent
True	22	88%
False	3	13%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

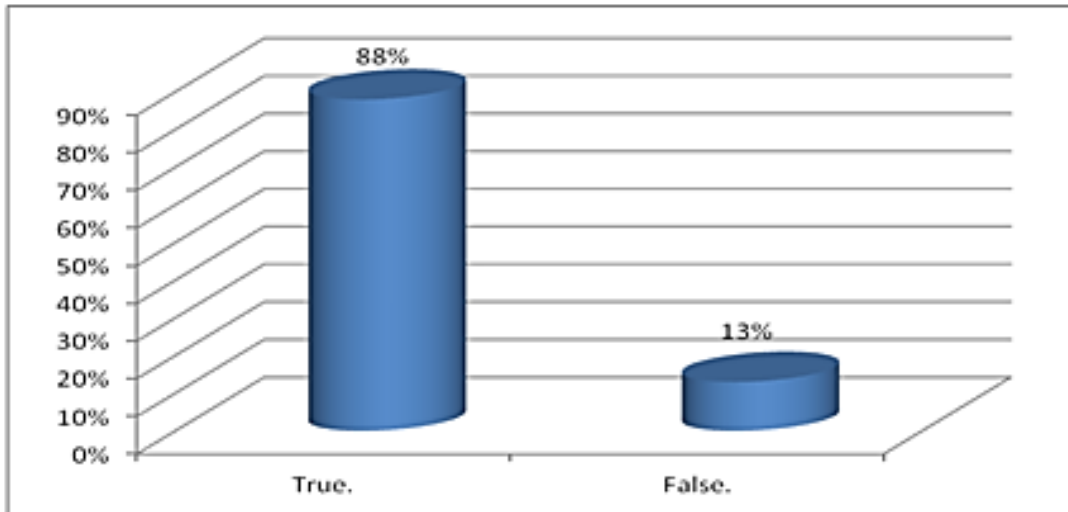


Figure (4.34)

From table (4.34) and figure (4.34) we note that the answer of most of the individuals study is (True) by frequency (22) with percent (88%) while the answer is (False) by frequency (3) with percent (13%).

b- The underlined word dying out in the first paragraph means

Table (4.35)

Answer	Frequency	percent
Pass away	3	12%
Vanished	20	80%
expire	2	8%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

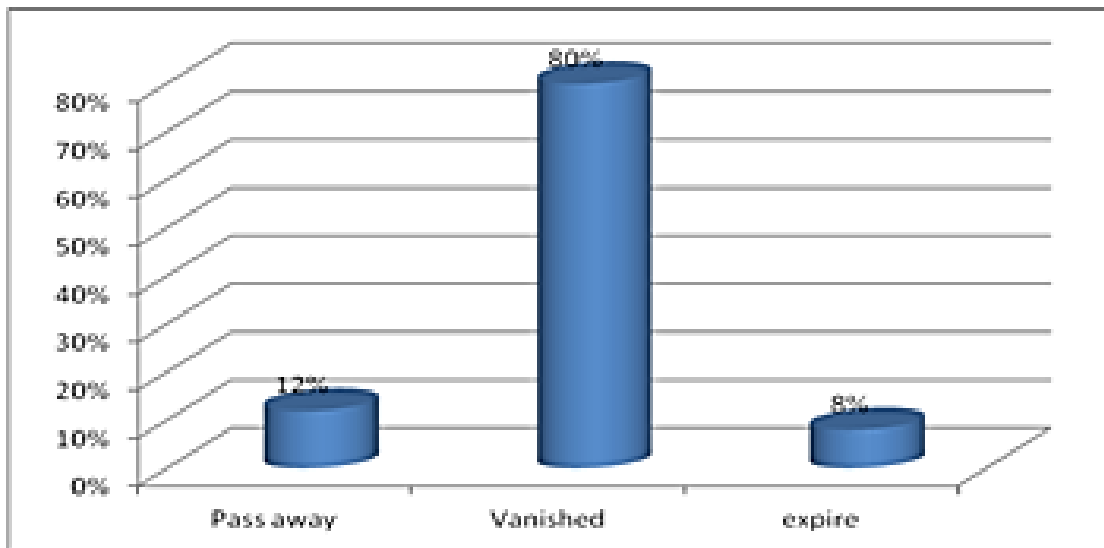


Figure (4.35)

From table (4.35) and figure (4.35) we note that the answer of most of the individuals study is (Vanished) by frequency (20) with percent (80%) while the answer (pass away) by frequency (3) with percent (12%) and the answer (expire) by frequency (2) with percent (8%).

c-The italicized word *pebbles* in the second paragraph is synonym of

Table (4.36)

Answer	Frequency	percent
the kernel	1	4%
the stone	23	88%
Hollows	2	8%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

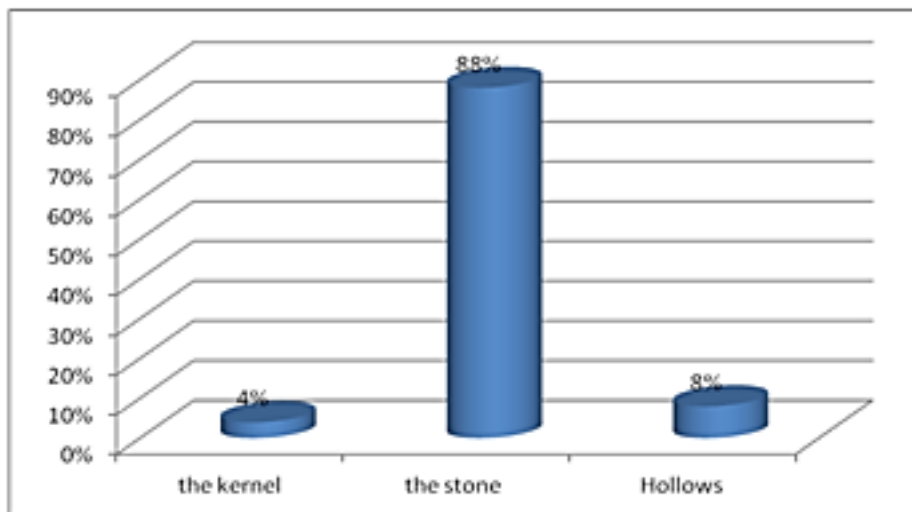


Figure (4.36)

From table (4.36) and figure (4.36) we note that the answer of most of the individuals study is (the stone) by frequency (23) with percent (88%) while the answer is (Hollows) by frequency (2) with percent (8%) and the answer (the kernel) by frequency (1) with percent (4%).

d- The word strenuous in the second paragraph is

Table (4.37)

Answer	Frequency	percent
Verb	4	16%
Noun	1	4%
Adjective	20	80%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

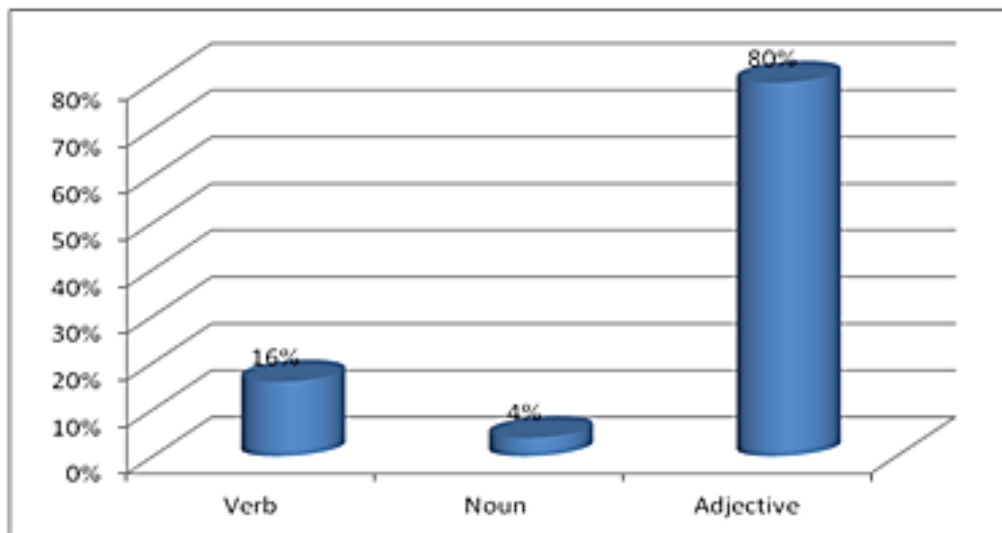


Figure (4.37)

From table (4.37) and figure (4.37) we note that the answer of most of the individuals study is (Adjective) by frequency (20) with percent (80%) while the answer is (Verb) by frequency (4) with percent (16%).

e-The underlined word leisurely in the first paragraph is

Table (4.38)

Answer	Frequency	percent
Verb	1	4%
Adverb	22	88%
Pronoun	2	8%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

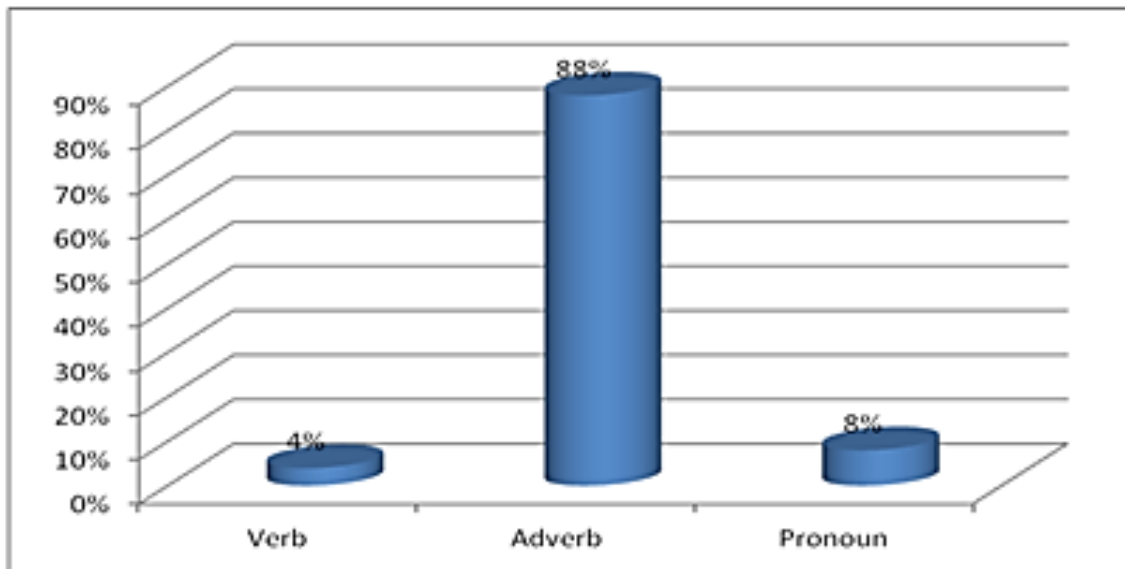


Figure (4.38)

From table (4.38) and figure (4.38) we note that the answer of most of the individuals study is (Adverb) by frequency (22) with percent (88%) while the answer is (Pronoun) by frequency (2) with percent (8%).

e-What is the concept of Sudanese about boy's games?

Table (4.39)

Answer	Frequency	Percent
True	20	80%
False	5	20%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

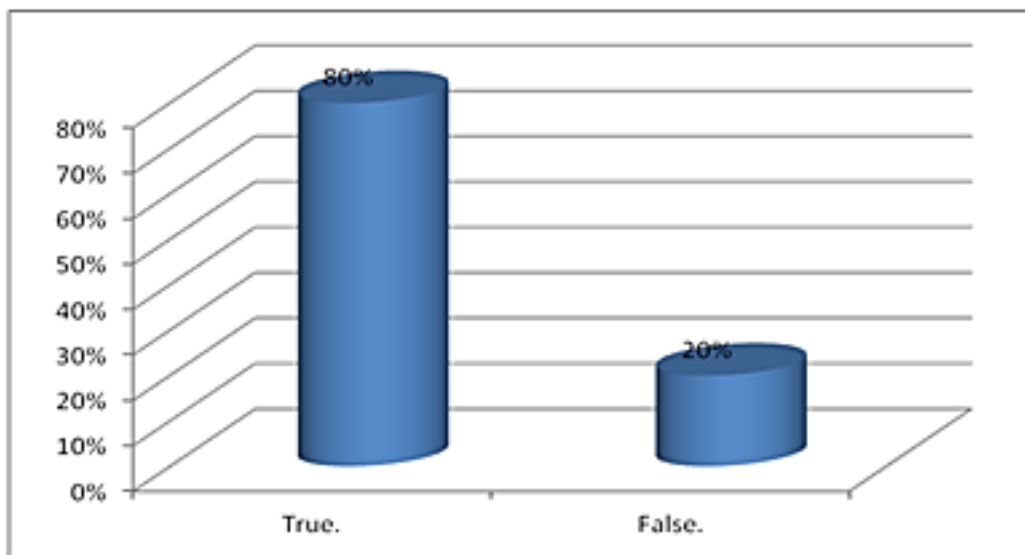


Figure (4.39)

From table (4.39) and figure (4.39) we note that the answer of most of the individuals study is (True) by frequency (20) with percent (80%) while the answer is (False) by frequency (5) with percent (20%).

g- In the last three lines, what is another game of two player was mentioned in the passage beside “sija”?

Table (4.40)

Answer	Frequency	percent
True	22	88%
False	3	12%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

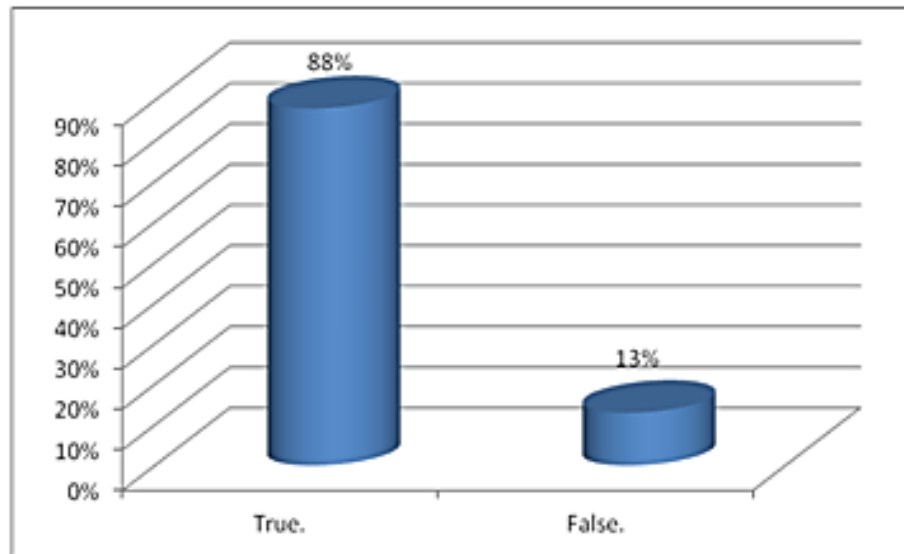


Figure (4.40)

From table (4.40) and figure (4.40) we note that the answer of most of the individuals study is (True) by frequency (22) with percent (88%) while the answer is (False) by frequency (3) with percent (12%).

Q2: Finding the odd one out:

1-in kordofan water stored in

Table (4.41)

Answer	Frequency	percent
Wells	2	8%
fulas and lakes	3	12%
tebeldi trees	2	8%
matmura	18	72%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

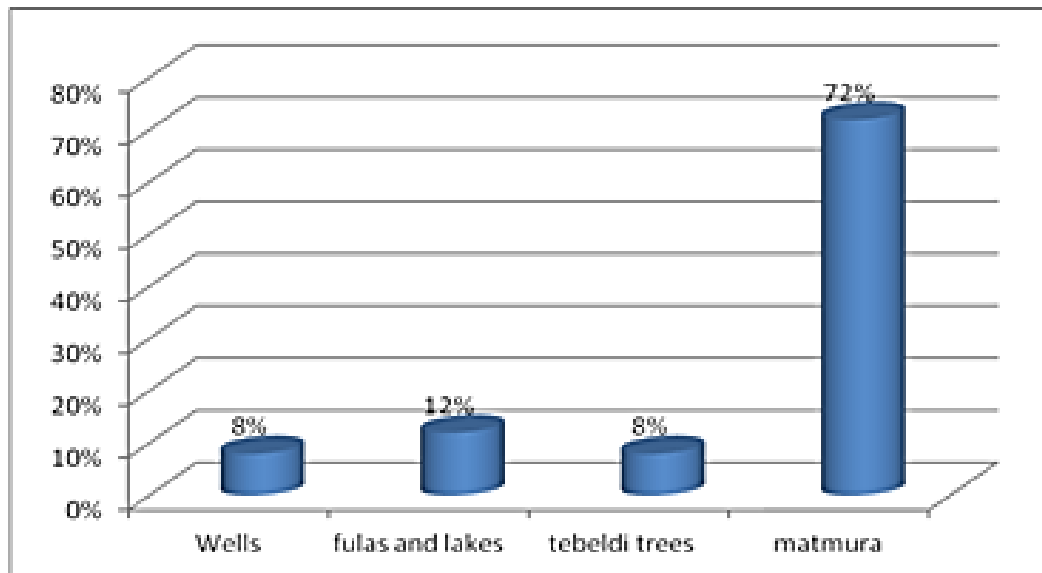


Figure (4.41)

From table (4.41) and figure (4.41) we note that the answer of most of the individuals study is (matmura) by frequency (18) with percent (72%).

2- Diseases among Baggara cattle are

Table (4.42)

Answer	Frequency	Percent
Rinderpest “abu dami`a”	1	4%
food and mouth diseases “abu lisan”	3	12%
Abu shubabak	20	80%
blood poisoning “abu tankal”	1	4%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

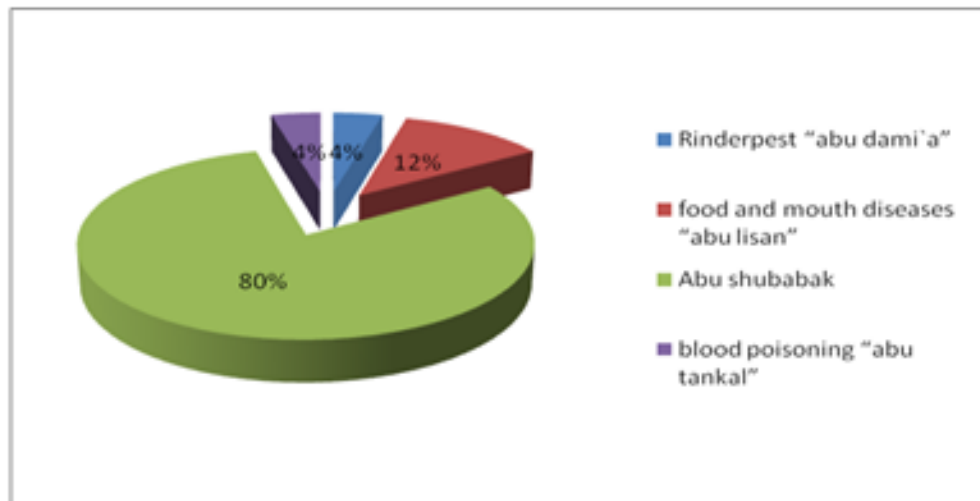


Figure (4.42)

From table (4.42) and figure (4.42) we note that the answer of most of the individuals study is (Abu shubabak) by frequency (20) with percent (20%).

3- apes and monkeys which abound in Sudan are:

Table (4.43)

Answer	Frequency	percent
Baboons	7	28%
grivet	9	36%
pata monkey	5	20%
lemurs	4	16%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

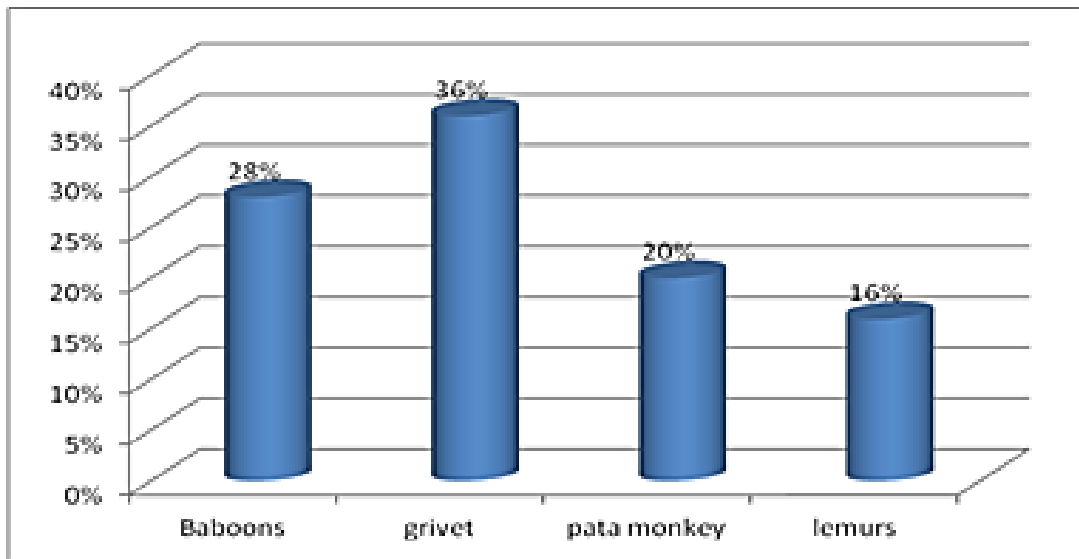


Figure (4.43)

From table (4.43) and figure (4.43) we note that the answer of most of the individuals study is (grivet) by frequency (9) with percent (36%).

4- one of the following birds is less beautiful than other.

Table (4.44)

Answer	Frequency	Percent
Hoopoes	6	24%
golden orioles	8	32%
shrikes	9	36%
bee-eater	2	8%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

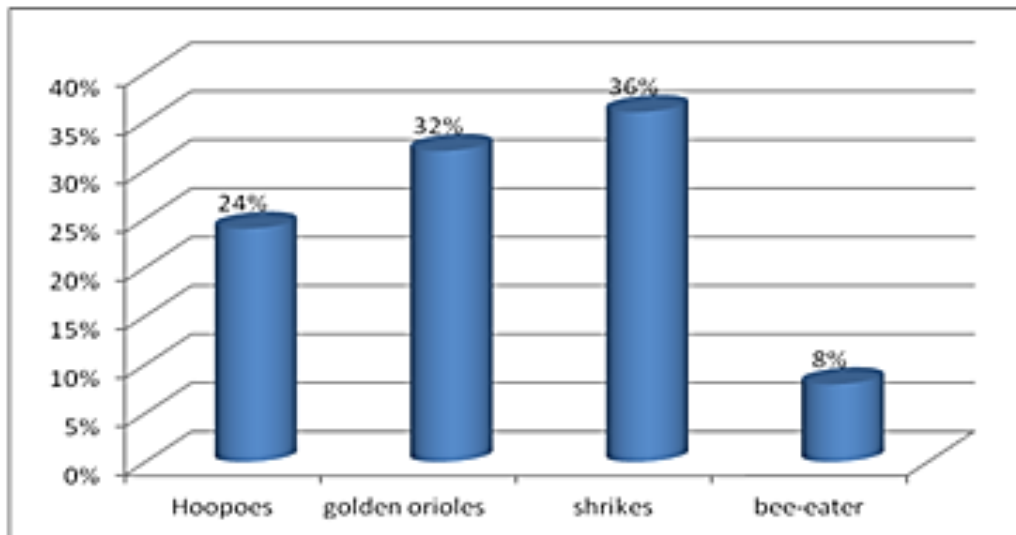


Figure (4.44)

From table (4.44) and figure (4.44) we note that the answer of most of the individuals study is (shrikes) by frequency (9) with percent (36%).

5- The antiquities of the Sudan are grouped into following divisions”:

Table (4.45)

Answer	Frequency	percent
The pre-historic	5	20%
Egyptian	3	12%
the meroitic	1	4%
Anglo-Egyptian	16	64%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

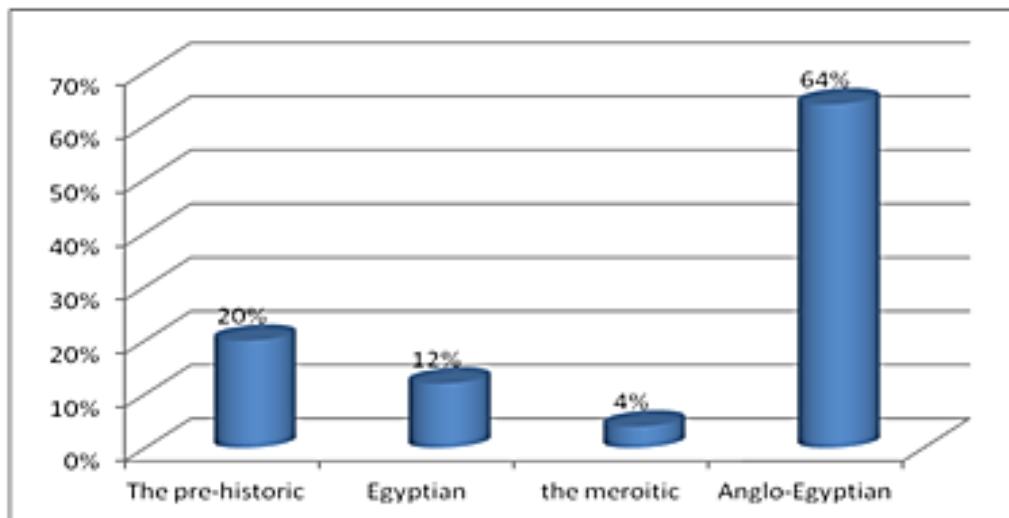


Figure (4.45)

From table (4.45) and figure (4.45) we note that the answer of most of the individuals study is (Anglo-Egyptian) by frequency (16).

Q3: Matching words and their definition

1-

Table (4.46)

Answer	Frequency	percent
True	15	60%
False	10	40%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

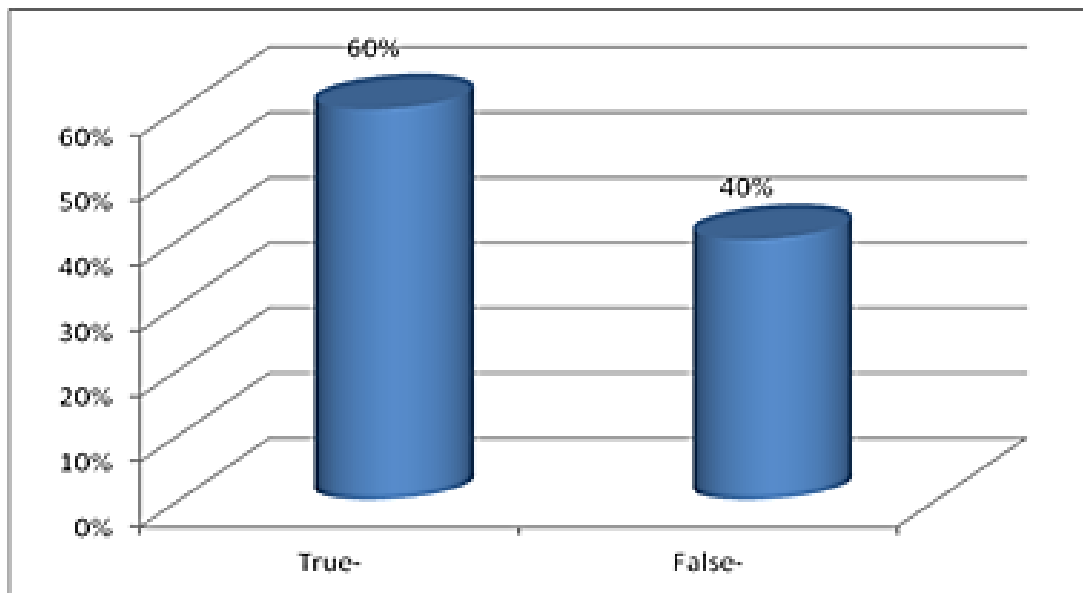


Figure (4.46)

From table (4.46) and figure (4.46) we note that the answer of most of the individuals study is (True) by frequency (15) with percent (60%) while the answer is (False) by frequency (10) with percent (40%).

2-

Table (4.47)

Answer	Frequency	percent
True	17	68%
False	8	32%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

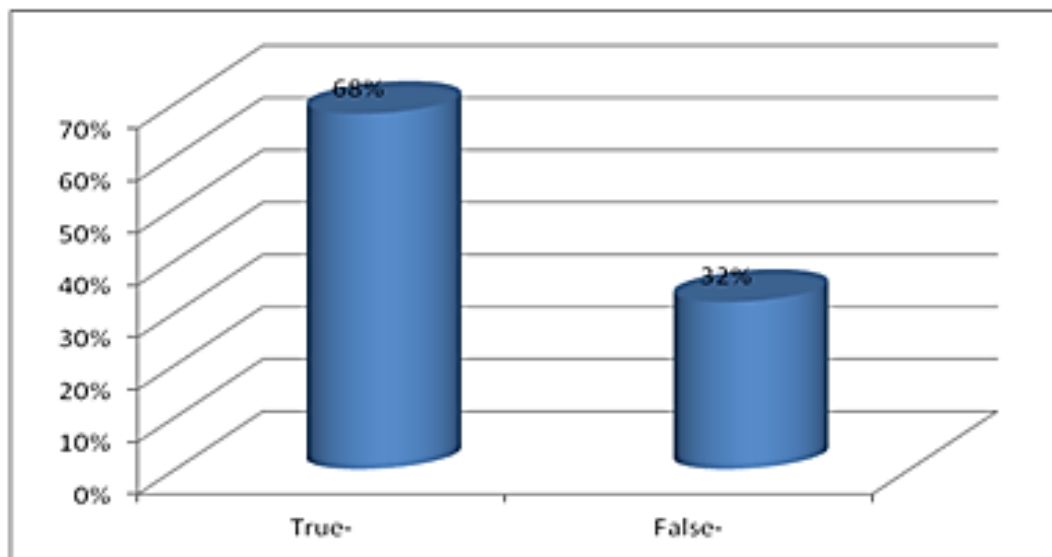


Figure (4.47)

From table (4.47) and figure (4.47) we note that the answer of most of the individuals study is (True) by frequency (17) with percent (68%) while the answer is (False) by frequency (8) with percent (32%).

3.

Table (4.48)

Answer	Frequency	percent
True	22	88%
False	3	12%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

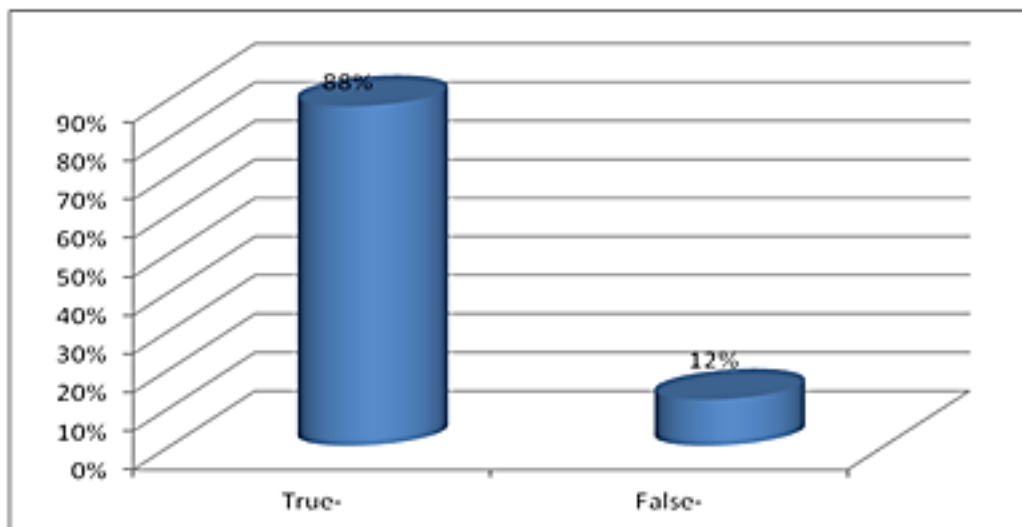


Figure (4.48)

From table (4.48) and figure (4.48) we note that the answer of most of the individuals study is (True) by frequency (22) with percent (88%) while the answer is (False) by frequency (3) with percent (12%).

4.

Table (4.49)

Answer	Frequency	percent
True	20	80%
False	5	20%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

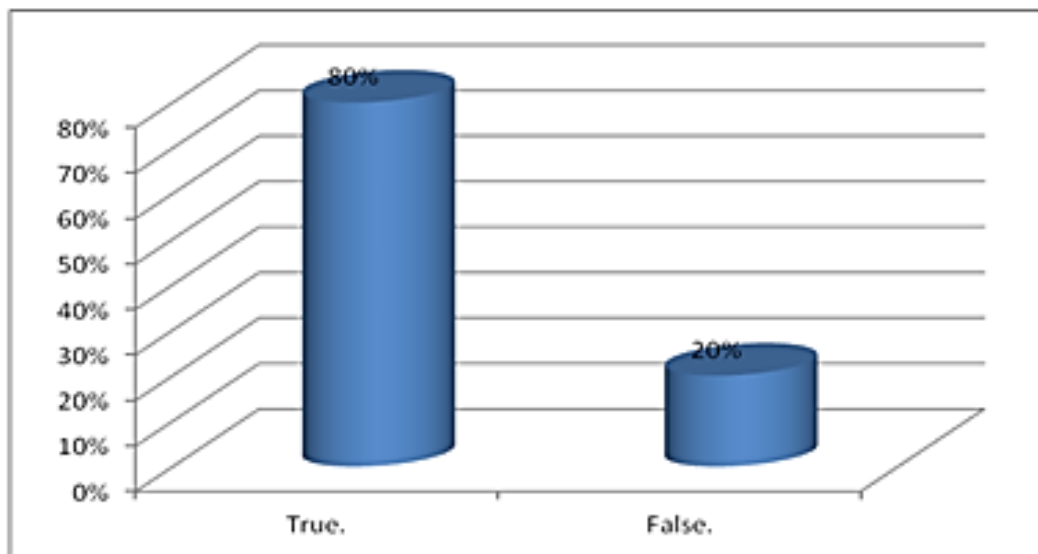


Figure (4.49)

From table (4.49) and figure (4.49) we note that the answer of most of the individuals study is (True) by frequency (20) with percent (80%) while the answer is (False) by frequency (5) with percent (20%).

5-

Table (4.50)

Answer	Frequency	percent
True	2	4%
False	23	92%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

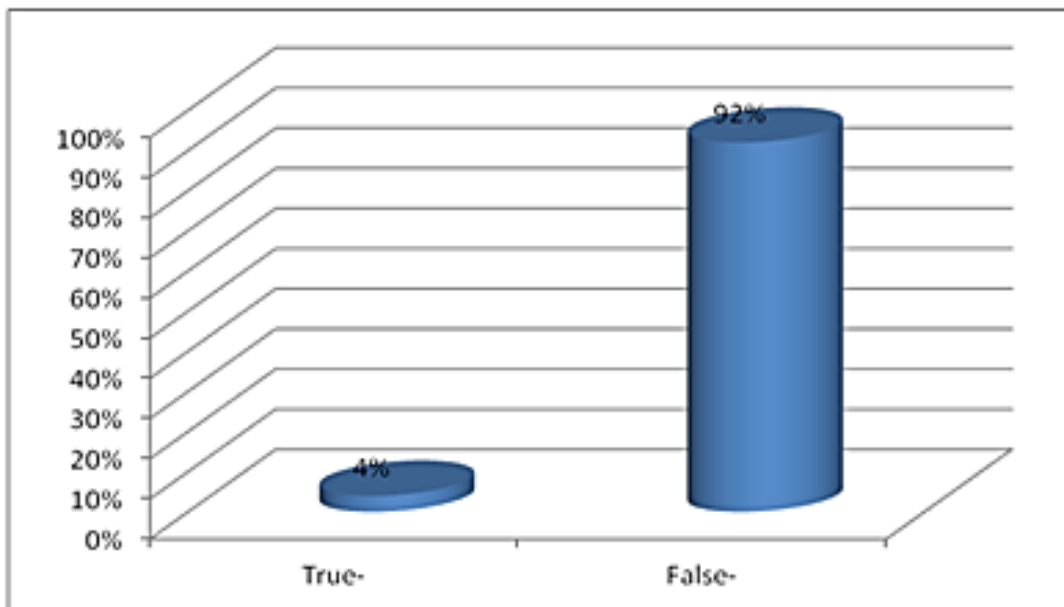


Figure (4.50)

From table (4.50) and figure (4.50) we note that the answer of most of the individuals study is (False) by frequency (23) with percent (92%) while the answer is (True) by frequency (2) with percent (4%).

6-

Table (4.51)

Answer	Frequency	percent
True	8	32%
False	17	68%
Total	25	100%

Source: prepared by researcher, using SPSS, 201

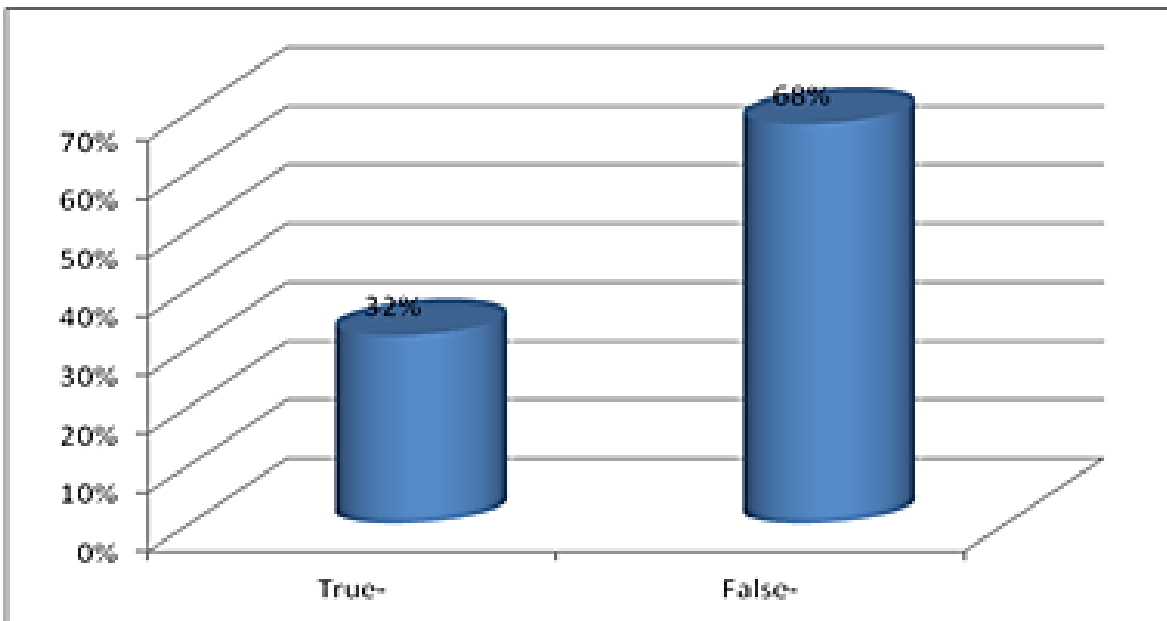


Figure (4.51)

From table (4.51) and figure (4.51) we note that the answer of most of the individuals study is (False) by frequency (17) with percent (68%) while the answer is (True) by frequency (8) with percent (32%).

7.

Table (4.52)

Answer	Frequency	percent
True	24	96%
False	1	4%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

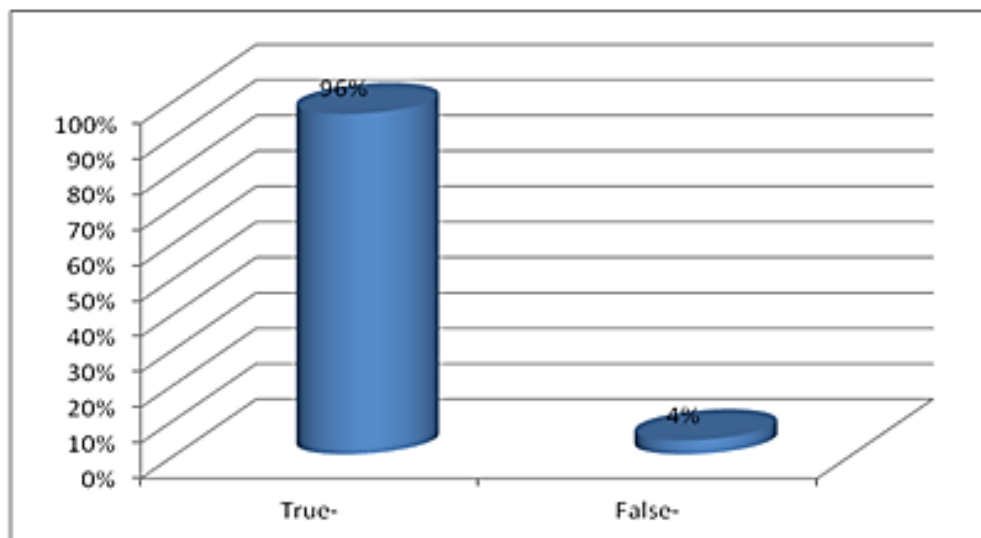


Figure (4.52)

From table (4.52) and figure (4.52) we note that the answer of most of the individuals study is (True) by frequency (24) with percent (96%) while the answer is (False) by frequency (1) with percent (4%).

8-

Table (4.53)

Answer	Frequency	percent
True	22	88%
False	3	12%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

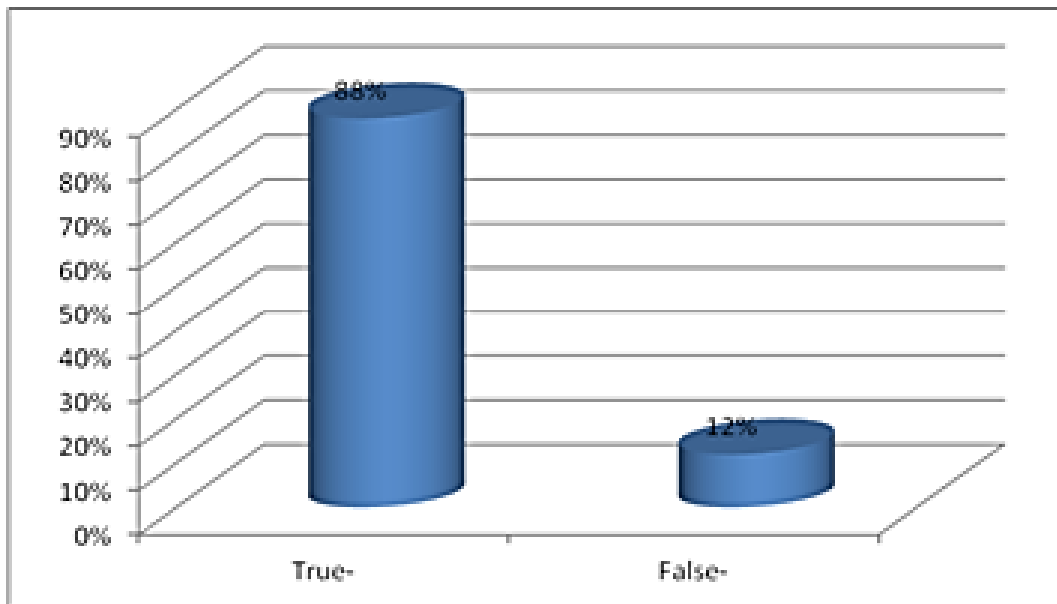


Figure (4.53)

From table (4.53) and figure (4.53) we note that the answer of most of the individuals study is (True) by frequency (22) with percent (88%) while the answer is (False) by frequency (3) with percent (12%).

9.

Table (4.54)

Answer	Frequency	percent
True	19	76%
False	6	24%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

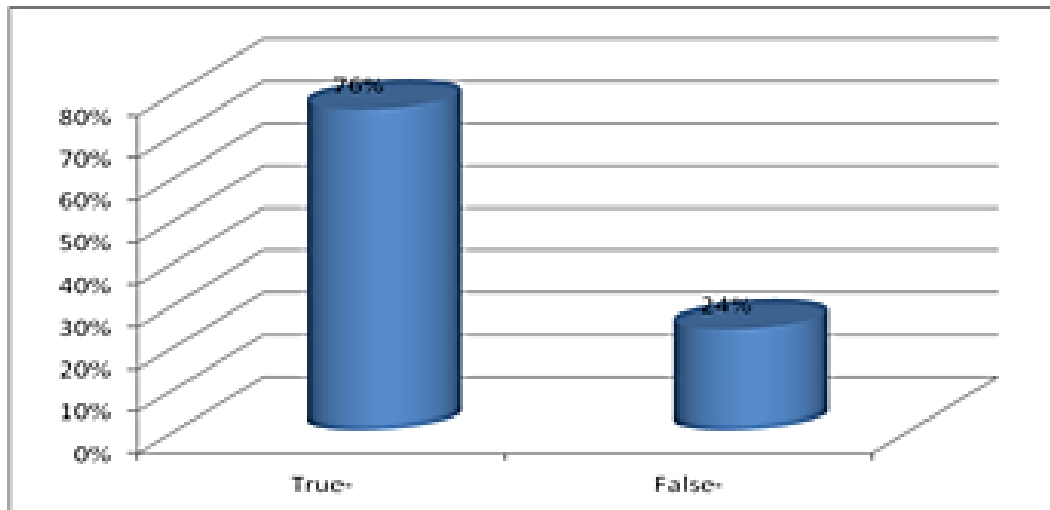


Figure (4.54)

From table (4.54) and figure (4.54) we note that the answer of most of the individuals study is (True) by frequency (19) with percent (76%) while the answer is (False) by frequency (6) with percent (24%).

10-

Table (4.55)

Answer	Frequency	percent
True	23	92%
False	2	8%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

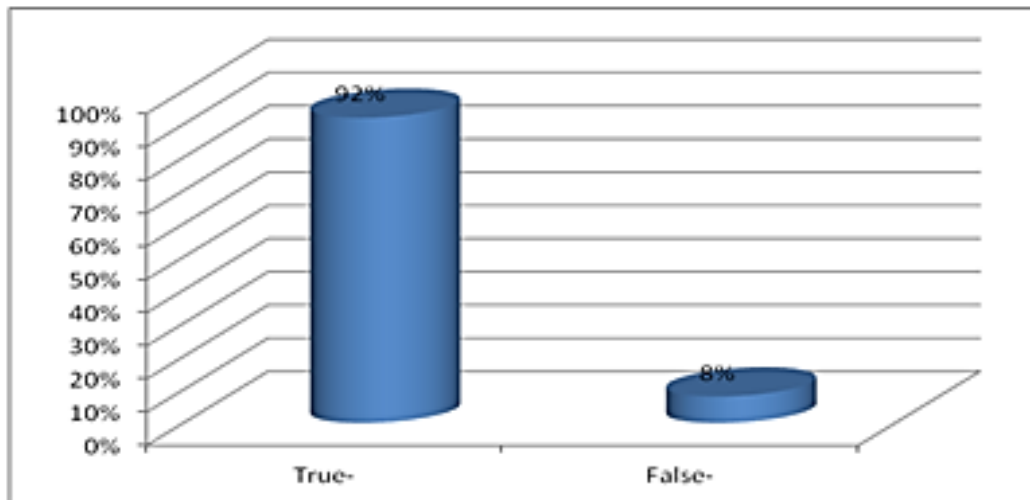


Figure (4.55)

From table (4.55) and figure (4.55) we note that the answer of most of the individuals study is (True) by frequency (23) with percent (92%) while the answer is (False) by frequency (2) with percent (8%).

11-

Table (4.56)

Answer	Frequency	percent
True	16	64%
False	9	36%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

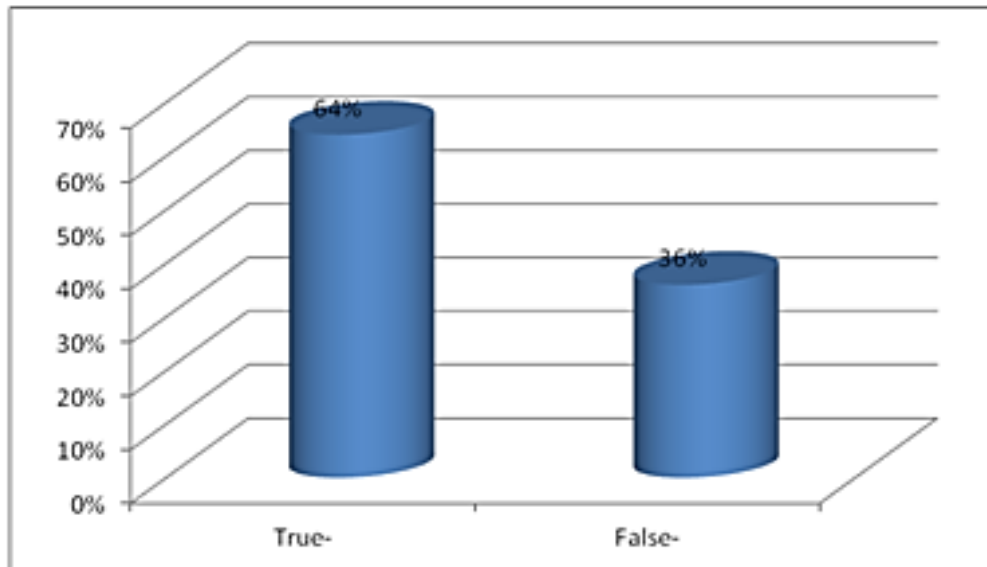


Figure (4.56)

From table (4.56) and figure (4.56) we note that the answer of most of the individuals study is (True) by frequency (16) with percent (64%) while the answer is (False) by frequency (9) with percent (36%).

12-

Table (4.57)

Answer	Frequency	percent
True	21	84%
False	4	16%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

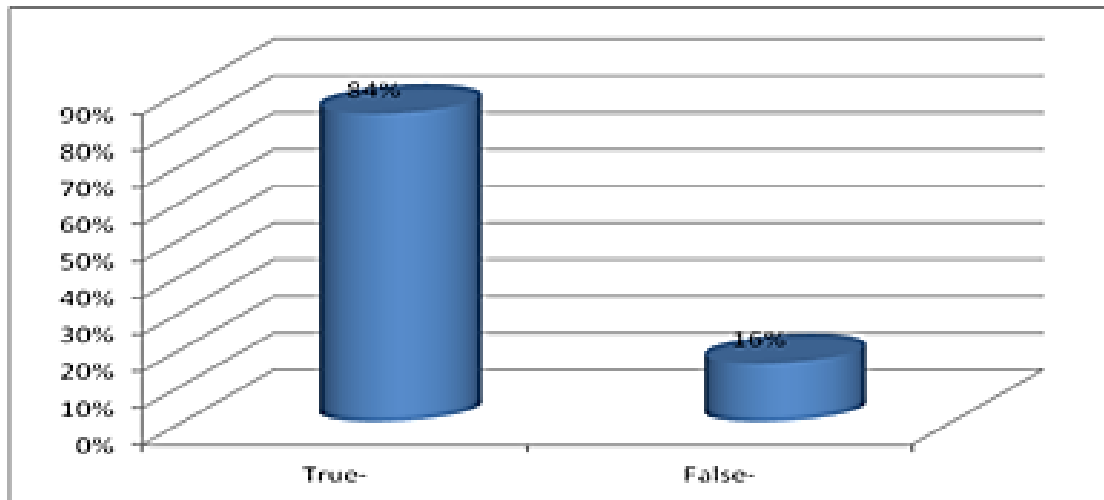


Figure (4.57)

From table (4.57) and figure (4.57) we note that the answer of most of the individuals study is (True) by frequency (21) with percent (84%) while the answer is (False) by frequency (4) with percent (16%).

13-

Table (4.58)

Answer	Frequency	percent
True	19	76%
False	6	34%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

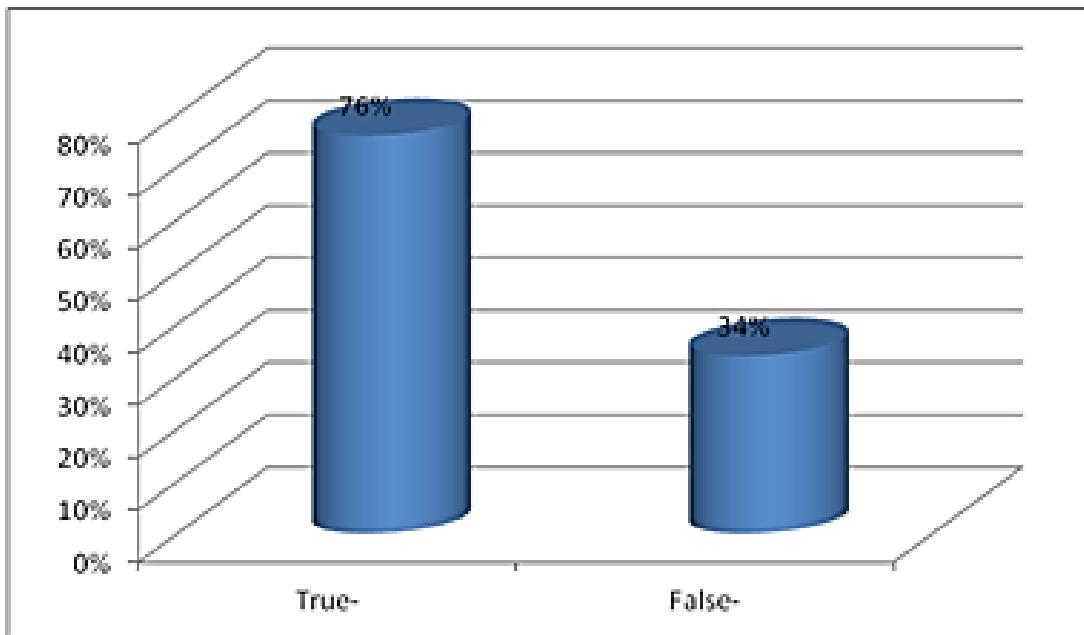


Figure (4.58)

From table (4.58) and figure (4.58) we note that the answer of most of the individuals study is (True) by frequency (19) with percent (76%) while the answer is (False) by frequency (6) with percent (34%).

14-

Table (4.59)

Answer	Frequency	percent
True	20	80%
False	5	20%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

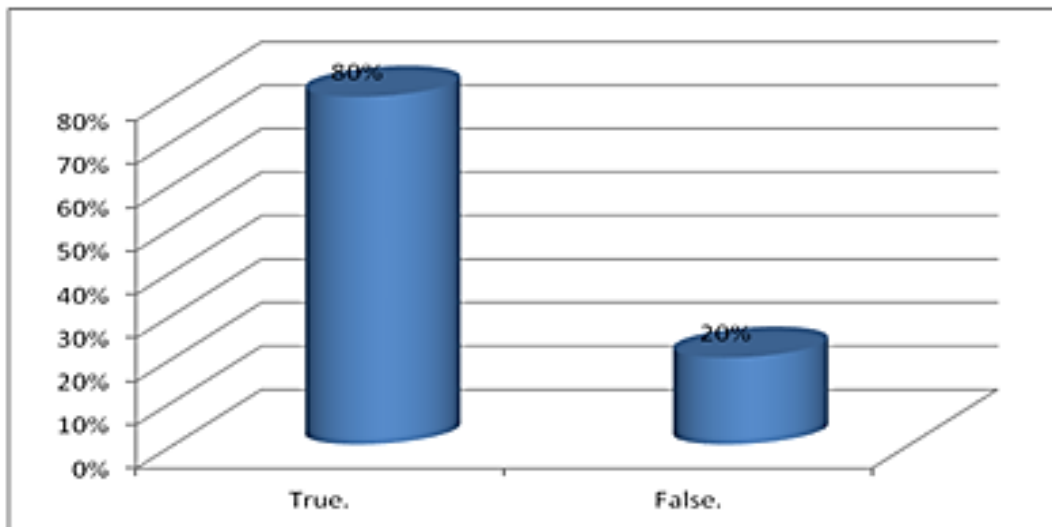


Figure (4.59)

From table (4.59) and figure (4.59) we note that the answer of most of the individuals study is (True) by frequency (20) with percent (80%) while the answer is (False) by frequency (5) with percent (20%).

15-

Table (4.60)

Answer	Frequency	percent
True	7	28%
False	18	72%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

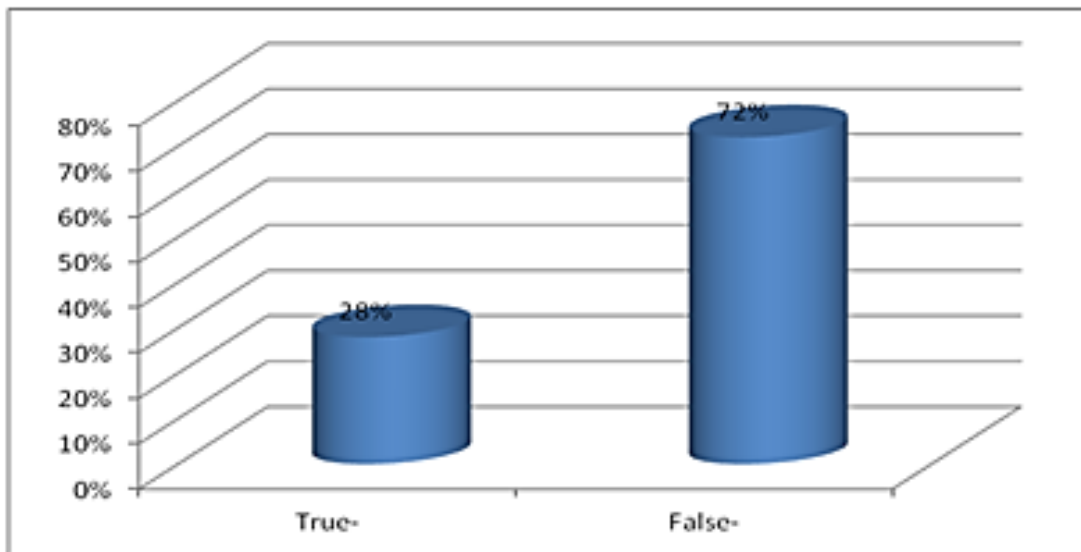


Figure (4.60)

From table (4.60) and figure (4.60) we note that the answer of most of the individuals study is (False) by frequency (18) with percent (72%) while the answer is (True) by frequency (7) with percent (28%).

Q4: re write the following local proverbs in their correct forms.

1- can - *belila* (millet soaked in water) - a little – join- has- the feast- who

Table (4.61)

Answer	Frequency	percent
True	19	76%
False	6	34%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

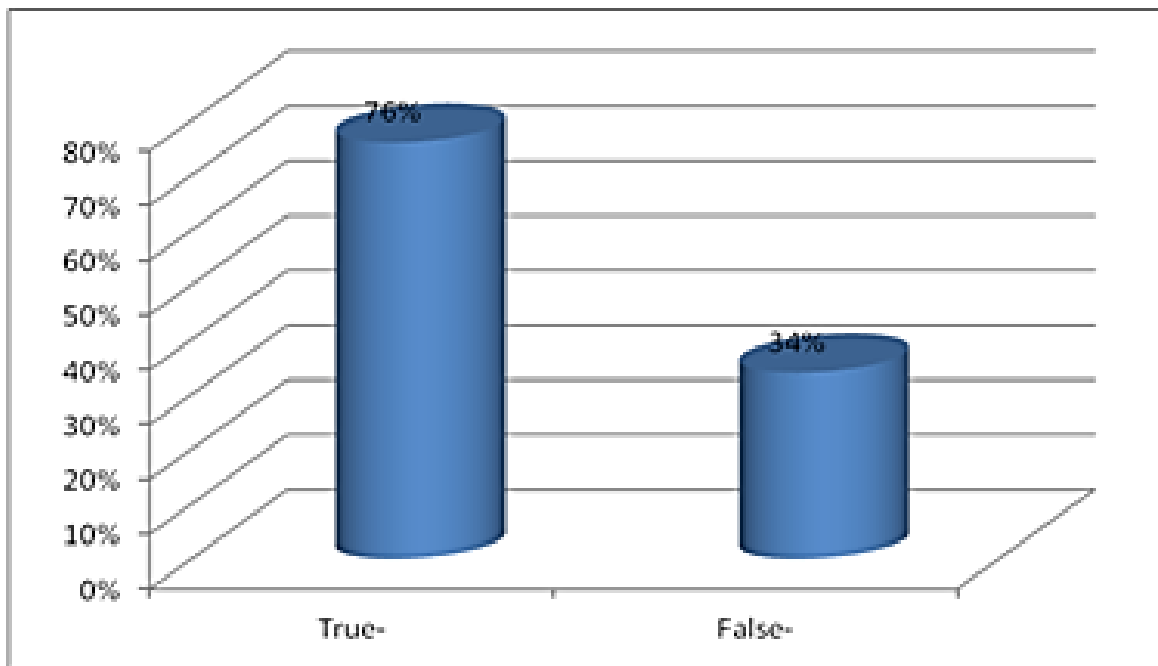


Figure (4.61)

From table (4.61) and figure (4.61) we note that the answer of most of the individuals study is (True) by frequency (19) with percent (76%) while the answer is (False) by frequency (6) with percent (34%).

2- black – wings- house – white

Table (4.62)

Answer	Frequency	percent
True	23	92%
False	2	8%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

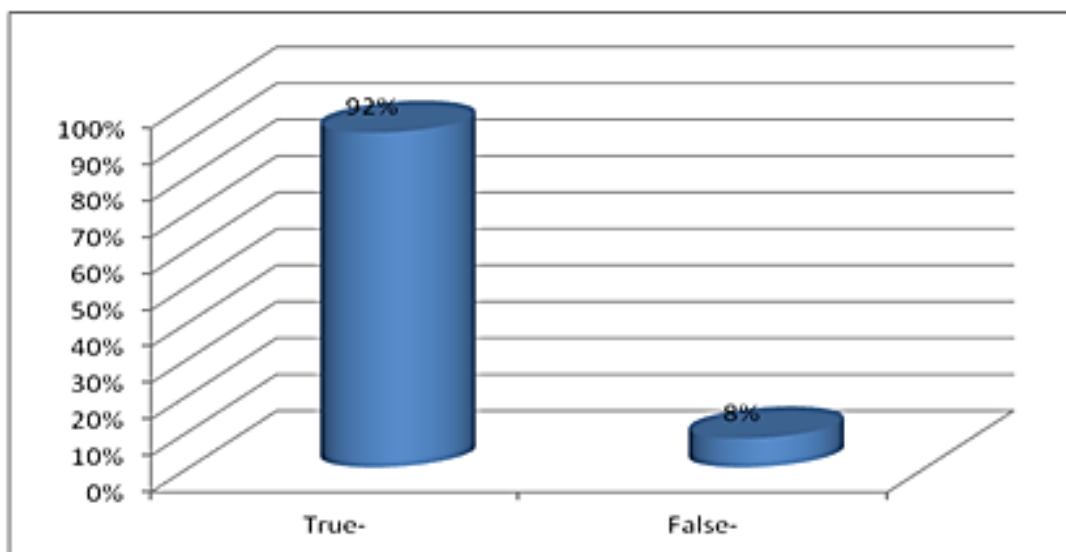


Figure (4.62)

From table (4.62) and figure (4.62) we note that the answer of most of the individuals study is (True) by frequency (23) with percent (92%) while the answer is (False) by frequency (2) with percent (8%).

3- down – plenty - the bull – knives – there- is- when- of- it- in- are

Table (4.63)

Answer	Frequency	percent
True	20	80%
False	5	20%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

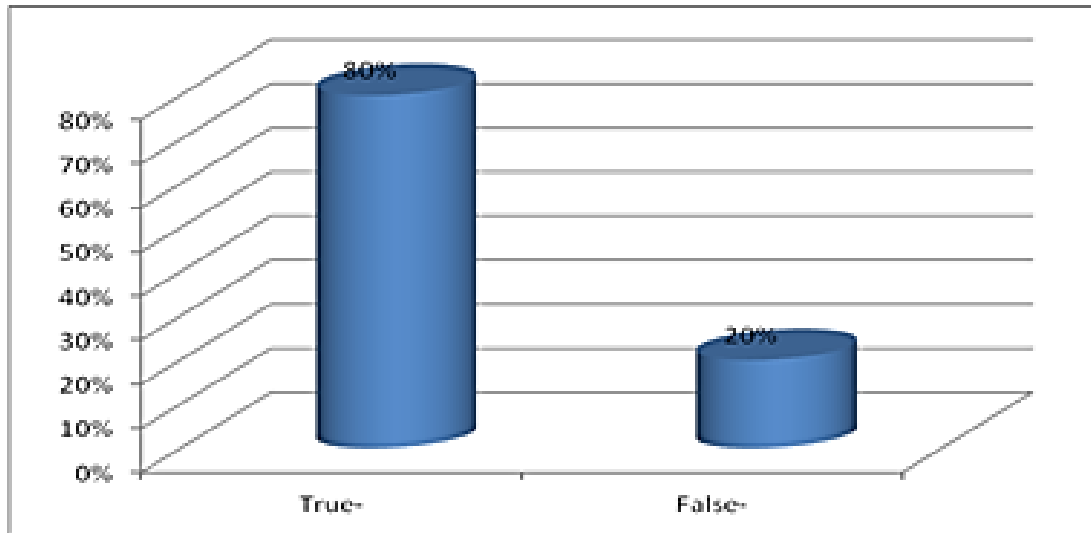


Figure (4.63)

From table (4.63) and figure (4.63) we note that the answer of most of the individuals study is (True) by frequency (20) with percent (80%) while the answer is (False) by frequency (5) with percent (20%).

4- Cannot- to – an – ape – old – to dance – learn

Table (4.64)

Answer	Frequency	percent
True	24	96%
False	1	4%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

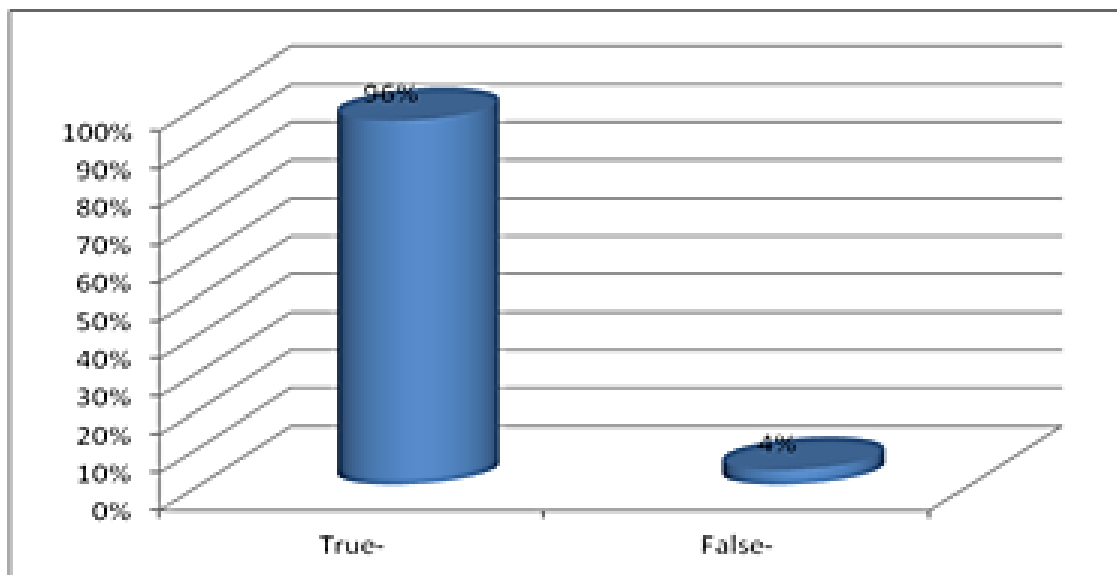


Figure (4.64)

From table (4.64) and figure (4.64) we note that the answer of most of the individuals study is (True) by frequency (24) with percent (96%) while the answer is (False) by frequency (1) with percent (4%).

5- Better- a locust- is – flying- than- in- a thousand- the hand- things

Table (4.65)

Answer	Frequency	percent
True	22	88%
False	3	12%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

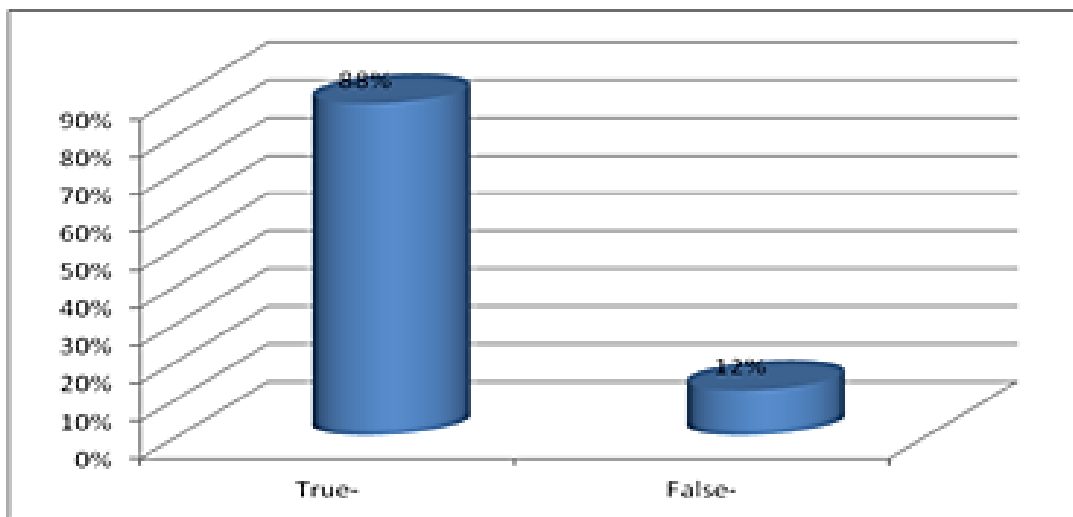


Figure (4.65)

From table (4.65) and figure (4.65) we note that the answer of most of the individuals study is (True) by frequency (22) with percent (88%) while the answer is (False) by frequency (3) with percent (12%).

Q.5. Guess the meaning of the underlined words by drawing a circle round the correct answer.

1- blood money or blood fines in Sudan paid as compensation to victim`s heirs by those who responsible for their death, this habit called:

Table (4.66)

Answer	Frequency	percent
Diyya	17	68%
sanction	3	12%
reward	2	8%
installment	3	12%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

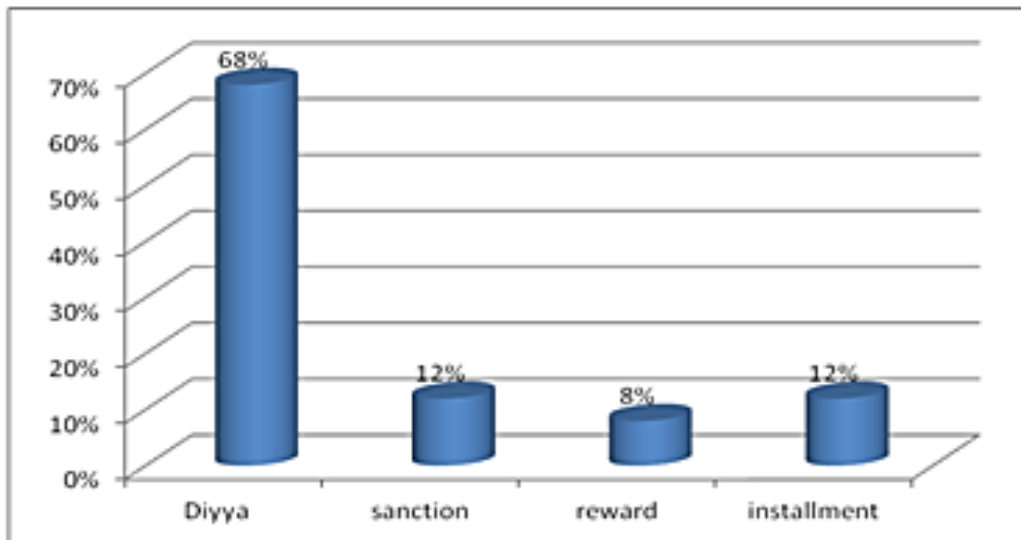


Figure (4.66)

From table (4.66) and figure (4.66) we note that the answer of most of the individuals study is (Diyya) by frequency (17) and percent (68%).

2- Part work is asocial system or voluntary and humanitarian work in Sudan.

Table (4.67)

Answer	Frequency	Percent
Teamwork	18	72%
cooperation	3	12%
participation	2	8%
Nafeer	2	8%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

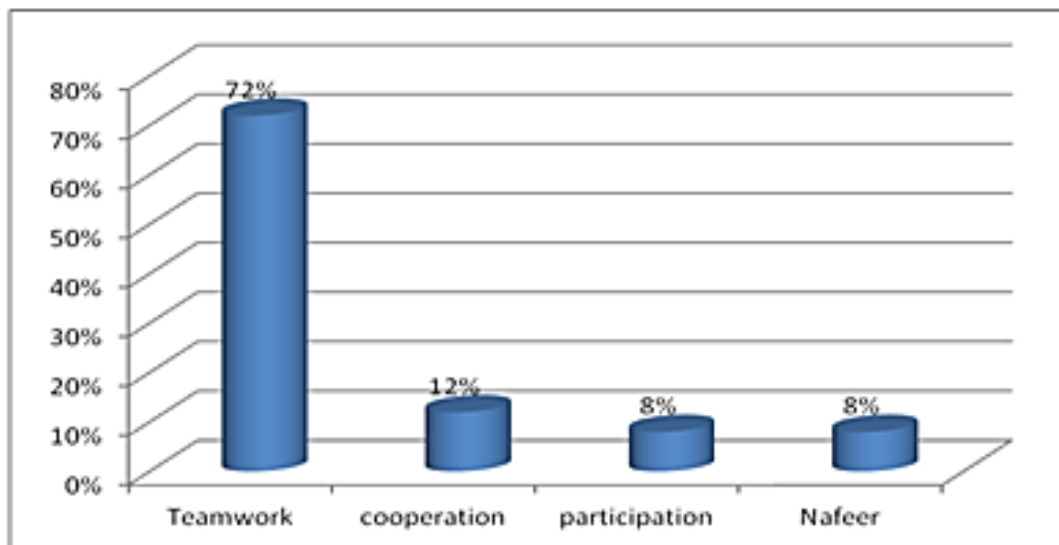


Figure (4.67)

From table (4.67) and figure (4.67) we note that the answer of most of the individuals study is (Teamwork) by frequency (18) with percent (72%).

3- A fence of thorny scrub bushes mainly used to enclose animals, sometimes used as a stockade in war time, also used to describe the camps of the slave's traders.

Table (4.68)

Answer	Frequency	percent
Wall	2	8%
jail	1	4%
Zariba/zareeba	20	80%
compounds	2	8%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

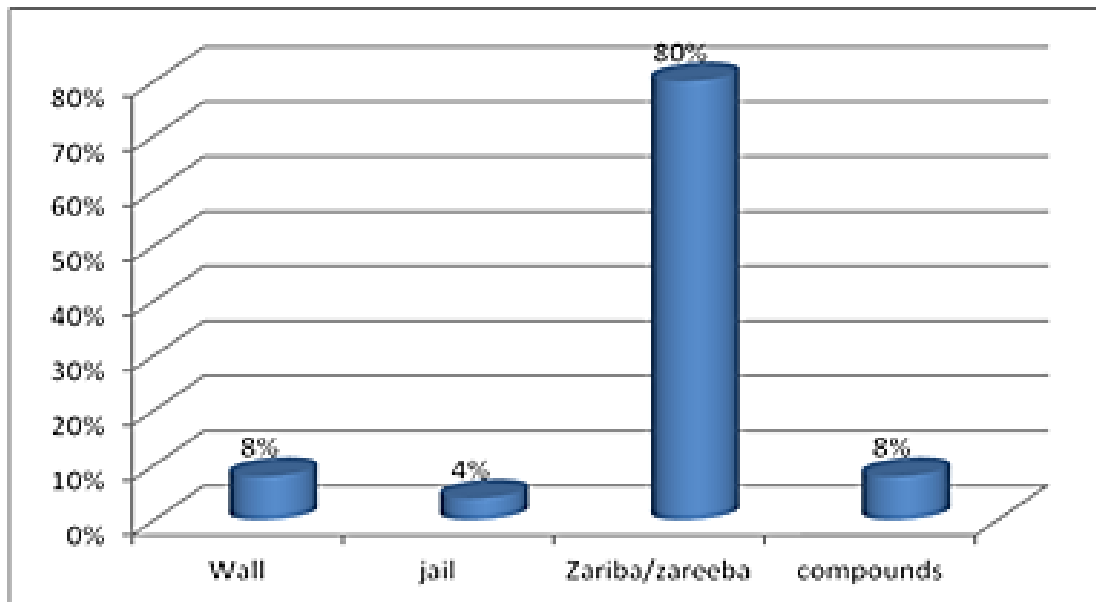


Figure (4.68)

From table (4.68) and figure (4.68) we note that the answer of most of the individuals study is (Zariba/zareeba) by frequency (20) with percent (80%).

4- Children were entertained at night by their Mothers and grandmothers who told them stories and gave them verbal riddles, in Sudan these called wisdom or:

Table (4.69)

Answer	Frequency	Percent
guidance	3	12%
huja	19	76%
Rumours	1	4%
gossip	2	8%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

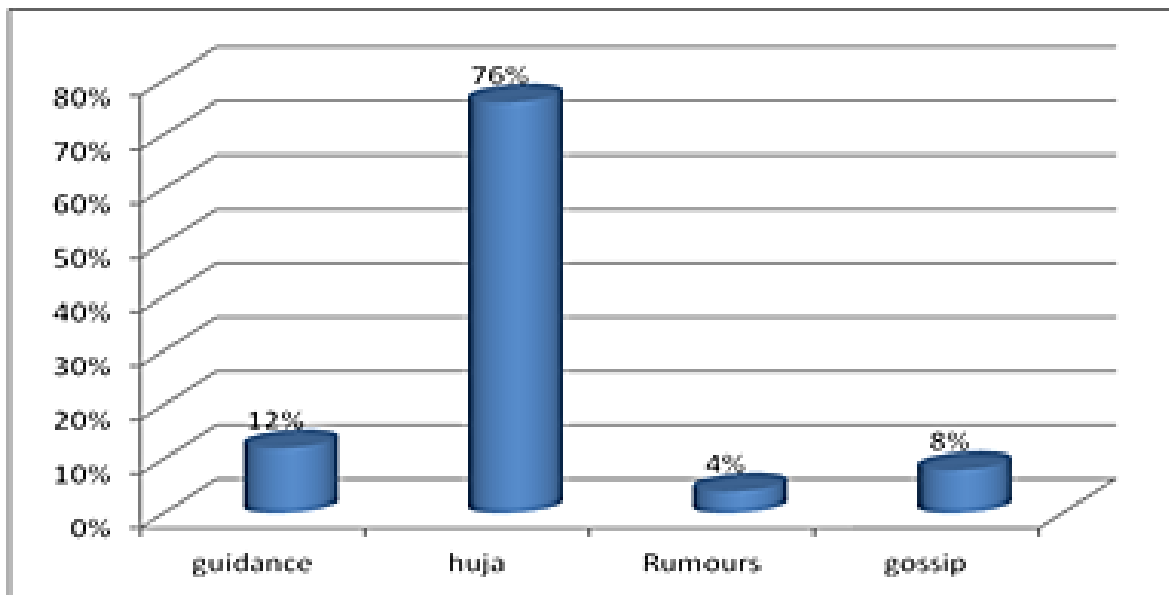


Figure (4.69)

From table (4.69) and figure (4.69) we note that the answer of most of the individuals study is (huja) by frequency (19) with percent (76%).

5- The habits of the pastoral and nomad tribes especially (Baggara Tribes) in Sudan usually expressed by a yearly migration to the North West named.

Table (4.70)

Answer	Frequency	percent
the nashuge	16	64%
the Dammar	4	16%
exodus	3	12%
travel	2	8%
Total	25	100%

Source: prepared by researcher, using SPSS, 2017

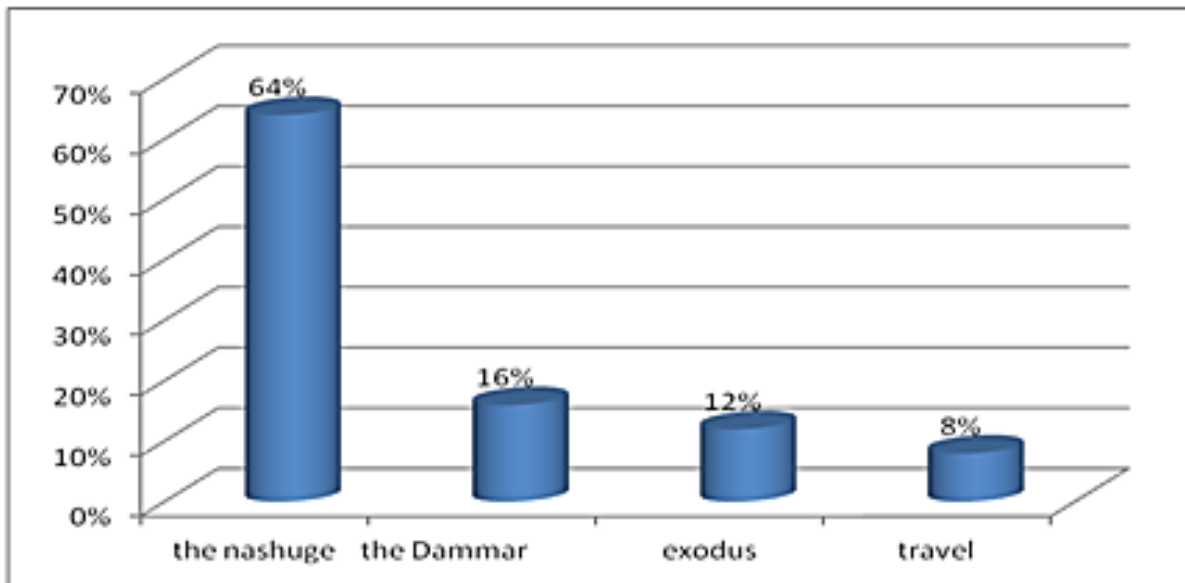


Figure (4.70)

From table (4.70) and figure (4.70) we note that the answer of most of the individuals study is (the nashuge) by frequency (16) with percent (64%).

4.3 Pre-test and post-test contrastive analysis

This part deals with learner`s scores contrastive analysis in their pre-test and post-test. By organizing and analyzing the percentage results

The table below shows the classifications of succeeded respondent`s percentage in first Question in pre- test and post-test

Table (4.71)

Items	Pre-test	Post-test
Q1 percentage	33.2%	86%

The table (7.71)Above showed the differences between the percentages of pre-test and post-test for the students who succeeded in the first Question, the difference is $86\% - 33.2\% = 52.8\%$, this difference in percentage approved that there is enhancement and progress after using course including locally authentic materials. The table below shows the classifications of succeeded respondent`s percentage in second Question in pre- test and post-test

Table (4.72)

Items	Pre-test	Post-test
Q2 percentage	26.4%	57.6%

The table (4.72)Above showed the differences between the percentages of pre-test and post-test for the students who succeeded in the second Question, the difference is $57.6\% - 26.4 = 31.2\%$, this difference in percentage approved that there is enhancement and progress after using course including locally authentic materials. The table below shows the classifications of succeeded respondent`s percentage in third Question in pre- test and post-test

Table (4.73)

Items	Pre-test	Post-test
Q3 percentage	40.8%	68%

The table (4.73)Above showed the differences between the percentages of pre-test and post-test for the students who succeeded in the third Question, the difference is $68\% - 40.8\% = 27.2\%$, this difference in percentage approved that there is enhancement and progress after using course including locally authentic materials.

The table below shows the classifications of succeeded respondent's percentage in fourth Question in pre- test and post-test

Table (4.74)

Items	Pre-test	Post-test
Q4 percentage	13.6%	86.4%

The table (4.74)Above showed the differences between the percentages of pre-test and post-test for the students who succeeded in the fourth Question, the difference is $86.4\% - 13.6\% = 72.8\%$, this difference in percentage approved that there is enhancement and progress after using course including locally authentic material.

The table below shows the classifications of succeeded respondent's percentage in fifth Question in pre- test and post-test

Table (4.75)

Items	Pre-test	Post-test
Q5 percentage	39.2%	72%

The table (4.75)Above showed the differences between the percentages of pre-test and post-test for the students who succeeded in the fifth Question, the difference is $72\% - 39.2\% = 32.8\%$, this difference in percentage approved that there is enhancement and progress after using course including locally authentic materials.

From the above contrastive analysis explained above one can conclude that the overall percentage differences between pre-test and post-test as follow:

Table (4.76)

Items	Pre-test	Post-test
overall percentage	30.64%	74%

The table (4.76) above indicated that the overall percentage differences between pre-test and post-test as $74\% - 30.64\% = 43.36$. This difference indicated that there is very large improvement in the student's performance their language competence in vocabulary was enhanced after providing a program containing locally authentic materials adapted from magazines.

4.4 Results of the teacher's Questionnaire

Regarding the results obtained from the teacher's questionnaire. The results are revealed in the figures and tables. The teachers' questionnaire results, authenticated the results gained by the achievement test and proved all the study hypotheses correct.

Statistical methods used:

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

- Charts.
- Frequency distribution of the answers.
- Percentages.
- Alpha equation, to calculate the reliability coefficient.
- Median.
- Chi-square test for the significance of differences between the answers. To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences.

4.5 Verification of the Study Hypotheses

To answer the questions of testing study and verification of hypotheses will be calculated median for each of the phrases in the questionnaire and which show views of individuals the study, which was given Grade (5) as a weight for each answer "Strongly agree", and grade (4) as a weight for each answer "agree" grade (3) as a weight for each answer "neutral", grade (2) as a weight for each answer, "disagree" and grade (1) as a weight for each answer "strongly Disagree". To know Trends answer, by calculated median and then it will use the Chi-square test to know the significance of differences in answers.

Test and Discussion of Hypothesis (1): “Using locally published magazine authentic materials increase the motivations of EFL learners and create more positive attitudes toward EFL learning”.

Frequency distribution of the first hypothesis phrases Answers:

- 1- Using locally magazines authentic materials is to put our local real life into the classroom and creating positive attitudes and motivations.

Table (4.77)

Answer	Frequency	Percentage
Strongly agree	17	25.5%
Agree	21	41.2%
Neutral	13	33.3%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

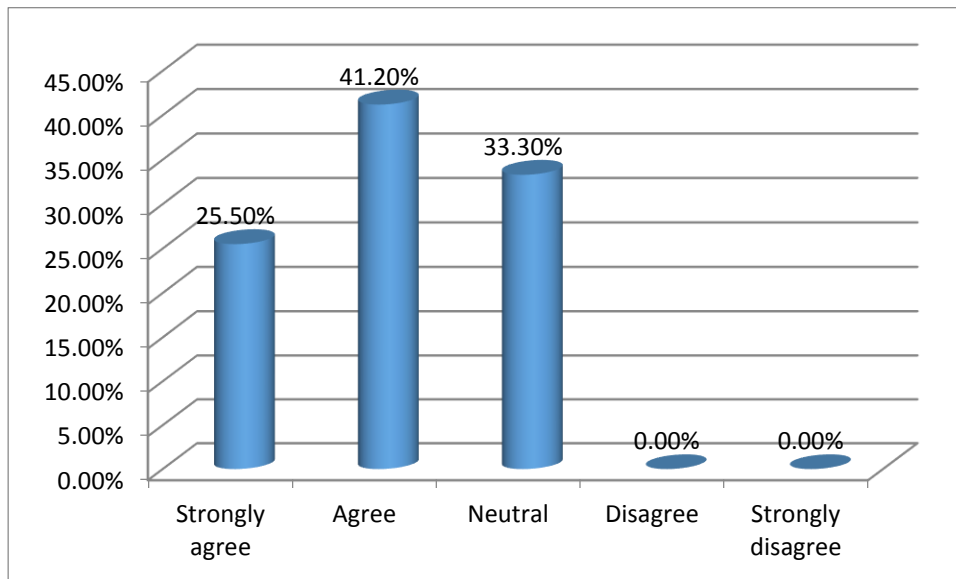


Figure (4.71)

From table (4.77) and figure (4.71) we note that the answer of most of the individuals study is (agree) by frequency (21) and percent (41.2%), followed by who answer is (Strongly agree) by frequency (17) and percent (25.5%), while the total number of who answer is (Neutral) by frequency (13) and percent (33.3 %).the sum of agreement is (66.70%) However, the rate of disagreement is (0.00%) this indicated that using locally magazines authentic materials is to put our local real life into the classroom and creating positive attitudes and motivations.

2- Using locally published relevant magazines materials (real texts) empower Sudanese EFL learners and encourage collaboration, sharing of information.

Table (4.78)

Answer	Frequency	Percentage
Strongly agree	18	35.3%
Agree	18	35.3%
Neutral	12	23.5%
Disagree	3	5.9%
Strongly disagree	0	0.0%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

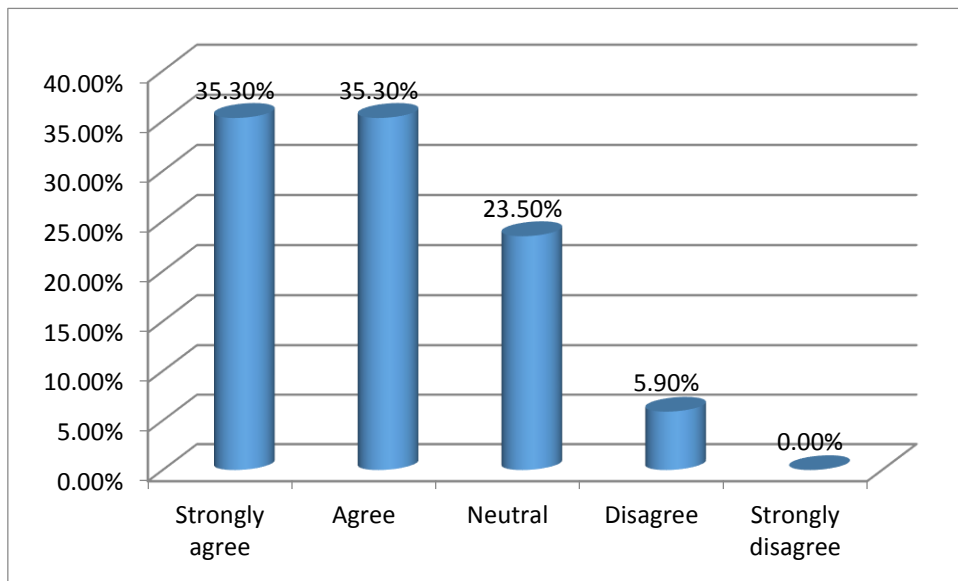


Figure (4.72)

From table (4.78) and figure (4.72) we note that the answer of most of the individuals study is (Strongly agree) and (agree) by frequency (18) and percent (35.3%), followed by who answer is (Neutral) by frequency (12) and percent (23.5%), while the total number of who answer is (Disagree) by frequency (3) and percent (5.9%). The sum of agreement is (70.60%) comparing to the disagreement score (5.90) it shows that Using locally published relevant magazines materials (real texts) empower Sudanese EFL learners and encourage collaboration, sharing of information.

3- Using locally published magazine authentic materials increase the motivations of EFL learners and create more positive attitudes toward EFL learning.

Table (4.79)

Answer	Frequency	Percentage
Strongly agree	13	25.5%
Agree	23	45.1%
Neutral	10	19.6%
Disagree	5	9.8%
Strongly disagree	0	0.0%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

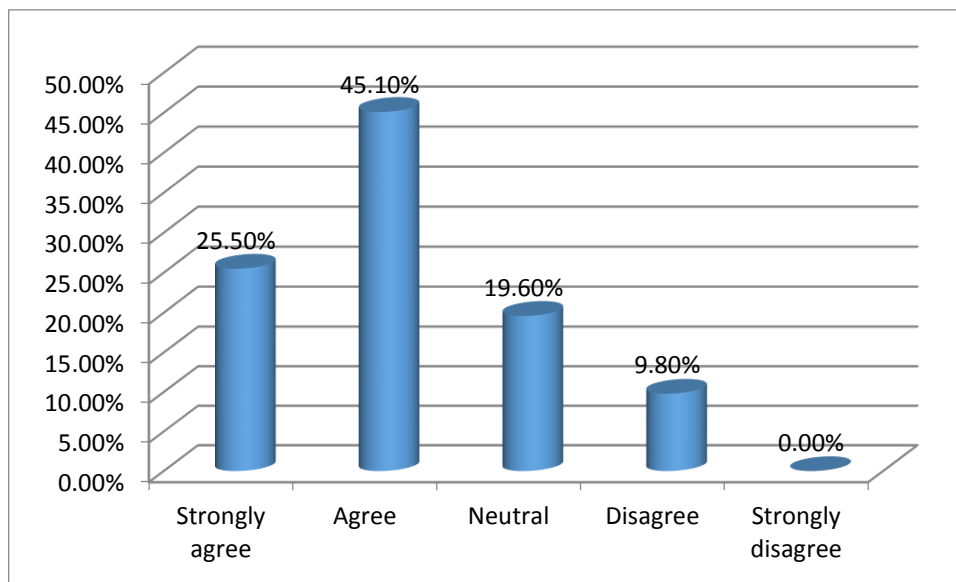


Figure (4.73)

From table (4.79) and figure (4.73) we note that the answer of most of the individuals study is (Agree) by frequency (23) and percent (45.1%), followed by who answer is (Strongly agree) by frequency (13) and percent (25.5%), while the total number of who answer is (Neutral) both by frequency (10) and percent (19.6%). The sum of agreement is (70.60%) who are of the idea that Using locally published magazine authentic materials increase the motivations of EFL learners and create more positive attitudes toward EFL learning, however (19.60%) are neutral.

4- To achieve learner`s motivation, teachers can use Translation as a good and helpful technique for learning new vocabulary from authentic materials.

Table (4.80)

Answer	Frequency	Percentage
Strongly agree	13	25.5%
Agree	18	35.3%
Neutral	9	17.6%
Disagree	7	13.7%
Strongly disagree	4	7.8%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

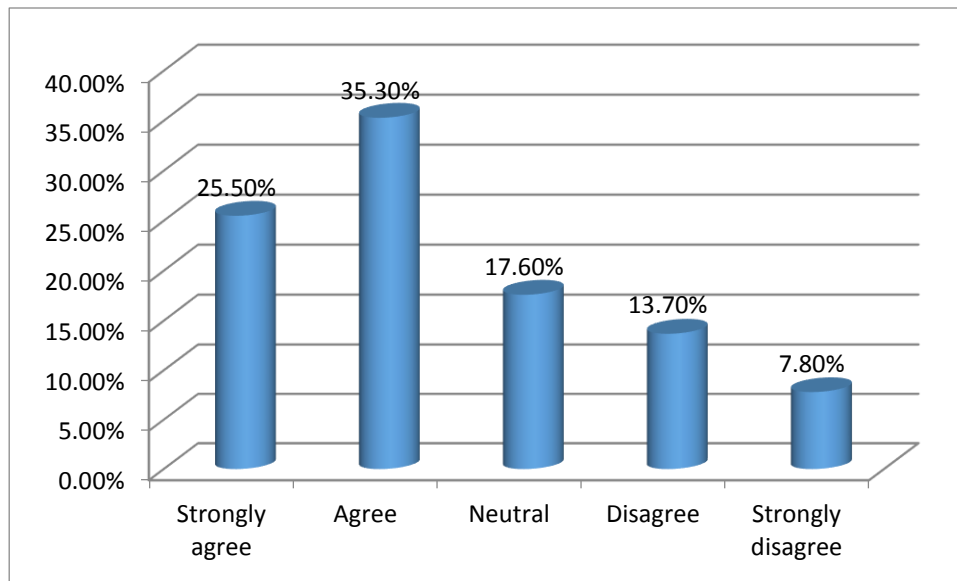


Figure (4.74)

From table (4.80) and figure (4.74) we note that the answer of most of the individuals study is (agree) by frequency (18) and percent (35.3%), followed by who answer is (Strongly agree) by frequency (13) and percent (25.5%), while the total number of who answer is (Neutral) by frequency (9) and percent (17.6%). The sum of agreement is (60.80), they agreed the idea that To achieve learner`s motivation, teachers can use Translation as a good and helpful technique for learning new vocabulary from authentic materials, the disagreement score is (21.50%).

5- Translation for authentic texts requires teacher`s knowledge of vocabulary that based on authentic language.

Table (4.81)

Answer	Frequency	Percentage
Strongly agree	26	51%
Agree	18	35.3%
Neutral	3	5.9%
Disagree	4	7.8%
Strongly disagree	0	0.0%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

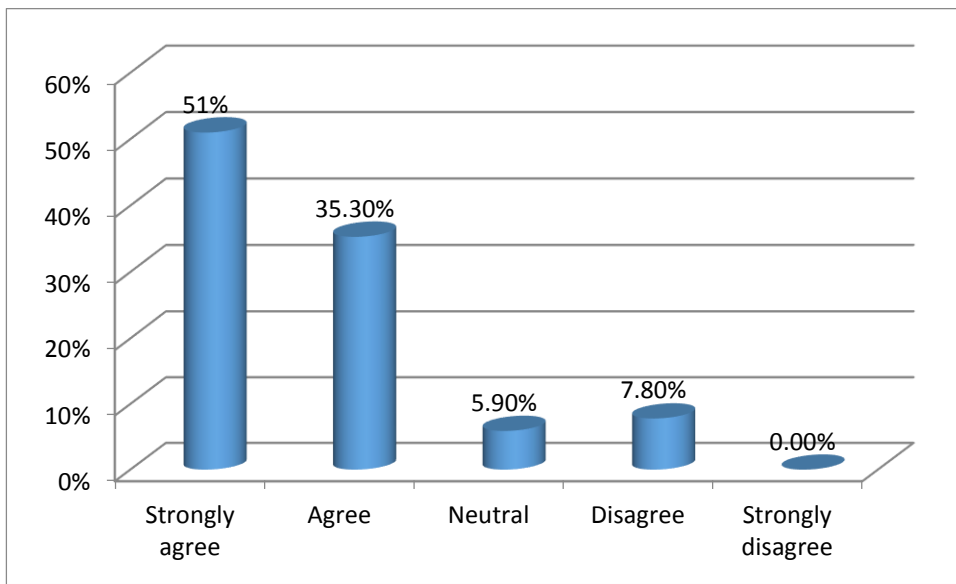


Figure (4.75)

From table (4.81) and figure (4.75) we note that the answer of most of the individuals study is (Strongly agree) by frequency (26) and percent (51%), followed by who answer is (agree) both by frequency (18) and percent (35.3%) , while the total number of who answer is (Disagree) by frequency (4) and percent (7.8%). The sum of Those who agreed on the idea that “Translation for authentic texts requires teacher`s knowledge of vocabulary that based on authentic language” is (86.30%) comparing to disagreement score (7.80%)

6- To achieve the EFL learning goals by using authentic magazine materials, teachers need effective Vocabulary learning strategies.

Table (4.82)

Answer	Frequency	Percentage
Strongly agree	21	41.2%
Agree	24	47.1%
Neutral	4	7.8%
Disagree	2	3.9%
Strongly disagree	0	0.0%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

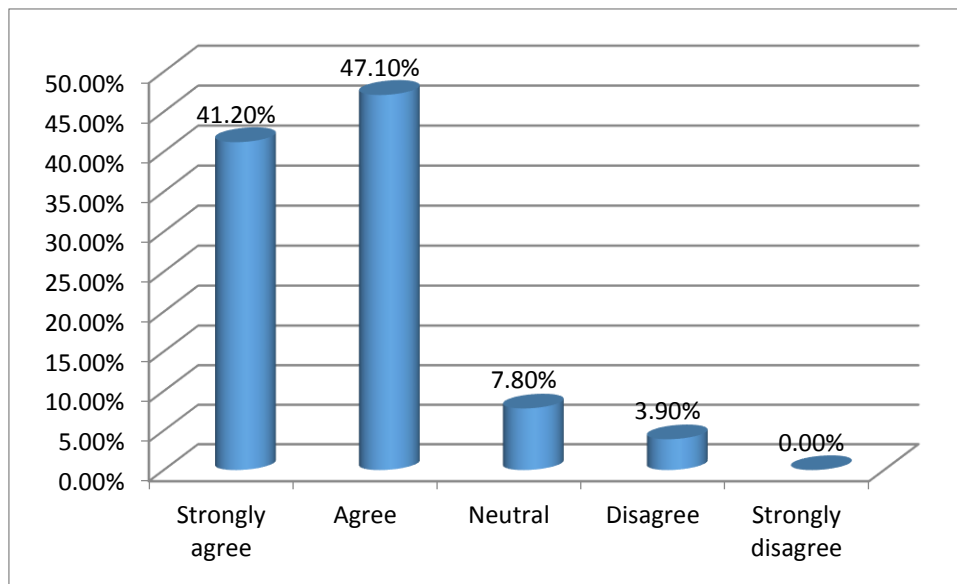


Figure (4.76)

From table (4.82) and figure (4.76) we note that the answer of most of the individuals study is (agree) by frequency (24) and percent (47.1%), followed by who answer is (Strongly agree) by frequency (21) and percent (41.2%) , while the total number of who answer is (Neutral) by frequency (4) and percent (7.8%). The sum of agreement is (88.30%) all of them supported the idea that “To achieve the EFL learning goals by using authentic magazine materials, teachers need effective Vocabulary learning strategies” comparing to the rare score of disagreement (3.9%) although those who are neutral (7.8%).

7- Locally published authentic magazines enhance Sudanese EFL learners' competence in vocabulary building.

Table (4.83)

Answer	Frequency	Percentage
Strongly agree	17	33.3%
Agree	29	56.9%
Neutral	3	5.9%
Disagree	2	3.9%
Strongly disagree	0	0.0%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

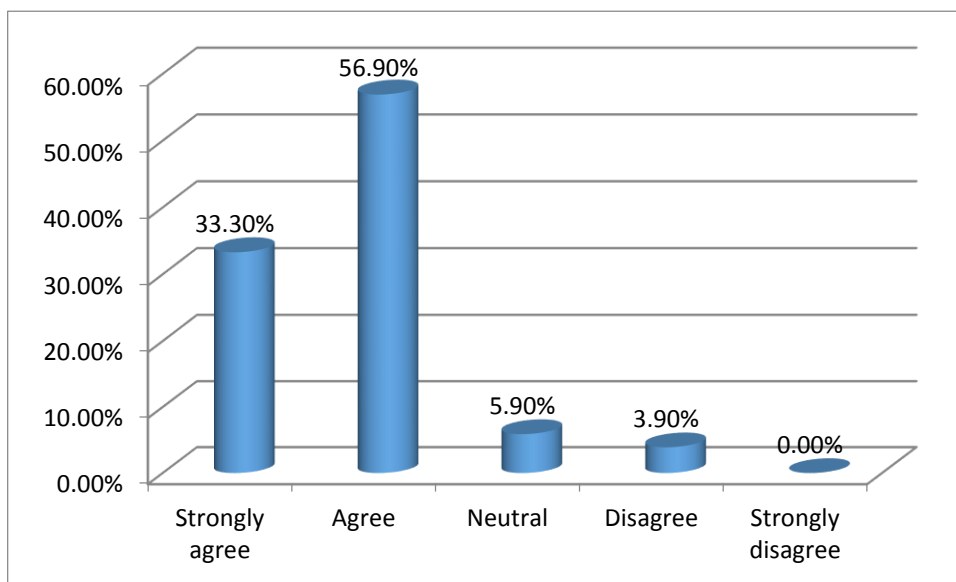


Figure (4.77)

From table (4.83) and figure (4.77) we note that the answer of most of the individuals study is (agree) by frequency (29) and percent (56.9%), followed by who answer is (Strongly agree) by frequency (17) and percent (33.3%) , while the total number of who answer is (Neutral) by frequency (3) and percent (5.9%). The sum of agreement pointed to (90.2) that “Locally published authentic magazines enhance Sudanese EFL learners' competence in vocabulary building” on the other hand there was very rare score of disagreement is (3.9%).

8- Vocabulary learning strategies help both EFL learners and EFL teachers to achieve effective learning objectives.

Table (4.84)

Answer	Frequency	Percentage
Strongly agree	33	64.7%
Agree	8	15.7%
Neutral	6	11.8%
Disagree	4	7.8%
Strongly disagree	0	0.0%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

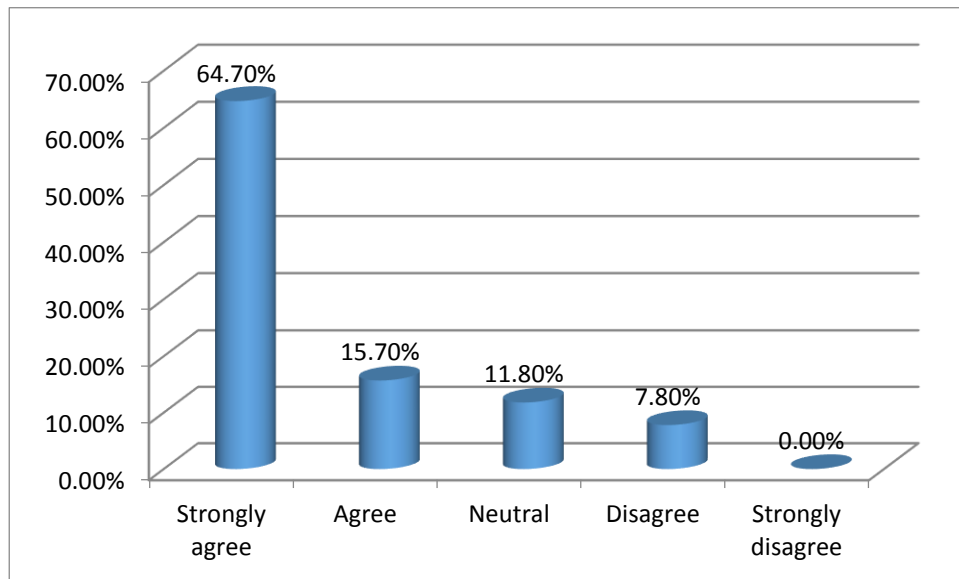


Figure (4.78)

From table (4.84) and figure (4.78) we note that the answer of most of the individuals study is (Strongly agree) by frequency (33) and percent (64.7%), followed by who answer is (agree) by frequency (8) and percent (15.7%) while the total number of who answer is (disagree) by frequency (4) and percent (7.8%). The sum of agreement is (80.4%) are of the idea that “Vocabulary learning strategies help both EFL learners and EFL teachers to achieve effective learning objectives”.

9- Vocabulary enhancement through authentic articles will achieve many learning objectives in the classroom.

Table (4.85)

Answer	Frequency	Percentage
Strongly agree	29	56.9%
Agree	12	23.5%
Neutral	5	9.8%
Disagree	3	5.9%
Strongly disagree	2	3.9%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

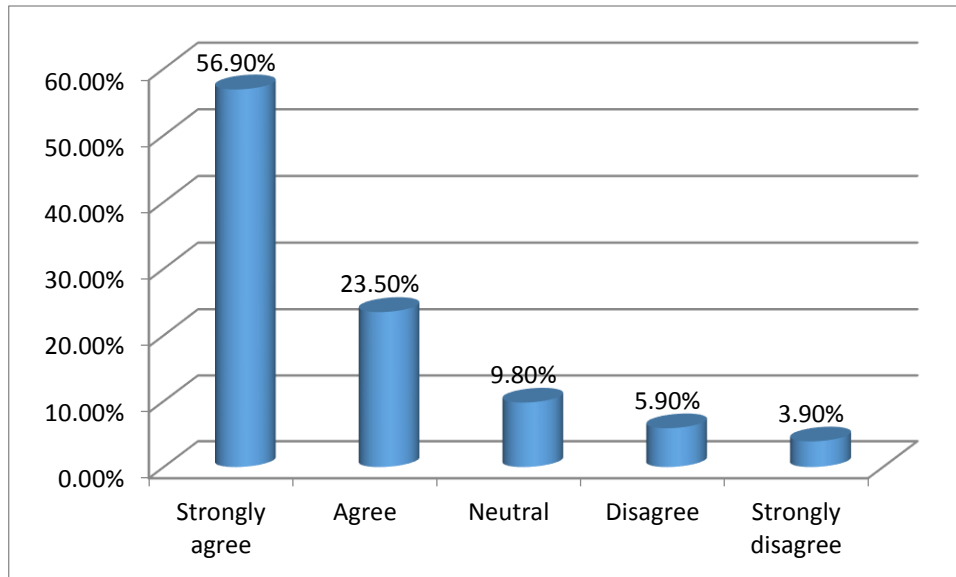


Figure (4.79)

From table (4.85) and figure (4.79) we note that the answer of most of the individuals study is (Strongly agree) by frequency (29) and percent (56.9%), followed by who answer is (agree) by frequency (12) and percent (23.5%), while the total number of who answer is (Neutral) by frequency (5) and percent (9.8%). The total of agreement is (80.4%), they agreed on the idea that “Vocabulary enhancement through authentic articles will achieve many learning objectives in the classroom”.

Table (4.86): Chi-square test results:

No	Statement	Chi-square value	P-value	Median	Trend
1	Using locally magazine authentic materials is to put our local real life and creating positive attitudes in the class room.	1.882	0.390	4	Agree
2	Using locally published relevant magazine materials (real texts) empower Sudanese EFL learners and encourage collaboration, sharing of information.	11.824	0.008	5	Strongly Agree
3	Using locally published magazine authentic materials increase the motivations of EFL learners and create more positive attitudes toward EFL learning.	13.549	0.004	4	Agree
4	To achieve learner`s motivation, teachers can use Translation as a good and helpful technique for learning new vocabulary from authentic materials.	11.647	0.020	4	Agree
5	Translation for authentic texts requires teacher`s knowledge of vocabulary that based on authentic language.	29.392	0.000	5	Strongly Agree
6	To achieve the EFL learning goals by using authentic magazine materials, teachers need effective Vocabulary	30.333	0.000	4	Agree

	learning strategies				
7	Locally published authentic magazine enhance Sudanese EFL learners' competence in vocabulary building.	38.647	0.000	4	Agree
8	Vocabulary learning strategies help both EFL learners and EFL teachers to achieve effective learning objectives.	43.510	0.000	5	Strongly Agree
9	Vocabulary enhancement through authentic articles will achieve many learning objectives in the classroom.	49.294	0.000	5	Strongly Agree
	Hypothesis	37.820	0.000	4	Agree

From the table above:

1. The value of chi-square for the phrase is (1.882) with (p-value=0.390 > 0.05), this indicates that there is no significant differences at the level (5%) between answers of study individuals.
2. The value of chi-square for the phrase is (11.824) with (p-value=0.008 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
3. The value of chi-square for the phrase is (13.549) with (p-value=0.004 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
4. The value of chi-square for the phrase is (11.647) with (p-value=0.020 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
5. The value of chi-square for the phrase is (29.392) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

6. The value of chi-square for the phrase is (30.333) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
7. The value of chi-square for the phrase is (38.647) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
8. The value of chi-square for the phrase is (43.510) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
9. The value of chi-square for the phrase is (49.294) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for all phrases in the first hypothesis (37.820), with (p-Value =0.000 < 0.05) this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

We conclude from the above that the hypothesis “Using locally published magazine authentic materials increase the motivations of EFL learners and create more positive attitudes toward EFL learning” has been achieved and in favor of agree.

Test and discussion of Hypotheses (2): “The study will improve the ability of students to be acquainted with their real life components through their local vocabulary learning”.

Frequency distribution of the second hypothesis phrases Answers:

10- Sudanese authentic materials are full of cultural, social and ethnic contents that are having an important effect to language.

Table (4.87)

Answer	Frequency	Percentage
Strongly agree	20	39.2%
Agree	23	45.1%
Neutral	8	15.7%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

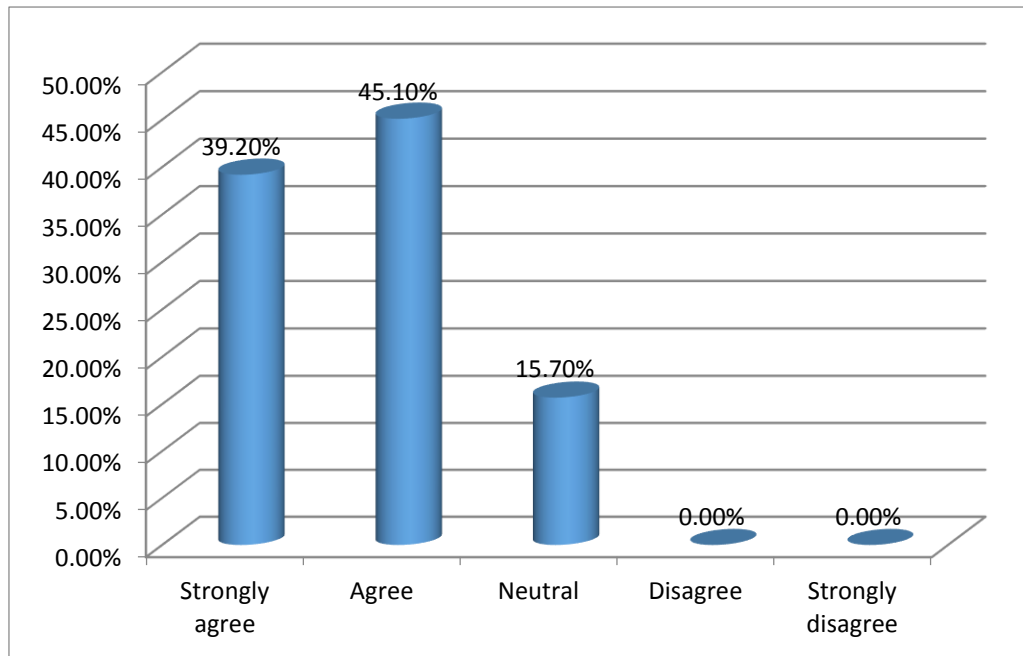


Figure (4.80)

From table (4.87) and figure (4.80) we note that the answer of most of the individuals study is (agree) by frequency (23) and percent (45.1%), followed by who answer is (Strongly agree) by frequency (20) and percent (39.2%), while the total number of who answer is (Neutral) by frequency (8) and percent (15.7%). The total of agreement (84.3%) who are of the idea that “Sudanese authentic materials are full of cultural, social and ethnic contents that are having an important effect to language” However (15.7%) pointed to neutral.

11- An authentic texts oral or written are primarily intended to communicate meaning.

Table (4.88)

Answer	Frequency	Percentage
Strongly agree	19	37.3%
Agree	25	49%
Neutral	3	5.9%
Disagree	4	7.8%
Strongly disagree	0	0.0%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

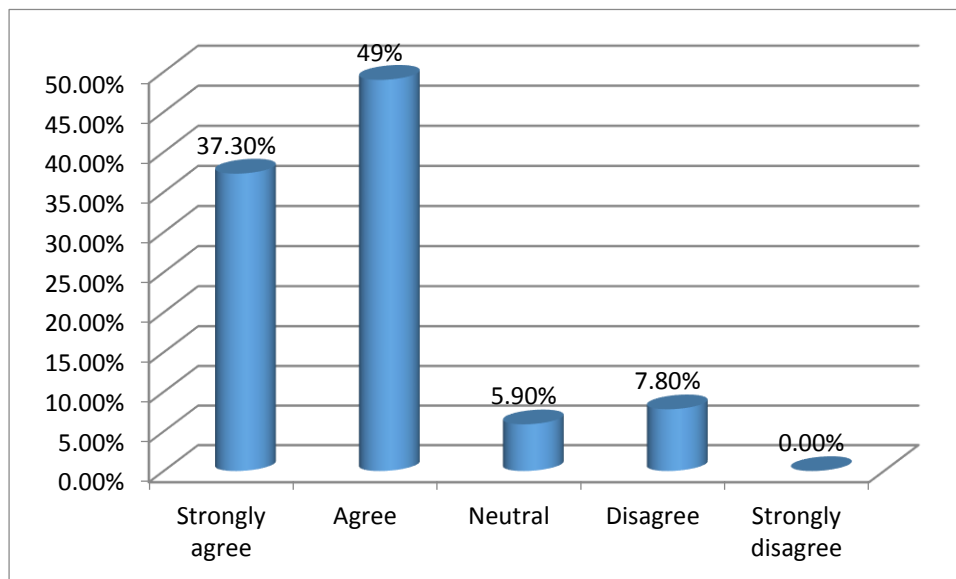


Figure (4.81)

From table (4.88) and figure (4.81) we note that the answer of most of the individuals study is (agree) by frequency (25) and percent (49%), followed by who answer is (Strongly agree) by frequency (19) and percent (37.3%), while the total number of who answer is (Disagree) by frequency (4) and percent (7.8%).

The total agreement is (86.3%) who are of the idea that “An authentic text oral or written is primarily intended to communicate meaning”.

12- An authentic learning materials taken from resources heavily laden with indigenous folklore and folk tales.

Table (4.89)

Answer	Frequency	Percentage
Strongly agree	12	23.5%
Agree	18	35.3%
Neutral	18	35.3%
Disagree	3	5.9%
Strongly disagree	0	0.0%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

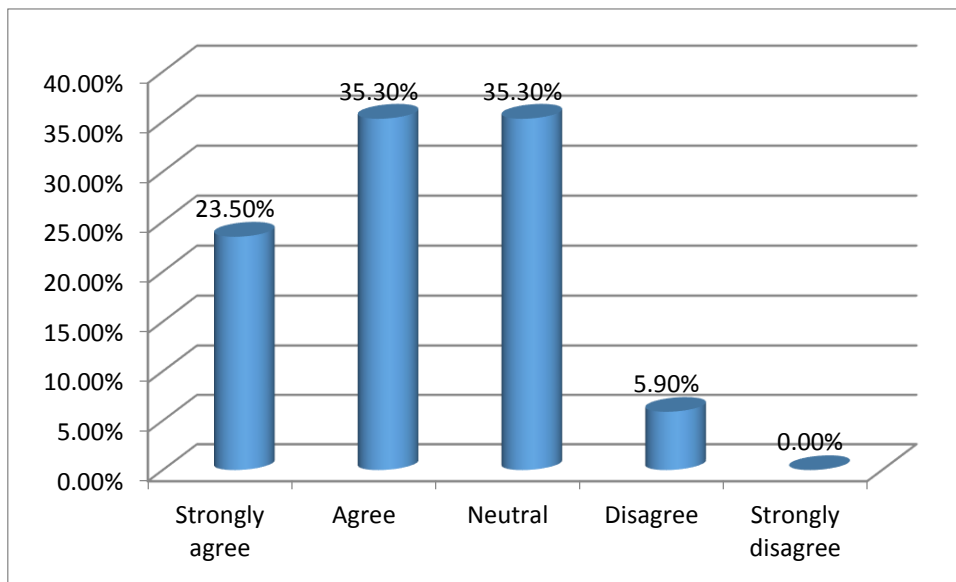


Figure (4.82)

From table (4.89) and figure (4.82) we note that the answer of most of the individuals study is (agree) by frequency (18) and percent (35.3%). followed by who answer is (neutral) by frequency (18) and percent (35.3%) while the total number of who answer (strongly agree) is (12) and percent (23.5%) and the total number of who is (disagree) by frequency (3) and percent (5.9%).

The sum of agreement is (58.8%) who confirmed that “An authentic learning materials taken from resources heavily laden with indigenous folklore and folk tales” although (35.3%) of the teachers are neutral.

13- Locally authentic materials provide relevant cultural contents

Table (4.90)

Answer	Frequency	Percentage
Strongly agree	19	37.3%
Agree	18	35.3%
Neutral	11	21.6%
Disagree	1	2%
Strongly disagree	2	3.9%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

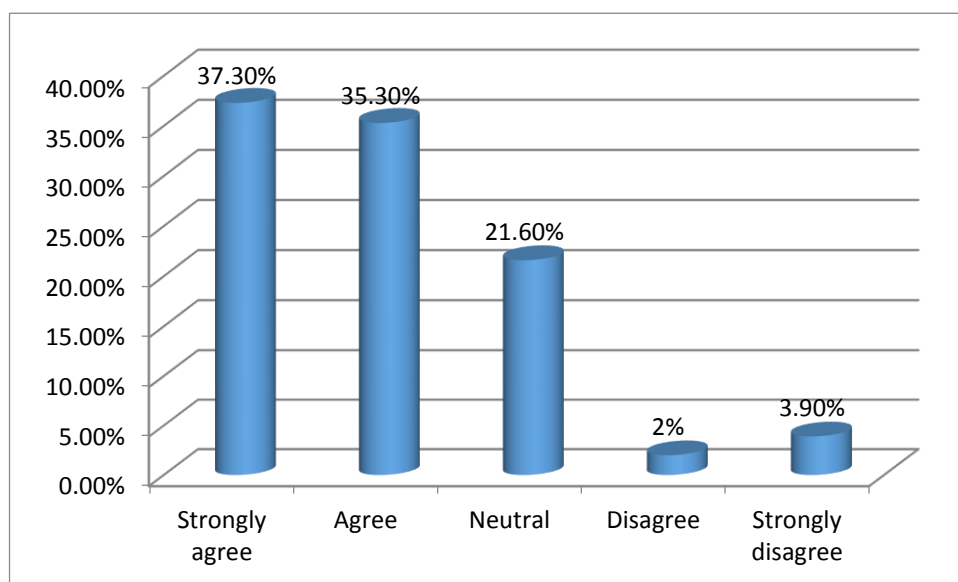


Figure (4.83)

From table (4.90) and figure (4.83) we note that the answer of most of the individuals study is (Strongly agree) by frequency (19) and percent (37.3%), followed by who answer is (agree) by frequency (18) and percent (35.3%) , while the total number of who answer is (Neutral) by frequency (11) and percent (21.6%).

The sum of agreement is (72.6%) who are of the idea that “Locally authentic materials provide relevant cultural contents” although 21.6% of the teachers are (neutral).

14- Textbook used lack of materials, texts that develop undergraduate Sudanese EFL student’s language competence regarding local specific vocabulary.

Table (4.91)

Answer	Frequency	Percentage
Strongly agree	11	21.6%
Agree	26	51%
Neutral	8	15.7%
Disagree	4	7.8%
Strongly disagree	2	3.9%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

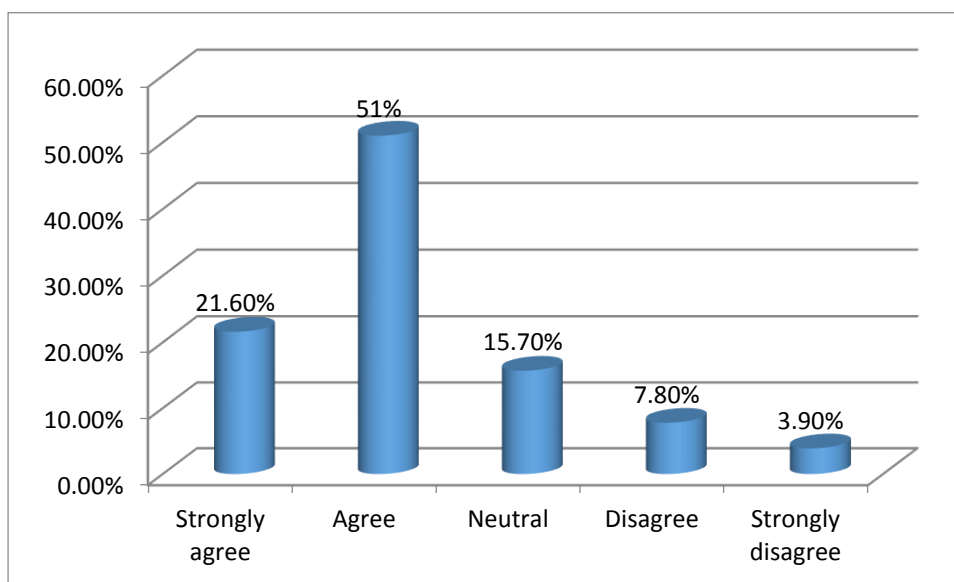


Figure (4.84)

From table (4.91) and figure (4.84) we note that the answer of most of the individuals study is (agree) by frequency (26) and percent (51%), followed by who answer is (Strongly agree) by frequency (11) and percent (21.6%) , while the total number of who answer is (neutral) both by frequency (8) and percent (15.7%). The total agreement is (72.6%) who are of the idea that “Textbook used lack of materials, texts that develop undergraduate Sudanese EFL student’s language competence regarding local specific vocabulary” while (15.7) of the teachers are (neutral).

15- A newly undergraduate Sudanese EFL learners lack vocabulary that enables them to fully aware of real life specific expressions.

Table (4.92)

Answer	Frequency	Percentage
Strongly agree	22	43.1%
Agree	16	31.4%
Neutral	8	15.7%
Disagree	5	9.8%
Strongly disagree	0	0.0%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

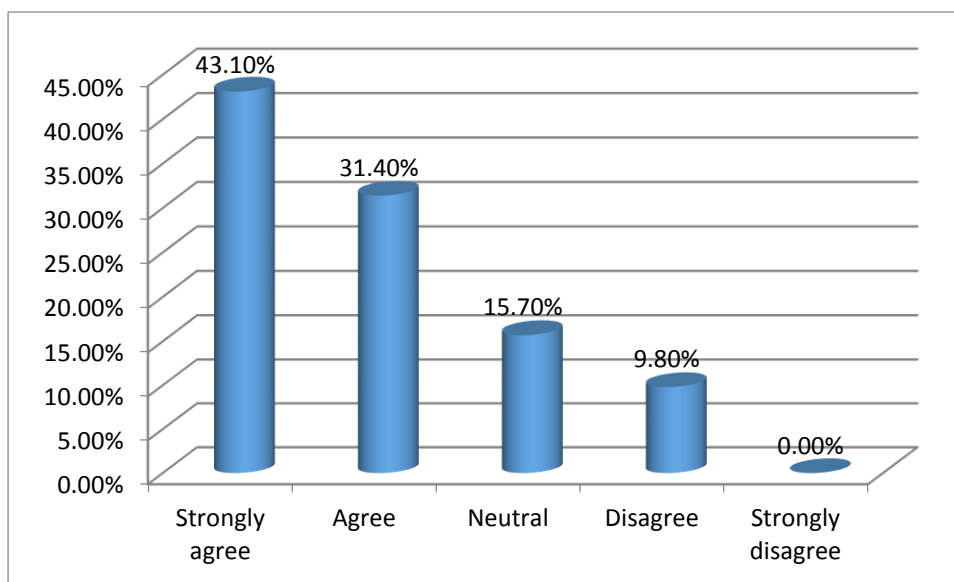


Figure (4.85)

From table (4.92) and figure (4.85) we note that the answer of most of the individuals study is (Strongly agree) by frequency (22) and percent (43.1%), followed by who answer is (agree) by frequency (16) and percent (31.4%) , while the total number of who answer is (Neutral) by frequency (8) and percent (15.7%). The sum of agreement is (74.5%) supported the idea that “A newly undergraduate Sudanese EFL learners lack vocabulary that enables them to fully aware of real life specific expressions” comparing to the rare score (9.8%) of the teachers are (disagree).

16- Local vocabulary learning improves the ability of students to be acquainted with their real life.

Table (4.93)

Answer	Frequency	Percentage
Strongly agree	16	31.4%
Agree	26	51%
Neutral	6	11.8%
Disagree	1	2%
Strongly disagree	2	3.9%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

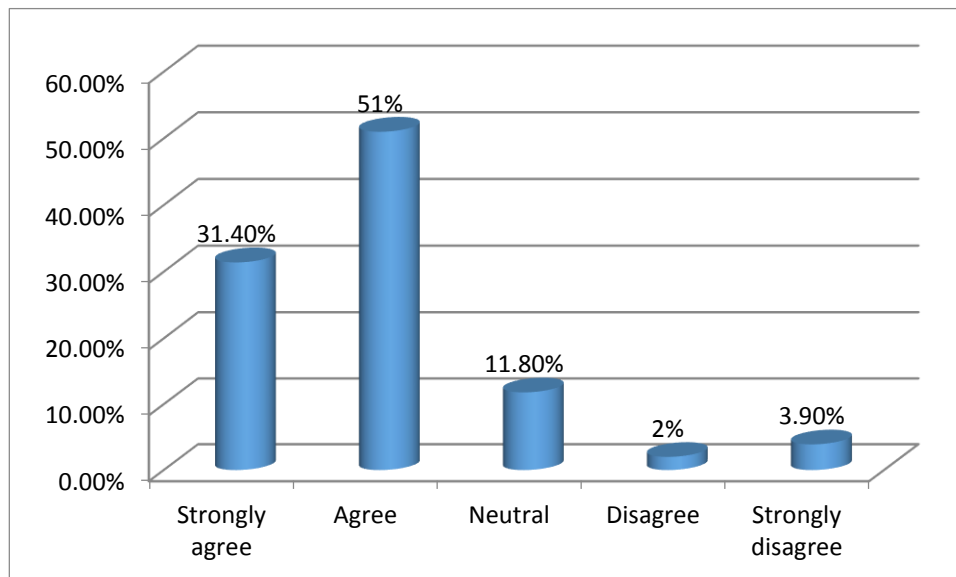


Figure (4.86)

From table (4.93) and figure (4.86) we note that the answer of most of the individuals study is (agree) by frequency (26) and percent (51%), followed by who answer is (Strongly agree) by frequency (16) and percent (31.4%) , while the total number of who answer is (Neutral) both by frequency (6) and percent (11.8%).

The sum of agreement is (82.4%) are of the idea that “Local vocabulary learning improves the ability of students to be acquainted with their real life” comparing to (5.9%) of the teacher

17- It is very important to follow certain strategies that enhance Sudanese EFL learners' previous knowledge to discover unknown local words.

Table (4.94)

Answer	Frequency	Percentage
Strongly agree	10	19.6%
Agree	31	60.8%
Neutral	7	13.7%
Disagree	1	2%
Strongly disagree	2	3.9%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

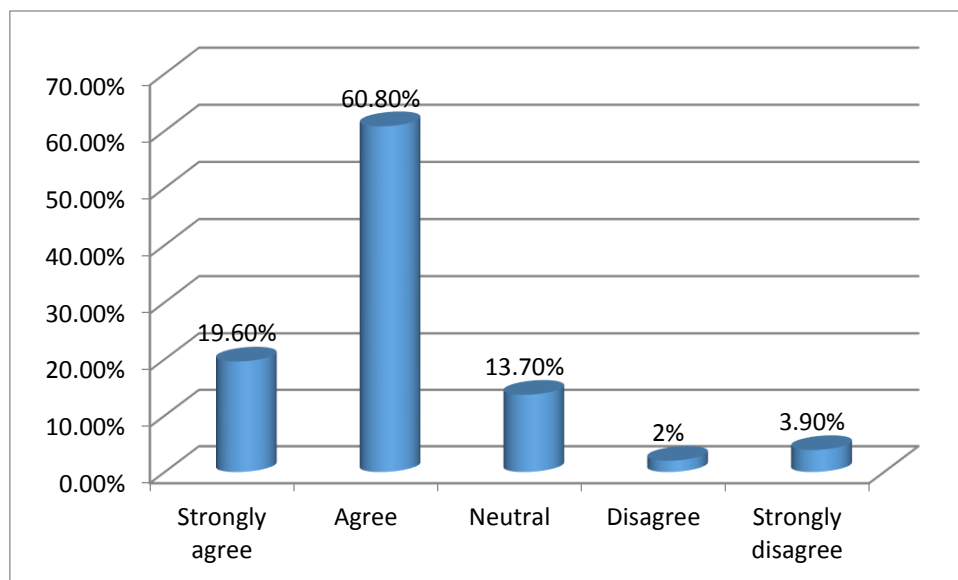


Figure (4.87)

From table (4.94) and figure (4.87) we note that the answer of most of the individuals study is (agree) by frequency (31) and percent (60.8), followed by who answer is (Strongly agree) by frequency (10) and percent (19.6%) , while the total number of who answer is (Neutral) by frequency (7) and percent (13.7%).

The total agreement is (80.4%) who are viewed that "It is very important to follow certain strategies that enhance Sudanese EFL learners' previous knowledge to discover unknown local words. It is very high percentage of agreement comparing to percentage of (5.9%) of disagreement

18- Vocabulary learning are based on word-meaning, pronunciation, spelling and use to the process.

Table (4.95)

Answer	Frequency	Percentage
Strongly agree	30	58.8%
Agree	15	29.4%
Neutral	4	7.8%
Disagree	0	0.0%
Strongly disagree	2	3.9%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

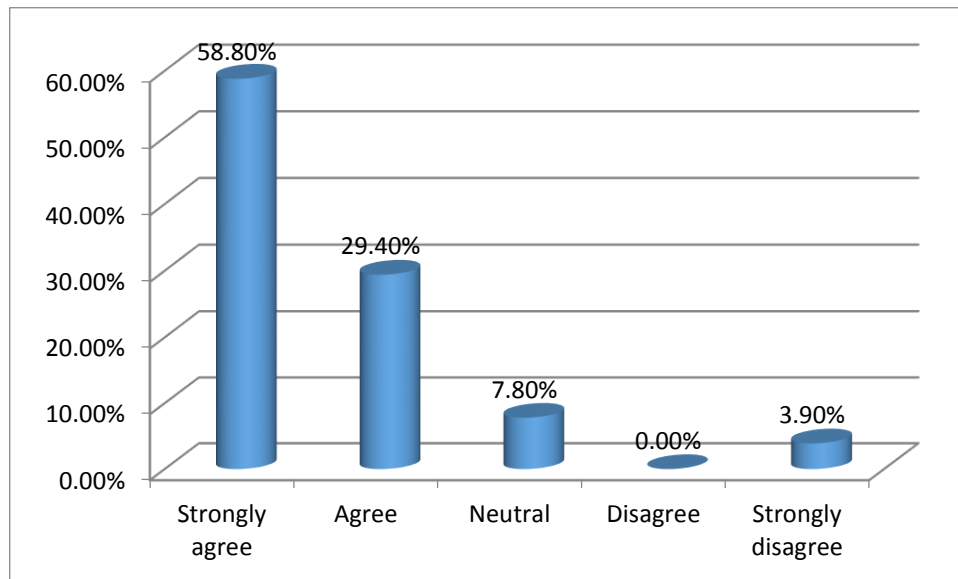


Figure (4.88)

From table (4.95) and figure (4.88) we note that the answer of most of the individuals study is (Strongly agree) by frequency (30) and percent (58.8%), followed by who answer is (agree) by frequency (15) and percent (29.4%) , while the total number of who answer is (Neutral) by frequency (4) and percent (7.8%). The sum of agreement is (88.2%) who of the idea that “Vocabulary learning are based on word-meaning, pronunciation, spelling and use to the process” while (3.9%) of the teachers pointed to disagreement.

19- The students' abilities are highly acquainted with their real life components through their local vocabulary learning.

Table (4.96)

Answer	Frequency	Percentage
Strongly agree	21	41.2%
Agree	19	37.3%
Neutral	8	15.7%
Disagree	1	2%
Strongly disagree	2	3.9%
Total	51	100%

Source: prepared by researcher, using SPSS, 2017

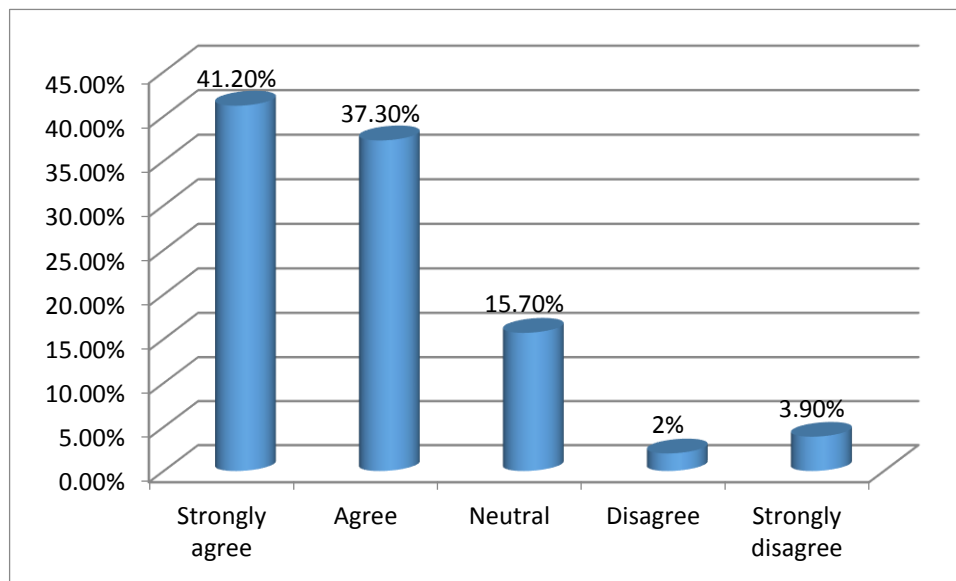


Figure (4.89)

From table (4.96) and figure (4.89) we note that the answer of most of the individuals study is (Strongly agree) by frequency (21) and percent (41.2%), followed by who answer is (agree) by frequency (19) and percent (37.3%) , while the total number of who answer is (Neutral) both by frequency (8) and percent (15.7%).

The total agreement is (78.5%) who are of the idea that “The students’ abilities are highly acquainted with their real life components through their local vocabulary learning” while (15.7%) of the teacher are (neutral).

Table (4.97): Chi-square test results:

No	Statement	Chi-square value	P-value	Median	Trend
10	Sudanese authentic materials are full of cultural, social and ethnic contents that are having an important effect to language.	7.412	0.025	4	Agree
11	An authentic texts oral or written are primarily intended to communicate meaning.	28.294	0.000	4	Agree
12	An authentic learning materials taken from resources heavily laden with indigenous folklore and folk tales.	11.824	0.008	4	Agree
13	Locally authentic materials provide relevant cultural contents.	28.510	0.000	5	Strongly agree
14	Textbook used lack of materials, texts that develop undergraduate Sudanese EFL student's language competence regarding local specific vocabulary.	35.373	0.000	4	Agree
15	A newly undergraduate Sudanese EFL learners lack vocabulary that enables them to fully aware of real life specific expressions.	14.020	0.003	5	Strongly Agree
16	Local vocabulary learning improves the ability of students to be acquainted with their real life.	44.392	0.000	4	Agree

17	It is very important to follow certain strategies that enhance Sudanese EFL learners' previous knowledge to discover unknown local words.	53.14	0.000	4	Agree
18	Vocabulary learning are based on word-meaning, pronunciation, spelling and use to the process.	38.804	0.000	5	Strongly Agree
19	The students' abilities are highly acquainted with their real life components through their local vocabulary learning.	34.392	0.000	5	Strongly Agree
	Hypothesis	40.203	0.000	4	Agree

Source: prepared by researchers, using SPSS, 2017

From the table above:

1. The value of chi-square for the phrase is (7.412) with (p-value=0.025 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
2. The value of chi-square for the phrase is (28.294) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
3. The value of chi-square for the phrase is (11.824) with (p-value=0.008 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
4. The value of chi-square for the phrase is (25.510) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
5. The value of chi-square for the phrase is (35.373) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

6. The value of chi-square for the phrase is (14.020) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
7. The value of chi-square for the phrase is (44.392) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
8. The value of chi-square for the phrase is (58.341) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
9. The value of chi-square for the phrase is (38.804) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
10. The value of chi-square for the phrase is (34.392) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for all phrases in the second hypothesis (40.203), with (p-value =0.000 < 0.05) this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

We conclude from the above that the hypothesis “The study will improve the ability of students to be acquainted with their real life components through their local vocabulary learning” has been achieved and in favor of agree.

4.6 Results of learner`s Questionnaire

Regarding the results obtained from learner`s questionnaire. The results are revealed in the figures and tables. Learner` questionnaire results, authenticated the results gained by the achievement test and proved all the study hypotheses correct.

Test and discussion of Hypothesis (3): “the explanation of authentic materials drawn from (“Sudan notes and records” and Sudanese English daily papers of “the Anglo-Egyptian Sudan”) can enhance student’s knowledge of local culture and augment their vocabulary”.

1- Sudanese EFL learners acquire the knowledge of local culture when they exposed to locally authentic materials.

Table (4.98)

Answer	Frequency	Percentage
Strongly	16	21.1%
Agree	28	36.8%
Neutral	7	9.2%
Disagree	4	5.3%
Strongly Disagree	21	27.6%
Total	76	100%

Source: prepared by researcher, using SPSS, 2017

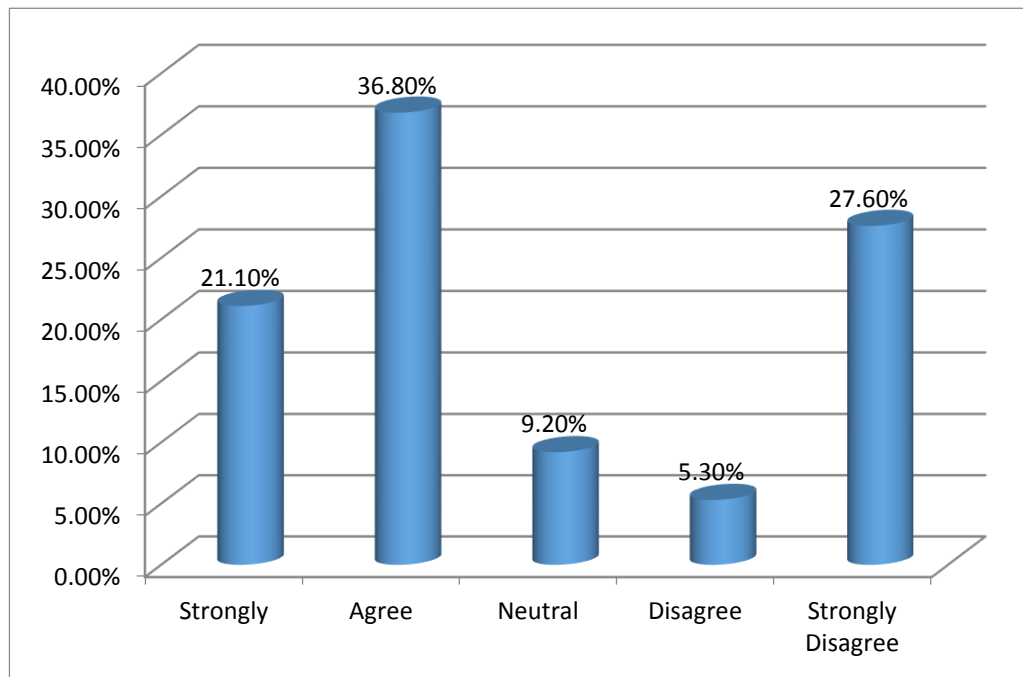


Figure (4.90)

From table (4.98) and figure (4.90) we note that the Answer of the most individuals study are (Agree) by (28) and with (36.80%), while the total number is (Strongly Disagree) is (21) with (27.60%)

The total agreement is (57.9%) of the learners pointed that “Sudanese EFL learners acquire the knowledge of local culture when they exposed to locally authentic materials” however (32.9%) of them are not agreed.

2- Locally authentic materials provide information about a variety of topics that enhance EFL Sudanese students to augment their vocabulary.

Table (4.99)

Answer	Frequency	Percentage
Strongly	15	19.7%
Agree	28	36.8%
Neutral	5	6.6%
Disagree	9	11.8%
Strongly Disagree	18	23.7%
Total	76	100%

Source: prepared by researcher, using SPSS, 2017

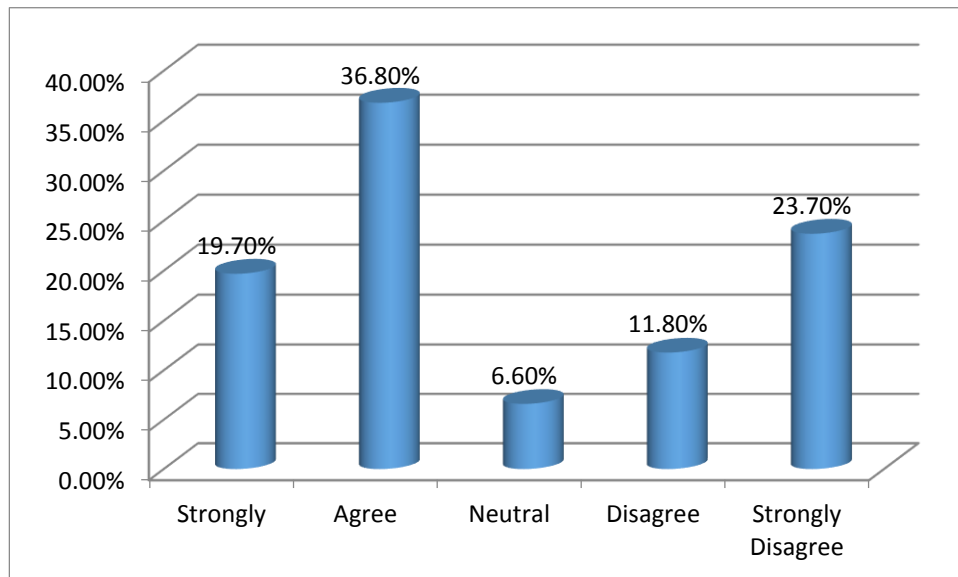


Figure (4.91)

From table (4.99) and figure (4.91) we note that the answer of most individuals study are (agree) by (28) and with (36.8%).

The total agreement is (56.5%) of the learners viewed that “Locally authentic materials provide information about a variety of topics that enhance EFL Sudanese students to augment their vocabulary” however (35.5%) of them are disagreed.

3- Vocabulary is a tool we use to express ideas and learn new concepts.

Table (4.100)

Answer	Frequency	Percentage
Strongly agree	14	18.4%
Agree	28	36.8%
Neutral	10	13.2%
Disagree	12	15.8%
Strongly disagree	12	15.8%
Total	76	100%

Source: prepared by researcher, using SPSS, 2017

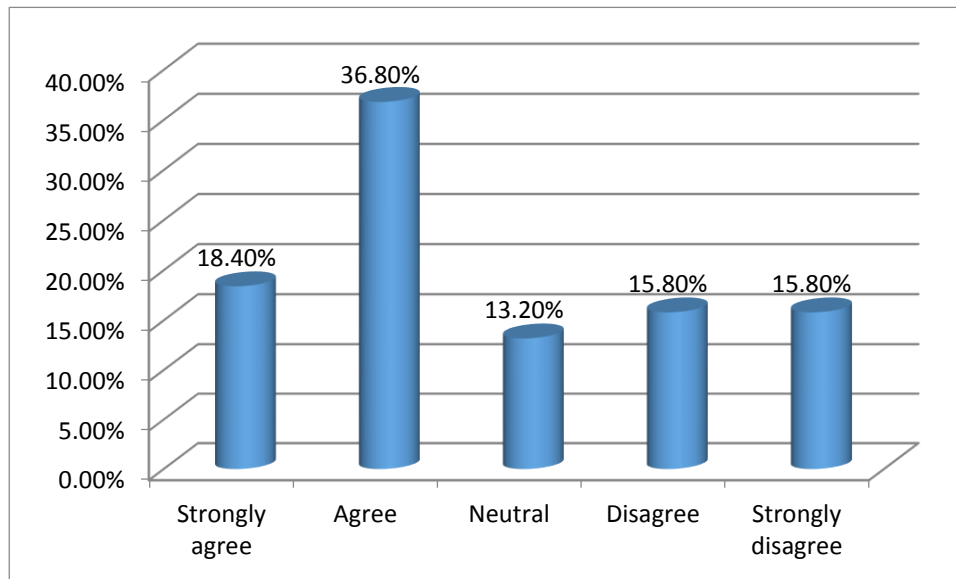


Figure (4.92)

From table (4.100) and figure (4.92) we note that the answer of most of the individuals study is (agree) by frequency (28) and percent (36.8%), followed by who answer is (Strongly agree) by frequency (14) and percent (18.4%), while the total number of who answer is (Strongly disagree) and (disagree) by frequency (12) and percent (15.8%).

The total sum of agreement is (55.2%) who are of the idea that “Vocabulary is a tool we use to express ideas and learn new concepts” although (31.6%) of the learners are disagreed.

4- Having rich locally words will help to know Sudanese cultural concepts.

Table (4.101)

Answer	Frequency	Percentage
Strongly agree	20	26.3%
Agree	24	31.6%
Neutral	13	17.1%
Disagree	8	10.5%
Strongly disagree	11	14.5%
Total	76	100%

Source: prepared by researcher, using SPSS, 2017

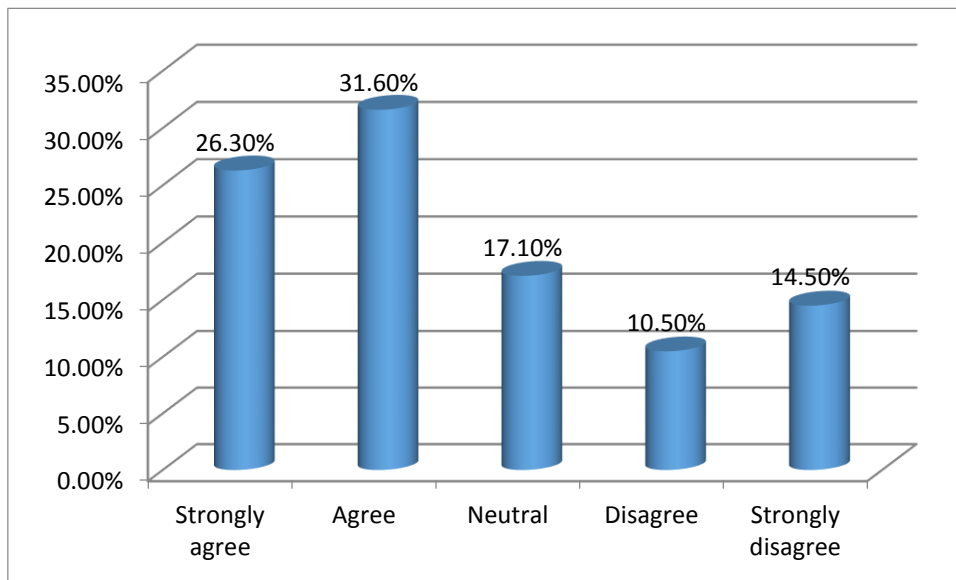


Figure (4.93)

From table (4.101) and figure (4.93) we note that the answer of most of the individuals study is (agree) by frequency (24) and percent (31.6%), followed by who answer is (Strongly agree) by frequency (20) and percent (26.3%), while the total number of who answer is (Strongly disagree) by frequency (11) and percent (14.5%).

The total sum of agreement is (57.9%) of learners pointed that “Having rich locally words will help to know Sudanese cultural concepts” although (25%) of them are disagreed.

5- Local Folklore and local folk tales contain Cultural specific ideas and expressions are encouraging to learn our new real vocabulary.

Table (4.102)

Answer	Frequency	Percentage
Strongly agree	6	7%
Agree	22	28.9%
Neutral	17	22.4%
Disagree	20	26.3%
Strongly disagree	11	14.5%
Total	76	100%

Source: prepared by researcher, using SPSS, 2017

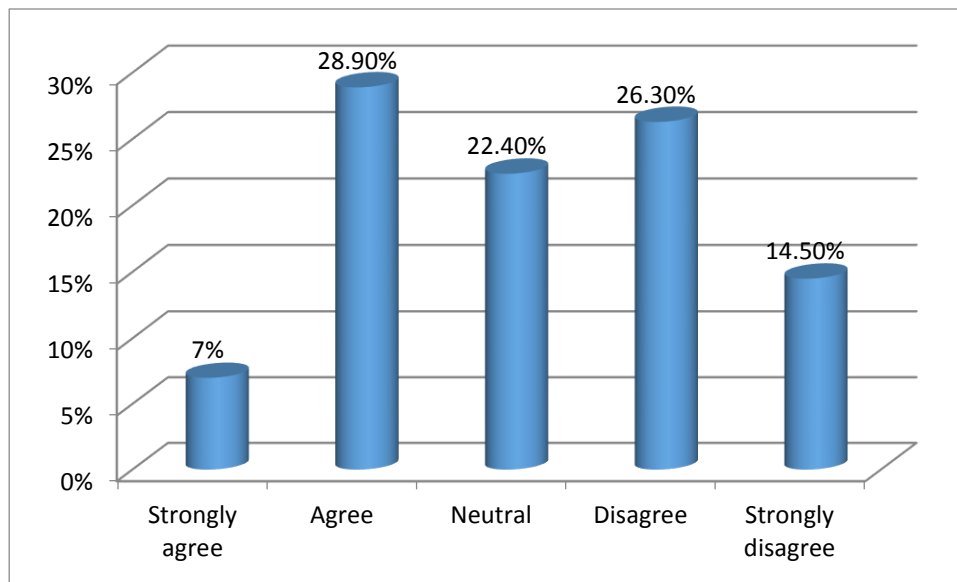


Figure (4.94)

From table (4.102) and figure (4.94) we note that the answer of most of the individuals study is (agree) by frequency (22) and percent (28.9%), followed by who answer is (Disagree) by frequency (20) and percent (26.3%), while the total number of who answer is (Neutral) by frequency (17) and percent (22.4%).

The total of agreement is (35%) who are of the idea that “Local Folklore and local folk tales contain Cultural specific ideas and expressions are encouraging to learn our new real vocabulary” and the sore of disagreement is (40.8%).

6- Reading local real authentic materials widen Sudanese EFL learner`s vision and vary their vocabulary choices.

Table (4.103)

Answer	Frequency	Percentage
Strongly agree	16	21.1%
Agree	27	35.5%
Neutral	9	11.8%
Disagree	11	14.5%
Strongly disagree	13	17.1%
Total	76	100%

Source: prepared by researcher, using SPSS, 2017

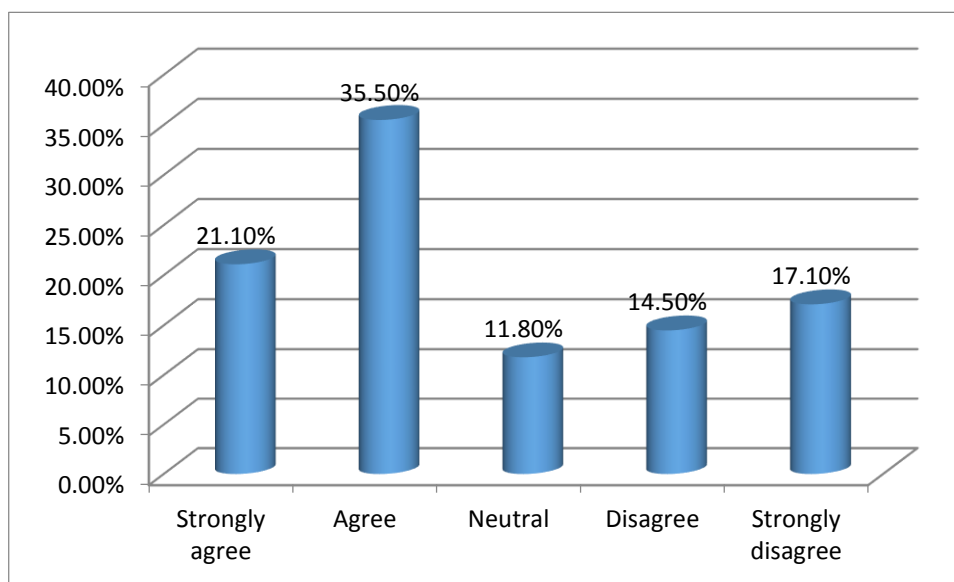


Figure (4.95)

From table (4.103) and figure (4.95) we note that the answer of most of the individuals study is (agree) by frequency (27) and percent (35.5%), followed by who answer is (Strongly agree) by frequency (11) and percent (21.1%), while the total number of who answer is (Strongly disagree) by frequency (13) and percent (17.1%)

The sum of learners rated (56.6%) are of the idea that Reading local real authentic materials widen Sudanese EFL learner`s vision and vary their vocabulary choices although (31.6%) of the them are disagree.

Table (4.104): Chi-square test results

Statement	Chi-square value	P-value	Median	Trend
Sudanese EFL learners acquire the knowledge of local culture when they exposed to locally authentic materials.	25.711	0.000	4	Agree
Locally authentic materials provide information about a variety of topics that enhance EFL Sudanese students to augment their vocabulary.	37.684	0.000	4	Agree
Vocabulary is a tool we use to express ideas and learn new concepts.	14.000	0.007	4	Agree
Having rich locally words will help to know Sudanese cultural concepts.	11.500	0.021	4	Agree
Local Folklore and local folk tales contain Cultural specific ideas and expressions are encouraging to learn our new real vocabulary.	11.500	0.021	3	Neutral
Reading local real authentic materials widen Sudanese EFL learner`s vision and vary their vocabulary choices.	13.211	0.010	4	Agree
Hypothesis	153.93	0.000	4	Agree

Source: prepared by researchers, using SPSS, 2017

From the table above:

- The value of chi-square for the first phrase is (25.711) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the second phrase is (37.684) with (p-value=0.000<0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the third phrase is (0.007) with (p-value=0.007 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the fourth phrase is (11.500) with (p-value=0.021 <0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the fifth phrase is (11.500) with (p-value=0.021 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Neutral.
- The value of chi-square for the six phrase is (13.211) with (p-value=0.010 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

The value of chi-square for the hypothesis is (153.93) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

We conclude from the above that the hypothesis “the explanation of authentic materials drawn from (“Sudan notes and records” and Sudanese English daily papers of “the Anglo-Egyptian Sudan”) can enhance student`s knowledge of local culture and augment their vocabulary”. Has been achieved and in favor of agree.

The result of the test gave a clear view about the learners` degrees of achievement. It indicated that the overall percentage differences between pre-test and post-test as $74\% - 30.64\% = 43.36$. This difference indicated that there is very large improvement in the student`s performance, their language competence in vocabulary was enhanced after providing a program containing locally authentic

materials adapted from magazines namely (Sudan notes and records) and (Anglo-Egyptian Sudan) the thing that supported heavily the hypothesis of the study.

The results of the questionnaire on the other hand showed that the need of both the EFL learners and teachers for new strategies, motivated methods, a refreshing change from the textbook which can be useful to support EFL learners in vocabulary.

4.7 Verification of the study Hypotheses

Hypothesis (1): “Using locally published magazine authentic materials increase the motivations of EFL learners and create more positive attitudes toward EFL learning”.

The questionnaire results showed that teachers agreed that Using locally published magazine authentic materials increase the motivations of EFL learners and create more positive attitudes toward EFL learning. However teachers are still neglect using these effective methods. This can be noticed clearly in the result of the test that the minimum total percentage in pre-test was (30.64%). The maximum total percentage was (74%) in the posttest.

most of the teachers (66.7%) agreed that the idea of using locally magazines authentic materials is to put our local real life into the classroom and creating positive attitudes and motivations, because it relate our local real life to the classroom achievement, it will empower Sudanese EFL learners and encourage collaboration, sharing of information, it can be noticed that students came from different regions and they have different Sudanese cultural and social backgrounds and they will discuss meaning and they get engaged in a variety of communicative interchange, they will figure out the beauty of the language eventually this will increase their motivation, persistence, attention and enjoyment hence it will increase their level of on-task behavior, concentration and involvement more than other materials and the outcome creating more positive attitude towards EFL

learning and this can help to develop language knowledge. Learners can remember target words easily they don't need to spend much time on revising vocabulary. A big number of teachers representing (70.60%) confirmed that Using locally published relevant magazines materials (real texts) empower Sudanese EFL learners and encourage collaboration, sharing of information.

The most noticeable point that the Majority of the teachers were (90.2%) agreed that "Locally published authentic magazines enhance Sudanese EFL learners' competence in vocabulary building" on the other hand there was very rare score of disagreement is (3.9%). This results proved that using locally published magazines materials play an important role to enhance Sudanese EFL learner's linguistics competence.

Hypothesis (2): "The study will improve the ability of students to be acquainted with their real life components through their local vocabulary learning".

A great number of the teachers were (84.3%) agreed the idea that "Sudanese authentic materials are full of cultural, social and ethnic contents that are having an important effect to language" However (15.7%) pointed to neutral, these real life contents were helping EFL learners to explore the beauty of the language through a great variety of new words which introduce new ideas, concepts and expressions, moreover highlighted the importance of vocabulary knowledge which provide EFL learners an opportunity to vary their words and widen their scope and go even beyond the dictionary meaning, also helps them to compare and contrast the foreign language and their mother tongue. It also helps in understanding the similarities and differences between the two languages and helps in learning language in true sense of the term by understanding the language systems of the both languages. In that context, vocabularies are essential part that grouped the ideas of a language and help EFL learners to communicate and express themselves effectively.

The total of agreement (84.3%) by teachers supported the idea that an authentic texts oral or written are primarily intended to communicate meaning. However (15.7%) pointed to neutral, this view can be approved that any authentic texts have to possess an authentic communicative objective, they were created to discuss a useful information in the real world differently from the purpose of foreign language textbooks, which is focusing on teaching language more than communicating information and meaning. meaning communication will actually lead to the improvement of EFL learner`s language vocabulary, they will become an effective speaker.

The hypothesis supported by teacher`s views, of them were pointed to the need of textbooks that including materials (authentic one) which will enhance student`s competence in specific vocabulary, (72.6%) of teachers confirmed that “Textbook used lack of materials, texts that develop undergraduate Sudanese EFL student`s language competence regarding local specific vocabulary” although (15.7) of the teachers are (neutral), so this research is an opportunity to suggest a new refreshing changes in the textbook used.

The majority of the teachers represented (82.4%) indicated that “Local vocabulary learning improves the ability of students to be acquainted with their real life” comparing to (5.9%) of the teacher, this result heavily supported the hypothesis the point that explain How far do Local vocabulary learning through using locally published relevant magazines materials helps and increases the student`s vocabulary.

Hypothesis (3): “the explanation of authentic materials drawn from (“Sudan notes and records” and Sudanese English daily papers of “the Anglo-Egyptian Sudan”) can enhance student`s knowledge of local culture and augment their vocabulary”.

A numbers of Sudanese EFL learners represented (57.9%) of the learners pointed that “Sudanese EFL learners acquire the knowledge of local culture when they exposed to locally authentic materials” although (32.9%) of them are not agreed, but after they had a program included authentic texts laden with local culture drawn from (“Sudan notes and records” and Sudanese English daily papers of “the Anglo-Egyptian Sudan”) and tested after that the result showed clearly their improvement and their success rate was 74% in post-test, however, it was also noticed that a number of them rated (56.5%) of the learners viewed that “Locally authentic materials provide information about a variety of topics that enhance EFL Sudanese students to augment their vocabulary” however (35.5%) of them are disagreed, but The fact relied on the idea that The use of authentic sources guide to most stream of interest, the variety in the materials that learners deal with in the classroom helps the students to be in contact to the real life, and ultimately makes learning and using language more meaningful, and, ultimately, accessible for students the information of the topics provided anew expressions, concepts, ideas the thing that augment student`s vocabulary.

Summary of the chapter:

In this chapter the research analyzed and discussed, data collected by different tools, the teacher`s and learner`s questionnaire were calculated and analyzed using SPSS software statistical program which indicates a shortcut to Statistical Package for Social Sciences to determine Chi-square value, P-value, median and significance, moreover the variables were also analyzed, the pre-test and post-test were calculated and compared to determine any significance . Finally, the study hypotheses were positively confirmed

CHAPTER FIVE

Summary, Findings, Recommendations & Suggestions for Further Studies

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS & SUGGESTIONS FOR FURTHER STUDIES

5.0 Summary

The study examines the role of using locally published magazines authentic materials to enhance Sudanese EFL learner`s language competence in vocabulary aiming to achieve an expected group of goals.

The study consists of five chapters. The first of which comprised the presentation of the elements of the general framework of the study. Chapter two gave an idea about the literature review and the previous studies relating to thesis. Chapter three concerns with all the procedures followed by the research in conducting the study, it included the instruments of data collection and the procedures followed in collecting the data. Chapter four concerns with data analysis and questionnaires and analyzed statistically through using statistical products solutions services, technique (SPSS).

5.1 Overview

The present chapter tries to summarize and deduce the main findings of the teachers and students questionnaire on the influence of teaching short stories in promoting students understanding. The chapter also includes recommendations and suggestions for further researches.

5.2 Findings

The following are the most important findings of the research:

- 1- Teachers agreed that Using locally published magazine authentic materials increase the motivations of EFL learners and create more positive attitudes

toward EFL learning and the big improvement of the test result that explained in the previous chapter approved that.

- 2- The most highlighted point that the Majority of the teachers were (90.2%) agreed that “Locally published authentic magazines enhance Sudanese EFL learners’ competence in vocabulary building” on the other hand there was very rare score of disagreement is (3.9%). This finding proved that using locally published magazines materials play an important role to enhance Sudanese EFL learner`s linguistics competence.
- 3- A considerable number of the teachers were (84.3%) agreed the idea that “Sudanese authentic materials are full of cultural, social and ethnic contents that are having an important effect to language, the thing that provided Sudanese EFL Learners the chance to widen the scopes of the words and have the different choices.
- 4- The majority of the teachers represented (82.4%) indicated that “Local vocabulary learning improves the ability of students to be acquainted with their real life” comparing to (5.9%) of the teacher, this result heavily supported the hypothesis and explain How far do Local vocabulary learning through using locally published relevant magazines materials helps and increases the student`s vocabulary.
- 5- EFL learners viewed that “Locally authentic materials provide information about a variety of topics that enhance EFL Sudanese students to augment their vocabulary.

5.3 Recommendation

The research findings convince that language competence in vocabulary can help EFL students to improve their academic achievements and understanding of all texts. The results highlighted some of the factors. Here are some

recommendations to improve the standard of English language competence among Sudanese (EFL) learners can be suggested:

- 1- Textbooks should include materials (authentic one) to enhance student`s competence in specific vocabulary
- 2- College members and authorities should equippe the libraries with the learning authentic materials that taken from indigenou folklore and folk tales resources to help the learners to achieve and master their English vocabulary acquisition.
- 3- The study also recommends that instructors should use Vocabulary from authentic articles to achieve many learning objectives in the classroom
- 4- The study recommends adopting new methods in EFL classroom based on real life component to create interaction and a healthy environment which will provide learners with new vocabulary they need and enable them to understand the texts.

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Appendix (1)

The Test

Sudan University of science and technology

Subject: English language- 1st year students

College of languages

Name:

Answer all questions 1, 2, 3, 4 and 5:

Q1: read the passage bellow and answer the following questions.

Games

Apart from universal games of ___1___(*dususiyah*), ___2___(*maddu*), ___3___(*faddat*), ___4___(*bith la`ab*), etc. the games which used to be played- most of which are now dying out- may be grouped into two classes: boy`s games and girl`s games and further subdivided into day and night games.

By day, the boy`s games were mostly of leisurely nature. Some of them however, were **strenuous**. And some were painful and obviously mean to train boys for ideal manhood according to Sudanese conception. The leisurely games began as simple chess-board and chance games. The simplest chess-board game was "*safrajat*" this was played by two boys, with these pieces of equal value for each usually (the kernel of dates versus *pebbles*), and nine squares (3 by 3) made by scooping hollows on the sand. The first boy succeeding in getting all his three pieces on one row, not counting the original row in which he had placed his pieces at the beginning, would be the winner.

"*Sija*" was more advanced than "*safrajat*" this was played with twelve pieces for each of the two players (the kernel of dates versus stones) and twenty five

squares (5 by 5). The pieces had equal value and player lost his pieces when it was surrounded by two of his opponent's pieces. "Sija" require more skill than draughts. And many adults never grew out of the habit of playing it to while away the time.

a- Put the words in the box bellow in its suitable place

five jacks, hunt- the thimble, dolls of brides and mothers, hide- and- seek

b- The underlined word dying out in the first paragraph means

- Pass away
- Vanished
- expire

c- The italicized word *pebbles* in the second paragraph is synonym of

- the kernel
- the stone
- hollows

d- The word **strenuous** in the second paragraph is

- Verb
- Noun
- Adjective

e- The underlined word leisurely in the first paragraph is

- Verb
- Adverb
- Pronoun

f- What is the concept of Sudanese about boy's games?

g- In the last three lines, what is another game of two players was mentioned in the passage beside "sija"? **20 Marks**

Q2: Finding the odd one out:

1/ in kordofan water stored in

- (a) Wells (b) fulas and lakes (c)tebeldi trees (d)matmura

2/ diseases among Baggara cattle are:

- (a) Rinderpest "abu dami`a" (b) food and mouth diseases "abu lisan"

- (c) Abu shubabak (d) blood poisoning "abu tankal"

3/ apes and monkeys which abound in Sudan are:

- (a) Baboons (b) grivet (c) pata monkey (d) lemurs

4/ one of the following birds is less beautiful than other.

- (a) Hoopoes (b) golden orioles (c) shrikes (d) bee-eater

5/ the antiquities of the Sudan are grouped into following divisions":

- (a) The pre-historic (b) Egyptian (c) the meroitic (d) Anglo-Egyptian

10 Marks

Q3: Matching words and their definition:

word	Definition
Saqa	Machine with bucket and counterpoise for lifting water Jadwel, etc.
Jurab	Camel men (hired)
Abbali	A water skin, made from cowhide
Jammali	Petty traders
hajjana	Is a native saddle-bag
Jadwel	Date fiber

wasuq	Camel men (owner of the herdsman)
seluka	Flood season (August to October)
shaduf	Dibbling stick
matmura	Rust in wheat, etc.
Dangeil	Pit for storing grain
Sueid	A water conduit
damira	Smut
ashmeiq	Wooden instrument for leveling ploughed land, making
gellaba	Camel troops

30 Marks

Q4: re write the following local proverbs in their correct forms.

1 - _____

can - *belila* (millet soaked in water) - a little – join- has- the feast- who

2- _____

black – wings- house – white

3- _____

down – plenty - the bull – knives – there- is- when- of- it- in- are

4- _____

Cannot- to – an – ape – old – to dance – learn.

5- _____

Better- a locust- is – flying- than- in- a thousand- the hand- things

20 Marks

Q.5. Guess the meaning of the underlined words by drawing a circle round the correct answer.

1- blood money or blood fines in Sudan paid as compensation to victim`s heirs by those who responsible for their death, this habit called:

a- Diyya b- sanction c- reward d- installment

2- Part work is asocial system or voluntary and humanitarian work in Sudan.

a – Nafeer b- Teamwork C- cooperation d- participation

3- A fence of thorny scrub bushes mainly used to enclose animals, sometimes used as a stockade in war time, also used to describe the camps of the slave`s traders.

a - Wall b- jail c- Zariba/zareeba d- compounds

4- Children were entertained at night by their Mothers and grandmothers who told them stories and gave them verbal riddles, in Sudan these called wisdom or:

a- guidance b- huja c- Rumours d-gossip

5- The habits of the pastoral and nomad tribes especially (Baggara Tribes) in Sudan usually expressed by a yearly migration to the North West named.

a - the nashuge b- the Dammar c- exodus d- travel

20 Marks

Appendix (2)

Teacher`s Questionnaire

Dear Respondent

This questionnaire is designed to seek your opinions on using locally published magazines materials to enhance Sudanese EFL learner`s competence in vocabulary.

Read the statements of the questionnaire carefully, and provide authentic ratings of your opinion on each item as indicated. The information you will provide, shall be treated with utmost confidentiality in preparing PhD degree.

Please put (✓) in this opinions which suit your opinion.

Personal Data

Name: (optional) _____

Male: () Female: ()

- Highest degree earned:

Bachelor`s Degree Master`s Degree PhD

- How many years have you been teaching English?

One year 2 – 5 year 6- 10 years more than 10years

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Using locally magazine authentic materials is to put our local real life and creating positive attitudes in the class room.					
2	Using locally published relevant magazine materials (real texts) empower Sudanese EFL learners and encourage collaboration, sharing of information.					
3	Using locally published magazine authentic materials increase the motivations of EFL learners and create more positive attitudes toward EFL learning.					
4	To achieve learner`s motivation, teachers can use Translation as a good and helpful technique for learning new vocabulary from authentic materials.					
5	Translation for authentic texts requires teacher`s knowledge of vocabulary that based on authentic language.					
6	To achieve the EFL learning goals by using authentic magazine materials, teachers need effective Vocabulary learning strategies.					

7	Locally published authentic magazine enhance Sudanese EFL learners' competence in vocabulary building.					
8	Vocabulary learning strategies help both EFL learners and EFL teachers to achieve effective learning objectives.					
9	Vocabulary enhancement through authentic articles will achieve many learning objectives in the classroom.					
10	Sudanese authentic materials are full of cultural, social and ethnic contents that are having an important effect to language.					
11	An authentic text oral or written is primarily intended to communicate meaning.					
12	Authentic learning materials taken from resources heavily laden with indigenous folklore and folk tales.					
13	Locally authentic materials provide relevant cultural contents.					
14	Textbook used lack of materials, texts that develop undergraduate Sudanese EFL student's language competence regarding local specific					

15	A newly undergraduate Sudanese EFL learner's lack vocabulary that enables them to fully aware of real life specific expressions.					
16	Local vocabulary learning improves the ability of students to be acquainted with their real life.					
17	It is very important to follow certain strategies that enhance Sudanese EFL learners' previous knowledge to discover unknown local words.					
18	Vocabulary learning are based on word-meaning, pronunciation, spelling and use to the process.					
19	The students' abilities are highly acquainted with their real life components through their local vocabulary learning.					

Appendix (3)

Learner`s Questionnaire

Dear Respondent

This questionnaire is designed to seek your opinions on using locally published magazines materials to enhance Sudanese EFL learner`s competence in vocabulary.

Read the statements of the questionnaire carefully, and provide authentic ratings of your opinion on each item as indicated. The information you will provide, shall be treated with utmost confidentiality in preparing PhD degree.

Thank you.

Please put (✓) in this opinions which suit your opinion.

No	statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Sudanese EFL learners acquire the knowledge of local culture when they exposed to locally authentic materials.					
2	Locally authentic materials provide information about a variety of topics that enhance EFL Sudanese students to augment their vocabulary.					
3	Vocabulary is a tool we use to express ideas and learn new concepts.					
4	Having rich locally words will help to know Sudanese cultural concepts.					
5	Local Folklore and local folk tales contain Cultural specific ideas and expressions are encouraging to learn our new real vocabulary.					
6	Reading local real authentic materials widen Sudanese EFL learner`s vision and vary their vocabulary choices.					