

# Chapter One

## Introduction

### 1.0 BACKGROUND

the researcher observed that the pupils of basic education face difficulties to comprehend English language vocabulary. This problem is mainly caused by teachers who are not aware of choosing the suitable vocabulary learning techniques.

A second language learner needs to exert efforts to learn its vocabulary. Many systematic vocabulary development methods are set by experts to help L2 learners gain the necessary vocabulary repertoire. Extensive reading is seen to be one of the best methods that exposes learners not only to learn many new words with their potential meanings but also experience new ideas. As their interest in many areas increased this - in turn, will urge them to read even more.

In teaching formal vocabulary, language experts stress the emphasis of how learners work out the meaning. Teachers adopt a variety of techniques to convey meaning. However, the mostly and commonly used are definition and translation. Furthermore, learners themselves use their own strategies to grasp the meaning of the target vocabulary. Such strategies like picking up a word in the dictionary or asking someone to clarify the meaning for them (Virginia, 1983), these strategies are said to be useful for learning the intended vocabulary. Nevertheless, there are some drawbacks of these strategies. They don't encourage learners to work hard to access the meaning. On the other hand, they are old traditional, inappropriate and provide no useful suggestion.

### 1.1 Statement of Problem

Pupils of basic school face difficulties in learning new vocabulary. These difficulties are related to different techniques used by teachers. Some pupils find it difficult to know the meaning of new vocabulary, This difficulty affects the learning process in general. both teachers and learners struggle to provide meaning to abstract words . teachers fight to find the adequate techniques to present abstract words . furthermore learners are not able to grasp the exact meaning of such words.

### **1.2 Objectives of the Study**

This research aims to:

- Identify, describe, and analyze relevant techniques used for learning vocabulary.
- Find solutions to help basic education learners overcome the problems that face them when applying learning vocabulary techniques.
- Provide a theoretical framework of choosing the effective techniques of teaching vocabulary.

### **1.3 Questions of the Study**

This research attempts to answer the following questions:

- To what extent does the degree of difficulty influence learners progress when applying ineffective technique of teaching vocabulary?
- What types of difficulties take place when a variety techniques is used by teachers?
- What kind of roles do such techniques play in the teaching learning process?

### **1.4 Hypotheses of Study**

It hypothesizes that:

- learners of basic school face a severe problem of vocabulary comprehensive.
- The selection of the most effective techniques is the guarantee of solving the problems.
- wide exposure to a variety of listening and reading texts will contribute on solving the problem .

### **1.5 Significance of the Study**

This study is prominently important because it diagnose the problems that face teachers and learners as well. it emphasize that learners of basic education find it difficult to comprehend the vocabulary of the target language they have learned. In the same token, teachers have difficulty of choosing the effective and appropriate techniques of teaching vocabulary. the study suggested techniques that are seen to be the best ones that can solve the problem.

### **1.6 Methodology**

The study adopted the analytical method. A questionnaire is designed to collect the data. The chosen sample is a group of teachers selected from Khartoum state. Fifteen questions will be analyzed by using the Statistical Package of Social Sciences (SPSS) method.

### **1.7 The limits of the study**

The study is limited to thirty-nine teachers chosen to answer the questionnaire the teachers were chosen from Jebel Aulia locality. they were selected from different schools of Jebel sector. they answered the questionnaire during the academic year 2019.

### **1.8 Terms**

LSRW: listening, speaking, reading, and writing.

EFL: English foreign language.

ELT: English language teaching.

SPSS: statistical package of social science.

## **Chapter Two**

### **Literature Review and Previous Studies**

#### **Part One**

#### **Literature Review**

### **2.0 Introduction**

This chapter focuses on theoretical framework. It deals with variety of Techniques and different types of realia teaching vocabulary and advantage of using realia, how do we use realia and why do we use Realia, and when?

Also concentrates on the surveying of the traditional techniques and modern ones in teaching language vocabulary. However, the researcher suggests using Realia as a modern technique in promoting the process of presenting English vocabulary and measuring how far the teachers could make use of it in this aspect.

### **2.1 Language**

Language is the system of sounds and writing that human beings use to express their thoughts, ideas and feeling. Also words of a particular type or words that are used by a particular person or group. Language is a system that relates sounds (or gestures) to meaning Rodman (1993:20).

### **2.2.1 Nature of language**

The Greeks speculated about everything in the universe, including language. The earliest linguistic treatise which deals with the origin and nature of language is Plato's. The earliest form of language was imitative, or “echoic” was proposed up to the Twentieth century Rodman (1993:24).

### **2.2.2 Types of Language**

There are many ways to classify language. One way, is according to the language “family”. This method would be like classifying people according to whether they were smiths. Another way of classifying language is by certain linguistic traits, regardless of family. With people, this method would be like classifying them according to height and weight, or hair and eye color. Rodman (1993:110).

### **2.2.3 Language Skills**

The four skills of language are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

These skills are listening, speaking, Reading and writing. In the context of first language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing. For these capabilities are often called LSRW skills.

<https://www.linguacore.com>

## **2.3 English Language Teaching (ELT)**

English language teaching is based on the idea that the goal of Language acquisition is communicative competence. It adopts concepts, techniques and methods in classroom for recognizing and managing the communicative needs of

the language learners. English language teaching may refer to either, Teaching English as a foreign language or Teaching English as a second language.

<https://en.m.wikipedia>

## **2.4 History of Approaches and Teaching Language Method**

Throughout the history of teaching languages, a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. Throughout the history of teaching languages, a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others.

### **2.4.1 Grammar Translation Method**

Its focus on grammatical the memorization vocabulary of various declension and conjugation, Translation of text , doing written exercises.

The principles of the translation method:

- Much vocabulary is taught in the form of lists of isolated words.
- Cases are taught in the mother tongue, with little active use of the target language.
- Grammar is providing the rule for putting word together and instruction often focuses on the form and inflection.

#### **2.4.1.1 Advantages of Grammar Translation Method**

The advantages of grammar translation method are:

- It is an easy method the child proceeds from the known to unknown; He learns the English equivalents.
- It helps in building vocabulary helps in the rapid expansion of vocabulary of the students as it avoids difficult definitions or lengthy explanations. The

vocabulary is economically and effectively acquired. students they get the exact meanings of word.

- It saves teacher's labor Teacher finds it very easy to prepare his lesson. He has not observed of the ways and means to explain new words. It doesn't require in the teacher to make use of audio visual aids.
- Grammar is easily taught grammar is foreign language is easily taught by comparing it with the grammar of the mother tongue.

#### **2.4.1.2 The Disadvantages of the Grammar Translation Method**

The disadvantages of the grammar translation method are.

- It is an unnatural method teacher starts teaching English to the students by teaching them reading first. But while learning his mother tongue the child learns to understand spoken English and then speaking. The natural order of learning a language is listening, speaking, reading and writing. Translations method doesn't follow this method.
- It neglects speech translation method neglects speech no much attention is paid to oral work or drill work in this method there is little ear – training as the speaks the mother tongue most of the time.
- It neglects of speech and pattern practice there is no pattern practice in the translation method, the result is that students aren't able to speak English correctly.
- It ignores habit formation the child never acquires the habit to think in English. Instead first he thinks in his mother tongue and translates his thoughts into English.

- Exact translation is not possible language is the result of the history, tradition, culture and the life of the people speaking them. That is likely to translate literally and absurdly.
- It teaches English by rules translation method tries to teach English by rules rather than by use.
- It makes the student a passive listener Student isn't an active participant in the teaching learning process. He is passive listener.

### **2.4.2 The Direct Method**

The direct method perceive meaning directly through the target languages because no translation is allowed. visual aids and pantomime are used to clarify the meaning of vocabulary. Students speak a great deal in the target language and communicate as if in real situation. The method would include lots of oral interaction, spontaneous use of language, no translation between first and second language.

#### **2.4.2.1 The Principles of Direct Method**

There are some principles of direct method:

- Concrete vocabulary was taught through demonstration, objects, pictures, abstract vocabulary was taught through idea.
- Only vocabulary and sentences were taught.
- Classroom instruction was conducted exclusively in the target Language.
- Oral communication skills were built up in carefully graded progression, questions and answer exchanges between teachers and pupils in small intensive classes.



- Grammar was taught inductively.
- Correct pronunciation and grammar were emphasized.
- New teaching points were taught through modeling and practice.
- Both speech and listening comprehension were taught.

<https://www.slideshare.net>

#### **2.4.2.2 Advantage of Direct Method**

There are advantages of direct method:

- It makes the learning of English interesting and lively by establishing direct and between a word and its meaning.
- It is an activity method facilitating alertness and participation of the pupils.
- Students are able to understand what they learn, then express their own ideas in correct English about what they have read and learnt.
- Psychologically it is a sound method as it proceeds from the concrete to the abstract.
- usefully employed from the lowest to the highest class.
- Fluency of speech, good pronunciation and power of expression are properly developed.

<http://www.presereverticles.com>

#### **2.4.2.3 Disadvantage OF Direct Method**

There are disadvantage of direct method:

- There are many abstract words which cannot be interpreted directly in English and much time and energy are wasted in making attempts for the purpose.

- Based on the principles that auditory appeal is stronger than visual. But there are children who learn more with visual than with their oral aural sense like ears and tongue.
- The method ignores systematic written work and reading; sufficient attention is not paid to reading and writing.
- Grammar is closely bound up with the reader, difficulty is experienced in providing readers of such kind.
- May not hold well in higher classes where the translation method is found suitable.
- In larger classes, this method is not properly applied and teaching in this method does not suit or satisfy the needs of individual student in large class.

<http://www.preservearticles.com>.

### **2.4.3 The Audio Lingual Method**

It is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques.

<https://www.slideshare.net>

#### **2.4.3.1 The Principles of Audio Lingual Method**

The principles of this method are

- Memorization and pattern drills are the practice techniques that are emphasized.
- Listening and speaking are given priority in language teaching, and they precede reading and writing.
- Correct pronunciation, stress rhythm and intonation.

### **2.4.3.2 Advantage of Audio Lingual Method:**

There are advantages of audio lingual method:

- All students active in the classroom.
- The state of the class more interesting and lively.
- Speaking and listening skills are better Trained.

<https://www.languageeducation.eu>

### **2.4.3.3 Disadvantage of Audio Lingual Method**

There are disadvantages of audio lingual method:

- Teachers are simply not explained in detail.
- Grammar skill untrained.

<https://www.slideshare.net>.

### **2.4.4 The Silent Way**

The teacher is trying to encourage students to be more active in their learning. This way of teaching is for the teacher to say very little, so students can take control of their learning. Emphasis on pronunciation and large chunk of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation on are constantly drilled and recycled for reinforcement. The students through careful observation, and it's even possible that they may never set a formal test as learners are encouraged to correct their own language errors.

[www.huntesl.com](http://www.huntesl.com)

#### **2.4.4.1 The advantages of Silent Way**

There are advantages of silent way:

- Students feel comfortable.
- Students are active in the class.

- Students are improving their vocabulary from their speaking.
- Increase students' fluency in their study.
- Students are become independent.

<https://prize.com>

#### **2.4.4.2 Disadvantages of Silent Way**

There are disadvantages of silent way:

- Some teachers are rigidity of the system no repetition by the teacher, no answer, and meaningless.
- How such a method would in the average class situation, or how successfully it used at more advanced levels is question mark left in our minds.
- Language is separated from its social context and taught through artificial situations by rods.

#### **2.4.5 Suggestopedia**

Lozanov's method seeks to help learners eliminate psychological barriers to learning. The environment is relaxed and subdued with low lighting and soft music in the background. Students are choose a name and character in target language and culture, and imagine being the person. Dialogues are presented to the accompaniment of music.

Students just relax and listen to being read and later practice the language during a (activation) phase.

There are some advantages and also disadvantages of teaching English by using suggestopedia method

The first advantage of suggestopedia method use music during the process of learning, will create the kind of relaxed states of mind for maximum retention

of material. Baroque observed music creates a level of relaxed concentration .it the reason why the main concept of suggest opedia method is that using music during the process of learning. The second advantage this method has different class during the learning process. Also decorate the class with posters or something which make students mind relax, such as by putting flowers or aquarium in the corner of the class. By using poster, the students will always learn even when just look around the class. besides that, suggest opedia class arrange chairs in the class into semi- circle shape. It is aimed to make students more focus on the lesson.

Suggest opodia method also have some disadvantages. Some student cannot study in the noisy class. Lozano explain that using music is not effective at all because it will irritate and disturb them. They claim that it is too complicated to be practiced. Also it is difficult student to divide their mind into two sides, to the music and to the lesson. So, they think that using music during the learning process cannot help them at all. They prefer to study in the quiet class rather than in the class which use back sound.

<https://welover.writing.wordpress.com>

#### **2.4.6 Communicative Language Teaching Method (CLT)**

The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. this type of teaching involves focusing on important function like suggesting, thanking, inviting, complaining, and asking for direction on to name but a few.

[www.huntesl.com](http://www.huntesl.com)

#### **2.4.7 The Total Physical Response Method**

Asher's approach begins by placing primary importance on listening, comprehension, emulating the early stages of mother tongue acquisition and then moving to speaking reading and writing. Students demonstrate their comprehension by acting out commands is used by teacher; the teacher provides novel often humorous variation for the commands. Activities are designed to be fun and to allow students to assume active learning roles. Activities eventually include game and skits. Asher (1956:101).

### **2.4.8 Communicative Approach**

The communicative approach stresses the need to teach communicative competence as opposed to linguistic competence, thus functions are emphasized over forms – student usually work with authentic materials in small groups on communicative activities during which they receive practice in negotiating meaning (wood , 1981).

## **2.5 semantic properties**

### **2.5.1 Synonymy**

Synonymy is one of two or more words or expression of the same or nearly the same meaning in some or all senses.

<https://www.merriam-Webster.com>

### **2.5.2 Antonym**

Antonym is a word of opposite meaning. The usual antonym of good is bad.

### **2.5.3 Hyponym**

Hyponym is a Word whose meaning is included in the meaning of another word.

"horse" is hyponym of "animal."

[www.researchgate.net](http://www.researchgate.net)

#### **2.5.4 Homophones and Homonyms:**

When two or more different forms have the same pronunciation they are described as homophones. Common examples "flour/ flower", "right/ write", use the term homonyms when one form (written/ spoken) has two or more unrelated meanings as in these examples bank (of river) – bank (financial institution) pupils (at school) – pupil (in the eye) George (1982:89).

#### **2.5.5 Polysemy**

Can be defined as one form having multiple meanings example the word "head" used to refer to the object on the top of your body, or person at the top of a company or department, other examples foot (of person, of bed).

### **2.6 Teaching Vocabulary**

Teaching vocabulary is something new and different from a student's native language. Also to take into account that teaching for young learners is different from adults. The teachers know the characteristics of his / her learners. Moreover, need to prepare good techniques and suitable material in order to gain the target of language teaching.

Recent research indicates that teaching vocabulary is problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning Berne and Blachowicz (2008:57). Teaching words is a crucial aspect in learning a language as languages are based on words Thornbury (2002:49). It is almost impossible to learn a language without words, even communication between human beings is based on words. Both teachers and students agree that

acquisition of the vocabulary is a central factor in teaching a language Walters (2004:132).

### **2.6.1 Effective Approach of Teaching Vocabulary**

This set of some ways that can be used to insure that pupils were get the exact meaning of word by the following:

- Using actual object (Realia)
- Using mime rather than the explaining the exact translation.
- Using contact also pick up something which is not heavy to emphasize the point.
- Using synonyms of lower level.
- Using gap filling sentences by leading pupils to complete sentence.
- Using students centered approach to increase learner independence.
- Matching exercise pupils can combine word with pictures.

Riddle (1889:75).

### **2.6.2 Using Carton Film in Teach Vocabulary**

This article investigates the suitable media to develop student's vocabulary in elementary level is audio visual media especially cartoon film media, the problem of the study is:

How is the student score using cartoon film media?

How is the student score after using cartoon film media?

How is effectiveness of using cartoon film media?

The research design used by the researcher is pre- experimental design in the form of one group pre- test, treatment, and the post test.

English is one of international languages, it means that English is learnt by many countries in the world. Many people used English for international



communication. English language consists of four skills: Listening, speaking, reading and writing. Vocabulary is one component of those skills. One cannot express his idea if he lacks of vocabulary. Vocabulary is important for the students to support their four skills David (1949:89) .it means that if the students master vocabulary, it will make the students easier to learn English language.

Vocabulary is a unique to a content area as unique as finger prints to a human being. Teachers know they must do something with the language of their content areas, but they often have trouble what they should do.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his / her learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching.

### **2.6.3 Traditional and Recent Techniques in Teaching Vocabulary**

When look back in the past country notice that language teaching gives an interesting picture of varied ways of teaching foreign language. However, language teaching methods as approaches in action are the practical application of theoretical finding witnessed wide variety of applications of last hundred year Browr (2000:78).

## **2.7 Vocabulary**

### **2.7.1 Knowledge of Vocabulary**

Vocabulary, as one of the knowledge area in a language, plays a great role for learners in acquiring a language (Cameron, 2001). Harmon, and keser, (2009) as well as line (2005) state that learner's vocabulary development is an important

aspect of their language development. Although it has been neglected for a long time, researchers increasingly turning their attention to vocabulary e.g. and Carter and McCarthy (1998), Nation (1990), Schmitt (1997, 2000) and Nation (1997).

Vocabulary knowledge is often viewed as a critical tool for second language learning because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language"

Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary knowledge of vocabulary enables language use leads to an increase in vocabulary knowledge.

### **2.7.2 Definition of Vocabulary**

Vocabulary defined as "words we must know to communicate effectively; word in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Newman and Dwyer (2009:385). Hornby (1995) defines vocabulary as "the total number of words in a language" vocabulary is a list of words with their meaning". While Ur (1998:361) states.

Vocabulary defined roughly, as the words we teach in the foreign language. "However, a new item of vocabulary may be more than just 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. A useful conversation is to cover all such cases by talking about vocabulary "items" rather than "words". In addition, Burns (1972) defines vocabulary as "the stock of words which is used by a person, class or profession". According to Zimmerman cited in Huckin (1998) "vocabulary is central to language and critical importance to the typical language learning".

Furthermore, diamond and Gutlohn (2006) in [www.readingrockets.org/article](http://www.readingrockets.org/article) “state that vocabulary is the knowledge of words and word meanings”. Vocabulary is all the words contained in language Salih (fifih:5).

### **2.7.3 Kinds of Vocabulary**

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

#### **2.7.3.1 Receptive Vocabulary**

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

#### **2.7.3.2 Productive Vocabulary**

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

### **2.8 Common Techniques that Use in Teaching Vocabulary**

### **2.8.1 Realia**

Using realia or real life objects to teach foreign Language it has been recognized for decades as a useful means of teaching vocabulary and for providing pupils with insight in to new ideas.

(English Form 2009)

Showing realia gives pupils the opportunity to use all of their senses to learn about given subjects. They are appropriate for any grade or skill level especially in foreign language learning. Realia helps pupils to connect the known to the unknown items, Realia has an important role in teaching process. It develops new concept and views toward the role of the teacher and pupils. Moreover, using Realia increases motivation and it considered as an essential part in learning English language, it gives pupils freedom to work at their own paces without being seared form committing mistakes.

#### **2.8.1.1 Importance of Using Realia**

The importance of using realia is:

- Its helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent.
- Realia are physical objects that are related to the Target culture.
- Realia refers to objects or items from life, used in the classroom to illustrate and teach vocabulary.

<https://www.slideshare.net>

#### **2.8.1.2 The Reason of Using Realia**

There are two key reasons for using real life materials:

- More interesting than materials for text, and can engage pupils.
- Pupils expected to use real materials when they leave their classes.

### **2.8.1.3 The Steps of Using Realia**

There are some of steps when of using realia:

- Go through the text in the article, highlight any word that pupils are unlikely to know and try to simplify difficult vocabulary.
- Come up with concept checking questions word or for lower levels you might use picture to help.
- Decide if the topic matter is appropriate for using Realia.
- Look at how much new vocabulary are in the materials, if the pupils are to cope with real materials.

( [www.jamesabela. Co.uk//Realia .Htm/ 8:Am](http://www.jamesabela.Co.uk//Realia .Htm/ 8:Am)).

### **2.8.1.4 The Advantages of Using Realia**

There are advantages of using realia:

- Make lessons are more interesting and enjoyable.
- Is a link between language learning and socio cultural learning?
- Brings EFL classes near to the English speaking countries.
- Helps students to cover and process new input.
- Is a good complement to the usual reading materials?

### **2.8.1.5 Disadvantages of Realia**

There are disadvantages of realia:

- Read objects may not support a cultural distinction.
- Activities with real objects might lose the class path.
- Spending too much time in one activity with real objects in the class.
- <https://www.slideshare.net>

## **2.8.2 Realia and Techniques**

This section reports on research on results aimed at investigating the techniques used by a teacher of English in presenting the meaning and form of vocabulary.

Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takac, 2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible Pinter (2006:47).

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992:35).

These techniques divided to four groups:

### **2.8.2.1 Realia and techniques**

#### **2.8.2.2 Group One**

This group divided to some techniques are:

- **Mime, Expressions and Gestures**

Kilppel (1994) implies that mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage,

but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: “sad”, “happy”; mime and talking a hat off your head to each hat and so on.

Several studies have emphasized the role of gestures in second language (L2) acquisition (Gullberg, 2008), Teachers tend to gestures a lot (Sime, 2001; Hauge, 1999) especially when addressing young learners and or beginners. It is commonly acknowledged that “teaching gestures” capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier (2007) determined three main roles for teaching gestures: management of the class (to start/ end an activity, to question student's, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. this teaching strategy is thus relevant for comprehension (Tellier, 2007). However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners (Hauge, 1999; Sime, 2001). Many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen

learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis Tellier (2008:23).

- **Using Objects**

Using this technique includes the use of Realia, Visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takac, 2008). In addition, Gairns (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary.

Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the class or things brought to the class can be used.

- **Drawing**

objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the class. The teacher usually neglects pictorial representation which include special life of their own drawing board. Is the way of giving points and focus on spoken word?

- **Using illustrations and Pictures**

Pictures connect student's prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be



introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine picture, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. A part from those drawn by the teacher or students, they are sets of colourful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Now days many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

To be effective pictures must be understood from pictures learners can develop the ability to see, describe and draw inference. Pictures are also one of the most important techniques in teaching new words, by pictures the researcher means blackboard, drawing, wall picture, charts and flashcard, the image of pictures stimulates the pupil imagination. Also encourage them to express their feelings, attitudes, a number of activities generated through using pictures. pictures used to create a situation or context Harmer (1985:194).

- **Enumeration**

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It used to present meaning .in other words, this technique helps when any word is difficult to explain visually. We can say “clothes” and explain this by enumerating or listing various items. Teacher make list a number of clothes e. g. address, a skirt, trousers ...etc., and then the

meaning of the word “clothes” will become clear. The same is true of vegetable or “furniture”, for example Harmer (1991:36).

- **Using The Class Room**

The classroom itself provides wealth of Realia to use in teaching ordinary items found in most classrooms, such as books, tables, chairs, light switch, windows, walls, and the ceiling to the pupils and also part of the classroom environment and can be given the command, “sit down” or “take off” and “put on your jacket”.

- **Flash Cards and Word Cards**

Used to help support role-play and strolling, and identify key characters and ideas from the book. When flashcards are used, they are listed under the activity materials along with the number of the flashcards that will be needed. Many lessons require teachers to make their own word cards on pieces of paper to review and introduce new vocabulary. These vocabulary words are called “Look and say” words. Should be recognized by the pupils and do not need to be sounded out letter by letter. The words needed for the cards are indicated in the lesson. The teacher should keep any word cards to recycle in later lessons.

- **Identical Boxes**

Boxes make effective use of Realia for teaching demonstrative. The teacher uses two identified boxes and an interesting object such as two brightly colored boxes then the teacher places one box close to him/her and one far away. The teacher can stand next to one of them and point and say, “this box is blue” and move far and say “that is the box” the demonstrative changes according to the referent’s distance from the speaker. Two sets of the boxes can be used for these boxes and finally allowing pupils to practice in pairs and place objects close and far from him

/her . By this they will know various objects and the name of colours Marianne (1928:62).

- **Pointer**

A pointer will help you with pointing out certain areas like cities, rivers, on large class maps on overhead projector on your white board or chalk board.

- **A poster**

Is information, often a decorative way to attract attention of the learners, the modern coloured poster made its appearance in the nineteenth century its invention in 1866 is credited to Jules Cheered? teacher puts up poster of the class language around the room. This is useful because the learner can refer to sentence when they need them and therefore will more likely to remember. James (1959:24).

- **2.8.2.3 Group Two**

This group divided to some techniques are:

- **Contrast**

Some words are easily explained to learners by contrasting it with its opposite, for instance, the words “good” contrasted with the word “bad”. But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word “white” is contrasted with the word “black”, there is an “in between” word “grey”. Furthermore, verb “contrast” means to show a difference, like photos that reveal how much weight someone lost by contrasting the “before” and “after” shots

Many more studies show that vocabulary is best acquired if it is similar to what is already learnt (e.g. Rudzka et al., 1982, 1985), it is not surprising that

learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, mono-lingual dictionaries essentially use word to explain words, and in this process, synonyms are often used (Lesson, 1991).

- **Guessing Form Context**

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections suggested widely by L1 and L2 reading specialist (Dubin, 1993). Nation and Coady (1988) claim that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non – textual context, which is the background knowledge the reader has about the subjects being read. Williams (1985) agrees with Nation and Coady in considering the specific context as “the other words and sentences that surround the word.... It follows that other words in the context of the unfamiliar word often ‘ through light its meaning. These other words found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Similarly, McCarthy (1988) sees context as within the text itself i.e the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television the radio (Nation, 2001). In order to activate guessing in a written or spoken text, there should be elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this

technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self – confidence so that they can work the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge Walter (2004:78).

- **An Alphabet Book**

An alphabet book is a collection of pages that list and illustrate the entire alphabet. It is sometimes used as motivational tools to draw the pupil's attention.

- **An Easy Reader**

An easy reader is a short book with small amount of text and large illustrations, the illustrations are designed to give clue to what the text says, an easy reader is good for beginning readers and can help motivate beginning readers by giving them a whole book that they can read by themselves.

- **Sentences Building Cards**

Sentences building are teaching aids which allow learner to build sentences by matching individual words to words sentences that has already been written. Teaching aid is inexpensive and easy to make use. They are useful to give learners practice in.

- **Word Recognition**

Sentence recognition and building teachers encourage learners to make list of useful words and phrases at the back of their notes.

#### **2.8.2.4 Group Three**

This groups divided to some techniques are:

- **Puppets**

Puppets kind of children's toy

Puppets can be used to teach adjectives e.g. teacher Calls a pupil to the front of the class and puts a puppet on his hand and say to the puppet act accordingly. Puppets also have advantage of encourage and they will practice language more willingly.

- **Games**

A game is an activity, and an element of fun, there are two kinds of games:

Competitive games and c-operative game, competitive games in which players or teams complete to be the first to reach the goal and co- operative game in which players or teams work together toward a common goal. The emphasis in the game is a successful communication rather than correction of language also more language will be produce during playing game. Maley (1981:59)

- **Role-plays and Dialogues**

Role-plays and Dialogues are an important technique for developing pupil's speaking skills. To give all pupils a chance to participate, dialogues should take place with all pupils talking at the same time in small group or pairs, not with one or two pupils speaking, while the rest of the class is silent, some ideas to help are:

- Divide the class into the same number of groups as there are characters. Point and say, for example, these three rows are character (A) these three rows are character (B) and so on. Pupils don't need to move. Each part is spoken by the whole group together.
- For more individual practice, pupils work in small groups. Each group has the same a number of pupils as there are characters in the dialogue. The

quickest way to do this by numbering off. If the dialogue has five characters, then count along the row 1, 2, 3, 4, 5- group A; 1,2,3,4,5 group B- and so on. There will be pupils left at the end. These should be sent to join other groups, and double up with the pupil in that group with the same number, they speak together. Try to make sure that isn't the same pupils each time.

- If the class is too large for small groups to be practical, each part can be spoken by two or more pupils.

#### **2.8.2.5 Group Four**

- **Audio Recordings**

Aims of audio recording to expose pupils to authentic English pacing, intonation and pronunciation of the letters and sounds. They are available in MP3 format to ensure transfer to different players, especially smart phones. They require speakers. Directions on how to use each audio recording is explained in the teacher's notes. For example, the audio should be stopped at certain points to give pupils a chance to respond.

As well as chants, dialogues and stories, the phonetic words and their relationship have been included to ensure that pupils and teacher access to correct pronunciations.

### **Part Two**

#### **2.9 Previous Studies**

The researcher found some researches written on techniques of teaching English vocabulary which to help students to understand clearly.

##### **2.9.1 First study**

Awatif study (2015), SUST, conducted an M.A study entitled "Investigating Techniques of Teaching English at Basic Schools".

This study aims at measuring and identifying teaching techniques in an English class. To examine the hypotheses, the researcher used questionnaire as tool for data collection. The questionnaire was a random sample of twenty English language teachers of basic school in Karrari. The collected data were analyzed by using statistical program (SPSS) the results of the study show that most of the teachers don't use techniques in classroom. However, the researcher mentions some of recommendations and suggestions of the studies. In Awatif study the sample of the study consists of 20 teachers while my study consists of 39 teachers for questionnaire, in both studies the data analyzed by using the SPSS program. The both studies in main findings have shown that the teachers don't use the techniques when they are teaching vocabulary.

### **2.9.2 Second study**

NosaibaGasim (2014), Al Neelain University, conducted an M.A study under the title: "Vocabulary Difficulties Encountered by Sudanese Secondary School Students." The case subjects of the study are secondary school students in Umbada Locality. The aim of the study is to find out why students encounter vocabulary difficulties and how these difficulties can be reduced or even entirely solved. The researcher has adopted the descriptive analytical approach to accomplish the aims of the research. The results of the study reveal that 63% of the student's encounter vocabulary difficulties and the four language skills are not sufficiently implemented to support vocabulary exposure. The study recommends: teachers to think about the nature of new words of new lesson, and the best techniques to teach them. The study expected teachers to be able to



determine whether the vocabulary items at hand are needed for their learners' active use or passive use.

Both studies used a descriptive and analytical method to analyze the data. In Nosaiba's study focus on secondary school student while in this study focus on basic school students. In this study explained find out why student encounter vocabulary difficulties when use words. In both studies show that there are some techniques which help students to understand vocabulary. The both researchers agreed the four language skills and the way of presentation are not sufficiently implemented to support vocabulary exposure.

### **2.9.3 Third study**

MutazEldaw (2012), Sudan University of Science and Technology, conducted an M.A study entitled: "The Importance of Using Realia in Teaching English Language Vocabulary." The aim of this study is to investigate and explore the importance of using realia in teaching vocabulary and to which extent they are used. The population of the study was (46) teachers of basic school teachers in Umbada Locality. The researcher adopted the descriptive method. A questionnaire was used as a tool for gathering data. This research aims to raise teachers' awareness of the effect and significance of using realia in teaching vocabulary. Using realia has an important role on pupils' vocabulary achievement. The majority of teachers have positive opinions toward using realia and some of them have negative ones.

The study illustrated through analysis of questionnaire some recommendations. The most important one basic school teachers should be equipped with needed tools and modern techniques for teaching vocabulary.

In Eldaw's study deals with importance of using realia in teaching English language vocabulary and the same is with my study. The both studies use of how explain and present vocabulary in the best way in the lesson at Basic school. The main findings of both studies are to raise teachers' awareness of the effect and significance of techniques in teaching vocabulary. The both studies recommended the teacher must focus on style and a way of teaching vocabulary.

### **2.10 summary**

In this chapter the researcher explain language, teaching language method, teaching vocabulary, Also include realia and techniques which are used by teachers. Moreover, it also explain some previous studies it related with the same of the tittle.

## **Chapter Three**

### **Methodology**

#### **3.0 Introduction**

This chapter contain a description of methodology used in the study. It also contains the sample of the study. The data collection and reliability and validity of the questionnaire of the study.

### **3.1 Methodology of the Study**

The researcher used the descriptive analytical method which is a combination of two methods, and then analyzed the techniques in teaching vocabulary.

### **3.2 population**

The population of this study is English teachers who teach English language in JebelAulia Locality (1062) teacher. Khartoum state.

The population of the study thought to support the research purpose and raise good findings and results.

### **3.3 Sample of the study**

The sample of this study come posed of (39) teachers were selected to answer teacher's questionnaire.

### **3.4 Instruments of the study**

To gather the data for the study the research conductor has used a questionnaire, which used a questionnaire, which has included fifteen items related to techniques in teaching vocabulary.

The respondents who participated to the questionnaire are teachers of English at Basic school for Khartoum state.

The researcher designed a questionnaire of fifteen statements as follow:

- Statements item. No (1) is concerned about the role of using chant and song as a tool enrich and help young learners to understand vocabulary.
- Statements item. No (2) is about using mine to present new words help learners to identify different meaning of words.
- Statements item. No (3) is a round use of kinesthetic to improve pupil's vocabulary.

- Statements items. No (4) is concerned with the Role play is the best to teach young learner vocabulary.
- Statements item. No (5) is about use of visual aids to motivate learners in learning vocabulary.
- Statements item. No (6) is concerned with using cassette to correct English language pronunciation.
- Statements items. No (7) is concerning of using video to improve learning vocabulary.
- Statements items. No (8),(9) and (10) are going on using audio as teaching aid interact pupils with native speaker.
- Statements items. No (11) and (12) are focusing on teachers of English language Beside Training and choosing of interesting Techniques.
- Statements items. No (13) is a round of the activities which help learners to understanding vocabulary.
- Statements items. No (14) says using colored photos motivate young learners to understand meaning of new words.
- Statements items. No (15) is about real object facilitates more understanding

### **3.5 Validity**

Before reaching the final copy of the questionnaire, the research conductor has consulted a committee of experts in the fields of the questionnaire and the field of statistics (appendix I). The directives of the committee have been helpful to the researcher to reach the final copy of the questionnaire.

### **3.6 Reliability**

when the final copy of the questionnaire has been reached, thirty-nine copies have been distributed first to groups of teachers those who are concerned with teaching English. They were analyzed statistically using SPSS, that the analysis has been conducted by an expert in the field of statistic.

**Table (3.0)**

<b>Cranach's Alpha</b>	<b>N of Items</b>
<b>.832</b>	<b>15</b>

**Reliability statistics**

### **3.7 Summary**

In this chapter the researcher describe the methodology of the study the tools which are used to collect data of the study the sample of the study which selected randomly. Moreover it also included the validity and reliability of the questionnaire.

## **CHAPTER FOUR**

# DATA ANALYSIS

## 4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 39 respondents who represent the teacher's community in Sudanese Schools.

### 4.1 The responses to the questionnaire

The responses to the questionnaire of the 39 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statically and discussed. The following tables will support the discussion.

### 4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire to determine the study sample and to construct the required tables for the collected data. This step consists of transformation of the qualitative (nominal) variables (agree, neutral and disagree) to (quantitative) variables (1, 2, 3) respectively, also the graphical representations were used for this purpose.

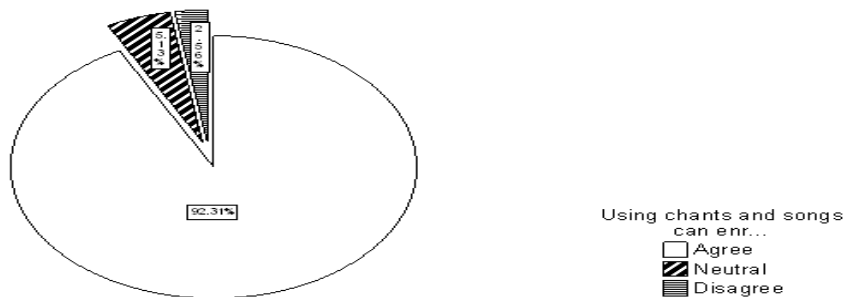
### 4.3 Data Analysis

**Table (4.0): Using chants and song can enrich young learners' vocabulary**

Responses	Respondents
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Scale	Frequency	Percentage
Agree	36	92.3%
Neutral	02	5.1%
Disagree	01	2.6%
Total	39	100.0%

Using chants and songs can enrich young learners' vocabulary



**Chart (4.0) Using chants and song can enrich young learners'**

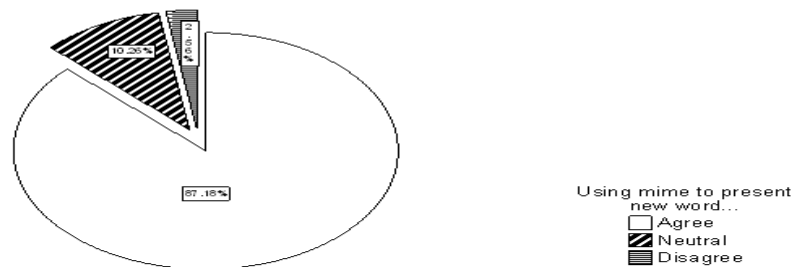
From the above table (4.0) which is concerned on the notion "Using chants and song can enrich learners' vocabulary.", it is clear that the respondents selected the option 'Agree', vast majority (92.3%) of them agree with the notion. While two respondent's minority (5.1%) chose the scale 'neutral'. But least majority (2.6%) selected 'disagree' that using chants and song can enrich young learners' vocabulary.

**Table (4.1): Using mime to present new words that help learners to identify different meaning of words**

Responses	Respondents	
Scale	Frequency	Percentage
Agree	34	87.2%
Neutral	04	10.3%
Disagree	01	2.6%
Total	39	100.0%

**Chart (4.1) Using mime to present new words that help learners to identify different meaning of words**

Using mime to present new words that help learners to identify different meaning of words



The above table (4.1) shows the statement "using mime to present new words that help learners to identify different meaning of words." In this table the respondents agreed with this, vast majority (87.2%) here knowing the teachers help learners to identify different meaning of words when using mime to present new words. Some of respondents are 'neutral' with this notion, minority (10.3%) while just one respondent chose 'Disagree', least minority (2.6%).

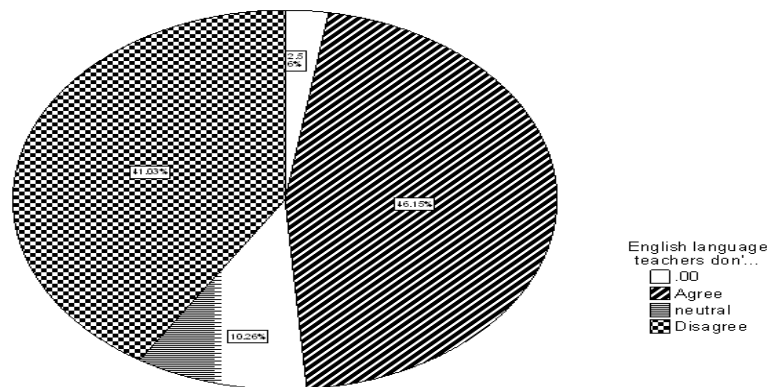


**Table (4.2): English language teachers don't use the kinesthetic activities to improve pupils' vocabulary**

Responses	Respondents	
Scale	Frequency	Percentage
00	01	2.6%
Agree	18	46.2%
Neutral	04	10.3%
Disagree	16	41.0%
Total	39	100.0%

**Chart (4.2) English language teachers don't use the kinesthetic activities to improve pupils' vocabulary**

English language teachers don't use the kinesthetic activities to improve pupils' vocabulary



Above table (4.2) illustrates the notion "English language teacher don't use the kinesthetic activities to improve pupils' vocabulary." In this statement to respondents about half (46.2%) of them are selected 'agree' but (41.0%) minority of respondents are chosen 'disagree' to the same notion, while four out of thirty nine choose 'neutral' (10.3%) minority. just one of respondents forgot to tick any

of the statement, so this missed (2.6%) as least minority. Teachers don't use the kinesthetic activities to improve vocabulary.

**Table (4.3) Role-play is the best to teach young learners to acquire new vocabulary**

Responses	Respondents	
Scale	Frequency	Percentage
Agree	30	76.9%
Neutral	04	10.3%
Disagree	05	12.8%
Total	39	100.0%

**Chart (4.3) Role-play is the best to teach young learners to acquire new vocabulary**

Role-play is the best to teach young learners to acquire new vocabulary

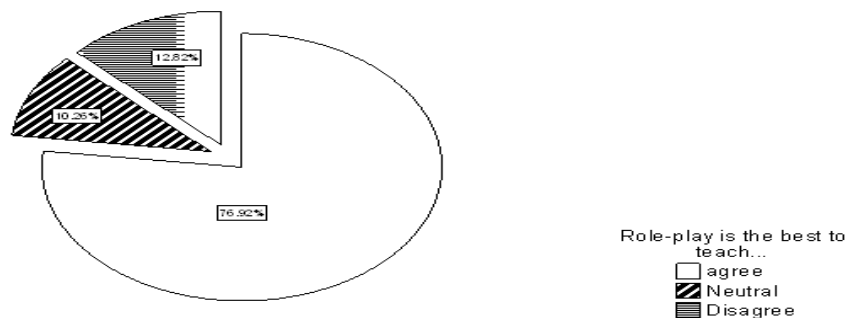


Table (4.3) above it deals with the statement "Role-play is the best to teach young learners to acquire new vocabulary." Vast majority (76.9%) of respondents choose to above term 'agree' . Also minority (12.8%) are selected 'disagree' to the same

notion. In the same time least minority of respondents (10.3%) are neutral to the same term.

**Table (4.4) English language teachers don't use visual aids to motivate learners in learning**

Responses	Respondents	
Scale	Frequency	Percentage
Agree	15	38.5%
Neutral	07	17.9%
Disagree	17	43.6%
Total	39	100.0%

**Table (4.4) English language teachers don't use visual aids to motivate learners in learning**

**English language teachers don't use visual aids to motivate learners in learning vocabulary**

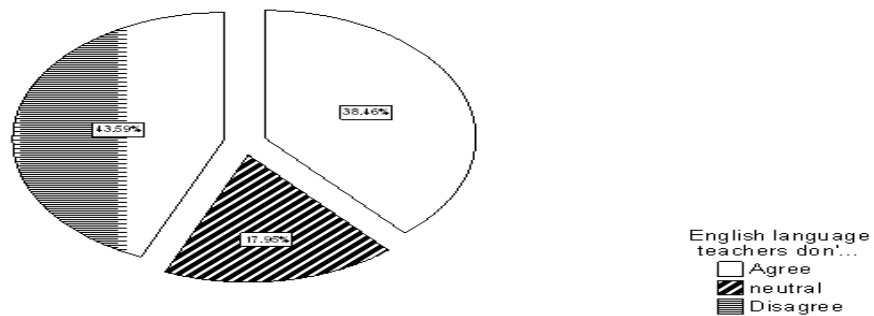


Table (4.4) above shows the respondents about the statement "English language teachers don't use visual aids motivate learners in learning vocabulary." (43.6%) minority of respondents selected the scale 'disagree' to the notion. Minority of

respondents selected the scale 'agree' (38.5%) to above notion, seven respondents out of thirty nine least minority (17.9%) choose the scale 'neutral' to the same statement English language teachers don't use visual aids to motivate learners in learning vocabulary

**Table (4.5) Using cassette provides pupils with correct English language pronunciation**

Responses	Respondents	
Scale	Frequency	Percentage
Agree	36	92.3%
Neutral	02	5.1%
Disagree	01	2.6%
Total	39	100.0%

**Chart (4.5) Using cassette provides pupils with correct English language pronunciation**

Using cassette provides pupils with correct English language pronunciation

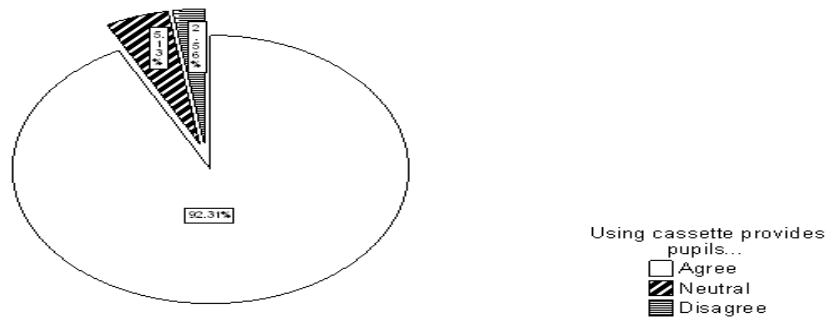


Table (4.5) above represent the responses of respondents about the notion "Using cassette provides pupils' with correct English language pronunciation." Vast majority selected the scale 'agree' (92.3%) about the above notion. Two out of thirty nine are chosen the scale 'neutral' as minority (5.1%) to the same notion. While one of them ticked the scale 'disagree' as least minority (2.6%).

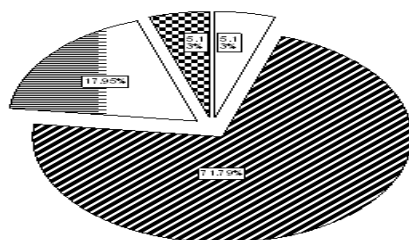
**Table (4.6) Using videos leads to an improvement in acquisition of ELT vocabulary**

Responses	Respondents	
	Frequency	Percentage
00	02	5.1%
Agree	28	71.8%
Neutral	07	17.9%
Disagree	02	5.1%
Total	39	100.0%

Table (4.6) above shows the respondents about the statement "Using videos leads to an improvement in acquisition of ELT vocabulary." Vast majority (71.8%) of respondents ticked the scale 'agree' to above notion. Least minority (17.9%) of them selected the scale 'neutral' to the same statement. While two out of thirty nine ticked the scale 'disagree' to the same notion, as least minority (5.1%) just two of respondents forgot to tick any of the statement, so it is missed. (5.1%) as least minority.

**Chart (4.6) Using videos leads to an improvement in acquisition of ELT vocabulary**

Using video leads to an improvement in acquisition of ELT vocabulary



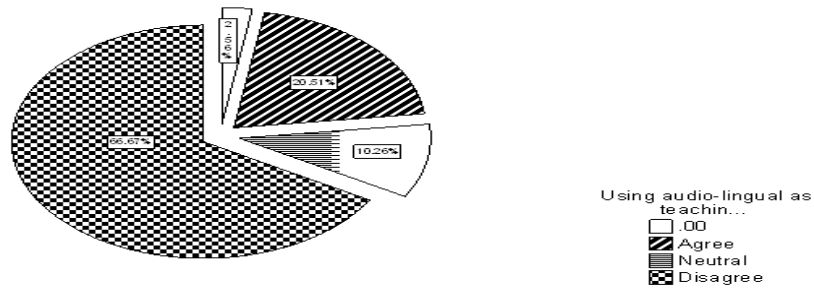
Using video leads to an improvement in acquisition of ELT vocabulary

**Table (4.7) Using audio-lingual as teaching aid to teach pupils vocabulary don't improve their listening skill**

Responses	Respondents	
Scale	Frequency	Percentage
00	02	5.1%
Agree	28	71.8%
Neutral	07	17.9%
Disagree	02	5.1%
Total	39	100.0%

**Chart (4.7) Using audio-lingual as teaching aid to teach pupils vocabulary don't improve their listening skill**

**Using audio-lingual as teaching aid to teach vocabulary don't improve their listening skill**



The above table (4.7) represents the "Using audio-lingual as teaching aid to teach pupils vocabulary don't improve their listening skill." Vast majority (71.8%) of respondents ticked the scale 'agree' to above statement. In the same time seven of respondents have selected the scale 'neutral' about the notion that mentioned above least minority (17.9%). But two of them as least minority (5.1%) had selected the scale 'disagree' to the same notion. But two respondents forgot to tick any of the statements, so it is missed (5.1%) as least minority.

**Table (4.8) Using audio recording provides the opportunities for interact pupils with native speaker**

Responses	Respondents	
	Frequency	Percentage
Agree	33	84%
Neutral	04	10.3%
Disagree	02	5.1%
Total	39	100.0%

**Chart (4.8) Using audio recording provides the opportunities for interact pupils with native speaker**

Using audio recording provides the opportunities for interact pupils with native speaker

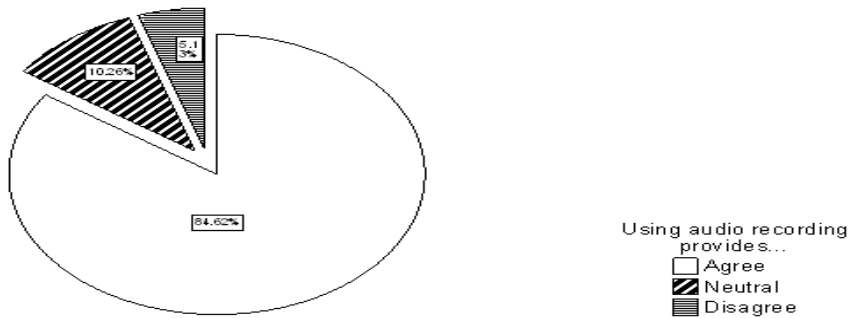


Table (4.8) above shows the response of the respondents about the statement "Using audio recording provides the opportunities for interact pupils with native speaker." Vast majority of respondents selected the scale 'agree' (84%) to above notion, four respondents out of thirty nine minority (10.3%) chose the scale 'neutral' also to the same statement. There were two of them who ticked the scale 'disagree' least minority (5.1%).

**Table (4.9) Using video as teaching aid don't improve pupils English vocabulary**

Responses	Respondents	
Scale	Frequency	Percentage
Agree	07	17.9%
Neutral	04	10.3%
Disagree	28	71.8%



Total	39	100.0%
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**Chart (4.9) Using video as teaching aid don't improve pupils English vocabulary**

Using video as teaching aid don't improve pupils' English vocabulary

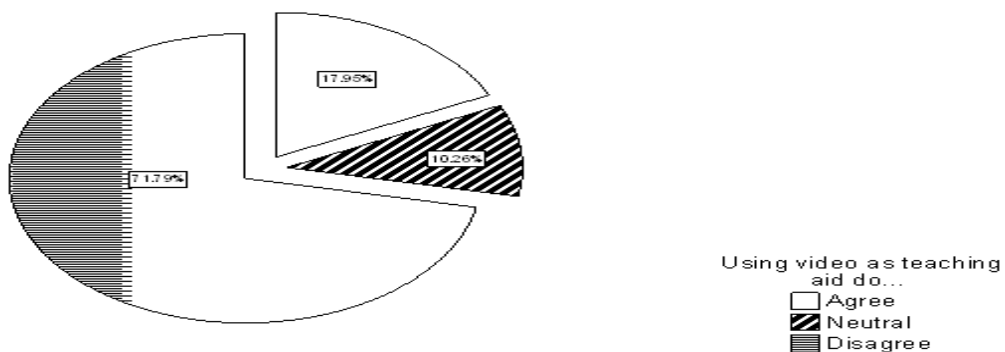


Table (4.9) shows the respondents upon the notion "Using video as teaching aid don't improve pupils English vocabulary." Vast majority of them ticked the scale 'disagree' (71.8%). Just seven of them selected the scale 'agree' as minority (17.9%) on the same notion. While least minority (10.3%) of respondents chose the scale 'neutral'.

**Table (4.10) Teachers of English language are not trained to undertake teaching of vocabulary**

Responses	Respondents	
	Frequency	Percentage
Agree	19	48.7%
Neutral	06	15.4%
Disagree	14	35.9%

Total	39	100.0%
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**Chart (4.10) Teachers of English language are not trained to undertake teaching of vocabulary**

**Teachers of English language are not trained to undertake teaching of vocabulary**

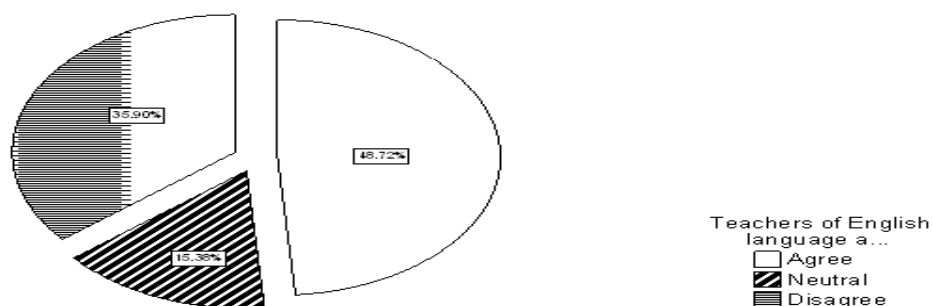


Table (4.10) above shows the respondents about statement "Teachers of English language are not trained to undertake teaching of vocabulary." About half (48.7%) ticked the scale 'agree' to the above statement. But minority (35.9%) ticked the scale 'disagree'. Six of thirty nine chose the scale 'neutral' as least minority (15.4%) to the same notion.

**Table (4.11) English language teachers don't choose interesting teaching techniques to encourage pupils to learn English vocabulary**

Responses	Respondents	
Scale	Frequency	Percentage
Agree	17	43.6%

Neutral	03	7.7%
Disagree	19	48.7%
Total	39	100.0%

**Chart (4.11) English language teachers don't choose interesting teaching techniques to encourage pupils to learn English vocabulary**

English language teachers don't choose interesting techniques to learn English vocabulary encourage pupils

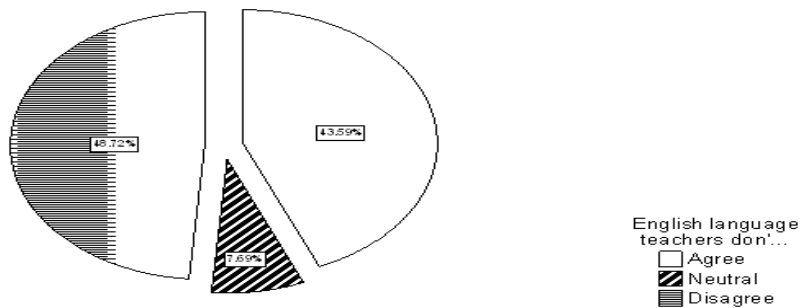


Table (4.11) above explains the statement "English language teachers don't choose interesting teaching techniques to encourage pupils to learn English vocabulary." About half of the respondents ticked the scale 'disagree' (48.7%) to the statement above. Minority of them selected the scale 'agree' to the same statement (43.6%), but least minority (7.7%) of them ticked the scale 'neutral'.

**Table (4.12) Using different activities which provide young learners with models to understand vocabulary**

Responses	Respondents	
Scale	Frequency	Percentage

Agree	37	94.9%
Neutral	02	5.1%
Total	39	100.0%

**Chart (4.12) Using different activities which provide young learners with models to understand vocabulary**

Using different activities which provide young learners with models to understand vocabulary

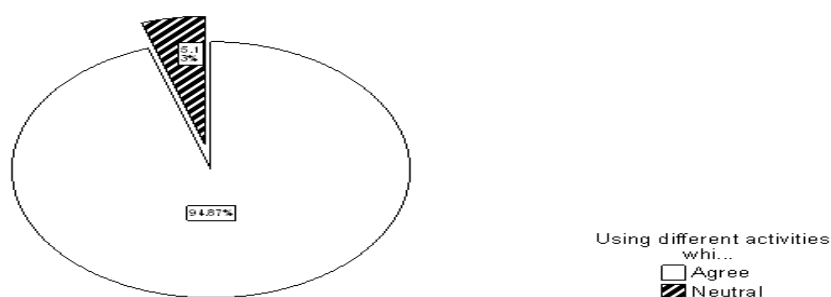


Table (4.12) above presents the responses of respondents about the statement "Using different activities which provide young learners with models to understand vocabulary." Vast majority of the respondents ticked the scale 'agree' (94.9%) to the above statement while (5.1%) least minority at the same notion selected 'neutral'.

**Table (4.13) Using colored photos motivate young learners to understand meaning of new vocabulary**

Responses	Respondents	
Scale	Frequency	Percentage
Agree	34	87.2%
Neutral	05	12.8%
Total	39	100.0%

**Chart (4.13) Using colored photos motivate young learners to understand meaning of new vocabulary**

Using colored photos motivate young learners to understand meaning of new vocabulary

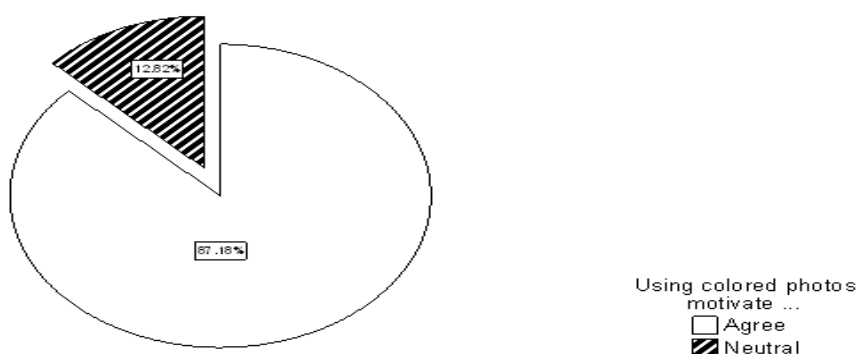


Table (4.13) above shows the statement about "Using colored photos motivate young learners to understand meaning of new vocabulary." Vast majority of respondents agreed (87.2%) with the above notion that is to say using colored photos motivate young learners to understand meaning of new vocabulary. in the same time least minority of them ticked 'neutral' to above notion (12.8%).

**Table (4.14) Using real object facilitates more understanding**

Responses	Respondents	
Scale	Frequency	Percentage
Agree	33	84.6%
Neutral	06	15.4%
Total	39	100.0%

**Chart (4.14) Using real object facilitates more understanding**

**Using real object facilitates more understanding**

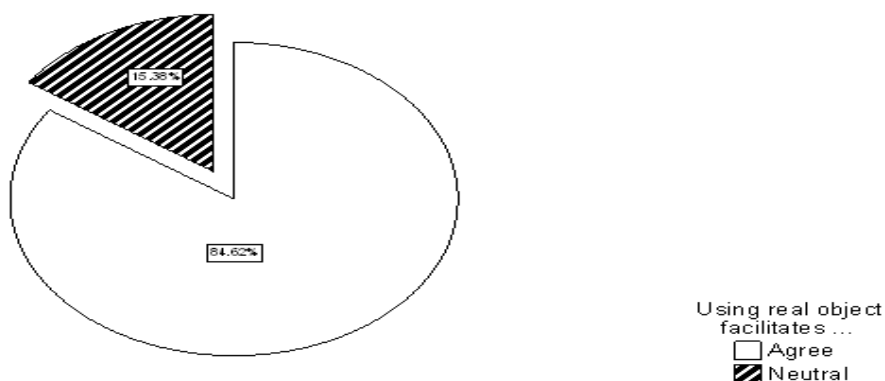


Table (4.14) above shows the statement "Using real object facilitates more understanding." Vast majority of respondents ticked the scale 'agree' to above statement (84.6%). While least minority selected the scale 'neutral' to the same notion (15.4%).

## **Chapter Five**

# **Summary, Main Findings, Conclusions, Recommendations, and Suggestions for Further Studies**

### **5 .0 Introduction**

This chapter contains summary of the previous chapter, in addition to the main findings, recommendations, conclusions, and suggestion for further studies.

### **5.1 Summary**

This study aimed to explore basic school teachers' awareness of techniques in teaching vocabulary. The first chapter presented a proposal of the study, while chapter tow contained literature review and previous studies includes relevant information related to the research topic. Also chapter three present methodology of the study which show the descriptive method and use a questionnaire as instrument, and selected randomly thirty nine teachers of English language (basic school) from Jebel Aulia localatiy ,khartoum state as a sample, while chapter four contained data analysis, which the

researcher used SPSS for data analysis, and chapter five contained the summary, findings, conclusions, recommendations, and suggestions for further studies.

## **5.2 Main findings**

Base on the results on chapter four, the study reveals the following results:

- Most teachers of English language don't use effective techniques to improve the student's vocabulary.
- Most teachers of English language don't use visual material to motivate the student to acquire vocabulary.
- Most teachers of English language don't use kinesthetic activities (dialogue).
- The teachers don't choose an interesting technique s encourage the pupils to understand vocabulary.
- The result of the questionnaire shows that, teachers don't use the appropriate techniques for teaching vocabulary, and there is no enough practice vocabulary in classroom.

## **5.3 Conclusions**



Techniques of teaching vocabulary are more important for developing the students language it helps teachers to identify the students' problems. and it encourages learner to practice English language it helps the learners more effective and proficient learners.

#### **5.4 Recommendations**

Based on the above result the researcher has come up with the following recommendation:

- The teachers should pay more attention when present vocabulary.
- The teachers should use visual aids to support techniques of teaching vocabulary.
- The teachers have to attend training Course for teaching English language to improve their techniques of teaching vocabulary.
- The teachers should provide sufficient time for practice new words to the learners.
- The teachers have to use effective techniques for teaching vocabulary.

- The teachers should help the learners to overcome their problems in vocabulary.

### **5.5 Suggestions for Further Studies**

Based on the findings of this study, the researcher suggests the following:

- Farther studies should be conducted on the role of effective techniques in teaching vocabulary at basic school.
- Teachers of English language should be aware of techniques of teaching vocabulary.
- The teachers have to encourage pupils to acquire vocabulary outside classroom.
- The teacher have to choose interesting and simple way to present new words.

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# **Appendix I**

## **Sudan University of Science and Technology**

### **College of Graduate Studies**

#### **College of Languages**

#### **Teachers' Questionnaire**

**Dear Teachers:**

You are kindly requested to respond to the statements of the following

Questionnaire for research entitled : (Exploring Basic School teachers knowledge of Techniques in Teaching vocabulary)

**Hypotheses:**

1-The techniques in teaching vocabulary create problem basic school pupils.

2-Listening to a recorded materials improve pupils' pronunciation of the vocabulary.

3-The techniques of Teachingvocabulary affect pupils' understanding

No	Statement	Agree	Neutral	Disagree
1.	using chants and songs , can enrich young learners vocabulary			
2.	Using mime to present new words that help learners to identify different meaning of words.			
3.	English Language teachers don't use the kinesthetic activates to improve pupils, vocabulary.			
4.	Role play is the best to teach young learners to acquire new vocabulary .			
5.	English Language teachers don't use visual aids motivate learners in learning vocabulary.			
6.	Using cassette provides pupils with correct English Language pronunciation .			

7.	Using video leads to an improvement in acquisition of E,L t Vocabulary .			
8.	Using audio –lingual as teaching aid to teach Vocabulary don't improve listening skill.			
9.	Using audio recording provides the opportunities for interact pupils with native speaker .			
10.	Using video as teaching aid don't improve pupils English Vocabulary.			
11.	Teachers of English language are not trained to undertake teaching of Vocabulary.			
12.	English language teachers don't choose interesting teaching use to learn English Vocabulary encourage pupils .			
13.	Using different activates which provide young learners with models to understanding Vocabulary.			
14.	Using colored photos motivate young learners to understand meaning of new Vocabulary.			
15.	Using real object facilitates more understanding.			