



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



**Exploring Strategies of Teaching and Learning
English Vocabulary for Secondary School Students
(A case Study South Omdurman Secondary Students)**

**استكشاف استراتيجيات تدريس وتعلم الذخيرة اللغوية باللغة الانجليزية
لطلاب المرحلة الثانوية**

**A thesis Submitted in Fulfillment of the Requirements for M.A
Degree in English Language (Applied Linguistics)**

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DEDICATION

To my dear family members.

AKNOWLEDGEMENTS

I am thankful to Allah, the almighty for the enormous graces He bestowed on me to achieve this research My sincere gratitude is extended to all those who supported me specially Dr. Hillary Marino Laki for his remarkable guidance advice and patience .Thanks are also extended to members of the University teaching Staff Dr.Motasir and Dr. Sami Balla for having verified my two research tools, a questionnaire and test.

ABSTRACT

This study aims at exploring the strategies of teaching and learning English vocabulary for secondary School students. The study adopted the descriptive analytical method. A questionnaire was distributed to the teachers to collect data ,

While the students were given a test,

The sample of the study comprised from (20) teachers and (30) students in Hjaliga Secondary school in Omdurman Locality. the data were analyzed by using Statistical package for social science program (SPSS) the analysis of the data showed that teachers encourage their students for understanding words and helped them in writing the difficult words on the board to facilitate learning new vocabulary. The researcher came up with some recommendations: the teachers of the English language in secondary schools should encourage their students to read short stories and novel in order to support their vocabulary.

ABSTRACT

(Arabic Version)

هدفت هذه الدراسة الي استكشاف طرق تدريس وتعلم الذخيرة اللغوية لطلاب المرحلة الثانوية في محلية أم درمان، استخدم الباحث المنهج الوصفي التحليلي، تم جمع البيانات باستخدام استبانة المعلمين واختبار للطلبة، وتكونت عينة الدراسة من عشرين معلماً وثلاثين طالباً وطالبة من طلاب المرحلة الثانوية بمدرسة هجيلجة الثانوية، وتم تحليل البيانات التي جمعت باستخدام الحزم الاحصائية للعلوم الاجتماعية (SPSS) وأظهر التحليل أن المعلمين يشجعون الطلاب في حفظ الكلمات، وأيضاً يقومون بكتابة الكلمات الصعبة على السبورة حتي يسهل حفظها على الطلاب، وفي نهاية الدراسة قدم الباحث بعض التوصيات: يجب علي معلمي اللغة الانجليزية في المرحلة الثانوية تشجيع الطلاب على قراءة القصص القصيرة والروايات لكي يزودوا أنفسهم بالذخيرة اللغوية.

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CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Teaching and learning vocabulary have been covered mainly by educationalist and linguists. They set up the main frame of teaching and learning new vocabulary. There are certain techniques of teaching vocabulary and strategies for learning vocabulary. These have been well known and accepted as one of the most important features for learners. Teaching and learning vocabulary have received much discussion by researchers as well as by linguists, and have been in focus among researchers. This research attempts to find out the relationship between techniques, which are adopted by language teachers for teaching new vocabulary and strategies, which are adopted by learners for the same purpose, focusing in particular on pupils of the Secondary level schools. The researcher hopes that this study will be of value to those who are interested in the area of teaching and learning vocabulary also. The word vocabulary has long been connoted to the wordlist and any language in the world, either verbal or nonverbal, relating to vocabulary. Hence, the vocabulary in English language learning is an essential part and how much vocabulary needed is really an important area of research and discussion [1]. When ones learn a foreign language, they would initially direct to the wordlist of the target language. In spite of that, the language learners are not able to communicate fluently and accurately without knowing the vocabulary. The words needed in a communication are actually a basic knowledge. The more relevant words the language learners know the better for them. Vocabulary as well as grammar and pronunciation for all language learners, of the elements of language considered necessary for the language mastery [2, 3]. Vocabulary is just as important as the main four skills of listening, reading, writing, and speaking [2,

4, 5]. Teachers as well as individual learners have responsibility for successful learning. The characteristics of language learners and their individual differences that influence the overall trajectory of the acquisition process has attracted the attention of numerous researchers [6-9]. The learners' ability interest to take advantage of learning opportunities has stimulated research into strategies used by learners and the relation of strategy use to learning outcomes.

1.1 Statement of the Study Problem

The research aimed to solve the main problems of the students in Secondary schools in lack of vocabulary and understanding the meaning of the words from the passages without using Dictionary and the role of the teachers in secondary schools for sending methods for the students and pick the difficult words from the passages and also the role of the teachers in teaching vocabulary to support the Students to keep many words in order to improve their writing, reading listing and speaking.

1.2 Questions of the Study

The study attempts to answer the following questions:

- 1.What are the relation between techniques adopted by the learners and the techniques adopted by the teachers?
- 2.What are the techniques used for learning new lexis?
3. Do the students use the right techniques for learning new lexis?
- 4.Is there any relationships between the techniques used by the language teachers in teaching vocabulary and the strategies that used by learners for learning new English lexis?

1.3 Hypotheses of the Study

The study attempts to verify the following hypotheses:

1. The techniques used for teaching new vocabulary are sufficient for learning new lexis.
2. The techniques used for learning new English lexis.

1.4 Objectives of the Study

The study attempts to achieve the following objectives:

1. This study aims at identify the techniques of teaching new vocabulary, which are used by Sudanese language teachers.
2. Exploring the strategies of learning new lexis, which are adopted by learners in relation to their level (Secondary Level).
3. Find out if there is a relationship between the techniques used by teachers and strategies that are adopted by learners.

1.5 Significance of the Study

The finding of this study would provide important information about vocabulary teaching and learning strategies the results of this study would help the students to increase their knowledge about the English vocabulary learning and would be more interested in learning English in the class room to solve those problems. Teachers would develop their ability in teaching English especially vocabulary learning strategies. The result of this study is expected to encourage and give the input to the readers in understanding the teaching English vocabulary, especially in secondary schools.

1.6 Methodology of the Study

This study is carried out through the descriptive analytical method.

The tools used in this research a teachers' questionnaire and students' test.

1.7 Limits of the Study

This Study is limited to exploring the strategies of teaching and learning vocabulary for secondary students. The study is conducted in the academic year 2020\2021.

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This section deals with some theoretical background to lexis since the main focus of the study is vocabulary.

Part One

2.1 Importance of Vocabulary in Teaching and Learning English Language

For many years vocabulary has been undervalued in the field of second language teaching and learning, but the last decades have seen a change of attitude towards vocabulary. Laufer (1997, p. 147) says: “vocabulary is no longer a victim of discrimination in second language learning research, or in language teaching. After decades of neglect lexis is now recognized as central to any language acquisition process, native or non native. What many language teachers might have intuitively known for a long time, that a solid vocabulary is necessary in every stage of language learning, is now being openly stated by some language researchers”. Change is due to the spread of the audio lingual method followed by the communicative approach, since then the findings of applied linguistics slim down the syntax and gives more importance to the lexicon. This revolution of vocabulary has created explosion of publications on vocabulary aimed at second language teachers and course designers. Carter (1998, p. 184) thinks that vocabulary was neglected in second language researches, as a result of syntax and phonology domination in this field. Moreover, vocabulary presentation seems to be difficult task for syllabus designers because of its infinite nature. But now vocabulary is in the top of second language research.

Jordon's et al. (1996, p. 359) believe that vocabulary is more important than grammar because people generally use vocabulary and reduce grammar particularly when getting a message across quickly and precisely and is of the utmost importance; like telegrams, panic situations or times when emotions are very high. Moreover, the number of ungrammatical sentences people speak and write is enormous, unless they need to convey complex messages precisely. It is clear that vocabulary has been recognized as a key area of language knowledge. Hatch 1978 believes that the foreign language learner needs for lexical elements in early stage as well as in later stage of the learning process, is often far greater than the need for grammatical rules this why travelers take dictionaries not grammar books when going abroad.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand or express their own ideas Wilkins (1972, p. 111) states: While without grammar very little can be conveyed without vocabulary nothing can be conveyed”.

Call (1987) cited in Jordon's (1996, p. 258) points out that we can give a clear image without using certain grammatical categories for example: storm fall tree dead, this explain why text comprehension is determined to a large extent by vocabulary acquisition, A considerable amount of research has been devoted to second language classrooms in order to ascertain where the type of instruction has an effect on second language development and achievement.

As Ellis (2012, p. 17) points out that this kind of research aims at the clarification of theoretical issues but above all aims at the improvement of language teaching by means of developing teachers awareness of the nature of the input that learners are exposed to. In order to become proficient in a foreign language therefore, a learner has to learn thousands of words before taking care of grammar , and language teachers should spend considerable time on teaching vocabulary in their classroom,

and examining the relationship between vocabulary teaching and vocabulary learning.

2.2 Vocabulary Learning Strategies

Vocabulary learning strategies can be considered as a part of general learning strategies in second language acquisition. O'Malley and Chamot describe learning strategies as the specific thoughts or behaviors that learners apply to help them understand, learn, or maintain new information (1990). Exploring the vocabulary learning strategies use of English language students can reveal individual differences in vocabulary learning among students, and encourage EFL teachers and curriculum developers to design materials and activities which would help the learners improve their vocabulary learning

2.3 Learners' Dictionaries

Learner Dictionaries Apart from word lists, the basic reference source for teachers and learners alike is the dictionary, which is now available in a variety of forms. Nesi (1999) noted the increasing use of electronic dictionaries on the Web, on CD-ROMs, in small hand-held units—and most recently in the guise of scanner pens. Small handheld dictionaries are particularly favored by learners, for their convenience and relatively low cost. Nevertheless, hard copy versions in book form still hold their own for both classroom and individual use throughout the world. 152 JOHN READ Huge resources are devoted to the development, production, and marketing of learner dictionaries, particularly by the five major British publishers that dominate the market, but there is comparatively little evaluation of their effectiveness for vocabulary teaching. As Chan and Taylor (2001) found in their analysis of dictionary reviews published since 1987, the language teachers and applied linguists who review the dictionaries tend to write short descriptive accounts, often without even specifying any criteria for

evaluation. A recent example of a review of this general type is Tribble's (2003) comparison of the CD-ROM versions of the five leading advanced learners' dictionaries. From the reviewer's perspective, the electronic editions certainly appeared to have attractive features, such as audible pronunciation of words and hyperlinks both to entries for related words and to a range of reference notes, corpus examples, and practice exercises. However, as Nesi (2000) points out, the amount of research on learners' preferences and their actual use of the dictionaries is remarkably limited. One methodological problem in undertaking such studies in the past has been the difficulty of monitoring dictionary use unobtrusively and obtaining accurate records on which entries were accessed or how much time was spent reading each one. This issue can now be addressed by setting computer-based tasks, although of course it is an open question whether learners access a dictionary electronically in the same way that they consult one manually. Nesi (2000) conducted a series of studies in which students accessed dictionary entries as they performed either reading comprehension or sentence writing tasks. The results showed that the comprehension scores were not affected by whether the participants looked up words or not. With regard to the relative merits of different dictionary features, Nesi found that neither the particular defining style used by a dictionary nor the inclusion of examples in a dictionary entry had a measurable effect on learners' ability to produce acceptable sentences incorporating the target word. However, nationality was a significant variable in successful dictionary use, in that learners in Portugal performed much better than a comparable group in Malaysia. Nesi attributed the differences to the fact that the Portuguese learners had studied English as a foreign language and thus more experience of using dictionaries, whereas the Malaysians had acquired their much more extensive knowledge of English vocabulary through informal exposure in a second language environment. Another possible factor was the relative linguistic distance of

Portuguese and Bahasa Malaysia from English. In a subsequent study, Nesi and Hail (2002) analyzed how successfully international students at a British university were able to identify the correct meaning of unfamiliar words in a self-selected reading text when they looked them up in a dictionary. The researchers found that more than half of the students failed in the task at least once, most commonly because they chose the wrong dictionary entry or the wrong meaning of a polysemous word. This suggests that there are definite limits on the ability of learners to make full use of the information about words in a dictionary if they consult it independently, without the guidance of a teacher.

2.4 Vocabulary in the Classroom

There is comparatively little research to report on methods of presenting and practicing vocabulary in the classroom. The basic principles of direct vocabulary teaching are well established, and good accounts can be found in Sökmen (1997) and Nation (2001, Chap. 3).

As for classroom practice, Burns and de Silva Joyce (2001a) directed an action research project on teaching vocabulary in the Adult Migrant English Program throughout Australia, and have edited a collection of reports by the participating teacher-researchers on the wide range of practical studies that they conducted (Burns & de Silva Joyce, 2001b).

One common task that teachers set for more advanced learners is to select and record their own words to study, based on individual needs or interests. The vocabulary notebook is a useful tool for this purpose (Fowle, 2002). However, Moir and Nation (2002) present a cautionary tale from their research in an intensive ESL class at a New Zealand university, where the students were required to study 30 self-selected words every week.

The researchers found that, with one notable exception, the learners tended to choose unsuitable words, which they learned by cramming the night before the

weekly test each Friday and then promptly forgot. In this case, negative wash back from the test was, among other factors, working against the longer-term vocabulary building goals of the program. Apart from investigating particular classroom activities, some researchers have focused on the opportunities for vocabulary acquisition offered by classroom talk in general. Light own, Meara, and Halter (1998) analyzed transcripts of teacher-centered activities in classes following both the audio-lingual and communicative approaches to language teaching. They found that, although the communicative teachers used a wider range of words, the oral input in both types of classroom contained relatively few new words that might contribute to a growth in the learners' vocabulary knowledge. The lexical value of the teacher talk, particularly by the audio lingual teachers, was in providing repeated exposure to the high-frequency vocabulary of English.

In a similar study, Tang and Nesi (2003) compared transcripts from secondary school English classrooms in Hong Kong and Guangzhou. Their results showed the influence of the rather different types of language syllabus and teaching methods in the two administrative divisions of China where these cities are located. The teacher in Hong Kong adopted a more flexible approach, incorporating a range of activities, materials, and topics, which produced more lexical variation and lower-frequency words. In Guangzhou, the treatment of vocabulary was much more systematic, within a strictly controlled lesson plan that left little opportunity for spontaneous interaction between the teacher and students. Although both teachers engaged in explicit teaching of preselected words, using a variety of techniques, the Hong Kong classroom offered more internationally modified input and opportunities for incidental learning. In that sense, it could be seen as a lexically richer environment for vocabulary acquisition.

2.5 Computer Applications

With the increasing use of computers to deliver language learning programs, there are new opportunities to enhance vocabulary acquisition, either directly through vocabulary learning activities or more incidentally in the context of reading tasks. As an example of the direct approach, Groote (2000) describes a program called CAVOCA (Computer Assisted Vocabulary Acquisition), which was designed to promote longer-term retention of useful words by presenting each one in numerous carefully selected sentences and short texts. The learners are thus encouraged to induce the meaning(s) of each word and to pay attention to its various properties. In a series of small experiments with Dutch university students learning English, Groote and his associates found evidence of a better retention rate by this method than by paired associate learning, but he concludes that the most efficient approach would be a combination of the two. In the case of reading tasks undertaken on a computer, learners can readily have access to an electronic dictionary or to hyperlinks providing glosses and other useful information about particular words in the text which they are unlikely to know. Research in this area over the last 10 years has demonstrated that the provision of glosses can assist vocabulary learning from texts, without interfering with the reading process. Recent studies have sought to establish more specifically how best to present the glosses. For instance, in her study of Belgian university students who were advanced learners of French, De Ridder (2002) found that marking glossed words with underlining and a blue font induced more clicking on the link, but it did not improve the learners' retention of the word meaning, as compared to a text in which the links were not visible on the screen.

A second line of investigation has been the relative effectiveness of different forms of multimedia glossing. In a series of studies, Chun, Plass, and their associates found that students who selected both pictorial and written annotations of words,

whether it be in reading (Plass, Chun, Mayer, & Leutner, 1998) or listening (Jones & Plass, 2002) tasks on computer, retained more of the vocabulary than students who accessed only one type of gloss or none at all. The researchers argue that the two types of lexical information led to richer mental representations of the words, making them easier to retrieve from memory.

Al-Seghayer (2001) looked more specifically at two forms of visual glossing—still pictures and video clips with sound—and found that the video condition led to significantly more vocabulary learning. This contrasted with the results of an earlier study by Chun and Plass (1996), who concluded that still pictures provided a more stable image that facilitated the remembering of the word. Other researchers have looked at offering various forms of information about the target words.

Laufer and Hill (2000) highlighted 12 words in a short L2 text and provided separate buttons for the L2 meaning, the L1 translation, the pronunciation, and additional information on each one. Israeli students mostly chose the Hebrew translation, but there was no significant relationship between their choice
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of button and retention of the words. However, students in Hong Kong, who took the task more seriously overall, tended to access more of the information about each word; for them, poorer retention was associated with looking up the Chinese translation.

A different kind of computer application to vocabulary learning through reading is represented by Text Ladder, a program developed by Ghadirian (2002) to select and order a series of texts to allow for multiple exposures to a set of target words in contexts with mostly familiar vocabulary. Given a reasonably large number of simplified texts that are suitable for the learners' interests and needs, the program selects those with a high proportion of the target words overall and a minimum of

five repetitions of individual words; it also orders them according to the percentage of high-frequency vocabulary which they contain.

There is not yet published evidence as to whether the reading of a series of texts from a program like Text Ladder does, in fact, promote efficient learning of the target words. However, it can be seen as potentially an alternative means of achieving what specially written graded readers have traditionally been designed to do. (For investigations of the vocabulary learning potential in graded readers, see Nation & Wang, 1999 and Waring & Takaki, 2003). Assessing Vocabulary K

2.6 Teaching Vocabulary

2.6.1 Alternative Ways of Teaching Vocabulary

1. Give your students a few items of vocabulary and tell them to find the meaning, pronunciation and write an example sentence with the word in. They can then teach each other in groups.
2. Prepare worksheets and ask your students to match words to definitions.
3. Ask students to classify a group of words into different categories. For example, a list of transport words into air/sea/land.
4. Ask students to find new vocabulary from reading homework and teach the other students in the class.

2.6.2 Other Things to Consider

1. Review the vocabulary you teach through a game or activity and encourage your students to do the same at home
2. Encourage autonomy in your learners. Tell them to read, watch films, listen to songs etc and note the useful words
3. Have a section of your board for vocabulary items that come up as you are teaching. Use different colors for the word / the phonemics / the prepositions / the part of speech

4. It is a good idea to teach/learn words with associated meanings together
5. Encourage your students to purchase a good dictionary and use class time to highlight the benefits of one
6. Teach your students the grammatical names for the parts of speech and the phonemic script
7. Always keep a good dictionary by your side in case a student asks about a word you don't know
8. If you don't and have never heard of the word, tell the student you will check and get back to them. Do get back to them
9. Give extra examples sentences to the students if they are unsure and encourage them to write the word in an example sentence (maybe for homework)
10. Ask students to classify a group of words into different categories. For example, a list of transport words into air/sea/land.

2.7 Strategies Used to Teach English Vocabulary

In this study seven methods were employed to teach vocabulary to students in their preparatory year. In the quotations set out below, the teachers shed light on the methods that they used to teach the students. For instance, according to teacher **As**, **the context drill** ...uses vocab. in context (groups): put all unit words on the board and students have to make a skit, conversation, paragraph, or short story using the words in a context related to the unit-usually I will ask them to use half of the words; however, for differentiated learning-the strong groups I will ask to use all of the words-the weaker groups, less of the words-this only works if the instructor has assigned the groups. I also usually incorporate a grammar point here as well (Teacher A).

Another teacher explained to use the word-on-board game, which he defined as follows: Game daily review (teams)-one student is a judge; one student from each team comes to the board and the teachers say a definition and then they write the

word on the board aided by their team with the correct spelling-the first team to get it wins the point (Teacher B).

A third teacher who used the flash-card game explained it as follows: My students do a vocabulary work book over the semester which amounts to 100 new words from their reading book lessons. In the workbook they must include five elements: the English word, the word in Arabic, its part of speech, the definition and an example of the word in a sentence or a drawing or an example. There are 10 lessons for the semester and 10 vocabulary words per unit. I go over the words in class and have them give definitions or sentences to show understanding. We have a vocabulary test each week, but it is combined with a reading test or a listening test, so I can't give you the numbers for these tests. For the review of the words, we play games before the exam to help them review. Ninety percent of the girls do very well on the vocabulary sections of the test, scoring from 90 percent to 100. Those girls who don't study or do their workbook get in the 70s or less, but this does not occur too often. Teacher E explained mini-presentations as follows: Every week each student brings a term or a vocabulary that they heard on TV or read in a newspaper. She will then bring it to class to discuss it and explain it to the group. In each session every student will have 7-10 minutes to do a mini presentation about the term she studied. This will be repeated for 12 weeks. So if I have 30 students in classroom this means that the class will be exposed to over 12 times 30 words per semester. I found this to be very productive method. As one of the professors suggested, it is valuable to have each student use role playing to animate the vocabulary being studied, an approach that adds fun and excitement to the teaching and learning atmosphere and thus helps to arouse the interest of the learners and make the language acquisition process more effective. Dictionary consultation is another method that was employed. As one of the professors explained regarding her instructions to her students, Use your dictionary (groups):

(a) Write the new words on the board. Go over about half of the known ones together as a class usually through definitions, pronunciation, parts of speech, synonyms. (b) The other half of the students look up in their dictionaries, have group roles and the reporter shares with the entire class. I've given them websites for ESL learners and they also know I discourage Google translate as often it is incorrect and I want them to use English synonyms if possible as they are at an advanced level. Blended learning was said to imply the following: Students will learn to use computer databases and online sources in English as well as library materials and will significantly sharpen their ability to read journal papers in English. The course will emphasize critical reading, thinking, and understanding in the context of comprehensive research projects. Beginners will be introduced to the nature and uses of online learning tools. Students will learn to read and understand English vocabulary. The students will collect different uses of the same and that reflect their interests and experience. Students will also learn to read their work and the work of their peers as other readers will make revisions in response to the peer evaluations.

Part two

2.8 Previous Studies

Study one

Tajalli (2012) conducted a study entitled: The Effects of Using Mnemonic Associations on vocabulary Recall of Iranian EFL Learners.

This study deals with strategies of teaching vocabulary by Mnemonic technique . the study ,was influence the students memorize ability on vocabulary and using mnemonic associations was effective in classroom setting and whether it was suitable for practical use by students as learning strategy.

Study two

Yousefi (2011) conducted a study entitled: Instruction A Way to Boost Vocabulary Learning and Recall.

This study deals with teaching vocabulary by mnemonic technique are useful ways of enhancing vocabulary learning and recall. It can be very effective and can make the students motivated and the classroom more interesting. And also he indicate that the students who report using imagery will perform better on a rule recall test than those students reporting no imagery use.

Study three

Hayes (2010) conducted a study entitled: “The Use of Melodic and Rhythmic in Learning Vocabulary.

Mnemonics is To Improve Memory and Recall in Elementary Students in the Content Areas” The result of this study is using rhythmic and musical mnemonics in any classroom provides an attractive and innovative alternative instructional and learning strategy. Also he writes about Techniques in L2 Vocabulary Acquisition”. The result of his study is mnemonic techniques could help students to better encode vocabulary in LTM and help students remember vocabulary more effectively. Based on the previous studies above, the writer did the different study, in this case the writer had different subject and object of the study, in this study the writer’s subject was the student of the first grade of SMAN 3 of Palangka Raya. And the writer object was teaching vocabulary using Mnemonic technique to memorize ability.

Study four

Jenkins (1984) conducted a study entitled: Learning Vocabulary through Reading, Writing Listening, and Speaking.

The Nature of Vocabulary is one of the language aspects which should be learn. Learning vocabulary is important because we are able to speak, write, and listen.

We have to know vocabulary first. A person said to 'know 'a word if they can recognize its meaning when they see It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context. Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. Here are some suggestions to decide which ones to concentrate on: learn the words that are important to the subjects you are studying, learn the words that you read or hear again and again, learn the words that you know you will often want to use yourself, do not learn words that are rare or not useful. Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas: write the words in a notebook (with their translations or definitions); write the words and definitions on small cards; say the words many times (if you have an electronic dictionary you can hear how the word is pronounced); put the words into different groups (you could use a graphic organizer); write them in a file for use with a computer program; make associations (in pictures or with other words); ask someone to test you; use the words in your own speaking or writing.

CHAPTER THREE
METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the method and techniques adopted the population, sample, instruments and the procedure of data analysis in addition to validity and reliability of the study

3.1 Population and Sample

The population of this study is concentrated in two categories, it was consisted of teachers and students.

The sample of the study comprised (20) teachers and (30) students from Higiliga Secondary school, Omdurman Locality.

3.2 Tools of Data Collection

3.2.1 Teachers' Questionnaires

The researcher designed a questionnaire as an instrument to collect data from English teachers, the questionnaire contained (6) statements to be responded by the teachers by selecting one of the three options.

3.2.2 Students' test

The researcher designed a students' test (see the appendix 2). The test was checked by experienced English teachers Dr. Muntasir Hassan Mabark and Mohammed Osman Kurdi, and some modifications and corrections were made.

3.3 Procedure of Data Analysis

The procedure that the researcher followed he goes by himself and makes a test for the students in secondary schools and Teachers questionnaire.

3.4 Validity and Reliability

Reliability refers to the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions.

In addition, the reliability means when a certain test was applied on a number of individuals and the mark of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe the test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability

Alpha- Cranach Coefficient:

on the other hand, validity also is measure used to identify the validity degree among the respondents according to their answer on the certain criterion .the validity is counted by a number of methods, among them is the validity using the squarer root of the (reliability coefficient) the value of the reliability and the validity lies in the range between (0-1) the validity of the questionnaire is that the tools should measure the exact aim, which it has been designed for this study the validity calculated by using the following equation :

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

The reliability coefficient was calculated for the measurement, which was used in the questionnaires using Alpha-Cranach coefficient Equation as the following calculating the validity and reliability of the questionnaire from the above equation, the researcher distributed (6) questionnaires to respondents to calculate the reliability Coefficient using the Alpha-Cranach coefficient the results have been showed in the following table.

Table (3.1): Validity and Reliability of the Tool

Validity	Reliability	Alpha-Cronbach
0.94	0.87	Overall

It is noticed from the results of the above table that all reliability validity coefficient for pre test sample individuals about each questionnaire them, for overall questionnaire are greater than (50%), some of them are nearest to one This indicate to high validity and reliability of the answers so the study questionnaire is valid and reliable and that will give correct acceptable Statistical analysis

3.5 Statistical Instruments

In order to satisfy study objectives and to test its hypotheses , the following statistical instruments were used :

- 1- Graphical figures
- 2- Frequency distribution.
- 3- Non-pragmatic chi-square test

In order to obtain accurate results statistical package for social sciences (SPSS)was used in addition to the design the graphical figure which are need for the study , the computer program (Excel) was also used.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

In the following lines of this chapter the researcher analyzes the obtained data from both teachers' questionnaire and students' test. The first analysis is done of the (21) questionnaire papers using frequency and percentage tables along with descriptive statistics and Chi-square test to discuss the first hypothesis. The second analysis is done qualitatively on students' test using frequency and percentage tables along with descriptive statistics and T-test to verify the second hypothesis.

4.1 The Variables

This section represents the two hypotheses of the study, and the designed questionnaire and the test are to meet the two hypotheses' claims. Each statement in the questionnaire is assigned (likert) scale (usually, sometimes, rarely and never).

4.2 Study Measure

The questionnaire is measured against four-pointed likert scale in distributing the participants' responses. The scale is descendant from 4 for higher response (*usually*) to 1 for the lowest response (*never*).

This is to give a good chance for the participants to select the most accurate response that fit their opinion.

Degree of response	Proportional weight	Likely weight	Statistical indication
Usually	4	3.2-4	Great acceptance score
Sometimes	3	2.4-3	Acceptance score
Rarely	2	2.6-3	Neutral score
Never	1	1-1.8	Disagree score

4.3 Analysis of the Questionnaire

Table (4.1): Frequency and Percentage of the Hypothesis One

1. The techniques used for teaching new vocabulary are sufficient for learning new lexis.

Statements		Rarely	Sometimes	Usually	Total
Teachers write the difficult words on the board to facilitate learning new vocabulary.	Frequency	2	4	15	21
	Percentage	9.5%	19.0%	71.4%	100.0%
English teachers motivate their students to guess the meaning of new words without using dictionaries.	Frequency	0	8	13	21
	Percentage		38.1%	61.9%	100.0%
Teachers of English give opportunity to their students to communicate with them to improve their vocabulary.	Frequency	2	12	7	21
	Percentage	9.5%	57.1%	33.3%	100.0%
Teachers of English language use different colors for difficult words to facilitate learning new vocabulary for the students.	Frequency		8	13	21
	Percentage		38.1%	61.9%	100.0%
Teachers ask questions in class to check the understanding of their students, knowledge of vocabulary.	Frequency		10	11	21
	Percentage		47.6%	52.4%	100.0%
Teachers give their students a few items of vocabulary and ask them to find their meaning.	Frequency		12	9	21
	Percentage		57.1%	42.9%	100.0%

The table (4.1) above demonstrates the frequency and percentage calculated for the statements of teachers' questionnaire. The table's result represents the participants' point of view on the first hypothesis '*The techniques used for teaching new vocabulary are sufficient for learning new lexis*'. The scale of teachers' response in each statement ranges between *usually* to *never* where (usually) is the highest response and (never) is the lowest.

As it is seen in the table, the majority of teachers choose 'usually' more frequently when they respond to each statement of the questionnaire.

Table (4.2): Frequency and Percentage of the statement (1): “Teachers write the difficult words on the board to facilitate learning new vocabulary”

Responses	Frequency	Percentage
Usually	15	71.4%
Sometimes	4	19.0%
Rarely	2	9.5%
Total	21	100.0%

From the table (4.2) above, most of the participants (15) select the response (usually) when responding to the statement (1) with percentage (71.4%) while their lowest response is (rarely) with percentage (9.5%).

Table (4.3): Frequency and Percentage of the statement (2)

English teachers motivate their students to guess the meaning of new words without using dictionaries

Responses	Frequency	Percentage
Sometimes	8	38.1%
Usually	13	61.9%
Total	21	100.0%

From the table (4.3) above, in responding to the statement (2), the majority of the teachers believe that usually “*English teachers motivate their students to guess the meaning of new words without using dictionaries*” with highest percentage (61.9%) while only (8) respond with sometimes.

Table (4.4): Frequency and Percentage of the statement (3)

Teachers of English give opportunity to their students to communicate with them to improve their vocabulary

Responses	Frequency	Percentage
Rarely	2	9.5%
Sometimes	12	57.1%
Usually	7	33.3%
Total	21	100.0%

From the table (4.4) above, teachers’ responses to the statement (3) are distributed between usually, sometimes and rarely where the highest frequency represents (sometimes) which indicates that teachers believe that sometimes “*Teachers of English give opportunity to their students to communicate with them to improve their vocabulary*”.

Table (4.5): Frequency and Percentage of the statement (4)

Teachers of English language use different colors for difficult words to facilitate learning new vocabulary for the students

Responses	Frequency	Percentage
Sometimes	8	38.1%
Usually	13	61.9%
Total	21	100.0%

From the table (4.5) above, in responding to the statement (4) of the questionnaire, the majority of the teachers (13) believe that usually “*Teachers of English language use different colors for difficult words to facilitate learning new vocabulary for the students*” and the highest percentage (61.9%) proves that.

Table (4.6): Frequency and Percentage of the statement (5)

Teachers ask questions in class to check the understanding of their students, knowledge of vocabulary

Responses	Frequency	Percentage
Sometimes	10	47.6%
Usually	11	52.4%
Total	21	100.0%

From the table (4.6) above, the teachers’ opinion of the statement (5) slightly differs from their previous opinions, nearly half of them see that sometimes “*Teachers ask questions in class to check the understanding of their students, knowledge of vocabulary*” while the other half suggest that it is usually with percentages (47.6%) and (52.4%) respectively.

Table (4.7): Frequency and Percentage of the statement (6)

Teachers give their students a few items of vocabulary and ask them to find their meaning

Responses	Frequency	Percentage
Sometimes	12	57.1%
Usually	9	42.9%
Total	21	100.0%

From the table (4.7) above, the majority of the teachers (12) responding to the statement (6) see that sometimes teachers give their students a few items of vocabulary and ask them to find their meaning, with percentage (57.1%) while the rest (8) believe that it is usually.

Looking at the six previous statements, one can notice that most of the teachers responses tend towards '*usually*' which indicates their overall thought of the particular statement.

Table (4.8): Descriptive Statistics for the statements

Statement	Mean	Mode	Std. Deviation
Teachers write the difficult words on the board to facilitate learning new vocabulary	3.6190	4.00	.66904
English teachers motivate their students to guess the meaning of new words without using dictionaries	3.6190	4.00	.49761
Teachers of English give opportunity to their students to communicate with them to improve their vocabulary	3.2381	3.00	.62488
Teachers of English language use different colors for difficult words to facilitate learning new vocabulary for the students	3.6190	4.00	.49761
Teachers ask questions in class to check the understanding of their students, knowledge of vocabulary	3.5238	4.00	.51177
Teachers give their students a few items of vocabulary and ask them to find their meaning	3.4286	3.00	.50709

The table (4.8) above shows the descriptive statistics of the six statements of teachers' questionnaire. The second column (mean) represents the average response for the participants in each statement, the third column (mode) represents the most frequent response from the teachers while the last column (std deviation) represent the standard deviation for each statement.

As the table shows, the mean value is equal or greater than (3) which means that teachers' responses range mostly between (sometimes) and (usually) when they respond to the questionnaire statements.

Table (4.9): Chi-square analysis

Statements	Chi-Square(a,b)	Df	p-value	Decision
Teachers write the difficult words on the board to facilitate learning new vocabulary	14.000	2	.001	Accept
English teachers motivate their students to guess the meaning of new words without using dictionaries	1.190	1	.275	Reject
Teachers of English give opportunity to their students to communicate with them to improve their vocabulary	7.143	2	.028	Accept
Teachers of English language use different colors for difficult words to facilitate learning new vocabulary for the students	1.190	1	.275	Reject
Teachers ask questions in class to check the understanding of their students, knowledge of vocabulary	.048	1	.827	Reject
Teachers give their students a few items of vocabulary and ask them to find their meaning	.429	1	.513	Reject

The table above shows the results from Chi-square analysis done for the statements of teachers' questionnaire. The second column shows the chi-square values, the third column shows the degree of freedom (df) which is N-1, and fourth column shows the probability value (P-value) while the last column shows teachers' final decision about each statement.

Looking at the (p-value) column, the first and the third statements of the questionnaire are fully accepted by the teachers and that is because the p-value for each of the two statement is \leq (0.05). The other four statement are not fully accepted by the teachers which means they are not usually prevalent claims among teachers.

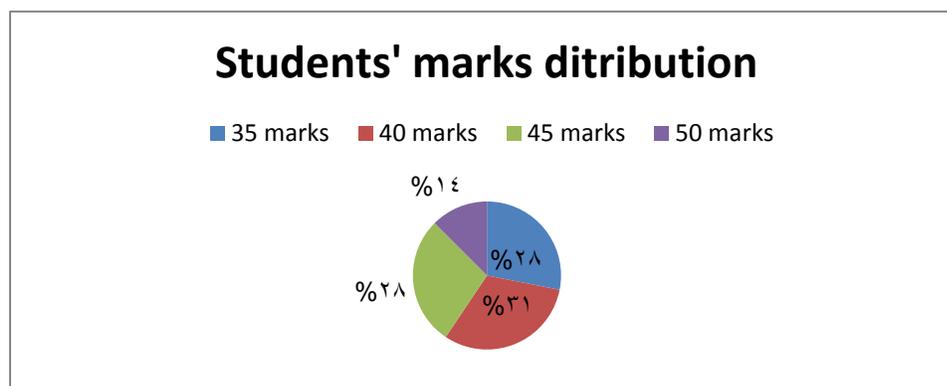
4.4 Analysis of the Test

The test consists of ten questions where students are asked to select their answers from multiple choices answer. The test aims at investigating the techniques for learning new English lexis.

Table (4.10): Frequency and Percentage of the Students' Marks

Marks	Frequency	percentage
35.00	9	28.1%
40.00	10	31.3%
45.00	9	28.1%
50.00	4	12.5%
Total	32	100.0%

Figure (4.1):



The table (4.10) shows the distribution of students' marks in frequencies and percentages, the students' marks range from (35) to (50). The most frequent obtained mark is (40) with highest percentage (31.3%) while the less frequent obtained mark is (50) with percentage (12.5%).

The researcher can notice that students' performance in the test is averagely good and that indicates secondary school students have a good knowledge about the techniques used for learning new English lexis.

Table (4.11): Descriptive Analysis: GRADES

Number of students	Mean	Mode	Std. Deviation
32	41.2500	40.00	5.08001

The table shows the mean value for the overall students' obtained mark, the mode and the standard deviation. The mean value as it is seen in the table equals (41.25) while the most frequent mark they obtained is (40) as represented by (mode) column.

The result above is an indication of students' good performance in identifying the techniques used in learning new English lexis.

4.5 Discussion the Hypotheses against the Results

Reviewing the tables of frequency and percentage from teachers' questionnaire along with the descriptive statistics table and chi-square test table, the researcher can confirm that "*the techniques used for teaching new vocabulary are sufficient for learning new lexi*".

For the second hypothesis, the test results indicate the awareness level of students about the used techniques in learning new lexis which is good based on their test performance.

CHAPTER FIVE
MAIN FINDINGS, CONCLUSION,
RECOMMENDATIONS AND SUGGESTIONS FOR
FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter provides a summary for the whole study in addition to conclusion and finding of the study.

Some recommendation will be made out of the findings. Finally suggestion for the further studies will be provided

5.1 Main Findings

The researcher after conducting the test for the students and questionnaire for the teachers concluded the following results.

- 1-Teachers write the difficult words on the board to facilitate learning for the students
- 2-English teachers motivate their students to guess the meaning of the new words without using dictionary
- 3-Teachers of English give opportunity to their students to communicate with them to improve their vocabulary
- 4-Teachers of English languages use different colors for difficult words to facilitate learning new vocabulary for the students
- 5-Teachers ask questions in the class to check the understanding for their students knowledge of vocabulary
- 6-Teachers give their students a few items of vocabulary and tell them to finding their meaning.

5.2 Conclusion

The study has discovered that the ESL students perceive the substance of vocabulary as a branch of language learning. However, some strategies such as the learning a words through reading, the use of monolingual dictionary, the use of various English-language media, and applying new English word in their daily speaking where are related to memory, determination, met cognitive strategies respectively are popular strategies and the learners are keen in using them. On the other hand, strategies which require cognitively deeper processing such as putting English labels on physical objects, listening to tapes of word lists and writing down the new words and their meanings on cards is not mentioned by participants of this study. Based on the results, some implications can be observed. First of all, an advantage of this study is that it will increase the public awareness on the importance of vocabulary learning strategies in second language learning and teaching. As Oxford (2003) mentioned “Vocabulary is not explicitly taught in most language classes” (p. 9). The results of the current study can assist language teachers to improve their teaching methods. Second, teachers who are interested in their students’ performance in learn the English vocabulary can introduce the vocabulary learning strategies and techniques to their students by designing useful tasks and giving relevant assignments. Next, unfortunately based on the interviews conducted, most of the students are not aware of the existence of the numerous strategies used to learn words other than using dictionaries and rote memorization. Future studies on vocabulary learning strategies can be carried out from two viewpoints. Studies on the individuals’ differences of language learners from primary to university level can be conducted both in qualitative and quantitative approaches. In addition, studying the effect of culture, home environment, peer groups, effective teaching methods and classroom atmosphere on vocabulary

learning strategies could be very helpful to get better understanding of the relevant strategies.

5.3 Recommendations

Based upon the findings and the conclusions drawn from the study, the following recommendations could be made:

1. Teachers should be trained on teaching strategies and implement them as much as possible when they teach vocabulary in EFL classes.
2. Teachers should write the difficult and new words on the board.
3. Teachers should motivate their students to guess the meaning of the new words without using dictionary.
4. Teachers should give opportunity to their students to communicate with them to improve their vocabulary.
5. Teachers should ask questions in the class to check the understanding for their students' knowledge of vocabulary.

5.4 Suggestions for the Further Studies

The researcher suggested the following as further studies to cover areas which were not investigated:

1. Investigating the effectiveness of vocabulary learning strategies used in secondary school.
2. Investigating the effective teaching and learning techniques of using dictionaries.
3. Vocabulary learning strategies and language learning outcomes.

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APPENDICES

Appendix (1)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Department of English

Teachers' Questionnaire

Dear Teachers:

Thank you so much for agreeing to assist in this MA. Research I know that you are busy, like all teachers. I highly appreciate your cooperation. The following set of the statements will help me get a better understanding of the Research entitled: **(Strategies of Teaching And Learning English vocabulary for Secondary Students)**. The information you give will be in confidential and will be used for any other purposes.

Please Tick (✓) in front of the suitable answer

Hypothesis One

The techniques used for teaching new vocabulary are sufficient for learning new lexis.

Statements	Usually	Rarely	Sometimes	Never	Total
1-Teachers write the difficult words on the board to facilitate learning of new vocabulary .					
2-English teachers motivate their students to guess the meaning of new words without using dictionary.					
3-Teachers of English give opportunity to their students to communicate with them to improve their vocabulary.					
4- Teachers of English language use different colors for the difficult words to facilitate learning new vocabulary for the students.					
5-Teachers ask questions in the class to check the understanding of their students ,knowledge of vocabulary.					
6-Teachers give their students a few items of vocabulary and ask them to find their meaning.					

Appendix (2)
College of Graduate Studies
College of Languages
Department of English
Students' Test

Correspondents to Hypothesis two.

the techniques used for learning new English lexis .

Test for the students in secondary schools

The Time for this test 20 Minutes

Name:

Please Tick(✓) the correct Answers(from a, b and c)

1-what do you always use to learn new lexis?

- a. dictionary b. novel c. short stories.

2-Do you use electronic machines to check the meaning of the words?

- a. computer b. mobile phone c. machine translator .

3- what types of dictionaries do you always use to check the meaning of new vocabulary?

- a. English-Arabic dictionaries b. English-English dictionaries
c. Advanced dictionaries.

4- How do you learn the meaning of the new words?

- a. Groups b. alone c. ask your teacher

5- Do you read English Literature to acquire new vocabulary?

- a. novels b. short stories c. poetry.

6- Do you always practice vocabulary with classmates ?

- a. play games b. use pictures c. guess the meaning from the context.

7- Do you learn new vocabulary?

- a. Every day b. sometimes c. never

8- How many words do you memorize per week?

- a. five b. ten c. twenty .

9- How do you build new vocabulary?

- a. While speaking with teacher b. while listening to music
c. during writing new topics.

10- Where do you get new vocabulary?

- a. Libraries b. internet c. classroom