

CHAPTER ONE

Overview

1.0 Overview :

All languages have words . A Language emerges first as words both historically, and in terms of the needs of people learning their first and subsequent languages. The invention of new words neither stops, nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meanings for old words.(Thorn bury, 2005).

The importance of vocabulary learning appears in improving the language more than grammar. Furthermore, one can convey information by a large number of vocabulary but a little grammar. This is because words are the basic building blocks of language. Thus, one of the fundamental objectives of foreign language/second language (FL/SL) vocabulary learning is to find out whether or not English foreign/second language learners know effective strategies which enable them to successfully maintain and recall word meaning. Regular assessment is needed to help teachers make decisions about students' linguistic competence, at appropriate levels, and their achievements. The success of assessment depends on the effective selection and use of appropriate tools and procedures.

A distinction is sometimes made between learning in a 'foreign language - setting (learning a language that is not generally spoken in the surrounding community) and a 'second language - setting (learning a language that is spoken in the surrounding community) (Yule, 2009:162). Now let us turn to a variety of factors that can influence second /foreign language acquisition. It is clear that there is much more variation in the grammar of

people learning second/foreign language than in the grammar of people learning first language. This brings us to the question of what factors might help to account for that variation?. Effective factors that have been studied induce empathy, anxiety, inhibition and risk- taking..... Learners can vary with respect to the amount or type of motivation they... to learn a foreign/second language if someone is highly motivated to learn, will that person do better at learning? In order to answer this question we need to say more about what it means to be motivated.

Traditionally two types of motivation have been proposed: instrumented and integrative. Instrumented motivation involves waiting to learn a second language for a specific goal or reason. For example, someone might need to pass a language requirement in order to get a graduate degree. Integrative motivation, on the other hand, involves waiting to learn second language in order to learn more about a particular culture or fit into it better.

A knowledge of one's own learning style is essential in "learning to learn" (Smith and associated: 1990). Teachers should help students discover their own learning preferences and provide constructive feedback about the advantages and disadvantages of various styles. Also teachers should respect the learners, present performance and encourage their development, while at the same time creating opportunities for students to experience different ways of learning.

A survey must be used to identify strong style patterns in classrooms, which should be considered when designing learning tasks. For example, in EFL/ESL teaching check lists or other activities are used to diagnose students, general learning styles. This shows us how to assess students'

learning styles and makes us more aware of students own strengths and weaknesses in learning.

1.1 Statement of the Problem:

One of the most important items in language learning is vocabulary development. In addition to that vocabulary takes priority in language teaching and learning. Second language (L2) acquisition depends crucially on the development of a strong vocabulary. Vocabulary learning strategies (VLSs) are a part of language learning strategies which are receiving more attention since the late 1970s and their investigation has advanced our understanding of the processes learners use to develop their skills in a second or a foreign language.

Therefore, recognizing the importance of vocabulary in second language learning and the need to give it adequate attention in learning second/foreign language and so, exploring factors affecting students' progress in building vocabulary and ways of promoting it is very necessary.

Studies on secondary schools at Zalingei Locality have showed that students' levels in English as a second language were declined in the last two decades. The decline includes all aspects of English particularly the field of vocabulary. Therefore, this study investigates the factors that influence students' abilities in learning and recalling new items to master the language. Garri points out that:

... it is likely that the students would (or Should) be well aware of which vocabulary learning strategies should be used for discovery- Similarly, the students should be aware of which strategies are workable for meaning consolidation (2004, 7).

Being a co operative teacher at Secondary Schools for over four years and having a close academic relation with secondary school students, the researcher gets to know much about the students' learning problems. By the first- hand observation the researcher has experienced, it can be discussed that the students at this level face many problems such as:

- they do not know how to create useful strategies to discover words' meanings within contexts,
- they lack the motivation in learning English language,
- they do not know how to use dictionaries effectively ,
- and they lack awareness of forming strategies that help them retain meaning of words.
- the researcher has noticed that a great number of students dislike and hate learning English. Inability to use enough vocabulary learning strategies to learn meaning is- probably - a chronic problem the Sudanese students have been suffering since secondary school days (Garri,2004) . Sandell (1982,108, cited in Garri 2004:8) reports that a team of ten teachers from the International House, led by the British Council in Khartoum, found that among the problems of learning English were:
 - learning of many uncontextualized vocabulary,
 - lack of training in using dictionaries effectively,
 - and inability to deduce the meaning of new language because of uncontextualized learning of vocabulary.

The study therefore, attempts to investigate a problem that has not been dealt with yet, and find out factors that affect students' achievements and progress in learning and building vocabulary. It is also to identify to what extent English curriculum (SPINE) is suitable and dynamic.

1.2 Research Questions :

To investigate the above problems, the researcher puts the following questions:

1. What kinds of speaking/ writing activities do students practise to strengthen their vocabulary?
2. Do teachers introduce vocabulary note- books in which students take note of new vocabulary?
3. Do students use new strategies in vocabulary acquisition?
4. Does SPINE cover the students' needs in learning vocabulary?

1.3 Research Hypotheses :

In answering the above questions, the following hypotheses are forwarded:-

1. Teaching methods lack sufficient speaking/ writing activities in learning new vocabulary.
2. Students are not encouraged to have vocabulary note- books.
3. Students are not capable to create new strategies for recalling the new vocabulary they came across.
4. SPINE doesn't cover the students' needs in learning vocabulary.

1.4 Objectives of the Research :

To find answers to the research questions and to test the above hypotheses , the researcher puts the following objectives.

1. To examine students' competence in areas of acquiring new vocabulary.
2. To provide some new strategies which help students infer the meaning of the new words and their usage.
3. To discover students' strengths and weaknesses.
4. To find factors influence teaching methodologies.

1.5 Significance of the Research :

The aim of this study is to show that assessing vocabulary learning strategies for students at Higher Secondary Schools is necessary. And also, it reflects that lexical competence is a central part of teaching a language. In addition to that, the study aims to present two main streams in language teaching approaches and their influence on students' acquisition.

By comparing the Grammar Translation Method with the Multiple Intelligences Method, the study summarizes their principles, shows in terms of advantages and disadvantages and tries to explain how to make profit out of both to get the best possible result. The measurable result in this case is the acquired knowledge, which was tested in a real classroom.

Moreover, the study illustrates which vocabulary learning strategies or combination of strategies are the most effective and helpful methods in motivating students to learn vocabulary at a reasonable rate. The study tries to demonstrate the complexities of learning English lexicon and diagnosing areas of weaknesses in students' performance.

1.6 Scope of the Research:

The study will cover students' abilities in vocabulary knowledge in Elgadida Secondary School for boys at Zalingei Locality. The target students were in two classes, both of them in the first year. The study will be carrying out during the academic year 2013 – 2014. SPINE, book four was the targeted textbook which is used to teach the students.

1.7 Research Methodology :

The researcher will use analytical and descriptive methods to conduct the study. The tools which will be used for data collection a questionnaire, and two tests. The population of the study will be (40) students of the first year English divided into groups who will selected as two samples with a number of (20) as focus groups.

1.8 Glossary of Abbreviations :

SL: Second language.

FL: Foreign Language.

L1: First Language.

L2: Second Language.

ESL: English as a second language.

VLSs: Vocabulary language strategies.

LTM: Long – term memory.

WM: Working memory.

STS: Short term memory.

FWs: Frequent words.

FV: Frequency words.

SLVA: Second Language Vocabulary Acquisition.

R: Receptive Knowledge.

P: Productive Knowledge.

CSs: Cognitive Strategies.

MSs: Metacognitive Strategies.

MRS: Memory Related Strategies.

Coms: Compensation Strategies.

ASs: Affective Strategies.

Socs: Social Strategies.

Chapter Two

Review of the literature

2.0 Overview :

In this section the researcher will introduce some studies done so far investigating the problem of vocabulary learning . The chapter also discusses some the literature review of the literature involving vocabulary and teaching . Vocabulary is a central to language and of critical importance to the typical language learner. Nevertheless, the teaching and learning of vocabulary have been undervalued in the field of second language acquisition (SLA) throughout its varying stages and up to the present day.

Also this chapter presents literature related to the study. It reports the importance of teaching vocabulary, aspects of vocabulary knowledge, criteria for selecting vocabulary items. Some implications for teaching vocabulary, strategies used in language learning, factors affecting learners acquisition, what makes difficulties of words, what kind of mistakes students' make and factors that affecting word learnability.

2.2 Vocabulary and Teaching:

Ur(2012) showed that There has been a great deal of research on vocabulary teaching in recent years. A major finding has been the overall importance of vocabulary knowledge, particularly for reading comprehension. . Vocabulary is central to language acquisition, whether the language is first, second or foreign, interest in its role in second/foreign (L2/EFL) learning has grown rapidly in recent years . Specialists now emphasize the need for a systematic and effective approach to vocabulary teaching and learning .

Experimental studies and pedagogical materials direct the language teachers to several key questions for teaching vocabulary. For example, what does it mean to know a word? Which words do learners need to know? How will they learn them? The questions reflect the current focus on the needs of learners in acquiring lexical competence and the role of teachers in guiding towards this goal (ibid).

2.3 Language Teaching Methodologies through the Ages:

Richards (2000) explained that People have attempted to learn second languages (SLs) since the time of the Romans, and perhaps before. There have been numerous different approaches used in language learning each with a different perspective on vocabulary.

Records of second language learning (SLL) extend back to the second century B.C, where the children of the Roman Studied Greek. Student learned to read by first mastering the alphabet , progress through syllables, words and connected discourse.

Attempts were also made to standardize vocabulary, which resulted in dictionaries being produced.

The main language teaching methodology since the beginning of the nineteenth century was Grammar- Translation which focuses on grammar rules, beside a list of vocabulary items and some practice examples for translating from L_1 to L_2 and vice versa.

By the end of the nineteenth century, new use-based ideas had appeared which become known as the Direct Method.

This method emphasized exposure to oral language, with a focus on listening as the primary skill.

But during the war, the weaknesses of all the above approaches became clear, as the American military found that. So there was a need to quick means to train its soldiers in oral/aurl skills. Therefore, the Direct Method was developed . Then approaches that developed from the mentioned above emphasized using for meaningful communication which became communicative language teaching (CLT).

2.4The Aims and Features of SPINE Series :

The spine series are a joint efforts of the Sudanese expertise . It is hoped to meet the needs of both students and teachers of English .

2.4.1Aims of Teaching The SPINE Series at Secondary Level:

Al faki (1997) explained that ,by the end of six years , students should have:

- 1-Recycled and reinforced their previously learned English language.
- 2-Develop further the four language skills with special emphasis on reading and writing .
- 3- The ability understand and use English language which is relevant to their needs and which will help them communicate with adequate and accuracy and fluency in all situations.

2.4.2 The Main Features of SPINE Series Syllabus :

The word SPINE series stands for (Sudan Practical National English) series. According to Cuthert Ismail (1995) stated that the main features of spine series can summarized as follows :

- 1- It designed to be accessible to teachers ,students and parents who can give support to their children .
- 2- It encourages teachers and students to be creative and actively involved in the process of learning and communication .
- 3- It is a national syllabus addressing itself to all Sudanese .

2.4.3 Methods Used in Teaching English at Secondary Level :

Ali (1999:17) states that , most Sudanese secondary teachers followed the traditional method reading and explaining to their students .This attributed to the shortage of well trained teachers in the modern methods of teaching language .In addition to, Ali (1997 :17) quotes from Surag Eldin (1985) the following :

" It is not clear for untrained teacher , how a language can be broken down into teachable items , nor how these may be best present so their linguistic is grasped .

2.4 Aspects of Vocabulary Knowledge:

The most important things the students need to know about a lexical items is its written and spoken form and its most usual meaning. However, there are additional aspects which need to be learned: its grammar, collocational links, connotations, appropriateness of use and relationships with other items in English.(Ur.2012:60).

2.4.1 Form: Pronunciation and Spelling:

The learner has to know what a word sound looks like (its pronunciation) and what it looks like (its spelling).

Many people assume that meaning is more important than form: but remember that knowing a meaning is pretty useless without knowing the form it is attached to. In most cases the learners will encounter a form before they know its meaning, not vice versa – which is why it is put first here.(ibid).

Most English words are pronounced and spelt according to regular rules that are worth teaching:

- The digraphs the, ch , (tch), sh , wh, and the less common ph;
- The final e, which causes a previous vowel to be pronounced like its name in late, these, time, hope.
- The letter 'c, usually presenting the sound /k/ regularly pronounced /s/ before i,e,y.
- The Suffixes- tion- sion- ssion;
- The prefix al -, spelt with one /in words like always.
- The suffixes – al , - ful spelt with one l;
- The letter 'g, usually representing the sound /g/ but sometimes (not always) pronounced /dz) before e , I;
- The ' u, following 'q, . (ibid, 2012:163).

These requirements for knowing vocabulary are very important in second language (L2) learning because any ineffective vocabulary teaching and learning may lead to undesirable results such as:

- (a) inability to retrieve learnt vocabulary while communicating in the language;
- (b) inappropriate use of the vocabulary items in difficult situations as in the underlined words of the following sentences:
 - My car was badly injured in the accident(damaged).

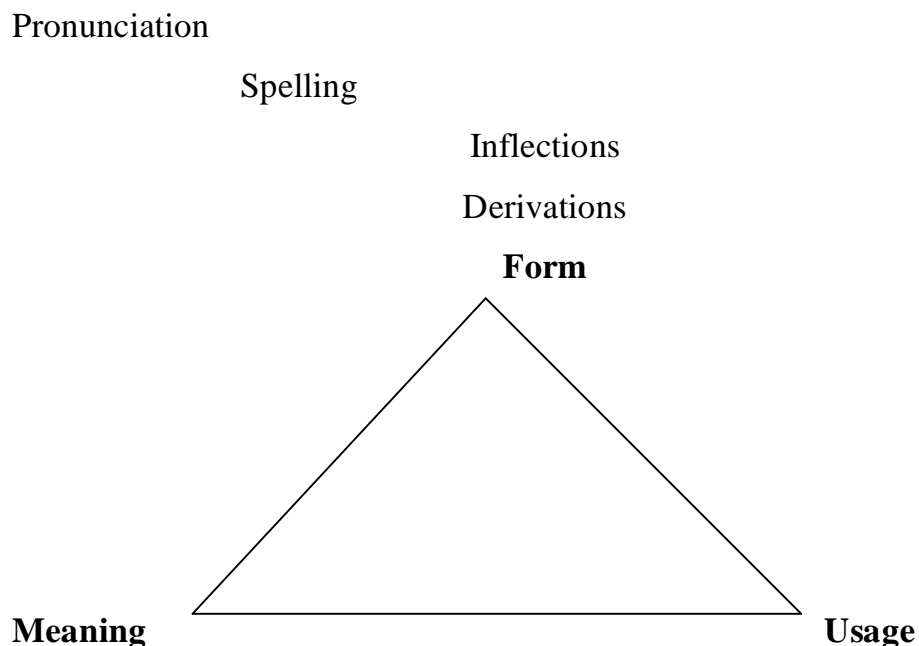
- We shall discuss about the problem (talk).
- (c) Using vocabulary in a meaningless or in an unidiomatic way. For example : Her name is familiar with me (to).
- (d) incorrect use of grammatical form, stress, pronunciation and spelling.

Examples: Words of different forms but of identical pronunciation such as genes/jeans, two/too, knight/night, in/inn or words of similar forms but pronounced differently such as wood/mood, book/food, bought/taught or words that function both as verb and noun such as record(noun) record (verb) . Thus, The process of teaching/learning vocabulary requires good planning, effective presentation, demonstration and adequate practice-(Al-Mutawa et al , 1997:48,49).

2.4.8 Word Formation :

Words can be broken down into morphemes: for example, unkindly is composed of the prefix un-, the root word kind and the suffix, - ly

Figure (2.1)



How these components are put together in another piece of use information.

Teaching common prefixes and suffixes for example, If the students know the meaning of the prefixes: sub-, un- , and the suffix – able, this may help them guess the meaning of words like substandard, ungrateful and untranslatable.

Another way vocabulary items are built is by combining two (occasionally three) words to make one item sometimes hyphenated (bookcase, follow – up, swimming- pool, four-wheel drive).(ibid).

2.4.2 Meaning Denotation:

The meaning of a word or expression is what it refers to, or denotes in the real world. This is given in dictionaries as its definition. Sometimes a word may have various meanings: most often these are metaphorical extensions of the meaning of the original word (fore example, the 'foot, of the mountain deriving from foot as part of the body). But sometimes a word such as ' bear, has multiple meanings (bear the animal and bear meaning, tolerate) because they are derived from two different words which happen to have developed into the same form(homonyms) .

24.3 Grammar:

The grammar of a new item is needed to be taught if it is not covered by general grammatical rules, and it may have an unpredictable change of

form in certain grammatical contexts (for example the past tense of irregular verbs).

2.4.4 Collocation:

Collocation refers to the way words tend to co-occur with other words or expressions. For example, we normally say tell+ the truth, but not say+ the truth. A specific phrase/word maybe grammatically correct and sound wrong simply because of inappropriateness. For example, you can do your homework but you can not make it. Similarly you throw a ball but toss a coin. They are often, but always, shown in dictionaries.

2.4.5 Connotation:

The connotations of a word are the emotional or positive/ negative associations that it implies. The words 'moist, and 'damp, for example, have the same basic meaning (slightly wet); but moist has favorable ones. So, you could talk about a moist chocolate cake, which sounds appetizing; but a damp cake would imply that something had gone wrong with the recipe.

2.4.6 Appropriateness:

In order to know how to use a new word, students need to know about its appropriateness for use in a certain context. Therefore, it's useful for a student to know, for a particular item, if it is very common or relatively rare, or if it is used in writing or speech, in formal or informal discourse. Because some words may be 'taboo, in most social interactions, others may belong to certain varieties of English. For example, learners need to know that the word weep is synonymous with cry, but it is more

formal of tend to be used in writing more than in speech, and is in general much less common.

2.4.7 Meaning Relationships:

It is useful for the language teachers to look at how the meaning of one item relates to the meaning of others. There are various such relationships: here are some of the main ones.

- 1- Synonyms : are items that mean the same, or nearly the same.
Example, bright, smart, clever may serve as synonyms of intelligent.
- 2- Antonyms: items that mean the opposite. Example: rich is antonym of poor.
- 3- Hyponyms: items that serve as specific example of a general concept. Example: dog, lion, mouse are hyponyms of animal.
- 4- Co-hyponyms or coordinates: other items that are some kind of thing. Example: red, blue, green, and brown are co-hyponyms or coordinates.
- 5- Super ordinates: general concept that covers specific items. Example: animal is the super ordinate of dog, lion, and mouse. You can, for instance , relate to a whole (the relationship between arm and body); or associate items that are part of the same real-word context (tractor, farmer, milking, and irrigate are all associate with agriculture). All these can be exploited in teaching to explain the meaning of a new item.

2.5 What Words to Teach :

The below table shows some criteria for selecting vocabularies.

Table No (2.1)

Criteria	Definition
Range	The extent to which a word occurs in different types of texts.
Coverage	The capacity of a word to replace other words.
Frequency	The number of occurrence of a word in the target language.
Learnability	The extent to which a word can be learned without difficulty.
Language needs	The extent to which a word is regarded as " required " by the learner in order to communicate.

2.6 Presenting New Vocabulary: Selection and Presentation :

1- Selection and Sources of New Vocabulary:

The most important criterion for the selection of which vocabulary items to teach has its usefulness for the students own needs. One helpful measure of the usefulness of an item is frequency, i.e., how often a word, or expression is used in conversation or writing (often measured by the survey of a corpus!).

Words Availability on Line: for example Oxford 3000 ([www. Oxford advanced learners dictionary. com/Oxford 3000/](http://www.oxfordadvancedlearnersdictionary.com/Oxford3000/)) shows the 3000 most frequent words. However, frequency is not only the criterion. We might want to teach new items because they are important for the students' own present situation or culture; or because they are easy to learn (short , easily pronounceable , perhaps similar to a word in the L1) or simply because they are fun or interesting items in themselves.(Ur,2012:65).

2- Optimizing Impact:

The more impact teachers' presentation of new items makes the more likely students are to remember it. A memorable first presentation does not make review unnecessary, but it does make learning easier and faster. This is one good reason for using pictures, mimes, and gesture, instead of translation and explanation. The use of realia (actual objects), where possible is also effective; real objects make more impact than pictures.

Another useful technique to increase impact is to use mnemonic devices, in particular the techniques called 'keywords, students link the target word with an image involving a similar words in their own language.(ibid).

The greater gap between the presentation of a word's form and its meaning, the less likely that the learner will make a mental connection between the two. Let's say the teacher has decided to teach a related set of words- for example, items of clothing: shirt, trousers, Jaket, socks, dress, jeans. The teacher has a number of options available. First, there is the question of how many words to present. This will depend on the following factors:

- 1- The level of the learners (whether beginners, intermediate, or advanced).
- 2- The learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary).
- 3- The difficulty of the items- whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.
- 4- Words 'teachability, whether, for example, they can easily be explained or demonstrated.
- 5- Whether items are being learned for production (in speaking and writing) or for recognition only(as in listening and reading) .

Further, the number of new words presented should not over stretch the learner capacity to remember them (Thornbury, 2012:75, 76).

2.7 Showing the Meaning of Words:

Meanings of new items are sometimes shown in the students' mother tongue. In this way, the English word appears first, then the word in the students' language. In methods without translations, the teacher is expected to provide a definition after reading about each English word. The definition must be provided in English using words the class can understand. Vocabulary lessons for the first stage of English instruction use pictures for showing many meanings. In some classes for beginners, teachers use all the three ways to show the meanings of vocabulary words:

- 1- Pictures .
- 2- Explanation.
- 3- Definition in simple words (Allen ,1983:12).

2.8 Modern Techniques in Language Teaching:

In modern methodology two main techniques are set a part: methods in which the teacher has the most important role and chooses the items students will learn opposing the one where focus shifts away from the teacher to the students. This makes students more responsible for their own learning and allows to meet individual needs of each student (Gaims, Redman: 1985).

1- Principles of Teaching Vocabulary:

Many theories about vocabulary learning process were written, it still remains the matter of memory. Thus, there are several general principles for successful teaching, which these principles are as follows :

- Aim- what is to be taught, which words, how many.
- Need- target vocabulary should cover students, real needs and interest.
- Frequent exposure and repetition.
- Meaningful presentation- clear and unambiguous denotation or reference should be assured (Shejbelova.2006:10).

2- Factors affecting Methods :

Al-Mutawa (1985) explained that there no is no single method that accommodates all the requirements of foreign language teachers. The reason for this shortcoming is that the process of teaching and learning involves other factors which must be taken into consideration in each methodology. These factors are the teacher, the students, and objectives of instruction, learning activities, time available, classroom situation, and motivation. In addition to the nature of the foreign language, are the attitudes towards learning it.

2-1 The Teacher:

He is instrumental in creating the condition for learning. His competence is reflected in understanding the nature of foreign language teaching and learning, his knowledge of teaching theories and methods and his expertise in communicative practice. Methods and objectives of instruction are by determined teacher's professional skills. Therefore, a teacher who has difficulty in speaking English will not succeed in giving the students a good command of spoken language, or be able to teach communicatively. Since the teacher's role is crucial, the question arises as to what is required of a competent foreign language teacher. In theory, an English language teacher should be one who;

(a) has a special command of English skills – speaking, understanding, reading and writing.

- (b) has a sound knowledge of the English sound system, grammar, and lexis;
- (c) has a good knowledge of English culture and literature;
- (d) is interested in the job and is professionally well-informed.

2-2The students:

When preparing the teaching materials who should take into account the students, age, intrinsic motivation, attitude, ability, previous language experience and native language. These factors are important in the learning of new items. As English learning is often compulsory in schools, the problem of motivation turns into the problem of creating the desire among students to learn. Lack of motivation (i.e. external motives) might to hostile attitude towards the target language and the teacher of FL.

Another important factor is the student's mother tongue that might influence the learning of vocabulary especially when there are no similarities between the two languages. Arabic and English are good examples of this as two languages which are not cognates (AL-Mutawa .1989).

They differ in sound, structure, vocabulary and writing system. The teacher must be aware of the probable areas of interference so as to plan techniques and materials for helping students to overcome them.

2-3 Objectives of Instruction:

The teacher should have a clear idea of the syllabus aims so as to be able to decide what kinds of language skills will be of greater value to the learners. This will enable the teacher to choose his materials and techniques appropriately.

However, setting up attainable objective requires consideration of a number of factors; these include the skill of the teacher, the size of the class, the time available for the course, the number of hours a day for English classes.

2-4 Learning Activities:

When the learning objectives are established, it is essential to assign the linguistic, functional and learning activities that can best fulfill the specified FL objectives. Thus, if the goal is to develop a reasonable oral communicative competence, students should be provided with activities that are conducive to oral communication. On the other hand, if the aim is to enable students to read and write the language adequately, most of the teaching should focus on reading and writing activities.

2-5 Times Available:

The time devoted to FL teaching and learning is of paramount importance. The success of attaining the objectives depends on the hours allocated to language teaching, because some techniques and teaching strategies require more time than others.

2-6 the Classroom Situation:

A classroom should be attractive well- ventilated, well – equipped with teaching aids, and materials, and large enough. Besides, the size of the class should be normal (about forty students) in each room) , larger classes will be difficult for the teacher to supervise every student which means ineffective teaching and learning.(ibid)

2.9 How Words are Remembered:

Unlike the learning of grammar, which is essentially a rule based system, vocabulary knowledge is largely a question of accumulating individual items. The general rule seems to be a question of memory. And during the process of teaching and learning vocabulary an important problem occurs. How does memory work? Researchers into the working of memory distinguish between the following systems.(Thorbury2003:23).

- 1- Short-term store.
- 2- Working memory.
- 3- Long-term memory.

i- short- term store:

The short term store (STS) is the brain capacity to hold a limited number of items of information for a period of time up to a few seconds. It is the kind of memory that involved in repeating a word that you have just heard the teacher modeling. But successful vocabulary learning involves more than holding words for a few seconds. To integrate words into long-term memory they need to be subjected to different operation (ibid, 2003:23).

ii- Working Memory:

Working memory means focusing on word long enough to perform operations on them. It means the information is manipulated via the senses from external sources and/or can be downloaded from the long- term memory. Materials remain in working memory for about twenty seconds. The existence of articulator loop enables this new material processing. It works a bit like audiotape going round and round again. It assures the short-term store to be kept refreshed. The ability to hold a word in working memory is a good predictor of language learning aptitude. The better ability to hold words in working memory the smoother the process of learning foreign language is.

iii- Long- term Memory:

Long-term memory can be seen as a kind of filling system. Unlike working memory, which has a limited capacity and no permanent content, this kind of memory has enormous capacity and its contents are durable overtime. However, to ensure moving new materials into permanent long- term memory, requires a number of principles to be followed as described by (Thornbury : 2002).

- a. Repetition.
- b. Retrieval.
- c. Spacing.
- d. Pacing.
- e. Use- putting word to use.
- f. Cognitive depth.
- g. Personal organizing.
- h. Imaging.
- i. Motivation.
- j. Attention.
- k. Mnemonics.

2.10 Developing a Variety of Techniques for the Teaching of Meaning :

Learners come across new words in a variety of ways in the classroom, through learning materials, through teacher's language, and through the language of the learners. Although the teacher's role is to build independence in learners by teaching them good strategies for vocabulary learning. There are a number of techniques which could be used. Effective in teaching vocabulary. A synonym , of the new item.

- 1- Other possible techniques are translation, pointing to objects, A verbal explanation, involving a number of contexts for example, a long journey, a hard day's work. Using visual aids such as mounted magazine pictures or blackboard drawings, asking learner to check in a dictionary. Some of these require more processing from the learner and help retention. The teacher need to make decisions about which words are useful to retain and choose techniques accordingly – (ibi)
- 2- Encouraging the Development of Effective Strategies Building : on what teachers know of the strategies used by good language learners for vocabulary acquisition. It is important that students should do activity which help them to develop new strategies for learning new items. For example, many learners can be observed writing down the new words during a lesson. These activities give students ideas for how they might design their vocabulary notebooks –another strategy reported as useful by students is to make a word-network of vocabulary associate with particular

Items as shown in figure(2.2).

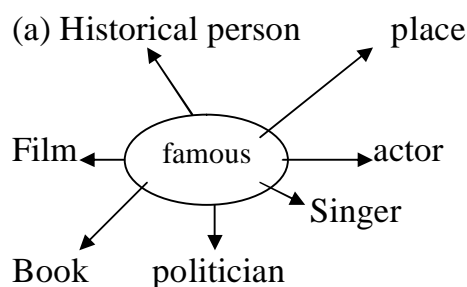


Figure No (2.3)

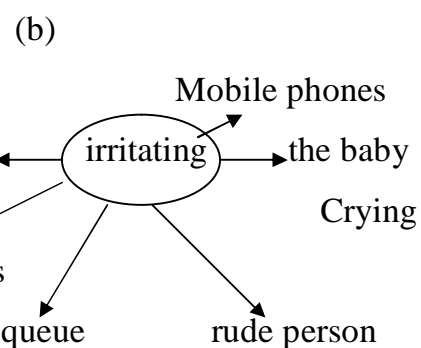


Figure (2.2) and (2.3) word net words for ' famous' and 'irritating'

This can form another section of the note book.(ibid).

3- Teaching the Effective Use of Dictionaries:

With the increasing interest in effective learning strategies and learner independence, the dictionary has come into focus as an important classroom and personal resource. (Hedge , 2000:130). Dictionary use is a

useful vocabulary learning strategy. When it is used for frequency or technical words, it has double benefits of helping develop a useful strategy and giving attention to useful words. (nation , 2008:64). It is worthwhile looking at table (2.1) to what aspects of knowing a word can be developed by good dictionary use.

3- Evaluating the Vocabulary Component of Course Books:

Contemporary course books vary greatly in the degree to which they show a concern with vocabulary acquisition. Any teacher wishes to work productively with learners in this area will need to assess the vocabulary component of the book and supplement it where necessary.

Table(2.2) what is involved in knowing a word :

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
meaning	Formal Meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and reference	R	What is included in the concept?
		P	What items can the concept refer to ?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?

	Constrains On use (register, frequency)	R P	Where, when, and how often would we expect to meet this word? Where , when , and how often can we use this word?
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In column3, R= receptive knowledge, P= productive knowledge.

At this first step might be to be evaluate the book in term of its professed aims in relation to vocabulary. Do the semantic sets cover those special importance or interest to the class? (Hedge, 2000:132). Does the methodology involves teaching strategies for independent learning of vocabulary of will the teacher need to add an element of learning training to the course?(ibid,2000:132).

In addition to the above mentioned implications for teaching vocabulary others can be summarized as follows:

- 1- The easier a word is to say and spell, the more quickly it will be remembered.
- 2- It is useful to link words together when teaching and reviewing them.
- 3- Learners remember words better if they have some personal significance or emotional connection.
- 4- Words taught earlier are on the whole learnt better.

2.10 Practical Tips.

The study presents some useful tips for vocabulary teaching , they are as follows:

- 1- Get students to use vocabulary note books, students should write down the new vocabulary they have learnt. The best way to do this is to have a vocabulary notebook, which then can be used for late review. Students should note down the meaning of each item beside it(usually in L1).

- 2- Do not insist on students writing detailed entries for each item.
- 3- Encourage students to think up their own 'key word' devices for remembering words. Students are more likely to remember key words when left to their own devices rather than those suggested to them.
- 4- Do not teach more than ten items in secondary schools in one lesson.
- 5- Teach new items early in the lesson- students are fresher and better at learning new material at the beginning of lessons than they are later (Ur ,2012:69).

2.12 Learning Strategies :

Learners adopt a number of strategies for coping with new vocabulary, but not all learners are equally good at maximizing their strategic resources. Lexical knowledge is also considered as an important part of the foundation of learning English as a Second Language (ESL).

Mastering a new word certainly involves such abilities as form recognition (pronunciation, spelling, derivations) and knowing its dictionary meaning- Knowledge of its specific grammatical properties, however, as well as the ability to use the word appropriately in certain contexts, and its functions (frequency and appropriateness).

Second language (L2) acquisition depends on the development of a strong vocabulary. A given strategy is neither good nor bad; it is neutral until the context of its use is thoroughly considered. What makes a strategy positive and helpful for a given learner? A strategy is useful if the following are present.

- a) The strategy relates well to the L2 task at hand;

b) The strategy fits the particular student's learning style preference to one degree or another; and

C) The student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions" make learning easier, faster, more enjoyable, more self- directed more effective and more transferable to new situations (Garri .2004) .

2.13 Instruction in Strategy Manipulation:

McDonough (1995; cited in Schmitt 1997: 234-5, cited in Garri, 2004:41) claims that the process of vocabulary acquisition improvements tackled through strategy training, relatively low and weak; and that it shows up on certain measures such as culture, age and it may be better for beginners, then it follows, we have to jettison teaching of any language aspect that had not been taught at an earlier stage . Often teachers try to discourse the different levels and remember student are in urgent need for remedial measures to help them solve their learning problems.

The students talk and complain about their frustration and the difficulties they faced in learning and remembering many words. The frustrating point referred to could be considered , if reached, of greater effect on the overall learning process which could have been attributed to the lack of pedagogical dimension. As strategy, learners should be taught the code before they give up hope, by making VLSs accessible to them, and enabling them to build on this code later on. Bright and McGregor (1970:35, cited in Garri, 2004:43), too, admit that some strategies, like dictionary using, should be taught to L2 learners.

2.13.1 Vocabulary Learning Strategies (VLSs):

It is true that L2 VLSs could be employed and integrated with general language Learning Strategies for learning meaning of words. This is so

because mastering word knowledge is prerequisite for knowing and understanding many properties associated with words, with syntactic, phonological, morphological or semantic aspects .

Having a good command of all aspects of word knowledge such as pronunciation, spelling, and affixations could provide good strategies for learning meaning of words. When association between the word and its orthography, sound, word parts etc, are created discovering or consolidating the meaning is better enhanced.(ibid:24). (2001:26, quoted in Garri,2004:26), points that being able to recognize (i.e...word) when it is heard, being familiar with its written forms..., recognize that it is made of parts..., and knowing that there are (other) related words... being able to recognize that (a word) has been used correctly in the sentence ... and being able to recognize (the words collocations)....

All such features of word knowledge could be maintained by means of cognitive, metacognitive , social, determinative, or memory processes known as meaning learning strategies, either collectively or individually(ibid).

2.13.2 Six Main Categories of L2 Learning Strategies :

There are six major groups of L2 learning strategies been identified by Oxford (1990).

1. Cognitive strategies: these strategies enables the learner manipulate the language material in direct ways, through reasoning, analysis, note taking, summarizing, outlining, recognizing information to develop stronger schemes .
2. Metacognitive strategies: the strategy used in identifying one's own learning style preferences and needs, planning for an L2 task gathering and organizing materials, arranging a study space and

schedule, monitoring mistakes, evaluating task success of any type of learning .

3. Memory Related Strategies: this strategy help learners link one L2 item or concept with another, but do not necessarily involve deep understanding .
4. Compensatory strategies: (e.g, guessing from context in listening and reading, using word to aid speaking and writing , and – strictly for speaking – using gestures or pause words) help the learner to make up for missing knowledge.
5. Affective Strategies: such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance.
6. Social strategies: (e.g, asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task .

2.13.3 Dictionaries :

One of the means of any language learner/researcher is the dictionary. When students frequently need to research language on their own, whether this because they are studying autonomously, because they are correcting a piece of homework, because they are looking for the meaning of words in reading or listening texts. (Harmer,2001:168). There are three kinds of dictionaries:

1. Desk, dictionary, one volume which suited students' needs at secondary level schools..
2. Library dictionaries. Multi –volume works of reference, providing exhaustive information about words.
3. Specialist dictionary. Devoted to the vocabulary of various specialized subjects (ibid) .

2.14 Factors Affecting Word Learnability:

2.14.1 Pronounceability:

The following paragraph presents some factors that affect word learning :
Celce- Murcia (1978) points out that foreign learners too experience phonological difficulties related to phonemes, combination of phonemes and suprasegmental features. What makes some word phonologically more difficult than others is determined by learner's L1 system. The L1 system is responsible for learner's inability to distinguish between some phonemes and subsequent confusion of words differing in these problematic phonemes. L1 learners may have difficulty in distinguishing between parts of words like ban/van, day/they /live/leave/bed/bad, think and sink.

2.14.2 Orthography:

If word knowledge requires correct pronunciation and correct spelling then the degree of sound-script correspondence in a word is a facilitating – or difficulty- inducing factor of difficulty. An English written word, however, may provide no clues to its pronunciation (e.g difficult pronunciation of the letter " O . (in love, chose, woman, women, odd). A different L1 writing system can also be responsible for some learning problems (ibid).

2.14.3 Length:

Intuitively, it seems that longer words should be more difficult simply because there is more to learn and remember. Whereas short ones memorized more easily, one –syllable words than two syllable words. Cole , on the other hand, found the word length of the word had a strong affect on word recognition, at least in its written form.

2.14.4 Morphology:

Features such as irregularity of plural, gender of inanimate nouns, and noun cases make an item more difficult to learn than an item with no such complexity, since the learning load caused by the multiplicity of forms is greater. It appears that the most conspicuous problem of English speakers learning Hebrew mastering the Hebrew verb inflexion (especially the irregular ones) and remembering the inanimate nouns/adjective ending for masculine (Celce . 1978).

2.14.5 Derivational complexity:

The learner's ability to analyze word into its morphemes that facilitate the recognition of a new word and its subsequent production. For example, familiarity with the meaning of the suffix –ship and the word scholar will enable the learner to recognize the meaning of scholarship. To make learners aware of ante-and pre – as being synonymous can help the learner realize that prenatal and antenatal are incidental in meaning.

However, the lack of regularity with which morphemes can or can not combine to create meanings or the multiplicity of the meanings can be a source of difficulty. For example, the learner must know that preview is correct, but interview is not; that over in overfly means on the top/across; in overthrow it can take a literal meaning, but also put an end to ; in over cook, too much.

2.14.6 Grammar- Parts of Speech:

It is argued that certain grammatical categories are more difficult to learn than others. The nouns seem to be the easiest; adverbs, the most difficult; verbs and adjectives are somewhere in between. Also least-learned verbs

and adverbs shows that there might be other difficulties with these words: for example, some verbs were in their perfective form, some in the imperfective and some in the reflexive, some in the infinitive, some in the past tense. All such forms in English make morphological changes which Arabic speakers might find difficult (Coady.1997).

2.14.7 Abstractness:

It is often believed that abstract words are more difficult than concrete words because the former are intrinsically more complex than the latter:

Concrete words are the easiest to learn. Neither young nor older
Students have trouble in learning numbers, days of the week,
Colors, names of objects and the like.

2.14.8 Idiomaticity:

Both for teachers and learners idiomatic expressions are more difficult to understand and learn to use than their non-idiomatic meaning equivalents . for example, "decide" would be easier than "make up one's mind". Also idiomaticity seems to present a difficulty when the two languages, L1 and L2, are similar in use of idiom.

2.14.9 Multiple Meaning:

The ideal: Language one might say would be one in which each form had only one meaning, and each meaning was associated with only one form.(Lyons,1968:405, cited in Schmitt, 1997:152).

In practice, however, one item can have several meanings and one meaning can be represented by different forms. One form which represents several meanings can be either a polyseme or a homonym depending on whether

the meanings are related or not. An example of polyseme is **neck** which can be part of the body, or a part of a shirt or other garment, or part of a bottle, or a narrow strip of land. An example, of a homonym is **bank** as a financial institution and bank of a river. But in practice, it is hard to distinguish which meanings are related and which are not and therefore, the problem of distinguishing between homonym and polyseme is regarded as one problem in language learning.

2.14.13 Previous Studies:

That conducted in the study shuwairekh (200) came to the conclusion that Arab learners have some problems with speaking the target language fluency . In the same place the researcher has come across the same problem that students in - In his study which deals with Arabic as a foreign language Elgadida secondary school face it .

-Also in his study which deals with spelling development Boras(2003) came to the conclusion that students do not have exercise books and submit their homework to the teachers he explained that was the main reason for students not to develop their spelling . Similarly the researcher found in this study that students secondary school lack vocabulary note-book which considered as a basic factor in vocabulary learning .-Shejbalova in his research methods and approaches in acquisition . He pointed out that Grammar Translation method students tend to use language in a narrow range .Whereas Communicative approach make students respond the context well.

- The study vocabulary learning strategies ,investigating learning same case as the two methods compared in this study .strategies at some Sudanese universities Garri (2004) came to vocabulary teaching and their influence on students - in the conclusion that frustration of complaining

from English led to difficulties of learning , In the place came across the same problem .

-In his study which deals vocabulary learning strategies senior high school students Penny(2009) reached to the finding that they have some pedagogical implications for teachers to help students to more strategies for learn vocabulary .Also this study encourages to help students.

2.15 Summary of the Chapter :

This chapter has dealt with the better learning language strategies , importance of building vocabulary, aspects of vocabulary knowledge, criteria for selection of vocabulary, presentation of verbs, modern techniques and strategies in teaching. Implications for the teaching of vocabulary , factors affecting learners' vocabulary acquisition, difficulties of learning new items.

The chapter emphasized the need for teacher to use different kinds of techniques, vocabulary assessment, and help students to learn new strategies to improve their English.

CHAPTER THREE

Methodology of the Research

3.0 Overview:

This chapter describes the methodology of the study. It presents a concise description of what has been done by the researcher about the methodology. It describes the target subjects, research instruments and procedures for data collection. Then it goes further to present tools, validity and content of the test. The researcher used statistical packages for social sciences (SPSS) to analyze data. The researcher's tools used for collecting data were the pretest and posttest, questionnaire and focus group. It conclude with summary.

3.1 Research Design :

This study depended on the quantitative and qualitative method to meet it is aims using a focus group, a test and a questionnaire to gather information from a purposive sample of (40) students and (30) English language teachers.

3.2 The Subjects :

This includes the samples who responded to the test and the questionnaire. A purposive sample of (40) students at Egadida Secondary School in Zalingei Locality were adopted for the study. The students' shared common characteristics. They were young, males , studying at the same level i.e. first class in one secondary school and have been learning English Language for five years(four in the basic school and one year in the secondary school). They were studying during the academic year 2013-2014, but they were studying in different classes.

The researcher used two main streams in language teaching approaches to see their influence on the students' language acquisition. Contrasting Grammar – Translation Method with the Multiple Intelligences Approach , the researcher summarized their principles, their advantages and disadvantages. SPINE book (4) was used to see whether it covers students' needs in learning new item. Moreover, the researcher want to find out which of the two approaches is suitable for teaching SPINE.

3.3 Tools of Data Collection:

The tools used for collecting data were two tests (pre and post) , focus group and questionnaire for teachers.

3.4 The Pre and Post Test :

Each of the two tests consists of six questions. All the questions were designed purposively. The researcher used simple, clear, and easy language in order to help the students to answer the questions and provide required data.

3.5 The Contents of the Two Tests :

The researcher designed six questions. Question one aims at checking the students' ability in recalling meaning of new words. Question two intends to check the students' focus ability. As for question three, it aims at testing students' ability in deriving words by using suffixes. The purpose of question four is to examine students' ability in translation of words. Question five aims to check students' ability in remembering opposite of the words they came across.

The final question intends to check the students' ability of defining words in English. In the post test question one aims to check students' knowledge in forming nouns by adding suffixes to other parts of speech. Question two aims to check students skill in completion of sentences with their own words. Question three checks students' ability in spelling . Question four check students' ability in completion of sentences also, question five examines translation. Question six checks students' ability in providing oppositeness of learned words.

3.6 Lesson Plan for Group (A) and (B) :

Lesson plan for Grammar- Translation Method:

The researcher used the following steps in teaching English.

1. Aims

- * Grammar rules are presented and structured explicitly then practiced by students through translation experience.
- * The primary skills to be developed is reading not writing.
- * All attention is pay to speaking and listening skills.
- * Vocabulary learns from bilingual word lists.

2- Presentation

- Simply a combination of activities of teaching grammar and translation.
- The teaching begins with asking students to do some of the English activities e .g singing .
- The teacher explains the rules in students' first language.
- The teacher produces the class with other words and translation.
- The students then produce sentences using the rules by using the words provided.

- The teacher asks the students in their first language if they have any question.

Lesson plan for Multiple Intelligences Method:

The researcher used the following steps in teaching English:

1- Aims

- * To develop understanding of individual learning preferences and how these can help the learners.
- * To build vocabulary with gerunds for activities e.g singing.

2- Presentation

- * Ask students to do some of the English learning activities they thought of in work sheet.
- * Ask them to learn a list vocabulary, perhaps the list of activities from the lesson.
- * Give students a choice of things they can do to learn the words, for example, they could choose two from this list:
 - Underline the new words.
 - Put the new words in alphabetical order.
 - Write a song using at least ten of them.
- * Ask students to make word cards for new words.

3- Procedures

- * Give students worksheet, students individually choose one of three problems to solve. Give short time for this.
- * Then put students in groups to discuss the problem they chose.

3.7 The Teachers Questionnaire :

The questionnaire was designed for the teachers. It is useful mentioning that the strategies reported in this questionnaire are taken from Schmitt's (1997: 207- 208) Taxonomy of discovering consolidation strategies. In

terms of content , the teachers' questionnaire (TQ) consists of four parts (A,B,C,D). Part (A) contains the personal information. Part (B) of the (TQ) contains five items; see (Appendix NO (1) P () , Teachers were requested to report, based on personal experience if:

- 1- Vocabulary learning strategies are useful at the beginning of the course.
- 2- Training in strategy using is useful to the students.
- 3- Their students are competent strategy users.

Part (B) of the questionnaire was structured in this way to assess to what extent the teachers agree on the role of strategy instruction and its impact on language acquisition.

In part (C) and (D) , the teachers were requested to report the strategies they recommend to their students as (very useful, useful, undecided, not useful, not useful at all). There were also three open- ended items for the strategies they recommend to their students but were not included in either parts (C) or (D).

The teacher questionnaire (TQ) designed to tackle the research question number (3) the strategies student use in vocabulary acquisition. On the other hand , teachers' experience was considered as important factor during responding the questionnaire.

3.8 Validity and Reliability of the test and the Questionnaire :

Validity refers to the degree to which a test and the too questionnaire measures what is supposed to measure. The researcher has piloted the test and handed them to two M.A holders as lectures at University of Zalingei, and then the supervisor. That is for examining the content validity for the

designed questions. They were requested to review the phrasing, suitability, thoroughness, and ease of questions. The jurors noted that the tests and the questionnaire were convenient and comprehensive to the purpose of the study. Some changes were made in the structure of the questions', a few statements were deleted and others were added. Hence, the final copies of the two tests and the questionnaire were developed and distributed to the subjects and handed over to each English teacher. The total number of the teachers was (30) teachers both males and females. The students did the test inside the classrooms .

3.9 The Procedures :

The researcher followed the following steps:

- For the purpose of this study the researcher divided the focus group of the students into two groups the first one (A) and the second (B)/
- For group (A) , the researcher used the Grammar- Translation Method which focuses on learning grammatical rules.
- For group (B) , Multiple Intelligences Method was used through different activities such as:
 - Pictures to facilitate learning of new words, group discussion, debating topics according to students' own interest, realia i.e using real objects when teaching new items.
- Each group was taught 3 hours per a week for three months.
- Each group was given a pretest before the researcher started teaching using the previous method to measure students' level.
- The researcher used SPINE book (4) for teaching the target language.
- The researcher prepared a post test for the final measurement of students' level.

3.10 Summary of the Chapter:

This chapter has described the methodology used in this study. It gave information about the population, the sample and how the subjects were selected. It also described instruments, the procedures used in the study and the rationale for using them, and concluded with the relevant measurements taken to maintain the validity and reliability.

Chapter Four

Data Analysis, Results and Discussion

4.1 Overview :

This chapter analyzes and discusses the results of the questionnaire and the tests which focused on vocabulary achievement given to the first-year students at Elgadida Secondary School.

4.2. Analysis of the Data :

In this section we will give information on the teacher questionnaire:

Table(4-1) Teachers' questionnaire (TQ)

Part (A) 1- Name:..... (optional) 2- Sex: male <input type="checkbox"/> female <input type="checkbox"/> 3- Trained <input type="checkbox"/> 4- Not trained <input type="checkbox"/>						
Part (B): Put () opposite to each of the following statements to show if they are (always, sometimes, undecided, seldom, or never) true for learning meaning of the words by using vocabulary acquisition strategies (VASs) or not.						
No	Name of strategy	Always	Some-times	Undecided	Seldom	Never
1	VASs are taught within some of the course currently running	47%	30%	-	20%	3%
2	Training in VASs enable students to learn better than not	60%	27%	-	7%	6%
3	Being a skillful strategy user depends only on the students, own effort.	14%	50%	10%	14%	12%
4	The students use different VASs when they come to discover meaning	37%	37%	7%	10%	9%
5	The students know the importance of being a skillful strategy user to learn meaning	27%	10%	4%	47%	12%
Part(C): Put () opposite of the vocabulary acquisition strategy (VAS) you recommend to be as (very useful, useful, undecided, not useful, or not useful at all) for discovering meaning of the words for the first time.						

No	Name of strategy	Very useful	Useful	Undecided	Not useful	Not useful at all
1	Analyse any available pictures	50%	30%	7%	7%	6%
2	Analyse word's affixes (e.g. un-, tion, -able)	64%	36%	-	-	-
3	Analyse word's and roots parts of speech (i.e. verb, noun, etc)	60%	30%	7%	-	3%
4	Use bilingual(English , Arabic) dictionary	34%	43%	4%	17%	2%
5	Use monolingual (English- English) dictionary	59%	27%	4%	10%	-
6	Ask classmates (friends) for meaning	17%	57%	14%	4%	8%
7	Ask teachers for L1 (first language) translation	30%	40%	10%	17%	3%
8	Ask teachers for opposite meaning	34%	34%	17%	4%	11%
9	Discover meaning through group work activities	38%	4%	10%	7%	5%
10	Guess meaning from context	24%	40%	20%	10%	6%

If the strategies you recommend are listed above , write them down in the spaces below , and then put () opposite of each one where you recommend.

11						
12						
13						

Part(D): Put () opposite of the vocabulary acquisition strategy (VAS) you recommend to your students as (very useful, useful, undecided, not useful, or not useful at all) for retaining meaning of the words already learnt.

No	Name of strategy	Very useful	Useful	Undecided	Not useful	Not useful at all
14	Connect the words to its synonym	44%	40%	7%	7%	2%
15	Connect the words to a personal experience	20%	54%	17%	7%	2%
16	Group the words together to study them	34%	30%	14%	14%	8%
17	Use new word in sentence	50%	40%	7%	3%	-
18	Study the spelling of a word	67%	27%	6%	-	-
19	Study the pronunciation of the word	55%	40%	3%	-	-
20	Underline initial letters of the word	17%	44%	20%	9%	10%
21	Say the new word a loud when studying	57%	40%	3%	-	-
22	Use key word method	27%	40%	20%	10%	3%
23	Use physical action when learning the word	40%	40%	4%	7%	9%
24	Keep a vocabulary notebook	50%	37%	7%	4%	2%
25	Study and learn meaning with his	37%	37%	20%	4%	2%

	friends					
26	Write the new word many times	44%	40%	4%	4%	8%
27	Write meaning of the words (in Arabic) in text books	14%	17%	27%	27%	15%
28	Continue to study the word over time	17%	54%	20%	4%	5%
29	Testing oneself with word tests	30%	40%	17%	4%	9%
30	Written repetition	24%	17%	14%	10%	5%
31	Verbal repetition	24%	47%	14%	10%	5%
32	Use semantic map	17%	44%	17%	17%	5%
If the strategies you recommend are not listed above, write them down in the spaces below , and then put () opposite of each one , whenever recommended.						
33						
34						
35						

The above teachers' questionnaire (see appendix No.(1)) on page (101) was distributed to (30) teachers selected from a number of ten secondary schools.

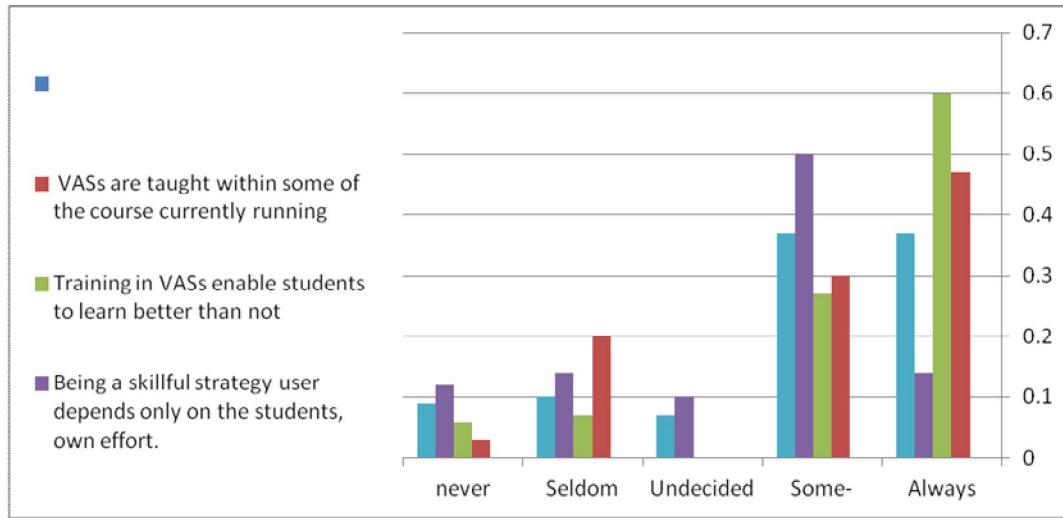
4.2.1 Analysis of the Teachers' Questionnaire :

The researcher dealt with the teachers' questionnaire as one group. The data have been processed by using percentages as shown in above table on page ().

4.3 Results and Discussion :

Items 1,2,3,4 and 5 in part (B) (i.e vocabulary acquisition strategies are taught within some of the course currently running. Training in VASs enable students to learn better than not be a skillful strategy user depends only on the students' own efforts, the students use different VASs when they come to discover meaning , the students know the importance of being a skillful strategy user to learn meaning). The above mentioned items Addressed the first hypothesis . The percentages of these items are as follows (see graph No 1).

Figure (4.1) Strategies for learning meaning of new words:



For the first item. (VASs are taught within some of the courses currently running) figure No (4) shows that 47% of the informants agree with the fact that VASs are always taught within some courses currently running to learn many of the words, whereas 30% of the teachers believe that it is used sometimes, 20% of them said seldom and only 3% said the vocabulary acquisition never taught.

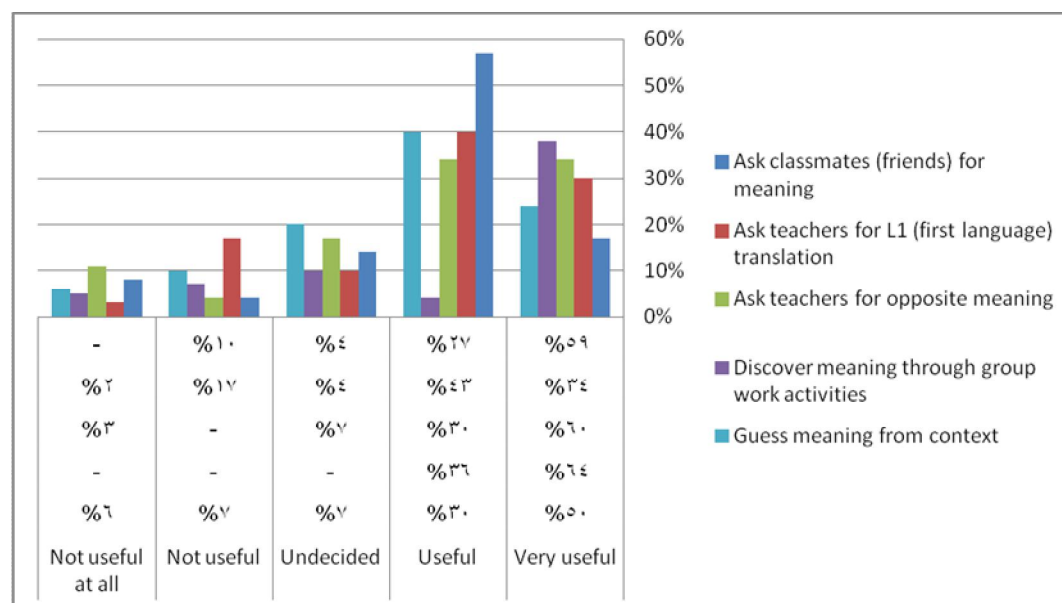
For the second item (Training in VASs enable students to learn better than not), 60% of teachers stated that training in VASs enable students to learn meaning of new words better than not , and 27% of them said sometimes , 7% responded seldom, while only 6% of them said that it is never true for learning meaning of new words.

For the third item being a skillful strategy user depends only on the students' own effort and 40% stated sometime, but 10% of the teachers were not sure, 14% seldom believe in analyzing words, and 12% never believe in this idea.

For the fourth item (the students use different VASs when they come to discover meaning 37% of the informants illustrated that always students use different VASs when discovering meaning of words. Similarly, 37% of the teachers said sometimes, 7% undecided, 10% said seldom, and 9% of them never agree that student use different strategies.

For the fifth item (the students know the importance of being a skillful strategy user to learn meaning) 27% of the informants said the students know the importance of being a skillful strategy user to learn meaning, whereas 10% of them said sometimes, and only 4% undecided 47% see that seldom, and 12% against the idea.

Figure(4.2): **Strategies for Discovering meaning of the words for the first time**



Items 1,2,3,4,5,6,7,8,9, and 10 in part (C) (i.e Analyse any word's affixes (e.g un-, - tion, - able) , analyse words and roots parts of speech (i.e. verb , noun, etc), use bilingual (English, Arabic) dictionary, use monolingual (English, English) dictionary, ask his classmates (friends) for meaning, ask

his teacher for L1 (first language) translation, ask his teacher for opposite meaning, discover meaning through group work activities, guess meaning from context). Addressed the second hypothesis. The percentage of these items are as follows

For item No. (1) in part (c) analyse available picture 50% of the teachers recommend as a very useful strategy for discovering meanings of the words for the first time, 30% said it is useful, 7% undecided, 7% and 6% were against the strategy.

For item No(2) analyse word's affixes (e.g un-, -tion, -able) 64% of the informants stated that analyse word's affixes is very useful and only 36% of them see it useful.

For item No(3) analyse words and roots parts of speech 60% of the teachers agreed that it is very useful, 30% said useful, 7% undecided and only 3% disagreed with the idea.

For item No(4) use bilingual dictionary 34% of the respondents recommend as a very useful, 44% of them said useful, 4% undecided, 17% said not useful and 2% said not useful at all.

For item No(5) using monolingual dictionary(English – English) 59% of the informants recommended using monolingual (English –English) dictionary is a very useful strategy for discovering meaning of new words, whereas 27% of them said useful, 4% stated that it is undecided, and only 10% said not useful at all.

For item No(6) Ask his classmates (friends) for meaning, only 17% of the teachers said it is very useful, but 57% said it is useful, 14% of them were undecided, only 4% did not see it useful, and 8% not agreed at all.

For item No (7) Asking his teacher for L1 (first language) translation, 30% of the respondents recommended it as a very useful strategy for discovering meaning of new words, but whereas 40% said useful, 10% undecided, 17% said not useful only 3% said not useful at all.

For item No (8) Ask his teacher for opposite meaning, 34% of the teachers believed that it is very useful, the same number said it is useful, 17% disbelieved it, 4% said useful and 11% said not useful at all.

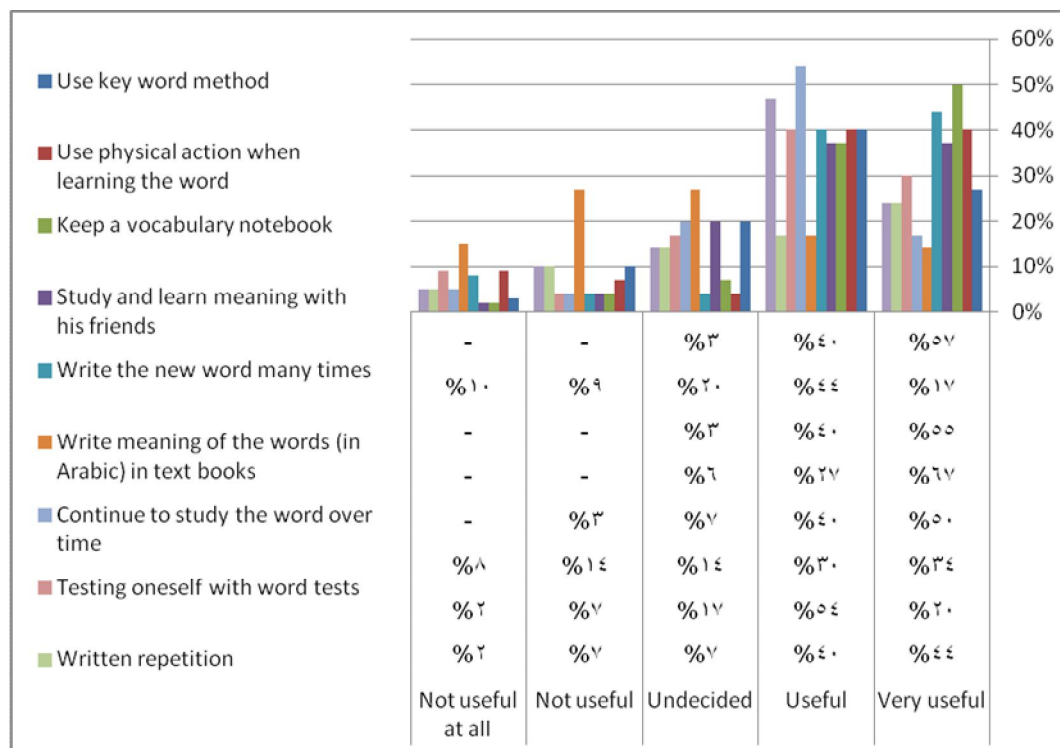
For item No (9) Discovery meaning through group work activities , 38% of the subjects agreed it is very useful strategy, but only 4% said useful, 10% said undecided, 7% said not useful and 5% were against the idea.

For item No (10) Guess meaning from context, 24% of the teachers believed that it is a very useful strategy for discovering said it is useful, 20% of them undecided, 10% said not useful, only 6% said not useful at all.

Items 14 up to 32 in part (D) (i.e connect the words to its synonym, connect the words to a personal experience, group the words together to study them, use new word in sentence, study the spelling of a word, study pronunciation of the word, underline initial letters of the word, say the new word a loud when studying, use key word method, use physical action when learning the word, keep a vocabulary notebook, study and learn meaning with his friends, write the new word many times, write meaning of the words (in Arabic) in text books, continue to study the word over

time, testing oneself with word tests, written repetition, addressed the third hypothesis. The percentages of these items are as follows (see graph No 3).

Figure (4.3) **Strategies for retaining the meaning of the words already learned**



For item No (14) connect the words to its synonym 44% of the teachers determined as a very useful strategy. Also 40% agreed that it is useful, but 7% of them undecided, similarly 7% said not useful and only 2% were disagreed.

For item (15) connect the word to a personal experience, 20% of the respondents believed that it is very useful, whereas, 54% considered it useful, 17% were undecided, 7% said not useful, and only stated that not useful at all.

For item (16) group the words together to study them, 34% of teachers explained that it is very useful, whereas 30% said useful, 14% were

undecided, similarly 14% considered it not useful, and 2% were disagreed the idea.

For item No (17), use new word in sentence 50% of the informants recommended it as a very useful strategy, 40% said useful, 7% undecided, and only 3% were against the idea.

For item(18), study the spelling of a word , 67% of the teacher believed it as a very useful and most frequently used strategy, 27% of them said it is useful, in contrast 6% were undecided.

For item (19), study the pronunciation of the word, 55% illustrated that it is very useful, 40% said useful, and 5% of them were undecided.

For item(20), underline initial letters of the word, 17% of the teachers explained that the strategy is very useful, whereas 44% said useful for retaining meaning of the words already learnt, 20% were undecided, 9% said not useful, and 10% see it not useful at all.

For item No(21), say the new word a loud when studying, 5% of the informants believed it as a very useful strategy, while 40% of them said useful and only 3% were undecided.

For item No (22) use key word method, 27% of the subjects considered it as a very useful strategy, whereas 40% of them said it is useful, 20% were undecided, 10% said not useful, and only 3% said not useful at all.

For item No (23), use physical action when learning the word, 40% of the teachers said that it is very useful, similarly 40% of them agreed that it is

useful, 4% were undecided, 7% said not useful and 9% were totally against the idea.

For item No(24), keep a vocabulary notebook, 50% of the teachers recommended it as very useful, while 37% said useful, 7% of them were undecided, 4% said not useful, and only 2% disagreed.

For item No(25), study and learn meaning with his friends, 37% of the respondents considered it very useful, in the same way 37% of them said it is useful, 20% were undecided, 4% said not useful, and 2% saw it not useful at all.

For item No(26), write the new word many times, 44% of the teachers agreed that it is very useful, while 40% said it is useful, 4% of them were undecided, and 8% said not useful at all.

For item No (27). Write meaning of the words (in Arabic) in text books, 14% of the teachers said that it is very useful, whereas 17% said useful, 27% were undecided, the same number said not useful, 15% were against the idea.

For item No (28), continue to study the word overtime, 17% of the informants said very useful, while 54% of them said it is useful, 20% were undecided, 4% said not useful, and 5% disagreed.

For item No (29), testing oneself with word tests, 30% of the teachers illustrated that it is very useful, but 40% of them said useful, 17% were undecided, 4% said not useful, and 9% said not useful at all.

For item No(30), written repetition, 24% of the informant said very useful, while 17% said useful, 14% of them were undecided, 10% said not useful, and 5% were against the idea.

For item No(31) , verbal repetition, 24% of the teachers believed that it is very useful, whereas 47% said useful, 14% were undecided, 10% said not useful, and 5% disagreed.

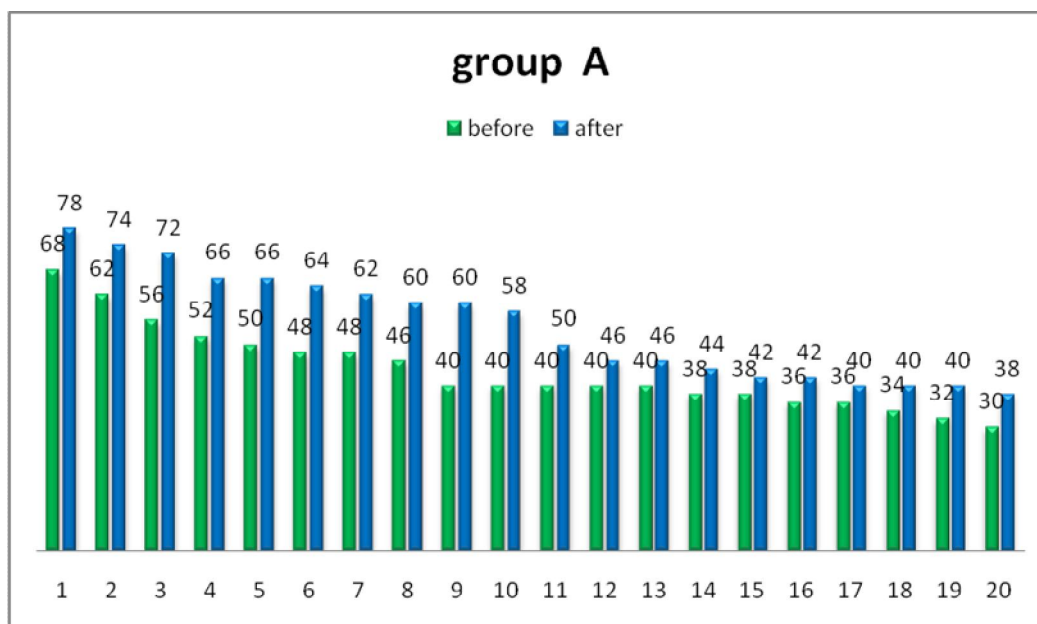
For item No (32), use semantic map, 17% of the teachers said it is very useful, 44% said useful, but 17% were undecided, similarly 17% said not useful, and 5% disagree.

4.4.1. Quantitative Analysis of the Tests :

The data of this study was transferred to tables and graphs as follows:

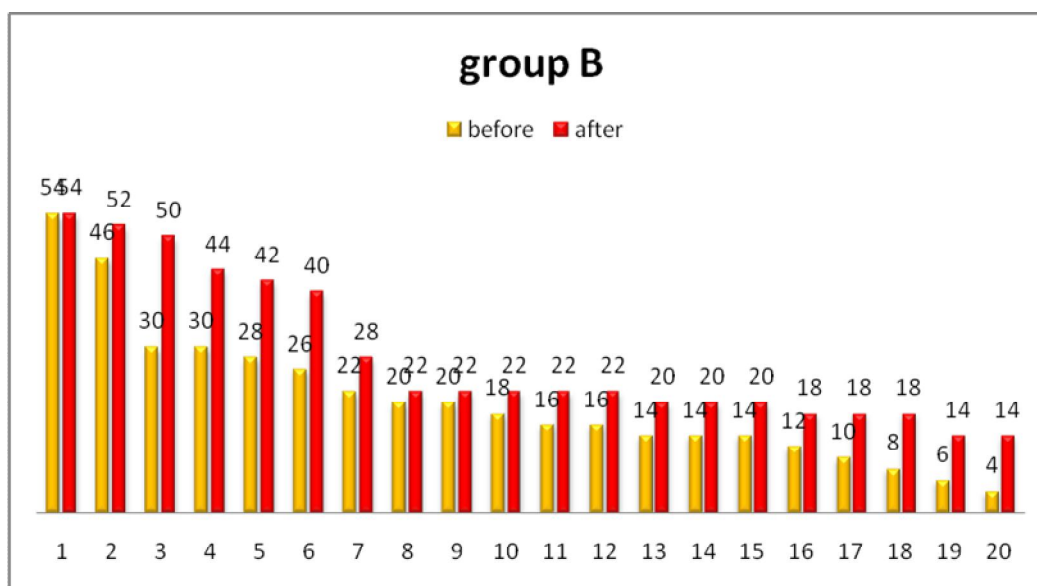
The analysis of the pre-test according to students' results(scores out 50) in group (A and B)

Figure(4.4): Pre- posttests for group A:



The above graph shows students score in the pre and post test in terms Of percentage in group (A) . Where scores in green colour represents the marks obtained from the pretest at the time the researcher has not practiced teaching using ,Multiple Intelligences ; as the to blue colour it represents the subjects' scores yield from the posttest after experience of teaching by using Multiple Intelligences . So the scores obtained in the blue colour are higher than in green which make sure that there is in the subjects' level as opposed to the pretest.

Figure (4.5) Pre- posttests for group B:



The above graph shows students score in the pre and post test in terms of percentages in group (A)

The students' scores before and after the use of Grammar Translation Method where scores in yellow color represents the score obtained from pre-test by the students. At the time the subjects have not yet been taught through the Grammar Translation Method . Whereas the read colour represents the scores yield from the post-test after practicing teaching using Grammar Translation Method in group(A) in which scores are higher than the yellow on assuring in the subjects' level as opposed to the

pre-test. In comparison of the marks of the two groups in (B) higher than (A) which indicates that Multiple Intelligences is suitable for teaching vocabulary .

Chapter Five

Conclusions , Suggestions And Recommendations

5.0 Summary of Results :

The chapter presents the findings of the study and shows the results in the light of the hypotheses, the questions of the study and the literature reviewed, finally the chapter concludes with some suggestions and points for further studies.

Four hypotheses have been verified according to the analysis of the pre-test, post-test and the focus group.

Hypothesis one: "lack of sufficient speaking, writing drills in learning new items"

The results of the pre- test, post-test of the focus group where the students' scores are higher , see figures (4-4) and (4-5) in the post-test as opposed to the pre-test, the students were interested in the Multiple Intelligences Method. This indicates that the hypothesis comes true.

Hypothesis Two: "students are not encouraged to have vocabulary note-book which leads to neglecting new words". The students' scores in the pre and post tests show that lack of vocabulary note-book is a basic factor in the decline of students' level in English language in the target group. So, the students need to be encouraged to use their own vocabulary- notebook.

Hypothesis three: "students are not capable to create new strategies for recalling the new items they came across.

As it is observed in the students' performance on the two tests, students are unable to think of some best techniques for learning, discovering and

retaining the meaning of some words already learnt. So, the learners must get more training in language learning strategies.

Hypothesis Four: "SPINE does not cover all language abilities that students should learn".

The final hypothesis: raised by the researcher, this hypothesis holds true. In interests of keeping classrooms paced to the majority or standard curriculum. As mentioned above, identification of ways to speed up the "diagnostic" process.

In investigating the research problems, the following questions were set:

- 1- What are the strategies mostly used by the secondary school students to discover meaning?
- 2- What are the meaning consolidation strategies that most students follow to retain the meanings learnt by means of discovery strategies employed.

In answering these above questions, the following hypotheses were formulated: 60% of English language teachers said: Training in vocabulary learning strategies enable students to learn better rather than not. Therefore, the suitable strategies recommended according to the findings arrived at, based on teachers' questionnaire, were:

- 1- Analyse words affixes.
- 2- Analyse words roots (parts of speech).
- 3- Use monolingual dictionaries.
- 4- Use new words in a sentence.
- 5- Study the spelling of a word.
- 6- Study the pronunciation of a word.

5.1 Conclusions:

The phenomena observed during the practical part could be summed up below:

1. In Grammar Translation Method students tend to use a rather narrow range of language with some problems to integrate it within context.
2. Conscious learning of rules does not lead to language acquisition.
3. Multiple Intelligences Approach prepares students for real communication; students are not anxious about experiments with language and therefore able to respond willingly to the context.

5.2 Recommendations :

- 1-Students need to be trained about how to use dictionaries and create strategies.
- 2-Formation of English societies at high secondary schools to create an environment in which the students can use many words in their conversational activities is needed.
- 3-Learners should be clearly informed on the purpose of the training and uses of a particular technique under consideration.
- 4-Further studies should be conducted in the area of vocabulary teaching and learning.
- 5-During the course of learner training, the teacher should make sure that whether the training has any effect on the performance of the learner in the related task or otherwise.

5.3 Suggestions for Further Studies :

Based on the findings reached, the following areas are suggested for further investigation.

- 1- Factors affecting the acquisition of frequent vocabulary.
- 2- The need to develop a richer understanding of vocabulary in context.
- 3- The role of learning vocabulary through exercises.

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Appendix (1)

The teachers' questionnaire (TQ)

Part (A)						
1- Name:..... (optional) 2- Sex: male <input type="checkbox"/> female <input type="checkbox"/>						
3- Trained <input type="checkbox"/> 4- Not trained <input type="checkbox"/>						
Part (B): Put () opposite to each of the following statements to show if it is (always, sometimes, undecided, seldom, or never) true for learning meaning of the words by using vocabulary acquisition strategies (VASs)						
No	Name of strategy	Always	Some-times	Undecided	Seldom	never
1	VASS are taught within some of the course currently running					
2	Training in VASs enable students to learn better than not					
3	Being a skillful strategy user depends only on the students, own effort.					
4	The students use different VASs when they come to discover meaning					
5	The students know the importance of being a skillful strategy used to learn meaning					
Part(C): Put () opposite of the vocabulary acquisition strategy (VAS) you recommend to as (very useful, useful, undecided, not useful, or not useful at all) for discovering meaning of the words for the first time.						
No	Name of strategy	Very useful	Useful	Undecided	Not useful	Not useful at all
1	Analyse any available pictures					
2	Analyse word's affixes (e.g. un-, tion, -able)					
3	Analyse word's and roots parts of speech (i.e. verb, noun, etc)					
4	Use bilingual(English , Arabic) dictionary					
5	Use monolingual (English- English) dictionary					
6	Ask his classmates (friends) for meaning					
7	Ask his teacher for L1 (first language) translation					
8	Ask his teacher for opposite meaning					
9	Discover meaning through group work activities					

10	Guess meaning from context					
If the strategies you recommend are listed above , write them down in the spaces below , and then put () opposite of each one where you recommend.						
11						
12						
13						
Part(D): Put () opposite of the vocabulary acquisition strategy (VAS) you recommend to your students as (very useful, useful, undecided, not useful, or not useful at all) for retaining meaning of the words already learnt.						
No	Name of strategy	Very useful	Useful	Undecided	Not useful	Not useful at all
14	Connect the words to its synonym					
15	Connect the words to a personal experience					
16	Group the words together to study them					
17	Use new word in sentence					
18	Study the spelling of a word					
19	Study the pronunciation of the word					
20	Underline initial letters of the word					
21	Say the new word a loud when studying					
22	Use key word method					
23	Use physical action when learning the word					
24	Keep a vocabulary notebook					
25	Study and learn meaning with his friends					
26	Write the new word many times					
27	Write meaning of the words (in Arabic) in text books					
28	Continue to study the word over time					
29	Testing oneself with word tests					
30	Written repetition					
31	Verbal repetition					
32	Use semantic map					
If the strategies you recommend are not listed above, write them down in the spaces below , and then put () opposite of each one , whenever recommended.						
33						
34						
35						

Appendix(2)

Vocabulary Test (Pre-test)

Part (A)

1.Name:..... school:.....

Part (B): please answer all the questions.

Question (1)

Choose the letter of the item, which is nearest in meaning to the underlined.

- 1- I had a long conversation with my friend.
a- walk b- dance c- talk d- learn.
- 2- I hope the weather will improve later on.
a- increase b- better c- decrease d- make .
- 3- Give up smoking , please.
a- stop b- up c- down d- do.
- 4- She was awarded a diploma in English language.
a- lead b- give c- ride d- fight.

Question (2)

Put a line under the strange word.

- 1- goat , horse , boat , cow , sheep.
- 2- Bed , chalk , cupboard – armchair , dressing table.
- 3- Father , brother , mother , ant , sister.
- 4- Pen , pool , book , desk , chalk.
- 5- Teacher , doctor , farmer , crop , driver.

Question (3)

Derive (give) the adjective forms from the following words using these suffixes (- y, - able, - ous, - ful, - ive)

- | | |
|-----------------|------------------|
| a- danger | b- play..... |
| b- use | d- attract |
| e- move | f- fame |
| g- health..... | h- hope |

question (4)

translate the following words from English into Arabic and vice versa.

- | المعنى باللغة العربية | the meaning in English |
|-----------------------|------------------------|
| 1- affect..... | a- يحترم |
| 2- worry..... | b- الخوف |
| 3- sadness..... | c- يستطيع |
| 4- Stomach..... | d- يزداد |

- 5- Empty..... e- تحسين
- 6- Need..... f- يتمتع
- 7- Complain..... g- مرض
- 8- Change..... h- يكمل
- 9- Divide..... i- يفضل
- 10- Remember..... j- يختار

Question (5)

Give the opposite of the following words.

- 1- white..... 2- short.....
- 3-big..... 4- absent.....
- 5- possible..... 6- productive.....
- 7- export..... 8- active.....
- 9- similar..... 10- female.....

Question (6)

Choose the letter of the definition which comes closest in meaning to the words:

- 1- Act
a- to be able to do something b- to do something.
c- keep silent d- create something new.
- 2- Prevent.
a- to continue b- to start c- to stop something from happening
- 3- Nervous.
a- so worried b – so tired c- so ashamed d- so hungry.
- 4- Survive.
a- to be afraid b- to stay alive c- to be active d- to be healthy.

Good luck.

Appendix (3)

Vocabulary Test (Post-test)

Part (A)

1.Name:.....2- school:.....

Part (B): please answer all the questions.

Question (1)

Drive (give) the noun forms from the following words using these suffixes(ment, tion, .al,...sion,...ing,...ance,ence...ness)

Word	noun	word	noun
a. Decide		e. move	
b. Appear		f. build	
c. Produce		g. exist	
d. Arrive		h. good	

Question (2)

Complete the following sentence by putting one word from your own words.

- 6- My mother's brother is my
- 7- My father's daughter is my
- 8- A place where people go to see the doctor is called.....
- 9- Chair, cupboards, beds are called
- 10- My preferable hobby is
.....

Question (3)

Write the correct spelling for these words.

- c- uelf d- oeplepe.....
- d- reet e- lemprob
- c- krow f- cultdiffi

Question (4)

complete the passage using the words from the list.

Area, century, pirates, government, regularly, south

In the seventeenth Spanish ships sailed
.....To central andAmerica to fetch gold
for the Spanish The ships were often attacked by
....., who infested the ' Spanish Main' (the sea
.....north-east of central and south America).

Question (5)

Translate the following words from English into Arabic and vice versa.

المعنى باللغة العربية	the meaning in English
1- Environment.....	a- ابن
2- Income.....	b- مزارع
3- Firewood.....	c- يسافر
4- Agriculture.....	d- يدرب
5- Zoo	e- ينظم
6- Feel.....	f- يحصد
7- Repeat.....	g- خائف
8- Dowry.....	h- مزدحم
9- Save.....	i- ثقافة
10- Freedom.....	j- تقاليد

Question (6)

Match words from the left with words from the right to form compound words (nouns).

Hand	..... chair
Five	..... room
Arm	..... keeper
Bed	..... office
Door	..... hold
Post	..... hand
House	..... some
Second	..... time
Well	..... star
Part	..... known

Good luck.

Appendix (4)

Group (A)The result of pre-test.

Table (4)

No	Test items						Full marks	
	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	VS Percentage	
1	6	5	5	6	6	6	34	68%
2	5	4	6	5	4	7	31	62%
3	4	5	5	7	4	4	28	56%
4	3	6	2	4	7	4	26	52%
5	7	2	5	8	2	1	25	50%
6	6	3	3	5	4	3	24	48%
7	5	6	6	3	4	0	24	48%
8	7	3	4	6	2	1	23	46%
9	4	5	1	3	4	3	20	40%
10	5	2	7	0	3	3	20	40%
11	2	6	4	5	0	3	20	40%
12	6	3	2	2	6	1	20	40%
13	6	1	6	3	2	2	20	40%
14	5	3	3	2	5	1	19	38%
15	2	5	1	5	3	3	19	38%
16	6	2	4	4	2	0	18	36%
17	4	3	3	5	1	2	18	36%
18	2	4	5	3	3	0	17	34%
19	2	0	4	0	6	4	16	32%
20	4	2	5	1	0	3	15	30%

The above table shows students' score in the pre test in term percentage rate.

Group (B)The result of pre- test

Table (6)

No	Test items						Full marks	
	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	VS	Percentage
1	5	4	3	4	5	6	27	54%
2	5	3	2	6	6	1	23	46%
3	4	3	0	5	0	3	15	30%
4	0	0	3	0	4	4	15	30%
5	6	2	3	5	0	0	14	28%
6	2	5	4	0	0	2	13	26%
7	4	0	3	2	2	0	11	22%
8	3	2	4	1	0	0	10	20%
9	2	3	0	3	0	1	10	20%
10	0	0	2	4	3	0	9	18%
11	2	2	0	2	2	0	8	16%
12	4	0	0	0	3	1	7	14%
13	2	1	0	1	2	1	7	14%
14	0	0	2	3	0	2	7	14%
15	2	3	0	1	1	0	7	14%
16	3	2	1	1	0	0	6	12%
17	1	2	0	0	2	0	5	10%
18	2	0	0	2	0	0	4	8%
19	1	0	0	2	0	0	3	6%
20	1	0	1	0	0	0	2	4%

Appendix (5)

4.4.2 The analysis of the students' results in the post-test

Table(5) group (A)The result of Post test

No	Test items						Full marks	
	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	VS	Percentage
1	4	10	5	5	10	5	39	78%
2	7	10	5	3	8	4	37	74%
3	5	6	5	6	8	6	36	72%
4	6	4	2	6	7	8	33	66%
5	6	8	3	3	9	4	33	66%
6	3	8	5	3	10	3	32	64%
7	5	4	5	4	7	6	31	62%
8	2	8	5	3	8	4	30	60%
9	4	8	3	3	8	4	30	60%
10	3	10	4	1	8	4	29	58%
11	3	0	6	3	5	3	25	50%
12	3	6	7	2	6	4	23	46%
13	3	4	5	1	6	4	23	46%
14	4	6	5	0	5	2	22	44%
15	1	2	3	5	5	5	21	42%
16	3	1	3	1	8	4	21	42%
17	6	1	3	1	5	4	20	40%
18	5	4	6	3	4	0	20	40%
19	4	2	3	1	6	4	20	40%
20	0	6	2	2	7	2	19	38%

Table (7) group (B)The result of Post test

No	Test items						Full marks VS percentage	
	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6		
1	4	8	3	3	6	3	27	54%
2	7	5	6	1	8	4	26	52%
3	5	6	2	2	4	5	25	50%
4	0	5	3	6	2	3	22	44%
5	1	6	3	2	6	3	21	42%
6	6	2	3	1	5	3	20	40%
7	1	0	3	2	4	4	14	28%
8	0	4	1	0	5	1	11	22%
9	1	2	1	1	5	1	11	22%
10	3	2	2	1	3	0	11	22%
11	3	1	4	0	3	0	11	22%
12	1	4	0	0	4	2	11	22%
13	4	0	2	0	0	4	10	20%
14	2	2	1	1	4	0	10	20%
15	3	0	4	0	2	1	10	20%
16	3	0	1	0	4	1	9	18%
17	1	1	3	1	3	0	9	18%
18	0	0	3	0	4	2	9	18%
19	0	0	0	1	3	3	7	14%
20	1	0	1	0	4	1	7	14%
Total								