

# **Dedication**

**To my parents, wife, brothers and sisters I dedicate this study with  
gratefulness.**

## **Acknowledgements**

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## **Abstract**

This study aims at examining the relationship between size and depth of vocabulary knowledge and reading comprehension of undergraduate students in Sudan. It also investigates whether size or depth is a stronger predictor of learners' reading comprehension. Three language tests were adopted to collect the required data; vocabulary level test, depth of vocabulary knowledge test and reading comprehension test. The sample of the study comprised 103 third-year students majoring in English language at University of Nyala and Comboni college of Science and Technology in Khartoum. The study has empirically shown several findings. Moderate positive intercorrelation was found between vocabulary size and reading comprehension of the study participants. Students with greater vocabulary size were more successful in reading comprehension than their counterparts with less proficiency level of vocabulary size. A positive association was also shown between size and depth of vocabulary knowledge. There was no positive association between vocabulary size and reading comprehension ability of the participants. Size of vocabulary knowledge proved to be a more powerful predictor of reading comprehension scores than depth. On the basis of these results, a number of suggestions and recommendations are put forward; Teacher of English

language should give more attention on developing size and depth of vocabulary knowledge of EFL learners. Vocabulary teaching should be given an appropriate emphasis in language curriculum. Developing Students' understanding of the significance of vocabulary knowledge development in reading comprehension proficiency. Students should be helped to examine a word from different linguistic perspectives such as the spelling, the pronunciation, lexical combination, synonyms, antonyms and collocations.

## Abstract (Arabic Version)

### مستخلص البحث

هدفت هذه الدراسة إلى تحليل العلاقة المتبادلة بين عمق إتساع الذخيرة اللغوية وفهم القراءة لدى متعلمي اللغة الانجليزية كغاية جنبيه بالمرحلة الجامعية فيالسودان. كما تبحت في تحديد آليات منسجمة مع معرفة المفردات – الإتساع أو العمق – مؤشراً أقوي لفهم القراءة لدى المتعلمين. استخدمت الدراسة ثلاثاً اختباراً لتجمع البيانات المطلوبة: اختبار عمق الذخيرة اللغوية، واختبار حجم الذخيرة اللغوية، واختبار فهم القراءة. تمثلت عينة البحث في 103 طالباً من المستوى الثالث تخصص لغة انجليزية في جامعة نياالا وكلية كمبيوتر العلوم والتكنولوجيا في الخرطوم. توصلت الدراسة إلى عدة نتائج: اولها الترابط الايجابي بين إتساع المفردات اللغوية وفهم القراءة. كما وضحنا ان إتساعنا الطلابي لا يتساع الاكبر للمفرداتهما لاكثر نجاحاً منذ بداية إتساعنا في فهم القراءة. أيضاً اثبتنا ان وجود علاقة ايجابية بين عمق إتساع الذخيرة اللغوية. واطهرنا ان نتائج وجود علاقة ايجابية بين عمق معرفة المفردات وفهم القراءة. وأخيراً اكتشفنا ان إتساعنا حجم معرفة المفردات وليس العمق هو المؤشر الأقوي لفهم القراءة. وخرجنا ان إتساعنا بعدة توصيات: عليمدرسي اللغة الانجليزية إعطاء المزيد من الاهتمام في تحسين عمق إتساعنا الذخيرة اللغوية للدارسين. ترقية فهم الطلاب بأهمية معرفة المفردات لفهم القراءة.

كمايرىالباحثضرورةاحتواءالمناهجعليالطرقوالتقنياتالمختلفةالتييساعدالطلابعليتحسينالذخيرةاللغوية

.

يجبمساعدةالمتعلمينلاكتسابفهمكامللمفرداتمنوجهاتنظريغويةمختلفةمثلالتدقيقالإملائي،والنطقوترك

يبةالمفردة،والمترادفات،والمضاداتوكذلكالمتلازماتاللفظية.

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