



**Sudan University of Science and Technology**



**Faculty of Education**

**English Language Department**

Thesis Submitted In Fulfillment of the Requirement  
for Bachelor Degree in English Language Teaching

Investigating the Impact of Teaching Literature  
(supplementary graded readers) on Promoting  
Student's Vocabulary

التحقيق في اثر تدريس الادب(قرّاء الاضافة التدريجية ) في تحسين الذخيرة اللغوية

Prepared by:

Nemat Adam Muhammed Mukhtar

Osama Abd Alaty Adam Joda

Samah Jaber musa

Tahiyaat Adam Edrees

**Supervisor:**

Dr. Muntaser Hassan Mubarak

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الآية:-

قال تعالى:

(قل لو كان البحر مدادا لكلمات ربي لنفد البحر قبل أن تنفد  
كلمات ربي ولو جئنا بمثله مدادا )

سورة الكهف الآية(109)

# ***Dedication***

*to my parents who care , help and encourage me to educate , may Allah give them wellness blesses*

***TO***

*my brothers , sisters, friends ,colleagues and every one exert great effort and support even to reach in this level*

***To***

*Our great guiders educator who lighted the way to educate may Allah blessing them all.*

# Acknowledgment

*First of all, all thanks and laudations to Allah who rains us his gifts, and owed us with leading and ability to accomplish this study.*

*Second we would like to express our gratitude to our university teacher, doctors, professors and specially our supervisor **Dr. Muntasir Hassan Mubarak** .who exerted all the possible abilities and efforts from the beginning until the end of this stage .And we gain a lot of their experiences.*

# Abstract

*The aim of this study is to develop vocabulary through reading literature. The subject of the study were (30) teachers of the governmental schools in Khartoum, The researcher used questionnaire to collected data, the collected were analyzed statistically by using (SPSS) program, the finding of the study revealed the difficulty of teaching literature, The study recommended that literature should :-*

*Increase the capacity of the students English vocabulary.*

*Useful for students of secondary school to develop their awareness of vocabulary*

*Enables students to improve their speaking .*



## مستخلص الدراسة :-

تهدف هذه الدراسة الى تحسين الذخيرة اللغوية في اللغة الانجليزية من خلال قراءة الادب وقد تم تمثيل للعينة من اساتذة المدارس الحكومية في الخرطوم, استخدم الباحث الاستبانة لجمع البيانات وتم تحليل البيانات والمعلومات احصائيا بواسطة برنامج (إس بي إس إس). اظهرت نتائج الدراسة ان هنالك صعوبة في تحسين الذخيرة اللغوية من خلال دراسة الادب .

وقد اوصت الدراسة بالاتي

زيادة السعة اللغوية للطلبة

تطور الوعي اللغوي لطلاب المرحلة الثانوية.

تمكين الطلبة من تطوير مهارة الكلام.

***Chapter one***  
***Introduction***

## ***Introduction:***

*This research intend to provide you with specific glasses you need to experience the extra ordinary riches of Literature .Indeed the experience which literature can provide contrast with the flatness of every day experience.*

*The primary purpose of this research there for, is not to make you learn but to see. We want to acquire this vision, rather than just facts. To acquire this vision, however, you will need to understand some basic notion and process that pertain so closely to literature that without understanding them you will not be able to achieve a true appreciation of literature. Over the millennia an immense amount of knowledge has been accumulated on the subject of literature.*

*Literature is a piece of writing that are valued as works of art, especially novels, plays, and poems. Also literature is the body of written work produced in a particular Language and country or age. OR the body of writhing of a particular subject ( scientific, art,.....)*

*We can say also literature is body of written works that is written and produce in any country, language or age for specific purpose such as: information, Education or entertainment to the reader which can be fictional or non-fiction in nature.*

*Literature can be classified according to whether its fiction or non-fiction and whether it is poetry or prose , it can be novel , short story , drama and to work are often categorized according to historical periods or their adherence to certain aesthetic feature or expectation.*

### ***The statement of the study problem:-***

*Whenever the researcher ask their students , which area make difficult for them to make progress in studying English , their answers are always the same , vocabulary they answer , then we extend the question that in which way that supplementary graded readers improve the vocabulary of the students at the secondary schools.*

### ***The importance of the study:-***

*The knowledge is power and strength the mind and that through knowing more vocabulary (the meaning of the vocabulary and its usage) through studying liter-----  
ature.*

### ***Research Question:-***

- 1. To what extend literature can develop vocabulary of the student of the secondary school?*

2. *Does literature help the students to differentiate between such words of the same sounds and different spelling?*
3. *How can students benefit from studies literature in enhancing their Vocabulary?*

### ***Objectives of the study:***

- 1) *To explore how literature can develop the vocabulary of the students of the secondary school.*
- 2) *To investigate how literature can help students to differentiate between such words of the same sounds and different spelling.*
- 3) *To find out how can students benefit from studies literature in enhancing their vocabulary*

### ***Hypothesis of the study:-***

- I. *Literature is assist students of secondary schools to improve their English vocabulary.*
- II. *Literature has no effect on developing the students English vocabulary.*
- III. *Students of secondary schools can extremely benefit from studying English literature*

## ***Limitation of study:-***

*This study is limited to and aimed at study of vocabulary (words).*

*The study carried to following Limitations.*

*Location:-*

*Khartoum, secondary schools teachers*

*Time:-*

*The study is limited at secondary schools (teachers)  
2016 -2017.*

## ***Methodology of study:-***

*To collect data and analysis them, the researchers divide a questionnaire for each of two sample population.*

# ***Chapter two***

*Literature Review*

## ***Previous study:-***

*(In Schmitt, N. and M. McCarthy (Eds):*

*Vocabulary: Description, Acquisition and pedagogy (p p.6-19). Cambridge: Cambridge university press .version: sept 1997) .*

*\*How much vocabulary does a second language learner need?*

*There are three ways of answering this question .one way is to ask "how many words are there in the target language? Another way is to ask "how many words do native speakers know? A third way is to ask "how many words are needed to do the things that a language user need to do? we look at answers to each of these question.*

*This discussion looks only at vocabulary and it should not be assumed that if a learner has sufficient vocabulary then all else is easy.*

*Vocabulary knowledge is only one component of language skills such as reading and speaking. It should also not be assumed that vocabulary knowledge is always a prerequisite to the performance of language skills.*

*Vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use*



and so on (Nation, 1993b). With these cautions in mind let us now look at estimates of vocabulary size and their significance for second language learners.

*\*How many words are there in English?*

*The most straight forward way to answer this question is to look at the number of words in the target dictionary. This usually upsets dictionary makers. They see the vocabulary of the language as a continually changing entity with new words and uses of old words being added and old words falling into disuse. They also see the problem in deciding if walk as a noun is the same word as walk as verb, if compound items like goes, grass are counted as separate words and if names like Vegemite, Agnes, and Nottingham are to be counted as words. There are real problems, but they are able to deal with them systematically in a reliable way.*

*Two separate studies (Dupuy, 1974; Goulden, Nation and Read, 1990) have looked at the vocabulary of Webster's third international dictionary (1963), the largest non-historical dictionary of English when it was published. When compound words, archaic words, abbreviations, proper names, alternative spellings and dialect forms are excluded, and when words are classified into word families consisting of a base word, inflected forms, and transparent derivations, Webster's 3rd has a*

vocabulary of around 54,000 words families this is a learning goal far beyond the reaches of second language learners and , as we shall see , most native speakers .

*How many words do native speakers know?*

*For over 100 years there have been published reports of systematic attempts to measure the vocabulary size of native speaker of English. There have been various motivation for such studies but behind most of them lies the idea that vocabulary size is a reflection of how Educated, intelligent, or Well reader a person is. A large vocabulary size is seen as being something valuable .Unfortunately the measurement of vocabulary size has been bedevilled by serious methodological problems largely centering around the questions of "What should be counted as a word?", "how can we draw a sample of words forms a dictionary to make a vocabulary test?", and "how do we test to see if a word is known or not?". Failure to deal adequately with these question has resulted in several studies of vocabulary size which give very misleading results. For a discussion of these issues see nation (1993 a) Lorge and Chall (1963), and Thorndike (1924).*

*Teachers of English as second language may be interested in measure of native speaker's vocabulary size because this can provide some indication of the size of*

*learning task facing second language learners particularly those who need to study and work alongside native speakers in English medium schools and universities or workplaces.*

*\*How can we get learners to learn large amounts of vocabulary in a short space of time? the suggestion that learners should directly learn vocabulary from cards, to a large degree out of context, maybe seen by some teacher as step back to out dated methods of learning and not in agreement with communicative approach to language learning this may be so, but the research evidence supporting the use of such an approach as one part of vocabulary learning program is strong.*

*1) There is a very large number of studies showing the effectiveness of such learning in terms of amount and speed of learning.*

*See Nation (1982), Paivio and Desrochers (1981) and Pressley et al. (1982) for a review of these studies .*

*Research on learning from context shows that such learning does occur but that it requires learners to engage in large amount of reading and listening because the learning is small and cumulative ( Nagy, Herman and Anderson , 1985 ) . This should not be seen as an argument that learning from context is not worthwhile .It is by far the most important vocabulary expansion,*

*however, it is not shows that learning from word cards (Nation, 1982).*

*Research on the learning of grammar shows that from focused instruction is a valuable component of a language learning course (Ellis 1990; Long, 1988) . Courses with a form focused component achieve better results than courses without such a component .The important issue is to achieve a balance between meaning and fluency development activities (Nation, forthcoming). Direct learning of vocabulary from cards is a kind of form focused instruction which can have the same benefits , perhaps even more markedly so, as form focused grammar instruction .*

## **2-2) What is vocabulary?**

*The noun vocabulary (or vocab for short) refers to the words used in a language.*

*The word vocabulary can have at least three different meanings:*

*All of the words in a language*

*New words are constantly being added to the vocabulary of English.*

*The words used in a particular context*

*If you want to do an MBA you need to improve your business vocabulary.*

*My neighbour is a doctor so he has an extensive medical vocabulary.*

*I've just bought a book on the vocabulary slang.*

*The words an individual person know*

*The teacher says that my vocabulary is good.*

*([https:// WWW.@1997-2016](https://WWW.@1997-2016) English club)*

## ***The importance of vocabulary:-***

*A major component of literary is " vocabulary " or the word employed by a language or in a field of knowledge . understanding novels and concepts is important for young student as they are confronted with a great deal of new terminology in the passages they read , especially in content areas such as science .science is a discipline that relies heavily on the students ability to understand new terms and concepts . A strong focus on vocabulary helps students understanding and communication using appropriate terminology and the incorporation of*

*images facilitate recall . this article discusses the relationship between science and literary , vocabulary instruction with the science classroom , and the use of imagery to enhance this instruction .*

*\*(Cohen,Marisa T. Kappa Delta pi Record 2012) .*

*Vocabulary is one of the five pillars of reading comprehension as set forth in no child left behind legislation .Reading comprehension depends upon the meaning readers give words. The more vocabulary words students know .The better they are able to comprehend .A large vocabulary opens students up to a wider range of reading materials, A rich vocabulary also improves students ability to communicate through speaking, listening and writing.*

*Researchers have stated that vocabulary deficiencies are a primary cause of academic failure in grades 3 through 12 ( Baumann and Kameenvi 1991; Stanorich 1986; Becker 1977 ). These researchers profess that direct and explicit instruction of a set number of vocabulary words will improve academic success in all content areas. Stahl and Fairbanks (1986) suggest that teaching students 350 words each year may improve learning by as much as 10 to 30%F u Their, in 1982 , Beck ,Perfetti , and Mckeown found that students who were given direct*

*instruction in word meanings were better able to discern the meanings of untarght*

*words than control subjects .*

*The important of vocabulary in writing:-*

*Every good mechanic has a toolbox full of Tools , some tools are used more than other ,but Everyone has a specific purpose .In much the same way ,writers have a "Tool book " is constantly growing and is filled with items like grammar ,punctuation , and capitalization rules*

*; figurative language , Rhythm , and vocabulary.*

*\*(By Keith S.Folse , coordinator of TESOL programs ,university of central Florida .2004.PP 1,3,6 .)*

*Ghazal (2007) reports that vocabulary is central to language and is building blocks of a language since they label objects , actions , ideas without which people cannot convey the intended meaning – prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field . Accordingly numerous types of approaches , techniques , exercises and prachice have been introduced into the field to teach vocabulary . It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at*



*equipping learning with strategies necessary to expand their vocabulary knowledge.*

*According to Baber and Bacon (1995 ) words serve different purposes when reading , writing and speaking . A reader need to recognize words and assign meaning to them , a writer and speaker most choose words to convey ideas . A person with a limited vocabulary will have difficulty expressing and understanding ideas.*

*To Shawn and Brynidssen (2000) a rich vocabulary is article element of reading ability. Research has identified vocabulary knowledge as the most important factor in reading comprehension. They state the strong link between reading and writing.*

*According to Carding and smith (1997) word knowledge has particular importance in literate societies –it contributes significantly to achievement in the subject of the school curriculum, most people feel that there is a common sense relationship between vocabulary and comprehension – message are composed of ideas, and ideas are expressed in words.*

*Pikulski and Templeton (2004) assume that it seems almost impossible to overstate the power of words ; they literally have changed and will continue to change .perhaps the greatest tools that can be given to student for succeeding not only in their education but more*



generally in life , is a large rich vocabulary and the skills of using those words .They also point out that the ability affected by language skills and word knowledge .In addition to the vital important of vocabulary for success in life , a large vocabulary is more specifically predicative and reflective of high levels of using words / vocabulary .

### **Types of vocabulary :-**

A good vocabulary gives student confidence and assurance in both written and verbal communication an increased affinity for reading and better performance at School.

It is important for student to be aware of the kinds of vocabulary they will encounter. Generally speaking, there are "7" types:-

- **synonyms:-**

Words that have similar meaning

- **Homonyms and Homographs:-**

Pair that are often confused, and how to keep them straight

- **Foreign words:-**

Words that English has borrowed from other Countries

- **Misleading Words:-**

*Ones that do not mean what they sound like*

- **Power Words:-**

*Words that evoke an emotional response when read or heard*

- **Antonyms:-**

*Knowing that antonym increase the changes of remembering a definition*

- **Verbal analogies: -**

*Testing critical thinking though relationship*

*Vocabulary skills are fundamental in reading critically .The benefit of a strong vocabulary are for reading. As an informed pared you are already aware that educational land caps has shifted dramatically this past year*

*( MS.Sarah Kim .English program coordinator MEK Revier .)*

- **\*Other types of Vocabulary:-**

*Vocabulary development a critical aspect of teaching especially in classes or school with high populations of English learners, Differentiating between types of*

vocabulary can help teacher decide how much effort to put into teaching particular vocabulary words as well as which strategies will most effective when teaching the words in today's post . Three types of vocabulary:-

### **\*Academic vocabulary:-**

It can be defined as words that are not tied to any particular course or content area .These are words that students may be exposed to during any subject or class whether it is math or social science .Typically there are words that regularly appear in academic texts and tests , academic vocabulary words often show up as the skill words in learning objective , but can occur at any point during a lesson as well because of this it is most effective to teach academic vocabulary words as they arise , within the context of a lesson .e.g :-

“consist, distribute , respond ,establish , indicate occur , recognize “

### **\*Content vocabulary:-**

It includes words that are specific to a given domain or subject area .Rarely being found outside of their particular content area. Often, these words can be found directly in the content standards and content vocabulary words are addressed extensively in the concept development of a lesson, through the use of clear

*definition, examples and checking for the foundation of a lesson. e ,g :-*

*“legislature, affixes , dialogue , exponents , cellular , respiration , circumference , photosynthesis ”*

***\*support vocabulary:-***

*These final type of vocabulary, consist of any remaining words that Els “and all other student “need to know in order to understand a particular sentence or phrase used in a lesson.*

*Support vocabulary words are unrelated to grade – level concepts and skills and can typically be found in reading passage or texts . these words are often not critical for the success of the lesson , so little time needs to be spent on teaching support vocabulary beyond ensuring that the students understand any meaning in the context of the lesson .E.g :-*

*“ starboard , attic , marbled , invested stock , hostler , galleon , calorimeter ”*

*(Vocabulary development part “1”)*

*(Data works ‘types of vocabulary)*

*There are four types of vocabulary: writing, listening, reading and speaking vocabularies*

*A vocabulary means both a list of words and the range of words known by any one person. A person's vocabulary develops with age and learning.*

*The word vocabulary entered the English lexicon in the 1530 and is derived from the Latin words vocabularium meaning a list of words. It gained its modern meaning, the sum of all words known by a person, in the 1700. Eminent writers such as William Shakespeare and Charles Dickens are known for their large vocabularies.*

*If the term used to mean a list of words, there are several types of vocabulary. These can be divided as : grammatical classes into adjective , noun , and verb .they also could be divided as diverse as emotions , colors , animals and human body parts .When dealing with the types of vocabulary , the four types of vocabulary including reading and writing are the most commonly used .*

*A person's knowledge of words is divided into two types of vocabulary: the active and the passive.*

*An active piece of vocabulary is a word a person used and a passive word is one that a person understand, but does not use .*

*\***A read vocabulary** is a passive one, this means it is the words understand by reader during reading a piece of written text. The person is able to recognize the form of letters and how they correspond to one another, and how their sum is understand .This also includes understanding word's spelling, meaning and ex act meaning in its context.*

*This is generally the largest type of vocabulary simply because a reader tends to exposed to more words by reading than by listening.*

*\***Listening vocabulary** is also passive type of vocabulary the listener is able to link the words being spoken to their meaning*

*This level of understanding is aided by word an context, intonation and if there is visual contact with the speaker, by gestures and facial expression. Listening like reading, an interpretation form of vocabulary*

*Also its word which recognize when listening to speech people may still understand words they were not exposed to before using cues such as " tone , gestures , the topic of discussion and the social context of the conversation .*

*\***Writing vocabulary** is the active vocabulary equivalent reading with reading it forms the core skills needed for someone to be literate. The writer demonstrate his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly*

*Also it can define into words are used in various forms of writing form formed essays to social media feeds.*

*Many written words not appear commonly in speech, writers generally use a limited set of words when communication: e.g :- if there are a number of synonyms a writer will have his own preference as to which of them to use .*

*He is unlikely to use a technical vocabulary relating to a subject in which he has no knowledge or interest*

*\***Speaking vocabulary** is all the words uses in speech. It's likely to be a subset of the listening vocabulary due to the spontaneous nature or speech, words are often misused*

*This misuse-through slight and unintentional may be compensated by facial expression, tone of voice*

*(Different types of vocabulary .wise GFF.mobile )*

*(Barnhart, Clarence lewis (ed) . (1968) the world book dictionary )*

*(Flynn, James Robert (2008) . Cambridge.)*

*(Lenkeit, Roberta Edward (2007) introducing culture an thropology*

*Bostn)*

## ***Approaches of teaching vocabulary:-***

*There are many different ways to teach vocabulary first it is important to decide what you actually want the students to know .Do you simply want students to be able to match a term to definition ? Or do you desire for the students to have a deep understanding to the term be able use it accurately and be able to generalize the term? Especially with standardized tests where the exact phrasing of questions is unknown to the teacher of questions is unknown the teacher in advance, usually the second goal is necessary for success. Let's look at how two teachers*

*Approach a vocabulary lesson using some nonsense words. Decide which one you think better teaches the new term*

*Mrs .snores begins her vocabulary lesson by writing the word 'vort' on the board she tells the students to copy the term into their notebook then states that the definition of a vort is an extravagant fancy covering sneen . She uses the term for the students in sentence by*



*stating your vort is beautiful she tells the students to write down the definition and sentence in their notebook also , as they are writing , Mrs , snores tells the students to write four sentence using the word vort for homework , then moves on to the next word .*

*Across the hall . Mrs clearly also writes the definition but also she displays a picture of vort . Yesterday we covered what sneen means? a students say that it is the word for head. Mrs clearly tells her she is correct and then asks someone to describe what extragant means and calls on several students to answer Mrs clearly concludes her explanation of the term by showing several examples of vorts and native American headdress .She also asked the students to share some examples of things that are not vorts*

*Students reply with visor and baseball cup .Mrs clearly has the students write down definition in their own words, list some examples and non. Examples and draw a picture that helps them understand the meaning of the word*

*Which lesson gave you a clearer understanding of vort? Obviously mrs. clearly led her students to more in-depth understanding of the word .Mrs snores did not do everything wrong ; using the word in a sentence for the students and adding it to the word wall are good*

*vocabulary teaching strategies . Let's spend more time exploring the strategies these teacher use and other for teaching vocabulary*

***\*Key to successful vocabulary lessons:-***

*One of the keys to teaching new vocabulary word is repetition, it takes using the word many times for the students to fully grasp its meaning, another key is context seeing the word used in writing and using it itself helps students learn the meaning. Motivation is also an essential element to learning*

*Students should enjoy rather than dread vocabulary work. Inserting fun activities into vocabulary teaching increases student motivation*

*[https://www.\( copyright 2003-2016 study .com](https://www.(copyright 2003-2016 study .com)*

# ***Chapter three***

## ***Methodology of the study***

## ***Introduction:-***

*This chapter has covered the procedure as the instrument used to carry out this study*

*It has no limits of population and area where the study was conducted and the statistical methods adopted in analysing the results of*

*The purpose of the study is to determine the teachers' attitudes towards teaching literature and strategies mostly used in teaching the different genres of literature*

## ***Population of the study:-***

*The population of this study consisted of the male and female English language teachers of the governmental schools in Khartoum. The research consisted of (30) teachers male and female*

## ***The sample of the study:-***

*The researcher intended to take all the population of the study as a sample to be more representative and to have more credible results. I collected (30) papers (12) male (18) female*

*(22) is B.A and (8) more than A.B*

## ***The study tools:-***

*In general, the procedure used for collecting the data for this study is a questionnaire which was prepared on the impact of teaching literature.*

# Chapter four

## *Data analysis*

## Introduction:-

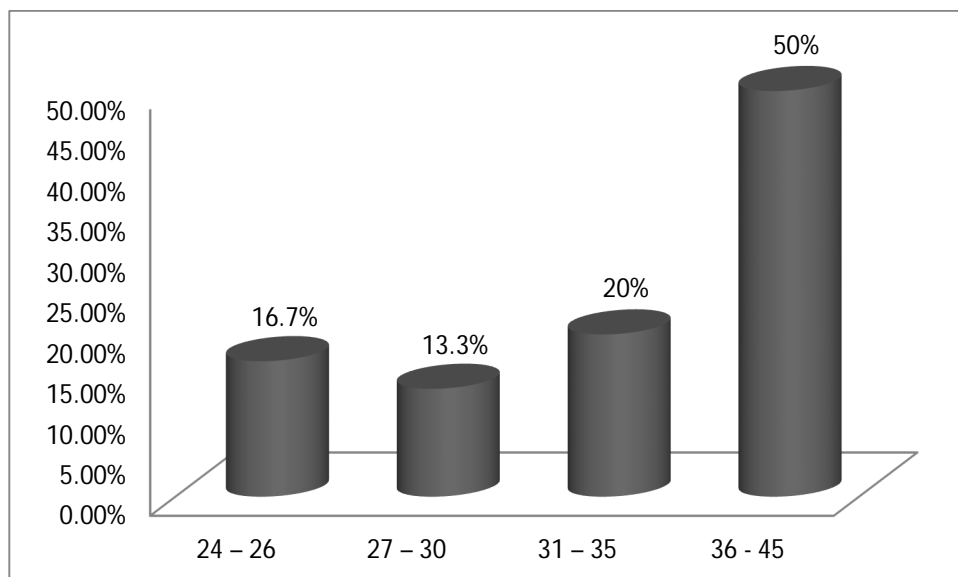
*This chapter presents and analysed the data of questionnaire after the teacher answered it*

## Analyze Data

Table (1)

**Age:**

Statement	Frequency	Percentage
24 – 26	5	16.7
27 – 30	4	13.3
31 – 35	6	20
36 - 45	15	50
Total	30	100

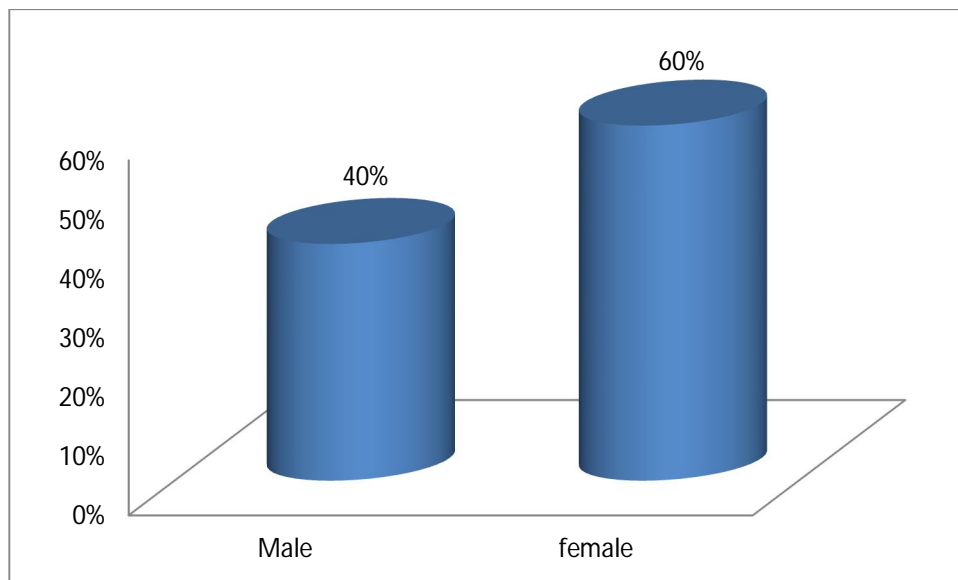


The above table and figure illustrate the percentage of the respondents of the Age group” (5) of individuals have age 24 – 26 years percentage (16.7%) and (4) of individuals have age 27 - 30 years percentage (13.3%) and (6) of individuals have age 31 - 35 years percentage (20%) and (15) of individuals have age 36 - 45 years percentage (50%)

Table (2)

**Sex:**

Statement	Frequency	Percentage
Male	12	40
female	18	60
Total	30	100



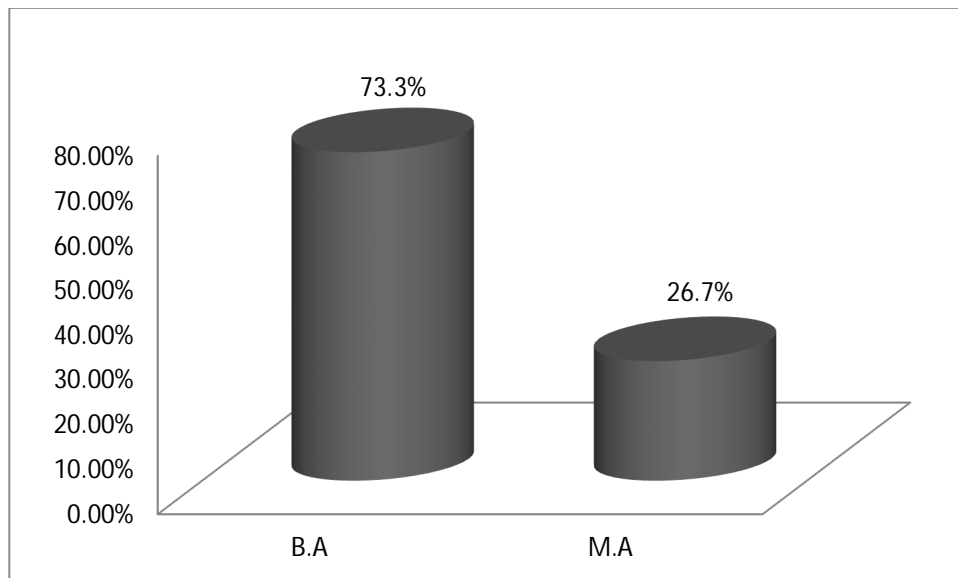


The above table and figure illustrate the percentage of the respondents of the sex” (12) of individuals said male with percentage (40%) and (18) of individuals said female with percentage (60%)

Table (3)

**Educational level:**

Statement	Frequency	Percentage
B.A	22	73.3
M.A	8	26.7
Total	30	100

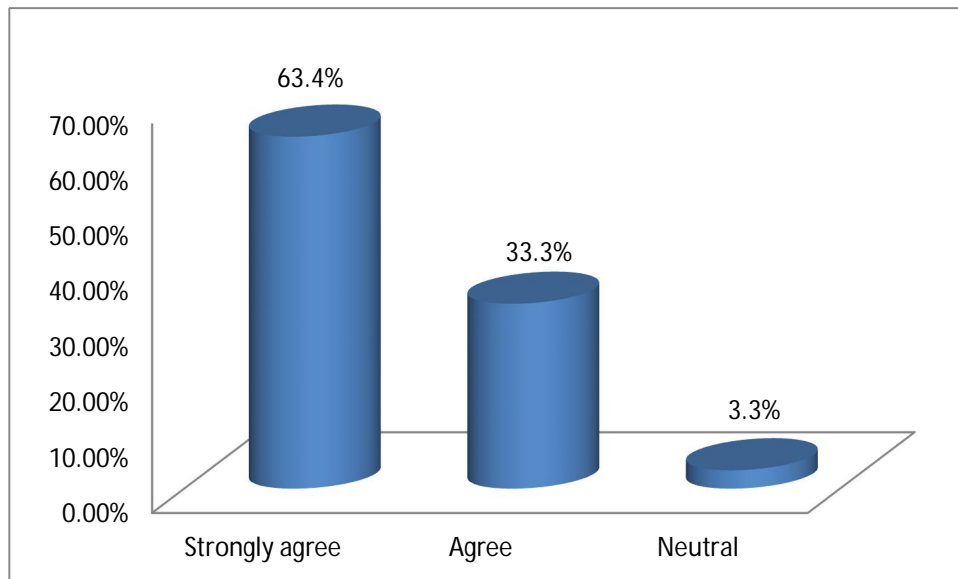


The above table and figure illustrate the percentage of the respondents of the Educational level” (22) of individuals said B.M with percentage (73.3%) and (8) of individuals said M.A with percentage (26.7%)

Table (4)

**Literature assists students of secondary school to improve English vocabulary**

Statement	Frequency	Percentage
Strongly agree	19	63.4
Agree	10	33.3
Neutral	1	3.3
Total	30	100

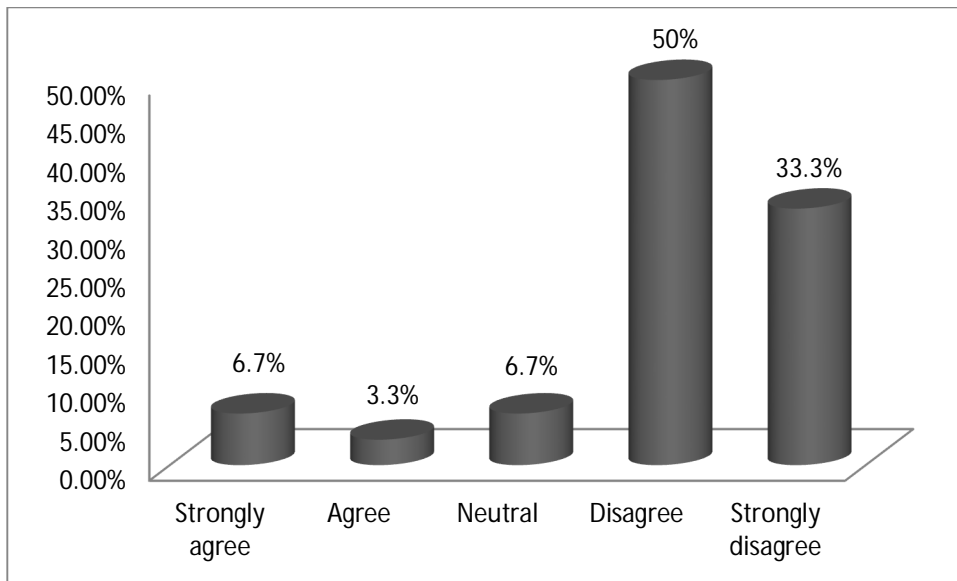


The above table and figure illustrate the percentage of the respondents to the statement of literature assists students of secondary school to improve English vocabulary is estimated by (96.7%) and those who disagree with the statement an estimated by (0%)

Table (5)

**Literature dose not assists students of secondary school vocabulary:**

Statement	frequency	Percentage
Strongly agree	2	6.7
Agree	1	3.3
Neutral	2	6.7
Disagree	15	50
Strongly disagree	10	33.3
Total	30	100

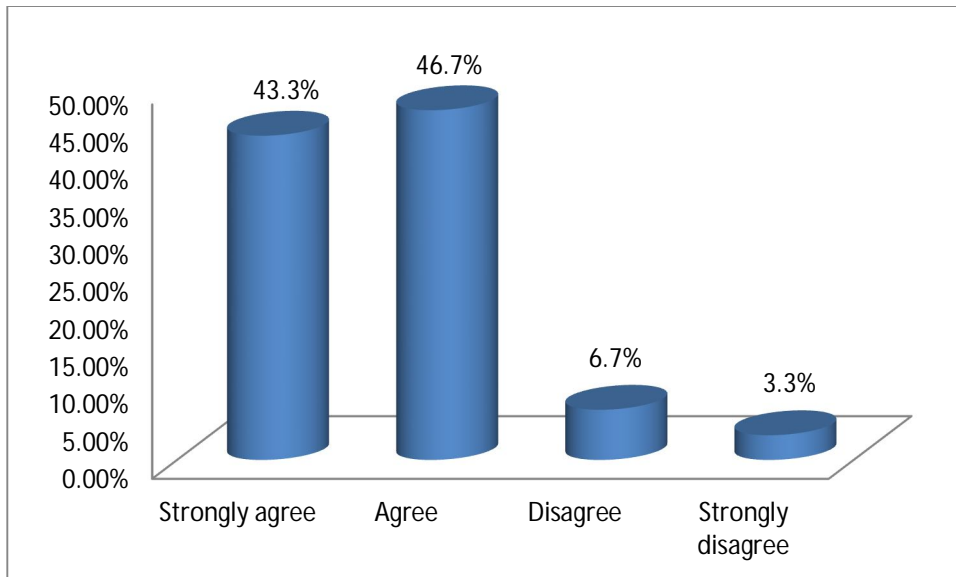


The above table and figure illustrate the percentage of the respondents to the statement of Literature dose not assists students of secondary school vocabulary is estimated by (10%) and those who disagree with the statement an estimated by (83.3%)

Table (6)

**Literature helps assists students of secondary school to enhance their English vocabulary:**

Statement	frequency	Percentage
Strongly agree	13	43.3
Agree	14	46.7
Disagree	2	6.7
Strongly disagree	1	3.3
Total	30	100

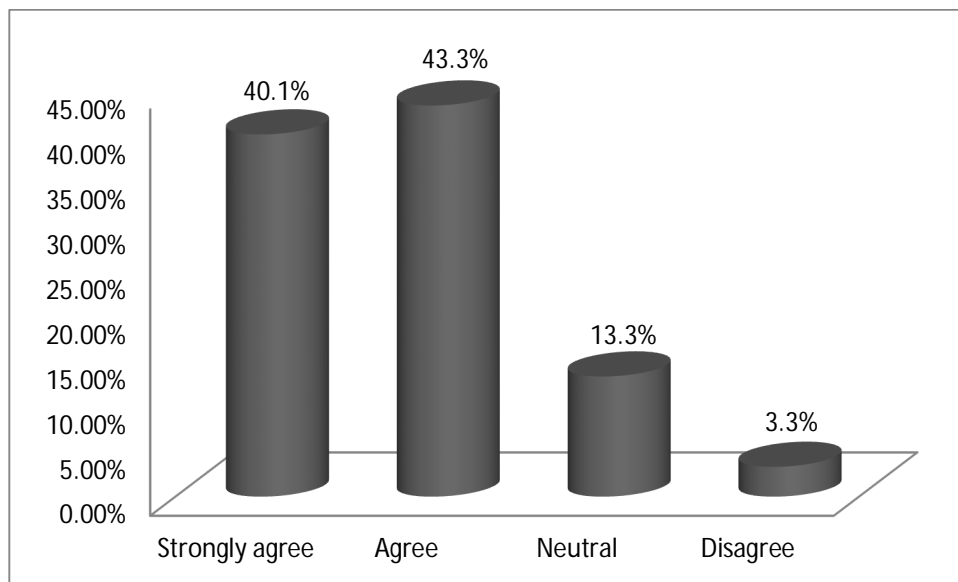


The above table and figure illustrate the percentage of the respondents to the statement of Literature helps assists students of secondary school to enhance their English vocabulary is estimated by (90%) and those who disagree with the statement an estimated by (10%)

Table (7)

**Literature enable students to improve their speaking:**

Statement	frequency	Percentage
Strongly agree	12	40.1
Agree	13	43.3
Neutral	4	13.3
Disagree	1	3.3
Total	30	100

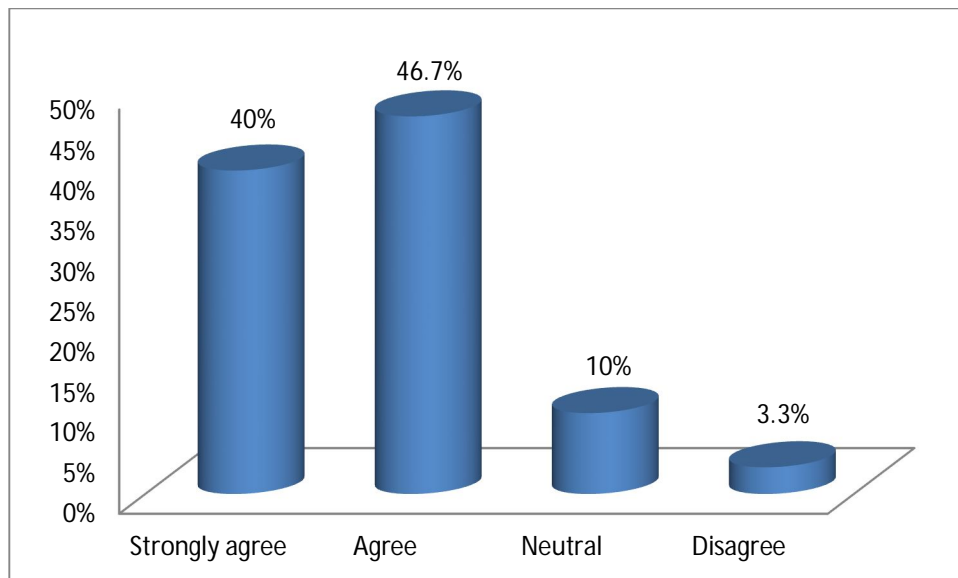


The above table and figure illustrate the percentage of the respondents to the statement of literature enable students to improve their speaking is estimated by (83.4%) and those who disagree with the statement an estimated by (3.3%)

Table (8)

**Literature affect on developing the students English vocabulary:**

Statement	frequency	Percentage
Strongly agree	12	40
Agree	14	46.7
Neutral	3	10
Disagree	1	3.3
Total	30	100

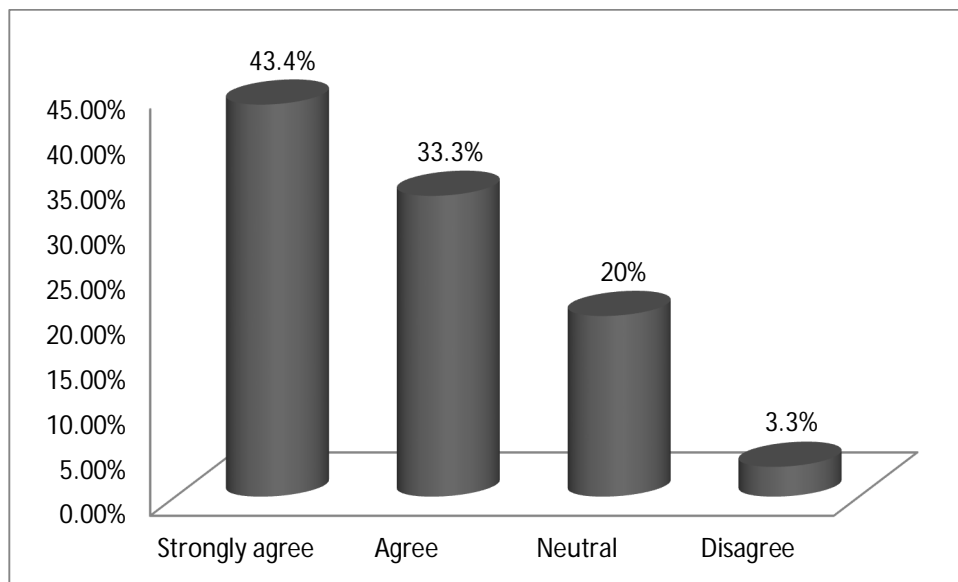


The above table and figure illustrate the percentage of the respondents to the statement of literature affect on developing the students English vocabulary is estimated by (86.7%) and those who disagree with the statement an estimated by (3.3%)

Table (9)

**Literature increases the capacity of students English vocabulary:**

Statement	frequency	Percentage
Strongly agree	13	43.4
Agree	10	33.3
Neutral	6	20
Disagree	1	3.3
Total	30	100

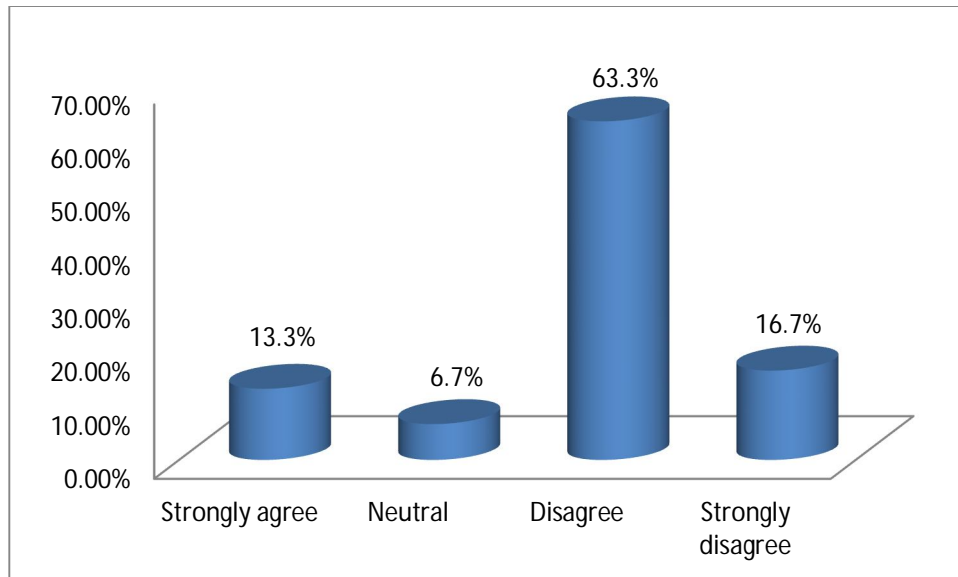


The above table and figure illustrate the percentage of the respondents to the statement of literature increase the capacity of students English vocabulary is estimated by (76.7%) and those who disagree with the statement an estimated by (3.3%)

Table (10)

**Literature dose not help students English vocabulary to write correct paragraph:**

Statement	frequency	Percentage
Strongly agree	4	13.3
Neutral	2	6.7
Disagree	19	63.3
Strongly disagree	5	16.7
Total	30	100



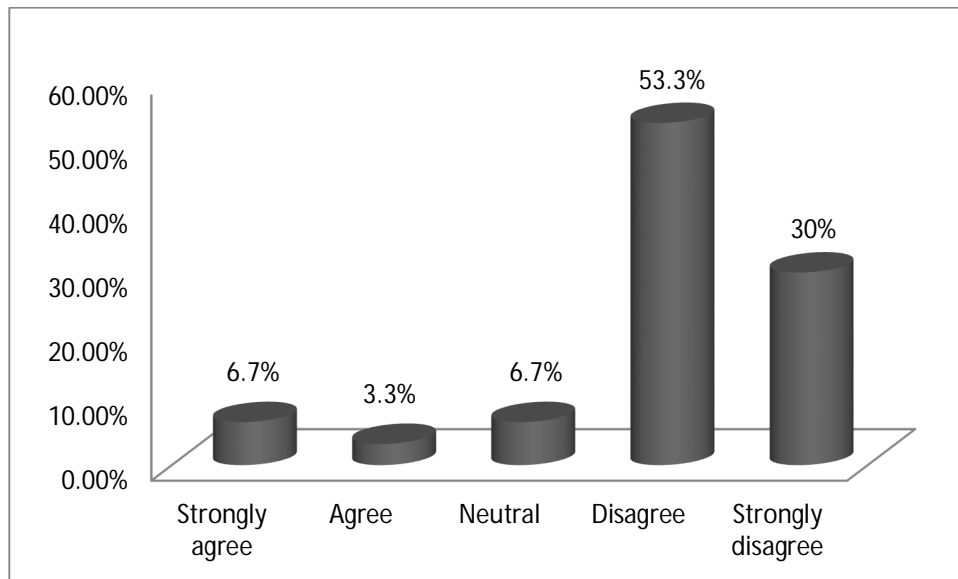
The above table and figure illustrate the percentage of the respondents to the statement of literature dose not help students English vocabulary to write correct paragraph is estimated by (13.3%) and those who disagree with the statement an estimated by (80%)



Table (11)

**Literature dose not help an effect role to increase students English vocabulary**

Statement	Frequency	Percentage
Strongly agree	2	6.7
Agree	1	3.3
Neutral	2	6.7
Disagree	16	53.3
Strongly disagree	9	30
Total	30	100

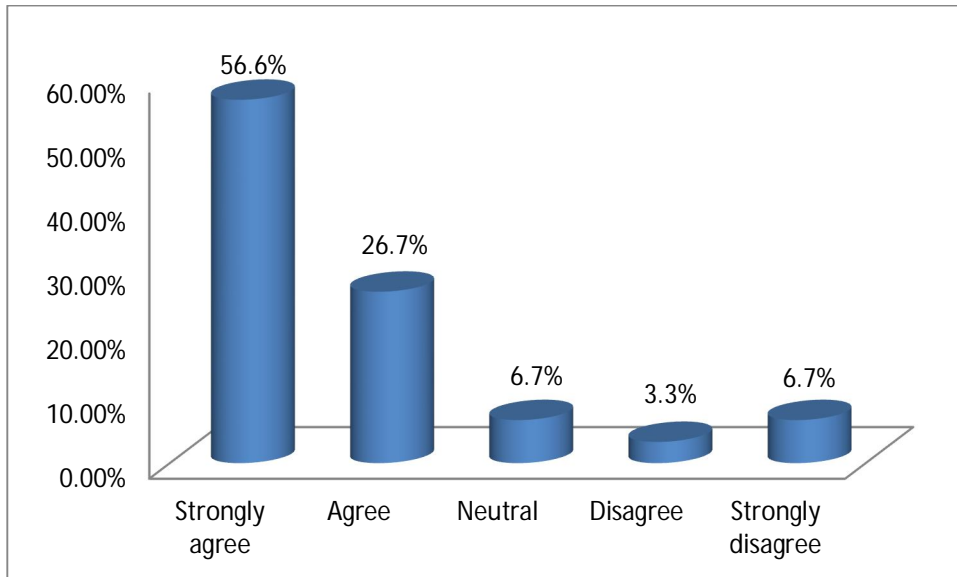


The above table and figure illustrate the percentage of the respondents to the statement of literature does not help an effect role to increase students English vocabulary is estimated by (10%) and those who disagree with the statement an estimated by (83.3%)

Table (12)

**Students of secondary school get benefit from studying English literature:**

Statement	frequency	Percentage
Strongly agree	17	56.6
Agree	8	26.7
Neutral	2	6.7
Disagree	1	3.3
Strongly disagree	2	6.7
Total	30	100

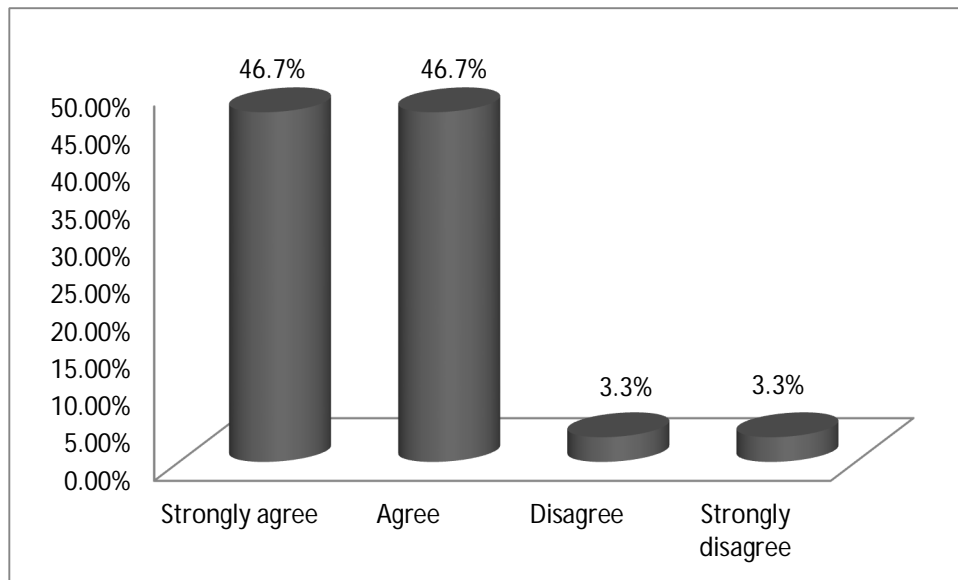


The above table and figure illustrate the percentage of the respondents to the statement of students of secondary school get benefit from studying English literature is estimated by (83.3%) and those who disagree with the statement an estimated by (10%)

Table (13)

**Literature is useful for students of secondary school to develop their sense of vocabulary:**

Statement	Frequency	Percentage
Strongly agree	14	46.7
Agree	14	46.7
Disagree	1	3.3
Strongly disagree	1	3.3
Total	30	100

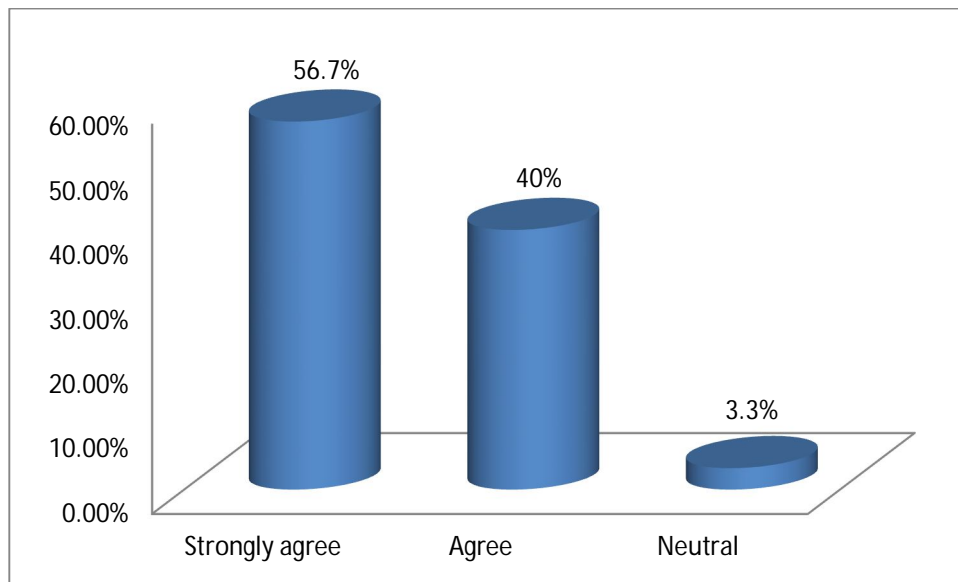


The above table and figure illustrate the percentage of the respondents to the statement of Literature is useful for students of secondary school to develop their sense of vocabulary is estimated by (93.4%) and those who disagree with the statement an estimated by (6.6.%)

Table (14)

**Literature is useful for students of secondary school to develop their awareness of vocabulary:**

Statement	Frequency	Percentage
Strongly agree	17	56.7
Agree	12	40
Neutral	1	3.3
Total	30	100

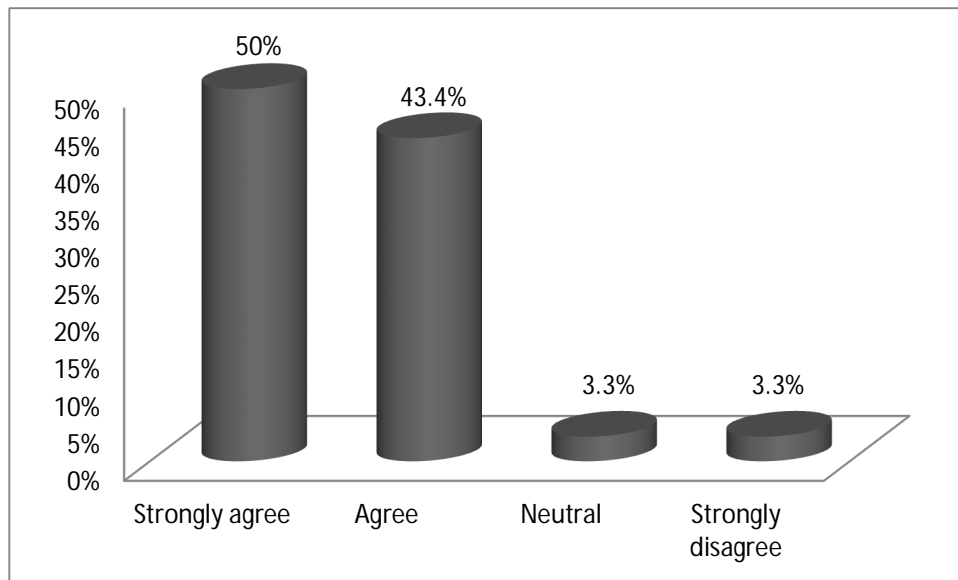


The above table and figure illustrate the percentage of the respondents to the statement of Literature is useful for students of secondary school to develop their awareness of vocabulary is estimated by (96.7%) and those who disagree with the statement an estimated by (0%)

Table (15)

**Literature is useful for students of secondary school to develop their imagination:**

Statement	Frequency	Percentage
Strongly agree	15	50
Agree	13	43.4
Neutral	1	3.3
Strongly disagree	1	3.3
Total	30	100



The above table and figure illustrate the percentage of the respondents to the statement of literature is useful for students of secondary school to develop their imagination is estimated by (93.4%) and those who disagree with the statement an estimated by (3.3%)

Table (16)

**Statistics:**

No	Statements	Mean	Median	Chi-square	Sig	Results
1	Literature assists students of secondary school to improve English vocabulary	1.4	1	16.2	0.000	Strongly agree
2	Literature dose not assists students of secondary school vocabulary	4	4	25.7	0.000	Disagree
3	Literature helps students of secondary school to enhance their English vocabulary	1.8	2	19.3	0.000	Agree
4	Literature enable students to improve their speaking	1.8	2	14	0.003	Agree
5	Literature affect on developing the students English vocabulary	1.7	2	16.7	0.001	Agree
6	Literature increase the capacity of students English vocabulary	1.8	2	10.8	0.013	Agree
7	Literature dose not help students English vocabulary to write correct paragraph	3.7	4	24.1	0.000	Disagree
8	Literature does not play an effect role to increase students English vocabulary	4	4	27.7	0.000	Disagree
9	Students of secondary school get benefit from studying English literature	1.8	1	30.3	0.000	Strongly agree
10	Literature is useful for students of secondary school to develop their sense of vocabulary	1.7	2	22.5	0.000	Agree
11	Literature is useful for students of secondary school to develop their awareness of vocabulary	1.5	1	13.4	0.001	Strongly agree
12	Literature is useful for students of secondary school to develop their imagination	1.6	2	22.8	0.000	Agree

From the table above we observe that the question indicated that all the probable values in chi-square was a little or than less of significant standard ( 0.05 ) that stand for the many different has statical evidances among the view of researchable except.

# ***Chapter five***

## ***Conclusion***



## **Introduction:-**

*This chapter will draw the threads of the study and together by answering the research question and verifying the hypotheses . Data from chapter four will be accumulated under each question and hypotheses*

## **Findings:-**

*Literature assists students of secondary school to improve English language vocabulary*

*Literature dose not play an affect role to increase students English vocabulary*

*Students of secondary schools get benefit from studying English vocabulary*

*Literature is useful for students of secondary school to develop their imagination .*

## **Recommendations:-**

*Literature increase the capacity of the students English vocabulary*

*Literature is useful for students of secondary school to develop their awareness of vocabulary*

*Literature enables students to improve their speaking*

## ***Summary:-***

*This chapter presented the conclusion and recommendation of study*

*The conclusion provided answer to the research questions and verified the hypotheses.*

*Also recommendations were offered and suggestion for further research were proposed*

## **Reference:-**

- 1. By Keith S.Folse, coordinator of TESOL programs,University of central Florida .2004.PP 1,3,6 .)**
- 2. (Barnhart, Clarence lewis (ed). (1968) the world book dictionary)**
- 3. (Cohen ,Marisa T. Kappa Delta pi Record 2012) .**
- 4. (Different types of vocabulary .wise GFF.mobile )**
- 5. (Data works 'types of vocabulary .)**
- 6. (Flynn,James Robert (2008) . Cambridge**
- 7. [https://www.\( copyright 2003-2016 study .com\)](https://www.( copyright 2003-2016 study .com)**
- 8. (In Schmit, N. and M.McCarthy (Eds:**
- 9. Vocabulary: Description, Acquisition and pedagogy (p p.6-19). Cambridge: Cambridge university press. version: sept 1997)**
- 10. (Lenkeit, Roberta Edward (2007) introducing culture an thropology Bostn)**
- 11. (Vocabulary development part "1")**

# *Appendixes*

# *Teacher's questionnaire*

## *Dear Teacher*

This questionnaire is a part of research designed to investigate the impact of vocabulary on secondary school students in learning English through supplementary material ( literature ) .

**This survey is meant to explore our idea on a number of issues I assure you that the information provided will be highly confidential and use only for the purpose of academic research.**

I hope that you participate by providing answer for all items your participation is highly appreciate

Personal information:

Please tick (v) the appropriate answer for your choices

Age: 24-26 ( ) 27-30 ( ) 31-35( ) 36-45( )

Sex: Male ( ) Female ( )

Educational Level: B.A( ) M.A( ) BHD ( )

<i>Statement</i>	<i>Strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1) <i>Literature assists students of secondary schools to improve English vocabulary</i>					
2) <i>Literature dose not assist students of secondary school vocabulary</i>					
3) <i>Literature helps students of secondary school to enhance their English vocabulary</i>					
4) <i>Literature enable students to improve their speaking</i>					
5) <i>Literature affect on developing the students English vocabulary</i>					
6) <i>Literature increase the capacity of students English vocabulary</i>					
7) <i>Literature dose not help students English vocabulary to write correct paragraph</i>					
8) <i>Literature dose not play an effect role to increase students English vocabulary</i>					
9) <i>Students of secondary school get benefit from studying English literature</i>					
10) <i>Literature is useful for students of secondary school to develop their sense of vocabulary</i>					
11) <i>Literature is useful for students of secondary school to develop their awareness of vocabulary</i>					
12) <i>Literature is useful for students of secondary school to develop their imagination</i>					



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