Sudan University of Science and Technology

College of Graduate Studies

College of Education

Investigating the Impact of Dropping out Literature from Sudanese Syllabuses on Secondary Schools Students' English Vocabulary knowledge

(A Case Stud y of ALfasher Model Secondary School Third Year Students in El fashier Municipality)

تقصي أثر حذف الأدب الإنجليزي من المناهج السودانية على مفردات اللغة الإنجليزية لطلاب المدارس الثانوية

A Thesis Submitted In Fulfillment of The Requirements for the Degree Of PhD In Education,(ELT)

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Dedication

I dedicate this work to the soul of my deceased father (may Allah rest him in Peace), to all members of my family and to my colleagues.

Acknowledgements

Abstract

This study aimed at investigating the effect of dropping out English literature from Sudanese syllabuses on secondary schools students' English vocabulary knowledge. The study highlighted the importance of teaching literature among the students of secondary schools and its role in developing English language and its direct positive effect on language vocabulary in both secondary and university level. Moreover, the study confirmed the great role of English literature in improving and increasing English vocabulary knowledge in particular and other skills in general.The study looked into the views of teachers on the absence of English literature from Sudanese Syllabuses. The researcher adopted the experimental and descriptive methods and used population and sample of the study that included a test for hundred secondary school students and a questionnaire for hundred secondary school teachers as tools for collecting data. After analyzing the collected data by SPSS program, the results have shown that teaching and learning literature play a vital role in developing the English language process. In addition, it creates interesting and enthusiastic learning atmosphere within class room interaction. Moreover, it confirmed that the absence of English literature has negatively affected on student's English vocabulary knowledge. The study also emphasized the significance of teaching English literature and its effective role in expanding student's English language vocabulary knowledge. The study also offered some recommendations to the related authorities such as the importance of teaching English literature for students and that it should be included in the curricula and its exam question should be obligatory in Secondary School Certificate Examination. Additionally, training teachers regularly in the methods and techniques of teaching literature is so necessary in order to achieve its intended aims.

Abstract

Arabic Version

المستخلص

هدفت هذه الدراسة لتقصي أثر حذف الأدب الإنجليزي من المناهج السودانية علي مفردات اللغة الانجليزية لطلاب المدارس الثانوية . وأشارت الدراسة إلي أهمية تدريس الأدب الإنجليزي بين طلاب المرحلة الثانوية ودوره في تطوير اللغة الإنجليزية وأثره الإيجابي المباشر علي مفردات اللغة في المرحلتين الثانوية والجامعية. وأكدت الدراسة الدور الكبير الذي يلعبه الأدب الانجليزي في تحسين وزيادة معرفة مفردات اللغة الانجليزية بصفة خاصة والمهارات اللغوية الأخرى بصفة عامة. كما بحثت الدراسة أراء المعلمين حول حذف الأدب الانجليزي من المناهج السودانية. وقد أتبع الباحث المنهج التجريبي الوصفي واستخدم عينة مجتمع الدراسة التي تتضمن الاختبار لمائة من طلاب المدارس الثانوية وكذلك الاستبانة لمائة من معلمي المرحلة الثانوية كأدوات لجمع البيانات. بعد تحليل البيانات عبر برنامج الحزم الإحصائية للعلوم الاجتماعية أوضحت النتائج أن تدريس الأدب الإنجليزي يلعب دوراً فعالاً في تحسين العملية التعليمية. بالإضافة إلى خلق أجواء حماسية ممتعة داخل حجرة الدراسة . كما أكدت الدراسة أن غياب الأدب الانجليزي أثر سلباً علي معرفة مفردات اللغة للطلاب . وأكدت الدراسة على أهمية تدريس الأدب الإنجليزي للطلاب ودورة الفعال في توسيع معرفة مفردات اللغة للطلاب. كما أوصت الدراسة بعدد من التوصيات للجهات ذات الصلة منها أهمية تدريس الأدب الانجليزي للطلاب ضمن المناهج الدراسية و ضرورة تضمين سؤال الأدب الانجليزي إجبارياً في امتحان الشهادة الثانوية ، بالإضافة إلى تدريب المعلمين بصورة مستمرة علي طرائق وتقنيات تدريس الأدب الإنجليزي لتحقيق أهدافه المنشودة .

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CHAPTER ONE

Introduction

1.0 Background

Today, English is a universal language used as a second language by many people throughout the world. English is a language of communication and technology. It plays a significant role in language learning and teaching process. One of the most fascinating aspects of human development is the ability to learn language through its culture which cannot be separated from the language that always should go together. It is obviously observed that culture provides learners of English with high grades of communication skills.

So teaching and learning literature contribute to improve students English vocabulary and it will promote and sustain reading skills as well as language learning process. The main goal of teaching literature is to develop student's English vocabulary knowledge that gives them ability to speak and to write. However literature can be used as the basic subject to support learning a language and it could be helpful and useful for the classroom interaction.

Investigating the effect of dropping out literature (supplementary graded readers) from Sudanese syllabuses on secondary student's English vocabulary knowledge is the backbone of the researcher's account to be carried out from (1995 up to 2010).

Literature involves the study of the target culture which represent the well known literature forms: such as fiction, drama and poetry. However teaching language through literature is an ideal way of developing student's English vocabulary knowledge that leads them to the accuracy and proficiency of the language. If so, why it was being dropped out from Sudanese syllabuses? Learning literature, so far it encourages students to study language focusing on vocabulary that helps students to improve their integrative skills. Literature is considered as one of the major sources of vocabulary, students knowledge is broaden through interacting with the literary texts including usage of considerable amount of useful vocabulary. Literature is representational language of literary texts that involves the learners and engages their emotions, as well as their cognitive faculties, so literary works develop students' imagination and enhance their empathy to others and lead them to develop their own creativity. Also it gives students the opportunity to learn more about literary devices that occur in other genres. Literature does not consist of body of knowledge that you can learn in the conventional sense, but it is the study of imagination ,interpretation and exploration.

1.1 Problem of the Study

While the researcher was teaching in secondary schools, he observed that the students English vocabulary has become weak due to the absence of literature from Sudanese syllabuses in(1995-2010) that provoked the researcher to conduct this study and to find out radical solutions for this profound problem for this concern. This is the main reason that motivated the researcher to conduct this study in order to investigate and explore the impact of dropping out English literature from Sudanese Secondary School Curriculum and the negative effects on students English vocabulary knowledge. Moreover, this study investigates teachers views on the absence of literature in the Sudanese syllabuses and to figure out whether studying and teaching literature play a vital role in the field of English language learning process exactly in their English vocabulary knowledge. Therefore, the study is conducted in order to assist EFL learners to improve and develop English language by studying English literature. It seems that the absence of English literature in the current Sudanese syllabuses caused many problems that confront students from that period up to now on mastering English language learning exactly in their English vocabulary knowledge.

1.2 Questions of the Study

The present study attempts to find answers for the following questions:

1. To what extent does teaching literature assist students to build up active vocabulary inside the classroom ?

2.How far do teaching and learning literature can positively affect on developing English vocabulary among secondary schools' students?

3.To what extent does absence of literature affected negatively on students English vocabulary knowledge?

1.3 Hypotheses of the Study

The present study adopts the following as its hypotheses:

1.Teaching literature (supplementary graded readers) helps secondary school students to build up active vocabulary.

2. Teaching and learning literature can positively affects on developing English vocabulary among secondary school students.

3. Absence of English literature affects negatively on students English vocabulary knowledge.

1.4 Objectives of the Study

The present study aiming at the following:

1.To find out the importance of teaching literature (supplementary graded readers) that assists students to build up considerable amount of vocabulary inside and outside classroom.

2. To promote and consolidate students English vocabulary knowledge through teaching literature.

3. To reflect teachers' views on the absence of literature from Sudanese syllabuses and investigate its effect on secondary schools' students

1.5 Significance of the Study:

The study concentrates mainly on investigating the impact of dropping out literature (supplementary graded readers) from Sudanese syllabuses on student's English vocabulary knowledge that affected on their performance in language learning process. The study sheds light on the influence of dropping out literature during that period and its effect on student's English vocabulary. This study is considered significant for a number of reasons: that the aim of studying literature is to promote learning language and to encourage students as well as teachers to study and focus on literature that enriches the students' English vocabulary knowledge and contributes in sentence constructions as well. One of the vital role of literature is to generate and create positive attitudes towards language learning. Moreover, it maintains students interests and enjoyment in their learning English language inside and outside classroom.

1.6 limits of the Study:

This study is limited to:

The absence of English literature from Sudanese syllabuses on student's English vocabulary with the reference to the teachers' views who have been teaching English in general and literature in particular. Those who came from different states of Sudan to mark secondary school examinations in Elzuhoor Model Secondary school for girls in Khartoum Municipality in sixth of May 2017 . They have great deal of teaching English language for considerable period of time. This study will be restricted to the investigation of the effect of dropping out literature(supplementary graded readers) from Sudanese syllabuses and its effects on students' English vocabulary from (1990 up to 2010) The researcher selected some literary extracts that had been taught to the students of the experimental group in Elfasher model Secondary School for girls in 21st of January 2016.

1.7 Definitions of Terms

Dropping: for being erase out for a particular period of time

Literature: The collective body of literary productions which included short stories ,novels ,drama and poems

Vocabulary : includes those words that we recognize and use in reading and writing. or lexical

items that gained through studying and learning literature.

Knowledge: The word knowledge requires knowing form ,the meaning and the use of the word

Attitudes :the posture as indicating action or feeling of a figure.

Syllabus: A plan of what is to be achieved through our teaching and our students learning or the brief statement of topics which will be covered during an academic course.

1.8 List of Abbreviations

ELT   English Language Teaching

EFL   English as a foreign Language

ESL   English as Second Language

TESL   Teaching English as Second Language

TEFL   Teaching English as Foreign Language

EFL   English as foreign Language

TESL   Teaching English as Second Language

TEFL   Teaching English as Foreign Language

EFL   English as foreign Language

SPSS   Statistical package of Social and Science Studies

MLU   Multi Lexical Unit

TESOL   Teaching English to Speaker of Other Languages

ESO   English for Speaker of Other Languages

EST   English for Science and Technology

1.9   Summary of the Chapter

The construction of this chapter begins with the background of the study that introduces statement of the research problems, questions of the study, hypotheses of the study, objectives of the study and significance of the study as well as limits of the study and finally the definitions of terms and a list of a abbreviations that all included in this chapter.

Chapter Two
Literature Review and Previous Related Studies

2.0   Overview

Throughout the 1970s up to the time, studying and learning literature has been gaining an extensive reconsideration within the language teaching profession. The inclusion of literary work in ESL /EFL classes has attracted more interest among teachers, language learners generally and more studies focus on how to use literature in EFL/ESL classes are conducted.

This interest in using literature in language teaching lies in three interrelated elements : authenticity, culture and personal growth (Collie and Slator,1991:4;or 1996:204). First ,of all, literary texts can be more beneficial than informational e materials in stimulating the acquisition process as they provide authentic contexts for processing new language. Since literary texts contain language intended for native speakers ,literature stand as a model for language learners to become familiar with different forms and conventions (Collie and Slator, 1991 : 4; or , 1996 :201). Containing real examples of grammatical structures and vocabulary items, the literary text raise learners awareness of the range of the target language and advance their competence in all language skills (Pov,1967).Second, using literature in language teaching has the advantage of providing cultural information about the target language learning process. Literary texts increase foreign language learners' insight into the country and the people whose language is being learnt (Collie and Slator, 1991), which fosters learners' ability to interrupt discourse in different social and cultural target language contexts. (Savvidou, 2004). Finally , since literature enables students to understand and appreciate other cultures, societies and ideologies different from their own, it encourages personal growth and intellectual development (Carter and Long , 1991:2-4).

Among literary genres, short stories seem to be the most suitable choice for integrating literature inside and outside EFL classes due to their potential to help students build up a good basis of vocabulary and to enhance the four skills : listening, speaking, reading and writing more effectively because of the motivational benefits embedded in them.

2.1 Conceptual Frame works

2.1.1 Various Definitions of Literature

There are possible ways of defining literature:

A. Literature could be a sort of disciplined technique for arousing certain emotions. (Iris Murdoch, the listener, 1978).

B. Great literature is simply language charged with meaning to the utmost possible degree (Errapeund, How to read, part 11).

C. Literature is a creative writing of recognized artistic value. (Wordnet.Princeton.edu/per/webwn).

D. Literature is the art of written works. (Wordnet.Princeton.edu/per/webwn)

E. Literature is broadly defined as any Written or spoken material, but the term most often refers to creative works. (WWW.gole.com).

F. Literature is the body of written works, the collected creative writing of nation ,people,group or culture, all papers, treaties,…ect, published in academic journal on particular subject ,written fiction of high standard.(en.wiktionary.org/ wtkt/ lit.com).

G. Literature is a written works of fiction and nonfiction in which compositional excellence and advancement in the art of writing at higher priorities than considerations of profit or commercial appeal. (WWW.brochure .design.com).

H. Literature is a term used to describe written or spoken material , Broadly speaking literature is used to describe anything from creative writing to more technical or scientific works but the term is most commonly used to refer to works of the creative imagination, including works of, drama ,fiction and nonfiction.(http://classic lit.about.com).

Literature is broadly defined as any written or spoken material, but the term most often refers to creative works, literature include, poetry, drama fiction and many kinds of nonfiction writing as well oral dramatic and broad cost compositions not necessarily preserved in written format such as films and television programs.(htt://www.gole.cengage.com). Accessed on 23th April 2016

The researcher think that all these definitions give general view of the term literature and it includes all the necessary information about the term literature, therefore the researcher concludes that literature promotes and sustains language learning process generally and plays a vital role in developing vocabulary specifically through teaching literature. This is an ideal and perfect way of defining the term of literature.

2.1.2 Literary Genres:

Literary genres deal with the works of literature such as fiction, drama and poetry.

2.1.2.1 Fiction:

The term fiction is a general concept, which is used to refer to the art of storytelling that is recognized in the various fictional forms such as short story ad novel. Fiction is a form of literature which is different from drama and poetry. However it is differentiate literary genre of its own.

Fiction is basically a narrative that is told in prose. Different forms of fiction have various purposes such as psychological problems, history of nations, the life of society or community, economic condition and super natural terrors. The short story is a form of prose fiction it usually narrates a limited number of events with concentration on a single aim with one plot, it often involves a small number of characters. One main difference between short story and the novel is that the short story is more economical, short and does not allow for elaboration . Usually there is one single main point around which the whole story revolves, and there is one plot. However, in the novel there is more room for detailed descriptions and elaborated treatment of characters, setting and theme.

The novel is an extended work of prose fiction .It describes human lives at large, the novelist tells the reader about this or her personal option of live. It reflects human life in the universe around   us in a kind of representation.

The English novel has enriched English literature with many master pies written by great novelist (Widowson,1984,p.149).

2.1.2.2 Drama:

Drama is the form or genre of literature which is intended to be performed usually in some sort of theater. Drama is both similar to and different from the other forms of literature .Drama is just like fiction and poetry in being a text which aims at communicating ideas about certain issues. However, it differs from both fiction and poetry in several aspects. Drama has one characteristic peculiar to itself ,it is written mainly to be performed, not to be read .Moreover, drama uses dialogue most works of drama are divided in to acts and scenes.

Plays can be classified in to different types, never the less it will specify in to the major types such as comedy, tragedy and tragicomedy. (BrumFt and Carter,1982).

2.1.2.3 Poetry:

Poetry is a form or genre of literature .It is an art, the term verse is also used to refer to poetry in general. Poetry like fiction and drama has its own elements, some of which are similar to those of the other and some are different.

There are different poetic forms such as dramatic poetry, narrative poetry, the sonnet and lyric poetry….etc .Elements of poetry should be figured out during study if poem for instance structure and form, figurative of speech sound. .(htt://classic lit –about .com). Accessed on 26th April 2016.

2.1.3 The Importance of Reading Literature

Literature represents a language or a people: culture and tradition. But literature is more important than just a historical or cultural artifact Literature that introduces to new worlds of experience. learn about books and literature, enjoy the comedies and the tragedies of poems, stories and plays and we may even grow and evolve through our literary journey with books .Ultimately, may discover meaning in literature by looking at what others say and how he, she say it. may interpret the another's message in academic circles , this decoding of the text is often carried cut through the use of literature theory, using mythological, sociological, psychological, historical, philosophical or other approaches. Whatever critical paradigm use to discuss and analyses literature, there is still an artistic quality to the works. Literature is important to use because it speaks to, it is a universal and it affects .Even when it is ugly, literature is beautiful.(htt://classic lit –about .com). Accessed on 26th April 2016.

2.1.4. Advantages and Disadvantages of Literature Teaching.

2.1.4.1 Advantages of Literature Teaching.

According to Julian Lazer,(2010 :22) there are several advantages for teaching literature in the class room. They could be stated as the follows

- Literature can be very enjoyable to read.

- Literature provides examples of different styles of writing and representations of various authentic uses of the language.

- It is a good basis for vocabulary expansion.   - Literature fosters reading skill.

- It can supply an excellent jump off point discussion or writing.

- Literature involves emotions as well as intellect, which adds to motivation and may contribute to personal development.

- Literature apart of the target culture and has value as a part of the learner's general education.

- It encourages empathetic, critical and creative thinking.

- Literature contributes to world knowledge.

-Literature raises awareness of different human situation and conflicts.

2.1.4..2 Disadvantages of Teaching Literature

- Much literature is written in language that may be difficult for foreign language learners to read.

- Can use simplified versions, but there is poor representation of the original.

- Many literary texts are long and time consuming to teach.

-T he target language culture on which the literature is based is alien to learners and may be difficult for them to relate to:

- By using texts as a basis for language teaching may spoil learner's enjoyment and appreciation of them as literature.

- Students of science and technology may find literature irrelevant to their needs.

(@ Cambridge University press 1996).

2.1.5 The Language of Literature

Literature involves a special or unusual use of language.This is probably because there is no particularly literary language which can be isolated and analyzed in the same way as the language of specific fields such as law, media, and news papers.

May linguists have pointed out that there is a number of features of literary language which can be isolated. Many of these features occur in other forms of discourse as well ,but in many literary texts they combine to a highly unified and consistent effect, which strongly reinforces the message of the text. Literature does not constitute a particular type of language in itself ,but that may reveal a higher incidence of certain kinds of linguistic features which are tightly patterned in the text .The features are generally considered to be among those which tend to predominate in literary texts. On the other hand have also seen that they can be found in other forms of discourse as well example of linguistic features such as metaphor, simile, Assonance, Alliteration, Repetition of word or phrase unusual syntactic patterns ,Double or multiple meaning of word ,poeticisms and mixing of styles and registers have explored the notion that literary language is relative rather than absolute, in that certain texts or parts of a text may exhibit more of those linguistic features than others .Literary language is therefore not completely separate

from other forms of language. This obviously has some implication for the use of literature in the language class room. BrumFt and Carter said that: "Since literary language is not

completely different or separate from other kinds of language, so studying literary texts can help to improve students over all knowledge of English''. If contrast literary texts literary texts with other forms of discourse find that the superiority of literary language can be demonstrated. In order to appreciate literary text, students will need some assistance in understanding and analyzing the linguistic features which make up a text. (BrumFt and Carter,1 Leech and Short said that: "Activities and tasks can be used with literary texts to promote interesting and motivating language practice", the aim of using stylistics is to help students to read and study literature competently and it provides them with excellent language practice what is needed, is a way of enabling students to reach an esthetic appreciation of a text which connects it's specific features with intuitions about it meanings by using stylistics (leech and Short ,1981,:74).

Stylistic provides a link between the interpretation and evaluation of literary works for the language learner, stylistics has the advantage of illustrating how particular linguistic forms function to convey specific message .Stylistic help students use their existing knowledge of the language to understand and appreciate literary text and provide ways of comparing different texts.(Widow son,1975,: 6).

2.1.6 Benefits of Teaching Literature in Language Learning :
2.1.6.1 Why do we Use Literature in the Language of Classroom.?
There are several reasons for using literature with the language learners, literature should be used with students because it is a very motivating material.

In many countries around the world, literature is highly valued for this reason, students of English may experience a real sense of achievement at tackling literary materials in the classroom, if students are familiar with literature in their own language, then studying some literature in English can provide an interesting point of comparison. Asking students to retell short stories from their own culture could be highly motivating.

Literature exposes students to complex themes and fresh, unexpected uses of language. A good novel or short story may be particularly gripping in that. It involves students in the suspense of unraveling the plot. This involvement may be absorbing for students than the pseudo narratives frequently found in course books. A play may engage students that are complicated adult dilemmas. A poem may elicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives. (Widow son,1975: 27).

2.1.6.2 Literature Should be Used with Student because it is an access to Cultural Background:

Literature can provide students with access to the culture of the people whose language they are now studying. Widowson stated that: "The relationship between culture and its literature is not at all simple, since few novels or poems could claim to be a purely factual documentation of their society. Some novels, short stories and plays may achieve the illusion of representing reality but they are, in the end works for fiction" (Widowson,1984,p.149).

And if we are considering the issue of how far a literary work genuinely represents its culture, then we are inevitably drawn in to the question of how culture is defined .Is our definitions to be an anthropological one in which culture is defined loosely as the values ,traditions and social practices of a particular group or do we defined culture as the discernment and knowledge traditionally possessed by the well educated, enlightened and cultivated native speaker which is passed on in good literature? How far the language can be separated from culture is a difficult and intriguing question. Literary texts in English reflect the rich and fascinating diversities of our world. They ate written by authors living in many different countries and widely divergent cultures. By exposing our students to literature in English, it seems that we should be asking them to think about the range of cultures from which literature in English is produced. (Searle,1984,p.17)

It can be argued that literature in English does encourage students to become broadly aware of the social, political and historical events which form the background to a particular play or novel, at the sometime, literature does seem to provide away of contextualizing how a member of a particular society might behaviorally react in a specific situation.

2.1.6.3Literature Encourages Language Acquisition:

In many countries around the world students have fairly limited access to spoken English and written English often takes on primary importance for stimulating language acquisition, as it provides.

Literature may provide a particularly appropriate way of simulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language Within the classroom itself, the use of literary texts is often particularly successful way of promoting activities where students need to share their feelings and opinions such as discussion and group work. This is because literature is very rich in multiple levels of meaning which demands that students express their own personal responses to these

multiple levels of meaning can only serve to accelerate the student's acquisition of language. (Duff and Maley,1990:36).

2.1.6.4 Literature Expands Student's Language Awareness:

Widowson stated that: "One of the debates centered around literature teaching in the language class room is whether literary language is somehow different from other forms if discourse in that it breaks the more usual rules of syntax, collocation and even cohesion" are encouraging students to think about the norms of language use. (Widow son,1975: 17).Students will need to be aware of how they differ from more common usage; are involving students in the process of discovering more general sable features of language like collocation. In other words, using literature with students can help them to become more sensitive to some of the overall features of English.

2.1.6.5 Literature Develops Student Interpretation:

Any learning of language would seem to invoice the learner in the forming of hypotheses and drawing inferences. It has been argued that literature is a particularly good source for developing student's abilities to infer meaning and to make interpretations. This is because literature texts are often rich in multiple levels of meaning.(Widowson, ELT journal 3711).

2.1.6.6 Literature Educates the Whole Person:

The linguistic benefits of using literature with the language learner have been mentioned. But literature may also have a wider educational function in the classroom. In that it can help to stimulate the imagination of students, to develop their critical abilities and to increase their emotional awareness they will become increasingly confident about expressing their own ideas and emotions in English.

They will feel empowered by their ability to grapple with the text and its language and to relate it to the values and traditions of their own society.(Widowson, ELT journal 3718).

2.1.7 Approaches to Using Literature with the Language Learner.

2.1.7.1 A Language Based Approach in Using Literature:

A language based approach is quite abroad approach which cover arrange of different goals and procedures. Generally speaking ,proponent believe in a closer integration of language and literature in the class room , since this will help the students in achieving their main aim which is to improve their knowledge of and proficiency in English. Some focus not on studying or

reading literature itself , but rather on how to use literature for language practice .The advantages of using literary texts for language activities are that they offer a wide range of

styles and registers that open to multiple interpretations and hence provide excellent opportunities for class room discussion Duff and Maley said that; "A language based approach in using literature includes techniques and procedures which are concerned more directly with the study of the literary text itself". (Duff and Maley,1990:6). Stylistics, which involves that close study of the literary text itself, has two main objectives .Firstly to enable students to meaningful interpretations of the text, secondly, to expand student knowledge and awareness of the language in general, it provides students with excellent language practice**.**

2.1.7.2 Literature as Content:

This is the most traditional approach, frequently in tertiary education. Literature itself is the content of the course, which concentrates on areas such as the history and characteristics of literary movements, the social, political and historical background to a text, literary genres and rhetorical devices. The biography of the author and its relevance to his or her writings.

Students acquire English by focusing on course content, particularly through reading set texts and literary criticism relating to them. The mother tongue of the students may be used to discuss the text or students may be asked to translate texts from one language into other. This type of approach is really the province of the literature teacher and is only successfully when used with learners who have a specialist interest in the study of literature. " (Duff and Maley,1990:8).

2.1.7.3 Literature for Personal Enrichment:

Literature is a useful tool for encouraging students to draw on their own personal experiences feelings and opinions. It helps student to become more actively involved both intellectually and

emotionally in learning English, and hence aids acquisition. It is an excellent stimulus for group work. It involves learner as a whole person, and so it is potentially highly motivating.

2.1.8   Literature Across –culture:

2.1.8.1   Reading Literature Cross Culturally:

It is pointed out that, readers invariably interpret literary texts in the light of their own worldview and cultural experience. The relationship between a literary text and the culture in which it is produced is highly complex, since few texts are more factual representations of their culture. There are obviously some literary texts which are likely to present fewer cultural problems for students than other. On the other hand a text from another culture

which deals with themes relevant to the students own society may prove to be bath accessible and absorbing. In other words, the selection of a suitable text can be quite complicated. And as there are many countries in the world where teachers have little say in the choice of texts. Sometimes may find using texts which are remote from our student own experience. There is a strong argument for saying that exposing students to literature from other culture is an enriching and exciting way of increasing their wariness of different values beliefs and social Structures.(Collie and Slater, (1987:23).

2.1.8.2 A Consideration of Cultural Aspects:

There are several cultural aspects to consider when using literary texts with students:

A: objects or produces that exist in one society, but not in another.

B: proverbs, idioms, formulaic expressions which embody cultural values.

C: social; structures, roles and relationships.

D: customs, rituals, traditions and festivals.

E: Believes, values and superstition.

F: Political, historical and economic back grand.

G: Institutions.

I: Metaphorical, connotative meaning.

J: Human.

K: Representiveness.

L: Genre.

M: The status of the written language in different cultures and the resulting strategies for reading a text.

2.1.8.3 Strategies for Overcoming Cultural Problems:

While preparing tasks and activates for use with literary text, in order to identify the kinds of problems, students might have when reading the text. The next step would be to help students overcome these problems and below is a list of strategies to help students:

a. Personalizing: cue students in to the theme or topic of the text by making it relevant to their own experience e.g. a family gathering.

b. Providing explanations and glosses:

Provide brief cultural information in a note or gloss e.g. a compound.

c. Asking students to infer cultural information: provide questions designed to encourage students to infer cultural information from a text by making this information explicit.

d. Making associations : Get students free associating around a word or phrase that might have particular connotations or even figurative meaning for native speaker of the language.

e. Making cultural comparisons: Get the students to brainstorm ideas about their own society and then with those in the text.

f. Providing cultural background information as reading, listening comprehension: Give students a mini –comprehension, to listen to or to read, which provides more information about particular aspects of the text.

g. Extension activities :These are activities for students to do after they have read the text, which asks then to think critically about and become personally involved in the cultural aspects of the text they have just read. (Collie and Slater, (1987:47).

2.1.9 The Value of Teaching Literature:

There are several reasons commonly given for teaching literature in English foreign language class rooms.“Teaching literature helps students understand and appreciate cultures and believes different from their own” This is stated by kramsch,(1992:175).By the texts   information ,students are given access to a world of attitudes, collective imaginings and historical frame of reference that constitute the memory of people speech community , therefore literature and culture are inseparable. Literature is genuine or authentic material. “Works of literature are usually not written for specific purpose of teaching a language and intended for native speaks. They can be important supplements to other types of authentic course materials like cartoons, city maps, time tables and advertisement” argued by (Collie and Slater,1987:23).

Literature a rich context in which individual lexical or syntactical items are made more memorable .Reading is substantial and contextual body of text. Students gain familiarity with many features of the written language the formation and function of sentences, the varieties of possible structures ways of connecting ideas. A literary text can serve as an excellent prompt for oral work.(Collie and Slater, (1987:5). Literature can provide personal enjoyment to students, establishing an emotional and aesthetic connection between readers and a text, and helping students contribute to personal growth. Kramsch(1992). It can also motivate students to read additional literature, thus increasing their reading proficiency. (Krashen,2004:6).Drama can help the teacher to achieve reality in several ways. It can overcome student's resistance to learning the new language. (Wesselsl,1987:20).

 This what can be achieved by making the learning of the new language an enjoyable experience. Drama provides culture and language enrichment by revealing in sights the target culture and presenting language contexts that make items memorable by placing them in a realistic social and physical context. By allowing reading and the adding of some characterization to drama, learners become personally and fully involved in the learning

process. In a context in which it is possible for learners to feel less self conscious and more empowered to express themselves through the multiple voices of different characters.

2.1.10 Literature and Self –access:

The best way of encouraging student to enjoy literature by themselves by making use of a self–access literature centre. Setting up a literature self-access centre requires planning and resources, it may be possible, with imagination and initiative to establish a centre. The self-access centre could consist of literary texts such as novels, plays ,short stories, anthology of poetry or graded readers in a school library, from which students are encouraged to borrow on regular basis, also a box or file of literary extracts ,short stories and poems kept in the class room and from which student, select and borrow texts, in addition ,a small collection of books which are kept in the class room and from which students borrow regularly, moreover a collection of video recordings of plays or films based on novels and audio recordings of literary texts which students are encouraged to work through on their own perhaps after reading hr original text. The main reasons for having literature self –access centre   require time and effort to establish it.

- To provide students with a choice of literary texts to listen to or to read to.

- To foster the students enjoyment of literature.

- To promote students language acquisition.

- To develop students reading and listening skill.

- To tenable students to become more self –confident, and independent as learners.(collie and Slater, 1987:257).

2.1.11 Teaching Literary Genres:

2.1.11.1 Teaching Fiction.

Teaching fiction mainly concentrates on short stories and novels, they are often introduced in high school language classes. In teaching fiction, the teacher often tends to focus entirely on the plot and other literary considerations.

A. Pre-reading activities:

Pre-reading activities helping students with cultural background that is represented in: Reading comprehension about the others life or historical or cultural background to the story .Creating students interest in the story by letting students make very general predictions about the story, sing pictures on the cover of the book from which it is taken group discussion about what the title of story suggests and general discussion questions about some of the themes which occur in the story. Pre-reading vocabulary; providing students with brainstorm a lexical set which is important in the story.

B. While reading activities:

Reading activities is helping students to understand the plot by providing students with two or three overall questions to check they have understood the gist of the story's helping student to understand characters choose from a list of adjectives which ones are more appropriate for describing particular characters, also students try to rank the characters in the story according to certain traits. Teacher helps students with difficult vocabulary and help students with language and style.

C. Post –reading activities :

Post-reading activities mainly focus on interpretation of the main themes of the story, providing students with different critical interpretation of the story which they them discuss. Post-reading activities helping students to understand narrative point of view, writing activities in using certain stylistic features of (fowler,R.(1977:120) linguistics and the novels).

- Remman-kenan,S.(1983:50) Narra fuie fiction: contemporary poetics.

The story: Reading and discussion of critical literary writings about the author of the story or his or her works in general.

2.1.11.2 Teaching Drama:

Plays are often introduced in advanced language classes because they are written in a dialogue, which the students are expected to find easy to understand. However, students fail to enjoy plays because they cannot visualize the story and the text of the play usually basis on the figures of speech.(New York: Charles Scribner sons,1947:44).

a. Pre-reading activities :

Students are given the situation in the extract, setting, relationships between characters, they develop their own role play around it, the teacher outlines the social, political or historical background to the play. Teacher explains how the genre of play is taken from, and student try to identify the character speech. (cm.H:1981 Discourse Analysis and the analysis of Drama).

b- While -reading activities :

Understanding the setting, social background of the play, students are given the playwrights description of the setting, of the play and asked to jot down any associations or any expectations they may have of what the play could be about, understand character, and their relationship is very important, understand the plot represented in a given summary of the first view scenes of the play and asked to predict it, understand the themes of the play is very crucial.

c- Post –reading activities :

Students always discuss the main ideas of the play, them is the subject of the play. Students would be divided in two groups or pairs to invent biography of characters, play music and discuss the values of world view.

2.1.11.3 Teaching Poetry:

Poetry is introduced early in the student's language learning career. A first it is primary used as a device for improving pronunciation.

a. Pre-reading activities :students predict the theme of the poem from the title, they are given

different lines to suggest the subject of the poem ,then they discuss anything relevant to the

theme of teacher what to stimulate students interest in the poem ,by providing them with the necessary historical or cultural background; author's life, genre of the poem or literary movement and helping students with the language of the poem.

b. While –reading activities: Jumbled version of the poem, students read only one verse and try to predict what coming next and speculate metaphorical meaning also answering comprehension questions about meaning of words or phrases in the poem.

c. Post-reading activities: it is helping the students to words on interpretation of the poem, further follow up activities by rewrite the poem in different discourse .Students make discussion or role play based on the theme or subject of the poem and discuss values and world view expressed in the poem.(G.Bording math ieu, poems in Early foreign language instruction), a Linguistic Guide to English poetry leech ,G. (1970:15). (1983).

2.1.12 What is syllabus?:

A the begging ,it seems of great importance to define the term syllabus in order to have a better understanding of what it actually means and to which aspects and dimensions of ELT it is related. Of course, it should be noted that there many changes to proper defining and elaborating on the concept syllabus. Accordingly, thought it is a little difficult on initial appearance to describe syllabus, it seems possible to make an attempt to define syllabus at least in an understandable way. In Wilkins(1981)words ,syllabuses are "specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of the making teaching and learning a more affective process''. syllabus can also be seen as" a plan of what is to be achieved through

our teaching and our students learning"(Breen,1984)While its function is to "to specify what is to be taught and in what order"(parch,1984).Hutchinson and Waters (1987:80)define syllabus as at simplest level as "a statement of what is to be learnt". Candling(1984)suggests a different perspective implying that syllabuses are "social constructions produced interdependently in class rooms by teachers and learners…they are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners."

2.1.13 Syllabuses in ELT

Syllabuses are not totally distinct from each other. All actually language teaching syllabuses are integrated product of two or more of types of syllabus presented here. in other words, although different language syllabuses are introduced here as though each can be employed on its own in practice, these syllabuses rarely occur independently of each other. One types of syllabus usually dominates, while other types of content might be integrated with it. For instance there is a minimal distinction between the skill- based and task based syllabuses. In fact ,the way in which the instructional content is employed in the real teaching procedure is determining element in choosing a syllabus. Different types of syllabuses are investigated in a shell nut as follows:

2.1.14   What is vocabulary ?

The term vocabulary refers to student's understanding of oral and print words. This understanding implies conceptual knowledge of words that goes well beyond a simple dictionary definition. And acquisition of such knowledge is a building process that occurs over time as student make connections to other words ,learn examples and non examples of the word and related words, and use the words accurately within the context of the sentence (Snow,Griffin,&Burns,2005).The words that EFL Learners need to master and use come in two forms : Oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking where as print vocabulary includes those words that we recognize and use in reading and writing. (Blachowicz & Fisher, (2004:62).Another distinction is also made based upon the knowledge of words, vocabulary can be receptive and productive. Receptive vocabulary, includes those words that we recognize when we hear or see them. Productive vocabulary, on the other hand ,includes those words that we use when we speak or write .It also believed that our receptive vocabulary is typical larger than our productive vocabulary. (Wilkinsin Thornbury 2002,:13). Wilkins asserts that vocabulary is very essential in conveying messages and grammar is not sufficient in learning any language. Nowadays, there is a clear shift of the importance from grammar to vocabulary since vocabulary is the starting

step to acquire any language. For example, learners who lack vocabulary will many difficulties to use or even to understand the language. knowing a language requires knowing its vocabulary which is defined by in Oxford Advanced Learner's Dictionary (on line version,2011).as ''all the words that a person knows or uses, or all the words in a particular language ''. According to carter (1998)a word can be define from two aspects; from the Orthographic perspective, a word represents series of letters that may include hyphen and a apostrophe which can be separated from another either by leaving space or by putting punctuation mark. However, from the semantic aspect, a word is a minimum meaningful unit of language.

2.1.14.1 Vocabulary Learning Strategies

Vocabulary learning is viewed as very important to language learning ;however ,many people have some   difficulties learning vocabulary. For example ,EFL learners face obstacles to learn and to remember new words. As a result ,language educators and teachers are searching for useful methods to be used to facilitate for them the learning of vocabulary. There are numerous techniques and methods that can be used to introduce vocabulary; however, there are some factors that should be taken into consideration concerning the manner of presenting new lexical items. Furthermore, if the teacher wants learners to remember new words, he \ she should present them in context, practice them, and revise them to a void forgetting. So, the learning of vocabulary items depends on the way they are presented and the way they are revised.   Recently ,many scholars were searching on how to improve learner's vocabulary. They stated a set of principles starting with the presentation of common vocabulary and then the limitation of new vocabulary amount in a given a text (Schmitt,2000). For that reason, there is a great concern about the effective way to   consolidate learner's understand how much vocabulary knowledge. Brassell (April2008)argues that there are teachers who understand how much vocabulary are important in language acquisition but few of them look for the best way to facilitate this task moreover, teachers, have to vary techniques to be used to introduce new lexical items. According to Gairns and Redman (1986)classification, the presentation of vocabulary is classified into visual and verbal techniques. Verbal techniques consist of verbal illustration such as, definitions, synonyms and opposites while visual ones include pictures, objects or gestures. Good presentations help learners remember what they have learned. In addition, ''people usually enjoy a task if they play an essential part in it ''(Dorneyei, 2001,:77). According to him ,the best way to illustrate this situation is through activities done in the class, and which need discussion a among learners. Moreover, these activities make learners who contribute in them feel interested while

those, who do not, feel uninspiring. Learners, teachers can resort to interactive techniques for vocabulary revision and consolidation. Games, for example, can be included in revising learned items. They also help teachers to create a good   atmosphere for optimal learning process. Since learners prefer to learn in enjoyable environment, they will respond to and interact with these s language at the same time. Most of the time, games can be considered as simple activities, but they are not always an easy task. As it is mentioned above using games in class is very effective especially for beginners in improving their language. For example, cross words games can provide learners with more opportunities to be familiar with new words so that they unconsciously enrich their language. As, Uberman (1998:20) stated ,games can be considered as an unconscious way of learning.

2.1.14.2 The word knowledge

One of the main goals of foreign language learners is to know, use and expand their vocabulary knowledge. However, they are not aware of the meaning of word knowledge. Although many scholars and researchers defined the word knowledge in different ways the y generally agreed on the idea that word knowledge requires knowing form, the meaning and the use of the word .For example, Pavicic(2008:10)stated that knowing a word refers to knowing its different features ;for instance knowing its ''phonological, orthographic, morphological, syntactic and semantic characteristics.

2.1.14.3 Word - knowledge requires three main stages :

Starting by the word form, the word meaning and then the word use. The word form consists of the knowledge of the spoken and the written representation in addition to its different parts. The second component is the word meaning. In other words, what is the relation between the form and the meaning ? more specifically ,its conceptual meaning and its different referents in addition to the knowledge of the word associations with other words. Finally, the last requirement of knowing a word is being familiar with its use. It can be considered as a consolidating factor because it deals with the application of its meaning in context. For example ,what are the different grammatical functions that the word can take ? Or how it can behave in a sentence; or what type of words it can be used with; when; where and how it is usually used. All the presented information should be applied for second foreign language learners to facilitate learning vocabulary and knowing various aspects that are needed for that. The teacher when presenting a new word needs to start by defining its form and it's a available derivations. Next, he tries to separate between words that represent single referents. Norbert schmit (2000) advices the teacher to present the first type through using pictures, however the second types need more explanation.

2.1.14.4 Vocabulary selection

Teaching is not an easy task because the teacher holds the responsibility of choosing the appropriate input for learners that suite their level, i.e. Language teachers should carefully select what they will teach especially when teaching vocabulary. The input selected for foreign or second language learners should be well selected according to different criteria. Although there are different factors influencing vocabulary choice, there is no clear agreement about the most significant ones, but widely used are : use fullness ,frequency, learn a ability and teach ability. In foreign language classes, the teacher should consider those criteria in order to select for his learners, beginners, what is useful and learnable to facilitate as well as to enhance vocabulary learning.

A. Usefulness

Knowing a language does not mean knowing all its vocabulary. In the case of foreign language learners, the limited classroom time hinders them to reach a high level of proficiency. Supporting this idea ,Richards (2001)stated that when comparing native language speaker's amount of vocabulary to those of second language learners ,it can be found that native speakers are more knowledgeable. However ,not all what they know are useful for second langue learners who do not have much time. before thinking how to present vocabulary to learners ,teachers need to think first about which words are useful for them. Consequently, many questions may arise about what Scott Thorny bury (2002:34) provided an answer by defining useful words as those ones that ''can be put in immediate use''. Moreover, the best illustrating example is the vocabulary used in class room as pen ,board,door note book ect…''. Word usefulness can refer to its importance and utility. According to Elfrieda and Michael (2005:12)word importance and utility are clearly significant factors. In addition, they suggest that words which can be ''sufficiently '' used by learners have the priority to be taught through explicit learning. The foreign language teacher must consider his learners needs when deciding what to teach. He can choose important, useful items and which and which can be used in daily communication.

B. Frequency

When analyzing any text in terms of including vocabulary, it is found that there many words which are repeated and frequency used. The criteria of frequency mean teaching vocabulary that is frequency used. Moreover, Hedge (2000)points out that frequency is very important in ELT because it is identified as criteria for design syllabuses and materials. Furthermore ,most frequently used English words are the most useful ones for

learners. To prove the significance for selecting vocabulary, Thorunbury (2002)argued that it is preferable for teachers to introduce frequent vocabulary or words because knowing frequent words help learners know widely used meanings. since this type of words is so significant in learning language ,both teachers and learners should give a considerable time to teach or learn them.

C. **Learn ability**

Learners will learn better if they encounter new words which do not need much effort to be learned. By definition, learnable words are those words that can be easily understood (Thournbury,2002,:35)more importantly, there are different factors that make words learnable. One of the them is that they may have a similar use in the native language (ibid). He also high lights the importance of words learn ability in selecting vocabulary to be included in the syllabus. Moreover, many books devoted to beginners pay an explicit attention to vocabulary collection. for example, in earlier courses, learners can find set of words related to specific domain such as '' taxi ,cinema ,and restaurant.'' (ibid :35).

To facilitate for foreign language learners improving their that they can start learning that foreign language with solid vocabulary foundation.

D. **Teach ability**

Another criterion for that should be used in choosing vocabulary for foreign language beginner learners is teach ability. The term teach ability refers to being easy to be taught. Many scholars such as (Thornbury 2002 and Richards 2001) argue that teachable words can be illustrated or explained through the use of pictures, real objects. furthermore ,they stated that most teachable words are the concrete nouns. for instance, the teacher can teach the word table more easily than the word freedom. This gives priority to the concrete nouns to be taught first. Foreign language learners are in need to build a strong vocabulary back ground so that they need to learn in an effective way. For that reason, the teacher can vary the presented vocabulary but they must be easily illustrated and explained.

2.1.14.5 Vocabulary presentation

After selecting what to teach ,a new matter arises concerning how to present the chosen input in an effective way. In other words what are the different techniques that can be used ? According to meara (2005:77),there are many procedures used in presenting vocabulary for optimal learning . more importantly D learning styles benefit from the lesson. They are three ways of presenting items : translation ,visual techniques ,and verbal techniques. And the choice of which technique can be used depend on different factors. Thorn bury (2002)mentioned that the presentation of vocabulary depends on learners level, their

familiarity with the words, word difficulty ,word teach ability and the purpose of teaching of teaching items either for production or for recognition.

2.1.14.6 The Importance of learning Vocabulary

Vocabulary is very importance means to express our thoughts and feeling, either in spoken or written form. Indeed ,neither literature nor language exists without vocabulary. John Drink water rightly says that ''words are the bricks with which the poetry and the literature of the world have been built''. It mainly through using words that we compose and express our thought to others. We can tackle our own task through words. It shows words are powerful tools. Famous imperialist poet, Rudyard kipling says that '' words are the most powerful drug used by mankind.

Those who are rich in vocabulary can speak and write English correctly''. Therefore the study of vocabulary is at the centre while learning a new language. English being a second or foreign language, one needs to learn vocabulary in systematic way. In fact without vocabulary communication in a second or foreign language is not possible in a meaningful way. Mc carthy (1990) argues ''no matter how well the student learn grammar, no matter ,how successfully the sounds of L2are mastered, without words to a wide range of meanings   communication in an   l2 just cannot happen in any meaningful way ''. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading)and the productive (writing and speaking) skills. It should be considered as internal part of the learning a foreign language since it leads the way to communication. Nation and Waring   (1997)mentioned   "Such as writing and reading vocabulary knowledge is one of the components of language skills ". Harmer clearly states " If language structures make up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh.'' If one want to use language effectively ,he \she must have good stock of vocabulary . Language is made up of words. According to Throat et.al (2001) ''words are building block of language''. Nagy (2003) appropriately remarks ''vocabulary knowledge is fundamental to reading comprehension ;one cannot understand the text without knowing what most of the words mean.'' Teaching vocabulary well is a key aspect of developing engaged and successful readers.

2.1.14.7 Process of learning vocabulary (a 5R model)

Brown and Payne (1994,in Hatch and Brown 1995) proposed a five step model for vocabulary   learning: encountering new words, getting the word from getting a clear image, learning the meaning of the words ,and using the words. Renaming these steps, vocabulary learning strategies can be grouped in to 5 R process: receiving, recognizing, retaining, retrieving and recycling in four language skills. The ideal teaching strategies

may follow such dimensions and dynamics . However. unlike the linear process illustrated by Brown and Payne, the 5 R – model is better seen as dynamic circulatory system in which   loops and sub-cycles are likely.   The ideal way of helping vocabulary learning involves a circulating process, allowing for retrogression from lapses in attention or memory under condition of stress. This is theoretically justified I neo –Vygotskian approaches to learning (Tharpand Ggallimore 1998:8), which allow for recursive and retrogressive loops. Each of the steps may involve back words as well as forward loops. Most learners will progress forwards cumulatively in the long term and will therefore, compensate for retrogressive loops.

C. F Meara (1989:66-74) '' the 5R model seems to encapsulate the general dynamics that learners use to learn vocabulary. In this process model ,techniques may be emphasized differently from step to step.'' Perhaps that is why it is not unusual to find that even highly advanced learners use de -contextualizing methods. Politzer and Mc Groarty (1985) concluded that there is no overall relationship between learning behaviors and the gains of the product. But while teaching aims to process learners acquisition,it needs to take account of the ways learners learn to help them to learn appropriately.

2.1.14.8 Teaching Vocabulary

It is undeniable that learning vocabulary grows through continuous exposure to comprehensible language in reading, listening ,speaking and writing exercises. In learning English vocabulary plays important role in the four English language skills. Teaching English vocabulary will be better if it is started from children. Children can start to learn simple English vocabulary from basic school quickly, effectively and enjoyable. Once they have initial grasp of English vocabulary in basic school ,they will have strong foundation which will be an advantage in their later studies. According to Setiyad (2006:177) ''children are popularly believed to be better at the learning second language that adults cannot learn   the language more easily. '' Young learners are easy to learn every things because their brains are still developing.   Besides young learners are rather curious about everything surrounding them. They imitate the sounds and pattern, which they hear around them until they form habits of correct langue use. Because of that teaching vocabulary in early stage or in the basic school is very essential. Teacher should give certain attention in teaching vocabulary. Teachers decide the area of words that must given attention to develop in each child by carefully planned instruction. Wallace (1982 :207) exclaims that teaching vocabulary has the followings:

a.   Aims

This aim must be clear for the teacher how many vocabulary listed does the teacher except the learners to be able to achieve ? what kind of words ?

b. Quantity

The teacher may have decided in the number of vocabulary items to be learned . How many new words in a lesson can the learners learn ? If there is many words the learners may become confused or discourage ?

 c. Need

In teaching vocabulary the teacher has to choose ten words really needed by the student's communication. They should get words they needed.

d.Frequent exposure and repetition

Frequent exposure and repetition here mean that the teacher should give much practice or repetition so that her /his students master target words well. She /he also gives opportunity to the student's to use the words in writing or speaking.

e. Meaningful presentation In teaching vocabulary ,the teacher should present target words in such a way that their meaning of teaching words are perfectly clear and unambiguous.

f. Situation and presentation

The teacher should tell the students to use the words appropriately. The use of the words depends on the situation in which they are speaking. There are Certain guidelines on which the choice of vocabulary as suggested by Hay Craft (1987:45-47).

G. Commonest words

They are the   words ,which are commonly used ,or the words that students need. By teaching common words the students will often find them and they will be easy for them to understand and to memorize.

2)Students need

The students are usually words to be taught .If the students need to know the words they will be motivated to learn. Because motivation will ensure to use word in communication.

2.1.14.9   what need to be taught

Now days methodologists and linguists suggest that teachers can decide and select the words to be taught on the basis of how frequently they are used by speakers of the language. Carter Carthery (1991:43) rightly points out that "knowing a word involves knowing its spoken and written context of use ,its patterns with words of related meaning as well as with its collocation partners, its syntactic, pragmatic and discourse patterns. It means knowing in the future. In other words ,children families and their friends. children understand and retain the meaning better when they have seen images are moved vivid

than words. Thus,in teaching and learning process pictures should be an integral part of every teacher's professional equipment.

2.1.14.10 vocabulary mastery

Vocabulary mastery is one of one component to develop English as foreign language in elementary, intermediate and advanced levels. According to oxford learner Dictionary, mastery is defined as great skill or knowledge. Webster defines mastery is great skillfulness and knowledge of some subject or activities. Webster also defines mastery as : a possession or display as great skill or knowledge. b. Skill or knowledge that make someone master of a subject. While HOrnby, (1995 :721) defines ''mastery as complete knowledge or skill '' .It means that mastery is state which someone has complete knowledge or /great skillfulness of some subject. In learning the four language skills (listening, reading speaking and writing). vocabulary is one basic component to mastered. It is reasonable ,remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary the better their language. By having too limited vocabulary, the students will find difficulties in mastering reading, speaking and other skills. Vocabulary mastery means the students having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning. The teachers are not only hoped to select with what words are suitable to be taught to the students. So, the students will learn more easily. In general, teacher finds attempted answer to the question of how much know vocabulary should be introduced per lesson or units from two sources : implicitly in the words lists presented for each unit in the text books adopted, and explicitly in the language teaching objectives stipulated by national educational authorities. There are several criteria that learner can master vocabulary, the learner :

a. Is able to recognize it in its spoken and written form.

b. Is able to recall it at will.

c. Is able to relate it to appropriate objects or concepts.

d. Can use it in the grammatical form.

e. Can spell it correctly**.**

f. Is able to pronounce it in recognizable ways.

g. Knows in what ways it can combine with others words.

h. Is aware of its connotations and associations.

i. Can use it on appropriate level of formality an inappropriate situations. (modified from Wallace1982:27).

2.1.14.11 Techniques of Teaching vocabulary

Different types of instructional modes , approaches ,vocabulary building activities and skills proved to be effective in developing children and college students 's vocabulary. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult student's vocabulary. The 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 practice to teach vocabulary. Nation properly states that' 'teaching vocabulary should not only consist of teaching specific words. But also aims at equipping learners with strategies necessary to expand their vocabulary knowledge''.

2.1.**14.12 Vocabulary process Approaches**

The development of the words process approach is now widely recognized as the major impetus for emerging field of comprehension researches and also for comprehension studies as a graduate field of study.

The developments which have happened for fifty years ,have led teachers ,researchers, and evaluators to reassess the nature of words and the meanings and ways in which word is learned and taught. While the outcomes of this reassessment are many , the focus here is specifically on the rise of what has been popularly designated vocabulary map as a process movement (Johnson and pearson (1984) . As a liberating concept , vocabulary as a process did much to change the general perceptions of words instruction and of the ways , student learns to build sentence.

A. Auditory : The researcher means learning by listening (telling story to discriminate the sound)

B. Visual : The researcher means learning by seeing (e.g.: word maps).

When teaching vocabulary , the researcher suggested using mind mapping . this technique was originally developed as way of note –taking in the early 1970s by Tony Buzan.

This technique is based on the idea of the mind often recalls the information in the forms of the pictures ,symbols ,sounds , picture s and shapes. Mind mapping technique uses these visual reminders in a pattern of connected idea. Buzan claims that the human brain functions more effectively and efficiently if its various physical aspects and intellectual skills were allowed to work harmoniously together. Mind mapping could be used effectively in note –taking ,out lining presentations brain storming and memorizing information.

Mind mapping activities intended primarily to develop learners abilities to perceive and identify isolated words ,sounds and phrases through identifying language , sounds discrimination ,repetition of sound words ,sentences and counting the number of occurrences of some type of words**.**

E. **Kinesthetic :** The researcher means learning by doing (e.g. : repeating words games ,cross

words , hangman ,miming the actions in a passage, dictation and directed dictation.)

These previous practices , in the process approach encourage students to;

-Guess meaning from the context.

-Recognize synonymy and antonym.

-Use syntactic information.

-Guess the meaning of nonsense word in a sentence.

-Help second language writers produce more coherent text.

The process is frequently discussed as wholly positive innovation allowing teachers and students more meaningful interaction and more purposeful vocabulary.

Gains and red man's (1986:73-76)were used different techniques to reach vocabulary . they were divided techniques when teaching vocabulary (classification ,presentation techniques) in to groups ,visual and verbal.

Visual techniques

D. Re alia : Using a variety of real objects is one of the most efficient ways of teaching and leaving vocabulary.

Pictures :The main advantage of pictures is that they are able to illustrate very large objects which are not easily brought in to the class room.

E. Mime and gestures :

This is extremely effective way of introducing a new word since resembles the total physical response ,which clearly promote the understanding and meaningful retention of a new vocabulary items.

F. Verbal Techniques

Definitions and illustrative sentences :The instruction of words in English through the use of other words in the same language offers the advantage of contextualization in addition ,example sentences complements the definition because they show how the new word is used.

Synonyms, antonyms and homonyms : are especially important in building new vocabulary because learners are able to use known vocabulary.

2.1.14.13 Reading vocabulary :

Young students learn to communicate through listening and speaking , in order to make the transaction to communicating through reading and writing ,they need a large meaningful vocabulary and effective decoding skills.

There is abundance of research evidence to show that effective decoding strategy allows students not only to identify printed words accurately ,but also rapidly and automatically (Pikulski and Chord 2003). However , we do feel it is important briefly to address one aspect of decoding that is crucial beginning readers ,high frequency vocabulary refers to those words that we use over again in our expressive and receptive vocabulary.

IF a reader is to have at least a modicum of fluency ,it is crucial that these words should be taught systemically and effectively . The research of Ehri (1999,1989) is partically informative. Here research strongly suggest that high frequency words should be introduced without written context, so that students focus on visual composition ,that they should be practiced in materials that are at an appropriate level (of challenge ,and that they should be practiced several times in order to allow development readers to recognize them instantly.

2.1.14.14 Instruction for Vocabulary Development :

Over the last two decades ,research has revealed a great deal of vocabulary instruction that is the most effective from helping vocabulary a acquisition.

Reading panel (2000)conclude that no one single instructional is method must use a variety of methods to help students acquire new words and increase the depth of their words knowledge over time. Effective instruction includes opportunities for both incidental word learning and international word teaching. The instructional sequence has three straight for word phase that build teacher guidance in to students arduous yet compelling task of content area.

2.1.14.15 vocabulary development.

Firstly ,in some instances , the phase must be used to build concepts to lay foundation for word knowledge. Because it is much easier to learn to term when the concept is in place, students may need further experiences with even or objects to successfully learn the labels for this phenomenon (Spencer &Guillaume ,2006). The richer and more varied student's experience related to particular concepts , the most finally detailed and precise their understanding of related items can be expected to be first and experiences provide a bank of concept that become students vocabulary store .Second, the preparing to learn word

phase bring student's prior knowledge to the surface , including their potential misconceptions , and thus provides teacher guidance to the process of conceptual damage . Third ,the preparing to learn word phase draws out student's language related to the topic and because student's likely to have different amount and kinds of back ground experiences build, a common store of classroom language and ideas related to the topic. Finally, the phase sparks interest and motivation to learn words phase piques student's curiosity and fuel questions about words and ideas that stock their energy to build word knowledge .

2.1.14.16 Vocabulary and reading comprehension

A vast body of research , related to vocabulary instruction and word knowledge , has proved that there is a strong correlation between knowing words and comprehension text. In this regard, (Harmmon 2002:606) notes,'' many students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies ''.The national Reading panel (NRP ,National institute of child Health and human Development ,2000) analyzed scientific studies that led to conclude that readers 's vocabulary is strongly to the understanding of text. The study by (Jitendara ,Edwards Sacks &Jacobson 2004:299) also conclude that'' vocabulary and word knowledge can contribute to improve comprehension ,and it provides a sound rationale for increase emphasis on vocabulary instruction '' (. (Bromley ,2007:528)also reported that ''vocabulary is principal contributor to comprehension ,fluency ,and a achievement''. According to(Martin – Change ,Levy, and O'Neil 2007:37),''successful reading instruction entails not

only a acquiring new words but also remembering them after training has been finished and accessing their word specific representation when they are encountered in new text''. (Manzo ,and Thomas ,2006:615) also conclude that ''word learning can improve the capacity to learn ''. A rich vocabulary increases comprehension as well as all the related language skills . All these views show the relationship that exists between vocabulary and reading and how vocabulary or word knowledge plays crucial role in comprehending a text. (Widdow son,1979) Therefore, it becomes essential on the part of ELT teachers and learners to pay more attention to clear all the hurdles in the reading comprehension ,including deficiency or lack of vocabulary. The role and importance of wide reading in the development of vocabulary in learning English as foreign language has always been know ledged .Through wide independent reading, EFL learners come in contact with vocabulary that rarely occurs in spoken language and is easily to grasp because of the context. Learning words from context is an important avenue of vocabulary growth and it deserves attention and practice in the class room   (Nagy,1988:7). EFL teachers can

implement contextual vocabulary instruction by training students to use clues in the sentence. (Nash& Snowling,2006:33) have described this process as : '' strategies for teaching children how to derive meaning from context focusing on using pieces of information (clues) in the context to infer the meaning of the target words''. By showing students how to recognize these clues, can then use this strategy during independent reading. Research shows that incidental reading , adds up significantly over time. Reading is very useful in developing and enriching rarely Known vocabulary. Reading not only facilitates vocabulary growth but also helps improve reading speed and attitudes toward reading as well (Pathan,2012).

2.1.15 Why short stories ?

Despite its benefits for students. Some objections are always raised against the use of literature in public schools due to overcrowded classes, over loaded syllabus and limited time. Some common problems have been encountered in elementary to high public schools in almost all developing countries. First, the deviated and figurative language of poetry requirements take very long time to grasp. Second, the length of the novel will make it difficult for such classes to finish. Finally, drama can be used in classes within limited courses hours, considering these objections, it's obvious that among literary forms, short story which is defined by Poe (in Abrams. 1970 :158).as ''a narrative that can be read at one setting of duration from one half hour to two hours, and that is limited to certain technique or single effect to which every detail is subordinate ''. seems to be the most suitable genre to use in public schools. Since it is short, and aims at giving a single effect there is one plot, a few characters, there no detailed description of setting. So ,it is easy for the students to follow the story line of the work   (Lau 200, Loukina , 2006). This reason, that short stories are the most suitable literary genre to use in English teaching due to its shortness, is supported by Collie and slater (1991;1996) when they listed four advantages of using short stories for language teaching. First, short stories are special as their length is short enough to cover entirely in one or two class sessions. Second , short stories are not complicated for students to work with on their own. Third, short stories have variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance) all ages (young learner to adults) and in all classes.

2.1.15.1 The Role of Short Stories in Vocabulary Development

Though there exist many methods and strategies of teaching and developing vocabulary of EFL learners the importance of wide reading in the growth of EFL learner's vocabulary is critical (Nagy and Anderson ,1984). And in that respect, the use of short stories can be

the best method to achieve this goal. The use of short stories has many benefits for EFL teachers and students. Pathan and Al –Dersi (2013,:04-06) offer a list of such advantages for making reading comprehension skill easy, interesting and fun. Stories also play important role in developing vocabulary of EFL learners. It is argued that students who read widely have expensive vocabularies (Blachowicz & Fisher ,2004). Bram & Villaume (2002:266) assert that ''A serious commitment to decreasing gaps in vocabulary and comprehension includes instruction that allows all students to learn and use strategies that will enable them to discover and deepen understandings of words during independent reading''. By using the short stories to develop vocabulary of EFL learners, EFL teachers have the benefit of teaching vocabulary through context. Teaching vocabulary through context simply means to look for clues in the sentences that might tell the reader something about the meaning of the word in question. Researchers have studied the impact of visual and verbal clues on learning words in context. In this regard, Walters (2006) reported that improved reading comprehension resulted when 11 ESL students, between 17 to 47 years old, enrolled in an English language program were shown strategies of how to drive meaning of unfamiliar words from context clues. Researchers have also found that words meaning are retained longer when they are included in classroom assignments. In order to know a word students must be able to use it in more than one context; it must be used in writing ,speaking and listening (Rupley &Nicholas, (2005) and the use of short stories in EFL class room offers these opportunities for integrating vocabulary with other language skills. Many studies have also shown that context clues vocabulary instruction using short stories can cause an increase in word usage compared with word- list instruction (Dixon – Krauss (2002) and Daillard (2005)). Another benefit of using short stories is the culture loads in storytelling. Culture load refers to the way language and culture are related and the amount of cultural knowledge required to comprehend meaning to participate in activity (Meyer, 2000).English students need to learn the words in English as well as the cultural background and need to learn words in context to understand the meaning. This can be possible with the use of selected short stories by the EFL teachers. (Wright (2004 :3). State that the use of short stories for developing vocabulary also makes EFL learners more autonomous. As students read and try to comprehend the meaning from the context; this strategy also develops the independent learning among EFL learners. Therefore, using short stories needs to be explored as it has many pedagogical benefits. The role of literature in general and short stories in particular, in ELT class room has always been advocated because of various advantages this use can offer for EFL teachers and learners. Literature in the form of short

stories, makes learning English an enjoyable and attractive process for EFL learners. Stories also help to stimulate students curiosity about the target culture and language. Integrating short stories in EFL class rooms also paces the way to the EFL learners 'involvement with rich authentic uses of the foreign language (Collie and slator, 1987:124).Various ways of using stories in foreign language class room help to develop vocabulary also. The use of short stories encourage language acquisition and students language awareness. Stories stimulate language acquisition by providing contexts for processing and interpreting new language. They also supplement the restricted input in the EFL. Class room as opposed to a vocabulary list. Stories also promote an elementary grasp of English to internalize vocabulary and grammar patterns. Furthermore, Stories foster reading proficiency which is very important for enriching EFL vocabulary. Reading stories helps cognitive development of EFL learners as extensive reading increases vocabulary levels, offers opportunities to acquire and practice reading skills, and models language patterns. Short stories also increase all language skills by providing exellent linguistic knowledge. By giving evidence of extensive and subtle vocabulary usage , and complex and exact syntax. As (Rubin, 1987:56) defines, vocabulary learning strategy is a process by which information is obtained, stored retrieved and used. Therefore, individual vocabulary learning strategies need to be encouraged, and short stories is one of such strategies. Another benefit of using short stories in EFL classrooms for developing vocabulary is that stories offer new words with the actual usage in many forms. This can help EFL learners to understand not only the meaning of the new words learned ,but also their usage in context. One of the principles of vocabulary learning is that in order to be familiar with anew word, One needs to see it several times. Short stories make EFL learners repeat the words unconsciously in various forms. And the result is that they do not have difficulty in remembering words that they have seen repeatedly. It is argued that the nature of human memory dictates that vocabulary will probably be forgotten; especially newly seen words. Vocabulary loss happens because word retention is so fragile. This means that words and phrases need to be recycled often to cement them in memory. Introducing a words, and not recycling or revisiting it, Means it is likely that it will be forgotten (Warning, 2001 :2). Therefore , reading short stories offers great opportunities to revisit the word. Learned, and the use them in real life communication; the things which guarantees the required longer retention. The principle that vocabulary can be memorable if the learning enjoyable, is also supported by (Philips, 1993:8). This principle of vocabulary learning is easily practicable with use of short stories. Short stories are enjoyable with EFL learners (Pathan and Al-AlDersi, 2013:04-06) and therefore, can definitely make the vocabulary learning and

development memorable. Learning words with enjoyment through stories also guarantees a sense of achievement on the part of EFL learners and can help in developing motivation for further learning. Researchers have demonstrated that a strong link exists between vocabulary knowledge and reading comprehension. Therefore, if an EFL teacher wishes that his /her students learn vocabulary and be successful in reading, be creative in classes, then the best learning materials can be short stories to make learning easy, independent, motivational, enjoyable and memorable. The use of short stories not only offers essential vocabulary for EFL learners but also helps them in learning about the syntax and discourse functions of words learned and the possible usages of the word in different contexts of communication (Day and Bamford,1998). The interesting contexts provided by short stories serve to illustrate the notice ability of the lexical and syntactical features. It is also argued that much vocabulary a acquisition results from literacy and wide reading rather than from direct instruction. Many studies for examples, (Justice, Meyer and Wale pole, 2005) have provided that the use of short stories EFL learners helps in developing enriching their vocabulary. Moreover, among the advantages of using short stories with EFL for developing vocabulary is that they present many opportunities for designing context. Besides helping EFL learners to develop vocabulary from linguistically rich material, short stories are practical for the English language teachers as their length is short enough to cover, entirely, in one or two classes; their benefit can be exploited with EFL learners wisely and creatively for developing and enriching their vocabulary. As stories are easy to finish, definite to understand and developing vocabulary of EFL learners. (Brumfit and Carter,1986). Also present similar argument for the short stories in EFL classrooms for developing reading and vocabulary through it. Many other scholars (Donelson, and Nilson, 2009, Duff, and Maley, 2008; Povey ,) have also advocated the use of short stories in EFL classrooms for developing vocabulary. The argument presented is that short stories can play a very important role in achieving the aim of the vocabulary building and mastering foreign language thereby. Short stories can be very effective in developing of the readers guess what would happen next , and thereby involve them in that process actively and help them understand the meaning of new words they encounter through context. They also help in retaining newly learned words because of the practice use of those words in dialogues and in context in the story. As we know, explaining the meaning of new word and the meaning in context and the usage is very difficult. However, short stories provide both context and the usage of new word in the form of the conversation or dialogue among the characters in the story. EFL learners can see how a word is used by the writer and characters and what it means in the context. From such contexts, EFL learners can

understand the meaning of those words very easily and it also helps them in using them in their own life in similar situations for communication. As EFL learners go on reading short stories, they go on guessing the meaning of the new words from the context which is very crucial in foreign language learning (Duff and Maley, 2008). Therefore , the use of the short stories need to be given preference while selecting vocabulary teaching and learning strategy. The use of short stories for developing EFL. learner's vocabulary is also advocated by (Tapp and Brown, 1991). They state that the activities based on the stories for developing vocabulary offer opportunities for EFL , teachers to integrate them with the productive skills like speaking and writing. Story- telling in addition provides a plat form for EFL learners to tell their own moral stories , and thus to express and enhance their own responsibility through the process of authoring (Tappand and Brown , 1991 :184). They also recommend use of short stories as an interesting method which can attract EFL learners to learn more, elements which are contained in story –telling.

2.1.15.2 Short stories and Language Skills Developments

Short stories allow teachers to teach the four language skills to all levels of language proficiency. (Murdoch, 2002:9) indicates that ''short stories can, if selected and exploited appropriately, provide. quality text content which will greatly enhance EFL courses for learners at intermediate levels of proficiency''. According to him, short stories could be very beneficial materials in EFL reinforcement by using them in learning activities such as discussion, writing and acting out dialogues.

2.1.16 Importance of Vocabulary for EFL Learners

Learning and mastering of target language vocabulary play a very important role in any a foreign language teaching and learning. The knowledge of vocabulary enables an EFL learners to establish and achieve successful communication which is the main goal of any foreign language teaching and learning. The knowledge of vocabulary also helps an EFL learners to explore the beauty of that language through a great variety of new words. Knowledge of vocabulary also helps an EFL learner to compare and contrast the foreign language and the mother tongue. It also helps in understanding the similarities and differences between the two languages and helps in learning language in true sense of the term by understanding the language systems of both languages (Pathan and Al-Dersi (2013 : 18 -21). In that sense, words are the building blocks of language and help foreign language learner communicate effectively. Mastery over vocabulary makes a learner an effective speaker where as lack of vocabulary leads him / her to failure in establishing and achieving successful communication. Having a low vocabulary can trap EFL learners in a vicious circle, since EFL learners who cannot read more advanced texts miss out on

opportunities to extend their vocabulary and are also less successful in using strategies for word learning. Developing the vocabulary of EFL learners is also important because all other language skills get affected due to the lack or deficiency of vocabulary. Lack of vocabulary is also regarded as one of the main causes of failure of EFL learners in establishing successful communication, be it written or oral. It is always noticed that learners who have reading problems have poor vocabularies. Sound knowledge of essential vocabulary supports EFL learners in speaking and writing where as lack of vocabulary often results in lack of meaningful communication. Therefore, every attempt needs to be made to improve the vocabulary of EFL learners. This the reason why many scholars and ELT luminaries like Linda Taylor (1990) emphasize on conscious attempt to develop the vocabulary of EFL learners. The importance of vocabulary has also been recognized in language pedagogy for all times. Wilkins (1972), an early representatives advocate of the communicative approach, clearly indicate s that learning vocabulary is as important as learning grammar. Whether the learner has achieved near native speaker level or not can be judge based upon whether he \ she can use and say collocations well. It is argued that lexical competence is at the heart of communication competence and according to Verhallen & schoonen (1998:452), this lexical competence can be a '' prediction of school success''. Allen (1983:05) also emphasize this view stating that '' lexical problems frequently interfere with the communication; breaks down when people do not use the right words ''. These views suffice the agreement that vocabulary teaching, developing and learning should be the central concern in any EFL classroom. Vocabulary is one of the most important parts of language acquisition. Therefore, conscious and unconscious learning of new words is a basic foundation for further development of the language level of learner. So, EFL teachers should attempt to develop their students vocabulary and help them to develop their communicative competence with it.

2.1.17 Methods and Strategies for Developing Vocabulary

Clarke and Nation as indicated in Carter and MC Carthy (1988: 104), state that there many strategies to learn vocabulary and define strategy as a procedure through which learners can make use of available context clues. They also assume that these strategies help the learners to follow the ideas in the text and bring some background knowledge to the text.

   A. Guessing from context

According to Nation and Clarke, guessing from the context is the most important one of these strategies. They claim, like Richards and the other researchers that this is the way native speakers often expand their vocabulary. (Twaddell 1973 :71) agrees on expanding vocabulary through guessing, also suggests that learners meets an unfamiliar word, he

should not give up,or panic, or infer. What the learner usually does in this circumstance is to rush to dictionary . This takes time, and is not permanent the sentence. Then the learner comes back, makes meaning full guessing , and he finds that he no longer needs to use a dictionary so often. (Twaddell 1973 : 77) offers further suggestions for vocabulary expansion. According to him, the learners should be aware of some ways of overcoming their problems. This can be done by both good planning of extensive reading and reinforcement of teachers. Carter and McCarthy (1988 : 62 -63) believe that the learners do not have to know all the words in a passage and suggest that the dictionary should be used as a final resort. Twaddell (1973 :77)   Agrees on not resorting to dictionary as primary attempt and suggests that teachers must help students to meet these problems as follows *They must learn to guess at the meanings of unfamiliar words and phrases rather than too much time looking up the meaning in a dictionary.

*They have to be able to tolerate with an incomprehension to some extent . Twaddell also states that students who read different items have a high rate in words. Since they also read out side the class room , a great majority of vocabulary occurs naturally and frequently.

B. **Enhance Storage in Memory**

One of the most important purposes in vocabulary improvement is likely to help students remember words or store words in memory. Carter and Mc Carthy (1988:64) claim that many problems occur with words about remembering and comprehending, there is a relation between vocabulary and memory. They also state that the most effective distinction among vocabulary items may lie among different types of content words rather than between content and function when memory and comprehension are regarded. According to them, function words can be learned very quickly because they occur very frequently, and carry meaning very clearly. Another fact about vocabulary is the form which may be more important to remember than the meaning. (Carter and Mc Carthy, 1988: 65) state that learners sometimes take forms as basic way of meaning as they see in the context and remember. Words are stored and remembered in a ''network of association '' , and they are combined to each other not only by meaning and form but also sight and other parts of context. They also give information about research on memory and suggest some ways in order to enhance storage; mnemonic devices, loci, paired associate, and key words. Mnemonic devices means encouraging learners to use memory techniques to help them memorize words. However, Carter and Mc Carthy (1988: 65) claim that many countries resist towards this way. Loci means familiar sequences of visual images than can be recalled easily. In other words, learners form an image or place of it in an imagined

scene; and retrieval of this comes without any effort. Paired associates means a memory device which links two words of similar sounds and meaning or a visual image which will associate with the new word to help learner remember it using associative link; for example, the use of hard rock to teach hard. Key words means a technique which may be ridiculous but very useful. It is also to learn a word in FL by associating it with its translation in the native language in special or funny way. for example ,better which is the comparative form of good in English may be remembered as the negative recalling of better which is the comparative form of bad in Turkish. Thus, the learner s can remember the words they learnt in the context for a long time by using the ways mentioned above. It may be concluded that they can be expand their vocabulary in a funny and impressed way. In other words , it may have a stimulating effect on the motivation of learners. As Judd 1978:74) assert, in order to ensure success in vocabulary development , instruction should be considered as the most important goal, and the words must be reviewed constantly. He claims that this process is important for many reasons . According to him, one of the reasons is that if the learners are exposed to words or phrases more , they have a greater chance for retention.

C. Incidental Vocabulary

There are various other strategies and approaches also used to developing vocabularies of EFL learners by EFL teachers. The knowledge of words can be acquired incidentally. Incidental reading is the process of learning something without the intention of doing so. It is also learning something while intending to learn another (Richard &Schemidt, 2002). In terms of language acquisition , incidental learning is to be an effective way of learning vocabulary from the context (Herman & Anerson , 1985). Studies on incidental vocabulary acquisition in the foreign language typically involve subjects in extensive reading. One goal of extensive reading is to read for pleasure, which will hopefully translate into general language improvement and a boost in reading motivation (Krashen, 1994:45). The general language learning process from extensive reading is accidental, with few specific learning demands from the teacher (Widdowson, 1979:89) Some researchers suggest that extensive reading is mainly for purpose of reinforcing partially known words so that they may move up to know words, rather than focus on building new vocabulary (Nation & Wang,1999 ;Waring &Takaki , 2003:124). Never the less , this does not exclude the learning and the acquisition of new vocabulary entirely.

D. Other strategies and ways

Words can also be learned through direct instruction, where students learn words through structured approach. EFL teachers can also promote the use of dictionaries, thesauruses

and spelling investigations to extend the range of words used. EFL teachers can also give their students a vocabulary note book in which they can be asked to record unfamiliar or newly discovered words which can be stored until they need to use them. Even playing words games also can be encouraged . Interactive working walls can be created(2006:4) offers a frame works for successful vocabulary program that supports effective teaching and learners development of word knowledge. The foundation of his instructional program includes a four part approach to developing robust vocabularies : (1) provide rich and varied language experiences, (2) teach individual words, (2) teach word –learning strategies , and (4) foster word consciousness. But more importantly, EFL teachers can develop and extend independent reading experiences and help their learners to develop and enrich their vocabulary. EFL teachers can encourage reading partners \buddies to talk about books read, to ask questions and make recommendations. This strategy could effectively be run across year groups or with targeted specific groups. EFL teachers can also develop vocabulary of their learners by creating a language rich environment which supports vocabulary acquisition. This can be done by providing a range of quality texts which also sustain EFL learners interests. in that regard, literary texts and short stories in particular can play a great role in developing and enriching the vocabulary of EFL learners. This idea of exploiting short stories for developing vocabulary of EFL learner has been supported by many ELT professionals. (Wright, Betteridge and Buckby, (1984:85) ‘’ believe that using tales is good way to learn the operation of certain psychological and intellectual factors which could facilitate communication, heightened self –esteem, motivation and spontaneity reinforcing learning and building confidence ‘’.Such views show the importance of stories in teaching, learning and mastering vocabulary. Therefore, it is necessary to explore and investigate whether EFL learners can learn vocabulary effectively through stories.

2.2.0 Review of Related previous Studies

In the following section samples of previously conducted studies on the some of previous related fields of the study it will provide information concerning the issues on vocabulary learning through teaching and reading literature based syllabus will be discussed:

 2.2.1   Mohammed, M. (2004)in her study said that: "Teaching Language through Literature, has found out that ,language cannot be taught without referring to. Literature study can contribute the students command of language in general and reading in particular. She regard, teaching literature will help students develop their language skills and open their vision into a new world''.

2.2.2 Ibrahim fasher,I. (2006) in his study stated that: Evaluation of spine 4 with reference to reading components it has recommended the following issues: to maintain a good standards of English language in general and in reading skill in particular, it might be useful to implement the following suggestions as far as possible:

a. reducing the number of students in class room.

b. increasing the number of English lesson periods.

c. making extensive reading compulsory.

d. reintroduction of intensive reading.

He suggested the following areas for further studies. To find ways in which teachers are organized to get training particularly in phonetics and phonology. To discover strategies that will assist in supplementing students with additional reading material and audio-visual aids that should be in active use in lessons.

2.2.3 Ageeb,E. (2006) has conducted a research on the effective methods on teaching reading skills. She found out that teachers in secondary schools need training in the reading skills and the importance of using authentic texts including literature .She also find that silent reading is given more attention than aloud reading. Moreover reading should take most of the students learning time and should be learned in stage. She recommends that reading skills should be improved and developed, and the focus should be on silent reading and reading and reading aloud. Furthermore, recommends that the problems of the reading skills must be solved, and ministry of education must pay attention to teachers training in teaching as general and reading in particular.

2.2.4 Cagri Tugrul Mart from the Department of languages, Ishik University ,Erbil , Iraq.

An article was published in may 1,2012 on ww.ccsenet .org / elt. The title of the article is ''Encouraging young learners to learn English through stories''.

The article writer states that motivating young learners to learn English through stories at an early age provides them the opportunity to widen their horizons and stimulates their early enthusiasm and his enhance their awareness of the rich use of English. He consider stories are unquestionably a significant part of children literacy development as he assert in his quote, ''when we read to our children ,we do not confine them to academic excellence but extend in to their emotional and behavioral learning ''.Reading at an early age is essential. Therefore this article focuses on stories and how they develop their language learning. Stories are motivating for young learners, and stories can create a happy and enjoyable learning environment. Cagri concludes that stories are the most ideal sources for young learners in effective language learning. Children like stories, and they find stories

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easy to access and understand. Stories provide an outstanding opportunity for young learners to master the foreign language. The final part of the article suggests for teachers to read slowly and clearly, give pupils time to relate what they hear to what they see in the pictures, to think, ask questions, make comment. However, they should vary the pace when the story speeds up. A final recommendation is to make comments about illustrations and point to them to focus the pupils attention.

2.2.5 Altaher , Abdullah AbdElamotalib , Nile Valley University , 2012.

This research was under the entitled '' The Role of short Stories in Reinforcing The Reading Skill '' . The study investigates the role of short stories in teaching the reading skill in Saudi Arabian secondary schools. The researcher has surveyed forty secondary schools language teachers about using short stories in teaching reading skill. His investigations assured the effectiveness of the story role in reinforcing reading, the necessity of text selection as an important step, and effective motivating method of teaching reading. Also it assured the importance of introducing short stories in the Saudi school's curriculum. The study recommendations suggest that teacher and decision makers must be more concerned with criteria of selecting educational material which satisfy the needs of their students. It also recommend that teachers should apply more motivating teaching methods**.**

2.2.6   Abdolreza Pazhakh & Rahatollah Soltani in November 2010 .

The above said researchers examined the entitled issue of developing foreign learner's vocabulary through reading in a dissertation study the above said researchers examined the entitled '' The effect of extensive reading on vocabulary development in EFL Learners in Dehadasht Language institute ''. In this study, the researchers stated that Extensive reading can be considered as a good learning technique to improve learner's vocabulary knowledge. It is a type of reading instruction program used in ESL or EFL settings, as an effective means of vocabulary development. The subjects participated in this study included were 40 upper – intermediate learners drawn from population through proficiency test to see if extensive reading helps them improve their vocabulary knowledge at the above –stated levels. To this end, at each level an experimental and a control group were formed each of which comprised 20 subjects randomly selected and assigned. All the conditions especially teaching materials were kept equal and fixed at each level, except for the subjects were given five extra short stories to read outside for ten weeks. The results showed that EGat both levels indicated improvement in their vocabulary learning after the experiment . The study finding shows that reading increased the vocabulary of the subjects

and also changed their attitude towards reading in a positive way. Furthermore findings is enhancing of learner's effective domain and motivation.

2.2.7 Murat Hismanoglu. The Journal of Language and linguistic studies Vol. 1, No.1,April 2005.

A study paper titled '' Teaching English Through literature'' was published. This study aims at emphasizing the use of literature as popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) in our times. Reasons for using literary texts in foreign language class room and main criteria for selecting suitable literary texts in foreign language classes are stressed so as to make the reader familiar with underlying reasons and criteria for language teachers using and selecting literary texts**.** Moreover, literature and the teaching of language skills, benefits of different genres of literature (i.e. poetry, short fiction, drama and novel)to language teaching and some problems encountered by language teachers within the area of teaching English through literature (e .i .lack of preparation in the area of literature teaching in TESL/TEFL programs, absence of clear – cut objectives defining the role of e literature in ESL /EFL, language teachers not having the background and training in literature, lack of pedagogically –designed appropriate materials that can be used by language teachers in a classroom context)are taken into account. In the recommendation part, the study praised the importance of the teacher role in teaching English through literature and suggests that at first, the aim of language teaching should be determined in relation to the needs and expectations of the students. Giving a questionnaire or interviewing with the students orally, the teacher can set up the aim and the objectives of the language teaching. Second, the appropriate language teaching method, teaching techniques, and classroom activities should be selected. Then the teacher should select the literary texts relevant to the aim and objectives of his teaching. While selecting literary texts to be used in language classroom, the students language proficiency, interest, age sex, …ect should be taken into account in order not to bore students with in specially written stories. At advanced levels, however, students are given in its original forms so that they can develop their literary competence in the target language. To put it another way, students learn practically the figurative and daily use of the target language in the literary texts and encounter different genres of literature (i.e. poems, short stories, plays,…ect.) At advanced levels . Observing how characters in a play or short story use figurative of speech, such as simile, metaphor, metonymy , ect so as to express their communicative intention , students learn how to write English more clearly, creatively, and powerful.

2.2.8 Hassab A lrasol Farah Ahmed

In this study entitle the role of teaching literature in developing ext Sudanese Secondary school Students language. Proficiency state that : 1. Almost all the responses of the questioned sample of teachers answer the benefit of incorporating literature in E.F.L these benefit include general language awareness as it is the focus of his study, the teachers of grammar and vocabulary. 2. Learners are not reluctant to learn through literacy material. one contrary , literature works as on essential source of motivation. 3.The available text books for a basic level presenting form of comprehensions and satisfactory input for learners. 4.Learners can be better develop their awareness of the structure of English form literary discourse they are presented with.

2.2.9 Elyagot Mohammed Ahmed

In his study , using literature to develop Reading Comprehension skills, stated his findings as follow :1.Using literature in language courses help students to develop reading comprehension skills.2.Using literature in reading lessons help students to develop their vocabulary. 3.Literature presents valuable material to teach comprehension lesson.4.Using literature develops student's interpretive abilities in the foreign scope there are many studies light on some.

2**.2.10 Maria Pigada and Narbet Schmitt**, **University of Nottingham**

 In their study entitled '' vocabulary acquisition from Extensive Reading 'they conducted that extensive reading. Appears to lead substantial vocabulary learning but it is not consistent across all word knowledge types. This seems to justify the suggestion of many researchers that incidental reading should be followed up with international learning (Hulstinjn, 1996; Nation, 2001). More specifically   amenable to exposure to comprehensible input. on the other hand, the same cannot be argued for preposition and verbs. Therefore, the teacher try to decide which type of learning (incidental or international) is more effectively, they should first consider which language feature they went to focus on. As Zimmerman, (1997; 122-123) states that ''word knowledge involve range of skills and word learning is facilitated by approached that provide varied experience ''since '' no single approach can address all these skills. (Nation and Wang, 1999, and Wordinksy 1988) investigated the potential contribution of graded readers to vocabulary learning by examine word frequency. They conducted that graded readers can be important source of vocabulary learning for L2 learners if used appropriately.

2.2.11Abeer Abdullah Ebraham, Sudan University of science and Technology in her study entitled ''overcome secondary school students difficulties of vocabulary through an effective teaching '' the aims to identify the main problems that face Secondary school students in Sudan in learning vocabulary to identify some factors that cause these problem and to find out whether Spine provides learners with the suitable methods for learning vocabulary. A descriptive and analytical method and teacher's questionnaire is used.

2.2.12Abdelmageed Mamoun Abdelmageed, Sudan university of science and technology in his study entitled '' investigating the role of vocabulary in discourse and meaning '' the study aims to discuss the nature of vocabulary, to explain to what extent it functions in organizing a text and to contrast the methodology of teaching vocabulary out of context. An analytical and experimental methods are used.

2.2.13 Zohreh Ebrahimil Parviz Azhideh , Tabbriz University –Iran ,in January 2015
A recent study prepared by a couple of Iranian researchers. The study title is '' The Effects of Teaching Vocabulary Learning Strategies on Iranian EFL learners Vocabulary development. '' The main purpose of this study is to investigate whether using the context for guessing the meaning of new vocabulary can solve the problem. To do so the researchers assigned two experimental groups at Goal language institute, and gave them a pre-test to make sure that they were homogeneous. In the e first group the used guessing the meaning of new vocabulary from the context and the other group they the traditional method of using dictionary for vocabulary learning. At the end of the instruction period each group was given the same pre –test to determine their progress in learning and remembering the new vocabulary. This study aims at investigating the impact of the use of short stories on vocabulary instruction through making a comparison between the two basic vocabulary learning strategies, dictionary use and contextual guessing. for this purpose, a quasi – experimental design was used and the words used in the experiment were selected out of short story '' Animal Farm '' by George Orewel. The participants took a test called '' vocabulary level Test '' ,first devised by Paul Nation (2000) to measure their vocabulary knowledge, so they could discover if learners with more vocabulary items in their memory do better in contextual guessing and /or dictionary use. Further , the study also attempted to reveal what kind of factors actually hinder or facilitate learning a word in context. The findings of this study showed that contextual guessing affected the student's vocabulary learning and help them keep the second language vocabulary in their minds longer. In the case of fixing good number of vocabulary items in mind short stories help significant. In general, the purpose of this study is to provide an insight into the effects of

using the context technique in short story for learning vocabulary among high school intermediate level EFL learners in Iran.

2.3 Summary of the Chapter

This chapter provided the basic theoretical frame works; literature review about the study and it focused more preciously on the subjects of literature generally in this study. It also reviewed some related previous studies and showed how they related to the present study.

CHAPTER THREE
The Methodology
3.0 Introduction

 In this chapter the researchers attempt to introduce the methods, which is used to conduct the study. It includes: subjects, instruments and procedures, which are implemented throughout the researcher conduction. The researcher adopted the experimental descriptive method and identified the sampling procedures which contain the test for collecting data. The test was distributed to hundred third year students in Elf ashier model secondary school for girls**.** Also The data necessary for this research is collected through a questionnaire. Teachers' questionnaire was distributed among hundred secondary schools' English language teachers who have been teaching English language in general and literature in particular. Therefore, The present study conducted through experimental descriptive approach.

3.1 The Methodology

The researcher will present the method or the process of collecting and analyzing the necessary data for this experimental descriptive approach. The outcome of the analysis of the collected data will either support and defend the research hypotheses or defeat and negate them. The researcher expects that integrating literature in EFL language class rooms will be beneficial for language learning process for the students particular that shed light on this field.

3.2 The Subjects:

The population of this study, is chosen from El fasher Model secondary school for girls. Concerned with year students who study English language generally and literature specifically. It includes hundred students, they did the vocabulary test, during the last eight week block of the first term in the 2016 – 2017 academic year. Two classes were randomly assigned as an experimental and controlled group. It was thought it would not cause any problem for the research since they the same syllabus. The main goal was to observe the change in the range of vocabulary of these students before and after the research spanning an eight period .The fundamental purpose of this research was to draw attention the weakness that students have in vocabulary due to absence of literature. It was also aimed to find out the ways in which to strengthen students to overcome this problem to some extent and the achievement Test of the students were given at the beginning and at the end of the research were taken into consideration to test the hypotheses; enjoying considerable experience in the field concerned. The population is selected randomly for

they represent students who study English as a second or foreign language in the Sudanese secondary schools particularly in North Darfur state in Elf ashier locality.

The sample of this study also studies hundred teacher's views towards the using and teaching literature in EFL classroom. The population of the study is for all of the English language teachers in Sudan who come to mark Secondary exam in Khartoum municipality. A sample of hundred Teachers was randomly selected for the questionnaire. They have considerable experience on the field of teaching English language in secondary schools. It is in the third year which the current study deal with it for this research purpose.

3.3 Research Design

This experimental study aims at analyzing information about the impact of dropping out literature and its effects on students English vocabulary knowledge at Elfashier model Secondary school for girls in the first term of 2016- 2017academic year and shows the differences between the controlled and experimental groups instructed individually in side class room. One of the most important reasons to determine this kind of experimental research design was to identify the effects of the short stories to foreign learners and determine the success of treatment used in this study. The study just carried out for the participants in the experimental group, and controlled group just compared . The results of the pre- tests were analyzed by SPSS program and observations.

After taking the administrative procedures to get the required permission from the main and co – supervisors at forty items of vocabulary in various forms , and were presented to the students in both , experimental and controlled groups.

As a pilot study, the vocabulary test was given in two classes to see how students would react. it was observed that the students were highly pleased to see this type of activity, and they suggested that this kind of tests should be given at all levels not only third year students of high secondary school. Therefore, the groups chosen as control and experimental groups were given the vocabulary test and asked to do the matching quizzes. Forty -five minutes of class room time was spent for the subjects to do the test. The results of the achievement tests which measure students mastery or progress of what has been taught in the first term were compared. The aim of comparing these tests was to investigate if there would be any discrepancy in vocabulary range between the experimental and controlled groups . The study was also limited only to eight weeks, which may have been significant factor. Also A teacher' s questionnaire was distributed among hundred secondary schools' English language teachers who have been teaching English language in general and literature in particular**.**

3.4 The Instruments:

Two instruments were used in the present study for the purpose of data collection:

3.4.1 A test

The instrument which is used as a data collecting tool is a test. The test was designed in orders to spot out the areas of the study in students performance. The test is composed of twenty-five items in order to attain the subjective and aims of the study. The researcher believes that a test is the most suitable data collecting tool in this study. This will help the researcher obtain reliable data, which will lead to reasonable finding, and results at the end of the study. The researcher adopted or utilized two different syllabi for teaching English vocabulary through literature. The first one is the student's text book, and the second one is the supportive test on vocabulary designed by the researcher himself. Group A was exposed to a little vocabulary exercises on vocabulary skills. It depended on the student's text book. While group B was exposed to students book. After the researcher had written and formed this supportive test, the researcher gave it to experienced teachers ,lecturers from different universities; Sudan ,Khartoum and Née lain, in order to evaluate, investigate and correct it. The researcher gave the supportive test to the students to see its applying and relevance. After the test had been checked for validity and reliability, the researcher distribute to experimental group to see its effectiveness. A test was carried out and the result was as follows : Validity factor could be calculated through square root of reliability.

Reliability (Cronbach's Alpha)	validity	N of Items	N of cases
0.79	0.89	5	100

The table above shows the result of reliability analysis, the number of cases (100) and the number of test items are (5). As can be observed that the value of Cronbach's Alpha equal (0.792). This mean that there is high reliability in the values of test. Also for validity calculations equal (0.89) which mean that there is also high validity of the test.

3.4.2 A questionnaire

As the researcher mentioned above the present study also adopted a written questionnaire for collecting data for hundred secondary schools teachers. The questionnaire has Three sections. It used a three-point linker scale. The respondents were presented with items to which they were requested to choose one of three options : agree, uncertain and disagree. Twenty Statements of the questionnaire is conducted on using and teaching literature in EFL class room.

Section one

This section focused on the importance of teaching English literature for vocabulary knowledge and expansion. It had nine items in it.

Section Tow

Teaching literature required teacher's training to cope with current syllabus. It had five items.

Section Three

Absence of literature has negatively affected on students English vocabulary knowledge. It had six items.

The questionnaire was developed through the following stages :

1. Itwas designed by the researcher in consultation with some colleagues.

2. It was then presented to the supervisor for approval .

3. Then it was referred to four experts for judgment .

4. after that it was piloted in small scale group of teachers .

The reliability and validity of the Questionnaire was calculated by SPSS. The Crobach's alpha results are shown as follows:

R: Reliability   = 0.94

Validity $= \sqrt{Relibility}$ Validity = 0.88

3.5 The Procedures:

The test is constructed and distributed to hundred students who study English as a second language in Elfasher model secondary school for girls. They respond according to their knowledge about vocabulary by putting a words on the appropriate alternatives in spaces provided. The researcher the pre –test (see , appendix) in vocabulary for controlled group and experimental group as well. The two groups were given the test to measure the targets of language vocabulary skills in the students which will be taught in this course. The test consists of five questions examining different structure of the vocabulary knowledge. The control group was given vocabulary skills through strictly language text book while experimental group exposed to the text book and supportive program on learning vocabulary. The analysis of the pre-test showed that there was no significant difference between the two groups. It means that there was a close homogeneity between the groups .Then during the term researcher himself taught the students using student's text book. The data collected through the test and the questionnaire will be tabulated and treated statistically by SPSS program me. The results in percentile form be used to answer the relevant study questions and analyze the results of the questionnaire.

3.6 Validity and Reliability of the Study Tools:

Validity is the extent to which a test measures what claims to measures. It is vital for a test to be valid in order for the results to be accurately applied and interpreted. So , the researcher designed and introduced the tests in real content that he intended to measure for two groups . The items on the two tests (pre- and post) represents the   entire range possible items that cover abroad range of lexis. Also the tests have measured the current levels of the students vocabulary acquisitions. The tests are given from the same contents of their subject.   The test and the questionnaire is shown to Dr Mohammed Bakri Alhadidi, Ienas Ahmed Abderhaman,Dr Hailary , and Dr Muntasir ,Dr ezadeen, they have considerable experience of English language at faculty of education university of Sudan for science and Technology and Khartoum University. They thankfully expressed their opinion by making certain modifications. They agree up on all of the statements of the test and questionnaire after reassessment and modification is made. They concluded that teaching literature encourage students to talk about their thoughts, opinions and express their feelings.

3.7 Summary of the Chapter

This chapter shows generally the methodology and the tools adopted for data collection . The chapter has provided a detailed description of all the steps and procedures followed in each tool, including population, sample , procedures, research design, validity, piloting and reliability of the tools.

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0 Introduction

In this chapter the researcher will present the data collected, analyzed, discussed and interpreted the test and questionnaire by using SPSS Program : statistical package of social and science studies. It would be better to say that this chapter presents the results of data which were collected through test to answer the researcher's main questions and test the hypotheses of the study.

First the collected data was entered and analyzed in the program , the researcher found the Reliability and validity statistics by using (Cronbach's Alpha), then the researcher found the descriptive Statistics values to the real students markers exactly and then frequencies and percentages and graphs for the students classification as failures and passers.

Finally the researcher make one sample (T) test for the difference of mean and the assumption equal (25).

4.1 The Test Analysis:

In the following, the statistical results of the test statements are interpreted.

4.1.1   Reliability and validity Statistics of the Test

Reliability means subside of the measurement without contradiction within itself. It means that the measurement give the same results and may give equal factor value if reapplied the same sample. Validity means the measurement should measure what supposed to be measured.

the increasing of the value factor of (Cronbach's Alpha) means increasing the Reliability of data from the opposite sample results on the study association. Also Validity factor could be calculated through square root of reliability .

Table 4.1 The Results of the Test

Reliability (Cronbach's Alpha)	validity	N of Items	N of cases
0.792	0.89	5	100

The table above shows the result of reliability analysis, the number of cases (100) and the questions are (5). As can be observed that the value of Cronbach's Alpha equal (0.792). This mean that there is high reliability in the values of questions .   Also for validity calculations equal (0.89) which mean that there is high validity in the values of the questions.

4.1.2 Descriptive Statistics
Table 4.2 The Results of the Test

N	Minimum	Maximum	Sum	Mean	Median	Std. Error	Std. Deviation	Variance
100	6.00	46.00	2578.00	25.7800	25.00	1.23022	12.30224	151.345

This table shows the total number f students marks As it seen in this table above of descriptive statistics analysis the mean is (25.7800) where as median is (25.00) the sum of them are (2578.00). The minimum is (6.00) and the maximum is (46.00) from the total number of the cases. The Standard Error is around (1.23022) if it compared to Standard Deviation which is (12.30224) . Whereas Variance among them is (151.345).

4.1.3Chi Square Test (goodness of fit test)

Table 4.3 The Results of the Test

Test Statistics	
	Total
Chi-Square	36.400[a]
df	19
Asymp. Sig.	.009

In this table could be observed that Chi-Square amount is (36.400) while the degree of freedom is (19) then Asymp.Sig is (009).

4.1.4Pass & Failure

Table 4.4 The Results of the Test

Item	Frequency	Percent
Failure (0 – 24)	50	50.0 %
Pass (25 – 50)	50	50.0%
Total	100	100.0%

As can be seen from the table above that the item of failures are around (0-24)and its frequency is (50)where as percentage is around (50) .While passers are around (25- 50) and their frequency is also (50)the same as percentage which is (50). The total amount for both of them are (100) for frequency beside (100%)for percentage.
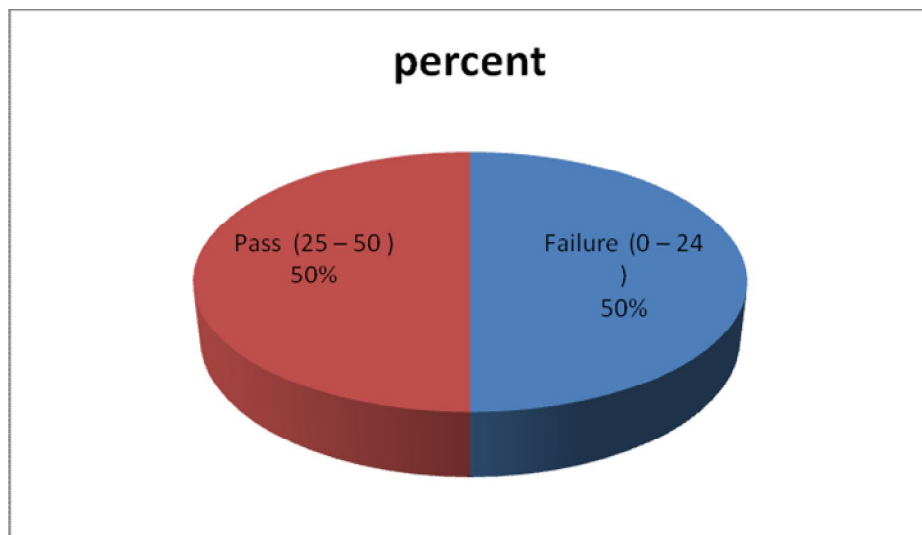
Table4.5 The Results of the Test

The Group	N	Mean	Std. Deviation	Std. Error Mean
Failure $(0-24)$	50	14.6000	4.78518	.67673
Pass $(25-50)$	50	36.9600	5.27203	.74558

The group failures (0-24) their numbers are (50)the mean for them is (14.6000)where as the standard Deviation is (4.78518) and the standard Error mean is (.67673).

The group of students who pass the test are around (25- 50) their number are (50), the mean is(36.9600) for the standard deviation is (5.27203), while standard Error mean is (.74558).

The figure

Figure **4.5 The Results of the Test**

This figure show equality between group of students who are passed and failed (50%) for all of them as presented by this diagram.

4.1.5 One Sample T test (the test Value is the Actual mean 25)

Table4.6 The Results of the Test

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Total	100	25.7800	12.30224	1.23022

The total number of the students as presented in this figure are (100) the total mean is (25.7800)whereas standard Deviation (12.30224) in addition to standard Error is (1.23022)in one sample T test (the test value is the actual mean25).

Table4.7 The Results of the Test

One-Sample Test						
	Test Value = 25					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Total	.634	99	.528	.78000	-1.6610	3.2210

As can be seen from the table above the total of t is (634)while the degree of freedom is (99) ,the sig (2-tailed is (.528) however the total mean difference is (78000). Nevertheless , (95%) Confidence interval of the difference for lower level is (-1.6610) while the upper level is (3.2210).

4.2 The Questionnaire Analysis:

In the following, the statistical results of the Questionnaire statements are interpreted.

Statement (1) Teaching literature is a good basis for active vocabulary expansion inside class room

Table4.2 Teaching literature is a good basis for vocabulary expansion

Valid	Frequency	Percent (%)
Disagree	0	0
Uncertain	2	2
Agree	98	98
Total	100	100

Fig (1) Teaching literature is a good basis for vocabulary expansion
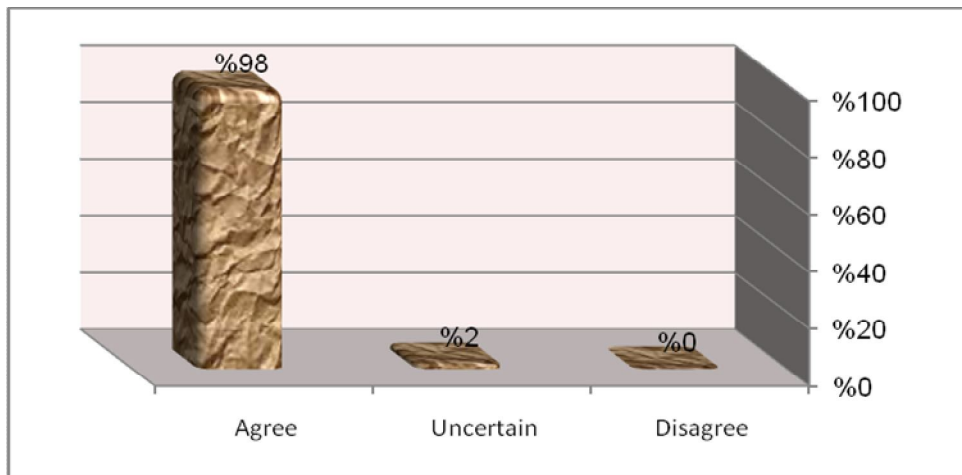
Results in table (1) and figure (1) above explain that respondents were sample study, and pointed that high percentage in agree exemplified are high, so the highest percentage(98%) is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Statement (2) Teaching literature encourages students to express their feeling and opinion

Table 4.2.2

Valid	Frequency	Percent (%)
Disagree	6	6.0
Uncertain	5	5.0
Agree	89	89.0
Total	100	100.0

Fig (2)

Teaching literature encourages students to express their feeling and opinion

Results in table (2) and figure (2) above emphasize that respondents were sample study, and pointed that high percentage in agree are high ,so the highest percentage equal (89%) is going to positive direction of the statements and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved.
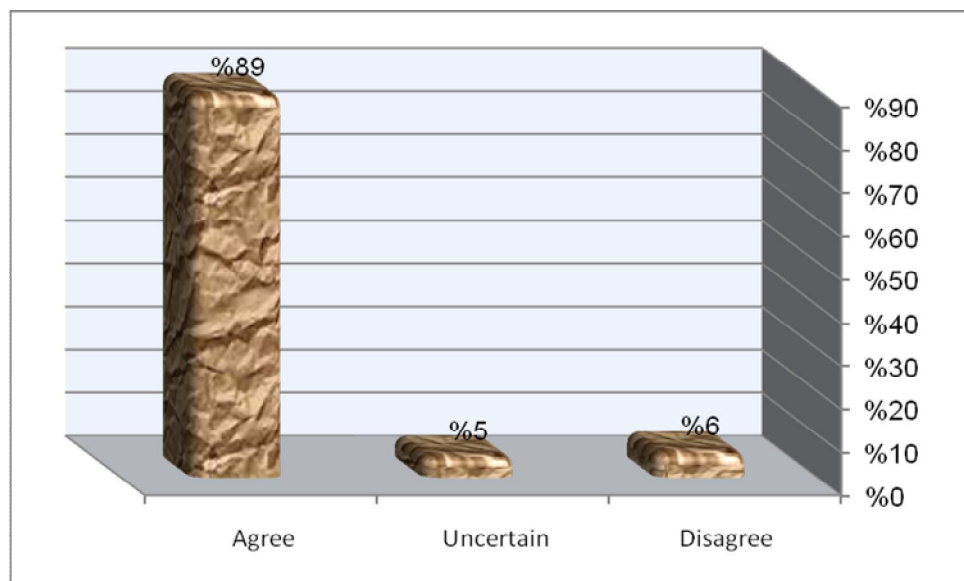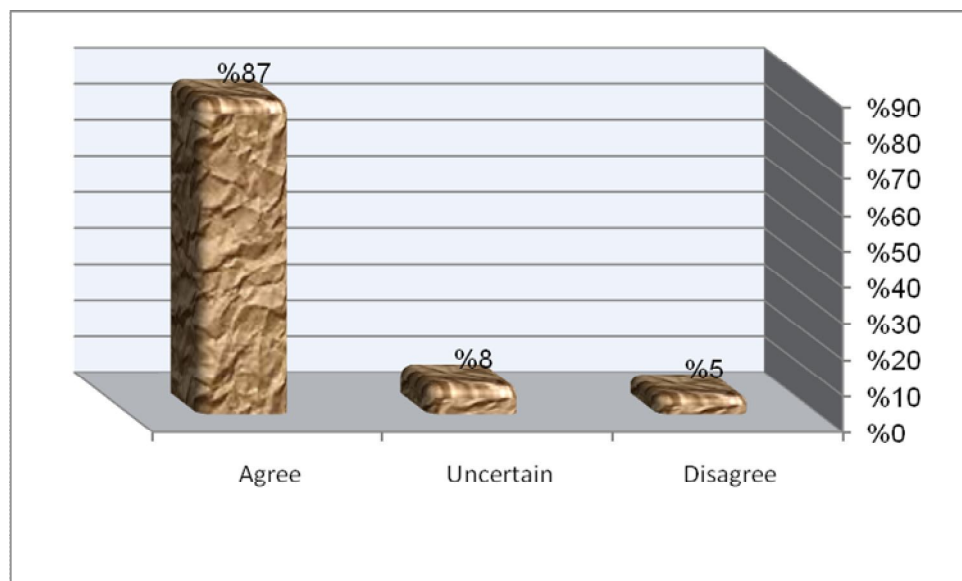
Statement (3) Teaching literature raises student language awareness

Table4.2.3

Valid	Frequency	Percent (%)
Disagree	5	5.0
Uncertain	8	8.0
Agree	87	87.0
Total	100	100.0

Fig (3)

Teaching literature raises student language awareness

Results in table (3) and figure (3) above pointed that respondents were sample study, and show that high percentage in agree are exemplified by, (%87), are high ,so the highest percentage is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Statement (4) *Learning literature is beneficial for EFL learners*

Table 4.2.4

Valid	Frequency	Percent (%)
Disagree	2	2.0
Uncertain	4	4.0
Agree	94	94.0
Total	100	100.0

Fig (4)

Learning literature is beneficial for EFL learners

Results in above table (4) and figure (4) showed that respondents of sample study, and show that high percentage in agree are exemplified by (94%) are high,so the highest percentage is going to positive direction of the statements and most answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.
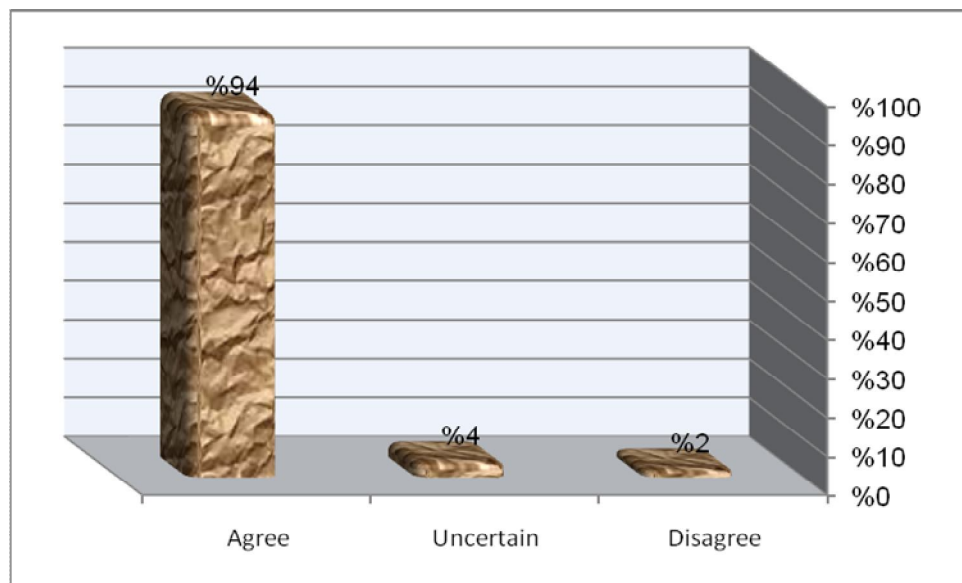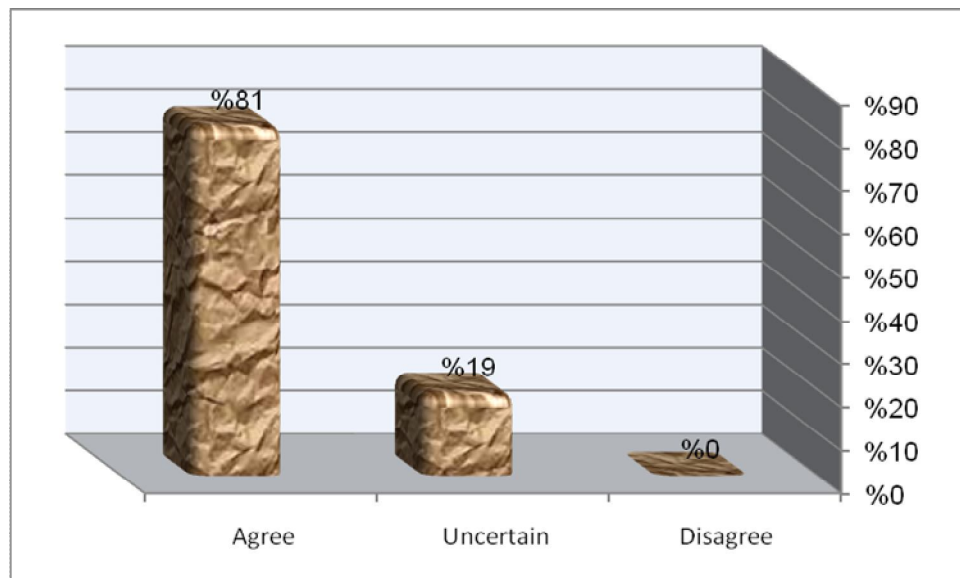
Statement (5) *Teaching literature promotes student intellectual and interpretive abilities Table 4.2.*

Valid	Frequency	Percent (%)
Disagree	0	0
Uncertain	19	19.0
Agree	81	81.0
Total	100	100.0

Fig (5)

Teaching literature promotes student intellectual and interpretive abilities
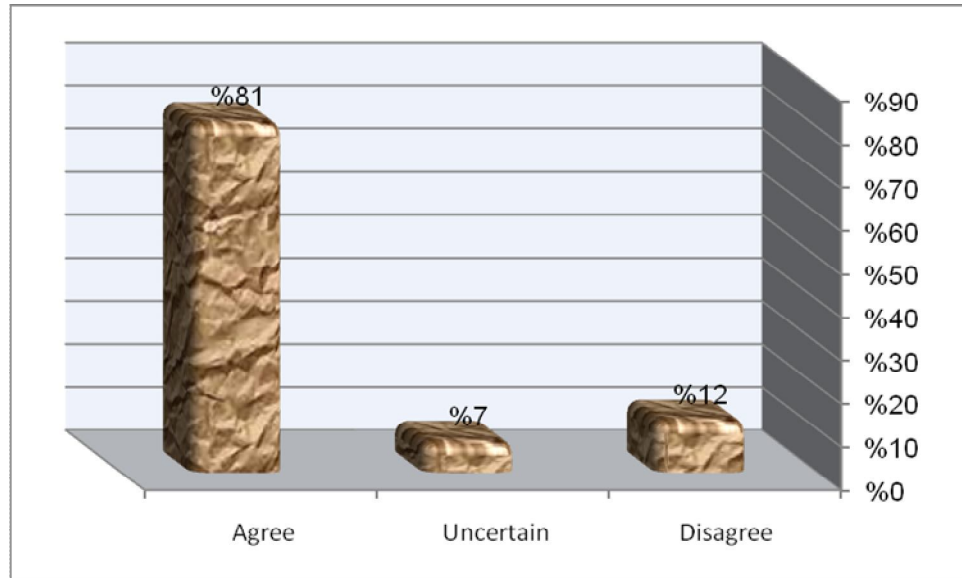

Results in table (5) and figure (5) above pointed that respondents were sample study, and show that high percentage in agree   and uncertain are exemplified by, (%87), uncertain (19%) respectively,so the highest percentage   is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Statement (6)Through teaching literature there is a good opportunity for teaching
contextual vocabulary Table4.2.6

Valid	Frequency	Percent (%)
Disagree	12	12.0
Uncertain	7	7.0
Agree	81	81.0
Total	100	100.0

Fig (6)*Through teaching literature there is a good opportunity for teaching contextual*
vocabulary

Results in table (6) and figure (6) above pointed that the respondents were sample
study, uncertain (7%),disagree (12%)and show   that the highest percentage in agree
are exemplified , (%81), are high ,so the highest percentage   is going to positive
direction of the   statements and majority answers of the study sample are agreeable.
Therefore this hypothesis is successfully achieved.

Table 4.2.7 Illustrates the mean and stander deviation and Chi-Square and degree of freedom and p.value of answering about the Statements of hypothesis one..

statements	Mean	STD	Ch2	DF	p.value
1.Teaching literature is a good basis for vocabulary expansion	2.87	.49	74.48	1	0.000
2.Taching literature encourages students to express their feeling and opinion	2.62	.69	76.69	2	0.000
3.Taching literature raises student language awareness	2.91	.41	80.66	2	0.000
4. learning literature is beneficial for EFL learners	2.92	.40	45.37	2	0.000
5. Teaching literature promotes student intellectual and interpretive abilities	2.84	.36	68.18	1	0.000
6. Through teaching literature there is a good opportunity for teaching contextual vocabulary.	2.48	.85	50.18	2	0.000

The above table indicated that the mean , standard deviation, Chi-Square ,degree of freedom and p.value .regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (2) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (0.36 to 0.85). The difference between the highest standard deviation and lowest is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p. value of all Statements is less than 0.05 this show that the answers are in the positive direction. This is in line with what has been stated in the hypothesis one.
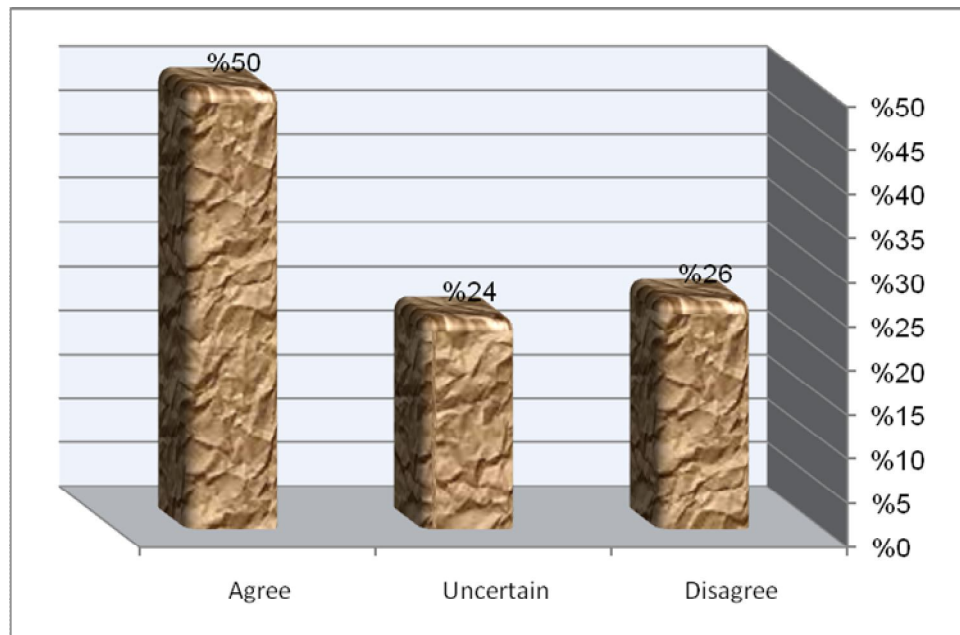
Statement (7) **Teacher literature in EFL classroom represents a heavy burden for teachers** *Table 4.2.8*

Valid	Frequency	Percent (%)
Disagree	26	26.0
uncertain	24	24.0
agree	50	50.0
Total	100	100.0

Fig (7)
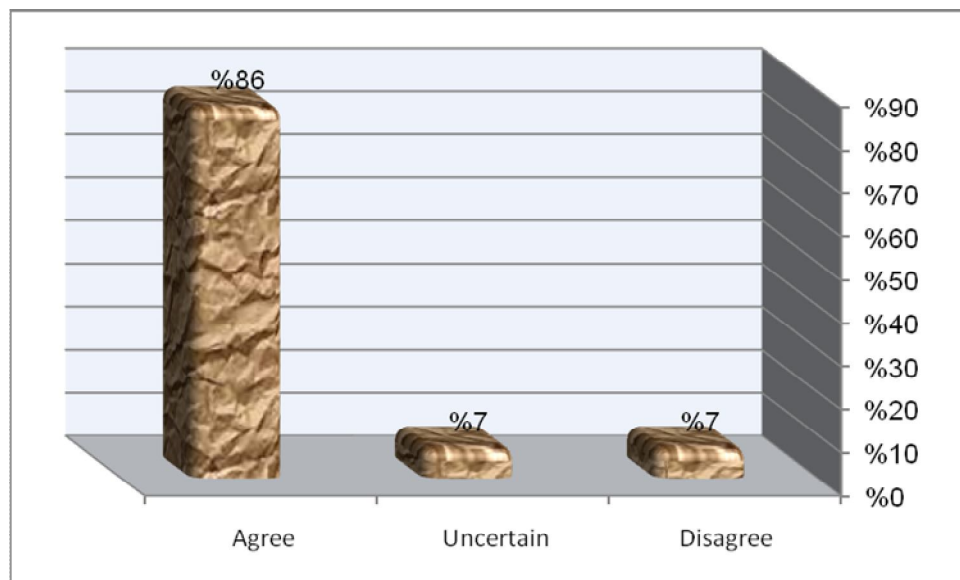Teacher literature in EFL classroom represents a heavy burden for teacher

Results in table (8) and figure (7) above explain that respondents were sample study, and pointed that high percentage in agree and disagree and uncertain" exemplified by, (%50, 2%25, %26) respectively are high, so the highest percentage(50%) is going to positive direction of the statements and most answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

*Statement(8)***I believed that training is required for teaching literature in EFL classroom Table 4.2.9**

Valid	Frequency	Percent (%)
Disagree	7	7.0
uncertain	7	7.0
agree	86	86.0
Total	100	100.0

Fig (7)
I believed that training is required for teaching literature in EFL classroom

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Results in table (9) and figure (7) above explain that respondents were sample study, and pointed that high percentage in agree exemplified are high, so the highest percentage(84%) is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Statement (9) **In my view, EFL teachers lack of appropriate training in the teaching of literature in class room.** *Table 4.2.10*

Valid	Frequency	Percent (%)
Disagree	20	20.0
uncertain	14	14.0
agree	66	66.0
Total	100	100.0

Fig (9)

In my view, EFL teachers lack of appropriate training in the teaching of literature in class room.

63
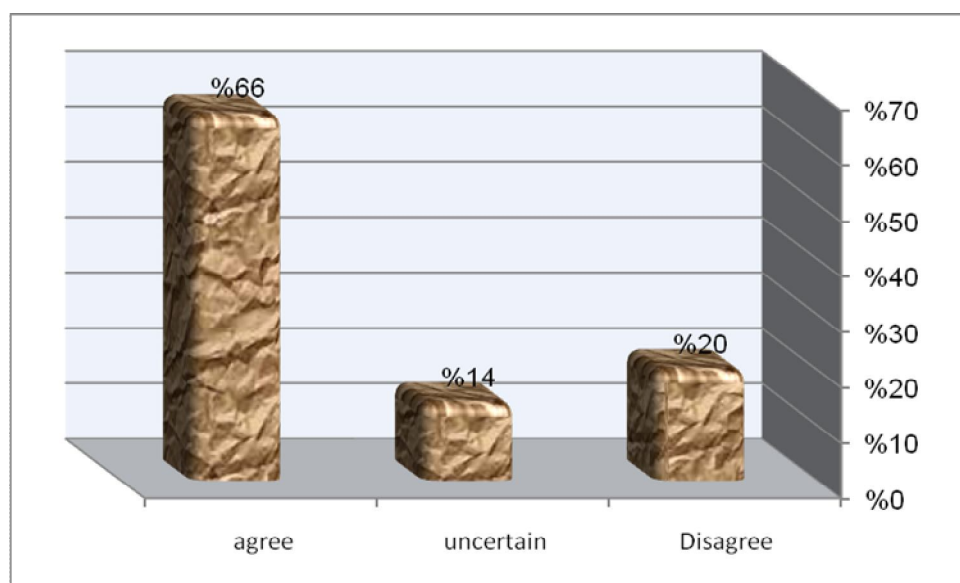
Results in table (10) and figure (9) above pointed that respondents were sample study, and show that high percentage in agree (%66), disagree),(%20) and uncertain (%14)are exemplified, respectively, so the highest percentage is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Statement (10) **English teachers should have regular training in the teaching of literature in class room**   Table 4.2.11

Valid	Frequency	Percent (%)
Disagree	7	7.0
uncertain	12	12.0
agree	81	81.0
Total	100	100.0

Fig (10)

English teachers should have regular training in the teaching of literature in class room

Results in table (11) and figure (10) above explain   that respondents were sample study, and show that high percentage in agree, uncertain and disagree are exemplified by, (%81),(%12)(%7) respectively, so the highest percentage is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.
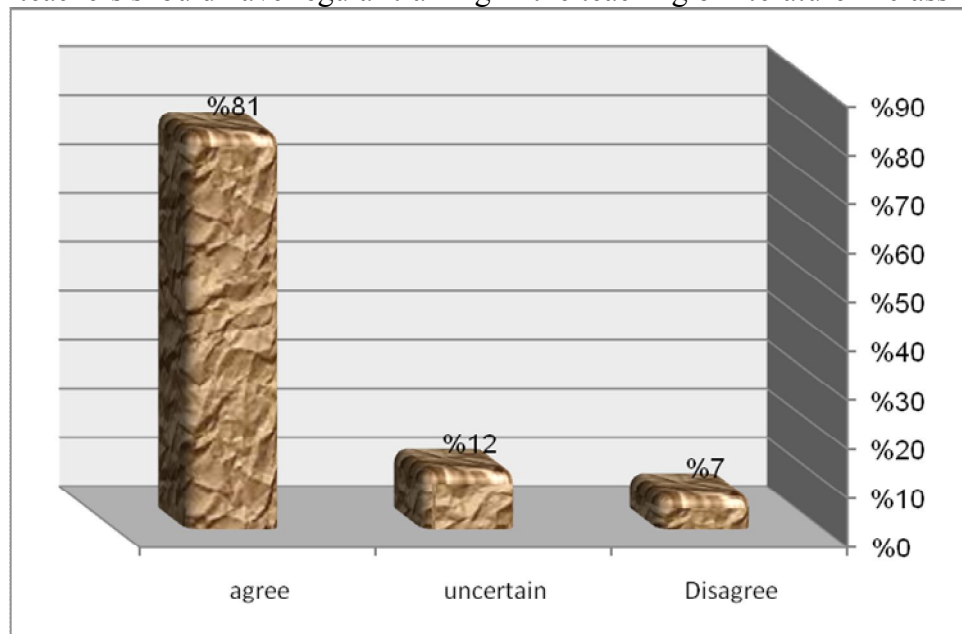
Statement (11) **Absence of literature has negatively affected on students English vocabulary** *Table 4.2.12*

Valid	Frequency	Percent (%)
Disagree	9	9.0
uncertain	18	18.0
agree	73	73.0
Total	100	100.0

Fig (11) Absence of literature has negatively affected on students English vocabulary

Results in table (12) and figure (11) above pointed that respondents were sample study, and show that high percentage in agree(%73), uncertain(%18) and disagree(%9) are exemplified by, respectively,so the highest percentage is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Statement (12) **Absence of literature has negatively affected on students English vocabulary knowledge.**

Table 4.2.13

Valid	Frequency	Percent (%)
Disagree	6	6.0
uncertain	9	9.0
agree	85	85.0
Total	100	100.0

Fig (12)

Absence of literature has negatively affected on students English vocabulary knowledge
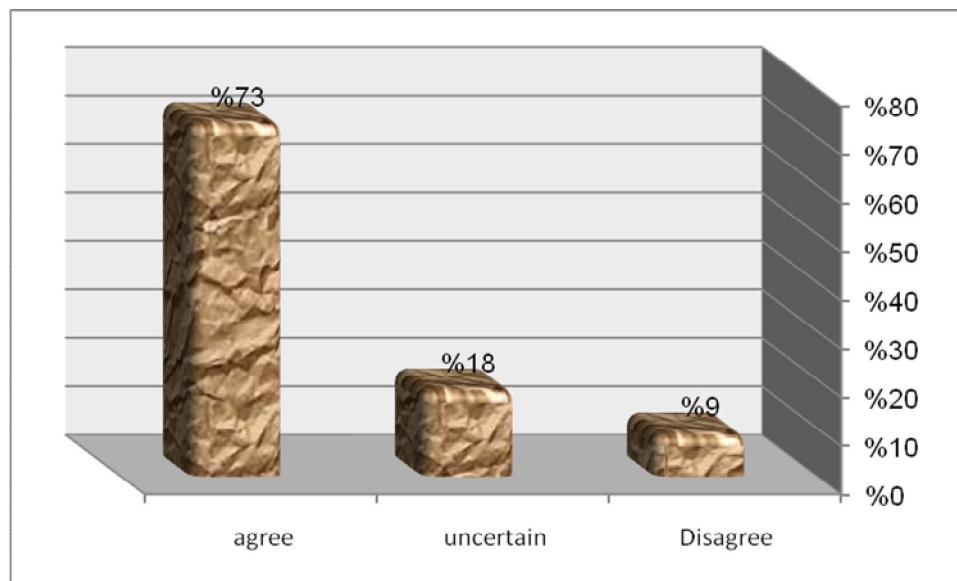

Results in table (13) and figure (12) above pointed that respondents were sample study, and show that high percentage in agree, uncertain and disagree are exemplified by, (%85),(9%),(6) respectively   ,so the highest percentage   equal (85%)is going to positive direction of the   statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.
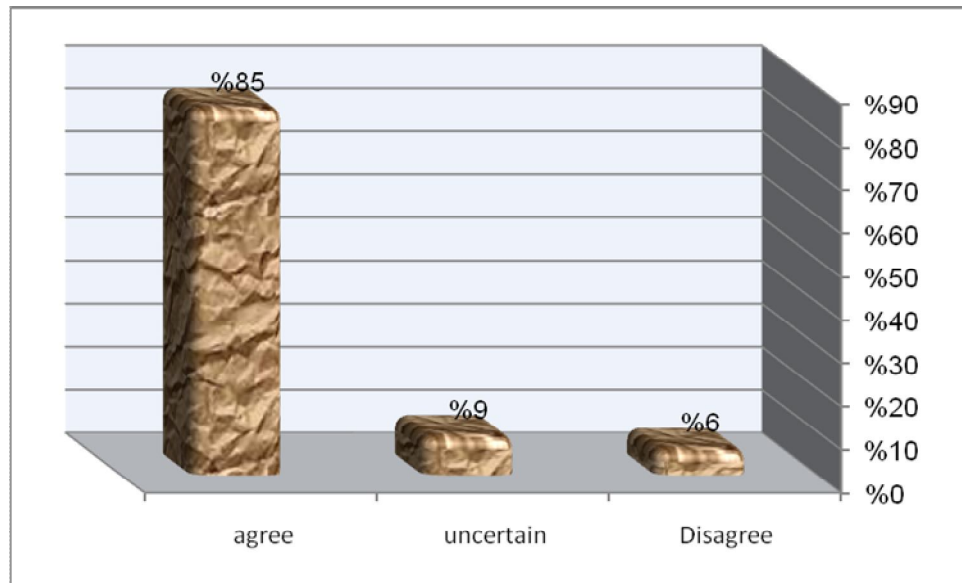
Statement (13) Absence of literature has negatively affected on the implementation of word formation process. Table 4.2.13

Valid	Frequency	Percent (%)
Disagree	6	6.0
uncertain	8	8.0
Agree	86	86.0
Total	100	100.0

Fig (13)

Absence of literature has negatively affected on the implementation of word formation process.
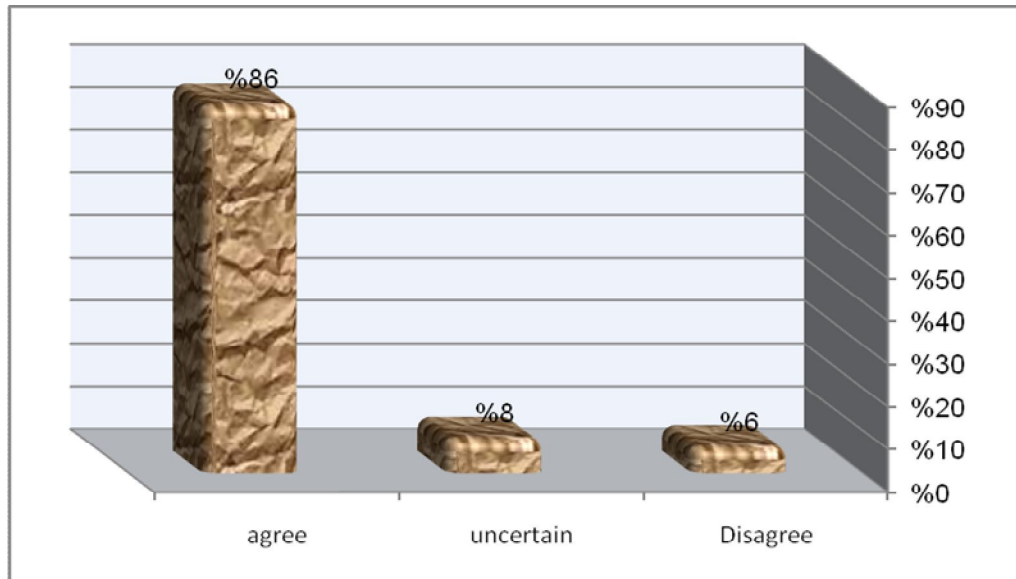

Results in table (14) and figure (13) above pointed that respondents were sample study, and show   that high percentage in agree (%86),(,uncertain),(%8)and,(%6) disagree are exemplified, respectively, so the highest percentage equal (86%)is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

***Statement (14)*Absence of literature reduces the technique of morphology promotion on students   Table 4.2.15**

Valid	Frequency	Percent (%)
Disagree	11	11.0
uncertain	16	16.0
agree	73	73.0
Total	100	100.0

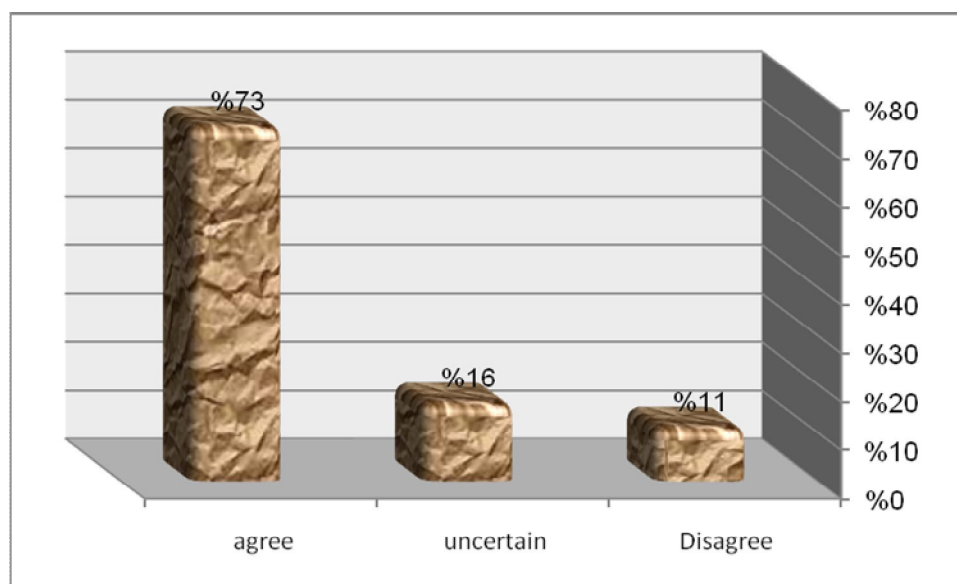Fig (14)Absence of literature reduces the technique of morphology promotion on students

Results in table (15) and figure (14) above showed that respondents were sample study, and show that high percentage in agree, uncertain and disagree are exemplified by, (%73),(16%),(11) respectively ,so the highest percentage equal (73%)is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

*Statement (15)***Absence of literature affected negatively on the teaching of contextual vocabulary.**

Table 4.2.16

Valid	Frequency	Percent (%)
Disagree	21	21.0
uncertain	16	16.0
agree	63	63.0
Total	100	100.0

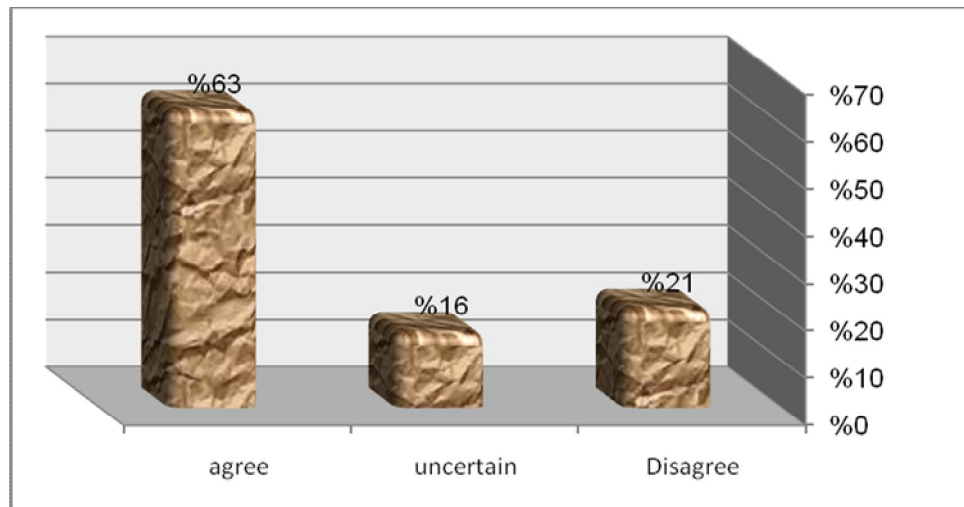Fig () Absence of literature affected negatively on the teaching of contextual vocabulary

Results in table (16) and figure (15) above pointed that respondents were sample study,and show that high percentage in agree, disagree uncertain and are exemplified by, (%63),(16%),(21) respectively, so the highest percentage   equal (85%)is going to positive direction of the   statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Statement (16) **The weak performance in reading is due absence of literature in secondary school**   *Table4.2.17*

Valid	Frequency	Percent (%)
Disagree	11	11.0
uncertain	19	19.0
agree	70	70.0
Total	100	100.0

Fig (16)The weak performance in reading is due absence of literature is secondary school
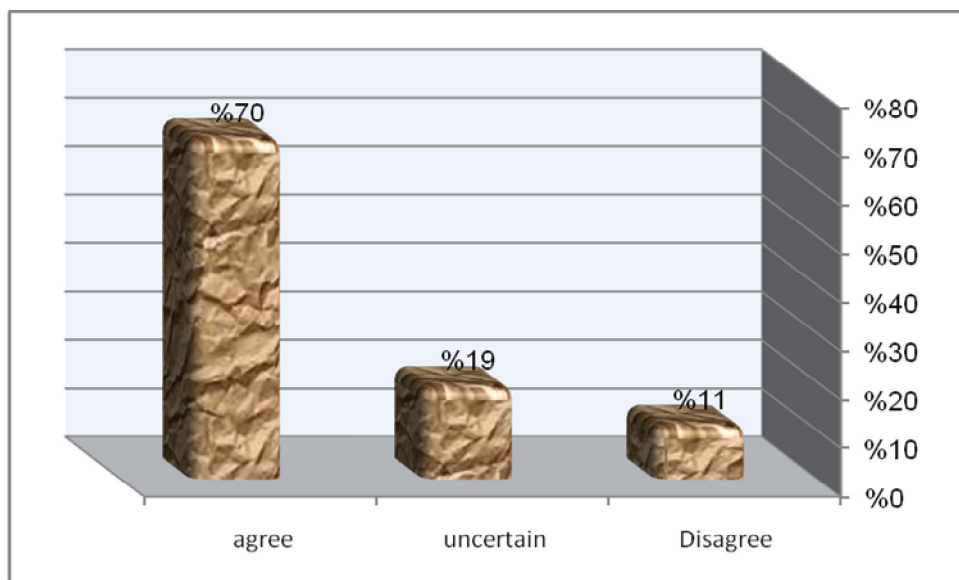
Results in table (17) and figure (16) above pointed that respondents were sample study, and show that high percentage in agree ,disagree uncertain and are exemplified by, (%70),(19%),(11%) respectively,so the highest percentage equal (70%)is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved. *Table4.2.18 Illustrates the mean and stander deviation and Chi-Square and degree of freedom and p.value of answering about the hypothesis two*

Statement	*Mean*	*STD*	*Ch2*	*DF*	*p.value*
1. Teacher literature in EFL classroom represents a heavy burden for teacher	2.15	.85	85.37	2	0.000
2. I believed that training is required for teaching literature in EFL classroom	2.94	.35	47.68	2	0.000
3. In my view, EFL teachers lack of appropriate training in the teaching of literature in class room.	2.55	.68	108..08	2	0.000
4. English teachers should have regular training in the teaching of literature in class room	2.68	.71	35.54	2	0.000
5. Absence of literature has negatively affected on students English vocabulary	2.48	.63	57.20	2	0.000
6. Absence of literature has negatively affected on the implementation of word formation process.	2.59	65	116.48	2	0.000
7. Absence of literature reduces the technique	2.72	.67	98.24	2	0.000
8. Absence of literature affected negatively on the teaching of contextual vocabulary	2.68	.68	50.12	2	0.000
9.the weak performance in reading is due absence of literature is secondary school	2.48	.80	36.26	2	0.000

The above table indicated that the mean , standard deviation, Chi-Square ,degree of freedom and p.value .regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (2) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (0.35 to 0.85). The difference between the highest standard deviation and lowest is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p.value of all Statements is less than 0.05 this show that the

answers are in the positive direction .this is in line with what has been stated in the hypothesis two.

*Statement(17)***Teaching literature is an ideal device in language learning process.**

Table 4.2.19

Valid	Frequency	Percent (%)
Disagree	8	8.0
uncertain	13	13.0
agree	79	79.0
Total	100	100.0

Fig (17)

Teaching literature is an ideal device in language learning process
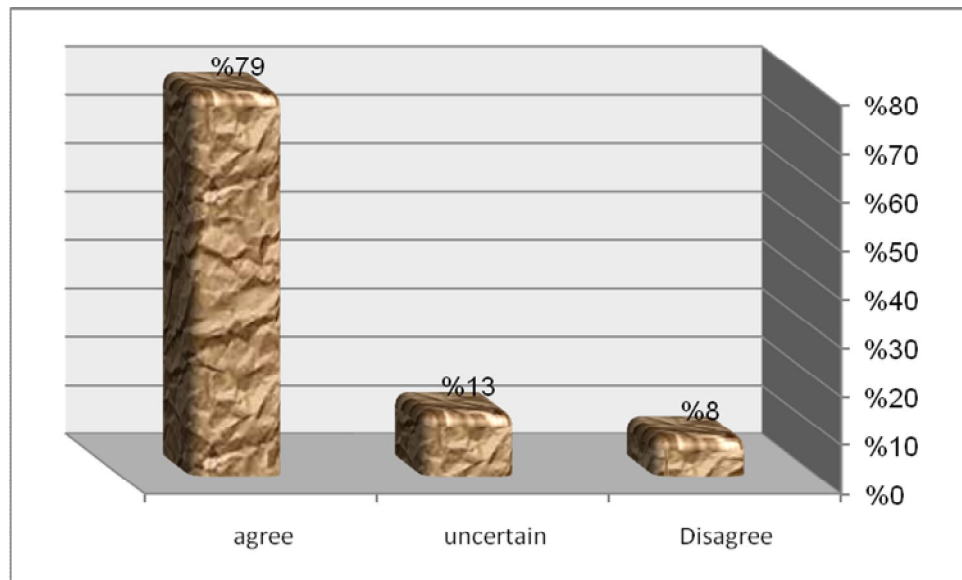
Results in table (19) and figure (17) explain that respondents were sample study, and show that high percentage in agree, disagree uncertain and are exemplified by, (%79),(13%),(8%) respectively   ,so the highest percentage   equal (79%)is going to positive direction of the   statements and majority answers of the study sample are agreeable. Therefore this statements is successfully achieved.

Statement (18) **I think the syllabus need modification to cope with current method of teaching.** *Table 4.2.20*

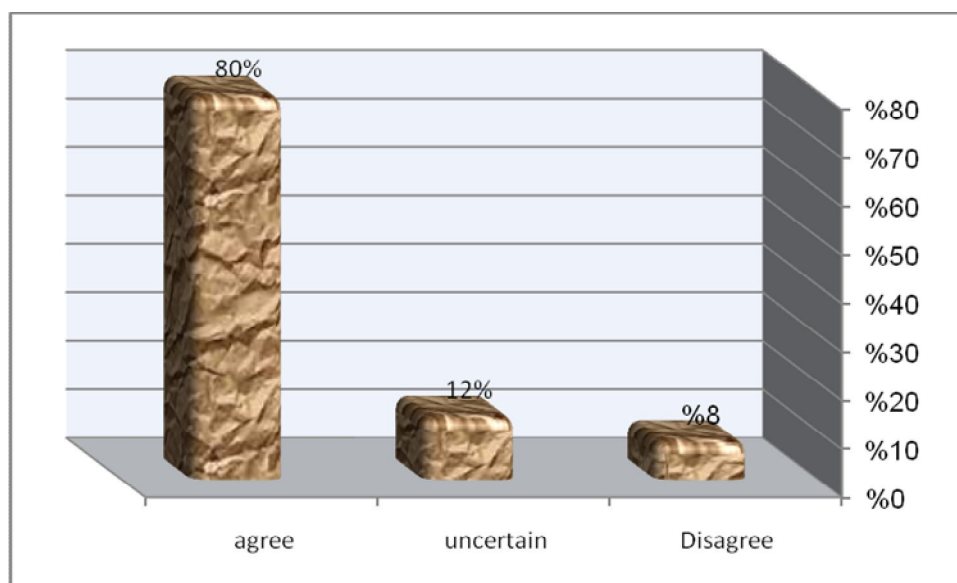| Valid	Frequency	Percent (%)
Disagree	8	8.0
uncertain	12	12.0
agree	80	80.0
Total	100	100.0

Fig (18)

I think the syllabus need modification to cope with current method of teaching

Results in table (20) and figure (18) explain that respondents were sample study, and show that high percentage in agree by (%80),   disagree),(12%),(uncertain %),(%8)   and are exemplified, respectively, so the highest percentage equal (80%)is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Statement (19) **Literature (supplementary graded readers) should be obligatory for third years of secondary school students in final examination**   *Table 4.2.21*

Valid	Frequency	Percent (%)
Disagree	5	5.0
uncertain	6	6.0
agree	89	89.0
Total	100	100.0

Fig (19) Literature (supplementary graded readers) should be obligatory for third years of secondary school students in final examination

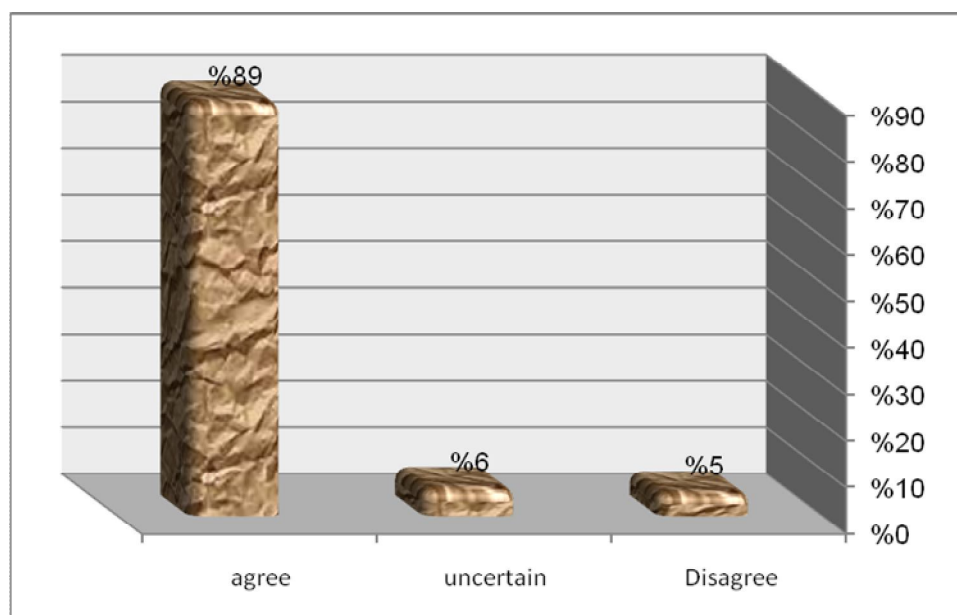Results in table (21) and figure (19) explain that respondents were sample study, and show that high percentage in agree, disagree uncertain and are exemplified by , (%89),(6%),(5%) respectively, so the highest percentage equal (89%)is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieve.

Statement (20) Through teaching literature for EFL students can identify the bound and free morphemes. *Table 4.2.22*

Valid	Frequency	Percent (%)
Disagree	2	2.0
uncertain	5	5.0
agree	93	93.0
Total	100	100.0

Fig (20)

Through teaching literature for EFL students can identify the bound and free morphemes.
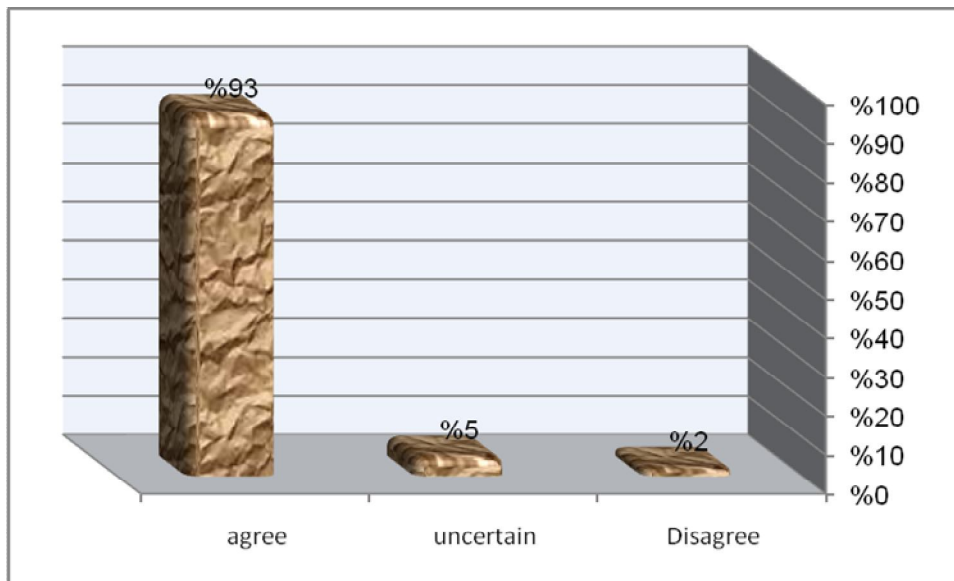
Results in table (22) and figure (20) show respondents of the questionnaire for this statement as follows agree by, (%93),disagree by,(5%),(2%) uncertain by (5%), are exemplified respectively. This result indicate that the highest percentage equal (93%)is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table 4.2.23 Illustrates the mean and stander deviation and Chi-Square and degree of freedom and p. value of answering about the hypothesis three

| Statement	Mean	STD	Ch2	DF	p.value
1. teaching literature is an ideal device in language learning process	2.15	.85	102.38	2	0.00
2. I think the syllabus need modification to cope with current method of teaching	2.94	.35	133.75	2	0.00
3. literature (supplementary graded reads)should be obligatory for third years of secondary school students in final examination	2.55	.68	70.04	2	0.00
4. Through teaching literature for EFL students can identify the bound and free morphemes.	2.68	.71	116.48	2	0.00

The above table indicated that the mean, standard deviation, Chi-Square, degree of freedom and p. value .regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (2) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (0.35 to 0.85). The difference between the highest standard deviation and lowerst is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p. value of all Statements is less than 0.05 this show that the answers are in the positive direction. This is in line with what has been stated in the hypothesis three.

5.4 Verification of the Study Hypotheses

The questions and hypotheses will be paired and the data that relate to them will be assembled in order to answer the questions and check the hypotheses.

5.4.1 Question one and Hypothesis One

Q1: To what extent does teaching literature assist students to build up active vocabulary inside the classroom ?

H1: 1.Teaching literature (supplementary graded readers) helps secondary school students to build up active vocabulary inside classroom.

The answer of Question One comes from the statistical results of the Questionnaire statement. The data collected from this section was summarized in Table 4.3.1 which shows that the answers of the respondents show a high percentage agree exemplified are high, so the highest percentage (98%) is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this means that the hypothesis is successfully achieved.

So, the first question is answered and the first hypothesis is accepted.

5.2.2 Question Two and Hypothesis Two

Q2: 2.How far do teaching and learning literature can affect positively on developing vocabulary among secondary schools' students?

H2: **2.** Teaching and learning literature can positively affect on developing vocabulary among secondary schools' students. The answer to question two and evidence for hypothesis two comes from the tables:4.3.1up to 4.3.5 section of the questionnaire statements by(98%). This data from this section revealed that all means are greater and it goes in positive direction. So, the second question is answered and the Hypothesis two is verified .

5.2.3 Question Three and Hypothesis Three

Q**3.** To what extent does absence of literature affected negatively on students English vocabulary knowledge?

H3: 3. Absence of English literature affected negatively on students English vocabulary knowledge. The answer to question three and evidence for hypothesis three comes from the tables:4.3.12up to 4.3.17 section of the questionnaire statements (73%) which show that the answers are in the positive direction in this line. So, the third question is answered and third hypothesis is verified.

In sum, all three questions have been answered positively and all three hypotheses have been verified by the data from questionnaire statements and from tables.

4.5 Summary of the Chapter

This chapter has presented the data analysis and discussion of data gathered from the test and questionnaire, then tabulated and diagramed to investigate the results. The results of this analysis and discussion are used to provide answers for research questions.

Chapter Five

Conclusions, Findings, Recommendations and Suggestions for Further Studies

5.0 Introduction

This chapter introduces the conclusions, findings, recommendations and suggestions for further studies will be stated as the follows:

5.1 Conclusions

The aim of this study is to find out the effect of the absence of literature from Sudanese syllabuses on secondary school students English vocabulary knowledg . The study concluded that teaching literature helps students to understand the conventions of target community as well as developing language learning process. So teaching and learning literature contribute to improve students English vocabulary knowledge. and it will promote and sustain reading skills as well as language learning process. The main goal of teaching literature is to develop student's English vocabulary that gives them ability to speak and to write. How literature can be used as the basic subject to support learning a language and it could be helpful and useful for the classroom interaction.. The study investigates the areas where literature can play a vital role as well as a model of teaching language in general and reading skill in particular that literature has an educational value and the view of literature as schemata for understanding the world around us.

5.2 Findings:

- The role of teaching literature in improving English vocabulary among language learners at school as well as universities which contributes to language learning process.
- Teaching language through literature is a good basis in language learning process for broadening students' English vocabulary knowledge.
- literature in EFL classes plays an important role in improving English language learning process.
- Teaching literature promotes, enhances students intellectual and cognitive abilities.
- Literature develops self-confidence among learners to express their responses, feelings, thoughts and needs effectively.
- Teaching literature as an authentic material plays an effective role in developing students' language awareness.

- Teaching literature as a foreign culture is an effective tool in developing .student's language awareness.

5.3 Recommendations:

The researcher offers the following recommendations based on the above results :

- Literature should be reinforced in order to improve students' English language learning process as well as other integrative skills development.
- Teachers should develop their styles of teaching techniques and vary them to expand their learners views of teaching and learning English literary text. Besides, they should use whatever is available to achieve teaching objectives.
- Students should be encouraged to read literary text books to enrich their vocabulary competence.
- Literature question in secondary school certificate exam paper should be obligatory.
- Literary texts should match student's levels in Basic and secondary school.
- Literary texts in secondary schools should be varied: British, African, and American.

5.4 Suggestions for Further Research

The results of this study indicated directions for further studies on the light of all the above mentioned benefits of teaching and learning literature . First, future research should be in such a way that may appeal to the new generation and speed up the foreign language teaching process which covers all needs and interests of learners bearing in mind the fast development of technology and science .that also covers aspects of vocabulary knowledge learning process . Second, this study investigated the effectiveness of knowing vocabulary through studying literature in secondary school level .Further research should attempt to study the effects of literary texts in basic schools as well as in Universities or in various levels of education with different levels of English proficiency to determine the most appropriate levels of the students for the implementation of the literary text based on teaching vocabulary .and solving the most common problems for EFL learners .In this study, it was attempted to determine to what extent students would overcome vocabulary deficiencies.

5.6 Summary of the Chapter

This chapter presented the conclusions, findings and recommendations of the study. The conclusions provided answers to the research questions and verified the hypotheses. Also recommendations were offered suggestions for further research were proposed.

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APPENDICES

Appendix (1)

Students' Test

Question One:
Put the following prefixes in their suitable places:

Un-   ir -   pre -   re -   fore

1-Ahmed was ……………………………….with so much homework. (-occupied)

2-Sara could have …………………….the mistakes which she had made. (-moved)

3-My friend says he can think about ………………………………… (-cast)

4-Learning materials should not be ……………………………to students life and experience. (-relevant)

5-…………………………………… you may see a child suffer from malnutrition in rural areas. (-fortunately)

Question Two
Put the following suffixes in their suitable places:

tion-   ment -ing   - ly   -dom

1-The processing of forest products creates………………………………… (employ-)

2-In…………………..countries more wood is used for fuel. (develop-)

3-Mona spoke …………………….and in a relaxed way. (polite-)

4-Martin Luther fought for ………………………….. and justice of American society. (free-)

5-……………….is a means of acquiring knowledge and skills.   (educate-)

Question Three:
Choose the suitable words from the box below to complete the following passage:

Crops -source - which -water -used

The river Nile ,…………………………………..is the longest river in Africa. It runs through southern and northern Sudan. It is the main ………………………………………of …………………..in Sudan. It is also …………as a means of transport in both countries to take people and their good. People grow different …………………………….in the bank of the river such as: cotton, wheat, and Dura .The White Nile and Blue Nile joint in Khartoum.

Question Four:

Match the following synonyms: (A) with (B) in (C)

A	B	C
1.exhausted	a. said again	
2.comfortable	b. command	
3.decision	c. tired	
4.repeated	d. to be relaxed	
5.order	e. ability to make choice	

Question five

Match the opposite of the following words: (A) with (B) in (C).

A	B	C
1-Coward	a-sick	
2-Strong	b-quite	
3-forword	c-brave	
4-Noisy	d-weak	
5-well	back word	

Teacher's Questionnaire

Teachers' Views on using and teaching of English literature in EFL class room

Name ………………………….. Gender …………………………

Years of experience ………… Specialization………………… Bachelor ……….

Dear Teacher

The questionnaire below is required for conducting a research entitled on teaching EFL.

The information you give will be treated confidentially for research purpose only.

All the 20 words should be dealt with the choices   a, b, or c.

1. Teaching Literature is a good basis for vocabulary expansion

a. Agree   B. uncertain   c . disagree

2. Teaching Literature is an ideal device in language learning process

a. Agree   B. uncertain   c . disagree

3. Teaching Literature encourage students to express their feelings and opinion

A. Agree   B. uncertain   c . disagree

4. .Teaching Literature raises students language awareness

A. Agree   B. uncertain   c . disagree

5. Learning   literature is beneficial for EFL learners

A. Agree   B. uncertain   c . disagree

6.Teaching literature promote students intellectual and interpretive abilities

A. Agree   B. uncertain   c . disagree

7.Teaching literature in EFL class room represents a heavy burden for teachers

 A. Agree   B. uncertain   c . disagree

8.I believed that training is required for teaching literature in EFL class room

A.   Agree   B. uncertain   c . disagree

9.In my view EFL teachers lack for appropriate training in the teaching of literature in class room

A. Agree   B. uncertain   c . disagree

1o. English teachers should have regular training in the teaching of literature in class room

. A . agree   B. uncertain   c . disagree

11. I think the syllabus need modification to cope with current method of teaching literature   A. agree   B. uncertain   c . disagree

12. Literature (supplementary graded readers) should be obligatory for third year students in final secondary school examination

A. agree   B. uncertain   c . disagree

13. Absence of English literature has negatively affects on students English vocabulary knowledge

A. agree   B. uncertain   c . disagree

14. Absence of literature has affected negatively on the implementation of word formation process   A. agree   B. uncertain   c . disagree

15. Absence of literature reduced the technique of morphology promotion on students
A. agree   B. uncertain   c . disagree

16. Through Teaching literature for EFL students can discriminate and identify the bound morphemes   A. agree   B. uncertain   c . disagree

17. Absence of literature affected negatively on the teaching of contextual vocabulary
A. agree   B. uncertain   c . disagree

18. The weak performance in reading is due to absence of literature in secondary school
A. agree   B. uncertain   c . disagree

19. Teaching Literature provides students with cultural and historical background of target community   A. agree B. uncertain   C. disagree

20. Through teaching literature there is a good opportunity for teaching contextual vocabulary .   A. agree B. uncertain   C. disagree

Sudan University for Science and Technology

College of Graduate Studies

College of Education

Invitation to a seminar

A PhD Candidate, Isaag Abdullah   Abouh Omar, Kindly invite all of you to attend the first PhD Seminar about :

The Effect of Dropping English literature from Sudanese syllabuses on Secondary School Students vocabulary knowledge

اثر حذف   الأدب الانجليزي من المناهج السودانية علي الذخيرة اللغوية لدي طلاب المدارس الثانوية

The seminar will take place at College of Education in Seminar's Hall on :

Tuseday 19th.April (2016) at 12:00 pm

Main Supervisor: Dr. Mohammed Bakri Elhadeedi

Co.Supervisor: Dr. Einas Ahmed AbdElRahman

APPENDIX (4)

Sudan University for Science and Technology

College of Graduate Studies

College of Education

Invitation to a seminar,

A PhD Candidate, Isaag Abdullah   Abouh Omar, Kindly invite all of you to attend the second PhD Seminar about :

The Effect of Dropping English literature from Sudanese syllabuses on Secondary School Students vocabulary knowledge

اثر حذف   الأدب الانجليزي من المناهج السودانية علي الذخيرة اللغوية لدي طلاب المدارس الثانوية

The seminar will take place at College of Education in Seminar's Hall on :

Sunday 25th.May (2017) at 1:00 pm

Main Supervisor: Dr. Mohammed Bakri Elhadeedi

Co.Supervisor: Dr. Einas Ahmed Abd-Elrahman

Sudan University for Science and Technology
College of Graduate Studies

College of Education

Invitation to a seminar,

A PhD Candidate, Isaag Abdullah   Abouh Omar, Kindly invite all of you to attend the final PhD Seminar about :

Investigating the Attitudes of teachers towards the Absence of English literature from Sudanese syllabuses and its effect on Secondary School Students vocabulary knowledge

تقصي أراء المعلمين تجاه عن غياب الأدب الانجليزي من المناهج السودانية وأثره علي الذخيرة اللغوية لدي طلاب المدارس الثانوية

The seminar will take place at College of Education in Seminar's Hall on :

Monday 13th.November (2017) at 1:00 pm

Main Supervisor: Dr. Mohammed Bakri Elhadeedi

Co.Supervisor: Dr. Einas Ahmed Abd-Elrahman