



Exploring EFL Students' Vocabulary Size for Producing Written Academic Texts

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Abstract:

This study aimed at exploring EFL students' vocabulary size for producing written academic texts. The researcher adopted descriptive analytical method . The researcher applied SPSS program to analyze and verify the results. The results have showed that depth and size of students' knowledge of vocabulary are insufficient for producing written texts. Moreover , teachers do not provide students with varied reading activities that reinforce vocabulary learning strategies .The study has recommended that teachers should raise students' awareness about the importance of learning vocabulary. In addition, students should be encouraged by their teachers to use internet and to communicate with English native speakers and to be exposed to different authentic materials. Furthermore , academic writing is highly recommended to be integrated in the English curriculum in Sudan. Sudanese educational policy should encourage students to learn English based on instructional approach instead of adopting communicative approach. Some suggestions are also proposed for further studies.

Keywords: EFL. Students' Vocabulary, Academic Writing, Vocabulary Learning Strategies.

مستخلص :

هدفت هذه الدراسة إلى استكشاف حجم المفردات اللفظية للغة الانجليزية لدى الطلاب والطالبات في الكتابة الأكاديمية. وقد تبني الباحث المنهج التحليلي الوصفي لجمع البيانات. واتضح جليا من خلال نتائج الدراسة بأن معرفة عمق وحجم المفردات لدى الطلاب والطالبات غير كافية لإنتاج نصوصا مكتوبة . بالإضافة إلى ذلك, عدم تزويد الأساتذة الطلاب بمهارات القراءة المختلفة التي تعزز استراتيجيات تعلم المفردة. إعطاء أهمية لتدريس أدوات الربط التي تساعد على تطوير مقدرة الدارسين على إنتاج و استيعاب نصوصا مكتوبة. وقدمت الدراسة عدد من التوصيات أهمها: على الأساتذة حث الطلاب بأهمية تعلم المفردات اللفظية. بالإضافة إلى تشجيع الطلاب على استخدام شبكة الانترنت والتواصل مع المتحدثين الأصليين للغة الإنجليزية و أن يشرك الطلاب في مواد أصيلة مختلفة. علاوة على ذلك , تضمين الكتابة الأكاديمية في مناهج تعلم اللغة الإنجليزية. وأيضا للسياسات التعليمية بالسودان حث الطلاب على تعلم الكتابة الصحيحة على طريقة البنوية بدلا عن تبني طريقة التخاطب . وأيضا قدمت بعض المقترحات للدراسات المستقبلية.

كلمات مفتاحية : المفردات اللفظية لدارسي اللغة الإنجليزية كلغة أجنبية ، الكتابة الأكاديمية ، طرق دراسة المفردات اللفظية.

Introduction:

Until the mid- 1980s vocabulary was not well thought-out as an important part of second language in teaching and learning (Manguashca, 1993 and Meara 1981 cited in Kojic- Sabo and LighBown, 1999). People did not think that the vocabulary knowledge had a direct relationship with learners as second language proficiency, and not much effort was put into research into

the teaching and learning of vocabulary. It was by the 1990s that vocabulary "assumed its rightful place as a fundamentally important aspect of language development,"(Nunan, 1999:103). It has been found that students need to have basic knowledge of a vocabulary to improve language proficiency.

1.1Statement of the Study Problem



The researcher has noticed that students of English face many problems in their learning process, particularly in writing English language. This is because writing is a complex process even in the first language. It is even more complicated to write in a foreign language because writing is a means of communicating ideas, thoughts, beliefs and feelings. Students should master the skill of writing so that they can easily communicate with the others and express themselves clearly.

In recent years, performance of students in writing English has been questioned. Evidence of this is obviously observed that many students cannot write a good topic in their examination answer sheets.

In addition, activities and exercises of writing are not enough to help students in developing their abilities.

The researcher, as an English teacher thinks that this weakness is a crucial result of adopting traditional approaches that mainly focused on the production of writing. Hence, this study intends to explore EFL Students' Vocabulary Size for Producing Written Academic Texts.

1.2 Objectives of the Study

This study sets out to achieve the following objectives:

- 1- It's an attempt to find out EFL students of English encounter difficulties in their grasping written academic texts when they lack vocabulary knowledge.
- 2- It's an attempt to reveal how EFL students of English can participate in learning vocabulary to reinforce written academic texts.
- 3- It's an attempt to explore how the vocabulary learning strategies can be applied to enhance written academic texts.

1.3 Questions of the Study

This study sets out to answer the following questions:

1. To what extent do EFL students of English encounter difficulties in grasping written academic texts when they lack vocabulary knowledge?
2. To what extent can EFL students of English participate in learning vocabulary to reinforce written academic texts?
3. What are the applicable vocabulary learning strategies for enhancing written academic texts?

1.5 Significance of the Study

Firstly, the present study seeks to provide English language teachers at Sudanese Universities with the best techniques and mechanics in writing skill. Secondly, the result of this study might help the teachers, educators, experts, supervisors and syllabus designers to get benefit from the findings of this study. Thirdly, this study tries to encourage students to develop their writing and promote them to write good extended topics. Fourthly, this study also attempts to provide teachers, educators, supervisors and experts with feedback to improve the curriculum and the students' performance .

The choice of this topic emanates from the importance of the writing skill and its role in learning English as a foreign language. Moreover , English teachers' reports indicate that Universities students in general and third year students of English at Bahry University, Faculty of Education in particular have experienced in writing difficulties due to lack of awareness of writing processes.

Thus, this study constitutes a challenging and significant attempt to analyze and evaluate the academic writing processes of third year students, on the other hand, enhance good writing processes and remedy poor writing ones. More importantly, the study sets out to assess the relationship between students' /



teachers' awareness of writing processes and writing outcomes.

1.6 Methodology of the Study

The researcher has adopted the descriptive analytical as well as quantitative and qualitative methods. Questionnaire and diagnostic test are used as primary tools for data collection. A questionnaire was distributed to teachers of English language in checking their point of views in terms of this issue. Diagnostic test aims to reveal the difficulties that encounter third year students of English in writing academic texts. It was conducted at Bahry University, Faculty of Education

Literature Review:

Words and their Meanings

Traditionally, a word is taken to be the smallest code carrying meaning before linguistics have explored fields of morphology to talk about morphemes. Words meaning is context governed phenomenon. Hardly a word meaning is learnt in isolation. There must always be an environment to clarify that meaning. It is generally accepted that students know the meaning if they understand it in context and they are better able to produce its exact equivalent in their L1. Sometimes words have meaning in relation to other words. It is this which allows for the introduction of

sense relations. Students need to be able to produce the word in the right context, they need to be aware of how the meaning is expanded or limited depending on how the word is used e.g. idioms cannot be understood if you know all the words in it, because it has a special meaning. Students are supposed to know the collocations of the words and the style and register of the target word or expression if a word is used only in colloquial expressions or in formal style if it is polite, or rude. Gee (2008) states that People believe that the meaning of a word is something

that resides in people's heads, perhaps in terms of what some people call a "concept." When people hear or see a word they can consult this concept or definition in their heads to know what the word means.

Change of Meaning

Change in the meaning or function associated with a linguistic form. Whose grammaticalisation scholars argue that this semantic change is the result of meaning loss, called semantic bleaching or attenuation (weakening), others argue that it is more accurate to describe the semantic change that characterizes grammaticalisation, particularly in the early stages of grammaticalisation, as an instance of polysemy. Craft (2003: 262) describes this polysemy as 'a chain of related meanings or uses', and illustrates this point by means of the English word that, which has four functions. This coexistence of related meanings which emerged at historically different periods is sometimes called layering in grammatical citation theory. According to Geoffrey, (2003) illustrates that "Morphology is concerned with the structure of words ,the term itself is of Latin origin and means of the structure of things."It is important for the learner to know how the word is pronounced. If learners know the meaning, use and grammar of a word this word will belong to the students' active vocabulary.

Lexicography

In a narrow sense lexicography may be described as the art and craft of writing a dictionary. This definition of lexicography is derivative (Landau, 2001), and it is a compromise for the sake of brevity. According to Davies and Catherine (2004) defining lexicography as the art and craft of writing a dictionary to emphasize the high degree of human knowledge, insight, judgment and skill required to produce the text of a successful



reference work designed to be of practical use and benefit in real-life situations. Barber and Station (2010) mention that the lexical conceptual structure is an autonomous level of grammar in conceptual semantics (Jackendoff, 1983, 1990, 1997, 2002), in which the semantic interpretation of a linguistic expression is explicitly represented.

It is often thought or implicitly assumed, even in circles of professional semanticists, that predicate meanings, as codified in their satisfaction conditions, are lexically fixed in such a way that they automatically produce truth or falsity when applied to appropriate reference objects. This assumption is unfounded. A further cognitive criterion for the lexical meaning of predicates, especially those denoting artifacts, seems to be the function of the objects denoted.

Significance of Vocabulary Knowledge

Of all the language skills, it is widely acknowledged that vocabulary is a very important part in English language learning, and as mentioned earlier in the previous chapter that no one can communicate in any meaningful way without vocabulary. This is consistent with Nation (1990) affirms that learners also see vocabulary as being a very, if not the most, important element in language learning. Learners feel that many of their difficulties, in both receptive and productive language use, result from the lack of vocabulary knowledge.

Words are the tools used to think, to express ideas and feelings, as well as to explore and analyze the world around them. A limited vocabulary keeps them from expressing their thoughts and feelings. On the other hand, a large, rich vocabulary enables the use of right words at the right time. Kitajima (2001) states that without words that label objects, actions, and concepts, one cannot express the intended meanings. There is no question that in a good

language learning classroom, both vocabulary and grammar are essential, but when compared vocabulary with grammar, vocabulary is much more important and should receive more attention than grammar. Allen (1983) indicates that in the best classes, neither grammar nor vocabulary is neglected, but vocabulary is more essential and should be taught before grammar. This is consistent with Lewis (1993) who also views the importance of vocabulary as the centre of language teaching and learning since language consists of 'grammaticalised lexis, not lexicalized grammar' and 'grammar, as structure, is subordinate to lexis'. That is to say, these scholars see that the words are preceded by the grammar. This confirms what we know from our own experience that one can understand others even if they pronounce words badly, and make grammatical mistakes, but without the mediation of words, any meaningful way of communication is rather impossible. To be precise, vocabulary seems to be the key to language learning, and thus, is accepted to be more important than grammar. However, we can see the importance of vocabulary in that language learners with vocabulary knowledge can achieve a great deal of success in their classroom, their social life, and in their continuing acquisition of the target language. A large, rich vocabulary gives language learners the right words to use at the right time, and also enables them to express their real thoughts, ideas, and feeli.

Language Learning Strategies (LLS)

The term strategy comes from the ancient Greek term *strategia* meaning generalship or the art of war (Oxford, 1990: 7). In Educational context, the strategy concept has been applied to clearly non-adversarial situation where it has come to

mean a plan, step, or conscious action toward achievement of an objective.

Oxford, (1992: 18) came up with another definition of language learning strategies as "specific actions, behaviors, steps, or techniques that students use to improve their progress in developing L2 skills". She further divided

learning strategies into six main categories of L2 Learning Strategies, these six strategies fall under two major classifications, direct and indirect. Memory, the cognitive, and compensation under the direct, meta cognitive, affective and social under the indirect class.

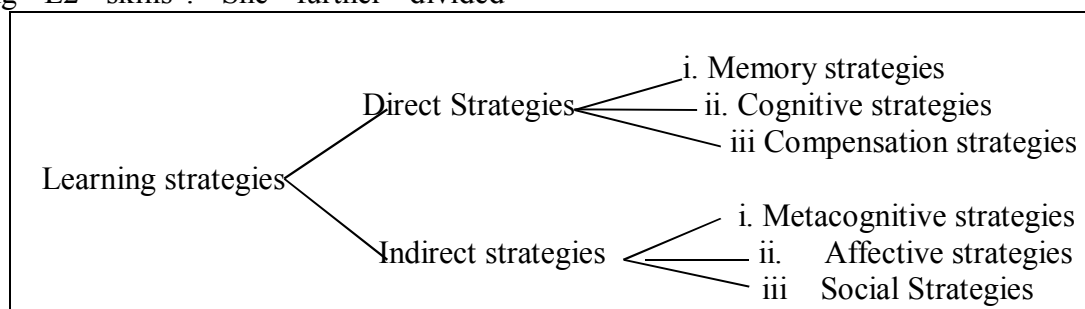


Figure: 2.1. Diagram of the strategy system. (Source: Oxford, 1992: 16)

Cognitive Strategies

Cognitive strategies are essential in learning a new language. Such strategies are varied a lot, ranging from repeating to analyzing expressions to summarizing. Despite their variation, cognitive strategies

are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are found to be the most popular language strategies with language learners. Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, etc.(Oxford,1990:43)

Meta cognitive Strategies

Meta cognitive "beyond the cognitive" strategies help learner to regulate their own cognition and to focus, play, evaluate their progress as they move toward communicative competence (Oxford, 1992: 8). She further explained that meta cognitive "*employed for managing the learning process overall (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and*

organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy".

Memory-related Strategies

Enable learners to learn and retrieve information in an orderly string (e.g., acronyms), create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard) .

Compensatory Strategies

Compensation strategies enable learners to use the new language for either comprehension strategies or production despite limitation in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and especially of vocabulary (Oxford, 1990: 45). Another role of compensation is that it enable learner make up for missing knowledge (e.g., guessing from the



context in listening and reading; using synonyms and “talking around” the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words).

Affective Strategies

Affective strategies develop the self-confidence and presurance needed for learners to involve themselves actively in language learning, a requirement for attaining communicative competence (Oxford, 1992). Affective strategies such as identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. Over time there might be less need for affective strategies as learners' progress to higher proficiency (ibid).

Social Strategies

Social strategies enable learners work with others and understand the target culture as well as the language. (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms). Social strategies provide increase interaction and more emphatic understanding, two qualities to reach communicative competence (Oxford, 1992: 8).

Vocabulary Knowledge

The concept of ‘depth’ in vocabulary research is defined in general terms as ‘the quality of the learner’s vocabulary knowledge’ Read (1993, as cited in Hua, 2012). He further explains that "acknowledging the limited information about learners' vocabulary knowledge that measures of vocabulary size could reveal, researchers began investigating further the depth of vocabulary knowledge in terms of receptive and productive use". He further added that "*the concept of 'depth' in vocabulary research is defined in general terms as 'the quality of the learner's*

vocabulary knowledge'. There are two approaches to under-multidimensional vocabulary knowledge standing the quality of vocabulary knowledge, one of which is the strength and breadth of the lexicon network and the other being the multi-aspect knowledge of a word".

Understanding the quality of vocabulary knowledge depends on two dimensions. The first, is the strength and breadth of vocabulary and the second, is the multi-aspect knowledge of a word (Hirsh, 2012: 29).

Threshold Vocabulary for Reading Comprehension

In the studies of vocabulary and reading, threshold refers to the size of vocabulary needed to deal with reading materials with acceptable comprehension. It was found that learners whose vocabulary size is below a certain threshold level struggled to decode the basic elements of a text, to the extend they found it hard to develop any higher level understanding of the content (Read,2000).

The estimates of vocabulary needed for effective understanding of authentic text may vary, depending on the purpose of reading task and reading text. Haris and Nation (1992) started measuring how big a vocabulary is necessary for second language readers to achieve certain levels of reading comprehension. They indicate that learners might need around 5, 000 words to read a novel that had been written for English speakers. Put differently, for second language learners to achieve fluency in English, they need to gain at least 5,000 words, preferably 10,000 words. Nation (2001) explains that in order to understand 95% of reading content, readers have to know at least 4000 word families, including 2000 high-frequency words, 570 general academic words, at least 1000 technical words, and proper low-frequency word families. He



indicated that if a learner has crossed the threshold, then adequate comprehension may be possible for the reader. In another study, (Nation, 2001) states that for L2 learners who are willing to express themselves in their target language, an effective size of 2000 words is considered to be a realistic goal. For those who intend to read authentic texts, a vocabulary threshold of 3000 – 5000 word families is considered ideal. For more difficult and demanding materials that include specialized vocabulary (such as university textbooks), learners would require knowledge of 10,000 word families. Hu and Nation (2000) investigated the relationship between text coverage and reading comprehension for non-native speakers of English with a fiction text. They found from the study that at 80% of the

text coverage (that is 1 unknown word out of every 5 word) provided by the first 2000 word families, reading comprehension did not occur because reading skills and background knowledge could not be activated to make up for the lack of vocabulary knowledge. With the text coverage 90% (i.e. 1 unknown word in 10) then small minority gained adequate comprehension. With the text coverage of 95% (1 unknown word in 20) a few more adequate comprehension. At 100% coverage, most adequate comprehension. In the case of academic text knowing the meaning of 3000 word families covered a proximately 88% of a text. Another 4% of the text was covered by proper nouns and another 3% by technical vocabulary. If readers new these words it was easier for them to infer the meaning from academic text.

Table No (1) shows the frequency distribution and decisions for the respondent's answers of all questions

Questions	Pass		Failure		Decision
	Frequency	Percentage	Frequency	Percentage	
Question 1	13	26	37	74	Accept
Question 2	11	22	39	78	Accept
Question 3	17	34	33	66	Accept
Question 4	11	22	39	78	Accept
Question 5	13	26	37	74	Accept

The table above shows the summary of the results. For the question one, it's clear that the number of students who failed in the question one is greater than the number of students who pass the question (74%) so the hypothesis of the study related to question one is accepted.

The table above shows the summary of the results. For the question two, it's clear that the number of students who failed in the question two is greater than the number of students who

pass the question (78%) so the hypothesis of the study related to question 2 is accepted.

The table above shows the summary of the results. For the question three, it's clear that the number of students who failed in the question (3) is greater than the number of students who pass the question (66%) so the hypothesis of the study related to question three is accepted.

The table above shows the summary of the results for the question Four, it's clear that the number of students who failed the question (3)



is greater than the number of students who pass the question (78%) so the hypotheses of the study related to question 4 is accepted.

The table above shows the summary of the results. For the Question Five, it's clear that the

Table (2) shows one sample T-TEST for the questions of the study

Question s	N	SD	t-value	DF	p-value
1	50	7.2	18	49	0.00
2	50	9.81	17	49	0.00
3	50	7.44	16	49	0.00
4	50	8.66	12	49	0.00
5	50	4.66	18	49	0.00
For all	50	8.03	15	49	0.00

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (1) was (18) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are no statistically significant differences at the level (0.05%) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (1) was (17) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05%) among the answers of the respondents. This means that our second hypothesis is accepted. The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (3) was (16) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are

number of students who failed the question (3) is greater than the number of students who bass the question (74%) so the hypotheses of the study related to question(5) is accepted .

statistically significant differences at the level (0.05%) among the answers of the respondents. This means that our third hypothesis is accepted.

Main Findings

The results of this study proved that there are difficulties in academic writing. The results indicated that these difficulties vary regarding the vocabulary knowledge. Researcher has summarized following findings:

- 1- Depth and size of students' knowledge of vocabulary are insufficient for understanding written texts.
- 2-Discussion activities inside classroom can motivate students to write effectively.
- 3-Using real object motivates students to generate vocabulary with word families.
- 4-Teachersdo not provide students with varied reading activities which reinforce vocabulary learning strategies.
- 5-Pair work and small group discussion can help students to generate new vocabulary.
- 6-Explicit teaching of grammar is needed to help with understanding written texts.

Conclusion

1. Many EFL students suffer from anxiety when writing in English.



2. There are negative correlations between writing strategies and writing anxiety/apprehension
3. There are negative correlations between writing achievement and writing apprehension.
4. There are positive relationships between the writing achievement and writing strategies.
5. Most participants were found to have low awareness of writing strategies.
6. Students' apprehension badly affected their use of strategies and their writing achievement.

Recommendations

In the light of the results of the present study, the following recommendations are presented. Those seem to be relevant to EFL students, English teachers and university stakeholders:

1. Teachers should raise students' awareness about the importance of learning vocabulary.
2. EFL students in Sudan should be recommended to develop their language skills and to give more attention to the academic writing.
3. Students should be encouraged by their teachers so as to use internet and communicate with English native speakers and to be exposed to different authentic materials.
4. Academic writing is highly recommended to be integrated in the English curriculum in Sudan. Sudanese educational policy should recommend students to learn English based on structural approach instead of adopting the communicative approach.
- 5-Students should be exposed to meaningful interaction through a realistic task of writing.

Suggestions

The present study presents the following suggestions for further research:

- 1- The influence of imagery strategy on EFL learners' vocabulary learning.
- 2- Reinforcing academic vocabulary use in writing.

- 3- Investigating the relationship between measures of vocabulary size and lexical diversity as evidenced in non-native and native speaker academic compositions.

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Teachers' Questionnaire

Dear

This questionnaire is a part of PhD study entitled "**Exploring EFL Students' Vocabulary Size in Producing Written Academic Texts**"

So, I would be thankful for your assistance by applying your opinion about the questionnaire statements. For doing so, **please Put "√" in front of your choice**. Your assistance is highly estimated.

Part 1: Personal data:

1 Name : (optional)

2- Qualifications:

d) High Diploma (a) Ph (b) M (c) B

3- Years of Experience as Language Teacher:

(a) 1-5 (b) 6-10 (c) 11-15 (d) 16 –above



Part 2:General statement:

	Statements	Stronglyagree	Agree	Neutral	Disagree	Strongly disagree
1	Depth and size of the students' knowledge of vocabulary are insufficient for understanding written texts.					
2	Discussion activities inside classroom motivate students to write effectively.					
3	Students should be exposed to meaningful interaction through a realistic task of writing.					
4	Using real object motivates students to generate vocabulary with word families.					
5	Teachers do not provide students with varied reading activities which reinforce vocabulary learning strategies.					
6	Grammar taught is not enough for good understanding of written texts.					
7	Using clustering helps students to get ideas to write about.					
8	Pair work and small group discussion help students to generate new vocabulary.					
9	Explicit teaching of grammar is needed to help with understanding written texts.					
10	Few students are ready to take part in classroom interaction activities of writing.					
11	Students can be given opportunity to organize information and idea about new vocabulary.					
12	Giving consideration to teaching of cohesive devices help improve students' abilities to understand written texts.					
13	Graphic organizers are a tool that allows students to visualize and make connection with new vocabulary.					
14	Teachers can involve students in games that enable them to play with terms and reinforce vocabulary knowledge.					
15	Determination strategies can assist students in discovering the meaning of words.					



TEST

Answer all the Questions

Question One: a : Add the following prefixes and suffixes to the words at the end of each sentence to form words fit in the given space below.

Un-, -sion, -ment, -ing, im-, -er, -ly, -able, Ir-, en-,

- Reading more will.....
Your vocabulary. (rich) 1-
 2-They have.....
 verb .
 (regular)
 3- It is.....
 to believe that . (possible)
 4- Amal is

than Nada. (tall)
 5.....they
 lost their money. (fortunately)
 6- He is a.....
maker in his
 tribe. (decide)

- 7- The bus.....
 At that
 corner . (state)
 8- She run

 ...towards her. (quick)
 9-There is
between
 them . (understanding)
 10- The office needs some
to be nice.
 (entertain)
 b : Match (a) with (b) by putting the correct
 letter from (B) in front of (a) in column (c)
 below (No.1 is an example for you) .

A	C	B
Earth Goddess		Mercy
Prison		Peace
War		Bachelor
Forgiven		Place for criminal
Un marred man		The God that protected the crops

Question Two:

Read the below paragraph and answer the following question:

A Muslim is required to be good not just to fellow Muslims, but to people in general, animals, and trees. Treating the vulnerable ones in society- children, elderly people, orphans, and widows kindly, and giving them special care are also duties of a Muslim. The perfect example of a Muslim is the Prophet Muhammad (SAW) who was kind, humble, peaceful, patient, and fair. He was the epitome of good character and even his enemies could testify to that. He said,

“there is nothing heavier than good character put in the scale of a believer on the Day of Resurrection.” And “by his good character, a believer will attain the degree of one who prays during the night and fasts during the day.” Prophet Muhammad (SAW).

- (1) What type of paragraph is it.

 (2)Write the topic sentence of this paragraph.

 (3) write down the conclusion sentence within this paragraph



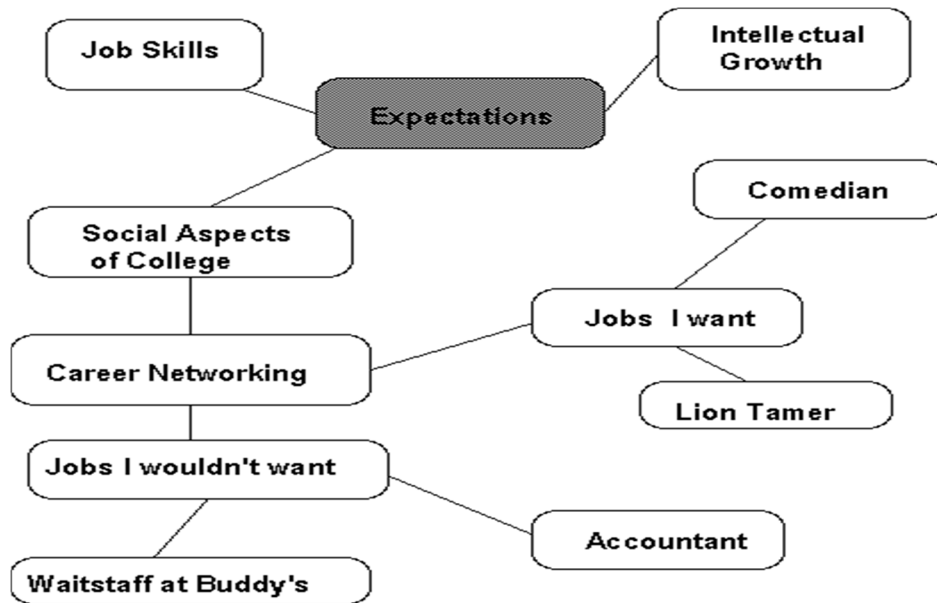
(4) Write all the punctuations which are used within this paragraph

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(5) Linking sentences

Question Three:

Rewriting this Clustering words to full paragraph .



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Question Four :

Write an essay on the subject: Your village/ city

Your essay should be between (200 - 230) words. It should contain provided ideas and information ,but you can add to them if you like.

Remember that marks will be given for

Many years ago, I took a course in speed-reading as part of a college program. It was marvelous for me to break the 700 words per minute “barrier” and explode into a new world of reading. I found that, for me, reading was more of a block or hindrance than an aid to learning. I had to do something significantly

correct grammar, spelling, punctuation and neat presentation.

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Question Five:

Read the following passage carefully- look for the main ideas, and then in your own words as far as possible, write a summary. Your answer should be a connected piece of writing :

different so that I could read the huge amount I needed to read for my degree.

My maternal grandmother was a reading teacher during the 1950s and 1960s. She was the first to introduce me to alternative reading methods, including mechanical readers. Her love for reading has been an inspiration to me through my life. I love to read and have



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developed a deep appreciation for this wondrous human ability to communicate through the written word. Even though my mother and grandmother encouraged me to read, I was not a good reader in school. For some reason, I despised reading. I recall being embarrassed as a young child. I was called upon to stand in front

of the class and read out loud. Every other word out of my mouth was “no” or “wrong.”

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