



The Effectiveness of Presentation Method to Improve the Students' Vocabulary and Oral skills for the First Year Students', Sudan University of Science & Technology

Magbola Mohammed Ahmed Mohammed

Mahmoud Ali Ahmed

^{1,2} Sudan University of Science & Technology -College of Languages -English Department

Abstract :

The aim of this paper is; to test and determine the effectiveness of presentation method and study skills approach on improving the students' vocabulary and oral skills in English as a foreign language (EFL) students. The goal of this paper is to determine and examine the effectiveness of presentation method and help the students to build the vocabulary and oral skills ability.

In this study, experimental methods will be adopted. The proposed experiment will be conducted in Sudan university of Science and Technology. There will be two groups of students. One group, will be experimental, the other control. The experiment is expected to take two months. The researcher found that the presentation method and study skills improve the students vocabulary and oral skills in English as a foreign language.

The researcher suggests that, EFL learners have to focus on learning oral communication as well in the classes, to encourage the learners to feel free and speak fluently. Presentation method has a great role in fulfilling that.

Keywords: *oral skills, vocabulary, presentation method.*

المستخلص:

هدفت هذه الدراسة إلى ؛ فحص وتحديد أثر منهج العرض في دراسة المهارات لدى الطلبة وتحسين ثروتهم اللغوية والمهارات الشفوية في اللغة الإنجليزية بحسبانهم دارسين للغة إنجليزية لغةً أجنبية. والغرض من هذه الدراسة هو تحديد وفحص أثر منهج العرض ومساعدة الطلبة في بناء الكلمات والتمكن من المهارات الشفوية. في هذه الدراسة انتهج الباحث الطريقة التجريبية حيث أخذت هذه الطريقة فترة شهرين تم تطبيقها في جامعة السودان للعلوم والتكنولوجيا. وخرج الباحث بنتائج فاعلة من استخدام منهج العرض في دراسة المخاطبة الشفوية.

أوصي الباحث أن يركز دارسي اللغة على دراسة المحادثة الشفوية داخل الفصل الدراسي لكي يتشجع الدارسون في التعبير الحر والتحدث بطلاقة.

الكلمات المفتاحية : *المهارات الشفوية ، الذخيرة اللغوية ، منهج العرض.*

Introduction

The aim of this paper is; to test and determine the effectiveness of presentation method and study skills approach on improving the students' vocabulary and oral skills in English as foreign language (EFL) students. The goal of this paper is to determine and examine the effectiveness

of presentation method and help the students to build the vocabulary and oral skills ability.

Background

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of



foreign language learning and teaching. However, the goal of teaching speaking should improve students' oral skills to communicate. Nowadays, many teachers agree that students should learn to speak the foreign language by interacting to others," *speaking in a second or foreign language has often been viewed as the most demanding of the four skills*" (Belly and Savage 1994 p. vii) For this case, students should master several speaking components, such as: comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components, and make the English lesson more exiting. For this reason, the English teacher should apply appropriate method and technique of teaching speaking. One of the methods used is Communicative approach:

In communicative approach, language is primarily a tool of communication. So, learning a language means learning to perform communicative speech acts with it (Brickerton.1996: 1). *In general, speech acts are acts of communication.* To communicate is to express a certain attitude, forexample, a statement expresses a belief, a request expresses a desire, and an apology expresses, a regret, the attitude being expressed which realized in the language.

To reach that goals, teachers should use appropriate teaching methods for greater effectiveness in students acquisitions of English, designing and implementing materials, test, and practice. Teachers are responsible to educate the students from little to sufficient English speaking environment. The TEFL curriculum of teaching English takes emphasis of the curriculum that the students are able to

communicate in English by mastering the whole skills. *Murphy (1991) believe that "oral skill teachers should always connect speaking , listening, and pronunciation teaching although the focus in any one class or activity maybe highlight one or another, more broadly, oral skill classes may use reading and writing activity as the basis or follow up for speaking activity"*.

However, it is not easy to master all the skills; there must be one important skill that covers the whole skills. Based on the statement above speaking is the most important skill that should be mastered by the students in order to communicate in English fluently.

Statement of the problem

Lack of L2 sufficient vocabulary has been a common complaint or a problem for university preparatory year students in Sudanese universities. There is always a big gap between their levels as secondary school graduates, and the courses they are supposed to study at the university's first year English program. A considerable percentage of university first year students find difficulty in expressing themselves in English (L2) and consequently in coping with the activities in their daily classes. For students who just joined a new course, it is frustrating to open their English books and see a majority of unfamiliar words. Consequently, the university's Curriculum Unit has to look for courses of lower levels than the assumed ones, to be able to fill this gap. In addition, individual differences among those students are huge due to the big differences in quality and quantity among the courses they have already studied as they are coming from different schools and areas. For all these reasons, using presentation can be beneficial in two ways: solving this problem, and helping students learn and retain new vocabulary without wasting too much time in



teaching new vocabulary or choosing English courses of lower levels.

Objective of the study

The objective of this study is to measure the effectiveness of presentation method to improve the students' vocabulary and oral skills ability. The following objectives, on the other hand, will be addressed in the study: to explore the effectiveness of learning and teaching the strategies to be used in developing undergraduate students at Sudanese universities. There are many strategies advocated by linguists in this respect foremost of which is the use of glosses such as L1 translation of target words and definition of the target words. Arabic can be used to make the different glosses as well as English. On the other hand to answer the following question:

Significance of the study

The factual that many method have used in teaching and learning process but in the real situation in the class, speaking activities don't work because of many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed and having lack of confidence in their ability.

Helping students to improve their speaking skill is a part of the teacher's job. And the students need to have right teaching techniques to provide them with appropriate teaching materials and to create a positive classroom environment. And the students will have opportunity to use English among themselves. Because of the above mentioned, the teachers need sufficient methodology to make the students speak up. And in this case the researcher uses presentation method in teaching learning process.

Presentation method is interesting way. The students are more relaxed to study, task can be done in group or individual. They can build

simple sentence using their own word. They may help each other in presentation process.

What makes this study significant is the fact that almost all Sudanese undergraduate students are incapable of expressing themselves in good sensible English. So the study seeks to explore the type of vocabulary suitable for that desired end. Much of the relevant research, over the past three decades or so, has been done on the effects of vocabulary learning for communicative purposes. Most of these studies attempt to question the following issues: the kind of vocabulary needed to learn effectively the second or foreign language;

The contradictory and inconsistent results of many studies regarding the effects of vocabulary learning strategies and oral communication. Research into the area of language strategies began in earnest in the 1970s as part of the movement away from a predominantly teaching-oriented perspective, to one which included interest in how the actions of learners might affect their acquisition of language. Concurrently, there was a growing awareness that aptitude was not the governing factor in language learning success, implying that language achievement depended quite heavily on the individual learner's endeavours. This naturally led to a greater interest in how individual learners approached and controlled their own learning and use of language. (For summaries of the development of language strategy research, see Rubin, 1987; Skehan, 1989; for book-length treatments of learner strategies, see Wenden and Rubin, 1987; O'Malley and Chamot, 1990; Oxford, 1990; McDonough, 1995).

5. Study Questions

1. To what extent that the teaching and learning of oral vocabulary strategies can help improve



learners' oral communication by using presentation?

2. To what extent can aptitude govern vocabulary learning success?

3. To what extent can learners gain and develop their vocabulary acquisition through presentation?

Literature Review

This research study will give details in review of the related studies, theoretical background and theoretical framework

The Meaning of 'Knowing a word':

What does 'knowing a word' mean? Does 'knowing a word' mean being able to recognize its written form and its meaning? This definition is insufficient. This is because it refers to only form and meaning, not all the other aspects of vocabulary knowledge. Vocabulary knowledge involves more than just the link between meaning and form, it is multifaceted (Laufer and Goldstein, 2004). This idea is consistent with that of Oxford and Crookall (1990) who indicate that 'knowing an L2 word' involves not just the ability to recognize the word or to match it with its L1 counterpart. Ling (2005) states that words are interwoven in a complex system in which knowledge of various levels of a lexical item is required in order to achieve adequate understanding in listening and reading or produce ideas knowing a lexical item includes knowledge of word frequency, collocation, register, case relations, underlying forms, word association, and semantic structure. Alongside form and meaning, there is a distinction between. Strategies for Dealing with Vocabulary Learning Problems

Previous related studies are functioned to compare between what have we been analyzed before and what is being analyzed to find out the effectiveness method. Teachers' know that teaching method or teaching strategy in teaching and learning process always be needed. Teachers have always expected to use good method for learners to prove a model of behavior

specially for the students' oral skill in teaching speaking.

Marrienne Celce-Murcia shows, teacher have found many ways or method for teaching language. Within the last quarter century, communicative language teaching have been put forth around the world the new way to teach English as a second or foreign language. The course of study for senior high school, guidelines published by the Japanese minister of education, science, and culture (Mombuso) state the objective of English of Language Teaching (ELT): "To develop students' ability to understand and to express themselves in a foreign language; to foster students' positive attitude toward communicating in foreign language, and to heighten their interest in language and culture, thus deepening international understanding" (Wada 1994.p.1)

B. Review of the Study:

For education to play these roles according to Lockheed and Verspoor (1991), it needs to meet minimum quality standard in terms of minimum inputs (facilities, teaching materials, qualified teachers, parent and community support), processes (effective leadership, monitoring and Evaluation, accountability, community participation, effective teaching and learning and Student assessment) and outputs (high student learning, societal and individual returns). Achieving universal participation also depends fundamentally upon the quality of education available. Parents make judgments about school quality when investing in their childrens' education. They expect schooling to help their children develop creative thinking and acquire the skills, values and attitudes necessary for them to lead productive lives and become responsible citizens.



Presentation is the practice of showing and explaining the content of a topic to an audience or learners. Presentations come in nearly as many forms as there are life situations. In the business world, there are sales presentations, informational and motivational presentations, first encounters, interviews, briefings, status reports, image-building, and training sessions. Presentation can be defined as The process of offering for consideration or display. A social introduction, as of a person at court. A demonstration, lecture, or welcoming speech, A manner or style of speaking, instructing, or putting oneself forward, The manner of presenting, esp. the organization of visual details to create an overall impression, The formal introduction of a person, as into society or at court; debut. In Kathryn Mitchell Pierce's classroom, said that :”presentations are creative and generative, help students dig deep into a book's meaning, and inspire new thoughts and questions about a common theme. Her structure, detailed below, can be followed or adapted in nearly any classroom.

For students, developing such a vocabulary can be challenging because the language is extremely complex. One reason is its sheer size. The editors of the Oxford English Dictionary estimate that English contains at least a quarter million distinct words, many more than comparable world languages (Oxford Dictionaries, 2010a, b). A second reason is its intricacy. In the English vocabulary, many synonyms represent one concept, but each one suggests a slightly different shade of meaning, is more appropriate in a specific context, and/or indicates the background of the speaker or writer. A third reason is that English vocabulary continues to evolve over time. As new concepts and ideas are developed, new words are coined or old words take on new meanings.

Abbreviations and acronyms appear frequently. In addition, English regularly incorporates non-English words into the general lexicon..

Vocabulary words will not only be important in themselves but will also serve as anchors and examples for self-directed learning. Regular instruction keeps students focused on the importance of word learning and gives them the tools to unlock word meanings as they encounter new words in their assigned and independent reading. The Common Core State Standards in English Language Arts (www.corestandards.org) emphasizes vocabulary significantly; the standards' adoption by the majority of states suggests that vocabulary instruction will become a central part of the language arts curriculum. The strategies we use to develop students' vocabulary must be research-based and proven effective in order to help them achieve high levels of literacy and success.

To be effective, vocabulary instruction must provide both adequate definitions and illustrations of how words are used in natural sounding contexts. Based on surveys of available research (Stahl 1986; Graves and Prens 1986; Carr and Wixson 1986) three priorities of vocabulary instruction that is effective in increasing reading comprehension can be identified: integration, repetition, and meaningful use. And Intensive instruction is called for if one wants students to incorporate the instructed words onto their writing or speaking vocabularies (Duin and Graves, 1987).Effective vocabulary instruction helps the learner to use the instructed words meaningfully. One motivation for this property is simply that students learn more when they are actively involved. Another is what is called “depth of processing.” Simply stated, the more deeply some information is processed, the more likely It is to be remembered. In other words, vocabulary



instruction that makes students think about the meaning of a word and demands that they do some meaningful processing of the word will be more effective than instruction that does not. There is a big difference between being able to say what a word means and being able to use it (p. 24)

An oral presentation is a form of assessment that teachers frequently use in the classroom. Oral assessments come in a variety of styles, from multimedia projects to group work to speeches. An oral presentation involves explaining something to an audience, usually in a classroom, but sometimes in a work setting. Teachers grade oral presentations based on the quality of the information presented as well as the method of presenting it. An oral presentation can be defined is similar to giving a speech, but the idea that it is a presentation invokes images of visual aids and teaching tools rather than just a behind a podium, as with a single person talking speech.

An individual can give an oral presentation alone or as part of a group. An oral presentation might come with the added component of using some type of technology, such as a slide show, video clip or audio portion. In this case, it might be called a multimedia presentation. Most oral presentations require the presenter to use a combination of spoken words and visual aids in order to present an idea or an explanation to a group of people.

Oral communication reflects the persistent and powerful role of language and communication in human society. As Halliday (1978, p. 169 explains, communication is more than merely an exchange of words between parties; it is a "...sociological encounter" (Halliday, p. 139) and through exchange of meanings in the communication process, social reality is "created, maintained and modified"

(Halliday, p. 169). Such a capacity of language is also evident in Austin's (1962) earlier work on speech act theory where, as cited by Clyne (1994, p. 2), language and thus communication is an "...instrument of action". Speech act theory, concerned with the communicative effect, that is, the function and effect of utterances, dissects an utterance into three components: the actual utterance (the locution); the act performed by the utterance (the illocution); and the effect the act has on the hearer (the perlocution). Searle's (1969) work further defined speech acts as directives, imperatives, requests, and so on.

Learning to speak is an important goal in itself, for it equips students with a set of skills they can use for the rest of their lives. Speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors. One of the standard text book for this purpose is speaking naturally communication skills in American (Tillit and bruder 1985, English, which has chapters covering, opening and closing a conversation, introducing, and addressing people, giving invitations, expressing thanks, apologizing, complementing, getting attention and interrupting, agreeing and disagreeing, controlling the conversation , and getting information.

A number of researchers focusing that presentation is the new method which can help the students to improve their English oral skill than use conventional strategy. Even In the late 1980's national attention began to focus on the quality and outcomes of university classroom teaching. Paralleling this emphasis has been a



growing body of pedagogy centered on non-traditional teaching and learning techniques. These include “Active Learning” (Ebert-May et al. 1997, Tanenbaum et al. 1998), “Collaborative Learning” (Tanenbaum et al. 1998), “Cooperative Learning” (Johnson and Johnson www.clrc.com, Herried 1998, Lancaster and Strand 2001), Problem-Based Learning” (Edens 2000, Major and Palmer 2001), and “Small Group Teaching” (Rubin and Herbert 1998, Potthast 1999). Collectively these teaching techniques emphasize:

Advantages of oral communication

Oral communication involves many advantages. In a recent survey about communication it is clear that more than 55% of the executives choose this communication. The *advantages of oral communication* are as follows:

1. **Time saving:** When action is required to be taken immediately it is best to transmit a message orally. If the executives work load is high then they stop writhing and by oral instructions they complete their message transmission and released their work load and also it saves time.
2. **Cost savings:** Cost is involved in any communication. When the communication is needed within the organization and if it and is completed in orally, it has not needed any paper, pen or stamp or computer. So it saves the money of the organization.
3. **More powerful:** Speech is a more powerful means of persuasion and control. Therefore, executives often prefer to transmit messages orally.
4. **Effectiveness:** With the help of variations in the tone, pitch and intensity of voice, the speaker can convey shades of meaning. This factor also contributes to the effectiveness of oral communication.

5. **Immediate feedback:** The speaker can get immediate feedback on whether it is creating a favorable impression on the receiver or whether the receiver will protest or whether the receiver has receiver has clearly understood his meaning or is feeling perplexed or baffled and he can mold and adjust his message accordingly.

6. **More suitable:** The employees felt more suitable when the message transmits in orally. They get an opportunity for feedback and clarification.

7. **A relationship develops:** Oral communication is mostly carried out helps to promote friendly relations between the parties communicating with each other.

8. **Flexibility:** By the demand of the situations, oral instructions can be changed easily and for these cases maintain the formalities are not necessary. So it is very much flexible and effective.

9. **Easiness:** It is so easy method of communication. It needs little preparation to send a message. No need of pens, pencils and other writing equipment's which are needed in written communication.

10. **Correction of errors:** If any error is expressed at the time of oral communication. It was possible to rectify at that time or within a very short time.

11. **Informal communication:** In oral communication, no need to maintain such formalities which are needed in written communication. So it is easy and helpful to any organization.

12. **Motivation:** In oral communication system, top executives and sub ordinates staff can sit face-to-face and exchange their views directly, so sub-ordinates are motivated day by day.

13. **Special applications:** Oral communication is more helpful in



communicating messages to groups of people at assembly meetings etc.

14. Maintaining secrecy: Interested parties of oral communication can maintain the secrecy of messages easily.

Disadvantages of oral communication

Oral communication contains many advantages. In spite of this, there are oral some *disadvantages* which are given below:

1. No record: In oral communication, messages are difficult to record. So it is impossible to preserve the message for future.

2. Expensive: It is also expensive media of communication. Sometimes the audience can be managed by paying T. A and D. A. On the other hand Technological devices that are used in this system are costly.

3. Distortion of the word: If distortion of the word occurs in oral communication, then main goals of the organization may be filed.

4. Inaccuracy: There is very possibility of inaccurate messages to reach the destination. So, the reverse result of expected plan may be occurred.

5. Limited use: The scope of usage of oral communication is limited. It is not suitable for lengthy messages. It should be used for short message.

6. Probability of omitting main subject: Sometimes, main subject may be omitted to express a word for communicating. So, expected result may not be achieved.

7. Confused speech: Sometimes the receiver fails to understand the meaning of a message due to habitual productions of the speaker.

8. No legal validity: there is any legal validity of the oral message. As, the oral messages are not taped and kept records, so it can be denied easily if the situation goes against the speaker.

9. Late decision: It takes time to reach a decision. At the beginning stage, sometime is

killed in the discussion of any personal matters. Besides some time is also wasted for irrelevant discussion. In this way decision making is delayed.

10. Less important: In oral communication, meaningless speech can mislead the main effects of the communication. But when the information comes out in written, we take it seriously.

11. Lack of secrecy: In oral communication, the important and secret information may be disclosed.

12. Defective: Oral communication is defective for company's policy, procedure, programs, law and other important information.

13. Creates misunderstanding: The speaker often gives message without having properly organized it earlier. So, it is possible that he may not be able to make himself properly to communicate with the receiver. As a result, misunderstanding may develops.

The importance of oral communication

The goal of learning a language is to communicate. Oral communication skills are fundamental to the development of literacy and essential for thinking and learning. It is the glue that puts all the components of a language together.

Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; express and clarify their thoughts, feelings, and opinions. Listening and speaking skills are essential for interaction at home, at school, and in the community.

"Tell me and I forget, teach me and I may remember, involve me and I learn." This quote by Benjamin Franklin that rings true in these conversation based learning approach. The students at Santa María del Camino are

enhancing their English language skills on a whole new level by becoming involved. The teachers at Santa María del Camino were able to take a course on Debate in the Classroom before the school year began and are now putting this technique into effect in the English classes, amongst other oral communication

activities. Through debate, students learn how to think on their feet, hone their listening and reflection skills as well as improving their speaking. Debate forces students to slow the communication process down to create well thought out opinions, all in English.

Searl's' 1968, Edgar Dale's Cone of Experience



By focusing on the three pillars of oral communication (listening, reflecting and speaking) when learning a new language, you accelerate the process because you are doing. Edgar Dale, an American educationist, created "The Cone of Experience". It is a model that incorporates several theories related to instructional design and learning processes. During the 1960s, Edgar Dale theorized that learners retain more information by what they "do" as opposed to what is "heard", "read" or "observed"

Theoretical framework

Demanding that speaking in foreign language have to be viewed of the four skills. Teaching learning oral skills used by presentation method can fulfill that requirement such as; reading, writing and listening. *Belly and savage 1994,p.vii said that; "speaking in second or foreign language has often been viewed as the most demanding of the four skill".* Teaching students' oral skill have to use comprehenship-

based approach, listening skills are stress before speaking or in production-based approach , the students' oral skills is controlled for structure and content. It all can't use by convensional method.

The advent of the theory of communicative competence (Hymes 1972) and the practice of communicative language teaching(see Sawignon's chapters); that the teaching of oral communication skill as a contextualized sociocultural activity has become the focal point in many EFL classroom. Breaflly, Canale and swin's (1980) adaption of Hymes's theory of communicative competence that the ability to communicate in a language comprises four dimensions: grammatical competence, sociolinguistic, discourse competence, and strategic competence. The impact of all theories above, are relevant presentation method be used in oral skills teaching?.

Nowadays, teacher are expected to balance a focus on accuracy with a focus on fluency and



natural language use. Classroom is that students are encourage to take responsibility for their own learning, no longer is learning seen as a one-way transfer of knowledge from teacher to the student. Today all know that students learn from teacher, classmate, the world outside the classroom

Research Method

The action research which is based on the researchers motivation to increase the students' Vocabulary and oral skills. This is collaborative research which is done by the researchers and the observers. This discovery this research study use quantitative and statistical analysis of investigation :

Population and sample

Population: The first years level students of Sudan University of Science & Technology, year 2017-2018.

Sample: English language class, Sudan University of Science and Technology 50 students, First level.

Research variables

1. Variable Independence(Vi)

Instrument for collecting data

1. observation sheet during the student preparing presentation.
2. Interview activity that is addressed to the students and discuss about presentation itself.
3. Questionnaire for question relating to the students' presentation?

a. presentation method to improve the student's vocabulary and oral skills for the first years students, Sudan University of Science & Technology.

b. presentation method to improve the students vocabulary for the students of first level.

2. Variable dependence (VD)

a. Effectiveness to improve the student's vocabulary and Skills (: ordinal data)

Research hypothesis

There is no difference in effectiveness between presentation and conventional method. For presentation method be used average mean (Mx) And conventional method be used average mean (My)

Working hypothesis (Ha/Hw):

The use of presentation is more effective than the use of conventional technique in teaching students' oral skills. For presentation method be used average mean (Mx) and the conventional be used average mean (My)

$$H_0: M_x - M_y > 0; M_x > M_y$$

Table (4.2) percentages and frequencies for the first hypothesis

To find out to what extent that vocabulary can help improves oral communication.

Phrases	disagree	neutral	Agree	strongly agree	Trend
language learning is thought to profit from explicit presentation of rules and error correction	0 .0%	0 .0%	21 70.0%	9 30.0%	agree
A crucial distention is often made between knowing a word and using it	0 .0%	0 .0%	21 70.0%	9 30.0%	agree
For every vocabulary dimensions there is a knowledge dimension and skill dimension	0 .0%	1 3.3%	17 56.7%	12 40.0%	agree
There is a strong relationship between vocabulary	1	0	21	8	agree

knowledge and general reading skills	3.3%	.0%	70.0%	26.7%	
In school Children develop additional word learning strategies	0	0	27	3	agree
	.0%	.0%	90.0%	10.0%	
When Children learn to read , their ability to derive word meanings form context extends from oral to written context	0	0	18	12	agree
	.0%	.0%	60.0%	40.0%	
Total	0.6%	0.6%	69.4%	29.4%	100%

Source: Data of field Study

Table () shows the descriptive statistics (percentages and frequencies) of the first hypothesis, the general percentage there was (29.4%) strongly agree and who agree (69.4%) the total percentage of neutral is (0.6%), and also there are (0.6%) disagree no one strongly disagree with the Phrases all this explains the consent of the sample members to the phrases the column called trend shows that.

Chart (4.2) showing the distribution of the first hypothesis

To find out to what extent that vocabulary can help improves oral communication.

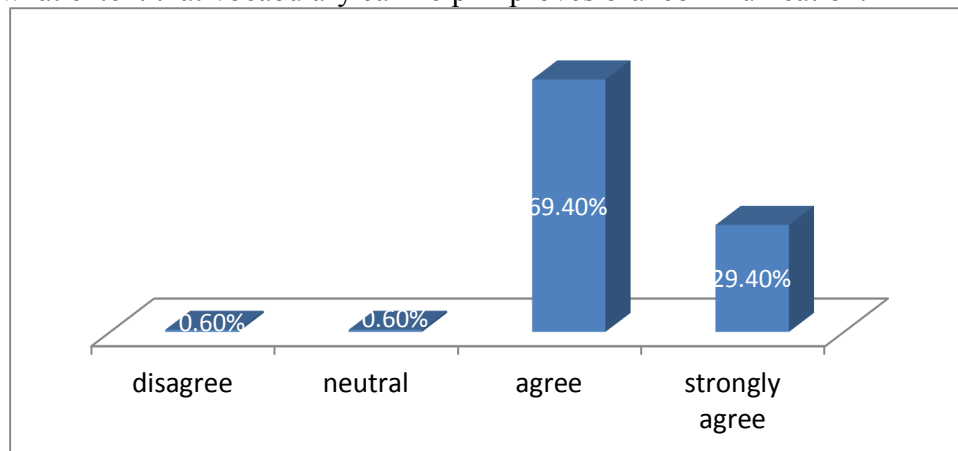


Table (4.2) descriptive statistics of the first Hypothesis

To find out to what extent that vocabulary can help improves oral communication.

Phrases	Mean	Mode	Std. Deviation	Result
language learning is thought to profit from explicit presentation of rules and error correction	4.30	4	.466	strongly agree
A crucial distention is often made between knowing a word and using it	4.30	4	.466	strongly agree
For every vocabulary dimensions there is a knowledge dimension and skill dimension	4.37	4	.556	strongly agree



There is a strong relationship between vocabulary knowledge and general reading skills	4.20	4	.610	Agree
In school Children develop additional word learning strategies	4.10	4	.305	Agree
When Children learn to read , their ability to derive word meanings form context extends from oral to written context	4.40	4	.498	strongly agree

Source: Data of field Study

Table (4.2) shows the descriptive statistics (**mean ,standard deviation and mode**) of the first hypothesis items the computational circles around the numbers

Conclusions:

- (1) L2 vocabulary acquisition involves a continuous process of semantic restructuring.
- (2) The intensity of the restructuring process varies from word to word and from one semantic mapping category to another.
- (3) The restructuring process tends to result in more refined semantic contents tends to be slow.
- (4) despite the semantic restructuring process, L2 word meanings are both under-represented and over-represented even at the advanced level.
- (5) The under-representation and over-representation of word meanings result from a number difference sources, based on the results of the study a model of representation of L2 word meaning and the paths of possible semantic restructuring is proposed.

Recommendations and Suggestion

The further research is suggested to reach more comprehensive understanding of the patterns of semantic mapping development and a guideline for developing learning-teaching activities which help learners acquire more words and minimize under-representation as well as over-representation of word meaning is suggested.

The research hypothesized that there was no significant difference between the vocabulary

mastery of the students who were taught by using semantic mapping strategy and that of those who were not, there was a significant difference between the vocabulary mastery of the students who were taught by using semantic mapping strategy and that of these who were not.

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