Sudan University of Science and Technology

College of Graduate Studies

كلية الدراسات العليا

Investigating Students' Understanding of Vocabulary from a Comprehension Text

تقصي درجة فهم الطلاب للمفردات في قطع المطالعة

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master

Degree in English Language (Applied Linguistics)

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Dedication

To my parents, who never stopped believing in me.

And my nice Children for their love,

To my dearest husband,

For his help

Acknowledgements

Abstract

This study aimed at investigating students' understanding of vocabulary from comprehension text. The researcher has adopted the descriptive analytical method. The research was conducted on EEL learners of Sudan University of Science and Technology. The sample consisted of 50 students studying at their first level, it was randomly chosen. The collected data is analyzed using statistical package of social science (SPSS) program and the result revealed that students face difficulties in understanding English vocabulary from comprehension text. These findings call for teachers to evaluate their instructional practices to provide direct instruction combined with vocabulary strategies. Many opportunities should be provided for students to interact with words on regular basis across a variety of contexts.

مستخلص البحث

هدفت الدراسة لتقصي درجة فهم الطلاب للمفردات من قطع المطالعة، أُجرى البحــث علــى دارسي اللغة الإنجليزية لغة أجنبية من جامعة السودان للعلوم و التكنولوجيا مع خمسين طالباً و طالبة في المستوى الأول و لجمع المعلومات الخاصة بهذه الدراسة قد اتبعت الباحثة المنهج الوصفي التحليلي حيث أُجرت إختباراً لجمع المعلومات و حُلّلت بواسطة برنامج الحزم الإحصائية للعلــوم الإجتماعيــة (SPSS) وقد خلصت الدراسة إلى أن الطلاب يواجهون مشكلات في فهمهم للمفــردات مــن قطــع المطالعة و على ضوء النتائج التي توصلت لها الدراسة توصي الباحثة المدرسين إلى تقييم ممارستهم التدريسية من أجل توفير التعليم المباشر بإستخدام إستراتيجيات المفردات، كما يجب توجيه العديد من الفرص للطلاب للتفاعل مع الكلمات في سياقات متنوعة بإنتظام و قد اقترحت الباحثة بعض المواضيع للدراسات في المستقبل.

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CHAPTER ONE

INTRODUCTION

Chapter One

Introduction

1.0 Background

Vocabulary plays a fundamental role in the reading process, and contributes greatly to reader comprehension reader cannot understand a text without knowing what most of the words mean students learn the meaning of most words indirectly through everyday experience with oral and written language other words are learned through carefully designed instruction.

Vocabulary learning difficulty has also been encountered by Sudanese English learners at Sudan University of science and technology students were frustrated by too many new words occurred is an English text and this causes their reading failure or difficulties. Vocabulary has been identified as especially critical; there is of course now a sizable body of research, incorporating both correlational and experimental designs, linking oral vocabulary to reading comprehension.

Correlations between vocabulary and reading could be interpreted as a mere reflection of the link between general intelligence (g) and reading. Yet this interpretation is challenged by the repeated finding that training vocabulary brings about improvements in reading comprehension (e.g., Beck, Perfetti, &McKeown, 1982: 506-521).

Comprehensive reviews of the strengths and weaknesses of individuals with poor

comprehension and adequate decoding have been provided by Nation (2005: 248- 265). Deficits have been reported in making inferences, monitoring comprehension, working memory, listening comprehension, and in other aspects of oral language (Nation & Snowling, 1997:359-370; Nation, 2009: 176-194). Cain and Oakhill (1994: 821-848) reviewed three kinds of studies that support

causal influenced-comprehension-age match comparisons, training studies, and longitudinal correlational studies-and concluded that there is evidence for causal influences on reading comprehension for inference making, comprehension monitoring, and understanding story structure.

Stanovich (1986: 360-407) suggests that the relationship between vocabulary instruction and reading comprehension is complex, and the results of children who enter school with a limited vocabulary find reading difficult. The achievement gap between students of differing socioeconomic levels is one of the most persistent and frustrating problems that educators face. A learning disability in reading comprehension affects the learner's ability to understand the meaning of words and passage. Students with a learning disability in reading comprehension may also struggle with basic reading skills such as decoding words, but comprehension is the greater weakness. This Research shows that the best solution involves a consistent and persistent investment in vocabulary development, which can be implemented through a variety of ways (Ebbers& Denton, 2008: 90-102).

1.1 Statement of the Problem

Vocabulary is an area of difficulties for EFL, because it is difficult to guess, and have no fixed rule to follow and no basic to refer .The researcher noticed that fresh students have difficulties in using and understanding vocabulary in English. The researcher suffered of this problem in her early stage at university.

using and understanding vocabulary is very important in learning comprehension, which is regarded as the first step towards fluency in English language .If the students have sufficient knowledge about vocabulary, they will improve

Their language skills; so teacher have to focus on this important part of the language, and student must exert more efforts on this aspect. This study will tend to determine and investigate the student's understanding of vocabulary from comprehension text.

1.2 Questions of the Study

This study is set to answer the following questions:

- Q1: To what extent are student able to identify referential words?

- Q2: To what extent are students able to elicit meaning from the context?

1.3 Hypotheses of the Study

This study is designed to validate the following hypotheses:

1. Students are not able to identify referential words.

2. Students are not able to elicit meaning from the context.

1.4 Objectives of the Study

This study is conducted to reach the following objectives:

1. To identify, and investigate, the students understanding of vocabulary from comprehension text in the first level at SUST college of Languages.

2. To help student overcome the problems and shed light on these problems by identifying the area of difficulties.

1.5 Significance of the Study

The study will fulfill in the gabs left by previous studies in the area of vocabulary; also it helps in determining the area of difficulties for both teacher and students.

1.6 Methodology of the Study

This study uses the descriptive and analytical method and the sample for this study is randomly chosen from first year students, at Sudan University of science and technology.

1.7 Limits of the Study

The participants of this study are limited to the first level students at College of Languages at SUST. In the academic year 2017-2018.

This study was restricted to understanding of words and only two types of vocabulary; so it is not adequate to measure the participants overall knowledge of vocabulary.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

Chapter Two

Literature Review and Previous Studies

2.0 Introduction

This chapter consists of two part, literature review and previous studies in the first part the researcher presents some definition for Vocabulary, Concept of Reading, Importance of Learning Content Area Vocabulary, Reading Difficulty, Different types of comprehension, Comprehension models, Recent studies on reading, Relevant Previous Researches, and Concept of Text.

2.1 Definitions of Vocabulary

Vocabulary serves a critical role in content-area textbooks such as English, social studies, mathematics, and science. Students who struggle witÑ vocabulary are presented with obstacles that may have a negative impact on comprehension within context and content areas. Based on a review of the literature, there are commonalities that emerged for the causes of deficits in reading comprehension.

Many strategies to improve reading comprehension for struggling readers were presented. The purpose of this research is to identify how 4ord study and content-based vocabulary instruction and strategies are effective for improving comprehension in content areas with struggling readers (Glende, 2013: 9).

Reading a language and comprehending it require that one possess sufficient vocabulary. Researchers tend to agree that vocabulary knowledge is a major prerequisite and causal factor in comprehension and that there is a relationship between vocabulary knowledge and reading comprehension.

In another study, also, Gelderen, et al. (2004: 7-25) examined the relationship between vocabulary knowledge and reading comprehension among 397 Dutch students from Grade 8 to Grade 10 in secondary education.

As results, found a significant relationship between vocabulary knowledge and reading comprehension with the correlation of .63. He showed a strong positive correlation between vocabulary knowledge and reading comprehension. I-le emphasized that vocabulary knowledge directly affects reading comprehension. According to Tannenbaurn, Torgesen, & Wagner (2006: 381-398) who examined

the relationship between vocabulary knowledge and reading comprehension, found that there is relationship between these two variables.

Two hundred and three 3rd-grade students took part in a study that examined the relationships between3 dimensions of word knowledge and reading comprehension. Confirmatory factor analyses, structural equation modeling, and hierarchical regression analyses show that a 2-factor model of breadth and depth/fluency provides the best fit to the data. Breadth has a stronger relationship to reading comprehension; however, the 2 dimensions of word knowledge have significant overlapping variance that contributes to the prediction of reading comprehension. In another study has been done by Shiotsu and Weir (2007: 99 - 128), examined the relationship between vocabulary knowledge and reading comprehension on L2 learners in Japan. Based on the results, there was a strong relationship between these two variables and vocabulary knowledge in predicting performance on a reading comprehension test. In addition, Golkar and Yarnini's study (2007: 126-135) studied the relationships between vocabulary knowledge and reading comprehension ability among 76 Iranian undergraduate students .Three tests of the Vocabulary Levels Test, the Productive Version of the Vocabulary Levels Test, and a TOEFL test were administered to students to find out the relationship between the two vocabulary tests and their relationship to reading comprehension. As results, there was a high correlation between the learners' vocabulary knowledge and reading comprehension ability. Data was collected from twenty-three learners at Brigham Young University, who ranged from Intermediate Low to Intermediate

Mid in both productive and receptive skills. Two reading comprehension tests, circling the unknown words in texts and a lexical coverage test for each passage texts were given to the subjects. A linear regression analysis of the data shows that there is a correlation coefficient of 0.7 and 0.6 between the percentage of known words and students' comprehension of the two reading texts. The results indicate that the subjects needed to know approximately 90% of running words to adequately comprehend the first passage and around 86% to comprehend the second passage.

Kaivanpanah and Zandi (2009: 698-706) investigated the role of depth of vocabulary knowledge in reading comprehension. A TOEFL test and a measure of depth of vocabulary knowledge were administered to 57 EFL learners (17 males and 40 females). The analysis of the results showed that vocabulary knowledge is significantly related to reading comprehension.

The participants of the study were sixty (30 male and 30 female). The results obtained from the analysis of the data indicated that while both depth and breadth of vocabulary knowledge play an important role in EFL learners' reading comprehension performance, depth of vocabulary knowledge makes a more important contribution. The results further discovered that depth and breadth of vocabulary knowledge are positively correlated, that is, those learners who had large vocabulary size had a deeper knowledge of the words, too.

In conclusion, the literature reviews indicate that there is a relationship between vocabulary knowledge and reading comprehension. Vocabulary knowledge has a great impact on reading comprehension. No text comprehension is possible, either in one's native language or in a foreign language, without understanding the text's vocabulary. When the percentage of unknown vocabulary increases, the possibility of comprehending the text decreases. The previous studies indicate that there is a need for further research to look closely at the relationship between vocabulary knowledge and reading comprehension. Also,

few studies have been conducted on vocabulary knowledge and their relationship with reading comprehension among Iranian students. Therefore, there is a need for further research in this area.

The discussion will cover the concept of reading, comprehending the reading text, aspect of reading, reading difficulty; strategies for helping students read difficult texts, different types of comprehension, comprehension models, resent studies on reading, relevant previous research, concept of text.

2.2 Concept of Reading

Reading functions as the window of knowledge in which people are able to know much information they cannot get completely from other skill such as listening, speaking, or writing. It might be said that through speaking with others, and listening to the radio or television, someone will get knowledge or information, however the amount of the information will not be as perfect as when she/he does reading. The reader can find the reason, example, explanation, summary, and comments of the news that they read as said by Ariyanti (2017: I 7). Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent a language, and the knowledge in the world. In this process the reader tries to match their perception with the author's perception. The other theory said reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning (Clark and Silberstein, 1987: 2).Mastering reading skill requires interaction between the reader and the text. The reader has to decode the meaning of the written words to be able to understand the writer's point of view. Rivers (1981: 147) said that, "reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's which are knowledge of the language". Readers have to use their prior knowledge while reading in order to construct meaning. Goodman (1973: 162) declares that the

learner "interacts with a message encoded by the writer. He concentrates his total prior experience and concepts he has attained, as well as the language competence he has achieved.

Ehri (1991: 383-417) reported that there are four different ways to read words; decoding, reading by analogy, reading by prediction made from context and sight word reading. On the other hand, linguistic comprehension which is often operationalized using listening comprehension tasks is defined by Hoover and Gough (1990: 131) as '1the ability to take lexical information (i.e. semantic information at the word level) and derive the sentence and discourse interpretation". Several studies have shown that decoding and linguistic comprehension represent for more than 70% of the variance in reading comprehension (Catts, Hogan, &Adlof, 2005: 25-40). Inferences and Conclusion McWhorter (1989: 254) defines that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the connection that you draw between what you observe and what you do not know. In making inference, the readers are required to "read between the lines" to make deductions based on the information given. It means that the readers should try to understand what is meant by something that is not written explicitly or openly. For example, from the text that a reader read, he/she may know that the main character in a story is brave because of his actions, even though the author never uses the word brave in the entire story. In reading activity, the readers should make inferences from what they are reading and also make conclusion toward the text that has been read.

2.2.1 Comprehending the Reading Text

The main purpose of reading is comprehending the text she/he read. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text Ariyantipuspita (2017:7). Schumm (2006: 223) said that comprehension process involves an understanding of

words and how these words are used to created meaning. Comprehension entails three elements, they are:

1. The reader who is doing the comprehension; to comprehend the text, a reader must have a wide range of capacities and abilities. These included cognitive capacities, motivation and various types of knowledge.

2. Te text that is to be comprehended; the features of the text have large effect on comprehension. Comprehension does not occur by simply extracting meaning from the text. Texts can be easy or difficult, depending on the factors inherent in the text. When there are too many of these factors are not matched to the readers' knowledge and experience, the text may be too difficult for optimal comprehension to occur.

3. The activity in which comprehension is a part; a reading activity involves one or more purposes, some operation to process the text at hand, and consequences of performing the activity. The consequences of reading are part of the activity.

Some reading activities lead to an increase in the knowledge that the readers have, another consequence of reading activities is finding out how to do something. Rubbin (1993: 194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading. From these concept basically, it can be understood that reading need comprehension. Reading and comprehension are regarded as one activity that cannot be separated. It means that reading comprehension is an activity to extract the meaning of written materials with fully understanding.

Grellet (1999: 4) said that understanding a written text means extracting the required information from it as efficiently as possible. There are four main ways of reading, they are:

1. Skimming: quickly running one's eyes over a text to get the gist of it.

2. Scanning: quickly going through a text to find a particular piece of information.

3. Extensive reading: reading longer text, usually for one's own pleasure. This is fluency activity, mainly involving global understanding.

4. Intensive reading: reading shorter text, to extract specific information. This is more an accuracy activity involving reading for detail. It means that reading strategies are useful for the students to comprehend the text.

2.2.2 Aspects of Reading

There are five aspects of reading comprehension according to Nuttal (1982: 160), the students should understand to comprehend a text well, such determining main idea, finding specific information, making inference, identifying reference, and the understanding meaning of words. These aspects are regarded as difficulties that the students encounter in comprehend the text.

a) Determining Main Idea The main idea is a statement that tells the author's point about the topic. In determining of the main idea, the students are expected to find the main idea of the text, so, they should comprehend the topic that is told in the text. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b) Finding Specific Information (Scanning). Ube students have to find the detail information or idea that was mentioned on the text. Therefore, sometimes it is difficult for a student to see and distinguish between important and unimportant information in the text in order to find specific piece of information such as name, date, word or phrases, and references in the text.

c) Making Inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. For example, the question is "what the meaning of the statement above?" It means that the students need to find the conclusion based on the statement. Therefore, sometimes the students are I

difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

d) Identifying Reference. The students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation. For example, in the text there is a simple sentence 1 like "The boys in class 7 go outside to play football. They play in the school hail." And the question is "The word they refer to?", so the students should find that the word they refer to whom.

e) Understanding the Meaning of Word In understanding the meaning of words, the students have to find the meaning of difficult word on the text context by comprehending the meaning of the sentence or the text, and then they will find the suitable meaning of the word. I-ledge (2000: 193) noticed vocabulary is another major component of reading ability with which language learners will experience difficulty. Therefore, unfamiliar vocabularies about the text need to be taught to students before reading the material so that they can be easily understand the material.

Therefore, in this research, the researcher focuses on the aspect of reading above as the theories consideration in constructing reading test.

2.3 Concept of Text

Nutgall (1982: 80) points out that actually a text could consist of a single sentence. According to her, understanding a Icx1 involves understanding different kinds of meaning at the same time, at least four levels of meaning exist:

1. Conceptual meaning: the meaning of word can have on its own concept, or notion, can be found at any level, from the whole text down to a single word o morpheme. Every lexical item embodies a concept, sometimes simple (e.g. blue), sometimes complex (e.g. probability).

2. Propositional meaning: the meaning of a sentence can have on its own. It is the meaning a clause or sentence can have even if it is not being used in a

context, but is just standing on its own. A word on its own, e.g. misleading, carries no propositional meaning: we cannot affirm il, deny it or doubt it.

3. Contextual meaning: the meaning of a sentence can have only when in context.

This might be a reason, justification, assumption, explanation, or other functions that the sentence might assume from the context. As soon as a sentence is used in a given situation or context, it takes on a value derived from the researcher's reason for using it, and from the relationship between one sentence (utterance) and others in the same text. For example, when it stands alone, the proposition "I like the thinking process that goes with it" just gives the view of the speaker. But when it follows the sentence "I'd take several courses in philosophy", it assumes the function of giving a reason or justification. The writer uses it to explain why he would take philosophy courses.

4. Pragmatic meaning: the meaning of a sentence has only as part of the interaction between writer and reader. This is the meaning that reflects the researcher's feelings, attitudes and so on, and the attention that the reader should understand. It therefore includes the intended effect of the utterance, upon the reader. This is what we usually mean by "reading between the lines".

2.4 Importance of Learning Content Area Vocabulary knowledge is strongly associated with reading comprehension. Understanding the meanings of words and their relation to text comprehension has been the focus of much research. The relationship between vocabulary and reading comprehension is thought to be reciprocal, meaning that a reader who knows more words is likely to have better reading comprehension, while a reader who is successful with comprehension and frequently will have more opportunity to learn more words (Feebody & Anderson, 1983; Stanovich, 1986).

Consequently, a reader who struggles with vocabulary will be less likely to comprehend text, and less likely to learn new vocabulary. However, teaching vocabulary can enhance comprehension of text if the kind of instruction

provided helps students build meaningful associations to their knowledge base and more than a brief definition is provided (Baumann, Kame'enui, & Ash, 2003) Therefore, teachers should select vocabulary words relevant to the content area that promote comprehension (Glende, 2013: 17).

• **Vocabulary Instructional Strategies to Improve Comprehension:**

As students advance into intermediate grades, they are more exposed to expository texts for learning concrete ideas in subjects other than ELA, like social studies, science, and mathematics. In turn, vocabulary instruction has returned to a place of prominence in the reading curriculum. Hedrick, Harmon, and Wood (2008) researched specific instructional strategies for teaching vocabulary that appeared most frequently in current content area textbooks. As texts become more difficult and more complex, the vocabulary becomes more difficult as well. They identify three critical areas to focus on: (a) an understanding of the students' vocabulary learning, (b) the features of content vocabulary, and (c) effective vocabulary instruction ideal for particular disciplines, including mathematics, social studies, and science (Hedrick, Harmon, & Wood)

2.5 Reading Difficulty

To comprehend a text, Weswood (2001: 31) argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. 1-le think that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text. It means that reading difficulty is the problems that are faced by the students in comprehending the text. This proem can have negative effect on their study especially in their reading ability. The basic

questions on the reading test is about the main idea, finding reference, understanding the difficult word and making inference based on the passage. The researcher considers that those questions are also the basic difficulties that are face by the students in comprehending the text. But in this research, the researcher analyzed the students' difficulties based on the five aspect of reading comprehension by Nuttal above.

2.5.1 Reading Vocabulary

The words can be understood when reading text, many words can be read and understood, cannot use in speaking vocabulary. Reading is second largest vocabulary, and growvocabulary. (Judy, 2007: 1).

2.5.2 Inferring Meaning from Context

Consider the more practical concern in second language of how listening teachers are aware the problem in the class room and have variety of techniques disposal to address it with texts that they use in the class, such as pre-teaching the unknown words, providing glosses adjacent to the texts. A number of writers have developed strategies for guessing in context that can be taught to learners. Clarke and Nation strategy, for instance include steps such as identifying the word classes of the unknown word, scanning the surrounding for other words that collocate with it, looking for the cohesive device that link the sentence with other sentences in the text and analyzing the structure of word itself into prefix, root and suffix. Read, (2000: 52).

2.6 Different Types of Comprehension

Comprehension of language does not only involve the understanding of individual words but also active engagement with the content to create a mental representation (Rashid, 2012: 15-28). Successful comprehension requires coordination of skills at many levels to extract and construct meaning. The level of difficulty associated with comprehension of certain content depends on the

complexity of the language used. There are important differences between the language that we use in everyday conversations and the language used in school (Westby, 2012: 163-225), where everyday conversations are originally used to achieve daily tasks and share personal information. Academic language includes a different set of words, describe complex grammatical structures and different text organization to express content which describes complex relationships (Zwiers, 2008: 5-12).

2.7 Comprehension Models

The top-down models confirm the importance of inference making and schemes used to predict the content of the texts. The parallel models suggest that these two processes (bottom-up and top-down) work in parallel, simultaneously (Kahmi & Catts, 2012).

2.8 Recent Studies on Reading

Nation (2004: 20-29) reviews what is known about reading comprehension difficulties in children and the results show that not all children who have comprehension difficulties have morbidness in basic decoding. Raihan and Nezami (2012: 306-316) conducted a study on comprehension strategies and V general problems in reading faced by Arab EFL learners at Najran University in Saudi Arabia. The study aimed to find the reasons behind the low level performance of university students in reading comprehension. A survey was conducted through the teachers' questionnaire, and students were observed during several reading sessions. The results show that students face spelling and L- pronunciation problems to a great extent.

MohdMahiburRahman and EidAlhaisoni (2013: 112-118) aim to discuss the. Present status of education and ELT in Saudi Arabia. They highlight various challenges in teaching English, such as students' poor proficiency and lack of good learning materials. They call for active participation from the policy makers, syllabus designers, textbooks writers, teachers and students to address

the challenges. Rajab and Al-Sadi (2015: 1-17) identified certain habits and preferences of EFL learners regarding various personal practices of the reading process in the first language (L1) as well as in second language (L2) by using 10-item questionnaire on a Likert scale format. The students' responses indicated the lack of interest as well as the lack of motivation towards 'academic reading' in both Ll and L2.

2.9 Relevant Previous Studies

Different studies have been carried out by different scholars in what concern to present some them, because he had done many trials and hard searches in different libraries, internet, and many different website, but he did not find adequate and relevant studies. So the researcher will introduce the following studies:

1- Eltayeb Mohammed Elobaid Elsheikh "Effect of vocabulary on improving speaking skills" 2013 in Sudan University of science and technology.

This study aims to investigate vocabulary problems that hinder learners to master speaking skills. It also present ways of improving learners speaking skill the research question were:

a) To what extent do English language student have vocabulary problem with speaking?

b) To what degree are students equipped with English language vocabulary?

e) To what extent can students improve their speaking skill?

To answer this question the researcher hypothesized that there are great vocabulary problems which hinder students to master their speaking skills in English, problems which hinder students to master their speaking skills in English vocabulary is not totally equipped by students during lessons, and students are totally ignorant of how to improve their speaking skills. The researcher has adopted the descriptive analytical method to conduct the research.

A questionnaire has been used as a tool for collecting data.

Data have been statistically analyzed. The research sample comprises (45) male and female students drawn from third year student of English department, college of education, Sudan University of science and technology.

2- Abdelnasir Babo Mohammed Boway, "Impact of vocabulary Awareness on developing EFL learners' writing skills "2011 in Sudan University of science and technology.

This study set out to investigate "the impact of vocabulary Awareness on developing EFL Learners' writing skills" The research question are:

a) To what extant are EFL able to make the appropriate lexical choice in their writing task?

b) Why do EFL learner fail to make the correct lexical choice when they write?

c) How does the ignorance of the lexico - syntaxtic and semantic properties affect their way of writing?

d) To what extent do teachers give learners enough opportunities to practice writing using the lexical items they have already learn?

e) What sort of strategies do teachers adopt to raise the learners awareness?

The finding of the study show that syllabus does not emphasize on the development of learning and teaching vocabulary which result in effective writing, the teaching of vocabulary in the syllabus is not integrated in a way that meets the students' needs to write, there is no regular and systematic assessment of student vocabulary development within the context of writing, students' face difficulty choosing the correct lexical item and organize them in very cohesive and related paragraph, there is no awareness raising of words importance and their positive role in developing students' writing skills, and there are no sufficient writing activities which motivate and reinforce the students' use of vocabulary when writing .The study recommend that syllabi should be refined or replaced with an integrative one (lexical syllabi) to meet learners needs . Also, teacher & awareness should be raised to deal with vocabulary seriously. Moreover, there should be effective and regular teaching and learning of

vocabulary, applying affixed plan in a clear and efficient way of each lesson. In Addition learners should be well trained on how to use vocabulary learning strategies.

3- Kirya Ahmed Mohammed Nasir "Differences about the Meaning English vocabulary and it's teachability and learnability"2009 in Sudan University of science and technology. The main purpose of the study is to investigate the idea of word meaning and that have value, also its concerned with both the teach ability and learnability of vocabulary.

Research questions were:

- Do words really have meaning?

- Is there and ideal method or way for teaching vocabulary?

- Is there better way to learn vocabulary'?

To answer these questions, the researcher point out the following hypotheses:

- Words in English have meaning value.

- The eclectic way is the best method for teaching English vocabulary

- The students prefer in learning vocabulary the strategies of learning by hearing, stories, and using a dictionary, respectively to the other strategies.

The study arrived at the following result: Words in English or lexical items have meaning, also they have value which is the connotative meaning of this vocabulary items. Also it has shown that the eclectic way is the best method in teaching vocabulary. Also has reflected that students prefer in learning vocabulary the strategy o-f learning by hearing, stories and dictionary meaning.

The study recommends:

- The meaning of words should be clarified to the learners clearly so that not to confuse them.

- The teacher should follow the eclectic way to teach vocabulary.

- Students should be assigned with UN numerable exercises on vocabulary to enhance the learning of vocabulary.

- Students should be encouraged by their teachers to use their own dictionaries as often as possible to improve their spelling skills and increase their vocabulary stock.

CHAPTER THREE

METHODOLOGY

Chapter Three

Methodology

3.0 Methods of the Study

This study has been designed to investigate students understanding of vocabulary for comprehension text. The researcher used a descriptive analytical method in conducting this study. This chapter presents the population of the study, the sample of this study and the research instrument which standardized their validity and reliability are selected1ore0vCr, the chapter deals with methodology that will be used to collect data concerning the English vocabulary.

3.1 Population and Sample of the Study

The target population of this study is under graduate student, their age is ranged between 21-25, and the researcher specified the third level at college of languages at Sudan University of science and technology , the sample was selected randomly from the total number (1 22),they are 50 students .What makes this population suitable for the study is drive by the fact that the participant have studied English language for ten years ,and they educated under the same educational condition curriculums and syllabi. The mother tongue is Arabic, so the selected sample is homogeneous in education 1 level, linguistics back ground and pre-university educational period, in addition to the fact that ,collocation is more likely understood by upper and advance student.

3.2 Tool of the Study

The researcher used one tool in collection data of this study. It was a test, which was designed carefully to fit the two hypotheses based on the research question, and also designed, in particular for those who are specialized in English as foreign language at university level.

The test was divided into two main sections, the first question was about the meaning of words, which was consisted of 10 items, and second question was

about referential words. The structure of the test was put a circle around the best answer.

3.3 Validity and Reliability of the Test

The validity and reliability are closely related to assessment of any test which is supposed to yield reliable and valid data. There for, the validity and reliability of t the test in the present study have been measured in the following section.

3.3.1 Reliability of the Test

Reliability of the test is that the test should be assessment to (50) students (male and female) at first year in (SUST). According to this, the researcher designed a test of two verities of vocabulary and comprehension.

Then after a week, it was administered gain for the same group conditions. Two major question of the test are consisted of (19) items.

The purpose of testing is assess and identity the reliability of the test. A reliability analysis for the test scores has been conducted to major the reliability coefficient of the test. In this study reliability analysis has been used to measure the correlation between yields the same sources if it's given to the same set of students in the same conditions in the future. In other words, reliability concerns of consistency of the test judgment and results. The value of good reliability ranges between (0 — 1). The research chose Cronbach's Alpha to measure the reliability of the test. That method depends on correlation. Also it is based on standardized items of the test. The reliability of the test is this mean the test is reliable.

1- Reliability:

Reliability test means that the meter gives the same results if used more than once under similar conditions. Reliability also means that if a test is applied to a group of individuals and their scores are monitored, then the same test is re applied to the same group and the same scores are obtained and the test is completely stable. Reliability is also known as the accuracy and consistency of

the measurements obtained from the test Statistical Honesty is a measure used to determine the, degree of sincerity of respondents through their answers on a given scale. honesty is calculated in many ways as easy as the square root of the Reliability coefficient. The value of honesty and consistency ranges from zero to one. The mcasure of truthfulness is to know the validity of the instrument to measure what has been set for it.

Table (3.1): Reliability and statistical honesty of respondents' responses to

Axis	Reliability	Honesty coefficient
The Answer	0.461	0.68

It is clear from the results of Table (3.1) that all the coefficients of consistency and truthfulness of the responses of the survey respondents to the statements related to each of the hypotheses of the study and to the complete test were greater than (50%) indicating that the study test is very stable and honest, and makes statistical analysis acceptable.

3.3.2 Validity of the Test

Validity concerns the truth of the test and its relation to what it's intended to test. The researcher passed the test to the doctors and got an amendment to them. The test in this study will valid in it measures; validity is often discussed under the headings: face, construct, predictive and concurrent. The results of this investigation prove that the test used the study are valid, because it measured what is supposed to measure is free from systematic errors.

3.4 Procedure

The test was distributed to the class room, to the responded, who were tested individually without any intervention in order to get their response, it was collected in a period of 30 minutes with supervision by researcher herself .As mentioned before the researcher has used the random sample of 50 respondents only and also nineteen questions of the test (ten words elicit meaaning from

context and nine words referential words). A tool has done in order to get data about student's understanding of vocabulary from comprehension text of Sudan, university student's first year English department.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

Chapter Four

Data Analysis and Discussion of Results

4.0 Introduction

In this chapter, the researcher describes the method and procedures followed in the implementation of this study. This includes a description of the study community and its sample, the method of preparation of its tools, the procedures taken to ascertain its validity and Reliability, the method followed for its application, the statistical treatments, and the course includes a description and description of the study methodology.

First: sample of the study:

The community of the study means the total group of elements that the researcher seeks to generalize the results related to the problem studied. The original study community consists of (122).

The sample of the study was randomly chosen from the study community. The researcher distributed 5V exam papers to the target audience of 50 respondents responded, 100% of the target population, where they returned the completed questionnaires with all the required information.

Part 1: Draw a circle round the best answer A,B C or D

Q1: The under lined word (satellite) line (1) means ……………

A. new   B. old   C. technical   D. an electronic device sends to space

Table (4.1): Frequency distribution of sample members according to (correctly & incorrectly) from the study Q1 in Part 1:

Answer	Frequencies	Percentage
Correct	36	72.0%
Incorrect	14	28.0%
Total	50	100%

From table (4.1) we see that The percent of the true answers for the question **(The under lined word (satellite) line (1) means…..)** is (72%), while the percent of the wrong answers is (28%).the result show that some students have no difficulties in elicit the meaning of the word from the context this indicate the second hypothesis is accepted.

Q2: To inhibit a place to …………..

A. live in it   B. build it   C. grow it   D. leave it

Table (4.2): Frequency distribution of sample members according to (correctly & incorrectly) from the study Q2 in Part 1:

Answer	Frequencies	Percentage
Correct	10	20%
Incorrect	40	80%
Total	50	100%

From table (4.2): The percent of the true answers for the question **(The under lined word (To inhibit a place to)** is (20%), while the percent of the wrong answers is (80) .the result shows that some students have difficulties in eliciting the meaning of the word from.

Q3: The underlined word (orbit) line (1) means

A. building   B. ground   C. signals   D. a curved path followed by

Table (4.3): Frequency distribution of sample members according to (correctly & incorrectly) from the study Q3 in part 1

Answer	Frequencies	Percentage
Correct	26	52%
Incorrect	24	48%
Total	50	100%

From table (4.3) above:

The percent of the true answers for the question **(The underlined word (orbit) line (1) means)** is (52%), while the percent of the wrong answers is (48%). %). the result show that some students have difficulties in elicit the meaning of the word from the context this indicate the second hypothesis is accepted.

Q4: the underlined word (communication) line (2) means

A. globe.   B. Method of sending information.   C. information.   D. earth.

Table (4.4): Frequency distribution of sample members according to (correctly& incorrectly) from the study Q4 in part 1

Answer	Frequencies	Percentage
Correct	31	62.0%
Incorrect	19	38.0%
Total	50	100%

From table (4.4) above:

The percent of the true answers for the question **(The underlined word (communication) line (2) means….)** is (62%), while the percent of the wrong answers is (3 8%). the result shown that some students have no difficulties in elicit the meaning of word from the context this indicate the second hypothesis is accepted.

Q5: The underlined word (spot) line (7) means

A. Particular area   b. looped   C. circled   d. both B &C

Table (4.5): Frequency distribution of sample members according to (correctly & incorrectly) from the study Q5 part 1:

Answer	Frequencies	Percentage
Correct	14	28.0%
Incorrect	36	72.0%
Total	50	100%

From table (4.5) above:

The percent of the true answers for the question **(The underlined word (spot) line (7) means….)** is (28%), while the percent of the wrong answers is (72%). the result show that some students have difficulties in elicit the meaning of the word from the context this indicates that second hypothesis is accepted.

Q6: The underlined word (antenna) line (10) means

A. piece of equipment for receiving or sending.   B. ships at sea.

C. stations on earth.   D. rotate

Table (4.6): Frequency distribution of sample members according to (correctly& incorrectly) from the study Q6in part 1

Answer	Frequencies	Percentage
Correct	15	30.0%
Incorrect	35	70.0%
Total	50	100%

From table (4.6) above:

The percent of the true answers for the question **(The underlined word (antenna) line (10) means)** is (30%), while the percent of the wrong answers is (70%).).The result show that some students have difficulties in elicit the meaning of the word from the context this indicates that second hypothesis is accepted.

Q7: The underlined word (fixed) line (7) means

A. frequency.   B. T.V signals.   C. to be firmly.   D. radio,

Table (4.7): Frequency distribution of sample members according to (correctly& incorrectly) from the study Q7 in part 1

Answer	Frequencies	Percentage
Correct	29	58.0%
Incorrect	21	42.0%
Total	50	100%

From table (4.7) above:

The percent of the true answers for the question **(The underlined word (fixed) line (7) means)** is (5 8%), while the percent of the wrong answers is (42%). the result show that some students have no difficulties in elicit the meaning of the word from the context.

Q8: The underlined word (launched) line (13) means………

A. resumption.   B. ground.   c. ships.   D. sent to space.

Table (4.8): Frequency distribution of sample members according to (correctly& incorrectly) from the study Q8 in part 1

Answer	Frequencies	Percentage
Correct	16	32%
Incorrect	34	68.0%
Total	50	100%

From table (4.8) above:

The percent of the true answers for the question **(The underlined word (launched) line (13) means…..)** is (32%), while the percent of the wrong answers is (68%). the result show that some students have difficulties in elicit the meaning of the word from the context this indicates that second hypothesis is accepted.

Q9: The underlined word (telephone circuit) line (15) means

A. round.   B. complete path of wires.   C. circle.   D. antennae.

Table (4.9): Frequency distribution of Sample members according to (correctly& incorrectly) from the study Q9 in part 1

Answer	Frequencies	Percentage
Correct	25	50%
Incorrect	25	50%
Total	50	100%

From table (4.9) above:

The percent of the true answers for the question **(The underlined word (telephone circuit) line (15) means……)** is (50%), while the percent of the wrong answers is (50%). the result show that some students have no difficulties in elicit the meaning of the word from the context.

Table (4.10): Frequency distribution of sample members according to (correctly& incorrectly) Q10 in Part 1

Answer	Frequencies	Percentage
Correct	30	60%
Incorrect	20	40%
Total	50	100%

From table (4. 10) above:

The percent of the true answers for the question **(The underlined word (station) line (8) means…….)** is (60%), while the percent of the wrong answers is (40%). this explain that the majority of students have no difficulties to elicit the meaning of the word from the context.

Table (4.11): Total Percentage for Part 1

Q1	Correct	Incorrect
1	72%	28%
2	20%	80%
3	52%	48%
4	62%	38%
5	28%	72%
6	30%	70%
7	58%	42%
8	32%	68%
9	50%	50%
10	60%	40%

Part 2: Put a circle round the best answer A, B C or D.

Q1: The underlined pronoun (it), line (7) refers to………..

  A. signal.   B. station.   C. satellite.   D. earth.

Table (4.12): Frequency distribution of sample (correctly& incorrectly) Q1 in part 2

Answer	Frequencies	Percentage
Correct	25	50%
Incorrect	25	50%
Total	50	100%

From table (4.12) above:

The percent of the true answers for the question (The underlined pronoun (it), line (7) refers to) is (50%), while the percent of the wrong answers is (50%). this explain that the majority of students have no difficulties to identify referential words from context.

Q2: The underlined pronoun (they) line (3) refers to

A. communication satellites.　　　B. signaux.　　　C. stations.　　　D. information.

Table (4.13): Frequency distribution of sample members according to (correctly& incorrectly) Q 2 in part 2

Answer	Frequencies	Percentage
Correct	32	64%
Incorrect	18	36%
Total	50	100%

rom table (4.13) above:

The percent of the **true answers for the question (The underlined pronoun (they) line (3) refers to……)** is (64%), while the percent of the wrong answers is (36%). this explain that the majority of students have no difficulties to identify referential words from context

Q3: The under lined pronoun line (these) line (3) refers to

(A) Communication (B) Earth (c) antennae (D) T.V, radio, telephone

Table (4.14): Frequency distribution of sample members according to (correctly & incorrectly) Q3 in part 2

Answer	Frequencies	Percentage
Correct	22	44%
Incorrect	28	56%
Total	50	100%

From table (4.14) above:

The percent of the true answers for the question **(The under lined pronoun line (these) line (3) refers to….)** is (44%), while the percent of the wrong answers is (56%). this explain that the majority of students can't identify referential words from context.

Q4: The under lined pronoun (This) line (8) refers to

(A) Ships   (B) Sea   (C) Globe   (D) Frequency

Table (4.15): Frequency distribution of sample members according to (correctly& incorrectly) Q4 in part 2

Answer	Frequencies	Percentage
Correct	25	50%
Incorrect	25	50%
Total	50	100%

From table (4.15) above:

The percent of the true answers for the question **(The under lined pronoun (This) line (8) refers to….)** is (50%), while the percent of the wrong answers is (50%). That is mean the half number of students have no difficulties to identify referential words from context.

Q5: The underlined pronoun (them) line (11) refers to………..

(A) Signal   (B) Communication   (C) people   (D) Bothe B and c

Table (4.16): Frequency distribution of sample members according to (correctly& incorrectly) Q5 in part 2

Answer	Frequencies	Percentage
Correct	28	56.0%
Incorrect	22	44.0%
Total	50	100%

From table (4.16) above:

The percent of the true answers for the question **(The underlined pronoun (them) line (11) refers to…..)** is (56%), while the percent of the wrong answers is (44%).therefor, the 56% is going to positive direction of the hypothesis one. That is mean students were able to answer the statement five correctly .so, students can identify referential words from context.

Q6: The under lined pronoun (They) line (15) refers to……

(A) State lilts (B) Country (C) East (D) several satellites

Table (4.17): Frequency distribution of sample members according to (correctly& incorrectly) Q6 in part 2

Answer	Frequencies	Percentage
Correct	34	68.0%
Incorrect	16	32.0%
Total	50	100%

From table (4.17) above:-

The percent of the true answers for the question **(The underlined word (orbit) line (1) means)** is (68%), while the percent of the wrong answers is (32%). The 68% is going to positive direction of the hypothesis one. That is mean students were able to answer the statement six correctly .so, students can identify referential words from context.

Q 7: the under lined pronoun (it) line (18) refers to……….

(A) Spot   (B) Indonesian palapa   (C) Antenna   (D) Communication

Table (4.18): Frequency distribution of sample members according to (correctly & incorrectly) Q 7in part 2

Answer	Frequencies	Percentage
Correct	17	34.0%
Incorrect	33	66.0%
Total	50	100%

From table (4.18) above:-

The percent of the true answers for the question **(the under lined pronoun (it) line (18) refers to…..)** is (34%), while the percent of the wrong answers is (66%). this explain that the majority of students can't identify referential words from context.

Q8: the under lined pronoun (they) line (5) refers to...

(A) Spot

(B) telephone

(C) communication satellites

(D) Both B & C.

Table (4.19): Frequency distribution of sample members according to (correctly& incorrectly) Q8 in part 2

Answer	Frequencies	Percentage
Correct	30	60%
Incorrect	20	40%
Total	50	100%

From table (4.19) above:

The percent of the true answers for the question **(the under lined pronoun (they) line (5) refers to...)** is (60%), while the percent of the wrong answers is (40%). this explain that the majority of students can't identify referential words from context. .

Q9: The under lined pronoun (it) line (14) refers to….

(A) Early bird

(B) telephone circuits

(C) ARAB SAT

(D) signals

Table (4.20): Frequency distribution of sample members according to (correctly & incorrectly) Q9 in part 2

Answer	Frequencies	Percentage
Correct	11	22.0%
Incorrect	39	78.0%
Total	50	100%

From table (4.20) above:

The percent of the true answers for the question **(The under lined pronoun (it) line (14) refers to….)** is (22%), while the percent of the wrong answers is (78%). this explain that the majority of students can't identify referential words from context.

Table (4.21): Total Percentage for Part 2

Part 2	Correct	Incorrect
1	50%	50%
2	64%	36%
3	44%	56%
4	50%	50%
5	56%	44%
6	68%	32%
7	34%	66%
8	60%	40%
9	22%	78%

CHAPTER FIVE

**SUMMARY, FINDINGS, CONCLUSION, RECOMMENDATIONS, AND
SUGGESTION FOR FURTHER STUDIES**

Chapter Five

Summary, Findings, Conclusion, Recommendations, and Suggestion for Further Studies

5.0 Summary

This study aims to investigate student's understanding of vocabulary from comprehension text in Sudanese University of Science and Technology which taken first level-College of Languages English department after the data collected from the test analyzed and discussed , the results show the weakness and the errors in comprehension text especially referential words and elicit the meaning of words from context.

5.1 Findings

This study was conducted with purpose to investigate student's understanding of vocabulary from comprehension text in Sudanese universities particularly Sudan University of Science and Technology which taken first-level- college of Languages English department as a of the study. And at the end of the study the researcher has concluded up with following findings:

1. Without good stock of vocabulary, a language leaner will not be able master the language skills.

2. The student's ability to guess vocabulary meaning is poor.

3. Students are not able to identify referential words.

4. Students are not able to elicite meaning of words from context.

5.2 Recommendations:

Based on the findings of the study, the researcher recommended to teachers and syllabus designers in addition to advanced learners of English some recommendation:

1. When teaching new vocabulary, teacher should also provide many opportunities to interact with new words on regular basis across a variety of context so its meaning can be automatically accessed during reading.

2. Vocabulary should be taught from the early level (beginner) at education system continue to the next level; this means vocabulary must have more concentration in learning and teaching process.

3. Language skills should be integrated with each other with the aim of building vocabulary reserve.

4. Teachers must continually bring useful vocabulary lo learners in order to stimulate their intellectual energy.

5. Students should see how the words are used and how the meaning relates to its context and content.

5.3 Suggestion for further studies

Following the line of this study, the researcher recommends the following further areas of interest for prospective M.A and PI-ID. Students:

1. The difficulty of inferring meaning from the text

2. The strategies of teaching and learning vocabulary according to student's level.

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College of Graduate Studies

M.A Linguistic

Student Test:

Class: first ^{year} students of English   Time: 30minutes

Name:………………………………………………….

Investigating Students' Understanding of Vocabulary from Comprehension Text

Read the following passage carefully and then answer the questions following it:

Satellites are space stations sent into **orbit** round the earth. One major use of satellites is for **communication** using telephone, radio and T.V signals. We call **these** communication satellites. **They** are sent into orbit thousands of kilometers away from the earth and they allow information to be sent and received all round the world. **They** seem to be **fixed** to the **spot**, because **they** make a complete circle round the earth in 24 hours.

A satellite receives signals sent to **it** from a **station** on earth and returns **it** at a very high frequency. On the earth **this** frequency is tracked by the antennae of the ground station. The signals can also be sent to and also be received from ships at sea. It is strange to think that all round us people are talking to each other and we do not hear **them**.

One of the world first satellites, is called Early Bird, was launched over the Atlantic Ocean in 1965 when there were only five stations to make use of 66 telephone circuits **it** offered. Today there are several satellites on that part of the globe. **They** offer more than 25.000 two-way telephone circuits in addition to the many one way TV channels they provide. This is because earth stations have greatly increased in number.

The world first regional satellite system was the Indonesian Palapa. **It** was

originally designed to support communications in the 1.800 inhabited Islands of

the country but later also served neighboring countries. Another regional satellite

system in service now is ARABSAT which is used by

countries in the Middle East.

Q.1: Draw a circle round the Best answer: A, B, C or D

1. The under lined word (satellite) line (1) means…………..

A. new.   B. old.   C. technical.   D. an electronic device sends to space.

2. To inhibit a place is to………

A. live in it.   B. build it.   C. grow it.   D. leave it.

3. The underlined word (orbit) line (1) means…….

A. building   B. ground   C. signals   D. a curved path followed by satellite around the earth .

4. The underlined word (communication) line (2) means…..

A. globe.   B. method of sending information.   C. information.   D. earth.

5. The underlined word (spot) line (7) means…..

A. particular area.   B. looped.   C. circled.   D. both B&C.

6. The underlined word (antenna) line (10) means…..

A. . piece of equipment for receiving or sending .   B. ships at sea.   C. stations on earth .   D. rotate

7. The underlined word (fixed) line (7) means…..

A. frequency.   B. T.V signals.   C. to be firmly.   D. radio.

8. The underlined word (launched) line (13) means…..

A. resumption.   B. ground.   C. ships.   D. sent to space .

9. The underlined word (telephone circuit) line (15) means…..

A. round.   B. complete path of wires.   C. circle.   D. antennae.

10. The underlined word (station) line (8) means…..

A. a place where satellite has to take off .   B. increased.   C. first generation.   D. part.

Q.2: put a circle round the best answer: A, B, C or D

1. The underlined pronoun (it), line (7) refers to………..

A. signal.   B. station.   C. satellite.   D. earth.

2. The underlined pronoun (they) line (3) refers to……….

A. communication satellites.   B. signals.   C. stations.   D. information.

3.The under lined pronoun line (these) line (3) refers to…..

(A) communication   (B) Earth   (c) antennae   (D) T.V ,radio, telephone

4.The under lined pronoun (This) line (8) refers to …..

(A) Ships   (B) Sea   (C) Globe   (D) Frequency

5The underlined pronoun (them) line (11) refers to……

(A) Signal   (B) Communication   (C) people   (D) Bothe B and c

6.The under lined pronoun (They) line (15) refers to …..

(A) State lilts   (B) Country   (C) East   (D) several satellites

7.the under lined pronoun (it) line (18) refers to …..

(A) Spot   (B) Indonesian palapa   (C) Antenna   (D) Communication

8. the under lined pronoun (they) line(5) refers to…

(A) spot   (B) telephone   (C) communication satellites

(D) both B & C.

9. The under lined pronoun (it) line (14) refers to……..

(A) early bird   (B) telephone circuits   (C) ARABSAT   (D)signals