

## An Investigation Into The Role Of Teaching Vocabulary Through Communicative Approach

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### ABSTRACT

This present article aimed at finding out the fundamental problems that face 4<sup>th</sup> year students at college of languages, Sudan university for science and technology in acquiring vocabulary. The descriptive and analytical method was adopted in this paper. The data of this study was collected by the use of a test. The respondents of this article were 50 students at fourth year at college of language were given a test to diagnose the difficulties. The findings of the study showed that the students have no background information about the vocabulary learning strategies and some words are wrongly used. The results also showed that lots of students commit a lot of spelling errors. The study recommended that, the syllable designed at the previous stage should be altered by a current English syllabus which has lots of exercises and tasks, and teachers' opinions and views ought to be taken into consideration when designing English syllabus.

**Key words :** word, word formation, communicative method, vocabulary

### المستخلص:

تهدف هذه الورقة إلى تقصي الصعوبات التي تواجه طلاب السنة الرابعة بكلية اللغات قسم اللغة الإنجليزية بجامعة السودان للعلوم والتكنولوجيا في اكتساب الحصيلة اللغوية، كما تهدف أيضاً إلى تحديد دور المنهج في معالجة تلك الصعوبات، استخدمت هذه الدراسة الطريقة الوصفية التحليلية لجمع البيانات باختيار عدد خمسين من الطلاب، توصلت هذه الدراسة إلى أن الطلاب لا يملكون خلفية عن طرق استراتيجيات اكتساب الحصيلة اللغوية في اللغة الإنجليزية ولا يجيدون الاستخدام الصحيح لبعض الكلمات. وأوصت الدراسة إلى انتهاز منهج بديل في مرحلة ما قبل الجامعة يحتوي على تدريبات كثيرة فضلاً عن أخذ تصورات المعلمين عند البدء فيه.

### INTRODUCTION

According to Hubbard (1983 :1), “vocabulary can be defined as a powerful carrier of meaning.” Additionally, Diamond & Gutlohn (2006:7) suggest that “vocabulary is the knowledge of words and their meaning”. This means that establishing a strong vocabulary base first, the use of language cannot be achieved. In addition, students should be able to recognize words and use their meanings as well. Thus, when students are effectively able to use a word in

different contexts, speak, pronounce the word well, they will have the knowledge and meaning of the word well. Additionally, Henriksen (1996:7) states that “ vocabulary knowledge is often defined as the ability to give a target language paraphrase”. In short, vocabulary knowledge requires not only words meaning knowledge but it requires the usages of the words in appropriate context and in a natural way and also include the relationship between new words acquired and the ones already acquired.

### 1.0 The Statement of the Problem:

Many factors have effects on university students' vocabulary learning. These factors are: form of word, word categories (affixation), spelling, word choice and paraphrase. Hence this study is going to investigate into the role of teaching vocabulary through communicative approach

### 1.1 The Objective of the Study:

The paper aims to:

- a- identify the difficulties faced by EFL learners majoring English in learning vocabulary.
- b- recommend strategies that can help EFL learners majoring English in learning vocabulary.

### 1.2 The Question of the Study:

This paper answers the following key questions:

- a- What are the difficulties faced by EFL majoring English in learning vocabulary?
- b- What are the strategies that can help EFL learners majoring English in learning vocabulary?

### 1.3 The Hypotheses of the Study:

- a- The EFL earners majoring English face difficulties learning vocabulary.
- b- There are strategies that can help EFL learners majoring English in learning vocabulary.

### 1.4 The Significance of the Study:

This paper will be significant to the students, because it is to help them overcome their difficulties. Furthermore, the study will be significant to the English teaching staff as well as syllabus designers and materials writers.

### 1.5 The Method of the Study:

To fulfill the objectives of the article, the descriptive, analytical, the qualitative and the experimental methods were used.

### 1.6 The Limits of the Study:

This paper is confined to 4th year English language students at Sudan university of science and technology, college of languages. The present study mainly target : the 4th year students at Sudan university of science and technology for the academic year (2018-2019), as sample among all Sudanese universities.

### 2.0 Review of the Previous Studied:

The vocabulary, which known as the knowledge of word meaning and the ability to access that knowledge efficiently are recognize as on important factor in writing fluency. In addition, vocabulary helps students with language production. To communicate effectively, students need to know a large number of words meaning.

Vocabulary learning helps acquire language, develop the learners reading proficiency, and is beneficial for reading comprehension (Tozcu & coady, 2004)

### Learning the vocabulary encompasses four stages:

The discriminating stage involves distinguishing sounds and the letter. It helps in speaking, listening, reading and writing because by distinguishing sounds the learners pronounce word correctly and understand them when they read or hear. Secondly, understanding meaning involves understanding the concept of words by relating them to their referent. Thirdly, the remembering stages consists of the ability to retain the meanings. Fourthly, the consolidation and extension stage refers to learning new vocabulary and its integration in the learners' vocabulary systems (Grauberge, 1997)

However, learning the vocabulary usually causes a heavy burden on the Learners. Anyway, languages are productive and continually create and add new words to their vocabulary stock.

#### **Previous Studies:**

**Aterifi ..(2017)** considers that **The Sudanese Weak Linguistic Performance in English Reflects that their Deficient Vocabulary Knowledge**. The researcher points out two compelling facts that contribute to poor vocabulary uptake and lexical insufficiency by the Sudanese in secondary schools. The participants include thirty five students from different educational levels and nine male Sudanese teachers of English as a foreign language (EFL) at secondary schools. The data were collected through questionnaire and secondary schools textbooks. The results reveal that the students participants ineffectively used vocabulary strategies such by mainly relying on a bilingual dictionary, asking other to know the meaning. Similarly, the results also indicate insufficient recycling of the vocabulary items and presentation of all aspects the vocabulary knowledge. The study strongly recommends an incremental process of teaching vocabulary.

In another study, **Altigani (2015) declares the Learning of Vocabulary as an Important Aspect of the Foreign Language Learning with an Emphasis on the Meaning of New Words**. This study summarizes the important research on vocabulary and sheds light on teaching techniques employed by teachers while teaching vocabulary. As a teacher - researcher Antigenic observes that, generally, the Sudanese students are taught grammar rules more than the vocabulary.

**Rahmatillah (2017) Investigated the Difficulties Faced by Students in**

**Learning English Vocabulary**. This qualitative research, using interview and questionnaire points out at several challenges that hinder vocabulary - learning practices and adopted by students. This study outlines the problems such as pronouncing and spelling words (written and spoken forms do not match most of the time) choosing appropriate meanings of words (complexity of vocabulary knowledge). Inflection of word forms and an excessive number of words that students need to learn. It also reveals some important of difficulty in learning the vocabulary and attributes learning difficulties to various level of language. To cite, system of English, inflection and word forms are related to the morphological system, word associations, such as collocations, and phrasal

#### **3.0 Method and Material**

To fulfill the objective of the article, the descriptive, analytical, the qualitative and the experimental methods were used. The article design was structured and particularly prepared to explore an investigation into the role of the process of word formation in the quality of EFL learners in easy writing.

The subjects of the current article are (50) students. It is worth mentioning that, the investigation also intend to meet several requirement such as reliability and validity, as argued by Bachman and Cohen (1998) who states that “any measuring test must meet requirements like reliability and validity.

This study adopts a qualitative approach that explains the phenomena based on a numerical data.

A test was design to diagnose the fundamental problems that faces EFL in vocabulary learner.

The test was used as a data collection tools. Particular procedures and steps were flowed in collecting the data. To check the content validity of the test, the researcher ran a pilot study, where

statements of the test were distributed to some experts/ according to their comments, the numbers of the statements were reduced. Also, some of the statements were modified.

#### Data Analysis and Discussion

**Statement:** misuse of word is common error.

**Table (1): Pre- test**

Section No	Control Group		Total
	Correct answer	Incorrect answer	
1	71.9%	28.1%	100.0%
2	1.7%	98.2%	%100.0
3	29.8%	70.2%	%100.0
4	45.6%	54.4%	%100.0
5	75.4%	24.6%	%100.0

#### Post- test - Experimental group

**Table (2)**

Section No	Control Group		Total
	Correct answer	Incorrect answer	
1	%92.9	%7.1	%100.0
2	%78.6	%21.4	%100.0
3	%60.7	%39.3	%100.0
4	%60.7	%39.3	%100.0
5	%83.9	%16.1	%100.0

#### Post- test

#### Experimental group

**Statement:** wrong use of word categories is common error.

**Table (3)**

Section No	No	Mean	Students Deviation
1	56	6.1	2.23
2	56	0.7	1.63
3	56	3.6	2.97
4	56	5.2	3.48
5	56	7.0	3.00

#### Experimental group

**Table (4)**

Section No	No	Mean	Students Deviation
1	56	7.7	1.62
2	56	6.1	3.03
3	56	5.4	2.50
4	56	5.8	3.05
5	56	7.2	2.77

### Results and Discussion:

The above tables showed a comparison between the pre-test and posttest of the experimental group. The experimental group was taught vocabulary implicitly and control group was inspected vocabulary explicitly. The former one achieved better results in the post-test than the pre — test.

The aim of making these tables is to show the different results between correct answers and incorrect ones of the pre and posttests. The responses showed that the total average of learners correct answer of the pre-test was (71.9%) while (28.1%) for incorrect answers. Add to that, the responses showed that the total average of learners answers of the post-test was (92%) while (7.1%) for incorrect answers of the same group. Small difference was found between the two tests results.

The results of the previous tables displayed the fact that, in all cases the experimental group achieved progress in learning vocabulary. The experimental group learn vocabulary through communicative method faced less difficulties and was able to write more fluently and precisely than the control group. The discussion showed the results provided by activities and the improvement in their performance. The difference between the pre and posttest in using different written communication activities and techniques in learning vocabulary through communicative method in specific wdy was greatly effected in the degree of accuracy and fluency in writing. That means, the experiment group was able to benefit from the circumstances provided by communicative method such as motivation, group discussion, role-play, pair work and social interaction. All these factors made a dose connection between

learners inside and enhanced the performance in learning vocabulary communicatively.

### Findings :

- 1- The effectiveness of teaching vocabulary through communicative method.
- 2- The benefits of using communicative method in vocabulary learning.
- 3- The results were compared to examine the achievement of the research hypotheses at the level of existence of students communicative method difficulties, less writing skills difficulties of learners who are good at vocabulary knowledge in the target language. The positive influence of its use in learning writing skills.
- 4- The difference between the pre and posttest in the experimental group in terms of using communicative in learning vocabulary in general writing skills was clearly effected in the degree of fluency and accuracy in writing skills. That means, the experiment group was able to benefit of the circumstances provided by learning vocabulary communicatively and through some classroom activities such as motivation, group discussion and problem-solving concern good writing skills. All the factors above made a dose connection between learners.
- 5- vocabulary learning is complicated, so that it is not easy for English learners as a foreign language to use correctly.
- 6- The answers revealed that students truly have no background information about the vocabulary learning strategies.

### Recommendation:

Based on the findings, the following recommendations are suggested

- 1- According the obtained results of the findings. It is obvious that teaching vocabulary is significant for learners.
- 2- Teachers and learners should pay special attention to vocabulary learning strategies.



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