قال تعالى :-

{ .. قَالُواْ سُبْحَانَكَ لاَ عِلْمَ لَنَا إِلاَّ مَا عَلَّمْتَنَا
إِنَّكَ أَنتَ الْعَلِيمُ الْحَكِيمُ }

صدق الله العظيم
البقرة ٣٢

Dedication

I dedicate this research to my wonderful family for their kindness and care;

To my "Mother" the candle that lightens the way for us Ustaza Awateif Abdellateef.

To the greatest man in the world who teaches and supports all of us, who is always there when we need him my teacher and father:

Ustaz: Abdallah Ebrahim Mohamedzeen

To my brothers Azzam, Ammar, Mohamed and Ebrahim.

To my sister Sarah.

To my friend Ustaza Rasha.

Definitely, no work of value can be accomplished without the Help of Allah, hence countless thanks to Allah the Great Creator.

The researcher wants to express her gratitude and thanks to her supervisor Ustaz. Muntasir Hassan for his patience, help, advice and kindness.

My thanks are also to my teachers:

Dr. Eshraga Bashir and Ustaz. Sami Balla Sanhori for their guidance and advices.

Special thanks to Dr.Aadel Hassan Alagab and Ustaz Abas Mokhtar to their support and encouragements.

Many thanks are also due to my father Ustaz Abdallah Ebrahim Mohamedzeen who help me a lot in this research.

My thanks are also extended to my best friend Ustaza Rasha and others persons who help in completion of the research.

Abstract (English version)

This study attempts to shape learners perceptions through an effective teaching. It tries to point suitable way of teaching then treated vocabulary which in fact part of effective teaching. The research question were stated in the form of hypothesis which were To achieve these aims, the researcher points out three hypotheses, The subjects of this study thirty secondary school teachers from Khartoum state The subjects of this study thirty teachers from Khartoum state. The instruments used for collecting data were teachers' questionnaire, The findings of this study are: Teachers do not switch into Arabic translation while they teach vocabulary, most of them use several of methods to teach the new words. The majority of students are not able to understand the meaning of new words perfectly, so they are not able to use them in communication. The items of the English vocabulary in the material taught to the students are not sufficient and do not cover all there in current use. used in to teaching vocabulary at secondary school are not useful to students who need more effective materials to master vocabulary.

مستخلص

Abstract (Arabic version)

يحاول الباحث في هذه الدراسة التعرف على العوامل المؤثرة في تحسين استيعاب طلاب المدارس الثانوية السودانية لمفردات اللغة الإنجليزية من خلال التدريس وجعلها أكثر فعالية. ناقشت الباحثة ثلاثة فرضيات لتغطى هذه المشاكل، استخدم الاستبيان كأداة لجمع البيانات من ثلاثين مدرسا للغة الانجليزية تم اختيارهم كعينة ممثلة لمجتمع الدراسة وهو مدرسو اللغة الانجليزية بالمدارس الثانوية بولاية الخرطوم. وقد أسفرت الدراسة عما يلى:

غالبية الأساتذة لا يلجأون للترجمة عند تدريس المفردات الجديدة، بل يستخدمون طرقا عديدة لتدريسها.

معظم الطلاب يعانون من صعوبة الفهم الصحيح للمفردات مما ينتج عن قصور استخدامها فى التخاطب.

المنهج المدرسي الحالي فى المرحلة الثانوية غير كافى لتمكين الطلاب من اخذ المفردات، يحتاج الطلاب لمنهج اكثر فعالية.

Table of contents

Topic	Page No
Quranic verse	I
Dedication	II
Acknowledgement	III
Abstract English version	IV
Abstract Arabic version	V
Table of contents	VI
Chapter one:- General Framework	
1-1 introduction	2
1-2 statement of the problem	2
1-3 questions of the study	2
1-4 hypothesis of the study	3
1-5 significance of the study	3
1-6 Limitations of the study	3
1-7 population of the study	3
1-8 methodology of the study	3
1-9 The objectives of the study	3
Chapter two: - literature review:	
2-1-1 introduction	6
2-1-2: Historical Background	6
2-1-3: what is vocabulary?	8
2-1-3-1: Vocabulary of meanings	8
2-1-4: Vocabulary in language teaching	9
2-1-4-1: Aspect of teaching new vocabulary	9
2-1-4-2: Problems of teaching vocabulary	10
2-1-4-2-1: Problems of teaching new words	10
2-1-4-2-2: Using dictionary in teaching vocabulary	12
2-1-4-4: Suggested points to eliminate vocabulary teaching problems	13
2-1-4-4-1: Testing vocabulary	13
2-1-4-4-2: Check understanding of the vocabulary	13
2-1-4-5: Effective approach of vocabulary teaching	14
2-1-5: Situations of vocabulary in teaching approaches	15
2-1-5-1: Grammar translation approach	15
2-1-5-2: Audio-lingualism approach	15
2-1-5-3: cognitive-code approach	15
2-1-5-4: The direct approach	16
2-1-5-6: The natural approach	16

2-1-5-7: Total physical response approach	16
2-1-5-8: Suggestopedia approach	17
2-1-5-9: Communicative approach	17
2-2: The previous studies	19
Chapter Three: Methodology of the Study:	
3-1: Introduction	21
3-2: Population of the Study	21
3-3 Sample Size Allocation	21
3-3: Research Tool	21
3-3-1: The questionnaire	21
3-3-2: The validity of the questionnaire	22
3-3-4: The reliability of the questionnaire	22
Chapter Four: Data Analysis, Result and Discussion	
4.1: Introduction	25
4.2: Statistical Instruments	25
4-3: Validation of the hypothesis	25
4-4: Results of the questionnaire	25
4-4: Summary	41
Chapter Five: Summary, Conclusions, Recommendations	
5-1: Summary	43
5-2: Findings (Results)	43
5-3: Recommendations	44
5-4: Suggestions for Further Studies	44
BIBLIOGRAPGY	
Appendix	
Teachers' Questionnaire	