بسم الله الرحمن
الرحيم

Sudan University of Science & Technology
College of Graduate Studies

Investigating the Role of Communicative Activities in Acquiring Vocabulary for Secondary School Students (Second Year) in Omdurman

إستقصاء دور أنشطة التواصل في إكتساب المفردات اللغوية للطلاب
الصف الثاني بالمرحلة الثانوية ـ أم درمان

*A thesis submitted in partial fulfillment of the requirements
for Master degree in Linguistic*

Prepared by:
Fatima Haj Elsaied Shareef

Supervised by:
Dr. Mohammed Eltayeb Abdalla

2014م

الآية

بِسْمِ اللّهِ الرَّحْمَنِ الرَّحِيمِ {1/1}

الْحَمْدُ للّهَ رَبِّ الْعَالَمِينَ {2/1}   الرَّحْمنِ الرَّحِيمِ {3/1}مَالِكِ يَوْمِ الدِّينِ {4/1}إِيَّاكَ نَعْبُدُ وإِيَّاكَ نَسْتَعِينُ {5/1}اهْدِنَا الصِّرَاطَ المُسْتَقِيمَ {6/1}

صِرَاطَ الَّذِينَ أَنعَمتَ عَلَيهِمْ غَيرِ المَغْضُوبِ عَلَيهِمْ وَلاَ الضَّالِّينَ {7/1} صدق

الله العظيم سورة الفاتحة

Dedication

I would like to dedicate this project To My mother who never stops loving me, To the soul of my father who never stops believing in me. To my supervisor Dr. Mohammed Eltayeb.   Also this study is dedicated to my friends and everyone who wishes to see me as a graduate.

Acknowledgement

First of all, I would like to thank Allah the Almighty who enabled me to finish this study.

I also would like to thank my supervisor Dr. Mohammed Eltayeb, who exerted great efforts and supported me.

Much thanks to my mother, who always stands at my side and a real source of inspiration to me.

My thanks are also due to all friends and colleagues.

Abstract

This study aims to investigate the role of communicative activities in acquiring vocabulary. 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 (30) male and female English teachers drawn from secondary schools. The researcher has arrived at the following important results: Communicative activities help students to use their vocabulary, listening a lot and involvement in real communication activities can improve learners speaking skill, building self confidence and effective teaching of vocabulary can improve speaking skill.

مستخلص البحث

تهدف هذه الدراسة إلى تقصي دور أنشطة التواصل في إكتساب المفردات اللغوية. واستخدم الباحث المنهج التحليلي الوصفي في إجراء البحث، كما استخدم الإستبيان كأداة لجمع البيانات، كما استخدم البرامج الإحصائية لتحليل بيانات البحث. تتكون عينة البحث من (30) من الجنسين معلمي ومعلمات المرحلة الثانوية لمادة اللغة الإنجليزية. توصل الباحث للنتائج الآتية: تساعد أنشطة التخاطب المختلفة على إستخدام المفردات لدى الدارسين. إن الإستماع بكثرة وممارسة المخاطبة بصورة حقيقية يطور مهارة الكلام لدى الطلاب. يطور بناء الثقة الذاتي والتدريس الفعال للمفردات مهارة الكلام.

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Introduction

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1-0 Background of the Study:

Teaching and learning vocabulary have been receiving a great deal of attention in recent years. In ancient time the philosophers and logicians had almost everything about language. They used the concept of (word) to define the part of speech and sentence by saying a noun is a word that means something (an adjective) that complete thought.

Since the late 1970, there has been a revival of interest in vocabulary teaching and great deal of research has been done on the subject. Giving attention to vocabulary is necessary to make students engage in communicative activities which will ultimately lead to mastery of new words for the purpose of providing empirical evidence in whether teaching vocabulary according to communicative activities is practiced to increase student's communicative ability.

1-1 Statement of the Problem:

The opportunities to learn English through natural interaction are a few in the target language in Sudan, because English is not used in daily situation. It is very difficult for students to communicate in the target of language in real life. As a result, they cannot keep interaction going for extended period of time. They make some basic and frustrating errors in pronunciation, spelling morphology and syntax. They cannot use English correctly and appropriately either in classrooms or outside when they are required to do so. Instead they use Arabic most of the time to compensate for such a lack of vocabulary. The researcher will try to find out whether communicative activities are practiced to handle these problems.

1-2 Research Questions:

This research is mainly intended to answer the following questions:

1- Does second year secondary course book involve enough communicative activities to allow students to learn the written and spoken forms of words?

2- Do secondary schools teachers use a broad number of activities to present new vocabulary?

3- Do secondary schools teachers use a methodic way of teaching vocabulary?

4- To what extent is teachers training important in presenting new vocabulary?

1-3 Hypotheses of the Research:

This research attempts to test the following hypotheses:

1- Second year course book does not involve enough communicative activities to allow students to learn the written and spoken forms to enrich their vocabulary.

2- Secondary schools teachers do not use a broad number of activities to present new vocabulary.

3- Secondary schools teachers do not follow a methodic way for presenting new vocabulary?

4- Secondary schools teachers' training is very important in presenting new vocabulary.

1-4 Objectives of the Study:

This research aims:

1- To investigate activities of presenting vocabulary, which are used by secondary school teachers.

2- To find out what vocabulary learning strategies are practiced in secondary school level.

3- To identify the methodic way used in new vocabulary teaching.

4- To prove that teachers' training is important in presenting new vocabulary skillfully.

1-5 Significance of the Research:

This study is intended to investigate the role of acquiring vocabulary through communicative activities and how it could facilitate vocabulary learning through its various interactive techniques. On the other hand, it attempts to state out the methods that are applied in the second year secondary school course in Sudan.

The study is of great value for those who are concerned within the field of language teaching, because it is devoted to presentation and exemplification of practical techniques in teaching vocabulary that will hopefully lead to develop students' communicative ability.

1-6 Limitations of the Study:

The research will be limited to investigate the role of acquiring vocabulary through communicative activities among second level of secondary school in Sudan Practical and Integrated National English (SPINE 5). The problem is encountered by students in 2013 – 2014.

1-7 Methodology of the Research:

This study will follow a descriptive and analytical method. The data will be collected by using a questionnaire. It will be distributed to the teachers in secondary schools in Omdurman. The data will be analyzed statistically.

Chapter Two

Part one: Theoretical framework

Chapter Two

Part one: Theoretical framework

2-0 Introduction:

This chapter consists of two parts: Theoretic framework and previous studies.

The first part presents some definitions of vocabulary and types of vocabulary and it also shows situations of teaching vocabulary, and the most popular methods of teaching vocabulary that could be implemented and which can expand students' vocabulary and develop their communication ability. In addition to that it sheds some lights on communication activities of acquiring vocabulary. The researcher tries to show some relevant previous studies which were carried out by some researchers.

2-1 Introduction to Spine Series:

The spine series are joint venture or effort of Sudanese teachers of English and Sudanese expertise. As such it is hoped to satisfy the needs of both Sudanese students and expectations of Sudanese teachers of English. In December 1989, a committee headed by Dr. Ahmed Numeri was formed by a ministerial decree to make a radical change to the Nile Course syllable for both Basic and secondary books. However, the committee's work was discontinued as general educational conference in September 1990 came up with recommendations to make radical change of syllable in education ladder. Hence the spine series came to being, it aims to help learners who are interactive with their environment and proud of their culture, and social value.

2-2 Spine Book (5):

It consists of two books: pupil's book and teacher's book. The format of the pupils' book comprises twelve units. Each unit is divided into lessons. Each lesson may be covered in a period of time.

2-3 Features of Spine (5):

According to Elmisbah(1997: 3), Spine (5) book was written by Ustaz Elmisbah Babiker and others. It was illustrated by Mohamed Ibrahim Mohamed. It consists of 179 pages. It was prepared for the students who are looking forward to sit for Sudan school certificate and looking deeper to high education, or working world it tried to incorporate these needs:

1. Including the current issues of women's concern, environment, experience, technology and other topics.
2. Ways of writing summaries and composition.
3. Showing ways of writing different kinds of letters.
4. Discussing Sudanese customs, traditions and culture in some pages.

2-4 Vocabulary Definition:

There is a growing number of studies which show that simple definitions were most effective techniques that increasing vocabulary. According to Elley (1989: 24). Verbal techniques consist of using descriptive, synonyms and antonyms scales, and as described by Nation (1990: 63), using various forms of definitions by abstraction, contextual definitions, and definition by teachers' translation can put target words on the board as they recur, define them briefly and encourage students to negotiate them with the teacher.

2-5 Types of Vocabulary:

There are four types of vocabulary, namely: reading vocabulary, listening vocabulary, writing vocabulary and vocal vocabulary. This study focuses on speaking vocabulary. The person's speaking vocabulary is all the words he

or she can use in speech. Hulit & Howar (2002: 25, cited in Mohammed, 2013) confirm that "due to the spontaneous nature of speaking vocabulary, words are often misused. This misuse though slight may be compensated by facial expression, tone of voice or hand gestures".

2.6 Teaching Vocabulary:

According to Richards (1986: 23, cited in Abdallah 2011), confirms that there are different ways for explaining new words:

1. Explanation could be through:
   - Objects (examples).
   - Pictures.
   - Situations
   - Mimes (gestures)
   - Translations.

2. Checking questions to make sure that the learners understand the meaning of words.

3. Chorusing sentences.

2.6.1 Techniques of Teaching Vocabulary:

According to Thronbury (2005: 75-76), there are numerous techniques concerned with vocabulary presentation. However, any teacher will have the opportunity to depend on using some techniques throughout the teaching process. The teaching process depends mainly on the level of learners, their age and number of students inside classroom.

There is a question of how many new words to be presented; this depends on the following factors:

1. The level of learners.
2. The difficulty of words; whether for instance, they express abstract or concrete meanings, or whether they are difficult to pronounce or not.

3. And finally, whether the words are being learnt for production (in speaking or writing) or for recognition only (as in listening and reading).

The following are the most common techniques which teachers of English use to teach English as foreign language.

2.6.2 Learning Vocabulary from Listening:

The role of language laboratories using audio visual aids is so important that one can listen and practice speaking the language. Audio visual aids are like tape recorder, videos, cassette players, head projectors, …etc. According to Johnson (1984: 64), listening has become a crucial component of many language programs but many teachers are still uncertain about how to develop their listening ability. One way in which teachers can begin to plan activities for developing listening competence is to consider the characteristics of second language (L2) listening expertise. Vocabulary knowledge has been showed to be an important variable in successful listening comprehension among listeners of different abilities. In experimental studies that involve teaching vocabulary by introducing unfamiliar words before listening, teachers could have sensitized learners to their pronunciation, thereby further facilitating lexical processing.

2.6.3 Learning Vocabulary from Speaking:

Speaking is a complex skill, since it involves thinking of what is to be said while saying what has been thought. According to Willis (1981: 188), confirms "students make up their own dialogues, or do a role –play without much help from the teacher". Production, for Willis, is free in the sense that students are in control of what they say, and are on their own in saying it. Repetition and substitution drills and dialogues are examples of controlled activities in which the relevant vocabulary is explained, and goes into

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student's productive vocabulary without wasting time on their receptive vocabulary.

2.6.4 Presenting New Vocabulary:

According to Punnyur (1996: 63), there are many ways of presenting the meaning of new items:

- Definition
- Illustration (picture-object).
- Example (hyponyms)
- Demonstration (action- mime)
- Context (story or sentence in which the item occurs)
- Synonyms
- Opposites
- Associated idea, collocation
- Translation

2.6.5 Remembering Vocabulary:

According to Punnyur (1996: 60), there are various reasons why we remember some words better than others: the nature of words themselves under what circumstances they are learnt, the method of teaching, it's actually a memory experiment, involving the recall of as many items as possible on a learned list. Obviously, we do not usually do this in the classroom, but the result has clear relevance for conventional vocabulary learning and teaching.

2.6.6 Dictionary Usage:

Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial. As Allen (1983: 83), states, dictionaries are " passport to independence ", and using them is one of the

student- centered learning activities. Dictionaries are important in helping learning and are particularly useful for learners who do not cope well with guessing from context.

2.6.7 Visual Aids:

The verbal communication is one most used in teaching, but for many purposes visual information is more effective. Research shows that information enters our brain in the following ways:

1. According to Schmitt (2010: 315), visual aids gain students' attention. We cannot teach without the attention of our students.

2. They aid conceptualization. This is a major advantage of visual aids. Many concepts or ideas are understood visually rather than verbally.

3. They aid memory. Research shows that most people find visual information easier to remember than verbal information.

4. They show your care; going to the trouble of preparing visual aids shows students you take their learning seriously.

2.7 How Vocabulary should be learned?

According to Nation (2001: 15), there are many ways to learn vocabulary from direct teaching in classrooms:

1- Learning vocabulary from (listening and reading).

2- Learning vocabulary form (writing and speaking).

3- Deliberate vocabulary learning.

4- Developing fluency with vocabulary across the four skills.

2-8 The Placement of Vocabulary in Communicative Activities:
There are various ways of placing vocabulary in communicative activity; targeted vocabulary should place instructions, diagrams, lists, asset of rules or description. According to Brett (1996: 119), there are two guide lines have been suggested to assist the placement of Vocabulary:
1. Unfamiliar vocabulary need to occur where it's contextually meaningful.

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2. Instruction should be clear, containing little new Vocabulary.

2.9 Speaking Skill as Target Skill for Communicative Purpose

Speaking is an active contribution by growing up and using different activities in acquiring vocabulary. Both teachers and learners are convinced that speaking fluently is a target goal. So teachers should share a common concern about their students as human beings and cooperate together to promote speaking English language properly. By all measures, speaking English completely would seem to be a target need for Sudanese learners who embark to study English language.

Haliday (1985: 67, cited in Ali, 2007: 20), confirms that: "the speaker adopts from himself a particular speech role , and so doing assign to the listener a complementary role which he wishes himself to adopt in his turn. For example, in asking a question, a speaker is taking on the role of speaker of information and requiring the listener to take on the role of supplier of information demanded".

2.10 What Do Teachers Want from the Course Book:

According to Tomlinson, (1998: 206), course book was designed to satisfy learners needs and interests. On the other hand, teachers have received very little attention to literature and discussion about teachers has centered around their role in method, (e.g. the teacher as facilitator of learning, language model provider … etc). An investigation into the teacher style and preference reveal how the teacher reacts to and implement the teaching material. The teacher can even be said to be the central figure in material development. Teachers could help to manage the success of method as measured in terms of learner achievement.

2.11 Communicative Activities:

According to Scrivener (2005: 152), discussion and conversation are examples of communicative activities. The classroom activities are designed to get learners to speak and listen to one another. We typically communicate when one of us has information (facts, opinions, idea, instructions, etc.). This is known as an information gap; the aim of communicative activities in class is to get learners to use the language they are learning to interact in realistic and meaningful ways; usually exchange of information or opinion.

2.12 Some Common Communicative Activities

There are many communicative activities. They are showing as follows:

2-12-1 Picture difference task:

In pairs, one student is given picture A, one picture B, without looking at the other picture; they have to find the difference (i.e. by describing the pictures to each other).

2-12-2 Group Planning Task:

According to Scrivener (2005: 170), the first example is "planning a holiday". Collect together a number of advertisements. Explain to the students that they can go on holiday together, but they must all agree on where they want to go. Divided the students into groups; each group select their materials. Their task is to plan a holiday for the whole group. Allow them amount of time to read and select a holiday and then prepare attempt to persuade the rest of class that they should choose this holiday. When they are ready, each makes their presentation and class discussion.

2-12-3 Brain Storming Round an Idea:

According to Punnyur (1996: 69), the teacher can write a single word in the center of the black board, and ask students to brainstorm all the words they can think of that are connected with it. Every item that is suggested is

written upon the black board with connecting it to the original words, so that the end results in 'sun-ray' effect. For example, the word 'tree' might produce something like the sketch below:
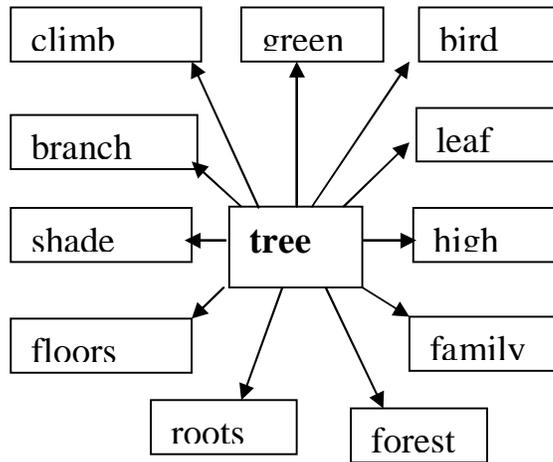
This activity is mainly for revising words the class already knows, but new ones may be introduced by the teacher or by students. The brainstorm is used as 'warm up', as well as a framework for the introduction of some new vocabulary.

2-12-4 Identifying Words We Know

An introduction to the vocabulary of new reading passage: the students are given the new text and asked to underline, or mark with pens all the words they know. Then they get together, in pairs or three to guess the meaning of remembering unmarked items. Finally, the teacher brings the class together to hear results, checking guesses and teaching new items where necessary.

2-12-5 Grouping Arrangement

According to Lockhart , and Richrad (1991: 64), most teachers use the following learning arrangements depending on the kind of lesson they are teaching:

Whole-class teaching: The teacher leads the whole class through a learning task. For example, the teacher conducts class discussion of an article for newspaper asking questions about it and eliciting comments around class.

Individual work: Each student in the class works individually on a task without public interaction with the teacher. For example, students complete gaps or grammar exercises by going through a worksheet.

Pair work**:** Students work in pairs to complete a task.

Group work: Students work in groups on learning a task.

2-12-6 Role play

In Role-Plays learners are usually given some information about 'a role' (e.g. a person or job). Students meet up with other to act out small part of play by using their own ideas, as well as any idea and information from the role cards. A good set of role card is often designed so that the participant will have distinctly different points of views and natural disagreement. This can lead to an excellent discussion to offer students opportunities to practice specific pieces of language (may be grammar points, lexical group, etc….). Students will certainly need a good amount of time to prepare both ideas and language before a role play (Scrivener, 2005: 79).

Part Two: previous studies

Introduction:

Different studies have been carried out by different scholars on acquiring vocabulary through communicative activities. The researcher is going to introduce some studies which are entitled:

1- Adam Osman (2012), writing about "the problem of English language vocabulary learning", Sudan University of Science and Technology, the methods used in research were a test and a questionnaire in secondary schools. The main findings**:**

- The polysemly and homonymy cause problem in pupil understanding, not only that even teachers under training faced some problems.

2-Hashim Ali (2010), writing about "Evaluation of Computer Use in Teaching Vocabulary", Sudan University of Science and Technology. The method used in the research was a questionnaire. The main findings are:

- Lack of using computers in teaching English vocabulary.
- Students who use computers are more co-operative, they avoid the spelling mistakes, grammatical errors, and punctuation errors.
- Students can practice self-learning inside classroom and the teacher interacts differently with them.

3- Nawal Musa (2010) writing about "Evaluating the Use of Educational Media in Teaching English", Sudan University of Science and Technology. The method used in the research was a questionnaire for English teachers in secondary schools. The main findings are**:**

- Secondary school teachers depend on traditional teaching aids and there are no other alternatives.
- English language teachers have positive opinions toward using educational media in vocabulary teaching in secondary schools.
- Educational media are not used in teaching vocabulary in Sudanese secondary schools because there are some educational and financial difficulties standing against the use of educational media.

Chapter Three

Research Methodology

Chapter Three
Research Methodology

3-0 Introduction:

This chapter gives account of the methodology used in the study to test the hypotheses of the study and provides answers to the research questions. The sample of the study is described and data collection instrument is explained.

3-1 Population and Sample of the Study

The original population for this study is teachers of English language at secondary schools in Omdurman. The researcher used the simple random sampling to select the persons who participated in the study. The tables in Chapter Four show the number of distributed copies, the number of received copies with full-required information and the responses' percentage.

3-2 Tool of Data Collection:

The tool of any research is the instrument which any researcher uses for getting the required data for his study. The researcher depended on a questionnaire as a tool to collect data from the target sample. The questionnaire consists of one section for teachers. It reflects their opinions and ideas. In this questionnaire, the teachers were asked to put a tick ($\sqrt{}$) in front of the choice which suits them according to the following option: (Strongly agree, Agree, Neutral, Disagree, and Strongly disagree).

3-3 Validity and Reliability Procedures:

3-3-1 Validity of Questionnaire:

The questionnaire was first given to Dr. Mohammed Eltayeb, Dr. Mahmoud and Dr. Makki who are staff members in Sudan University for Science and Technology, Department of English Language. They made some modifications to assure its validity.

3-3-2 Reliability of Questionnaire:

For ease of checking reliability of the questionnaire, it was designed according to the following formats:

- The main choice (Strongly agree, agree, neutral, disagree, strongly disagree).
- Statement grading system 1-2-3-4-5 for the importance of objectives.

Regarding the piloting stage, the questionnaire was distributed to a group of English teachers at Sudanese Secondary Schools in Omdurman. This procedure was done by counting the frequency of responses, then the percentage of each statement was calculated according to the number of piloting sample. The statement that realized statistical significance equaled to 50% or more was accepted as a reliable statement and which did not realize the same percentage was rejected. To explain this, we can take statement number one in the questionnaire. The responses of this statement in the piloting sample were as follows:

Table 3.1: An example for statement used in the piloting stage on the questionnaire.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
20	4	2	3	1

Number of strongly agree from the responses:

Individuals = 20

Percentage = 20 x $\frac{100}{30}$ = 66.6%

This means the statement that realized a percentage 50% was accepted as a credible statement. Most questionnaire statements have realized a percentage extending from 50 to 100.

3-4 Statistical Reliability and Validity:

It is meant by the reliability of any test to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted, then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating reliability:

1. Split-half by using Spearman-Brown equation.

2. Alpha-Cronbach coefficient.

3. Test and Re-test method

4. Equivalent images method.

5. Guttman equation.

On the other hand, validity is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the

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questionnaire is that the tool should measure the exact aim, which it has been designed for.

She calculated the validity statistically using the following equation:

$$Validity = \sqrt{Reliability}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Person correlation coefficient between the two parts was calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$Reliability\,Coefficient = \frac{2 \times r}{1 + r}$$

r = Person correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed about (7) questionnaire copies to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results are showed in the following table:

The statistical reliability and validity of the pre-test sample about the study questionnaire

	Reliability	Validity
Overall	0.80	0.89

Source: The researcher from applied study, 2014

3-4-1 Statistical Instruments

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Frequency distribution.

2. Person correlation coefficient.

3. Spearman-Brown equation for calculating Reliability coefficient.

4. Median.

5. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used.

3-4-2 Application of the Study's Tool:

After the step of checking the questionnaire reliability and validity, the researcher distributed the questionnaire to the determined study sample (30 persons), and she constructed the required tables for collected data. This step contained the transformation of the qualitative (nominal) variables (Strongly agree, Agree, Neutral, Disagree, Strongly disagree) to quantitative variables (5, 4, 3, 2 ,1) respectively. Also, the graphical representation was done for this purpose.

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction:

In this chapter, the data collected is introduced and analyzed statistically. Also the results are presented through tables and then discussed.

4.1 Personal Information:

The personal information is about experience in teaching English language at secondary schools level as well as teachers' qualifications.

The study sample respondents differ according to the following characteristics:

- The respondents are from different years of experience (1-5 years, 5-10 years, 10-15 years, above 15 years).
- The respondents have different qualifications (B.A., High Diploma, M.A, Ph.D).

The following is a detail description for the study sample individuals according to the above variables (respondents' characteristics):

4.2 Experience:

Table No. (4-1)

The frequency distribution for the study respondents according to the experience

Experience	number	Percent
1-5	19	%63.3
5-10	4	%13.3
10-15	4	%13.3
above 15 years	3	%10.0
Total	30	100%

Source: The researcher from applied study, 2014

It is noted from the Table No.(4-1) that most of the sample's respondents have experience between (1) and (5) years, their number was (19) persons with a percentage of (63.3%). The number of sample's respondents who have experience between (5) and (10) years is (4) persons with a percentage of (13.3%), The number of sample's respondents whom have experience between (10) and (15) years is (4) persons with a percentage of (13.3%) and there are (3) persons with a percentage of (10.0%) who have experience above 15 years.

4.3 The Qualification:

Table No. (4-2)

The frequency distribution for the study respondents according to the qualifications

Qualification	Number	Percent
Bachelor	18	%60
High Diploma	4	%13.3
M.A.	4	%13.3
Ph.D.	4	%13.3
Total	**30**	**100%**

Source: The researcher from applied study, 2014

From the above table, it is shown that most of the study's respondents have a Bachelor as a qualification, the number of those is (18) persons with a percentage of (60.0%), The respondents who have a High Diploma as a qualification are (4) persons with (13.3%), The respondents who have M.A. as a qualification are (4) persons with (13.3%). The respondents who have PhD. as a qualification are (4) persons with (13.3%).

4.2 Questionnaire's Results:

The researcher assumes that there are many difficulties facing secondary school students in "acquiring vocabulary".

1-First hypothesis:
Statement No. (1): Second year secondary book contains enough Communication activities.

Table No. (4-3) shows the frequency distribution for the study's respondents about statement no. (1).

Table No. (4-3)
The frequency distribution for the respondents' answers about statement no. (1)

Answer	Number	Percent
Strongly Agree	5	16.7
Agree	8	26.7
Neutral	10	33.3
Disagree	7	3.32
Total	30	100.0

Source: The researcher from applied study, 2014

It is clear from Table No. (4-3) that there are (5) persons in the study's sample with a percentage of (16.7%) who strongly agree that "the second year secondary book contains enough communication activities ". There are (8) persons with a percentage of (26.7%) who agree to that, and (8) persons with a percentage of (33.3%) who are neutral about that, and (7) persons, with a percentage of (23.3%) who disagree about that.

Statement No. (2): Learning vocabulary is essential for developing speaking skill .

Table No. (4-4) shows the frequency distribution for the study's respondents about statement no.(2).

Table No. (4-4)
The frequency distribution for the respondents' answers about statement no. (2)

Answer	Number	Percent
Strongly Agree	10	66.7
Agree	20	3.33
Total	30	100.0

Source: The researcher from applied study, 2014

It is clear from Table No.(4-4) that there are (10) persons in the study's sample with a percentage of (66.7%) who strongly agree that " Learning vocabulary is essential for developing speaking skill ". There are (20) persons with a percentage of (33.3%) who agree to that, no one has the other attitude.

Statement No.(3): Teachers should equip learners with varied activities to improve their speaking skill.

Table No. (4-5) shows the frequency distribution for the study's respondents about statement no.(3).

Table No. (4-5)

The frequency distribution for the respondents' answers about statement no. (3)

Answer	Number	Percent
Strongly Agree	9	30.0
Agree	71	56.7
Neutral	4	3.31
Total	30	100.0

Source: The researcher from applied study, 2014

It is clear from Table No. (4-5) that there are (9) persons in the study's sample with a percentage of (30.0%) who strongly agree that "Teachers should equip learners with varied activities to improve their speaking skill ". There are (17) persons with a percentage of (56.7%) who agree to that, and (4) persons with a percentage of (13.3%) are neutral about that.

Statement No. (4): Effective activities of communication can improve learners' vocabulary.

Table No. (4-6) shows the frequency distribution for the study's respondents about statement no.(4).

Table No. (4-6)

The frequency distribution for the respondents' answers about statement no. (4)

Answer	Number	Percent
Strongly Agree	12	40.0
Agree	18	60.0
Total	30	100.0

Source: The researcher from applied study, 2014

It is clear from Table No.(4-6) that there are (21) persons in the study's sample with a percentage of (70.0%) who strongly agree that " Effective activities of communication can improve learners' vocabulary ". There are (9) persons with a percentage of (30.0%) who agree to that. Nobody disagrees to that.

Statement No. (5): Building self-confidence is vital for improving speaking skill.

Table No. (4-7) show the frequency distribution for the study's respondents about statement no.(5).

Table No. (4-7)

The frequency distribution for the respondents' answers about statement no. (5)

Answer	Number	Percent
Strongly Agree	21	70.0

Answer	Number	Percent
Agree	9	30.0
Total	30	100.0

It is clear from Table No. (4-7) that there are (21) persons in the study's sample with a percentage of (70.0%) who strongly agree that " building self-confidence is vital for improving speaking skill". There are (9) persons with a percentage of (30.0%) who agree to that. No one disagrees to that.

Statement No.(6): A teacher should bring realia in class to present new vocabulary .

Table No. (4-8) shows the frequency distribution for the study's respondents about statement no. (6).

Table No. (4-8)

The frequency distribution for the respondents' answers about statement no. (6)

Answer	Number	Percent
Strongly Agree	6	20.0
Agree	16	53.3
Neutral	4	13.3
Disagree	4	13.3
Total	30	100.0

It is clear from Table No. (4-8) that there are (6) persons in the study's sample with a percentage (20.0%) who strongly agree that "a teacher should bring realia in class to present new vocabulary ". There are (16) persons with a percentage of (53.3%) who agree to that, and (4) persons with a percentage of (13.3%) are neutral about that, and (4) parsons with a percentage of (13.3%) disagree about that.

Statement No. (7): Use of pictures can help students to remember the new vocabulary.

Table No. (4-9) shows the frequency distribution for the study's respondents about statement no.(7).

Table No. (4-9)

The frequency distribution for the respondents' answers about statement no. (7)

Answer	Number	Percent
Strongly Agree	16	53.3
Agree	11	36.7
Neutral	3	0.01

Total	30	100.0

It is clear from Table No. (4-9) that there are (16) persons in the study's sample with a percentage of (53.3%) who strongly agree that "use of pictures can help students to remember the new vocabulary". There are (11) persons with a percentage of (36.7%) who agree to that, and (3) persons with a percentage of (10.0%) who are neutral about that.

Statement No. (8): The teacher should tend to explain and give example to present new vocabulary.

Table No. (4-10) shows the frequency distribution for the study's respondents about statement no. (8).

Table No. (4-10)

The frequency distribution for the respondents' answers about statement no. (8)

Answer	Number	Percent
Strongly Agree	16	53.3
Agree	11	36.7
Neutral	3	0.01
Total	30	100.0

It is clear from Table No. (4-10) that there are (16) persons in the study's sample with a percentage of (53.3%) who strongly agree that "the teacher should tend to explain and give example to present new vocabulary ". There are (11) persons with a percentage of (36.7%) who agree to that, there are (3) persons with a percentage of (10%) who are neutral about that.

Statement No. (9): The teacher should use synonyms to present new vocabulary.

Table No. (4-11) shows the frequency distribution for the study's respondents about statement no.(9).

Table No. (4-11)

The frequency distribution for the respondents' answers about statement no. (9)

Answer	Number	Percent
Strongly Agree	9	30.0
Agree	21	70.0
Total	30	100.0

It is clear from Table No. (4-11) that there are (21) persons in the study's sample with a percentage of (70.0%) who agree to that "the teacher should

use synonyms to present new vocabulary ". Nobody disagrees to that.

Statement No. (10): The teacher should use various techniques to present new vocabulary, such as (True-False).

Table No. (4-12) shows the frequency distribution for the study's respondents about statement no. (10).

Table No. (4-12)

The frequency distribution for the respondents' answers about statement no. (10)

Answer	Number	Percent
Strongly Agree	9	30.0
Agree	19	63.3
Neutral	1	3.3
Disagree	1	3.3
Total	30	100.0

Source: The researcher from applied study, 20

It is clear from Table No. (4-12) that there are (9) persons in the study's sample with a percentage of (30.0%) who strongly agree that "the teacher should use various techniques to present new vocabulary, such as (True-False)". There are (19) persons with a percentage of (63.3%) who agree to that, only one person with a percentage of (3.3%) who is neutral about that, and only one parson with a percentage of (3.3%) disagrees to that.

1-Second hypothesis:

Statement No. (1): The teacher should translate new vocabulary to his/her students.

Table No. (4-13) shows the frequency distribution for the study's respondents about statement no.(1).

Table No. (4-13)

The frequency distribution for the respondents' answers about Statement no. (1)

Answer	Number	Percent
Strongly Agree	4	13.3
Agree	6	20.0
Neutral	10	33.3
Disagree	10	33.3
Total	30	100.0

Source: The researcher from applied study, 2014

It is clear from Table No. (4-13) that there are (4) persons in the study's

sample with a percentage of (13.3%) who strongly agree that "The teacher should translate new vocabulary to his/her students ". There are (6) persons with a percentage of (20.0%) who agree to that, (10) persons with a percentage of (33.3%) are neutral about that, and (10) persons with a percentage of (33.3%) disagree to that.

Statement No. (2): The teacher should chorus the new vocabulary in short meaning full sentences.

Table No. (4-14) shows the frequency distribution for the study's respondents about statement no.(2).

Table No. (4-14)

The frequency distribution for the respondents' answers about statement no. (2)

Answer	Number	Percent
Strongly Agree	5	16.7
Agree	13	43.3
Neutral	10	33.3
Disagree	2	6.7
Total	30	100.0

Source: The researcher from applied study, 2014

It is clear from Table No. (4-14) that there are (5) persons in the study's sample with a percentage of (16.7%) who strongly agree that "the teacher should chorus the new vocabulary in short meaning full sentences ". There are (13) persons with a percentage of (43.3%) who agree to that, (10) persons with a percentage of (33.3%) are neutral about that, (2) persons with a percentage of (6.7%) disagrees to that.

Statement No.(3): The teacher should use collocation (word related to another word) to present new vocabulary.

Table No. (4-15) shows the frequency distribution for the study's respondents about statement no.(3).

Table No. (4-15)

The frequency distribution for the respondents' answers about statement no. (3)

Answer	Number	Percent
Strongly Agree	5	16.7
Agree	23	76.7
Neutral	2	6.7

Total	30	100.0

It is clear from Table No. (4-15) that there are (5) persons in the study's sample with a percentage of (16.7%) who strongly agree that "the teacher should use collocation (word related to another word) to present new vocabulary ". There are (23) persons with a percentage of (76.7%) who agree to that, and (2) persons with a percentage of (6.7.0%) are neutral about that.

Statement No. (4): Miming and acting are important for presenting new vocabulary.

Table No. (4-16) shows the frequency distribution for the study's respondents about statement no.(4).

Table No. (4-16)

The frequency distribution for the respondents' answers about Statement no. (4)

Answer	Number	Percent
Strongly Agree	24	80.0
Agree	5	16.7
Neutral	1	3.3
Total	30	100.0

It is clear from Table No. (4-16) that there are (24) persons in the study's sample with a percentage of (80.0%) who strongly agree that "miming and acting are important for presenting new vocabulary "There are (5) persons with a percentage of (16.7%) who agree to that, and only one person with a percentage of (3.0%) is neutral about that.

Statement No. (5): The teacher should use role play to develop communication skill.

Table No. (4-17) shows the frequency distribution for the study's respondents about Statement no. (5).

Table No. (4-17)

The frequency distribution for the respondents' answers about Statement no. (5)

Answer	Number	Percent
Strongly Agree	22	73.3
Agree	7	23.3
Neutral	1	3.3
Total	30	100.0

It is clear from Table No. (4-17) that there are (22) persons in the study's sample with a percentage of (73.3%) who strongly agree that "the teacher should use role play to develop communication skill". There are (7) persons with a percentage of (23.3%) who agree to that, but only one person with a percentage of (3.3%) is neutral about that.

Statement No. (6): The teacher should give the meaning and pronunciation before written shape.

Table No. (4-18) shows the frequency distribution for the study's respondents about Statement no.(6).

Table No. (4-18)

The frequency distribution for the respondents' answers about Statement no. (6)

Answer	Number	Percent
Strongly Agree	10	33.3
Agree	2	6.7
Neutral	7	23.3
Disagree	10	33.3
Strongly disagree	1	3.3
Total	30	100.0

Source: The researcher from applied study, 2014

It is clear from Table No.(4-18) that there are (10) persons in the study's sample with a percentage of (33.3%) who strongly agree that " the teacher should give the meaning and pronunciation before written shape "There are (2) persons with a percentage of (6.7%) who agree to that, (7) persons with a percentage of (23.3%) who are not sure about that, and (10) persons with a percentage of (33.3%) who disagree about that, while only one person with a percentage of (3.3%) who strongly disagree to that.

Statement No. (7): Teacher training is very important to present new vocabulary skillfully.

Table No. (4-19) shows the frequency distribution for the study's respondents about Statement no.(7).

Table No. (4-19)

The frequency distribution for the respondents' answers about Statement no. (7)

Answer	Number	Percent
Strongly Agree	19	63.3
Agree	9	30.0
Neutral	2	6.7
Total	30	100.0

Source: The researcher from applied study, 2014

It is clear from Table No.(4-19) that there are (19) persons in the study's sample with a percentage of (63.3%) who strongly agree that "teacher training is very important to present new vocabulary skillfully ". There are (9) persons with a percentage of (30.0%) who agree to that, but (2) persons with a percentage of

(6.7%) are neutral about that.

Statement No. (8): Teachers' training gives teachers self-confidence.

Table No. (4-20) shows the frequency distribution for the study's respondents about Statement no.(8).

Table No. (4-20)

The frequency distribution for the respondents' answers about Statement no. (8)

Answer	Number	Percent
Strongly Agree	21	70.0
Agree	9	30.0
Total	30	100.0

Source: The researcher from applied study, 2014

It is clear from Table No.(4-20) that there are (21) persons in the study's sample with a percentage of (70.0%) who strongly agree that " teachers' training gives teachers self-confidence ". There are (9) persons with a percentage of (30.0%) who agree to that. No none disagrees.

Statement No. (9): Training courses help in preparing lesson plan.

Table No. (4-21) shows the frequency distribution for the study's respondents about Statement no.(9).

Table No. (4-21)

The frequency distribution for the respondents' answers about Statement no. (9)

Answer	Number	Percent
Strongly Agree	23	76.7
Agree	7	23.3
Total	30	100.0

Source: The researcher from applied study, 2014

It is clear from Table No. (4-21) that there are (23) persons in the study's sample with a percentage of (76.7%) who strongly agree that "training courses help in preparing lesson plan ". There are (7) persons with a percentage of (23.3%) who agree to that. Nobody disagrees.

Statement No. (10): Students can improve their speaking skill through involvement in real communication activities.

Table No. (4-22) shows the frequency distribution for the study's respondents about Statement no. (10).

Table No. (4-22)

The frequency distribution for the respondents' answers about Statement no. (10)

Answer	Number	Percent
Strongly Agree	17	56.7
Agree	12	40.0

Neutral		1	3.3
Total		30	100.0

It is clear from Table No.(4-22) that there are (17) persons in the study's sample with a percentage of (56.7%) who strongly agree that "students can improve their speaking skill through involvement in real communication activities ". There are (12) persons with a percentage of (40.0%) who agree to that, but only one person with a percentage of (3.3%) is neutral about that.

Statement No. (11): A good speaker is known by rich vocabulary.

Table No. (4-23) shows the frequency distribution for the study's respondents about Statement no. (11).

Table No. (4-23)

The frequency distribution for the respondents' answers about Statement no. (11)

Answer	Number	Percent
Strongly Agree	14	46.7
Agree	16	53.3
Total	30	100.0

It is clear from Table No. (4-23) that there are (14) persons in the study's sample with a percentage of (46.7%) who strongly agree that "a good speaker is known by rich vocabulary ". There are (16) persons with a percentage of (53.3%) who agree to that.

There are some respondents who neutral to the Statements. So, to test the statistical significance of the differences among the answers of the respondents for the two hypotheses, the chi-square test was used to indicate the differences for each statement of the first hypothesis. Table No. (4-23) explains the results of the test for the statements as follows:

Table No. (4-24): Chi-square test results for respondents' answers about the fist hypothesis

No	Statements	Median	Degree of freedom	Chi-square value	Explantation
1	Second year secondary book contains enough communication activities.	3	2	15.22	Netural
2	Learning vocabulary is essential for developing speaking skill.	4	1	16.29	Agree

3	The teacher should equip learners with varied activities to improve their speaking skill.	4	2	20.06	Agree
4	Effective activities of communication can improve their leaner vocabulary.	4	1	18.63	Agree
5	Building self-confidence is vital for improving speaking skill.	5	1	24.57	Strongly agree
6	The teacher should bring realia in class to present new vocabulary.	4	3	17.03	Agree
7	Use of pictures can help students to remember the new vocabulary.	5	2	20.08	Strongly agree
8	The teacher should tend to explain and give example to present new vocabulary.	5	2	28.22	Strongly agree
9	The teacher should use synonyms to present new vocabulary.	4	1	20.08	Agree
10	The teacher should use various techniques to present new vocabulary, such as (True-False).	4	3	29.00	Agree

Source: The researcher from applied study, 2014

According to table (4-24), the researcher demonstrates the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the first statement is (15.22) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which is (11.34). According to what is mentioned in Table No. (4-3), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who are neutral with that "second year secondary book contains enough communication activities".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the second Statement is (15.08) which is greater than the tabulated value of chi-square at the degree of freedom (1) and the significant value level (1%) which is (5.46). According to what is mentioned in Table No.(4-4), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "learning vocabulary is essential for developing speaking skill".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the third Statement is (20.06) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which is (9.21). According to what is mentioned in Table No. (4-5), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "the teacher should equip learners with varied activities to improve their speaking skills".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourth statement is (18.63) which is greater than the tabulated value of chi-square at the degree of freedom (1) and the significant value level (1%) which is (5.46). According to what is mentioned in Table No. (4-6), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "effective activities of communication can improve learners' vocabulary".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifth statement is (24.57) which is greater than the tabulated value of chi-square at the degree of freedom (1) and the significant value level (1%) which is (5.46). According to what is mentioned in Table No. (4-7), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "building self-confidence is vital for improving speaking skill".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the sixth statement is (17.03) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which is (11.34). According to what is mentioned in Table No.(4-8), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the

respondents who agree that "the teacher should bring realia in class to present new vocabulary ".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the seventh statement is (20.08) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which is (9.21). According to what is mentioned in Table No.(4-9), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agree that "use of pictures can help students to remember the new vocabulary".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the eighth statement is (28.22) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which is (9.21). According to what is mentioned in Table No.(4-10), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agree that "the teacher should tend to explain and give example to present new vocabulary".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the ninth statement is (20.08) which is greater than the tabulated value of chi-square at the degree of freedom (1) and the significant value level (1%) which is (5.46). According to what is mentioned in Table No. (4-11), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "the teacher should use synonyms to present new vocabulary".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the tenth statement is (29.00) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which is (11.34). According to what is mentioned in Table No. (4-12), this indicates that, there are statistically significant differences at the level (1%) among the answers of the

respondents, which support the respondents who agree that "a teacher uses various techniques to present new vocabulary, such as (True-False)".

2-Second Hypothesis:

Table No. (4-25): Chi-square test results for respondents' answers about the fist hypothesis

No	Statements	Median	Degree of freedom	Chi-square value	Explantation
1	The teacher should translate new vocabulary to his/her students.	3	2	18.17	Netural
2	The teacher chorus the new vocabulary in short meaning full sentences.	4	1	19.44	Agree
3	The teacher should use collocation (word related to another word) to present new vocabulary.	4	2	18.50	Agree
4	Miming and acting are important for presenting new vocabulary.	4	1	27.17	Agree
5	The teacher should use role play to develop communication skill.	5	1	19.77	Strongly agree
6	The teacher should give the meaning and pronunciation before written shape.	5	3	34.30	Strongly agree
7	Teachers' training is very important to present new vocabulary skillfully.	5	2	63.70	Strongly agree
8	Teacher training gives teachers self-confidence.	5	2	27.60	
9	Training courses help in preparing lesson plan.	5	2	29.50	Strongly agree
10	Students can improve their speaking skill through involvement in real communication activities.	5	1	44.50	Strongly agree
11	A good speaker is known by rich vocabulary.	4	3	86.50	Agree

Source: The researcher from applied study, 2014

According to the table (4-25), the researcher demonstrates the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the first statement is (18.17) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which is (9.21). According to what is mentioned in Table No.(4-13), this indicates that there are statistically significant differences at the level

(1%) among the answers of the respondents, which support the respondents who are neutral with that "the teacher should translate new vocabulary to his/her students".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the second statement is (19.44) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which is (11.34). According to what is mentioned in Table No.(4-14), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "the teacher should chorus the new vocabulary in short meaningful sentences".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the third statement is (18.50) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which is (9.21). According to what is mentioned in Table No.(4-15), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "the teacher should use collocation (word related to other word) to present new vocabulary".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourth statement is (27.17) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which is (9.21). According to what is mentioned in Table No.(4-16). This indicates that there are statistically significant differences at the level

(1%) among the answers of the respondents, which support the respondents who agree that "miming and acting are important for presenting new vocabulary".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifth statement is (27.17) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which is (9.21). According to what is mentioned in Table No.(4-17), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agree that "the teacher should use role play to develop communication skill".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the sixth statement is (34.30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in Table No.(4-18), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "the teacher should give the meaning and pronunciation before written shape".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the seventh statement is (63.70) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in Table No.(4-19), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agree that "teachers' training is very important to present new vocabulary skillfully".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the eighth statement is (27.60) which is greater than the tabulated value of chi-square at the

degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in Table No.(4-20), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "teachers' training gives teachers self-confidence".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the ninth statement is (29.50) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in Table No.(4-21), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "training courses help in preparing lesson plan".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the tenth statement is (44.50) which is greater than the tabulated value of chi-square at the degree of freedom (1) and the significant value level (1%) which is (5.46). According to what is mentioned in Table No.(4-22), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "students can improve their speaking skill through involvement in real communication activities".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the eleventh statement is (86.50) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in Table No. (4-23), this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that " a good speaker is known by rich vocabulary"
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Chapter Five

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5.0 Introduction:

This research is an attempt to investigate the role of communicative activities in acquiring vocabulary for secondary schools students (second year) in Omdurman. There was a special concentration on vocabulary and communicative activities in discussing the research problem. The researcher proposed the following questions:

1- Does second year secondary course involve enough communicative activities to allow students to learn the written and spoken forms of words?

2- Do secondary schools teachers use a methodic way of teaching vocabulary?

3- Do secondary schools teachers use a broad number of activities to present new vocabulary?

4- To what extent is teacher's training important in showing how new words are presented?

In order to find relevant answers to the above questions, the researcher made the following hypotheses:

1- Second year course secondary book does not involve enough communicative activities to enrich vocabulary.

2- Secondary schools teachers do not follow a methodic way for presenting new vocabulary.

3- Secondary schools teachers do not use a broad number of activities to present new vocabulary.

4- Teacher training is very important in showing how new words are presented.

With the reference to chapter four above, the study came up with the following findings and recommendations:

5-1 Conclusions:

The major conclusions are as follows:

1- Curriculums do not contain ways of developing speaking skill.

2- Translation into Arabic is not preferable way for presenting new vocabulary.

5-2 Recommendations:

In the light of findings, the following recommendations might be helpful in promoting secondary school students for learning English as a foreign language:

1- Teachers should equip learners with varied activities to improve their speaking skill.

2- Teachers should explain and give examples to present new vocabulary.

3- Teachers must be well-trained in communicative activities.

4- Curriculum should contain ways of developing speaking skill.

5- Teachers are advised to use pictures in presenting new vocabulary forms.

6- 5-3 Suggestions:

On basis of findings, the researcher suggests some further studies to be conducted in the future:

1- The attitude of secondary school teachers towards the communicative activities used in teaching English language.

2- How the new technology such as computer and websites can facilitate acquiring vocabulary through communicative activities.

3- This study could be extended to include the attitudes and motivation of teachers and their real reasons behind the choice of English as a subject to teach.

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Appendix
Teacher Questionnaire

Appendix
Teacher Questionnaire

Dear professor / Doctor Teacher,

This questionnaire is part of M.A study on "**Investigating the Role of Communicative Activities in Acquiring Vocabulary**".

I would be most grateful if you just spare some of your valuable time to fill out this questionnaire. Please be assured that, the information elicited for this research is only used for academic purpose.

Thank you for your cooperation.

Fatima Haj El Saied.
M.A Candidate.
College of Language
College of Graduate Studies
Sudan University of Sciences and Technology

Statement :

Please tick (✓) in box which represents your opinion .

Notice : Investigating the role of communicative activities in acquiring vocabulary .

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Second year secondary course book contains enough communicative activities.					
2	Learning vocabulary is essential for developing speaking skill.					
3	The teacher should equip learners with varied activities to improve their speaking skill.					
4	Effective activities of communication can improve their learner's vocabulary.					
5	Building self-confidence is vital for improving speaking skill.					
6	The teacher should bring realia in class to present new vocabulary.					
7	Use of pictures can help students to remember the new vocabulary.					
8	The teacher should tend to explain and give example to present new vocabulary.					
9	The teacher should use synonyms to present new vocabulary.					
10	The teacher should use various techniques to present new vocabulary, such as (True – False).					

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	The teacher should translate new vocabulary to his/her students.					
12	The teacher should chorus the new vocabulary in short meaning full sentences.					
13	The teacher should use collocation (word related to another word) to present new vocabulary.					
14	Miming and acting are important for presenting new vocabulary form.					
15	The teacher should use role play to develop communication skill.					
16	The teacher should give the meaning and pronunciation before written shape.					
17	Teachers' training are very important to present new vocabulary skillfully.					
18	The teachers' training gives teachers self-confidence.					
19	Training courses help in preparing lesson plan.					
20	Students can improve their speaking skill through involvement in real communication activities.					
21	A good speaker is known by rich vocabulary.					

Experience: 1 – 5 years ☐   5-10 years ☐   10-15 years ☐

Above 15 years ☐

Academic degree: Bachelor ☐   High Diploma ☐

M.A ☐   PhD ☐

Chapter Five