



Sudan University of Science & Technology
College of Graduate Studies



Investigating Effective Ways in Teaching Vocabulary at Sudanese Secondary School

تقضي الطرق الفعالة لتدريس مفردات اللغة الإنجليزية في المدارس الثانوية
السودانية

*Thesis submitted fulfillment of the requirement for the degree of
(M.Sc) in Education in English Language*

*Of (MED) Degree in curriculum and methods of teaching English
language*

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DEDICATION

To all who enlightened my mind and made this work possible.

To my parents who managed to care for my education in the early age.

To my teachers at all level of education

Acknowledgement

In the first place I thank the Almighty God for granting me effort and patience to complete this study. My most sincere thanks and gratitude go to my supervisor Dr. Muntasir Hassan Mubarak for extending his wide knowledge to me and for devoting his time and effort to assist and guide me, may the lord give him good health, strength and long life.

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I appreciate the patience of my wife and encouragement of my best friend Ustaz. Osama Hamdan. also I would like to acknowledge the oral support of my other family, friend.

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ABSTRACT

The objective of this study is to shed light of practical ways in teaching English vocabulary and evaluate the ways that are used in teaching English language vocabulary in Sudanese secondary school

The significance of this research comes from the fact the word is base to understand language and this study is very useful to the teacher it gives him opportunities to know the strong and weak points in the ways that were used before in teaching English vocabulary, And also useful to the curriculum designer and other researcher in English language field the researcher designed a questionnaire to evaluate different side which include research problem the study adopts depends on analytical and descriptive approach. There are many questions which concern with, the importance of modern educational aid, the approaches which were applied in teaching English vocabulary, and the importance of teacher training.

- the statistical analysis showed that

- There is lack of educational aid" audio visual aid" and laboratories in teaching English vocabulary in secondary school.
- The shortage of vocabulary in English syllabus.
- The lack of teaching training in secondary school especially English language teachers.

- Most of the teacher that teach English language in secondary school are not graduated in college of education.

According to these results the researcher recommended the followings :-

- English language vocabulary teacher should be trained sufficiently.
- English vocabulary should be taught by English language who graduated in college of education.
- Student should be provided with suitable learning material and adequate practices promote their abilities in learning vocabulary.
- Teachers view should be taken in consideration when designing secondary school syllabus.
- setting up realistic tasks which are relevant to students lives

مستخلص البحث

هدف هذا البحث الى تحري بعض مشكلات طرق تدريس مفردات اللغة الإنجليزية في المدارس الثانوية السودانية وهو بعنوان: (الطرق الفعالة لتدريس مفردات اللغة الإنجليزية في المدارس الثانوية).

الفصل الأول:

تهدف الدراسة لتسليط الضوء على الطرق العلمية لتدريس مفردات اللغة الانجليزية واثر الوسائل التعليمية في تدريس مفردات اللغة الانجليزية وتقييم الطرق التي يستخدمها الأستاذ في تدريس مفردات اللغة الانجليزية في المدارس الثانوية.

الفصل الثاني:

أهمية هذه الدراسة تأتي من ان المفردة هي أساس اللغة والمستفيد الأول من هذه الدراسة هو المعلم لانها تضعه أمام صورة تدريس مفردات اللغة الانجليزية ليكتشف نقاط القوة ويعمل على تعزيزها و نقاط الضعف ويعمل على تقويتها كما ان هذه الدراسة مهمة لواضع المنهج ليلى تدريس مفردات اللغة الانجليزية أهمية أكثر مما هي عليه الان وأيضا هذه الدراسة مهمة للمهتمين والباحثين في مجال اللغة الانجليزية.

الفصل الثالث:

قام الباحث بتصميم استبيان شمل جميع النواحي المتعلقة بالمشكلة تحت الدراسة واعتمدت الدراسة الأسلوب التحليل الوصفي.

الفصل الرابع:

اظهر التحليل الإحصائي لجميع البيانات الآتي:-

– افقار عدد كبير من المدارس الثانوية للوسائل السمعية والبصرية والمعامل لتدريس مفردات اللغة الانجليزية.

– قصور المنهج فيما يخص تدريس مفردات اللغة الانجليزية تحديداً .Spine7

– افقار معلم مادة اللغة الانجليزية للتدريب لا يساعده على تشجيع الطلاب الذين يدرسون مادة اللغة الانجليزية لتعلم مفرداتها.

– معظم المعلمين الذين يدرسون مادة اللغة الانجليزية هم غير خريجين كلية التربية.

الفصل الخامس:

على ضوء نتائج البحث أوصى الباحث بالاتي:

- 1/ الاهتمام بتدريب المعلم حتى يكون مستعداً لتدريس اللغة الانجليزية.
- 2/ أن يقوم بتدريس اللغة الانجليزية المعلمين الذين تخرجوا من كليات التربية.
- 3/ تزويد الطلاب بالوسائل الكافية التي تمكّنهم من فهم مفردات اللغة الانجليزية.
- 4/ أن نأخذ نظرة الأستاذ في الاعتبار عند وضع منهج اللغة الانجليزية.
- 5/ ابتكار وسائل جديدة لتدريس مفردات اللغة الانجليزية تتلاءم مع بيئة الطلاب.

Table of contents

Content	Page No
Dedication	I
Acknowledgement	II
Abstract	III
مستخلص البحث	VI
Chapter one: introduction	
1-1 Overview	1
1-2 Research Objective	1
1-3 Research Question	2
1-4 Hypothesis of the study	2
1-5 Significance of the study	2
1-6 Delimits of the study	3
1-7 Research Methodology	3
1-8 Definition of terms	3
Chapter two: Literature review	
2.1 Introduction	6
2.2 General Considerations	6
2-3 Techniques of Presentation	7
2-4 Convening the meaning of anew words	7
2-5 The role of the teacher	8
2-6 lesson plan	11
2-7 criteria for the practice activities	13
2-8 testing spelling vocabulary	15
2-9 using visuals in teaching vocabulary	16
2-10 How to revise vocabulary	20
2-11 types of dictionaries	22
2-12 The various types of educational technologies media	25
2-13 Using computers as supplemental teaching media for teaching English language vocabulary	29
2-14Internets as a Teaching and Learning media in ELT classroom	33
2-15 The Significance of using multimedia technologies in teaching .English language vocabulary	36

Chapter three	
3-1 Methods	57
3-2 Instruments	57
3:3 Subjects " population"	57
3-4 Validity of the questionnaire	58
3-5 Reliability of the questionnaire	58
3-6 Summary	58
Chapter Four: Result and Discussion	
Introduction	60
Data analysis	60
Chapter Five	
5-1 Summary	85
5- 2 Findings	85
5-3 Recommendations	85
5-4 Suggestion for further studies	86
Appendix	87
Bibliography	89

Chapter one: Introduction

1-1 Overview:

Vocabulary is a basic element and first thing that should deal with the teacher must spend the time, effort, in teaching vocabulary to teach it well as he can and the teacher should be aware of recent development of teaching technology in general and specially in teaching vocabulary.

Teaching vocabulary should precede teaching grammar. Because word play an important role, in both, spoken and written language. And so that the first things that baby try to learn from the parent it is(word) the child pronounce ungrammatical words, in spite of that we understand what he says. And before the information revolution, most of the people in the world use telegraph to deliver information through three or four separate word.

Vocabulary is considered as corner stone in teaching language, the learning process does not take place when the teacher uses effective way in teaching vocabulary. This research sheds light to the problem which face teaching vocabulary and try to solve it as possible.

1-2 Research Objective:

- 1- To find out effective ways in teaching vocabulary in secondary school.

- 2- To find out the effect of teaching aids in teaching vocabulary.
- 3- To evaluate the way that is used by the teacher in teaching vocabulary in the secondary schools.

1-3 Research Question:

The researcher tries to find out answers to the following question:

- 1- What are the effective ways for teaching vocabulary in Sudanese secondary schools?
- 2- What is the effectiveness of the absence of teaching aids in teaching vocabulary?
- 3- Are the ways that are used by the teacher sufficient enough to teach vocabulary?

1-4 Hypotheses of the study:

- 1- The absence of effective way in teaching led to low level of students's vocabulary.
- 2- The weakness of the student's vocabulary is attributed to the absence of teaching aids.
- 3- The low level of student vocabulary led to un qualified teacher.

1-5 Significance of the study:

- The research is useful to the English language teachers, it as it makes them aware of the areas of difficulty in teaching vocabulary.
- It is also useful to the planners and designers of English language syllabus to put more emphasis on teaching vocabulary.
- It is useful of students and to the researcher in the area of English.

1-6 Delimits of the study

The researcher covers a number of (30) Secondary school teacher in Omdurman Locality Abu Siaid Unite.

1-7 Research Methodology:

The researcher adopts descriptive and analytical method.

1-8 Definition of terms:

The following words are the basic terms with their proper definition as the researchers use them in the study.

- **Teaching:**

(Hughes 1965:345) states that "it has been well-said that teaching means (causing to learn) no things have been given until it has been learnt teaching is more than the efficient delivery of thoroughly prepared lessons" in some respect

teaching is like lighting afire. We bring heat to the paper to enable it start combining with the oxygen in its environment.

- **Vocabulary:**

According to dictionary Vocabulary is "total number of words that make up languages.

- **Third class:**

Mean the final form in the secondary school, students join university when they succeed in the final examination (such school certificate).

Chapter Two

Literature Review

Chapter Two

Literature Review

2.1 Introduction:

Word are essential to communication little children learn to speak in isolated word and then in chains of nouns and verbs. The child says "Daddy bye-bye Cor" is easily understood by English adults, we expect students of second language, however, to control the grammatical feature of that language as well as its vocabulary students who are immersed in to imagistic setting tend to pick up vocabulary first and gradually develop a more accurate structural frame work in which to use these words.

Regardless of specific target and the conditional of instruction vocabulary is an important factor in all language teaching students must continually be learning words as they learn structure and as they practice the sound system this research offers suggestion for teaching vocabulary of both the beginning and the more advanced level.

2.2 General Considerations:

Considerate words are the easiest to learn neither younger nor older students have trouble in learning numbers, day of the week, colors, names of objects, and the like, the difficulty arises

using with these words in sentences for this reasons words are generally taught in context.

2-3 Techniques of Presentation:

When I was a student in College of Education I remember one of my English teacher advice us that:

"In presenting a new vocabulary, the teacher must first convey the meaning of the words, and then the students must be taught to use the words properly in full sentence."

2-4 conveying the meaning of new words:

According to my experience some teachers give native language equivalents of new word this is often the most direct way to teach adverbial expressions and abstract terms. Other teachers use a variety of techniques to convey the meaning of new words, without recourse to the native language of course if the foreign language teachers do not speak the native language of students, the possibility of translation is limited to student use of bilingual dictionaries.

The careful use or complete avoidance of the native language is a matter to be decided by each individual teacher. Some beginning students feel more comfortable when they can mentally assign a native equivalent to a word. They seek the assurance of a vocabulary in their text book and will ask friends to tell them what a word means if the teacher refuse to do so,

other students learns more rapidly if the entire class period is conducted in the foreign language, they don't mind feeling a bit unsure about the meaning of a new word for they know that gradually they figure out what it means, some students like to discover the meaning of a new word that has been presented without recourse to the native language and then are so proud of their discovery that they announce the native equivalent aloud to show that they have understood. In any case, the use of the native language must be minimized in the classroom; once students know the meaning of a new word they must use it often and correctly in the target language. In order to master the word and make it part of their personal vocabulary.

2-5 the role of the teacher

William Little wood States: "The teacher might decide not to correct errors that he observes. To many teacher, this might appear to conflict with their pedagogical role, which has traditionally required them to evaluate all learner 'performance according to clearly defined criteria. Certainly, it suggests that a communicative approach involves the teacher in redefining, to some extent, this traditional role." (**William Little wood-Cambridge press 1981-p91**)

One of the most obvious features about the development of communicative ability (so obvious, indeed, that it can easily be ignored) is that it occurs through processes inside the learner.

The teacher can offer the kind of stimulus and experience that these processes seem to require, but has no direct control over them.

There is evidence, in fact, that whatever the teacher does to influence the colors of development, the teacher attempt to follow a sequence of learning determined by its own natural processes (or "internal syllabus"). If we look at foreign language learning as it occurs in the natural environment, it also becomes clear that these processes can work without any teacher at all, so long as the environment provides the necessary stimuli and experience. The most essential of these seems to be that learner should need to use the foreign language for communicative purposes.

This does not mean that teachers are not necessary, because the classroom is not the natural environment: unless the language classroom is intentionally structured, it will not provide learners either with adequate exposure to the foreign language or with adequate motivation to communicate through it.

However, the teacher must be prepared to subordinate his own behavior to the learning needs of his student. This includes recognizing that learning does not only take place as a direct result of his own instruction. There are some aspects of learning that can take place more efficiently if, once he has initiated an

activity, he takes no further part in it, but leaves full scope to his students' spontaneous learning processes.

The concept of the teacher as "instructor" is thus inadequate to describe his overall function. In a broad sense, he is a "facilitator of learning", and may need to perform in a variety of specific roles, separately or simultaneously. These include the following:

- As general overseer of his students' learner, he must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability. For this, he may use the methodological framework summarized in this chapter.
- As classroom manager, he is responsible for grouping activities into "lessons" and for ensuring that these are satisfactorily organized at the practical level. This includes deciding on role within each activity.
- In many activities, he may perform the familiar role of language instructor: he will present new language, exercise direct control over the learners' performance, evaluate and correct it and so on.
- In others, he will not intervene after initiating the proceedings, but will let learning take place through independent activity.

This will frequently be communicative activity, but may also be pre-communicative (e.g. the use of pair-work as in chapter 2)

- While such independent activity is in progress, he may act as consultant or adviser, helping where necessary. He may also move about classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.
- He will sometimes wish to participate in an activity as "co-communicator" with the learners. In this role, he can stimulate and present new language, without taking the main initiative for learning away from the learners themselves.

In only one of these roles, then, is it the traditional dominator of the classroom interaction. This fact is significant not only for methodological reasons, but also, as we shall see, for its effect on human relationships within the classroom.

2-6 Lesson plan:

What should the lesson plan include?

In writing the lesson plans, we used suggestions made by other teachers as well as our own ideas. Essentially, what we wanted to provide were the following points:

- Easy to follow instructions, with clearly defined stages.

- Additional background information to the spelling pattern for the teacher to use, according to the needs of the class.
- Heterogeneous tasks and quizzes that was appropriate for various ability levels.
- Photo capable exercises and activities.
- A repeatable framework for the lesson, to help with continuity, especially if spelling lessons were to be a "once a week" event.
- Student involvement.

In reference to the last point, the lesson plan tries to involve the students, not only when eliciting words for the board, but also by getting them to notice common factors affecting the spelling pattern. We have found that the spelling patterns become more meaningful (and memorable) this way. However, students need to be taught how to do this, and non-native speakers might feel more comfortable doing it in their mother tongue. Here is a short checklist of "clues" to share with your students:

- ✓ Is a short or long vowel sound affecting the spelling pattern?(as in pin- pine)
- ✓ Is the spelling pattern found in single syllable or multi-syllable words?("-ic" is rarely found in single syllable word)

- ✓ Is the position of the new spelling pattern a factor to consider?("-qu" never ends a word)
- ✓ Is the new spelling pattern repeatedly accompanied by another letter?(the silent "l" is usually followed by "m" (calm), "k" (walk), "d" (would), and "f" (half))

2-7criteria for the practice activities as follow :(Ruth Shemesh and Sheila wallen - Cambridge press -2000- p5)

State four criteria for vocabulary practice activities as follow:

2-7-1 Listening practice

Initially, we went straight into a written activity- since there were no "warm- up" listening exercises‘ to do. This was not fair to our students. They first needed to strengthen their visual- auditory recognition (phoneme a awareness) of the new spelling pattern before being asked to use it correctly in one of the written activities.

The listening practice exercises in this book are like dictations, where varying demands are made, according to the class level. They allow students to self-check their understanding of both the sound and the spelling of the new pattern.

2-7-2 Meaningful learning

We wanted these exercises to be meaningful, giving students an opportunity to use the new spelling patterns in a significant manner.

Our students' preference for word games as a significant medium for using language resulted in this book including many activities like trivia, word searches, crossword, picture identifications and the like. Equally important for us was to involve the different language skills of reading, writing, listening and oral work. This we could do through exercises which ask the students to share information, such as in pair crossword puzzles. Additional bonuses, not planned for, were that many exercises contributed to the learning of some new vocabulary items, and sometimes, grammar.

2-7-3 Maintain motivation

In order to motivate continued learning, tasks could not be boring and repetitive; they had to be interesting enough for students to want to complete them. Some are openly entertaining (as competitions, drama, funny rhymes, stories). finally, there are many open-ended activities which allow personal expression and creativity (make your own word search, finish the story, draw a picture, make up rhyming headlines, etc). a less obvious but important motivating factor is page layout. A variety of font

sizes and aesthetic positioning of text, graphic image, borders and banners affect all of us, even before we start to read the text.

2-8 testing spelling vocabulary:

Ruth Shemesh states "From the beginning, it was important to build a record of the students' spelling achievements as the class progressed from pattern to pattern.

Nevertheless, we did not want a students' fear of tests or quizzes to discourage or limit learning. When we explained that in the weekly quiz they would be tested on that week's spelling pattern and on preceding patterns', and another mark for correctly writing the " spelling pattern", and another mark for correctly writing the whole word, the students were more relaxed. It is important to emphasize that students do not get a list of words from which to study for the quiz. This sometimes means students may hear an unfamiliar word in the test, but he/she should be able to write it correctly by sounding out the letters and using the takes less than patterns(s). We have found that the weekly quiz, which takes less than five minutes, encourages students to review the weekly spelling pattern at home. Since their quiz results are usually high, they are quite proud of their achievements. Most quizzes are self-checked and then handed in to teacher(**Ruth Shemesh and Sheila wallen - Cambridge press - 2000- p6**) states:

2-9 using Visuals in teaching vocabulary:

When I was post graduate student in Sudan university of Science and technology I got the best benefit from Dr Mohamed Aletib Alkbashe lectures- he described in detail the uses of the visuals in teaching vocabulary like magazine props, class room objects, slides, mail order catalogs and gestures and all these things are simple and very useful and low coast each school can bring them without difficulties.

2-9-1 Magazine Picture: the teacher cuts out magazine pictures that illustrate word dialogue or basic sentence these are placed on the callboard or on a magnetic board with magnets. The teacher points to the objects and gives their foreign language equivalents (this is the kitchen).

A/ Props: If the lesson is about foods the teacher would bring to class a basket plastic fruit

Teacher ask → (what is this)

Class answer → its banana, it's an orange.

In teaching about the house, a doll house with furniture can be used to teach the name of rooms, floors, part of the house and articles of furniture.

B/ Class Room Object: The calendar may be used to teach some word like today, yesterday, tomorrow, as well as Last week, next week, next month /in two week and so on.

C/ Slides: Slide furnish an excellent medium for conveying the connotative cultural meanings of ordinary words in a foreign language the word house, for example, to American students, denotes an American type of house. Even if they live in apartment they have seen American type of houses in the movies and on television and have developed a concept of what a house.

Slide of daily contemporary scene, taken by the teacher on a trip aboard or by students or friends who have traveled in the foreign country, can frequently be used in teaching vocabulary. Items of clothing might be first, with the help of drawing pictures, a slide of several people going shopping provides an opportunity for the students to talk about what the people are wearing, in this way, foreign words slowly absorb the connotations they have in their own culture.

D/ Using gestures:

Gestures may be used to convey the meanings of some words, certain descriptive adjectives such as tall, thin fat, happy. Preposition of place can also effectively taught by movements. The book is on the table, the pencils are on the book. The book under the pencil, now the pencil is behind the book. Action

verbs can also be acted out. The teacher is eating, the teaching is drinking the teacher is reading.

Teacher what is the teacher doing?

Class the teacher is eating

E/ Using known vocabulary :

The teacher can use known vocabulary to teach meaning of a new words:

(1) Synonym and antonyms out of context:

A synonym of fast is rapid. What is synonym of rapid?

The opposite of big is little what is the opposite of hot?

(2) Synonyms and antonyms in Sentence Context:

Use the new word in sentence that contains on antonym or contrary expression:

Mona was exhausted Suha too, was extremely tried.

- Mona, why are you talking so fast? The Americans don't understand you when speak so quickly.

(3) Categories: names of categories can be taught verbally if the students know some names of items that belong within particular categories.

Teacher: Tennis is a sport

Baseball is a sport

What is another sport?

Students: Soccer is a sport.

(4) Definition and paraphrases: Definition as paraphrases may be given in target language. Target language dictionaries are useful to the teacher especially those dictionaries prepared to help foreigners learn the second language.

F/ Using The Native Language:

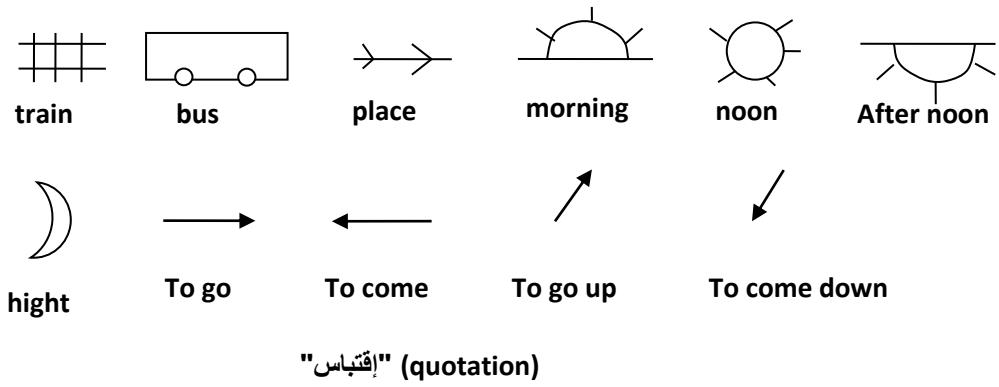
The use native language to convey meaning may be direct or in direct, that is, the native language may simply give the meaning of word or phrase, or it may explain gesture or symbol that will later be used to evoke the word or phrase:

(1) Direct use of the native language

تعني كم الوقت؟ The question what is the time?

(2) Indirect use of the native language- gesture: A beckoning of hands means repeat. Ahmed Cupped behind the ear means listen.

(3) Indirect use of the native language- symbols: The teacher can give the meaning of written symbols quickly in the native language and subsequently use the symbols to teach the new words in the second language. Students headily remember the meaning assigned to simple drawings:



2-10 How to revise vocabulary

Michael Carthy mentioned the following tips to help students to revise vocabulary.

Tip: keep a vocabulary notebook. Write the words you learn from this book in it. Use a good dictionary. Ask your teacher to recommend one. You will need it for some exercises in this book.

Here are some ways of writing down words you want to learn

2-10-1 Write down words that go together (collocations)

You do the exercises in this book. Sometimes, you may make mistakes in your English.

In your vocabulary book, write down: do an exercise and make a mistake.

When words are used together like this, we call it a collocation.

You go by train, but on foot (= walking) preposition+ noun

Some people are good at languages (not good) adjective + preposition.

I saw a very tall man (not man) adjective + noun

Tip: always write down collocation when you learn a new word

2-10-2 Learn words in families

Word family some words in the family

Temperature hot, warm, cool, cold

Travel ticket, passport, and suitcase

Tip: make a page for every different word family in your vocabulary notebook: (**Michael Carthy- felicity 3 Dell Cambridge press 1999-p8**)

2-10-3 Additional procedure to revise word :

Stuart Redman States "It's easy to forget words that you learn, but if you do this for short periods, it helps you to remember words and make them part of your active vocabulary. Here are some ideas.

1- Do exercises in pencil. Check your answers when you finish

Then rub them out (= remove them using a rubber). Later, come back and do the exercises again. Use the left-hand page if you have a problem.

2- When you read left- hand page for a second time, have a blank piece of paper (= paper with no writing on it)with you.

When you come to a new word in bold with a definition in (brackets), cover the definition (=put the paper over it) and try to define it (= give the meaning /definition)

3- Revise for short periods but do it often. Five minutes a day (not five minutes day) is probably better than half an hour a week; but half an hour a week is probably better than two hours a month.

4- The active when you revise, e.g. test yourself, practice the pronunciation, write down important words and phrases in your notebook with example sentences.

Organizing your notebook

Give each page a title, e.g. sport, education, verbs followed by an -ing form, etc. when you learn new words and phrases, write them on a suitable page. (**Stuart Red man- Cambridge press 1997-2003-p4**) states:

2-11 Type of Dictionaries:

Stuart Red man States two types of dictionaries and the kind of information that dictionary gives us and the usage of dictionary as follows:

Buy a good bilingual dictionary and a good English-English dictionary. The bilingual dictionary is easier for you to

understand; but it's also good for you to work in English as much as possible.

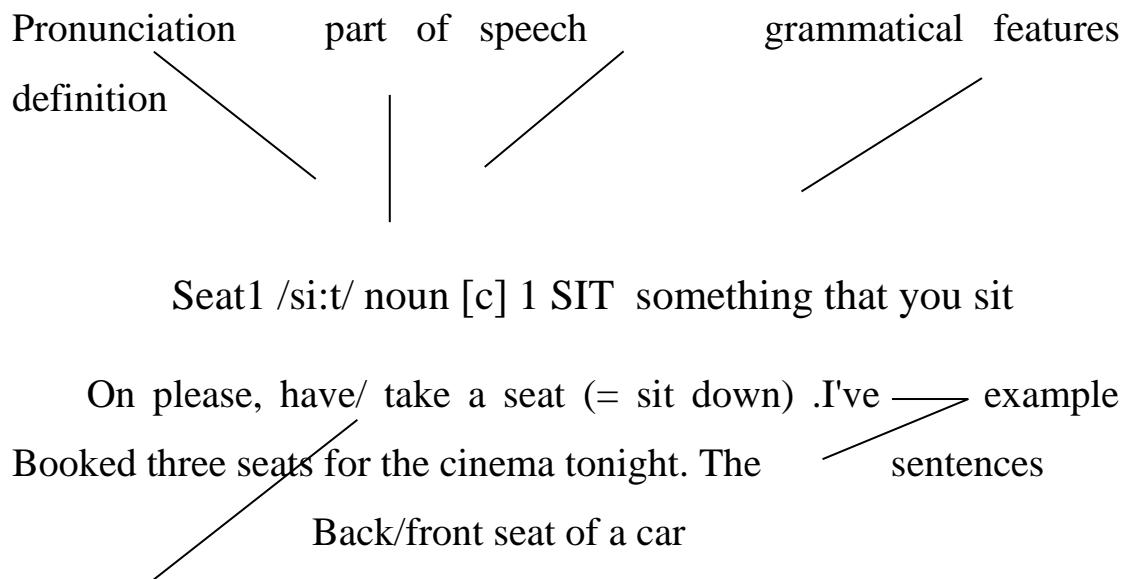
Large dictionaries	medium- sized dictionaries
Cambridge advanced learners dictionary	Cambridge learners dictionary
Longman dictionary of contemporary English active study dictionary	Longman
Oxford advanced, learner's dictionary	Oxford
word power dictionary	

2-11-1 What information does a dictionary give me?

Look up a word (=find a word in a dictionary) and you will get this information.

- The meaning e.g. homesick= unhappy because you are away from home for a long period.
- The pronunciation(using phonemic symbols), e.g. island/ailend/, lose/ lu:z/, tiny/ tiny taini
- The part of speech, e.g dirty adj(U)(= uncountable noun), begin(began, begun)(= the past tense and past participle)
- Common collections e.g do homework(not make); it depends on you (not of)

- Example phrases of sentences, e.g. the train leaves from platform seven.
- Sometimes synonyms or opposite, e.g. polite(syn.= courteous; opp.= impolite)



2-11-2 how can we use our dictionary?

Stuart Red man mention that "When you look up a word, put a tick (✓) next to it. Each time you return to a page with a tick, look at it quickly to check you remember the word."

When you see a new word or phrase in a text, first try to guess the meaning (= try to think of the meaning from the context), then carry on (=continue) reading to see (=find out) if your guess is correct. Use your dictionary to check the meaning (= find out if the meaning is correct)

Do not just read definitions. The example phrases and sentences show you how a word or phrase is used, and they often help you to understand the meaning more clearly.

If you look up a word in bilingual dictionary and get several different translations, check in a monolingual dictionary to see which translation is the best one in the context.

Remember that many words have more than one meaning. The first meaning in the dictionary is not always the one you want. Read through the different meanings. (**Stuart Red man-Cambridge press 1997-2003-p6**)

2-12 The various types of educational technologies media:

The definition of educational technologies come from the broad area of industrial systems design of programs and material to use simple audio and visual aids, the scope of the field include various items of hardware such as projectors/film and tapes as well to software such as a program and materials, most of new learning technologies that are still over head projector, cassette player, video player's camera, slides etc. The main exceptions being CD player/CD video and some computerize equipment. Although these technologies make life easier for teacher's/ most teacher's do not have the time not the teaching institutions support to master these technologies, also one of the most difficult problem that facing the use of teaching technologies is that facing the use of teaching technologies is

that fast development in this field in a way that makes what you are learning it. (**"Hack Bach's", 1996. P.27**).

Generally, teaching aids are divided into visual (audio and audio aids visual aids such as board, poster, charts and card, slide filmstrips audio such as radio open real recorder and cassette recorder and audio, visual aids that link between sound and pictures automatically by using electronic pulses on audio top achieving perfect synchronization.

The audio and audio visual media link between the important senses for perception those are hearing "audio" and vision "visual" these considered the most sense of learning , in audio visual aids, sound is automatically linked to both slide and filmstrips and these enables audio visual aids to address much different cognitive style of learners.

Caning illustrated types of audio and audio visual media as follow (canning, C, 1997, 1,2:4)

2-12-1 Top Recorder:-

It has the characteristics of radio; the user has full control materials that machine plays. The materials contains songs, music that emphasize the cultural dimension of the language teaching, sound patterns varieties, and short and long sentences with all the features of connected speech. The materials are used for oral comprehension of spoken language at normal speech and this why learners can understand and apply the area the teacher wants to teach. The material contains slung expression

and unusual structure all above made the most important advantages if this audio aid that learner can be given tapes contain of language aspects and pronunciation patterns to play them at home.

2-12-2 the educational motion pictures:

Motion pictures have the capacity to present large of people and spacious sceneries. The relatively large screen enables viewers to see details even if the essence is density cowered; this tool can be effectively used in teaching new vocabulary in the class room.

2-12-3 the sound sliders and films trips:

They can be easily wired to cassette or real recording for sound presentation, this machine combine the sound and image projector in order to grantee perfect synchronizations, slide or filmstrip presentation can play conversation and stories accompanied by the corresponding images this helps learners to recognize the kind of register, dialect and style that used by the characters show.

2-12-4 Educational T.V:

T.V is one of the most effective audio visual aids it is forceful in the sense that it combines marry of the qualities of other audio visual aids it show still and moving pictures and board cast lived and record voice. TV is closest to classroom

teaching because announcers like also similar to live presentation.

TV Emphasize face to communication technique, the greatest strength of TV is ability of portraying real life with all its complexities, and shows language being used of variety of people in wide range situation for different objectives that face to communication and life presentation presented TV is considered effective techniques for acquiring accuracy and fluency of pronunciation.

2-12-5 Radio:-

Both live and record voice is transmitted through radio. Radios are used in schools to board cast educational programs that contain native speakers conversation, native speaker news reader and other programmer also radio is basically linguistic medium enriching the verbal message with the use of sound effect. Foreign learners have access to daily foreign language radio news from local foreign station, teachers can assign excesses on note taking oral comprehension of key ideas, the transfer of spoken word written text, and selecting relevant details, learners can use headphone with radio that give them privacy to listen and initiate at every time and everywhere, while the radio offers many services to foreign learners, it basically has disadvantages is that neither the learners nor the teachers have any control on the type and quality of transmitted materials.

2-12-6 Video as an effective educational aid for teaching vocabulary:-

Explored video technology offer the obvious advantages of stop/star reviewed/replay sound on and off/freeze-frames control, these facilitates make possible for teacher to present different sections of the video once or several time in many ways, for example teacher, preview video sequence, select viewing activities and adapt the language exercise to fit the student needs and different classroom situation.

As he stated material that include video are cassette and activity book they provide English conversation and mini documentaries accompanying exercises of gap-filling answering question and selecting information to development listening and comprehension skills by video cassettes which are accompanied by student book the use of graphs, colors, replicas, reproduction, or my thing else help one to see an immediate meaning in the language my benefit to the learners by helping them to clarify the message and provided visual work in a positive way to enhance or supplement the language. [Canning C, 1998. P.69] Education application for information technology: evaluating computer aided instruction in the classroom Emcee 4:3.

2-13Using computers as supplemental teaching media for teaching English language vocabulary:-

Computer technology has a great influence in our lives in the last part of the 20th century. More and uses of its unique

features are found every day and it not surprising that the field of education is also being strongly affected by this tool. Due to the impact and influence of information technology on society and education; computer-assisted language learning is becoming the trend in foreign language teaching. Interactive computer network allows students to test the result of learning without the risk of being punished for any mistake and learning does not have to be a pressure. Computer-assisted instruction (CAI) can be a supplemental teaching tool for teaching English language learners. Additionally, there are various benefits that have been found in using CAI with ELL, student need to be able to interact with each other so that learning through communication language learning can facilitate this type of environment. Computer-assisted language learning can reduce the anxiety of student and guide them to a positive side of learning. It increases verbal interaction between students, the group's computer book reading environment fostered language development by providing an opportunity for verbal interaction , the a variety of interactive choices that students can use to read example story including: real voices that read aloud ,music , and sound effects, **(Gates , 1997, 9.136).**

The use of the computer can be a useful supplement to the traditional curriculum of the ELL, Classroom by promoting verbal communication and the acquisition of English. CAL has been shown in a range of studies of studies to facilitate

learning in a variety of ways. It can be used to aid in teaching English language learners in core academic subject, such as reading, writing and vocabulary development as well as verbal language development. Its act as a tool to increase verbal exchange, however, it is important to recognize that computer is not a substitute for effective teaching; it is simply one type of supplement tool to the regular curriculum in teaching English language to development the learner's English language. (**Canning, C, 1997, P.76**), (illustrated visual aids for academic English).

One way to use computers for English language learners is to teach vocabulary, as demonstrated, computers and software can help English language learners develop vocabulary skills and knowledge. Write, "Any attempt promotes to treat vocabulary learning as learning of isolated facts certainly will not promote real vocabulary knowledge ". Students need to learn vocabulary in context and with visual clues to help their understanding. (**Kang and Dennis, 995, pp,345-363**).

Computer can provide this rich, contextual environmental, also allow student to become active learners in one-environment. Computer can incorporate various learning strategies as well as accommodate a variety of learning styles and more effective by the use of computers.

There are several ways in which technology can used to improve reading ability. Most simple reading texts are also very

primary in content. Computers, however can increase the students interest and keeping the text simple and easy to reads. Another benefit of using computers for reading instruction is that the computer offers immediate feedback on performance. It also can provide added practice when necessary; students have been able to improve their sight words vocabulary, fluency, and comprehension. Computer based reading instruction also allows for "increased interaction with texts, attention to individual needs, and increased independence through an ability to read texts they would not otherwise be able read. (Canning, C, 1988, P78).

(Lewis 1997, p. 53) said that

"Technology can also be used to improve parent involvement in their child's education while improving the parents' literacy as well. In the school community and become comfortable on campus, enjoy reading and writing alone and with their children, understand science and computer technology and improve their own literacy.

This project was as much for the parents as for child. The computers were the drawing factor for the parents to become involved in the program, though they were not used initially. The program began by using other forms of technology such as photographs were taken a field trips and special activities. Parents and children then created a type of memory book using the photos and written text about the pictures. This eventually evolved into scanning the photos and typing the text on to the

pages. Computer software and games provide many fun opportunities for students to practice literacy skills. There are numerous software packages for improving spelling, phonics skills, and grammar and sight word vocabulary. When English Language Learners are learning their second language, any and all language experiences are valuable to assist in reading ability."

(Lewis 1997, p. 57) states:"Computers can also help ELL students develop their writing skills writing paragraphs in a language that is still somewhat unfamiliar to students can be difficult. When using a computer, however, the use of graphics can make this much more enjoyable. Using clip art can also help students to convey their thoughts more clearly".

According to grammar skills can also be demonstrated and reinforced using computers. The teacher can direct students to somehow highlight a specific part of speech (e.g. nouns) throughout their writing. To highlight, students have a lot of choices, such as underlining, italicizing, or changing the font size, color or type. Using a computer as a medium for studying grammar is much more motivating for a student as opposed to writing with a pencil. **(Lowis 1997, p. 57).**

2-14 Internets as a Teaching and Learning media in ELT classroom:-

Fox said that "Over the past few years, the Internet has emerged as a prominent new technology, the influence of such a

powerful technological tool has pervaded all aspects of the educational, business, and economic sectors of our work we have entered a new information age and the Internet is here to stay because the use of the Internet is widespread in numerous fields and domains, without a doubt it carries great potential for educational use specifically second and foreign language education There will be brief stated for the following questions that involved the main information in their answer what is the Internet? How can various faces of the Internet be used in the second and foreign language classroom? What are the benefits of employing the internet in such a setting? What are the disadvantages or obstacles the Internet presents in a second language classroom? (**Fox, 1998, p. 4/9**). Fox , G(1988) the internet making it work in ESL classroom the internet journal.

(Spelling Dve.1998.p27)states: "The define of Internet is a confederation of thousands of computers from various sectors of society such as education, business, government and military, it is a network of thousands of computer networks each individual system brings something different to the whole (databases, library services graphs, maps, electronic journals. It is a worldwide network of computers that interact on a standardized set of protocols which act independently of particular computer operating systems allowing for a variety of access methods to the Internet, therefore it can be conceived of as the equivalent of a telephone system for computers, It can, be

used to both exchange information through electronic mail, newsgroups, List serves, professional on-line discussion groups, and so forth, as well as to retrieve information on a variety of topics through the World Wide Web(WWW).

(Singhal, Meena (June 1997) states:

"The World Wide Web makes it possible for students to tackle huge amount of the human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. As the way information is presented is not linear, users develop thinking skills and choose what to explore, the benefits of internet can mention as following:

Motivation: Computers are most popular among students either because

They are associated with fun and games or because they are considered to be fashionable. Student motivation is therefore increased, especially whenever a variety of activities are offered, which make them feel more independent.

Enhanced: Student Achievement: Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence.

Authentic Materials for Study: All students can use various resources of authentic reading materials either at school or from

their home. Trials can be accessed daily at a relatively low cost.

Greater Interaction: Random access to Web pages breaks the linear flow of instruction, by, sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.

2-14 The Significance of using multimedia technologies in teaching .English language vocabulary:

(Brauer, 2001, p.130).states that

"Multimedia is assisting aids that have wide contribution in developing language skills. "Multimedia encyclopedias define as combination of various media Includes music, sound effects, animations, photography, text, graphics and video clips".

It an effective technological tool that is used as supporting aids of language learning. It has a number of advanced facilities that can help student to learn language with proficiency to communicate; it has become inevitable in recent context, but as the same time it poses certain challenges. It plays an important role in EFL learning, it designed to enhance not only language teaching but also class room grading and distance learning. It assists learner acquisition and maintenance of aural

comprehension oral and written proficiency beside cultural awareness. In short learner can get experience of having interaction with native speakers through multimedia lab MML).

The application of multimedia tools can foster this goal by creating "a learning environment where in the student can practice their language skills and acquire target culture. As Bauer pointed Media tools appeal to students' senses and help them to process information. Thus it empowers their understanding of the target culture and increases their motivation toward language learning, reinforcing the teaching points, and saving the teacher unnecessary explanations.

Previous studies:

First study by: Abeer Abdallah Ebrahim, 2010, master degree

Title: overcoming secondary school students difficulties of vocabulary and effective teaching.

Presented to Sudan university of science and technology faculty of education.

The study aim to indentify the main problem that faces secondary school students in Sudan to identify some factors that cause these problems.

Methodology: A descriptive and analytical method that used teacher questionnaire

Result:

Teacher don't use Arabic translation while they teach vocabulary the students don't understand the meaning of a new vocabulary the number of vocabulary of using language game in teaching vocabulary.

Second study:- by Abdelmageed Mamoun Abdelmageed

Title: investigating the role of vocabulary in discourse and meaning

The study aims to discuss the nature of vocabulary and to explain to what extent it function in organizing a text and to contrast the methodology of teaching vocabulary out of context.

Methodology:

Is analytical and experimental

Result:

There were no differences between two methods but it suggested that to teach English vocabulary out of context to legs advanced learner for purpose of recalling the words meaning.

Third study:

By Adam Osman Ali Salih, Sudan university of science and technology M.Sc. degree 2010

Title: problems of English language vocabulary learning

Results:

The result investigate the processing of ambiguous word in different sentence context types during early and late stages of processing in Basic level learning English a foreign or second language

It was found that polysemy and homonymy cause problems in pupil understanding, not only that, even teacher under training face some problems.

Summary

In this the researcher reviewed theatrical framework of teaching vocabulary and then deal with the most common techniques of teaching vocabulary and the researcher take some previous study that enriches the study

Chapter Three

Methodology of the Study

Chapter three

Methodology of the Study

Introduction:

This chapter designed to describe the methodology used to investigate the ways of teaching vocabulary at Sudanese secondary school (in Omdurman AbuSiaid Unit) the researcher adopted the descriptive and analytical method which data is collected.

More over there is analysis to the data gathered to reveal in which extend the hypotheses of the researcher are chived.

3-1 Methods:

This chapter present the methodology that used to conduct this study it describe the subject the data tool, the procedure and the designs collecting for data analysis .

3-2 Instruments:

In this process of collecting information, the researcher use the questionnaire because its most suitable and reliable tool in the field of research this questionnaire is composed of sixteen items covering the various aspects of the topic.

To be discussed, like educational aid, syllabus teacher and school environment.

3-3 subjects:"population"

The population used in this study is a group of most experiences teacher in secondary school.

This consists of thirty teachers from governmental and private school.

3-4 Validity of the questionnaire:

To guarantee the validity and reliability of questionnaire is viewed(4 judges) who are university lectures with along experience in this field(Dr/slah Aldoma, Dr/gamar albune, Dr/Sami Bala,Dr/Ahmed Abo Agla).

3-5 Reliability of the questionnaire:

Reliability refers to whether the instrument can produce the same or very similar results if it conducted again under the same condition the questionnaire reliability was calculated by a computer program called (SPSS) statistic package to social scale.

3-6 summary:

In this chapter the researcher reviewed the methodological steps and shed light on the population and the instrument of collecting data, and validity and reliability of the questionnaire. The following chapter should deal with data analysis .

Chapter four

Result and discussion

Chapter four

Result and discussion

Introduction:-

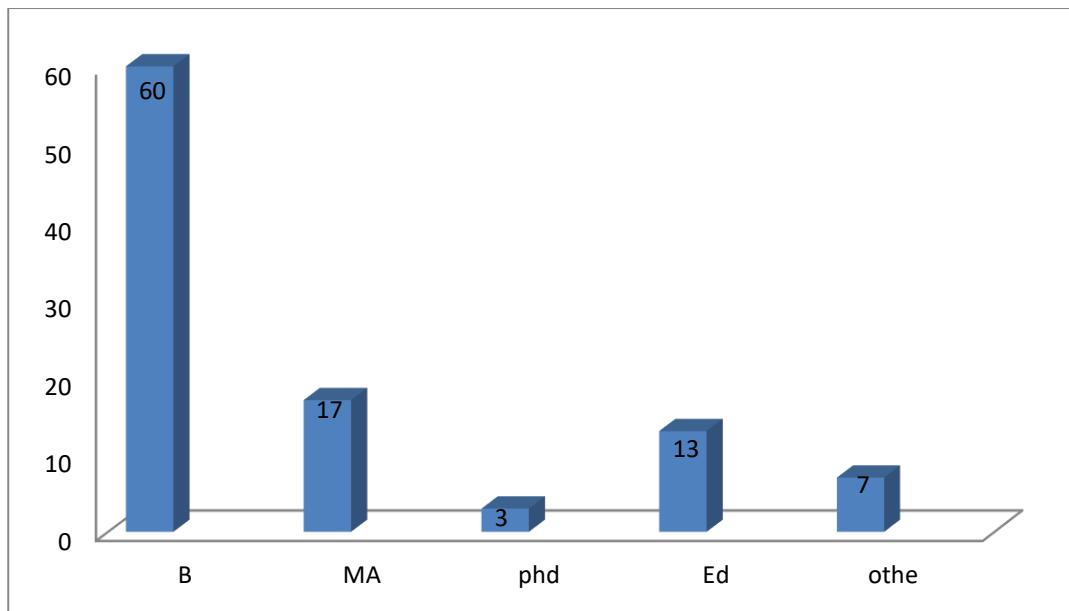
In this chapter the researcher present the data that has been collected to conduct this study, the result of the questionnaire will be reviewed and the statistical method used to analysis data. The statistical result will be shown in forms of figures and table in light of these figures and table the researcher discusses the results achieved.

Data Analysis:

Table (1) illustrates the qualification distribution of frequency and percentage of the sample study.

qualification	frequency	Percent(%)
B	22	70.0
MA	7	26.7
PhD	1	3.3
total	30	100.0

Figure (1) illustrate the qualification distribution of frequency and percentage of the sample study

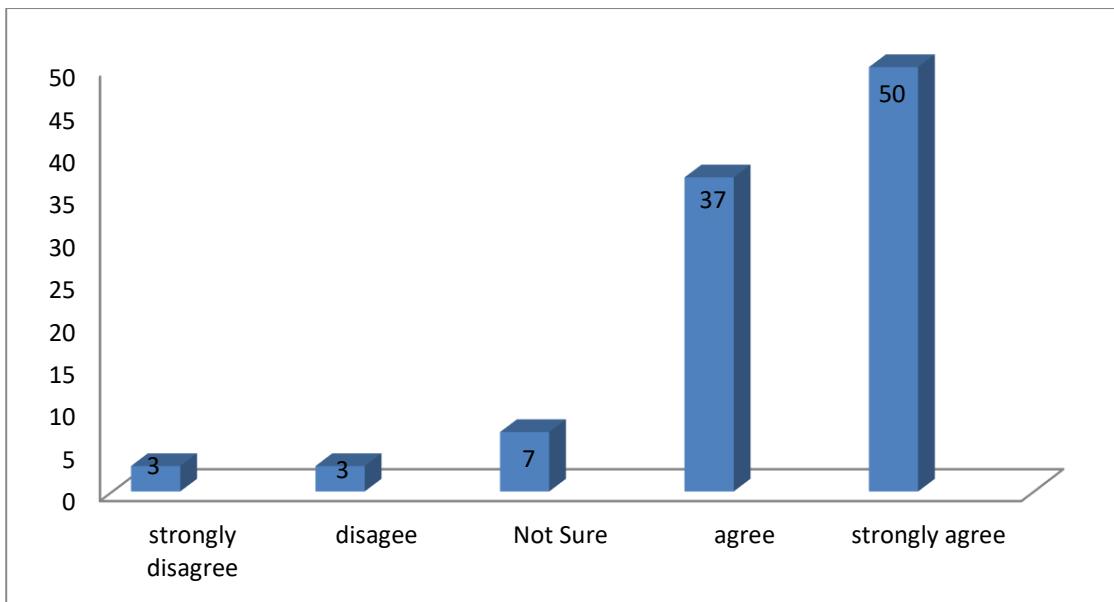


The above table and figure illustrate the percentage and frequency of qualification of sample and show that 70% from sample qualification is bachelor and 26.7% qualification is master and 3.3% is doctors

Table (2) There is lack of audiovisual aids in secondary school.

answers	frequency	Percent (%)
Strongly disagree	1	3.3
disagree	1	3.3
Not sure	2	6.7
agree	11	36.7
Strongly agree	15	50.0
total	30	100.0

Figure (2) There is lack of audiovisual aids in secondary school



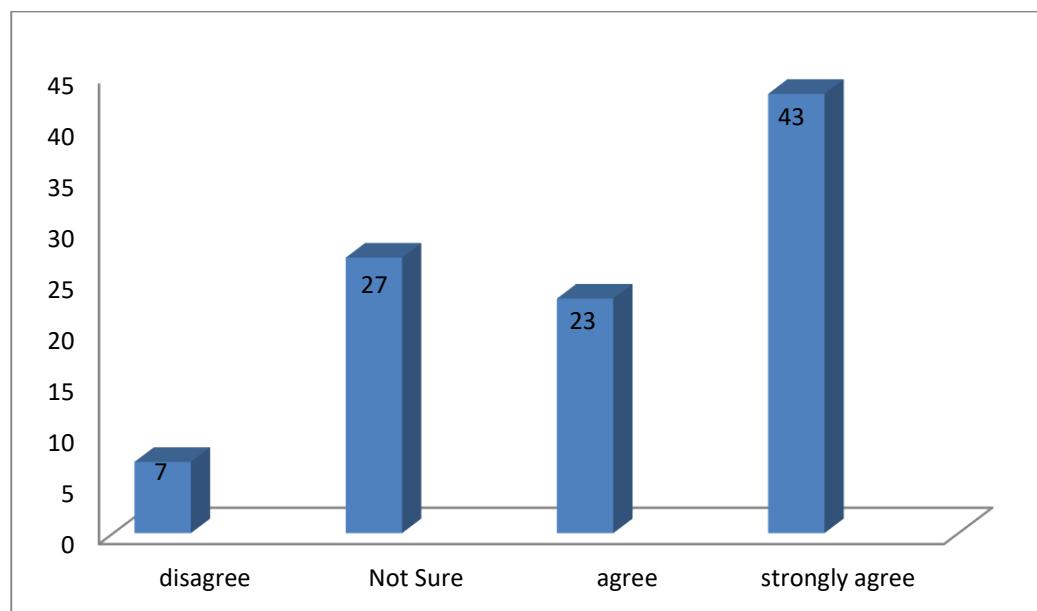
The above table and figure show that the percentage and frequency of sample study about the question and point that 50% of sample study strongly agree about the lack of audiovisual aid in secondary schools. .And 37% is agreed and 6.7% is not sure and 3.3% answers disagree and 3.3% answers strongly disagree.

Audiovisual aid is actual effective which teacher bring into classroom to present the new vocabulary. It includes radio, tap record and projector etc.... bringing audio correct pronunciation and remember the meaning of new vocabulary and motivate them to focus on it.

Table (3) There is absence of English language lab on secondary school.

answers	frequency	Percent(%)
disagree	2	6.7
Not sure	8	26.7
agree	7	23.3
Strongly agree	13	43.3
total	30	100.0

Figure (3) There is absence of English language lab on secondary school



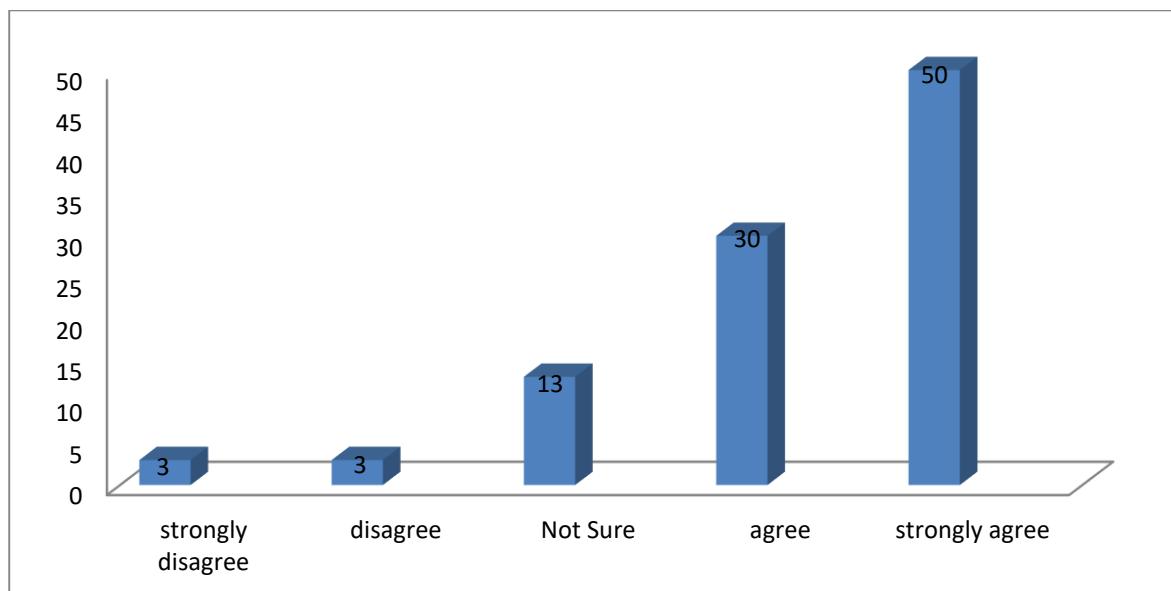
The above table and figure show that the percentage and frequency of sample study about the question and point that 43.6% of sample study strongly agree about the absence of English language lab on secondary schools. .And 23.3% are agree and 26.7% is not sure and 6.7% answers disagree.

Lab is very important for teaching English vocabulary. It enhance student to listen and imitate English vocabulary sound.

Table (4) There is absence of English club in side secondary school.

answers	frequency	Percent (%)
Strongly disagree	1	3.3
disagree	1	3.3
Not sure	4	13.3
agree	9	30
Strongly agree	15	50.0
total	30	100.0

Figure (4) There is absence of English club in side secondary school



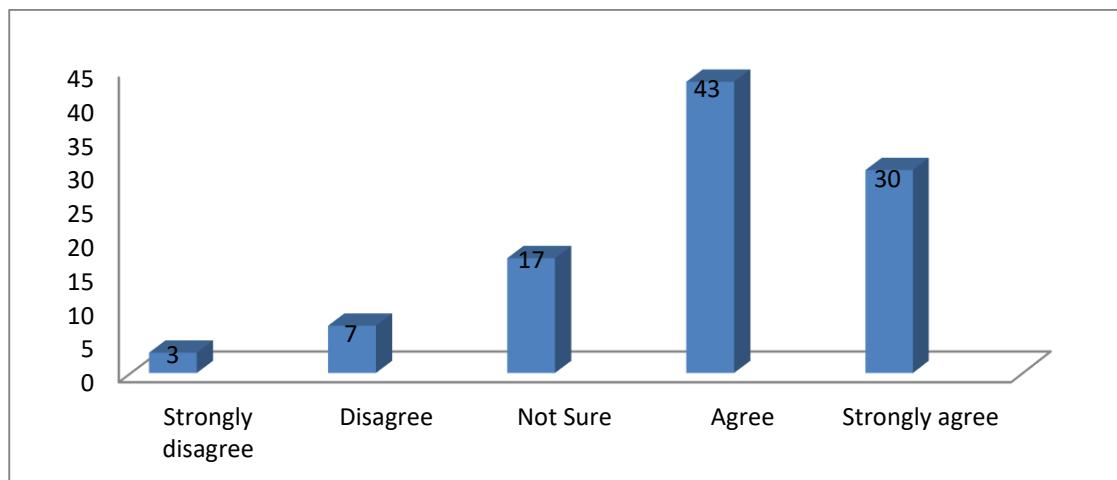
The above table and figure pointed that the frequency and percentage of sample study about the question and show that 50% from sample study are strongly agree about the absence of English club in side secondary school. .And 30% of sample study answers agree and 13.3% answers not sure and 3.3% answers disagree and 3.3% answers strongly disagree.

English club provide good environment and encourage them to speak English language freely and learn new vocabulary through discussing different topics.

Table (5) the shortage of vocabulary in English syllabus example(spine7).

answers	frequency	Percent (%)
Strongly disagree	1	3.3
disagree	2	6.7
Not sure	5	16.7
agree	13	43.3
Strongly agree	9	30.0
total	30	100.0

Figure(5) the shortage of vocabulary in English syllabus example(spine7).



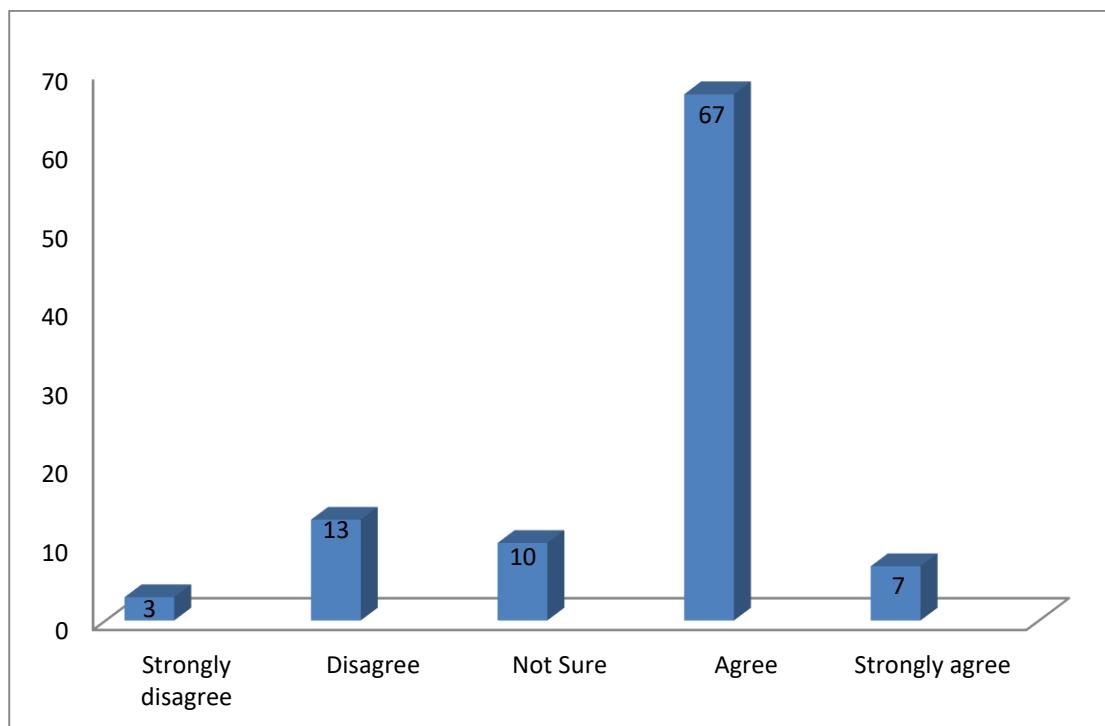
The above table and figure pointed that the frequency and percentage of sample study about the question and show that 30% from sample study are strongly agree about the shortage of vocabulary in English syllabus example (SPINE7). .And 43.3% of sample study answers agree and 16.7% answers not sure and 6.7% answers disagree and 3.3% answers strongly disagree.

The Spine7 is not offer a wide space to English vocabulary and many English teachers criticize it and said that it is not enhance student to learn English vocabulary. And doesn't encourage and motivate students to learn English vocabulary.

Table(6) the shortage of lesson compared with schedule of the syllabus.

answers	frequency	Percent(%)
Strongly disagree	1	3.3
disagree	4	13.3
Not sure	3	10
agree	20	66.7
Strongly agree	2	6.7
total	30	100.0

Figure(6) the shortage of lesson compared with schedule of the syllabus



The above table and figure show that the percentage and frequency of sample study about the question and pointed that

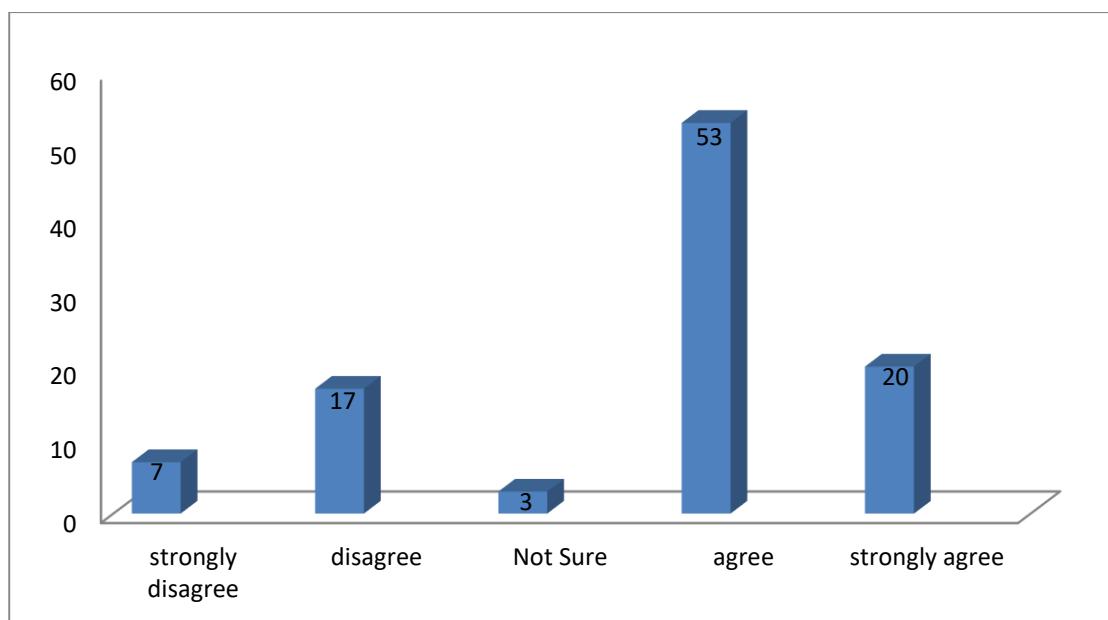
6.7% from sample study are strongly agree about the shortage of lesson comparing with schedule of syllabus. And 66.7% of sample study answers agree and 10% answers not sure and 13.3% answers disagree and 3.3% answers strongly disagree.

The lesson time is 45 minutes and it is not enough for revision and presentation English lesson which include new vocabulary.

Table(7) the lessons time does not focus enough on vocabulary .

answers	frequency	Percent(%)
Strongly disagree	2	6.7
disagree	5	16.7
Not sure	1	3.3
agree	16	53.3
Strongly agree	6	20
total	30	100.0

Figure (7) the lessons time does not focus enough on vocabulary



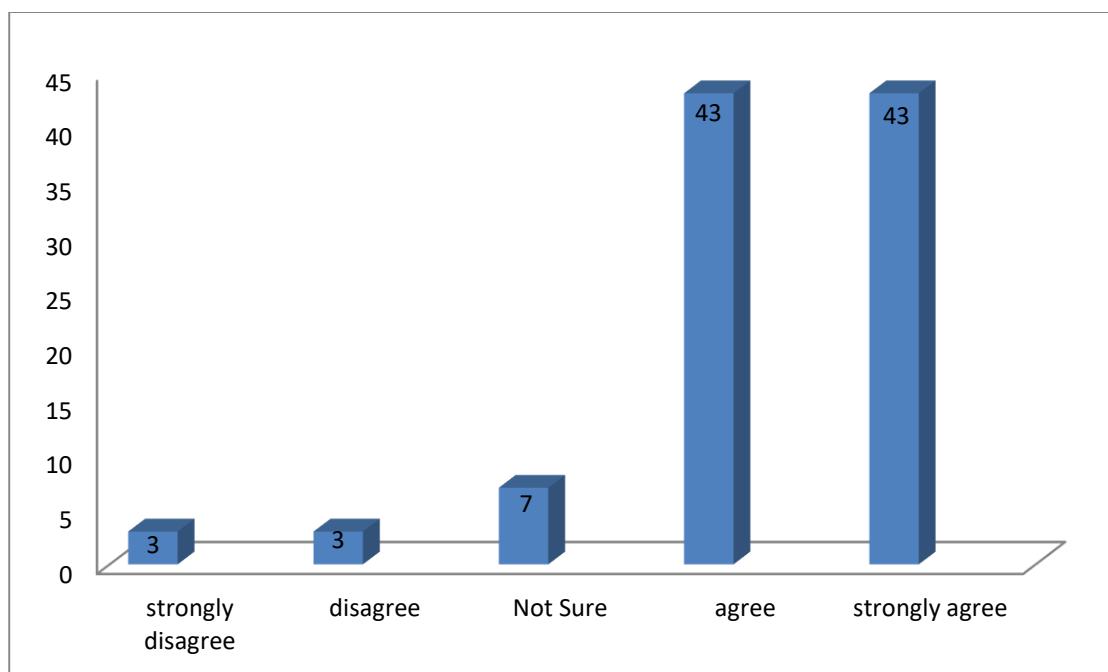
The above table and figure show that the percentage and frequency of sample study about the question and pointed that 20% from sample study are strongly agree about the lessons time does not focus enough on vocabulary. And 53.3% are agree and 3.3% answers not sure and 16.7% answers disagree and 6.7% answers strongly disagree.

The lessons time does not focus enough on vocabulary. And teachers give a few times in compare with English language lesson to teach a new vocabulary.

Table(8) examination neither style does not focus enough on vocabulary .

answers	frequency	Percent(%)
Strongly disagree	1	3.3
disagree	1	3.3
Not sure	2	6.7
agree	13	43.3
Strongly agree	13	43.3
total	30	100.0

Figure(8) examination neither style does not focus enough on vocabulary



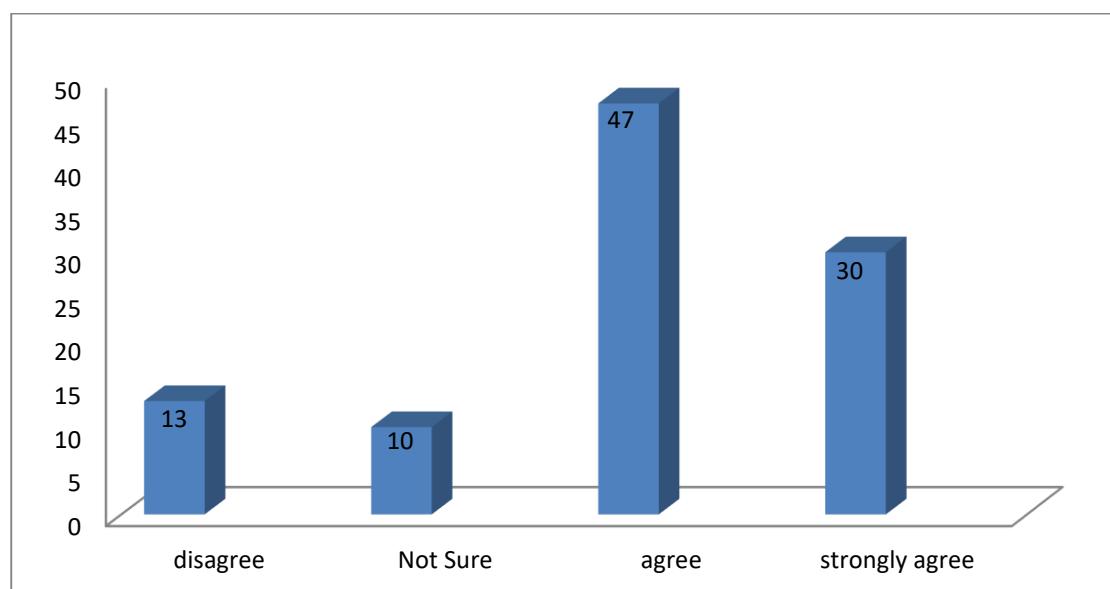
The above table and figure show that the percentage and frequency of sample study about the question and pointed that 43.3% of sample study are strongly agree about the examination neither style does not focus enough on vocabulary. And 43.3% are agreeing and 6.7% answers not sure and 3.3% answers disagree and 3.3% answers strongly disagree.

The examination style ignoring the importance of vocabulary and doesn't focus on as we see in the above table.

Table(9) the student have no motivation to learn English as forming language .

answers	frequency	Percent(%)
disagree	4	13.3
Not sure	3	10
agree	14	46.7
Strongly agree	9	30
total	30	100.0

Figure (9) the student have no motivation to learn English as forming language .



The above table and figure show that the percentage and frequency of sample study about the question and pointed that 30% of sample study are strongly agree about the student have no motivation to learn English as forming language. And 46.6% are agreeing and 10% answers not sure and 13.3% answers disagree.

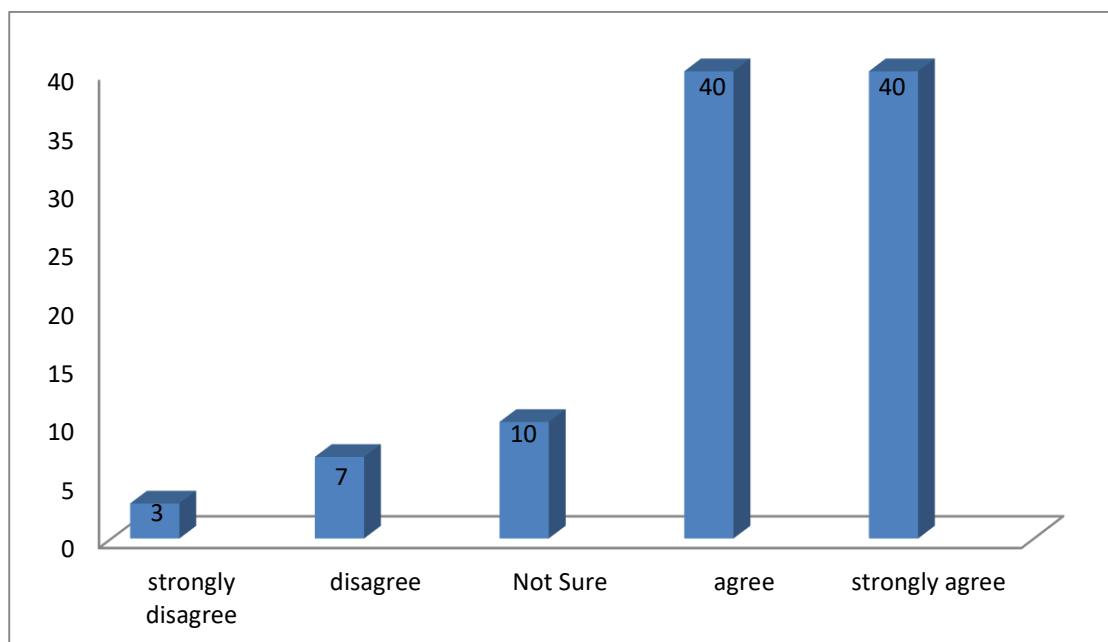
Students themselves have no motivation to learn English vocabulary because the difficult that they face in learning English language.

But this is wrong view the student should try to tackle these problem himself of learning English vocabulary.

Table(10) the social environment does not motivate student to learn English as foreign .

answers	frequency	Percent(%)
Strongly disagree	1	3.3
disagree	2	6.7
Not sure	3	10.0
agree	12	40.0
Strongly agree	12	40.0
total	30	100.0

Figure (10) the social environment does not motivate student to learn English as foreign



The above table and figure show that the percentage and frequency of sample study about the question and pointed that

40% of sample study are strongly agree about the social environment does not motivate student to learn English as foreign language. And 40% are agreeing and 10% answers not sure and 6.7% answers disagree and 3.3% answers strongly disagree.

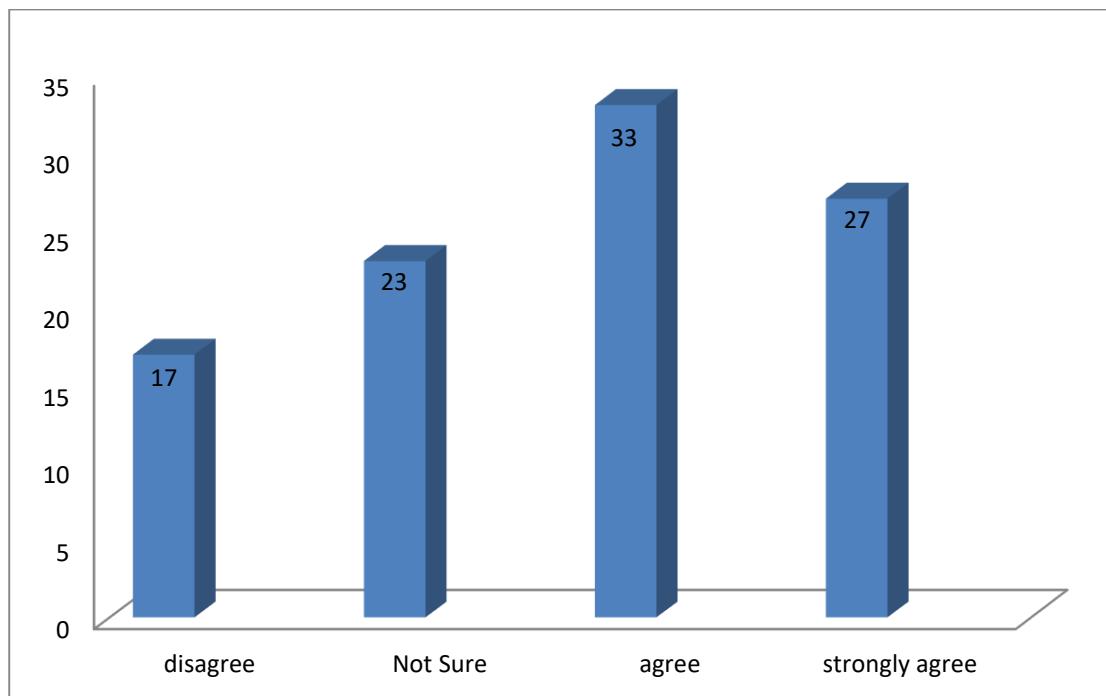
The social environment does not motivate student to learn English as foreign language. The society may concentrate on mathematics rather than English because they think that student may get bush in English in the examination. Because isn't our language.

Environment is important English language learner to practice what he learn in the school.

Table(11) the environment of school is not suitable for learning English .

answers	frequency	Percent (%)
disagree	5	16.7
Not sure	7	23.3
agree	10	33.7
Strongly agree	8	26.7
total	30	100.0

Figure(11) the environment of school is not suitable for learning English.



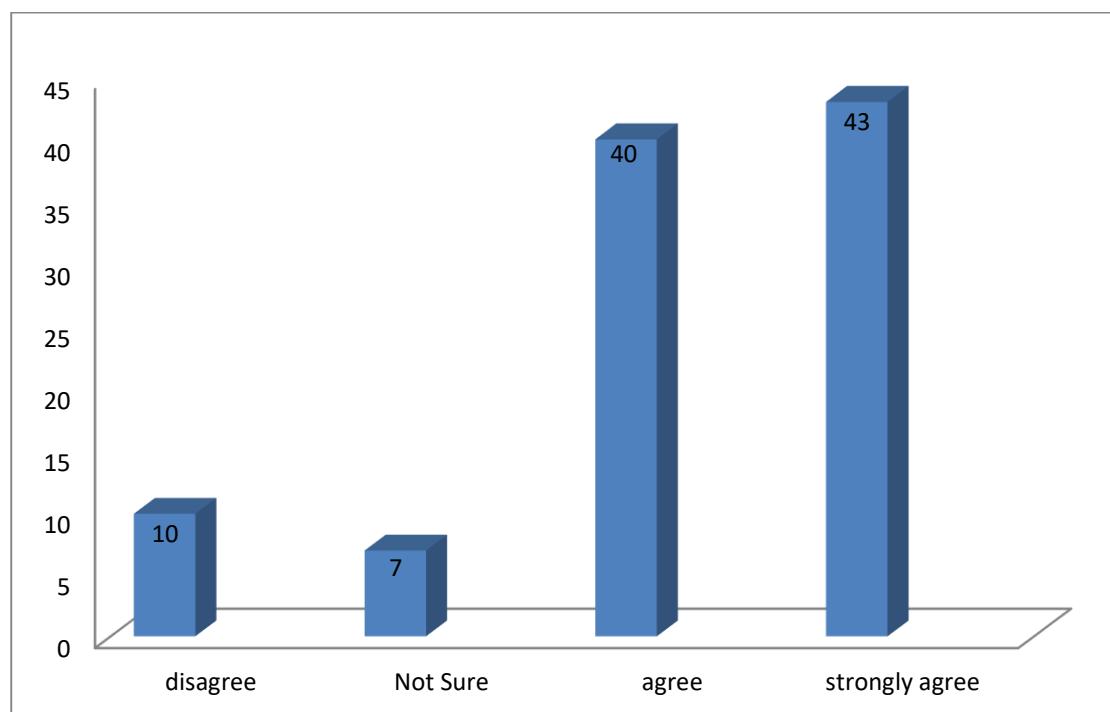
The above table and figure show that the percentage and frequency of sample study about the question and pointed that 26.7% of sample study are strongly agree about the environment of the school is not suitable for learning English. And 33.3% are agreeing and 23.3% answers not sure and 16.7% answers disagree.

The environment of secondary school is not suitable for learning English, and in many schools learning English is not concerned administration of these schools. One of my teachers told me that at the past time schools allow students to present an English play novel, short story, like sheksperain play in the school stage. But now it's not.

Table(12) the student recognize word without use in the text .

answers	frequency	Percent (%)
disagree	3	10.0
Not sure	2	6.7
agree	12	40.0
Strongly agree	13	43.3
total	30	100.0

Figure (12) the student recognize word without use in the text.



The above table and figure show that the percentage and frequency of sample study about the question and pointed that 43.3% of sample study are strongly agree about the student recognize word use in the text. And 40% are agreeing and 6.7% answers not sure and 10% answers disagree.

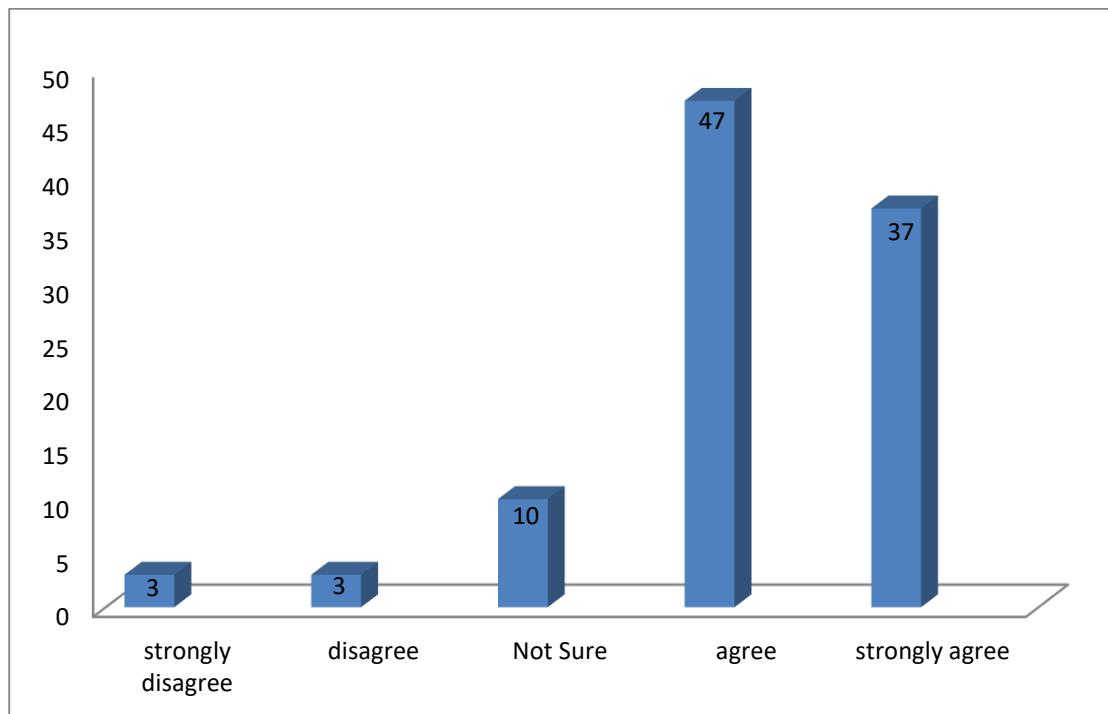
Word is an essential part in the sentence but content full understand meaning of word without use it in the text, one English word may have different meaning we can't specify which meaning without read with whole text or context.

As we see in above table this technique" using word in the text" is really absent. For that reason I remember the advice of my teachers "don't concentrate in the dictionary to know the meaning of the word.

Table (13) the teacher do not Encourage students to learn language vocabulary.

answers	frequency	Percent(%)
Strongly disagree	1	3.3
disagree	1	3.3
Not sure	3	10.0
agree	14	46.7
Strongly agree	11	36.7
total	30	100.0

Figure (13) the teacher do not Encourage students to learn language vocabulary.



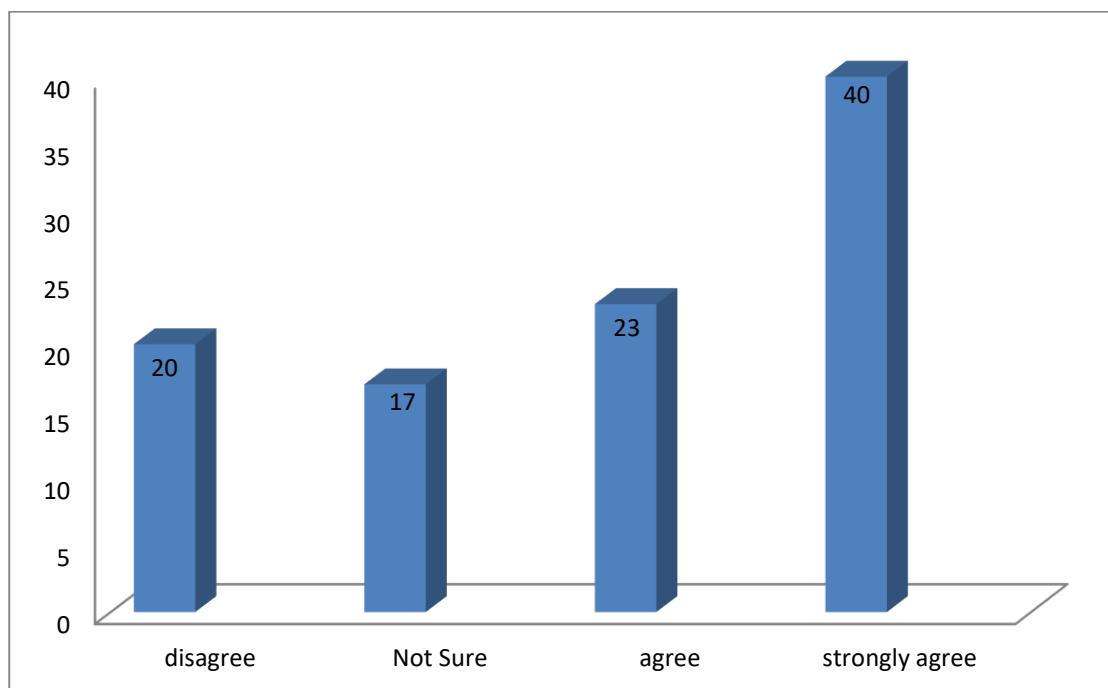
The above table and figure show that the percentage and frequency of sample study about the question and pointed that 36.7% of sample study are strongly agree about the teacher do not encourage students to learn English language vocabulary. And 46.7% are agreeing and 10% answers not sure and 3.3% answers disagree and 3.3% answers strongly disagree.

Why teacher doesn't encourage his/her students to learn English vocabulary? Because sometimes teacher him/herself doesn't interest in teaching English vocabulary or she/he isn't qualified enough to teach English vocabulary or he/she didn't know the benefit of encouraging student to learn English vocabulary.

Table (14) the lack of teachers training in secondary school especially English language teachers.

answers	frequency	Percent (%)
disagree	6	20.0
Not sure	5	16.7
agree	7	23.3
Strongly agree	12	40.0
total	30	100.0

Figure (14) the lack of teachers training in secondary school especially English language teachers.



The above table and figure show that the percentage and frequency of sample study about the question and pointed that 40% of sample study strongly agree about the lack of teachers training in secondary school especially English language

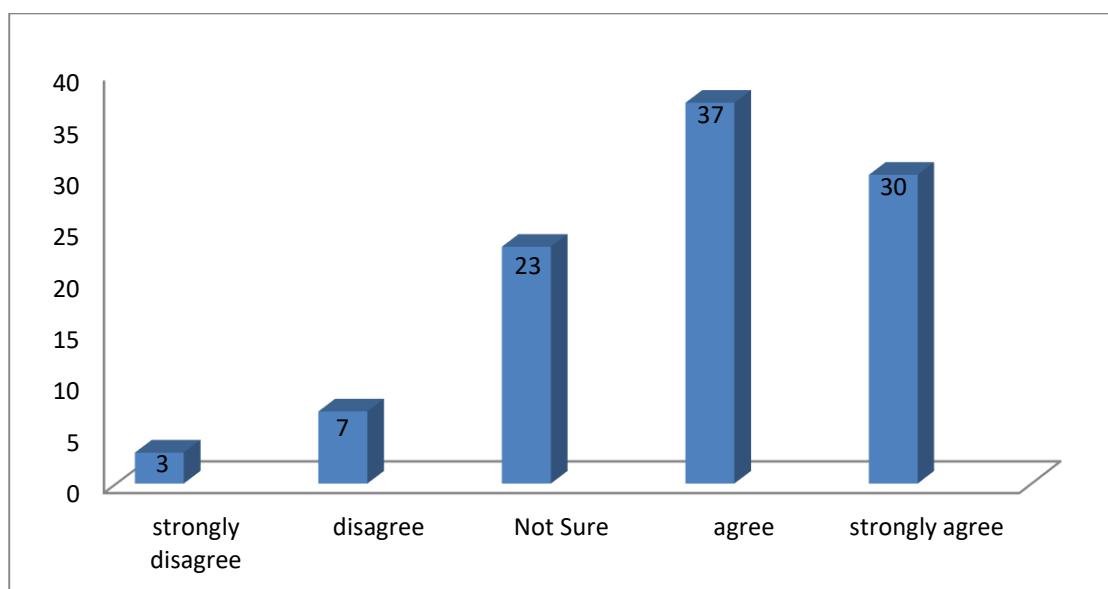
teacher. And 23.3% are agreeing and 10% answers not sure and 16.7% answers disagree.

Teacher training are effective mean, intended to encourage responsible education and empowerment of teachers. But most of English teacher strongly agree they didn't trained enough before practice English language teaching for a long time. This led to weak student in English vocabulary.

Table (15) the teachers concern with simple words rather than key words.

answers	frequency	Percent (%)
Strongly disagree	1	3.3
disagree	2	6.7
Not sure	7	23.3
agree	11	36.7
Strongly agree	9	30.0
total	30	100.0

Figure (15) the teachers concern with simple words rather than key words.



The above table and figure show that the percentage and frequency of sample study about the question and pointed that 30% of sample study strongly agree about the teachers concern with simple words rather than key words. And 36.7% are agreeing and 23.3% answers not sure and 6.7% answers disagree and 3.3% answers strongly disagree.

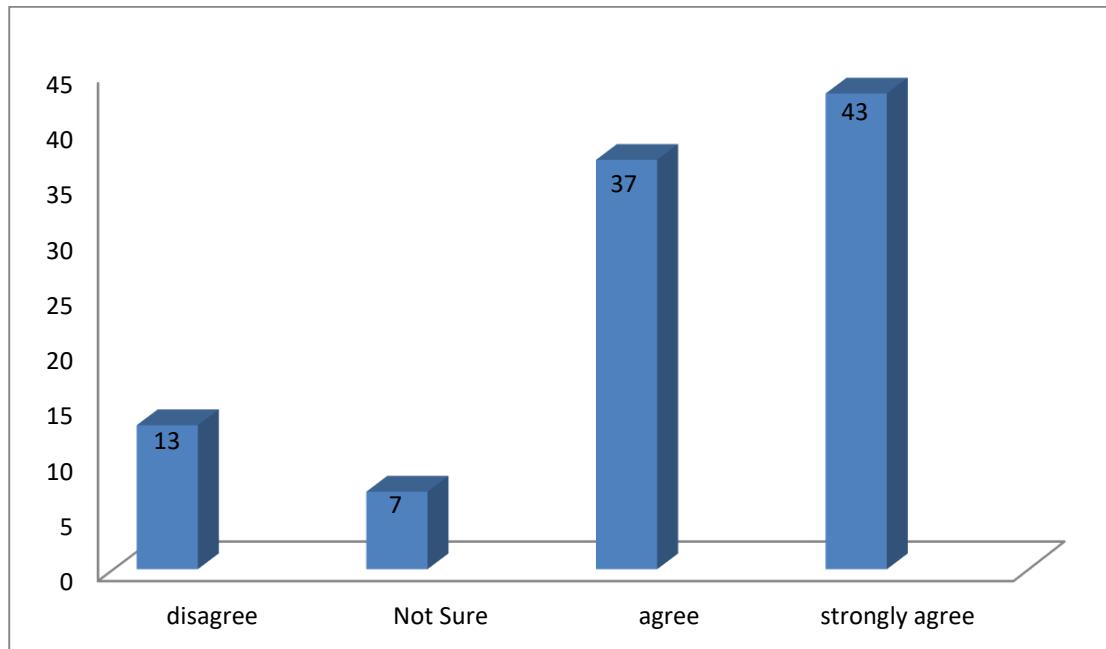
This result in above table leads us to the teacher, and his/her ability in teaching English vocabulary.

Key word is very important then simple word because it opens the meaning of other word.

Table (16) most teachers that teach English language in secondary school are not graduated at collage of education.

answers	frequency	Percent (%)
disagree	4	13.3
Not sure	2	6.7
agree	11	36.73
Strongly agree	13	43.3
total	30	100.0

Figure (16) most teachers that teach English language at secondary school are not graduated in collage of education.



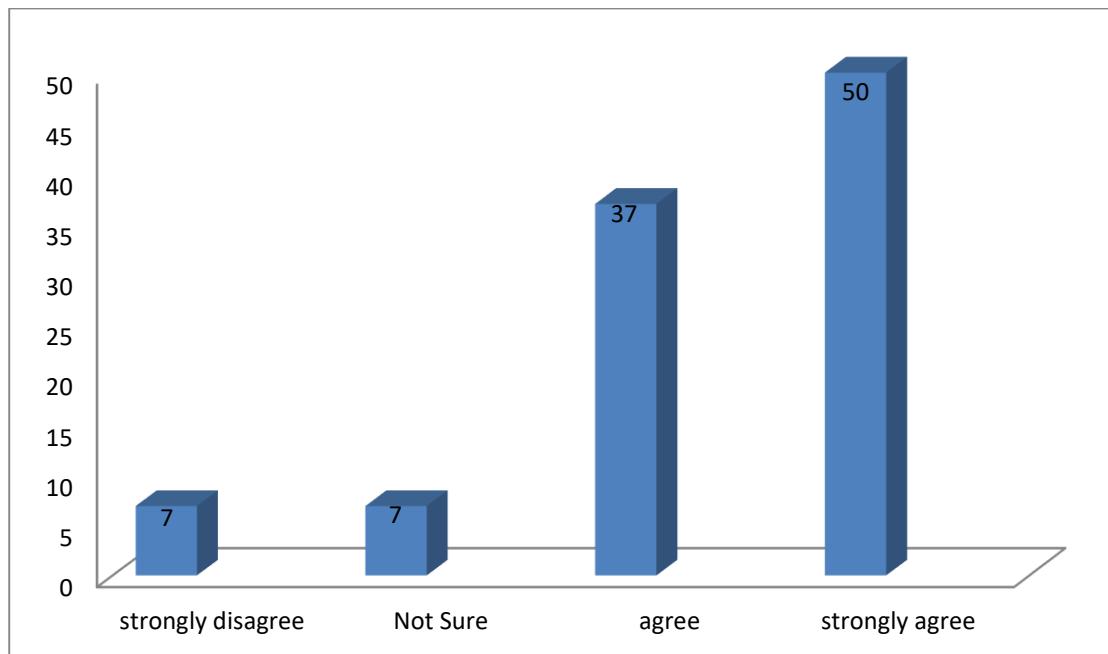
The above table and figure show that the percentage and frequency of sample study about the question and pointed that 43.3% of sample study strongly agree about the most of teacher that teach English language in secondary school are not graduated in collage of education. And 36.7% are agreeing and 6.7% answers not sure and 113.3% answers disagree.

I thing the problem which face the teaching the English language vocabulary is teacher himself most of the teachers that teach English especially in secondary school they weren't graduated in collage of education. Is not true that every one speak English language well may be a teacher to speak English differ from to teach English.

Table (17) most teachers teach English by using grammar translation method.

answers	frequency	Percent (%)
Strongly disagree	2	6.7
Not sure	2	6.7
agree	11	36.7
Strongly agree	15	50.0
total	30	100.0

Figure (15) the teachers concern with simple words rather than key words.



The above table and figure show that the percentage and frequency of sample study about the question and pointed that 50% of sample study strongly agree about the most of teachers teach English by using grammar translation method. And 36.7% are agreeing and 6.7% answers not sure and 6.7% answers strongly disagree.

There are different methods in teaching English. The teacher should chose the best one to achieve the goal of teaching English vocabulary well and this differ from teacher to teacher.

Table (18) illustrates the mean and a stander deviation and Chi- square and degree of freedom and p.value of description of the items.

Statements	means	STD	Ch2	D.F	P.value
1. The lack of audio visual aid in secondary schools	4.27	0.98	28.16	4	0.00
2. The absence of English language lab in secondary schools.	4.03	1.00	8.13	3	0.04
3. The absence of English club inside secondary schools.	4.20	1.03	24.00	4	0.02
4. The shortage of vocabulary in English syllabus example (SPINE7)	3.90	1.03	16.66	4	0.00
5. Shortage of lesson comparing with schedule of syllabus	3.60	0.93	41.66	4	0.00
6. The lessons time does not enough for teaching vocabulary	3.63	1.19	23.66	4	0.00
7. The examination style does not focus enough on vocabulary	4.20	0.96	27.33	4	0.01
8. The students have no motivation to learn English as foreign language	3.93	0.98	10.26	3	0.00
9. The social environment does not motivate students to learn English as foreign language	4.07	1.05	20.33	4	0.03
10. The environment of the school is not suitable for learning English.	3.70	1.06	1.73	3	0.01
11. The students recognize word without use it in text.	4.17	0.95	13.46	3	0.002
12. The teachers do not encourage students to learn English vocabulary.	4.10	0.96	24.66	4	0.01
13. The lack of teachers training in secondary schools specially English language teachers.	3.83	1.18	3.86	3	0.00
14. The teachers concern with simple words rather than key words.	3.83	1.05	12.66	4	0.00
15. Most of teachers that teach English language in secondary schools are not graduated in college of education.	4.10	1.03	11.33	3	0.00
16. most of teachers teach English by using grammar translation method.	4.23	1.07	17.20	3	0.01

The above table illustrates of means and stander deviation and Chi-square and degree of freedom and p.value of answers the sample study about the statements and notice that all means greater than mean hypothesis and equal(3) that say all means of statements go to positive direction and show that the stander deviation range from(0.95- 1.18) the different between the highest stander deviation and lowers is less than one that to similarity and homogeneity of answers of the sample study about the questions and pointed that the p.value of all questions less than 0.05 and so that the answers go to positive direction of the sample study, and so that all answers of sample study agree to the questions.

Summary:

This chapter shown that the hypotheses of the study are achieved, the weakness of teaching vocabulary attributed to absent of scientific way, and the lack of teaching aid and un qualified teacher.

Chapter five

Summary of the finding and recommendation and suggestion for further study

Chapter five

Summary of the finding and recommendation and suggestion for further study

5-1 Summary:

The aim of this study is to investigate the difficulties that face both teachers and students. In Sudanese secondary school in teaching vocabulary

5- 2 Findings:

- The ways that is applied in teaching vocabulary in secondary school is not effective.
- Most of secondary school lack of laboratories and recent teaching aid.
- The students have positive attitude to learn English vocabulary but they need to be encouraged by the teacher and surrounding environment.

5-3 Recommendations:

- The teachers should train to be sure that he ready to teach English language.
- English language should be tough the teachers who graduated in college of education.
- Student should be provided with suitable learning material and adequate practices to promote their abilities in learning vocabulary.

- Teachers view should be taken in consideration when design secondary school syllabus.
- Setting up realistic task which relevant to students life.

5-4 Suggestion for further studies:

The result of this research open chance for further researches for example:

- The problem of learning vocabulary and weak background in the basic school.
- Comparative study between Arabic and English language in teaching vocabulary.

Appendix

Teachers Questionnaire

Qualification: B MA PhD

Dear Teacher:

This questionnaire will be used to collect data for MA research to intended find out (The effective way for teaching vocabulary in secondary school).

Sample:- .

Omdurman Unit Abu Seed) please fill in spaces by the ticking of the options statement.

Teaching Vocabulary in Secondary Schools is not Effective because...

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
1. There is lack of audio visual aid in secondary schools					
2. There is absence of English language lab in secondary schools.					
3. There is absence of English club inside secondary schools.					
4. There is shortage of vocabulary in English syllabus example (SPINE7)					
5. Shortage of lesson compared with schedule of syllabus					
6. The lessons time does not enough for teaching vocabulary					
7. The examination style does not focus enough on vocabulary					
8. The students have no motivation to learn English as foreign language					
9. The social environment does not motivate students to learn English as foreign language					
10. The environment of the school is not suitable for learning English.					
11. The students recognize word without use it in text.					
12. The teachers do not encourage students to learn English vocabulary.					
13. The lack of teachers training in secondary schools specially English language teachers.					
14. The teachers concern with simple words rather than key words.					
15. most of teachers teach English by using grammar translation method.					
16. Most of teachers that teach English language in secondary schools are not graduated at college of education.					

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