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The Role of Teaching Vocabulary Through Using Communicative Approach

دور تدريس المفردات من خلال منهج التواصل

These submitted for requirement of basher degree in (E L T).

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الآية

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قال تعالى:

﴿وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (31) قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (32) قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ (33)﴾

صدق الله العظيم

سورة البقرة، الآيات (31-33)

DEDICATION

I dedicate this work To :

My father

The first one who opened my eyes to the beauty of the world.

My mother

The source of love and warmth.

My brothers, sisters, close friends, with love and respect. My
friends and colleagues.

All teachers and those who supported us.

Thanks very much to everyone who contributed in this work

Acknowledgement

Gratitude Allah (subhanahu watalla) for helping us to carry out this study, we are indebted, first of all to:

T: Alsadig Osman Mohammed, our supervisor for his advice and guidance that has given us throughout this study. Great thanks due to all teachers those change our darkness to thanks are also due to our dearest friends for always being there. We are grateful to our families for encouraging us, without them it really would not be possible to achieve this work.

ABSTRACT

This study aims to identify the problems related to teaching vocabulary through using communicative approach, it also possess ways to develop communication skills for students. Thus, the researches adopted a descriptive analytical approach to conduct and statistical analysis used to analyze the research data, research sample consisted of (30) teachers from the different Sudanese secondary schools governmental and non- governmental.

Main findings:

- 1- Teachers do not use communicative approach in teaching vocabulary.
- 2- Teachers do not give students more time to practice vocabulary.
- 3- Lesson duration is not enough to apply communicative approach.
- 4- Teachers do not encourage students to practice English Language outside classroom.

Recommendations:

- 1- Teachers should adopt communicative approach in secondary school.
- 2- Teachers should be trained in communicative approach.
- 3- Students should encourage learning vocabulary through communicative approach.
- 4- The syllabus designers should adopt communicative approach in teaching vocabulary.

5- The syllabus designers should think communicative approach suitable with the student's age.

Suggestions for further studies:

1- Practice vocabulary to develop English fluency.

2- Impact of using technology means in teaching vocabulary to enhance language learning.

الخلاصة

تهدف هذه الدراسة للتعرف على المشكلات المتعلقة بالمفردات التي تعوق الدارسين في دراسة المفردات عن طريق الإتصال , كما انها تطرح طرق تطوير مهارة التواصل للدارسين . وعليه تبني الباحثين المنهج التحليلي الوصفي لإجراء البحث ؛ كما استخدم الباحثين الإستبيان كأداة لجمع البيانات ؛ كما استخدم البرامج الإحصائية لتحليل بيانات البحث , تكونت عينة البحث من (30) من أساتذة المدارس السودانية الثانوية الحكومية وغير الحكومية .

توصل الباحثين للنتائج الآتية :

- 1- عدم استخدام المدرسين طريقة التواصل في تدريس المفردات .
- 2- المعلمين لا تعطى الطلاب مزيدا من الوقت لممارسة المفردات .
- 3- مدة الدرس ليست كافية لتطبيق منهج التواصل .
- 4- المعلمين لا تشجع الطلاب على ممارسة اللغة الإنجليزية خارج فصول الدراسة .

بناءً على النتائج يوصى الباحثين بالتوصيات التالية :

- 1- يجب على المعلمين تبني منهج التواصل في المدارس الثانوية .
- 2- ينبغي تدريب المعلمين جيدا في استخدام منهج التواصل .
- 3- ينبغي تشجيع الطلاب على تعلم المفردات من خلال منهج التواصل .
- 4- مصممي المنهج ينبغي أن تعتمد منهج التواصل في تدريس المفردات .
- 5- يجب على مصممي منهج التفكير منهج التواصل مناسبة مع سن الطلبة .

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Chapter One

1.1: Introduction:

Vocabulary refers to asset of words that one knows many languages. It usually grows and evolves with age, any serves of a useful and fundamental tool for communication and acquiring knowledge. Vocabulary is one of the most important components of language development.

1.2: Statement:

The researchers notice an obvious of the communicative approach useless in teaching vocabulary by teachers in secondary school. Students have difficult to understand vocabulary because have same sound and different in meaning from this approach.

More ever the procedures materials and techniques in secondary school curriculum dose not motivate tall students to interact positively with each others.

1.3: Significant of research:

This research tries to emphasis to important of communicative approach in improving level of understand of vocabulary for students in secondary school. And this study intends to encourage teachers and syllabus designers to Concentrate on communicative approach as main source for enriching students Vocabulary so as to convey meaningful language.

1.4: Research question:

To what extent teachers can use communicative approach in teaching vocabulary?

To what extent teachers are trained in using communicative approach?

To what extent the syllabus designers adopt communicative approach in teaching vocabulary?

1.5: Objectives of research:

To discover how teachers can use communicative approach in teaching vocabulary?

To explore how teachers are well trained in using communicative approach?

To explore how the syllabus designers adopt communicative approach in teaching vocabulary?

1.6: Hypotheses:

Teachers can use communicative approach in teaching vocabulary.

Teachers are well trained in using communicative approach.

The syllabus designers adopt communicative approach in teaching vocabulary.

1.7: Methodology:

The researchers use a questionnaire for collecting data.

1.7: Limitation of research:

This study is limited at the teaching of vocabulary through communicative approach:

1- Location {Khartoum} (SUST).

2- Time: 2016.

Chapter Two

2.1: What Is Vocabulary?

C. Richards and Platt (1997.p:400) defines vocabulary as:" A set of lexemes, including single words, compound words and idioms ". vocabulary is the central part of any language it stand for the meaning of several things as a greed upon one members of society for this mean language is regarded as a system of conversation . One of the most important aspects of learning language is to understand the meaning or meanings of words, knowing how they are formed can guide a language learner to discover the meaning of many word.

2.2: Vocabulary of meanings:

To connect between learning language and teaching vocabulary it is necessary to preview how language works in meaning:

2.2.1: Basic meaning:

It is the direct and exact meaning of the word or sentence.

2.2.2: Plosemy or multiple meaning:

A great many words in English have more than one meaning. Plosemy is concerned with the way words often have a number of different meaning.

2.2.3: Synonymy:

English has a lot different words with similar but slightly different meaning.

2.2.4: Collocation:

Words are used with each other's (or collocate) in fairly fixed way in English . It is a connection for the meaning of several things an agreed upon by members of the society for this meaning of language in regard as a system of conversation.

2.2.5: Connotation:

Words not only have meaning, they also have association. McCarthy and O'Dell (2001:8): state at the advance level of English, it is important to develop an impression of what connotations certain words.

2.2.6: Register or Metaphor:

It is important to note whether some words have a particular register. Metaphor is concerned with using words in abstract rather than literary ways. For example: apparel is a formal or literary word for clothing.

2.3: Vocabulary in language teaching:

2.3.1: A set of teaching new vocabulary:

The most important aspects of teaching the new vocabulary is to teach the meaning or meanings

of words, to know how words are and their description, when we teach vocabulary, we teach these aspect:

2.3.2 The form:

We mean by form pronunciation and spelling, learner must be able to recognize the form of new vocabulary.

2.3.3 The meaning:

Robert Lado (1961:77) states that: " It is quite to think that, meanings are the same in all language " that Language differs only in the forms used for those meanings.

2.3.4 The distribution:

It is important to use, because at any given moment in the history of a language, Robert Lado stat " the speakers of that language carry with them to habits of the restrictions in distribution " Also because different restriction.

2.4: Problems of teaching vocabulary:

This part discusses some problematic areas of teaching vocabulary.

2.4.1: Problems of teaching new words:

According to David Riddell (2003:p.58) pointes as Teaching the new vocabulary is complicated process which need more attention from the teacher " some problems may distract students' understanding of vocabulary, this can divide into three areas: meaning, form, and pronunciation":

2.4.1.1. Meaning:

In meaning he identified some areas may caused problems, A word may have more than one meaning, the first interference as words with a similar appearance or sound to word in the first language, some words may have different connotations; meaning of the word, but not the appropriate context in which it is used. This is particularly true of language which is specially formal or informal.

2.4.1.2. Form:

In form he thinks that, the spelling may be very different from the sound (e.g.: cough), students may be competent speakers of the language but poor writers, A word may be more than one part of speech, if you teach a word like to rely, you also need to teach that it is followed by on, some words are irregular (: the plural of person is people), different varieties of English have different spelling, patterns are not obvious.

2.4.1.3. Pronunciation:

In pronunciation he suggested many problematic areas the sound may not correspond to the spellings, students may have difficulty knowing how many syllables the word is broken up into, it is hard to know which syllable is stressed, some words have shifting stress, a group of consonants together – a consonant cluster – can be difficult, a speaker of a particular language might have difficulty with certain sounds, some words with different spellings and meanings are pronounced the same.

However as with any language teacher, he needs to anticipate possible problems students might have them. In this the teacher will be better equipped to help his students. With vocabulary, it is all too easy to give a quick dictionary type definition of a word than to properly to take all the effort to give a full illustration of the meaning.

2.4.2: Using dictionary in teaching vocabulary:

David Riddell (2003:59) distinguishes between different types of dictionaries:

- Bilingual: English to other language (e .g: Arabic).
- Standard: English.

Unfortunately intensive use of dictionaries affect students comprehension of the new words, to avoid dictionaries problems teacher should limit the use of bilingual dictionary in the classroom, especially at higher levels, because literal translation is not always helpful of accurate but it is unreasonable of students to be prevented from referring to dictionaries in the classroom. David Riddell (2003:60) mentioned the potential problems of using dictionaries, including: all meanings will be given, not just the one the students need, so they can be confusing, in unguarded dictionaries, the definition s may be too complex, students may not know ho to find the information they need, if they are using a bilingual dictionary, the definition given may not be correct.

Dictionaries after all have many advantages. They can provide: meaning, a pronunciation, information about part of speech, sometimes dictionary provide examples and sentences' So the teacher needs to encourage English / English dictionaries in the classroom.They need to allow using dictionaries, but not at any

time, they need to be realistic it saves a bit of time but the teacher has to make sure that the student does not rely on the dictionary said.

2.5: Suggested points to eliminate vocabulary teaching problems:

2.5.1: Testing vocabulary:

According to Robert Lade (1961:22)" States a language is necessary to test vocabulary in order to check the validity of our teaching strategies. Language is a system of habits of communication, these habits permit the communicant to give his conscious attention to the over-all meaning he is conveying or perceiving ". In test vocabulary we check pronunciation, form, and meaning.

2.5.2: Check understanding of the vocabulary:

Students have different ways of remembering vocabulary; some refer to their own personalized dictionary with translations into their language, others keep a record of what they have learned, but in a disorganized, random way .So what can the teacher do to help the longer-term learning process?

Sets many steps in order to check students, understanding of vocabulary, firstly, show students how they might keep an organized record of their vocabulary; secondly, the record should include a guide to meaning, form and pronunciation. The word should appear in a contextualized sentence; thirdly, students should be encouraged to be selective in choosing the words they really feel are use full to them later on. They should disregard the others .they also need to know the difference between active and passive vocabulary; fourthly students need to be

encouraged to personally review what they learned in whatever way they find helpful lastly activities in class from time to time.

2.6: Effective approach of vocabulary teaching:

we may be doing vocabulary –biased lesson (e.g. words associated with weather) we need to teach words required for the reading or listening coming up later- but only the essential words that students will need to complete the tasks. If we asked what a particular words means, a word that is only going to be recognized later on . Dived Riddell sets some ways that can be used to insure that students were getting the exact meaning of the words:

- 1- Use picture or drawing.
- 2- Use rely or actual object.
- 3- Use a mime rather than explaining what the exact translation.
- 4- Use contrast; also pick up something which is not heavy to emphasize the point.
- 5- Use synonyms of lower level.
- 6- Use spoken gap-fill sentence, by leading students to complete a sentence.
- 7-Use student-centered approach to increase learner independence, in this respect the fact that the students already had good level of English should be remembered.
- 8- Matching exercises can combine some the above approach, for example, match words with a pictures.

9- Following a reading task, students can look at given words in the text and match them with their meaning. Sudanese course book (SPINE) include many of the above approaches , teachers should select and avoid too much of a teachers - centered approach . Instead they should encourage the students to work more independently.

2.7: Situations of vocabulary in teaching approaches:

Many approaches are used to teach the second or foreign language, in this part of the study the writers tries analyzed some current approaches to vocabulary teaching.

2.7.1: Grammar translation approach:

According to Paul Davies (1996:188): states a "language is seen as systems of rules for the construction of correct sentences, writing is considered to be the superior form of language ".In this approach vocabulary is presented in the form of bilingual lists.

2.7.2: Audio-lingual's approach:

According to D. Crashes (1982:12):"writes the common fetchers of audio lingual approach, is the lesson that typically begins with a dialogue , which contains the new vocabulary" . The students are expected to mimic the dialogue and eventually memorize it.

2.7.3: Cognitive – code approach:

According to D. Crashes (1982:132) writes " it bears some similarity to grammar – translation, vocabulary also presented in the form of bilingual list, but it differs in that, while the goal of grammar translation is basically to help students read literature in the target language. Cognitive code attempts to help the students in all four skills, speaking listening, writing, and reading".

2.7.4: The direct approach:

According to Paul Davies (1996;189) : "the term direct has been used to refer to many different approaches to second language teaching , all discussion , and classroom activities are directed to promote the standard of language, is the target language. vocabulary items are presented directly

Linked between this method and grammar – translation method this method developed as a revaluation against grammar – translation method".

2.8: The natural approach:

According to Stephen D. Crashes point as (1982:137) : " this approach was developed by Tracy Terrell at the university of California at Irvine for foreign language instruction, when using this method the teacher speaks only the target language explaining the new words.

2.9: Total physical response approach:

This unique method was developed by James Asher, Stephen D. Krashen (1982:140): "James Asher described his approach many of journal papers and his book Asher .1977a", this approach consists basically of obeying commands given by the instructor that involve an overt physical response.

2.10: Suggestopedia approach:

According to Stephen D. Krashen (1982:146): "Suggestopedia approach works as providing students with first language translations of the words. The aspect of suggestopedia philosophy that it is practitioners would undoubtedly consider being very important. Also it seems to put grammar in its proper place". Paul Davies (1996:191) defines it by : " suggestopedia is applied largely to the memorization of interesting texts in the second language, learners are provided with a first language translation of the texts, so that they have fair understanding of what they are memorizing".

2-11: types of vocabulary:

James Asher (1977.p.52) as states there are four main types of vocabulary: Reading, speaking, writing and listening.

2.11.1 Reading vocabulary:

The words we understand when we read text we can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader, if you are not a reader you can not "grow" your vocabulary.

2.11.2 Speaking vocabulary:

The words we use when we speak our speaking vocabulary is relatively limited most adult use more 5,000 to 10,000 words for all their conversations and instruction.

2.11.3 Writing vocabulary:

The words we can write when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influence by the words we can spell.

Listening vocabulary: 2.11.4

The words we hear and understand, starting in womb features can detect sounds as early as 16 week, further more babies as listening during all their working hours- and we continue to learn new words this way all of our lives by the time we reach adulthood most of us will recognize and understand close to 50, 000 words children who are completely deaf do not get exposed to a listing vocabulary instead, if they have signing models at home and school they will be exposed to a (visual) listening vocabulary the amount of words modeled is much less than a hearing child's incidental listening vocabulary.

2.12: Importance of vocabulary:

August Schleicher (1859.p:12) states action speak louder than words gases everyone agrees with this popular a large but the bitter truth is that this is not always true at times words tend to speak louder than any thing else this is evident

from the words and expression that a person uses to tell his story. Thus the vocabulary becomes an essential part of education in order to port your self as a successful professional or genius a part from your appearance and the way you carry yourself. This it self suffices the importance of vocabulary in all walks of life, read though the following lines of to know significance of vocabulary.

2.13: Morphology:

Peter Roach James (1917. p: 23) pointes as morphology is the identification analysis, and description of the of the structure of a given language morphemes and the other linguistics units such as root words, affixes, parts of speech, intonation and stresses or implied context, in contrast morphological typology is the classification of languages according to their use of morphemes while lexical is the study of those words forming a language words look.

While words a long with critics are generally accepted as being the smallest units of syntax, in most language if not all many words can be related to other words by rules that collectively describe the grammar foe that language, for example, English speakers recognize that the words dog and dogs are closely related differentiated only by the plurality morpheme only fond bound to nouns.

2.14: A communicative approach:

This concluding chapter will move aside from discussion of specific learning activities which has been the main concern of this research, it will look at a number of more general factors which, together, contribute towards an overall

communicative approach to English language. It will summarize the conceptual and methodological framework which the search has used; it will then point out some ways in which this framework might help the teacher to orient his own activity within the classroom. Finally it will consider how certain psychological factors in the classroom might help or hinder the learners in their acquisition of communicative approach.

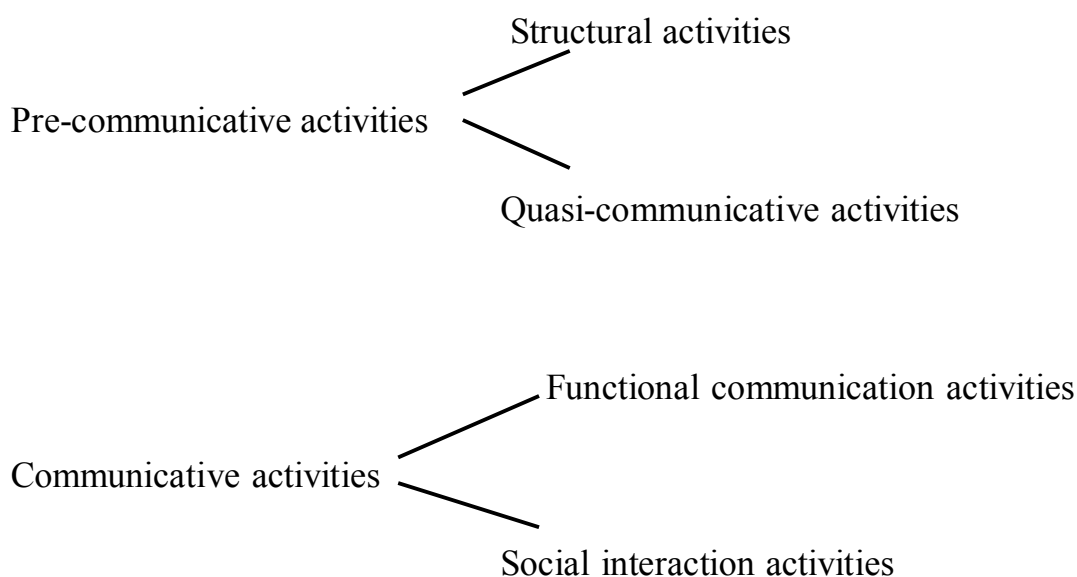
2.15 Methodological framework:

According to Little Wood (1977.p.85) pointed out as "The most important methodological distinction used in this research has been that between pre-communicative learning activities" the distinction may be summarized as follows:

- through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides the learners with opportunities to practice them separately; the learners are thus being trained in the part-skills of communication rather than practicing the total skill to be acquired. This category includes the majority of the learning activities currently to be found in textbooks and methodological handbooks, such as different types of drill or question-and-answer practice. These aim above all to provide learners with a fluent command of the linguistic system without actually requiring them to use this system for communicative purposes; accordingly the learners' main purpose is to produce language which is acceptable.
- In communicative activities, the learner has to activate and integrate his pre-communicative knowledge and skill of communication, however as we saw in chapter 4 and 5 there is still immense variation in the demands that may be posed by different types of communicative situation.

Here again, it is convenient to distinguish two subcategories, depending now on the degree of importance attached to social as well as functional meaning. In what we have called 'functional communication activities' the learner is placed in a situation where he must perform a task by communicating as best he can with whatever resources he has available. The criterion for success is practical, how effectively the task is performed in social interaction activities, on the other hand, and the learner is also encouraged to take account of social context in which communication takes place. This may simply get mean greater grammatical accuracy; later, it may also involve producing speech which is socially appropriate to specific situations and relationships.

This methodological framework can be represented diagrammatically as follows:



There is no clear dividing line reality between these different categories and subcategories: they represent differences of emphasis and orientation rather than

distinct divisions . We saw this in connection with cued dialogues, which were discussed both as a pre-communicative activity.

2.16: Sequencing of pre-communicative and communicative work:

The layout of the diagram in the previous section is intended to show the methodological relationship between different types of activity it does not necessarily show the temporal sequencing of such activities within a teaching unit. Whenever pre-communicative activities occur, their essential function is a subordinate one: they serve to prepare the learner for later communication. Many teachers will wish most of their teaching sequences to reflect this relationship directly that is they will begin a teaching unit (e.g. a lesson or series of lessons) with pre-communicative activities in which the learners practice certain language forms or functions. These activities will lead into communicative work, during which the learners can use the new language they have acquired and the teacher can monitor their progress. In effect, this is familiar progression from 'controlled practice' to 'creative language use'.

However, it is also possible to reverse this sequence that is the teacher may begin a teaching unit with a communicative activity, such as a role-play based on a situation which the learners might expect to encounter in addition to its intrinsic value as communication practice this activity performs two other functions it enables the teacher to diagnose the learners weaknesses in a particular kind of communication situation, and it enables the learners themselves to become aware of their language needs. On the basis of his own diagnosis and perhaps after discussion with the learners, the teacher can organize controlled practice of language forms which would have enabled the learners to communicate more

effectively or appropriately. There will then be a further phase of communicative activity, in which the learners can apply their new linguistic knowledge and skills.

Especially with intermediate or more advanced learners, this second procedure may help to increase the efficiency of the course in covering actual deficiencies in the learners repertoire also to the extent that the learners see the initial activities as a true reflection of their goals – the teacher himself can explain how these are related of course they will also see more clearly the purpose of the subsequent pre-communicative activities with obvious advantages for their motivation. (We can continue to describe the activities as pre-communicative since their function is still to prepare the learners for their future communication) however, the second procedure obviously means that the teacher must dispense with using a planned syllabus. An exception to this if he uses the initial communicative activity not for genuine diagnostic purposes, but only as a device for convincing learners of necessity of language which he intends them to practice in any case.

Otherwise, the main purpose of the framework presented in the previous section is to suggest a way of integrating various activities into a coherent methodology, irrespective of how these activities are grouped into actual lesson or other units. At this level, in any case, the teacher's decisions have to take account not only of methodological considerations, but also of situation specific factors which lie outside the scope of the present discussion (for example, the learners motivation and concentration span, the frequency and length of timetabled lessons, or the availability of facilities and materials).

2.17: Focus on form and focus on meaning:

At several points in the book, I have indicated the most important variable in the methodological framework summarized above. It is the varying degree to which the different activities encourage learners to focus on (a) linguistic forms to be practiced, or (b) meaning to be conveyed. In our everyday language use, we normally focus our attention primarily on the meaning of what we say or hear, rather than on its linguistic form. For example, if we are asked to recall what another person said, we often remember the message, but not the exact words that were used similarly, in speaking, we make conscious decisions about the messages we want to convey, while the lower – level choices of structure and vocabulary occur more or less automatically. However the actual degree of automaticity varies in relation to factors such as the complexity of the message to be conveyed, the familiarity of the situation and, of course, the individual speaker's communicative ability. For every speaker, there comes a point where he must consciously search for words to express what he means, or consciously reflect on words in order to interpret what he has heard. This point naturally comes sooner when the speaker is performing through a foreign language. From this perspective, we can define the goal of the foreign language teaching in the following terms: to extend the range of communication situations in which the learner can perform with focus on meaning, without being hindered by the attention he must pay to linguistic form. In relation to this goal, the roles of the two main categories of activity can be summarized as follows:

- 1- Pre-communicative activities aim to give the learners fluent control over linguistic forms, so that the lower- level processes will be capable of unfolding automatically in response to higher-level decisions passed on meanings. Although

the activities may emphasize the links between forms and meanings, the main criterion for success is whether the learner produces acceptable language.

2- In communicative activities, the production of linguistic forms becomes subordinate to higher-level decisions, related to the communication of meaning. The learner is thus expected to increase his skill in starting from an intended meaning, selecting suitable language forms from his total repertoire, and producing them fluently. The criterion for success is whether the meaning is conveyed effectively.

Again we should remember that we are dealing not with clear – cut distinction but with gradual changes of emphasis. In chapter 4, for example, we see activities where the learner is required both to use structures specified by the teacher, and to communicate meanings for purpose. In such activities, the focus might be distributed in equal proportion between forms to be produced and the meanings to be conveyed. As we shall see in the next section, the teacher may reinforce this dual focus not only through this preparation and presentation of the activity, but also through the feedback he provides in response to the learners performance.

2.18: Feedback:

A particularly important factor in determining Learners relative focus on linguistic forms and meanings is the nature of the feedback they receive. Feedback provides learners with knowledge of how successful their performance has been. The concept of success is, however, not absolute: it is determined by the focus or purpose of an activity. Thus, if the purpose is to produce certain pre-determined linguistic structures, success will be measured according to correspondingly

structural criteria, namely: how accurately and/or fluently the structures are produce. On the other hand, if the purpose is to convey or comprehend meanings, success will be measured according to communicated criteria, namely: how effectively communication takes place. As we so as the end of the previous section, an activity may combine both purposes, to varying degrees. In this case, success will be measured according to both structural and communicative criteria.

Feedback, likewise, may focus on the level of form and or meaning for example that a learner produces the utterance where you went last night? He may be informed (e.g. by the teacher or by the correct version in a taped drill) that the correct form is 'where did you go last night?' this is structural (or 'formal') feedback, telling him how successful his performance was according to structural criteria. Alternatively (or perhaps, in addition) the same utterance may receive a response which relates not to its form but to its meaning, for example the answer 'I went to the cinema' to the learner this constitutes communicative feedback: it tells him that his utterance has been understood as he intended.

Clearly an utterance may be successful according to communicative criteria even though it is formally incorrect. Likewise, an utterance may be formally correct but fail to convey the intended meaning. Since feedback carries information about how successful the learner has been, the nature of the feedback also tells the learner what criteria for success are operative during a particular activity, and therefore indicates what his own purpose and focus should be for example, if the teacher consistently corrects linguistic forms, this indicates that success is now being measured by formal criteria, and that the learner should therefore focus his attention (partly or wholly) on the production of correct linguistic forms. On the other hand, when a teacher wants his learners to focus on the effective

communication of meanings, he must reinforce this focus by providing them with feedback about how successful communication has been.

In some activities, such as many of those in chapter 4, this feedback may be intrinsic to the task: successful completion on the task is itself an indication that communication has been effective. In other, such as most role-playing activities, the feedback is provided by the reactions of the teacher or (especially) of other learners that is their reactions to the meanings of utterances rather than to their linguistic form. It is therefore important for the teacher to monitor the kind of feedback that his learners receive, from himself or from others, so that it supports the methodological purpose of the activity. For example:

- In pre-communicative activities, he will need to provide feedback relating to linguistic form. However, this does not necessarily exclude communicative feedback. For example, while he is drilling a new structure through question-and-answer practice, a teacher may react to the meanings of the learner responses as well as to their formal accuracy. This can help to create the illusion of a communicative exchange and thus reinforce the links between structure and meaning.

- In communicative activities, the teacher will need to provide communicative feedback. Again, this need not exclude structural feedback altogether. However, the teacher must be aware that excessive correction will encourage learners to shift their focus from meanings to forms. For this reason, as we saw in chapters 4 and 5, he may often withhold structural correction, or postpone it until after the activity.

2.19: The role of the teacher:

In the previous section, as at various other points in the book, I indicated that a teacher might decide not to correct errors that he observes. To many teachers, this might appear to conflict with their pedagogical role, which has traditionally required them to evaluate all learners performance according to clearly defined criteria. Certainly, it suggests that a communication approach involves the teacher in redefining, to some extent, this traditional role.

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 kinds 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 dose to influence the course of development, the learner will attempt to following a sequence of learning determined by his 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 the 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 students. 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 take 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 variant of specific roles, separately or simultaneously. These include the following:

- As general overseer of his students learning, he must aim to coordinate the activities so that they form a coherent progression, leading towards greeter communicative ability. For this he may use the methodological framework summarized in this chapter.
- As classroom manager, he is responsible for grouping activities into 'lesson' and for ensuring that these are satisfactorily organized at the practical level. This includes deciding on his own 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 the 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 he 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.

2.20: psychological factors in the classroom:

In the previous section, we noted that communicative ability develops by processes internal to the learner. The conclusion we drew from this is that the teacher must subordinate his teaching behaviors to the learning needs of his students, sometimes even to the extent of withdrawing completely from an activity once it is in progress. In this section, we will draw another conclusion: since the developmental processes occur inside the learner, a crucial factor in helping or hindering them is the learner's psychological state. It is all too easy for a foreign language classroom to create inhibitions and anxiety. It is not uncommon to find a teaching situation where, for example:

- The learners remain constantly aware of their own state of ignorance before a teacher who processes all relevant knowledge;
- They are expected to speak or act only in response to immediate stimuli or instructions from the teacher (or tape, etc.);
- Whatever they say or do is scrutinized in detail, with every shortcoming being made a focus for comment.

In such circumstances, the learners occupy a permanent position of inferiority before a critical audience, with little opportunity for asserting their own individuality. They are unlikely to feel drawn out to communicate with those around them or to develop positive attitudes towards their learning environment. On the contrary, many learners will prefer to keep a low profile, in the hope that they will not be called upon to participate openly. The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them. It therefore requires a learning atmosphere which gives them a sense of security and value as individuals.

Chapter Three

3.0: Introduction

This chapter is devoted to the methodology of researchers the researches; the researches adopt descriptive statistical empirical and analytical approach. Thus the researchers design questionnaire for teachers who are specialized in teaching English language.

3.1: Tools of data collecting:

The data needed for the study is collected through the use of the questionnaire.

3.2: The validity:

The questionnaire is a judged to be valid because it is distributed to experts at secondary school.

3.3: The population of the study:

The population of the study is teachers of English language at secondary school.

3.4: The sample of the study:

The sample is thirty teachers from secondary school.

Chapter four

Data Analysis

4.0 Introduction:

The main purpose of this chapter is to present, analyze interpret and discusses the data collected through the instrument of the research questionnaire. Discussion of the results obtained will be presented for the whole set of data at the end of this chapter five followed by the testing of the hypothesis.

4.1 Analysis of teacher's Questionnaire:

Table 4.1: Teachers use communicative approach in teaching vocabulary:

Statement	Frequency	percentage
Strongly agree	19	30
Agree	12	40
Neutral	4	13.3
Disagree	2	6.7
Strongly disagree	3	10
Total	30	100

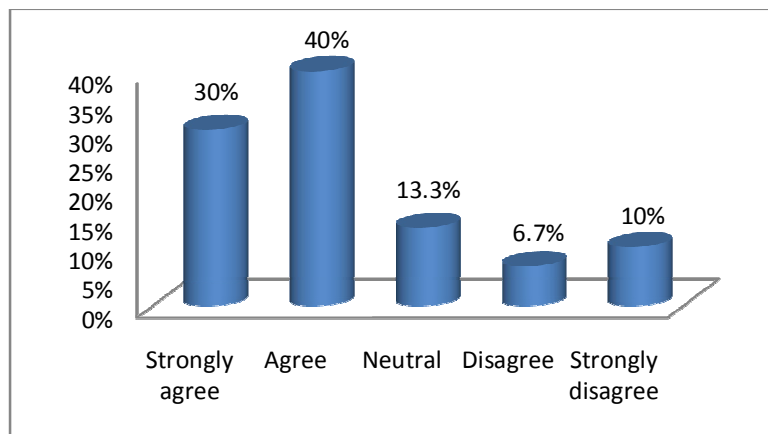


Figure.4.1

The above table and figure illustrate the percentage of the respondents to the statement of teachers use communicative approach in teaching vocabulary is estimated by (70%) and those who disagree with the statement an estimated by (16.7%)

Table 4.2: Teachers give students more time to practice vocabulary:

Statement	Frequency	Percentage
Strongly agree	7	23.3
Agree	12	40
Neutral	8	26.7
Disagree	2	6.7
Strongly disagree	1	3.3
Total	30	100

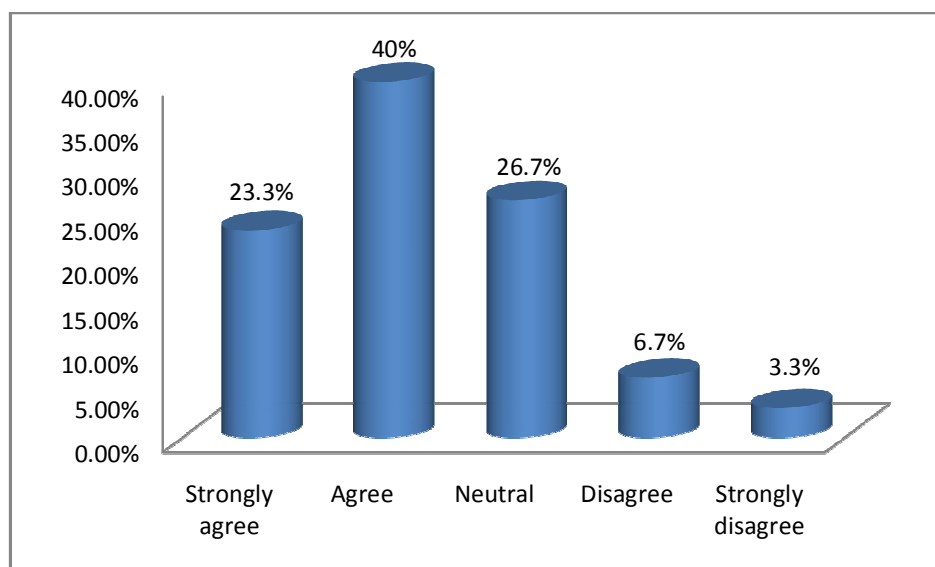


Figure. 4.2

The above table and figure illustrate the percentage of the respondents to the statement of teachers give students more time to practice vocabulary is estimated by (63.3%) and those who disagree with the statement an estimated by (10%)

Table 4.3: Teachers fail to adopt communicative approach in secondary school:

Statement	Frequency	Percentage
Strongly agree	4	13.3
Agree	8	26.7
Neutral	9	30
Disagree	9	30
Strongly disagree	0	0
Total	30	100

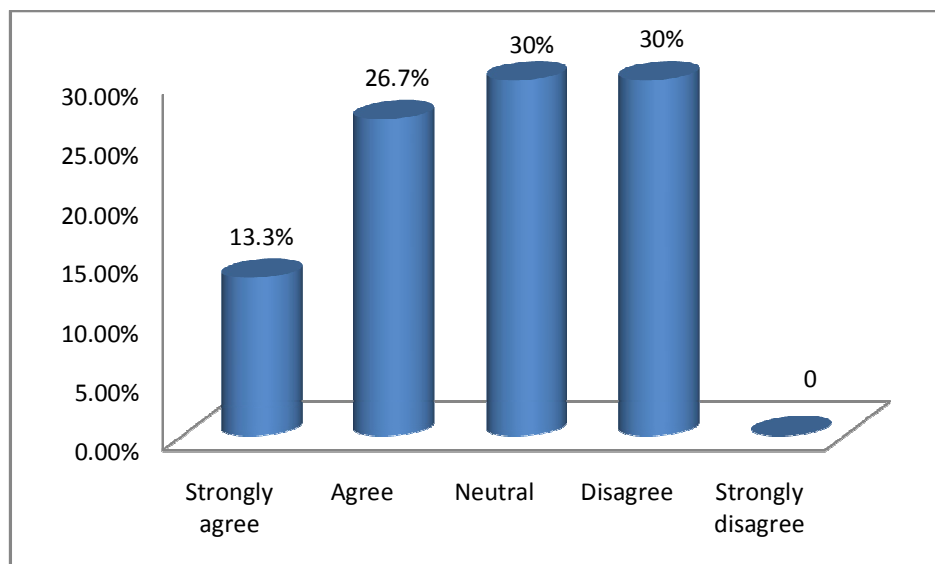


Figure. 4.3

The above table and figure illustrate the percentage of the respondents to the statement of teachers fail to adopt communicative approach in secondary school is estimated by (40%) and those who disagree with the statement an estimated by (30%)

Table 4.4: Teachers are well trained in using communicative approach:

Statement	Frequency	Percentage
Strongly agree	6	20
Agree	7	23.3
Neutral	9	30
Disagree	7	23.3
Strongly disagree	1	3.3
Total	30	100

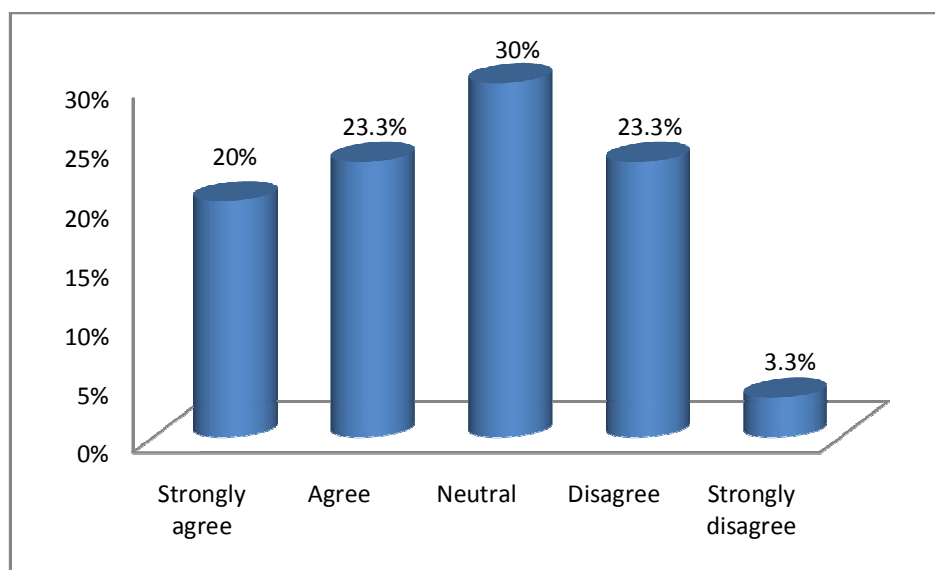


Figure 4.4

The above table and figure illustrate the percentage of the respondents to the statement of teachers are well trained in using communicative approach is estimated by (43.3%) and those who disagree with the statement an estimated by (26.6%)

Table 4.5: Students are encouraged to learn vocabulary through communicative approach:

Statement	Frequency	Percentage
Strongly agree	11	36.7
Agree	6	20
Neutral	5	16.7
Disagree	7	23.3
Strongly disagree	1	3.3
Total	30	100

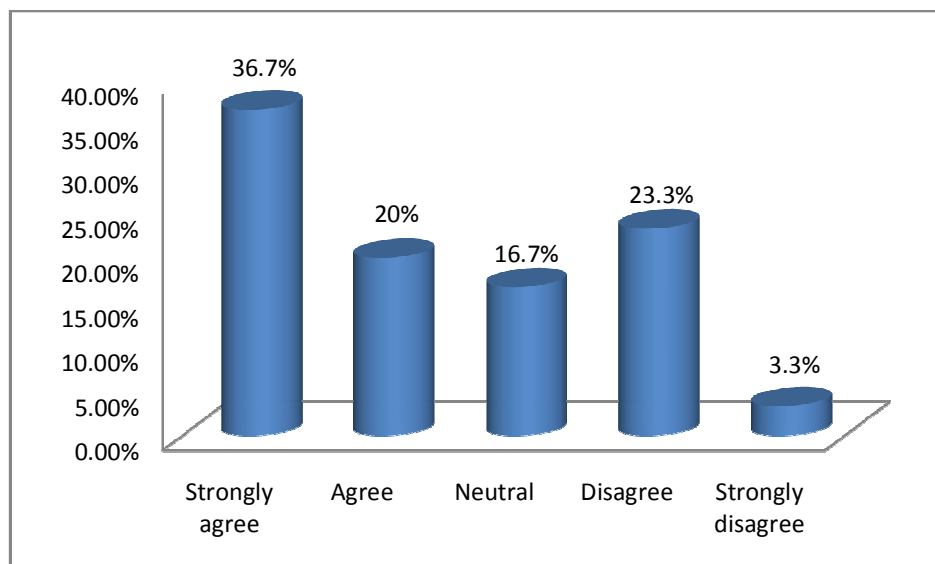


Figure 4.5

The above table and figure illustrate the percentage of the respondents to the statement of students are encouraged to learn vocabulary through communicative approach is estimated by (56.7%) and those who disagree with the statement an estimated by (26.6%)

Table 4.6: Lesson duration is enough to apply communicative approach:

Statement	Frequency	Percentage
Strongly agree	4	13.3
Agree	6	20
Neutral	7	23.3
Disagree	7	23.3
Strongly disagree	6	20
Total	30	100

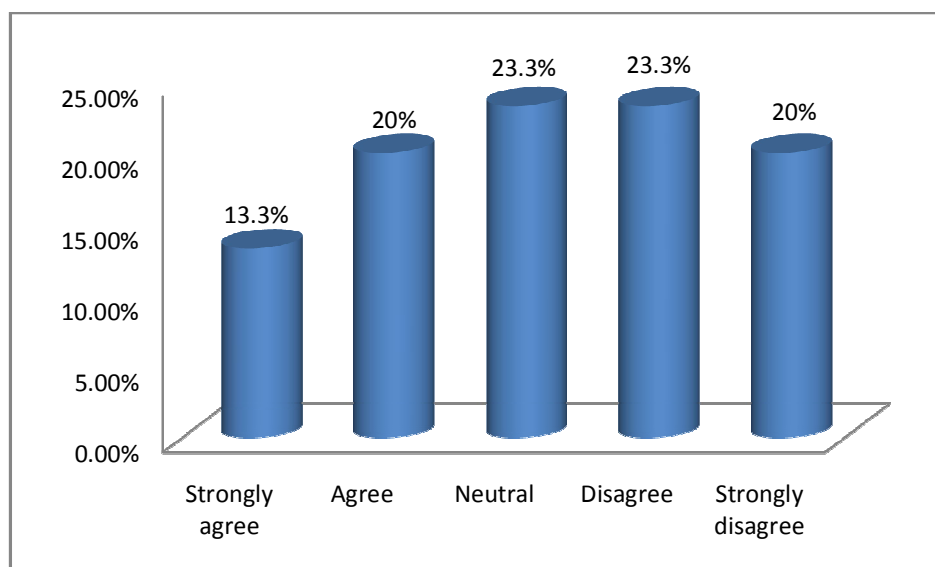


Figure 4.6

The above table and figure illustrate the percentage of the respondents to the statement of lesson duration is enough to apply communicative approach is estimated by (33.3%) and those who disagree with the statement an estimated by (43.3%)

Table 4.7: The syllables designers adopt communicative approach in teaching vocabulary:

Statement	Frequency	Percentage
Strongly agree	4	13.3
Agree	12	40
Neutral	5	16.7
Disagree	6	20
Strongly disagree	3	10
Total	30	100

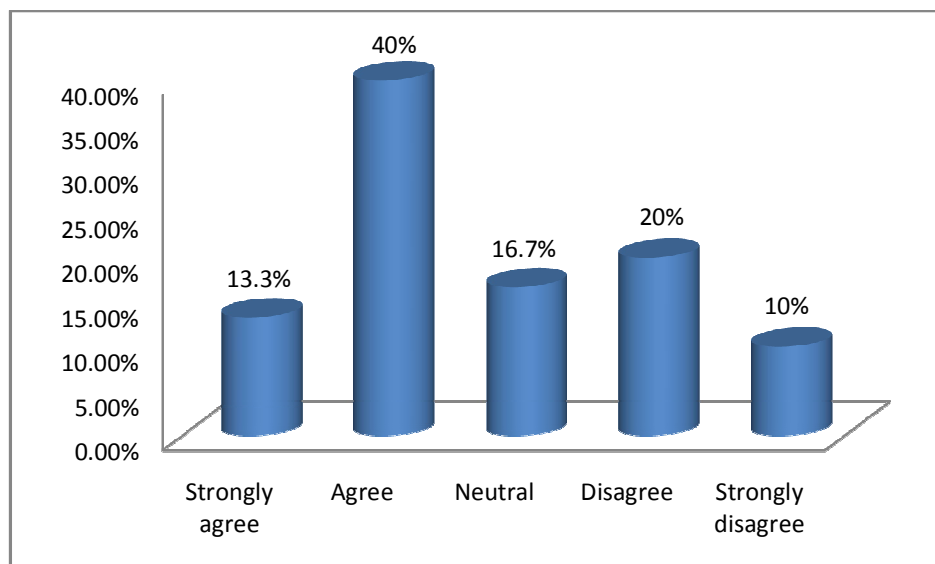


Figure 4.7

The above table and figure illustrate the percentage of the respondents to the statement of the syllables designers adopt communicative approach in teaching vocabulary is estimated by (53.3%) and those who disagree with the statement an estimated by (30%)

Table 4.8: Teachers encourage students to practice English language outside:

Statement	Frequency	Percentage
Strongly agree	7	23.3
Agree	3	10
Neutral	5	16.7
Disagree	9	30
Strongly disagree	6	20
Total	30	100

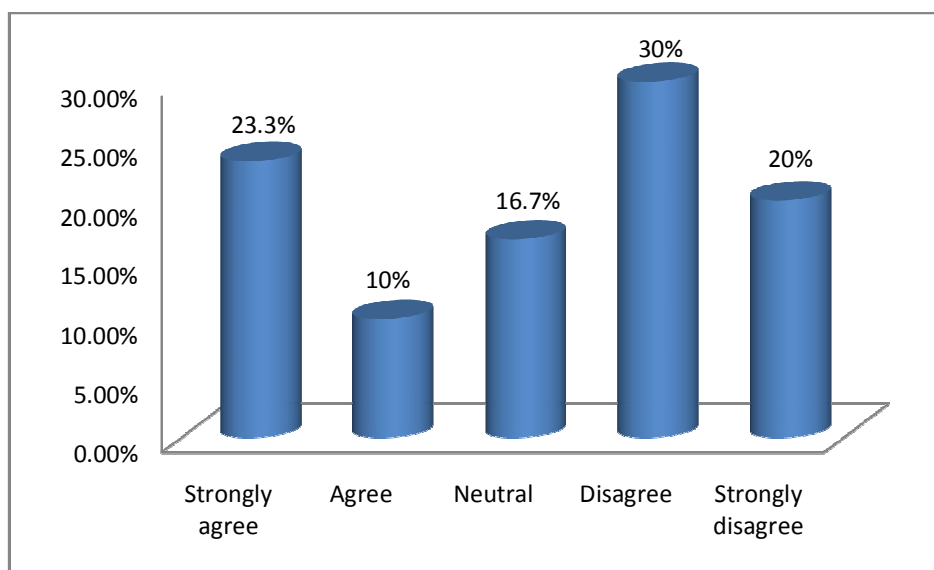


Figure 4.8

The above table and figure illustrate the percentage of the respondents to the statement of teachers encourage students to practice English language outside is estimated by (33.3%) and those who disagree with the statement an estimated by (50%)

Table 4.9: The syllabus designers think communicative approach suitable with the student age:

Statement	Frequency	Percentage
Strongly agree	7	23.3
Agree	10	33.3
Neutral	5	16.7
Disagree	3	10
Strongly disagree	5	33.3
Total	30	100

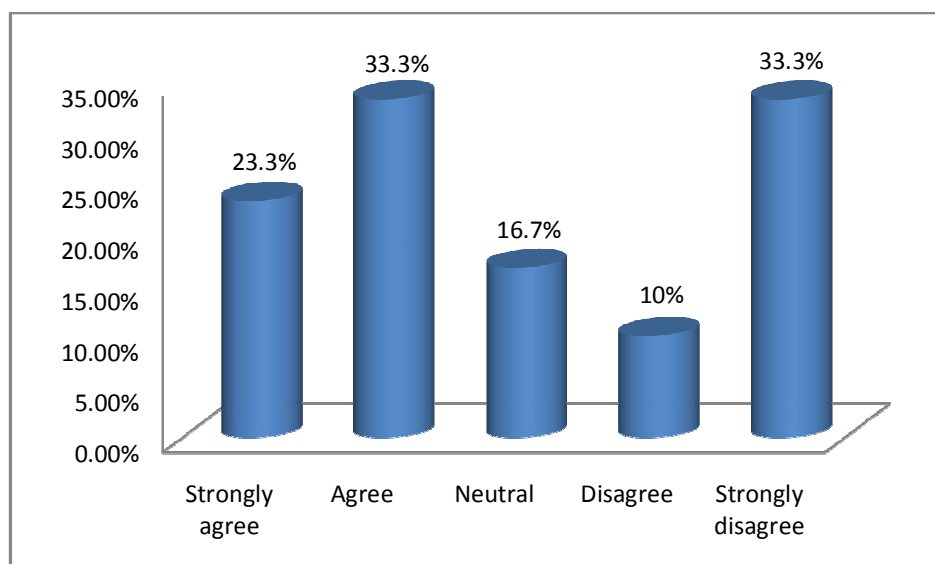


Figure 4.9

The above table and figure illustrate the percentage of the respondents to the statement of The syllabus designers think communicative approach suitable with the student age is estimated by (56.6%) and those who disagree with the statement an estimated by (43.3%)

Table 4.10: Statistics :

No	Statements	Mean	Median	Chi-square	Sig	Results
1	Teachers use communicative approach in teaching vocabulary	2.3	2	12.3	0.015	Agree
2	Teachers give students more time to practice vocabulary	2.3	2	13.7	0.008	Agree
3	Teachers fail to adopt communicative approach in secondary school	2.8	3	2.3	0.519	Neutral
4	Teachers are well trained in using communicative approach	2.7	3	6	0.199	Neutral
5	Students are encouraged to learn vocabulary through communicative approach	2.4	2	8.7	0.070	Agree
6	Lesson duration is enough to apply communicative approach	3.2	3	1	0.910	Neutral
7	The syllables designers adopt communicative approach in teaching vocabulary	2.7	2	8.3	0.080	Agree
8	Teachers encourage students to practice English language outside classroom	3.1	4	3.3	0.504	Disagree
9	the syllables designers think communicative approach suitable with the student age	2.6	2	4.7	0.323	Agree

From the table above we observe that the question question indicated that all the probable values in chi-square was a little or than less of significant standard 0.05 that stand for the many difference has statistical evidences among the view of researchers except the question No (3 & 4 & 5 & 6 & 7 & 8 & 9) because the proper significant has too large (0.05) there for there is no statistical differences .

Chapter five

5.0: Introduction:

This chapter consists of the findings, recommendations, suggestions, for further studies and references.

5.1: Main findings:

- 1- Teachers do not use communicative approach in teaching vocabulary.
- 2- Teachers do not give students more time to practice vocabulary.
- 3- Lesson duration is not enough to apply communicative approach.
- 4- Teachers do not encourage students to practice English Language outside classroom.

5.2: recommendations:

- 1- Teachers should adopt communicative approach in secondary school.
- 2- Teachers should be trained in communicative approach.
- 3- Students should encourage learning vocabulary through communicative approach.
- 4- The syllabus designers should adopt communicative approach in teaching vocabulary.
- 5- The syllabus designers should think communicative approach suitable with the student's age.

5.3: Suggestions for further studies:

- 1- Practice vocabulary to develop English fluency.
- 2- Impact of using technology means in teaching vocabulary to enhance language learning.

Appendix (1)

Sudan University of Science & technology

Collage of Education

English Department

Dear Teacher :

This Questionnaire is parts of researchers design to shed light on:

The role of teaching vocabulary through using communicative approach.

This survey is aims to explore our ideas on a number of issues. We assure you that information provided will be highly confidential and used only for purpose on academic research.

We hope that you will participate by providing answer for all its items.

You participation ids highly appreciational .

The statement

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Teachers use communicative Approach in teaching Vocabulary.					
2.	Teachers give students more Time to practice vocabulary.					
3.	Teachers fail to adopt Communicative approach in Secondary school.					
4.	Teachers are well trained in Using communicative approach					
5.	Students are encouraged to Learn vocabulary through Communicative approach.					

6.	Lesson duration is enough to Apply communicative approach					
7.	The syllabus designers adopt Communicative approach in Teaching vocabulary.					
8.	Teachers encourage students to Practice English language out Side classroom.					
9	The syllabus designers think Communicative approach Suitable with the student age.					

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