

Chapter one

1.0 Introduction

Vocabulary plays an important role in reading it is a basic part of reading comprehension .A good vocabulary helps the reader to read meaning fully. It enables him to express himself better when he, writes and thinks as well.

Vocabulary represents one of the most important elements of language that reader need to acquire in order to develop their linguistic competence. This, of course, enable them to achieve reading tasks much more appropriately and successfully. That is, they are not likely to encounter any difficulties choosing the appropriate lexical items during their process of reading.

Vocabulary is central to language and of critical importance to typical language learner (Coady and Huckin 1997) . When learner master the vocabulary of the language they are learning, they will never hesitate to engage in any sort of reading. So teacher should play a very important role here, in their teaching vocabulary, teachers should make learners consider both the semantic and syntactic features of individual vocabulary items. Readers need to exert much effort while they acquiring vocabulary .And this, of course, cannot be done without being highly motivated.

Reading is an important from communications which involves asset of integrated skills that are needed to be developed and mastered by readers. That is, many English language learners may have difficulty with one more aspects of reading language and represents problems which reader need to overcome.

1.1 Statement of the problem

Reading skill has been a subject to complain for every learner involved in learning English. This is due to the weak standards of

students in English ; particularly with the skill of reading . This assumes that their are real problems in reading and ways of developing this skill through vocabulary that require a research.

1.2 Objective of the study

The main objectives of This study are:

- 1- Find out vocabulary problems that hinder students in mastering their English reading.
- 2- Identity good ways to develop student's English reading.
- 3- Investigate the vocabulary problems which hinder students in reading English language , and try to find some solutions.

1.3 Questions of the Study

This study addresses the following question:

- 1- To what extent do English language students have vocabulary problems is reading concerning synonyms?
- 2- To what extent are students poor in vocabulary concerning antonyms ?
- 3- What is the effect of poor vocabulary on reading comprehension ?

1.4 Hypothesis of the study

The researcher suggests hypotheses that may test the previously mentioned questions:

- 1- English language student have vocabulary problems in reading concerning synonyms .
- 2- English students are poor in vocabulary concerning antonyms .
- 3- Students poor knowledge of vocabulary and negatively influences their reading comprehension.

1.5 Significance of the study

This study is significant because it addresses one of the most important but relatively neglected areas of language studies.

As for its contribution to knowledge and solving the problems. The study is expected to be beneficial for scholars, researcher, syllable designs and students in helping them to know the areas of difficulty in using vocabulary and it's important to investigate the role of vocabulary on developing English reading. Also teachers would know the problematic areas that require more attention.

1.6 Methodology of the study

In the study , the researcher uses the descriptive analytic method to conduct the research. A test is used as a tool of data collection.

1.7 Limitation of the study

a- The population of this study in Omdurman Islamic University students. The researcher takes samples from students who are specialized in English at college of languages (1th year)male and female at Sudan university of science and Technology.

b- This study is conducted in the academic year in (2014 – 2016).

Chapter Two

Literature review

2.0 Introduction:

This chapter consist of two part: theoretical framework and previous studies, in the first part the researcher presents some definitions for vocabulary and its knowledge besides showing types of vocabulary as stated before by some scholars. Also , is gives account of some ways of building vocabulary and its development that will improve reading skill. As for the theoretical framework the researcher tried to show some relevant previous studies which carried out by some researchers.

2.1 Part one : Theoretical Framework of vocabulary

2.1. Definitions of vocabulary

Nation "2001: 60" stated that vocabulary can be defined, roughly, as the word we teach in the foreign language. However , a new item of vocabulary may be more than a single word: for example, post office, and father- in – law which are made up of two or three word but express a single idea. On the other hand there is definition of Hornby "2003:1447" according to which, vocabulary is all the words that people use when they are talking about a particular subject. Words are being added to and dropped from the language all the time, so everyone need to work, to keep his\her vocabulary up to date. For example, the invention of the computer has come up with new word like, byte, download, cursor , and internet. According to oxford

dictionary, vocabulary is "the body of words used in a particular language: a comparison of vocabularies of different languages the Sanskrit vocabulary".

- The word used in a particular subject or sphere of activity or on a particular occasion : vocabulary of law: the term became part of business vocabulary.
- The body of word known to an individual person: he had a wide vocabulary.

2.1.2 Vocabulary Knowledge

According to Nation (2001) who suggested that words are not isolated units of language but they are interlocked to form part of more complex system and levels.

He stressed that learning individual items and learning systems of knowledge differ greatly . The first one requires the recognition of a word by memorizing it. The second one require more complex processes such as determining spelling rules and systemic phonemic of the language Richards (1976) provided a list of aspects that should be vocabulary expansion a word . He emphasized on the character of continuity of vocabulary expansion in adult life. Contrary to the relative stability suggested for grammar Nation (1990) incorporated several other components in Richards initial lists but the most outstanding one was the distinction between productive and receptive

knowledge . Nation's table clearly explained the components of word knowledge but it seems unpractical at the moment of assessing vocabulary knowledge (Meara,1996;Read 2000;Schmitt and Meara,1997; Schmitt1998) Nation noted that knowing the spoken form of a word includes being able to recognize it when it is heard and at the other end of the receptive- productive scale being able to produce the form in order to express meaning (ibid, p.41) Henrisen (1999) proposed three dimensions in vocabulary knowledge that should be easily recognized by language teachers and researchers.

These are: partial precise knowledge depth of knowledge and receptive production dimension . Although it would be easier to asses vocabulary knowledge based on the dimensions described above , Read (200) suggested that vocabulary.

2.1.3 Vocabulary Building

Jones, (2006) noted that during its infancy a child builds a vocabulary by instinct with zero effort . Infants imitate words that they hear and then assassins those words with objects and actions. This is the listening vocabulary . The reading vocabulary follows, as a child's thoughts become more relevant on his her ability to self-express in a gesture –free and babble – free manner once the reading and writing vocabularies are attained – through question and Education the anomalies and irregularities of language can be discovered.

In first grade , an advantage student(i.e. a .literate student)learn about twice as many words as a disadvantaged student Generally , this gap does not reading this translates in to a wide range of vocabulary size by age five or six at which time and English –reading child will have learned about 1500 words.

After leaving school , vocabulary growth reaches a platen people usually these expand their vocabulary by engaging in activities such as reading playing word games and by participating in vocabulary – related programs. Exposure to traditional print media increases people's acceptability of words, while exposure to text messaging contributes to more rigid word acceptability constraints (ibid).

2.1.4 The importance of vocabulary

- An extensive vocabulary aids expressions and communication.
- Vocabulary size has been directly linked to reading comprehension.
- Linguistic vocabulary is synonymous with thinking vocabulary . A person may be judged by others based on his or her vocabulary (Fagan 2009).

2.1.5 The significance of knowing a word

Stated that according to Taylor (1990:1),knowing a word involves the following :

1. Knowledge of the frequency of the word in language ,(i.e. some lexical items are more frequent in speech than in writing , Examples are "indeed" , well other items , like former , latter , may only occur in the written language).
2. Knowledge of the register of the word . That is knowing the limitations and restrictions imposed on the use of the word according to variations of functions and situation .
3. Knowledge of collocation , that is knowing the correct combination of the two or more words.
4. Knowledge of morphology that is knowing the form of a word and derivations that can be made from it.
5. Knowledge of semantics , knowing meaning of the word or what it denotes.
6. Knowledge of the equivalent of the word in the mother tongue.

2.2 Form of word structure

In many language the form of word consists of sound segments , stress , and pitch as stated by Lado (1968:76). The form varies according to the formality of the situation , speed of talk and position in the sentence . word can change their shape and their grammatical value too. Harmer (1994:157) states:

" students need to know facts about word formation and how to twist words to fit different grammatical contexts . thus

the verb turn has the participles "running and ran the present participle running can be also be noun.

Students also need to know how suffixes and prefixes work. They need to know how we can make words potent and "expensive " opposite in meaning . why do we preface one with im- and the other with in? they also need to know how words are spelt and how they sound indeed the way words are stressed is vital for understanding and using words in speech.

Word formation , then means knowing how they can change their form.

2.2.1 Meaning of words (semantic aspect)

Harmer (1994:156) stated that the first thing to realize about vocabulary items is that they frequently have more than one meaning .

The word book for example obviously refers to something you use to read from ... according to one learner's dictionary . But the same dictionary then goes on to list eight more meanings of book as a noun , two meanings of "book" as a verb and three meanings where "book" +preposition makes phrasal verbs.

Sometimes words have meaning in relation to other words. Some result from the way they occur sequence (syntagmatic relations) Some in the way they can substitute for each other

(paradigmatic relations) Crystal (1996:106) explained these relations as in synonymy which is the relationship of some use of meaning e.g king\ royal.

- **Hyponymy**: refer to the notion of inclusion . Whereby we can say that an "X" is a kind of "y" e,g, rose is a hyponym of flower. Car is a hyponym of vehicle.
- **Antonymy** : is the relationship of oppositeness in meaning e.g short\ long .
- **Polysemy**: refer to cases where a lexeme has more than one meaning e.g chip can mean a piece of wood food or electronic circuit.
- **Homonymy**: refer to cases where lexemes have the same shape e.g "bank" in both a building and an area of ground . it is also given to cases where lexemes were only half identical in shape .
- **Homophones**: which have the same pronunciation, but different spelling e.g , threw Vs. through .
- **Homographs**: which have had the same spelling but different pronunciation e.g bow – bow.

2.3 Vocabulary Development

Vocabulary development is a process by which people acquire words. Babbling shifts toward meaningful speech as infants grow and produce their first word around the age of one year. In early word learning , infants build their

vocabulary slowly. By the age of 18 months, infants can typically produce about 50 words and begin to make word combinations.

In order to build their vocabularies, infants must learn about the meanings that words carry. The mapping problem asks how infants correctly learn to attach words to referents. Constraints theories, domain-general views, social-pragmatic accounts, and an emergentist coalition model have been proposed to account for the mapping problem.

From an early age, infants use language to communicate. Caregivers and other family members use language to teach children how to act in society. In their interactions with peers, children have the opportunity to learn about unique conversational roles. Through programmatic directions, adults often offer children cues for understanding the meaning of words.

Throughout their school years, children continue to build their vocabulary. In particular, children begin to learn abstract words. Beginning around age 3-5 word learning takes place both in conversation and through reading.

2.3.1 Means for vocabulary development

Reading is considered to be a key element of vocabulary development in school age children. Before children are able

to read on their own, children can learn from others reading to them. Learning vocabulary from these experiences includes using context, as well as explicit explanations of word and \ or events in the story. This may be done using illustrations in the book to guide explanation and provide a visual reference of comparisons, usually to prior knowledge and past experiences interactions between the adult and the child often include the child's repetition of the new word back to the adult. When a child begins to learn to read. Their print vocabulary are usually equal up until grade 3. Begins written language is much more diverse than spoken language, print vocabulary begins to expand beyond oral vocabulary.

2.3.2 Memory and vocabulary development

Memory plays an important role in vocabulary development, however the exact role that it plays is disputed in the literature. Specifically , short- term memory and how its capacities work vocabulary development are questioned by many researchers.

The phonology of words has proven to be beneficial to vocabulary when children begun school. Once children have developed a vocabulary , they utilize the sound that they already know to learn new words. The phonological loop encodes, maintains and manipulates speech- based information is then stored in the phonological memory capabilities tend to increase with age (between age 4 and

adolescence), so does an individual's ability to learn more complex vocabulary (Gathercole et al, 1992).

2.4 Reading skill

The reading skill is one of the most essential skills in learning English language; it is defined defiantly by different writers, but Hedge (1988:0) , says:

“ Reading is a mental process involving the interpretation of signs perceived through the sense organs. Interpreting print is specific form of learned behavior which requires grasping meanings through associations which have been formed between oral experience and the printed sentence contractions like a phonograph record” .

As the researcher said that reading skill is important and each writer takes it on his own way. Ross,(1988:2) says:

“attempts to define reading have been numerous. This is partly because of the complexity of the reading skill, which includes two major components, a process and product, both are teachers need to be aware of these components, and of their different aspect in order to respond effectively to reading needs. In addition they will find that familiarity with some theories related to the reading process and with important principles of teaching reading activities”

In the same topic of reading skill Henderson (1988:3) also claims that other modes of communication have come and gone

through the ages, but reading as a process of interpreting graphic symbols has endured because of its convenience and practicability.

2.4.1 Values of Reading:

No doubt that reading has great values in both general and specific sides and it will remain the key of knowledge.

Hedge, (1988:3) says:

“of all the valuable skills, the average person learns in life time the ability to read easily head the list, because it is most universal and the most generally useful for every one today”

At the end of the topic Hedge (1988:3) also asks, why do the word's leaders attach so much importance to teaching every child to read and write? He answers because as it has been said.

The leading nations are reading nations, as Thomas Jefferson in one of his letters, people who can be free because reading banishes ignorance and superstitions”

According to the facts mentioned above it appears that reading has great importance in the nations' like.

2.4.2 Difficulty level of Reading Materials

It is the teachers' role to follow some strategies to enable students avoid difficulties which face them in reading; Chastain (1971:114) claims that students can't jump from reading above to total reading comprehension, they must progress through a series of

increasingly different levels of reading materials in the first level, they read materials in their own texts then an opportunity to encounter in context, the structure and vocabulary they have been studying. Most students don't have a great deal of difficulty with reading and understanding at this level, even though they may be unable to discuss the context in the second language.

In addition to the levels that must be glowed in reading process. Chastain (1971:115) says:

“ in the developing of the reading skill, the danger that must be avoided is the almost universal practice of requiring students to read material that is linguistically too compensated for language ability”

2.5 Per- reading Activates

There are various things teachers can do before reading a text which will make it easier for students to understand the text and help them focus attention on it as they read.

Doff (1988:59) suggests some activates include :

2.5.1 Presenting new vocabulary

Teachers do not need to present all the new words in a text before the students read it they can guess the meaning of many words form the context. An important part of reading is being able to guess the meaning of unknown, and teachers can help students to develop

their reading skill by giving them practice in this. Only the words which would make it very difficult to understand.

2.5.2 Introducing the text

It is important to introduce the theme of the text before asking students to read it. This serves two purposes:

First, to help students in their reading, by giving them some idea in what to expect.

Second, to increase their interest and make them want to read the text. One way to introduce the text is just to give a simple sentence, to start students thinking about the topic, teachers shouldn't say too much when introducing a text, or they will give a way 'what has to say, and skill that students interest, instead of arising it.

2.5.3 Guiding questions

The third step that Doff (1988:59) discuss is Guiding questions, she says that before the students read the text, the teacher can give one or two guiding questions (either orally or written in the board), for students to think about as they read, So, to achieve their purposes, guiding questions should be concerned with the general meaning or with the most important points of text, and not focus on minor details. They should be fairly easy to answer and not too long.

2.6 Basic principles in Reading :

There are however, certain principles that on from or another are basic to individualized reading programs to all levels of students.

In this aspect Chastain, (1971:307) points to some principles:

1. The materials used for instruction are: “ self –selected” by the pupils with the guidance of the teacher from wide variety of reading materials .
2. Generally, instruction and evolution take place on a one – to – one basis during individual teacher pupil conferences.
3. Pupils proceed at their own individual rates and do not have arbitrary tasks and time limits assigned on a class or group basis.
4. Reading experiences are shared by individual pupils with the class group.

The principles that mentioned a above are basic for reading process, in choosing materials and the relationship between the teacher and the students, in addition to the effect of these relations in developing reading skill.

2.7 Reading Strategies

Riceard. J. et. al (1985. 274) define strategies as “ conscious or unconscious process which language learners make use of in learning and using a language ” O’Malley & Chamot, (1990 , 1) define strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information” . Oxford (1993. 18) defines strategies as “ specific actions , behaviors , steps , or techniques that student (often intentionally) use to improve their progress in developing L2 skills”. Al-Dabous, J(2003. 974) Defines strategies as " A term used by Bruner and others for the differing

techniques or styles that different people use in thinking. Learning, and remembering"

2.7.1 Before reading strategies

The pre-reading phase activates introduce students to the particular text. They activate prior knowledge before students by a text. Snider (1989), confirms that activating prior knowledge is critical component of effective instruction. To activating prior knowledge , students can verbalize what they know and what they want to learn about the topic . According to Snider (1989), teachers may need to provide pre-reading experiences (such as field trips. Reviewing familiar stories of videos) to develop prerequisite knowledge for a topic of study.

- They are Determination Strategies, social Strategies memory strategies , cognitive strategies and Meta cognitive strategies.

2.7.2 Determination Strategies

the strategies are used to discover a new word's meaning without recourse to another's expertise when learner don't know a word.

For instance, learners can use a dictionary , analyze any available pictures or gestures or guess meaning from textual context.

2.7.3 Social strategies

The strategies are employed to ask someone who knows. Learners can ask teachers or classmates about information in a variety of ways. Such as a synonym paraphrase, or L1 translation of new word.

2.7.4 Memory strategies

The strategies (traditionally known as mnemonics) involve connecting the word to be retained with some previously learned knowledge, using some form of imagery , or grouping , a new word

can be integrated into many kinds of existing knowledge (i.e. – previous experiences or known word) or images can be custom-made for retrieval (i.e. images of the word's form or meaning attributes)

2.7.5 Cognitive Strategies

The strategies are similar to memory strategies , but are not focused specifically on manipulative mental processing . They include repetition and using mechanical means to study vocabulary . Another kind of cognitive strategy is using study aids . Taking notes in class invites learner's to create their own personal structure for newly learned words , and also offers the chance for additional exposure during review .

2.8 After Reading Strategies

After reading activities check student's comprehension and then lead student to a deeper analysis of the text . Some strategies or activities to be used after reading are :

2.8.1 Evaluating the Text

Greenall & and Swan (1986) argue that a lot of information about the passage may be contained in the reason why it was written, or the purpose that certain sentences serve . This strategy helps develop the reader's more critical faculties .

2.8.2 Summarizing Reading

Writing an accurate summary of reading text requires accurate comprehension of passage . A variety of strategies that facilitate reading comprehension are that , readers can reflect on what they have learned by answering question after they have read the text . Finally , student can depict important information through presentations, discussions and visual representation (Ogle 1986, available at: search.epnet.com) .

2.8.3 The Impact of Reading on Learning

Reading, as considered by Giordano Bruno, is the first button in the garment of education . He remarked that if the first button of a man's coat is wrongly put, all the rest are bound to be crooked . He argued “ experience has taught us that those who fail in school usually have failed in reading” (cited in Ahuja G. & Ahuja P. , 1995, p.2) . In our world today , there is great emphasis on reading as it an aid to learning . Because they know that: ‘Leading Nations are the reading nations the world's leaders attach so much importance to the training of reading . Through wide reading or by reading the right book at the right time the readers may find such profound or comprehensive insight that they reach the conscious mind ,and he may then be able to generalize his understandings to apply to more effective behaviors of his real life (Ahuja G. & Ahuja P., 1995) .

2.9 Characteristics of good and poor readers :

Good and poor readers vary in the way they act before , during and after reading:

2.9.1 Before Reading

Good Readers

- Consider what they already know about the topic.
- Use text features (e.g boldface , heading , illustrations) to get sense of what they will read.

Poor Readers

- Read without a purpose for reading.
- Do not consider their background knowledge about the topic.

- Lack motivation or interest.

2.9.2 During Reading

Good readers

- Monitor their reading by recognizing comprehension programs and using fix-up strategies.
- Use context clues to figure out the meaning of vocabulary and concepts.
- Identify the main idea and important details.
- Read fluently

Use word identification strategies to decode unfamiliar word.

Recognize and use text structures to gain meaning from reading
Seider , V 1989 , journal of Research in Reading , 12 , pp. 1-12

2.10 Types of Reading

Clearly the way student do a piece of reading will differ on why they are doing the reading. So, reading is not just one process or skill it is a whole group of skills and different ways of getting information out of the written language. Abdelmonim (1988:5) argues these types as :

2.10.1 Skimming and scanning

Skimming and scanning. As considered by many specialists. Are the two very important advanced skills of reading. Richards , J. et al (1985:260) define skimming as “a type of rapid reading which is used when the reader wants to get the main idea or ideas from passage”.

Fantastic reading rates are always based on a skimming technique to obtain the gist of a passage rather than a full reading of the passage (Ahuja , G & Ahujag, P 1995). Richards , J , et al (1985:250) define

scanning as “a kind of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage”

Skimming differs from scanning in that the reader is not looking for the answer to a specific question, but is only concerned with the skimming activity has been performed earlier (Ahuja , G & Ahujag, P 1995).

2.10.2 Intensive Reading

Intensive reading uses a slower and more careful examination of the text to get to get full meaning out of it later there may be discussion of vocabulary , grammar , meaning of the text . Students need practice at guessing intelligently what going to come next inferring the meaning of new words from their contexts recognizing the work that has been done by cohesive devices , etc .

2.10.3 Extensive Reading

When students use extensive reading they are interested in the general sense and the most important parts of a text , they need to get a better understanding of the text than they do by skimming But less detail than they do from intensive reading the speed to aim at is , therefore , faster than intensive reading but slower than for skimming .

Extensive reading requires rapid reading of longer texts and of whole books . Because the reader must read for long periods , in order to improve speed and efficiency he must often do the reading at home .

Also Abdelmonim (1988) adds that the teacher must choose texts carefully for interest and level of difficulty . The reader must be able to infer the meaning of most new words . stopping to look at a dictionary makes the reading boring and destroys interest. There is no need for the reader to study words or structures carefully he/she

should clearly understand that only the general sense is important and that the teacher will not ask questions before or after reading about details .

2.10.4 Silent Reading

It is for understanding or for comprehension. It requires the teacher's guidance and assistance in the early stage of learning the language. It is usually introduced after learning the new word and expressions, it should be followed by comprehension questions of following order:

- Yes\ No . or True \false questions.
- Information questions: i.e. why questions which should be answered by quoting from the passage.
- (why or who) question requiring several ideas from the passage.
- Inference questions that require the understanding of what the passage implies.
- Questions which require the student to form views and opinions.

2.10.5 Reading aloud

It is for checking students pronunciation , words , stress, pauses intention and understanding. The passage for this activity should be short, complete topical and clear. The steps below should be considered when conducting a reading aloud activity.

Reading aloud comes only after silent reading and after presenting new words, structures and expressions. To avoid sacrificing other more important language skills, reading aloud is not to be carried on for long time. Teachers mustn't ask students to read questions. However, some students like to read aloud on their own , as they listen to a text or cassette. It helps them to associate the spelling of the words and the pronunciation of the words and the pronunciation and it improves their fluency (Abd-Hafeez et al , 2004)

2.11 Ways of looking at Reading

The reading process is described and defined from different writers, each one of them has its own way of description, so the psychology of reading is difficult subject. According to Dechant (1991 : 47) Reading is described in different ways as :

- Reading is sensory process: Reading use the sense, especially seeing . the means that the letters must be possible to read, the eyes must see clearly and there must be enough light.

2.11 .1 Assessment of Reading

Good reading comprehension is the ultimate goal of reading instruction at all grade levels and for all students. Accurate assessment of reading comprehension is necessary to know if this goal is being met, to identify students who need remediation, and to help plan future instruction, however many scientific investigators of reading agree that further work on measure of reading comprehension is essential , including development of comprehensive systems of assessment.

2.2 Part two previous studies and the present study

Its is noticed that previous studies mentioned here concentrated on the effect of background knowledge has a significant role on reading . Supporting learners with the necessary information will facilitate reading.

In this study, the researcher focused on vocabulary knowledge and it's role on reading . The researcher has come out with these findings: rich vocabulary can develop reading and the learns have to develop their vocabulary knowledge ; so that they can be good readers .So ,learning vocabulary is very essential since it developing on reading skill.

1- Abulgassim 2014 conducted a study on some problems of learnability and Teachability of English language vocabulary in secondary school, prepared by: That Mohammed Abdalla Suliman Adam, Sudan University of Science and technology ,M.A degree, 2011. On this study the researcher finds not all the students fail to recall vocabulary when they need. Also the teacher tells the parts of speech for each word. Moreover the teacher uses audiovisuals in assessing vocabulary .In addition most of the student try to know the meaning of difficult words by themselves. Finally vocabulary must be chosen according to the needs of the students.

This study share some point of view with this research, that the teacher uses audiovisuals in assessing vocabulary. And vocabulary must be chosen according to the needs of the students.

2- Al Neel Aldaw(2010) conducted a study on some difficulties encountered by Sudanese secondary school student in learning

English vocabulary , prepared by : Al Neel AlDaw saleh, Sudan university of science and Technology, M.A degree , 2010 . On this study the researcher finds Sudanese secondary school student face difficulties when they find words (alone) or isolation. Also the time allotted for teaching / learning vocabulary during classroom is limited. Moreover visual aids help motivate Sudanese Secondary School Students while learning vocabulary. Finally Games help student ore in learning vocabulary.

This study shares some point of view with this research, that visual aids help motivate Sudanese Secondary School students while learning vocabulary.

3- Maisa (2009) conducted a study on some English vocabulary Development in Secondary School ,M.A degree prepared by Maisa Mohammed Alfadel, Juba university ,April 2009 . On this study the research finds student should be exposed to all the strategies that enable them to learn vocabulary accurately. Also students should be train in mastering the dictionary skills. Moreover most learners who had higher scores in their vocabulary competence. Finally most respondents state that among the factors that influenced vocabulary development.

This study shares some point of view with this research, that students should be exposed all the strategies that enable them to learn vocabulary accurately. And most learner who had higher scores in their vocabulary competence.

4- Abuelgassim (2014) conducted a study on some problems facing student in Reading comprehension prepared by Abuelgassim Abdalrhman Adam Deri , Sudan University of science and Technology

,M.A degree ,2014.On this study the researcher finds student lack motivation to learn English , also they can understand all the text. Moreover, student do not know they ways of reading and are not keen to learn vocabulary. Finally students do not know what to do before they read, what to do while .They read and what to do after they read.

This study share some point view with this research, that students do not know the ways of reading ,also student lack motivation.

Chapter Three

Methodology

3.0 Introduction

This chapter gives account of methodology . In this chapter the researcher shows all the steps that were undertaken from the beginning up to the end of the research.

This methodology was used by the researcher to achieve the required objectives. It consisted of method, tools, sample, validity and reliability of the tool and procedures.

3.1 Research method

The researcher used the quantitative method. It was also descriptive method and analytical. The quantitative method was used to show the number of respondents and their percentages in each of the result. Then all issues were judged and discussed to arrive at a whole judgment to confirm or reject the hypotheses.

3.2 Tools of the data collection

In this study, the tool that is used for data collection and analysis is a test because results the performance of students at Omdurman Islamic university.

3.3 Population and sample of the study

The population of the study include EFL students at universities of Omdurman Islamic in Khartoum state, the researcher used random sample, He selected randomly one year learners of English at university.

This sample consists of (40) male and female students.

3.4 procedures

The test distributed to (40) students (male and female) at Grade one in Omdurman Islamic university. According to this, the researcher designed a test of three varieties. Synonyms, antonyms, and vocabulary comprehension.

The three varieties mentioned above, are an attempt to make the test objective and more reliable. To be more accurate the test was analyzed statistically.

3.5 Test validity and reliability

Validity and reliability are closely related to assessment of any test which is supposed to yield reliable and valid data. Therefore, the validity and reliability of the test in the present study, have been measured in following sections.

3.5.1 Reliability

Reliability of a test is that the test should be the same if it is administered to the same group of students. In this study, the test was administered to 40 students (male and female) at Grade one in Omdurman Islamic university. According to this, the researcher designed a test of three factors: synonyms, antonyms, and vocabulary comprehension. Then after a week, it was administered again for the same group in the same conditions.

The purpose of the testing and retesting is to assess and identify the reliability of the test. A reliability analysis for the test and retest scores has been conducted to measure the reliability coefficient of the test. In this study, reliability analysis has been used to measure the correlation between the same sources if it is given to the same set of students in the same conditions in the future. In other words, reliability concerns the consistency of the test judgments and results.

3.5.2 Validity

Validity concerns the truth of the test and its relation to what it is intended to test.

The test in this study will be valid if it measures what is supposed to measure, validity is often discussed under the headings: face, construct, predictive, and concurrent.

The results of this investigation prove that the test used in this study is valid, because it measured what is supposed to measure and is free from systematic errors.

Chapter Four

Analysis and Discussion of the Results

4.0 Introduction

This chapter presents the results after the statistical processing and discusses their content. Table (1) presents the tabulation of data, tables (2) the frequency of distributions of marks, tables 3, 4 and 5 frequencies and percentages of questions 1,2, and three respectively, and finally table (6) presents the frequencies and distributions of the whole test.

4.1 Tables

Table (1): Tabulation of data

Students	Q 1 10 marks	Q 2 10 marks	Q3 10 marks	Total
1	8	9	8	25
2	3	9	6	18
3	4	4	4	12
4	2	5	4	11
5	5	5	2	12
6	3	3	2	8
7	2	3	4	9
8	1	3	4	10
9	2	5	2	8
10	7	4	6	23
11	6	10	4	14
12	7	4	6	17
13	5	4	4	16
14	8	7	10	25
15	6	0	2	8

16	5	10	10	25
17	3	0	6	9
18	2	1	6	9
19	7	5	2	14
20	4	0	4	8
21	5	3	6	14
22	6	3	8	17
23	7	3	10	20
24	2	5	6	13
25	2	2	4	8
26	2	6	4	12
27	4	3	4	11
28	5	7	10	22
29	5	3	4	12
30	3	6	8	17
31	6	6	8	20
32	3	3	4	10
33	1	5	4	10
34	5	7	4	16
35	8	5	4	17
36	3	6	4	13
37	3	7	8	18
38	2	7	8	17
39	4	3	8	15
40	5	9	8	22

Table (2) Frequency distributions of Marks

Marks	Frequencies		
	Q 1	Q2	Q3
0	-	3	-
1	2	1	-
2	8	1	5
3	7	9	-
4	4	4	16
5	8	7	-
6	4	4	7
7	4	6	-
8	3	-	8
9	-	3	-
10	-	2	4
Total	40	40	40

Table (2) shows that the lowest mark attained by student is zero which has been attained by three students in question two, and the highest mark is ten, attained by two students in question two and four students, in question three.

Table (3): Frequencies and Percentage of Q1

Marks	Frequency	Percentage
Less than 6.5	33	82.5%
6.5 to 6.9	-	
7 to 7.9	4	10%
8 to 10	3	7.5%
Total	40	100

Commentary on Table (3)

Table (1) shows that the majority of students (82.5%) fail to attain the pass degree. Only 4 of the students (10%) attained very good, and 3 students (7.5%) attained excellent. The result exposes students lack of cognitive strategies needed in reading comprehension.

Table (4): Frequency and Percentage of Q2

Marks	Frequency	Percentage
Less than 6.5	29	72.5%
6.5 to 6.9	-	
7 to 7.9	6	15%
8 to 10	5	12.5%
Total	40	100

Commentary on table (4)

Table (4) shows that 29 students (72.5%) failed to pass the synonymy (Q2). Only eleven students attained high grades: 6 (15%) attained very good and 5 attained excellent.

Table (5): Frequency and Distributions of Q3

Marks	Frequency	Percentage
Less than 6.5	28	70%
6.5 to 6.9	-	
7 to 7.9	-	
8 to 10	12	30%
Total	40	100

Commentary on table (5)

Table (5) shows that 28 students (70%) failed to pass the antonyms test (Q3). Only twelve of the students (30%) attained excellent.

Table (6): frequency and distribution of the whole test (Q1, Q2 , and Q3)

Marks	Frequency	Percentage
32	28	80%
18.5 to 20.7	2	5%
21 to 23.7	3	7.5%
24 to 30	3	7.5%
Total	40	100

Commentary on Table (6):

Table (6) shows that two students (5%) attained good grade, 3 students (7.5%) attained very good, and 3 students (7.5%) attained excellent grade, while the majority (80%) failed to pass the whole test.

4.2 Testing Hypotheses

This test is used to reveal whether the hypotheses of the study are proved or not. In this sense, the researcher confirms or rejects hypotheses. He depends on the obtained results of the study.

4.2.1 Testing Hypothesis one

In discussion one, the result was that English language students have vocabulary problems in reading concerning synonyms. Hypothesis one that English language students have vocabulary problems in reading concerning synonyms appropriately. Hence, hypothesis one agrees with the result. That it is proved. Finally, the researcher confirms hypothesis one in the study.

4.2.2 Testing Hypothesis Two

According to the result of hypothesis two that, EFL students are poor in vocabulary particularly antonyms. So the results of hypothesis two indicates that hypothesis has proved confirmed .

4.2.3 Testing hypothesis three

In discussing hypothesis three, the result is that, students have poor knowledge and vocabulary which negatively influences their reading comprehension correctly. So the result and hypothesis three are typical. So hypothesis three is proved and it is confirmed by the researcher in the study.

Generally speaking, with regard to research questions and the attained results, it is quite clear that EFL students are poor in reading comprehension because of their weak performance in vocabulary.

Chapter Five

Conclusion, Findings , Recommendations and Suggestion for Further Studies

5.0 Introduction:

After analysis and discussion of data, this chapter presents the findings which represent the meaningful results inferred from this study and suggests certain recommendations to remedy EFL students' shortcomings in the area of vocabulary- building.

5.1 Findings

1. EFL students have real vocabulary problems that hinder mastery of their reading skills in English.
2. EFL students lack practice of word sense relations.
3. Vocabulary learning seems to have being mainly related to met cognitive learning strategy.

5.2 Recommendations

This study recommends the following:

1. EFL students should adopt the best practices of vocabulary building, such as reading of different types of texts, wuzzles (word puzzle), word-play, etc.
2. Necessity of activating different strategies of vocabulary-learning, such as glosses.
3. Necessity of applying reading strategies and techniques.
4. Curriculums should contain ways of developing reading skill.

5. Learners should be motivated to enrich their vocabulary and develop abilities.
6. Students should refer to a dictionary of synonyms and antonyms.

5.3 Suggestion for Further Studies

1. The researcher suggests that researcher should tap language learning strategies to find the linking thread of learning strategies and vocabulary learning.
2. The researcher suggests that vocabulary should be teach speratly special course, like speaking.
3. The researcher suggests that vocabulary should be taught through the texts.
4. The researcher suggests that teachers should be draw attention to the role of vocabulary in learning processes.
5. The researcher suggests that vocabulary should be taught by different ways.

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Appendix

Vocabulary Test

Section one : personal information

First year

Gender ☐ male ☐ female

Name :.....

Read the following passage carefully, then answer the questions below:

For breakfast in the morning's, sometimes I have a glass of orange juice with cereal and milk and a piece of fruit like a peach or some strawberries or a banana. And, a piece of toast if I get hungry with butter and jam on it .Sometimes I'll have eggs, scrambled eggs with ...like an omelet with cheese and mushrooms on it. And sometimes I'll have just have a bagel with cream cheese and jam. And that's my a basic breakfast.

My typical lunch is sandwich either turkey or, a ham with cheese and lettuce and tomatoes. And sometimes I have mayonnaise, on the bread . And sometimes I have peanut butter and jelly sandwiches. Followed by a piece of fruit a gain , like plums are really good and nectarines are, yummy too. And I have love grapes. And then I'll have a cookie , or a granola bar, or something like that for a dessert.

Dinner times, that's where I have my big meal. An I love steak or hamburgers, any thing that has meat in it. I love chicken and then usually for aside I'll have like potatoes with a vegetable, like broccoli I love it . And then, follow all that up with desert at the end. And ice cream is my favorite food , so that's a nice dessert.

1- What details does the speaker give about her life?

- ☐ Things she knows how to cook.
- ☐ Her favorite meals.
- ☐ What she buys at the store.
- ☐ Where she likes to eat.

2- What dessert does she like to have at lunch?

- ☐ Grapes
- ☐ Peaches
- ☐ Ice cream
- ☐ Cookies

3- What does she say she eats vegetables?

- ☐ At dinner
- ☐ At lunch
- ☐ At breakfast
- ☐ At snack time

4- What is likely true about the speaker?

- ☐ She eats a variety of foods.
- ☐ She spends a lot on food.
- ☐ She eats too many sweets.
- ☐ She cooks well.

5- What is her favorite food?

- ☐ Banana
- ☐ Strawberries
- ☐ Orange
- ☐ Ice cream

Section two :

Answer all the questions:

Question "1": Replace the underlined words or expression with single words expressing the same meaning from alternatives below:

1- The room is in a mess. It is

- a) beautiful b) tidy c) not in order

2- Your mother tongue is your

- a) mother – in – law b) first language c) second language

3- Leila is punctual .She is always

- a) late b) busy c) on time

4- The hand writing is impossible to read . It is

- a) illegal b) regular c) illegible

5- The study of numbers is

- a) architecture b) mathematics c) history

Question "2": Match the synonyms (I.e. words with similar meaning):

(A)		(B)
1- Hide	()	(a) lift
2- Disease	()	(b) conceal
3- Pressure	()	(c) Sickness
4- Elevator	()	(d) Stress
5- Improve	()	(e) Make better

Question "3": Give the Antonyms of the words below :

Antonyms : (I . e words with opposite meaning)

Ugly.....

Weak.....

Wide.....

Wrong.....

Remember.....

True.....

Regular.....

Better.....

Happy.....

Light.....