Techniques for Teaching Vocabulary: A Comparison of Translation and Contextualization


By:

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Techniques for Teaching Vocabulary: A Comparison of Translation and Contextualization

A case Study of the Belgian Sudanese School Khartoum

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DEDICATION

TO MY PARENTS
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ABSTRACT

It is well known that EFL teachers employ different teaching techniques when presenting English vocabulary. Two of these are translation and contextualization. This study aims at comparing these two techniques to find out which one is more effective. It also aimed at exploring the benefits of contextualization for the students of the Sudanese secondary schools. The experimental method was adopted to conduct the study. Tests were administered according to before-after design for data collection. The study was then based on a practical field experiment that divided a sample of secondary second-year students from Belgian Sudanese technical school into two groups, as experimental and control. The experimental group was taught through the contextualization techniques, as a variable, to present the vocabulary items and practice the linguistic activities. While the control group participants were receiving their lessons depending on translation as usual. The experiment took a complete study-year, during which the participants subjected to four different tests separately administered. The results of the tests were analyzed and computerized. A comparison was made on the basis of the difference between the performance means of the two groups. The findings were: contextualization was found to be more effective than translation as a teaching technique regarding vocabulary, both contextualization and translation could enable the students to guess the meaning in context, the experimental group outperformed the control group except in the pre-test, the ability of the students of the control group was very weak in terms of putting words in meaningful contexts, through translation, the language skills are not sufficiently taught, contextualization is better and more beneficial to the secondary school students, and the contextualization helps EFL students to communicate better than the translation as teaching techniques. On the basis of the findings, the study recommends that: Contextualization is recommended at secondary level as it improved the proficiency results of the experimental group by the end of the study, students should be permitted to guess the meanings in contexts, and repeat chorusing sentences in English, contextualization is recommended as it enables the students to adapt with putting words in the correct order, and EFL teachers should provide their students with intensive practice in contexts to improve their students’ communicative performance, and when teaching vocabulary, it is advised that the four basic skills should be taken into consideration. By the end of the study, suggestions for further studies were proposed.
أساليب تدريس مفردات اللغة الإنجليزية: مقارنة بين الترجمة والادخال في سياق الكلام

محمد حسن أبوالبشیر ادريس

ملخص الدراسة

يتمثل موضوع هذه الدراسة في أساليب تدريس مفردات اللغة الإنجليزية. إذ معلوم أن أساتذة اللغة الإنجليزية كلغة أجنبية يستخدمون أساليب مختلفة عند تقديم معاني مفردات هذه اللغة. من بين هذه الأساليب الترجمة المباشرة والادخال في سياق الكلام باللغة الإنجليزية. تهدف هذه الدراسة إلى مقارنة هذه الأساليبية بينهما. لهذا، إن الهدف الأساسي هو محاولة إيجاد فاعلية ما إذا لصالح طريقة الترجمة التقليدية التفاعلية أو طريقة إدخال الكلام من خلال دراسة تجريبية فصلية. وأيضاً لقد ذهبت الدراسة إلى كشف فوائد أسلوب إدخال الألفاظ في سياق الكلام لطلاب المدارس الثانوية السودانية. وقد كان منهج البحث الطريقة التجريبية. والتحليل الإحصائي للنتائج على أساس حساب متوسطات تحصيل الطلاب في الاختبارات. لقد أجريت الاختبارات على أساس التصميم الفعلي البدعي لعرض جمع البيانات. طبقت التجربة على عينة من طالب المدارس الثانوية في المدرسة البلجيكية السودانية الثانوية بالخرطوم، في العام الدراسي 2009/2010. عند التطبيق، قسمت العينة إلى مجموعتين: مجموعة تجريبية وأخرى ضابطة. درست المجموعة التجريبية بأسلوب إدخال الألفاظ في سياق الكلام عند تقديم معاني مفردات اللغة الإنجليزية والأنشطة اللغوية الأخرى. بينما طلاب المجموعة الضابطة أدركوا أسلوب الترجمة إلى اللغة العربية بعبارت إدخال الألفاظ الأكثر شيوعا عند أساتذة اللغة الإنجليزية عندما يدرسون معاني مفردات اللغة الإنجليزية. أخذت الدراسة عام دراسي كامل خضع خلاله طلاب التجربة لأربعة أنشطة متوسطة متتالية. بعد تحليل نتائج الاختبارات، تمت المقارنة على أساس الفرق بين متوسطات تحصيل المجموعتين في كل الاختبارات. ولم تكن نتائج الدراسة كالآتي: كلا الأساليب من خلال الاختبارات في سياق الكلام يمكن الطلاب من تخمين معاني الكلمات داخل الجمل. وقد توقفت المجموعة الضابطة في كل الاختبارات ما عدا في الاختبار الأول رغم أن الفرق في بعض الأحيان هامشياً. ومقدارة الطلاب المجموعة الضابطة من حيث إدخال الكلمات في جمل مفيدة كانت ضعيفة جدا. ومن خلال الأسلوب الترجمة، فإن المهارات اللغوية الأخرى لا تدرس بصورة كافية. وطريقة سياق الكلام أكثر فاعلية للطلاب المدارس الثانوية معنوية بالترجمة. وبناء على النتائج تقدمت الدراسة باستخدام إدخال الألفاظ في سياق الكلام عند تدريس طلاب المدارس الثانوية طالما أن هذا الأسلوب فعال على الترجمة. وعند السماح للطلاب بتخمين معاني الكلمات داخل الجمل، وإنما أن الطلاب يمكنهم رصد مقدرا من الدقة اللغوية، فإن إدخال الألفاظ في سياق الكلام هو الأسلوب الذي يوصى به هذه الدراسة. ويعجب عمد فصل تدريس مفردات من المهام النحوية الأخرى مثل: المطالعة والمحاضرة والكتابة والقراءة، فإن أسلوب سياق الكلام أفضل لطلاب المدارس الثانوية؛ فإنه أسلوب الترجمة، وأخيراً توسيع الدراسة بتوفير مزيد من التدريب من خلال المواصفات والأنشطة النواتج عبر سياق الكلام. وبناءية الدراسة بعض المقترحات لدراسات إضافية.
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CHAPTER ONE

INTRODUCTION
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INTRODUCTION

1.1 Background

Teachers of English as a foreign language often adopt many techniques to present the meanings of the new vocabulary items. Two of these techniques are translation and contextualization. Translation is used as a technique for teaching vocabulary items when the learners of a foreign language are beginners, or when a word is 'abstract' difficult to be explained other than translating it into the learners' mother tongue equivalents. "Two items with the same meaning in two languages are said to be translation equivalents." Richards and Schmidt, (2002, 563). But through contextualization as another technique, students do not simply learn the meanings of the new vocabulary items as the case with the help of translation. They, however, learn how to use the language items as the items are presented in contexts that are related to specific situations. In this way, the learners pay systematic attention to functional as well as structural aspects of language in terms of meanings and use. As a reaction to translation of teaching vocabulary, the contextualization emphasizes on the communicative activities that involve the real use of language in daily life. It is obvious that teachers of foreign languages vary the techniques they follow to present vocabulary items. And as vocabulary items are considered the angle stone in the process of learning a foreign language, it is necessary that teachers think of the importance of determining the suitable techniques and strategies of teaching them. For translation and contextualization, the translation concentrates on words within the words limits. The contextualization, however, takes into consideration the nature of the vocabulary items, the future of using the words, and the role of teaching techniques in the success of learning a foreign language properly. Concerning learning a second language, teachers should think differently from how the common public thinks of learning another language. Learning a foreign language is not simply only substitution of words between two languages. According to the view of substitution, the translation technique presents the equivalents between the L1 and L2 languages. Due to the influence of communicative activities on learning a foreign language, teaching through contextualization is becoming the trend in foreign language teaching. Interactive learning allows students to test the result of learning without the fear of making mistakes. Contextualization can reduce delay of learning and turn the students to a positive side of leaning a live language. Concerning the subjects of this study, teaching English as a second language to secondary school students does not have to be presenting equivalents from two languages only. In this respect, translation is assumed to be risky in terms of proficiency. Of course, this point is controversial. To justify this claim as a statement, the study will go through a procedure that involves an experiment for teaching English language vocabulary items in a classroom atmosphere. This study will then be conducted to compare the results of the two techniques of teaching English vocabulary: Translation and
contextualization. The comparison allows the researcher to test the results of learning without the risk of claiming that this technique is better than that. The comparison can reduce the anxiety of teachers and may turn them to a positive side of the effective teaching/learning techniques.

1.1 Statement of the Problem

In fact, vocabulary has being taught at secondary schools in Sudan, but not sufficiently treated as one of the most important components of language proficiency. That is to say, no enough care of teaching vocabulary to enrich the word power, together with the ability of using the word in English language later on. The researcher observed that the students of the secondary schools are unable to express their ideas in contexts although they are at the secondary stage, and had already studied three books of SPINE series at the basic stage. Perhaps this situation is attributed to translation as a technique of teaching vocabulary continuously up to even this level of learning. In this respect, although some of English teachers believe that the easiest method of teaching vocabulary items is translation, it is risky in terms of accuracy, and proficiency. Therefore, the anticipated problems that related to techniques of teaching vocabulary are the focus of the present study, especially the ones actually used in classrooms with the secondary students in particular, to see the effects of the way of teaching vocabulary in language proficiency through comparing the results of the proficiency tests of each technique. Vocabulary is very important because of its role that represents in its close relation to text comprehension and self expression later. Therefore, without knowledge of words, understanding sentences or text is impossible. Vocabulary understanding is then the ground of all the other linguistic aspects. So that, teachers should emphasize on this point before starting to teach other language skills if they want to make their lessons become useful. According to (Calkins, 2001, p. 66) "Children who ignore meaning (semantics) usually ignore syntax as well."

1.2 Objectives of the Study

1.2.1 General Objectives

1. This study aims at contributing practically to teaching English vocabulary at secondary schools.

2. To see the role of the technique in consolidating proficiency.

1.2.2 Specific Objectives

1. To compare translation and contextualization as two teaching techniques.

2. To find out which teaching technique is more effective regarding translation and contextualization.

3. To see the effective techniques of teaching vocabulary in language proficiency.
4. To provide a new classroom study on English vocabulary teaching.

1.3 Questions of the Study

1. What are the problems that the secondary school students will face later on because of using translation technique when they are taught vocabulary of English?

2. What are the reasons beyond the second-year secondary school students' weakness of using vocabulary in contexts themselves?

3. Which technique enables better the secondary students to develop English proficiency, and avoid literary thinking? Translation, or contextualization?

1.4 Hypotheses of the Research

1. Translation does not enable guessing the meaning in context.

2. Translation does not help students use words in authentic English structures.

3. Contextualization is more effective than translation for teaching vocabulary to secondary students.

1.5 Significance of the Study

This study is primarily intended as a classroom experiment to be supplementary to research techniques of teaching vocabulary to students of a foreign language. It aims at those of both undergraduate and graduate students reading for language or applied linguistics degrees, whom are required to submit work which entails the understanding of the theory and practice of techniques based on statistical analysis. It also links with growing number of applied linguistics researches that prove the controversial opinions through presenting experimental results to those participating in language research and teaching; teacher training programmes or degrees. Furthermore, it might be useful to those participating in teaching or doing their own classroom research.

1.6 Methodology

The experimental method will be adopted to conduct the study. The sample will be chosen from Sudanese secondary schools. Then the sample will be divided into two sub-samples according to the framework which is used in fields of applied linguistics as experimental and control groups. The subjects will be (44) male students as two groups from level two of secondary school at Belgian Sudanese Technical School in Khartoum Locality. The participants will be tested. The results of the tests will statically be analyzed. Before-after design will be followed. For data collection the researcher will provide three different tests: pre-test, guessing the meaning, and sentence making tests, in addition to a fourth test which is prepared by the Examinations Directorate of Khartoum Locality as a post-test. To ensure the
reliability, the tests will be administered and administered again. Finally, the proficiency results from the four different tests will be computerized, and the hypotheses of the study will be answered upon the means of differences between the results of the tests that the two groups will subject to.

In terms of the research procedures through an experiment, a comparison will then be made between the contextualization and translation as techniques to present the new English words to students according to the results of each technique.

1.7 Limits of the study

The topic of the study will be limited to the comparison between translation and contextualization as techniques for teaching vocabulary. The sample subjects will be limited to (44) students of the second-year classes from the secondary school students of the Belgian Sudanese Technical secondary school for boys in Khartoum state. The duration of the study will be (2007-2014).
CHAPTER TWO

LITERATURE REVIEW
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

Chapter two of this study is the scope of the theoretical part in which a background about vocabulary, meaning, teaching the vocabulary items of a foreign language, the preparation for the classroom experiment of chapter three, and the previous studies will be delivered. A good starting point of the chapter is definitions of the related terms such as vocabulary, meaning, and types of both of them. As a background, teaching vocabulary in general, whether of the first language (mother tongue), or of a foreign language is necessary to be showed, because some language teachers do not distinguish between them practically. Then the different techniques of teaching English vocabulary, mainly the Grammar-Translation Method and the other communicative techniques will be surveyed. The preparation for applying the experiment will also be stated. Models of previous studies, and the different views of the writers on this subject, as part of literature review, close the chapter.

2.1 Definition of Vocabulary

One puzzles to begin from where to present the sense of the word 'vocabulary' as there are many contributions and trials of definitions. In general, vocabulary is a single word, but it refers to more than single words. It refers to all the words in a language, the entire vocabulary of a language (Barcroft, Sunderman, and Schmitt, 2011, p.571). It is true that a vocabulary is a collection of words and it does not refer to singles of them. Richard J. and Schmitt R. (2002) points to vocabulary that "a set of LEXEMES including single words, COMPOUND WORDS AND IDIOMS". Also in Cambridge Advanced Learners Dictionary, 3rd. (2002) Vocabulary is commonly defined as "all the words known and used by a particular person". Furthermore, Stahl, Steven, (1999, 3) defines it as "A person's vocabulary is the set of words within a language that are familiar to that person".

The above definitions point to vocabulary as a stock of single words. In fact, single words are not always single. They are, however, in contexts in most cases when people communicate to each other. Then, there is vocabulary in context. And as long as half of this classroom experimental study deals with teaching vocabulary through contextualizing techniques, vocabulary in context is necessarily to be pointed to. Vocabulary in context is then the ability to determine the meaning of unknown words by reading the words or sentences around them. Such determining of meanings is the ability of using vocabulary in context.

2.2 Types of vocabulary

Vocabulary items are classified and divided into types. Clarence and Barnhart, 1968) divides them into:
1. Reading vocabulary

A literate person's vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

2. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. People may still recognize words they were not exposed to before using cues such as tone gestures, topics of discussion and the social context of the conversation.

3. Speaking vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused.

4. Writing vocabulary

Words are used in various forms of writing from formal essays to Twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating.

5. Focal vocabulary

Focal vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group: those with a particular focus of experience or activity.

There is another classification of vocabulary. It is either active vocabulary or passive vocabulary. Panigraphi (2009, 98) Classifies them into:

   I. Structural Words and Content Words.
   II. Active Vocabulary and Passive Vocabulary

As in Jackson, (2002, 28) "active vocabulary-the words that you use in your own speech and writing- and 'passive vocabulary- the words you recognize and can make sense of in the speech and writing of other people."

2.3 The Importance of Vocabulary

Vocabulary is the tool that represents the common divider with all the other language skills and linguistic aspects. So, it is very important in the process of
teaching/learning a second language. Stahl and Steven (1999, 3) summarizes the importance of vocabulary as:

1. An extensive vocabulary aids expression and communication.
2. Vocabulary size has been directly linked to reading comprehension.
3. Linguistic vocabulary is synonymous with thinking vocabulary

2.4 Definition of Meaning

One of the most difficult tasks is to answer that meaning is. In fact, it is very difficult to present a definition of the meaning that conveys all the words of a language. Gee (1999, 40) expresses the view that "The meanings of words are not stable and general. Rather, words have multiple and ever changing meanings of words created for and adapted to specific contexts of use. At the same time, the meanings of words integrally linked to social and cultural groups in ways that transcend individual minds." However, in Webster's Third New International Dictionary (---- 1986), the meaning is indicated to as "The thing one intends to convey by an act as esp. by language." As a trial one can simply say, the meaning is the conventional sense and understanding relation between the speakers that makes a word alive between them. Therefore, in teaching vocabulary the central point between the teacher and his/her students is the meaning. The challenge of teaching meanings is how to teach the meaning. It is a challenge, because the meanings vary, and the techniques of teaching them vary accordingly. It is then, to teach a vocabulary item with the appropriate technique, the teacher should know the types of the meaning.

2.5 Types of meaning

The type of the meaning is one the related aspects to meaning. McCarthy & O'Dell, (2002, 8) argues that "there are a lot of other aspects of meaning that it is important to be aware of, particularly when you are studying at a more advanced level of English." But in this study the intention is related to the importance of recognizing the types of meaning by teachers of foreign languages in order to be aware of determining the suitable technique for teaching each type. They are:

A. Basic meaning

Many words have more than one meaning. The different meanings of one word are determined by: contexts, situations, speakers, writers, etc. but even the word that has many meanings, it essentially has a basic sense. Again according to McCarthy & O'Dell, 2002, p. 8 "When you look up a word, the main thing that you want to know is its basic meaning."

B. Polysemy or multiple meanings

Many words in English have more than one meaning. Determining of the meaning deeply depends on the context in which the word is used. So, words often indicate their meanings according to the other words that surrounding them. That is to say
words are used in different contexts, and thus their meanings differ and vary accordingly.

**B. Synonymy**

In English there are many different words with similar meaning. Words of similar meaning are often called synonyms. However, the words of similar meanings are not always typically the same. They sometimes slightly have differing meanings.

**C. Collocation**

Collocation is the best way of using the words with each other. Wording is then necessary to be accurately selected to suit the intention that is as a common divider between the speaker and the audience as a convention between them.

**D. Connotation**

In addition to direct meanings, words have associations. Some words have shades of meanings besides their direct meanings. The meaning of such words depends on both the situation and the context in which it is used. Concerning such a kind of meaning, connotation is, according to Fargal and Jaber (2010, 216), "a kind of meaning that is related to the association a word envoles in the hearer or reader that cannot be regarded as parts of its denotative or expressive meaning"

**E. Register**

Normally, words belong to different linguistic or stylistic levels, such as, official, standard, formal, informal etc. Often the different social classes of people use different registers. Register means "SPEECH VARIETY used by a particular group of people, usually sharing the same occupation (e.g. doctors, lawyers) or the same interests (e.g. stamp collectors, baseball fans). Richards and Schmidt (2002). When learning a language it is important to know the particular register if certain words have.

**F. Hyponymy**

Hyponym is according to Brinton & laurel (2000, 112) whatever a word or phrase that its semantic field is often determined within another word. Sometimes, it is spelled as hyperonym. The term hyponym is then indicates "a relationship between two words in which the meaning of one of the words includes the meaning of the other word". Richards, & Schmidt (2002, p. 243). Similarly, the word hyponym combines the relationship of different species of one genus. For example, "pigeon", "crow" and "seagull" are all types of "bird'. So such words are hyponyms of "bird', which itself a hyponym of animal. (Stede, Manfred (2000).

**G. Metonymy**
Metonymy is a case of the substitution of the name of a thing to give it another name or indicator. It is a type of a figure of speech in which a thing is called not by its common known name. Instead, the name of something is associated in meaning with other indirect words or expressions. Metonymies are the target of poets, and creative writers. so, metonymy is very common in literature writings.

H. Antonymy

The word antonymy indicates the opposite existence of some words in terms of meanings. Antonym is then the word that has a meaning opposite to the meaning of another word. For instance, tall and short are antonyms. Antonymy itself is exactly the opposite of the word synonymy.

I. Homonomy

The relation that connects two words that are spelled the same though they are different in terms of meaning is known as homonymy.

J. Invisible meaning

Sometimes the meaning is meant indirectly by speakers. So, in such a case it is not carried by words but shades between them intended by writers or speakers. McCarthy and O'Dell (2002, 8) express the view that "When we read or hear pieces of language, we normally try to understand not only what the words mean, but what the writer or speaker of those words intended to convey." Moreover, Yule (1996, 127) adds that "There...other aspects of meaning which are not derived solely from the meanings of the words used in phrases and sentences.... but what the writer or speaker of those words intended to convey. The study of 'intended speaker meaning' is called pragmatics". Pragmatics itself is another shade of meaning derived from interpretation of the components of speech and situations. It is referred to as "pragmatics is concerned with the interpretation of linguistic meaning in context" Fromkin, Rodman and Hyms, (2008, 207). Speaking about the linguistic context is further point in the complicated world of meaning, closely related to one's linguistic competence and proficiency. It can be defined according to Fromkin et al, (2003), that "Linguistic context accounts for speaker's ability to combine phonemes into morphemes, morphemes into words, and words into sentences"

Finally, as this study is mainly about teaching vocabulary, it is necessary for the teaching techniques to enable the learners of language to be competent in terms of the ability of deriving words from each other, grouping them correctly and become able to understand and interpret language in contexts.

2.6 Teaching Vocabulary

First of all, it is better to tackle the matter of teaching vocabulary in general i. e. in the first language and in the second language as this will help and enable to understand the processes of teaching vocabulary in a good way without any
confusion. In this respect, some methodology writers agree with the opinion of distinguishing between the mother tongue and the second language in terms of both the nature and techniques of teaching. Stern (1983, p. 9) expresses the view that the beginning can be from the common-sense distinguishing between the 'mother tongue' and 'second language'.

In terms of pedagogy, below are some differences between the teaching of vocabulary of the first and the second languages.

**Table 2.1 Comparison of the Differences between Teaching Vocabulary of the First and Second Languages**

<table>
<thead>
<tr>
<th>First language teaching</th>
<th>Second language teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involves teaching written representation for the spoken vocabulary.</td>
<td>Involves teaching the spoken as well as the written forms of the vocabulary.</td>
</tr>
<tr>
<td>Involves teaching known items with the help of which a learner can acquire additional new items.</td>
<td>Involves teaching unknown items with the help of which the learner can know items to acquire additional items.</td>
</tr>
<tr>
<td>In some languages teaching the terms in written language corresponding to the items in the spoken language.</td>
<td>This teaching is done at the later level of learning.</td>
</tr>
<tr>
<td>The learner knows the derivational process of word formation.</td>
<td>The learners do not know the derivational process of word formation.</td>
</tr>
<tr>
<td>Involves the extension of the vocabulary knowledge that the learner has.</td>
<td>Involves teaching the vocabulary items appropriate for the concepts for which the learner already has vocabulary items in his mother tongue.</td>
</tr>
<tr>
<td>The learner acquires the mastery of vocabulary usage for effective communication or stylistic purpose.</td>
<td>He learns vocabulary for general and basic communication purpose.</td>
</tr>
</tbody>
</table>

**2.7 Teaching Vocabulary to Learners of a Foreign Language**

There are many approaches, strategies, and techniques applied by teachers of languages to teach vocabulary to learners of a second or a foreign language. If the strategies are taken as an example, they are divided into two: indirect traditional strategies of teaching vocabulary items where the teacher translates the words directly to his learners. And direct communicative strategies where s/he 'teacher' shares the learners in the process of learning new vocabulary by asking them to attempt to know and guess the meaning of words in that same language when he/she comes across any a skill of language e.g. listening or reading a passage. In this study, most of the details are concentrated on the direct strategies and techniques as they were applied to the experimental group, and were assumed to be superior to the rest of strategies according to the assumption in the hypothesis of the study.

Strategies of teaching vocabulary items have steps that are strictly followed by some serious teachers, whereas some others not. At application level, however, strategies
vary not only from a teacher to another, or because of the different sorts of vocabulary itself, but also from a nature of a language to another. And they 'strategies' mainly vary from indirect to direct communicative strategies. And each strategy has its own characteristics that distinguish it from the other strategies. The researcher then sees that it is important to show a comparison between the indirect and direct strategies of teaching vocabulary in a table of two parallel columns.

Table 2.2 Comparison between the Characteristics of Indirect and Direct Communicative Strategies of Teaching Vocabulary

<table>
<thead>
<tr>
<th>Indirect strategy</th>
<th>Direct Communicative strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentrates only on the vocabulary skill, not on any other related skills.</td>
<td>The focus is not only on vocabulary skill but also on the related skills.</td>
</tr>
<tr>
<td>Teaching emphasizes direct learning</td>
<td>The teaching emphasizes contextual learning</td>
</tr>
<tr>
<td>The activities are not planned for acquiring other language skills, therefore the results of learning remain just around the vocabulary that is taught.</td>
<td>The teacher does not perform the task of teaching himself only, and does not teach vocabulary only but the other skills of language represent around of teaching words. The formal role of the teacher is as a facilitator, and the learners effectively participate in the process of learning. The lessons are previously planned.</td>
</tr>
<tr>
<td>The learner is conscious of learning because of the strategy of teaching. He just waits for translation.</td>
<td>He is not conscious of learning what although he is really learning vocabulary indirectly together with other skills.</td>
</tr>
<tr>
<td>The teacher performs the act of teaching alone</td>
<td>The learner participates in the act of teaching/learning by thinking and guessing.</td>
</tr>
</tbody>
</table>

2.8 Aspects Related to Teaching Vocabulary in General

2.8.1 Pronunciation

It is very necessary to be known that teaching vocabulary is in need of other aspects of language which are strictly related to vocabulary, and not separated at all to be taught together. First of these is teaching of pronunciation of the vocabulary items. This is because the spelling of some words in English, for example, may not correlate with the pronunciation. Therefore, the teacher has to teach the pronunciation of such words thoroughly well from the very beginning.

In teaching pronunciation, from the very beginning and at the early stages, students need practice to hear and say the sounds of isolated words as they are correctly pronounced. According to (Penny, 1984, p. 36) " At early stages, students need
practice in hearing and saying the sounds of isolated words as they are ideally pronounced by a native speaker, without the distortion or blurs which commonly occur within the context of natural speech."

Speaking about the necessity of teaching words in context, as it is better than isolated words, is also closely related to this point. After teaching a word two or three times in terms of pronunciation as isolated, the teacher should put it in a sentence. It is more useful to chorus a new word in a sentence than in isolation. The reason of this procedure is, because the pronunciation of a word alone sometimes differs from that in which it is used in a sentence. Thus, the accurate and standard pronunciation of the vocabulary item, in both cases in isolation and in contexts, should be presented to the learner.

2.8.2 Spelling

The second aspect that should be taught together with vocabulary is spelling. For beginners in particular, the new vocabulary items have to be taught together with their spelling and the exceptions if there some. In English for example there are some words that possibly be written in various different spellings e.g. programme and program, color and colour. Teachers of English should point to such possible differences, if there is any necessary need when teaching vocabulary. In dictionaries, in the monolingual ones in particular, such words are specially considered. According to (Christ, 1982, p. 17)" When a word may be spelled in two ways, the preferred form is usually first: co'lour, co'lor." That is to say, if there are two forms of spelling for the same word are presented in a dictionary, the first one is commonly preferred.

2.8.3 Word Classes or Parts of Speech

The third aspect that is related to teaching vocabulary is the class of a word. Of course words are derived from each other, and they are of different classes. According to the function of a word in a sentence, the teacher should teach his learners to understand, and tell them the class to which that word belongs in a language. The ability of using the same word in different classes, and in different situations is necessary. Thus, in teaching vocabulary, a matter of word class is one of the steps of teaching a new word. The procedure for teaching a new word involves four important steps: presenting or giving the meaning, checking questions to ensure the understanding of the word in place of teaching as a vocabulary item, chorusing of sentence in case of a direct communicative way of teaching vocabulary items, and accurate written forms of words. The possibilities of variations of words in different places in sentences as word order, and different stylistic uses of words in different situations should take place when teaching vocabulary. In this respect, the detailed example showing this process is as in Fargal & Jaber, (2010, 43) In respect to the core and stem of words, it is good to know the roots and stems of the different morphemes of the vocabulary items. Such knowledge will help in inferring the meanings of the new words, and thus enrich one's vocabulary stock.
2.8.4 Derivation

In the derivational languages words are derived from each other. Thus, vocabulary items are derivatives of items e.g. the main word 'dark' has derivatives 'darkly' and 'darkness'. A derivative is a main word, called a headword in a dictionary, which has a suffix attached to it. (Hornby, A.S. (1974). *The oxford advanced learners dictionary*. Oxford: Oxford University Press.

2.8.5 Meaning

Teaching vocabulary is not teaching of meanings only as wrongly assumed by some language teachers. Some teachers suppose that teaching a vocabulary item is presenting one meaning only at a time, although one meaning is good at one time as that should be understood by teachers of foreign languages. However, the meaning should be related to other skills of language such as reading speaking and listening. The meaning of a word, when the word is in a sentence or phrase, has many features i.e. similar meaning or synonyms, connotations or different shades of meaning and the opposite meanings or antonyms, as they were indicated to in 2.4 of this chapter. Taking into consideration such features, the meaning is taught through many different techniques that will be discussed in the next parts of the techniques of teaching vocabulary.

2.8.6 Usage

The usage of words is extended. In addition to the one usage of a word in a certain sentence or phrase in which it is used, there are many other possible usages expected. That is to say the usage of a vocabulary item does not end at the level of using it in a sentence in one learning context. It is good to enable the learners to use the words in more than one situation but not more than a usage at a time. And it is better to start using the vocabulary item usage in its normal meaning, and then later on in its other stylistic conditions.

2.8.7 Vocabulary Stock

It is meant here the vocabulary items that the learners know, and to somewhat extent they ' items' should be considered by the teacher and learners to learn more other items. The vocabulary items that are known by individuals are divided into two categories. They are either active vocabulary or passive vocabulary. As in Jackson, (2002, 28) " 'active' vocabulary-the words that you use in your own speech and writing- and 'passive vocabulary- the words you recognize and can make sense of in the speech and writing of other people." In teaching a second language, all the words that the learners' textbook contains, and the words the teacher uses in a classroom are important to the L2 learners. Because basically the vocabulary items of teaching are intended to become nothing else rather active for the learners. Therefore, learners should not be satisfied with teaching as becoming only receivers, but also they must be given opportunities to practice and consolidate the vocabulary items that taught to
them. According to Alkhuli, (2000, 37) "Most of the vocabulary taught to beginners is meant be active, i.e., vocabulary learned to be used in speaking or writing. Therefore, giving the meaning only is not enough."

On the other hand, vocabulary is not only necessary for students, but also for teachers. Simply one can say vocabulary is a common divider in the process of teaching a second language between the students and their teachers. There is a good example showing and boosting what have been said here particularly for case the of teachers as stated by Pinigraphi, (2009, 97) "Vocabulary plays an important role in language learning not only for the students but also for the teachers because unless a teacher grasps the optimum vocabulary power, his conversation with the students can not be taken as a model for learning (vocabulary)".

2.9 Approaches, Methods and Techniques of Teaching Vocabulary of a Foreign Language

In this part, it is very necessary to begin with distinguishing between the terms closely related to each other and to the process of a second language teaching. They are: approach, method, and technique. In general, according to Abdelmonin, et al, (1988, 4): A method is meant as "a practical way of teaching a foreign language, and the study of methods is called methodology". Whereas thinking about the reasons of choosing the methods is called an approach. For a technique it is "a way of doing something expertly". Different techniques together that are driven out of various approaches represent methodology.

While a method includes an overall plan for the well organized presentation of language material, a technique is the implementation that actually takes place inside the classroom. Because of the interference amongst all the three aspects, approach, method, and technique, no one can separate them from the atmosphere of teaching vocabulary. They are inter-related, and all of them are employed in certain language teaching with certain assumptions according to the language, and the implementation in the classroom 'technique' on the basis of the assumptions of language teaching/learning.

On the other hand, Approaches are suggested by syllabus designers when they finished the writing of a certain textbook. For methods, they are often proposed and detailed by subject inspectors on the basis of the approaches received from the syllabus designers to the teachers in the field at schools. Whereas, the techniques are the practical steps and actions that are done by teachers inside classrooms. Often, teachers transfer the theoretical methods of their inspectors into practical procedures that can be implemented over lessons. Therefore, when teaching vocabulary, all these three elements mentioned here are taken together in consideration.

In this part, the researcher outlines the possible methods that are practically applied in the field of teaching a foreign language, mainly those related to vocabulary teaching.
Practically, there are two main branches of vocabulary teaching methods, the Grammar- Traditional Method or decontextualizing techniques, and the direct communicative methods which are called also the contextualizing techniques. This part then surveys the traditional translation method which teaches vocabulary for vocabulary's sake only, and those methods integrate many skills together with vocabulary teaching. The study tries to show that, in chapter three in particular, which methods are ideal for teacher's performance in a classroom in respect to the level of the learners, and for the outcome of that performance. The study is also as a trial of importing from the ideal resources for initiating and sustaining the process of teaching vocabulary items. The researcher argues that there is a need to encourage teachers of English language to theorize and conceptualize their profession and their own performance as a basis for articulating, examining, and revising their assumptions. The study seeks to show how the subjective responses of teachers to classroom performance can be used to raise theoretical questions, which can be linked to current conceptual and practical issues. These questions will suggest the areas that need to be revised or investigated for the purpose of both correcting the methods of classroom performance, and deeper understanding of the theoretical issues related to teaching vocabulary such as approaches. Such approaches to theory, which are rooted in teachers' performance inside classrooms and which are possibly be encouraged to move from general to specific or from theory to real practice, are seen as being more meaningful than the ones that based on theoretical speech from experts of the field. Vocabulary teaching methodology is then delivered in the following parts, and the implications for teacher classroom performance are considered.

2.9.1 Grammar-Translation Method

The grammar translation method was used for teaching the grammar of a second language by using the first language, and for translation of texts from a second language into the mother tongue, and vice versa. But from the L1 into the L2 is sometimes only and at very rare limitations. In this some writers of the field describe the situation of teaching vocabulary of a foreign language as: Students were provided with lists of words beside their equivalents in the mother tongue. The grammatical rules were also given for practicing the usage. Exceptions were considered if there any that related to such rules. (Hubbard, Jones, Thoronton, and Wheel, 1983. P. 33)

This method has been preferred to be used because of its ease of practice in teaching. And because of this ease, the method has been in use for a long time, and it has more than one name, decontextualized method for example. Chastain (1988), of Larsen-Freeman, (2000, 10) pointed to this Grammar-Translation method as: The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek. From the name of the method it is clear that the method itself indicates or suggests teaching materials that whether in forms of lists or passages or even chapters of grammar rules, and translation texts. Thus the method is used for both teaching
grammar rules and explaining the passages; vocabulary items and sentences, by the use of the first language. In some cases, the vocabulary items are presented to learners in lists of words isolated from contexts at the very beginning of the lesson. In this condition the concentration is mainly directed to translating the words, and the grammar rules that are included in the same source passage of those words which are isolated, listed, and translated. Sometimes, vocabulary items are taught in isolation out of the contexts even in the absence of grammar rules. Such a way of translating the words to give their meaning is one of the techniques of teaching vocabulary.

As long as the researcher is concerned mainly with the techniques; the actions that are actually applied in a classroom by the teachers of English language, below is an example presented from inside a classroom, of a lesson taught through the Grammar-Translation Method. From Larsen-Freeman, (2000. P. 10.):

"In a class the teacher is using the method to Spanish students of a high-intermediate level. The lesson is reading a passage. The students are called on to read individually. After reading, they are asked to translate into Spanish the few lines they have just read. The teacher helps them with new equivalents. When the students finished reading and translating the passage, the teacher asks them in Spanish to ask if there are questions."

This method examines the learners through translation exercises. The nature of the exercise of this method usually consists of sentences and phrases of the rules that were taught in that lesson of the translation exercise. In such exercise, the vocabulary that were used to explain the grammar were again brought in the exercise, in addition, other new words may be inserted in between the old ones. In the past, the vocabulary was taught on the basis of arbitrarily selected passages without certain curriculum or specific textbooks as such books are commonly adopted nowadays. As vocabulary is taught by associating it with the meaning in the mother tongue of the learner, bilingual dictionaries are often used as an educational means to support this method of teaching vocabulary.

As done in the experiment of this research in chapter three, in some cases the vocabulary that already taught were presented again at the end of the unit or lesson along with the meanings; lists of vocabulary items beside their equivalents that should be memorized later. Usually such lists of such learning are literally translated with no other options, neither in terms of usage nor substitute equivalents e.g., synonyms or antonyms.

Fortunately, with the exception of some parts of the world, the Grammar-Translation Method is no longer used today because of the disadvantages resulted from this method. Abdelmonim et al, 1988, (p. 5) summarize the disadvantages as: "the lessons were boring, it took a long time to learn the language and not many pupils learn to speak the language at all. Teachers and education experts became dissatisfied with the method more than one hundred years ago. Because of the
disadvantages then, the Grammar-Translation Method is no longer used today in some schools and classes of English language.

Long ago, the method was criticized in the western world and substituted by other practical ways. According to (------, 1966, 17) Dr. Alfred Gromon, a professor of education and English at Stanford university, posed important questions in a conference related to English teaching " Why not just concentrate upon more effective programs for educating more highly qualified teachers? Why not turn these teachers loose in a classroom with some books, perhaps some other materials, some boys and girls, and let them teach, creatively, of course?"

New techniques were invented besides translation responding to the above calls and initiatives as the way of learning nowadays becomes necessary for the future life. This is because education today is no longer as it was a century ago. For example, in the past time, education was for its own sake. In the contemporary life, however, it relates to living reasons, opportunities of job, future of one's children, development of countries, civilization of peoples, etc

To achieve the above mentioned reasons of education, individuals do not afford the requirements of making them real and tangible together with the other needs of life and living. Therefore, governments or at least strong specialized corporations enter the line to plan and implement the education and its objectives according to the current needs of the people, and true interests of the learners of the new generations. In order to widen the facts in this respect (Chisman, 1987, p. 17) presents the idea that most governments consider practical subjects a way to develop appropriate skills and attitudes: The Ministry of education in Belize declared that education system must integrate the study with the work. A school can be related to its social and economic environment. The value and dignity of work starts in the home but must be pursued in the schools. School should provide the youth with marketable skills according to the country's needs and economy.

Speaking about the broader social and economic context that should be considered in the new education reforms to meet the new requirements, Churchell, (1976, 20) has pointed to this reform point as:

1- education for work

2- education for structural transformation of society

3- education for the self-affirmation and independence of the Peruvian nation

Of course, same idea, trends and thinking has been taking place in many other countries by governments and community leaders of the one room world. Today qualification is the key of everything throughout the open and free world. Certainly, qualification is acquired by the good education system, and way of teaching/learning as Chisman indicated to this point when saying ' practical subjects a way to develop appropriate skills and attitudes'. Today, a job opportunity, for even a waiter in Shelly
or Italy for example, can be advertised in the global media. In such a chance, the main condition is almost an international language. Therefore, languages, particularly the living ones, became important today more than before. In the developed world, a language is might sometimes demanded to be learnt. According to (------, 1971, 93) "The committee for Cultural and Corporation of the countries of Europe has urged that all its member countries become bilingual by 1988, if we wish to be included in the number of 'New European', we must indicate our willingness to more towards that target."

The above pedagogical changes and educational reforms cope with the matter of languages are often learnt through practice as long as practice makes anything perfect. And as the Grammar-Translation Method failed to meet the practical learning of foreign languages, other practical communicative substitute techniques were developed.

2.9.2 Direct Monolingual Communicative Techniques

As a reaction to the failure of the old language teaching techniques, the direct monolingual communicative techniques were invented to satisfy the needs of the new educational objectives, today's needs and the learners' current interests. As a starting point of these transformations to new approaches of a foreign language teaching in the recent past, Johnson, (1982, 5) presents the point that "Many approaches to language begin life as reactions to old approaches. Their starting point is often a belief in how languages should not be taught, in how the old approaches have failed."

The monolingual communicative techniques, sometimes named as contextualized techniques, integrate more than one skill of a foreign language, or at least one of them speaking for example, together with vocabulary in teaching at a time. Opposite to the Grammar-Translation Method, these communicative techniques contextualize the vocabulary items in contexts within the one target language only, and present them to learners instead of translation into the learners' mother tongue as the case in Grammar Translation Method. In this way, these techniques aim at making the learner fluent and accurate in aspects such as speaking and writing. According to Gumpers (1982, 13):

"Roughly speaking, a contextualization cue is any feature of linguistic form that contributes to the signalling of contextual presentations. Such cues have a number of such linguistic realizations depending on the historical given linguistic repertoire of the participants."

The direct communicative techniques are several ways all together concentrate on communication, context, and situation. Although these techniques vary, they have same features. To conclude the features, (Alkhuli, 1996, 5), mentions them as:

1. The direct approach gives priority to speech.
2. It considers translation to be a useless or even harmful activity in teaching foreign languages.

3. The native language has no place in ELT.

4. Words and patterns of the FL are best taught through direct association with objects or situations.

5. No grammatical rules are used.

6. It uses mim-mem method, i.e., mimicry and memorization, by which students memorize selected FL sentences, dialogues, and songs after imitation.

For some students, specially the weaker ones, the communicative methods are difficult because of contexts instead of isolated translated words. However, still such methods are more useful for them in comparison with the translation method. Of course, the context is more useful as long as it is the main objective of learning a second language. Indeed learning a language means being able to send messages. Messages are in most cases carried by contexts and not by isolated words which are in most cases dead words. Therefore, any strategy of communicative approaches is useful to learners. According to Mohamed, (2007, 104), "Although context rarely yields a precise word meaning and although it usually takes meeting a word in context several times to arrive at the word's full meaning, most words are indeed learned from context".

It is absolutely true that most words are learned in context as long as they are actually in contexts in the passages of the student's textbook, but some teachers intentionally separate the items from their contexts to isolate them instead of taking them over the same direction of the target language and simplify them whenever necessary. As long as the message is the central point, the teachers and their students should face the challenge in all cases of languages skills. In fact, in communication whether in written or spoken, people intend to send or receive messages. To ensure the point, one can cite (Nuttal, 1996, p.3):

"Whatever your reason for reading (excluding any reading for language learning), it is not very likely what you were interested in the pronunciation of what you read, and even less likely what you were interested in the grammatical structures used. You read because you wanted to get something from the writing. We call this the message".

Similarly in case of speaking what one wants to get is the message, too.

Through the communicative techniques, the selected vocabulary items from the textbook of the learner can be presented in the classroom in situations and context of structures for imitation, often they are presented visually at most of the times, on the board for instance. These techniques prefer less number of structures at a time and to present a few vocabulary items at a time, too, because the learning of a large number
of new words does not benefit the learning of the language and slow down the fluency. As long as there is repetition and revision of the previously known words, and concentration on a few vocabulary items and a few structures for mastery at a time, that is enough. Grading is followed in these techniques from the known words to know new ones. These techniques do not intend language only, but also they integrate certain foreign cultural aspects that are not known to the learners, and are not separated from the language at all for correct understanding of some structures in certain situations.

Presentation of new words together with the old ones to the learner is done in a wide range of contexts at different times in order to deal with a wide range of different situations and usages. In this way of presenting the vocabulary items in different situations and various contexts in the classroom, the language teacher will prepare his students to use them in different sentences in a number of various situations, in addition to their ability of manipulating the language whenever they need it in natural and automatic way. Thus, the communicative techniques do not present the meanings and structures only, but also they provide opportunities that help the learners to consolidate what they learn. Most experts and writers of this field support the idea of the importance of practice when learning vocabulary in contexts and situations within the target language. In this respect, there are especial vocabulary items might be used for special occasions in various situations that should be pointed to by the second language teacher as special cases need exceptional indication.

2.10 Ways of Teaching Key Words and Phrases

In general, there are several different ways or techniques for the process of teaching a foreign language, whatever the skill is. Alkhuli, (1996, 4) expresses the view that "there has been a lot of controversy concerning the best way to teach a foreign language. Different methodologists argue for different methods and approaches". As teaching vocabulary is the subject here, one can mention different ways for presenting the meaning of a word: drawing pictures, acting, examples, description/definition/explanation, opposites/synonyms, story/situation, and translation. With the exception of translation, all these ways are direct communicative techniques; that is to say more likely they use sentences and contexts in the target language when presenting vocabulary items or other linguistic aspects. As the matter of sentences is a bit difficult for students of a foreign language, the techniques vary so that the teacher could select each time one of them according to a certain condition, and learners' level to facilitate learning communicatively. To give an example, Alkhuli,(2000,32) expresses the view that:

"using a sentence to explain the meaning of a word needs a special skill. Sometimes one sentence is not enough to explain the meaning of a word. To explain the meaning of "favorite" for example, the teacher may say: 'Ali does not like mathematics. He likes English. His favorite subject is English"
Choosing the suitable way for giving the meaning of a certain vocabulary item, then depends on different elements, such as the sort of the word itself, the level of the learners, the stage of the lesson, etc. the researcher believes that it is better to show such conditions in a table.

**Table 2.3 Showing the Elements of the Ways of Teaching key Words and Phrases**

<table>
<thead>
<tr>
<th>The way</th>
<th>Sort of word</th>
<th>Level of learners</th>
<th>Stage of the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using real objects</td>
<td>Concrete nouns</td>
<td>Beginners to intermediate</td>
<td>presentation</td>
</tr>
<tr>
<td>Drawing pictures</td>
<td>Concrete nouns</td>
<td>All levels</td>
<td>presentation</td>
</tr>
<tr>
<td>acting examples</td>
<td>Abstract nouns</td>
<td>all levels</td>
<td>Over the lesson</td>
</tr>
<tr>
<td>Description/definition/explanation</td>
<td>Abstract nouns</td>
<td>Elementary and above</td>
<td>Presentation &amp; practice</td>
</tr>
<tr>
<td>Opposites/synonyms</td>
<td>Concrete/abstract</td>
<td>all levels</td>
<td></td>
</tr>
<tr>
<td>Story/situation</td>
<td>All words</td>
<td>Intermediate &amp; above</td>
<td>Presentation &amp; production</td>
</tr>
<tr>
<td>translation</td>
<td>abstract</td>
<td>beginners</td>
<td>Presentation &amp; practice</td>
</tr>
</tbody>
</table>

In fact, different methodologists point to and propose all these various ways of presenting a new word communicatively. And as in the table, the ways together and the conditions of choosing the suitable way are closely related to the process of teaching vocabulary. Some writers of the field also mention some ways, and one of the related aspects in their course of writing. For example, in the opinion of Gairns & Redman, (1986,125): sometimes two ways together, taking into consideration the level of the learners as:

(!) Definitions and pictures. Levels: Advanced, although this type of activity can be adapted for most levels above elementary.

Again Gairns & Redman, (1986, 129) says:

(!!) Word building. Level: Intermediate. Suggested procedure: distribute the handout and tell the students to complete the table with the help of their dictionaries.

In the process of teaching words, the meaning is more important than any another aspect. And the most important aspect is contextualized communication; that is to say no mother tongue language or translation in English lessons but in very narrow exceptional cases, with abstract nouns. For example, Alkhuli, (1996, 57) presents the translation as: "If the referent is an abstract one, the native-language equivalent of that word may be used. Further, such an equivalent may be given if other techniques prove to be impractical or ineffective with some words." The estimation here is the teacher's responsibility according to his knowledge and experience to select the technique that is better for the word that intended to be taught.

Whatever the method is, the most important thing in teaching vocabulary is taking into consideration the previous knowledge of the students and their repertoire. That is
because, learning a foreign language is an accumulation of words, rules and some
culture. Any method then should compromise this credit of knowledge for further
learning whether vocabulary items or else science when the students have some
knowledge background. In the opinion of Weil and Joce, (1972, 91) "The method has
two components, assuming that the learning task is to master unfamiliar material. The
first component provides the students with unfamiliar items. The second provides an
association to establish the meaning of the new material". Teaching vocabulary is then
mainly linking the known words with the new unknown ones to become familiar. The
students, thus, should participate in the process of teaching vocabulary through using
their language history. In this respect, Calkins, (2001, 168) expresses the view that "
….when they meet an unknown word: they should try to pronounce the unknown
word and replace it with a synonym that works in the sentence. In this way, they will
gradually build up a web of words related to the unknown word." In fact, according to
this principle, the researcher has planned his preparation for the experiment in chapter
three.

Nevertheless, translation is not preferred to be used for presenting new key words and
phrases to students of elementary and above levels but in exceptional cases. Instead,
simplification is done through the perception of the teacher about the level of his
students. However, if the teacher is well experienced, he can invest the translation
positively making it useful for lesson's communicative follow-up. In fact, the strict use
of the direct communicative techniques instead of translation is very difficult,
especially for the weak students, and the levels before intermediate. Moreover, such
strictness is at the account of beginner students' participation, and then their
confidence. In such situations, the expert teacher of beginners finds a solution without
negative effect at communication, but translation serves the other communicative
techniques to continue smoothly forwards. According to (Prodromou, 1992, p. 69):

"to encourage students' confidence in speaking by allowing them to use LI
which the teacher helps them to reformulate into English.....they take, as much
of the time as possible in English, and in LI when they dry up. The teacher
supplies an English translation when this happens and the student repeats
what the teacher says....the discussion continues until the students feel they
have exhausted what they want to say on the subject...the teacher provides
then with feedback on useful expressions and problem areas."

In the case of this study, teaching vocabulary is not teaching the meanings only, but
also includes the aspects previously mentioned. Moreover, other related linguistic
aspects such as accuracy and fluency are considered as well. Who is doing what and
how is necessary in the space of presenting new vocabulary. Who here is meant the
teacher and the students, what means the vocabulary items, and how means both
accuracy and fluency. For accuracy and fluency, they are not learned without real
participation and practice. In respect to the accuracy particularly, the teacher of
English should be very aware of phonetics and phonology; correct pronunciation and
other phonetic aspects such as syllables and accent. Then, as the students learn
directly from their teachers, such phonetic aspects are very necessary to be correct
from teachers' side.
The most important matters in respect to teaching vocabulary, that should not be separated from the techniques, are objectives and classification of the new words. The objectives must be behavioural to students. That is to say, by the end of the lesson, the pupils should be able to, for example:

1. Understand the words, and try to demonstrate their understanding by answering questions.
2. Identify the parts of speech by choosing selected items e.g. nouns, verbs etc.
3. Retell the story using their own words, better to be orally.
4. Produce sentences similar in structure to those in the box (if teaching vocabulary is in tables).
5. Understand the main idea of the passage.

For classification, vocabulary items should be classified before teaching them according to key words and guessing words, and on the basis of some of which are unknown words between those already known. Even the key words are taught in terms of presenting their meanings besides other tasks as in the following:

1. Presenting the meaning.
2. Checking questions
3. Chorusing of sentence (better to be short, of seven syllables for example, and it is better to be sweet and relevant to the meaning of the word in the place of the chorusing sentence. And the meaning of the word in the chorusing sentence is preferred at a time to be as the same as it is in the context that in which the word is appeared in the passage of the student's textbook.
4. Written forms of the word intended for the meaning. For example, information (n.) (v) to inform, (adj.) informative, and children (plural) the (sing.) is child. Generally show the information that is absolutely necessary, e.g. interested, you must mention the preposition (in)

If the word is new for the first time, Firstly, the key word can be taught two or three times, in contexts. Then can be put in a sentence, because this procedure will:

1. reinforce the meaning of the word.
2. allow the students to speak, help them using language utterance.
3. the pronunciation of some words when they are alone differs from that in which it is used in a sentence.
4. using useful phrases, authentic English.

b/ Linguistic fallow-up, (grammar and vocabulary).

Here are some techniques of teaching vocabulary items together with their advantages, disadvantages and the things needed for each technique.
Table 2.4 The Techniques, Advantages, Disadvantages and Things Needed for Teaching Key Words and Phrases

<table>
<thead>
<tr>
<th>The technique</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Things needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using real objects</td>
<td>Motivated, impact, crystal, clear, and saves time</td>
<td>Not all things possible</td>
<td>The object should be clear</td>
</tr>
<tr>
<td>Drawing and pictures</td>
<td>Draw more things</td>
<td>// //</td>
<td>Good drawing or at least expressive about the thing which the drawing intends</td>
</tr>
<tr>
<td>examples</td>
<td>Gives meaning, links words with contexts</td>
<td></td>
<td>Use words that the students know</td>
</tr>
<tr>
<td>Description, definition, and explanation</td>
<td>Students learn how to describe, define, and explain. And it encourages imagination</td>
<td>One meaning at a time</td>
<td>The language of definition, description, and explanation should be known to students</td>
</tr>
<tr>
<td>Antonyms and synonyms</td>
<td>Very economical and crystal</td>
<td></td>
<td>true antonyms and synonyms</td>
</tr>
<tr>
<td>Story/ situation translation</td>
<td>Economical, easy, doesn't need thinking, saves time, effective, and direct</td>
<td>Literal translation, not always correct, at account of writing composition, students always depend on and wait translation</td>
<td>Abstract nouns</td>
</tr>
</tbody>
</table>

2.11 SPINE 5 and Methodology

Most syllabi indicate methodology although they do not dictate theories about language teaching. As it has been noted, the majority of syllabuses concentrate on aims and content and there is little mention of teaching methods. So the experience of the second language teacher is very important. Broadly speaking, in respect to methodology there are two main lines of teaching foreign languages. The Grammar-Translation Method which is dated early though it is still in use by many second language teachers in which the emphasis is on translation, grammar practice and vocabulary lists, and the practice is mechanical. While the other line is communicative direct techniques appeared in the late of the nineteenth century. Through direct techniques, the foreign language is taught and learnt via words and texts development. That is to say language teaching within habit formation activities and consolidation drills with minimum teacher interference, and the emphasis is
mainly on using vocabulary items for spoken language as a linguistic fallow-up. Upon
the later basis and indications of methodology SPINE 5 was planned and designed.

For SPINE 5, it was well designed as producing language in a form of syllabus in a
planned way. Its designers looked at language planning in a thoughtful way taking
into consideration the wide plan about teaching and did not narrow their planning.
That is to say, in language design when people think of planning as a narrow thing,
this is called micro-level. While the wide plan about language contents and even
approaches of teaching are proposed, is called macro-level.

The current and contemporary foreign language syllabuses, besides the organization
of ideas, indicate pedagogical approaches. Some of such old approaches, and most of
the modern language syllabuses are communicative in nature. According to Wiles,
(1963, 278) "Organization is necessary if curriculum improvement is to be made.
Ideas and enthusiasm are not enough. Source of authority and responsibility must be
designated, and channels of communication must be made clear".

In fact, besides the contents and ideas, SPINE (5) is provided with plenty of tasks that
represent a common ground of an interactive process of teaching/learning between the
teacher and his students. In other words, as teaching is a process of building
relationships, SPINE 5 was designed and provided accordingly in terms of theory and
activities for practice. In this respect, (Reid, 1978, p. 14) expresses the view that:

"Theory might be useful in carrying out those curriculum tasks that can be
thought of a 'proactive': where we can take initiative, relatively free from
constrain. As, for example, in the planning of a course for future
implementation. But the most important curriculum tasks, those that determine
what is actually realized in action, are 'reactive' in nature: an immediate, on
the spot response has to be made to events that may be wholly or partly
unforeseen."

SPINE 5 is accurately organized and designed in terms of contents and pedagogical
aspects. concerning vocabulary items, it:

(a) promotes attention to meaning, purpose, and negotiation.

(b) allows different ways of learning depending on tasks of the different language
skills. And there are prepared strategies for the learner to follow his/her practice such
as the controlled tables, and the SPINE template for writing activities as: read this,
step by step, and over to you.

(c) involves language use in solving the tasks.

(d) provide monitoring and feedback suitable for remedial works later.

(e) Promotes critical awareness about language and the process of language learning.

(f) time distribution; units, lessons, fallow-up etc.
For reading and comprehension, SPINE 5 is supplied with enough introductory and comprehension questions. Before each paragraph of the passages of the book there is one or more introductory question to warm up the brain and directs the attention of the learners before the reading process. Moreover the book is provided with plenty of comprehension questions which are followed by both linguistic and communicative fallow-up.

Generally, SPINE 5 is organized in a way that a teacher finds his teaching steps are systematically ordered even if he does not know the principles of teaching, particularly the stages of a lesson. This is because the units of the book were divided into lessons. And each lesson was designed as starting with reading passages proceeded and followed by questions as introductory and comprehension questions respectively. Then immediately linguistic fallow-up on the previously presented passages are introduced to be practiced and achieved. Hence, for not obvious reason or say by accident, for the untrained teachers, English teachers teach by designing. In fact, all the tasks and activities accompanied the parts of the different lessons were aimed and designed in a way using English to learn English and nothing else. Unfortunately, some English teachers corrupt both the systematic design of the content and pedagogy, and the main objective of teaching/learning English through translation into the mother tongue, retreating the students back and delaying their learning the new language.

2.12 Vocabulary to be taught

In teaching vocabulary, there are some vocabulary items which take the priority of teaching according to the principles on which various types of vocabulary studies are based. One of these principles relates to teaching and learning context. That is to say, the most frequent words that are used, and therefore they should be necessarily taught, or at least before the rest. Then, one of the principles of vocabulary items teaching is selecting some of them on the base of their importance and role. This selection does not separate from the vocabulary studies. There are eight types of such vocabulary studies which have been listed by McCarthy (1968). As follows:

1. estimates of total vocabulary at specific ages (usually of single children).
2. Analysis of total vocabulary according to parts of speech.
3. Analysis of total vocabulary for subject matter.
4. Analysis of the occurrence of the various parts of speech in samples of conversations.
5. Analysis of the various parts of speech in composition.
6. Estimates of the total vocabulary of groups by the use of the free association technique.
7. Estimates of the total vocabulary by the use of tests.

8. Word frequency counts.

(McCarthy, 1968, pp. 492-630)

In fact, the living standard of the word and its repetition in the daily life represent an incentive of giving priority to teaching a certain word rather than the others. But the question is: what is the criterion of determining such vocabulary items? Wikins, (1972, 112) pointed to this point as "The relative frequency of occurrence of vocabulary items is determined by the kind of the thing we most frequently wish to say. Our range of expression is in no way constrained by the frequency with which the items happen to occur in the language". Therefore, the selection of the word that to be taught is not the only step of the process of teaching a vocabulary item. The methodological procedures such as graduation and situation are immediately considered after the selection. In his turn Morris, (1956, 29) determined two points in this respect, and indirectly he opens the field for the other aspects related to this point to be pointed to when he enquired " Modern methods of treatment require the adoption of a judicious selection and graduation of all vocabulary. However, there still remains a field of enquiry as to the criteria of selection and the principles of presentation. The answer to this enquiry is built upon the words that should be taught. For students, words are divided into: known and unknown words. The unknown ones are of two types: not essential, and essential. Again the essentials are divided into two: can be guessed from the context 'guessing words', and can not be guessed from the context. The words of the last sort are called key words, and these key words are mainly should be pre-taught. From this point, the next step automatically finds its way to show two other central procedures of teaching vocabulary: the stages of presenting a vocabulary item during a lesson: the presentation, practice, and production, and the other language skills that items can be taught together with.

2.13 Techniques of Presenting Vocabulary Items and Phrases in General

Vocabulary items are presented in different ways according to the nature of the item itself. There are "many books on language teaching which mention the different ways of presenting new lexical items to the learners in the class." Hubbard et al., (1983, 50). Suggest that "some point to bear in mind, however you present the new vocabulary", which are:

1 teach and practice the words in spoken form first, otherwise your students will try to pronounce the words as they are written.

2 Unless you only want the students to have a passive knowledge of the lexical, you must put them into context and get the students to practise them.
3 As with teaching anything else, revision is essential, otherwise the new words you have taught will be forgotten.

4 always check your students have understood the new words, no matter how they have been presented.

5 Students will remember new vocabulary better if it is presented in a memorable way to start with.

In terms of which is the item to be taught first; the form of the item, or its meaning? In fact, the two possibilities are applied in the process of teaching vocabulary items according to the technique used, the traditional Grammar-Translation Method, or the communicative contextualizing techniques., Ullman c.f Bloomfield (1973. P. 81) says that:

"Long ago, Leonard Bloomfield declared that with all languages when teaching, the beginning should be from forms and not meanings. With the exception of the level of the element of language to be taught e.g., morpheme, word, phrase, clause, sentence or paragraph and above, the starting point is whether the form or meaning, the significant or signific." 

Concerning the process of teaching vocabulary as a multi-linguistic application and as an integrated presentation, Wikins, (1972, 15) remarks on this choice without clear specification, but both the meaning and the form are presented together simultaneously,

As long as the role of linguistic items is conveying meaning, when something be said about the links between them, one aspect of meaning is said, too. There a lot which are related to language use, however not considered together with the forms. So, the forms and meanings should be related simultaneously as describing them together achieves comprehensive understanding.

In respect to teaching structures, or phrases, some specialists emerge both the form and meaning tightly together to be presented, and they condition a situation. In a form of mixing the question and answer together, (Dacanay, 1963. P. 1) says that: "how to present a particular section of the language, the form and meaning of the structures, in a situation that approximates real life so the structures become more meaningful to the learners and thereby can be made part of their "learners" speech habits."

2.14 Stages of Teaching Vocabulary

A vocabulary item is taught at all the three stages, presentation, practice, and production, of a lesson as long as the vocabulary is the main source of the process of teaching a second language as a whole. To be properly learned, an item requires receiving, real usage, and ability to produce it again at a time it is needed. According to Palmers, (1940, 11) there are three stages of learning:
1. Receiving knowledge.

2. Fixing it in the memory by repetition.

3. Using the knowledge by real practice.

Such stages are urgently required when the matter is teaching of new vocabulary items. The ideal learning of a new word, as to be received, practiced, and to be remembered with the ability of using it again at another time, is in a situation and context.

At the presentation stage, teaching vocabulary is necessary as long as understanding of vocabulary enables the learners to follow the rest of the lesson. Indicating to the importance of teaching vocabulary items at this stage Dacancy, (1963,1) sees that:

> Presentation is the main part as it is the stage of understanding the language. Students should be able to utter the language accurately and fluently after this part. In other words, the learner is capable of expressing in meaningful ways benefiting from the presentation stage in terms of wording, word order pronunciation and intonation.

At the practice stage, the teaching of a vocabulary item continues to consolidate the pronunciation and meaning, and then the fluency and competence. The process of teaching the item here is guided and controlled by the teacher in order to correct, avoid and overcome mistakes and errors that are made by learners.

At the production stage, the learners have chances to produce from the new item further contexts using their own language. It is the communicative context that is the most beneficial to students to follow and produce. The best example to be said and presented here, in respect to this stage, is that of Brown, (1994, 365):

> "The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse. Rather than isolating words and/or focusing on dictionary definitions, attend to vocabulary within a communicative framework in which items appear. Students will then associate new words with a meaningful context to which they apply."

2.15 Example Procedure for Presenting a New Word

To enclose this part, the researcher would like to present a procedure for teaching a new word or phrase through one of the direct communicative strategies. As teaching a new word does not mean just presentation of its meaning, but also teaching other linguistic aspects closely related to the meaning, the procedure includes four steps:

**Giving Meaning**

Often the best way of giving the meaning is in context and situation instead of teaching isolated translated word. In context, this is because of the following:
1. The pronunciation of a word alone may differ from that in which it is used in a sentence.

2. Such procedure reinforces the meaning of words.

3. Allow the students to speak, and help them use language utterance.

4. Using authentic English, i.e., using useful phrases.

**Checking Questions**

After presenting the meaning of a word, the teacher checks whether it is actually understood and absorbed by the students or not. This check also represents an opportunity of interaction between the teacher and his or her students in English, and it then gives the students confidence that they can give and take in English successfully with their teacher and between each other.

**Chorusing of Sentence**

This could be a short sentence as possible and necessary to be relevant to the meaning. Such a sentence is an opportunity to link language with culture, and students then adapt themselves to think in English accordingly.

**Written Forms of Words**

If the word is a noun for example, the other derivatives of such noun are better to be pointed to together with its meaning. Some verbs mostly go with prepositions, e.g., phrasal verbs are also possibly to be taught together; prepositions with their main verbs. Some adjectives are closely related to some prepositions, too. For instance, interested in. Such adjectives should be considered and shown after presenting the main meaning. Moreover, some nouns have odd plural forms, e.g., criterion/criteria, antenna/antennae, child/children. Such indications are useful at the same time of giving the meaning.

**2.16 Example of Presenting a Phrase**

The phrase is 'social worker'

**Meaning:** Through definition. Someone who deals with family problems.

**Checking question:** What is the job of the social worker in our school?

**Chorusing sentence:** We need social workers in our life. Social workers solve problems.

**Written form:** social worker/social works.

**2.17 Preparation for the Experiment**

**2.17.0 Introduction**

As long as there are two ways of teaching vocabulary in this experiment; Grammar-Traditional Method and communicative techniques, the preparation is necessary especially for the communicative techniques in order to insert the variable of the
study, and to avoid direct translation into the mother tongue equivalents with the experimental group.

In fact, vocabulary was taught with all the skills of language: reading, speaking, writing and listening. First of all, the researcher took into consideration the whole procedure that is known in teaching languages as a foundation of teaching pyramid which includes: preparation, planning, and performance. Then for teaching vocabulary with each skill, he prepared certain communicative strategies that involve the students in the process of teaching/learning. In the preparation, the roles of the teacher and of the activities for students were determined in the different stages of the lessons.

The preparation for the implementation of this experiment involved all the procedures of teaching a foreign language: preparation, planning and performance. The activities and tasks prepared were strongly concentrated on the students as active participants instead of leaving them just passive recipients. The intention and main objectives of all the parts of the preparation, planning and performance were encouraging the learners and developing their language skills, and their competence in general. In this respect, there is a very useful appeal and teaching guidance to language teachers made by Merrit, (1974, p.6) as

"It is interesting to note that the kind of approach described as being for motivating pupils to work constructively is also the kind of approach which means most likely to lead the development of competence in personal management. In fact, it provides a very convincing model of, and model for, personal management. What else is competent management but:

1. Making intelligent decisions about goals
2. Designing adequate plans
3. Implementing these plans skillfully and
4. Developing from the new base line that has been achieved?"

On the basis of the above opinion, the researcher considered the learner as the angle stone of the teaching/learning process in terms of developing his skills and competence. Thus the procedures, tasks or activities prepared for the lessons were directed to achieve such objectives from very the beginning up to the last production stage of the lesson. The teaching process of the experiment was then built on the basis of teacher-pupil interaction and classroom talk. And the interaction was set in the classroom towards the investment of the students' previous knowledge. The discipline was the teacher talks and the pupils respond always until the pupils' expectations of their teacher become as they feel that they should respond. According to explorations in classroom observation, the matter was stated in a form of a figure according to -----(1976, 6) as follows:
<table>
<thead>
<tr>
<th>Flanders's interaction analysis categories* (FIAC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accepts feelings. Accepts and clarifies an attitude or the feeling tone of a pupil in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.</td>
</tr>
<tr>
<td>2. Praises or encourages. Praises or encourages pupils’ action or behavior. Jokes that release tension, but not at the expense of another individual. Nodding head, or saying “Um hm” or “go on” are included.</td>
</tr>
<tr>
<td>3. Accepts or using ideas of pupils, clarifying, building, or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.</td>
</tr>
<tr>
<td>4. Asks questions. Asking a question about concern or procedures, based on teacher ideas with the intent that a pupil will answer.</td>
</tr>
<tr>
<td>5. Lecturing. Giving facts or opinions about content or procedures; expressing his own idea, giving his own explanation, or citing an authority other than a pupil.</td>
</tr>
<tr>
<td>6. Giving directions. Directions commands, or orders to a pupil is expected to comply.</td>
</tr>
<tr>
<td>7. Criticizing or justifying authority. Statements intended to change pupil behavior from nonacceptable to acceptable pattern; bawling someone out, stating why the teacher is doing what he is doing; extreme self-reference.</td>
</tr>
<tr>
<td>8. Pupil-talk-response. Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupils’ statement or structures the situation. Freedom to express own ideas is limited. (1976, p. 6)</td>
</tr>
<tr>
<td>9. Pupil-talk-initiation. Talk by pupils which they initiate; expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.</td>
</tr>
<tr>
<td>10. Silence or confusion. Pause, short periods of silence and periods of confusion in which communication cannot be understood by the observer.</td>
</tr>
</tbody>
</table>
Looking at the pyramid above, it is obvious that preparation takes most of the time as it is the base of the pyramid. Teachers often prepare their lesson everywhere; at home or in the office for instance. It takes most of their time particularly for the newly appointed ones. The preparation empathizes on understanding the subject as a whole in terms of all the linguistic aspects. That is why it consumes much time more than the time for planning and performance. After the preparation immediately is the planning which represents the map of the lesson with specific steps: presentation, planning, and performance, and determined time for each step. The performance is the actual application of the plan of the lesson plan. It is a shared work between the teacher and his students if the lesson is intended to be ideal. Some teachers teach without allowing their students to participate in the process of teaching/learning the language. However, pupils' performance is the most important because it reflects the teacher's performance, and shows both what and how.

Upon the basis of the above components of the pyramid, the researcher was preparing, planning and most times performing, together with teachers who shared in the experiment, according to the communicative strategies with the experimental group and the Grammar-Translation Method with the control group.

The researcher began the preparation with a historical background and awareness as a first step to establish his preparation for the implementation of the experiment. Besides the pedagogical background of the field of teaching English, he gathered his own previous experiences, when he was a pupil, into the process of teaching, taking the positive aspects on, but leaving away the negative ones. Now the question is what are the things should be thought of as a starting point for such preparation and planning? In the opinion of Stern 1983 p. (75) " A good way to start developing a language teaching theory is to look at ourselves and to explore to what extent our second language teaching has been influenced by our own language learning and language teaching experience." Stern went on to include the kinds of background events that are expected to influence our way of teaching, and mentioned some of them as follows:

- our informal childhood language learning (first and second language) at home;
- the way we were taught languages at school and how we responded to such teaching;
other formal or informal second language learning experience as an adult;
what people in our milieu think and say about language, language learning, and speakers of other languages;
language training at university or college, or other language related activities in higher education;
any formal language teacher training we may have had;
our past and present teaching experience;
discussion with other language teachers, professional conferences, in-service training, meetings’ of language associations.
reading on language pedagogy including books or articles in professional or popular review. Stern (1983, 75)

Regarding the above points in addition to his own experience, the researcher has started to take them all together in consideration through answering questions, such as:

1. When we were pupils since the intermediate school, what a) helped and b) hindered us in developing our ability to speak English?
2. When were pupils a) what kind of speaking did we do (for example, reading aloud, role play, asking question etc) and how much of each kind of speaking did we do?
3. As frequency of opportunities, what were the most opportunities we were being given to speak English?
   a. Every lesson
   b. Every second lesson
   c. Once a week
   d. Less than once a week
4. In terms of the place of speaking, where had we been speaking?
   a. Only inside the classroom
   b. Both inside and outside the classroom
5. About the time duration or quantity, how much time were we being given to speak?
   a. For less than one minute at a time
   b. For 2-3 minutes at a time
   c. For more than 2-3 minutes at a time

And after becoming teachers of English, the question will be what problems did a) we as pupils and b) we as teachers face in learning/teaching spoken English for example?

Thinking about all such things, while preparing, planning, and performing the lessons, is very important for the interest of the learners, particularly when we want to shift from the traditional methods of teaching to other new communicative techniques.
2.17.2 Teaching Vocabulary with Reading

Points for preparing the reading lessons of the experiment:

2.17.2.1 Aims

The aims that were designed for the experiment are behavioural and objective for the students. Here the question is how to make the objectives behavioural, detailed and specified. Below are model objectives taken in consideration by the researcher over the experiment period, and directed to vocabulary items. For example, by the end of the lesson, the students are expected to:

1. Understand the words……, and try to demonstrate their understanding by answering questions.
2. Identify the parts of speech by choosing selected items e.g., nouns verbs etc.
3. Retell the story using their own words, orally in most cases.
4. Produce sentences similar in structure to choose in or from the box.
5. Understand the main ideas of the passage.

Broadly speaking, the approaches of vocabulary instruction vary to different instructional techniques that teachers can follow. But some of such techniques are more effective than others. Burns, Roe, & Ross, (1999, 138) express the view that the most desirable instructional techniques are those that:

1. Assist students in integrating the new words with their background knowledge.
2. Assist students in developing elaborated (expanded) word knowledge.
3. Actively involve students in learning new words.
4. Help students acquire strategies for independent vocabulary development.
5. Provide repetition of the words to build ready accessibility for their meanings.

2.17.2.2 Preparation for Reading Lessons

* The passages were already selected as SPINE 5 is the syllabus for the groups of the experiment. And the researcher and the participant teachers were reading and rereading if necessary for complete understanding.

* Consulting a monolingual dictionary for translation, and a bilingual one for unfamiliar words to see simple example contexts in order to avoid translation with the experimental group.

* Making + bringing relevant visual aids.

* Selecting key words + guessing words.

* Looking for unknown words.
Unknown words

Not essential

essential

can be guessed from

can not be guessed

the context

* Evaluate + create necessary questions.

* Produce revision task, i.e., introduction.

2.17.2.3 Plan

The plan means here the actual teaching/learning map of the activities and steps that had been done in the classes of the experimental and control groups. The following is the suggested plan followed in the experiment for teaching reading passages:

1. Introduction.
2. Slow reading.
3. Asking about the guessing words.
4. Teaching the key words.
5. Pre-questions.
7. Comprehension questions.
8. Slower reading.
9. Follow-up:
   1. Linguistic follow-up:
      a. vocabulary.
      b. grammar
   2. Communicative follow-up:
      a. dialogue
      b. speaking
      c. writing

Production as the last step of the lesson means students without a teacher organize activities themselves similar to that in the follow-up. Such activities represent students' real performance.

2.17.2.4 The Techniques followed for Teaching New Words in the Experiment

1. Using real objects (realia)

2. Drawing and pictures (visual aids)
3. Acting, miming, and gestures (visual aids)

4. Examples

5. Description, definition, and explanation

6. Opposites and synonyms

7. Telling stories and creating situations

8. Translation

2.17.3 Teaching Vocabulary with Speaking

2.17.3.1 Preparation for Speaking Activities

1. Thinking about speaking activity, selecting and adapting it, in addition to supplement for the purpose of:

* to make sure it is communicative

* to match students' level and environment

2. additional materials such as pronunciation practice and rehearsal

3. self preparation i.e, intonation to be a good model to the students

4. adapting the pseudo communication; what one thinks they are communicative but in fact they are not, so we need to adapt them.

2.17.3.2 Plan

In general, speaking is the main objective that all the aims of the other skills are directed to serve and develop it 'speaking'. That is because with all the language skills teachers speak to teach them. And if the foreign language teachers want to make their teaching becomes ideal, they should share their students in the speaking process. In the opinion of Burn et al (1999, 137) "Teachers should not "talk down" to children but should use appropriate terminology in describing things and participating in discussion with them." So, in teaching atmosphere generally and with speaking particularly, the emphasize is on role exchange between the teacher and his students. Without this characteristic, teaching will not be a matter of building social relationships. According to Petty, (1993, 29) "If teaching were a one-way process, we would learn perfectly satisfactorily from books and videos, and teachers would just be an unnecessary irritation." As a psychological factor, learners especially children often tend to deal with the new things in their surroundings. For the serious learners, the new words are more attractive than those they already know. According to (-------- 1986, 101) "children are more active learners, attempting to construct what is new in terms of what they already know." "Therefore, upon the principle of the students' participation in lessons the researcher built his plan for teaching speaking.
Speaking about participation, the plan depends on activities and tasks. That is to say the plan for speaking includes activities for the students to practice, and roles of the teacher to teach and instruct over the three stages of the lesson: presentation, practice, and production.

2.17.3.3 Presentation

1. Aims

Understanding + critical exposure; listening carefully and recognizing all the new structures.

1. Pupils Activityies

1. Listening attentively
2. Absorbing
3. Noticing

The problem of carelessness of following attentively was solved by adopting strategies helped to make the students attentive through making the topics interesting, motivating, and making the students silent.

3. Teacher's Role

1. Getting good attention
2. Informs, clarifies, and checks by questions and use.

2.17.3.4 Practice

1. Aims

1. Reinforcement
2. Consolidation (knowledge becoming stronger)
3. Developing accuracy and fluency
4. Opportunity for practice is the main aim.

2. Pupils Activity

Speaking is practiced rather than another skill. The more speaking pupils do, the more the lesson would be good and beneficial for them as speaking activity.

3. Teacher's Role

1. Monitoring. Observes, checks and adjusts with real interference.
2. Conductor

3. Generous provider of good practice activities. The concentration was in accuracy.

2.17.3.5 Production

1. Aim

Free fluent real communication. The focus was on the task and not on the language.

1. Pupils Activity

Speaking freely

1. Teacher's Role

1. Provider of good free communicative activities.

2. Manager

3. Motivator

4. Facilitator; to make things easier

5. Encourager

6. Speaker in a real communication.

The key in the production stage is to provide interesting activities.

2.17.4 Teaching Vocabulary with Writing

2.17.4.1 Similarities and Differences between Writing and Speaking Skills

Looking at the diagram, one can see there is some overlap between the knowledge and skills involved in writing and speaking. By thinking carefully, lists of a) the similarities between writing and speaking, and b) the differences between the two can be made as follows:
Similarities

1. Both are communicative skills.
2. Both use grammar.
3. In both cases vocabulary items and meaning are in place of care according to the contexts in which they are used.
4. Both speaking and writing express ideas to be sent to communicate.

Table 2.5 The Differences between Writing and Speaking

<table>
<thead>
<tr>
<th>Writing</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. generally there is a degree of formality</td>
<td>1. just the level of conveying the purpose of communication</td>
</tr>
<tr>
<td>2. realization of discourse segmentation and punctuation</td>
<td>2. pause, stress, and intonation</td>
</tr>
<tr>
<td>3. has characteristic of permanence; can be read and re-read many times</td>
<td>3. instantaneous</td>
</tr>
<tr>
<td>4. mistakes are expected</td>
<td>4. fluency is expected</td>
</tr>
<tr>
<td>5. in terms of time factor, it takes longer processing time o be produced</td>
<td>5. it takes very short processing time for the speech to be uttered</td>
</tr>
<tr>
<td>6. absence of verbal communication</td>
<td>6. presence of verbal communication</td>
</tr>
<tr>
<td>7. immediate response</td>
<td>7. delayed response</td>
</tr>
<tr>
<td>8. no clarification</td>
<td>8. immediate clarification</td>
</tr>
<tr>
<td>9. distance communication</td>
<td>9. face to face communication</td>
</tr>
<tr>
<td>10. spelling is used</td>
<td>10. pronunciation is used</td>
</tr>
<tr>
<td>11. symbols are used</td>
<td>11. sounds are used</td>
</tr>
</tbody>
</table>

While the experiment had been applying, the researcher was emphasizing on answering some questions such as:

1. In handwriting, what problems do the learners have in forming and joining the letters?
2. On what ways can poor handwriting be improved??
3. What problems do the learners have at these levels of writing:
   a). forming sentences
   b). forming paragraphs
   c). creating whole texts

For how to solve handwriting problems, the following handwriting profile view was considered:

a) Size
b) Individual letter shapes
c) Slope
d) Spacing
e) Erratic or erroneous cases such as EnGLi
2.17.4.2 Presentation

Selecting a topic, which is within the topics in the units of SPINE 5.

2.17.4.3 Plan

(A) Writing, feedback and rewriting ie:

1. Setting a scene or task
2. Explaining the task
3. Writing
4. Feedback in terms of language, ideas, and organization
5. Rewriting
6. Feedback

(B) Brain storming or elicitation:

1. Setting a scene or tasks
2. Brain storming questions (wh. Questions). Blackboard was used to organize ideas
3. Explaining tasks
4. Feedback

In fact, the brain storming used had advantages and disadvantages. While it stimulates ideas and allows participation, it permits other people to get fed without effort, and all the composition forms of almost the whole class look the same.

(C) THE SPINE TEMPLATE ROR WRITING

1. Read this
2. Step by step. Guidance of some grammatical organization of language
3. Over to you. Students had to write two essays; one in the class, and one at home.

(d) Teacher's response to students writing

1. Instant correction in the class
2. Later marking
3. Communication
2.18 Teaching Vocabulary at Early Stages

2.18.0 Introduction

At early stages of learning a foreign language, the teaching of vocabulary emphasizes on the core vocabulary. This core is to be used as the ground on which the further knowledge of language is to be developed. This core vocabulary pertains to the vocabulary of the language as a whole. Therefore, the source materials of the core vocabulary items should be from various domains of language use. Otherwise, the teaching learning instruction should take care of the core vocabulary through supplements and remedial teaching. This is done because the learners are assumed to learn easily if the new vocabulary is a part of, or related to the core of the vocabulary that they have already known. This is because a word in core vocabulary is needed to find a place in all the language learning materials. And because the use of a particular item of vocabulary is governed by the learner's age, grade, purpose, content materials, etc., vocabulary teaching at early stages should provide vocabulary for certain grade, age etc. concerning core vocabulary besides stage and age of the learners, teaching vocabulary should follow presenting graded vocabulary to build core vocabulary.

It can be said that graded vocabulary is another dimension to the techniques of teaching vocabulary that have been reported in the previous sections. This added dimension is related to teaching vocabulary in the early stages of learning a foreign language, depending on the level of knowledge (grade), and experience (skills).

2.18.1 Techniques of Presenting a New Vocabulary at early Stage of Learning in General

1. The teacher reads the word with accurate pronunciation until the learners grasp the pronunciation. The teacher may ask the pupils to repeat it a long with him.
2. The teacher spells the word in accordance with syllabification in the target language.
3. He writes the word in the board.
4. He then gives the meaning that he expects the pupils to learn.
5. The teacher uses the word in one or two sentences depending on the meaning or meanings that he is teaching.
6. He asks the pupils to use those words in their own sentence by simply replacing some words such as subjects and objects.
7. The teacher may try to elicit from the pupils many correct sentences as possible by using these words. This is said to be difficult task, because the pupils are at their early stage of leaning without experience with words, but task remains as exercise.

2.18.2 an Example Method of Teaching Vocabulary at Early Stages

Most writers of applied support direct individual word teaching at early stages. Concerning teaching individual words, vocabulary may become stronger when they are taught directly. Learners at the early stages benefit from the direct teaching of words. For effective teaching of words, Grave, (2006) presents a method model for effective teaching to develop the students' vocabulary. The method includes:

1. Provide rich and varied language experience
2. Teach individual words
3. Teach word-learning strategies
4. Foster word consciousness (pp. 4-8)

2.19 Previous Studies

A number of studies in the field of teaching L2 demonstrated the direct and indirect techniques and strategies of teaching vocabulary. Some of these studies pointed to the level of the subjects; taking into consideration the different levels of the learners. The following are some examples of the studies which applied the different techniques of teaching vocabulary of English language to see their effects in learning English. Below are examples from the Sudanese, Arabian, and other relevant studies.

2.19.1 Survey of Relevant Studies in Sudan

Muawia Mohammed Abdel-Majeed (1996), conducted a study at the University of Qatar, "A Classroom experiment, comparing the effectiveness of four vocabulary teaching techniques", for the degree of Ph.D. in University of Khartoum. The study aimed at comparing the relative effects of four vocabulary teaching techniques: context, motor imaging, the keyword method and memorization. The methods were a classroom experiment, an interview with students, and a questionnaire to teachers. The subjects were 180 first year students of the Faculty of Administrative Sciences and Economics, University of Qatar. For the application of the study, the subjects were divided into four groups: three treatment groups for paired-associate vocabulary teaching, and a control group according to the results of a pre-test. "Each group was required to practice both recognition and recall during the learning stage" The four vocabulary teaching techniques that were applied to be compared were: contextualization, pantomimes and body gestures as associative links between the words and their Arabic equivalents, Arabic keywords and interactive images to learn the target words and their Arabic equivalents, and words along with their Arabic equivalents from a deck of word cards. The results of the study showed that the subjects in the three paired-associate vocabulary teaching groups scored significantly higher than the control group. The keyword technique was more effective than the context, motor imaging and memorization techniques on both acquisition and retention. The difference between motor imaging group and the memorization group was not significant. The results of the students' interviews revealed that the students who learning with the help of the key words technique were better equipped to predict their performance than the students using the other techniques. The results of the teachers' questionnaires showed a bias towards contextualization method, upon the results, the researcher presented pedagogical recommendations. Some of these are: Word lists can find a place in the syllabus as some learners do better with word lists, two techniques can be used together as the two instructional techniques are complementary to each other, both the method of definition and the methods that adapt the students to derive the meanings of words from context should be used for vocabulary teaching and learning, a step by step for teaching contextual clues must
take into consideration the learners' general proficiency level, vocabulary size and learning objectives, and the contexts should be graded from easy to difficult in terms of the grammatical and lexical structures.

Another classroom experiment study was conducted by Abdulmagid Mamoun Abdulmagid (2005) "The Role of Vocabulary in Discourse: an Analytic Study". This study was submitted to Sudan University of Sciences and Technology for the purpose of the degree of MA. This study has two aims: To discuss the nature of vocabulary and to explain to what extent it functions in organizing a text, and to contrast the methodology of teaching vocabulary in context to that of teaching vocabulary out of context. The result of the experiment has not noticed any significant difference between the two methods of teaching vocabulary. Then the discussion of this result has suggested that teaching vocabulary out of context to the less advanced learners, for the purpose of recalling the meaning, is a practical step towards other desired vocabulary knowledge. The study recommends that: teachers should understand first the nature of their learners as this will help in using the appropriate technique of teaching vocabulary, teachers should try different techniques to see their outcome, and more attention to vocabulary in discourse is needed in the textual analysis of coherence.

For MA degree from University of Khartoum, Ilham Abd Elgadir Altayeb (2009) conducted the study "Application of Lexical Meaning to English Language Teaching with Special Reference to Sense Relations". The study was an attempt to find out the role of sense relations in teaching English lexis to help the students at tertiary level understand, memorize and produce difficult vocabulary items. What has been noticed was that, the vocabulary errors made by students are in the lexical semantic area. Analytic method was the methodology. The method used for data collection was a questionnaire to English teachers in the Faculties of Arts, in five universities: Khartoum, al-Nieline, Sudan, al-Ahfad, and al-Ahlia. The study concludes that teachers should teach sense relations between words to overcome the difficulties of learning vocabulary. Some of the findings are:

1. All the teachers 'subjects' who participated in the study are concerning with use of various techniques of teaching English vocabulary, such as: using words in sentences, giving sense relations, giving collocations, translating words into Arabic, giving examples, paraphrasing sentences, guessing the meaning, using the combination of all techniques as telling the students to look up the words in a dictionary.

2. Teaching words by using them in sentences and giving examples of their use are the most useful techniques for all the university students.

3. Teachers of the universities of al-Ahfad and Sudan prefer giving examples, while teachers of the University of al-Neiline prefer using words in sentences to the other techniques.
4. All the various techniques are helpful in teaching the meaning of the new words. However, the translation technique is considered to be the less useful method for teaching the meaning of the new lexis.

The recommendations of the study are:

1. Teachers should adapt themselves mainly with the technique of contextualization since the findings of this study revealed that using such a technique is rated high percentage.

2. Teachers should use a combination of techniques while they teach the meaning of new lexis to reinforce the memory's role for recalling them.

3. To develop the thinking process of the students' minds, teachers should encourage the students to use the technique of guessing the meaning for finding the meaning the new words.

Al-Awad Mohammed Kheir (2000) conducted another study for fulfillment of the requirements of the degree of MA in University of Khartoum. The title of the research is "The Relation between Teaching and Learning New English Lexis". The study aimed at investigating the relation between teaching and learning new English lexis. It also aimed to investigate if the level of the learner influences his/her choice of the strategy of leaning new words. The research methodology is analytic method. The tool for data collection was a questionnaire. The results are: The level of the learners, to some extent, influence their choice of the strategy of learning, there is no relation between the techniques that teachers adopt for teaching new words and the strategies that the learners use for learning new words, the most preferred technique of teaching new words is teaching new words in context, and the most preferred strategy of learning new words is inferring. Finally, the researcher recommended that: A similar study can be conducted regarding the specialization of the learners and their level as independent variables, a similar study can be conducted regarding a test for the different strategies of learning vocabulary, a similar can be conducted regarding the influence of crowdness in classrooms, and a similar study can be conducted regarding the time for each teaching technique in relation to students' understanding.

Yousuf Ishag El-Gizuli (2014) conducted a study "Investigating the Use of Lexical Semantic Relations to promote Vocabulary Instruction at Third Grade Secondary School Level in Sudan" for Ph.D. Degree from Sudan University of Sciences and Technology. The study aimed to investigate the actual use of semantic relations to promote teaching vocabulary at the 3rd. grade of the secondary school level in Khartoum locality, Sudan. The tools used for data collection were: questionnaire to teachers, observation check-list, a pre/post test, and structural interview were also used to collect data from students in the classrooms. The most important findings were grouping items together using semantic relations such as synonymy, hyponymy, antonymy, etc will help coherence to the learner, they also help make guessing possible the meaning of unknown items in a text. Guessing and writing new words on
the board as visual techniques are two technique that are adopted by the teachers. Some of the recommendations that the researcher recommended are:

1. To teach vocabulary, words should be grouped into different types of semantic fields (lexical sets) such as: similar meanings, opposites, derivatives etc.

2. The aims should be directed to increasing learners' competence with vocabulary that they have already got

3. Teachers should minimize the use of L1 to least.

Abeer Abdallah Ibrahim (2009) conducted a research on "Overcoming Secondary Students' Difficulties of Vocabulary through an Effective Teaching". A thesis submitted to the University of Sudan of Science and Technology for the degree of MA in Applied Linguistics. The study was an attempt to shape learners perceptions through an effective teaching, it tried to point suitable way of teaching vocabulary. The subjects of the study were (30) secondary school teachers from Khartoum locality. The instrument used for data collection was a questionnaire to teachers. The main findings were: teachers do not switch into Arabic translation while they teach vocabulary, most of them use several of methods to teach new words. The majority of students are not able to understand the meaning of new words properly, they are not able to use them in communication. The outstanding recommendations were:

1. Teachers should encourage students to use new vocabulary.

2. Students should be provided with suitable learning materials and adequate practices to promote their ability of using vocabulary.

3. Teachers should provide more drills to enable students to master vocabulary items.

Emtinan Abdalazeez Abbadawi Almubarak (2012), submitted the study "Difficulties Encountered by Secondary School Teachers in Presenting English Language Vocabulary" A case Study of Secondary School Teachers in Omdurman Locality, to Sudan University of Sciences for the degree of MA in ELT. The study aimed to shed light on the way of presenting vocabulary at secondary schools in Omdurman Locality. The objectives are also: to see the importance of teachers training, and the impact of training in presenting vocabulary. To shed light on the methods and techniques which are used by teachers of English to present vocabulary at the secondary schools. The tool that used was questionnaire. The findings were:

1. Teachers tend give examples, to explain the meanings, more than other techniques.

2. Most teachers do not give meaning and pronunciation before written forms.

3. The majority of teachers do not check students understanding of new vocabulary by asking them questions.

4. Many teachers do not chorus the new vocabulary in short meaningful sentences.
5. Teachers do not follow a methodic way of to present new vocabulary.

6. Most teachers give the other forms of the new vocabulary, such as derivatives.

The recommendations were:

1. Teachers must use a variety of techniques, and follow a methodic way to teach the students the meaning and pronunciation before the written form of the word on the board.

2. Teachers should write the transcription of vocabulary in their lesson plans in order to pronounce it correctly.

3. They should check students understanding by asking questions.

4. They should chorus the new vocabulary in short meaningful sentences instead of isolating the new items when teaching them.

Mohammed Bakri EL-Hassan conducted a study (2010) "Problems of Vocabulary Learning Encountered by 3rd Level Secondary School Students", a thesis submitted for the degree of Ph.D./ Omdurman Islamic University. He aimed to investigate the problems of vocabulary learning and loss that encountered by the third year secondary school students in Atbara town as a case study. The main aim of the study was to find out the relationship between vocabulary learning on one hand and its loss on the other hand. The study sample included (100), as a pilot study sample out of (400) secondary students for the school-year of 2009-2010 in Atbara town. The method used the descriptive analytical method. Two instruments were used for data collection: an achievement test of (10) questions which included (100) items, and a teachers' questionnaire of (50) questions distributed among (100) teachers of English from Atbara and the surrounding localities. The data were statistically analyzed by the statistical package for social sciences programme, (SPSS). The most important finding is, there is a rate of vocabulary loss among the students which reaches up to (61%). This finding may be attributed to the following reasons:

1. The four skills are not sufficiently implemented to support students' vocabulary exposure.
2. The students are not motivated enough to advance their vocabulary repertoire.
3. The syllabus presentation for the newly taught words lacks appropriateness.
4. The role of the English dictionary in enriching the students' vocabulary is almost absent.

Another study was conducted by Salih Idris Ibrahim (2012) "Cohesive Devices Problems Encountered in EFL Students' Writings" for a Ph.D. Degree from Islamic University of Omdurman. The study aimed at finding the relationship between the cohesive devices and the quality of the students' written English at the third level of Sudanese secondary schools. Rufa'a secondary school students were chosen as a sample to exemplify the population of the study. The study assumed hypotheses that
some factors underlie students' problems in terms of dealing with cohesive devices, such as mother tongue interference, overgeneralization, misuse of learning and communication strategies, inadequacy of practical English classes, students' negative attitudes towards English writing and insufficiency of qualified teachers. The method for data collection was a test papers and a questionnaire. The test of the study consisted of five questions implementing four technical items of testing in forms of: filling spaces from a list of words, choosing the right word from four multiple choices, a passage with blanks to be filled with the right item and two compositions; expository and narrative. The aim of these different testing techniques was to examine the appropriateness of cohesive devices mastery and usage. The results and findings were, however, have become empirical consequences of the pre-submitted hypotheses. The findings were:

1. Students ignore cohesive devices, sentences boundaries and cohesion in English.
2. Teachers misuse learning and communication strategies.
3. Practical English writing classes are inadequate.
4 Students developed negative attitudes towards English writing.

The recommendations of the study are:

1. Students' minds should be sharpened and activated to congerate knowledge.
2. Some steps to achieve successful writing advising that before writing, and ideas have to be collected.
3. For real and practical progress, teaching the writing skill might begin with sentences being dictated by students themselves. This makes them enthusiastic and ready to participate actively.
4. Guide sentences are of high benefit in the matter of writing.
5. Students should be equipped with the cohesive devices, they should be taught the different types of sentences, and practical English writing should be doubled.

2.19.2 Relevant Study in the Arab World

Abdulla, A. Khuwaileh (1995). "Words and Context in EFL", tried to find out the effect of contextualization on vocabulary at the intermediate level of English language for academic purpose in an experiment with 40 of Jordanian university students. The experiment was designed in a form of lists each contained 20 new words. For list one, it was presented with English meanings but discussed in Arabic. Whereas the words of list two were embedded in a text for a purpose of silent reading accompanied with vocabulary questions. After fourteen days, the participants were tested on list one and on a second text containing the same words of list two in the same shade of meanings.
as in the first text. The result of the test was calculated as the number of the correct responses out of the total of the cases in each list. They were tabulated and it was found that the average of the correct numbers was 9.3 for list one, and 14.04 for list two. It is clear that the advantage is for contextualization.

2.19.3 Other Relevant Studies

In an experimental study, Peter Prince (1996), "Second language vocabulary learning: The role of context versus Translation as a function of proficiency", from the research centre of cognitive Psychology/ University of Province. France, had checked the role of context and translation for acquiring proficiency. In this study, the intention was faced to a recall experiment in order to determine the relative advantages and disadvantages of context learning and translation learning as a function of learner proficiency. The subjects were 48 students of English as a foreign language. The findings revealed that the effectiveness was for the interest of translation in terms of quantity, but the students of translation group were weaker in transferring their knowledge into second language contexts.

David. D. Qian (1996) also compared the two ways of learning a second language words in lists and in context. "ESL vocabulary acquisition: Contextualization and decontextualization". The research was conducted as a university classroom experiment in China. The experiment took 63 Chinese university learners of English to learn a group of 15 English target words. The decontextualised group performed marginally better than their counterparts in the contextualized group did. The same difference was observed on post-test that was administered after a week and three weeks later. These findings suggest that, for these students in particular, contextualizing second language vocabulary learning with feedback is more effective than contextualized vocabulary learning without feedback.

Micheal, J. Lawson & Dounald Hogben (1996) carried out a research project for an academic purpose "The vocabulary-learning strategies of foreign-language students". The subjects were students of the university of Adelaide. South Australia. The study aimed at finding the behavior of university students with experience in Italian language. The participants were attempting to learn the meaning of new Italian words. It was observed that they were using a think aloud procedure. Most of the procedures used involved some form of repetition of the new words and their meanings. In most cases, a simple reading of the dictionary-like entries were provided, or repetition of the word-meaning complexes used. The physical or grammatical features of words were of little use. The results and findings represented in lack of acquisition. It was said that, this lack of attribution between use of context and recall of word meaning is contrasted with the opinion of the importance of the context by many researchers.

As the last similar research related to this study, Batia Laufer, & Karen Shmueli (1997), in a study for an academic purpose "Memorizing new words: Does teaching have anything to do with it", had tested the relation between memorization of new
words, in short-term and long-term, and other teaching techniques of four different strategies of vocabulary presentation and different languages vocabulary glossing. The strategies were: 1. Words presented in isolation, 2. In "minimal context ", i.e., in one meaningful sentence, 3. In text-context, 4. In "elaborated" text context. In each strategy of presentation, half of the words were translated into the learners' first language, and half were explained in English. Another set learners was in this study but as a control group. With these learners of the control group, they were asked to learn the words themselves to be quizzed later. All the subjects of both groups were tested on the short-term and long-term recall of the target words. The retention scores were compared mode of presentation, language of glossing and the interaction between the two. The study found that the results of the words glossed in the first language were always better recalled than those glossed in the second language. For the effect of the context, the words presented in lists and sentences were retained better than those presented in text and elaborated text. The lowest scores were of the control group. According to these results, for the newly learnt vocabulary by learners of this level, translation and relating the items to the first language is of a lesser importance than contextualized, in text-context, or elaborated. The results of this study, therefore, confirm that mental elaboration which is claimed to affect retention may not necessarily take place when the words are encountered in texts.

In another study but this time in a different form "Recall of Items Presented in a Story" by Cole, M., Gay, J., Glick, J., & Sharp, D. (91971). The stories, instructions to the participants, and the questions were the following, as literally quoted below:

**Story 1:** A man was traveling in the forest and came to a town. In the town he met the chief who said to him, "I will show you all the things in this house. I will then close the door. You must tell me all the things in the house. If you succeed, I will let you marry my daughter. If you fail, I will kill you." The man agreed, and the chief showed him the following things in the room: (Name the objects on the list.) What are the things the chief showed the man?

**Story 2:** A chief had a beautiful daughter, and many young men wanted to marry her each of them brought many presents for the girl and left them with the chief. One brought (name the first group of objects). Another brought (name the second group of objects). Another brought (name the third group of objects). And another brought (name fourth group of objects). What things did the girl receive? Which young man should get the girl? Why?

**Story 3:** A wealthy but foolish man came to a clever man because he was hungry. The clever man said he would help him, but must have many things. The foolish man agreed. The clever man asked for a hat to protect his head while he used the foolish man's hoe to dig up a potato from the man's farm and a pan to put it in, an onion and a pot to put it in, a pair of trousers so he could climb the man's tree and use the man's knife to cut his orange, a file to use the singlet to wear while sharpening the man's cutlass in order to the man's
bananas and a calabash to bring them in, a shirt to wear while he used the man's hammer to open the man's coconut and a cup to drink from it, and a headtie for his wife to wear while she served the things in the man's plate. The foolish man gave the clever man all these things. The clever man told him to wait until he came back. The foolish man is still waiting. What were all the things which the foolish man gave the clever man? Tell the story over for me.

Story 4: A very handsome man who happened to be a bogeyman came to town one day and met a beautiful girl. The girl did not know he was a bogeyman and agreed to marry him. On the night they married, she discovered he was a bogeyman. He told her she must come with him to his farm, but she said to wait a bit while she got her things together. She knew where the bogeyman's farm was, and so she put many things on the ground in her house to show her people the way to reach his farm. She put her plate first, since she always ate at home. Then she put the bogeyman's singlet to show that he took her away. Then she put a knife to show that they went past the woodcarver's house. Next was a headtie showing they passed the store where she bought it. Next was a hammer to show they passed the house being built on that trail. She then put down a hat to show that she was on the farm, and a potato to show they passed the place where they get drinking water. Then she put an orange to show they took the trail with the orange tree, and a cutlass showed that the trail was newly cut. Then came the trousers to show they passed the weaver's farm, and a coconut to show they took the road with the coconut tree on it. Then came a hoe to show that she was on the farm, and a potato to show that it was a potato farm, and finally a pan to show she was at the kitchen in the farm. The girl's people saw all these things and understood where she had gone and came and rescued her. They caught the bogeyman and killed him. Tell all the things she put on the ground and their meaning so that if you were the girl's family, you could find the girl.

These stories were used as the basis for composing six groups with ten illiterate Kpelle adults in each. The groups were as follows:

Group 1: Basic oral presentation condition with randomized clusterable list.

Group 2: Story one; the items presented were from the basic clusterable list with the order of items randomized.

Group 3: Story 2 with randomized, clusterable items; for example, each man brought a random selection of gifts.
Group 4: Story 2 with clusterable items presented in blocked order; for example, each man brought a particular category of gift.

Group 5: Story 3.

Group 6: Story 4

The stories were read by the experimenter, who wrote down the subject's responses in the standard manner. Then a tape recorder was tuned on for Groups 3 to 6 to record the subject's version of the story.

The story was presented five times for each group. In conditions 1 to 4 the order of items was changed from trial to trial in the same fashion that such randomizing was done in the earlier experiments. Since items were integral parts of stories 3 and 4, no changes in order were made from trial to trial for groups 5 and 6.

Results

The results of this experiment will be presented first in the standard form, and then the additional information provided in those instances where subjects recalled the entire story or interpreted parts of it will be discussed for the additional insight that it gives about the recall process. It should be clear that the conditions of recall are by no means equivalent for the different groups. For instance, a subject in group one is asked to start recalling items approximately one minute after the first item is presented. By contrast, a subject in group 5 has to listen to the entire story before he can begin to recall, a time of two or three minutes. Since these time factors may be operating in opposition to organizational factors, we 'researchers' must interpret evidence about the amounts recalled with some caution.

Groups 1, 2, and 6 were all roughly equivalent in terms of the number of items recalled (the average was approximately ten items per trial). This performance is in the order of magnitude that have been come to expect on the basis of the other experiments using oral presentation. The next easiest condition was for group 5 (story 3) 8.4 items for trial) followed by group 3 and 4 (only 5.8 and 4.8 items for trial, respectively). Thus it appears safe to conclude that embedding the to-be-remembered items within different contexts produces differences in the amounts recalled. When combined with these overall differences, the differences in patterns of responding for the different groups are quite informative.

Stories 3 and 4, which present items in meaningful, sequentially organized story, produce high correlation between the order in which the items are presented and the order in which they are recalled (r's=.56 and .51
respectively). The correlation for the other story groups average about .15 and that for the control group 1 was .21.

2.20 Conclusion

In fact, there was and still is a variation in opinions about whether the words are better to be taught in contexts or isolately presented and translated into the second language. In general, most opinions are that, for words it is better to be taught in contexts, and it is useful and productive to be taught in communicative techniques. But the question remains, is the usefulness of a certain strategy of vocabulary teaching suitable for all learners at different levels of proficiency? The question is still open. Waring (1995, p. 2) sees that, "Beginners need a basic vocabulary before they can even start to learn from context as they have insufficient knowledge and the text is too dense with unknown and partly known words." As their grammar background is limited, too, and then it is difficult for them to infer the meaning from texts. By the end, Waring recommends that a matter of guessing text be used in the upper levels when the learners actually possessed a background of vocabulary can be used to receive new knowledge. This opinion is in the same line with idea and assumption of this study. Ianacone (1993) sees that, for teaching vocabulary lists of words which are artificially constructed out of context are not capable of motivating the learners to learn. He thus argues that vocabulary lists are isolated and isolating. In his opinion according to his experience and the strategy which he used, he suggests that words should be taught in a context as the learners positively participated in guessing the meanings of the words as if they are in a natural context. He advises that this way helps the students to improve their own word power and play a role in the responsibility of self education, building words in particular.

It is obvious from the different opinions on the various studies that different levels worth various strategies and techniques of teaching. With respect to beginners, the suitable approach to them is the direct one, and the concentration can be upon word lists from which they can be able to follow the techniques based on participational learning such as guessing the meaning from contexts. The teaching strategy Should tightly be related to the level of the learners, mainly to their proficiency. For students at low level of proficiency, learning from word lists is recommended as suggested by Waring (1995, 2) "Learning from word lists is a conscious intentional strategy whereas learning from context is usually incidental to the task at hand, and seeks to aid learners in deepening their knowledge of already known words." Furthermore, Hulstijn, and Laufer, (2001) boosted the opinion of teaching vocabulary in word lists to beginners. But they suppose that when learners possess a rich second language lexicon, their lexicon credit then represents a foundation of a fluent communicative ability. It is, hence, necessarily the strategies such as repetition of words, memorization, and automatic training of recognizing words are used together as one component for vocabulary learning, with beginners and intermediate learners in particular.
Broadly speaking, the previous studies, on this topic presented above, show that the majority of research findings e.g. Lauffer (1997), Qian (1996), and Prince (1996) support the effectiveness of the decontextualizing vocabulary techniques on the account of the contextualizing techniques; teaching/learning words in context. However, the findings of the previous study which was by Khuwaileh, (1995) for example, supported the use of the contextualizing techniques for vocabulary learning. Waring (1995) and Hulstijn (2001), presented their views in more detailed justification as they had determined the level of the learners, beginners, to which the decontextualizing techniques are better. Ianacone (1993) however, opposed these results as an exception in this regard as he claims that vocabulary lists, as a decontextualizing technique, are isolated and isolating.

It is obvious from the results and ideas of the research findings that there are still discrepancy and diversity involved around the question of teaching vocabulary translation or contextualization. It is then, more comprehensive researches comparing the techniques and strategies of teaching vocabulary of a second language in lists and in contexts are demanded as long the present ones fail to agree upon the effectiveness of one method over another. Therefore, they cannot suggest specific techniques that could be strictly followed in teaching vocabulary items of a foreign language. That is why this experimental study is applied to cut the variation through the results of a practical classroom implementation. It is different from the previous studies in terms of the following:

1. At the planning and application levels, the techniques vary not only from a type of vocabulary to another, context to context, the structure of the vocabulary item including its derivational parts to whether it is a concrete or abstract, but also from a sort of meaning to another such as connotation and denotation. Such variation is done because of determining which is suitable for teaching vocabulary: translation or contextualization.
2. The concentration is not only on the vocabulary skills, but also on any other related skills.
3. The researcher performs the act of teaching himself.
4. Longer period of a complete school-year, (7) month of teaching experiment.
5. More tests of different models of vocabulary testing in terms of guessing the meaning and sentence making that prepared by the researcher, in addition to taking the final examination by the ministry of education as part of general proficiency evaluation test
6. Activities were pre-planned and directed to different language skills.
7. With the experimental group, the learner is not conscious of the vocabulary that he is learning although he is really leaning it because of the communicative contextualizing teaching techniques.
CHAPTER THREE
METHODOLOGY
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter mainly delivers the classroom experiment and the methodology that the researcher followed; in terms of both the research methodology and teaching techniques. The experiment was conducted in the school year of 2009/2010 of the Sudan ministry of education, Khartoum state. The subjects were (44) second-year students, of a secondary school, in their fifth year of six-year program of English syllabus for the basic and secondary Sudanese general education stages. Besides methodology, SPINE (5) as a book of the experiment and its relation to curriculum and syllabus design were thoroughly detailed. Furthermore, the chapter includes all the procedures and techniques of teaching the vocabulary of a foreign language that were followed and applied during the implementation of the classroom experiment.

3.1 Subjects of the Study

The subjects of the study were the students of the secondary schools, specifically the second-year level of the secondary stage in Khartoum State. Amongst (28) secondary schools for boys and girls at the level of Khartoum locality, the Belgian Sudanese technical secondary school for boys was selected to become the field of this classroom experiment of teaching English as a foreign language. From the second-year technical students whose classes are nine, two of them had been randomly chosen. In addition to the second level participant students, their English teachers contributed as well.

The selection of the Belgian Sudanese School and its students was because of practical reasons:

Firstly, the students of the technical school are, as usual, divided into small groups according to the different technical specializations, e.g., electricity, electronics, automobiles, and mechanics. This division into small groups enables the implementation of the experiment to take place and give reliable results. This is because the communicative techniques, which are applied with the experimental group in particular, require lesser numbers of students in the class as the teaching process through such techniques is often based on participation between the teacher and his students. Therefore, the lesser the number of the students, the more opportunities to each student is possible.

Secondly, the leadership of the Belgian Sudanese Technical School. In fact, the administration of this school is one the most important factors that affect the possibility of applying the classroom experiment over a complete school year. They 'the headmaster and principal' had understood the importance of the study, and thus they supported its practices and instructed their participant teachers who help the researcher to cooperate, and provided the guidance of the time administration of the
different tests of the experiment. The principal also participated actively in technical facilities such as the scheduling of the lessons time tables with opportunities to apply the experiment and use the technical facilities.

At a wider level, the researcher and the English teachers of the school met many times for the purpose of exchanging and receiving administrative and pedagogical purpose.

3.2 Sampling Groups

(44) male students from level two of secondary school at Belgian Sudanese Technical School in Khartoum were subjected to the experiment as samples to represent secondary students in Khartoum locality. These students were considered as participants of the experiment of this study, and they belong to two different classes. They had been randomly chosen from 9 classes of the same level previously mentioned 'two'. Then, the two classes were treated as the groups of the study, experimental and control. According to the calendar of the school – year, the two groups took separately four lessons a week. In other words, the groups met one hour a day, and four times a week. The reason behind selecting these students particularly was that, because they were secondary students suitable to be target groups for applying the contextualization techniques and strategies. That is to say, teaching them passages and vocabulary items from their textbooks through two ways; presenting words and explaining passages in English [monolingual] with one group, while the other group was taught English through translation for explanation, and words along with their equivalents in Arabic [bilingual]. Moreover, the monolingualism and bilingualism were applied in teaching even for the rest of the linguistic aspects such as grammar. Oral presentation in English with one group, whereas the presentation was orally in English but translated into Arabic with the other. The aim of this experiment tends to explore the superiority of whether the monolingual or bilingual at expense of the other in teaching/ learning vocabulary and mastering English through the results of the tests obtained by the two groups.

3.3 Procedures

The methodology of the study was experimental. The experimental method was the method often used to prove the hypotheses through an experiment. The idea of the experiment of this study was to take a sample of secondary students and divide them into two groups as long as there were two ways of teaching vocabulary intended to be evaluated in terms of superiority and usefulness. The sample is divided into two as experimental and control groups. The groups are supposed to be similar at the beginning of the experiment. And one of the ways of teaching is actually applied in the classroom, whereas the other way is a variable intended to be inserted with one of the two groups. In interval times both of the groups were subjected to various tests. And then any change in the results of the two situations, whether positively or negatively, will be attributed to the inserted variable into one of the groups. In fact, this experiment was built upon the principles of the experimental method such as:
1. Accuracy in registering the changes that resulted from using the experimental variables.
2. Controlling all the factors and variables, and fixing them completely.
3. Taking care of not to be bias to one of the variables, or the ordinary situation.
4. Accurately distinguishing the changes resulted from the experiment and between the other variables.
5. Accurately formulating the terms and insights.

To both of the groups, a primary test as pr-test is administered to see the similarity, and whether they are homogenous to begin the experiment. Then the variables are inserted. After reasonable different times the same several different tests to the two groups are administered with the purpose of evaluating the effects of the variables. That is, measurement before and after the implementation of the variables of the experiment.

Most important in this experiment were the tests and their classification to measure the different language skills, and linguistic abilities. In addition to the recognition of the statistical methods for analyzing and comparing the results of the tests.

The materials of this experiment are then, the results of the experimental and control groups. The two groups were as if scientifically divided on the basis of before-after design in the field of research methods of social sciences. According to Tripathi (2003, 41):

*Before- after design with one experiment and one control group. This design is known as the classical experiment design. It has the following features:*

(1) Two groups-one 'experiment' and one 'control'-are set up by matching and randomization techniques. Both the groups are equally exposed to uncontrolled external events during the period of experiment.
(2) Pre-test or pre-stimuli measurements of the characteristics (which is under study) are made in both the groups.
(3) Only the experiment group is exposed to test stimuli.
(4) Post-test or post-stimuli measurements are taken in respect of both the groups and the difference between 'before' and 'after' scores gives an estimate of change in each group. Should some change be noted in the experiment group over and above the change noticed in the control group the conclusion is warranted that the stimulus and the change are related."

### 3.4 The Tools of Data Collection

#### 3.4.1 Tests of the Experiment

For the purpose of conducting this research, first of all, the students of the two groups, experimental and control, were tested on vocabulary items in their syllabus as a pre-test, and the supplements given to them by their teachers while teaching processes. the
The items of this test had chosen from the first units of the students' textbook, and used them as materials of the pre-test to see if they were homogeneous to start the study. The test was administered after two months from the beginning of the study-year. Besides this first test there were other two tests administered later to the participants as a second test; called here guessing the meaning and sentence-making tests, and final exam, named post-test. The aim of these tests is to evaluate 'later' the differences between the results of the two groups taking into consideration the sorts of vocabulary teaching techniques that employed with each group. A reliability of the pre-test was calculated by using KR-21 method of estimating reliability. The index obtained for the reliability was 0.80, and this confirmed that the test represented was reliable.

3.4.2 Book of the Experiment

The book used for the application of the experiment is SPINE 5 of the SPINE series for the Sudan ministry of general education. The SPINE series was designed in 6 separate books for the basic and secondary stages. (5) is thereby for the second class of the secondary schools, the level parallels almost the intermediate standard.

The SPINE (5) was divided into 6 units, and each unit was subdivided into lessons. Almost in each unit there are (12) lessons of different topics about various situations of nature and human life.

As an educational syllabus, SPINE (5) is a part of the curriculum for the general education of the Sudan. It is a part of the curriculum as long as the curriculum deals with many subjects, whereas the syllabus deals with one subject or subject oriented.

3.4.3 SPINE (5) as a Syllabus

In general, a syllabus, of learning a language in particular, is an organized list/s of items indicating weight or amount, different topics and various situations, sequencing or order according to the expected mastery level of learning or educational achievement etc. There are many types of syllabus, some of which are:

- Product-oriented. In this type, the language is divided into parts e.g, grammar, phonology, morphology etc. In product-oriented syllabus, the focus is on the output whether it is a grammar point or functions. This sort has problems such as:
  1. Misrepresentation of the nature of the language.
  2. Transfers discrete language into communicative situations.
- Process-oriented. (analytic). It is focused and centered on activities. It is often designed in a way for actual learning process. When the students in the classroom, their guidance is faced to instruct them to do tasks, and the language is just a tool. Naturally, when one is doing the task, his subconscious is working. In fact, in many cases people can not describe how language is going on but they speak it correctly in terms of word order and meaning!
Therefore, the product-oriented syllabus enables the learners to produce some grammatical structures even without recognizing the rules because it is built on practice until the language becomes a habit, and enables the students to communicate in certain situations as it is often designed to perform skills to be achieved.

- Synthetic. Separate and discrete parts. One learns language step by step. For example:
  * structural syllabus (grammatical)
  * notional functional syllabus. Here the language is divided into bits of concepts, uses, functions, e.g. time-whether-food- apologizing-complaining etc. in addition to non linguistic contents such as pictures and other visual aids.

Between the above types of syllabi, SPINE (5) is of the notional one. The SPINE series in general is an amended English educational programme of Nile Course, the syllabus immediately before the SPINE. It is a modern and communicative syllabus which meets the current needs of everyday life, as opposed to the old traditional ones. Amongst the English syllabi groups, there are mainly two groups. SPINE is contemporary, practical, social, and in most cases adjusted to the local environment. It belongs to the first group regarding its characteristics of language skills, structure in forms of practice opportunities design. Speaking about the classification in this way, (Barrow, 1976, p. 34) expresses the idea that "practical objectives in full. They fall into two groups. The first group comes under the general heading 'adjustment to environment' and involve cultivation of skills necessary for social life initiation into the culture of the community, preparation for fulfilling a family role, preparation for a job, preparation for leisure and preparation for active participation in a democracy."

All the preparation mentioned here are included in SPINE 5. To achieve such preparations, the syllabus should enrich and vary the syllabus contents upon specific objectives from the very beginning at the policy level. Speaking about the contents and objectives, in the opinion of (Stern, 1992, p. 26) "These are represented in ... a cross-tabulation, in which four content areas and four sets of objectives have been identified."

**Table 3.6 A curriculum Model for Language Teaching**

<table>
<thead>
<tr>
<th>Language teaching analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>Language syllabus (L2)</td>
</tr>
<tr>
<td>Culture syllabus (C2)</td>
</tr>
<tr>
<td>Communicative activities (L2/c2)</td>
</tr>
</tbody>
</table>
Looking at the table above one observes that the second language syllabus is systematically arranged. Certainly, this systematic approach contributes to the proficiency of language as it includes contents and objectives, and indicates some aspects of teaching such as transfer. Moreover, the table of the curriculum involves besides language: culture, communicative activities, and general education. When such components are included in a second language syllabus, it is considered as a communicative syllabus. SPINE 5 is of the sort of these syllabuses except for the English culture. That is to say, the content is English but the culture is Sudanese.

In fact, language planning and syllabus designing have been continuously developed by experts of language and governmental members because language is social not neutral, and the traditional syllabi proved their disadvantages. While the traditional syllabi used to emphasize on grammar, the new trend of designing the language syllabus concentrates on language in situations. In this respect, (Wikins, 1997, p. 15) expresses the view that:

"The basis of most foreign language teaching is built upon grammatical syllabus. The problem of such a trend of syllabus design is its disadvantage, as through this model a language acquisition does not fulfill the situational needs. The situational syllabus is, then, became the substitute that commonly adopted for language teaching design."

It is obvious that according to the above Wikin's opinion, the SPINE was designed. For SPINE 5 as a background, it has all the components of the communicative language syllabus such as aims, rationale, different ideas, items, mastery level, explanations and guided lines to teachers and students, indications of methodology, assessment, time distribution, non linguistic content, variations or variety of activities, enrichment activities. In conclusion, it meets the functions of a linguistic syllabus in terms of:

1. gives professional guidance
2. uniformity, organizational control, and gives uniformity about the people who use the language
3. an instrument of accountability and assessment or at least basis for assessment
3.4.4 Transfer of knowledge

In fact, this study was basically designed for the purpose of transferring knowledge of English competence as the main target, and not the Arabic equivalents as many English teachers tend to teach through translation. That is to say, the vocabulary items and their meanings are in English, the ability of using them in different contexts and situations, and practicing the items to improve them in terms of both fluency and accuracy.

According to psychologists, the learners are expected to learn and transfer what they learn from one subject to another, from one class to the next one, and even they are expected to transform what they learn in school to activities outside the school. This rotation of knowledge circulation is very important as a consequence of learning. Therefore, without transfer there will be no tangible learning. What is transfer then?

According to (Abusin, 2014, p. 17), Transfer is defined as:

"What enables using the already learned skills or information later on whenever they are needed. In the field of educational psychology, there are many theories of such a transfer of knowledge. The common two in the schools of this thought of transfer are":

1. Identical Element

This theory of knowledge transfer was suggested by Thorndike and Woodworth in 1903. In their opinion they assume that "There will be no transfer unless there are identical elements in both the old and new learning"

2. Generalization (Similar to Gestalt idea of Insight)

The psychologist who proposed this thought is C. H. Judd. Judd presents the idea that transfer of knowledge is conditioned by "the ability of the learner to generalize from his experience by the abstraction of underlying principles. This theory requires the learner to hold a global view of his experience: it also suggests that it is possible to teach students to transfer by getting them to think about the principles involved from which they will be able to generalize"

Abusin (2014, 17)

The above point particularly, that made by Judd, is one of the principles the researcher built on the idea of enabling the learners of the experimental group to generalize, benefiting from the techniques they are subject to learn.

In fact, transfer of knowledge is common in man's everyday life as long as Life is a big school. People often learn wherever they go whether to school or somewhere else that why they gain their experiences intentionally and unintentionally. But the question is, the experience acquired is positive or negative. According to Taba, (1962, 121):
"whatever is taught produces some transfer, but the transfer may be either positive or negative. Being able to apply historic reasoning to new problems, for example, is a form of positive transfer; disliking history as a subject and an area of inquiry is negative transfer."

For more explanation, there are three principles of transfer:

1. Positive transfer: what is learnt in one situation may help the performance in another situation.
2. Negative transfer: what is learnt in one situation may hinder or inhibit the performance in another situation.
3. Neutral transfer: in which prior learning has no effect at all.

Broadly speaking, the positive transfer happens when something previously learnt benefits new learning. On the contrary, the negative transfer occurs when something previously learnt hinder new learning.

3.4.5The Experimental Forms of Measuring the Amount of Transfer

In terms of amount, there are many experiments have been conducted to measure transfer. The most two common forms of the experimental design in this respect are as follows:

<table>
<thead>
<tr>
<th>Experimental group</th>
<th>Learn Task 1</th>
<th>Learn Task 2</th>
<th>Tested on Task 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>Rest</td>
<td>Learn Task 2</td>
<td>Tested on Task 2</td>
</tr>
</tbody>
</table>

The experimental group learns both of the tasks, task 1 and then task 2. The control group, however, learns only task 2. But both of the two groups are tested on task 2 to see whether they will be homogenous. If the experimental group is more successful than the control, then positive transfer is said to have taken place from Task 1 to Task 2. However the results are reversed. That is to say the control group is more successful than the experimental group. And then negative transfer is said to have taken place because the learning of Task 1 would appear to have inhabited the learning of Task 2.

In such above cases, it is assumed that both of the groups are equivalent in respect of age, past experience, the same level of learning, and so on in order to control as far as possible the new variables that are inserted in the experiment.

The other common form of experimental design is as follows:

<table>
<thead>
<tr>
<th>Experimental group</th>
<th>Learn Task 1</th>
<th>Learn Task 2</th>
<th>Tested on Task 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>Learn Task 1</td>
<td>Rest</td>
<td>Tested on Task 1</td>
</tr>
</tbody>
</table>
A comparison is made between the results of the final Task 1. If the experimental group does better, then it would suggest that Task 2 has helped the transfer of learning, but if the control is more successful, then it suggests that Task 2 has inhibited transfer.

### 3.4.6 Techniques of the Experiment [Contextualizing and Decontextualizing Techniques]

To apply the techniques above, one of the two classes treated as an experimental group where the learners were exposed to monolingual techniques of teaching i.e. their teacher used to utter English when presenting lessons, and mainly English, too, when working on the vocabulary items. They were receiving the words through sentence-making practice, in anyhow, whether spoken or written forms, in English [contextualizing techniques]. The other class adopted as the control group in which the students were taught to learn the new words through translation into Arabic [decontextualization], although the words were contextualized in the passages in their textbook. And the case was the same for the rest of the linguistic aspects; the lessons had been presented through translation into Arabic with this group. The technique case of the control group was not intended for the purpose of this study, but this is the actual fact teachers of English often do in classes. It is necessary to mention that translation as a way of vocabulary teaching and learning is almost the only strategy used with all the levels by teachers of English in Sudan. The students in this group (control) did not have sentence-making practice. Instead, they had been depending on practising the newly learnt words through memorizing their Arabic equivalents that presented to them without any effort of putting them in contexts at all. Of course this was the responsibility of the teachers and the way they used to teach. Within the lessons, the researcher examined the students through asking them to tell and write the meanings of the words in word lists in English or/and in Arabic whatever they know regardless of the groups they belonged to, experimental or control. The types of the questions used by the researcher were: What does this mean…..what are the opposites of these…..what is the synonym for….. in English, write the meaning of the underlined words in these sentences, write the meanings of these phrases (for the phrases that have one word in Arabic such as interested in) , match these words with those, and rewrite these phrases in your own words. Put these words in correct simple sentences. Give English example phrases or sentences containing these nouns. Such questions represented a good ground for all the two groups, the students in the place of the experiment, and the researcher. For the students, the questions provided them with different ways of putting words in meaningful contexts, if they could, or giving the Arabic equivalents at least. The words were repeated in the tests so that the students benefited from practicing over the words previously learned and would receive a lot of feedback that help them learning the words. The materials of the tests were from the units of the student's textbook.
It should be mentioned that both the control and experimental groups had the access to take the same examinations, and the only difference was the strategies of teaching. The experimental group was taught on the basis of strategies and techniques that provide the students a lot of structured practice when mastering and leaning word meanings. On the other hand, the control group was taught through the teaching technique used by the majority of teachers of English at secondary schools of the Sudan. As the researcher noticed, almost all the teachers of English depend on translation to present the new words to their students without any efforts of adapting them to follow the lessons via the other techniques such as definition, explanation, examples, synonyms and antonyms situations, story-telling, etc.

For the researcher, the procedure was a chance to evaluate the two groups measuring them statistically in order to test the hypotheses in terms of the source of words in place of the questions. The source materials for the statistical analysis were the results of the students from the exams where they were asked to give the meanings of the words and phrases that appeared in the units of their textbooks (SPINE 5), which previously taught to them. In addition to the results of the two classes of the study in the final examination of the school-year.

Finally, it should be stated that the students of both the experimental and control groups took the same exams and questions, although the experimental group had a lot of practice on learning the meanings of the words through monolingual techniques as an inserted variable which differs from the technique which is normally used as in case of the control group.

3.5 The Validity of the Tests

In such studies there are two criteria very important to be considered. They are the reliability and validity. For the validity, a comprehension was taken into consideration by the researcher. In fact, the validity is of two types: content validity, and face validity. Face validity is according to Ibrahim (2012, p. 125), c.f Patton (2002, p. 21) "The way the test looks to examinees, test administrators, educators and the like" whereas the content validity refers to measuring what is/are supposed to be measured. In other words, representative sample of the contents of the course that related to the test.

As mentioned before, the first test was applied on the first two units of the students' textbook (SPINE 5). The researcher, in this case, tried as far as possible to conclude a comprehensive representative sample of vocabulary items from all the two units in order to obtain a high level of validity. The validity in this study was of a sort of criterion-related validity, where the researcher had done his best to make his judgment, of the students overall proficiency, to be subjective. And the proficiency was employed as a criterion. To obtain the validity, a general proficiency of every students participated in the study was done at the end of the study, and their results correlated with their results on the post-test.
At the end of the study, the researcher assigned a general proficiency score to each student in the two groups in order to have a numerical index of validity. The scores obtained were correlated with those of the post-test for each student. The result of the coefficient of correlation obtained was 0.77. In fact, this result supported the validity of the test. As the students participated in the study were secondary students, this method of estimating the validity is suitable to their level.

To evaluate the teaching techniques and strategies used with each group so as to see their direct effect on the students learning, proficiency in particular, the researcher conducted another second vocabulary test directly intended for guessing the meaning. That test was composed of three parts. In part one, which was built on a comprehension passage, the students were asked to tell the meanings of some vocabulary items which were put in contexts and underlined, either in English or in Arabic or in both of the two languages. In part two, there were 10 English words and phrases selected and put in a box, and the participants were asked to give their English equivalent meanings between the items of a list of 10 words immediately beneath the box. In part three, however, there were given 5 English phrases and the participants were asked to give the English meanings, or at least the Arabic equivalents. Whereas in sub part three, which was administered orally, they were given 20 English items about which they were asked to tell the English synonyms and antonyms.

### 3.6 The Reliability of the Tests

Over the experiment there were two essential tests which were administered and statistically analyzed separately from the other two pre- and post-tests. They were sentence-making and guessing the meaning tests. The sentence-making test was on the ability of sentence making where the participants of the experiment in the two groups were demanded to form suitable sentences using the words given to them. This test, also, applied on both of the groups at the same time. It was administered before the final exam of the school year. Here the question is, why this test was administered before the final exam? The answer represents in two reasons: Firstly, because of the difference between the forms of the questions in the final exam, and the questions of the sentence-making test of this study which designed to evaluate and compare the outcome of the various techniques of teaching English that applied on the groups of the study to see to what extent the results of their effects convey the hypotheses. And that the participants are more ready than before to perform an achievement that the researcher could depend on. Secondly, to allow the official teachers of the school to prepare their students to the final examination through revision, according to the forms of the questions of the final examinations.

In fact, both those tests of the experiment, and the final examination are of the same importance for the experiment, as such tests measure the effectiveness of teaching techniques in acquiring vocabulary that enable the proficiency, and the final exam evaluate the general comprehension which itself a part of proficiency away from the
interference of the researcher. That is why the researcher considered the results of the final exam as a part of the study.

The reliability of the guessing the meaning test was calculated using KR-21. The index obtained was 0.85 which represents a high level of reliability. The reliability of the sentence making test was also computed with the same formula and the index obtained was 0.69 and it was acceptable index of reliability, too. The validity indexes were also calculated for the two tests though correlation procedures using proficiency scores assigned to the participants and their scores of the two tests. For the guessing the meaning test, the validity index was 0.75. While for the sentence making, it was 0.70. These results are considered as acceptable indexes.
CHAPTER FOUR
DATA ANALYSIS
AND
DISCUSSION
4.0 Introduction

This chapter is mainly assigned to data analysis and discussion. Then upon the results of the statistical analysis of the data, the hypotheses are proven. The hypothesis will be tested according to the results and data analysis of the results. Upon the findings of the data analysis of the results, there will be some discussion. The discussion is in comparison to some views of some writers, and similar studies.

4.1 Data Analysis and Discussion

To begin the experiment of the research, and to avoid variations between the two groups at the same time, the researcher from the very beginning administered a pre-test to the experimental and control groups unexpectedly; without previous notice. The descriptive statistics of the pre-test is in the appendix (5), and the case processing summary is in appendix (6).

An independent t-test was made to see whether the groups are similar in their level or different on the pre-test. According to the results obtained from this statistical analysis, the two groups did not differ significantly in their performance on the pre-test only at 0.73 level of mean difference. The following table shows this result.

**Table 4.7 Independent t-test comparing the Performance of the two Groups on the Pre-test/ T-Test**

<table>
<thead>
<tr>
<th>Method</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Control</td>
<td>22</td>
<td>25.0455</td>
<td>9.89217</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>22</td>
<td>24.3182</td>
<td>3.15226</td>
<td></td>
</tr>
</tbody>
</table>

Independent Samples Test

<table>
<thead>
<tr>
<th>95% Confidence Interval of Difference</th>
<th>Std. Error Difference</th>
<th>t-test for Equality of Means</th>
<th>Levenes Test for Equality of Variances</th>
<th>Variance Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper</td>
<td>Lower</td>
<td>Mean Difference</td>
<td>df</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>8.3812</td>
<td>-6.92674</td>
<td>3.79272</td>
<td>.72727</td>
<td>.849</td>
</tr>
<tr>
<td>8.4144</td>
<td>-6.95989</td>
<td>3.79272</td>
<td>.72727</td>
<td>.849</td>
</tr>
</tbody>
</table>
After three months from the pre-test, two other tests were administered to the participants at different times. In fact, they were mainly intended to show the performance ability of the participants of the groups with respect to, of course, the advantages of the types of vocabulary learning/teaching techniques that were used with each group as they were the angle stone of the study. Those tests were divided into two, separately administered, types: The first type concentrated on vocabulary, which was called 'Guessing the Meaning' test. The second type, however, was directed to sentence-making. The reason behind including two types in those tests is to evaluate to what extent the techniques of teaching had an effect on the ability of understanding the items on one hand, and the ability of using these items in structures, phrases, clauses and sentences in English language on the other hand.

For the guessing the meaning test, the test took place in writing. Words were provided, and the participants had to write the meanings of the words that they had memorized. The words presented in lists, some of them were related to contexts in an English passage provided above the list, and some in a box to be matched with others in a list beneath the box. Then the participants were asked to write the known meanings or the equivalents in English respectively according to each case. To facilitate the matter, the words were made as clearly as they appeared in lists. The test was simplified through a very easy and clear format.

Nevertheless, speaking about the sentence-making test, the participants were required to make structures at all levels; phrases, clauses, and simple sentences, and to make statements, questions and negative forms. What should be mentioned here is that the sentences made by the participants were scored by two independent markers, the researcher and another colleague. Two raters were chosen to avoid bias.

The scores obtained from the tests 'guessing the meaning and sentence-making' were subjected to two separate independent t-tests in order to see the mean difference in each case in order to compare between the groups of the experiment.

**Table 4.8 Independent t-test comparing the Performance of the two Groups on Guessing the Meaning Test**

**T-test / A. Group Statistics**

<table>
<thead>
<tr>
<th>Std. Error Mean</th>
<th>Std. Deviation Mean</th>
<th>N</th>
<th>Method</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.32882</td>
<td>34.37522, 17.45123</td>
<td>22</td>
<td>Experimental</td>
<td>Control</td>
</tr>
<tr>
<td>3.72061</td>
<td>29.5455</td>
<td>22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## B. Independent Samples Test

### t-test for Equality of Means

<table>
<thead>
<tr>
<th>Std. Error</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean</th>
<th>N</th>
<th>Method</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.33206</td>
<td>35.2273</td>
<td>29.69998</td>
<td>22</td>
<td>Experimental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.31367</td>
<td>.4545</td>
<td>1.47122</td>
<td>22</td>
<td>Control</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Levene's Test for Equality of Variances

<table>
<thead>
<tr>
<th>95% Confidence Interval of Difference</th>
<th>Std. Error Difference</th>
<th>Mean Difference</th>
<th>df</th>
<th>t</th>
<th>Sig.(2-tailed)</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper</td>
<td>17.723</td>
<td>1.138</td>
<td>42</td>
<td>0.13</td>
<td>0.003</td>
<td>9.958</td>
</tr>
<tr>
<td>Lower</td>
<td>17.896</td>
<td>1.138</td>
<td>31.150</td>
<td>0.13</td>
<td>0.000</td>
<td>9.958</td>
</tr>
</tbody>
</table>

It is obvious that the experimental group had, somewhat, significantly better performed than its counterpart, the control group, on the guessing the meaning test.

For the sentence-making test, as shown in the table (4.9) below, the experimental group performed much better than the control one. The mean of the experimental group was 35.2, whereas that of the control group was only 0.45. The difference is quite big. The two groups were statistically different according to their results. The techniques of teaching, thus, had an effect on the distinction of the experimental group as long as the two groups were quite similar in their level in the beginning in the pre-test with only 0.73 of difference, which is considered very marginal and it could not be claimed that they are statistically different.

### Table 4.9 T-test of the Sentence-making Test: A. Group Statistics

<table>
<thead>
<tr>
<th>Std. Error Mean</th>
<th>Std. Deviation Mean</th>
<th>N</th>
<th>Method</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.33206</td>
<td>29.69998</td>
<td>22</td>
<td>Experimental</td>
<td></td>
</tr>
<tr>
<td>.31367</td>
<td>1.47122</td>
<td>22</td>
<td>Control</td>
<td></td>
</tr>
</tbody>
</table>

### B. Independent Samples Test

<table>
<thead>
<tr>
<th>95% Confidence Interval of Difference</th>
<th>Std. Error Difference</th>
<th>Mean Difference</th>
<th>df</th>
<th>t</th>
<th>Sig.(2-tailed)</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper</td>
<td>47.567</td>
<td>34.773</td>
<td>42</td>
<td>5.48</td>
<td>0.000</td>
<td>53.082</td>
</tr>
<tr>
<td>Lower</td>
<td>47.953</td>
<td>34.773</td>
<td>21.103</td>
<td>5.48</td>
<td>0.000</td>
<td>53.082</td>
</tr>
</tbody>
</table>

Equal variances assumed
Equal variances not assumed
For the post-test which was administered by the end of the study as the last one, the researcher had decided and considered the final examination by the end of the school year as the post-test. In fact, the final examination by the end of the school year was not formulated by the teachers of English at schools. It was, however, formulated by a committee of inspectors of English at the level of Khartoum locality. The goal of taking the final exam by the researcher as a post-test was to check whether the techniques of teaching other than translation that applied to the experimental group had caused significant difference in this group at general proficiency or not. In addition to that, to see the answer to this question, 'would the participants of this group 'experimental' perform better, in general, on the post-test, away from any interference of the researcher neither in the types of the questions, nor in the size of the exam?' The researcher, however, was there with the teachers who had marked the examination papers to participate in marking, and supervising the process of rating, and to remind the colleague teachers that the results of these two groups in particular were going to become materials of a study so as to be serious and punctual enough to avoid any bias when performing their duty.

To see whether the participants of the two groups had performed differently or not on the post-test, another independent t-test was run.

**Table 4.10 Independent t-test comparing the Performance of the two Groups on the Post-test**

**A. T-test / Group Statistics**

<table>
<thead>
<tr>
<th>Std. Error Mean</th>
<th>Std. Deviation</th>
<th>Mean</th>
<th>N</th>
<th>Method</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.54229</td>
<td>16.61481</td>
<td>45.3636</td>
<td>22</td>
<td>Experimental</td>
<td></td>
</tr>
<tr>
<td>2.02017</td>
<td>9.47542</td>
<td>38.4545</td>
<td>22</td>
<td>Control</td>
<td></td>
</tr>
</tbody>
</table>

**A. Independent Samples Test**

<table>
<thead>
<tr>
<th>95% Confidence Interval of Difference</th>
<th>Std. Error Difference</th>
<th>Mean Difference</th>
<th>Sig.(2-tailed)</th>
<th>df</th>
<th>t</th>
<th>Sig.</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper</td>
<td>15.139</td>
<td>6.909</td>
<td>0.098</td>
<td>42</td>
<td>1.69</td>
<td>0.368</td>
<td>0.828</td>
</tr>
<tr>
<td>Lower</td>
<td>-1.320</td>
<td>4.078</td>
<td>0.100</td>
<td>33.353</td>
<td>1.69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Levene Test for Equality of Variances

Equal variances assumed

Degree

Equal variances not assumed
4.2 Discussion

According to the results obtained from the analysis of data related to the pre-and post-tests, one can conclude that although the means of difference between the two groups were statistically not very significant in both tests; about 1 difference in the pre-test and (7) in the post-test. The techniques of teaching applied to the experimental group had affected the language behavior of the participants of this group. The diversity finding of this study is mainly represented in the results of the second and third tests that included the two types: guessing the meaning test, and sentence-making test. Looking at the t-test, one clearly could notice that the experimental group had outperformed the control group quite significantly in the pre-test. The mean difference is only 0.73 point. And it is 1.14 in the guessing the meaning test for the interest of the experimental participants, too. Of course, the pedagogical techniques and strategies had enabled the participants of this group to distinguish marginally on the account of their counterparts in the control group. In fact, by a way or another, the participants of the experimental group could easily guess the meanings of the words, may be because of the different techniques of teaching which permit several senses of learning to work as a physiological principle.

The central point of diversity between the two groups, in terms of the mean of difference, is the results obtained from the test of sentence-making which is quite noticeable difference. Observing the table of the t-test of this test, it is clear that the experimental group outperformed better in comparison to the control group. The difference is very huge, at approximately 35 point, exactly 34.77. The reason of the distinction of the experimental group on the expense of the control group may refer again to the different techniques applied to the case of the experimental group which permitted the participants here to practice more in both written and spoken drills in the class. Plenty exposure to one language helped the students of the experimental group to remember the words quickly and then form correct or, at least, communicative sentences easily, while their counterparts did not have such practice. This finding ensures that the quick recall of the words and their meanings indeed helped the students of the experimental group to make appropriate sentences, while the students of the other group did not perform as their counterparts in this test, that may be simply due to the weakness of dealing with words in contexts when receiving the meanings of the words, and therefore, slow recall of items on one the hand, and weakness of being able to form contexts themselves on the other hand, with respect to the saying (practice makes perfect ). It should also be noted that the students in the experimental group had been practicing more with words in English structures through examples, explanations, definitions, and above all with language in tables. For language in tables, there were different table forms. For example, a table of two columns, one of words and the other of their synonyms or opposites, and the students practice to join them by distinguishing the equivalents as required by the instructions of the task. Such practice was all in English, of course, instead of just receiving the translation into Arabic equivalents as the case in the control group. Moreover, the
table form persists in including the different parts of the sentences e.g., the subject in a column, the verbs in another, and the complements in column elsewhere in the same table. Then the students practice to form from the parts of such a table correct and meaningful sentences or at least communicative structures if not completely right. In such ways, the students of the experimental group consolidated their knowledge mastering the language as a habit. Thus, when they were asked to make sentences, they would easily perform the task because they were actually trained to have this in real practice. Such being the case, the students of the control group did not actually witness efforts to have real practice in sentences-making. Instead, they only enjoyed the Arabic translation. There was another observation by the researcher, that when the participants of the two groups were asked, as a homework, to form sentences from words given to them, the participants of the control either depend on their colleagues of the experimental group outside classes, or they merely copy sentences from dictionaries. In remedial works, when the teachers noticed wrong sentences made by their students, they would correct them. For example, when answering the comprehension questions, or making spoken forms at the production stage, they try to correct them. However, the students of the control group were unable to grasp the correct form of sentences corrected by the teacher because of their weakness due to the ways of teaching.

In order to report the various studies on this subject; teaching vocabulary in particular, the pros and cons are necessarily to be included. It is also necessary to consider the different levels of the target groups' learners' of the various studies that had been applied by a number of different researchers in terms of views and the outcome of their studies. The results of this study, thus, agreed with its claimed suggestion that says presenting vocabulary items in contexts rather than isolated words in lists is better for the intermediate, and advanced learners. These results, of course, supported by statistical analysis; mainly by the means of differences in t-tests of the tests administered for the purpose of this study which previously has been detailed. However, there are other researches which differed from this one.

In another study the results contradicted this. Waring (1995) contradicted the results of this study in view. He went to pose a question whether the contextualized methods of vocabulary learning is appropriate for all learners. He viewed that beginners in need for amount of basic vocabulary before subject to learn a 2nd. Language through contexts as long as their knowledge of vocabulary is not sufficient, and dealing with texts for learning within the second language only will not be easy for them.

The results of this study opposed the opinion of Qian (1996), who views that contextualized technique is not suitable for all learners of a second language. For some, however as he mentioned, decontextualizing the second language vocabulary together with feedback is more preferable strategy than the technique in which contextualizing vocabulary in the process of teaching/learning without feedback is used. Furthermore, there was also a study by Laufer and Shmueli (1997), related to
vocabulary learning through words glossed in the first language and another way in which the words glossed in the same or second language. They came with the result that the first strategy is better than the second one. Nonetheless, Hulstijn et al (2001), in their turn, believe that the direct techniques and strategies of teaching vocabulary items are more useful, for beginners and intermediate levels in particular.

In conclusion, the experimental group outperformed the control group in the experiment of this study. In fact, this study is only in a line of others. That is to say, teaching techniques and strategies for vocabulary learning has been studied over decades. But is it treated with the prime objectives of learning vocabulary together with acquiring the other linguistic aspects such as speaking, listening and gaining insights of other important influences of a foreign language?

4.3 Testing the Hypotheses in Relation to the Results of the Tests

**Hypothesis 1. Translation does not enable guessing the meaning in context.**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Method</th>
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<th>Mean</th>
<th>Std. Deviation</th>
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<tbody>
<tr>
<td></td>
<td>Experimental Control</td>
<td>22</td>
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**Guessing the Meaning Test T-test / Group Statistics**

<table>
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<th>Std. Deviation</th>
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The tables of the T-test above indicate that there is no significant difference between the two groups in the pre-test, and guessing the meaning test. The performance difference of the pre-test is less than one, only 0.73. After two months from the examination date of the pre-test, guessing the meaning test was administered. The difference between the performance means of the two groups is 1.14 for the interest of the experimental group. This difference is marginal. Therefore, this hypothesis is no longer supported.

**Hypothesis 2. Translation does not help students use words in authentic English structures.**
The Pre-test/ T-Test

<table>
<thead>
<tr>
<th>Degree</th>
<th>Method</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
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T-test of the Sentence-making Test: Group Statistics

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</thead>
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<td>Degree</td>
</tr>
<tr>
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<td>1.47122</td>
<td>.4545</td>
<td></td>
<td>Control</td>
<td></td>
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</table>

The two groups were semi identical at their performance level according to the table of the t-test of the pre-test above. However, the difference is very big between the two groups in the results of the sentence making test as the t-test of the group statistics indicates. The difference between the means of the performance of the two groups is 34.77. The hypothesis is, therefore, strongly verified.

**Hypothesis 3.** Contextualization is more effective than translation for teaching vocabulary to secondary students.

The Pre-test/ T-Test

<table>
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<th>Mean</th>
<th>N</th>
<th>Method</th>
<th>Degree</th>
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The Post-test T-test: A. Group Statistics

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The table of the T-test of the post-test above shows 6.91 points of difference between the results of the two groups though they were the same at the beginning. Therefore, the hypothesis is approved to be correct.
CHAPTER FIVE
CONCLUSION
AND
RECOMMENDATIONS
CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter will deal with the findings and recommendations concerning the study. The findings are upon the results of the tests of the experiment in chapter three. The techniques that were used in the implementation processes of the experiment showed advantages and disadvantages that appeared in the results of the participants in the three tests. These advantages and disadvantages will be concluded as findings. According to the results of the participants and researcher's observations, some recommendations will be proposed. Finally, on the basis of the findings, the researcher suggests some initiatives for further studies.

5.1 Conclusion

The title of the study is "Techniques for teaching Vocabulary: A comparison of Translation and Contextualization". The study aimed at: contributing practically to teaching English vocabulary at secondary schools, to see the role of the technique in consolidating proficiency, to compare translation and contextualization as two teaching techniques, to find out which teaching technique is more effective regarding translation and contextualization, to see the effective techniques of teaching vocabulary in language proficiency, and to provide a new classroom study on English vocabulary teaching. The findings are as follows:

1. Contextualization is found to be more effective than translation as a teaching technique regarding vocabulary. The means of the results of the two groups in the post-test are 45.36 and 38.45 for the experimental and control groups respectively. The difference between the two means is 6.91.

2. Both contextualization and translation can enable the students to guess the meaning in context. The means of the results of Guessing the Meaning test are 30.68 for the experimental group, and 29.54 for and the control one. It is obvious that the difference is marginal.

3. Contextualization as a technique is more effective than translation in terms of putting vocabulary items in meaningful contexts. The difference between the two means of the results of the two groups is 34.77 in the sentence making test. In other words, the performance mean of the experimental group is 35.2273, whereas it is only .4545 of the control group in the sentence making test.

4. Contextualization helps EFL students communicate better than the translation as teaching techniques.
5. It is observed that through translation, the language skills are not sufficiently taught to develop vocabulary learning as the vocabulary items are the main tool for such skills. The students of the translation group were weak in transferring their vocabulary knowledge into meaningful contexts.

5.2 Recommendations

In relation to the findings of the study, and the observations had been noticed by the researcher during the application of the experiment, the study recommends that:

1. EFL teachers should adopt contextualization when teaching English vocabulary at the secondary level.

2. Students should be permitted to guess the meaning, repeat chorusing sentences in English etc. Teacher should contribute their students in the process of learning for the interest of learning objectives. It is very necessary to enable the students to do something themselves, especially when the case is with vocabulary. The researcher recommends contextualization for guessing the meaning, but translation can be used in especial cases. Some abstract nouns are difficult to be understood other than translation regarding the learning level of the students.

3. EFL teachers should stress on contextualization when putting words in meaningful situations. As long as the students possess a considerable linguistic knowledge, and since some knowledge of vocabulary has an advantage on helping the learner to improve other aspects of language such as writing and speaking, the suitable technique for enabling the learners to put words in the correct order is recommended to be contextualization.

4. EFL should provide their students with intensive practice in contexts so as to improve their students' communicative performance.

5. When teaching vocabulary, it is advised that the four English basic skills should be taken into consideration.

5.3 Suggestions for Further studies

The researcher suggests that the domain of the techniques of teaching English vocabulary still needs further studies and experiments, and requires answers to many pedagogical questions. Therefore, he suggests the following:

1. What are the most effective techniques of teaching vocabulary of English, for each level of learning, that will achieve the syllabus objectives, and meet the students' communicative needs.

2. A comparison between the techniques for teaching the vocabulary of the mother tongue and those for the vocabulary of a foreign language.
Bibliography


Beck, I. L. and Margret, G. M. "Research Directions": Social Studies 
Texts Are Hard to Understand: Mediating some of the Difficulties. 
"Language Arts", 68, (October 1991), 482-490.


The following sources are unknown authors:


Appendices

Appendix (1)

The Pre-test of the experiment of the study

Section A

Question one

Choose a verb and put it into each gap in the following passage.

Lived, put, gave, was, told, knocked, knew, prepared, asked, asked for, told, decided, was.

One night, in the middle of a terrible storm, a beautiful princess-------- at the door of a palace and -------- shelter. She-------------- the queen that she --------- a princess. She her food and dry clothes. The queen to -------------- to test the princess. She -------------- a bed of twenty mattresses and twenty feather pillows for her. At the bottom she --------- a pea. In the morning she ---------- the princess. " Did you sleep well?"

" I didn't sleep well," said the princess. " There ---------- something hard at the bottom of the bed."

Everyone ----------- then that she was a real princess. She and the prince were married and -------- happily ever after.

Section B

General instructions

Answer the three questions below through writing the meaning of each of the words and phrases in English, or at least in Arabic if you do not know it in English.

Question two

What are the meanings of the following words?

1. learning…………………………………………………………………………………………

2. teaching…………………………………………………………………………………………

3. family…………………………………………………………………………………………

4. society…………………………………………………………………………………………
Question three

Write the meanings of the following phrases:

1. Productive family

2. Good health

3. Radio Omdurman

4. Easy language

5. I can renew

6. Careful jump

7. All pupils

8. Good morning

9. Football match

10. Living standard

Question four

Write the opposites of the following words:

1- high

2- clever

3- earth

4- liquid

5- heath
6- a man………………………………………………………………………………
7- night………………………………………………………………………………
8- boys………………………………………………………………………………
9- tall………………………………………………………………………………
10- sweet……………………………………………………………………………
Good luck
Appendix (2)

Guessing the Meaning Test

Question one

Read the following passage and then write the meanings of the underlined words below.

William Shakespeare was born at Stratford-upon-Avon on the 23rd of April and died (after many years) on the same date. He went to Stratford Grammar School where he received a free education because of his father's position in the town. Shakespeare started his life as schoolmaster in the country but soon he moved to London as an actor and playwright. In London he became very famous with his great plays. In fact, he wrote many of the greatest dramatic masterpieces in English literature. Some of Shakespearean's plays were tragedies such as "Hamlet" and 'Richard II', while others were comedies like 'A Midsummer Night's Dream, and 'As you like it. All the plays he wrote were performed in the Globe Theatre and were printed later or even after his death.

His played have been translated unto many different languages. They have inspired many poets, dramatists, film-makers and many other creative artists. They have formed the basis of the English theatre.

Now write the meanings of the underlined words below in the spaces provided:

Received………………………………………………………………………………
Free……………………………………………………………………………………
Education………………………………………………………………………………
Position…………………………………………………………………………………
Moved…………………………………………………………………………………
Greatest………………………………………………………………………………
Literature……………………………………………………………………………..
Tragedies………………………………………………………………………………
Richard………………………………………………………………………………
Translated………………………………………………………………………………

Question two

Match the following words with those in the box:

weakness, not proud, example, push forward, seen, substituted, fixed, machines, made suitable, modern

A. illustration……………………………………
B. devices……………………………………………
C. limitations……………………………………
E. recent…………………………………………
F. fastened………………………………………
G. observed……………………………………
H. propel………………………………………..
I. replaced……………………………………
J. humble……………………………………

**Question four**

**Rewrite the following phrases in your own words:**

a. Fulfil his dreams……………………………………………………………………

b. they discovered their limitations………………………………………………

c. (the wheel) was born…………………………………………………………

d. Move in different directions…………………………………………………..

e. Will not be replaced……………………………………………………………. 
Appendix (3)

Sentence-making Test of the Experiment

Question one
Here are the answers to some questions. Write the questions. Use the words in brackets.
example
What do you do? (you/do) I'm a teacher.
a  (peter/start work) At 8:00
b  (Adam and Ahmed/come) From Dongola.
c  (your wife's) Halima.
d  (you/have) Three. Two girls and a boy.
e  (you/like/ gardening) Yes, I do. I grow a lot of vegetables.

Question two
Write 10 true and correct sentences about things you did, people you met or places you went to yesterday.

Question three
Make questions with 'what/where/when did you/they etc. Do…….?" to which the following prompts are possible short answers.
Example:
PROMPTS: On the train
You write: Where did you meet him?
or: Where did you see here?
or: Where did you read that newspaper article?

Prompts:
a) Last Saturday f) pizza
b) About 11.30 g) In September 1995
c) To the cinema h) Anew hat
d) At the station i) Last summer
e) In London j) English of course
a)
Question four
Change the form of these verbs to past tense, and put them into suitable correct sentences.
see; leave; come; go; meet; notice; stop; take; tell; be.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Question five
Which form of these words do we use in questions in the past? Which form do we use in statements about the past. Make sentences with each:
a) have/had f) know/knew
b) tell/told g) forget/forgot
c) phone/phoned h) go/went
d) understand/understood i) come/came
e) give/gave j) fall/fell

a) ____________________________________________________________
b) ____________________________________________________________
c) ____________________________________________________________
d) ____________________________________________________________
e) ____________________________________________________________
f) ____________________________________________________________
Appendix (4)

The Post-test

Question (1):

Comprehension

Read the following passage- then answer the questions below:

We can get information from our own experience, our environment or from other people. We can also go to the library and read books. When information is given to a large number of people we call it the mass media which includes newspapers, magazines, radio and T.V.

Although newspapers and magazines are very useful because you can read them again and you have time to think about the information, they can only be used by people who can read. You don't need to be able to read, however to listen to the radio or watch T.V. Radio and T.V. therefore, are perhaps the best medium of communication with large numbers of people.

In our own homes we can receive information from all over the world. T.V. has now become more popular than radio because we can both see and hear what is happening. It also provides company for the lonely and can also be good entertainments. It is educational because through it you can visit places which you can't reach by yourself.

T.V. also has number of disadvantages. It is passive entertainment because you don't take part in something but simply sit, watch and listen.

If we are not careful, television can become like a thief which steals the time we would normally spend studying, taking part in sport, visiting people or enjoying our favourite hobbies. T.V. companies try to persuade use to buy videos and satellite dishes. But whether good or bad, T.V. has entered our homes and is part of our family.

Answer the following questions:

1. What meant by massmedia?
2. Which are the best medium of communication for large number of people?

3. Are the newspaper and magazines source of Knowledge for illiterate people?

4. Why has T.V. become more popular than radio?

5. Mention two disadvantages of T.V
   1.
   2.

Choose the best answer:

1- Passive entertainment means:
   a. being passive voice
   b. not taking part
   c. taking part
   d. b and c

2- T.V AND Radio are means of information for:
   a. educated people
   b. un educated people
   c. all people
   d. civilized people

3- People get knowledge from:
   a- some sources
   b. different source
   c. only books
   d. c and b

4- It is not difficult to get information that means the world has become:
   a. big village
   b. small village
   c. far village
   d. both a and b

5- T.V is educational for:
   a. students
   b. teachers
   c. doctors
   d. all people

6- Most human beings have thirst for knowledge to find out:
   a. how things work
   b. where did things happen
   c. what is happening
   d. all the alternatives

7- The best title for this passage is:
   a. T.V
   b. Radio
   c. communication
   d. massmedia

8- Through the internet we can:
   a. see
   b. hear
   c. see and hear
   d. not see

9- Getting information has become:
   a. difficult
   b. enjoyable
   c. international
   d. both a and b
10- T.V has
a. advantages  b. enjoyable
c. only advantages  d. both advantages and disadvantages

Question (2):

Language
(1) Put the verbs between brackets in their correct forms:
1- Would you mind------------------ (close) the window?
2- Where---------------------- she-------- (live)? She lives in Kosti.
3. She ----------- (study) medicine next year.
4. ------------ they -------------- (finish) the work? Yes they did.
5- While he ---------------- (swim) he ----------- (see) a crocodile
6- They decided -------------- (go) on a journey.
7- Pay attention! The driver -------------- (run) fast.
8- If I -------------- (know) the answer, I would be sure to pass the exam.
9- You must -------------- (go) early.

(2) Complete sentence B so that it has a similar meaning to sentence A by using the word given in the margin:
1- A: Tomorrow we will interview the minister of culture. We introduced him last week.
   Whom B: Tomorrow we will ------------------- him ----------------------
2- A: He had a shower and quickly dressed in jalabiya and imma.
   Put on B: He had a shower -------------------------------
3- A: Villages are cleaner than cities:
   Pollute B: cities -----------------------------------------
4- A: They have just finished their home works.
   been B: their home works -------------------------------
5- A: She is so clever that should could answer the questions.
   such B: She is ---------------- she could the questions.

(3) Read the following text. From the list of words choose the word that fits in the space:

Result in-illness-of-because-home-road
There are thousands accidents everyday at work, on the street and at home. In fact, most accidents happen at Accidents can minor injuries, serious or death.

(4) a- Read the sentences below. Use the words at the end of each sentence to form a word that fits in the space. Use the following endings.

**ous-ful—able-- y-met**

1- To be you need a balance diet. (health).
2- A driver doesn't accidents (care).
3- The food causes death. (poison).
4- Diseases like malaria need proper (treat).
5- Time is , you mustn't waste it. (value).

b- Use the words at the end of each sentence to form a word that fits in the space. Use one of the following prefixes before each word.

**Un - il - re - over - pre**

1- Sorry, I can't help you. I am with much work. (occupied).
2- Shops are usually before Eid-el Fitr. (crowded)
3- She is her brother. She is very clever. (like)
4- Hunting without permission is (legal)
5- my composition is not tidy. The teacher told me to it (write)

**Summary**

Read the passage carefully, then in not more than (25) words summarize the causes of pollution:

Every one know that modern cities are polluted and something must be done about it.

The air we breathe is not pure, the water we drink has to be purified by chlorine and our streets are full of rubbish thrown every where.

In the west factories are considered to be responsible for most of the pollution. They pour out chemicals like sulohur. In many cases they also pollute rivers by
pouring chemical waste into them. Many citizens add to the problem of smoke by having cars that fill the air with poisonous exhaust fumes. Also, many of us are guilty of throwing rubbish away in the streets.

Question (4):
Composition
in not less than (150) words write a composition under the title (Changes that have been made in my town or village) Use the points below:
- Name of the town or village.
- Old buildings- new buildings- services like stem of transport- education- health-streets- bridges- traffic.
- Entertainment facilities- beaches walks- clubs sparks.
- Is it pleasant than before.

Best Wishes
English Department
## Appendix (5)

### Table 4.11 Descriptive statistics of the pre-test

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### Appendix (6)

#### Table 4.12 Case Processing Summary of the Pre-test

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Table 4.13 Case Processing Summary of Guessing the Meaning Test

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Control Degree
Appendix (9)

Table 4.15 Case Processing Summary of the Post-test

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</tbody>
</table>