Improving EFL Learners Vocabulary through Using of Flashcards:

A Case Study of *ELkhansaa* Basic School for Girls at *Elazhary* Unit, Jabel Awlia Locality, Khartoum State, (2018)

Hanan Adam Mohammed Adam

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Hanan Adam Mohammed Adam

B.A in (ELT)

University of Juba- Faculty of Education (1995)

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Supervision Committee :

Name   **Position**   **Signature**

Dr . Al Haj Ali Adam Ismail   **Main supervisor**   ……………………….

Dr. Abd El Jaleial Abdalla Salah   **Co –Supervisor**   ……………………….

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Examination Committee :

Name   **Position**   **Signature**

Dr . Al Haj Ali Adam Ismail   **Chairperson**   ……………………….

Dr. Showgi Abd Albagi Ali Musa   **External Examiner**   ……………………….

Dr. Mubark Sedig Syeed   **Internal Examiner**   ………………………

Date of Examination :5: 2018

Dedication

I dedicate this work to

My parents,

My Husband

and my daughter

Acknowledgments

I would like to express my gratitude to **Dr. ELhaj Ali Adam Ismail,** my supervisor, whose expertise, understanding and patience, added considerably. I would also like to express my appreciation to the staff of the faculty and my brother **Dr. Mohammed Adam** .

Improving EFL Learners Vocabulary through Flashcard:

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Abstract

The flashcard must always be brief, large, neat and clear so that it can be seen from a distance. Capital letters are preferred , print should be used . The cards can be displayed by the teacher or by a pupil. The study aims to find out whether the use of flashcards can improve the vocabulary achievement of young learners. To find out whether flashcards can improve the students' interest to learn English language. It also aims at to know how far using flashcards can motivate students to learn. The study adopt the descriptive analytical method and the test was used as a tool for data collection. The sample of the study consist of (45) EFL students at ELkhansaa Basic School for Girls at Elazhary Unit- Jabel Awlia Locality- Khartoum- State. The (SPSS) program used to analyzed the data. The study found that : Flash cards are effective memory aids tools that can help students learn new material quickly. The lack of English vocabulary knowledge leads to many significant gaps of information in the students' English vocabulary. Picture can serve as an instructional language, it can tell the story, every students who sees a picture could be able to get something from it. The use of traditional method in teaching English vocabulary is among the factors hindering students' academic achievement in English. Teaching learning processes was students centre rather than teachers' most of the time was given to the students, teachers role was as guide and director. Using suitable techniques for understanding lexical items is the best solution for the students' weakness in English vocabulary. After applying the flash card most of the students' could remember the words easily than before , be more motivated to learn English. The study recommended : Teachers of English language should employee to use new strategies to introduce new English words. Teachers should avid to use direct translation the new English vocabulary to Arabic. There should be a syllabus that helps to clarify and define the basic rule of flashcard in teaching. Teachers should not always use text books in lessons. English teachers need to choose the appropriate media in teaching vocabulary, one of them is flashcard.

تحسين مفردات طلاب اللغة الانجليزية بواسطة البطاقات الذكية

دراسة حالة مدرسة الخنساء الأساسية بنات،مدينة الازهرى،وحدة جبل أولياء،ولاية الخرطوم(2018م)

حنان ادم محمد ادم

ملخص الدراسة

يجب أن تكون البطاقات التعليمية الذكية دائما مختصرة ،كبيرة ونظيفة وواضحة بحيث يمكن رؤيتها من الجزء الخلفي من الغرفة ، يجب استخدام عملية الطباعة لأنها تسهل عملية القراءة . تهدف الدراسة إلى معرفة ما إذا كانت البطاقات التعليمية الذكية يمكنها تحسين انجاز المفردات لدي التلاميذ في دراسة اللغة الانجليزية ،كما تهدف أيضا إلى معرفة مدي قدرة البطاقات في عمليات تحفيز الطلاب على التعلم .اعتمدت الدراسة المنهج الوصفي التحليلي واستخدام الاختبار كأداة لجمع البيانات ،حيث تتكون عينة الدراسة من عدد (45) طالبا في اللغة الانجليزية كلغة أجنبية بمدرسة الخنساء الأساسية للبنات بمدينة الأزهري وحدة جبل أولياء،ولاية الخرطوم.تم استخدام برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) لتحليل البيانات .توصلت الدراسة الى نتائج أهمها:البطاقات التعليمية هى أدوات فعالة تساعد ذاكرة الطلاب لكي يتعلموا المواد الجديدة بسرعة،يودى نقص المعرفة بمفردات الانجليزية الى العديد من الفجوات الهامة في المعلومات ، الصورة يمكن أن تكون بمثابة لغة تعليمية ،يمكن أن تروي القصة ،كل الطلاب الذين يرون البطاقات يمكنهم الحصول على شئ منها ،إن استخدام الطريقة التقليدية في تدريس مفردات اللغة الانجليزية من بين العوامل التى تعوق الانجاز الاكاديمى للطلاب ،كانت عمليات التعلم هى مركز الطلاب وليس المعلم حيث أن معظم الوقت كان للطالب ودور المعلم هو دليل ومدير ،أن استخدام تقنيات مناسبة لفهم المواد المعجمية هو أفضل حل لضعف الطلاب في المفردات الانجليزية . بعد تطبيق البطاقات تمكن معظم الطلاب من تذكر الكلمات بسهولة من قبل وكانوا أكثر حماساً لتعلم اللغة الانجليزية .توصى الدراسة يجب على معلمى اللغة الانجليزية استخدام استراتيجيات جديدة لإدخال كلمات انجليزية جديدة ويجب عليهم تجنب استخدام الترجمة المباشرة للمفردات الانجليزية الجديدة الى العربية ،يجب أن يكون هناك منهج يساعد على توضيح وتعريف القاعدة الأساسية للبطاقة التعليمية في التدريس ،يجب أن لا يستخدم المعلمون دائماً الكتب النصية في الدروس ،يحتاج معلمي اللغة الانجليزية الى اختيار الوسائل المناسبة في تدريس المفردات

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CHAPTER ONE
INTRODUCTION

1.0   Background

The story of the language is the best story that has come to be written. From sounds and gestures to a common means of communication. Languages undergo changes – they transform, they also die sometimes, a single language can play a crucial role in razing down the citadels of other languages. An Australian writer, in his story "*The only speaker of his tongue*" describes a lexicographer's meeting with the last speaker as quoted by Crystal, (2005:114): "*When I think of my mother tongue being no longer a live in the mouths of men, a chill goes over me that is deeper than my own death, since it is the gathered death of all my kind.*"   . In this, the role of English as a colonial power takes on a significance that has raised so much dust yet to settle down. It comes as no surprise that English has "*displaced*" many languages in the world. He clarifies, "*A language becomes a world language for one reason only – the power of the people who speak it*". He distributes this power to political, technological, cultural and economic reasons.

English is one of the subject matters in the schools in Sudan. In learning another language, the most important thing is to master the vocabulary. Vocabulary of foreign language is very essential to learn without it no one get successful in that language. Most of students in basic schools get much difficulty to learn English, especially vocabulary. In my opinion it is caused by two reasons:

First, the students don't have interest in the teaching learning process. It becomes the teacher's responsibility to give motivation, so the student aware that there is correlation between the subject matter with their life.

Secondly, the uses of media and method are not appropriate with situation of students. So the researcher needs to implement a media that can improve the students' interest in learning English. Based on the problems above, the researcher tries to implement flashcards in teaching English language in basic schools to know how far this media can improve vocabulary.

1.1 Statement of the Problem

Poor vocabulary is one of the learners complain in the process of language learning, students who lack adequate vocabulary will be hindered by some difficulties of getting meaning from what they read.

1.2 Objectives

The objectives of the research are:

1.To find out whether the use of flashcards can improve the vocabulary achievement of young learners.

2.To know whether flashcards can improve the students' interest to study English language.

3.To know how far using flashcards can motivate students to learn.

1.3 Questions of the Study

Based on the background of the study, the researcher's question is formulated as follows:

1. How far students' achievement in vocabulary improved if the students are taught by using flashcards?
2. Why do flashcards improve the students' interest to study English language.
3. How far using flashcards can motivate students to learn language?

1.4 Hypotheses of the Study

The study attempt to testify the following hypotheses:

1. Using suitable media in English teaching learning process can increase the interest and achievement of the students' Vocabulary..
2. Flashcards might improve the students' interest to study English language**.**
3. Using flashcards can motivate students to learn language**.**

1.5 Significance of the Study

This study is intended to help English teachers to teach vocabulary as a part of reading comprehension class. Motivation is one of the key factors of achievement in learning a second language. The result of this study can pave the way for the future researchers. Study's significance stems from the fact that vocabulary is an essential in good performance in English, so the study tries to find out suitable techniques for teaching English vocabulary in EFL classroom.

1.6 Methodology

The researcher will use descriptive and analytical method by preparing a test for basic school selecting the students randomly to examine this test.

1.7   Limits of the Study

This study limited to know whether the use of flashcards improve the students᾽ vocabulary. The material is limited to that taught at El-Khansaa basic school for girls at Elazhary unit – JabelAwlia locality- Khartoum State. (2017)

CHAPTER Two
LITERATURE REVIEW

2.0 Introduction

This chapter investigates the use of Flashcards to improve learner's vocabulary achievement. Also it is introduces and specifies the phenomenon of vocabulary and goes on to examine some crucial terms connected with it .

2.1Definition of Flashcard

A flashcard is a little piece of paper. The size of a business card, which as on one side a new word in a language you're learning, and the other side a word in your mother tongue.(***httll-how-to-learn-any-language.com/e/guide/flash-cards-html,10-December,2009***). According to Suyanto, flashcard is the cards that usually use thin paper and stiff*(2008:109)*. Flash cards show picture or words, usually flashcards include of group with kind or classes. Flashcard is a piece of cardboard about 18 x 6 inches on which appears a word, a sentence or a simple outline drawing the lettering should be large, net and clear so that it can be seen from the rear of the room capital letters are preferred. Print should be use since it is easy to read at a distance Nasr, (1972-119).

Flashcards are a powerful memory tool write questions on one side of the cards and the answer on the other side Edwards (2006:89). Based on many definitions above about flashcard; the researcher can conclude that:

1. Flashcard is one of the media of education
2. Flashcard is a little piece of paper.
3. Flashcard is the cards on which words or pictures are printed or drawn.
4. Flashcard is one of the best tools for memorizing information.

The flashcard must always be brief, large, neat and clear so that it can be seen from the rear of the room capital letters are preferred print should be used since it is easy to read at a distance. The cards can be displayed by the teacher or by a pupil. The letter is preferred since it makes for activity. The set of cards should be field away under given subject. They will be found very useful for review for drill and as a warming up exercise at the beginning of the period.

2.2 History of the Flashcard:

Paper flashcard has been used since at least 19th century, with reading Disentangle *(1834),*a set phonics flashcards by English educator Favell Lee Mortimer being credited by some as the first flashcards, and previously a single sided horn book had been used for early literacy education. The *Leitner*system for scheduling flash cards was introduced by German scientific journalist Sebastian *leitner in the 1970s*, specifically his 1972 " so learnt man Lerner. *Der wegZumErflog* and " How to learn" *Freiburg 1- Br – 1972(2003).*

2.3 Types of Flashcard

Flash cards can be divided into several types by Scott (1990: 109 – 111), they are:

2.3.1 Picture Card:

Picture cards are useful for teaching vocabulary and reading (Nasr, 1972). These picture cards can be drawing or cut out from magazines or perhaps photos. It is easiest to sort these picture cards according to size really big ones for class work, and smaller one for individual or group work. These can be used in many ways; just a few would include:

1. Picture cared match up.
2. Picture card treasure hunt.
3. Picture and word match up.
4. Picture and snap games.
5. Picture cards can be used as part of communication aid.

2.3.1.1Picture flashcards designed to:

1. Encourage a child to say that word.
2. Identify pictures with certain starting sounds.
3. Encourage a child to discuss what is shown in the picture

They do to learn web site have lots of picture card section including:

1. Self-help e.g. bathroom and personal care, dressing.
2. Activities e.g. sit, work, eat, sleep,,,,
3. Social e.g. behavior, emotions.
4. Miscellaneous e.g. weather, safety signs, summer, holiday.

2.3.1.2The way to make picture card:

There are many ways that you can make your own picture cards. Here are ways that use to make picture card.

(http:/www/speechteach.co.UK/p.resource/speech/picture card.htm,(20May 2010):

1. Cut out picture from:
2. Old catalogues.
3. Magazines.
4. Old children's books.
5. Poster boards.

Draw simple pictures, may be your child could help you draw some or color in the ones you have drawn use your computer to create picture cards in your word processing or publishing package:

1. Create a text book.
2. Add a border.
3. Put a picture box inside.
4. Copy and paste these several times.
5. Add different pictures to each picture box
6. Print out and cutout your picture cards.
7. Create new picture cards by changing the picture.

2.3.2 Card Games

A card game is an game using playing cards as the primary things with which the game is played, be they traditional or game-specific *(http //.en.wikipedia.org/wiki/card-game.zomay.2010).*

Almost all card game can be making into language card game and while we want to concentrate on games where some sort of language interaction is taking place we can also play card game simply for relaxation. Puzzle card is one of game that can use in teaching learning process after using of flashcard: for example:
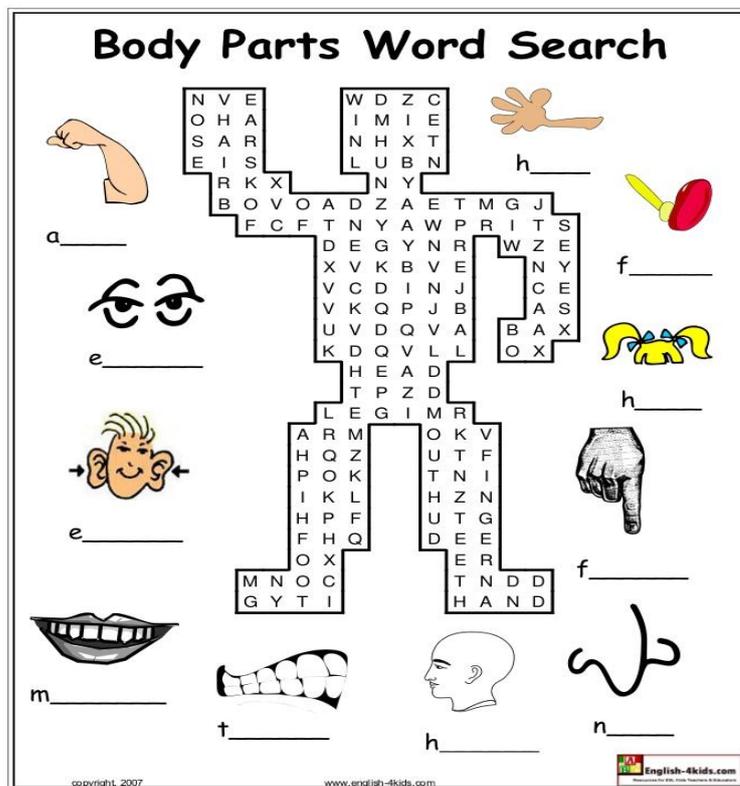
Figure (2.1) from clip art

2.3.word, sentence cards

word cards are useful for displays sentence card should only be used for beginners. Student can simply write the question on one side and the answer on the opposite side and test themselves repeatedly.

According to Slameto(1987 : 82):-

Word sentence card usually consist of two sides, on the front of card appears the word entry plus whatever supplement any information is needed, on the back appear a concise definition and an illustration of the word use. In the using word card and sentence card the students can match a word with the definition in the other sentence cards. by this manner the student can more interest to learning English. Sometimes the word/ sentence on the cards are commands. And the learners are used to giving and obeying these commands, orally and they are learning to recognize them as whole. The command on the cards such as: open the door, sing a song, stand up, clean the blackboard etc. by using this word/ sentence card, we can make a simple game. The teacher or student holds up card, waits until several students have put their hands up, and say name of someone. Someone who called of name perform the action required and scores a point for his team. If he performs the wrong action, he has not read card successfully, and there will be others eager to show that they have. Someone in another team is given a chance.

2.4 The Procedure of using Flash Card

The procedures of the use flash card below (http.//learning disabilities. About.com/od/instructional material/8t/flash card-teaching-srategies.htm):

1. Sit comfortably facing your students.

2. Arrange the flash cards in the order you would like to present them

3. Starting with the first flash card, hold it up so your students can clearly see the front. Keep the back of the flash card toward you so your child can not see it.

4. Shows the flash card front to your students that consist of picture and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation.

5. Teacher "flashes" the cards one by one to a learner to elicit a quick response.

6. Give question to them by showing flash cards one by one randomly, if your students give a correct answer, place the correctly answered flash card in a pile on your left.

7. If your students, give an incorrect response or no response, tell them the correct answer, and place these flash cards in a pile on your right side.

8. After you have finished showing your students all of the flash cards, you may continue your flashcard session by using the stack of incorrectly answered cards. Continue the same manner, placing correctly answered flash cards on thee left and incorrectly answered flash cards on the right.

9. Once your students have mastered the full set of flash cards, practice them periodically to ensure your child remembers them.

Based on the explanation about the procedure of using flash cards above, the researcher conclude that the step in using flash cards in English learning process are show of flashcards, sounds, repetition and practice. The procedure of using flash cards is simple, so the students or parents can practice it in their home to improve their vocabulary.

2.5 The Function of Flashcard

The use of flashcard in the English teaching learning process use to help the teacher. Kasihani and Suyanto, (2008:109):

1. To be familiar and stable with singular and plural Concept.

2. To be familiar and stable with a few and a lot of concept.

3. To get the student's attention and motivate them by using extract pictures with appropriate (vocabulary and color).

4. To give variation in teaching learning process.

Flashcards is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher. Beside that the teacher can improve the student's interest.

2.6 Definition of Interest

Hilgard *(1962:52)*gave a definition about interest is persisting tendency to pay attention to and enjoy some activity or a content. According to Sudarmanto, (1273:4**)**, interest is a preference and a high passion or willingness toward something. Based on many definitions above about interest, the researcher can conclude that interest is an awareness and willingness of someone to engage the attention toward something.

2.7 Definition of Motivation

Motivation is the reason for people's actions, desires and needs. Motivation is also one's direction to behavior, or what causes a person want to repeat a behavior. A motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behavior *Atkinson, (1978).* According to Maehr, "Motivation is a word that is part of the popular culture as few other psychological concepts are".

2.7.1 Incentive theories: intrinsic and extrinsic Motivation:

According to *Edward L. Deci (2000),* "Motivation can be divided into two different theories known as intrinsic (internal or inherent) Motivation and extrinsic (External) Motivation:

2.7.2 Intrinsic Motivation

Intrinsic Motivation is the self-desire to seat out new thing and new challenges, to analyze one's capacity, to observe and to gain knowledge. It is driven by interest or enjoyment. Intrinsic motivation is a natural motivational tendency and a critical element in cognitive, social and physical development. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Students are likely to intrinsically motivated if they:

1. Attribute their educational results to factors under their own control.
2. Believe they have the skills to be effective agents in reaching their desired goals.

3. Are interested in mastering a topic, not just in achieving good grades.

2.7.1.2Extrinsic Motivation

Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the individual. Common extrinsic motivations are rewards for showing the desired behavior, and the threat of punishment following misbehavior. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win atrophy are also extrinsic incentives.

2.8 The Concept of Improvement

In the new Glolier Webster international dictionary (1974:493) said that improve is to bring to amore desirable or excellent condition, to ameliorate, to better, to make as land or real estate, more profitable by cultivation or construction to make more useful. *Also ,* improve is to make greater in amount or degree, increase, augment enlarge; intensify (the chance that the committee could reach agreement).

According to *Hornby (1974:427)*, improve is make or become better. Based on many definitions above, the researcher concludes that improve are:

1. To rise to a more desirable or more excellent quality or conditions, make better.
2. To increase the productivity or value of (land or property).
3. To put to good use; use profitably.
4. To become better.
5. To make beneficial additions or changes.

2.9 The Measurement to Improve the Interest of Learning

The following are the measurement to improve the interest of study, suggested by Sudarmant: (1993:4)

1. Pay attention to aim that want.
2. Knowing of the elements in the learning activity.
3. Make learning activities palsies and perform it.
4. Definite the aim of learnt this moment/
5. Found of satisfied after finishes alearnt schedule.
6. Stand at positive attention to facing of learning activity.
7. Try to emotion of freedom for learnt.

8. Use of ability to reach the target of learnt every day.

9. Found the material can help learning activities.

2.10 The keys to improve Vocabulary

There are many key to improve your vocabulary Edward. (2006:73).

2.10.1 Read as much as you can:

By reading as many magazine, fiction and nonfiction books, and journals as you can, you will encounter new words, you can guess the meanings of many of those words by their context- that is, you will get a clue to the meaning from the word that surround the new word, if you are still not sure, you can look up the word in a dictionary to check if you were right.

2.10.2 Use a dictionary:

You will need a large collegiate dictionary for home use. The dictionary should be all English, not a bilingual one a good dictionary should include the following information about word:

1. It is pronunciation.

2. It is part of speech (noun, adjective, verbs)

3. A clear simple definition.

4. An example of the word used in a sentence or phrase.

5. Its origin (root, prefer).

You can use a pocket dictionary if you travel back and forth to classes.

2.10.3 Learn roots, Prefixes:

Root and prefixes from Latin and Greek make up many English words. It has been estimated that more Greek, prefixes are added to the beginning of a root and suffixes are added to the end to modify the meaning of words. Learning these will help you increase your vocabulary.

2.10.4 Learning from Listening:

Listening to good programs on the radio and television as well as to people who speak English well is another improving your vocabulary. Since you cannot ask the speaker to tell you what a particular word means, write down the words and look them up later.

2.1.1.5 Use a dictionary of Synonyms and Antonyms:

Synonyms are words that have almost the same meaning; antonyms are words that have almost the opposite meaning. Knowing the synonyms and antonyms of word

will expand your vocabulary. Some dictionaries of synonyms and antonyms explain each synonym and how it differs in meaning from other synonym. Since no two words have the exact same meaning, this is very useful for you.

2.10 6 Make your own word list:

Get a notebook for your vocabulary study and use it to create your own word list. Whenever you read and come across a word you don't know, write it down in your notebook together with the sentence in word from it is context. Then look the word up in a dictionary and write the definition in your note book. Writing will help you remember the word and it is meaning try to add anew word to your list every day.

2.11 Definition of Word

Words can be defined in various ways, and estimates of vocabulary size differ depending on the definition used. The most common definition is that of a lemma (the uninflected or dictionary from, this includes (walk but not walks, walked or walking). Most of the time lemmas do not include proper noun). An other definition often used in research of vocabulary size is that of word family. Theses are all the words that can be derived from a ground word (e.g) the words effortless, effortlessly, effortful, effort fully are all part of the word family effort). Bry, (2016)

2.11.1 Word Recognition:

We should start by saying that even the definition of the meaning of term "word recognition" is disputed. Hoover and Tunmer (1993) mention three interpretations. The most obvious one would be to have the term mean recognize an English word in print, be able to pronounce it, and give it is meaning.

2.11.2 Word recognition in L$_2$:

Randall and Meara (1988), remark that most L$_2$ reading research, has been centered on the relatively higher –order skills of discourse organization and the interpretation of continuous text.' And say that this is "for obvious reasons" perhaps on obvious reason is that many of the potential subjects are presumed to be past the "simple" stage of word recognition by the time they become available to researchers, though such an assumption is by no means certain. A further reason is that many L$_2$ researches have training in applied linguistics, which has tended to ignore this area.

2.113 Concept of word development:

'Spoken or dictated a counts of children's experiences help them link speech to print. This approach has traditionally been referred to as language experience *(Neesel & Jones, 1981; Stauffer, 1880).*

2.11.4 How spoken words are learned?

"Our brains are ready to serve us in learning language". This is because biological forces ensure that language learning is innate. Just as with Elbert's 'swift flick of the wrist'. "There is coordination among thousands of muscles. This biological foundation of language underlies learning to read and write words *(Lenneberg, 1967).*

2.11.5 Concept of learning new words:

Associations based on mere recall do not necessarily minimize the degree to which students can know a word. Graves (1987), created a hierarchy founded on the difficulty

involved in learning new words. Learning new words representing known concepts was classified as one of the easier tasks since schemata already exist for the concepts. This was true for both native English speaker and ELLs. Learning new words that represent new concepts was viewed as one of the more difficult tasks. This later task is more indicative of the language needs of younger students whose concept development is far inferior to that of college age student. The chances are far greater that the adult student will already possess concept development for the item; for the ELL, often an English language equivalent is sufficient to know well the word of morpheme. The simple one-to-one relationship between a word part and it is meaning, or the vocabulary item and its synonym, could be embellished by the adult student's rich schemata. Also, to facilitate this, both the morphemes and selected vocabulary items tend to be singular in meaning, thus eliminating the confounding effects of polysemy usually encountered with one syllable, high frequency vocabulary (*Just and carpenter, 1987; Howards 1964).* From a vocabulary perspective, the learner should have at least 98% coverage of the running words in the text *(Hu 2000).* That is, the unknown words in the text should not occur at a density greater than one known word in every 50 running words. In a reading text, this is about one unknown word in every five lines.

2.11.6Methodologies for the presentation of lexical Components:

In the presentation of lexis to ESI learners, the first and most important thing to emphasize in the context in determining meaning of lexemes lexical items according to Ajulo (1995:64),"*mean nothing by themselves*". This is only when they are used in specific context that they stand for anything. Vocabulary teaching should focus on deepening and internalizing knowledge of words and this is only seen in the context in which such words are used. For instance, the word hook has different meanings in the following registers: fishing, boxing, telecommunications, cricket/golf, household, agriculture. "Some ESI learners in generally have they tendency to expect the same degree of fit between sound and sights it is exist in most of their mother tongues. This expectation, according to Weinrich and Oladeji (1990:61), sometimes lead to faulty transposition of certain items from speech to writing and the assignment of wrong meanings to certain lexemes misconstrued as similar in the spoken from. This is why we sometimes find students using the following homophones wrongly a sew/ sow, cheap/ chip, flower/ flour, sight/ site/ cite, lick/ leak, their/ there, etc. spelling should be actively taught with pronunciation simultaneously. The usual practice in pronunciation classes are drills and spelling is hardly taught. This two aspects of lexical knowledge complement one another and learners will retain knowledge of word better if they are taught the spelling and pronunciation together.

2.11.7 Morphological Analysis:

Morphological, or structural, analysis is the process of breaking down morphologically complex words into their constituent morphemes (word meaning parts). For instance, the word worker is comprised of two meaning units, the base work, and the inclusion of –er, which conveys the meaning of an agent (Person or thing) that does whatever is implied in base. Thus, the worker is one who works; a film projector is that which projects film onto a screen. As students proceed through the grades, course texts will take on increasingly sophisticated language, often, these multi-syllabic words will be on the Greco- Latin origin, which collectively comprise approximately two- three of the English lexicon *(Carr.et al, 1942)*. Studies have shown that moving along the word frequency continuum from more frequent to less frequent displays an increased percentage of Greco-Latin words, while the percentage of Germanic mono-syllabic words decrease. Recognizing frequent roots and affixes that transfer among the disciplines can support students as they make sense and

attempt to retain the meanings of this deluge of new words. Corson (1997**:** 707-708) noted:

> *"Pedagogical processes of analyzing words into their stems and affixes do seem important in academic word learning. These processes help embody certain conscious and habitual met cognitive and met linguistic information that seems useful for word acquisition and use. Getting access to the more concrete roots of Greco-Latin academic words in this way makes the words more semantically transparent for a language user, by definition, without this, English academic words will often remain "hard" words whose from and meaning appear alien and bizarre.*

2.12 Importance of Teaching Collocation

The importance of collocation has been emphasized by many scholars, like Sinclair (1991), words are restricted in the ways the can be used. They don't just appear at random in texts. Words select other words they co-occur with and there are a large number of semi-pre constructed phrases that constitute single choices in English. Teaching collocation is very essential as it helps learners to defining the semantic characteristics of a word and the kinds of words and the kinds of words that can be found together (Nattinger *1988:10*).

It is not just enough for a learner to know that money and amount collocated or that sit on the fence is a fixed collocation in English it is also important for them to understand the possible syntactic patterns of occurrences these expressions may fit into.

"A word is known by the company it keeps" Palmer (1981: 76). This is called collocation. A collocation is a combination of two or more words which frequently occur together. Looking at the context of words, differences between meanings can be distinguished. Nida (1964: 98) as cited in Palmer distinguished between different meanings of 'chair' in different contexts. Large dictionaries make use of this kind of contextualisation. Although collocation is a matter of association of ideas *whitemilk* is not often said, though milk is white, white paint is a quite common expression. Maybe because there is other different colours of paint but milk are nothing but white. Blond hair is quite common but not a *blond window or *blond blouse even though the colour is that of blond hair. 'Handsome' and 'pretty' collocate respectively with

masculine and feminine. Gender is recognized when words like the following ones are heard: pretty doctor, handsome player. An examining eye should be given to pairs like lion/roar, star/twinkle, door/creak, etc. Moreover, collective words which always go together are also found such as *fleet of ships*, *school of fish*, *and herd of elephants* and so on. A quite clear distinction cannot be reached between collocations that are predictable from the meanings of the words that occur (donkeys bark, bees buzz) together and those that are not. But it is not true that all of these restricted collocations can be explained semantically because some examples seem completely inappropriate. Palmer (1981: 78) stated that "[i]t is difficult to see any semantic explanation for the use of the collective terms. The only difference between *herd* and *flock* is that one is used with *cows* and the other is used with *sheep*". Likewise, there is no obvious reason why *make* is used with friends as in *makingfriends* but not *gettingfriends* or *heavy* with ra*in* as in *heavy rain* but not *strong rain.* It is noted that natural collocations are not always logical or guessable. So it is difficult to decide whether a collocation is or is not semantically determined because the meaning of one of the collocated terms seems to depend upon the collocation. A term may be restricted to a certain collocation that the widening of the meaning sometimes permits new collocation to take place.

It is difficult, sometimes, to separate collocation from semantics because a word may often collocate with a number of other words that have something in common semantically. On the contrary, although *passaway* has the sense of *die*, it is not likely to say that *themoringaolivera passed away; die* instead of *passaway* collocates well. It is worth noting that specific collocations are not rejected solely because they are heard for the first time rather, the restriction should depend on the knowledge of the range, i.e., knowing, roughly, the kind of verbs or adjectives that are used with certain nouns. Three restrictions can be found. First, some restrictions are based completely on the meaning of the words as in the unlikely *greencow*. Second, some are based on range which means that a word may be used with a group of words that are semantically related, so it is unlikely to see *a buxom gentleman* since *buxom* is used with words denoting females. Third, some restrictions are mainly collocation, involving neither meaning nor range, as addled with eggs and brain. To further develop this idea, it is argued that if rancid is used with butter and bacon which have something in common, i.e., animal product, why not *rancid milk or *rancid cheese? On the other hand, Longman is a proper noun: the oldest commercial publishing

house in Britain, founded in 1724 by Thomas Longman, but *long* as an adjective does not collocate with *man* rather, *tall* is used to talk about the height of people and trees as in the following examples: *She is only five feet tall., A road with talltrees on either side.Tall* is also used to talk about narrow objects as in *the old house has tall chimneys. Long* is used for distance (long ride), duration of time (long friendship), measurement (long hair) and so on (a difference between vertical measurement and horizontal measurement).On the other hand, *high* is used to mean extended upward as in *Whatisthe highest mountain in the world*? It is also used to denote rank, amount, price, etc., as in the following examples: *high grade*, *highprice*, *andhighspirits*. Both *tall* and *high* are used to talk about buildings: *one of the highest buildings in theworld | a city with crowded streets and tall buildings* (Longman Dictionary of American English, 2009: 1037)

Collocations are seen as adjective-noun (mounting concern/ plain truth/ collateral damage) combination but the fact is that any kind of word combination is possible. These combinations are found in noun-noun (words of wisdom/ a stroke of luck), verb-noun (harbor terrorism/ pass up a chance), adverb-verb (flatly contradict), adverb-adjective (fundamentally different/ deeply offensive), noun-verb (standards slip).

Collocations are of three types: strong, weak and fixed. A strong collocation is a collocation in which the words are closely related with each other as in mitigating factors and adjourned the meeting whereas weak one are made up of words that collocate with a wide range of different words. Broad is an example of weak collocations because it collocates with smile, avenue, shoulder, accent and so on. Most collocations lie somewhere between strong and weak ones for stronger collocations stand at one end and weaker collocations at the other. A fixed collocation is a collocation that is so strong that it cannot be changed in any way. Walking *toandfro* (meaning walking in one direction and then in the other direction repeatedly) is a fixed collocation in that no other words can replace *to*, *and* or *fro*. The meaning of some fixed collocations cannot be guessed from the individual words. (O'Dell and McCarthy, 2008: 4)

Students need to learn collocation because it will help them to speak and write English in a natural and accurate way. Learning collocations will also help them to increase their range of vocabulary. Moreover, collocation will help them to appreciate other writers' use of language when patterns of collocation importantly

their writing selecting as many collocations as they can.   are used to either to startle or amuse the audience. Students can also use these patterns in creative writing to 'play with words' so as to create a certain effect on their audience. Students can vary their speech and more .

Teacher should create the awareness in the pupils that each lexical item has it is own collocation behavior. Teaching should not isolate words and separate them from other words they occur with. According to *Carter (1987-53)*, the description of restrictions on the range of collectability of particular items can provide away of differentiating words from each other, *Firth's (1957)*. Popular statement o collocation that "you know a word by the company it keep" the collocates differ in different register, since the meaning determines the collocates.

For instance, in fishing, the possible collocates are fish, catch, line, bait, etc. while in household, the possible collocates are coat, picture, curtain, towel, hang, etc.

212.1 Compounds and Idioms

Compounds are units of meaning formed with two or more words. The words are usually written separately, but some may have a hyphen or be written as one word. Often the meaning of the compound can be guessed by knowing the meaning of the individual words . It is not always simple to detach collocations and compounds.

1. Care park.
2. Post office.
3. Narrow minded.
4. Shoelaces.
5. Tea pot.

 Idioms involve collocation of a special kind. If an idiom is taken word by word, the meaning of the resultant combination is going to be opaque. The meaning of the idiom is not related to the meaning of the individual words, but it is sometimes nearer to the meaning of a single word. It functions as a normal grammatical word so the past tense of the given idiom is *kicked the bucket*. But there are some grammatical restrictions. A big number of idioms have a verb and a noun. The verb can be placed in the past tense, but the noun cannot be changed. So *kicked the bucket* is acceptable but *kick the buckets* is not. Some idioms have passive forms while others have not. In English Language, there is a very common kind of idioms which is known as 'phrasal verbs'.

Phrasal verbs are a combination of a verb and an adverb such as *give up* and *break out*. The meaning of these idioms cannot be predicted from the individual meanings of the verb and the adverb. Sometimes a combination of this kind may result but it is treated as a phrasal verb even though the meaning can be predicted from the meanings of both the verb and the adverb. An example of this is found in *take in* as in the following sentence *the young lady took the homeless child in.* Here take in has a literal sense but in the example *the magician took the audience in* it retain s its idiomatic meaning. There are also degrees of idiomaticity as found in *make up* in different contexts with different meanings as in *make up a story* meaning invent it (untrue story), *make up a fire* meaning light a fire, *make up one's mind* meaning come to a decision about something, *put some make-up on her face* meaning use some cosmetics to have 'a new look' and many other meanings. Another example is *given up* meaning surrender, stop, quit, abandon, cease, etc. Besides the sequence of a verb and an adverb to form an idiom, there are sequences where a verb plus a preposition and a verb plus an adverb plus a preposition are found. Examples of these kinds are in look for meaning seek, *cut off* meaning interrupt, *run out of* meaning used up/expire, *look forward to* meaning expect. There are five main types of phrasal verb:

1. Intransitive phrasal verbs as in *you're driving too fast. You ought to **slow down**.*

2. Transitive phrasal verbs) where the object can come in one of two positions:

(a) Between the verb and the particle(s) as in *I think I'll **put** my jacket **on***. Or (b) after the particle as in I *think I'll **put on** my jacket.*

However, if the object is a pronoun (*he*, *she*, *it*, etc), it must usually come between the verb and the particle as the example *I think I'll **put** it **on***. (NOT *I think I'll **put on** it*.)

3. Transitive phrasal verbs where the object must come between the verb and the particle, for example *our latest designs **set** our company **apart** from our rivals.*

4. Transitive phrasal verbs where the object must come after the particle in John***takes after** his mother* or *why do you **put up with** the way he treats you?*

5. Transitive phrasal verbs with two objects, one after the verb and one after the particle as in '*They put their success down to good planning'.*

2.13.1 Definition of Vocabulary

One forget words as one name, said novelist Evelyn Waugh. "one's voc needs content fertilizing or it will die" Diries (1962). According of *Richard*, vocabulary is one of the most obvious components of language and one of first things applied

linguistic turned their attention to *(2001:4)*. Vocabulary is commonly defines as all words known and used by a particular person, knowing a words, how ever, is not as simple as merely being able to recognize or use it. There are several aspects of words knowledge that are use to measure " all the words known and used by a particular. According to Hornby, vocabulary is total number of words which (with rules for combining them) make up a language (1971:858).

From the definition above, the writer concludes that vocabulary is a stock list of words that is used individually or in a group arranged in alphabetical order and has meanings. According to Babel, (2001: 55)" Vocabulary refers to all the words of a language, or to words used by a particular person or group. Also called words stock, lexicon, and lexis."

2.13.2 Level of Vocabulary

Researcher have attempted to differentiate three levels of vocabulary: common core, sub-technical and technical (king, 1989), in test for heterogeneous populations care should be taken to avoid technical terms (Robinson (1991:28), for higher level student in particular, you need to examine whether the lexical range is appropriate in terms of common core, technical and sub-technical vocabulary.

In FAP test, where the focus is on lexis, there is a preference for testing sub-technical words which Cowan (1974:391), define as: "Context independent words which occur with high frequency across disciplines" Marton (1976:92), sees sub-technical words as academic vocabulary" the words have in common a focus on research, analysis and evaluation". Those activities which characterize academic work. In general, this seems sensible advice but it is not always easy to determine the level of word an equivocally and reliably.

2.14 Type of Vocabulary

There are listed in order to most ample to most limited by Barnhart(1968):

a. Reading Vocabulary

Alliterate person's vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary words reading has by listening.

b. Listening Vocabulary

Adperson's listening vocabulary is all the words he or she can recognize hen listening to speech. People may still understand words they were not exposed to before using cues such s tone, gestures, the conversation.

c. Speaking Vocabulary

   A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse- though slight and unintentional – May Be Compensated By Facial expressions, tone of voice.

d. Writing Vocabulary

   Words are used in various for writing from formal essays to social media feeds, many written words do not commonly appear in speech. Writers generally use a limited set words when communicating. For example:

1. If there are a number of synonyms, a writer will have his own preference as to which of them to use.

2. He is unlikely to use technical vocabulary relating to a subject in which he has no knowledge or interest.

2.15 Importance of Learning Vocabulary

   "Experienced teachers of English as a second language know very well how important vocabulary is they know students must learn thousands of words that speakers and writers of English use- fortunately, the need for vocabulary is one point on which teachers and students agree Virginca – (1983:1-2). According to, Schmitt (2008), when learners have an adequate vocabulary, they have a better chance of expressing their opinions when they are learning a language different from their mother tongue. His view is that the mastery of a second language is spending on how many words the individual identifies. "Learning vocabulary is retail in any foreign language, adequacy of new words in a foreign language inspire learners to communicate in the target language. Weak vocabulary leads to little proficiency skills in foreign language. This is stated in the studies of Yousefi, (2015) , and Ghazal, (2007), all reported that vocabulary knowledge is essential for second language learners and that lack of vocabulary skills is among the factors affecting students English proficiency skills.

2.15.1 Extensive Vocabulary is Important

   Students with extensive vocabularies are the readers who understand, with ease, what they have read, on the other hand, readers with limited vocabularies usually have difficulty reading and spend more energy and time on reading tasks. There for, if you improve your vocabulary, as Malcolm X did, you should see an improvement in your

reading and listening comprehension Sherrie: (1997:10). Readers with limited vocabulary knowledge are typically slow readers. In contrast readers with extensive vocabularies and background experiences are skilled readers. Another reason why an extensive vocabulary is important, concerns the power and precision you have your command for expressing yourself in speaking and writing.

2.15.2 Perceptive versus Productive Vocabulary

Receptive vocabulary to mean language item which can only be recognized and comprehended in the contact of reading and listening materials while productive vocabulary to be language items which the learners can recall and use appropriately in speech and writing. These terms are often called "*passive*" and "*active*" vocabulary there will be items which you find difficult to recall or do not know sufficiently well to use accurately. There will be other items, which you understand, but do not use, perhaps because they occur in context or types of discourse, which are a lien to you" (*Ruth – 1986,:. 64-65*).

2.16 Vocabulary Acquisition

From the perspective of vocabulary acquisition and learning, one important principle should remain within the text book writer's mind, the more a word is repeated and recycle, the more the chances are of it is being remembered – Thom bury (2002), claims that " students remember words which are repeated at least seven times over spaced interval. (Providing that the words are meaningful and salient). Farther more "Teachers are quick to refer their students to learn dictionary and encourage them to read literary works as ways of acquiring English Vocabulary *(*Naggy et.al 1985*).

2.17 Second language Vocabulary Acquisition

Learning vocabulary is one of the first steps learning a second language, but a learner never finishes vocabulary acquisition. Whether never finishes vocabulary acquisition one's native language or a second language, the acquisition of new vocabulary is n going process. There are many techniques that help one acquire new vocabulary among them is:

2.17.1 Memorization

Although memorization can be seem as a tedious or boring , associating one word in the native language with the corresponding word in the second language until

memorized is considered. One of the best methods of vocabulary acquisition, . By the time students reach adulthood, they generally methods. Although many argue that memorization does not typically require the complex cognitive processing that in creases retention (Sagarr and Alba, 2006). It is does typically require a large mount of repetition, and spaced repetition with flash cards is an established method of memorization, particularly used for vocabulary acquisition is computer- assisted language learning. Other method typically require more time and longer to recall. Some words can not be easily linked through association or other methods. When a word in the second language is phonologically or visually similar to a word in the native language, one often assumes they also share similar meanings but it is not always true. When faced with false friend, memorization end repletion are the keys to mastery. If second language learners relies solely on word associations to learn new false friends. When large a mounts of vocabulary must be acquired in a limited a mount quickly, when words represent abstract concepts or when discriminating between false friends, rote memorization is the method to use. Anural network model of novel word learning a cross orthographies,   accounting for L1-specific memorization abilities of L2- learning has recently been introduced (Hadzibeg, 2009).

2.17.2 The Key Word Method

One useful method of building vocabulary in a second language is the keyword method. If time available or one wants to emphasize a few key words, Although these strategies tend to take longer to implement and may take longer in recollections, they to implement and usual connections that can in craze retention. The key word method requires   deeper   cognitive   processing,   thus   increasing   the   likelihood   of retention(Sagarra and Alba, 2006). This method uses fits within Paivio's (1986) dval coding theory because it uses both verbal and image memory systems. However, this methods is best for words that represent concrete and image able thing s. Abstract concepts or words that do not bring a distinct image to mind are difficult to associate in addition, studies have shown that associative vocabulary learning is more successful with younger students (Sagara and Alba,2006) older students tend to rely less on creating word associations to remember vocabulary.

2.17.3 Word Lists

Several word lists have been developed to provide people with a limited vocabulary either for the purpose of rapid language proficiency of for effective communication. These include Basic English (850 Words) special English (1.500

words general service list 2,00 words) and Academic word lit some learner's dictionaries have developed defining vocabulary rise which contain only most common and basic words. As result a word definitions in such dictionaries can be understood even by learners with a limited vocabulary. (July, 2010).

2.18 Vocabulary in Relation to the Field of Second Language Acquisition (SLA)

In order to clarify the terms second language acquisition and foreign language acquisition, we will use Ellis' (1985: 5) definition: "Second language acquisition is not intended to contrast with foreign language acquisition. SLA is used as a general term that embraces both untutored (and 'naturalistic') acquisition and tutored (or 'classroom') acquisition. In terms of EFL language teaching and learning, it is generally understood that a foreign language is taught particularly in class in the countries where non-native speakers do not use the target language as the major means of communication (i.e. English is considered a foreign language in Sudan,). On the other hand, second language is taught in the countries where the target language is used as a means to communicate in the real situation, and may be learnt at the same time as L1. Though in fact we consider English as a foreign language in Sudan, in our study the researcher use the term second or foreign language acquisition/learning (SLA) in accordance with Ellis (1994: 11-12): "There is a need for a neutral and super ordinate term to cover both types of learning."

2.19 Vocabulary Instruction

The important link between the extent of one's vocabulary range and reading comprehension is well established (*Davis 1944, 1968, Naagy and Herman 1987)*, 'Incorporation direct innervations of vocabulary into the curriculum, both to adults (Folse 2004) and children's proliferating, with the adult in mind, logic dictates that instruction in strategies is perhaps the most prudent use of class time according to *Folse (2004:89-90).*

> *" If it is accepted that acquisition of more vocabulary is our goal but that there are simply too many words in the language for all or most of them to be dealt with one at a time through vocabulary instruction, then what is the next logical step? Thus, one of the main classroom activities for teachers of vocabulary is the direct teaching of learning strategies related to vocabulary".*

2.19.2 Stimulating Previous Knowledge

There has been very interesting research and first language readers by Stahl and his colleagues *(1991and (1989)* to see the relative effects on comprehension of vocabulary knowledge and learner's background knowledge of the topic of the text. Their findings have been that vocabulary knowledge and topic knowledge have different effects. Vocabulary knowledge increases the comprehension of sentence and proposition level detail (the microstructure), while topic knowledge affects global comprehension of the text (the macrostructure) including seeing an organization behind the facts in the text. Because these two have different effects, one is not satisfactory compensation forlack of the other. This is supported by *Laufer's (1992)*, findings with the foreign language learners.

2.20 The Goals of ESL Vocabulary Learning

"The goals of teaching vocabulary in an ESL environment should be to ensure that the learners retain and grabble to retrieve the appropriate lexical items when they are needed for expressing themselves when using the language with both native and nonnative speakers. In other words, they should be able to express satisfactorily a wide range of ideas and experiences using the appropriate English lexical items in both native and nonnative contexts since linguistic environments differ, many a times the lexical resources learner's need to express ideas and experiences also differ. The goal of the teachers, there for, will be first to motivate the learners to learn these appropriate items. Teacher's motivation is based on their awareness of these needs and preferences. Since the ESL learners are generally known to have limited vocabularies, teachers will need to systematically present to them the words they need, provide opportunities for elaborating their word knowledge and help them develop fluency with known words (*Hunt and Beglar 1998*).

2.21 Guidelines for Teaching Vocabulary

Learning words does not occur in a vacuum; that is, children do not acquire meanings of words in isolation. All learning—both personal and academic—occurs within the socio cultural environment of the home, community, and classroom. "Literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community" (Scott, Nagy, and Flinspach, 2008: 197). Therefore, effective teachers of language and literacy provide practices that stimulate rich uses of language, designing their instructional programs within a

social context that promotes literacy learning. Teachers know that students who are learning to read and write and those who are reading to learn—that is, learning in content areas—will benefit from a sound instructional vocabulary program. This is especially true for classrooms where children have small and are English language learners. Knowledge of words is acquired incidentally, where vocabulary is developed through immersion in language activities. Words are also learned through direct instruction, where students learn words through a structured approach. Thus, vocabulary programs should be designed to support children's world learning through a combination of approaches to teaching, direct instruction, and incidental word learning. Michael Graves (2006:4-8) offers a framework for successful vocabulary programs that supports effective teaching and students' development of word knowledge.

2.22 Pre- Teaching Vocabulary

The research on pre-teaching vocabulary shows that for pre-teaching to have an effect on comprehension, each pre-thought word has to get substantial attention *(Graves- 1986),* what some call " rich instruction". Rich instruction involves spending several minutes teaching a word, drawing attention to several aspects of what is involved in knowing a word (it's spoken and written forms, word parts, meaning, grammar and collocations).

2.23 Flash card and Vocabulary

A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.   (Komachali, Khodareza(2012). Using flash card to teach vocabulary is very essential, the first point is to brainstorm ideas, this activity can play a major role towards enhancing students level of comprehension in a lesson, it is also makes students interest towards learning to be positive and this will make the enthusiastic to actively participate in the lesson. (Mateen, (2013), *(*Brain storming using flash cards provides teachers interest and excitement towards participating in class work. For this reason, it is essential to brainstorm ideas at the beginning of every lesson.

2.24 The Role of Flash Card in Teaching Vocabulary

Flash cards are always an easy way to get some of those vocabulary words stuck inside your head, were they need to be when the big test rolls around.*(http://testprep.about.com/od/tipsfortesting/ht/make-flash cards.htm.2010)*

Based on the statements above shown that the using and practical way of memorizing to accomplices new vocabulary using flash cards is suitable per the beginner in English, the implementation this method gives emphasis on pronunciation of the utterance of words beside that in the English learning process the students can be more active and not only passive.

2.24.1 The way to Make Flash Card Vocabulary

There is way to make a flash card vocabulary.

(http://testprep.about.com/od/tipsfortesting/ht/make-flash cards.htm):

Assemble you materials. There's nothing worse than starting a project without everything you need.

1. On the front of the flash card: write a vocabulary word, and only the word, neatly on the front of a 3 x5 card in pencil. Center the word both horizontally and vertically, and be sure to keep the front of the card free from extra markings, smudges or doodles.

2. On the upper left corner of the back of the flash card , on the reverse side, the information side of the flash card, write a definition for the word in the upper left corner. Make sure you write the definition in your own words. This is a key – if you write a dictionary definition, you will be less likely to remember what the word means.

3. On the upper right corner of the back of the flash cards write the part of speech in the upper right corner of the info side. Make sure you understand what the part of speech means before writing it down. Then, color-code it highlight the part of speech with one color, when you make another flash card with another part speed, you'll use a different color. Make all the nouns yellow, all the verbs blue, etc. your mind remembers colors really well, so you'll start to associate color with the part of speech, and you'll have an easier time remembering how the word functions in a sentence.

4. On the lower left corner of the back of the flash card, use the vocabulary word in a sentence the student will remember. Make the sentence steamy, hilarious, or creative in some other way. If you write a bland sentence, your chances of remembering what the word means go way down. Example of a memorable sentence. My pompous ex-

boyfriend used to think he could get any girl he wanted, until he met my friend Mandy, who laughed at his conceited self in front of the entire school. Example of anon-memorable sentence:

The king shoes pompous heads-of-state were trying to dethrone decided to flee the country to save his own life.

5. On the lower right corner of the back of the flash card, draw a small picture/ graphic to go with the vocabulary word. It doesn't have to be artistic –just something that reminds you of the definition. For the word "pompous," or "conceited", may be you'd draw a stick person with his nose in the air. You remember pictures much better than a word, which is the reason you can't write anything on the front of the card besides the vocabulary word – you'd remember the design and associate it with the definition instead of associating the word with the definition.

6. Repeat this process for every one of your vocabulary words, until you have a desk of flash cars.

7. Punch a hole in the middle of the right side of each flash card, and then hook all the cards together with key ring, ribbon or rubber band, you don't want to lose there all over your book bag.

8. Based on the explanation above, the researcher can conclude or give briefly explanation about the way to make flashcard vocabulary.

2.24.2 Prepare the Material

1. Write a definition of a word on the upper left corner of the back of the flashcard.
2. Used a word vocabulary in a sentence as an example on the left corner of the flash card.
3. Draw a small picture and color that suitable with the vocabulary word on the lower right corner of the back of flash card.
4. Flash card has ready to use.

2-25 Previous studies:

The following survey of available studies that were carried out in the same area :

1- Effective techniques for Developing EFL learners vocabulary .

Muddather Ahmed Mohammed Noor

September -2015 Sudan university of Gezira

The objectives of this study is to help teachers to know some effective techniques in learning vocabulary , help students to increase their vocabulary and use discretionary skill fully .

The study recommended that English teachers should be aware that teaching vocabulary to EFL learners should be enjoyable and interesting also they should recognize that the majority of learners at secondary schools don't able to use the meaning of new vocabulary when they speak or write .

2- The use of flashcards in improving vocabulary mastery of students with disability

Nugroho Habibi

December - 2017 Indonesia

The aim of the study is that whether the use of flashcard can improve vocabulary of the student with disability .The researcher used classroom action researcher at second grade of Smp Diponegoro , Jonerjo, Batuin . The academic year 2017-2018 by using flashcard . The result of the study showed that before the implementation of flashcard , all students with disability score were under 75- after applying flashcards the lowest score was 80 and the highest score was 100.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter provides a description of the sample of the study, how data collected, analyzed, and statistically analyzed . Also, it discusses the responses of the students to whom the test have been distributed, and to find the validity, reliability of the test and analysis the data.

3.1 Population of the Study

The populations of this study were six classes students of ELkhansaa Basic School for girls at Elazhary unit- Jabel Awlia Locality- Khartoum State. In academic year of 2017-2018.

3.2 Sample of the Study

The sample of the study consist of (45 pupils) selected randomly from the population.

3.3 The Tool of the Study

The study used a test as a tool for collecting data. It composed of four questions for students. The study used SPSS program for analyzing the data collected. For the presentation of the results the researcher used percentages, tables for more explanation. This tool will be analyzed statistically with SPSS Program.

3.4 The Procedures

The test is designed and used as a tool to collect data for investigating the topic, using Flashcard to Improve EFL Learners vocabulary, at basic schools.

2-5 Reliability and Validity of the Test

The study used the statistical package for social sciences to analyze the data collected. The researcher used Pearson's correlation and the results obtained as follows:

In this study the researcher used Pearson correlation through half-methods. According to the equation below it is found that the validity is:

Val = Validity = 0.93

$$r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{\left[N(\Sigma X^2) - (\Sigma X)^2\right]\left[N(\Sigma Y^2) - (\Sigma Y)^2\right]}}$$

Where

r = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

Σ: Sum

R $\quad$ $\dfrac{2 \times r}{1+r}$

$$Val = \sqrt{reliabilit\ y}$$

Correlation = <u>0.93</u>

$$R = \frac{2 \times r}{1 + r} = \frac{2(0.93)}{1 + 0.93} = \frac{1.86}{1.93}$$ $\qquad$ Reliability $\quad = \underline{0.93}$

$$Val = \sqrt{0.96}$$ $\qquad\qquad$ Validity = <u>0.93</u>

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter the study tends to analyze and discuss the data which was collected through a test which directed to EFL students at basic level dealing with improving vocabulary through using flash card in Khartoum state .

4.1 The Test

The students had undergone two tests: a pre-test and a post-test. The test was conducted to support the findings of the research. The tastes were (45) students(female). They were given the same length of time (45 minutes) to complete the test. The period between the pre-test and the post-test was two weeks.

Part One: The (T test) of the Test

4.1.1 (Pre test)

(Table 4:1) Pre-test Result

Result/Students	Students	%
Pass	20	44.4
Fail	25	55.6
Total	45	100%

From the table (4.1) students (44.4%) passed and (25) of the students (55.6%) failed in the pre- test.

4.2(Post-Test)

The same group sat for the post-test after 3 weeks of about 16 hours of classes of to the new teaching program by using flash card and at the end of the classes of program, the researcher gave the same group (after teaching vocabulary by flash card carefully) the same test.

<div align="center">**Table (4:2) Post-test result**</div>

Result/Students	Students	%
Pass	33	73.3
Fail	12	26.7
Total	45	100%

Table 4.2 below shows students results in posttest , (33) students (73.3%) pass the post test and (12) students (26.7 %) final. According to the result (73.3%) of the student pass the post- test .

4.3 Pre and Posttest Statistical Result

 The researcher notices that and according to the statistical result which discuss above, teaching vocabulary by using flash card to the students was well ways. The percentage indicates that the students well understood the study of vocabulary and the meaning of the words and their uses in language. The posttest (table 4:2) show that there is an obvious development and good understanding of the vocabulary considerable progress is observed.

<div align="center">**Table (4:3) Total Results of the two Parts of the Test**</div>

Section	Pre test				Posttest			
Result	Pass	%	Fail	%	Pass	%	Fail	%
Students	20	44.3%	25	55.6%	33	73.3%	12	26.7%
Total	20	100%	25	100%	33	100%		100%

The table (4.3) Comparing the pre- test and the post test. It is clear that there is a differences in the students' scores and degree with the references to the two table above .

4.4 Descriptive statistics of the pretest and posttest

   To find the impact of using flash card in teaching EFL vocabulary and to showed light to improve vocabulary by using flash card in EFL class for the study group in the pretest ,and compare the improvement with the posttest in the another side, the students took part in a post-test of the same vocabulary test after completing the course. The results of the vocabulary test in pre- test one and in the post test were

compared using independent samples t-test statistical procedure, whose result showed that the mean scores in the posttest stage (M = 63.9048, SD = 17.2030) was significantly different from the group in pretest (M = 51.6667, SD = 19.44822). The result of the pre test and post-test for the study group is summarized in Table (4:4).

(Table 4:4) Descriptive statistics of the pretest and posttest

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	51.6667	45	19.44822	4.24395
	Post	63.9048	45	17.02030	3.71413

Table (4:4) shows mean and standard deviation of the difference of the scores the students got in two tests of study.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre & Post	45	.891	.000

Table (4.5) Paired sample result

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pre - Post	-1.22381E1	8.82556	1.92589	-16.25544-	-8.22075-	-6.354-	20	.000

The data analysis by finding and comparing the mean scores in pretest and posttest descriptive (statistic) in pretest the percentage 44% and posttest was 73%. After the calculations, in study group 8.8 point rise was seen as a result of the training, whereas after three weeks training-in the treatment stage, 8.8 point increase was observed. When the rise in base pretest and at the posttest was compared, the rise of the study group in terms of pre-test and post-test results was found significant compared in the treatment stage (P=0.010). It means that result of teaching and learning process before and after using of flashcard is effective enough to improve student's vocabulary achievement and motivate then to learn. It can be concluded that flashcard can be used to help student vocabulary improvement.

CHAPTER FIVE
CONCLUSION, FINDING
AND RECOMMENDATION

5.0 Introduction

This chapter is a conclusion in which the main findings will be stated and some recommendations will be provided. It hope that they will be useful in improving the students achievement in English vocabulary.

5.1 Conclusion

This study investigate the use of flashcard in developing EFL learner vocabulary. Flashcard can be an excellent learning an teaching tool epically when introducing new vocabulary of drilling familiar words. Besides… after introducing new vocabulary, it is a good idea to review it often. The study found that flashcard is best method to convey the meaning of vocabulary items without using mother tongue.

5.2 Findings

The findings of the study represent in the following points:

1. Flash cards are effective memory aids tools that can help students learn new material quickly.
2. In teaching vocabulary, flashcards convey information.
3. Picture can serve as an instructional language, it can tell the story, every students who sees a picture could be able to get something from it.
4. The use of traditional method in teaching English vocabulary is among the factors hindering students' academic achievement in English.
5. Teaching learning processes was students centre rather than teachers' most of the time was given to the students, teachers role was as guide and director.
6. Using suitable techniques for understanding lexical items is the best solution for the students' weakness in English vocabulary.
7. After applying the flash card most of the students' could remember the words easily than before , be more motivated to learn English.
8. Young learners have ready imagination , they frequently learn indirectly rather than directly . The instinct is for fun , playing and interacting .
9. Pay presenting media in the class, especially flashcards, the students become enthusiasms and interesting toward the lesson.

10. Playing games with flashcards a raise the sense of competition among students pair and group work .

5.3 Recommendations

1.Students' awareness of word families should be raise.

2.Teachers of English language should train to use new strategies to introduce new English words.

3.Teachers should avoid to use direct translation the new English vocabulary to Arabic.

4.There should be a syllabus that helps to clarify and define the basic rule of flashcard in teaching.

5. Teachers should not always use text books in lessons.

6. English teachers need to choose the appropriate media in teaching vocabulary, one of them is flashcard.

7. Teachers should know that presenting vocabulary by using flashcards help learners become effective users of language.

8.Teachers should make the teaching learning more pleasant so flashcard could be as facilitator .

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الاسم : .... المدرسة : ....

English pre-test   **Time : One hour and half**

Question (1):

Read the passage carefully, then answer the questions:

My name is Hamid, I have a big family. I have five brothers and six sisters. My father is a doctor and my mother is a nurse, they work is a hospital. Every day I get up at six O'clock in the morning . I brush my teeth and wash my face. I go to school at seven o'clock. I have breakfast at ten o'clock. My lesson end at two o'clock.

A- Answer the following questions:

1. How many brothers and sisters Hamid have?................................
2. When does Hamid get up?...
3. Where does Hamid's father work? ………………………………

B- Draw a circle round the correct answer a – b or c.

1- His mother is :

a- A doctor   b- a teacher   c- a nurse

2- Hamid washes his:

a- foot   b- face   c- hand

3- his lesson end at :

a- one o'clock   b- three o'clock   c- two o'clock

Question (2): Underline the odd word:

1- Apple -   orange -   mangoes   -   April
2- Tiger   -   donkey-   knife   -   cow
3- Spoon -   short   -   tall   -   thin
4- Hand   -   mouth -   arm   -   finger
5- Mother   - sister   - aunt   - cat
6- Yellow   - green   - water   - red

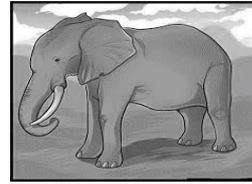**Question (3):**

Find the missing letter, then write the word:

1- He usually drinks m__lk. ………………………….

2- The s__y is blue. ………………………….

3- I have my break__ast in the morning. ………………………

4- I don't like eg__s. ………………………….

5- There are omeani—als in the zoo………………………..

6- They live in a big ho- use ………………………………..

Question (4):

Match words and pictures:

1- A flag pole (   )

a-

2- A farmer (   )
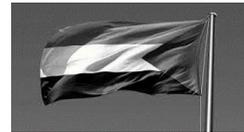
b-

3- Elephant (   )

c-

4- Hand   (   )

d-

5- A bicycle (   )   e-

Best wishes

English post-test   **Time : One hour and half**

Question (1):

Read the passage carefully, then answer the questions:

        My name is Hamid, I have a big family. I have five brothers and six sisters. My father is a doctor and my mother is a nurse, they work is a hospital. Every day I get up at six O'clock in the morning . I brush my teeth and wash my face. I go to school at seven o'clock. I have breakfast at ten o'clock. My lesson end at two o'clock.

A- Answer the following questions:

4. How many brothers and sisters Hamid have?................................

5. When does Hamid get up?..

6. Where does Hamid's father work? ……………………………

B- Draw a circle round the correct answer a – b or c.

4- His mother is :

   b- A doctor   b- a teacher   c- a nurse

5- Hamid washes his:

   b- foot   b- face   c- hand

6- his lesson end at :

   b- one o'clock   b- three o'clock   c- two o'clock

Question (2): Underline the odd word:

7- Apple -   orange -   mangoes   -   April

8- Tiger   -   donkey-   knife   -   cow

9- Spoon -   short   -   tall   -   thin

10- Hand   -   mouth -   arm   -   finger

11- Mother - sister   - aunt   - cat

12- Yellow   - green   - water   - red

Question (3):

Find the missing letter, then write the word:

7- He usually drinks m__lk.   ………………………

8- The s__y is blue.   ………………………

9- I have my break__ast in the morning. ………………………

10- I don't like eg__s.   ………………………

11- There are omeani—als in the zoo………………………..

12- They live in a big ho- use ……………………………..

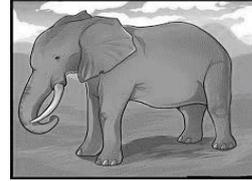**Question (4):**

Match words and pictures:

6- A flag pole (   )

a-

7- A farmer (   )

b-

8- Elephant (   )
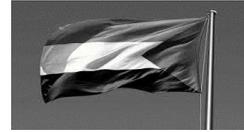
c-

9- Hand   (   )

d-

10- A bicycle (   )   e-

Best wishes