Influence of Teaching Reading Skill in Acquiring Vocabulary:


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Dedication

To my

family

Friends and colleagues for their Great Encouragement and Support.
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The researcher of this study wishes to express his deep gratitude, appreciation and indebtedness to Dr Elhaj Ali Adam the supervisor of this research for his generous help support, advice, encouragement and inspiration this study would not have been completed. Sincerely thanks extend to Dr. Wadah Mohammed Ibrahim who supplied me with effective and valuable references that help me in my work. Deep thank is offered to University of Gezira for awarding me this chance to substitute my higher education. Finally, my thanks extend to all those who helped to prepare and accomplish this work.

Hamdan Abu ELgasim Hamdan Abu Kalam

Abstract

Reading is one of the four language skills: reading, writing, speaking, and listening, it is an important skill in any language. It is also very important for the life of the Person. This study aims to identify and predict modern methods in teaching reading skill. To assess and evaluate traditional methods which are used and still are being used in teaching reading at secondary school. It also aims to suggest some modern methods in order to motivate students in secondary school to read more. The study adopted the descriptive method and a questionnaire was used as tool for data collected from (40) English language teachers from Adali and Elmazmom Locality schools. The study used (SPSS) programme to analysis the collected data. The study found that: Sudanese secondary schools students face problems in reading and answering reading comprehension problems are students lack of vocabulary and motivation. The teaching used and lack of teacher's training, could also be some of the causes of this difficulty. Visual aids help motivate Sudanese secondary schools students while learning vocabulary. The study recommended that: English language teachers should be trained to the students to improve student's level in reading comprehension. The teachers should motivate the students to have more interest in learning English language. They also should encourage students to read extensively to improve their level of comprehension. Syllabus designers should provide good reading material with adequate exercises beside English language literature. Teachers should motivate students to have more interest in reading materials in English language. Teachers should adopt the modern teaching methods in reading skill and neglect the traditional ones.
ผลกระทบ تدريس مهارة القراءة على اكتساب المفردات:
دراسة حالة المدارس الثانوية، محلية الدالي والمزموم، ولاية سنار، السودان (2018).
حمدان أبو القاسم حمدان أبو كلام

ملخص الدراسة
القراءة واحدة من مهارات اللغة الأربعة (القراءة، الكتابة، التحدث والاستماع)، وهي مهارة هامة في أي لغة. وهي مهمة جدا أيضا في حياة الفرد. هدفت هذه الدراسة إلى التعرف على الطرق الحديثة لتدريس مهارة القراءة. تقييم طرق التدريس التقليدية التي كانت ولا زالت تدرس بها مهارة القراءة للطلاب بالمدارس الثانوية. كما هدفت أيضا لاقتراح بعض طرق التدريس الحديثة من أجل زيادة دافعية الطلاب بالمدارس الثانوية للقراءة أكثر. اتبعت الدراسة النهج الوصفي التحليلي، استخدمت الاستبانه كأداة لجمع البيانات من (40) معلما من معلمي اللغة الإنجليزية بمدارس محلية الدالي والمزموم واستخدم برنامج (SPSS) لمعالجة البيانات إحصائيا. توصلت إلى الدراسة إلى أن الطلاب السودانيين بالمرحلة الثانوية يواجهون صعوبات و حل أسئلة القراءة من أجل الاستيعاب. هي افتقار الطلاب لمفردات اللغة الإنجليزية وطرق تقنيات تدريس القراءة و الاقتراح إلى الدورات التدريبية للمعلمين. و من أهم النتائج أن استخدام القصص القصيرة لمعالجة مشكلة القواعد النحوية و المفردات اللغوية. تساعد الوسائل المرئية على زيادة دافعية طلاب المدارس الثانوية السودانيين لتعليم المفردات ووصفت الدراسة: على المعلمين ببذل قصارى جهدهم من أجل تح신 مستوياتهم وتطويرها و تحقيق الأهداف المنشودة. على مصممي المناهج تزويد الكتب بالقرد الكافي من التمارين و إدراج الأدب الإنجليزي في مقتراهم. يجب على المعلم زيادة دافعية الطلاب والاستمتع بمادة قراءة اللغة الإنجليزية. يجب على المعلمين إتباع طرق التدريس الحديثة في تدريس مهارة القراءة وتجاهل التقليدية منها.
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CHAPTER ONE
INTRODUCTION

1.0 Background

English language has become the most dominant language in the world. It is the world’s first language of communication, world trade, international relations and foreign policy. It is also, the language of computer, internet, science and academic worldwide. It is widely used in almost every aspect of modern life. Besides, English has become a prerequisite for almost every job application as well as in recruiting nearly for all vacancies. Today English is one the major languages in the world, however, it relatively recent thing. In Shakespeare’s time, for example, only a few million people spoke English, and the language was not though to be very important by the other nations of Europe, and unknown to the rest of the world. English has become a world language because of its establishment as a mother tongue outside England, in many other parts of the world. This exporting of English began in the seventeenth century, with the first settlements in north America, above all, the great population growth in the united states, which was assisted by massive immigration in nineteenth and twentieth centuries, has given the English language its present standing in the world.

People who speak English fall into one of the three groups. Those who have learned it as their native language, those who have learned it as a second language in a society that is mainly bilingual and those who are forced to use it for a practical purpose, i.e. administrative, professional and educational. One person in seven of the world’s entire population belongs to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English. In response to this situation reading is one of the four basic skills that represented the basic foundation for every language. English is one of them became. Therefore, knowledge of every language in proficiency depends on acquiring much vocabulary about, and this will not be unless by intensive reading. Apart from this fact learners faced several problems in reading and pronunciation of English as foreign. As a result of these problems and factors the title of my thesis came influence of teaching reading in acquiring vocabulary at secondary school level.
1.1 Statement of the Problem
Apart of the researchers experience as EFL teacher for more than five years, the researcher has noticed students in secondary school level commit encounter many problems in reading passages. They commit countless errors in pronounce the word in correct way while reading the passages. Thus, the present study is an attempt to investigate influence of teaching reading in acquiring vocabulary in secondary school level.

1.2 Objectives of the Study
This study aims to:
1. Identify and predict modern methods in teaching reading skill.
2. Assess and evaluate traditional methods which are used and still are being using in teaching reading in secondary school level.
3. Suggest some modern methods in order to motivate students in secondary school to read more.

1.3 Questions of the Study
1. What are there modern methods of reading at secondary school?
2. What is the effect of assessing and evaluating traditional methods of teaching reading skill?
3. How can reading can motivate students to learn vocabulary at secondary school?

1.4 Hypotheses of the Study
The followings are the hypotheses of the study which will be tested on the basis of the results:
1. There are modern methods of reading using in secondary school level.
2. Assessing and evaluating traditional methods of teaching reading skill promote vocabulary amount.
3. Reading can motivate students to acquire vocabulary in secondary school level.

1.5 Significance of the Study
Since this study is a blend one of the basic skills of language (reading skill), its finding is expected to be key value for EFL learners, EFL teachers, EFL researchers,
and those who are interested in study English as foreign language. In addition this is significant due to the fact that it could assist in promoting the quality of reading.

### 1.6 Methodology of the Study

The study adopts descriptive-analytical method. Questionnaire will be distributed among experts teachers. (SPSS) Statistical package of Social science will be use as a programme to treat the collected data.

### 1.7 Limits of the Study

This study is only limited to Sudanese students in secondary level, who are study English as one of the basic subjects are being teaching in secondary school level. The study will be carried out in the academic year 2017-2018. A representative sample will be selected from the population in Sinnar State – Adali and Elmazmom Locality (Secondary Schools).
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

Reading is one of the four language macro skills: reading, writing, speaking, and listening. It is an important skill in any language. It is also very important for the life of the individual. Through reading people acquire new information and new skills which are very important for their personal lives. When it comes to English language, reading is more stressed especially in this area as a lot of information in all fields of life is accessible through English. Many studies that have been conducted in this respect recommended that special research work should be devoted to find out the influence of teaching reading in acquiring vocabulary at secondary schools in SPINE 6 on the Sudanese learners in learning English Language.

2.1 Reading

In practice, reading as a support to information means silent reading and it was emphasized without regard for reading aloud a reader in the true sense is the one who sees through the printed page to Morrison (1927) the message beyond, much as a person gazes through a window to the view outside without being conscious of the glass.

2.2 The Purpose of Reading

It is important to get to know the different purpose of reading because the reading purpose clearly influences the reading process in some aspects. Different individuals may read for different purpose.

1. Reading for Information.

Some may read aiming at getting more general or specific knowledge.

2. Reading for research.

Some may read so as to review specialized literature linked to specific problem they propose to do a research on.

3. Reading for summarizing.

Some may read a text to write a summary or report on that text.

4. Reading for test.
Students often read when preparing for tests. Some students, actually, do not read their textbooks except when a test is made known.

5. Reading for enjoyment.

Researcher sometimes read not to gather information carry out a research, sum up a text, or get ready for a test. Researcher sometimes read for enjoyment. This may happen when Researcher read a novel, story, or a poem. The reading purpose affects the reading purpose. When one reads to collect some data on specific issue, on reads selectively. In other words, one focuses on associated data and pays no attention to material unrelated to his objectives. Likewise, reading for research purpose is selective. In contrast, reading a textbook for taking a test needs more attention on more details. The reader feels responsible for more or less all details and not only that, but for implications, as well. He is also obliged to read the material quite a lot of times, if required, because he reads for remembering not just for data collection, which is usually recorded in writing with a less load on memory. On the other hand, reading for enjoyment is somewhat different from other types of reading. The former needs less concentration and re-reading the text is often unlikely. Abercrombie (1968). In this case because recalling is not a main purpose, here reading for enjoyment is free in motive and process. It is the reader who decides what, why, and how to read simply because he reads to enjoy and not to exhaust himself.

2.3 The Purpose of Pre-Reading Activities

The objective of pre-reading activities is to trigger existing schema and build new schemata. Schema theory describes in detail how the background knowledge of the learner interacts with the reading task and shows how a students knowledge and pervious experience with the world is essential to making sense of a text. The capability to use this schema, or background knowledge, is basic for efficient comprehension to occur. Pre-reading activities give information to the teacher about what the students know. Chen and Graves(1995), who report on the constructive effect different pre-reading activities have on reading comprehension, define them as (devices for bridging the gap between the texts content and the readers schemata)(ibid:664).different activities and materials can assist the teacher present key vocabulary and build up concept association to stimulate both formal and content schemata. Formal schemata will be activated by using devices such as advance
organizers and overviews to call attention to the organization of a text, and the content schemata will be activated by using various pre-reading activities to help learners brainstorm and predict how the information matches their previous knowledge. Some of the pre-reading activities can be:

1. Predication:

Which is a pre-reading activity offered by schematic theorists such as Goadman (1988:16), who states that “the brain is always anticipating and predicting as it seeks order and significance in sensory inputs). Smith (1994:19-20) defines prediction as “the prior elimination of unlikely alternatives). Predictions, according to him, are questions the readers ask the world and comprehension is receiving the answers. He claims that it is exactly this that makes skillful readers efficient when reading texts that have well-known subject matter: prediction is the center of reading. All of our schemes, script and scenarios- our prior knowledge of places and situations, of written discourse, genres, and stories-allow us to predict when we read and therefore to comprehend, experience, and enjoy what we read. Predication brings possible meaning to text, minimizing ambiguity and dropping out beforehand unrelated alternatives. Thus, we are able to produce understandable experience from lifeless pages of print.

2. Previewing:

Another pre-reading activity is previewing where students look at titles, heading, and pictures, and read the first few paragraphs and the last paragraph: these activities can then aid students to understand what the text is about by activating their formal and content schemata and making seriously.

3. Semantic mapping:

Is another pre-reading activity that Carrel, pharis ad Liberto (1989:651) describe as a helpful method to pre-teach vocabulary and to “provide the teacher with an assessment of the students prior knowledge or schema availability on the topic). These activities call for students to brainstorm about the reading topic as information is displayed on a graphic (map). As students make associations, the map becomes like a summary of the concepts and vocabulary that they will meet in the reading. It can also help construct schemata and vocabulary that students do not yet have. Once more, it is imperative to know something about the students. So the chosen texts
include the type of material that is expected to be recognizable and motivating to them.

2.4 The Purpose of Post-Reading Activities

Smith(1994) criticizes comprehension exercises that are "presented at the end of reading texts because they are like memory tests. He argues that "using prior knowledge powerfully." Adds to fluent readers, and he believes. That there is a shred connection between visual and non visual ( prior knowledge) information, the more readers have of the latter, the less they need of the former. Although not all the post-reading questions can be simply changed into pre-reading ones, this strategy can be very useful to activities schemata. Post-reading activities give students the chance to review, summarize, and react to a reading passage, and activities such as debates, role-plays, games and discussions occur in small and large groups, as well as with the whole class. Some post-reading exercises also evaluate to what extent the students have comprehend the reading material, and they often comprise a text followed by questions that test out the comprehension of exact details, main ideas, and inferences.

2.4.1 Type of post-reading Activities

The following techniques are often used for this purpose

A **multiple-choice question** is a statement or question usually followed by four options, of which only one option- the key- is correct, the other three options are called distracters. Good multiple choice questions are not easy to make because to correctly judge comprehension, the three distracters must be believable, and options that are too easy must be avoided.

A **true/false question.** Contains a statement that learners mark as either true/false items are less difficult to make, but they need to be balanced with other types of items because a student has a 50 percent chance of guessing the correct answer.

A **short answer question.** Requires the learner to make a short answer to a question usually ranging from one word to a couple of sentences. Short answer items are also rather easy to make, however, a student's mistaken answers may be the result of the difficult language of questions that add an extra comprehension problem.
Summary writing. Calls for the student to convey in writing a texts main ideas and conclusion in a precise number of words or paragraphs. Depending on the level, this job can be difficult for students, especially if they have to write in L2.

2.5.Promotion of Fluent Reading

Encouragement of fluent reading requires training in eye movements and the elimination of the difficulties that produce fixation and regression. In other words, reading is made easier when the subject to be read is favorable to the process. Thus the structure of the reading material becomes a very important cause needing reflection. The features involved are as follows Vocabulary

 Fluent reading can not be expected if the pupils are in need to be concerned with verbal difficulties. Before the acceptance of the modern method of vocabulary selection, vocabulary came secondary to the content of the reading matter. The story, or the solely educational topic, was first taken on and the worlds were chosen at random to convey the essential ideas. In consequence, pupils might meet quite a few unknown words in every line or sentence. The process of reading was primarily one of decoding, accompanied by all the reading mistakes of narrowed eye spans, fixation and regression. The modern reading book facilitates the reading process by controlling the presentation of new words. claude,(1867). These are Scattered among familiar words in a percentage of one to fifty or so of (running words). As the vocabulary in general is familiar, the pupils attention is not too unfocused by they new words, which may be dealt within the time of the teachers model reading or in expectation of the text.

1. Grammar: new grammatical forms may show to be problems separately from vocabulary, e.g. tense forms, participial and gerundial construction, multiple complex clauses. It is mistake of some modern systems that they pay no attention to grammatical units and forms by assuming that their meaning may be guessed from knowledge of their element words or headwords. Thus such from as had been written or will have gone are not considered to be additional vocabulary units. Because these forms are likely to catch attention during reading, they cannot be ignored in the collection of reading matter. What is needed is a developmental grammatical system to go with the development of vocabulary. In the early stages, there should be close connection between the active and passive courses. In the more elementary stages, the
passive schema will follow the active treatment of the forms, then, the grammar scheme for reading will be to the front of the active practice. New forms will be first met in reading texts, and this passive experience will later be changed into active knowledge. Since understanding of the complete sentence is a very important thing in developing proper reading habits, the structure of the sentence in an important concern. There should be careful growth from the short simple sentence taking into account the normal word order to the long complex sentence with variation of word order.

2. **Style.** A consequence of syntactical development is the requirement of development of style. All through, the style should be flowing and natural, with each statement leading logically and smoothly to the next. For the early stages, only the colloquial, current everyday language should be presented, leaving the literary language to the more advanced, stages when the pupils can practically be expected to understand finer points of style. In compiling reading matter it must be borne in mind that the style will be an example for the active skills of both speech and composition.

3. **Content of reading matter.** Psychologically the content aspect is the most essential concern. If pupils are to be encouraged to do without their worry with words and forms and, instead, engage themselves in the development of ideas, the content matter must be basically attractive. Separately from individual preferences, there are some common concerns to be noted. We must make sure that the material is appropriate to the mental age and interest of the standard pupils. We need not take for granted, for example, that the taste of children biases to serious literature. Entirely educational material is best left to more advanced stages. The purpose of promoting reading habits may be equally or even better done through stories which tell a tale and can point a moral in an amusing way. The world loves a story and children, in the same way as adults, appreciate tension, expectation and climax, their sense of humor, in the spite of the fact that it is less fine, undoubtedly, is just as keen in appreciating the abnormal and the fantastic. What may need to be evaded is the improperly abnormal mood such as that of fairy tales or fantastic stories, because this may produce difficulty of understanding. Away from that of vocabulary. There should, in summary, be no difficulty innate in the material itself. Although the local atmosphere is the most familiar, there is no real need to make local readers. The best stories are those that have stood the test of time by finding enclosure in the literature of many Countries. The similar features of curiosity attract children across the world, and national stories
reliant on home color and touch of language are best left to the vernacular literature. As a result of the power of atmosphere on language it is better to give most stories an English setting showing as far as possible the English scene and presenting the English or American way of life.

2.6 Psycholinguistics of Reading

Approaches to the teaching of reading.

The nature of reading – how people learn to process textual information – has been researched by cognitive and behavioral scientists for many years, and their work has added different theories about what works best in the teaching of reading. And as Tierney and person (1994:496) rightly claim "teachers understand the nature of reading comprehension and learning from a texts, they will have the basis for evaluating improving learning environments)." Accordingly, language educators can select from a wide variety of teaching methods and techniques for students learning to read in their Reading is a key skill for students of English as a second language (ESL) and English as a foreign language (EFL), and understanding the underlying principle behind these methods is important for teachers who want to advance their reading lessons.

2.7 Two Major Approaches Clarify the Nature of Learning to Read

1. **Bottom-up processing**, so called because it focuses on developing the basic skill of matching sounds with the letters, syllables, and words written on a page.

2. **Top-down processing**, which focuses on the background knowledge a reader uses to comprehend a written text. The bottom-up approach is linked with a teaching methodology called phonics, whereas the top-down approach is connected with schema theory. Active debate still takes place about which approach is more suitable, but for many years now the top-down approach has a greater impact on ESL/EFL teaching.

2.8 Teaching Reading

Reading is one of the major skills involved in language learning.

1. **Methods of teaching Reading.**

Languages differ in how writing represents speech concerning this representation, language may be categorized into three main systems.
(i) **The Logographic System:**
According to this system, there is a different graphic symbol for each different word.

(ii) **The Syllabic System:**
In this system, there is a different graphic symbol or sign for each different syllable. An example of such a system is Japanese.

(iii) **The alphabetic System:**
In this system, there is a different graphic symbol, i.e. a letter or grapheme, for every phoneme or grapheme, for every phoneme or sound. Such a system is a development from the syllabic system, which is a development from the logographic system. This system, i.e. the alphabetic one, is the system followed by most modern languages nowadays.

English and Arabic are among those languages written alphabetically.

2. **Methods of teaching Reading to beginners:**
There are four major approaches for teaching reading to beginners. These approaches may be used in teaching native languages or foreign languages.

(i) **The Letter Method:**
The foundation of the letter method is to teach learners how to read the alphabet of target or foreign language. After mastering the letters of the alphabet, learners are taught how to read words and then sentences.

(ii) **The Global Method:**
The global method depends on gestalt psychology, which assumes we recognize wholes first rather than parts. According to this hypothesis, teaching the reading skill should begin with sentences and then words. The last step is letter perception. In this sense, the global method goes in the reverse way of the letter method: the beginning point of one method is the ending point of the other. The global method is sometimes referred to as the see – then say method. It is sometimes called the look – and – say method. These names in some way mirror the future of the named method although all reading, no matter which method is used, involved seeing and saying because nobody can read without seeing or feeling followed by saying. However, the suggestion in these names is to look at the sentence or the word as a whole without cutting it into letters. In other words, the global method aims at developing the learners ability to read globally, i.e to read large units at a glance.
(iii) The linguistic Method:
The linguistic method depends on some kind of linguistic analysis of the graphemic phonemic relationships within the target language itself. In a language like English, the same grapheme may stand for more than one phoneme. For example, the grapheme \{t\} may stand for the phoneme /t/ or the phoneme /S/ in the words 'table' and 'action' correspondingly.

In the same way, the same phoneme may be represented by more than one grapheme. For example, the phoneme /f/ may be graphically represent by \{F\}, and \{ph\}, and \{gh\} in the words 'fine' photo and 'enough' respectively. This indicates that the association between phonemes and graphemes in English not ideal. However, they are some patterns that demonstrate plenty of regularity controlling grapheme-phoneme relationship these regular patterns according to the linguistic methods, should be the starting point in teaching reading particularly to beginners. In other words, reading has to be some how programmed into what may be basically called reading patterns, which emphasize to the learner the regular relations between written forms and their pronunciation, i.e, between grapheme and corresponding phonemes.

(iv) The Eclectic Method:
The eclectic method makes use of the three methods mentioned before. The hypothesis underlying such eclecticism is that each method has something to recommend for reading. The letter method is needed to develop letter consciousness, which is necessary for both spelling and reading. The global method is needed to develop speed and oppose some likely side effects of the letter method such as the trend to frequently tear the word in O letters. The linguistic method is needed to found some reading patterns and therefore minimizes pronunciation mistakes through reading.

2.9 The Types of Reading
There are different types of reading, which will be discussed in the following:

1. Intensive Reading: The function of intensive reading is to teach new words and new patterns. So, the reading material designed for intensive reading is generally a little higher than student's standard in preparation for intensive reading, the teacher presents to the class new words and unknown patterns. After
such presentation, the reading material is discussed and handled carefully with regard to content, spelling, grammar, vocabulary, and pronunciation.

2. **Extensive Reading**: The reading material here is frequently within or most likely a little under the student's standard. Its major function is pleasure and strengthening of vocabulary and grammatical structures learned beforehand. The reading material is typically a collection of short stories or a narrative. This sort of reading is sometimes called supplementary reading because it is thought to increase intensive reading.

**Table (1) comparison Between Extensive Reading and Intensive Reading**: 

<table>
<thead>
<tr>
<th>Extensive Reading</th>
<th>Intensive Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Extensive material is usually read at home.</td>
<td>1. Where as intensive material is usually read at class.</td>
</tr>
<tr>
<td>2. Concerning difficulty level, extensive material is normally within or a little below the student's abilities.</td>
<td>2. But intensive material is normally above their abilities.</td>
</tr>
<tr>
<td>3. As to object, extensive reading aims at reinforcing previous learning.</td>
<td>3. When intensive reading aims at teaching new items.</td>
</tr>
<tr>
<td>4. The nature of the reading material is different: extensive material is usually stories or novels.</td>
<td>4. But intensive material may be scientific description, or argumentative as well.</td>
</tr>
<tr>
<td>5. Extensive material is covered at a speed higher than that of intensive material. In extensive reading, one may cover three to ten pages per period.</td>
<td>5. Where as intensive reading the maximum may be not more than a page. This speed difference may be attributed to the difference in the difficulty levels of reading texts.</td>
</tr>
<tr>
<td>6. Concerning duration, extensive reading takes a small part of the foreign language hours, about ten percent.</td>
<td>6. In contrast, intensive reading takes the lion's share from those hours, not less than fifty percent.</td>
</tr>
<tr>
<td>7. As to function, extensive reading has a supplementary role in the foreign language program, in other words, extensive reading may be theoretically considered as the main skeleton of the</td>
<td>7. But intensive reading plays an essential role. In addition intensive reading may be considered as the main skeleton of the</td>
</tr>
</tbody>
</table>
dispensed without seriously damaging the program.

3. Silent Reading: Silent reading is reading for comprehension, it is described as silent because it is invented to be carried out silently, i.e. without movements of lips or the vibration of vocal cards. This means that graphic forms are visually seen and then changed into meanings and ideas without passing through the oral stage. Most of our reading, actually, is done silently. A few people such as radio and television announcers find themselves obliged to read aloud. In effect, silent reading is a significant skill that has to be developed correctly through supervision and practice. Additionally, the teacher is expected to assist students to increase their speed in silent reading. Such development involves increasing the learner's eye span, which is the amount of words a reader's eye can catch from a written line at one glance. The larger the span is, the faster reading can go. One way to reach such increase in eye span to make students read a definite passage under some pressure of time. This pressure forces the student to widen his eye span, reduce the number of eye regressive movement, and students cut down the time between each span and another.

4. Reading Aloud: Reading aloud is another type of reading that may be used at class if it is done purposefully. Students may read aloud to give the teacher a chance for checking their pronunciation, word stress, pauses, intonation, and understanding. Further the teacher is advised to notice the following points in relation to reading aloud.

(a) Begin by good students in order that they may be good examples for other colleagues.

(b) When you ask a student to read aloud, let him face the class. His facing the class draws the student's attention and creates some activity and change in the class situation. Moreover, facing people when reading or talking to them is the natural way of doing so.

(c) Reading aloud is often criticized for the student's probable passivity since only one student is taking part. To overcome such passivity, students are invited to correct mistakes made by the reader. Such invitation usually encourages most students to listen watchfully and contribute keenly in the correction of mistakes.
(d) Don’t let only one student read for quite long time in order to secure the participation of the greatest number of students. However, this should not mean that a student is to read for a few seconds only. Let each student read a sensible number of lines.

(e) Don’t continue this activity of reading aloud for a long time so as avoid likely boredom sacrificing other language skills that are more important than reading aloud.

(f) Let reading aloud come after student's silent reading, class discussion, and your model reading.

(g) To make reading aloud more interesting, you may run a competition among class groups to see which group reads best. Such competition is usually highly motivating to learners everybody wants his group to win and listens most carefully to hunt other group's mistakes.

5) **Model Reading**: model reading is reading done by the teacher as an example to be copied by student when they read aloud. It frequently comes after silent reading and discussion but before students reading aloud may takes either of these two forms:

(a) The teacher reads the entire passage with students listening to him without repetition. This form may be called undivided model reading.

(b) The second form is divided model reading. The teacher reads a sentence and students repeat that sentence after him, then the teacher moves to the next sentence, with students repeating after each sentence. If the sentence is somewhat lengthy, the teacher has to split it into meaningful units and pause after each unit so as to give students sufficient time to repeat. The second form, i.e. divided model reading, has some advantages over the first form.

(a) Divided model reading ensures more participation on the student's part since they read after their teacher instead of listening passively in the case of undivided model reading.

(b) Divided model reading makes students listen better to what the teacher says because they are required to copy how the teacher reads. On the other hand, in undivided model reading, student's attention is comparatively less and students almost immediately find themselves to follow.

(c) In divided model reading, there are more chances for better imitation because students imitate right straight after each model sentence or unit. In contrast, in
the case of undivided model reading, student’s have to wait until the teacher reads the whole passage before they start reading.

(d) However, undivided model reading has its place. Reading the whole passage without intermediate interruptions of students repetition may be better for presenting enunciation, intonation, and the general sequence of ideas.

(6) SQ3R

SQ3R is the type of reading an advanced student is expected to often do in reading text books. SQ3R consists of these five steps:-

1. Survey {S}. in student starts with surveying the book or chapter he intends to read. This survey provides the reader with a general idea about the content of the reading material its sequence assumptions, main themes, and conclusions.

2. Questions {Q}. after surveying, the students sets some major questions the reading material aims at giving answers to. These questions guide the reader, in the following steps, to the information he has to focus on and the answer he has to look for.

3. Reading {R}. after setting the main questions, the student reads the texts. Preferably with a pen in his hand to underline key concepts and prominent ideas, add some comments or symbols of his own, and to number some classifications.

4. Recitation {R}. then the student recites what he has read in a process similar to self-testing or self-evaluation. Through this process, the student will be able to check whether he can not recall what he has read or not.

5. Review {R}. In light of recitation , the student can locate which parts of the text he can recall this location will guide him in his review, which is necessary for overcoming the effect of forgetting partly caused by the more elapsing of time. To conclude , SQ3R is the type of reading usually used with text books and it secures several conditions of good comprehension : comprehensiveness through surveying, purposive- less through questions, comprehension through the first reading , self-evaluation through recitation, and re-learning through reviewing.

(7) Skimming : sometimes one reads to get just a general idea of a certain reading material. In such a case, one lets his eyes pass over headlines , titles, subtitle, topic sentences, conclusions and summaries. Such reading is used when a reader does not need to examine a text thoroughly or his time does not allow him to do so. We often skim in the case of newspaper , magazines, familiar
books, stories, and the like. Thus skimming obviously contrast with intensive reading and SQ3R in respect of the degree of concentration involved in the reading process.

2.10 Intensive Reading

2.10.1 The role of the Teacher

In order to get student to read enthusiastically in class, we need to work to create interest in the topic and tasks. However, there are further roles we need to adopt when asking students to read intensively.

1. Organizer. We need to tell students exactly what their reading purpose is, and give them clear instructions about how to achieve it, and how long they have to do this. Once we have said ‘you have four minutes for this’ we should not change that time unless observation suggests that it is necessary.

2. Observer. We have ask students to read on their own we need to give them space to do so. This means restraining ourselves from interruption that reading, even though the temptation may be to add more information or instructions. While students are reading we can observe their progress since this will give us valuable information about how well they are doing individually and collectively, and will tell us whether to give them some extra time or, instead, move to organizing feedback more quickly then we had anticipated.

3. Feedback Organizer. When our student have completed the task, we can lead a feedback session to check that they have completed the task successfully. We may start by having them compare their answers in pairs and then ask for answer from the class in general or from pairs in particular. Students often appreciate giving paired answer like this since, by sharing their knowledge, they are also sharing their responsibility for the answers. When we ask student to give answers we should always ask them to say where in the text they found the information for their answers. This provokes a detailed study of the text which will help them the next time they come to a similar reading passage. It also tell us exactly what comprehension problems they have if and when organizing feedback after reading if we are to counter any negative feelings students might have about the process, and if we wish to sustain their motivation.
4. **Prompter**. When students have read a text we can prompt them to notice language features in that text. We may also, as controllers, direct them to certain features of text construction, clarifying ambiguities, and making them aware of issues of text structure which they had not come across previously. (Abercrombie D. 1968).

### 2.11 Reading Strategies

Classroom reading normally goes through the strategies for pre-reading, silent reading, and post-reading.

#### 2.11.1 Pre-reading

The first strategy in classroom reading in pre-reading, where the teacher prepares the class for reading a certain passage by teaching new words and new patterns that appear in that passage.

#### 2.11.2 Silent Reading

After the preparation done in the pre-reading stage, students read the passage silently for comprehension.

#### 2.11.3 Post-Reading

After silent reading, the teacher evaluates student's comprehension through questions. In addition, this strategy, i.e. post-reading, may include a variety of activities such as model reading, reading aloud, and question asked by students.

### 2.12 Planning of Reading Lesson

Most or all foreign-language lessons for beginners usually centre around the reading material. This means that in a reading lesson we do not teach reading only. In fact, all the skills of language are to be taught in the reading lesson. The plan of a reading lesson may contain the following items:

1. **Greeting.** The first thing a teacher may do when s/he enters the class room is to greet the class.

2. **Chalkboard Information.** Then the teacher may write on the BB some pieces of valuable information in the foreign language such as day, date, lesson number, part number and page. Such information will be needed throughout the period and the teacher will save himself a lot of trouble if he writes such information on the BB right from the beginning.

3. **Checking Homework.** The third thing is that the teacher check the earlier homework. This checking is significant, because without it students will come to conclusion that their teacher gives homework but does not follow it up. When
this conclusion is reached and confirmed, students will hesitate to do the assigned homework later on. The homework may be corrected after putting model answers on the BB: each student will correct his own homework. The teacher, however, is supposed to examine the students homework copybooks occasionally.

4. Review. After checking homework, the teacher reviews the previous material of the lesson or lessons before regarding content, vocabulary, patterns, spelling, and other language components.

5. New Vocabulary. After reviewing, the teacher presents the new words of the lesson or the part he has planned to teach. Of course, the teacher's presentation is followed by student's practice.

6. New Structure. Beside, the teacher presents to his class the new grammatical structure of the new lesson or part. This presentation is to be followed by suitable drills.

7. Silent Reading. After the preparation for reading secured by the previous two steps, students are told to read the new passage silently.

8. Comprehension Questions. After silent reading, the teacher asks students some questions on the passage content to assess their skill to understand what they have read.

9. Model Reading. Then the teacher may read the passage aloud with students listening or repeating to provide them with a model to imitate while reading aloud.

10. Reading aloud. After the teacher's model reading, students read the passage aloud and individually.

11. Text exercises. Then the class may do some of the exercises on words or patterns usually included in the reading textbook.

12. Writing. Some minutes are given to writing, which may be handwriting, copying, dictation, or writing an exercises already done orally.

13. Assignment. The period ends with the teacher assigning for written homework something done at class orally. Despite these steps, the teacher should feel free to leave out some of these steps if he finds that time does not allow him to do all of them or if he chooses to emphasize a limited number of goals at a certain period. Moreover, the teacher may adjust the sequence of some steps
when there is a good cause for that or when such adjustment does not disagree with the logical or educational sequence of those steps.

2.13. Reading Problems: Reading is a complex activity that involves a lot of elements, each of which may be a basis of a problem or more for readers.

1. Imperfect Fit. English in some way suffers from a major fault, i.e. the inadequate match between graphemes and phonemes. The same grapheme may have more than one pronunciation, which may lead to special mispronunciation. In addition, the same phoneme may be represented by more than one grapheme, which may cause occasional misspelling.

2. Arabic-English graphic contrast. The two languages, Arabic and English, differ in the form or alphabet and the direction of writing and reading. English is read from left side to the right side, whereas Arabic is read in the reverse direction. This requires a kind of eye retraining or adjustment on the part of the Arab student, whose eye is used to right-left movements while reading Arabic and has to get used to left-right movements while reading English.

3. Vocabulary. Another reading problem is grasping the meaning of lexical items, i.e., words. The existence of many new words in a text makes it rather hard to be comprehended. This accounts for the pre-reading stage, where students are prepared for reading by teaching them new words.

4. Grammar. A student may sometimes find himself incapable of understanding a sentence even though he knows the meanings of all the words in that sentence. His failure to get the meaning at this point may be attributed to his failure to see the syntactic relations among the words within a certain sentence. In other words, the complexity here is caused by the grammatical structure.

5. Content. It may happen that even though a reader knows the words and the patterns of a text, he may not understand it completely because of the difficulty or strangeness of content. In other words, the nature of topic may be a problem in some cases.

6. Culture. The foreign culture may come out in some kinds of texts especially those dealing with humanities. Because a foreign culture.
2.13 Implication for Teaching Reading

1. What are the sources of knowledge that reading entails?
   1. Grammar
   2. Vocabulary.
   3. Cultural meaning.
   5. Phonics.
   6. Background Knowledge

2. How do they Contribute to Reading Development? By maximizing their schema and knowledge of the world which includes reading strategies and techniques.

3. How could we allow our kids to develop those complex process? By making them read texts that give them ample chance to practice the cognitive strategies and read techniques.

4. How could we meet the needs of the students who have different mind capacities? Allow slower students enough time to read quite effectively while keeping fast readers purposefully.

5. The cognitive strategies should be practiced separately, that is to say one skill at a time.

Section Two:
Represented previous studies about the vocabulary.

2.14 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, however, 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."

2.15 Importance of Vocabulary
1. How important is vocabulary? "without grammar very little can be conveyed ". This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to student from a recent course book (Dellor H and Hocking D, innovations, LTP): if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words !." Most learners, too, acknowledge the importance of vocabulary acquisition.

However, vocabulary teaching has not always been very responsive to such problems, and v teachers, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. For a long time, teaching approaches such as the direct method and audio legalism gave greater priority to the teaching of grammatical structures. In this chapter we have surveyed the principles underlying the acquisition of vocabulary in a second language and sketched some possible implications for teaching.

2. Perhaps the most important points to be emphasized are these:
1. Learners need a critical mass of vocabulary to get them over the threshold of the second language.
2. Achieving this critical mass requires both intentional and incident learning.
3. The first language is a support but also be a potential block to the development of a second language lexicon.
4. Vocabulary learning is item learning, and it is also network building.
5. Vocabulary learning is a memory task, but it also involves creative and personalized use, i.e. learning and using.
6. Learners have to take responsibility themselves for vocabulary expansion.
2.16 Vocabulary Acquisition

Based on research into how children learn vocabulary in their native language. (Nagy and Herman (1985:85) proposes that the vast majority of vocabulary words are learned gradually through repeated exposure in various discourse contexts. Proponents of this view claim that learners typically need about ten to twelve exposure to a word over a time in order learn it well. Following this same logic, it is argued that second language (L2) learner who achieve advanced reading proficiency in a language will acquire most of their vocabulary knowledge through extensive reading rather than from instruction. For example, Krashen (1982:225), a leading proponent of extensive reading argues that "language learners acquire vocabulary and spelling most efficiently by receiving comprehensible input while reading."

2.17 Receptive Versus Productive Vocabulary

Receptive vocabulary to mean language items which can only be recognized and comprehended in the context of reading and listening materials and productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing. These terms are often called "passive" and "active" vocabulary. (Ruth (1986:64-65) stats that:

"There will be items which you able to recognized and understand, but which you find difficult to recall or do not know sufficiently well to use accurately. There will be other items, which you understand, but don’t use, perhaps because they occur in context or types of discourse, which are alien to you."

2.18 Traditional Approaches and Techniques used in the Presentation of New Vocabulary Items

The most common ways in which meaning of new items is conveyed in a normal teaching situation. Ruth (1986) Although "traditional approaches and techniques" may sound pejorative.
1. **Visual Techniques**:  

2. **Visual**: These include flash cards, photographs, drawings, wall charts, and realia (i.e., objects themselves) that are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food or furniture, area as place, profession, description of people.

2.19 **Mine and Gesture**

These are often used to supplement other ways of conveying meaning when teaching an items such as "to swerve." A teacher might build a situation to illustrate it, making use of the blackboard and gesture to reinforce the concept.

1. **Verbal Techniques**:

A. **Use of illustrative Situation** (oral or written) this is most helpful when items become more abstract. To ensure that students understand, teachers often make use of more than one situation or context to check that learners have grasped the concept.

B. **Use of Synonym and Definition**:

Teachers often use synonymy with low-level students, where inevitably they have to compromise and restrict the length and complexity of their expansions. Secondly, it is commonly used with higher-level students and subsequently qualified. Definition alone is often inadequate as a means of conveying meaning and clearly contextualized.

c. **Contrast and Opposites**:

As with synonymy, this is a technique which students themselves use, often asking what the opposite of...?

A new item like "sour" is easily illustrated by contrasting it with "sweet" which would already be known by an intermediate level student. But the opposite of sweet wine is not sour wine, and the opposite of sweet tea is not sour tea.

d. **Scales**:

One student has learnt two contrasting or related gradable items, this can be a useful way of revising and feeding in new items. (Ruth, 1986) If student knows "hot" and "cold" for example, a black board thermometer can be a framework for feeding on "warm" and "cool" and later "freezing" and boiling.
Example of the type:
To illustrate the meaning of super ordinate such as "furniture", "vegetables", "meat" and "transport" it is a common procedure to exemplify them e.g. table, chair, bed and sofa are all furniture.

1. Translations:
Translations can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on tortuous on largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.
Translation may legitimate for items possessing a clear mother tongue equivalent, but should otherwise be avoided. Translation may not always convey the exact sense of an item, but then neither does English synonyms or definition on many occasions.

2. What are the Features of Communication Activities that Encourage Vocabulary Learning?

First, the face-to-face nature communication in group activities can help speakers to set their speech to a suitable level for the particular listeners and do adjust it when listeners indicate a lack of understanding. Listeners can also help the speakers by pointing out items that he or she may not be using correctly. Thus learner in-group work can get help from each other on the meaning of unfamiliar, including vocabulary items they do not know.

Second, communication activities generally provide a meaningful context such as a scenario for role-play or an illustrated setting within which to encounter new vocabulary. This context may not only provides sufficient evidence for a leaner to make a reasonable guess as to the meaning of unfamiliar items, but it also assist in the remembering of new items, and in the networking of new knowledge within the learner present knowledge structure.

Third, there is a good chance learners will also be exposed to repeated use of the new items during the course of the activity. Further more because the repetition occur in a meaningful context, the durability of the learning of the new items is likely to improve.
Forth, having encouraged the new items, learners are likely to be to use vocabulary in ways that are not repetition of the way the vocabulary appeared in the input to the task, learning will be much greater.

Fifth, from a psycho linguistic perspective, group base per interaction typically provides a learning environment in which learners can make errors and express misunderstanding without adverse effects of exposing their weakness to the whole class or to the teacher.

2.21 Accessing Existing Vocabulary
There are two ways vocabulary can be taught stats by Ruth (1986:44) so that it can be reading accessed: through fluency activities, have certain characteristics.

1. They may involve processing quite a lot of language.
2. They make limited demands on the language user, that is, they involve materials that does not contain much unfamiliar language or many unfamiliar ideas.
3. They involve rehearsal of the task through preparation, planning or repetition.
4. They involve some encouragement for the learner to reach a high rate of performance, which requires that the activities reach a high level of automaticity.

2.22 Richness Activities
Activities that aim to increase the number of association attached to a word can be of two types:

Those that establish
1. syntagmatic relationships, and those that establish.
2. paradigmatic relationships.
Syntagmatic relationships are those that associate a word with other words that can typically precede or follow it. For example the word fuel can be preceded by words like cost (an in the cost of fuel).

2.23 Activities that can be used to Develop these Relationships include the following
A. Collocation activities: a typical collocation activity gets learners to match collocates with given items for example the learner have two texts of items. That they must match up. Collocation activities can also be done as group or
class activities with learner drawing on their differing experience to suggest collocates for a given word.

**B. Semantic mapping** : semantic mapping involves drawing a diagram of the relationships between words according to their use in a particular text. Semantic mapping is best introduced as a collaborative effort between the teacher and the class.

**C. Dictation and related activities** : Nation (1991) has suggested that "most value is gained from dictation activities when the dictation text contains known words used in unfamiliar ways." The nature of activities is that it focuses learner's attention on the collocation relationship within dictated phrase.

### 2.24 The Grammar of Vocabulary

The student needs some guidance on how to use vocabulary more accurately. Notice his failure to use past tense forms. Nation (1991) Choice of the verb ((say)) instead of ((tell)) with its consequent verb pattern problem, lack of preposition after ((ask)) and the use of the unacceptable plural from information.

### 2.25 Word Building

There are three main forms of characteristic of English compounding and conversation. Affixation is the process of adding prefixes and suffixes to the base items, is the way, items can be modified in meaning and or changed from one part to prefixes and suffixes in the following way: man man+ly= manly. Un + man + ly= unmanly. Un + man + ly + ness = unmanliness.

Compounding is the formation of words, from two or more separate words which can stand independently in other circumstances. There are three different types of compound: adjective compound (e.g., hard working, time consuming) verb compounds (e.g., to body sit, to sight see) and noun compounds. Conversion also known a zero affixation is the process by which an item may be used in different parts of speech, yes does not change its form, e.g. we've just had a lovely swim (noun). I can't swim very well (verb) the difference being that no prefixes or suffixes are used.
2.26 Building A Strong Vocabulary

To read well, you need a strong vocabulary. To build a strong vocabulary, you need to read well Harvey (1997: 5-6). The first step to take in improving your vocabulary is to recognize that it is not possible for you to know the meaning of every word you see. Sometimes you may say, "I can't get by without figuring this one out". But often you really need to find out exactly what those words mean.

Here are some ways to find the meaning of difficult words:

1. Learn to use the context—-that is, clues that surrounding sentences sometimes give about the meaning of new words.
2. In a word you do not know, look for parts of the word those meaning you might know.
3. Learn the difference between what a word means and what a word suggests or makes you feel.
4. Learn the different words that mean almost the same thing but have different scales of meaning.
5. Learn to use a dictionary so you can find meaning easily.
6. Keep a list of words you want to add to your vocabulary.
7. Remember new words by saying the word, learns to pronounce it.
8. Context clues to word meaning. Most experience readers try to guess the meaning of unfamiliar words through context clues.

2.27 Extensive Vocabulary is Important

Students with extensive vocabularies are the readers who understand, with ease, what they have read. Sherrie (1997). On the other hand, readers with limited vocabularies usually have difficulty reading and spend more energy and time on reading tasks. Therefore, if you improve your vocabulary, as Malcom X did, you should see an improvements in your reading and listening comprehension. Readers with limited vocabulary knowledge are typically slow readers; they may need to reread and look up many words in a dictionary. Though re-reading and dictionary usage are not negative behaviors, an over dependence on either could severely slow the reading process. In contrast readers with extensive vocabularies and background experiences are typically skilled readers who can easily make sense of what they read, it will increase reading rate and fluency. Another
reason why an extensive vocabulary is important, concerns the power and precision you have at your command for expressing yourself in speaking and writing.

2.28 Pervious Study

Mohamed Alamin (2014) "Evaluating Techniques for Teaching Reading Comprehension" Teaching reading comprehension is one of the problematic issues which needs special techniques and methods in order to help the learners improve their level of understanding written language. This study is an attempt to evaluate techniques for teaching reading comprehension to EFL learners at Sudanese secondary schools. It is known that most techniques are familiar to students in their everyday classes therefore; they have to be evaluated. In order to use new techniques in reading classes, we need trained and qualified teachers. This study aims at: evaluating activities used reading sessions. The method followed in this study was the descriptive analytical method and the tool was a questionnaire which was distributed to (40) EFL teachers, then the data was analyzed statistically by statistical package for social sciences (SPSS) program. This study found the following: Assessing pair work activities through learners productions. Evaluating group work activities enhance the learners’ critical thinking. Techniques used for teaching reading comprehension need to be evaluated. It is better to train teachers on how to evaluate techniques used in reading classes. The study recommends that work activities should be assessed through learners production. Group work activities should be evaluated to enhance the learners’ critical thinking. Techniques used for teaching reading comprehension should be evaluated. Teacher should be trained on how to evaluate techniques used in reading classes.

Eman Hassan (2017) "The Role of Teaching Literature in Improve Students Vocabulary "University of Gezira- Faculty of Education- M.A Study. The study aims at show light to the role of teaching literature in developing the students vocabulary. To investigate the problem of teaching and learning literature .The study was used the decretive analytical method. A questionnaire was used a questionnaire as a tool to collected data. A questionnaire, was distributed to (50) EFL teachers at secondary schools in EL kamleen Locality - Gezira State and the (SPSS) was used to analyzed the data. The study found that: Reading literature helps students to build vocabulary.
Lack of vocabulary is the main reason for declining other language skills. Using literary texts in classroom exposes students to interesting ideas and new vocabulary and word. Teaching English in Arabic language is the main reason for literature problem and shortage of vocabulary. Using dictionary is very important to improve student's understanding of new vocabulary. Teaching literature enhances students' language. The study recommended that: Teachers should provide their students with new vocabulary, so as to help them understand literature. Teachers should teach literature in order to develop reading comprehension skills. Teachers should use literature to improve their students' vocabulary inside classroom. Teachers should use some techniques in teaching new English words, and make students aware of their own responsibility in vocabulary learning and use different methods and strategies in enhancing vocabulary acquisition.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter shows the methodology that researcher adopted to collect the data as well as design the tool will be used to elicit data that researcher, will use as basis of judgment. In addition, the chapter presents the sample of the study and the method used to draw the sample from the population not only, but also the technique of sampling. The last point, this chapter clarifies the tool used in data collection its feasibility, practicality, suitability, validity and reliability.

3.1 Population of the Study

The population of the study were EFL teachers at Secondary Schools, Adali and Elmazmom Locality, Sinnar State, Sudan(2018).

3.2 Sample of the Study

A representative sample were number of (40) EFL teacher at Secondary school (male/ female) chosen randomly.

3.3 Instrument of the Study

In this study the researcher used two instruments to collect data. The study adopted questionnaire and interview as suitable instruments through which to collect the appreciate data for the study, by questioning the university lecturers, who they have a good experience in teaching English as a foreign language. The questionnaire composed of (12) statement which has three option (agree, to some extent and disagree).

2.4 Reliability and Validity of the Questionnaire

The study used the SPSS program for statistical analytical operations the researcher used Pearson correlation to prove and the reliability of the questionnaire. The result as follows:

\[ r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}} \]
Where
\( r \) = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

\( \sum \) : Sum

\( R = \frac{2r}{1+r} \)

\( Val = \sqrt{\text{reliability}} \)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.786</td>
<td>Correlation</td>
</tr>
<tr>
<td>0.647</td>
<td>Reliability</td>
</tr>
<tr>
<td>0.805</td>
<td>Validity</td>
</tr>
</tbody>
</table>
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.0 Introduction
The chapter confined to the analysis of the questionnaire and to the discussion the hypotheses in relation to them. In this questionnaire each statement was analyzed and displayed by means of tabulation and part chart.

4.1 Data Analysis and Discussion

Statement (1): Pupils are not aware of correct stress, intonation and pronunciation in producing speaking skill.

Statement (1): Using modern methods in teaching reading support students to acquire vocabulary.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>38</td>
<td>95%</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>10%</td>
</tr>
</tbody>
</table>

Fig(4.1)
Table and fig (4.1) show the respondents who agree 95% and 5% are to some extent and who disagree are (0%). According to the result (97.5%) of the respondent agree with the claim.
Statement (2): Reading motivating students to acquire vocabulary.

Table (4.2)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>To some extent</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>10%</td>
</tr>
</tbody>
</table>

Fig (4-2)

Table and Fig (4.2) prove the respondents who agree are 75%, 17.5% to some extent and who disagree are 7.5%. According to the result the (75%) of the respondents agree that Reading motivating students to acquire vocabulary.
Statement (3) Traditional methods influence negatively on students vocabulary learning in secondary schools.

Table (4.3)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>37</td>
<td>92.5%</td>
</tr>
<tr>
<td>To some extent</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>10%</td>
</tr>
</tbody>
</table>

Fig (4.3)

Table and fig (4.3) reveal the respondents who agree 92%, 2.5% to some extent and who are disagree are 5%. According to the result (92%) of the respondents agree with the statement.
Statement(4) Reading increase vocabulary of students in secondary schools.

Table (4.4)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>33</td>
<td>82.5%</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>10%</td>
</tr>
</tbody>
</table>

Fig(4-4)

Table and fig(4.4) display the respondents who agree are 82.5 %, to some extent are 15% and who disagree are 2.50%. According to the results (82.5%) of the respondent agree.
Statement(5) Some Reading encourage students to express themselves orally.

Table (4.5)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>10%</td>
</tr>
</tbody>
</table>

Fig(45)

Table and fig (4.5) show the respondents who agree are 90%, 10% to some extent. According to the result (90 %) of the respondent agree that Reading encourage students to express themselves orally.
Statement(6) Reading provides students with their needs in developing their vocabulary.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>32</td>
<td>80%</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table (4.6)

Fig(4.6)

Table and fig(4.6) reveal the respondents who agree are 80% and 20 % to some extent . According to the result (80%) of the respondents support the claim.
Statement(7) Reading helps students to understand and use English with adequate accuracy and fluency

Table (4.7)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>To some extent</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>29</td>
<td>72.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig(4-7)

Table and figure (4.7) prove the respondents who agree are 75.5%, 27.5% to some extent. According to the results (75.5%) of the respondents agree with the statement.
Statement (8) To improve your students ability to recognize the reading skills, learners should be exposed to extensive reading.

Table (4.8)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>To some extent</td>
<td>29</td>
<td>72.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig(4-8)

Table and fig(4.8) display the respondents who agree 27.5%, 72.5%, to some extent. According to the result (72.5%) of the respondents are to some extent.
Statement (9): Teachers should be help their students to read short stories to acquire vocabulary.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>22</td>
<td>55%</td>
</tr>
<tr>
<td>To some extent</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4.9)

Fig(4-9)

Table and fig(4.9) reveal the respondents who agree are 55.5%, 27.5% to some extent and 17.5% disagree. According to the result (55%) of the respondents agree that Teachers should be help their students to read short stories to acquire vocabulary.
Statement(10) Teachers should be motivate students to enjoy reading during the reading process.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>38</td>
<td>95%</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

and figure (4.10) prove the respondents who agree are 9%, 5% to some extent. According to the result (95%) of the respondents agree with the claim.
Statement (11) Literature increases the students knowledge about English language skills in general and reading in particular.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>To some extent</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig(4-11)

Table and figure (4.11) reveal the respondents who agree are 57.5%, 40% to some extent and who disagree 2.5%. According to the result (57.55%) of the respondent agree that literature increases the students knowledge about English language skills in general and reading in particular.
Statement (12) Enable students to make use of different sources of reading, teachers should provide their students with reading study skills

Table (4.12)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig(4-12)

Table and fig(4.12) show the respondents who agree are 70%, 30% to some extent. According to the result (70%) of the respondent supported the claim.
4.2 Testing of the Hypotheses

1. **Hypothesis one**: There are modern methods of reading using in secondary school level. By looking closely at the collected data, Table (4-14,57.5%), (4-15,(65%) the researcher accepted the hypothesis, that is because the vast majority replayed with agree.

2. **Hypothesis Two**: Assessing and evaluating traditional methods of teaching reading skill promote vocabulary amount. According to statistical results in tables (4-6,80%) 4-7, 75.7% (4. 8,72.5%) This hypothesis is accepted for the majority of the respondents agree up on it.

3. **Hypothesis three**: Reading can motivate students to acquire vocabulary in secondary school level. This hypothesis is also accepted because the majority of respondents agreed according to statistical results on tables (4-3,92%) ( 4-2,82.5%).
CHAPTER FIVE
CONCLUSION FINDINGS
AND RECOMMENDATIONS

5.0 Introduction
This chapter summarizes the findings of the research, draws conclusions and suggests recommendations for teachers, syllabus designers and students.

5.1 Findings
According to the results of the teachers questionnaire the research has revealed the following.

1. EFL learners face difficulties in understanding the meaning of words.
2. The study finds the causes of reading comprehension problems represent in (Students and teachers).
3. Incase of teachers: lack of proficiency of using aids and absent of training courses for teachers.
4. Lack motivation, vocabulary and grammar are the main causes of reading comprehension for students.
5. The classes in the secondary schools are crowded more than the model classes.
6. The methods in teaching short stories solve the students lack of motivation, vocabulary and grammar rules.
7. Frequent training courses for teachers solve reading problem for students.
8. The time allotted for teaching/learning vocabulary during classroom is limited.
10. Games help students more in learning vocabulary.

5.2 Recommendations
Reading comprehension plays a vital role in teaching English language. So more emphasis has been given of the factors affect the reading comprehension. The
present research attempts to offer some recommendations for syllabus designers, teachers to assist them in improving the reading comprehension process. They are as follows:

1. Teachers should motivate students to have more interest in reading materials in English language.
2. Teachers should adopt the modern teaching methods in reading and neglect the traditional ones.
3. Teachers should provide students with enough assignments and exercises after any reading comprehension passage so as to support their comprehension.
4. Teachers should encourage students to make expensive reading to improve level of comprehension.
5. Syllabus designers should produce textbooks that give more attention to develop learners' comprehension of reading texts.
6. Reintroduction of literature in secondary is also demanded necessary.

5-3 Suggestions for Further Studies

The researcher also suggests the following for further studies:

1- Using literature to overcoming reading difficulties.

2- The effectiveness of teaching short story on reading comprehension.
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Harvey , (1997).Building a strong vocabulary (pp. 5-6 ).

Sherrire (1997)Extensive vocabulary is important ( P. 10 ).
Appendix
University of Gezira
Faculty of Graduate Studies
A questionnaire for English Teachers in Higher Secondary Schools in Sinnar State
Dear teachers I am doing this research on:
Influence of teaching reading to acquiring vocabulary at secondary schools students level in Sinaar State.
Your experience as classroom practitioners is of great significance.
Your help is needed by giving information and suggestion asked for.
Part one:
1. personal questions:
A- Name:

B- sex:

Male
Female

C- School:

D- Qualifications

Objectives:
Part two: through your actual practice during teaching English language to secondary schools students, do you aim to
<table>
<thead>
<tr>
<th>N</th>
<th>Statement</th>
<th>Agree</th>
<th>To some extent</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using modern methods in teaching reading support students to acquire vocabulary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reading motivating students to acquire vocabulary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Traditional methods influence negatively on students vocabulary learning in secondary schools.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reading increase vocabulary of students in secondary schools.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reading encourage students to express themselves orally.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reading provides students with their needs in developing their vocabulary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Reading helps students to understand and use English with adequate accuracy and fluency.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>To improve your students ability to recognize the reading skills, learners should be exposed to extensive reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teachers should be help their students to read short stories to acquire vocabulary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teachers should be motivate students to enjoy reading during the reading process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Literature increases the students knowledge about English language skills in general and reading in particular.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Enable students to make use of different sources of reading, teachers should provide their students with reading study skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix(B)

Dear Supervisor

I would be grateful to receive your responses to the following questions which are intended to collect data for a study under the title:

Influence of teaching reading to acquiring vocabulary at secondary schools students level.

1. What is the method which used in teaching?

2. Does the teacher has a well satisfy training for teaching reading?

3. That are your suggestions for developing effective reading learners?

4. Does the curriculum which is used now satisfy the needs of language and acquiring vocabularies?

5. How is reading can motivate students to acquire vocabulary in secondary school level?

University of Gezira
Faculty of Graduate studies
Interview