International Journal of Social Sciences and Management Review

Volume: 09, Issue: 06 November - December 2026

ISSN 2582-0176

EFFECTIVE INTENTIONAL VOCABULARY LEARNING STRATEGIES

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https://doi.org/10.37602/IJSSMR.2026.9601

ABSTRACT

This study seeks to explore the role played by strategies for effective intentional vocabulary learning. The study also considered briefly the role of unintentional strategies but the focal point has been the investigation of the intentional strategies. A pre and post-test have been conducted to categorize the participants into two groups. A questionnaire was also administered to the tutor at King Khalid University. The research has more exactly addressed the use of dictionaries and authentic materials to maximize the lot of the students of word power. The present research is significant as it bridges the gap created by previous studies in the area in question in respect to the method of analysis and the size of the sample. The sample has been taken from 2nd year of King Khalid University college of Language and Translation.

The research poses certain questions in connection with the role of intentional vocabulary learning strategies and how the strategies can be developed and incorporated into teaching plans to further be used in classroom settings. A triplet set of approaches has been advocated. The first one is incidental learning (i.e., learning vocabulary that come up as a result of other activities in the other skills of reading...), and the second is intentional or explicit instruction, while the third set is independent strategy development. Furthermore, the study assumed that there is a relationship between the vocabularies that come up as a result of other activities in other skills of reading and those vocabularies taught intentionally.

The statistical and historical approach has been adopted in the present research. One of the most important findings is that there is a direct correlation between intentional vocabulary learning and understanding of English texts.

1.0 INTRODUCTION

To communicate effectively, a substantial amount of vocabulary words is necessary for EFL / ESL learners. The number of words learners need to be capable of using another language (L2) vary. (Coady, 1997; Huckin & Coady, 1999) suggest that learners need at least 3,000-word families, and 5,000-to-10,000-word families for university-level texts to achieve accurate contextual guessing, while Schmitt & McCarthy (1997) claim that a learner knows 80 per cent of the words in a text with a vocabulary size of 2,000 words. Cristina (2010) argues that it takes many years of hard work for a second-language speaker to get to native-speaker level, and goes further stating that “Some linguists estimate that educated native speakers could have an active vocabulary of between 8,000 and 10,000 words. Good second-language speakers might have an active vocabulary of 3,500 words. That is quite a difference" (p. 171)

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Volume: 09, Issue: 06 November - December 2026

ISSN 2582-0176

Nation (2001: 20) goes further claiming that language users probably need a vocabulary of 15.000 to 20.000 words "to read with minimal disturbance from unknown vocabulary."

Vocabulary knowledge is undoubtedly a central part of linguistic knowledge, and its study is as old as the study of language learning itself. The literature of second language learning/acquisition abounds in the study of vocabulary learning. Schmidt (1993), Knight (1994), Nation (1997, 2001), and Yoshii (2002) are among many researchers who consider learning vocabulary essential for ESL and EFL learners. Much of the recent research has been conducted to examine the importance of vocabulary in reading comprehension. The findings of many studies show a strong relationship between students' vocabulary knowledge and general reading skills (Salem, 2007).

Psychologists, linguists, and language teachers have been interested in vocabulary learning strategies for a long time (Levenston, 1979). Actually, researchers began to effectively focus on vocabulary learning research in the mid 1980s and vocabulary learning is now a current focus in ESL pedagogy and research. Learning new vocabulary is, presumably, the most important element in second language learning (Knight, 1994). Candlin (1988) describes the study of vocabulary -in its social context- as "the heart of the learning process" (p. 260). Other researchers such as Harley (1996) accept the importance of vocabulary learning in language proficiency and academic achievement. However, their ideas about how vocabulary is learned vary widely. They argue that one of the major concerns in FL/L2 vocabulary learning is the need to develop effective pedagogical methods for teaching FL/L2 vocabulary. Yet, here, it is important to mention what Nation (2001) states about the difference between two categories of vocabulary concerning the teachers' and learners' aims, and the efforts they exert: high-frequency words, and low-frequency words. High-frequency words do not require as much effort as low-frequency words. For the latter, he claims that "the teachers' aim is to train learners in the use of strategies to deal with such vocabulary. These strategies are guessing from context clues, deliberate studying words on word cards, using word parts, and dictionary use". (p. 20)

A number of questionnaires, interviews and case studies (Gu & Johnson, 1996; Jones, 1995; Lawson & Hogden, 1996; Porte, 1988; Sanaoui, 1995) – as reported in Hulstijn (2001) – handled the concern of learners of a second language with the burden of vocabulary learning. They investigated two major hypotheses: students should learn words intentionally, even by memorizing, and students should learn or acquire new vocabulary by 'picking up' words incidentally, as a by-product of being exposed to L2 input in reading and listening tasks.

According to the Acquisition-Learning Hypothesis (Krashen 1981), second language learners have two distinct ways of developing ability in second languages: learning and acquisition. Language acquisition is similar to the way children develop their first language. Learners can acquire L2 without meaning to. What they are aware of is using the language for some communicative purposes. What is more, they are often not aware of what they have acquired; they usually cannot describe or talk about the rules they have acquired but all they have is a "feel" for the language. Language learning is different. It involves knowing about language or formal knowledge of a language. Language learning is thought to profit from explicit presentation of rules and from error correction. Error correction, supposedly, helps the learner come to the correct conscious mental representation of a rule. "Error correction has little or no

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Volume: 09, Issue: 06 November - December 2026

ISSN 2582-0176

effect on subconscious acquisition, but is thought to be useful for conscious learning". (Krashen, 1982:14). Similarly, Saville-Troike (2012:2) argues that:

> Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language." "The scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances.

1.1 Statement of the problem

Lack of L2 sufficient vocabulary has been a common complaint or a problem for university prep year students in Saudi Arabia. There is always a big gap between their levels as secondary school graduates, and the courses they are supposed to study at the university's prep year English program. A considerable percentage of university prep year students find difficulty in expressing themselves in English (L2) and consequently in coping with the activities in their daily classes. For students who just joined a new course, it is frustrating to open their English books and see a majority of unfamiliar words. Consequently, the university's Curriculum Unit has to look for courses of lower levels than the assumed ones, to be able to fill this gap. In addition, individual differences among those students are huge due to the big differences in quality and quantity among the courses they have already studied as they are coming from different schools and areas. For all these reasons, using glossing can be beneficial in two ways: solving this problem, and helping students learn and retain new vocabulary without wasting too much time in teaching new vocabulary or choosing English courses of lower levels.

1.2 Significance of the study

Much of the relevant research, over the past three decades or so, has been done on the effects of intentional vocabulary learning. Most of these studies attempt to question the following issues: intentional vocabulary needed to learn effectively the second or foreign language;

The contradictory and inconsistent results of many studies regarding the effects of intentional vocabulary learning and reading comprehension, make it necessary to investigate the problem in different contexts and from a variety of perspectives. In this context, the unprecedentedly growing need for English in higher education, is paralleled by worrying poverty of reading proficiency, esp. in the many colleges of science, engineering and medicine where English is the medium of instruction. Thus, the present study is expected to help promote understanding issues of EFL reading and vocabulary learning in the context of Saudi universities.

1.3 Purpose of the study

The purpose of the present study is to explore the effectiveness of the strategies to be used in teaching intentional vocabulary and to what extent they would help enhance the learner's word power. There are many strategies advocated by linguists in this respect foremost of which is the use of glosses such as L1 translation of target words and definition of the target words. Arabic can be used to make the different glosses as well as English.

1.4 Research questions

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Volume: 09, Issue: 06 November - December 2026

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Q1. Will learners exposed to learning vocabulary through the medium of Arabic do better than their peers who were taught in English?

Q2. To what extent is the use of the medium of instruction (Arabic –English) can affect the learning of intentional vocabulary?

1.5 Research hypotheses

H1. Students in the experimental group will score significantly higher than the control group

H2. Students in the control group will accordingly score significantly lower than those in the experimental group.

H3. A minimum use of Arabic will help further improve students understanding of English texts.

2.0 METHODOLOGY

The study adopted a mixed- methods approach: the descriptive analytical and experimental method. This allows the research instruments to complement each other. Hence, an experiment, questionnaires, and class observations were used to address the research questions and objectives. The (SPSS) program version 17 was used for data analysis.

i Population and sample

The study population was students and the teaching staffs of English, at King Khalid University. This experiment was conducted at the Faculty of Languages and Translation. All the students are aged 16-18 years old. They all speak Arabic as their first language, and all of them have studied English for 7 years at school.

The test used was similar to the test practiced on their textbook. The test consists of true/false and multiple-choice questions; such questions are good means to assess reading comprehension because they don't require production (Nuttal1982).

All students have come from secondary school with good knowledge of English to help them get along quite properly with the exam. Tutors are well placed to take care of their classes and have helped cooperatively in experimenting.

ii. Questionnaire sample

The samples of this study included English language tutors and assistant professors at King Khalid University, College of Languages and Translation.

They are better laced to take the test and stand experimentation. Moreover, all of them have completed their first year successfully as far as the English Language exam is concerned. They were arranged into three groups to facilitate the carrying out of the experiment and testing.

Distribution of pupils according to their school grades.

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Volume: 09, Issue: 06 November - December 2026

ISSN 2582-0176

Group	Frequency	Percentage
A	69	27.6%
B	85	34.0%
C	96	38.4%
TOTAL	250	100.0%

iii. Research instruments

The data to inform this study were collected using two main instruments, namely a test and a questionnaire for teachers.

vi Strategies for the research

The methodology adopted in this study is based mainly on a blend of the following methods and techniques:

1. Grounded Theory
2. Case study
3. Triangulation
4. Saturation

vii. Grounded theory

This theory stresses the importance of "developing theories based on empirical research and gradually build up general theories that emerge from data." (Denscombe, 2003: 110). This means that "researchers should engage themselves in fieldwork as the fundamental part of the work they should do." Practically, this entails that "the researcher should undertake data collection from the field." which has to be a continuing process. The basic concepts of the theory are:

a. Theories should be generated by a systematic analysis of the data.
b. The selection of instances to be included in the research reflects the developing nature of the theory and cannot be predicted at the start.
c. Researchers should start out with an "open-mind".
d. Theories should be useful at a practical level and meaningful to those on 'the ground'.

Grounded theory and the present study

The present study employs these concepts of Grounded Theory.

a. Grounded Theory is suitable for the present study since the present study focuses on language learning in a specific setting – the classroom context.
b. The data, which is taken first hand from the field, will be approached on an "open-mind" basis.
c. The results of the study can be of great use and meaning to those "on the ground". It will help enhance the learning outcomes of English language in the Sudanese context.

2.1 Triangulation

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Volume: 09, Issue: 06 November - December 2026

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Triangulation refers to the practice of using multiple methods, data sources, and instruments to enhance the validity of research findings. Mathison (1988:14) explains that the notion of triangulation as a research strategy is based on some basic assumptions. Firstly, the bias inherent in any particular data source, investigator, or method will be cancelled out when used in conjunction with other data sources, investigators, and methods. Secondly, when triangulation is used as a research strategy the result will be a convergence upon the truth about some social phenomenon. In other words, when data is collected from different sources and through different methods agree, the outcome is convergence.

Patton (2001: 247) advocates the use of triangulation by claiming that "triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches".

2.2 Saturation

Saturation stems from Grounded Theory. It refers to the concept and practice of continuous sampling and collection and analysis of data until no new patterns emerge. Sandelowski (2008:875-876) points out that saturation occurs "when the researcher can assume that her/his emergent theory is adequately developed to fit any future data collected." Although Grounded Theory and saturation relate primarily to qualitative data, Glaser (1978:6) observes that

> Grounded Theory method although uniquely suited to fieldwork and qualitative data, can be easily used as a general method of analysis with any form of data collection: survey, experiment, case study. Further, it can combine and integrate them. It transcends specific data collection methods.

The present study combines both quantitative and qualitative data analysis. As such it makes use of saturation as a technique for reaching more conclusive results.

2.3 Research Experiment

There were three groups in the present study, that is (A), (B) and (C). The first one (A) as the experimental group, (B) and (C) were fused into a single (B) as a control group. Both members of the groups were daily exposed to reading comprehension for a couple of weeks. Then, for the remaining 45 days the tutor started to draw their attention to the question of lexical items, vocabulary with the aim of identifying the new lexis and trying to infer their meaning. Authentic material was included from time to time to make the work more challenging and have the students work hard through the selected texts.

The main difference between the classes, in terms of how they studied, was that the researcher could use Arabic in the English class. The researcher has to resort to L1 now and then to help explain things that may pose impediments to understanding, while Arabic was not used at all in the control group. Both classes took a pre-test prior to the instruction program and a post-test after the program.

2.4 Questionnaire

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Volume: 09, Issue: 06 November - December 2026

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The teachers' questionnaire (TsQ.), consist of 15 multiple statements and two open-ended questions. It was divided into three parts

Use of dictionaries,

i) The syllabus at university
ii) Tutors'training

Part one i) includes 5 statements surveying students' use of dictionaries particularly bilingual ones, with Likert 4 points scale (strongly agree, Agree, disagree and strongly disagree).

Part two included also five statements surveying the tutors' attitude towards the syllabus, also with Likert 4 points scale.

Part three surveyed different issues ranging from tutors' training to teaching at the general education, with Likert 5 points scale.

The questionnaire papers were distributed to as many as 100 tutors who spent considerable time responding to the different items. The papers were then collected after two days for conducting the desired analysis and evaluation.

Table (3-5) summary of teacher's questionnaire

Variable measured	Measured by
Use of dictionaries	Item 1,2,4,5 and 6
Syllabus at university	Item 1,2,3, 4, 5 and 7
Tutors training	Item 1,2,4,5 and 5

2.5 Validity and Reliability of the test

The tests are believed to have content validity as they aimed at assessing the students" achievement in reading comprehension. The tasks required in the tests were comparable to those covered in the book and practiced in class. In addition, the test instructions were written clearly in English, and the examinee's task required was defined. Furthermore, the tests were validated by a group of experts who suggested some valuable remarks about the tests and the researcher responded to that. For the test reliability, the study used the test-retest method: The test-retest method of estimating a test's reliability involves administering the test to the same group of people at least twice. Then the first set of scores is correlated with the second set of scores. Correlation ranges between 0 (low reliability) and 1 (high reliability) (highly unlikely they will be negative!). The correlation coefficient formula was used to calculate the correlation:

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[\, n\Sigma x^2 - (\Sigma x)^2 \,][\, n\Sigma y^2 - (\Sigma y)^2 \,]}}$$

The results shown that there was strong positive correlation between the pre-test and post-test:

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Volume: 09, Issue: 06 November - December 2026

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Pre- test: .878

Post-test: .757

2.6 Validity of the questionnaire

The questionnaires of this study, were validated by a jury consisting of five assistant professors specialized in English language. They based their comments on the following criteria:

i) The clarity of the items and instruction.
ii) The simplicity of items, and how far they related to the subject.
iii) The language used.

The jury made some remarks concerning some items and suggested modification for these items. Two items from were omitted, and the researcher responded to their suggestions, and made the required modifications.

2.7 Reliability of the questionnaire

In statistics, reliability is the consistency of a set of measurements often used to describe a test. For the reliability of the questionnaires, the study used the split – half method: A measure of consistency where a questionnaire is splitted in two and the score for each half of the questionnaire was compared with one another. The questionnaires were distributed to 100 teachers of English at King Khalid University. The coefficient correlation formula was used to calculate the correlation:

The analysis shows that there was strong positive correlation between the answers given to the items asked: = 084%

2.8 Procedures

The questionnaire was administered to teachers by hand, and was given up to 15 days to respond to the questions, some were given to other teachers to distribute them. Two forms were returned unfilled, and some were lost.

2.9 Pilot Study

The pilot study (P.S) was conducted to check out the instruments used before their final administration. A group of randomly selected ten teachers, they were requested to fill in the questionnaire and feel free to write or comment orally on any observation they think necessary with a view to check the following:

1. The appropriate length of time needed to fill in the questionnaire.
2. Clarity of the questions.

The researcher received no comments regarding the above points from the teachers.

3.0 DATA ANALYSIS, RESULTS AND DISCUSSION

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3.1 Analysis of the experiment.

The analysis of the experiment will focus on answering the most important question: to what extent can the undergraduate syllabus pursued at universities teach vocabulary in a way that helps students learn vocabulary whether intentionally or else. To answer this question, we computed the mean, standard deviation, standard error and ranges for the pretest- and post-test scores of both experimental and control groups. T-test was computed to find out whether each group had made any progress as a direct result of instruction.

Table (4-1) showed that when the vocabulary items namely those already explained in Arabic glossary, students have displayed relatively higher scores than those in the control group who were deprived of the glossary on the post-test. (mean =69 and 61 respectively) with similar variations among students in the experimental and controls (SD = 20.92 and 20.20 respectively).

In view of the fact that both the experimental and control group have been equal in size when deprived of the glossary, no noteworthy differences have been detected between the groups on the basis of their pre-test mean scores formerly right at the outset of the experimentation. Results of the T-test in Table (4-2) shows that the mean scores of both control and experimental groups were (6.967) and (6.300) respectively, as shown in Table (4-2). Comparison of mean scores for the groups produced a difference of (+ 0.667) between experiment and control groups. Furthermore, the results of the T-test produced significant manifestations at the .001 level (p<.001***) which definitely entails that the difference between the experiment and control scores were statistically significant. This indicates, beyond doubt, that a student grasp of the linking devices within the experimental group improved significantly as a result of being introduced to a substantial dose of the writing devices.

Table (4-1) Scores obtained by the end of the Pre-test and Post-test as distributed within the Experimental and Control Groups.

Group		Mean	SD	SE of Mean
Experimental Group	**Pre-test**	61.333	20.9241	3.5064
	Post-test	69.667	20.9241	3.8202
Control Group	**Pre-test**	69.667	19.2055	2.6846
	Post-test	61.000	20.2055	3.5064

Table (4-2) T-test comparing the results of the two groups.

Group	N	Mean	St. Deviation	t-observed	df	Sig 2 tailed	St. error mean
Experimental	30	6.967	6.300	1.3170	29	000	.3820
Control	30	6.300	1.3170	26.201	29	000	.2404

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Volume: 09, Issue: 06 November - December 2026

ISSN 2582-0176

Judging by the results manifested at table (4-1), it is safely admitted that the performance of the students at the experimental group is significantly improved as compared with the scores of the control group students. Improvement on the side of the control group is unnoticeably felt, though they receive the same dose of classes after the pre-test. Both groups show improvements but the experimental group showed a marked improvement with the highest scores when compared to the slight improvements achieved by the control group. These results clearly demonstrate the strongest evidence of exploiting explained vocabulary to understand the texts.

Analysis of the Teachers' Questionnaire.

No.	STATEMENT	RESPONSE					
		Always	often	Sometimes	rarely	never	Total
1.	Students are advised to use bilingual dictionaries to help them translate English words into Arabic language?	19 63.3%	16 (16%)	8 (8%)	15 (15%)	7%	100%

In view of the first item relating to the use of bilingual dictionaries, the majority of teachers (63.3%) stated poor language input always affect the students' performance. While only 7% of the respondents believed that use of bilingual dictionaries never affect so extensively the students' performance. This suggests that using bilingual dictionaries do actually affect the students' performance in understanding written texts. Again, paying little attention to the question of bilingual dictionaries usage can have terrible consequences on the overall performance.

The dictionary has traditionally been a widely used tool by Foreign Language students, both in their self process of vocabulary acquisition and trying to understand a text. The reason is that vocabulary which is the main content of a dictionary can be considered «the building block of languages» (Schmitt, Schmitt, & Clapham 2001: 53). That is why students carry dictionaries, and not grammar books, when they travel abroad (McLaughlin 1978).

However, the more recent approaches such as the Communicative method seem to have left this tool aside. The dictionary seems to have been replaced by other techniques. This tendency started around the late 70s and 80s, when the prevalent view among educators was that L2 learners should consult a dictionary sparingly and only as a last resort (Carrell, De vine, & Eskey 1988). Consequently, this lexical tool was replaced by inferring from context, a strategy which was thought to be more efficient and effective for dealing with unfamiliar vocabulary. Students are encouraged and presumably trained to infer the meaning of foreign words with the help of context. In fact, Hosenfeld (1984) prompts teachers to train learners in the use of guessing techniques, so that they can avoid the dictionary. Rubin (1975: 45) states that «the good language learner is a willing and accurate guesser».

Table (4-4) Tutors have to encourage their students to use pictures illustrated in the textbook to find the word meanings.

No.	STATEMENT	RESPONSE

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		Always	Often	sometimes	rarely	never	Total
2.	Tutors have to encourage their students to use pictures illustrated in the textbook to find the word meanings.	22%	21	4%	3%	00%	100%

Glancing at the table, it becomes clear that encouraging students to use picture dictionaries is a desired feature in learning vocabulary. This helps maximize understanding. 22 % of the respondents agree or are in favor of using picture dictionaries. Very few are not in favor of picture dictionaries as they think they are not suitable for students at the university level. This is true to a large extent, as picture dictionaries are more suitable for young learners. However, almost all encyclopedias adopt drawings and sketches as important means of maximizing their subject matter.

Teachers should find the most effective ways in teaching vocabulary. According to Hubbard as cited in Syarifah (2001:1) teachers must make sure that students have understood the new words which will be remembered better if introduced in memorable way. It means that the teacher have to be more effective in teaching learning process, such as finding the suitable method or use variety of teaching techniques in order to help students to learn it well.

There are a lot of methods, techniques or strategies which can be applied in teaching vocabulary. However, they are not quite effective without teaching aid. Teaching aid is one of the important things which can support and make teaching process more interesting, and enable the students to improve their vocabulary easily. Many kinds of teaching aids can be used in teaching vocabulary, and of those teaching aids supporting the learning activity is dictionary. As nation (1989) says " as well as being source information, dictionaries can also be aids to learning". In other words, dictionaries can help learners understanding and produce a word.

There are some types of dictionaries; one of them is picture dictionary. Picture dictionary can be used in teaching vocabulary. It can help the students to understand a word easier because every word is presented in an interesting and enjoyable way and it also provides picture. Collin (1993) states that " picture dictionary is a book containing words of the language with the pictures". It means that by applying an appropriate technique to teach vocabulary can help the students to understand the word. The using of picture dictionary can be an effective way or an alternative way in teaching vocabulary.

Meaning of words is best learnt by identifying their parts of speech. Dictionaries are very useful tools in this connection

No.	STATEMENT	RESPONSE					
		Always	Often	sometimes	rarely	never	Total
3.	Meaning of words is best learnt by identifying their parts of speech. Dictionaries are very	25%	17%	4%	3%	1%	100%

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Volume: 09, Issue: 06 November - December 2026

ISSN 2582-0176

	useful tools in this connection.						

The table indicates that the majority of the respondents are of the same opinion that meaning of words is best learnt by identifying their parts of speech and that dictionaries are extremely useful as far this is concerned. Only 2% of those respondents believed that teaching these mechanics is absolutely of no use. In comparison with the former percentage, the latter will be taken to as invalid.

Many instructors perceive that they should spend considerable time teaching correct grammar and usage. Studies tell us, however, that spending lots of time on explicit grammar instruction is less effective than brief and focused work on "surface" issues in the writing and text comprehension tin which students are currently engaged and at an appropriate time in the process.

There are eight parts of speech in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. An individual word can function as more than one part of speech when used in different circumstances. Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary.

Every word in a sentence serves a specific purpose within the structure of that particular sentence. According to rules of grammar, sentence structure can sometimes be quite complicated. For the sake of simplicity, however, the basic parts of a sentence are discussed here. The two most basic parts of a sentence are the subject and predicate

The subject of a sentence is the person, place, or thing that is performing the action of the sentence. The subject represents what or whom the sentence is about. The simple subject usually contains a noun or pronoun and can include modifying words, phrases, or clauses.

The subject and predicate make up the two basic structural parts of any complete sentence. In addition, there are other elements, contained within the subject or predicate that adds meaning or detail. These elements include the direct object, indirect object, and subject complement. All of these elements can be expanded and further combined into simple, compound, complex, or compound/complex sentences.

As an example of the difference between parts of speech and parts of a sentence, a noun can function within a sentence as subject, direct object, indirect object, object of a preposition, or subject complement. Understanding this is crucial to the understanding of the meaning of the word.

Classroom practitioners at university level are not adequately trained to handle the available material proficiently enough to challenge students into increasing their word power.

No.	STATEMENT	RESPONSE					
		Always	Often	sometimes	rarely	never	Total
4	Classroom practitioners at university level are not	28%	20%	2%	00%	00%	100%

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	adequately trained to handle the available material proficiently enough to challenge students into increasing their word power.						

Almost 80% (28%) of the respondents recognize the effect of varying classroom activities and enhancing classroom interaction in improving students' communicative competence especially in the realm of reading comprehension.

Principally, learning a foreign language means to communicate with other people to understand them, talk to them, read what they have written and write to them (Byrne, 1991). We know why reading is important, right? Not only does reading teach ESL students grammar, word usage and idea expression, but it also enables them to acquire new information about their second language's culture.

Additionally, reading helps students to see how English is communicated through writing, which is why reader. But reading anything in a second language is never easy. ESL students who are still juggling new vocabulary, grammar rules and even phonics may find reading not only tedious, but also challenging.

Most of the time, students may read an assigned story or text for the mere purpose of "doing" it. Other times, students may have diligently poured over the text—but for one reason or another—completely misunderstood the content. This is because reading is a complex cognitive process. It involves your student recognizing individual words and putting a string of words together in their relevant context. Depending on the syntactic structure of the sentence and the overall paragraph theme, the semantic of each word may shift to carry on new meanings.

The overall environment at the undergraduate level is not advantageous to learning vocabulary.

No.	*STATEMENT*	*RESPONSE*					
		Always	often	sometimes	rarely	never	Total
7	The overall environment at the undergraduate level is not advantageous to learning vocabulary.	24 (48.0%)	21(42.0%)	4 (8.0%)	00%	00%	100%

Percentages drawn from table reflect the importance of teaching and learning vocabulary inside the classroom. As many as 48% of the respondents consider that teaching and learning vocabulary for the purpose of improving Students' writing abilities of prime importance. This can be achieved through exposing students to vocabulary rich reading topics.

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Volume: 09, Issue: 06 November - December 2026

ISSN 2582-0176

Speaking of reading, it has long been known that reading is one of the best ways to improve your vocabulary. In fact, the education experts at the Education Resources Information Center recently remarked that "reading is THE most efficient and effective means of acquiring vocabulary." Not only will reading help you better understand words and introduce you to new words, reading also helps you to become a better writer by exposing you to well-written prose.

What worsens the situation more is that the English language syllabus adopted at undergraduate levels

No.	STATEMENT	RESPONSE					
		Always	often	sometimes	rarely	never	Total
8	What worsens the situation more is that the English language syllabus adopted at undergraduate levels	32 (64%)	15 (30%)	2 (4.0%)	1(2.0%)	00%	100%

Almost all 64% of the respondents have agreed that the English language syllabus at university, particularly at lower levels, is not strong enough to cater for the different language components including vocabulary teaching strategies.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary program.

The syllabus at university level hardly considers the question explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust (Beck et al., 2002). Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning (National Reading Panel, 2000). Such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means. Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Research shows that there are more words to be learned than can be directly taught in even the most ambitious program of vocabulary instruction. Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class. Since students encounter so many unfamiliar words in their reading, any help provided by such strategies can be useful.

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Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. For ELLs whose language shares cognates with English, cognate awareness is also an important strategy. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes. Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues.

The English syllabus is not given enough weight along the lines of other syllabuses

No.	STATEMENT					RESPONSE		
		Always		often	sometimes	rarely	never	Total
9	The English syllabus is not given enough weight along the lines of other syllabuses.	26 (52.0%)		20 (40.0%)	3 (6.0%)	0 (00.0%)	1 (2.0%)	100%

At Colleges where English is taught as a requirement subject, very little weight compared to other subjects is given to English. More hours need to be allocated to the teaching of English in order to improve the standards of the students.

Students should be encouraged to ask their peers of the words they ignore their meaning.

No.	STATEMENT	RESPONSE					
		Always	often	sometimes	rarely	never	Total
10	Students should be encouraged to ask their peers of the words they ignore their meaning..	30 60%	16 32%	3 (6.0%)	1 2.0%	0	100%

Judging by table 4.10 almost all respondents (60%) are greatly in favor of peer learning, though the concept is perhaps unclear to some. Many tutors attach very little importance to the question of peer learning. In countries like the Sudan where culture lays a central role in shaping up lots of practices, peer learning may be viewed as a shameful practice. Asking for a meaning of a word is like begging. A lot of input is required to modify this view to many concepts including peer learning.

Peer learning is not a single, undifferentiated educational strategy. It encompasses a broad sweep of activities. For example, researchers from the University of Ulster identified 10 different models of peer learning (Griffiths, Housten and Lazenbatt, 1995). These ranged from the traditional proctor model, in which senior students tutor junior students, to the more innovative learning cells, in which students in the same year form partnerships to assist each other with both course content and personal concerns. Other models involved discussion

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seminars, private study groups, parrainage (a buddy system) or counseling, peer-assessment schemes, collaborative project or laboratory work, projects in different sized (cascading) groups, workplace mentoring and community activities.

The term 'peer learning', however, remains abstract. The sense in which we use it here suggests a two-way, reciprocal learning activity. Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning (Boud, 1988).

Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning. Peer learning is becoming an increasingly important part of many courses, and it is being used in a variety of contexts and disciplines in many countries.

The potential of peer learning is starting to be realized, but examination of the ways in which it is used in existing courses suggests that practices are often introduced in an ad hoc way, without consideration of their implications. When such practices are used unsystematically, students unfamiliar with this approach become confused about what they are supposed to be doing, they miss opportunities for learning altogether, and fail to develop the skills expected of them. Much peer learning occurs informally without staff involvement, and students who are already effective learners tend to benefit disproportionately when it is left to chance.

The teaching of English at lower undergraduate levels is entrusted to barely trained tutors. Hence, vocabulary, learning is affected.

No.	STATEMENT	RESPONSE					
		Always	often	sometimes	rarely	never	Total
10	The teaching of English at lower undergraduate levels is entrusted to barely trained tutors. Hence, vocabulary, learning is affected.	54%	18%	16%	12%	0	100%

The above table shows that 54% respondents agree that teaching at university level is entrusted to hardly trained tutors hence affecting the overall teaching operation and vocabulary teaching and learning among others.

Teacher training is an isolated requirement in the teaching learning process and usually a secondary need for the system to run effectively. Teaching and learning goes hand in hand which makes it necessary for the institutions to have teacher training modules which are well knit in the curriculum and should cater to the demands of teaching fraternity which may arise during the teaching learning process. A good teacher training program should be like a support for teachers to sharpen their tools as and when required.

There is more or less clarity on the parameter to measure student achievement in schools but measuring teacher effectiveness is still a vague and obscure practice. Measuring tutors

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effectiveness at university level is undoubtedly a difficult task but it is important for universities to bring out some clarity to the role of teacher and the expected outcomes from the teaching. A good tutor is one who enriches the syllabus by authentic materials which will help the students develop both academically and emotionally.

Lower levels at universities are badly taken care of. Fresh graduates are assigned the task of teaching English at these levels. It is these levels that are drastically in need of good handling as long as they usually come from secondary schools with terribly bad knowledge of English. At university the opportunity is moderately ripe for them to improve if they were immersed in the proper environment of learning.

Almost all syllabuses are designed by local Sudanese expertise but mostly assigned to staff members with relatively inadequate knowledge in syllabus design.

No.	STATEMENT	RESPONSE					
		Always	often	sometimes	rarely	never	Total
12	Almost all syllabuses are designed by local Sudanese expertise but mostly assigned to staff members with relatively inadequate knowledge in syllabus design.	54%	18%	16%	12%	0	100%

The above table (4-12) indicates that syllabuses developed by people with little if ever knowledge of syllabus design can definitely have a much detrimental effect. Curriculum implementation, according to Okello and Kagoire (1996:124) “is a network of varying activities involved in translating curriculum designs into classroom activities and changing people’s attitudes to accept and participate in these activities”. However, curriculum implementers (lectures, professors, dean, head departments standard officers and others) are faced with barriers which hinder the successful implementation of the curriculum.

Almost all syllabuses are designed by local Sudanese expertise but mostly assigned to staff members with relatively inadequate knowledge in syllabus design.

13	Almost all syllabuses are designed by local Sudanese expertise but mostly assigned to staff members with relatively inadequate knowledge in syllabus design.	54%	18%	16%	12%	0	100%

English language syllabuses at undergraduate levels are designed by Sudanese expertise particularly if they are university requirements. The syllabus designer should have complete information about the target group. Here target group means the learner. He should know who are the learner, what their age of group, the information about social economical status of the learner, their previous knowledge, their interest and behavior of the learners. And syllabus

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Volume: 09, Issue: 06 November - December 2026

ISSN 2582-0176

should have particular target group in mind and it should be clear about the learner of the class. 54% of the respondents agree that those entrusted with the creation or designing of the syllabus are not well placed to carry out the intended mission quite effectively.

The aims of the teaching of foreign language as a second language vary as to include to teach learner to read to write and to speak foreign language and to speak foreign language and to improve foreign language. Here object are written from the learners' point of view, objective are description of what is to be achieved in a course by the learner. They have more detailed description of what a learner is expected to be able to do at end of a period of teaching. This might be a single lesson the chapter of a book of particular topic. For instance, the objective of a classroom lesson might be the use of a verb, adjective noun pronoun etc.

So, aims and objectives of the course should emerge from the analysis of the learners need. If the learners wanted to learner second level English, so a syllabus should find out the following information.

Learning about the culture of the native speakers can help students remarkably learn vocabulary.

No.	STATEMENT	RESPONSE					
		Always	often	sometimes	rarely	never	Total
14	Learning about the culture of the native speakers can help students remarkably learn vocabulary.	24 (48.0%)	21(42.0%)	4 (8.0%)	00%	00%	100%

Almost half the respondents do agree that culture knowledge of the target language is essential in expanding the learner's knowledge of the language. The link between foreign language learning and culture learning has been established by the linguists and anthropologists a long time ago.

The American Council on the Teaching of Foreign Languages has concluded that through the study of other languages, students gain a knowledge and understanding of the cultures that use that language. Moreover, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Linguistic competence alone is not enough for learners of a language to be competent in that language. From simple, everyday things, like forms of address to appropriate ways of expressing disagreement, culture forms an integral part of the language learning curricula. In any case, in order for communication to be successful, language use must be associated with other culturally appropriate behavior, not only linguistic rules in the narrow sense.

Culture is often taught implicitly, as a part of the linguistic forms that students are learning. To make students aware of the cultural features reflected in the language, teachers can make those cultural features an explicit topic of discussion and bring them to the forefront when appropriate. It is of utmost importance that cultural information be presented in a nonjudgmental way which doesn't evaluate the distinctions between the students' native

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Volume: 09, Issue: 06 November - December 2026

ISSN 2582-0176

culture and the culture explored in the classroom. Claire Kramsch uses the term "third culture" of the language classroom to describe an ideal learning environment, one where learners can explore and reflect on their own and the target culture and language.

Syllabuses designed locally often fail to cater for external culture which is desirable to enhance the learners background and word power.

No.	STATEMENT	RESPONSE					
		Always	often	sometimes	rarely	never	Total
15	Syllabuses designed locally often fail to cater for external culture, which is desirable to enhance the learners' background and word power.	26 (52.0%)	20 (40.0%)	3 (6.0%)	0 (00.0%)	1 (2.0%)	100%

As was shown on the previous table along with this one, the importance of the target language culture is undeniably crucial to mastering the new language.

There are several practical ways to effectively teach culture, along with teaching a language:

Provide students with authentic materials – Watching films, news broadcasts or TV shows can provide students with ample information about non-verbal behavior, such as the use of personal space, eye contact or gestures. On the other hand, reading authentic fictional or non-fictional materials can also be a good introduction about the values and norms of the target language culture. These materials also help the students improve their language skills, especially in terms of listening and understanding written texts.

Compare and contrast proverbs – Apart from being very informative about the two cultures, proverbs can lead to a discussion about stereotypes or values represented in the proverbs of both cultures. Furthermore, proverbs and idioms form a significant part of every language and knowing them is a plus for every learner.

Use role plays – They especially support students in making the shift in perspective from their own culture, which can become a strange one and is looked at from the outside, and the target culture, which becomes more familiar. In the process, students practice speaking and using language in unpredictable situations.

Research cultural items – While also practicing their presentation or writing skills in the target language, the students can inform their classmates about an assigned item from the foreign culture and contextualized the knowledge gained.

Students as cultural resources – Many classrooms nowadays are very culturally and ethnically diverse and they often have exchange students from foreign cultures or returnees from an

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exchange program in the target culture. They can be invited to the classroom as expert sources and share authentic insights into the home and cultural life of native speakers of the language.

4.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

4.1 Summary and Conclusions

This study is an attempt to explore issues strongly linked with the teaching and learning of vocabulary considered from an intentional point of view. The recommendations reflect the overall views to find answers to the questions posed in the present study. Suggestions have been made for upcoming studies.

The study also aimed to find evidence to back up the hypothesis that teaching of individual words as an intentional vocabulary learning strategy, particularly those words which are easier to learn, helps promote learners' vocabulary. The study also through the questionnaire which was administered to the tutors proved that dictionaries are such an essential tool in promoting students' comprehension and writing. It also surveyed the tutors views about the kind of syllabuses adopted at undergraduate levels, whether they are effective in providing with the right dose of language to improve.

Now, to be more precise, the study set out to answer the following questions:

1. To what extent can the teaching of individual words as an intentional vocabulary learning strategy help promote learners' vocabulary?
2. Will exposure to rich language help improve learners' vocabulary and that learned vocabulary is sustained long enough to be used when required?
3. Can generative word knowledge as a vocabulary learning strategy be advantageous as a long-term learning strategy?

To come up with solid answers based on the investigation carried out in the present research, the following hypotheses have been formulated:

1. Teaching of individual words as an intentional vocabulary learning strategy, particularly those words which are easier to learn, helps promote learners' vocabulary.
2. Exposure to rich language helps improve learners' vocabulary, and that learned vocabulary is sustained long enough to be used when required.
3. Generative word knowledge as a vocabulary learning strategy is advantageous as a long-term learning strategy.

To accomplish the set objectives, the study adopted a mixed- methods approach: the descriptive, analytical, and experimental methods. This enabled the researcher to draw on relevant tools and research instruments that can complement each other. Hence, experiments and questionnaires were used to tackle the research questions and objectives. The (SPSS) program version 19 was used for data analysis.

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Volume: 09, Issue: 06 November - December 2026

ISSN 2582-0176

The study found out that teaching of individual words at lower levels can be effective, however as students proceed with their study they have to look for a different learning strategy. This finding is in harmony with Al-many research carried out in Malaysia and China. These studies which were mentioned chapter two, provided evidence in favor of teaching individual words but lower levels of education. When this result is considered within the framework of hypotheses, it appears that the first hypothesis is confirmed.

It was also found that exposure to rich language help the learner to improve quite considerably, and that the kind of vocabulary gained through this strategy will continue to be sustainable. Furthermore, students as well as the tutors demonstrated their acceptance of the fact that generative word knowledge as a vocabulary learning strategy is advantageous as a long-term learning strategy, hence confirming the third hypothesis.

4.2 Summary of the Findings

1. The syllabus at the undergraduate level does not provide the students with the appropriate dose of vocabulary which will help them attain their comprehension end.
2. Tutors of English do not provide students with extra reading activities so as to develop or improve their comprehension and oral abilities.
3. Teachers of English language do not encourage students to read so as to improve and increase their vocabulary.
4. 4. Inclusion of cultural elements as found in literature books within the syllabus can contribute to great extent in enhancing students reading and speaking skills.
5. Literature books enrich the students' vocabulary and help them improve their oral communication.
6. Dictionary use should be encouraged.

Tutors should seek to include authentic materials to back-up the syllabus.

4.3 Recommendations

On basis of the findings and conclusions, the following points are recommended:

1. Designing English language syllabus at undergraduate level should be entrusted to expertise and at least old practitioners and educators.
2. 2- English language syllabus should be supported by authentic materials to reinforce students' word power.
3. English language syllabus should be enriched with vocabulary which meets students 'communicative purposes and further develops their

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