



## **Influence of Teaching Reading Skill in Acquiring Vocabulary**

( Case Study of Secondary Schools in Sinnar State, Sudan)

**Dr. Hamdan Abu ELgasim Hamdan Abu Kalam.**

### **Abstract**

This study investigated the influence of teaching the reading skills in acquiring vocabulary among secondary school students in Adali and Elmazmom Locality, Sinnar State, Sudan. The researcher used descriptive analytical methods, data were collected from 40 English language teachers through questionnaires as data of collecting tools and analyzed by SPSS software. The study reached to many results the most important of which were: students facing difficulties in reading comprehension mainly due to lack of vocabulary and motivation. Traditional teaching methods are effected negatively on the impact vocabulary learning, while modern methods and extensive reading encourage vocabulary acquisition. The study recommended the following adopting modern teaching techniques, motivating students to engage in reading activities, providing sufficient reading materials, and training teachers effectively.

### **Introduction**

Reading is a crucial language skill essential for acquiring vocabulary and developing language competence. Sudanese secondary school students often encounter difficulties in reading comprehension caused by limited vocabulary, ineffective teaching methods, and lack of motivation. This research focuses on identifying the effects of teaching reading skills on vocabulary acquisition and suggests viable methods to enhance learners' reading and vocabulary skills.

### **Literature Review**

Reading is classified as one of the four major language skills and plays a significant role in language acquisition, especially vocabulary development. Teaching reading involves various methods—alphabetic, global, linguistic, and eclectic. Intensive and extensive reading types serve different educational purposes, with extensive reading shown to reinforce vocabulary acquisition effectively. Vocabulary acquisition requires repeated exposure in meaningful contexts, and

modern methods incorporating visual aids, contextual learning, and communicative activities enhance vocabulary retention better than traditional methods.

## Methodology

The study used a descriptive analytical approach and selected a representative sample of 40 English language teachers from secondary schools in Adali and Elmazmom. The main instrument was a questionnaire consisting of 12 statements evaluated on an agree-to-disagree scale. Data reliability and validity were confirmed using SPSS statistical analysis.

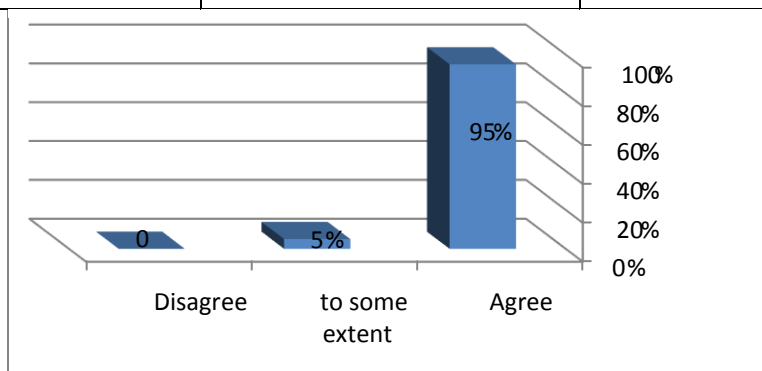
## 1 Data Analysis and Discussion

**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 (1)**

	Frequency	Percentage
Agree	38	95%
To some extent	2	5%
Disagree	0	0
Total	40	100%



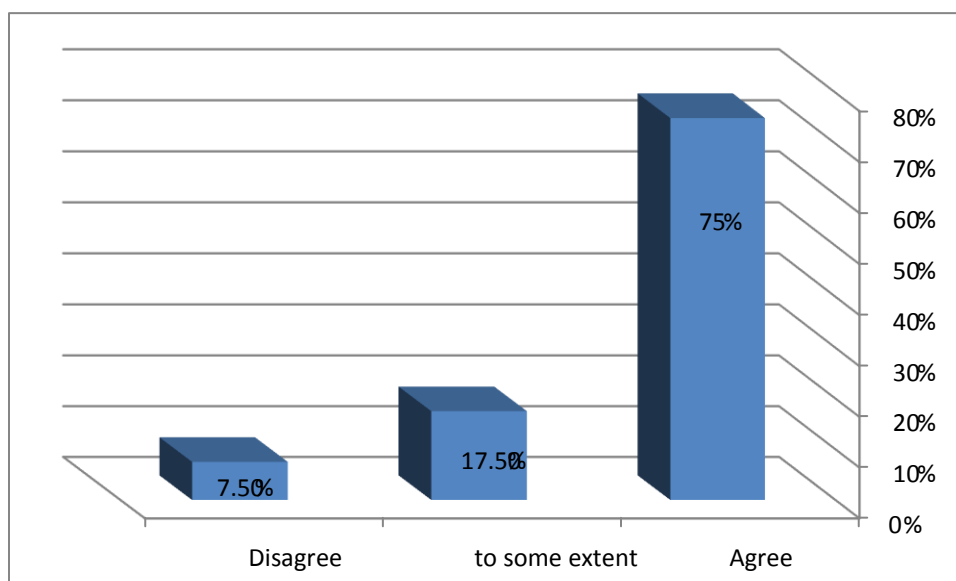
**Fig(1)**

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 (.2)**

	Frequency	Percentage
Agree	30	75
To some extent	7	17.5
Disagree	3	7.5
Total	40	100%



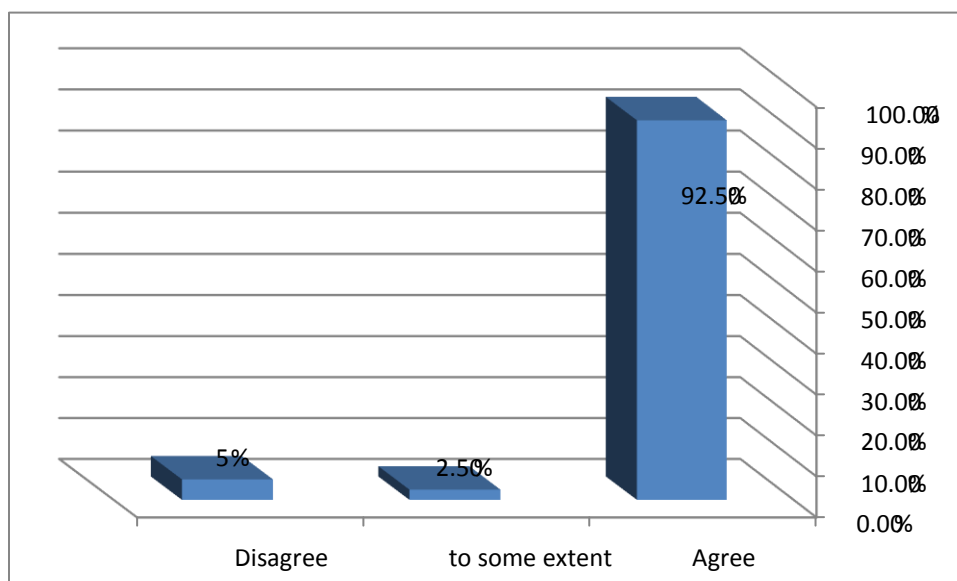
**Fig (2)**

Table and Fig (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 (3)

	Frequency	Percentage
Agree	37	92.5%
To some extent	1	2.5
Disagree	2	5
Total	40	10%



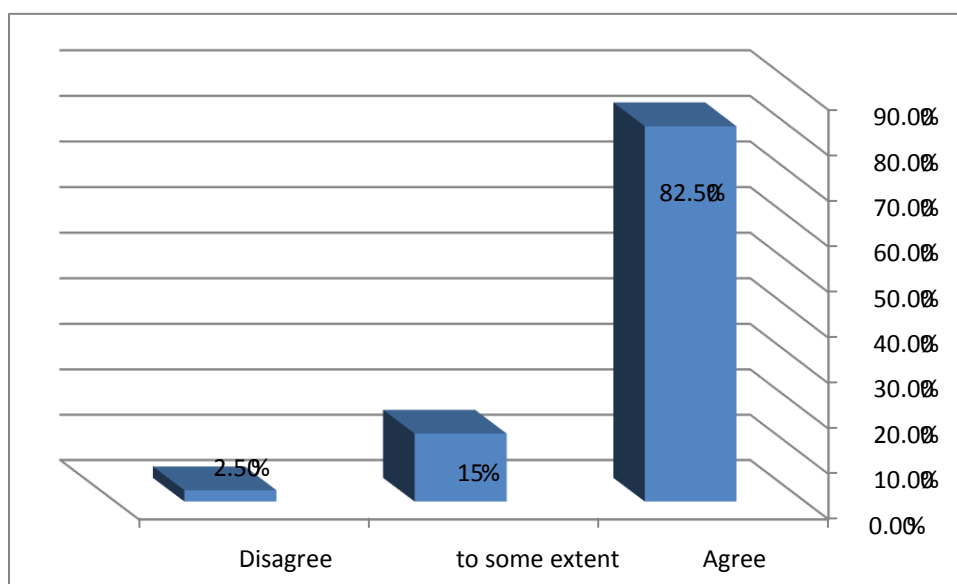
**Fig (3)**

Table and fig (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)**

	Frequency	Percentage
Agree	33	82.5%
To some extent	6	15%
Disagree	1	2.5
Total	40	10%

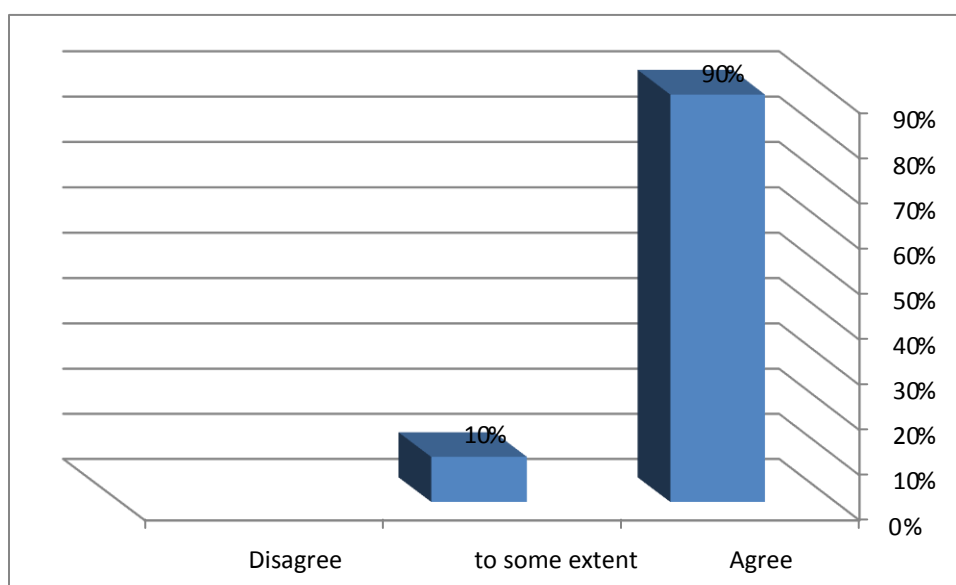


**Fig(4)**

Table and fig(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 (5)**

	Frequency	Percentage
Agree	36	90%
To some extent	4	10%
Disagree	0	0
Total	40	10%



**Fig(5)**

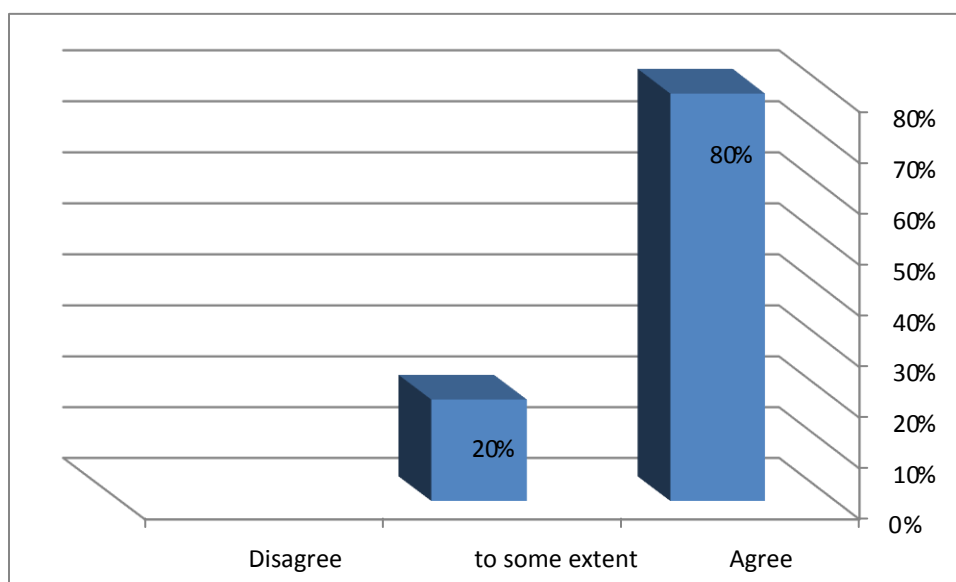
Table and fig (5) show the respondents who agree are 90%, 10% to some extent. According to the result (90 %) of the respondent agree that Reading encourage students to express themselves orally.

**166 Dr. Hamdan Abu ELgasim Hamdan Abu Kalam, Influence of Teaching Reading Skill in Acquiring Vocabulary**

**Statement(6) Reading provides students with their needs in developing their vocabulary.**

**Table (6)**

	Frequency	Percentage
Agree	32	80%
To some extent	8	20%
Disagree	0	0
Total	40	10%



**Fig(6)**

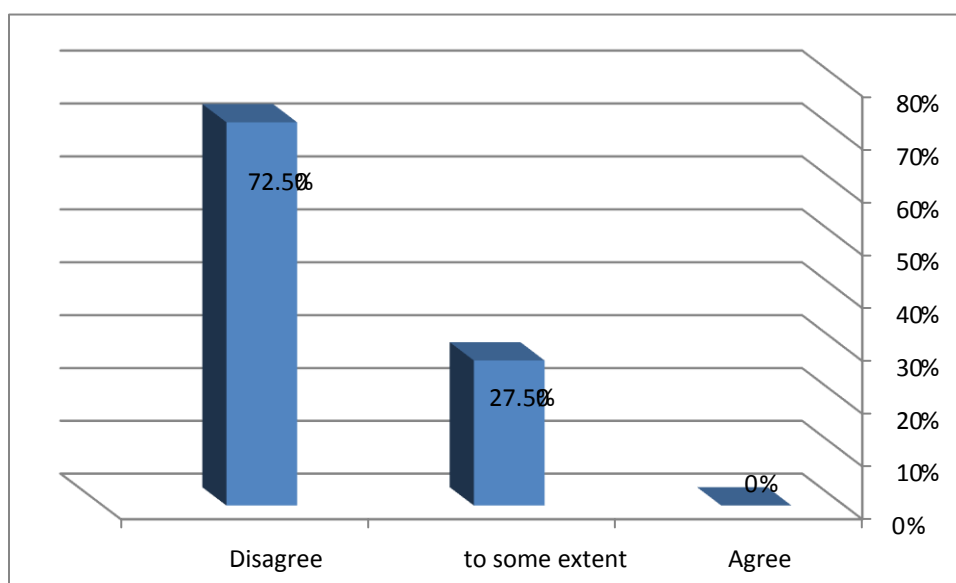
Table and fig(6) reveal the respondents who agree are 80% and 20 % to some extent .According to the result (80%) of the respondents support the claim.

**167 Dr. Hamdan Abu ELgasim Hamdan Abu Kalam, Influence of Teaching Reading Skill in Acquiring Vocabulary**

، مجلة البطانة للعلوم التربوية العدد التاسع عشر ، 2025 ، ص(161-176)

**Statement(7) Reading helps students to understand and use English with adequate accuracy and fluency Table (7)**

	Frequency	Percentage
Agree	0	0%
To some extent	11	27.5%
Disagree	29	72.5%
Total	40	100%



**Fig(7)**

Table and figure (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.**

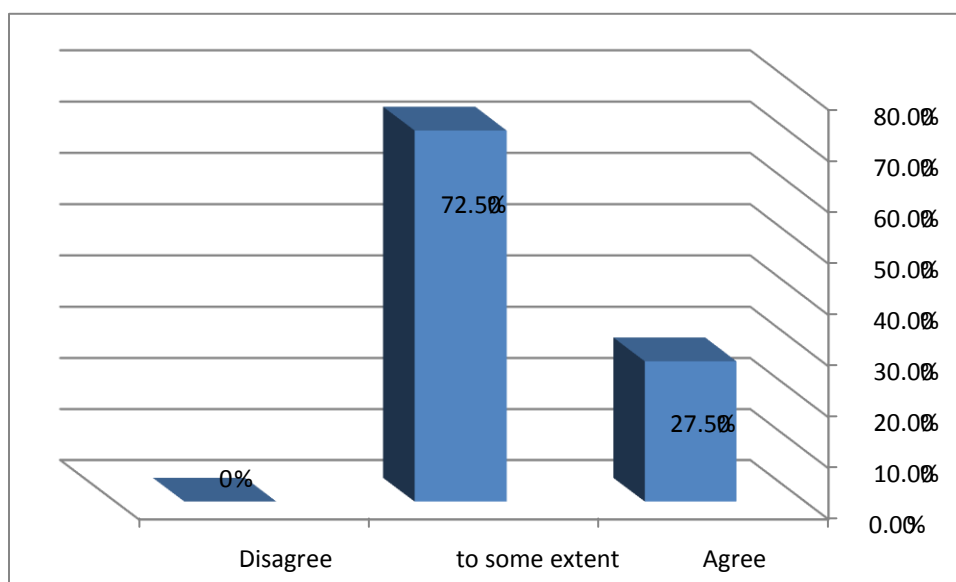
**168 Dr. Hamdan Abu ELgasim Hamdan Abu Kalam, Influence of Teaching Reading Skill in Acquiring Vocabulary**

، مجلة البطانة للعلوم التربوية العدد التاسع عشر ، 2025 ، ص(161-176)



**Table (8)**

	Frequency	Percentage
Agree	11	27.5%
To some extent	29	72.5%
Disagree	0	0
Total	40	100%



**Fig(8)**

Table and fig(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.

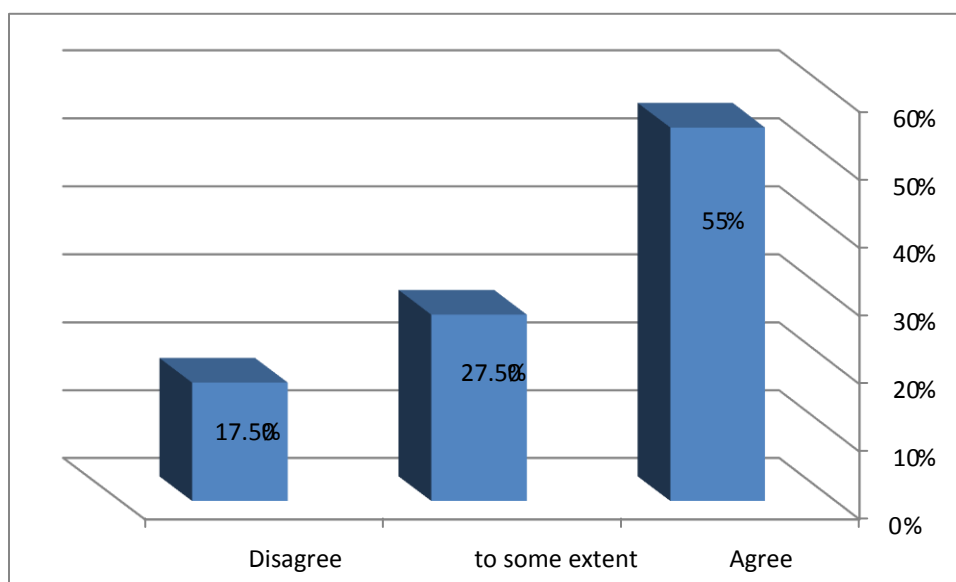
**Statement (9): Teachers should be help their students to read short stories to acquire vocabulary.**

**169 Dr. Hamdan Abu ELgasim Hamdan Abu Kalam, Influence of Teaching Reading Skill in Acquiring Vocabulary**

، مجلة البطانة للعلوم التربوية العدد التاسع عشر ، 2025 ، ص(161-176)

**Table (9)**

	Frequency	Percentage
Agree	22	55%
To some extent	11	27.5%
Disagree	7	17.5%
Total	40	100%



**Fig(9)**

Table and fig(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.**

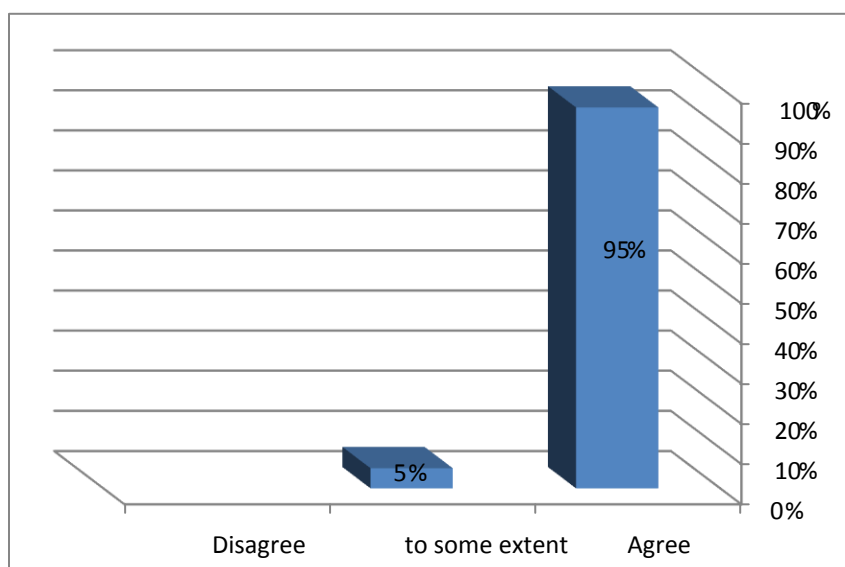
**170 Dr. Hamdan Abu ELgasim Hamdan Abu Kalam, Influence of Teaching Reading Skill in Acquiring Vocabulary**

، مجلة البطانة للعلوم التربوية العدد التاسع عشر ، 2025 ، ص(161-176)



**Table (10)**

	Frequency	Percentage
Agree	38	95%
To some extent	2	5%
Disagree	0	0
Total	40	100%



**Fig(10)**

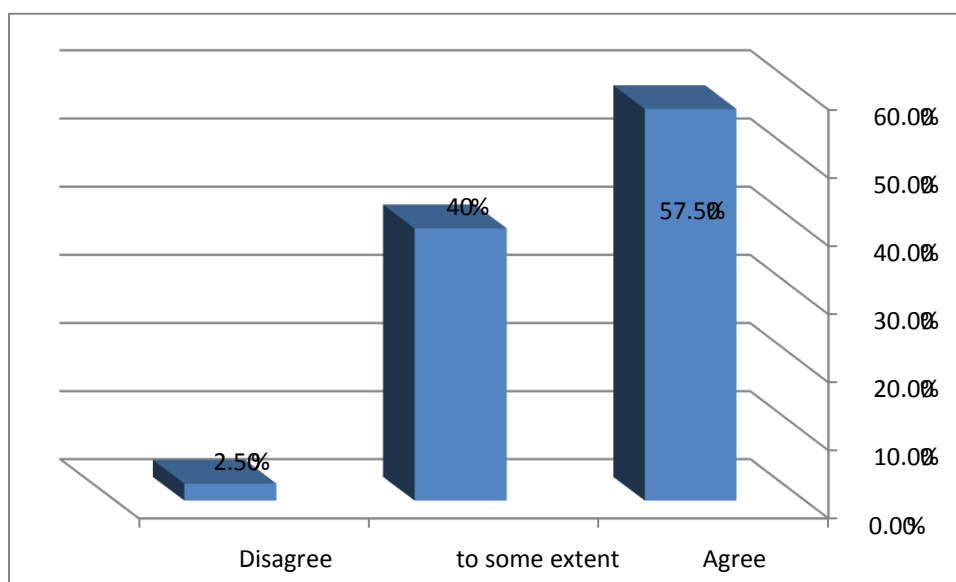
and figure (10) prove the respondents who agree are 95%, 5% to some extent. According to the result (95%) of the respondents agree with the claim.

**Statement (11) Literature increases the students knowledge about English language skills in general and reading in particular.**

**171 Dr. Hamdan Abu ELgasim Hamdan Abu Kalam, Influence of Teaching Reading Skill in Acquiring Vocabulary**

**Table (11)**

	Frequency	Percentage
Agree	23	57.5%
To some extent	16	40%
Disagree	1	2.5
Total	40	100%



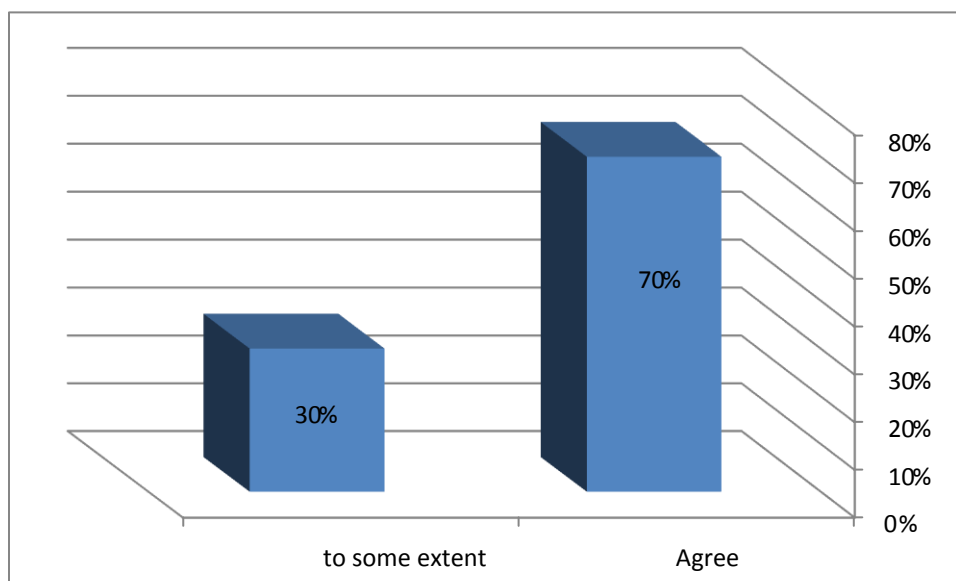
**Fig(11)**

Table and figure (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 (12)**

	Frequency	Percentage
Agree	28	70%
To some extent	12	30%
Disagree	0	0
Total	40	100%



**Fig(4-12)**

Table and fig(12) show the respondents who agree are 70%, 30% to some extent. According to the result (70%)of the respondent supported the claim. .

### **Findings and Discussion**

**173 Dr. Hamdan Abu ELgasim Hamdan Abu Kalam, Influence of Teaching Reading Skill in Acquiring Vocabulary**



1. 95% of teachers agreed that modern teaching methods support vocabulary acquisition.
2. 75% indicated that reading motivates students to learn vocabulary.
3. 92.5% agreed that traditional methods negatively affect vocabulary learning.
4. 82.5% believed reading increases students' vocabulary.
5. Visual aids and games were found effective in motivating vocabulary learning.
6. Teachers noted insufficient time allocated for vocabulary teaching and the need for more teacher training.

## Conclusion

The study concluded that teaching reading significantly influences vocabulary acquisition among secondary school learners. Adoption of modern methodologies, use of visual aids, extensive reading, and teacher training are crucial for improving students' vocabulary and overall language proficiency.

## Recommendations

- Teachers should motivate students to engage more with reading materials.
- Modern teaching methods should replace traditional approaches.
- Curriculum designers should incorporate extensive vocabulary exercises.
- More training courses should be provided to teachers.
- Literature and short stories should be integrated into reading programs.



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مجلة البطانة للعلوم التربوية

ISSN: 1858- 9499

<http://ojs.albutana.edu.sd>

العدد التاسع عشر، ديسمبر ، 2025، ص(161- 176)



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**176 Dr. Hamdan Abu ELgasim Hamdan Abu Kalam, Influence of Teaching Reading Skill in Acquiring Vocabulary**

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