



Investigating the impact of teaching supplementary readers on developing vocabulary in EFL Sudanese secondary school learners

Taj Edin Othman Mohammed Salih^{1*}, Dr. Abdulgadir Mohammed Ali Adam², Dr. Muntasir Hassan Mubarak Alhafian³

^{1,2} Associate Professor, College of Education, University of Gezira, Gezira, Sudan

³ Assistant Professor, Department of English, College of Education, Sudan University of Science and Technology, Khartoum, Sudan

Abstract

The aim of this paper is to illustrate the impact of teaching supplementary readers on developing EFL learners' vocabulary. The researcher adopted the descriptive analytical method and used the questionnaire as tool for collecting the study data from the population of the research who were the secondary school English language teachers in Khartoum State, the study sample are 100 English teachers of Khartoum locality secondary schools during the school year (2017-2018). The questionnaire is distributed to them, then recollected and furthermore have been statistically analyzed. The tested hypotheses have shown positive results pertaining the effects of teaching supplementary readers on developing EFL learners' vocabulary. The researcher has concluded the following findings: teaching supplementary readers to secondary school students positively contributes enriching the students' vocabulary. That is to say teaching supplementary readers has a positive effect in the standard of students. Based on the findings, the study recommends that: Ministry of Education should choose books that are useful, interesting, motivating and suitable for students' age. Teachers of English language are recommended to encourage their students to study supplementary readers to improve their performance in English language. Teachers of English language should consider the students linguistic abilities and to minimize the difficulties of vocabulary that their student might face during their study to supplementary readers.

Keywords: supplementary readers, vocabulary

1. Introduction

The study of supplementary readers doesn't only enrich the understanding of human experience and values, but also enhances the learners' power of imagination and critical as well as creative abilities in this regard supplementary readers are considered to be the core of language learning here stems the significance of further investigation in the area of literature, therefore this paper meant to focus on the area of developing vocabulary in EFL Sudanese secondary school learners.

Supplementary readers provide learner with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of the sentence, the variety of possible structure and different ways of connecting ideas, which develop and enrich their own writing skills. students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic text. It is known that supplementary readers are always present in the heart of the Sudanese curriculum as a supportive subject for the English language syllabus in general education since the days of the condominium rule up to the year 1992. When the conference of educational policies was held in 1990 and according to its recommendations, the ladder of the educational system was changed to(8-3)instead of (6-3-

3) and that change was accompanied by the complete neglect of supplementary readers in secondary schools. Supplementary readers have again been rejoined to support English syllabus in the year 2005, but the voice of neglect is still there echoing. Adding to that the schooling years of the general education has lost a whole year and this may open a new door for researchers to investigate.

Thus the supplementary readers are simplified books which help integrate the usage of English language by means of short interesting stories, poems, vocabulary, creative writing and context writing through compositions. These Literary texts serve to develop the linguistic and literary skills. It is important that any SL student build up the four competences: reading, listening, speaking and writing. In their native language, people are unaware of having acquired these competences since it is a complex innate process. Firstly, the reading competence helps build and extend the vocabulary and improve understanding during listening and writing. Secondly, the reading competence includes some sub skills such as: comprehending the lexis, determining the key words, speculating the meaning of unknown words from the context, identifying the grammatical categories of nouns, adjectives, verbs, etc. Understanding the denotations and connotations of the material, using generic knowledge and the lexical and grammatical cohesive means to link the topic and the focus, identifying the key message and the gist. If literature were used as a source material while studying a foreign language, students must be equipped with the necessary information to understand and analyze its key principles. They ought to learn

to recognize cohesive means to link the topic and the focus its peculiar indications in a literary text and find a meaning from the diverse. Anxhela Starja (2014).

Statement of the Problem

The problem which the present study attempts to investigate is that the impact of teaching supplementary readers on developing vocabulary in EFL Sudanese secondary school learners. Basically this study concerned with using supplementary readers as a main source of acquiring vocabulary. It has been noticed that students at secondary school have many difficulties in using the language to write, to express themselves and comprehend the passages because they don't have a many words in their minds.

So the researcher tries to investigate and identify these difficulties by focusing on supplementary readers as the best remedy for vocabulary developing. The problem of the study can be summarized in the following points:

1. The majority of secondary school students lack the appropriate vocabulary to comprehend the passages, write essays and express themselves.
2. As these supplementary readers were neglected and again rejoined the researcher wants to investigate the impact of these books in raising the standard of secondary school student in English.

The questions of the study

The study will try to find answers to the following questions:-

1. To what extent does teaching supplementary readers increase the students' vocabulary?
2. To what limits does using supplementary readers important in encouraging secondary school students' to learn new language in context?
3. To what extent does the vocabulary present in supplementary readers suit students' level?

Objectives of the study

This study sets out to achieve the following objectives:

1. To find a link between teaching supplementary readers and developing students' vocabulary.
2. To investigate the importance of using supplementary readers in encouraging secondary school students' to learn new language in context.
3. 3-to identify if the vocabulary in these supplementary readers suits students' level or not.

The hypotheses of the study

This study attempts to test the following hypotheses of this study are:

1. Teaching supplementary readers positively contributes in increasing students' vocabulary items.
2. Teaching supplementary readers is important in encouraging secondary school students' to learn new language in context.
3. The vocabulary presented in supplementary reader's suits students' level.

The Significance of the study

Supplementary readers have been used as a main component in many ESL classes round the world. The importance of these

books stem from the fact that they represent authentic sample of target language. This study concentrates its pivotal targets in emphasizing the importance of teaching supplementary readers in increasing learners' vocabulary, also this study tries to emphasize the importance of supplementary readers in improving secondary school students' standard in English language, so this study intends to encourage teachers to concentrate on using these books properly as main source for enriching students' vocabulary.

The methodology of the study

The researcher has adopted the descriptive analytical method which suits the field of the study. The tool used is questionnaire for collecting data, and then statistically analyzed by using SPSS (statistical package for social science).

The limitation of the study

This study will be on how these supplementary readers expand students' vocabulary. Besides inquiring teachers about the impact of teaching supplementary readers in improving Secondary school Students' language standard. The target group is secondary school teachers in Khartoum locality, so the populations of the study are secondary school English teachers both males and females. The time of the study is 2018

Definition of Some words

1. Vocabulary: Refers to the words understood or used by a person- our oral vocabulary is the words we can understand and use in speaking and listening. Our reading vocabulary is the store of words we can read and understand.

2. Supplementary readers: Supplementary readers are simplified books which help integrate the usage of English language by means of short interesting stories, poems, vocabulary, creative writing and context writing through compositions.

Literature Review and pervious study

Teaching Vocabulary

New items of vocabulary may be more than a single word. For example policeman, mother-in-law, which makes up of two or three words but express a single idea. There are also a multi words idioms such as (call it a day) where the meaning of the phrase cannot be deduced from an analysis of the component words. So vocabulary is better to cover all these aspects. When we want to teach vocabulary, we simply need to cover the necessary area of that vocabulary e.g. the pronunciation and spelling of such words. As students need seriously to know the correct pronunciation of each word, and also its spelling. The area of grammar is also important. It's very crucial for students to know grammatical rules that govern the noun and verbs, what we mean by regular and irregular, nouns and verbs, such as plural noun (muse-mice), transitive verb...etc, collocation is also another issue to be dealt with as important for teaching new words. For example, we can say cut the apple - but cross the road, through the ball - but toss the coin.

Aspect of meaning also is of great benefit to be taught for the

students, such as denotation, connotation, and appropriateness. Meaning relationship also need to be discussed when teaching vocabulary such as synonyms, antonyms, hyponyms, subordinators and translation. So vocabulary items whether one-word or multi-word, can often be transforming in to their classification, exactly how those bits are put together is another piece of information. The common prefixes and suffixes and the idea of affixation, the root and the base are of great value to be taken into consideration when teach vocabulary.

The purpose of teaching vocabulary

One reason of the teacher of secondary level are concerned about teaching vocabulary is to facilitate the comprehension of a text that secondary students will be assigned to read. If secondary students do not know the meaning of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised.

When the purpose of vocabulary instruction is to facilitate the comprehension of the selection, it is obvious that this instruction must take place as an introduction before the reading of the selection. As a rule new words in narrative are not as critical to the overall understanding of the selection as are new words informational selection.

Before guiding students reading of a particular narrative, teachers should determine if there are any new words that represent the concept that are critical to understanding the selection and which are not adequately defined in the context. If there are then these words should be presented before the students reading. Thus, new words that are critical to an understanding of the major topic or theme should be introduced and discussed prior to reading became the exploration of these prerequisites terms and concepts will establish a strong foundation for subsequent reading. A second major reason for teaching the meaning of words that secondary students know and can use in a variety of educational, social and eventually work-related areas.

To increase the number of words that secondary students learn, it is often helpful to teach these words morphological cluster or semantic cluster. Morphological cluster refers to what Nagy calls "The word formation process" These clusters will often build ground base or root word semantic cluster refers to words that related in meaning or relates to the same field of the study.

Teaching words in semantic cluster is particularly effective since vocabulary expansion involves not just the acquisition of the meaning of individual words but also learning relationship among words and how these words relate to each other.

Different ways of presenting New Vocabulary

Cambridge University press (1996) presents many useful ways of presenting new vocabulary for students. First of all, we can use the concise definition of dictionary; detailed meaning is also useful means to explain the meaning of the words, examples (hyponyms), and illustration by using pictures, or objects, demonstration by acting and imitation using the contextualization method (a story or sentences) include the target words. Synonyms, opposite, associated ideas and translations also are of good result when teaching vocabulary. During the vocabulary lesson, there are different ways through

which we can give a chance for over students to memorize new words, such as brainstorming method; we can give our students one word by writing it in the board which should be familiar to them, then ask them to get as much as possible of other words, here we can increase the vocabulary and help them to memorize these words. Identifying words that they know, also is good for teaching vocabulary, as we give students a text and then ask them to underline the words that they know, then they get together in pairs or in threes to compare, student who know something not known by his peers, teach it to them so that they can make it in the text. They then try to guess the meaning of remaining un marked words finally the teacher brings the class together to hear their remark, checking the guesses and teaching new items where necessary.

Testing Vocabulary

This is also another area of the vocabulary to be touched. There are many methods or techniques through which we can test our students' knowledge of vocabulary. Teachers can choose one of them or all of them to test vocabulary.

The choosing of the closest meaning from the options given to the target language is useful as it approach the meaning of the words also choosing the best definition from the options to the target word is also another method. We can give our students two columns to match the meaning or opposite prefix or suffix...etc to enrich their vocabulary.

Translation to the mother tongue equivalent of the words and dictation are also good method of checking vocabulary acquisition, filling the gaps, and completing the sentence can help strongly enhance building up of students' vocabulary.

Using Literature in Teaching English as a foreign/Second Language

How teachers can make their lessons using literature. First we will see a sample lesson plan format with different ideas for each stage. Then we will turn to the potential problems of using literature in the class. Accordingly to Macmillan (2004) there are five stages for making lessons:

1. Stage one: Warmer

Two different possible routes can be taken for this stage:

1. Devise a warmer that gets students thinking about the topic of the extract poem. It could take several forms: a short discussion that students do in pairs, a whole class discussion, a guessing game between you and the class or a brain-storming of vocabulary around the topic.
2. Devise a warmer that looks at the source of literature that will be studied. You should discover what the students already know about the author or the times he/she was writing in. You have to give the students back ground information to read don't try to make it too long. You should explain in what way this piece of literature is well-known.

2. Stage two: Before Reading.

This stage could be optional or a part of the warmer. It includes the following activities:

1. Pre-teaching very difficult words. The vocabulary should be approached carefully. The teachers sometimes kill a

text by spending too much time on the pre-teaching stage. You have to limit the amount of words you cover in this stage.

2. Predicting. Try to give the students some words from the extract and ask them to predict what will happen next. Try to do so from the play, by giving them a couple of lines of dialogue and ask them to make predictions.
3. Giving students a “taste” Read the first bit of the extract (with their books closed, or turned over) at normal speed, even quickly. Ask them to compare what they have understood in pairs. As students to reply back to you. Repeat it again. Then ask the students to open the book and read it for themselves.

3. Stage three. Understanding the text, general comprehension

Giving students extracts or poems to read the whole thing so that they get more of a “feel” for the text. With very evocative pieces of literature or poetry this can be quite powerful. Then let students read it to themselves. It is very necessary to let students approach a piece of literature the first time without giving them any specific task other than to simply read it. The aims of teaching literature are to evoke interest and pleasure from the language. If the students have to do a task at every stage of a literature lesson, the pleasure can be lost.

When the students have read the extracts or poems once; the teacher can set comprehension questions or ask the students to explain the significance of certain key words of the text. Another way of checking the students’ comprehension is asking them to explain to each other in pairs what they have understood. This could be followed up by more subjective questions.

4. Stage four: Understanding the language

1. At this stage get the grip of more difficult words in the text. Try to find out the unfamiliar words students can guess from context by giving them some clues.
2. The teacher can look at certain elements of style that the author has used. You should remember that there is some use in looking at nonstandard forms of language to understand.
3. If appropriate to the text look at the connotation of words which the author has chosen.

5. Stage five: Follow up activities

Once you have read and worked with a piece of literature it is normally lead to follow up activities. Here are some ideas about poems:

1. Let the students read to each other the poem a loud and at the same time, check for each other’s pronunciation and rhythm.
2. Ask students to write poem, changing the meaning but not the structure.
3. Make students write or discuss the possible story behind the poem, who was it for? What led to the writing of this poem?
4. Have a discussion on issues the poem raised and how they relate to the students’ lives.

The reasons of using literature with the language learners

According to Collie and Slater (1990) the language teacher use literary texts with his or her classes for four reasons these are:

1. Literature is valuable authentic material: One of the main reasons is that literature provides learners with a bountiful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues, and which is enduring rather than lasting. It is relevance moves with the passing of time, but seldom disappears completely. A literary work can transcend both time and culture to speak directly to a reader in another country or different period of history. It is “authentic material” which means that the most work of literature are not fashionable for specific purpose of teaching a language. Recent course materials have quite rightly incorporated many “authentic” sample of language. For instance, travel time tables, city plan, cartoons, and advertisement, newspapers or magazines articles. Learners are thus exposed to language that is as genuine and undistorted as can be managed in the class room context. It is “authentic” because in reading literary texts, students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration and so on.

2. Cultural Enrichment: For language learners, the best way to widen their understanding of life in the country where the language is spoken to visit or extended stay. Some may stay learning a language knowing that they are unlikely ever to set foot in an area where is spoken by the majority of inhabitants. For such learners, more indirect ways to their form of understanding must be adopted so that they gain an understanding of the way of life of the country: radio programmers, films, or video, newspapers and literary works. It is true of course that the world of a novel, play, or short story is a created one, it offers a full and a vivid context in which characters from many social back grounds can be depicted. A reader discovers their thoughts, feelings, customs, possessions; why they buy, believe in, fear, enjoy; how they speak and behave behind closed doors. This vivid imagined world gives the foreign reader a feeling that structures a real society so literature is perhaps best seen a complement to other materials used to increase the foreign learners’ insight into the country whose language is being learnt.

According to Lazar (1993) ^[10] literature helps the students to access in the culture of the people whose language they are studying. But there is some sort of complexity here because, the relationship between a culture and its literature is not at all simple, since novels or poems could claim to be a factual document to their society. Some novels, short stories and plays may represent reality, but at the ends works of fiction. It has been said that poetry has more indirect link with the real world, since it creates its meaning by an orientation towards language itself. (Widdowson, 1984, P.149.)

Literary text reflects its culture and rich and fascinating

diversities of our world. They are written by authors living in many different countries and widely divergent culture, so reading literature in English encourages students to become broadly aware of social, political and historical events which form the background of plays and novel, moreover literature provides them a way of contextualizing how a member of a particular society might behave or react in a specific situation.

3. Language Enrichment: Reading literary work exposes the students to many functions of the written language. Literature provides a rich context in which individual lexical or syntactical items are made more memorable. Reading a substantial and contextualized body of text, students gain familiarity with many features of the written language. The formation and function of sentences, the variety of possible structures, and the different ways of connecting ideas that broaden and enrich their own writing skills. The extensive reading required in tackling a novel or long play develops the students' ability to make inferences from linguistic clues, and to deduce meaning from context, both useful tools in reading other sorts of material as well.

Lazar (1993) ^[10] point out that using literature with the students can help them to become more sensitive to some of the overall features of English.

4. Personal involvement: Literature can be helpful in the language learning process because of the personal involvement it fosters in readers core language teaching materials must concentrate on how a language operates as both a rule- based system and a socio-semantic system. Very often, the process of learning is essentially an analytic, and at the level of the personality, fairly superficial. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system. When a novel, play or short story is explored over a period of time, the result is that the reader begins to inhabit the text. He or she is drawn into the book.

According to Gillian Lazar (1993) ^[10] literature provides wonderful source material for eliciting strong emotional responses from our students. Using literature in the class room is fruitful way of involving the learners as a whole person, and provides excellent opportunities for the learners to express their personal opinions, reactions and feelings. Also he added that students may relate ideas, events and things found that in a literary text to their own lives. This will help ignite their imagination, develop their critical abilities and increase their emotional awareness. On the other hand, when students have enjoyed reading literary text, they will be motivated, interact with the text and ultimately their reading proficiency will be enhanced. Through their reading of literary texts, the students are helped to make inferences; by drawing on both content of what they are reading and their private experience.

5. Literature is a motivating material: Lazar (1993) ^[10] believes that literature exposes students to complex themes, ideas, unusual uses of language, through reading novels or short story. He thinks that different genres of literature will provided unique experiences for example, a play engages them in complicated mature dilemmas, a poem may elicit powerful emotional responses from student, short stories will make them involved in what they read and think about how

the plot and characters have been developed. Lazar thinks that good selection of literary texts makes the students feel that what they do inside the class is more relevant and related to their real lives.

6. Literature develops student's interpretative abilities:

According to Lazar learning a new language involves the learners in forming of the hypotheses, and drawing inferences, whether these relate to a particular idiom is used, how far the grammatical rule can be generalized and what is the implied behind the literal meaning of someone says in a conversation. It has been argued that literature is a good source for developing students' abilities to infer meaning and to make interpretations. This is because literary texts are rich in multiple levels of meaning.

7. Literature educates the whole person: Lazar (1993) ^[10]

stated that literature has a wider educational function in the classroom because it helps them to stimulate the imagination of our students, develops their critical abilities and increases their emotional awareness. The students will be more confident, if we ask them to response personally to the text we give them, they express their own ideas and emotion in English freely. They will feel empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society.

8. Literature encourages students to acquire language:

Lazar added Literature provides appropriate way of stimulating language acquisition besides providing meaningful and memorable contexts for processing and interpreting new language. Students with low levels are unable to cope on their own with an authentic novel or short story in English. Any extensive reading they do outside the classroom would probably need to be graded material, such as readers, but in higher levels students may be so absorbed in the plot and characters of an authentic novel or short story, that they acquire a great deal of new language. The reading of literature becomes an important way of supplementary the inevitable restricted input of the classroom. Students can acquire a great deal of new language from recorded literary material.

Inside the class the use of literary texts is a successful way of promoting activities where students need to share their feelings and opinion such as discussion and group work, because literature is very rich in multiple level of meaning.

As Savvidou (2004) ^[2] point out that there are many benefits to using literature in the EFL classroom. Apart from offering a distinct literary world which can widen learners' understanding of their own and other cultures, it can create opportunities for personal expression as well as reinforce learners' knowledge of lexical and grammatical structure. Moreover, an integrated approach to the use of literature offers learners strategies to analyze and interpret language in context in order to recognize not only how language is manipulated but also why. An integrated approach to the use of literature in the language classroom offers foreign language learners the opportunity to develop not only their linguistic and communicative skills but their knowledge about language in all its discourse types. The use of literary texts in the language classroom can be a potentially powerful pedagogic tool.

The role of supplementary readers in language construction

Another important function of extensive reading is that students gradually become more aware of how the language is constructed. They begin to recognize how sentences combine to form paragraphs and, in turn, how paragraphs are arranged to form whole texts. Much of the reading students do in class is at sentence or paragraph level, but learning a language is far more than just learning vocabulary and grammar structures; studies increasingly stress the importance of encouraging learners to work with whole texts as a holistic view of the foreign language. By reading longer texts, students will learn to see the foreign language as a piece of text that is actually communicating ideas, opinions, or even emotions to them. For many students, this will be their only contact with 'real' language use outside the classroom. Also, for certain students, particularly those with more interpersonal or introspective, visual learning styles, using Graded Readers is the perfect complement to the dynamic, interpersonal, communicative language classroom experience.

Previous Studies

In order to investigate the Impact of teaching supplementary readers on developing EFL learners' vocabulary it is important to review the literature and the previous studies related to it.

1. Paper of Murat Hişmanoğlu, April 2005 Teaching English through Literature: This paper aims at emphasizing the use of literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) in our times. Reasons for using literary texts in foreign language classroom and main criteria for selecting suitable literary texts in foreign language classes are stressed so as to make the reader familiar with the underlying reasons and criteria for language teachers' using and selecting literary texts. Moreover, literature and the teaching of language skills, benefits of different genres of literature (i.e. poetry, short fiction, drama and novel) to language teaching and some problems encountered by language teachers within the area of teaching English through literature (i.e. lack of preparation in the area of literature teaching in TESL / TEFL programs, absence of clear-cut objectives defining the role of literature in ESL / EFL, language teachers' not having the background and training in literature, lack of pedagogically-designed appropriate materials that can be used by language teachers in a classroom context) are taken into account.

2. Hassab Alrasol (2011): In thesis PhD, under the title "The Role of literature in Developing Sudanese Secondary Schools Students' Language Proficiency. This research is conducted to shed some light on the important role of incorporating literature in the Sudanese Secondary Schools English language instruction courses to show how it can contribute to improve the level of achievement of the learners of English language at the Sudanese Secondary Schools with reference to the present hazy state of literature teaching at the secondary schools

The researcher used the descriptive analytic method in collecting data of the questionnaire. In addition, empirical

work was done at a secondary school regarding the effect of literature in developing students' language proficiency. Through the implemented research tools of questionnaire and field work, the study has revealed that the inclusion of literature in the English language courses: is an important tool that helps fostering language awareness in general and is recommended by almost all teachers of English.

1. Helps in developing students' awareness of all language features especially the English language structures and vocabulary stock of the learners.
2. Presents the secondary school pupils with an input that makes literature teaching an excellent source of knowledge and fun as regards different features of language.
3. There are some problems as relate to the continuity in literature at the Sudanese Secondary School level and the availability of the text books and the accompanying aids. The important findings of this research can be summarized in the following points:
4. Almost all the responses of the questioned sample of teachers ensure the benefit of incorporating literature in English language teaching. These benefits include general language awareness and it is the focus of this study the feature of grammar and vocabulary.
5. Learners (the secondary school pupils) are not reluctant to learn through literary material. On the contrary, literature works as an essential source of motivation to them.
6. The available text books for secondary level presently form a comprehensible and satisfying input for the learners.
7. The suggested text books and the audio-visual aids are not available in almost all schools.
8. The inclusion of literature in the curriculum of the secondary schools has positive effect on the learners' vocabulary stock because the words are naturally contextualized in the text and employed in the activities.
9. The learners can better develop their peripheral awareness of the structures of English from the literary discourse they are presented with.

3. Amna Sid Ahmed Yousif (2012) ^[8]: In a thesis M.A under the title the role of literature in improving secondary students' vocabulary. Due to the important and effective role of secondary school literature in improving English language as general and the performance of the four skills of language, the researcher tries to explore ways of teaching literature to enhance the vocabulary acquisition. The researcher adopted descriptive and analytical methods of investigation.

Data has been calculated through a number of statistical procedures. The subjects of this study consist of secondary school teachers of Karrari locality. The researcher used a questionnaire and oral interview as tools for collecting data to carry out this study. Having finished analyzing the data statistically the study comes out with the following findings:

- Using literature in language courses helps learners to develop their language.
- Using literature in language lessons is crucial to develop vocabulary that helps effectively in learners' performance in English language.
- English language teachers should be encouraged to use

oral literature lesson during their plan to increase students' motivation and interest.

- English language teacher should verify their techniques of teaching vocabulary items.

Material and Method

The targeted population of this study was secondary teachers of English at Khartoum State. The total number of the participants who had responded to the questionnaire was (100) teachers from various schools in Khartoum State who responded to (100) copies.

The Research Instrument

The data related to this research was gathered by the instrument of the questionnaire which has been distributed to secondary school teachers of English language at Khartoum State. The questionnaire was shown to some experts in the field including to insure validity. It was built on the basis of the study's hypotheses which were (3) hypotheses. The number of copies was (100) copies distributed to the teachers of English with different qualifications. SPSS program was used to analyze the data.

Data Analysis: Teachers' views on the contribution of supplementary readers enriching the students' vocabulary.

Table 1: Teaching supplementary readers encourages students to have a clear interpretation for some words

Variables	Frequency	Percentage
Strongly agree	60	60%
Agree	36	36%
Neutral	3	3%
Disagree	0	0%
Strongly disagree	1	1%
Total	100	100%

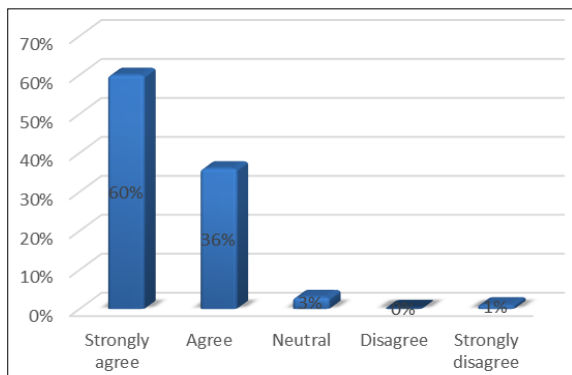


Fig 1: Supplementary readers help students to interpret words

The item of the questionnaire shown in table and fig (1) 96 respondents representing 96% agreed that teaching supplementary readers encourages students to have a clear interpretation for some words, 3 respondents (3%) were neutral and only one respondent (1%) strongly disagreed. This positive attitude to the role of supplementary readers in encouraging students to have a clear interpretation for some words is strong proof that the English language teachers

believe teaching these books has a great importance in this.

Table 2: Supplementary readers can be a medium of presenting meanings of words through a natural discourse

Variables	Frequency	Percentage
Strongly agree	40	40%
Agree	50	50%
Neutral	7	7%
Disagree	2	2%
Strongly disagree	1	1%
Total	100	100%

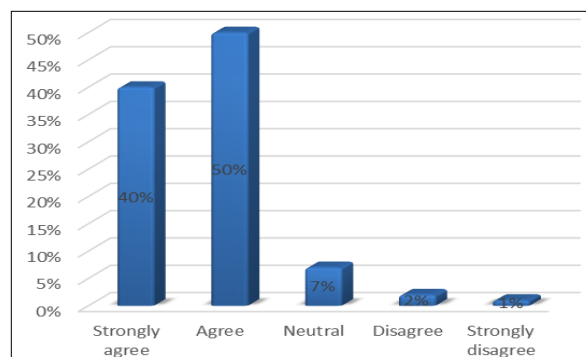


Fig 2: Teaching supplementary readers is a medium for presenting meanings of words.

of the As for the second statement table and Fig (2)) prove that (40) respondents in the study sample (40%) strongly agreed that supplementary readers can be a medium of presenting meanings of words through a natural discourse, 50 respondents (50%) agreed with the statement, 7 respondents (7%) were neutral, 2 respondents (2%) were disagree and only one was strongly disagree. This result reflects that the using of supplementary readers in teaching English can provide ground as a medium for presenting meanings of words.

Table 3: The vocabulary in supplementary readers suits students' level.

Variables	Frequency	Percentage
Strongly agree	82	28%
Agree	49	49%
Neutral	18	18%
Disagree	4	4%
Strongly disagree	1	1%
Total	100	100%

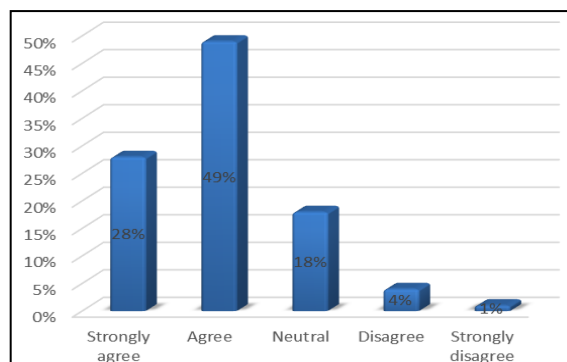


Fig 3: The vocabulary in supplementary readers suits students' level.

Regarding responses to statement three table and fig (3) reveal that 28 respondents (28%) of the study sample strongly agree with the statement, 49 respondents 49% positively agreed, 18 respondents 18% were neutral, 4 respondents (4%) were

disagree and only one respondent was strongly disagree. This demonstrates the value of using supplementary readers in presenting vocabulary which suits students' level.

Table 4: Teaching supplementary readers increases learners' vocabulary

Variables	Frequency	Percentage
Strongly agree	63	63%
Agree	33	33%
Neutral	4	4%
Disagree	0	0%
Strongly disagree	0	0%
Total	100	100%

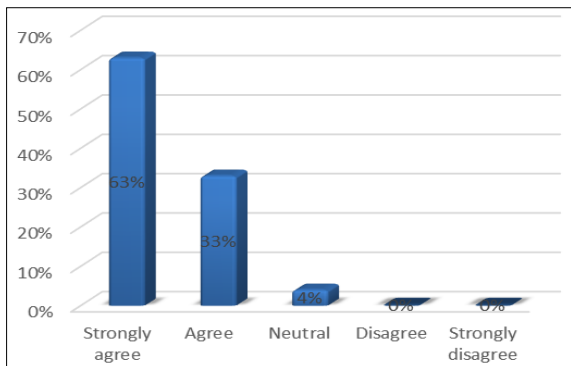


Fig 4: Supplementary readers expand students' vocabulary.

Responses to statement 4, table and fig (4) display that 63 respondents (63%) strongly agreed with the statement, while 33 participants (33%) agreed and 4 respondents (4%) took neutral. This result indicates that teaching supplementary readers has great benefits in increasing learners' vocabulary.

Table 5: Supplementary readers are useful tool for encouraging students to learn new language items in context

Variables	Frequency	Percentage
Strongly agree	44	44%
Agree	48	48%
Neutral	8	8%
Disagree	0	0%
Strongly disagree	0	0%
Total	100	100%

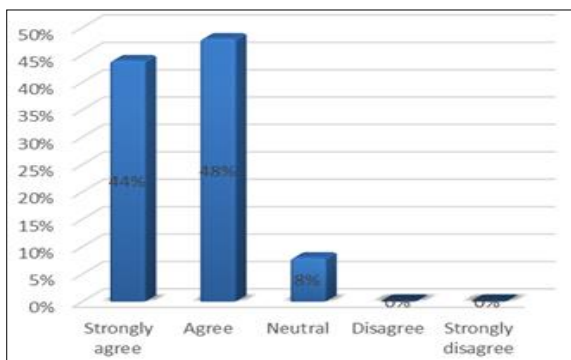


Fig 5: distribution of fifth item: Supplementary readers encourage students to learn new language items in context.

Regarding statement five, table and fig (5) show that 44

respondents (44%) strongly agreed, 48 respondents (48%) agreed and only 8 respondents (8%) took neutral. According to this result teaching supplementary readers is a useful tool for helping students to learn new language items in context. From the above results it can be confirmed that all hypothesis are valid, since they have been accepted by most of the respondents, an obvious indication of this is that (96%) of the participants agreed that teaching supplementary readers encourages students to have a clear interpretation of some words. 90% of the respondents agreed that teaching supplementary readers can be a good medium of presenting meaning of words through a natural discourse. While 77% of the respondents believed that the vocabulary presented in supplementary readers suits students' level. Further, (96%) of the respondents agreed that teaching supplementary readers increases students' vocabulary. Finally 92% of the participants agreed that supplementary readers are useful tool for encouraging students to learn new language items in context.

Findings of the Study

The study has found that: Firstly, supplementary readers, if taught properly, greatly contribute in encouraging students to have a clear interpretation for some words. Secondly, they can be used as a medium of presenting meaning of words through a natural discourse. As well, it helps in increasing learners' vocabulary as Collie and Staler (1988) stated that "*words are more memorable than being learned in a text rather than being learned in a list.*" Finally, the vocabulary presented in these books suits students' level. More than that, supplementary readers are useful tool for encouraging students to learn new language items in context.

Result by Hypotheses

The hypotheses are tested by the responses of the sample of the research to the distributed questionnaires five statements, and that was supported by the ideas and researchers view points as was reviewed in chapter two. All statements which are positive in these sections were either strongly agree to or agree to. So the topic tries to ensure and test the hypothesis that may answer the research questions. First Hypotheses: (Teaching supplementary readers to secondary school students positively contribute in increasing students' vocabulary.)

To validate and confirm this hypothesis teachers' questionnaire was used, according to analysis, it was found out that teaching supplementary readers positively contributes to enrich the students' vocabulary. This hypothesis is

successfully approved according to the teachers' responds to questionnaire statements that related to this hypothesis. It shows that according to the statistical analysis of table 1 (96%), the majority of respondents agree with the statement. Therefore, the hypothesis is accepted.

Second Hypotheses: "Teaching supplementary readers is important in encouraging secondary school students' to learn new language in context" Regarding statement five, table and fig (5) show that: 92% of the respondents agreed that teaching supplementary readers is important in encouraging secondary school students' to learn new language in context. According to this result teaching supplementary readers is a useful tool for helping students to learn new language items in context. From the above results it can be confirmed that the second hypothesis is valid, since it has been accepted by most of the respondents.

Third Hypotheses: "The vocabulary presented in supplementary readers suits students' level. Table and fig (4) show that: 77% of the respondents believed that the vocabulary presented in supplementary readers suits students' level. From the above results it can be confirmed that the second hypothesis is valid, since it has been accepted by most of the respondents.

Conclusion

The main aim behind this study is to investigate the impact of teaching Supplementary Readers on developing Vocabulary in EFL Sudanese Secondary School Learners.

Teaching supplementary readers is a new aspect in the field of English language teaching to foreign or second language learners, we as teachers of English language in secondary schools, in Khartoum locality have noticed that there is a great deterioration in the English language standard among secondary school students, accordingly this study is conducted putting into effect, the negligence of supplementary readers in secondary school English language syllabus for a long period of time which has no doubt laid its black shadows on learners' language standard. Then later on supplementary readers have been again integrated in English language syllabus. So there is a general agreement that supplementary readers can provide a context for the process of teaching English as a foreign language. It is believed that the learners of English in Sudan are not exposed to language practice satisfactory to help improve their standards.

Supplementary readers enable students to achieve high marks in performance test. The structure of language will be rooted in supplementary readers' learners. The researcher has seen that teaching supplementary readers enriches students' vocabulary; moreover it is the best medium to present meanings of words as the result indicated. They also, emphasized that the vocabulary presented in these supplementary readers suits student level. The study attempts to find a link between the language of supplementary readers and how it can promote the student language standard. The findings analyses have confirmed the conclusion of previous studies; particularly literary students are better learners in terms of performance. It concludes that, the study of supplementary readers' influences on the students in a positive

way to a large extent.

References

1. Anxhela Starja. The impact of literature in teaching foreign language, *European Scientific Journal*. 2015; 11:14. ISSN: 1957-7881 (print) e-ISSN: 1857-7431.
2. Savvidou C. An Integrated Approach to Teaching Literature in the EFL Classroom. 2004; 10:12, [online] Available: <http://iteslj.org/Techniques/Savvidou-Literature.html>.
3. Lazar G. *Literature and Language Teaching*. Cambridge: Cambridge University Press, 1993.
4. Widdowson HG. *Stylistics and the teaching of literature*, Longman, 1975.
5. Murat HO. Teaching English through Literature. *Journal of language and linguistic studies*. 2005; 1(1):1.
6. Macmillan. *University literature in teaching English as a foreign language (1) the one stop Magazine*. Macmillan publisher Ltd. Terms and conditions, 2004.
7. Nagy WE, Anderson RC. How many words are there to print *School English Reading Research Quarterly* 19,304,330?
8. Sid Ahmed Yousif. The role of literature in improving secondary students' vocabulary. Unpublis. Hed M. A thesis. Sudan University, 2012.
9. Collie J, Slater S. *Literature in the Language Classroom*. Cambridge: Cambridge University Press, 1987. <http://dx.doi.org/10.1017/CBO9780511733048>
10. Lazar G. *Literature and Language Teaching: A Guide for teachers and trainers*. Cambridge: Cambridge University Press, 1993.
11. Schmitt N. *Vocabulary Learning Strategies*. Cambridge University press, 1997.
12. Oxford RL *Language Learning Strategies: What Every Teacher should know*. Boston: Heinle and Heinle, 1990.