

## EFL SUPERVISORS' PERSPECTIVES TOWARDS STUDENTS' INSUFFICIENT REPERTOIRE IN THE OMANI GOVERNMENTAL SCHOOLS: CAUSES AND SOLUTIONS

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### **ABSTRACT**

*The purpose of this research paper is to investigate the factors that contribute to the Omani cycle two school students' low level of vocabulary repertoire. Scrutinizing and reporting these causes, the paper would help people concerned with language teaching and learning to pay closer, tangible attention to these reasons; and fathom why EFL learners have such difficulties in attaining an adequate level of vocabulary. In addition, the present study attempts to find out the solutions to elucidate the above-mentioned challenge. Having used **Delphi technique** with five EFL supervisors from the Ministry of Education, the researchers could assert that the poor vocabulary storage among Omani students prevails and they could pinpoint the broader factors that could be used as the starting point in this research. In addition, the feedback from using this technique helped the researchers to form a better understanding of the existing phenomenon. The two researchers also used **reflective focused field reports** with twenty EFL supervisors to obtain the profound understanding on the factors that have made the grades 5-10 students unable to perform satisfactorily in vocabulary exam section in particular, and their language proficiency in general. Moreover, by analyzing the participants' reports, the two researchers received practical recommendations, suggestions, and strategies that EFL teachers can utilize when teaching vocabulary. Besides, the findings would assist curriculum developers, assessment officers and other people concerned in language teaching and learn in making sound, solid decisions when they think of the vocabulary sections in the textbooks or exams.*

**KEYWORDS:** *Lexical Items, Repertoire, Vocabulary Acquisition, Vocabulary Teaching*

### **INTRODUCTION**

Almost all EFL teachers ascertain that vocabulary is a very significant aspect of any second language learning. Vocabulary acquisition is one of the most essential features in estimating one's language proficiency (Laufer & Hulstijn, 2001; Paribakht & Wesche, 1996; Sirbu, 2017). In fact, many of them believe that it is more important than grammar as people can communicate if they do have the necessary words for that particular conversation without knowing its correct grammar. In other words, the message can be conveyed easily if the speaker possesses a sufficient repertoire of lexical items needed. Thornbury (2007) advises language learners not to spend most of their time studying grammar because he claims that their English will not improve very much if they focus merely on grammar learning.

He adds that the learners will see more improvement if they learn more words and expressions. He concludes that language learners can say very little with grammar, but they can say almost anything with words. A plethora of research concludes that when students do not understand at least 90% of the words in a text, they do not sufficiently comprehend what they read (Güven & Bekdaş, 2018; Hirsch, 2003; Sedita, 2005.). In Oman, many school students of grades (5-10) have shown a noticeable shortage of vocabulary which is necessary for fluent communication. Having conducted the Delphi technique with five EFL supervisors; and reflective focused field reports with these five and fifteen other supervisors, the two researchers found out the causes of this phenomenon and how to solve it duly. Therefore, this research provided the EFL teachers with practical recommendations on teaching vocabulary that would improve the students' vocabulary level. Besides, it would help learners unearth what is necessary to be excellent in vocabulary.

### **What is Entailed in Knowing a Word?**

One facet of effective vocabulary teaching entails figuring out what necessitates to be taught about a word (Canale,2014). This is called the learning burden of a word and varies from one word to another according to the ways in which the word relates to some factors such as first language knowledge, already existing knowledge of the second language and/ or other known languages. The tactic to work out the learning burden scientifically is to cogitate on each aspect of what is required in knowing a word. Generally, knowing a word involves being able to identify its form and its meaning at the basic level. Harmer (2007) adds two more aspects of knowing a word: usage and grammar. By usage, he means knowledge of the word's collocations, metaphors, and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have. On the other hand, by grammar, he means that language learners should be able to use the word in the appropriate grammatical structures. To conclude, it can be said that a language learner knows a word if he/she is able to define, spell, pronounce it correctly, being aware of its connotation, affixes, and being able to use it in a context as well as knows its grammar. All these requirements make learning vocabulary sound an intricate process as students ought to recall the word and recognize it in its spoken and written forms.

### **Teaching Vocabulary Explicitly or Implicitly**

Many researchers believe that students should not be taught lexical items deliberately, but they should be exposed to them to them through reading, listening and writing activities. In other words, teaching vocabulary should be accidental and unplanned (Al-Darayseh,2014; Laufer & Hulstijn,2001) On the other hand, a myriad of research has been investigated the importance of teaching vocabulary explicitly and all these studies have proved its effectiveness (Nation,2005; Schmitt,2013, Young-Davy,2014). For example, Graves (2006) claims that explicit instruction of carefully selected words is required for students to digest content-specific texts. Also, Kusumawati & Widiati (2017) revealed that direct instruction is highly effective for vocabulary learning.

Hanson & Padua (2011) mention three steps and four further strategies for teaching words explicitly. These steps are identifying the potential list of words selected to be taught, determining which of these words to teach and planning how to teach the target words. They recommend EFL teachers to use four strategies to teach individual words explicitly. The first strategy is to provide a learner-friendly definition. The second strategy is to use the word in context and give contextual information. This means that EFL teachers should not teach individual words in isolation. The third strategy is to provide multiple exposures.

In addition, the fourth strategy of teaching vocabulary is to offer chances for active involvement.

### **Education in Oman**

Ministry of Education commenced basic education in the academic year 1998/1999 in Oman. This system involves having three cycles of education. The first cycle is called cycle one and it lasts for four years. In this cycle, both boys and girls study together in the same classes. However, all the teachers are female. The second cycle is called cycle two and it lasts for five years. It begins with grade 5 and ends with grade 10 students. At this cycle, boys and girls are taught in separate schools and boys are taught by male teachers and female teachers teach girls only. The last phase is called post-education and it lasts for two more years.

### **English in the Omani Education**

Before the commencement of basic education, Omani students started studying English at grade four. The Ministry used a national curriculum called "Our World Through English" which followed a deductive approach to teaching grammar. When the basic education was introduced, English was taught more and given the priority. Therefore, it was introduced from the first grade and seven periods a week (A period lasts for 45 minutes) were allocated to teach it. In cycle two, five periods a week are allotted and six periods are assigned for the post-basic level.

Many research on teaching English in Oman has been done since the 1990s (Al-Issa,2002; 2014, Al-Issa & Al Blaushi, 2012; Al-Jardani, 2017). Numerous findings of these research papers revealed that still Omani students show weakness in learning English skills and sub-skills including students' vocabulary shortage although the Ministry has worked noticeably well on many aspects concerning English curriculum development and EFL teacher training. For example, Al-Mahrooqi & Denman (2018) found out that Omani students continue to graduate from schools with insufficient English language proficiency and the majority, therefore, needs remedial or intensive courses in a "foundation" program before beginning tertiary level study at higher education institutions. Also, Al-Jardani (2012) states that one of the causes of Omani students' low English proficiency is that the rarity of formal exposure to English or to native speakers. Moreover, Al-Bereiki and Al Mekhlafi (2016) found out that Omani students make too many spelling mistakes in their written work. In addition, Al-Jabri (2008) concluded that all participants (6 EFL teachers) believed that students' level of proficiency in vocabulary was far behind the required level in (5-10) assessment documents.

### **Statement of the Problem**

Knowing meanings and forms of many English words and phrases is essential to master the target language effectively and competently. Besides, the language learners should be able to know how to use the learned new words correctly. Researchers such as Asgari & Salehi (2018); and Nation (2011) have realized that the acquisition of vocabulary is significant for successful second language use and it plays a vital role in producing correct spoken and written texts. Similarly, Al Qahtani (2015) asserts that if students have shown limited vocabulary in a second language, they will be impeded in having smooth communication in the target language. Both researchers of this study have had vast experiences in language teaching and learning and they realize the importance of vocabulary acquisition for language learners to be competent speakers and writers. One of them is a supervisor in the Ministry of Education in Oman for eighteen years and always encourages his EFL teachers to perceive this concern and make their students be interested in language vocabulary more. For instance, he tries to make EFL teachers permeate the frequent and common words to all Omani students

smoothly by diversifying their own teaching techniques and keeping the learners motivated. However, when the researcher visited a class and drew four circles on the board to be filled in by individual students, the results were frustrating. Thus, the researcher thought it might be because of an intimidating experience when the students came out to the board and they were spotted, fright might be dominating. As a result, the researcher asked everyone to get a piece of paper and write whatever words they had mastered. Again the result was devastating and one to three students only could write more than ten words in five minutes. Then, the researcher thought that might have happened because of the supervisor's availability in the classroom, so he decided to ask nine selected teachers to do similar tasks to all students in a stress-free atmosphere. All teachers reported that most students could write three to four words only in five minutes. Those words were "car", "cat", "dog" and "like". Furthermore, the researcher analyzed grades (5-10) students' vocabulary exam answers and found out that most students scored badly in this type of questions. Sensitizing the problem, the researcher determined to investigate the causes of such poor Omani school students' vocabulary acquisition and how to solve this prevalent phenomenon. At this stage, both researchers decided to further test this hypothesis by asking five EFL supervisors if they have noticed the students' poor vocabulary acquisition, too. All of whom confirmed the same findings.

### **The Purpose of the Study**

Investigating the causes of language learners' poor vocabulary acquisition will enlighten other EFL teachers, supervisors, curriculum designers, researchers and parents on the difficulties the students encounter when learning any lexical item. It is widely known that understanding the causes of something facilitates tackling them faster and more efficacious. Moreover, this study assigns an opportunity to bring the factors of students' feeble level of vocabulary acquisition closer to the teachers' minds. Besides, the practical ideas of how to teach vocabulary offered by experienced supervisors are an invaluable source to all EFL teachers. In addition, recommended learning strategies of increasing the vocabulary levels are considered to be a very significant start to perform better in the English language.

### **Research Questions**

The problem of this study can be formulated in terms of the following four research questions:

- What are the causes of Omani school students' insufficient vocabulary repertoire based on selected EFL supervisors' perspectives?
- According to the selected supervisors, how should EFL teachers teach vocabulary?
- What are the selected supervisors' recommendations to language learners to augment their vocabulary acquisition levels?
- What are other recommendations that these twenty supervisors have offered and to whom?

### **Research Methodology**

#### **Population and Sample**

The population of this research consists of twenty EFL supervisors in Oman. Their teaching experiences and supervision experiences range between 16 and 28 years. This study applied a purely qualitative research method. The researcher used the Delphi Technique with five supervisors (two male and three female) and reflective focused field reports with twenty EFL supervisors. These reflective reports were implemented to allow the participants to jot down their

ideas of the reasons of students' limited vocabulary repertoires and their recommendations that they have proposed. The researchers have chosen supervisors because they are the experts in the field of language teaching. In Oman, EFL supervisors have been language learners, teachers, before reaching this advance position. They can visit teachers' classes, participate in writing English final exams and design the English curriculum. Therefore, they have profound knowledge and insight on language teaching and learning. For ethical consideration, the twenty participants were written under pseudonyms as Supervisor A, Supervisor B, Supervisor C. Supervisor T.

**Table 1: Characteristics of the Sample of the Study**

The Participant's Gender	Teaching & Supervision Experiences	The Highest Qualification
8 male	16-28 years	16 Masters in TESOL
12 female		4 Bachelors in language teaching

### **Instruments**

#### **Delphi Technique**

Delphi technique has been used in research since the 1950s. Mukherjee et al (2015) define the Delphi technique as a method of enabling a group of experts to collectively address a complicated researchable problem through a structured group process. Ludwig (1997) indicates that this technique entails a serious of feedback process and takes place in rounds in order to reach an agreement or develop a consensus of opinions pertaining to a specific topic. Much research reveals the essence of using a Delphi technique in other fields such as medicine, nursing, and ecology (Hsu & Sandford, 2007; Mukherjee et al 2015). Delphi technique has many advantages. One of its most essential advantages is versatility as it can be used in wide fields. Also, the technique focuses on the ideas rather than individuals. Besides, it allows for the identification of priorities. Hence, it is a process of exploring ideas, assessing them and finally evaluating their effectiveness.

To attain richer data, the researchers decided to involve the experts in the field of teaching and learning vocabulary. In this study, five EFL supervisors from the Ministry of Education in the Sultanate of Oman are requested to take part. They were selected because they have been language learners, then English teachers and now supervisors. Therefore, they are having constructed profound experience on the studied issue. The two researchers met these five supervisors to get feedback on the investigated topic. The meetings consisted of three rounds to come up with agreed feedback. On the first round, all five supervisors agreed that poor vocabulary acquisition among students is easily noticed. One of them stressed that it could be experienced in male schools more. Many girls outsmarted boys in this aspect, but both have difficulties in mastering sufficient numbers of lexical items. Thus, the first feedback from this round was that this research is seriously needed to investigate the causes and solutions to this phenomenon. Then, on the second round, the feedback was that the causes of students' poor vocabulary pertain to three main factors: EFL teachers, students themselves and the curriculum. Thus, the twenty participants highlighted what exactly related to these wider factors. Eventually, on the third meeting, the feedback was that there were also English exams and "others" should be added to the main factors and that would allow the informants think freer and deeper. As a result of this feedback of the third round, the researchers added the fourth research question. The five participants suggested using reflective focused field reports as a way of collecting data because this research instrument allows the informants to think of all reasons and solutions at ease. Also, the ideas

can be written in different intervals and sessions which permit rethinking and reflecting upon pre-written causes and recommendations.

### **Reflective Focused Field Report**

The main research instrument in this study is **reflective focused field reports** written by twenty EFL supervisors. These reports were called reflective focused field since the participants are asked to focus on one issue of the teaching field and they should reflect on it. They are also guided or controlled by certain demands or aspects. In this present study, the focused reports are directed by the two crucial inquiries: the causes of Omani school graders' (5-10) poor vocabulary repertoires and their recommendations to cope up with this challenge. This research tool is crucial and efficacious as the data would be based on a fundamental number of class observations, a lot of reading and discussions with teachers conducted by the twenty participants. Also, these supervisors formed their data from the content analysis (the English Curricula). Most importantly, the participants reflected upon all significant incidents pertain to learning and teaching vocabulary experiences: being language learners, being language teachers teaching English, being observers upon vocabulary teaching lessons, holding meetings and discussions with teachers and students to understand the causes better and propound practical recommendations for having acceptable vocabulary levels among learners. Unlike semi-structured interviews, these reports were written and reflected upon at a sufficient period of time that allows the participants to construe, reconstruct and modify what they have reported before giving the researchers their final responses (Maharaj,2016). The two researchers gave the participants between one to three months to fill in these reports. The majority took one to two months to submit their reports. Only two participants handed in the reports in the third month. The report has two main focused headings: the reasons of low students' vocabulary storage and the recommendations to cope up with this pertinent issue. An example of the report can be found in appendix A.

### **THE MAIN FINDINGS**

In this section, the research paper presents the answers to the four research questions. For the organizational purposes, first each question would be written and then the answer would be supplied.

#### **What are the Causes of Omani School Students' Insufficient Vocabulary Repertoire Based on Selected EFL Supervisors' Perspectives?**

According to the discussion and the feedback of the Delphi technique with the five supervisors, the causes can be classified into five main categories: EFL teachers, students, curriculum, exams, and others. Under the **EFL teachers'** dimension, the twenty participants' reflective focused reports reveal many reasons. They can be listed as the following:

- Many teachers use traditional methods and techniques when they teach vocabulary. They do not use technology, for instance.
- Many teachers lack positive attitudes when they teach vocabulary so they teach it fast. They think teaching grammar and other skills are more important than teaching vocabulary.
- Many teachers ignore teaching students the vocabulary learning strategies or they are not aware of their essence to the learners.

- Many teachers of grades ( 5-10 ) do not know what the students have learned in cycle one, so they may focus on old words because they think they are new to the students and waste a lot of time repeating what has been studied before.
- Many teachers do not allow space for practicing or recycling the target vocabulary.
- Too many teachers teach a new language in isolation. They do not teach it in context or use it in real situations.
- Some teachers lack the linguistic competence that qualifies them to meet the standards.
- Under the second broad factor of poor vocabulary repertoire “**students themselves**”, the following sub-reasons can be listed:
  - Too many students lack exposure to new words or English as they do not allocate sufficient time to study.
  - Many Omani students do not read English stories or books or listen to English broadcastings.
  - Many students do not have intrinsic motivation to learn more English. Therefore, they do not take initiative, use technology to learn more words or create their own dictionaries
  - Too many Omani students have negative, false attitudes towards English and think it is too complicated to be discerned. Thus, they do not even try to do so.
  - Also, many Omani students lack basic vocabulary learning strategies.
  - In addition, many students do not realize the importance of acquiring more lexical items to enhance their English.

Under the third wide factor “**curriculum**”, the twenty participants have mentioned several reasons for students’ insufficient vocabulary storage. They can be briefed as the following:

- There is no section specified to focus on the target vocabulary in each lesson. It is left to teachers to determine whether these lexical items should be taught or not.
- There is no clear guide of what the learners have studied in cycle one (1-4), so the teachers of upper grades will be aware of what has been covered earlier.
- No vocabulary learning strategies are mentioned in the textbooks.
- Vocabulary teaching strategies are not highlighted in the textbooks.
- Many words are passive and there is no relationship between units in some textbooks.
- Many lexical items are not taught in context.
- Many activities are not communicative tasks as they are merely drills.
- Many activities are monotonous and/or too challenging.
- Many activities do not attract the students’ aptitudes or match their needs.
- Each unit contains many new words that cannot be easily recycled or practiced according to the participants.

The fourth broad factor mentioned by the participants is “**English exam**”. The researchers could analyze what they stated about this reason in the following points:

- The marks allotted for vocabulary are too low and they do not encourage students to perform better or study more vocabulary.
- The students are responsible for all learned vocabulary from grade 1, so the learners find this a daunting task as they cannot focus on all these accumulative lexical items for just five marks.
- The vocabulary section in the exam gives the students the first letters and asks them to complete the words. This involves a lot of time and many have alternatives. So it is time-consuming and intricate to be accomplished.

On the other hand, there are several reasons that the twenty informants have reported, but there are not related to the previous categories, can be summarized as the following:

- The lack of parents’ involvement to know what their children have learned or what they are supposed to master.
- A large number of students in each class which does not foster language learning. It is widely known that more than 15-20 students in a language class do not help students to pick up the language effectively.
- Time allocated to teaching English at schools is not sufficient. This finding was also reported by Al-Jardani (2017).

#### **According to the Selected Supervisors, How Should EFL Teachers Teach Vocabulary?**

Based on the analysis of reflective focused reports written by the participants, EFL teachers should teach vocabulary explicitly and implicitly using modern, attractive techniques and methods. In addition, they should use technology in teaching vocabulary. Besides, they should teach words in contexts and use them in real life examples. Moreover, EFL teachers ought to personalize the new language taught and make it meaningful to learners. Also, the participants believe that teachers should teach various vocabulary learning strategies to their students; and vary their teaching techniques. Most importantly, the EFL teachers should present less and increase the pace of the lesson for students’ practice. Thus, students find sufficient time to recycle and use the newly learned words and keep them in their repertoires. In addition, they should enlighten the students’ parents on their children’s vocabulary progress and keep records on that while teaching.

#### **What are the Selected Supervisors’ Recommendations to Language Learners to augment their Vocabulary Acquisition Levels?**

Analyzing the twenty written reports, the two researchers summarized the findings in the following points: first, language learners should take initiatives. For example, they should build up their lexical items by themselves and ask teachers to check when necessary. Also, they should be motivated to learn English and they should have the intrinsic motivation that leads them to be more enthusiastic to identify and master new words. In addition, they should read extensively and use the learned new words in context. Besides, the language learners are recommended to personalize what they learn to facilitate language learning. Moreover, they are advised to use what they learn in their real-life situations. In addition, they should expose themselves to the language as much as possible using different ways and techniques. For instance, they can collect new words from the classes, books, stories, cards, home, and internet and use them in their daily



lives (in spoken and written forms). Furthermore, the participants advised the language learners to regulate their vocabulary learning and use various strategies that match with their learning styles, intelligences, and abilities. In other words, every student should work on his pace and does not get frustrated if he notices that his peers are ahead of him in the number of words they know. Instead, he should carry on his suitable individualized scheme.

### **What are other Recommendations that these Twenty Supervisors have Offered and to whom?**

Analyzing the reflective focused reports, the researchers could pinpoint four main agents who can help to increase vocabulary level among students apart from the teachers and students themselves. The first group is the *curriculum designers and/or curriculum developers*. For instance, they can specify a column of new words in each unit. Also, they should direct EFL teachers of grades 5-10 to the words previously studied in grades 1-4. This would help these teachers identify the lexical items learnt before and focus on the newly introduced ones. Moreover, the participants advised the curriculum developers to mention vocabulary learning strategies for the students and a plenty of vocabulary teaching strategies in teachers' books. Besides, according to the participants' responses, more interesting, communicative tasks that pertain to the students' lives should be included in the textbooks. Also, the units of the textbooks should be connected in a better way.

The second group that the participants forwarded their suggestions to is *exam officers*. According to the participants, the marks allocated for vocabulary should be more than five. Also, they postulated that the vocabulary exam should focus on the newly learnt words in that semester, so the students would have an extrinsic motivation to study the textbooks. Besides, they advised them to reconsider the existing exam vocabulary questions and modify them.

The third group that the participants advised is the *stakeholders*. Based on the participant's responses, the English periods should be more than five for grades 5-10 or the number of the units in each semester should be reduced. The fourth group that the respondents wrote about is *parents*. The participants believe that parents should be involved in their children's vocabulary learning process. They should be given reports on the progress of their children and what words should be studied at each particular stage. They should buy extra learning books that contain various English skills and always encourage their children to study English and educate them about the essence of the English Language.

### **CONCLUSIONS AND RECOMMENDATIONS**

In this section, the two researchers will debrief the main recommendations to develop vocabulary learning and teaching in Oman. First, eight supervisors (D, H, L, M, O, P, Q & T) suggested the need to use technology in teaching vocabulary. Besides, eight participants (A, B, C, D, M, N, O & P) propounded that teachers' presentations of new items should be less than practice. In other words, teachers are asked to give their students sufficient time to use and practice the newly learnt vocabulary. Moreover, eight supervisors (A, B, D, J, M, P, R, & S) believed that students need to read extensively to build up their vocabulary. They should be involved in reading clubs or reading competitions. In addition, seven supervisors (C, E, G, H, I, L & M) proposed using effective, creative, motivated ways of teaching vocabulary such as competitions, role plays, drama, realia etc.). Similarly, seven supervisors (A, B, G, H, M, N & P) asserted that integration of teaching productive skills (writing and speaking) and the receptive skill (reading) along with teaching vocabulary is a must to enhance the students' vocabulary acquisition. Also, five supervisors (A, E, I, N & O) advised EFL teachers to teach vocabulary in context. In addition, four supervisors (A, D, M & S) encouraged EFL teachers to teach students how to use

dictionaries and motivate learners to have their own lexicons. Furthermore, five supervisors (D, H, J, P & R) advised EFL learners to take initiatives, use language in real situations, increase their own motivation, assess their vocabulary regularly, change their negative attitudes towards learning vocabulary and keep notebooks. Besides, ten supervisors (D, G, I, K, L, M, O, P, S & T) recommended curriculum designers to include vocabulary learning and teaching strategies in the textbooks, glossary at the end of each unit or the books, a clear guide of what has been studied before and a new section for the target vocabulary in each unit. In addition, six participants (G, J, K, L, M & S) advised teachers to have rich teaching environment that exposes students to language peripherally, provide programs such as Doltch kit, jolly vocabulary and remedial plans to meet the learners' needs and abilities. Also, according to the twenty participants' written reports, four supervisors (G, O, P & Q) believed that the vocabulary section in grades 5-10 exams needs to be reconsidered and the marks allocated should be more than five marks. In addition, three participants (E, P & T) suggested involving parents in following their children's vocabulary acquisition progress by reporting what has been covered and what they need to learn in the next coming period. Finally, two supervisors (A & Q) advised teachers not to use Arabic while teaching vocabulary.

## SUMMARY

This research attempted to investigate vocabulary teaching and learning in Oman. It revealed that teaching and learning vocabulary is not an easy task. Also, it yielded many interesting, significant findings for all people concerned with English language learning and teaching. For instance, it asserted that the process of teaching and learning vocabulary involves consistent readiness, strategies, and self-direction by both students and teachers. Also, EFL teachers should know many innovative, lively teaching strategies and methods. In addition, they should vary their presentation techniques and use technology in teaching vocabulary. Students also should be responsible for their own vocabulary acquisition and show keenness and enthusiasm in learning as many new frequent words as possible. Most importantly, they ought to use them in correct contexts and in real life situations.

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**APPENDIX A**

**Reflective Focused Field Report**

**Dear Supervisor,**

Based on your experiences as a language learner, EFL teacher and supervisor, what are the **causes** of Omani students' (grades 5-10 ) poor vocabulary repertoires.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

State your **recommendations** to solve the above-mentioned phenomenon please.

- 1.....
- 2.....

- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

