

**The Linguistic Difficulties Encountered by Jordanian  
High School Students in Passing TOEFL**

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Acknowledgment	C
List of tables	D
Contents	E
Abstract(Arabic)	G
Abstract (English)	H
<b>Chapter One</b>	<b>1</b>
1. 1Introduction	1
1.2 Background of the study	9
1.3 Statement of the study	12
1.4 Objectives of the study	14
1.5 Significance of the study	15
1.6 Scope and limits of the study	17
<b>Chapter Two</b>	<b>19</b>
2.1 Introduction	19
2.2 factors affecting learning English as a foreign or second language	24
2.2.1 age	30
2.2.2 Intelligence	32
2.2.3 Aptitude	37
2.2.4 Attitude	39
2.2.5 Motivation	40
2.2.6 Self-confidence and self-esteem	49
2.2.7 Goals	50
2.2.8 Interests	54
2.2.9 Readiness to Learn and Maturation	56
2.2.10 Learners' determination	58
2.2.11 Musical ability	59
2.2.12Interest in grammar	60
2.2.13 Attention to details	60
2.2.14 Make English take part of your daily life	61
2.2.15 Language distance	61
2.2.16 Native language proficiency	62
2.2.17 Total Physical Response (TPR)	62
2.2.18 Educational system \ The philosophy of education	63
2.2.19 Academic materials and methodology	64
2.2.20 Parent's and teacher's role	67
2.2.21 surrounding community	68
2.2.22 Methods of teaching English	71
2.2.23 Teaching principles	71
2.2.23.1 Teaching techniques	73
2.2.23.2 Presentation techniques	75

2.2.23.3 Metacognition	76
2.2.23.4 mnemonic	77
2.2.23.5 Listening strategy use and linguistic patterns	81
2.2.23.6 Discovery techniques	82
2.2.23.7 Multi- sensory techniques	84
2.2.23.8 Learning strategies	86
2.2.23.9 Cooperative learning	88
2.2.23.10 Differentiation	91
<b>Chapter Three</b>	95
3.1 The methodology of the study	95
3.2 Research design	95
3.3 Samples of the research	96
3.4 Instruments	96
3.5 validity of the questionnaire	97
3.6 the experimental validity	97
3.7 items validity	98
3.8 reliability indicators	98
3.9 Data gathering procedure	99
3.10 Statistical treatment of data	100
<b>Chapter Four</b>	102
4.1 Introduction	102
4.2 Tables and interpretation	104
4.3 T-Test *Group Statistics	142
<b>Chapter Five</b>	143
5.1 Introduction	143
5.2 findings	144
5.3 Recommendations	149
5.4 Suggestions	150
Bibliography	152
Appendices	158

## المستخلص

ان الهدف من هذه الدراسة هو تقديم دليل عملي بأنه يوجد علاقة بين ملف الطالب و الصعوبات التي يواجهها في المهارات الأربعة، وفيما اذا هذه الصعوبات بمثابة عائق في اجتياز اختبارات الكفاءة مثل التوفل، و ان نتحقق فيما اذا يوجد علاقة بين نتائج المجموعتين.

ان هذه الدراسة سوف تستخدم طريقة البحث الوصفية و التي تتعامل مع جمع المعلومات في محاولة لاختبار الفرضيات، لقد تعاملت هذه الدراسة مع مجموعتين من مدارس ثانوية مختلفة بالأردن 20 معلم ومعلمة و 81 طالب و طالبة.

كلا المجموعتين اتفقوا على كل البنود خاصة عندما سئلوا عن مهارة (التحدث)، هذا التطابق بين المجموعتين يحفزنا لأخذ القرارات السريعة من اجل تقليل الصعوبات و تحقيق التقدم الذي نرجوه.

من الواضح بأنه يوجد علاقة بين ملف الطالب و الصعوبات التي يواجهها اثناء تعلم مهارات اللغة الإنجليزية الأربع، ايضا لقد تبين من خلال الاحصائية بأنه يوجد علاقة قوية بين المجموعتين حيث تطابقت ارائهم بالاستبيان.

لذا الباحث يوصي بأنه ينبغي على وزارة التربية و المعلمين ان يفعلوا ما بوسعهم منذ البداية المبكرة (المرحلة الابتدائية) و تقديم المواد المناسبة للطلبة و التي قام على اعدادها محترفون ناطقين بالإنجليزية ايضا ايجاد مواقف عملية و التي من خلالها تستخدم الانجليزية.

ان تطوير المناهج، مراجعة الاختبارات، دراسة اهتمامات الطلبة و المحاضرات التربوية يمكن أن تلعب دورا مهم في تعلم لغة أجنبية و اخيرا ان مزيد من الابحاث في هذا المجال يوصى بها بشدة.

# Abstract

The purpose of the present study is to provide an empirical evidence that the students' profile has a relationship with the difficulties they encounter in the four skills, and whether these difficulties serve as factor-barrier in passing efficiency exams like TOEFL, and to investigate whether there is a relationship between the results from the two sets of respondents,

This study will utilize the descriptive method of research. It involves the collection of data in an attempt to test the hypotheses, the study dealt with two sets of respondents from different secondary schools in Jordan, 20 teachers and 81 students from secondary schools.

Both sets agreed on all items especially when they were asked about (speaking), this correspondence between the two sets of respondents motivates us to take quick decisions in order to reduce the difficulties and to make the progress we are looking for.

It was clear that the profile of the students has a significant relationship with the observed difficulties the students encounter while learning the four skills of English, also it was shown by the statistic that there is a strong relationship between the two groups of respondents where they had similar opinions about these difficulties.

So the researcher recommends that ministry of education and teachers should do their best from the very beginning (elementary stage) and provide them with the suitable materials constructed by professional native speakers, also creating practical situations in which English can be used.

Improving the curricula, revising the exams, studying the students' interest and educational seminars can also play an important role in learning a foreign language, finally more researches in this field are highly recommended.

### 5.3 Recommendations

- Providing the students with new authentic materials that assure the language that used in practical situations (every day language) and not to concern on formal patterns like learning formal letters and so on.
- Revising the criteria on which the teachers are appointed, and get rid of the wrong conceptions that the best teacher educationally and academically should be in the secondary schools , while other teachers are accepted in the elementary school, when we have very weak students in the secondary schools, what can the good teacher do there?
- Providing the students with materials constructed by professional native speakers.
- Expose students to practical situations in which they are required to communicate only in English.
- Improving the curricula and, it is not effective curriculum if it doesn't contain the expressions that used by native speakers in the every day life Provide the students with the suitable additional materials (extra curricula materials) to learn in the school and out it, and then to make the difference.
- Revising the exams to make sure they indeed help in promoting the whole process of learning, to reduce the multiple-choice questions and to increase the questions in which the students are required to compose or express by using their own words. I mean revising the item-type, so these item-types (questions) reveal their real levels and determine the areas of weaknesses, so remedial instruments can be created and applied.

## 5.4 Suggestions

- Hold educational seminars regularly and making sure that both teachers and students have effective role in these seminars. These seminars can adopt many good attitudes like instilling and motivating reading at home and self-learn etc.
- Study the interest of the students in the different stages to be able to improve the materials that meet the interest of the students in the different stages.  
I strongly recommend that other researchers must search in this issue (the general weakness of high school students and the failure in passing proficiency exams like TOEFL). Hoping that the next researches will deal with a larger numbers of respondents to make sure that they are more accurate and then the recommendations can be more effective and responsible.
- Ministry of education, schools and teachers should do the best from the very beginning (elementary stage) to make sure that the students have solid background and good background in the academic fields.
- Principals can revise their schools' performance every semester, so they can assess and improve their school' performance.