

**Investigating Vocabulary Learning Problems at
Secondary Schools in Port Sudan Town
Implication of Teaching and Learning**

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of PhD in Applied Linguistics**

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Dedication

To my family.

Acknowledgements

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Declaration

I hereby declare that this thesis is based on my own original work except for quotations and citations, which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Red Sea University or any other institutions.

(Signature)



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Abstract

This study aimed at investigating Vocabulary Learning Problems encountered by Sudanese EFL learners at Secondary Schools, Red Sea State, in Port Sudan Town; for the academic year (2016-2017). The purpose of the study is to show some of the reasons

behind the weakness of secondary school EFL learners at English language; i.e., the lack of vocabulary amount which affect the learner's competence. The study aimed to find out some solutions to help both teachers and EFL learners to overcome these difficulties. The researcher used the experimental method for the EFL learners, and the descriptive analytical approach to investigate teachers' views about vocabulary learning difficulties. This was done through a questionnaire and an observation check list for EFL teachers and a test for the EFL learners. After data collection, the researcher found out the tables and charts analysed by scientific packages for social sciences (SPSS) that there are some difficulties that faced by both teachers and EFL learners in teaching and learning vocabulary, such as; lack of vocabulary knowledge, most of the teachers of English are not familiar with the principles of teaching vocabulary, educational technology for teaching vocabulary is not applied, or neglected, most of the EFL learners do not know the strategies of learning vocabulary, the syllabus lacks effective vocabulary learning activities which motivate the learners to master vocabulary. The researcher suggested some solutions to overcome these difficulties, such as teachers need for more training on applying the principles of teaching vocabulary, educational technology and teaching aids must be available in schools, there should be in-service training programmes for inexperienced teachers, so as to make them more orientated at the concept and main principles of language teaching, teaching dictionary skills, and encouraging EFL learners to use monolingual dictionaries.

مستخلص

هدفت هذه الدراسة إلى البحث عن أسباب صعوبة تعلم كلمات اللغة الانجليزية بمدارس المرحلة الثانوية في ولاية البحر الأحمر، بمدينة بور تسودان للعام الدراسي (2016-2017م). قامت هذه الدراسة بعرض وتحليل بعض الأسباب التي يرى الباحث أن لها دورا كبيرا في ضعف مستوى الطلاب في مادة

اللغة الانجليزية، ألا و هي، افتقار معظم الطلاب للذخيرة اللغوية الكافية التي تساعدهم في تعلم اللغة الانجليزية. هدفت الدراسة لإيجاد بعض الحلول لمساعدة كل من الطلاب و المعلمين لتخطى هذه الصعوبات. لقد استخدم الباحث المنهج التجريبي للطلاب، و المدخل الوصفي التحليلي لاستطلاع آراء المعلمين، و بعد تحليل استبيان و أداة الملاحظة للمعلمين و من خلال الجداول والرسوم البيانية باستخدام برنامج SPSS، و نتائج اختبار الطلاب، تبين انه هنالك صعوبات تواجه كل من المعلمين و الطلاب في تعليم و تعلم كلمات اللغة الانجليزية، مثل: أحد أسباب ضعف الطلاب في المرحلة الثانوية هو افتقارهم للذخيرة اللغوية، عدم تطبيق الطرق الصحيحة لتدريس المفردات، إهمال أو عدم استخدام التقنيات التعليمية الحديثة، عدم معرفة الطلاب لإستراتيجيات تعلم المفردات، و أن الأنشطة الفاعلة لتعلم المفردات في المقرر المدرسي غير كافية. و ختاماً اقترح الباحث بعض المقترحات التي يرى أنها قد تكون حلول لتخطى هذه المشاكل. تركزت توصيات الباحث على أهمية تدريب المعلمين لتطبيق الطرق الفعالة لتدريس المفردات، و ضرورة استخدام التقنيات التعليمية و الوسائل التعليمية في المدارس، و يجب أن يكون هنالك تدريب خلال العام الدراسي للمعلمين الجدد، و تدريب الطلاب على مهارة استخدام قاموس اللغة الإنجليزية.

Table of Contents

No	ITEM	PAGE
	Dedication	II
	Acknowledgements	III

	Declaration	IV
	Abstract (English)	V
	Abstract (Arabic)	VI
	Table of Contents	VII
	CHAPTER ONE – INTRODUCTION	
1.0	Study Background	1
1.1	Statement of the Problem	4
1.2	Significance of the Study	5
1.3	Objectives of the Study	5
1.4	Questions of the Study	6
1.5	Hypotheses of the Study	7
1.6	Delimitations of the Study	7
1.7	Methodology of the Study	7
1.8	Definition of Key Terms	8
	CHAPTER TWO – LITERATURE REVIEW	
2.0	Overview	10
2.1	Vocabulary and features of definitions	10
2.2	Factors of word difficulty	12
2.3	Vocabulary and word frequency	19
2.4	Level of vocabulary knowledge	30
2.5	Transfer of meaning	35
2.6	Vocabulary exposures needed by EFL learners	41
2.7	Stages of learning new vocabulary	47
2.8	Aspects of vocabulary	54
2.9	Using a dictionary	55
2.10	Doing spoken and written repetition	57

2.11	Getting the new word meaning	59
2.12	Connecting the new word to personal experiences	73
2.13	Previous studies	83
2.14	Summary	94
	CHAPTER THREE RESEARCH METHODOLOGY	
3.0	Introduction	96
3.1	Research Design	96
3.2	The Instrument	97
3.2.1	The Questionnaire	97
3.2.2	The Observation Checklist	98
3.2.3	The Student' Test	100
3.3	Procedure	100
3.4	The Subjects	101
3.5	Data Collection	102
3.6	Data Transfer Procedure	102
3.7	Validity	103
3.8	Reliability	103
3.9	Summary	105
	CHAPTER FOUR DATAPRESENTATION, ANALYSIS, DISCUSSION AND INTERPRETATIONS	
4.0	Introduction	106
4.1	Presentation of the Questionnaire Data	106
4.2	Data Analysis Procedure	106
4.3	Teachers' Questionnaire Frequency	107
4.4	Teachers' Questionnaire SectionsFrequency	113
4.5	Observation Checklist	114

4.5.1	Observation Checklist Sections Frequency	120
4.6.1	T-Test Teachers' Questionnaire	122
4.6.2	T-Test Observation check list	124
4.7	The Students' Test	126
4.7.1	Section one, synonyms	127
4.7.2	Section two, spelling	128
4.7.3	Section three, opposites	128
4.7.4	Section four, gap filling	128
4.7.5	Section five, prefixes	129
4.8	Discussion of Data	129
4.9	Results of the Students' Test Responses	130
4.10	Results of the Teachers' Questionnaire Responses	130
4.11	Results of the Observation check list Responses	131
4.12	Testing Hypotheses	132
4.13	Summary	133
	CHAPTER FIVE CONCLUSION, RESULTS' SUMMARY, RECOMMENDATIONS AND SUGGESTIONS	
5.0	Introduction	135
5.1	Conclusion	135
5.2	Findings	135
5.3	Recommendations	136
5.4	Suggestions for Further Studies	137
5.5	Summary	137
	Bibliography	141

	Appendix (A)	172
	Appendix (B)	174
	Appendix (C)	176
	Appendix (D)	178
	Appendix (E)	191
	Appendix (F)	194
	Appendix (G)	197

