



**Analyzing the Vocabulary Knowledge of EFL Sudanese
Secondary Schools: Teachers' Perception**
Sara Talab Mohammed Ali
English Language Skills Department, Hail University, KSA
Email: saratalab2@gmail.com

Abstract

This study aims at investigating, exploring and examining reasons of unsatisfactory performance of secondary school students on vocabulary tests. The data were collected by using various research tools basically depend on descriptive and analytical methods qualitative and quantitative information. The researcher designed a questionnaire for the teachers and a vocabulary test was done with the secondary school students. The tools of the study were carried out in 2017 at the River Nile State, Shendi Locality. The samples sizes were 32 teachers at Secondary school. The validity and reliability of the tools were confirmed before distribution. The data obtained from the tools were statistically analyzed by employing the Statistical Package for social (SPSS) for frequencies distribution and Chi-square, P-value, T-test, and Graphs. The data were analyzed and the results obtained were tabulated and discussed. The main results of the study showed that the students are encountered by different difficulties in understanding English vocabulary, words' roots, irregular plural, words with multiple meaning and synonyms of words. Finally, the teaching staff was sufficiently aware of the students' difficulties in understanding and using vocabulary and that the current English syllabus does not cope sufficiently with English vocabulary needs. The study ended in some recommendations and suggestions for further studies. One of the most important recommendation is that Pual Nation's Vocabulary test (VLT) should be taken by Secondary Schools Administration and teachers as a tool to assess the students English vocabulary size. Teachers must take over the responsibilities of their own development since they have a positive impact on English language teaching and learning.

Key words: Analyzing Secondary Schools

المستخلص

تهدف هذه الدراسة إلى تقصي واستكشاف وفحص أسباب الأداء غير المرضي لطلاب المدارس الثانوية في اختبارات المفردات. وقد جمعت هذه المعلومات باستخدام أدوات اربع من ادوات البحث والتي تعتمد أساسا على الطرق الوصفية والتحليلية للبيانات النوعية والكمية. صمم الباحث استبانة للمعلمين وتم اختبار المفردات لدى طلبة المرحلة الثانوية. تم تطبيق هذه الدراسة في عام 2017 في ولاية نهر النيل، محلية شندي. وتضمنت عينة

المبوهون 32 معلما من التعللما الثانوي. تم التأكد من صحة وموثوقية أدوات البحث قبل توزيعها. تم الحصول على المعلومات من أدوات البحث وادخلت هذه المعلومات بغرض التحليل الاحصائي في برنامج الحزم التقنية للعلوم الاجتماعية لحساب التوزيع التكراري ومربع كاي وقيمة (ب) واختبارات (ت) والرسوم البيانية . وقد وضعت نتائج هذه البيانات التي اثبتت بالتحليل الاحصائي في جداول وتمت مناقشتها. **واهم النتائج الرئيسية التي توصلت لها الدراسة هي:** أن الطلاب يواجهون صعوبات مختلفة في فهم المفردات الإنجليزية، جذور الكلمات، الجمع غير النظامي، والكلمات مع معنى متعددة ومرادفات من الكلمات. وأخيرا، كان أعضاء هيئة التدريس على وعي كاف من صعوبات الطلاب في فهم واستخدام المفردات وأن المنهج اللغة الانجليزية الحالي تنقصه الكفاية و احتياجات المفردات الإنجليزية. **و خلصت الدراسة الى بعض التوصيات والمقترحات** ويجب على المدرسين العمل على تطوير انفسهم اكاديميا لظالما انه وسيلة فعالة وتسهم في عملية التعللما والتعلم.

1.0 Introduction

This part defines vocabulary as well as the study's problems, objectives, questions, hypotheses, significance, and limitations.

It is impossible to overestimate the importance of vocabulary in language learning. Its size reflects the proficiency of second language (L2) learners in academic language skills such as reading. Because vocabulary learning, along with pronunciation, grammar, communication skills, and background knowledge, is important in language learning, it is widely accepted that vocabulary knowledge is fundamental because words are the foundation of language. Vocabulary knowledge is one of the language skills required for fluency (P. Nation 2001, 212).

Vocabulary is a language area that requires ongoing development and growth for both native speakers and EFL learners. Beyond the initial stages, motivation and intelligence become important, because advanced foreign learners, like monolingual English speakers, will have proportionately larger or smaller vocabularies, even if they have received the same type and amount of instruction in the language. Celce-Murcia, 2002, p. 110. Sudanese EFL Secondary School Students require a strong vocabulary knowledge to improve their English language proficiency. While a higher level of vocabulary will allow them to communicate some ideas to a greater extent, better communication – whether in speaking/listening or writing/reading – can be achieved when they have acquired more vocabulary. (Richard 1997) asserts that knowing vocabulary is essential for extracting meaning from a text. EFL students frequently express a desire for more vocabulary in order to comprehend the meaning of the text.

The knowledge of around 2,000 word families is required to tap into other language skills. Learners struggle to understand the language they are exposed to if this threshold is not met. One of the most difficult aspects of teaching vocabulary is identifying a situation or context in which students can demonstrate their ability to use the words correctly. The general approach requires the teacher to ask open-ended questions to get the students to use the word, and the activity of teaching a text allows the students to encounter the word while reading the text and use it in the subsequent discussion. However, both of these methods rely on the teacher's ability to ask appropriate questions that elicit the word. (2001, I. S. Nation)

1.1 Problem of the Study

Students in Sudanese secondary schools are taught a large number of words, but some of them may be ineffective in preparing them for vocabulary-standardized tests like the VLT. This could have serious consequences for other English language skills such as reading, speaking, listening, and writing.

Additional vocabulary aspects must be mastered by students in order to effectively understand and use language. Polysemy, connotation, associations, and other lexical relations are examples of these. As a result, learning vocabulary is a more complex and difficult aspect of language learning than simply listing word meanings.

1.2 Questions of the Study

To meet the foregoing stated objectives the following research questions raised to find out:

1. What is the initial level of Sudanese secondary school Students' vocabulary size as judged and assessed by Vocabulary Level Test (VLT)?
2. What is the overall vocabulary size of Sudanese EFL school students' lower than 1,000 words and 2,000-frequency band, as measured by the 1000 words and the 2000

1.3 Hypothesis of the Study

To answer the research questions these hypotheses are postulated:

1. The initial level of Sudanese EFL secondary school Students' vocabulary size is lower than 1000 words as judged and assessed by VLT.
2. The overall vocabulary size of Sudanese EFL secondary school Students is considerably lower than the 1000 and 2000 words of the Vocabulary Level Test (VLT), as measured by the 1000 words and the 2000 frequency band of the (VLT)

1.4 Objective of the Study

This study aims at:

2. Investigating the vocabulary size of EFL Sudanese Secondary School students by using the 1,000 words test and the 2,000-frequency band of the Vocabulary Level Test (VLT).
3. Investigating reasons of unsatisfactory performance on vocabulary tests in Sudanese Secondary Schools.
4. It also aims at examining the vocabulary size of EFL Sudanese secondary school students by using the 1,000 words test and the 2,000-frequency band of the Vocabulary Level Test (VLT)
4. Showing that EFL Sudanese Students' vocabulary falls within the 1,000-word level or below 2000-word level.

1.5 Significance of the Study

1. The current study is important for testers, textbooks designers and writers as it will draw their attention for choosing and selecting the most widely used words in the everyday life and avoid stuffing teaching materials with useless passive words. It also draws educator's attention to what goes around them in the world in vocabulary teaching, acquisition, learning and updating of high frequency words.

2. The study is also important for test and text designers as well as for vocabulary acquisition researchers, for the former because they are better informed to create materials and tests suitable for different levels and educational needs, and for the latter, because empirical data from different groups of subjects can provide a baseline for comparison and help to identify patterns of vocabulary acquisition and development.

1.6 Limits of the Study

The purpose of this study is to assess Sudanese EFL Secondary School Students' Performance on Paul Nations' Standardized Vocabulary Level Test (VLT). During the academic year 2017-2018, it is held at some Sudanese secondary schools, third grade, in Shendi Locality, River Nile State. This study's sample size is insufficient; the participants are students from various schools. All Sudanese secondary schools cannot expect the same results. More secondary schools in other parts of Sudan need to study it. This study's shortcomings are hoped to be addressed in future studies of this type.

2.0 Literature Review and Previous Studies

Vocabulary is defined as a collection of words in a language or a specific set of words that are attempted to be learned. It is defined as a language user's knowledge of words, a list of words used in some enterprise, or a system of techniques or symbols used as a means of expression. (Alqhatani, 2015)

This section displays the relevant studies, specifically those involving Sudanese vocabulary problems. Many types of research were conducted concerning vocabulary problems of Sudanese learners, similar to general studies related to English Learner's problems of English. The studies listed below are recent.

Saleh (2010) clarified that his study Difficulties Encountered by Sudanese Secondary School Students in Learning English Vocabulary seeks to identify and analyze the difficulties encountered by Sudanese Secondary School Students while learning vocabulary. The main question is why secondary school students struggle to learn the meanings of words and recall them when needed. The study hypothesizes that the students struggle with English vocabulary. Furthermore, the students lack strategies to help them understand the meanings of the words; additionally, visual aids and games greatly assist students in improving their English vocabulary. The researcher used the descriptive method to collect data for this study, designing a questionnaire for (40) English speakers.

In her study "The Use of Vocabulary Learning Strategies among Sudanese EFL Learners," Fatima, Yasin, and Aladdin (2017) stated that vocabulary learning strategies (VLSs) play an important role in vocabulary learning. Lack of vocabulary knowledge in the target language may have an impact on the four EFL language skills for ESL or EFL learners. The use of VLSs speeds up the vocabulary learning process and helps students become more self-directed. However, few studies on the use of VLSs by Sudanese EFL learners have been conducted. As mentioned by (Zahra 2017), the VLSs used in this pilot study are based on Schmitt's (1997) taxonomy. The primary goal of this research is to investigate the vocabulary learning strategies used by Sudanese EFL learners. In

Muhana (2016) investigates the use of vocabulary learning strategies for knowledge in the study, Explicit Vocabulary Learning Strategies in Promoting Vocabulary Knowledge. This study provides a brief overview of some common vocabulary teaching strategies and discusses the efficacy of explicit, rich vocabulary teaching and learning strategies. Furthermore, the purpose of this research is to instill in our students a sense

of word consciousness and to keep their interest in words alive. This study's population was drawn from two groups of 60 students each. The researcher assumed that testing would be used to collect data. This is due to the fact that testing is used to assess specific areas of difficulty and concern when learning a second language. The first group was given a test to see how neglected vocabulary learning strategies affected them. The second group received instruction.

3.0 Methodology:

3.0 .Data Analysis:

The data collected were stored in a database for retrieval, concept mapping and categorization. In the concept mapping process, the data noted line by line transferred to three concept maps derived from each data source. Validating of data and the findings from all three sources compared using the concept maps. When comparing the statements in each concept map, the findings appeared similar. The data were valid, and there were no possible effects of the researcher during collection, interpret.

3.1 Validity of The Questionnaire:

Validity includes the proper experimental notion and confirms whether the results gained meet all of the requirements of the scientific research method. The reported questions validity is (0.757). To test the validity of the questionnaire, the questionnaire was pre-piloted first with some experts in the field, four assistant professors at Tabuk and Hail Universities, Saudi Arabia (see Appendix). A thirteenth item was added to the third (Evaluation of lexical competence), which was Paul Nation's Vocabulary Level Test is unique to assess the students' vocabulary size). Also, a phrase was added to the first item, outside classroom.

3.2 Reliability of The Questionnaire:

To measure the reliability of the vocabulary test, the researcher chose the "test-retest" reliability to find out whether the questions were related to one another and measure the same thing or not. Each of the students answered the two tests. 100 students did the test. On the other hand, the questionnaire was given to many English Instructors. Fifty teachers were expected to fill it in; however, only 32 handed in their copies. Therefore, the reliability was calculated from the 32 copies using the split-half method. To apply this method, first the questions were divided into two similar parts. Since the items were homogenous, all odd-numbered items constituted one half and even-numbered items constituted the other half. First, all the items included in The (TVLSQ) were checked for their reliability, Cronbach's alpha is well-known coefficient that estimates the proportion of variance that is systematic or consistent in a set of test scores. The Cronbach's alpha scores (n=32) obtained for this study instruments were of (0.85.7) which can be considered a good indicator of its reliability. The major subscales obtained the following scores. Then, the scores of the subjects on the two halves of the test were correlated.

TABLE (3.1) CASE PROCESSING SUMMARY
List wise deletion based on all variables in the procedure.

			%
Valid			64
Cases	2		
Excluded ^a	8		36
Total	0	0.0	10

TABLE (3.2) RELIABILITY STATISTICS

Cronbach's Alpha	N of Items
.85.7	32

3.3 Procedure:

The questionnaire was randomly distributed among the English instructors in same area. The items in the questionnaire were clarified to give accurate responses. The researcher encouraged the respondents to report what they actually do in respect of strategy use and what they actually believe in respect of rating the usefulness of vocabulary learning and teaching. Respondents reminded repeatedly to answer all of the questionnaire items. Respondents completed the questionnaire and handed in their responses. The data from the questionnaire was analysed using frequency counts and were tabulated and converted into percentages.

4. Data Analysis, Results and Discussion

4.1 The Teachers' Questionnaire:

English Teachers' Questionnaire as indicated in the previous section, the participants of the questionnaire were teachers of English. There were 32 participants in total since each school of the complex had about 2 - 3 teachers of English. The total number of the questionnaire copies distributed by volunteer teachers was 50. The number of the returned valid copies was 32. The rate of returned papers was attributed to the following reasons:

1. Efforts exerted by volunteer teachers, most of them were my colleagues.
2. The questionnaire was used to collect English teachers' overall opinions on vocabulary learning
3. Only one or two sections of the questionnaires were unanswered.
4. The investigated subject might be of great interest to respondents.
5. Some participants carelessly answered the items of the questionnaire.
6. All the four items were answered. Thus, the number of valid questionnaire was 32.

Questionnaires were distributed to the teachers in secondary schools' level in Shendi Locality area in the River Nile State to get their opinions towards the Evaluation of Sudanese EFL Secondary Schools Students' Performance on Paul Nations' Standardized Vocabulary Level Test and their Perceptions and consider seriously the suggestions and recommendations for serious improvement.

The data has been collected through the questionnaire that was distributed to (50) English language teachers, the researcher received and analysed (32) of them. The teachers' questionnaires include four items; first domain includes the demographic information; gender and qualification, second domain includes four items, third domain include five items, and fourth domain includes four items.

TABLE (4.2): FREQUENCY DIVISION OF THE TEACHERS ACCORDING TO THEIR GENDER

Gender	Frequency	Percent%
Male	14	43.8
Female	18	56.2
Total	32	100%

The table (4.2) and figure (4.5) shows that most of the teachers (18) were females who represented (56.2 %), there were (14) males who represented (43.8%) of teachers.

Table (4.2) showed that most of teachers' experience is on the range of 10-20 years. They were (19) who represented (59.3%) of the teachers. There were (6) teachers whose experience is less than 10 years represented (18.8%) of teachers. There were (7) teachers whose experience is more than 30 years represented (21.9%) of teachers.

TABLE (4.3): FREQUENCY CLASSIFICATION OF TEACHERS ACCORDING TO QUALIFICATION

Years	Frequency	Percent%
Less than 10yrs	6	18.8
10-20yrs	19	59.3
More than 20yrs	7	21.9
Total	32	100%

Source: Primary survey data, conducted in Shendi town, August 2017
This table emphasis that (6.25%) strongly disagree (40.6) % disagree, (6.25%) neither agree nor disagree, (28.1%) agree whereas (18.8%) strongly agree,

Source: Primary survey data, conducted in Shendi town, August 2017

4.2 Motivational Aspect:

1. Think that my students make use of the vocabulary they are learning outside classroom

TABLE (4.4.) MOTIVATIONAL ASPECT (1)

	Freque ncy	Percent%
Strongly Disagree	2	6.25
Disagree	13	40.6
Neither Agree nor Disagree	2	6.25
Agree	9	28.1
Strongly Agree	6	18.8
Total	32	100%

Source: Primary survey data, conducted in Shendi town, August 2017.

Table (4.4) and figure (4.6) show that (6.25%) strongly disagree (40.6) % disagree, (6.25%) neither agree nor disagree, (28.1%) agree whereas (18.8%) strongly agree, (40.6%) said that the students do not make use of the vocabulary they are learning outside classroom.

From the above it is noticed that students are taught a large number of words but some of them might not be useful to qualify them to perform well.

2. Think that my students study English vocabulary mainly because they consider it very useful for the future.

TABLE (4.5): MOTIVATIONAL ASPECT (2)

	Freque ncy	Percent%
Strongly Disagree	2	6.25
Disagree	4	12.5
Neither Agree nor Disagree	2	6.25
Agree	16	50.0
Strongly Agree	8	25.0
Total	32	100%

This table shows that(6.25%) strongly disagree(12.5)% disagree, (6.25%) neither agree nor disagree, (50%) agree whereas (25%) strongly agree. Finding (50%) said that the students study English vocabulary mainly because they consider it very useful for the future.

3. I think that my students consider themselves good at learning vocabulary

TABLE (4.6): MOTIVATIONAL ASPECT (3)

	Freque ncy	Percent%
Strongly Disagree	4	12.5
Disagree	6	18.8
Neither Agree nor Disagree	5	15.6
Agree	13	40.6
Strongly Agree	4	12.5
Total	32	100%

This table emphasis that (12.5%) strongly disagree (18.8) % disagree, (15.6%) neither agree nor disagree, (40.6%) agree whereas (12.5%) strongly agree, it is

- found that (40.6%) said that the students consider themselves good at learning vocabulary.
- 5 I think that my students consider that they know enough vocabulary when facing an exam.

TABLE E (4. 7): MOTIVATIONAL ASPECT (4)

	Frequency	Percent%
Strongly Disagree	3	9.3
Disagree	9	28.1
Neither Agree nor Disagree	6	18.8
Agree	8	25.0
Strongly Agree	6	18.8
Total	32	100%

This table clears that (9%) strongly disagree (28.1) % disagree, (18.8%) neither agree nor disagree, (25%) agree whereas (18.8%) strongly agree. It is noticed that only (9%) said that the students consider that they know enough vocabulary when facing an exam.

4.4 Linguistic Aspect:

1. Learning English language is essentially learning its vocabulary

TABLE (4.8): c

	Frequency	Percent%
Strongly Disagree	1	3.1
Disagree	0	0
Neither Agree nor Disagree	1	3.1
Agree	11	34.4
Strongly Agree	19	59.4
Total	32	100%

This table clears that (3.1%) strongly disagree (0%) disagree, (3.1%) neither agree nor disagree, (34.4%) agree whereas (59.4) strongly agree, It is noticed that none of the means choose the disagree choice. (59%) strongly agreed that Learning English language is essentially learning its vocabulary.

2. I think English vocabulary is difficult to learn.

TABLE (4.9): LINGUISTIC ASPECT (2)

	Frequency	Percent%
Strongly Disagree	2	6.3
Disagree	18	56.3
Neither Agree nor Disagree	1	3.1
Agree	11	34.3
Strongly Agree	0	0
Total	32	100%

This table points out that (6.3%) strongly disagree (56.2) % disagree, (3.1%) neither agree nor disagree, (34.3%) agree whereas (0) strongly agree. As it is seen from the above none of the means choose the strongly agree choice and (56.3) assume that English vocabulary isn't difficult to learn (56.3) assume that English vocabulary isn't difficult to learn

3. The role of vocabulary in the development of the foreign language competence is less important than that played by grammar.

TABLE (4.10): LINGUISTIC ASPECT (3)

	Frequency	Percent%
Strongly Disagree	10	31.3
Disagree	12	37.5
Neither Agree nor Disagree	1	3.1
Agree	6	18.8
Strongly Agree	3	9.3
Total	32	100%

Source: Primary survey data, conducted in Shendi town, August 2017

This table explicates that (31.3%) strongly disagree (37.5) % disagree, (3.1%) neither agree nor disagree, (18.8%) agree whereas (9.3) strongly agree. It is noticed that (9.3%) strongly agreed that the role of vocabulary in the development of the foreign language competence is less important than that played by grammar whereas (37.3%) admit that it is not.

4. The least a learner should know about a word is its form, its meaning and its basic usage, not just its source language equivalent

TABLE (4.11): LINGUISTIC ASPECT (4)

	Frequency	Percent%
Strongly Disagree	1	3.1
Disagree	0	0
Neither Agree nor Disagree	17	53.2
Agree	13	40.6
Strongly Agree	1	3.1

This table clarifies that (3.1%) strongly disagree (0%) disagree, (53.2%) neither agree nor disagree, (40.6%) agree whereas (3.1%) strongly agree. It is found that (9.3%) strongly agreed that the role of vocabulary in the development of the foreign language competence is less important than that played by grammar whereas (37.3%) admit that it is not.

5. It is important to analyse word morphology to learn and teach English language vocabulary items better.
- 6.

TABLE (4.12): LINGUISTIC ASPECT (5)

	Freque ncy	Percent%
Strongly Disagree	0	0
Disagree	1	3.1
Neither Agree nor Disagree	1	3.1
Agree	14	43.8
Strongly Agree	16	50.0
Total	32	100%

The above table and figure show that (0%) strongly disagree (3.1%) disagree, (3.1%) neither agree nor disagree, (43.8%) agree whereas (50%) strongly agree. It is seen that one of the means choose the strongly disagree choice, whereas (50%) strongly agreed that it is important to analyze word morphology so as to learn and teach English language vocabulary items better.

4.5 The Evaluation of Lexical Competence (VTL):

1. Teachers can use specific vocabulary tests to assess English vocabulary knowledge and correct them.

TABLE (4.13): EVALUATION OF LEXICAL COMPETENCE (1)

	Freque ncy	Percent%
Strongly Disagree	0	0
Disagree	2	6.3
Neither Agree nor Disagree	0	0
Agree	17	53.1
Strongly Agree	13	40.6
Total	32	100%

This table appears that (0%) strongly disagree (6.3%) disagree, (0%) neither agree nor disagree, (53.1%) agree whereas (40.6%) strongly agree. It is viewed that none of the means choose the strongly disagree or neither agree nor disagree (0%), whereas (53.1%) agreed that teachers can use specific vocabulary tests to assess English vocabulary knowledge and correct them.

2. Vocabulary tests must be based on lists of the most frequently used words.

TABLE (4.14): EVALUATION OF LEXICAL COMPETENCE (2)

	Freque ncy	Percent%
Strongly Disagree	0	0
Disagree	4	12.5
Neither Agree nor Disagree	1	3.1
Agree	19	59.4
Strongly Agree	8	25.0
Total	32	100%

- This table and the figure followed it explain that (0%) strongly disagree (12.5%) disagree, (3.1%) neither agree nor disagree, (59.4%) agree whereas (25%) strongly agree. It is agreed that none of the means choose the strongly disagree (0%), whereas (59.4%) agreed that teachers can use specific vocabulary tests to assess English vocabulary knowledge and correct them.
3. When designing vocabulary tests, usefulness is more important than frequency of occurrence of words.
 - 4.

TABLE (4.15): EVALUATION OF LEXICAL COMPETENCE (3)

	Freque ncy	Percent%
Strongly Disagree	0	0
Disagree	6	18.8
Neither Agree nor Disagree	5	15.6
Agree	18	56.3
Strongly Agree	3	9.3
Total	32	100%

- This table shows that (0%) strongly disagree (18.8%) disagree, (15.6 %) neither agree nor disagree, (56.3%) agree whereas (9.3%) strongly agree. It is noticed that none of the means choose the strongly disagree (0%), whereas (56.3%) agreed that When designing vocabulary tests, usefulness is more important than frequency of occurrence of words.
5. Pual Nation's Vocabulary test (VLT) is the unique to assess my students' vocabulary size.

TABLE (4.16): EVALUATION OF LEXICAL COMPETENCE (4)

	Freque ncy	Percent%
Strongly Disagree	0	0
Disagree	7	21.9
Neither Agree nor Disagree	6	18.8
Agree	15	46.8
Strongly Agree	4	12.5
Total	32	100%

Source: Primary survey data, conducted in Shendi town, August 2017.

This table and the figure above explain that (0%) strongly disagree (21.9%) disagree, (18.8%) neither agree nor disagree, (46.8%) agree whereas (12.5%) strongly agree. It is stated that none of the means choose the strongly disagree (0%), whereas (46.8%) agreed that Pual Nation's Vocabulary test (VLT) is the unique to assess my students' vocabulary size.

5.0 Findings and Conclusion

This part provides a conclusion for the present study. It sheds light on the study problems, questions, objectives and its limits. Moreover, the methodology for collecting data and conducting this study is summed up. Then, a brief conclusion about the findings of this study is presented. Finally, recommendations that concern the study, as well as, suggestions for further research are introduced.

5.1 Summary of the Results:

This study is an investigation of unsatisfactory performance of secondary school students on vocabulary test: A case study of the third class students at Shendi Locality, River Nile State. For investigating the study questions objectively, the researcher set up three hypotheses. They can be stated as follows:

The following paragraphs point a summary of findings that were obtained and then conclusions regarding the t hypothesis that are made to see whether they are accepted or rejected.

5.2 Recommendations

Based on the findings the following recommendations are suggested:

1. Subject teachers and syllabus.
2. Designers should pay attention to the students' needs and difficulties that come up with even low-level students, and taking into consideration these difficulties in next steps
3. .English language syllabus needs continuous review and development regarding vocabulary in English language skills
4. .Teachers should innovate strategies for their students to practice vocabulary by using sufficient and various exercises.
5. Students need to be encouraged to attain more extra useful vocabulary that helps them in the future. The number of medical students in classroom should be appropriate
6. .Preparing classroom with all necessary means to promote teaching process.
7. .Designing vocabulary tests should give priority to usefulness more than frequency of occurrence of words to help students build a solid knowledge of vocabulary.
8. .Educational administrations have to provide English language vocabulary practice regularly during the year besides, establishing English clubs for students.
9. .The importance of the teachers qualifications and training should be put in the first place, then their training on modern techniques or methods of teaching, and its update in new Language methods, and empower pupil's language skills in addition to that make use of illustration diagrams in lesson presentation and focus on phonetics not teaching vocabulary in isolation.
10. Enrich and support the extra vocabulary exercise that raise the students ability to upgrade the performance on vocabulary test
11. Teachers should have rich knowledge of word morphology analysis to help teaching English language vocabulary items better.
12. .Secondary Schools Administration should be well equipped with all required materials and experts in English language teaching to follow up the types of tests that students take to assess English vocabulary knowledge.

5.3 Suggestions for Further Studies:

1. Pual Nation's Vocabulary test (VLT) should be taken by Secondary Schools. Administration and teachers as a tool to assess the students English vocabulary size. Teachers must take over the responsibilities of their own development since they have a positive impact on English language teaching and learning
2. More researches of investigation on the optimal teaching and learning strategies for understanding English vocabulary are needed to be carried out.
3. Many studies are needed to stand on the difficulties that encountered students in learning vocabularies and try to assist these difficulties with accurate solutions.

References:

- Fatima, Hamza Salaheldeen Ahmed, Mohamad Subakir Mohd Yasin, and Ashinida Aladdin. 2017. "The Use and Evaluation of Vocabulary Learning Strategies among Sudanese EFL Learners." *Arab World English Journal (AWEJ)*.
- Satti, Mohamed Hamed. 2015. "INVESTIGATING LEXICAL ERRORS AND THEIR EFFECT ON UNIVERSITY." *International Journal of English Language and Linguistics Research*.
- Marwa, Sallih Murad. 2015. "The Effectiveness of some Elicitation techniques in Developing Secondary School Students EFL Speaking Skill." *Educational Science Journal*.
- Muhana, Hamdeen Musa Agbar. 2016. "Developing EFL Vocabulary Learning Strategies."
- Alqahtani, Mofareh. 2015. "THE IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING AND HOW TO BE TAUGHT." *International Journal of Teaching and Education*.
- Abbas, HUSSEIN ABDEL RADY. 2018. Investigating Sudanese Secondary School Students' Writing Performance in English as a Foreign Language. *EUROPEAN ACADEMIC RESEARCH*.
- Nation, Paul. 2001. "Vocabulary Size, Growth and Use." By Paul Nation.
- Nation. 1980. "Strategies for respective Vocabulary Learning Guideline." *RELC Supplement*.
- Mart, Cagri Tugrul. 2012. "Guessing the Meanings of Words From Context: Why and How ." *International Journal of Applied Linguistics & English Literatur*.
- Marwa, Sallih Murad. 2015. "The Effectiveness of some Elicitation techniques in Developing Secondary School Students EFL Speaking Skill." *Educational Science Journal*.