The problems of English vocabulary at secondary schools – El Duiem Locality

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To my parents
To my brothers and sisters
To my colleagues and friends
I dedicate this work

Abstract:

This study investigates and analyzes the problems of English vocabulary at secondary schools at El Duiem locality. The researcher used the descriptive tools such as questionnaire to collect data from teachers of English language. Then analyzes these data and find some results.

Most of the students try to know the meaning of difficult words by themselves. Simplified books of literature increase the vocabulary more than spines courses. Vocabulary must be chosen according to the needs of the students. Some students don't try to use the new vocabulary in realistic situation. According to the results of the study, the researcher offers some recommendations for improvement as teachers must teach vocabulary through context, then they must use the best techniques and the best methods in teaching vocabulary. Teachers

must encourage their students to listen to the radio, T.V, cassette and communicate with each other's with the new vocabulary.

Key words: English vocabulary teaching, secondary schools, El Duiem

SECTION ONE

1-1 Introduction:

This research has discussed an important part of the learners' skill to improve their English language vocabulary at secondary schools. Why do learners check words in dictionary and translate the texts into their native language? The research aims at solving these problems such as lack of using words in writing paragraphs of composition. This research has these hypotheses such as we must depend in improving on three principles teachers- learners and courses of teaching vocabulary. Firstly, students are unable to use the foreign language for communicative purposes. Secondly, teachers do not train their students to practice what they study before. How to teach vocabulary has been written for all teachers of English who wish to improve their knowledge to develop their students' skills. How do second language learners acquire vocabulary and develop variety techniques for teaching meaning of words.

1-2 Statement of the problem:

The researcher notices the followings as a teacher of English language:
- The learners have mistakes in pronunciation of the words.
- The learners don't develop their skills by practicing such as writing- speaking.
- The learners think that English as second language is not important for them and it is complex.

- The majority of teachers are not qualified to teach English as well the teachers have training course.

1-3 The objectives of study:

In this study the research aims to:

- Develop the learners' vocabulary by improving their skills.
- Avoid the learners fall mistakes pronunciation's words and their meaning also writing paragraphs- composition.
- Show solutions for these problems by training teachers and learners with a good course.

1-4 Questions of the study :

The research is going to answer these questions:

- How do second language learners acquire vocabulary and develop their skills?
- Why don't the teachers give chance for the learners to practice what they study?

1-5 Hypotheses:

- The teachers are very weak in teaching new vocabulary.
- The teachers don't follow good techniques ways in teaching the new vocabulary.
- The teachers motivate their students to use the new vocabulary.
- The students don't use the new vocabulary in communication to develop their skills.
- The students don't be attentive to acquire new vocabulary.

1-6 Tools of data collection:

The researcher is going to collect the data throw questionnaire for teachers and experts and test for the students:

1-7 Significance of the study:

The research has solved many problems such as the learners' vocabulary improvement, pronunciation, meanings of the words.

1-8 Limits of the study:

This study is going to be limited in White Nile state – Duiem locality during the year 2012. It is also limited to the descriptive analytical approach and the sample will be taken randomly from the students at White Nile state.

1-9 Skeleton of the study:

The study will follow this skeleton:
- Section one research plan
- Section two literature review
- Section three Methodology
- Section four discussion analysis and results
- Section five: summary results and recommendations
- Bibliography
- Appendices

SECTION TWO

2.0 Definition:

It is well known that 'vocabulary' means all the words exist in a particular language. However, is seems that many people use it to mean a new or difficult word. Both are right about the meaning of vocabulary, but vocabulary can also be more specific, individuals have vocabularies also, there are vocabularies associated with many areas of work, study, entertainment and so on. There is also vocabulary associated with art, medicine, sports, information technology, music, grammar, linguistics and so on. Vocabularies are very important in language learning so it is the researcher's

intention to bring this topic into focus and swamp into its different parts. (McCarthy, P: 64: 1991).

2.1 Vocabulary:
We can divide words into: (Pikulisk and Templeton 2004:1)

1- Uncountable and countable all words that some one knows or uses.
2- Countable: all the words in a particular language.
3- Uncountable and countable: the words that are typically used when talking about a particular subject.

Also, does the phrase "vocabulary word" refer to a word that is new and difficult, or just any word in the collection words.

Vocabulary is the first and fore most important step in language acquisition. In a class room where students are not finding themselves comfortable with L2, language learning can be made interactive and interesting with introduction of appropriate vocabulary exercises.

2.2 Pattern of difficulty in vocabulary:
Robert Lado (1961) talked about patterns of difficulty in vocabulary teaching. He highlighted key issues related to words. He even analyzed Spanish, French, Mexican patterns of difficulty in their respective vocabulary items. He stated that while dealing with vocabulary one should take into account three important aspects of words- their form, their meaning and their distribution and one should consider various kinds of classes of words in the function of the language. He said that the forms, meaning distribution and classification of words are different in different languages; he revealed that these differences might lead to vocabulary problems.

2.3 Vocabulary and anatomy:

(Vistija a pavicic 2003) dealt with a way to improve students' abilities to explore, store the usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. He laid emphasis oneself initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He said that the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own. Among linguists it is now less unfashionable than it was to study vocabulary. While vocabulary was becoming unfashionable grammar was becoming all the rage.

One aspect of the acquisition of vocabulary that has been neglected is the way in which children categories their conceptual experience and matches their new found categories to the language offered by their community. Developing your vocabulary and spelling skills helps you to express your ideas clearly and to communicate with people whose understanding is important to you. The more words you have to work with and the more you know about when to sue those words. The more strength you have as a write and as a speaker, in formal language situations your readers expect you to use edited Standard English. Correct spelling and proper word usage are two important elements of ESE. The best way to increase your vocabulary is to read many kinds of writing. As you encounter words over and over again in new situations, they become a part of your vocabulary. However you can expand your vocabulary more easily if you know some ways to understand the new words you meet by learning how clues to the meanings of words can be found in surrounding words, phrases and sentences. You will analysis the parts of words that carry meaning. You also will study how the meanings of words can vary according to their use and how different words can express different meanings for the same idea.

2.4 Developing Vocabulary Skills:

The other words and sentences that surround a given word serve as its context. Experience with a situation can help you guess the meaning of a word. In the sentence:

"Sae's mother called Sue's excuse for coming home late a prevarication."

You may not be certain of the meaning of prevarication.

The following sentences give other examples of experience clause.

I had been sitting in the sun for an hour.

2.5 Definition or paraphrase clause:

Often a writer explains a word for you by defining it or by restating paraphrasing it. Paraphrase may follow the word and be set off by commas. Definition of paraphrase clues are often found in science or social studies textbooks, notice how the words nucleic, acid nucleotides are defined in Biological science.

2.6 Comparison and contrast clues:

In comparison and contrast clues a word's meaning may be made clearer by contrasting or likening it to a more familiar word or group of words. Clues that show a similarity in meaning between one word and other are often introduced by and, another like and as clues that offer a contrast to award often are introduced by words such as but, however, instead, although, though, on the other hand, and still. (http:www.reading rockets.org/article224)

2.7 Prefixes:

The short affixes added to the front of a word are called prefixes:

The following list shows some of the most common prefixes in the English language and their most often used meanings.

Prefix	Meaning	Example
Anti	Against	Anticlimax
Be	Around, about	Bewitch
Bi	Two	Bifocal
Circum	Around	Circumlocution
Ex	Former	Ex. governor
Il	Not	Illegible
Im	Not	Impossible
Inter	Between	Intercede
Post	After	Postgraduate
Pre	Before	Preschool

2.8 Suffixes:

You are already familiar with how suffixes are used grammatically to show number and tense for example you know that adding the suffix (ed) to the verb (paint)= painted shows that action occurred in the past, you also know that the (s or es) suffix is used to form plurals (girl= girls)

Suffix are also used to create new derivations or to change the part of speech to which a word belongs for instance when the suffix or is added to the verb photograph the noun "photographer".

The list on the following page shows some of the suffixes used most frequently in the English language. And the meaning they usually carry.

2.9 Noun forming:

Suffixes	Meaning	Example
-Age	Process, state	Lineage
-on	The condition of	Dominance
-ation	Action	Demonstration
-dom	State	Freedom
Ism	Manner	Barbarism
Ment	Means, result	Enjoyment
Ness	State	Happiness

Adjective –forming

Suffixes	Meaning	Example
-able	Able to	Sociable
En	Made of	Ashen
Ful	Having qualities of	Purposeful

Ish	Suggesting	Fiendish
Less	Lacking	Graceless
Word	In the derivation of	Wind word

Verb forming:

Suffixes	Meaning	Example
Ate	Become	Designate
En	Cause to be	Enlighten
Fy	Make	Amplify
Ize	Make	Dramatize

2.10 Learning Vocabulary of English:

How many English words do you know? This is an unfair question because it is impossible to answer accurately it is difficult to count the word a person knows. One difficulty is in the differentiation of word. Should we consider be, am, is, are was and were six different words, or vary, variation, various and variously four different words? If you know that spring is the name of a season but don't knew that it also means "the place where water comes out of the earth or to leap "or a part of a watch do you know the meaning of spring or only of us several different meanings?

Another difficulty is in the definition of the word known. What does it mean "to know" a word? You may recognize the meaning of a particular word when you read it, but you may never use it in your daily speech or writing. Can you be said to "know" the word. The size of your native language vocabulary reflects your education, reading and range of interest. There is a very clear relationship between vocabulary size and professional success, to a certain extent, the same is probably true for students of English as another language in these ifs.

If you have no contact with English except through your school books.

If you will know only the words in your books.

If you have the chance to meet English speaking people, or to read English magazines, or to see English movies without subtitles, you will be able to extend your vocabulary into areas

that are not included in your books obviously, the more you hear, speak, read, and write English, the more opportunity you have to increase your vocabulary, as a measure of interest and experience in English, the relative size of a student's vocabulary is meaningful- even if it cannot be measured exactly.

A prefix usually changes the meaning of a word, while a suffix usually changes its part of speech. For example, the suffix- able changes verbs into adjectives, breakable- enjoyable, the prefix in changes the meaning to the opposite: measureable means capable of being measured, immeasurable means "not capable of being measured".

2.11 Suggested points to eliminate vocabulary teaching problems:

1- Testing vocabulary:

It is necessary to test vocabulary in order to check the validity of our teaching strategies, according to Robert Lado (1961-22) language is a system of habits of communication, these habits permit the communicant to give his conscious attention to the over-all meaning he is conveying or perceiving "in test vocabulary we check pronunciation, form, and meaning".

2- Checking understanding of the vocabulary:

Students have different ways of remembering vocabulary some refer to their own personalized dictionary with translations into their language, other keep a record of what they have learned, but in a disorganized, random way, so what can the teacher to help the longer term learning process? David Riddell (2003-63) sets many steps in order to check students' understanding of vocabulary firstly, show students how they might keep on organized record of their vocabulary.

Secondly, the record should include a guide to meaning, form, and pronunciation. The word should appear in a contextualized sentence.

Thirdly, students should be encouraged to be selective in choosing the words they readily feel are useful to them later on. They should disregard the others, they also need to know the difference between active and passive vocabulary.

Fourthly, students need to be encouraged to personally review what they have learned in whatever way they find helpful.

Finally, teacher should do review activities in class from time to time.

3- Effective approach of teaching Vocabulary:

We may be doing a vocabulary based lesson (e.g: words associated with weather), we need to teach words required for the reading or listening coming up later, but only the essential words that the students will need to complete the tasks.

David Ridd el (2003) sets some ways that can be used to insure that students were getting the exact meaning of the word.

2.12 Teaching Vocabulary in English Language: Effective Methodologies

It is noteworthy to mention here that vocabulary items are imparted mostly by translation: either a list of words with their translation at the beginning of the lesson or the translation of the content having new words or glossaries at the very end. This is an erroneous practice as it leads to a state of confusion for the learners. On the teaching skills of vocabulary items, Frisby (1957) commented that "While the teacher is not, himself, concerned with the actual selection of vocabulary for text book purposes since practically all the books we use are based on limited vocabularies, it is important that he/she (the

teacher) should know the principles, which underlie vocabulary selection". Thus it signifies that a language teacher should be innovative and proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation. Following are the main methodologies for teaching vocabulary items in an English language classroom.

2.13 Listening Carefully

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions." (Robert Lado: 121) Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful.

(a) Pronouncing the Word

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

(b) Methods of Grasping the Meaning

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

(c) Key Strategies in Teaching Vocabulary (Ellis (1994wp)

Some of the key strategies to unfold the information and meaning of a new word to a class are as follows:

(1) Definitions

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

(2) Self-defining Context

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

(3) Antonyms

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

(4) Synonyms

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

(5) Dramatization:

This method can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

　* Examples:
- Sing (sing a song)
- Open (open a book)
- Close (close the book)

(d)Pictures and drawings

Many types of Pictures and colors can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic.

Examples:

> Into (Raj goes into the circle).
> In (Rahman is in the circle).

(e) A problem in vocabulary learning symphonies:

Many EFL teachers today claim that teaching comprehensions to post intermediate students should mainly consist of teaching sentence structure, discourse analysis, and rhetorical features of different texts or speeches. Vocabulary understanding is often considered as secondary in importance, since the meanings of new words can, according to many teachers, be detected by the student himself provided he possesses two important skills:

a) The skill of educated guessing i.e. the ability to use structural and contextual clues to extract the correct meaning of the world;

b) The ability to use the dictionary efficiently. Special problems involved in vocabulary understanding, such as polysemy, the words idiomatic usage, false cognates, and distinction between homophones can also be solved by the context and the dictionary. One does not have to be bright students to see that in he was a loyal subject of his country. Subject is not a grammatical word about which something is predicated, or that in 'Teaching English runs counter to his experience' there is no running in the physical sense, all he has to do is to open a good bilingual or monolingual dictionary, where he can find the correct meaning of subject, and run counter to; or try to guess from a context larger than each sentence containing the unknown words.

But even if the word can be guessed (there are plenty of instances where it cannot) and the student knows how to use his dictionary, this does not necessarily mean that he will use one of these techniques he will do it when he thinks the word is unfamiliar. When on the other hand, the word sounds known (even if it is actually unknown) or marks some senses, why should he waste his time on checking it? To illustrate what is meant by these pseudo familiar words and their danger, let me quote some frequent misinterpretation collected in my EFL classes.

a) Relations between societies are found to be impermanent and superficial when asked to translate the sentence into Hebrew, superficial, was translated into the Hebrew equivalent of artificial.

b) Russia freed their Jews from venerable restrictions on marriage settlement. Venerable was translated into the equivalent of vulnerable.

c) Find the most convenient and agreeable for you. Agreeable was understood as agreed.

The traditional vocabulary frequency studies, with which you are familiar, are not primary linguistic investigation.

English nouns are a manifestation of the technological and cultural advancement of speaker of English. (The language would be neither more English nor less English with an increase or decrease in the number of nouns).

Frequency of a noun like a sprain, for example is simply.

(I) If we are actually investigating in frequency counts the specific verbal activities of real, people every utterance has space term coordinates that is every speaker talks somewhere at some time this activity and becomes as a results ambiguous in space, time now space and time, as elements of objective reality, determine human activity and consequently.

(II)   There does not exist nor can there be devised a scientific method of sampling which will reveal anything reliable about word frequencies in a language as whole actual speech writing, has a linear structure, what I am saying now is coming at you word by word, serially on a time line.

(a)   Subject matter, but by types of discourse, dialogue, expository prose, narration, description.

(b)   Three major patterns are to be observed: noun, definite article, and preposition behave a like pronoun verbs and adverbs are in reverse complementary distribution. The conjunctions, indefinite article and adjectives.

2.14 Previous studies:

"Ahmed Mahil Hassab Elrasool" PhD university of Bakht-Alruda (April 2007) it is about "towards effective Techniques for teaching vocabulary at Sudanese Secondary schools".

The researcher suggested to provide teachers of English with the effective techniques for teaching new vocabulary and helping them in teaching English language.

Then he advised teachers and students to practice to develop their skills in teaching vocabulary by linking the new words and their meanings.

"Harmer" (1987: 224) the researcher shows how teachers can help students understand language forms. He argues that students need to know English language semantically, syntactic.

Teachers make students to be familiar for the new words by using objects, different words, and pictures.

"Susan Capel, Marilyn Leask" (2005) stated about "learning to teach in the secondary school" she suggested teachers and students need to have a clear focus and purpose for teaching and learning.

Teachers must explain concepts and conventions through passage in simple way.

Teachers must teach in active and interactive way for the students in teaching new vocabulary then they motivate students in learning English language.

"Dr. Nayef Karma. Dr. Lweis Mugattash" (2010) stated about "English language study skills". Vocabulary development "page 108).

This section will train you on how to develop and increase your vocabulary in English, you will need a stock of thousands of words to help you cope with it, it is not necessary to look up every new words in a dictionary and try to learn it by heart. But there are many ways of learning new words, and of guessing the meaning of new vocabulary especially "passive" vocabulary, that you need mainly for reading- not for speaking or writing purposes. Personal dictionary it simply a note book divided in one of two ways: alphabetically or thematically. Of course one other way of fixing vocabulary items in your memory is to read widely.

SECTION THREE

METHODOLOGY

This chapter explains the methodology followed to collect the data from the population to achieve the goal of the study.

This study focuses on "the problems of English vocabulary at secondary schools".

3.1 The subjects.
3.2 Population:
The population of the study consists of secondary schools English teachers. "Short experiences and long experience" in El Duiem locality, then I ordered to choose his subject and the researcher did the following:

1) 10 teachers of English language at secondary schools were chosen from El Duiem locality, they had short experience.
2) 10 teachers of English language at secondary schools were chosen from Duiem locality, they had long experience.

3.3 The Questionnaire:

To ensure the face validity and the reliability of the questionnaire, the researcher did the following:

1) Previous studies were taken to identify the main items of the questionnaire.
2) Permission was taken from Duiem locality educational authorities to present questionnaire to teachers in Duiem locality.
3) These items were checked and examined by teachers who had long and short experience.

3.4 Sample:

1- The sample is the tables:

Table (1) Sex of the respondents:

Percentage	Frequency	Sex
40%	8	Male
55%	11	Female
95%	19	Total

Table (2) Experiences of respondents:

Percentage	Frequency	Experience
60%	12	1-10years
5%	1	10-20years
15%	3	20-30years
10%	2	30-40years
90%	18	Total

Table (3) education of respondents:

Percentage	Frequency	Education
35%	7	Graduates (educational)
25%	5	Graduates (other college)

| 10% | 2 | Post graduate |
| 70% | 14 | Total |

3.5 Tools:

The researcher used one mean of data collection in order to study of the problems of English vocabulary in secondary schools.

Teacher's Questionnaire:

The questionnaire was used to collect data about these problems of English vocabulary from teachers of English language in secondary schools exactly in El Duiem locality.

The questionnaire consists of fifteen items each of them related with the hypotheses.

The items number (1, 2, and 3) related with hypotheses (the teachers are very weak in teaching new vocabulary).

Also items number (4, 5, 6) concerned (the teachers don't follow a good techniques, ways in teaching new vocabulary).

Items number (7, 8, and 9) related with hypotheses the teachers don't motivate their students to use **the** new vocabulary.

3.6 Reliability and validity:

The questionnaire reliability was calculated by a computer program called statistical (SPSS).

To test questionnaire validity, it was viewed by twenty teachers of English language who are secondary schools teachers and have short, long experience educators who gave comments on the questionnaire.

SECTION FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction:

This chapter deals with analysis data, presents and discusses the results obtained from the teachers' responses to the questionnaire and their answers.

Teachers of English language in secondary schools exactly in El Duiem locality, the researcher try to find out problems of English vocabulary by responses to the items of questionnaire, but the researcher tried to find out what are the best techniques to solve the problems of English vocabulary.

4.1 Analysis of the questionnaire:

Table (1): Teachers responses to the problems of English vocabulary

Items	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
I give my students the meaning of a new words directly after pronouncing it	7	35%	13	65%	-	-

In response to the teachers who give the meaning of a new words directly, 35% teachers always give the meaning of the new words but 65% of them sometime do that.

Table (2)

Items	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
I show the meaning of the words by giving the opposite meaning of them.	5	25%	12	60%	3	15%

25% of teachers always give the opposite meaning of the words, but 15% of them never give the opposite meaning of the words. This percent show us, and this way help students to save the new words.

Table (3)

Items	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
I explain the meaning the new words by translating them directly into the mother tongue language	3	15%	12	60%	5	25%

15% teachers always translated the words directly into the mother tongue language, but 25% of them don't translate into the mother tongue language.

It's one problem face teachers of English language when the students don't understand the words, they translate the words directly.

Table (4)

Items	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
I explain the new words to my student first without using them in a context.	4	20%	5	25%	10	50%

20% of teachers always explain the new words without using a context. 25% of them sometimes explain the new words without using a context, 50% never explain the new words without using in context.

Table (5)

Items	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
I adopted different techniques to explain the lessons clearly.	12	60%	4	20%	1	5%

60% teachers said used different techniques in teaching lessons, but 5% of them, said never used different techniques.
It means that different techniques to make students attract to learn language.

Table (6)

Items	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
I identify good ways in teaching new vocabulary before I begin in teaching students.	16	80%	3	15%	-	-

80% teachers, they said identify good ways in teaching new vocabulary but 15% of them sometime identify good ways to teach new vocabulary.

It means that teachers evaluate themselves not their students because these good ways may be not suitable for the students.

Table (7)

Items	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freg.	Per.
I provide many opportunities for the students to participate actively in the lesson	13	65%	6	30%	-	-

65% of teachers always give students opportunities to participate in teaching lesson, 30% sometimes give students opportunities to participate in teaching lessons. This shows us that, this is effective way to teach new vocabulary.

Table (8-10):

Items	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freg.	Per.
- I encourage my students to use new vocabulary in realistic situation.	14	70%	6	30%	-	-
- I encourage the students to create communication inside the classroom?	7	35%	10	50%	3	15%

70% teachers always encourage students to use new vocabulary in realistic situation. Then 30% of them sometimes encourage students to use vocabulary, it shows us students have passive vocabulary in their memory, but they do not use it.

Table (9)

Items	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freg.	Per.
I divide my students into groups to develop their skills by making dialogue, conversation.	8	40%	8	40%	3	15%

15% teachers said never divide students to develop their skills it means decline English vocabulary for the students.

Table (11)

Items	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freg.	Per.
I give the students test to check their vocabulary.	10	50%	9	45%	-	-

45% teachers said sometime give students test to check their vocabulary. I think this test may be monthly, it is not give full evaluation about the levels of students.

Table (12-13)

Items	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freg.	Per.
- I ask the students to read extra message to enrich their vocabulary.	12	60%	6	30%	2	10%
- I motivate my students to use new vocabulary in context.	14	70%	4	20%	1	5%

60% teachers always motivate students to read more to enrich their vocabulary. But it's a big problem to students, they do not study literature in secondary school.

Table (14-15)

Items	Always		Sometimes		Nev
	Freq.	Per.	Freq.	Per.	Fre
I ask my students to write the new words to be familiar for them.	13	65%	4	20%	3
I encourage my students to lessen to cassette, TV and radio to influence their listening skill	8	45%	7	35%	4

20% teachers never encourage students to listen to the radio, TV and cassette, but 15% never ask students to write paragraph, this degree show us students not develop their skills such as (listening and writing).

SECTION FIVE

RESULTS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction:
This chapter provides a summary of the study in addition to the conclusion, results and recommendations.

5.2 Conclusion:
This research was conducted under the title (the problems of English vocabulary at the secondary schools) a case of study at secondary schools, El Duiem locality.

It's started with section one which includes introduction, statement of the problems, questions of the study, hypotheses, objectives, significance of the study and limitation of the study, section two contains literature review and previous studies.

Section three includes introduction, methodology of the research, population, sample, tools, reliability and validity. Section four is about the data which collected by the teachers questionnaire to know the problems of English vocabulary at secondary schools. According to the results, we find some difficulties face students in secondary schools while learning new vocabulary. The researcher recommends teachers of English language in secondary schools to assess English vocabulary by using good techniques to improve vocabulary for their students.

5.3 Results:
1) Teachers must use audio visual in teaching vocabulary.
2) Teachers must use a good way in explaining the meaning of new words.
3) Some techniques are suitable for some lessons not for all a book.
4) Simplified books of literature increase the vocabulary more than Spine.

5) Students face some difficulties to develop their vocabulary.

6) Most of the students try to know the meaning of difficult words by themselves.

7) Vocabulary must be chosen according to the needs of the students.

5.4 Recommendations:

1. Teachers must teach vocabulary through context.
2. Teachers must try to make their students keep the meaning of the new words.
3. Teachers must check the pronunciation of the new words before start teaching.
4. Teachers should also vary their techniques of teaching vocabulary.
5. Teachers should encourage students to communication in English a lot in and outside the class room.
6. Students should not speak the native language during English lessons, and should try to learn English through the best methods and techniques.
7. Teachers should revise vocabulary regular to encourage their students to develop their skills.
8. There should be monthly meeting between teachers of English language to discuss any difficulties.
9. Teachers should use recorders to enable students to listen to native speakers and imitate them.

ACKNOWLEDGEMENTS

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APPENDIXES

بسم الله الرحمن الرحيم
ELImam ELmahadi University
Postgraduate Studies
Faculty of Arts
English Department
Questionnaire

Topic: **The problems of English vocabulary at secondary schools**

Dear teacher,
This research is about the title above. It has two sections, the personal information and the items of the questionnaire .PLEASE, read them carefully then fill the first part and tick (√) in the suitable column according to your experience. Bear in mind that your answer will be used only for the academic purpose.

ABDALLAH HASSAN IBRAHIM
M.A Student
A) Personal information
Name (optional):…………………………………………………
Gender:……………………………………………………………
Age:………………………………………………………………..
School:……………………………………………………………
Years of experience………………………………………………
Qualifications:……………………………………………………..

B) Statement of questionnaire

No	Items	Always	Sometimes	Never
1	I give my students the meaning of a new words directly after pronouncing it			
2	I show the meaning of the words by giving the opposite meaning of them.			
3	I explain the meaning of the new words by translating them directly into the mother tongue language			
4	I explain the new words to my students first without using them in a context.			
5	I adopt different techniques to explain the lesson clearly.			
6	I identify good ways in teaching new vocabulary before I begin in teaching students.			

7	I provide many opportunities for the students to participate actively in the lesson.			
8	I encourage my students to use new vocabulary in realistic situation.			
9	I divide my students into groups to develop their skills by making dialogue conversations.			
10	I encourage the students to create communication inside the classroom.			
11	I give the students test to check their vocabulary.			
12	I ask the students to read extra message to enrich their vocabulary			
13	I motivate my students to use new vocabulary in context.			
14	I ask my students to write the new words to be familiar for them.			
15	I encourage my students to listen to cassette, T.V. and radio to influence their listening skill.			