English language vocabulary attrition
among Sudanese pupils

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Abstract

This descriptive and analytical study aims at investigating the phenomenon of English language vocabulary attrition among Sudanese basic school pupils; at Omdurman locality, Sudan. It focuses on the magnitude and factors contributing in this phenomenon. To achieve its aims and objectives, an English test (consists of three items distributed on 15 questions) was conducted on 20 randomly chosen basic schools at Omdurman locality; to 800 pupils. It is found that Sudanese basic school pupils experience English vocabulary attrition which affects their language skills; with varying degrees. Among the reasons are: gender, time span, pupils' attitudes towards English language, teachers' performance inside the class room, and parents' level of education. The study recommends that there should a variety of techniques of teaching vocabulary that encourage the pupils to use English inside and outside the classrooms.

Keywords: language attrition, vocabulary, teacher performance, pupils' attitudes

المستخلص

تهدف هذه الورقة البحثية إلى دراسة ظاهرة الإسقاط اللغوي للألفاظ الإنجليزية وسط التلاميذ والتلميذات في مدارس الأساس السودانيين في محلية أمدرمان بالسودان. ولقياس ذلك تم تصميم اختبار في اللغة الإنجليزية يحتوي على3 فقرات بعدد 15 سؤالاً تم توزيعها على 20 مدرسة أساس بمحلية أمدرمان، تم اختيارهم عشوائيًا. كان مجموع التلاميذ والتلميذات الذين تم اختبارهم 800. لُوحظ وجود ظاهرة الإسقاط اللغوي للألفاظ الإنجليزية وسط العينة قيد الدراسة والتي تؤثر سلبًا على مهاراتهم في اللغة الإنجليزية بدرجات متفاوتة، ويُعزى ذلك إلى عدد من الأسباب، منها: النوع، المدى الزمني لدراسة اللغة الإنجليزية، سلوك العينة تجاه اللغة الإنجليزية، أداء الأساتذة داخل الفصل، وأخيرًا مستوى تعليم الوالدين. وتوصي الدراسة بوجوب تنويع وسائل تدريس المفردات، وتشجيع التلاميذ والتلميذات على استخدام اللغة الإنجليزية داخل الفصل وخارجه

الكلمات المفتاحية: الإسقاط اللغوي، الألفاظ، أداء الأساتذة، سلوك التلاميذ تجاه اللغة الإنجليزية

1. **Introduction**

Teaching English as a second language to young learners requires knowledge of a wide range of topics including child development theories, teaching techniques that include classroom management and materials development suited to young learners along with a wide range of personality features and knowledge of culture and family circumstances. Developments in child psychology over the past century that have influenced all aspects of education are first considered, followed by a discussion of issues directly related to teaching a second language to young learners. These factors are then revisited in the discussion around teachers' perceptions of teaching English to young learners in a Sudanese context (Josephine & Hala 2014).

Sudan today at any level cannot be evaluated by focusing on psychological and linguistic theories only. Considerations such as the prevailing political ideology and how this impacts on how English and western culture in general are viewed, affective factors that may result from these ideological issues, the relationship facilitative or otherwise of the L1 Arabic to the target language and economic factors that impact on education, class size and teacher training all play a part in the learning process (Josephine & Hala 2014).

Sudan has had a complex relationship with the English language over the years. As a former British colony, the country adopted English as the medium of instruction initially after independence as English was the "language of earning a living" (El Tigani, 1966) and was considered essential for development especially in science and technology and a key to progress, possibility and prestige. However, the developmental goal of increasing overall literacy levels resulted in the transition to Arabic as the medium of instruction in schools, resulting in mass expansion of education and naturally, increases in class sizes. Taha (1980) pointed out that the opening of educational opportunities to the masses resulted in a rapid increase in the number of students without a corresponding increase in teacher training and preparation of materials and methodology. He pointed in particular to the "failure to assess traditional approaches to teaching during the process of expansion that must be considered primarily responsible for such decline in standards as there has actually been." (ibid: 43). It was reported that crowded classrooms and shortage of equipment were permanent features of most schools. Many did not have an individual textbook and such an over-crowded, ill-equipped context created logistical problems when efforts were undertaken to shift the focus from a teacher dominated to a student centered methodology. The same was true in primary schools. Changes in the educational ladder and with Arabic as the main medium of instruction and the consequent reduction of hours allocated to English language instruction resulted in a drastic drop in standards. Through the decades following independence, criticism of the abilities of English language teachers and the paucity of teaching

materials continued to mount (Taha 1980). Several committees made a range of suggestions but little practical action was taken. While students' desire to learn English remained high as university education and advancement in the professional world depended on English language competency, shortage of funds, books and teaching equipment, decentralization, provincialism and poor teacher training programs resulting in the recruitment of teachers with inadequate skills aggravated the declining standards. In the context of Sudan, vagueness surrounded the teaching of English in the secondary schools, as there was no immediate communicative objective for the language in everyday society (Abdel Mageed 1985).

English is a widespread and important language in the world today. It is used for everything from international academic conferences to news reports, books, popular music, lyrics and desired higher degree education, add to that it is the ultimate method of communication between native speakers and non-native speakers of English language. English language is used in Sudan as a Second Language (ESL) and it is a compulsory subject to sit for Sudan Secondary Certificate (S.S.C) which qualifies students to enroll in universities. English Curricula have been change many times since 1970, but in 1989 not only was the English curriculum changed, but also the education ladder, to be 11 years (8 years basic level + 3 years secondary level) instead of 12 years (6 years basic level + 3 years intermediate level + 3 years secondary level) - (Sudan Ministry of Education Report 2009).

Again in 1992 SPINE series (Sudan Practical Integrated National English) were introduced and English language started to be taught from the 5th grade at basic school instead of the first year intermediate level, however, the standard of English language continue to decline steadily, although the Sudan Practical Integrated National English (SPINE) series has been designed to have the four skills taught in the Sudanese schools integrity, as the authors of the Secondary SPINE series (Ismail & Cuther 1997) and (Almusbah Babikir et al.1966) claimed that "The SPINE series integrate the four skills so that each skill supports the others: It (the series) features the best of communicative language teaching Creating interactive, learner-centered activities. The central aim of the SPINE series is to enable the pupils to use English freely, naturally and fluently… SPINE aims to motivate and arouse the pupils' interests and leads to make learning both effective and meaningful. SPINE encourages teachers to design learning opportunities to enable their pupils to become active, participants in a communication process".

Vocabulary or lexis refers to the semantics of the language. Quite simply, a lexical item means an item of meaning. Lexical knowledge, that is, the ability to comprehend, acquire, retrieve and recall vocabulary items with relative success, is seen to occupy a key position in learning a second language (L2) and hence is the foundation of language learning. With adequate lexical knowledge and competence,

learners are able to cope with the English language because vocabulary acquisition is a requisite and determinant of the extent of learners' language literacy via the four language skills (Torres & Ramos 2003; Nation 2001). However, vocabulary is also seen as the most sizeable and unmanageable component in the learning of any language.

The study of language attrition has recently emerged as a new field of study. The conception of loss in language skills occurred in a conference at the University of Pennsylvania (UPenn) in 1980. In literature, the term 'language loss' and 'language attrition' have been used interchangeably. This is because language loss suggests that linguistic information is totally removed from the memory of an individual, whereas in language attrition, linguistic information becomes inaccessible to the individual (Kopke 2004). Language attrition is preferred in comparison to language loss whereby many psycholinguistics claimed that something which is committed to long term memory cannot be ever removed (Weltens and Grendel 1993).

Attrition can be described in two ways, as a process or as a phenomenon. The definition of the process is deceptively simple: When we are looking at attrition, we are dealing with "the non-pathological decrease in a language that had previously been acquired by an individual" (Köpke & Schmid 2004: 5). In other words, attrition investigates the situation where a speaker (of L1 or a later learned second or foreign language) can no longer do something which s/he had previously been able to do, and this loss of proficiency is not caused by a deterioration of the brain due to age, illness or injury, but by a change in linguistic behavior due to a severance of the contact with the community in which the language is spoken. Given this definition there are two theoretically possible scenarios: one where all contact has ceased and there is no linguistic input or communication at all (as would be the case if someone was stranded alone on a desert island) and one where there is overwhelming competition from another language system (for L1 attrition, this situation applies in the case of emigrants, where attrition of a foreign language is concerned, this is the case after instruction or exposure to that language has all but ceased).

2. Methodology

Descriptive, cross tabulation and Likert scale measurement school-based and analytical study is the design of this study. Descriptive study, the one to which this study belongs, involves the systematic collection and presentation of data to give a clear picture of a particular situation. In addition, cross tabulation is used in this study to measure association between variables.

The data was collected from Omdurman locality; December 2017. It is divided into four sectors which are North Omdurman, South Omdurman, Abu Seid,

Southern rural Omdurman. The study population was public basic school students' eighth level. The choice of the study population was based on their appropriateness and practicability of conducting a survey among basic school students. The appropriateness of the study population refers mainly to its suitability for the attainment of the objective of the study.

The total number of schools was (206) school, which are located throughout Omdurman locality. The total number of students was (78087) student. The students of Omdurman schools were distributed as follows:

1/ North Omdurman, the total number of basic schools was 29; 15 of which for boys and 14 for girls. The estimated number of the students was 8435; 4559 of which were boys and 3876 were girls.
2/ South Omdurman, the total number of basic schools was 26 schools; 13 of which for boys and 13 for girls. The estimated number of the students was 9187; 4612 of which were boys and 4575 girls.
3/ Abu Seid, the total number of basic schools was 50 school; 23 of which for boys and 27 for girls. The estimated number of the students was 20497; 11010 of which were boys and 9487 were girls.
4/ Southern rural Omdurman, the total number of basic schools was 77 school; 40 of which for boys and 37 for girls. The estimated number of the students was 39968; 18140 of which were boys and 133385 were girls.
5/ Southern rural Omdurman, co-education, the total number of basic schools was 24 school. The estimated number of the students was 8443.

Two stages stratification is used in this study, stage one stratification by localities and stage two stratification by school type (male, female), and clusters represented by schools.

The sample size is calculated according to the following equation:

$$n = \frac{z^2\ pq * deff}{d^2}$$

n: the desired sample size.

z: 1.96 (95% confidence level under the normal curve).

p: 0.5 (proportion of students who are not experiencing English vocabulary attrition).

q: 1-p = 0.5 (proportion of students who are not experiencing English vocabulary attrition).

d: 5% (the desired marginal error, i.e. the degree of accuracy desired).

deff = 2(design effect).

Accordingly, the sample size is:

$$n = \frac{(1.96)^2 \times 0.5 \times 0.5 \times 2}{(0.05)^2} = 768$$

The sample size will be increased to be 800.

One tool of data collection is used in this study; students' test that will be presented below:

2.1 . Test

An English test was conducted to the selected students, the test consists of (15) question divided into three sections, each section covered the syllabus of fifth level, sixth level and seventh level to evaluate students English language attrition based on time as a factor affecting student's language attrition.

Prior to the main data collection, two preparatory stages were made. In the first stage, visits to the State Ministry of Education and the schools in Omdurman locality were made, where technical information pertaining to schools, students was collected. This has rendered invaluable information that served as a good introduction to the investigator in administering the questionnaire and interviews. In case of co-education, the number of respondents was determined proportional to gender.

A pre-test was conducted to measure reliability in one school; *al-Imaam Abdel Rahman al-Mahdi Basic School for Girls*. Needless to say, this school was excluded from the main survey. The reason behind this was to identify the obstacles that can face data collection (Babiker 2001: 37-38). From each school, 40 students were randomly selected; the gender in each class being proportional in case of Southern rural Omdurman co-education. The pilot survey yielded many results. The most important one is excluding name of the students in the main survey.

In the main survey, they are twenty basic schools. In each school, 40 students

were randomly selected. The number of students taken from each class was proportional with regard to the total number and to gender. The figuring out of the number of students in each class and proportion of gender were done in advance.

3. Data analysis and discussion

The data collected to testify the two hypotheses that "*Sudanese basic school pupils experience English lexical attrition that affects their language skills*" and "formulated hypothesis that: Among the factors affecting English lexical attrition are: *gender, time span, parents' level of education, pupils' attitudes towards English language and teachers' performance inside the class room*".

3.1. The demographic characteristics of the pupils

As shown in Table 1 below, the number of the pupils in the 20 randomly selected schools is 800; 461 (58%) out of them were males and 339 (42%) were females, their age ranged between (11-20) years. About 39% out of 800 pupils have fathers with basic and secondary level of education and the rest is with university and postgraduate level of education. (48%) of 800 pupils have mothers with basic and secondary level of education and the rest with university and postgraduate levels.

Table 1: The demographic characteristics of the pupils' participants

Demographic characteristics		Frequency	%
Gender	Male	461	58
	Female	339	42
	Total	**800**	**100**
Age	11-13	272	34
	14-16	450	57
	17-20	35	4
	Missing	43	5
	Total	**800**	**100**
Fathers' level of education	Basic	162	20
	Secondary	152	19
	University	180	23
	Postgraduate	171	21
	Missing	135	17
	Total	**800**	**100**
Mothers' level of education	Basic	205	26
	Secondary	180	22

	University	164	21
	Postgraduate	107	13
	Missing	144	18
	Total	**800**	**100**

3.2. Pupils' Test

This section presents the analysis of the English test conducted to the selected students. As mentioned, the test consists of (15) question divided into three sections, each section covered the syllabus of fifth level, sixth level and seventh level to evaluate students English lexical attrition based on time as a factor affecting student's language attrition.

2.3.1. Pupils' behaviour towards English language

This sub-section examines the pupils' use and attitudes towards English language. Their responses are presented in the following Table.

Table 2: Pupils' attitudes towards English language

Items	Responses	Frequency	%
Do you like English language?	**Yes**	648	81
	No	117	15
	Missing	35	4
	Total	**800**	**100**
Do you have a desire to learn English language?	**Yes**	722	90
	No	53	7
	Missing	25	3
	Total	**800**	**100**
Do you use English language outside the classroom?	**Yes**	505	63
	No	274	34
	Missing	21	3
	Total	**800**	**100**

The majority of the pupils expresses positive attitudes towards English language and shows their desire to learn English. Thus the lexical attrition may not be caused by pupils' attitudes towards English language. In contrary, there is a lack of practice and use of English outside the classrooms. This stands against the previously formulated hypothesis that: Among the factors affecting English lexical attrition are: *gender, time span, parents' level of education, **pupils' attitudes towards English language*** and *teachers' performance inside the class room.*

Figure 1: The results of missing spelling
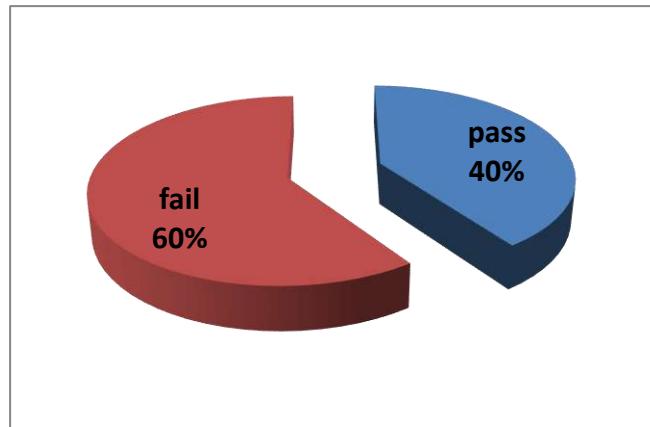
The vocabularies or words used in this item have been chosen from the 5th level. This means the pupils studied them before more than three years.

From Figure 1, 40% of the pupils passed, while 60% failed. This indicates a rate of attention that can be observed. The lexical attrition here may be due to the time span; which support the hypothesis that: *Among the factors affecting English vocabulary attrition are: gender, **time span**, students' attitudes towards English language, teachers' performance inside the class room, and parents' level of education.*

Figure 2: The suitable word
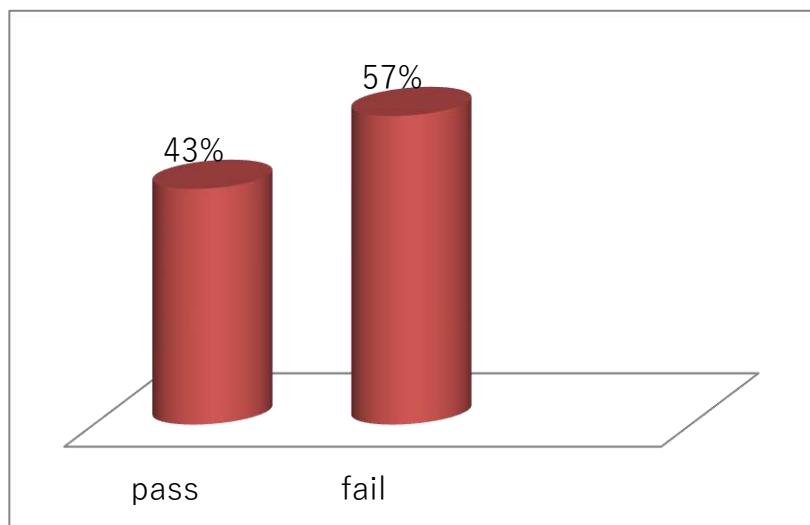
In question 2, the pupils were asked to fill the spaces with the suitable words. All words were functional words. As shown in Figure 2, 57% of the pupils failed while 43% of the pupils passed. The lexical attrition here may be attributed to parents' level of education. It is found that the majority of the failed pupils having parents with basic, secondary and not mentioned levels of education. Moreover, it also may be due to the lack of language practice and communication inside and outside the class room. It supports the hypothesis: *Among the factors affecting English vocabulary attrition are: gender, time span, students' attitudes towards English language, teachers' performance inside the class room, and **parents' level of education.***

Figure 3: The odd words
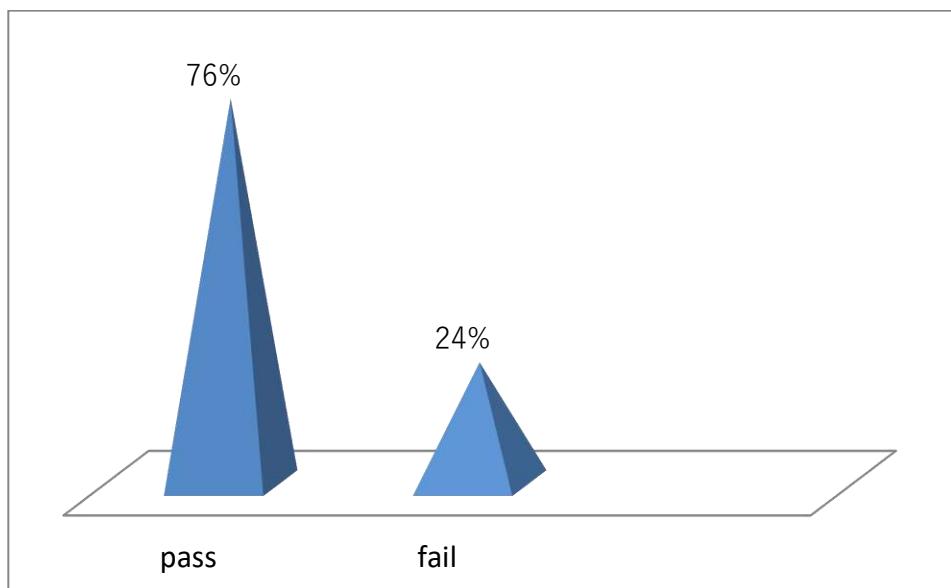
With reference to Figure 3 above, it is observed that 76% of the pupils passed while 24% of them failed. What is worth mentioning here, in this question the achievement of the pupils is good. This may be due to that, the words were chosen from their present syllabus and there is time span for them to forget. This gives support to hypothesis 2.

Figure 4: The opposite word
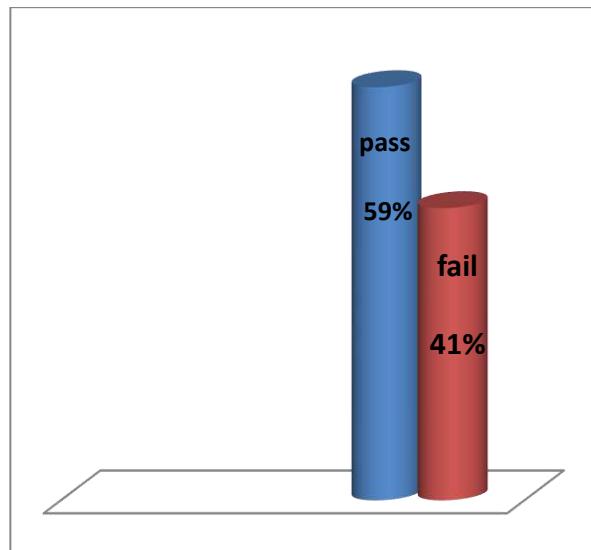
The pupils in this item were asked to write the opposite of the listed words. There are no words to choose from and they are all adjectives; 80% (4/5) were attributive adjectives. As shown in Figure 4 above, 59% of the pupils passed while 41% of them failed. It is also worth mentioning that there was a good performance for this question where the rate of differences shifts up to 18%, may be the pupils are commonly familiar with the idea and conduction of the question.

Figure 5: Make the correct sentences
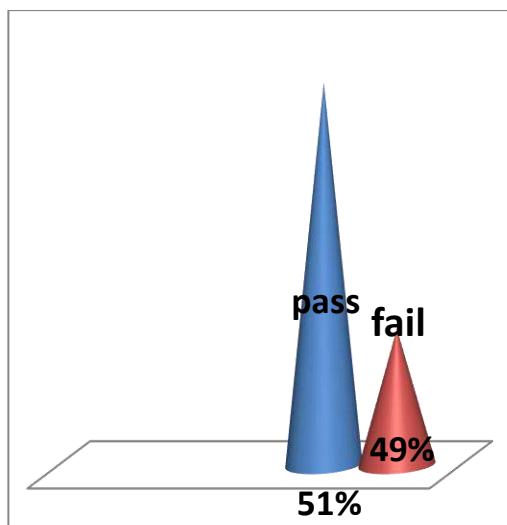
In this question, the pupils were asked to form correct structures. The rate of difference between the two categories is normal. This may be to that the syllabi in the Sudan focused on grammar, thus the students are familiar with such practice. The pupils receive more practice in vocabulary use, i.e. how to use words in different contexts, grammar.

Figure 6: Match the groups of words with the general words that suits them
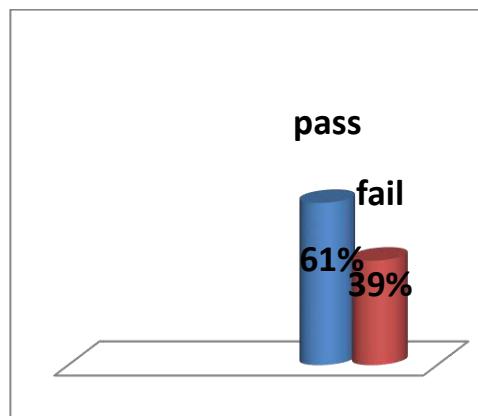
This question stresses the semantic fields of words. The group of words was listed and the pupils were asked to choose the subordinate word from a list based on semantic features. As shown in Figure 6, the difference of rates between the two categories is 22%. This is may be due to that the pupils are familiar with the nature of the question.

To conclude, there is lexical attrition among the Sudanese basic school pupils with varying degree. The possible factors behind this attrition will be examined in the two coming sections. The overall result of the test is presented below.

Table 3: Test result grades

Result	Frequency	%
Excellent	145	18
Very good	70	9
Good	87	11
Pass	155	19
Failed	343	43
Total	**800**	**100**

What would be the reasons behind lexical attrition among Sudanese basic school pupils according to their teachers and others? Is it due to teachers' performance inside the class room?

3.2.2 Cross-tabulation

This section discusses the factors affecting lexical attrition among Sudanese basic school pupils according to gender, father's level of education, mother's level of education and students' attitude towards English language using cross-tabulation.

Table 4: Gender * test grades Cross-tabulation

			test grades					Total
			Excellent	**Very good**	**Good**	**Pass**	**Fail**	
Gender	**Male**	**Count**	54	33	47	90	237	461
		% within gender	11.7%	7.2%	10.2%	19.5%	51.4%	100.0%
		% within test grades	37.2%	47.1%	54.0%	58.1%	69.1%	57.6%
		% of Total	6.8%	4.1%	5.9%	11.3%	29.6%	57.6%
	Female	**Count**	91	37	40	65	106	339
		% within gender	26.8%	10.9%	11.8%	19.2%	31.3%	100.0%
		% within test grades	62.8%	52.9%	46.0%	41.9%	30.9%	42.4%
		% of Total	11.4%	4.6%	5.0%	8.1%	13.3%	42.4%
Total		**Count**	145	70	87	155	343	800
		% within gender	18.1%	8.8%	10.9%	19.4%	42.9%	100.0%
		% within test grades	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.1%	8.8%	10.9%	19.4%	42.9%	100.0%

Table 4 estimates the relation between gender and test result, it shows that there is a relation between gender and test result.

Table 5: Father level of education * test grades Cross tabulation

			test grades					Total
			Excellent	Very good	Good	Pass	Fail	
father level of education	Basic	Count	18	8	18	32	86	162
		% within father level of education	11.1%	4.9%	11.1%	19.8%	53.1%	100.0%
		% within test grades	13.8%	13.1%	24.3%	25.8%	31.2%	24.4%
		% of Total	2.7%	1.2%	2.7%	4.8%	12.9%	24.4%
	Secondary	Count	19	13	18	27	75	152
		% within father level of education	12.5%	8.6%	11.8%	17.8%	49.3%	100.0%
		% within test grades	14.6%	21.3%	24.3%	21.8%	27.2%	22.9%
		% of Total	2.9%	2.0%	2.7%	4.1%	11.3%	22.9%
	university	Count	48	18	20	30	64	180
		% within father level of education	26.7%	10.0%	11.1%	16.7%	35.6%	100.0%
		% within test grades	36.9%	29.5%	27.0%	24.2%	23.2%	27.1%
		% of Total	7.2%	2.7%	3.0%	4.5%	9.6%	27.1%
	post graduate	Count	45	22	18	35	51	171
		% within father level of education	26.3%	12.9%	10.5%	20.5%	29.8%	100.0%
		% within test grades	34.6%	36.1%	24.3%	28.2%	18.5%	25.7%
		% of Total	6.8%	3.3%	2.7%	5.3%	7.7%	25.7%
Total		Count	130	61	74	124	276	665

	% within father level of education	19.5%	9.2%	11.1%	18.6%	41.5%	100.0%
	% within test grades	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	19.5%	9.2%	11.1%	18.6%	41.5%	100.0%

Table 5 estimates the relation between father's level of education and test result; it shows that there is a relation between father's level of education and test result.

Table 6: Mother level of education* test grade Cross-tabulation

			test grades					Total
			Excellent	Very good	Good	Pass	Fail	
mother level of education	basic	Count	19	9	25	47	105	205
		% within mother level of education	9.3%	4.4%	12.2%	22.9%	51.2%	100.0%
		% within test grades	14.6%	14.8%	33.8%	36.7%	39.9%	31.3%
		% of Total	2.9%	1.4%	3.8%	7.2%	16.0%	31.3%
	secondary	Count	32	18	18	31	81	180
		% within mother level of education	17.8%	10.0%	10.0%	17.2%	45.0%	100.0%
		% within test grades	24.6%	29.5%	24.3%	24.2%	30.8%	27.4%
		% of Total	4.9%	2.7%	2.7%	4.7%	12.3%	27.4%
	university	Count	46	23	22	26	47	164
		% within mother level of education	28.0%	14.0%	13.4%	15.9%	28.7%	100.0%
		% within test grades	35.4%	37.7%	29.7%	20.3%	17.9%	25.0%
		% of Total	7.0%	3.5%	3.4%	4.0%	7.2%	25.0%
	post	Count	33	11	9	24	30	107

			Excellent	Very good	Good	Pass	Fail	Total
	graduate	% within mother level of education	30.8%	10.3%	8.4%	22.4%	28.0%	100.0%
		% within test grades	25.4%	18.0%	12.2%	18.8%	11.4%	16.3%
		% of Total	5.0%	1.7%	1.4%	3.7%	4.6%	16.3%
Total		Count	130	61	74	128	263	656
		% within mother level of education	19.8%	9.3%	11.3%	19.5%	40.1%	100.0%
		% within test grades	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	19.8%	9.3%	11.3%	19.5%	40.1%	100.0%

Table 6 estimates the relation between mother's level of education and test result; it shows that there is a relation between mother's level of education and test result.

Table 7: do you like English language * test grades Cross-tabulation

			test grades					Total
			Excellent	Very good	Good	Pass	Fail	
do you like English language	yes	Count	133	64	78	127	246	648
		% within do you like English language	20.5%	9.9%	12.0%	19.6%	38.0%	100.0%
		% within test grades	91.7%	92.8%	91.8%	85.2%	77.6%	84.7%
		% of Total	17.4%	8.4%	10.2%	16.6%	32.2%	84.7%
	No	Count	12	5	7	22	71	117
		% within do you like English language	10.3%	4.3%	6.0%	18.8%	60.7%	100.0%
		% within test grades	8.3%	7.2%	8.2%	14.8%	22.4%	15.3%

		% of Total	1.6%	.7%	.9%	2.9%	9.3%	15.3%
Total		Count	145	69	85	149	317	765
		% within do you like English language	19.0%	9.0%	11.1%	19.5%	41.4%	100.0%
		% within test grades	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	19.0%	9.0%	11.1%	19.5%	41.4%	100.0%

Table 7 estimates the relation between pupils' attitude towards English language and test result; it shows that there is a relation between pupils' attitude towards English language and test result.

Table 8: Do you use English language outside class * test grades Cross- tabulation

			test grades					Total
			Excellent	Very good	Good	Pass	Fail	
do you use English language outside class	yes	Count	126	54	68	99	158	505
		% within do you use English language outside class	25.0%	10.7%	13.5%	19.6%	31.3%	100.0%
		% within test grades	87.5%	78.3%	80.0%	64.7%	48.2%	64.8%
		% of Total	16.2%	6.9%	8.7%	12.7%	20.3%	64.8%
	No	Count	18	15	17	54	170	274
		% within do you use English language outside class	6.6%	5.5%	6.2%	19.7%	62.0%	100.0%
		% within test grades	12.5%	21.7%	20.0%	35.3%	51.8%	35.2%

		% of Total	2.3%	1.9%	2.2%	6.9%	21.8%	35.2%
Total		Count	144	69	85	153	328	779
		% within do you use English language outside class	18.5%	8.9%	10.9%	19.6%	42.1%	100.0%
		% within test grades	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.5%	8.9%	10.9%	19.6%	42.1%	100.0%

Table 8 estimates the relation between pupils' use of English language and test result; it shows that there is a relation between pupils' use of English language and test result.

4. Findings and recommendations

The main findings of the study are summarized below:

4.1.Findings

The findings reached in this study imply that:

- The majority of the pupils expresses positive attitudes towards English language and shows their desire to learn it.
- There is a lack of practice and use of English outside the classrooms.
- The majority of the failed pupils having parents with basic, secondary and not mentioned levels of education.
- There is lexical attrition among the Sudanese basic school pupils with varying degrees.
- Lexical attrition among the Sudanese basic school pupils is affected by gender, time span, students' attitudes towards English language, teachers' performance inside the class room, and parents' level of education.
- Translation to the mother tongue of the new items increases attrition English vocabulary.
- Some schools are congested with big number of students. This negatively influences the students' understanding and the teacher's performance and ability to control class room.

- Level of learning in center schools in Omdurman municipality is better than that of the schools in the edges of Omdurman locality which has direct effect on pupils' results.
- The students' family economic position has a direct and negative effect on pupils' result.
- Teachers' punishment as means of teaching method has a bad and negative effect on pupils' attitude towards learning English language.
- Although there are many techniques of vocabulary teaching, but teachers teach words in isolation and do not use the ideal new methods for teaching new words.
- The use of new words is emphasized by the majority of the teacher participants and the meaning is given in Arabic.
- The meaning of new words is not explained in relation to the meaning of other words or in a linguistic context which reinforce the learning of them.

4.2. Recommendations

In the light of the research findings reached, recommendations are forwarded as follows:

- Adoption of a variety of vocabulary techniques in learning method is very important in teaching English language vocabulary.
- Encourage practice of outside class learning of lexical items in schools; even through English language societies is needed.
- Call for more researches regarding problems on teaching techniques adopted in Sudan is required.
- There should be an intensive teachers' training that enable them to cope with individuals' differences and to react positively with the difficulties facing them in teaching English language; specifically, vocabulary.
- Employment of qualified teachers who specialized in English language should be considered.

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