

Al-Quds University
The Education Department

English Lexical Achievement Among the Tenth Grade
Students in the Government Schools of Hebron.

Master Thesis
Submitted in Partial Fulfillment of the Requirements
of the Degree of Master of Education.

By
Nisrine Yaser Hasan Amro.

Supervised by
Dr. Hanna Yousef Tushyeh.

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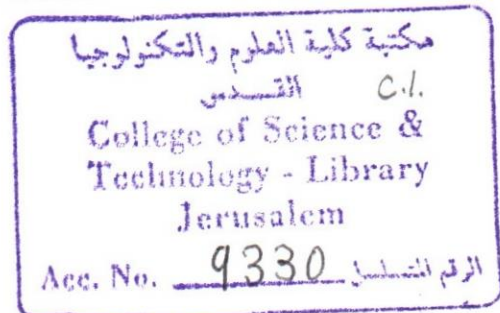
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02-02-2002



Abstract

The purpose of the study is to investigate the lexical achievement among the tenth grade students in the Government schools of Hebron. It also aims at investigating if there are any significant differences in the means of the students' achievement due to sex.

The population of the study consists of all the tenth grade students in the Government Schools of Hebron which belong to the Directorate of Education in Hebron. The number of the students (male and female) enrolled in the tenth grade at the end of the academic year (2000-2001) was (2311) .

The sample of this study is (274) students, (120) males and (154) females aged between 16-17 years. The (274) students form (11.8 %) of the whole population.

The study aims at answering the following questions:

- 1- Are the results of the test on word knowledge as a whole satisfactory or not?
- 2- What is the lexical achievement order on the five aspects (translation / synonyms / sentence completion / antonyms /

either. First comes the translation category, then antonyms, sentence completion, derivation and finally the last one is the synonyms.

- 3- There are statistical significant differences between male and female students in the general lexical achievement.
- 4- There is a statistically significant difference in the students' achievement level on each aspect of the five of the lexical knowledge due to sex.

In light of the results of the study , it is recommended that the Ministry of Education review the instructional approach of PETRA textbooks so that English teachers pay more attention to what to teach and how to teach. It is also recommended that teachers should emphasize lexis as much as grammar and the four language skills, focus on explicit vocabulary acquisition skills' improvement and adopt teaching methods and evaluation techniques that encourage students' vocabulary-learning techniques. Other researchers are urged to carry out similar studies on other classes and levels in other districts in Palestine.

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Chapter One
Introduction

Chapter One

Introduction

English is one of the most important languages of international communication. As, pupils should have effective access to its' teachers should develop the thinking of pupils through English. The pupils must be actively involved in the learning process and must be aware of the relevance of English to their needs and interests.

Foreign language teaching implies a totally different situation from that of teaching the first language. Unlike the latter, foreign language teaching and learning assume no previous knowledge or use of the language to be taught. Pupils starting to learn English in Arab countries, for example, have little or no knowledge of English when they are in their fifth year of schooling; some start English two years later. English is not the language they will be using outside school, certainly, not as extensively as Arabic, nor is it the medium of instruction in other subjects in the school curriculum. In other words, there is little, if any, immediate use of English out of school reinforcement. Motivation to learn the new language is not very high especially in the early stages. There is also the possibility of negative transfer from the first language, Arabic, which is learnt earlier at home, and later taught at school. So,

reinforcement, motivation and positive transfer have to be provided by the foreign language program together with the teacher.

The teacher of English has an important task within the classroom context. He needs, among other things, a wide theoretical background (e.g. knowledge of teaching methodology) and considerable skill along with reasonable linguistic competence. Teaching is both a science and an art. The teaching process is more than giving information . It is how to teach, how to design activities and how to involve pupils all the time in these activities. Empirical evidence has shown that pupils cannot communicate in English adequately because they are not given sufficient opportunity to express themselves meaningfully through speaking and writing.

To be proficient in English requires more than structural competence and good vocabulary . English language teaching in Arab countries generally concentrates far too much on structure, on functional grammar, on referential meaning. One of the most important characteristics of English is its use of implicature. To use the language effectively and to understand the real meaning of a message, we need to be far more aware of pragmatics . We need to learn how to choose a style that is appropriate to the situation. It is more difficult to learn these aspects of language because they overlap with the cultural background in

which the language is embedded. In this respect, English is particularly variable according to the variety you are speaking. British English in general is more indirect than the English spoken in the United States. Speakers of British English prefer indirect forms in order to fulfill a need for politeness, diplomacy or modesty.

The most common classroom procedures are for the teacher to ask questions for which he/she already knows the answers, and for the pupils to listen, repeat and respond without being able to create new utterances. Such mode of teaching-learning English does not help pupils develop communicative competence. The challenge confronting the EFL teacher becomes designing techniques and activities that encourage natural communicative practice. This is of particular significance in foreign language context simply because the classroom constitutes a setting for learning and practising the language. The EFL teacher should, therefore, carry out his task effectively in order to cultivate competence in his pupils.

Contrary to what is supposed to go on in the classroom, students spend most of their time hearing the language. They have either to respond to words or movements or repeat what the teacher says. For the students to acquire the speaking skill, they should be given the appropriate opportunity to practise the language in situations where they

are required to produce it , use the correct vocabulary, not just to mimic it.

The Palestinian Ministry of Education is doing its best to upgrade the English language teachers' proficiency, update English language curricula and learning programs in Palestine as well as to give validity to the English teaching process. PETRA (Practical English Through Relevant Activities) book series that is used in our government schools has a goal which is to enable the pupils to communicate effectively and to make them actively involved in the learning process through various techniques used by the teachers to suit the learners' needs as well as their interests. The General Examination tests the students ability to use the correct structure, correct vocabulary and to write pieces of composition. As a result of this, there is a continuous dissatisfaction from their teachers with their proficiency that is not in the appropriate level . This is also felt by the dissatisfaction with their performance in the General Examination that is held yearly by the Ministry of Education at the end of the Second Secondary Class.

Rivers (1968) says that students in a foreign language class will not learn to speak fluently merely by hearing speech, although this is important in familiarizing them with the acceptable forms of the code. The teacher will need to give the students many opportunities to practise

the speaking skill. He will need to use his imagination in devising situations which provoke the student to the use of the language in the expression of his own meaning, within the limits of what he has been learning.

Judd (1978) stresses that it is the lexical fluency by which people's ability is judged when communicating effectively in the specific social circumstances in which they need to function. That's why it is of great importance to evaluate the lexical achievement of our students after studying English for 6 years using the PETRA series so as to shed light on this neglected aspect of language competence.

The importance of learning vocabulary:

Vocabulary is of utmost importance to language learning .Without vocabulary, one cannot communicate with others whether in writing, speaking, listening or reading. Vocabulary provides learners with content of thoughts while grammar and phonology give the framework through which this content is conveyed. In addition, learners' inability to communicate through language as well as the difficulties they face may be ascribed to their deficiency of lexical input. This is why there is a general consensus among researchers on the crucial role of vocabulary in language learning.

Wallace (1982) points out that it has often been noticeable how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary due to the assumption that learning a foreign language is basically a matter of learning its grammar. He also confirms that the inability of finding the words a person needs to express himself is the most frustrating experience in speaking another language.

Allen (1983) points out that for many years, teacher preparation programs gave little attention to techniques for helping students learn vocabulary and that vocabulary was seldom mentioned in journal articles for teachers. Also, while pronunciation and grammar were emphasized, there was little or no emphasis on vocabulary. She concludes that vocabulary has been neglected in programs for preparing teachers during much of the twentieth century.

Laufer (1986) describes the neglect of lexis in second language acquisition research as having the status of step-child in the 1970s and the early 1980s.

Zimmerman (1997) views word knowledge as having linguistic, psycholinguistic, sociolinguistic aspects and that lexical competence involves knowing a great deal about each word, including information on its collocation probabilities, its underlying form, its

derived forms, and its semantic features. The process by which learners acquire this information takes place gradually over a long period of time. Also, such word knowledge involves a range of skills, which include the ability to infer meaning, comprehend a text, and communicate orally.

Vocabulary and culture acquisition:

Two vital elements of effective communication in a foreign language are: the understanding of the foreign culture and the acquisition of vocabulary content. The ignorance of cultural features would create misunderstanding between a listener and a speaker, or a writer and reader. Such a situation (i.e. being unaware of cultural context) indicates incapacity to use the language appropriately. When vocabulary is presented in a total cultural system, the student is able to conceive a more conceptually accurate image of what the word actually means in the foreign society, a state affairs which allows him to communicate effectively within the structure of the foreign culture. Besides, the teaching of vocabulary within the framework of the foreign culture lends itself to the grouping of words into contextually related categories which allow the student to learn vocabulary ordered according to grammatical function. Not only does this serve the student in the more productive use of study time, but it also aids the student psychologically

in coping with the seemingly infinite number of words that comprise the foreign language. When students master a group of vocabulary items, they gain a certain confidence in knowing that they possess the vocabulary to communicate correctly, both linguistically and culturally, in a situation which is essential to existence within the foreign culture. This fosters a sense of confidence which enables the student to deal effectively with the never-ending process of vocabulary acquisition. This additional specification leads the students to take a more active role in discovering the cultural information present in vocabulary units. Of course, involving the student actively in the language learning process aids the teacher in achieving an important goal, that of producing students who can use the language to communicate.

Oxford and Crookball (1990) suggest that knowing a word involves the ability to use the L2 word communicatively in any of the four main language skills.

Gu and Johnson (1996) point out that learning words implies remembering the orthographic and phonological forms and their corresponding meaning, learning to use words syntactically and pragmatically and learning vocabulary in action. In addition, the following skills are involved: learning the skill of recognizing a word automatically in natural contexts, learning the skill of guessing what a

word means, and learning the skill of using a word correctly and appropriately. They justify their view of vocabulary learning as a skill by citing the works of other theorists such as Carter (1978), Judd (1978) and McCarthy (1984) who see vocabulary not as items in isolation, but as a skill to be developed.

Difficulties in learning vocabulary:

The teaching of English vocabulary to monolingual Arab learners presents additional difficulty to the teacher because Arabic and English are not cognate languages. Both have different syntactic systems and word formations; so the teacher will not have the advantage of cognates that might facilitate his task of teaching new lexical items. The teacher has to pay attention to the form and sound of new items which may be different from those of Arabic language.

To overcome the problems associated with teaching vocabulary to Arab pupils, a teacher's book is often published to provide detailed guidelines of how to teach single words.

There are, however, two major issues that influence the effectiveness of teaching English vocabulary to Arab pupils. One relates to the competence of the English language teacher, while the other is

associated with the communicative approach which is commonly used in Arab countries.

The teacher is confronted with the problem of catering for a great number of vocabulary items included in the English syllabus. A competent teacher can provide a useful explanation followed by adequate practice. Unfortunately, this is not the case with many teachers. Empirical evidence indicates that teachers encounter difficulty in using the new vocabulary in appropriate contexts. This often happens when the teacher is new, inexperienced, inadequately trained or lacks fluency in spoken English. Apart from incorrect rhythm and intonation, mistakes can be observed with teachers using weak forms, idioms and structures. Pupils will not be able to communicate in English satisfactorily unless efforts are made to overcome these problems.

For years learners have been saying that they need to increase their vocabulary knowledge. For years this has not been a priority in most curricula. Now, after a period of relative neglect (the neglect is due to the various teaching approaches), language teachers and researchers are realizing that vocabulary is an important area worthy of effort and investigation. We are still in need of empirical studies that can shed light on how the second language teacher's lexicon is organized and what the most effective means are to enlarge and solidify that lexicon.

The most promising directions at the moment seem to be using intensive reading (reading a passage in depth for complete comprehension and analysis) and extensive reading (reading in quantity for information or enjoyment without bothering to focus on every unknown item which occurs)programs as a means of exposing learners to large amounts of vocabulary in context. Time should also be set aside for vocabulary study, showing lexical items within their semantic fields, illustrating the sense of relations between items , using pictorial schemata, and creative problem-solving exercises to deepen an awareness of how the lexical items operate and fixing the items within the second language learners' lexicon. Students also need to be made aware of items in collocations. Finally, in increasing their vocabulary knowledge , students also need to be trained to become independent learners, by becoming both effective dictionary users and effective word recorders.

Allen (1983) reports that the concern for more effective vocabulary teaching is reflected in professional journals, teachers' meetings, and teacher preparation programs to provide them with techniques for teaching vocabulary. This is due to the fact that ESL classes have yielded disappointing results of vocabulary even where teachers devoted much time to its teaching. Another reason is that scholars have found through research that lexical problems interfere with

communication and break it down when people do not use the right words.

Laufer (1986) speculates about the possible causes of the lack of enthusiasm about vocabulary, indicating that language acquisition studies have been influenced by trends in linguistic theories , language psychology and interest of methodologists. For instance, linguists have preferred the study of grammar and phonology as closed systems that lend themselves to more abstraction and generalization than vocabulary, which is an open set. However, every statement of lexis would have to be based on many observations and yet account for fewer events than a statement made in grammar. This fact contradicts their view of a good theory as one that accounts for the largest number of events as simply as possible, which entails for them that a theory of grammar is more powerful than a theory of lexis.

Maiguashca (1993:83) states that “ Even in the late 1970s when the communicative approach came into the fore as an alternative to the structural approach ,vocabulary continued to play a marginal or ancillary role. The only difference being that now it was subordinated to the teaching of communicative functions. The underlying assumption was that words and their meanings did not need to be taught explicitly since it was claimed that learners will pick up vocabulary indirectly

through their engagement in grammatical or communicative activities while reading. In short , lexical learning was seen as taking place automatically or unconsciously , as a cumulative by-product of other linguistic learning.”

Gu and Johnson (1996) state that vocabulary study no longer languishes as the neglected “ Cinderella” of applied linguistics. Yet many questions remain unanswered.

Zimmerman (1997) suggests that additional research is needed to investigate communicative instruction of various forms, particularly in regard to word learning. Besides, more information is required about word learning in classroom settings that use contextualized exposure to language and communicative techniques.

Vocabulary and Reading:

The most traditional way for vocabulary study is a text-in-particular , a reading passage. The main reason for reading the text may not be to study the vocabulary in it, but at some point the teacher will inevitably have to deal with lexical problems. One common place practice is for the teacher to prepare students for reading by selecting a number of difficult or key items and preteaching them. Sometimes these words have been selected by the textbook writer and appear listed or

glossed at the head of the reading. This practice of preteaching vocabulary makes intuitive sense, but may in fact be unsound.

Several pieces of research strongly suggest that preteaching vocabulary may have a negative effect on reading comprehension. Hudson (1982), for example , found that, except for beginning-level students, preteaching of vocabulary was less effective in promoting reading comprehension than no prereading activity at all. Taglerber, Johnson, and Yarborough (1988) report similar findings.

At first sight this seems to run counter to common sense, although some reading theorists would predict that this should happen. Johnson (1982) said that providing glosses and preteaching vocabulary “may encourage word-by-word reading and consequently prevent the ESL reader from the development of the skill of processing syntax and context in sampling and confirming meaning.”

Rather than preteaching vocabulary, research seems to suggest that a more effective approach is to provide prereading activities that build the student’s general background knowledge of the topic of the text (Carrell & Eisterhold, 1983) . Following these activities , the students should be allowed to read the text and confront the difficult vocabulary in context, searching for clues, using guessing strategies , and thereby working out meaning for themselves. It is argued that such a

process aids retention, since “any meanings the pupils work out for themselves will be better remembered than any one they are given” (Madden, 1980).

Once students have been given an opportunity to tackle the text on their own, then it is appropriate to have postreading vocabulary activities. The students’ guesses can be confirmed or disconfirmed, and activities that check and consolidate meaning can be done.

Besides intensive study of shorter texts, language students may also need to read extensively. Literate native speakers build up massive vocabularies, mostly through reading, with little or no conscious effort. Therefore, Twaddell (1973) and, more recently, Krashen (1986) both argue that non native speakers will also most efficiently increase their vocabulary through reading programs, rather than through direct vocabulary teaching.

Both Twaddell (1973) and Krashen (1986) advocate approaches that involve massive amounts of reading. Twaddell suggests that at the intermediate level and above, learners read 50 or so pages in an hour with the task of having to understand five simple questions after such reading. Such a task, he believes, would encourage learners to skim a text and to tolerate a large degree of imprecise understanding without

getting frustrated. Krashen would have students “get hooked on books” and be guided toward “a massive program of pleasure reading.”

The notion that second language learners can effortlessly acquire large amounts of vocabulary in context is intuitively attractive. It is, however, largely untested. One study by Ferris, Kiyochi, and Kowal (1988) does provide some empirical evidence. They tested students’ knowledge of 50 of the “difficult” vocabulary items occurring in the novel Animal Farm (George Orwell, 1946) eight weeks before and two weeks after the novel as homework, and discussion in class focused only on the themes of the novel and not on vocabulary difficulties. A control group did not read the novel and also took both tests. Vocabulary gains by the experimental group in the posttest were significantly greater than those made by the control group.

One factor that appears to affect the ease with which a learner can acquire words in context is the proportion of known to unknown words in a text . Liu and Nation (1985) investigated the effect on unknown-to-known word density on the learner’s ability to guess the meaning on an unknown word. Their research suggests that the higher the percentage of known words in a text, the easier it is for the learner to interpret the unknown words. This finding is corroborated in a way by Ferris and Kowal (1988), who found in their Animal Farm experiment

that learners who started with highest scores on the pretest had the greatest gains in the posttest.

Another factor affecting the learner's ability to use context to guess the meaning of an unknown item is learner training. A study by Clarke and Nation (1980) demonstrated that learners can improve their guessing skills by being trained to search for context clues within a text.

Students may, then, be able to greatly increase their vocabularies by reading extensively at an appropriate level of difficulty, after having been trained in effective guessing strategies. Thus, it would seem that ESL programs and teachers should make efforts to have appropriate books available for their students to read (Brown, 1986). Language schools and institutions could set up public libraries containing a wide variety of simplified and unsimplified readers. Students could then be encouraged to check out and read outside class at least one book a week.

In conclusion, our current state of knowledge would suggest that reading in a second language is an excellent way to increase a second language learner's vocabulary. Learners should be trained in using appropriate guessing strategies when encountering difficult words. Direct vocabulary teaching should occur after the student has grappled with the text, and the "reading habit" should be encouraged by

motivating students to do a large amount of outside-class pleasure reading at an appropriate level of difficulty.

The Recording of Words:

Teaching activities, dictionary activities, and extensive reading, which are aimed at teaching new words, or at increasing a student's knowledge of familiar words, may be ineffective if the student makes no effort to retain words. Learners, therefore, need to be trained to record words and be presented with strategies for reviewing them.

Seal (1991) says that anyone who has ever taught a foreign language knows that students usually do one of two things with a new word. Either they make no attempt to record it, or they write the word down on a scrap of paper or in a notebook. Sometimes the word is accompanied by a translation; occasionally there is a definition in the second language. That these words are ever referred to again is doubtful.

Yorkey (1982) recommends as an ideal way that learners should enter new words onto index cards, with the word's part of speech, the sentence in which the word was first encountered , its pronunciation, its definition, and similar elements. Such an elaborate and time-consuming activity may be unrealistic. Yorkey's second and alternative suggestion actually seems more realistic. He would have students enter

the words in special vocabulary notebooks that are organized either alphabetically or , better still, thematically.

A somewhat less elaborate method, is using 3 X 5 cards as suggested by Brown (1980). She recommends that lower-level learners put the new word on one side, together with a phrase in which it occurs, and a translation on the back of the card. More advanced learners can put a definition in English on the back. She suggests learners make up packs of 30 cards that can be carried around for perusal at any odd moment. Nation (1980) advocates the same method, arguing that this has an advantage over notebooks in that the order of words in the list is not being used to help remember them, and more difficult words can be brought to the top of the pile.

Cohen and Apeh (1980) claim to have had some success with what is known as the keyword technique. In this, students are trained to associate words imagistically. Students are asked to think of a word in their first language that sounds similar to the second language word. The two words are then pictured in some way together. Thus, in trying to recall the second language word the student recalls the image , and thereby the sound of the target word.

Students' word-recording strategies is an area that has received very little attention. This could, however, prove to be a

worthwhile area of research. We need to know what learners actually do, which strategies are more or less effective, and whether different strategies may be effective for learners with different learning styles. Until such research had been done, however, we should still encourage our students to adopt some sort of system for recording and reviewing vocabulary, at the very least familiarizing them with some of the strategies mentioned previously.

The lexical component in PETRA “6”:

It is known that a general aim of PETRA curriculum is that students should have an active knowledge of about (4000) words by the end of the tenth grade (by the end of PETRA course). This number includes (800) words to be learned in the tenth grade. So , it is worthwhile to see whether PETRA “6” meets these aims and goals or not.

It was found that only (745) new words were included in the book as indicated by the wordlist which is provided at the end of the Students’ Book instead of (800) words. It was also found that not all the (745) words are active words because (132) out of the list are meant to be known passively by the students. This is illustrated by a asterisk (*)

which is used to distinguish the passive words from the rest of the active words together with a note for the students stating that “words with (*) next to them are less important words which you do not need to learn.” This can be seen in (Students’ Book:124). So, the number of the active words is (613) instead of (800) . This might reveal how far PETRA “6” textbooks are from what is supposed to be carried out as outlined in the curriculum.

As for the vocabulary exercises in the Students’ Book, there are just four types . These are:

1- Exercises following the reading text, such as:

- a. “Find the words” which gives students the meaning and asks them to find the appropriate meaning or meanings in the text.
- b. “Choose the words” which presents students with a choice of possible meanings.
- c. “Match words and meanings” which lists words from the text and asks students to match them with their meanings.

These three types of exercises aim at getting students to use clues, such as context or word form to guess the meaning of unknown words (Teachers’ Book: p vii). Here, the problem is that not a single comment on how students can acquire this skill is provided in the Students’ Book

which is supposed to provide valuable help for teachers in dealing with this aspect.

2- Word study exercises : the exercise is based on words that appear in the reading text and with new words within the same semantic field as well as word building with particular emphasis on phrasal verbs.

So, it is noticed that there is a lack of other aspects of word knowledge such as : translation, synonyms ,sentence completion, antonyms and word derivation. This might create a gap in students' word knowledge. It might also minimize the chances of not only learning them passively but also storing as well as retrieving these newly learnt words.

As for the workbook, there are only four exercises that deal with pronunciation in the whole book which could indicate a lack of inadequacy in this aspect of word knowledge. Moreover, there are only four crosswords and three word puzzles only which seems to reveal a need for language games which enable the students to practise, revise and enhance their learning in a light-hearted way. There are only five dictation exercises in all the Workbook . This might suggest how spelling is not practised enough in writing. As for the dictionary exercises, there are only four and two of them just ask the student to look up the meanings of the newly given phrasal verbs. This may not help the students to achieve the objectives suggested in the general guidelines of

the English Language Curriculum of the reading skill, which states that students in the tenth grade should be able to use a monolingual dictionary to check spelling, pronunciation, meaning and usage. At the same time, the Teachers' Book does not give any hint on how this skill could be activated. Furthermore, the largest proportion of vocabulary exercises come in the form of supplying single words to complete a sentence, a dialogue or a paragraph from a list of words or without it. Finally, some abbreviations, formal and informal words, compound nouns and -ly adverbs are presented as only one exercise on each of them. This might indicate that they may be enough only to introduce the concept rather than to extend and exploit it in a continuous process.

It is obvious that neither the quality nor the quantity of vocabulary activities in both Students' Book and the Workbook is adequate to consolidate students' learning and retrieval of the new vocabulary. This is very important especially for the active words that are supposed to be used fluently whenever the learner needs them. Also, systematic presentation of the various characteristics of word knowledge seems to be missing in almost all the exercises which is a prerequisite for meaningful learning that suits the need as well as the interests of adolescent learners at this stage of study. Furthermore, using various types of language games could be helpful to deepen students' retention

and maximize chances of practice. Finally, the absence of a systematic approach in presenting as well as practising this component imposes serious obstacles to both the language learner and the teacher.

Statement of the Problem:

As a teacher of English language for the eleventh and twelfth grades, the researcher noticed dissatisfaction among teachers, parents, supervisors and those who are interested in the process of teaching English as a second language. The researcher noticed that most of the students finish school and join the university without being able to speak fluently and without being able to communicate with others using English. Most teachers focus on the skills that can be easily evaluated and taught. Though the student may know much on everything about the language ,he /she can not use it properly . Although students in Palestine learn English for eight years (now it is for twelve years), the results of the general examination held by the Ministry of Education show that students are unable to function and to communicate in English effectively and fluently. They lack the ability to comprehend the spoken and written language partly because they don't use the words they study at school and they aren't able to use the right words fluently in expressing their needs and interests.

Purpose of the Study:

As the students study English as a foreign language using PETRA series for six years, they are supposed to have an active knowledge of a great number of vocabulary words. Furthermore, as students' lexical achievement was not evaluated as an output indicator of this curriculum, this demanded carrying out studies to inform the decision makers about the state of the lexical achievement of our students at the end of teaching the PETRA series.

This study aims to investigate the lexical achievement of the tenth grade students in the Government schools of Hebron. It also investigates if there is a significant difference in the achievement of tenth grade students in vocabulary in the five aspects (translation, synonyms , sentence completion , antonyms , derivation) tested in this study due to sex.

So, this study tries to draw the attention to this neglected domain in order to improve students' level of lexical achievement so as to enable them to communicate fluently and accurately.

Significance of the Study:

Many researchers emphasized the importance of vocabulary in the process of teaching English as a foreign language and in the language acquisition. As this aspect of English language is somewhat neglected, it is necessary to highlight it and to evaluate the lexical achievement of the students at the end of the year of using PETRA series.

To the best knowledge of the researcher no such test has been carried out on students of the tenth grade in the Government schools of Hebron. It is also to the best knowledge of the researcher that the students were taught the vocabulary words given in the test in the appropriate way by their teachers. This study attempts to focus on the lexical achievement of tenth grade students so as to show the points of strengths and weaknesses in this domain. It also shows the difference in achievement between male and female students in each aspect of lexical knowledge and word knowledge in general.

This study is expected to achieve the following results:

- 1- To help English teachers and draw their attention to the main factors that affect students' lexical achievement , so as to make them concentrate more on this neglected domain.
- 2- To help students improve their level of vocabulary acquisition.

3- To draw the attention of the supervisors and decision-makers to the points of strengths and weaknesses of students' lexical achievement.

Research Questions:

This study attempts to answer the following questions:

- 1- Are the results of the test on word knowledge as a whole satisfactory (get more than fifty out of one hundred) or not?
- 2- What is the lexical achievement order on the five aspects (translation / synonyms / sentence completion / antonyms / derivation) of lexical knowledge as indicated by the students' results?
- 3- Is there a statistically significant difference in students' achievement on the test as a whole due to sex?
- 4- Is there a statistically significant difference in the students' achievement level on each of the five aspects (translation / synonyms / sentence completion / antonyms / derivation) of lexical knowledge due to sex?

Hypotheses:

In order to answer the questions of this study , these questions were converted into the following null hypothesis:

- 1- The results of the test on word knowledge as a whole are satisfactory.
- 2- There is no lexical achievement order on the five aspects (translation / synonyms / sentence completion / antonyms /derivation) of lexical knowledge as indicated by the students' results.
- 3- There is no statistically significant difference in the general achievement level on the test due to sex.
- 4- There is no statistically significant difference at ($\alpha = 0.05$) in the mean scores of the tenth grade students' achievement in each of the five aspects (translation / synonyms / sentence completion / antonyms / derivation)of lexical knowledge due to sex.

Limitations of the Study:

The researcher acknowledges the following limitations of the study:

- 1- This study is limited to the tenth grade students in the government schools of Hebron which belong to the Directorate of North Hebron in the second semester of the academic year 2000-2001.
- 2- The results of this study could be generalized to a certain extent to government schools only but not to private schools.

Definition of Terms:

- 1- Achievement: it is a measure of status: what a student has achieved at a particular point in time. (Singer, 1993).
- 2- Achievement test: a test which measures how much knowledge someone has learned with reference to a particular course of study or program of instruction. (Richards et al., 1985).
- 3- Active words: words which students need to understand and also use themselves. (Doff, 1989).
- 4- Antonym: a word which is opposite in meaning to another word. (Richards et al., 1985).
- 5- Bilingual dictionary: a dictionary which contains words in the target language translated into the learner's first language and vice versa. (Seal, 1991)
- 6- Derivation: (in morphology and word formation) the formation of new words by adding affixes to other words and morphemes. (Richards et al.,1985).
- 7- Lexical achievement: it is a measure of what vocabulary a student knows at a particular point of time with reference to a particular course of study. (Richards et al., 1985)
- 8- Lexical knowledge: information held regarding the meaning of words as measured by the lexical test. (Frances,1994).

- 9- Lexicon: a book containing an alphabetical arrangement of the words in a language and their definitions. (Webster's New Collegiate Dictionary, 1981)
- 10-Monolingual dictionary: a dictionary that is written only in the second language and has been designed for all learners of the second language , regardless of their first language.
(Seal, 1991).
- 11-Passive words: words which we want students to understand when reading or listening, but which they will not need to use by themselves . (Doff, 1989).
- 12- Satisfactory result : getting fifty out of one hundred in the test.
- 13-Standard Monolingual Dictionary: a dictionary which has been written with native speakers in mind. (Seal, 1991).
- 14-Synonym: a word, which has the same, or nearly the same, meaning as another word. (Richards et al., 1985).
- 15-Translation: giving the Arabic equivalent of the new English word explaining the meanings of words in Arabic.(Abu Hussein ,1991).

Chapter Two
Review of Relevant Literature

Summary:

In this chapter, an introduction was given on the teaching of English as a foreign language. The researcher mentioned briefly the importance of English in general and the importance of learning vocabulary in particular. Later on , the researcher pointed out the relationship between vocabulary and culture acquisition as two vital elements of effective communication. As for the difficulties in learning vocabulary, they were discussed together with ways to overcome these problems. Reading was also discussed as the most traditional way for vocabulary study. The recording of words was discussed as a recommended way which aimed at teaching new words or at increasing student's knowledge of familiar words. Later on a brief summary was given on the lexical component in PETRA "6": the number of words , the type of exercises available in the students' book and the workbook . The lack of systematic presentation of the various characteristics of word knowledge imposes serious obstacles to both language learner and the teacher. At the end of the chapter , the researcher gave the statement of the problem, purpose of the study, significance of the study, research questions, hypotheses, limitations of the study and the definition of terms.

Chapter Two

Review of Relevant Literature

This chapter introduces the previous studies conducted on topics related to this thesis. These studies dealt either with the importance of vocabulary in language learning, the methods of teaching vocabulary , vocabulary learning strategies, studies on the importance of testing students' achievement and studies on lexical errors analysis .

Studies on the importance of vocabulary in language learning:

Many researchers have pointed out the importance of vocabulary in language learning.

Celce-Murcia and Rosenweig (1979) report that it is vocabulary not structure that is important for learners at early levels to communicate.

Wallace (1982) views learning a foreign language as a matter of learning the vocabulary of that language and that the inability of finding the words a person needs to express himself is the most frustrating experience in speaking another language. He also emphasizes that although knowledge of how the whole language system (its "grammar" or "structure") works is important, it is possible for a person to be unable to communicate in it. However, it is possible to

communicate if a person has the vocabulary he needs. He also points out that comparatively little has been written on the teaching and learning of foreign language vocabulary due to the assumption that learning a foreign language is basically a matter of learning its grammar.

Hatch (1983) cited in Gass (1987:129) claims from a communicative perspective that “when our first goal is communication, when we have little of the new language at our command, it is the lexicon that is crucial. The words will make basic communication possible.

Allen (1983) indicates that students and experienced teachers of English as a second language agree on the need for vocabulary and know how well it is important. She also points out that for many years, teacher preparation programs gave little attention to techniques for helping students learn vocabulary and that vocabulary was seldom mentioned in journal articles for teachers. Also, while pronunciation and grammar were emphasized, there was little or no emphasis on vocabulary. She concludes that vocabulary has been neglected in programs for preparing teachers much during the twentieth century.

Spache and Berg (1984) point out that quicker and better understanding while a person reads results from using the knowledge in number of affixes and roots. This use of such word elements also

strongly promotes vocabulary growth, which is considered as an indispensable part of learning. Comprehension and speech are both improved by increased skill in handling difficult words and by the development of a wider reading vocabulary.

Laufer (1986:3) argues that learning vocabulary lies at the heart of language learning and that language acquisition whether first, second, or foreign, child or adult, cannot take place without the acquisition of lexis. She justifies this by stating that “sound patterns of a language, which do not form a lexical item, are no more than meaningless noise: grammatical rules in themselves, unless they relate particular sounds to particular meanings, are only interesting abstractions with insufficient communicative value.” She concludes that language acquisition studies should devote no less scope and effort to vocabulary than to phonology or grammar.

Gass (1987:129) comments, in a special issue of Studies in Second Language Acquisition Journal on second language lexicon, that there is a primary assumption among the various presented papers which indicates that “questions concerning the second language lexicon are important in at least two ways:

1- Knowledge about how second language is learned informs us about the nature of second language learning.

2- How learners organize and use their lexicon informs us about the nature of language in general.

Al-Kufaishi (1988) asserts that vocabulary is one of the major problems that confront EFL learners and that due to their “anemic vocabulary” they are unable to communicate their ideas as clearly as they would like to. Also, they are unable to grasp the ideas transmitted to them. Moreover, listening comprehension, writing and reading abilities are hampered by EFL learners’ limited vocabulary.

Lapkin et al. (1990) propose that the question of how to strengthen the vocabulary component of existing immersion programs should be on the research agenda for the 1990s.

Abu-Hussein (1991) comments that this neglect of vocabulary could not be justified because without adequate lexis there would be no proper language competence or performance.

To explain neglect towards vocabulary instruction, a number of possible reasons have been suggested by many researchers:

Maiguashca (1993) suggests the following two reasons:

1- The lateness with which semantics entered the linguistics scene as compared with grammar and phonology.

2- The intrinsic difficulty and complexity of the subject matter, arising from the fact that the lexicon of a language does not lend itself to structural and systematic treatment as easily as grammar.

Lupescu and Day (1993) refer to a number of studies which stress the well-established importance of vocabulary knowledge in reading comprehension. For example, it was found that in certain contexts, a sentence or even an entire text, could be made incomprehensible by the occurrence of a single unknown vocabulary item. Also, it was discovered that vocabulary knowledge is an excellent predictor of general language ability. Moreover, some measures of word difficulty have proved to be important factors in estimating readability.

Al-Haj Eid (1993) illustrates how important glossary and vocabulary are for improving reading comprehension of EFL students. He also indicates that the lack of vocabulary knowledge, which interferes with EFL learners' comprehension ability, is one of the major problems they face when exposed to a reading text. He attributes this to the fact that they may forget the initial part of sentence's meaning when they stop reading in order to identify the unfamiliar words. He also affirms that lack of vocabulary knowledge is one of the major problems that EFL learners encounter when exposed to a reading test. This lack interferes with and disrupts their reading ability.

Pearson and Johnson (cited in Nawwas, 1993:3) state that in order to bridge the gap to information in English, the learner must be equipped with vocabulary learning strategies that could be helpful in making the meaning clearer.

Cameron (1994:34) reports that “words seem to be basic level category in learning language and learning about language.”

Kaddoumi (1995) indicates that difficulties encountered in comprehending reading texts are ascribed to a load of unfamiliar words which students cannot comprehend while reading English texts.

Gu and Johnson (1996) report a reasonably high correlation coefficient in the relationship between vocabulary size and general English proficiency.

Lawson and Hogben (1996) state that many researchers have pointed to the importance of vocabulary acquisition for second language learners during the past decade.

Harley (1996) asserts that vocabulary knowledge in second language is fundamental to the development of second language proficiency.

Zimmerman (1997) emphasizes that students need a knowledge of academic vocabulary to gain access to texts and

comprehending teaching as vocabulary presents a serious linguistic obstacle to many non-native English speaking students.

Zimmerman and Scarcella (1998) also demonstrate that knowledge of academic vocabulary may encourage students to read more academic texts and that there may be a correlation between the number of words a person knows and the amount of what a person reads. They also indicate that knowledge of academic vocabulary appears critical to academic success and is particularly important in reading although learning vocabulary poses serious difficulties to students , both males and females.

Studies dealing with methods of teaching vocabulary:

These studies investigated the effect of using various vocabulary teaching methods on students' learning.

Al-Ghanim (1990) conducted a study to investigate the effect of the different methods of teaching vocabulary on the achievement of Jordanian tenth grade students' comprehension. These methods were: the implicit (acquiring vocabulary incidentally), the explicit (guessing meaning from context) and the traditional method (providing word lists with synonyms and Arabic translation to be memorized). She found that there was a significant difference in favor of

the traditional method among the three. There was a significant difference in the students' achievement in reading comprehension.

Abu-Hussein (1991) conducted a study to find out to what extent EFL teachers in Jordan used the semantically based strategies in teaching vocabulary, the familiarity order of the eight strategies, the order of application of them in the classroom, and the order of effectiveness of the eight strategies as indicated by teachers. It also aimed at investigating the students' usage of semantic fields, which have the paradigmatic relationship of similarity in proper contexts. The researcher aimed at finding out if there is a significant difference between scientific students and literary students in the use of semantic fields. Subjects were (24) teachers and (825) students. The instruments were a three-part questionnaire to assess teachers' strategies of teaching vocabulary and a contextual test to assess the students' usage of semantic fields. Results showed that the students couldn't use the words of the semantic field in proper contexts. The order of teachers' familiarity with the eight strategies of teaching English vocabulary was as follows: context, guessing, categorization, definition, word list, semantically based, visual aids, and translation. The order of teachers' application of the eight strategies was as follows: guessing, context, categorization, visual aids, word list, semantically based, definition, and translation. There was no

significant difference between scientific and literary students in their use of semantic field words in proper contexts. A significant difference was found between male and female students in their use of semantic fields in proper contexts.

Results of this study show that there is a difference to some extent between the strategies reported by teachers and the real application of these strategies. This means that not all what teachers believe in is really applied in classrooms.

Al-Absi (1991) investigated the effect of using the native language on developing second language learners' lexical proficiency and vocabulary comprehension level. The results were in favor of using the bilingual method as compared with the monolingual method.

Al-Haj Eid (1993) studied the effect of the format of lexicographical materials and comprehension questions in English language texts on students' reading comprehension. The subjects of the study were (130) eleventh grade students in the scientific stream divided into two groups. The first was a control group which was taught in a traditional layout by pre-teaching keywords in a reading passage with reference to a glossary at the back pages of the book or unit, and the presentation of comprehension questions at the end of the passage. The second group (the experimental) was taught the format of placing

lexicographical materials and brief comprehension questions within the margins of reading text. The results showed a significant difference in favor of the experimental group.

Clipperton (1994) made a case for improved vocabulary teaching within a communicative approach and how it can be carried out successfully within French immersion teaching programs. The researcher attributed the reason behind this attempt to the fact that explicit teaching has been neglected in most second language classes in general and in French immersion programs in particular. The researcher suggested that new methodologies have to be developed in order to integrate traditional techniques within the communicative approach.

Ibrahim (1996) identified the most common vocabulary teaching strategies used by Omani teachers of English as a second language who were teaching the second secondary class in Muscat. The sample consisted of (92) males and (54) females. The most common strategies were successively found to be : categorization, explaining the meaning through context, using definitions, translation, applying semantic field features, using visual aids, guessing, word-listing and a combination of techniques strategies. The results also revealed a significant difference between male and female teachers in applying the

aforementioned strategies in favor of males. However, there were no significant differences due to qualifications or experience.

Zimmerman (1997) designed a pilot (10-week) study to examine the combined effects of reading and interactive vocabulary instruction for U.S. post secondary L2 students preparing for university entrance. The L2 students who were attending university preparatory intensive English programs were divided into two groups: one received three hours a week of interactive vocabulary instruction plus an assignment to read self-selected materials; the other group received self-selected reading assignments only. The results suggested that gains in vocabulary knowledge were achieved through interactive vocabulary instruction accompanied by moderate amounts of self-selected and course-related reading; students' perceptions of how best to learn words confirmed these results. The researcher argued that teachers should give consideration to the effects of combining reading and interactive vocabulary instruction.

Vespoor and Winitz (1997) assessed the effectiveness of lexical-field instruction of (16) international university students enrolled in (15-week) programs of English as a second language. Two investigations were conducted:

- 1- Students were assigned to language laboratory to read and listen to accompanying cassettes of (13) books each of which was designed to teach a common lexical field, such as walking, business and transportation while students in the control group attended English grammar, reading and speaking classes, but did not take the lexical field books . The researchers found out that students of the lexical-field group showed greater language achievement on the Michigan Battery Test.
- 2- The second investigation was designed as follows: Two groups of students took the lexical field books, but one group was assigned also to English courses in speaking or grammar. The results did not show a significant difference in the language achievement of the two groups as measured by the same test. These findings indicated that lexical-field instruction was an effective procedure for English general language knowledge through the meaning system.

Aiasreh (1998 .) investigated the vocabulary teaching techniques of (235) EFL Jordanian teachers at the Basic Stage. He found that the most common techniques were: word-list , definitional , visual-aids, a combination of techniques, context, translation, semantic-field, categorization, and guessing.

Othman (1998) proposed a theoretical framework to activate vocabulary for teaching the production of foreign language . The focus of her thesis was on a number of suggestions to help learners in using vocabulary appropriately in communication. She also indicated that vocabulary teaching for productive use points to the inadequacy of current vocabulary teaching and it is not enough to use vocabulary as an adjunct, for example, of reading. Consequently , there is a need for much more vocabulary to be taught and learnt as a separate activity. In addition, in the light of what is involved in productive use of vocabulary, she offered sample vocabulary materials for helping learners in promoting it.

Lawson and Hogben (1998) examined the effects of the use of an elaborated key word strategy for vocabulary instruction on recall and learning of experienced foreign language students. These reports showed that the learners did not typically use highly elaborative strategies for vocabulary acquisition. The results indicated that the key-word-trained students maintained a significant and substantial advantage in the recall of word definitions over control students on each of the four occasions being tested.

Scarcella and Zimmerman (1998) aimed at resolving certain questions concerning the relationship between gender and

second language vocabulary knowledge by testing ESL students' performance on a Test of Academic Lexicon . (192) freshman university ESL students at the University of California at Irvine participated in the study. A t-test was used to investigate differences in the test of academic lexicon scores of males and females. The results showed that the males performed better than the females on the test. Possible explanations for the males' better scores were related to reading habits, interaction styles, educational backgrounds and cultures.

Al-Dibs (1999) investigated the most common vocabulary techniques used by (289) Jordanian teachers of the Basic Stage. The data collected through the questionnaire revealed that the most common techniques were, in successive order, demonstration, visual-aids, inference, a combination of techniques, synonym-antonym, contextualization, definition, word list, derivation, translation, and dictionary use. However, classroom observations indicated that the most common techniques were in successive order, translation, worldlist, contextualization , definition, visual aids technique, synonym-antonym, a combination of techniques , inference, demonstration, derivation and dictionary use.

Studies related to vocabulary learning strategies:

The second group of studies were interested in examining strategies that students employ while trying to learn new vocabulary as well as their effect on their performance.

Al-Till (1990) analyzed the learning strategies used by the Intensive Program students in understanding new vocabulary words in reading texts. The subjects of the study were eight poor learners and eight good ones enrolled in the Intensive Program of English at the University of Jordan. The results revealed no difference in the learning strategies used by good learners and those used by poor ones. The difference, however, was in the nature of the strategy rather than in its type. Moreover, findings showed three types of strategies used by all learners: guessing the meaning of unfamiliar word from its context, using a dictionary to find its proper meaning and asking someone (classmates, relatives, teachers) about its meaning.

Nawwas (1993) investigated the effect of using word-analysis strategy on vocabulary development and the reading comprehension ability of students. The sample consisted of (100) male and female second-year students in the English specialization in the Greater Amman Area. The results revealed significant differences

between the experimental and the control groups on each task of the given tests.

Lupescu and Day (1993) focused on the contribution of using bilingual dictionaries during reading to vocabulary learning by (293) Japanese university students studying English as a foreign language. The results indicated significant better scoring by students who did not use a dictionary. However, evidence showed that some items were harder for the group that used dictionaries due to the possibility that students who were unable to locate the appropriate entry were misled as to the meaning of the word. Also, students who used a dictionary read half as quickly as the group that did not use dictionaries.

Al-Khawaldeh (1994) explored dictionary use strategies employed by a group of first secondary grade students in Mafraq. The sample consisted of (124) students. The study indicated that dictionary users followed certain strategies that varied in type , number and users according to level of achievement , sex, academic specialization and learning task.

Migdadi (1994) investigated lexical learning strategies of Arabic speaking learners of English. The sample of the study consisted of (200) Arabic speaking students majoring in English at

Yarmouk University. The study revealed that overgeneralization and lexical transfer were major processes in lexical choice. Strategies related to these operations were the cause of the highest number of errors. Students' level of performance was judged as unsatisfactory.

Al-Momani (1994) evaluated the students' competence in collocating words correctly in English and the acquisition of collocational terms by students of first and second secondary class in Irbid and Ajlun cities. The subjects were (72) male and (64) female students. The findings showed that students did relatively well in collocating words which are frequently used in daily life. They also showed that the level variable was significant. Second secondary students scored higher than students in the first secondary. Also, the sex variable was significant since male students scored higher than female students. In addition, students did relatively well in grammatical collocations compared to lexical collocations.

Al-Khayat (1995) conducted a study that aimed at finding out the relationship between lexical learning strategies and the target language level. Data was collected from two groups of low and advanced learners at the University of Jordan. The findings revealed that the advanced group adopted more achievement strategies that were second language based than did the low-level group who used

more reduction strategies that were first language - based. The achievement strategies were more effective than reduction ones.

Lawson and Hogben (1996) used a think-aloud procedure to observe the behaviour of (15) university students in Australia with experience in Italian as they attempted to learn the meanings of new foreign language (Italian) words. The great majority of vocabulary learning strategies they used as foreign language students involved some of repetition of the new words and their meanings- mostly a simple reading of dictionary- like entries, or repetition of the word-meaning. Also, little attention was given to the physical or grammatical features of words. The study showed lack of association between use of context and recall of word meaning.

Gu and Johnson (1996) conducted a study to establish the vocabulary learning strategies used by Chinese university learners of English and the relationship between their strategies and outcomes in learning English. The sample consisted of (850) sophomore non-English majors at Bejin Normal University who completed a vocabulary learning questionnaire. Participants reported using a wide variety of learning strategies. Replies to the questionnaire were correlated with results on a vocabulary sized test and the college English test. Self-initiation and selective attention, two metacognitive

strategies, emerged as positive predictors of scores. Contextual guessing, skillful use of dictionaries, note-taking, paying attention to word formation, contextual encoding, and activation of newly learned words also positively correlated with the two tests scores. However, visual repetition of the new words was the strongest negative predictor of both vocabulary size and general proficiency.

Diab and Hamdan (1999) explored how (50) Jordanian Arab university students of English interacted with words and dictionaries while studying a specialized text in linguistics. The data was obtained through dictionary use records and structured interviews. The results revealed that the students mostly looked up “general” words (76 %) in comparison to technical vocabulary and that meaning as well as pronunciation were the prime purposes of dictionary use. In addition, the overwhelming majority of look-ups were not preceded by any pre-dictionary use strategy. Moreover, most of the consulted dictionaries were of general nature and more frequent use of monolingual dictionaries over the bilingual ones was reported. Also, monolingual dictionaries were found more useful. Both print and electronic dictionaries were used; however the use of both specialist and electronic dictionaries was limited to a few subjects.

Tmeizeh (1999) investigated the vocabulary learning strategies used by the Palestinian 12th graders . Subjects of the study were studied in terms of successful vs. unsuccessful learners and gender. Results showed that there are no differences between the types of the learning strategies used by successful learners and those used by unsuccessful learners. The difference, however , is in the frequency of the strategies rather than in their types. Results also point to a significant difference in vocabulary knowledge between successful learners and unsuccessful learners. The difference was for the benefit of the successful learners. Moreover, the findings of the study show six types of strategies used by learners: word morphology analysis, guessing, using a dictionary, association, skipping unknown words and asking others.

Studies on the importance of testing students' achievement :

Richards (1976) points out that a consideration of knowledge that is assumed by lexical competence offers a frame of reference for the determination of objectives for vocabulary teaching and for the assessment of teaching techniques designed to realize these objectives.

Kandeel (1983) states that language testing cannot be separated from language instruction and that washback effect of testing is well observed by language professionals. He also confirms that constructing a language test sheds light on our understanding of what language is and how it should be taught and tested.

Kagan (1990:458) writes : “ For the most part, the public knows but one sign of good teaching-student achievement. Any agenda must be seen as a pointless intellectual exercise. In refusing to acknowledge the importance of student achievement, educational researchers forfeit any chance of changing public opinion. Worse still, they must appear arrogant and non responsive to key constituencies certainly unfit to decide how future teachers should be educated.”

He suggests that the need for evidence linking teacher cognition to measures of student outcome is a political necessity. He further adds: “It is our students’ lexical achievement , which shows where some of their problems lie, their points of strengths and weaknesses, as well as presenting us with the challenge of finding solutions to them. Consequently, we can expect learner’s lexical achievement as measured by a word knowledge test to be reflected in the learner’s productive use of a language. Where this does not happen, we need to look with concern

at the opportunities that the learner has to bring language knowledge into use and adjust the language program accordingly.”

Wang et al. (1993) indicate that having an inventory of findings of what affects learning might help practitioners and policymakers in the construction of a more tightly focused, coherent, and cost conscious agenda for reform. They also say that researchers can provide, under rules of evidence, strategic information through systematic analysis and aggregation of data and description of reliability and validity , the variables associated with student learning.

Balla and Boyle (1994) report that the assessment of students' performance is one of the critical elements in the teaching-learning environment since it provides information which can serve a number of critical purposes in education including :guidance for students in their learning, summative decision making relating to the grades, and derivation of quality and performance indicators.

Prodromou (1995) asserts that everybody knows the value of tests and examinations when conducted at the right time and in the right proportions as having a valuable contribution to make in assessing learners' proficiency, progress and achievement and as a device for diagnosing learners' errors.

Zimmerman (1997) suggests that additional research is needed to investigate communicative instruction of various forms, particularly in regard to word learning. Besides, more information is required about word learning in classroom settings that use contextualized exposure to language and communicative techniques.

Studies on lexical errors analysis:

A number of studies were also conducted on lexical errors analysis. Hamdan (1984) examined lexical errors made by (136) Jordanian second year English majors enrolled at the community colleges in the use of basic English vocabulary. Analysis of the data showed that (68 %) of the subjects' responses were erroneous or inappropriate. The major error types that occurred in the data were: lexical substitution, paraphrase, the use of negative forms, coinage, and translation. The most frequent types of errors were lexical substitution and paraphrase. Besides, it was found that (48.2 %) of the overall number of errors were caused by L1, whereas (14.6 %) were induced by L2.

Zughoul (1991) studied lexical errors among Arabic speaking students of English at Yarmouk University. Hypothesizing

that the problem arises from the interaction of the two languages, he classified lexical errors into thirteen error-types which corresponded to lexical transfer and over-generalization. His categories were: assumed synonymy, literal translation, derivativeness, collocation, similar forms, message translation, idiomacity, influence of Arabic style, circumlocutions, verbosity, analogy, binary terms and over-use of some lexical items.

Hamdan (1994) analyzed lexical errors made by (100) senior English majors at Yarmouk university in their responses to a highly controlled translation task and an intuitive lexical judgement task. Analysis indicated that (32 %) of the subjects' responses on the controlled translation task were incorrect. Major error types found in the data were synonymy, blank, literal translation, similar forms and collocation. Concerning the intuitive lexical judgement task, (34.2 %) of the subjects' responses were incorrect. By comparing and contrasting the results of the two tasks, the data revealed that the subjects' performance on the second task is rather poor and that their errors in the underlining and suppletion tasks were quite many.

Hamdan (1997) examined the extent to which (40) Jordanian/ Arab teachers of English at the Basic Education Stage can identify and correct a sample of lexical errors. The findings revealed

that the subjects encountered problems in error identification and correction. Nevertheless, a systematic training in contrastive analysis , error analysis, and error correction had a positive impact on their performance. The training program significantly improved their ability to identify errors and correct them.

Summary:

In this chapter the previous studies conducted on topics related to this thesis were reviewed. These studies dealt with the importance of vocabulary in language learning, the methods of teaching vocabulary and vocabulary learning strategies, studies on the importance of students' achievement and studies on lexical errors analysis. Some of these studies indicated that good knowledge of vocabulary gives students confidence to express themselves in order to communicate. Other studies concluded that vocabulary has been neglected in programs for preparing teachers. As for the strategies used in teaching vocabulary, studies indicated that there is a difference between the strategies reported by teachers and the real application of these strategies. A lot of studies pointed out the importance of testing students' achievement. The studies on lexical error analysis showed that the problem arises from the interaction of the two languages. So, for all those reasons vocabulary should be concentrated on and not neglected so as to help our students communicate fluently.

Chapter Three
Methodology

Chapter Three

Methodology

This chapter presents the design of the study, the population, the instrument, validity of the test, test reliability and data analysis.

The Design of the Study:

This descriptive study investigated English lexical achievement among the tenth grade students in the Government Schools in Hebron. The independent variable was sex (male and female) . The dependent variable was students' achievement on the word knowledge as a whole and on the five aspects of this knowledge.

Population:

The population of this study consisted of all the tenth grade students in the Government Schools of Hebron which belong to the Directorate of Education in North Hebron. The number of the students (male and female) enrolled in the tenth grade at the end of the academic year 2000-2001 (Table one p.60) was (2311) students. The

age of the students ranged from 16-17 years old. They had been learning English as a second language from the fifth grade, that is, for six years.

Table One

Distribution of Population According to Sex.

Sex	No. of Schools	Frequency
Male	8	1023
Female	15	1288
Total	23	2311

Sample:

The sample of the study was (274) students (120) males and (154) females, aged between 16-17 years. The (274) students form (11.8 %) of the whole population.

Schools and sections were randomly chosen by the computer in the Directorate of Education in Hebron : (4) schools: (2) female schools, (2) male schools, including (274) students were examined. Students were also randomly chosen by the computer in each of the schools selected before.

Table Two

Distribution of Samples According to Sex.

Sex	No. of schools	Frequency	Percent
Male	2	120	47.3%
Female	2	154	52.7%
Total	4	274	100%

Instrumentation:

The researcher prepared a test after several meetings with some of the teachers of English for the Tenth grade. It consisted of five aspects of lexical achievement: { translation, synonyms, sentence completion, antonyms and derivation}. The whole test consisted of (50) items of multiple choice questions.(appendix B, p. 130-133)

The test was based on the following resources:

1. The curriculum textbook which the students use in their schools.
2. Suggestions for achievement tests by experienced teachers. These teachers taught the tenth grade for years and were able to suggest aspects for the achievement test.

3. A number of monolingual and bilingual dictionaries. The dictionaries were used only to form sentences on the words taken from the book.
4. The word list of active words (words which students need to understand and use) and passive words (words which we want students to understand when reading or listening, but which they will not need to use) provided at the end of the teacher's book. The list contained (745) words.

Validity of the Test:

In order to achieve the content validity of the test, it was submitted to:

1. Experts who were teaching either English or Education in different Palestinian Universities such as Bethlehem University and Al-Quds University.
2. English language teachers who were preparing their MA theses at Al-Quds University.
3. English language teachers who teach in Hebron.
4. English language supervisors.

They were asked to evaluate the test as they were familiar with the purpose of the study. They all confirmed that the test was

comprehensive, easy in its directions, and can evaluate what the researcher intended to investigate.

Their ideas, recommendations and suggested modifications were taken into consideration and some changes were done .

Test Reliability:

Reliability was calculated for the various aspects of the test and the mean scores by using Cronbach Alpha Formula. It was 0.88.

Cronbach Alpha Formula was used to calculate the reliability of the five aspects of the test: (translation, synonyms, sentence completion, antonyms, derivation) .

Table Three

The Reliability Coefficient for the five aspects

Aspect	No. of Questions	Reliability Coefficient
Translation	17	0.72
Synonyms	13	0.71
Sentence completion	10	0.58
Antonyms	5	0.57
Derivation	5	0.50
Total	50	0.88

Pilot Test:

The items of the test were pilot tested at the end of the first semester of the academic year 2000-2001. The purpose of the pilot test was to evaluate the test in terms of difficulty , content and time. The items incorrectly answered or left blank by all the students were excluded from the test.

Conducting the Study:

The following procedures were followed in order to conduct the study:

1. Letters of support were taken from Al-Quds University and the Directorate of Education in Hebron to facilitate carrying out the study. (Appendix B , letter 1 ,p. 126, letter 2 p. 127)
2. Permission was obtained from the administration of the schools which were randomly chosen to take the test.
3. The test validity and reliability were done.
4. The test was conducted at the end of the second semester of the academic year 2000-2001. The subjects of the study were chosen from (4) schools, (8) classes.
5. The researcher visited each of the selected schools and explained clearly to the English teachers and school principals the nature of the study and the test directions in order to ensure their assistance and cooperation.
6. The test was conducted under the supervision of the English language teacher , the school principal in each school and the researcher.
7. The pupils were tested for one hour (60) minutes after being given the correct directions.

8. Exam papers were collected , corrected and the results were recorded for statistical analysis.

Statistical Analysis:

As soon as data collection was completed, the process of coding took place in order to enter the data in the computer. The achievement tests were corrected by giving one point for the correct answer and zero for the wrong one. Students' marks were computed as one hundred percent (100 %).

The t-test was used to test the significant differences between the achievement of tenth grade students on the test as a whole and in each aspect of the test due to sex. In addition, percentages , means, standard deviations, Pearson Correlation and Cronbach Alpha were calculated by using SAS program. (Statistical Analysis System)

Summary:

In this chapter, the researcher explained the variables of this descriptive study. She also presented the necessary information about the design of the study, the population and the sample. The researcher prepared the achievement test which included five aspects of the lexical knowledge: {translation, synonyms, sentence completion, antonyms and derivation}. The test consisted of (50) items . The validation of the test was ensured by giving it to four experts. The test reliability was computed by using the Cronbach Alpha formula. It was 0.88. The researcher found out means , Pearson correlation and standard deviation by using the SAS program (Statistical Analysis System).

Chapter Four

Results

The main purpose of this study was to investigate and evaluate the lexical achievement of tenth grade students in Government schools of Hebron. It also aimed to investigate if there is a significant difference between male and female students in their achievement on the given test as a whole. In addition, this study aimed at finding out if there is a significant difference in the students' achievement in each of the five aspects (translation, synonyms, sentence completion, antonyms and derivation) of word knowledge included in the test. To achieve this goal, the study was conducted on (274) male and female students divided randomly into four schools.

This chapter presents the results, which are related to the questions of the study. Through these results and their analysis the researcher tried to answer the following questions:

Question One:

Are the results of the test on word knowledge as a whole satisfactory or not?

To answer this question, the frequency distribution of students' achievement on the test as a whole was calculated. In addition, the mean scores and standard deviations of the students' responses were calculated and the dependent sample t-test was applied. Accordingly, the results are displayed on table (4) which shows the overall average of students' achievement and the frequency of their scores.

Table (4)

Frequency distribution of students' achievement on the test as a whole.

Result	Frequency	Percent
Pass	105	38.3%
Fail	169	61.7%
Total	274	100%

As is obvious from the table above, if we take the score of fifty as the minimum "passing" level of achievement, then (38.3%) of the subjects (or 105 subjects) have a "passing" score of achievement

while (61.7%) of the subjects (or 169 subjects) are below the passing level of achievement. This means that the total group could not gain the least expected passing level of achievement, which indicates that there is a significant difference between the calculated level and the passing level.

So, we notice that the results are not satisfactory at all and that there is a low degree of achievement in the students' results. Table (5) shows the mean scores and standard deviation of the test as a whole.

Table (5)

Mean scores and standard deviation of the test as a whole.

Variable	No.	Mean	Std. Dev.
Final Results	274	47.54	17.74

In order to achieve more accurate results of the test , the marks were put into three categories. This is clear in the table below.

Total	Frequency	U.I	C.F
10-49	169	49.5	169
50-74	76	74.5	245
75-94	29	94.5	274

From the above table , we notice that the majority of the students got below the passing level, for (169) of the students failed in the exam and this is a great number. (76) of the students were able to pass the exam and to get marks between (50-74). But the minority of the students took good marks in the test.

Question Two:

What is the lexical achievement order on the five aspects of lexical knowledge as indicated by the students' results?

To answer this question, the weighted mean scores and standard deviations of the students' correct responses of all the aspects were calculated. Accordingly, the five aspects were arranged in a descending order as presented in table (6) . By this calculation, the researcher knows which lexical feature in one category is better known than the other features.

Table (6)

Mean scores and standard deviation of the five aspects of lexical achievement in descending order.

Aspect	No.	Mean	Std. Dev.
Translation	274	58.05	19.95
Antonyms	274	53.94	29.59
Sentence Completion	274	43.35	22.21
Derivation	274	39.92	27.99
Synonyms	274	37.50	22.05

The conclusion that can be drawn from the above table is that students' achievement on the five aspects does not have the same order and it is not equal, either.

The collected data provide the following successive order of the five aspects. First, the translation category is the best. Then come antonyms, sentence completion, derivations and finally the last one is the synonyms.

Question Three:

Is there a statistically significant difference in students' achievement on the test as whole due to sex?

This question is converted into the following null hypothesis:

There is no statistically significant difference in the general achievement level on the test due to sex.

In order to answer this question, the computed data gave the mean scores of the male and female students' achievement in the designed test as table (7) reveals.

Table (7)

Results of t-test for students' achievement on the word knowledge

test as a whole.

Sex	No.	Mean	Std. Dev.	DF	T- Value	Prob.
Male	120	51.23	18.89	272	3.0828	*** 0.0023
Female	154	44.67	16.27			

As is obvious from the above table, the mean scores for male students is (51.23) with a standard deviation of (18.89) while the mean score for female students is (44.67) with a standard deviation of (16.27) . The figures in table (7) above reveal that there are statistical significant differences between male and female students at ($\alpha = 0.05$) in the general lexical achievement. The statistical significance was less than 0.05 , so it is statistically significant. This significance was in favor

of the male students. So the male students outperformed their female colleagues in terms of their general achievement level.

Table (8)

Results of the students' achievement on the word knowledge test as a whole .

Aspect/ Result	Pass		Fail	
	No.	Percent	No.	Percent
Translation	179	65.3%	95	34.7%
Synonyms	69	25.2%	205	74.8%
Sentence Completion	118	43.1%	156	56.9%
Antonyms	146	53.3%	128	46.7%
Derivation	91	33.2%	183	66.8%
Total	105	38.3%	169	61.7%

From the table above , it is noticed that the best results in the general achievement test are in the first aspect which is translation as (65.3 %) of the students passed this portion of the test, then comes the fourth aspect antonyms , as (53.3 %) of the students passed this portion .

On the other hand, the worst results are in the synonyms aspect, as (74.8 %) of the students didn't pass the test, sentence completion (56.9 %) of the students didn't pass the test, and in the derivation aspect (66.8 %) of the students didn't pass the test.

Furthermore, a quick look at the above table clearly shows that the achievement on the three aspects (synonyms, sentence completion, derivation) are below the passing level of (50) out of (100). In general, the percentage of the students who passed the achievement test of word knowledge as a whole is (38.3 %) and for those who didn't pass the test, the percentage is (61.7 %).

Question Four: (a)

Is there a statistically significant difference in the students' achievement level on the first aspect (translation) of lexical knowledge due to sex?

This question is converted into the following null hypothesis:

There is no statistically significant difference at ($\alpha = 0.05$) in the mean scores of the tenth grade students' achievement in the translation aspect due to sex.

Table (9) below shows the results of the (t-test) done for the test on the differences between male and female students in the achievement test in the translation aspect.

Table (9)

Results of the t-test for students' achievement in the translation aspect.

Sex	No.	Mean	Std. Dev.	DF	T-Value	Prob.
Male	120	60.58	18.58			***
Female	154	55.76	20.69	272	2.1619	0.0315

From the table above we notice that there is a statistically significant difference at ($\alpha = 0.05$) in the means of the students' achievement in the translation aspect which is attributed to sex.

The difference was in favor of the male students. The mean scores of their results in translation were (60.98) while the female students got (55.76)

Table (10)

Frequency distribution and percentages of the students' results

Translation

Question No.	Male				Female			
	False		True		False		True	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
1.	28	23.3	92	76.7	44	28.6	110	71.4
2.	51	42.5	69	57.5	107	69.5	47	30.5
3.	18	15.0	102	85.0	29	18.8	125	81.2
4.	47	39.2	73	60.8	47	30.5	107	69.5
5.	40	33.3	80	66.7	72	46.8	82	53.2
6.	74	61.7	46	38.3	89	57.8	65	42.2
7.	90	75.0	30	25.0	103	66.9	51	33.1
8.	47	39.2	73	60.8	50	32.5	104	67.5
9.	54	45.0	66	55.0	76	49.4	78	50.6
10.	35	29.2	85	70.8	68	44.2	86	55.8
11.	59	49.2	61	50.8	82	53.2	72	46.8
12.	71	59.2	49	40.8	117	76.0	37	24.0
13.	23	19.2	97	80.8	24	15.6	130	84.4
14.	35	29.2	85	70.8	46	29.9	108	70.1
15.	56	46.7	64	53.3	96	62.3	58	37.7
16.	30	25.0	90	75.0	65	42.2	89	57.8
17.	38	31.7	82	68.3	43	27.9	111	72.1

Question Four :(b)

Is there a statistically significant difference in the students' achievement level on the second aspect (synonyms) of lexical knowledge due to sex?

This question is converted into the following null hypothesis:

There is no statistically significant difference at ($\alpha = 0.05$) in the mean scores of the tenth grade students' achievement in the synonyms aspect due to sex.

Table (11) shows the results of the (t-test) done for the test on the differences between male and female students in the achievement test in the synonyms aspect.

Table (11)

Results of the t-test for students' achievement in the synonyms aspect.

Sex	No.	Mean	Std. Dev.	DF	T-Value	Prob.
Male	120	43.20	25.19	272	3.7208	***
Female	154	33.06	18.13			0.0003

From the table above we notice that there a statistically significant difference at ($\alpha = 0.05$) in the means of the students' achievement in the synonyms aspect which attributed to sex.

This difference was in favor of the male students . The mean scores of the males students' results was (43.20) while the female students got (33.06).

Table (12)

Frequency distribution and percentages of students' results

Synonyms

Sex	Male				Female			
Question	False		True		False		True	
No.	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
1.	38	31.7	82	68.3	53	34.4	101	65.6
2.	69	57.5	51	42.5	109	70.8	45	29.2
3.	55	45.8	65	54.2	68	44.2	86	55.8
4.	69	57.5	51	42.5	114	74.0	40	26.0
5.	55	45.8	65	54.2	78	50.6	76	49.4
6.	50	41.7	70	58.3	73	47.4	81	52.6
7.	98	81.7	22	18.3	133	86.4	21	13.6
8.	69	57.5	51	42.5	110	71.4	44	28.6
9.	69	57.5	51	42.5	109	70.8	45	29.2
10.	88	73.3	32	26.7	131	85.1	23	14.9
11.	92	76.7	28	23.3	123	79.9	31	20.1
12.	60	50.0	60	50.0	121	78.6	33	21.4
13.	74	61.7	46	38.3	118	76.6	36	23.4

Question Four: (c)

Is there a statistically significant difference in the students' achievement level on the third aspect (sentence completion)of lexical knowledge due to sex?

This question is converted into the following null hypothesis:

There is no statistically significant difference at ($\alpha = 0.05$) in the mean scores of the tenth grade students' achievement in sentence completion aspect due to sex.

Table (13) shows the results of the (t-test) done for the test on the differences between male and female students in the achievement test in the sentence completion aspect.

Table (13)

Results of t-test for students' achievement in the sentence completion aspect.

Sex	No.	Mean	Std. Dev.	DF	T-Value	Prob.
Male	120	48.00	24.78	272	3.0082	*** 0.0029
Female	154	39.74	19.29			

From the table above we notice that there is a statistically significant difference at ($\alpha = 0.05$) in the means of the students' achievement in the sentence completion aspect due to sex.

This difference was in favor of the male students. The mean scores of the male students was (48.00) while the female students got (39.74).

Table (14)

Frequency distribution and percentages of students' results

Sentence Completion

Sex	Male				Female			
Question No.	False		True		False		True	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
1.	40	33.3	80	66.7	120	77.9	34	22.1
2.	61	50.8	59	49.2	88	57.1	66	42.9
3.	77	64.2	43	35.8	111	72.1	43	27.9
4.	59	49.2	61	50.8	64	41.6	90	58.4
5.	64	53.3	56	46.7	122	79.2	32	20.8
6.	84	70.0	36	30.0	94	61.0	60	39.0
7.	44	36.7	76	63.3	60	39.0	94	61.0
8.	52	43.3	68	56.7	80	51.9	74	48.1
9.	74	61.7	46	38.3	111	72.1	43	27.9
10.	69	57.5	51	42.5	78	50.6	76	49.4

Question Four: (d)

Is there a statistically significant difference in the students' achievement level on the fourth aspect (antonyms) of lexical knowledge due to sex?

This question is converted into the following null hypothesis:

There is no statistically significant difference at ($\alpha = 0.05$) in the mean scores of the tenth grade students' achievement in the antonyms aspect due to sex.

Table (15) shows the results of the (t-test) for the test on the difference between male and female students in the achievement in the antonyms aspect due to sex.

Table (15)

Results of the t-test for students' achievement in the antonyms aspect.

Sex	No.	Mean	Std. Dev.	DF	T-Value	Prob.
Male	120	57.16	26.35			
Female	154	51.42	31.75	272	1.6336	0.1035

From the table above we notice that there is no statistically significant difference at ($\alpha = 0.05$) in the means of the students' achievement in the antonyms aspect due to sex. The significance level was more than (0.05), so it is not statistically significant.

Table (16)

Frequency distribution and percentages of students' results

Antonyms

Sex	Male				Female			
Question	False		True		False		True	
No.	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
1.	20	16.7	100	83.3	68	44.2	86	55.8
2.	61	50.8	59	49.3	70	45.5	84	54.4
3.	77	64.2	43	35.8	102	66.2	52	33.8
4.	46	38.3	74	61.7	66	42.9	88	57.1
5.	53	44.2	67	55.8	68	44.2	86	55.8

Question Four: (e)

Is there a statistically significant difference in the students' achievement level on the fifth aspect (derivation) of lexical knowledge due to sex?

This question is converted into the following null hypothesis:

There is no statistically significant difference at ($\alpha = 0.05$) in the mean scores of the tenth grade students' achievement in the derivation aspect due to sex.

Table (17) shows the results of the (t-test) done for the test on the differences between male and female students in the achievement test in the derivation aspect.

Table (17)

Results of the t-test for students' achievement in the derivation aspect.

Sex	No.	Mean	Std. Dev.	DF	T-Value	Prob.
Male	120	39.50	28.33			
Female	154	40.25	27.81	272	-0.2225	0.8241

From the table above we notice that there is no statistically significant difference at ($\alpha = 0.05$) in the means of the students' achievement in the derivation due to sex. The significance level was more than (0.05) ,so it is not statistically significant.

Table (18)

Frequency distribution and percentages of students' results

Derivation

Sex	Male				Female			
Question	False		True		False		True	
No.	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
1.	62	51.7	58	48.3	90	58.4	64	41.6
2.	85	70.8	35	29.2	99	64.3	55	35.7
3.	60	50.0	60	50.0	77	50.0	77	50.0
4.	77	64.2	43	35.8	97	63.0	57	37.0
5.	79	65.8	41	34.2	97	63.0	57	37.0

Table (19)

Results of students' achievement on the five aspects due to sex.

Sex	Male (120)				Female (154)			
	Pass		Fail		Pass		Fail	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Item 1	87	72.5%	33	27.5%	92	59.7%	62	40.3%
Item 2	45	37.5%	75	62.5%	24	15.6%	130	84.4%
Item 3	59	49.2%	61	50.8%	59	38.3%	95	61.7%
Item 4	71	59.2%	49	40.8%	75	48.7%	79	51.3%
Item 5	39	32.5%	81	67.5%	52	33.8%	102	66.2%
Total	55	45.8%	65	54.2%	50	32.5%	104	67.5%

Item 1 = translation.

Item 2 = synonyms.

Item 3 = sentence completion.

Item 4 = antonyms.

Item 5 = derivation

The table above reveals that the majority of the students (male and female) did well in the first aspect which is translation. Translation occupied the first rank as (72.5 %) of the male students passed the test while (59.7 %) of the female students passed the test. The worst results are in (synonyms, sentence completion, derivation).

For the majority of the students (male and female) failed in these aspects.

As for the antonyms , it was found that (59.2 %) of the male students passed the test ,while (48.7 %) of the female students passed the test. In general, the results are in favor of the male students as (45.8 %) passed the test and (32.5 %) of the female students passed the test.

A quick comparison between male and female students indicates that the male students outperformed their female colleagues in terms of their general achievement .

Summary:

In this chapter, the researcher presented the results, which consequently answer the five questions of this study. These results indicated that there is a significant difference between the calculated level and the passing level and that the results are not satisfactory at all. It also showed that the students' achievement on the five aspects does not have the same order and it is not equal, either. It also pointed out that the male students outperformed their female colleagues in terms of their general achievement level. It also showed that there is a statistically significant difference at ($\alpha = 0.05$) in the mean scores of the students' achievement in the five aspects of lexical knowledge which is attributed to sex. These results will be discussed in chapter five.

Chapter Five
Discussion, Conclusions and Recommendations

Chapter Five

Discussion, Conclusions and Recommendations

Discussion:

This study attempted to investigate the lexical achievement level of the tenth grade students in the Government schools of Hebron and to see the order of the five aspects examined in the test given by the researcher. It also attempted to investigate if there is a significant difference in the tenth grade students' achievement in every aspect of the test, and if this significance is due to sex or not.

In this chapter, the researcher highlights and discusses the five questions of this study. She, also compares the results of this study with the literature reviewed in Chapter Two. Then, there are the conclusions from the study. The necessary recommendations, which depend on the results, will be presented.

Question One:

Are the results of the test on word knowledge as a whole satisfactory or not?

The results revealed that most of the students could not reach the minimum "passing" level of (50) out of (100). Only

(105) students (38.3 %) of the subjects have a “ passing ” score while (169) students (61.7%) of the subjects are below the passing level of achievement . This means that the total group could not gain the least expected passing level of achievement which indicates that there is a significant difference between the calculated level and the passing level. This finding leads us to reject the null hypothesis that their lexical achievement level is satisfactory.

The unsatisfactory level of achievement may be attributed to the general trend towards neglecting vocabulary in favor of functions. This is in accordance with Harvey (1983) who lamented that “the study of vocabulary has been given a minor focus of classroom activities, perhaps partly due to more modern communicative approach methodologies.”

Al-Qasem (1983) and Zaghlool (1984) found out that Jordanian students do not acquire the complete range of lexical use. In addition, it can be assumed that these problems arise out of the teachers' inadequate strategies and lack of effective methods for teaching vocabulary learning skills and strategies , as many studies proved , (Kruse, 1979, Hamdan, 1997, and Othman, (1998) . Another explanation of the results might be that the students spend less time

engaged in vocabulary learning since there are limited opportunities of exposure and practice in this aspect of language.

Bramki and Williams (1984:169) noted that with advent of notional/functional approach to language-teaching, vocabulary has received less emphasis in teaching or learning reading than it deserves.

Othman (1998:33) pointed out that vocabulary has been given so little attention in modern language teaching (both of the behaviourist / structural model and the functional communicative models have in their different ways, consistently underplayed it.)

Hamdan (1997) stated that Jordanian/Arab EFL teachers cannot always identify and correct lexical errors. His study proved that they sometimes produce further errors while trying to correct errors they have already managed to identify. However, systematic training in contrastive analysis, error analysis and error correction was very useful in improving Jordanian/Arab EFL teachers' ability to identify and correct lexical errors.

In addition, it is assumed that the English language curriculum (PETRA) does not cover the vocabulary aspect in a way that fulfills the requirements of the English language curriculum as manifested in the theoretical framework. Furthermore, it seems that the training courses

that are held for English language teachers might not have developed their interest and skills in relation to this dimension of the language.

Question Two:

What is the lexical achievement order of the five aspects of lexical knowledge as indicated by the students' results?

The collected data revealed that the students' achievement on the five aspects does not have the same order and it is not equal, either.

The collected data provide the following successive order of the five aspects. First, the translation category is the best. Then come antonyms, sentence completion, derivations and finally the last one is the synonyms.

The findings related to the translation aspect agree with Oskarson (1974:16) who highlighted the point that native language has beneficial rather than adverse effects on the acquisition process and that the dictum that the native language should be altogether subordinated to the foreign language does not hold good in the case of vocabulary learning.

Harmer (1983) pointed out that continuous translation would impede students' learning since they want to hear and practise the

target language not their own. However, it can save a lot of time and help the teacher if he cannot explain it in the target language. Thus, translation seems a useful measure if used sparingly.

However, the importance of using the mother tongue in the class cannot be ignored and is supported by researchers. For instance, Krakowian (1984) stressed that during the early stage of learning a foreign language word, the students would learn , among other things, the native language counterpart for each foreign word.

The antonyms aspect occupied the second rank. This finding corresponds to Migdadi (1994) who found out that relational opposites were not of little importance as a source of errors committed by students.

Sentence completion came in the third rank. One implication of teaching this aspect as Taylor (1990) stated would be to ensure that vocabulary items are not taught merely in isolation but given in a meaningful context for the word, if possible with several examples of its use in connected discourse. It should be pointed out here that the choice of the wrong words can be ascribed to the lack of extensive reading of contemporary English prose where students would acquire and build up competence to use the lexicon of the language. This lack of reading is of particular importance provided that learners who are living in the L2 language environment, reading is by no means of particular value as the

only source of new vocabulary knowledge as indicated by Zughoul (1991), Hamdan (1994), and Harley (1996).

In the fourth rank came the derivation aspect. This result is in line with the findings of Zughoul (1991) who listed derivativeness as the third major source of errors for Arabic-speaking learners of English. Hamdan (1994) said that the cause of this weakness might be the difference between the system of derivation of L1 and L2 . Bot et al. (1997) indicated that it is the learners' knowledge of L2 derivations (i.e., stems and affixes) and of grammatical inflections (e.g., -tion, -ly, -ed, -s) that is used to infer the meaning of an unknown word.

The last rank was occupied by the synonyms aspect. Alderson and Alvarez (1977) confirmed that knowledge of a word's meaning builds up and becomes clearer only with repeated exposure to the word in different contexts so that the learner has the ability to define the meanings of words when they need them. Moreover, Rivers and Temperly (1978) stated that vocabulary practice in vocabulary building is provided when students are asked to focus on meaning through: supplying paraphrases and definitions of words in a text that they have just read, identifying from a multiple-choice items the correct paraphrases or definitions for certain words in the text, finding words in the text to match paraphrases or definitions supplied, completing an

unfamiliar text by supplying for each blank a word from multiple-choice alternatives, completing sentences based on a text, exercises may be unrelated to a known text.

In addition, Nuttal (1982) said that training in the proper use of a dictionary will also help because it involves selecting the meaning that is appropriate to the given context especially with words that have several meanings.

Question Three:

Is there a statistically significant difference in the students' achievement on the test as a whole due to sex?

The figures revealed that there are statistically significant differences between male and female students at ($\alpha = 0.05$) in the general lexical achievement . The statistical difference was less than 0.05 , so it is statistically significant. This significance was in favor of the male students . So the male students outperformed their female colleagues in terms of their general achievement level. There is nothing that indicates that the females and males in the present study were exposed to different teaching-learning opportunities or different socioeconomic backgrounds since they are all enrolled in the same teaching programme and come from the same socioeconomic

environment and are of the same age. It is also noticed that the general academic level and English proficiency play an important role too. Nevertheless, the study has enough evidence to assure that the total average of males' lexical achievement in the entire test is higher than the total average for females' knowledge and that the difference between the two is statistically significant.

This result is in accordance with the study done by Scarcella and Zimmerman (1998). Their study aimed at resolving certain questions concerning the relationship between gender and second language vocabulary knowledge by testing ESL students' performance on a test of Academic Lexicon. (192) freshman university ESL students at the University of California at Irvine participated in the study. A t-test was used to investigate differences in the test of academic lexicon scores of males and females. The results showed that the males performed better than the females on the test. Possible explanations for the males' better scores were related to reading habits, interaction styles, educational backgrounds , and cultures.

Other results found by the researcher were all in favor of the females. Al-Mahameed (1985) reported that there were differences of statistical significance between male and female students for the benefit of females in the sixth elementary class sample. This may be attributed to

females' tendency to use language learning strategies more than males. This has been repeatedly found in recent studies of language learning strategy use around the world. For instance, in Oxford and Ehrman's words (1995:364), "males have not been shown to exceed females in the use of any general category of language learning strategies". In addition, they indicated that few studies have been conducted on actual foreign or second language performance of males and females, but those that exist suggest that females exhibit better listening skills than males .

Kraizem (1994) found that there were significant differences between the female and male students on the non-related and semantic strategies in favor of the females.

Question Four: (a)

Is there a statistically significant difference in the students' achievement level on the first aspect (translation) of lexical knowledge due to sex?

The figures revealed that there is a statistically significant difference at ($\alpha = 0.05$) in the mean scores of the tenth grade students' achievement in the translation aspect due to sex.

The difference was in favor of the male students. The mean scores of their results in translation were (60.98) while the female students got (55.76).

This result is in accordance with Kraizem (1994) who found that the translation aspect came first in the males' achievement.

Abu Hussein (1991) suggested that even if the translation strategy was ranked the last in an ordinal scale related to teachers' familiarity of vocabulary teaching strategies, it is not so unfamiliar. She contemplated that teachers try to give translation the lowest degree because of the Ministry of Education instructions which always tend to minimize its role.

Hamdan and Diab (1997) also pointed out that Arabic is often used in teaching because teachers think that it facilitates the teaching/learning task. At the same time, it is not used in testing for tests are in a sense official documents that can be seen by educational bodies who do not prefer integrating L1 in the EFL learning process. However, the importance of using the mother tongue in the class cannot be ignored and is supported by researchers.

Question Four: (b)

Is there a statistically significant difference in the students' achievement level on the second aspect (synonyms) of lexical knowledge due to sex?

The figures revealed that there is a statistically significant difference at ($\alpha = 0.05$) in the means of the students' achievement in the synonyms aspect which is attributed to sex.

The difference was in favor of the male students. The mean score of the male students' results was (43.20) while the female students got (33.06).

The results of this study are inconsistent with the claims of Higa (1963) who indicated that the lists of synonyms, antonyms, and free associations were found to be significantly more difficult to be learned than any other sort of semantic relationships. Furthermore, Migdadi (1994) stated that synonyms did not cease being classified as a central origin of lexical errors since Arab learners of English produced various incorrect vocabulary items, which resulted from use of familiar synonyms, approximation, lexical transfer, literal translation, word coinage and similar forms. Nevertheless, English is said to be very rich in synonyms because of the vast number of borrowings from different languages. This might imply that students should be encouraged to

exploit this feature of English language while trying to learn new words which provides a link between the previously learned words and the newly introduced ones.

Question Four: (c)

Is there a statistically significant difference in the students' achievement level on the third aspect (sentence completion) of lexical knowledge due to sex?

The figures revealed that there is a statistically significant difference at ($\alpha = 0.05$) in the means of the students' achievement in the sentence completion aspect due to sex.

The difference was in favor of the male students. The mean score of the male students was (48.00) while the female students got (39.74).

Carter (1987) pointed out that lexical items are learned in groups and not in single items. Hubbard et al. (1983) also mentioned that students remember words more easily when learned under the condition that words belonging to one area or lexical set are taught together. Consequently, it is assumed that students should be made aware of this strategy in vocabulary learning and practice by helping them to organize words they know into such sets.

Question Four: (d)

Is there a statistically significant difference in the students' achievement level on the fourth aspect (antonyms) of lexical knowledge due to sex?

The figures revealed that there is no statistically significant difference at ($\alpha = 0.05$) in the means of the students' achievement in the antonyms aspect due to sex. The significance level was more than (0.05) , so it not statistically significant.

The results of this study agree with those of Migdadi (1994) who found out that relational opposites were not of little importance as a source of errors committed by students.

Question Four: (e)

Is there a statistically significant difference in the students' achievement level on the fifth aspect (derivation) of lexical knowledge due to sex?

The figures revealed that there is no statistically significant difference at ($\alpha = 0.05$) in the means of the students' achievement in the derivation aspect due to sex. The significance level was more than (0.05), so it is not statistically significant.

The results of this study agree with those of Hazaymeh (1996) who stated that there were statistically significant differences between male and female students with relation to their errors in using English verb tenses. The female students made more errors than male students with respect to verb tenses. In brief, both male and female students could not reach the least expected passing level in any of the five aspects even if there are significant differences between them or not. This indicates how weak students are in relation to lexical aspects of English language.

The figures revealed that the majority of the students (male and female) did well in the first aspect which is translation. Translation occupied the first rank as (75 %) of the male students passed the test while (59.7 %) of the female students passed the test. The worst

results were in the (synonymous , sentence completion , derivation).
The majority of the students (male and female) failed in these aspects.
The antonyms aspect , in the test, it was found that (59.2 %) of the male students passed the test, while (48.7 %) of the female students passed the test. In general the results were in favor of the male students as (45.8 %) passed the test and (32.5 %) of the female students passed the test.

Conclusions:

This study aimed at evaluating the lexical achievement level of tenth grade students in the Government schools of Hebron. In addition, it sought to investigate the relationship between gender and word knowledge as measured by the designed test.

At the beginning of this study, the researcher put forward a hypothesis which stated that the subjects would have a satisfactory level of achievement. The hypothesis was based on the idea that our English language curriculum (PETRA series) presents a large amount of vocabulary in this grade.

After analyzing the results of the test, the hypothesis that the lexical achievement level on a word knowledge is satisfactory was rejected.

Although the subjects of the study have been studying English for six years, they failed to reach the least expected level of lexical achievement. So, the subjects of the study are not expected to be capable of transferring their knowledge to their performance in the future life whether in their academic study or in any other field of work.

Another important question relating gender and L2 learner's knowledge of words was raised. The differences in their lexical achievement are significant and can't be ignored. It was clear from the

results that the female and male students don't perform equally well on the lexical achievement test of word knowledge.

Male students outperformed their female colleagues on their lexical achievement level on the word knowledge test. The results of the male students were a little bit surprising but possible explanations for the males' better scores were related to reading habits, interaction styles, educational and cultural backgrounds, secure and safe conditions at school, parents' forcing male students at home because of the uprising conditions, female students being responsible for certain things to be done at home in order to help their mothers.

Recommendations:

In the light of the findings of this study , the researcher suggests a number of recommendations in this section. It would be more practical to divide these recommendations into three main categories: recommendations for the Ministry of Education, recommendations for teachers, and recommendations for researchers.

Recommendations for the Ministry of Education:

Decision-makers at the Ministry of Education are called to:

- 1- Review the instructional approach of PETRA textbooks so that English teachers pay more attention to what to teach and how to teach.
- 2- Give more attention to the various aspects of word knowledge in our syllabuses.
- 3- Design special training courses on vocabulary learning and development for teachers in practical techniques of teaching vocabulary and make them aware and sensitive to the importance of vocabulary and the various aspects that are involved in lexical knowledge.

- 4- Provide the TEFL teachers with direct opportunities concerning the selection of EFL objective because teachers take over where the textbook leaves off.
- 5- Bridge the gap between the time allotted to teaching and the size of PETRA textbooks through minimizing the number of units of both PETRA textbooks into 20 units or less so as to enable both teachers and pupils to cover the material easily and effectively on time.

Recommendations for teachers:

Teachers are recommended to :

- 1- Emphasize lexis as much as grammar and the four language skills since it is noticed that teachers spend most of the classroom time on teaching these aspects and they rarely address the students' word-learning needs.
- 2- Focus on explicit vocabulary acquisition skills' improvement where learners practise how to use, adapt, evaluate, and transfer a strategy to new situations and tasks. In addition, vocabulary must be developed to become the flexible instrument that native speakers of English know it to be by bringing various kinds of exercises that deal with morphology and derivations.

- 3- Have a ready ability of how words can be built up from various parts of speech because much of the English vocabulary is composed in this way.
- 4- Help students in expanding their vocabulary by using context clues, synonyms, antonyms, derivations, word families and so on as well as using word building strategies.
- 5- Have a better perception of students' problems and needs as well as how to enhance and improve their vocabulary learning and retention.
- 6- Adopt teaching methods and evaluation techniques that encourage students' autonomous vocabulary-learning strategies suitable for skill learning through practical advice.

Recommendations for researchers:

Researchers are recommended to:

- 1- Carry out similar studies on other classes and levels. In this way, conclusions could become more reliable because they would be based on other groups' performance. Similar studies in other areas in Palestine need to be conducted which may lead to different results or better generalization of results.

2- Carry out other studies with other independent variables such as: kind of school and specialization stream as well as attitudes of students and teachers towards the importance of vocabulary learning.

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Appendices

Appendices:

Appendix A: Frequency Distribution of the students' results in the achievement test .

Appendix B: Word knowledge test.

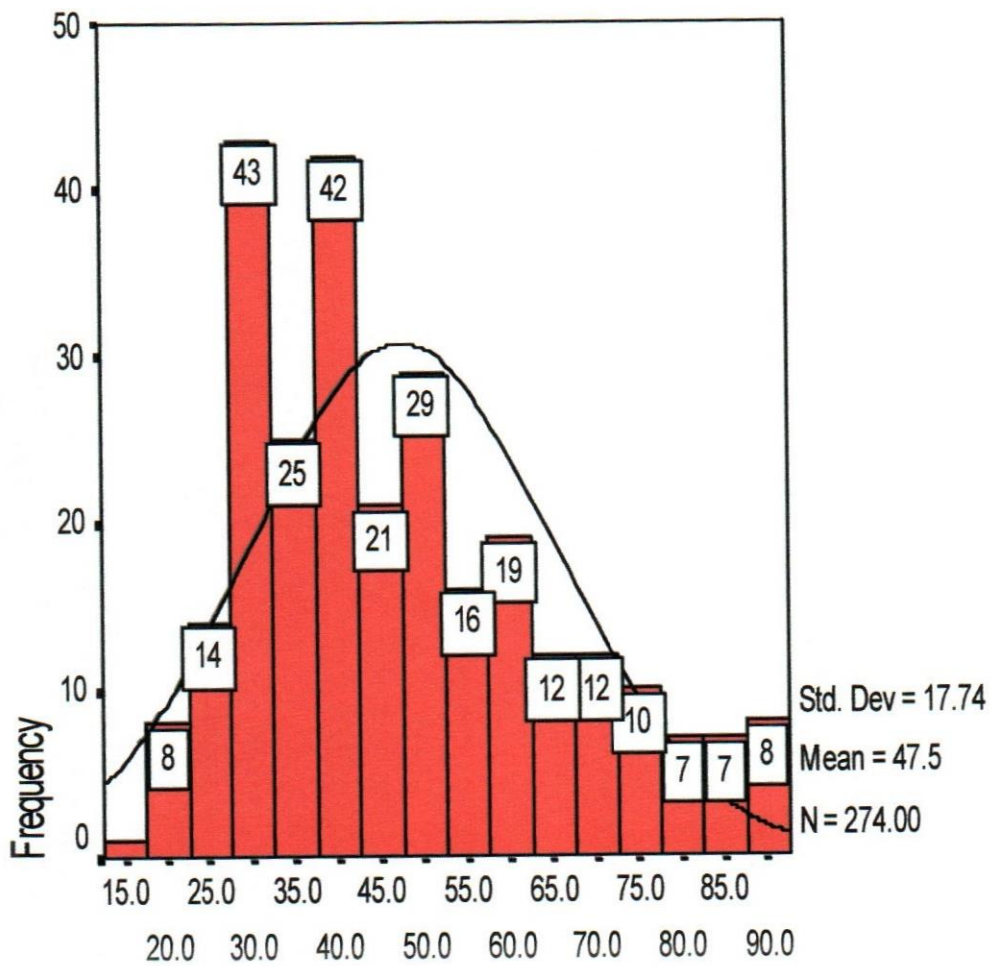
Appendix C: Letters of Support :

Letter 1: from Al-Quds University.

Letter 2: from the Directorate of Education- Hebron.

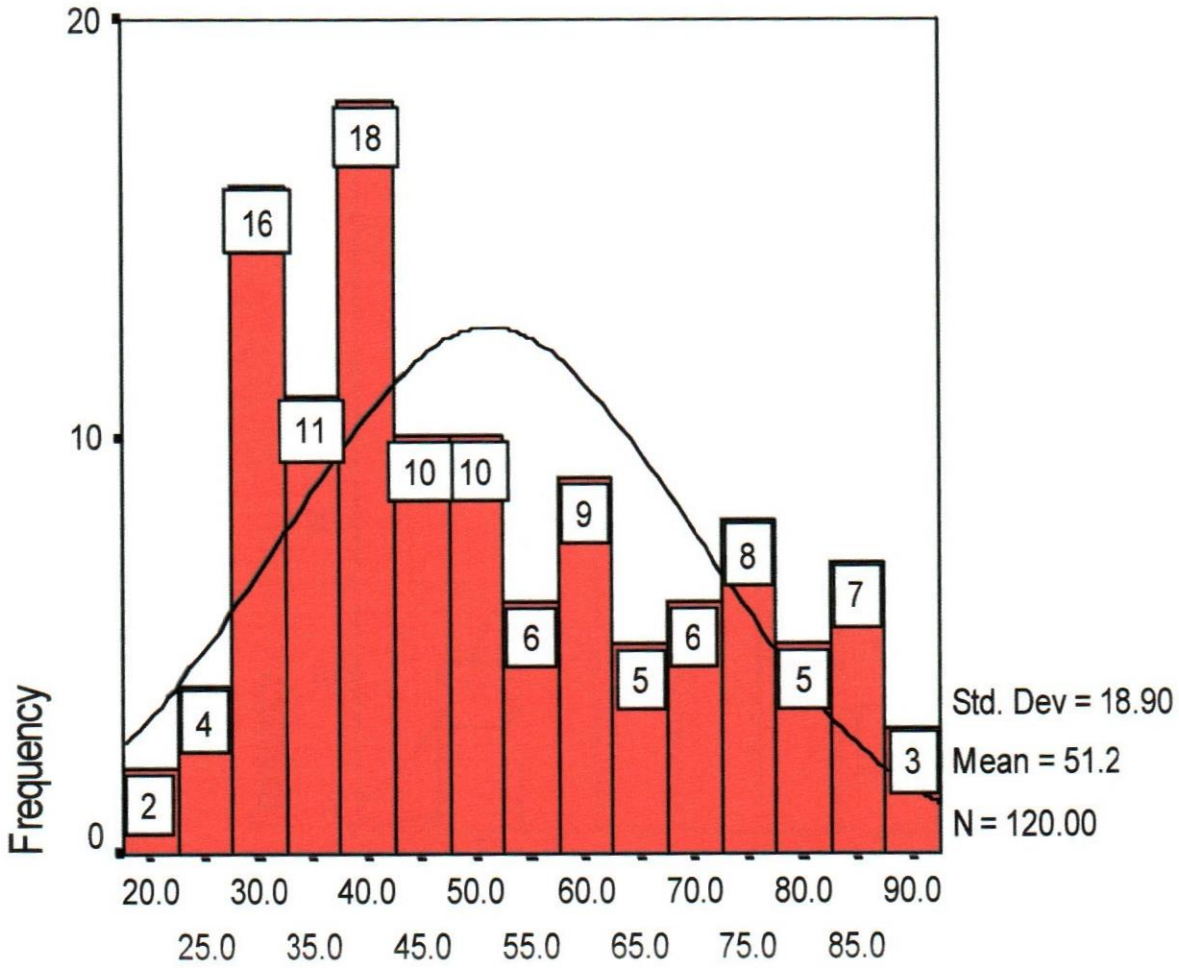
Letter 3: from the University to nominate the supervisor.

Student's Achievement Test Results (Total)



TOTAL1

Student's Achievement Test Results For Males



TOTAL1

Name

School

Female / Male

A. Translation:

Circle the correct answer:

1. She works in an association to help the blind.
1. منظمة 2. جمعية 3. شركة 4. نقابة
2. I saw a blind man walking in the street.
1. اصلع 2. ملتحي 3. كفيف 4. مريض
3. Animals and people produce carbon dioxide when they breathe.
1. ثاني اكسيد النيتروجين 2. اول اكسيد الكربون 3. اول اكسيد النيتروجين 4. ثاني اكسيد الكربون
4. Too much cholesterol is bad for our health.
1. سكريات 2. دهنيات 3. بروتينات 4. نشويات
5. The girl wore a small gold cross.
1. خارطة 2. نجمة 3. صليب 4. هلال
6. The snow was drifting in great piles against the hours.
1. ينحرف 2. يتكوم 3. ينقلب 4. يتجمد
7. The boat was drifted by the water current.
1. انحرف 2. تحطم 3. انقلب 4. غرق
8. Cotton fibers are natural, but nylon is man-made.
1. الياف 2. بذور 3. جذور 4. اوراق
9. Don't count your chickens before they are hatched.
1. تفقس 2. تبيض 3. تنام 4. تستيقظ
10. The students had a lecture on Measles this morning.
1. درس 2. محاضرة 3. موعظة 4. نصيحة
11. My brother dreamt of the moon buggy.
1. ضوء القمر 2. سطح القمر 3. مركبة قمرية 4. حجم القمر
12. The village is picturesque.
1. كبيرة 2. مهجورة 3. صغيرة 4. رائعة
13. Topkapi palace was a home for sultans.
1. العلماء 2. السلاطين 3. المسافرين 4. التجار
14. Veins carry blood from any part of the body to the hearts.
1. الصمامات 2. الأعصاب 3. الأوردة 4. النبضات
15. He waved his way through the crowd.
1. شق طريقة 2. قطع الطريق 3. نسج طريقة 4. عبد طريقة
16. I weighed out half a kilo of flour and added it to the mixture.
1. وزنت 2. اشتريت 3. قست 4. خلطت
17. Be happy , it's Christmas.
1. عيد الميلاد 2. عيد الفطر 3. عيد الاضحى 4. عيد مولدي

B. Synonyms:

Circle the correct answer:

1. Good work requires patience.
a. needs b. absorbs c. gets d. gives
2. Our friend enquired whether we were coming or not.
a. asked b. noticed c. remembered d. knew
3. Romeo and Juliet is a very famous love story. In fact, it was written by Shakespeare
a. Perhaps b. Even though c. Really d. However
4. They had a chat while they were on their way home.
a. quarrel b. surprise c. shock d. conversation
5. Computers are used worldwide
a. some parts of the world only b. half of the world
c. every part if the world d. the north part if the world
6. We enjoyed the sightseeing in London.
a. visiting places of interest b. staying in hotels
c. having delicious food d. taking photos
7. Salma told her sister the details if the story.
a. small particular facts b. important facts only
c. main ideas d. half if the story
8. As a pensioner, the old man used to go to the bank at the end of every month to get his money
a. person who works daily b. person who doesn't work at all
c. person who used to work but now he doesn't d. person who likes work
9. It's a wonder that your recognized me.
a. surprising b. fascinating c. shocking d. amusing
10. Does this light work?
a. active in the proper way b. do a kind of work
c. remove d. used
11. I don't like to deal with him, he's sneaky.
a. shy b. acts secretly c. move quickly d. cold-blooded
12. It's not your place to tell me what to do
a. seat b. duty c. remark d. house
13. The animals broke loose and ran away
a. free from control b. became mad c. attached d. defeated

C. Sentence Completion

Circle the correct answer:

1. It was a great ----- to know that your father returned home.

- a. comfortable b. comfort c. comforter d. comfortable

2. Mansaf is a ----- meal in Palestine.

- a. tradition b. traditional c. traditionally d. traditionalist

3. There have been many plans to ----- the old building

- a. reconstruct b. reconstruction c. reconstructable d. reconstructing

4. A person who usually writes for magazines or newspapers is called a --

- a. journalism b. journalistic c. journalist d. journalize

5. We usually put ----- heavy clothes in Winter but we take them ----- in Summer.

- a. on / off b. in / if c. out / up d. in / out

6. The mother ----- her children eat chocolate whenever they want

- a. allowed b. lets c. made d. caused

7. The family had a ----- holiday in Italy.

- a. fantastik b. fantastek c. fantastic d. fantastec

8. The teacher told the students to learn the poem by -----

- a. mind b. mouth c. heart d. ears

9. The trees died because the river -----

- a. had run dry b. runs dry c. is running dry d. has run dry

10. Lakes, rivers, seas and wells are water -----

- a. sources b. falls c. canals d. oceans

D. Antonyms : Opposites :

Circle the correct answer:

1. That young man wears a **dark** shirt.
a. light b. small c. black d. beautiful
2. There are many **modern** methods of irrigation
a. expensive b. new c. old d. famous
3. The man and his wife are always **arguing** over money
a. quarreling b. discussing c. thinking d. agreeing
4. She was **alive** when I arrived at the hospital
a. worried b. sad c. angry d. died
5. The girl injured her **upper** lip
a. larger b. lower c. higher d. smaller

E. Derivation

Circle the correct answer

1. The **noun** of the word (**know**) is
a. known b. knowledge c. knows d. knew
2. The **verb** of the word (**dead**) is
a. die b. death c. dieds d. dead
3. The **adjective** if the word (**England**) is
a. England b. English c. Englandish d. Englandese
4. The **adverb** of the word (**economics**) is
a. economical b. economic c. economically d. economically
5. The **noun** of the word (**appreciate**) is:
a. appreciation b. appreciative c. appreciattion d. appreciate



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الدراسات العليا

قسم التربية

التاريخ : ٢٦/٥/٢٠٠١

حضرة السيد مدير التربية والتعليم المحترم
مديرية تربية الخليل

الموضوع : تطبيق بحث نيل درجة الماجستير

تحية طيبة وبعد ،،،

تقوم الطالبة نسرين عمرو ، الرقم الجامعي (٩٩١٠٨٦٤) بعمل بحث يتعلق بأطروحة
الماجستير في قسم الدراسات العليا في التربية والتي هي بعنوان :

**English lexical Achievement Among Tenth Grade students in Government
Schools of Hebron .**

لذا الرجاء من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه وذلك بالسماح لها بعمل امتحان لطالبة
الصف العاشر ويشمل مدارس الذكور والاناث .

شاكرين لكم حسن تعاونكم ،،،

وتفضلوا بقبول فائق الاحترام والتقدير ،،،

د. تيسير عبد الله

رئيس قسم التربية

الدراسات العليا

جامعة القدس

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Palestinian National Authority

Ministry of Education

Directorate of Education / Hebron



السلطة الوطنية الفلسطينية

وزارة التربية والتعليم

مديرية التربية والتعليم / الخليل

الرقم: ٤١١ / ٤ / ٢٩

التاريخ: 2001/5/ 27 م

الموافق: 4 ربيع اول / 1422 هـ

حضرة مدير/ة مدرسة المحترم/ة

الموضوع: الدراسة الميدانية

بعد التحية ،،،

أرجو مساعدة الطالبة "نسرين عمرو" المبعوثة إلينا من جامعة القدس -الدراسات

العلمية /قسم التربية و السماح لها بتطبيق بحثها لنيل درجة الماجستير ،بعنوان

Arabic Abstract

المخلص

التحصيل المفرداتي في اللغة الإنجليزية لدى طلاب الصف العاشر في المدارس الحكومية في مدينة الخليل.

لقد هدفت هذه الدراسة إلى اختبار مدى التحصيل المفرداتي لدى طلبة الصف العاشر في المدارس الحكومية في مدينة الخليل. وهدفت كذلك إلى معرفة فيما إذا كان هناك فروق ذات دلالة إحصائية بين معدلات تحصيل الطلبة في الامتحان والجنس.

تكون مجتمع الدراسة من جميع طلاب الصف العاشر في المدارس الحكومية في مدينة الخليل . بلغ عدد طلاب الصف العاشر في المدارس الحكومية التابعة لمديرية التربية والتعليم -الخليل للعام الدراسي 2000-2001 (2311) طالب وطالبة. أما بالنسبة للعينة فقد تكونت من (274) طالب وطالبة موزعين على (4) مدارس في مدينة الخليل. وكانت أعمار الطلاب تتراوح بين (16-17) سنة. ولقد تم اختيار العينة بشكل عشوائي . وتمثل هذه العينة (11.8 %) من مجموع مجتمع الدراسة.

هدفت الدراسة الإجابة عن الأسئلة التالية:

1- هل نتائج امتحان التحصيل المفرداتي لطلبة الصف العاشر مرضية؟

2- ما هو ترتيب تحصيلهم على الأبعاد الخمسة (الترجمة / المرادفات /

إكمال الجمل / العكس / الاشتقاق) من التحصيل المفرداتي؟

3- هل توجد فروق ذات دلالة إحصائية بين أداء الذكور والإناث على

الاختبار بشكل عام؟

4- هل توجد فروق ذات دلالة إحصائية بين أداء الذكور والإناث على كل

بعد من الأبعاد الخمسة؟

أما بالنسبة لثبات الامتحان فقد تم التأكد من ذلك بعرض الامتحان على

خبراء في الجامعات الفلسطينية. وكذلك تم احتساب المصدقية للامتحان

باستخدام معادلة كرونباخ ألفا حيث كانت النسبة (0.88). وكذلك تم

احتساب الانحراف المعياري , T-Test , معامل ارتباط بيرسون

وكذلك النسب المئوية وذلك باستخدام برنامج SAS.

ولقد أظهرت نتائج التحليل ما يلي:

1- كانت نتائج الامتحان غير مرضية .

2- أداء الطلبة على الأبعاد الخمسة غير متساو وليس بنفس الترتيب , حيث

جاء ترتيبها كما يلي (الترجمة / العكس / إكمال الجمل / الاشتقاق /

المرادفات) .

3- توجد فروق ذات دلالة إحصائية بين الذكور والإناث على الاختبار

بشكل عام.

4- توجد فروق ذات دلالة إحصائية بين الذكور والإناث على كل بعد من

الأبعاد الخمسة .

وفي ضوء نتائج هذه الدراسة أوصت الباحثة بما يلي:

ضرورة مراجعة وزارة التربية والتعليم للكتب المقررة وتعليمات وطرق التدريس ،

وذلك حتى يقوم كل معلم ومعلمة بالتركيز على ما يدرس وكيفية التدريس.

وكذلك أوصت الباحثة بضرورة تركيز معلمو اللغة الإنجليزية على الكلمات

ومعاني الكلمات كما يتم التركيز على القواعد وبقية المهارات. وكذلك التركيز

على تحسين طرق التدريس والتقييم من أجل تشجيع الطلبة وارشادهم إلى الطرق

الصحيحة لتعلم المعاني.

وأوصت الباحثة بضرورة عمل دراسات تتناول نفس الدراسة ولكن على

مستويات وصفوف أخرى وعلى مناطق أخرى من فلسطين.

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إلى الطالب/ة فرم عمرو المحترم/ة

تحية طيبة وبعد ،،،

نود إعلامك بأنه قد تم تعيين الدكتور حناط مشرفاً رئيسياً على مقترح الاطروحة الذي تقدمت به إلى قسم الدراسات العليا في التربية ، وبإمكانك مباشرة العمل مع الدكتور المذكور .

وتفضلوا بقبول فائق الاحترام ،،

د. تيسير عبد الله


رئيس قسم التربية
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