## The Impact of Teaching Vocabulary Explicitly on EFL Students' Achievement

أثر تدريس المفردات بشكل صريح على تحصيل طلبة اللّغة الإنكليزيّة كلغة أجنبيّة

by

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**A dissertation submitted in fulfilment**

**of the requirements for the degree of**

**Master of Education (TESOL)**

**at**

**The British University in Dubai**

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**December 2016**

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**Abstract**

The aim of this study is to investigate the impact of teaching vocabulary explicitly on EFL students' achievement. Teaching vocabulary to EFL students has been a major issue for teachers of English as a foreign language that reflects different views and trends in the educational field. Some teachers would like to introduce new words implicitly, while others prefer to explicitly target those words. For this reason, the researcher has chosen to test both approaches aiming to find out how far each approach would reflect on students' achievement.

The participants of the study sit a pretest before being taught each unit and a posttest following it focusing on two domains: Reading Comprehension and Discrete Vocabulary. Vocabulary is introduced to students implicitly throughout the first unit teaching periods, and explicitly throughout the second unit. Students' results undergo item-analyses showing marks and targeted sub-skills. The given data is quantitatively and qualitatively analysed to explore findings related to mark and subskill variables.

Based on the findings of this study that show its positive influence on students' achievement, the researcher recommends explicit teaching of vocabulary for EFL students.

**Key words:**

**ملخّص الدّراسة**

إنّ الهدف من هذه الدّراسة هو اختبار أثر تدريس المفردات بشكل صريح على تحصيل طلبة اللّغة الإنكليزيّة كلغة أجنبيّة.
فتدريس المفردات لطلبة اللّغة الإنكليزيّة كلغة أجنبيّة مسألة رئيسة لمدرّسي اللّغة الإنكليزيّة كلغة أجنبيّة تعكس آراءً
واتّجاهاتٍ مختلفة في الميدان التّربويّ. ويحبّذ بعض المدرّسين تدريس المفردات الجديدة ضمناً؛ في حين يفضّل البعض
الآخر معالجتها بشكل صريح. لهذا السّبب، اختار الباحث اختبار كلا النهجين بهدف معرفة مدى انعكاس كل نهج على
تحصيل الطّلبة.

قدّم المشاركون في الدّراسة اختباراً قبليّاً قبل تدريسهم كل وحدة وبعديّاً بعد ذلك بالتّركيز على مجالي القراءة والمفردات.
وتمّ تقديم المفردات للطّلبة ضمنيّاً خلال حصص تدريس الوحدة 5، وبشكل صريح خلال حصص الوحدة 6. وخضعت
نتائج الطّلبة لتحليل مفردات الاختبارات يظهر الدّرجات والمهارات الفرعيّة المستهدفة. وتم تحليل البيانات كميّاً ونوعيّاً
لاستكشاف النّتائج المتعلّقة بمتغيّرات الدّرجات والمهارات الفرعيّة.

وبناء على نتائج هذه الدّراسة التي أظهرت تأثيراً إيجابيّاً على تحصيل الطّلبة، يوصي الباحث باستخدام طريقة التّدريس
الصّريح للمفردات في تدريس اللّغة الإنجليزيّة كلغة أجنبيّة للطلبة.

# ACKNOWLEDGEMENT

# DEDICATION

This research is dedicated to my good parents, who have always loved me unconditionally, and whose good examples have taught me to work hard for the goals I aspire to achieve.

My work is also dedicated to my wife, who has been a constant source of comfort, support and encouragement in my life experiments. I am truly thankful for having you in my life.

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# CHAPTER 1: INTRODUCTION

Vocabulary constitutes an essential component of language, along with grammar, listening, speaking, reading and writing. However, no other component would make sense without it. Thus, vocabulary is the bedrock of all other components without which they get obsolete. Wilkins (1972) states that "without grammar, very little can be conveyed; without vocabulary nothing can be conveyed." In fact, people cannot communicate without words, particularly when learning a foreign language. To convey your message, you need a store of language built mainly on words and other components and skills.

The more vocabulary you gain, the better language skills you develop. Your strong vocabulary will surely have a positive output of other aspects of a foreign language. This reflects on improving your proficiency in the target language. Nation (2013) reminds us "Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform." Mastering vocabulary implies good knowledge of pronunciation, spelling, derivation and contextual clues of words. All these would make it easy to show a good overall language proficiency in which learners would produce appropriate higher levels of language structures and expressions for the required communication goal using the four main skills of language.

Knowledge of vocabulary is classified into two main categories; receptive and productive. The first category entails recognizing the word when heard, realizing its morphological parts, and knowing its meaning and concept in context. The second shows ability to pronounce the word, spell and write it, produce the word and use in an original context. Therefore, to attain a certain level of vocabulary acquisition, learners need multiple exposures of words in different contexts followed by a recycling process to maintain a permanent rich vocabulary store.

In learning a foreign language, vocabulary can be acquired in two ways. One way is through incidental learning that students practise when figuring out new words from their contextual clues. However, this way will have a negative impact on students who have less vocabulary. Folse (2004) notes that "learners who know more words are able to use those known words to learn even more." The second way is through direct, conscious learning of vocabulary in which students are exposed to a set of words all through the teaching-learning process. Both teachers and students focus on full recognition and understanding of these words that are recycled and followed up daily in class. Furthermore, this set is highly developed in practicing all skills of language.

Based on the afore-mentioned ways, vocabulary teaching-learning process has followed either the explicit or the implicit approaches. Those approaches correlate to foreign language dominant methods and approaches starting with the grammar-translation method focusing on an explicit intentional vocabulary teaching and learning, and ending in the communicative approach and other methods advocating an implicit incidental one. Each approach has its own supporters; the explicit hypothesis claims that "a certain amount of consciousness must be involved in vocabulary acquisition, from the learner noticing novel vocabulary, selectively

attending to it, and using a variety of strategies to trying to infer its meaning from the context" (Gass, 1999; Schmidt, 1990). However, the implicit position is represented by Krashen (1989). His Input Hypothesis states "that vocabulary acquisition takes place so long as there is comprehensible input as the essential environmental ingredient". He asserts that "language is subconsciously acquired - while you are acquiring, you don't know you are acquiring; your conscious focus is on the message, not form" (Krashen, 1989, p. 440).

## 1.1. Implicit Vocabulary Teaching

Implicit vocabulary instruction supports the hypothesis that exposure to a comprehensible content leads to meaning acquisition of new vocabulary. It assumes that the size of the reader's mental lexicon positively correlates to their reading intake. Proponents of implicit learning believe that learning takes place in this way for all areas of life. Moreover, supposing that vocabulary is not taught deliberately to students does not mean that they do not learn. One will play the role of their own teacher trying to comprehend all that interests them while reading. Thus, their attention focus will shift to certain words that assist in perceiving the message. This type of learning is essential to develop students' ability to infer meaning and to figure out it from contextual clues. Extensive reading of graded books will consolidate acquiring some knowledge of vocabulary based on learning how to guess meanings through contextual clues or ignoring some words without interfering with text comprehension, in addition to controlled using of a dictionary at times to find unfamiliar words which increases the chance of retaining those new words.

To put implicit vocabulary instruction into effect, teachers may follow certain procedures that do not highlight the new vocabularies as a main goal of their teaching-learning process. These procedures could be clearly expressed through the following few strategies:

1. Incidental learning:
   Since vocabulary is a means to an end, students would come across new difficult words through contexts. The exact meaning of a word is not as important as general understanding the text. So, students tend to guess the meanings of new words when they read, considering mainly the contextual clues and the ideas expressed. The whole sentence is far more essential than the specific meaning of a new word since it helps the learner get the general idea.

2. Contextual clues:
   This is a strategy often used in implicit vocabulary instruction. It stresses every singly clue in the text that helps understand new words. These clues may appear in different ways such as titles, captions, images and words in sentences. Instead of introducing words explicitly, teachers would rather guide students to find any clues in the text that explain or define words. Thus, students may understand these new words through contextual expressions, verbal expositions, synonyms, antonyms, parts of speech, derivatives, roots and stems or even connectors. What matters is to get a general understanding of a text without worrying at this stage about these new words.

## 1.2. Explicit Vocabulary Teaching

Explicit vocabulary instruction hypothesizes that the learner's consciousness reinforces vocabulary acquisition through direct engagement of learners in identifying the newly-encountered words, taking note of them, consulting a dictionary to look up their meanings and applying a variety of vocabulary learning strategies to fully acquire them. To comprehend a text, one needs to understand 95% of the text; therefore, lower proficiency learners should build up a store of language covering the most frequent words in English to help them pass the vocabulary load met while reading. This involves a purposeful engagement of students in learning new vocabularies; this, in turn, requires teachers to explicitly introduce vocabularies to their students. Once they get the basic vocabulary, they will be able to guess meaning through context; thereafter, the load of new vocabularies to be focused will become less. However, being able to figure out meaning from context does not necessarily mean long-term retention of vocabulary, taking consideration of different students' learning styles. So, students should have a sufficient knowledge of vocabularies that helps simplify comprehending reading texts; and thereby, necessitates the role of explicitly teaching and learning new words on intentional and conscious bases.

Teaching vocabulary explicitly may follow different strategies that vary according to teachers and learners. The teacher's expertise and professionalism in addition to learners' learning styles and academic levels in English draw the map and work plan of this approach of teaching. Nevertheless, some of these strategies may be used:

1. Preteaching:
   As a conscious procedure to acquire vocabularies, teachers can introduce the new words often identified in textbooks before starting to cover the set section or reading activities. Those words are either clarified by the teacher or students through teacher-pupil interaction focusing the overall meaning of the word. This process may include various activities beginning with a type of assignment in which students would make use of dictionaries, or any other way to find out the meaning; and ending with a type of oral discussion, or written examples on the classroom board that lead to clear understanding of these words through fruitful class teacher-student interaction.

2. Frequent exposure:
   Following an intentional work on comprehending the new words, students are expected to use them in different situations. That aims at exposing them to the new words in a number of different contexts to ensure retaining them for a long time and recognize their contexts. Teachers may engage students in activities and exercises such as using them in sentences or oral discussions, word maps and texts. These multiple uses of words will surely solidify their full understanding and word acquisition.

3. Key words:
   This strategy maintains a practical clue to understand words and retain them. It involves finding out the key words in the reading text, especially round new words pretaught earlier. Students read the text and trace any contextual clues that help

understand words; these may comprise some more frequent words or images that make the new word comprehensible and with which meaning becomes impossible to understand. Those would help students make connections between words that simplify and render good comprehension.

4. Word maps:

Word mapping is an excellent way of engaging students in activities and helping them scaffold their vocabulary knowledge. Moreover, students often find it interesting to work with their peers and exchange their knowledge of language openly. The core of the word map is the target word, from which some categories may branch, and students have to fill in as many as they can. Consequently, students will be able to make connections between words; which consolidates their vocabulary store and reflects on long-term retention.

5. Root/stem:

Analysing the word into its components is an explicit strategy that proves to be effective in teaching English as a foreign language. This strategy relies on trying to understand new words by separating roots – words without any affixes – or stems – words without one of multiple affixes - of words from affixes or one affix, as a lot of words are derived from their roots by adding certain affixes – prefixes, infixes or suffixes. By learning the meanings of these mostly Latin affixes, students can recognize the meanings of these words, specially when they learn those affixes' classifications according to parts of speech – nouns, verbs, adjectives and adverbs. As soon as students recognize a word, other derivatives could be figured out from affixes.

6. Vocabulary lexicon:

Sometimes, a simple way of supplying words' definitions as footnotes would be a possible strategy for explicit vocabulary instruction. Stoppers or difficult new words would be highlighted or printed in bold for students to follow given definitions at the bottom of the page. Through a kind of intentional follow up, students will foster their conscious acquisition of the new vocabularies. Moreover, students develop more vocabulary store while reading definitions or retrieve their previous knowledge of words.

**1.3. Research Topic:**

The Impact of Teaching Vocabulary Explicitly on EFL Students' Achievement

**1.4. Study Sample and Duration**

The study sample is Grade 11 Advanced Stream class at Fujairah Islamic Scientific Academy in Fujairah, Ministry of Education, the United Arab Emirates. The sample comprises all 20 students in the class. The same group of students undergoes the study during the third trimester of the scholastic year 2015/2016.

## 1.5. Importance of the study

Teaching English as a foreign language in the United Arab Emirates has witnessed a lot of development in the last decade. The core of this development is a sudden change of textbooks form local into original British or American ones with their implications regarding national adaptation of books to meet the requirements of local culture and environment. These textbooks with their prescribed methodologies and assessments have required a lot of change in delivery and further evaluation including tests and types of assessments. All these bring about certain consequences regarding students' proficiency in English.

Though these two course books follow the Deep-end-strategy or the Cognitive Academic Language Learning Approach providing a genre-based approach; both as usual cover all English language skills; listening, speaking, reading and writing in addition to vocabulary and grammar sections. In their teaching-learning process, teachers are instructed to follow the teacher's book, and most of them do so except a few who often adapt their methods to suit their students. However, they all implement the tools listed in the Assessment Guide circulated by the Ministry of Education. The critical part of the Guide is the Specification Table of the written end of term exam that takes the largest percentage of the full mark.

The exam for students in the primary cycle (Grades $1 - 9$) is made up of four parts: reading, vocabulary, grammar and writing; all are somehow related to their textbooks; whereas, that for the secondary cycle (Grades $10 - 12$) consists of just two parts: reading and writing that tackle only the studied reading text genres. Considering the backwash effect of the exam content, both teachers and students forget about books and contents. Consequently, many stakeholders, especially teachers and parents, realize that there is a drop in students' proficiency in English. Hence comes the significance of the study - The Impact of Teaching Vocabulary Explicitly on EFL Students' Achievement! It is really worthwhile to study this question in the United Arab Emirates since no previous studies for secondary school students have been done yet.

Based on the new secondary cycle English exam specification table and the backwash effect, the study would investigate the impact of explicit teaching of vocabulary on students' achievement as it is introduced implicitly all through the teaching-learning process. Positive findings would reflect on reconsidering exams' specification tables and teachers' approaches to vocabulary instruction. Furthermore, students would gain higher levels of proficiency that lead to better achievement.

# CHAPTER 2: LITERATURE REVIEW

The Lexical Approach by Michael Lewis has recently become an alternative for traditional grammar approaches. It highlights developing the proficiency of learners with lexis; namely, lexical chunks and collocations. The approach asserts that comprehending and producing lexical chunks is vital for language acquisition, and these chunks form the material for learners to perceive grammar patterns. Thus, Lewis (1993) states that language is mainly based on lexis rather than grammar; therefore, language is made up of grammaticalised lexis, not lexicalized grammar.

Lexical chunks include both chunks - polywords, institutionalized utterances and sentence frames and heads - and colocations as long as both terms comprise pairs or groups of words that often go together. Only collocations are made up of content words; however, those pairs of content and function words form another type of lexical chunks. Collocation is "the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency" (Lewis, 1997a, p. 8).

The Lexical Approach is based on two principles; "Language is grammaticalised lexis, not lexicalised grammar" (Lewis 1993) and that "Lexis closely relates to grammar". Thus, fluency neither means mastering grammar rules nor memorizing word lists, and language is neither acquired through individual sounds nor through structures! "It is our ability to use lexical phrases that helps us to speak with fluency. This prefabricated speech has both the advantages of more efficient retrieval and of permitting speakers (and learners) to direct their attention to the larger structure of the discourse, rather than keeping it narrowly focused on individual words as they are produced" (Nattinger and DeCarrico 1992). Hence, we should help learners to develop their store of phrases more than grammatical structures.

The Lexical Approach is criticized for lacking a complete learning theory. However, Lewis (1993) thinks that breaking down wholes into parts helps to learn language, but not recognizing individual sounds and structures and joining them; acquiring grammar proceeds through observation, hypothesis and experiment; and that contacting with highly competent speakers of the target language accelerates acquisition. Simultaneously, Lewis (2000) argues that "noticing chunks and collocations is a necessary but not sufficient condition for input to become intake." That implies careful attention to language features in proficient users' performance in target language and noticing differences compared with theirs. Noticing differences, analyzing, and making generalisations contribute to acquiring those features. Learners are then engaged in activities focusing on features that help internalize them.

Language perception is attained through either an organized syntactically way (from components of the sentence) according to grammatical rules; or an organized in a collocational one (Moon, 1997). This last way, which particularly concerns us as part of this research, is based on the precautionary principle words. These immediately precede or follow the word to remember and inspire linguistic corpus. For example, it is possible to predict the word 'hair' to the word 'blond'. So the words do not operate independently and interchangeably, but as a part of a lexical system (Aitchison, 1987). According to our

teaching experience, this principle is not always taken into consideration when developing teaching materials.

In this way, the word cannot be isolated from its environment. Several researches suggest that the acquisition of vocabulary in context is better (Meara, 1997; Nattinger and DeCarrico, 1992; Nagy, 1997). Despite the differences between researchers about its role and its limitations, they agree, however, on the fact that the context is carrying information about the word. The context makes men equal to present different meanings of the same word and seems to ensure better retention (Hulstijn, 1992, quoted by Bogaards, 1994). It should be noted here that the notion of context is taken either in a very narrow sense (words immediately present in the same sentence) or widely (all discursive situation.) Some authors also use it to discuss the text and its contents (Bogaards, 1994).

## 2.1. Vocabulary and second language teaching

Vocabulary is a directory of words to use in a linguistic community at a given time. This concept is often confused with the concept of lexicon that rather taps the general repertoire of words in the language (Treville, 2000). In all words, we must distinguish between full words, holders of semantic content, and grammatical words used to establish links (Treville, 2000). Both are important in the acquisition of a second language; firstly, they allow to articulate meaningful speeches, and secondly they help develop greater coherence and fluidity when producing discourse. In our research, we will refer to full words and grammatical words because the two can form a group of words that learners could remember as a linguistic unity.

In the history of the second language teaching, vocabulary acquisition was often seen as a natural consequence of the language of instruction. During the Renaissance, teaching was done by the Latin model: the words were presented "... within the moral sentences or maxims composed specifically for the purpose of illustrating the grammar rules and exceptions" (Treville, 2000, p. 16). In 1611, William of Bath wrote a text containing 1200 proverbs that illustrated the most common vocabulary (Schmitt, 2004). This approach was taken in the 19th century by the "grammar-translation" method. The latter focused on the study of grammar rules through translation exercises, and gave little importance to the vocabulary (memorization of isolated word lists). The biggest flaw of this method consisted in the fact that the focus was rather on the analysis of the language and not on the ability to use it.

Towards the end of the 19th century, a new method called the "direct method" took the magnitude (Shmitt, 2004). The emphasis was, this time, on the exposure to oral language by imitating the acquisition of L1 with first listening skill, then, followed by speaking skill and, ultimately, reading and writing. The concrete vocabulary was explained by images and concrete objects, while abstract concepts were presented with translation (Shmitt, 2004). This method assumed that teachers' advanced skills play the crucial role in the target language acquisition.

In the early 20th century, a new Playback method was proposed. The Researchers included the need to emphasize learning vocabulary to improve reading ability. Moreover, reading could be transferred to home and dramatically increase learning time (Schmitt, 2004).

In the United States during World War II, it was realized that most soldiers could not express themselves easily, so the focus shifted to communication. This introduced a new method known as the "Audiolingualism". This method involved learning certain structural patterns to acquire good language habits. According to this method, vocabulary was chosen according to familiarity criteria and facility to allow the realization of such structures. New vocabulary was added only in order to support a new scheme. At the same time, in the 50s, the Situational Approach emerged in England, which emphasized the consolidation of vocabulary as needed (post office, shop). Therefore, this approach puts more emphasis on vocabulary that approaches Audiolingualism (Schmitt, 2004).

Only with the advent of psychological theories of cognitive activity and the mechanisms of learning, the vocabulary instruction becomes the center of second language acquisition methods (Treville, 2000). Chomsky (1965) criticized the behaviorist approach, presenting a new vision of language that teaching vocabulary is governed by universal and innate rules. Now, the message was found to be appropriate with the situation and not according to its grammatical truth (Schmitt, 2004). Until recently, the Communicative Method was seen as a fashionable method. The Communicative Method is based on the study of language in the social context, but this method was criticised by giving no definition to teaching vocabulary. Therefore, it did not lead to an accurate knowledge of words and did not allow increasing the active vocabulary (Treville, 2000).

According to Schmitt (2004), the latest trend in language acquisition will be based on the idea of a very deep connection between grammar and vocabulary. The many corpus analyses have clearly demonstrated that several structures linguists considered previously managed by grammatical rules are in fact defined by the Lexical choice. This interdependence of lexical and grammatical areas has led lexical-grammatical researchers to offer a vision of the language. Sinclair and Renouf (1988) noted that "it is exceptionally difficult to teach a lexical and grammatical organized syllabus at the same time." (p. 43)

The latest research on vocabulary acquisition reading (Zahar et al, 2001) seems to suggest another effective way in the acquisition of L2, that of natural reading texts. The learner is confronted with various contexts of the word (thereby, the various "patterns" of the use of the word) having different degrees of contextual richness (these contexts suggest a varied number of indices to understand words). Unfortunately, this approach is difficult to apply in a classroom context and the school curriculum, for the acquisition in natural background reading will take almost 29 years (Zahar et al, 2001). Researchers conclude that explicit teaching should support and enrich implicit teaching through reading natural texts.

Teachers distinguish between two ways of presenting the vocabulary; namely, vocabulary instruction may be explicit (direct or intentional) through different exercises, or implicit (indirect or incidentally). In the implicit case, the language units appear in all their peculiarities in everyday speech. And the most useful linguistic units, including those learners need most, will be their provision when they have to serve themselves from the language

productively (Bogaards, 1994, p. 186). In this category, we also classify the inference of meaning from reading. During the study, we will teach the vocabulary explicitly and implicitly.

## 2.2. Teaching vocabulary explicitly

This method has its roots in the grammar-translation approach and has considered the following principle: "we can structure the input of new knowledge and organize it so as to make them coincide as much as possible with the structure in place" (Treville, 2000, p.p. 77-78). This involves the choice of lexical material and the support for the teacher.

As part of this research, we rely on the following definition: "Explicit teaching of vocabulary is when we acquire linguistic competence based on the presentation and explanation of rules by the teacher followed the conscious application of students." (Galisson, 1979, p. 206). In the same vein, Hulstijn (2004) insists that education is explicit in the case where the learner receives information about the rules underlying the incoming input. He continues with the definition of learning that will take place after explicit instruction. Thus, explicit teaching vocabulary is an input processing with the conscious intention to find out whether the input information contains regularities and rules with intent that these regularities and rules can be captured by students (Hulstijn 2004, p.132).

Schmitt (2004) makes an inventory of explicit techniques teachers can use in the classroom:

1. Incorporate new words to words already known. This allows for better organization networked words.
2. Increase the number of times the learner is meeting the word (between 5 to 16 time exposures to the word to ensure its retention (Schmitt, 2004). Schmitt (2004) emphasizes exhibiting the word with progressive intervals (at the end of the course, the next day, one week after), which seems to ensure better retention at long-term exposure at regular intervals.
3. Increase the processing depth (deep level of processing). This can be reached by suggesting a considerable number of reinvestment activities to manipulate the target words as often as possible.
4. Make vocabulary more concrete. This can be made possible by linking current events, emotions and personal experiences

These several techniques can replace the traditional method of the list words learned by heart. At the same time, the process becomes more challenging for the teacher and the learner.

Millington (2008) also offers a range of diversified methods (grouping words, semantic associations, songs, word-gesture associations) and arrives at the same conclusion that "meaningful vocabulary frames are superior to the traditional memorization of word peers" (p.227). McCarten (2007) suggests that targeted explicit teaching on the most frequent words of English vocabulary is a prerequisite for reaching a threshold at which the reading activity

becomes comprehensible and allows vocabulary grouping. McCarten (2007) recommends teaching the first 2000-3000 most frequent words in English as quickly as possible.

Direct instruction as practiced today may seem to resume principles of the traditional method. It should be noted, however, that the choice of words is made according to the needs of the learner; whereas before that, teachers had the words that learners do not know in general (Toro, 2007).

Gu (2003) warns us, by cons, about the lack of explicit method if the teacher's objective is to teach the 4000 words in isolation, without context. First, it would take a considerable time, and then the fact of work would prevent isolated words learned to develop reading skills. In addition, this method is not professionally used to improve students' vocabulary by playback. Finally, teaching words without context may focus on the most common sense of the word and not accustom the learner to interpret the meaning of word depending on the context in which it appears.


## 2.3. Using dictionaries


The use of a dictionary is a simple way to look up and understand the meanings of words. To what extent does it lead to the acquisition of that word? There are several dictionaries used based on the effectiveness of their different types (monolingual, bilingual). Often, practitioners advise against using a dictionary; it is allowed only as a last use (Gu, 2003). Others are in favor of bilingual dictionaries (Mohammad, 2008). Mohammad (2008) tries in his study to check the influence of the use of bilingual dictionaries on vocabulary learning context and the understanding the general meaning of the text. The researcher concluded that students learn more words when they are presented in context and without context, and that a student who has access to the dictionary learns more. Despite the fact that the playing time increases, it also increases learning; and consulting dictionaries does not interrupt the short-term memory, but on the contrary, improves general understanding of the meaning of the text. In the same study, (Mohammad, 2008) suggests that in the future a research would take place to examine the use of monolingual dictionaries.

Folse (2004) concluded that understanding is performed by the use of a bilingual dictionary (each entry in L2 is accompanied by a definition in L2 translated into L1 and an example use and co-occurrences of the targeted keyword). By cons, some researchers (Brown, Collins and Duguid, 1989, p.33) argue against the explicit vocabulary acquisition, specifically, by definition: "Because it is dependent on situations and negotiations; the meaning of a word cannot, in principle be captured by a definition, even if the definition is supported by a pair of exemplary sentences.

## 2.4. Teaching vocabulary implicitly

Marzban and Kimia (2013) define implicit teaching as follows: "Vocabulary acquisition occurs naturally through the constant attendance of authentic language input and stimulating to make convenient inferences is to figure out the meaning of new words."

Milton (2006) estimates that learners in advanced stages can acquire up to 2.500 words per year in a classroom environment. Zahar et al (2001) supported the effectiveness of inference from context. Following a research that aimed to compare the retention of words of which meanings have been inferred and words of which meanings have been given, the researcher reaches the following conclusion: "Learners of second language are likely to remember the words of a text when they infer the meaning by themselves rather than when the meaning is given to them. This comprehension requires high mental effort."

Nation (2001) warns that in the discussion on learning context, it is important to distinguish between the fact to infer meaning from the natural context and deliberate acquisition from specially designed and selected texts. Nation (2001) reports some previous research on the context of limits that can be rich and unnatural. His assumption is that vocabulary acquisition takes place from natural context (not very informative because the surrounding words do not give enough evidence for the deduction of meaning) even through a single exposure of word. The strength of the study of Nation (2001) lies in the fact that it allows for partial learning words that make up a large percentage of the learners' vocabulary. He concludes that the benefit of the acquisition by context is in the cumulative effect. Nation (2001) says that "What proportion of unknown words can be guessed from context is probably not the right question, while the context should be visibly used where the learner can add equivalent words to the words that have been learned.

The depth of treatment is an important element in learning the meaning of word. The partial understanding leads to accurate understanding of the word, the latter being the ultimate goal of the learner's partial understanding is thus potentially a rich resource that should be better utilized in the learning-teaching situation (Haastrup & Birgit, 2007). To take account of partial knowledge, Paribakht and Wesche (2000) developed a scale of lexical knowledge that takes the form of self-evaluation and demonstration of knowledge from a list of single words:

| lexical knowledge scale | |
| --- | --- |
| Rank 1 | I do not remember having seen that word before. |
| Rank 2 | I have seen this word, but I do not know the meaning. |
| Rank 3 | I have seen that word and I think it means (word translation is provided). |
| Rank 4 | I know that word. I can use it in a sentence. |

In this way, the ability to re-employ the word in a sentence reflects the deeper knowledge of the word in question. As noticed by Hulstijn (2004), knowledge of the word and behavior is directly related to the use of the word in a sentence: whereas word integration has to do with

using the words' syntax, semantics, pragmatics and intonation in order to be able to integrate into larger sentences and awards (Hulstijn, 2004).

Nagy et al (1985) compared more precisely the results of the acquisition of words from a context (0.25 words per minute) with the studies by Beck et al (1983) (0.2 words per minute) using direct instruction. The amount of words to learn is too high, the teaching of individual words using the direct method thus proves ineffective; therefore, the learner must learn to be autonomous (Nagy et al. 1985). That means it must appeal to linguistic knowledge, knowledge of the word as well as strategic knowledge (Nagy, 1985):

1. Linguistic knowledge:

The syntactic behavior of the word gives much information about the word. The second language learners may be disadvantaged at this level because the first language syntax influences the assumptions they make any sense of the word in the second language. The knowledge surrounding words is also important to deduce the meaning of word (Nagy, 1995).

2. Knowledge of the word or concept

Knowledge of the concept is significant for learning vocabulary as it facilitates the deduction (Nagy, 1995): "It is harder to learn a word meaning for a new concept than a word which is simply a new label for a familiar concept". In this way, the degree of familiarity with the domain knowledge can be decisive in the effectiveness of the learning context. Nagy states that adults are more advantaged in the sense that they are children because they have the most important basic concepts that are familiar (Nagy, 1995).

3. Strategic Knowledge

This type of knowledge is in the conscious control of cognitive resources. Although the reading task is not followed by any assessment, some learners who have internalized some context acquisition strategies (e.g., use the dictionary, write the word in the margin or on cards) focus on special new words and try to deduce the meaning. Nation (2001) stresses the importance of teaching these strategies because, for some learners, they are not at all natural. The researcher considers them sub-category reading strategies. Nation (2001) describes in his article the way to develop this strategy by introducing a procedure whereby the learner should first look at the word using all possible indications of context. This procedure verbalizes and, thereafter, checks the word in the dictionary.

By cons, only the knowledge of the learner cannot determine the successful acquisition. Nation (2001) also considers some acquisition conditions dependent on the same context:

- Number of occurrences (the largest number of occurrences provide greater opportunities to Learning).
- Context variability (more contexts are diverse, more clues are available).
- The importance of the word for the understanding of the text (the learner will pay more attention to a crucial word to understand the meaning of the sentence or text).
- Familiarity of concept (though the concept in question is already known, it is easier to deduce the meaning).

- Prior knowledge of the subject (e.g., knowledge in a given field of study can help the learner).

In this way, the context that most respects these conditions will be instructive for the learner specifically; learning is only effective in the case where the context gives more clues to the understanding of the word. In this perspective, Nation (2001) distinguishes between natural settings and contexts that are specially built. The researcher draws attention to the fact that in more research on learning from context, it is not specified. So that learning from context would occur, we need 98% of the words already known to the learner; it means that only 1 word of 50 is unknown (Nation 2001). In this way, the context provides enough clues for the deduction to be possible; hence, teachers and educationalists should pay particular attention to the texts presented to learners.

Nation (2001) emphasizes the complementarities of direct and indirect methods. According to him, a well -structured second-language acquisition program will offer the learner the opportunity to enjoy huge benefits. In this program, direct instruction must not exceed 25% of the general curriculum program (Nation, 2001). Nation (2001) provides details with respect to the syllabus planning: he suggests putting emphasis on the explicit approach, memorizing the most frequent words (2000 - 3000) to install the automation in word recognition to eventually move to the implicit teaching based on the context. This process is explained by the fact that the more the process of identifying frequent words becomes automatic; the more cognitive ability becomes available to infer the meaning of unfamiliar words and less common context (Nation, 2001).

## 2.5. Using new technology in teaching vocabulary

The advent of new technology broadens the limits of the implicit teaching, since it reduces the learning curve by providing different contexts and definitions of the word at the same time (Cobb, 1997; Stevens, 1991; Sun, 2003; Grace, 1998). In this way, the student does not need to read long texts to meet the word in different contexts, or flip through the pages of dictionaries. Using specialized programs will provide access to the targeted word.

Nowadays, the use of computers in teaching the second language is widely practiced and experienced. Several studies demonstrate the benefits of this tool. Grace (1998) justifies the use of Computer Assisted Language Learning (CALL) for its ability to adapt, "This inherent adaptability of CALL allows different kinds of learners to select the strategies best suited for them when obtaining the necessary information about the type of given words. Nomass (2013) examines the effect of direct teaching of vocabulary via the computer. The researcher compares two groups: one that uses the language teaching software New Lexis to learn the most frequent words in English, the other group practises reading articles and makes reading comprehension exercises. Thus, the conclusion reveals that the two groups improve their lexical knowledge, by cons; the experimental group gets better results. Thus, a computer can greatly personalize instruction and facilitate learning vocabulary. In addition, a computer can work outside class, which saves the precious time of the teacher.

Cobb (2010) experimented another application on computer: online text reading. The researcher compared the reading of a text on paper without a reference tool such as that of a text line with all words with a clickable interface definitions and contexts. Cobb (2010) compared two level adult students, French via L2 and L2 German. He made the conclusion that although the time is slightly higher than in the second case, the playback method at using the computer has reduced the unknown words by 38% in comparison to 7% of the reading method on paper. In the same vein, Cobb (2010) focused on for computer playback. In his research, the author evokes the great appreciation of the students reading on the screen.

The inference direction at the form of context has been criticized because the percentage of retained words with exact definition was very low. In addition, the frustration of some learners influenced their motivation. In this way, the computer may be the only available tool that allows creating the natural environment and confronts the learner with many occurrences of the word (Cobb, 2010). Therefore, the computer becomes a consultant available at all times for the learner; and so, learners benefit less by answering a computer's issues than by having a computer answer theirs (Cobb, 2010).

Cobb relies on vocabulary acquisition through reading which, according to Krashen (1989), is one of the most effective ways to enrich the vocabulary. In this perspective, the amount of reading is a critical factor; the more the student reads, the higher the frequency of new words occurs, and thus the student will have better retention. To comply with this principle, Cobb (2000) introduced his research in the software concordance that allows immediate access at several contexts of the given word.


## 2.6. Concordance software


The strength of the Concordance software is in the fact that it is based on authentic language, because it is recognized that the use of such language examples helps more learners than artificial or invented examples (Sun, 2003). The weakness of the latter lies in the fact that they tend at idealize syntactic patterns (Flowerdew, 1993).

Sun (2003) points out some advantages of Concordance software. This process controls the ability to organize on request of the masses' authentic speech, and the dimension of research. More particularly, the different operating systems of the database are used to sort differences by

- families of words (semantically related words).
- a part of a word with different affixes (replaced by an asterisk).
- a string of words.

Kita (1997) justifies the use of corpus acquisition by co-occurrences of the advent of new technologies and, therefore, by a movement of "the base knowledge" to "the base corpus". The researcher claims that the use of concordance has some advantages: an approach that is centred on learning, and encourages discovery and exploration. The author develops a co-

occurrence dictionary that allows going beyond the usual application of the matching software: search occurrences of the word in different contexts.

Sun (2004) experimented with the inductive method in the use of Concordance software. Learners should induce a sense of the target word by searching themselves concordances in the proposed corpus. His study suggests that this method was much more effective than the deductive method. The researcher draws attention to the fact that the easiest matches are more appropriate for learners, while the hardest seek help and assistance.

# CHAPTER 3: RESEARCH METHODOLOGY

Scientific Research is defined as a *"systematic, controlled, empirical, and critical investigation of hypothetical propositions about the presumed relationships among observed phenomena"* (Huitt, 1998). It is a procedure used in science, which begins with observation and has the following characteristics: it is factual, does transcend the fact that is verifiable, auto-corrective and objective. It is supported by the ability to repeat particular experiment anywhere and by anyone) and the ability to proof errors.

Empirical knowledge is obtained from the exposure of the sensory organs to the outside world and can guide individuals in their daily practice (Oehlert, 2010). Empirical knowledge is the basis for the construction of scientific knowledge, it is also removed from contact with reality, but its acquisition is made based on methods and properly selected and structured instruments in accordance with the guidelines provided by theories (Oehlert, 2010).

According to Cohen & Gunz (2002), empirical science depends on the experience to demonstrate the value of truth in their statements. It is based on two forms: systematic observation (the observer does not intervene) and experimentation (the observer intervenes, alters and controls the phenomenon in question).

A key aspect in the training of those interested in practice-oriented science and technology profession is the development of certain skills in the measurement and interpretation of the parameters obtained in experimental process (Cohen & Gunz, 2002). They must grasp the knowledge and tools needed for data analysis, preparation of research reports and the development of new experiments, models and processes, in order to streamline the existing ones. Consequently, it is necessary to stress the importance of the experimental method for scientific development, which is not only a research tool, but an individual's attitude to any phenomenon that occurs in nature.

In all experimental processes, the error must undergo a careful selection of instrumentation through the application of measurement techniques, data analysis and application of statistical processes that contribute to minimizing experimental error (Cohen & Gunz, 2002). As part of the solution to these problems, the study of experimental methodology is proposed.

According to McGowan (2011), there are three factors that influence the experimental method: the philosophical thoughts that dominated the nineteenth century such as pragmatism, positivism and experimentalism, the evolution of traditional psychology and development of the experimental method. It was Dewey (1859-1952) who applied social sciences pragmatism, thus giving rise to the experimentalism that was based on experience and practice, and significantly influencing educational phenomena (Ross, Gary and Morrison 2010).

According to Ross and Morrison (2010), the principles of the method exposed by experimentation are:

- The need for at least two groups to establish comparisons. Therefore, this feature tells us that we cannot carry out with one group of subjects and a single experimental condition.
- This method involves comparing the effect of a condition between two groups or more.
- The experimental research is based on the determinism of phenomena, which will have to deal with the same conditions until constant relations can be established between them.
- The hypotheses are contrasted decisively with retests.

The existence of two trends which explores new designs and their conformity with experimental conditions and introduces a qualitative orientation as a result of the impact of demography and sociology at the qualitative research has added a lot to scientific methods. The introduction of the computer represented a methodological revolution allowing statistical and technical developments as it allowed not only complex data analysis, but also created databases that allow generalize studies.

## 3.1. What is the experimental method?

In researching experimental approach, the researcher manipulates two or more study variables to control the increase or decrease of these variables and their effect on the observed behaviors. In other words, experimental methods are used to make a change in the value of a variable (independent variable) and observe its effect on another variable (dependent variable). This is performed under strictly controlled conditions in order to describe how or why an effect or a cause occurs on a particular event. That is to say, experimental methods are appropriate to test causal or hypothetical relationships.

In the table below, we can see the differences between experimental and non-experimental methodology in a synthesized way:

| # | Experimental methodology | Non-experimental methodology |
|---|---|---|
| 1 | They cause (manipulate) the effects. | The effects have already been produced. |
| 2 | It modifies the independent variable and observes the changes (effects) in the dependent variable. | They are not modified; only selected and observed. |
| 3 | Orientation towards the future. | Orientation to the past. |
| 4 | Randomized groups. | Natural groups already formed. |

## 3.2. Characteristics of experimental research

We can list six characteristics that distinguish between an experimental research from other types. We must say that while these features are common in investigations in other fields, in an educational research, they rarely continue as a whole. The features are as follows:

- Statistical equivalence of subjects in various groups is usually formed at random: these groups are typically formed by randomization of subjects.
- Comparing two or more groups, or sets of conditions: there must be a minimum of two groups of subjects to compare between them, as an experiment cannot be carried out with a single group and a single experimental condition (Cohen & Gunz, 2002).
- Direct manipulation of an independent variable: an experiment is to manipulate independent variables to observe its effect on the dependent variables. Therefore, it is one of the most distinctive features of the experimental approach (Cohen & Gunz, 2002). The independent variable is manipulated in form of different values or conditions that the experimenter assigns. Such allocation by the investigator cannot be considered a real experiment.
- Measurement of each dependent variable: we must be able to assign numerical values to the dependent variables. If the result of the investigation cannot be measured or quantified, we hardly speak of an experimental investigation (Cohen & Gunz, 2002).
- Using inferential statistics: inferential statistics allow us to make generalizations from analyzed sampled subjects.
- Design that allows maximum control of extraneous variables: in this way, we ensure that these types of variables influence the dependent variable.

## 3.3. Stages of an experiment

An experiment is a simulated situation in which the investigator consciously manipulates the conditions of one or various situations to check the causes and effects of the variable in another situation (dependent variable) (Ross & Morrison, 2010). This situation occurs in several stages which can be summarized as follows:

- *Approach problem of knowledge*: The choice of a problem depends on the interests of the researcher (Ross & Morrison, 2010). Using test theories to discover or generate knowledge or improve educational practice is a crucial work. The problem is related to the dependent variable. The questions should be resolvable with the implementation of the experimental process (Ross & Morrison, 2010). The methodological approach will be determined by the nature of the problem. It is essential to review the literature about the problem posed.
- *Hypothesis*: the hypothesis is a conjectural answer to problem, in other words, it is the anticipation of the possible result of experimental research (Ross & Morrison, 2010). The hypothesis relates to two or more variables, they must be raised in empirical terms that can be observed or measured (Ross & Morrison, 2010).
- *Make an appropriate design to the hypothesis*: the design reflects the plan or the scheme of the work of the researcher (Ross & Morrison, 2010). The design includes the various threads, described in detail (what to do and how to do) such as allocation of subjects to experimental groups and the different variables involved.

- *Collection and analysis*: to collect data, the researcher has different instruments and techniques (test, questionnaires, scales, observation systems, etc.) (Ross & Morrison, 2010). Each has advantages and disadvantages and has different uses; therefore, when choosing an instrument, the investigator must take into account their validity and reliability. After this step, results are analyzed following a plan that will have to be determined beforehand (Ross & Morrison, 2010). The analysis of data is to organize and process information so that it can describe, analyze and interpret data.
- *Drawing Conclusions*: This stage represents the power of generalization of data obtained, the methodology which matches or mismatches with other research suggestions as well as the implications faced during the implementation of the research (Ross & Morrison, 2010).

## 3.4. Type of variables

To start an investigation, we have to define the variables we want to analyze through research and what we are going to discard. This process will make clear what could influence our results. When studying the variables that make up an experimental research, we must make clear the terms that we will use and the meaning they have for us.

Variables are of various types and are considered based on their nature (Eisenkopf & Pascal, 2013). The researcher selected the following variables:

- Independent variables
  An independent variable is the characteristic or property we assume, or the cause of the phenomenon which is studied, and it is this term which we use to refer to the variable that the researcher will manipulate (Oehlert, 2010).
- Dependent variables
  It is the variable that collects the changes that take place to manipulate the independent variable (Oehlert, 2010). It will be what we see, what we must measure and what information will enable us to keep into account.
- Controlled variables
  According to Eisenkopf and Pascal (2013), a control variable is one variable that is not changed through the implementation of the experiment to provide better understanding to the relationships between the other variables subject of the test.
- Confounders
  This is a variable that adds certain effects to the independent variable, which is unexpectedly introduced into the research without the will of the investigator, causing changes in the results and loss of reliability (Oehlert, 2010). The researcher must be careful because cofounders are able invalidate the research conclusions.

**3.5. Validity of experiments**

The main purpose of the experimental design is to impose control on the conditions; otherwise, we will not ensure the true effects of the independent variables on the dependent variables. Conditionings of confusion that threaten to endanger the validity of experiments have been identified by Campbell and Stanley, and Bracht and Glass (Eisenkopf & Pascal, 2013). Conditionings which, incidentally, have higher consequences on the validity of experiments (more typical in educational research) than true experiments in which it produces a random assignment to treatment, and where both treatment and measurement can be controlled more accurately by the investigator (Eisenkopf & Pascal, 2013).

**3.6. Group and sample designs**

- Pretest-posttest design with a random group

  In this design, a pretest is applied to a group of subjects after the treatment and finally a posttest is applied (Dimiter et al, 2003). The result is the assessment of change occurring from pretest to posttest. Here, the researcher can obtain a measure of change by observation, but cannot test alternative hypotheses (Dimiter et al, 2003).

- Posttest design with control group

  To better understand this type of design, we assume that we want to improve the academic performance of a group of students in English, so the teacher designs a program that is applied on two groups within a determined period (McGowan, 2011). To perform this type of experimental design, we take two groups of homogeneous students where one of them will be the experimental group, which will learn vocabulary explicitly through the program devised by the researcher, while the control group will continue with the methodology provided, that is, the teacher's explanation (Dimiter et al 2003). At the end of the teaching unit, the researcher will apply a posttest to both groups to check the differences occurring in students' academic performance.

  As we can see, in this design, there are two groups. One group is the experimental group which is to receive reinforcement, and the other is the control group which will serve as a point of reference for assessing the changes that occur to the experimental group. Thus, it is important that both groups are as similar as possible; therefore, reliable sampling procedures are used to for matching groups (Dimiter et al 2003). In this study, we have not made measurements to the application of the stimulus (as proposed by the teacher), so this stimulus is only applied to the experimental group by measuring changes that have arisen following the implementation of program.

This example of experimental design was developed to exercise control over the groups in order to observe the systematic variances which are a consequence of the experimental treatment under study.

- Pretest-posttest design with a control group (bivalent designs)

Following the example seen in the previous point in which a teacher applies a different methodology for teaching English, in this type of design the teacher would begin applying a test of performance, i.e. a pretest to both groups, using the teacher's explanation as a means of learning (Oehlert, 2010). After doing this, the teacher will apply the new methodology on the experimental group while the control group will learn the lesson plan through the teacher's explanations. At the end of the unit, as in the previous case, the teacher will administer a performance test (posttest) to both groups through which they can see the differences got after the experiment.

According to Oehlert (2010), this experiment is based on the same principles as above, the difference lies in the initial assessment test (pretest), i.e. the stimulus measure is included in both groups.

This design is the most complete that can be used in experimental research, because by incorporating a control group having the same experiences as the experimental group, except treatment, internal validity is assured (Oehlert, 2010).

## 3.7. Research Design

In this research, we have selected one group of students (Grade 11 – Advanced Stream) which will be the control group as well as the experimental group. The same group of students serves as the control group that sits a pretest before being taught one unit of the textbook and a posttest after that unit. The group is taught the unit vocabulary implicitly to find out the impact of that method on the participants' achievement in reading comprehension and discrete vocabulary as exemplars of students' proficiency in English language. Those students are also the experimental group that sits a pretest before being taught the following unit of the textbook and a posttest after that unit. The group is taught the unit vocabulary explicitly to find out the impact of that method on the participants' achievement in reading comprehension and discrete vocabulary. At the experimental phase, the group was exposed to pedagogical influence and control program free of influence.

The independent variable is the educational program. The dependent variable is the perception that students had in climate of their classroom. The experimental and control phases are conducted in isolation, so they are equivalent, since they do not have to adapt to new group formation. Therefore, we have proposed a quasi-experimental design. The design includes a controlled phase and an experimental phase, which have got a pretest and a posttest aiming at assessing students' achievement in Reading and Vocabulary as representatives of foreign language skills to strictly control students' achievement before the teaching-learning process.

With this work, we have tried to develop a clear vision and simple methods of experimental research approach, analyzing its main features and components. It seems important to analyze the historical evolution of experimental research, looking at how they have been influencing the various philosophical currents such as positivism, and experimentalism and pragmatism, in their development since its inception.

Since we are in the field of education, we must note that this methodology cannot develop fully, as there are variables in students, teachers or other elements of classroom that are difficult for the researcher to control. For this reason, we believe that one of the most easily applicable designs and therefore most widely used in the field of educational research, are the experimental methods mentioned in our work. This is because in the classroom, it is not always possible to choose subjects randomly or carry a control group.

## 3.8. Research Questions:

1. How far does teaching vocabulary explicitly in EFL affect students' achievement?
2. How does teaching vocabulary explicitly compare to implicitly in affecting EFL students' achievement?

## 3.9. Theoretical Approach and Methodology

The researcher starts his study with a full mapping of two units especially their themes and wordlists to be taught throughout the third trimester. Fortunately, Unit 5 - Let's Debate – and Unit 6 – I'll Never Forget – are good themes to tackle for Grade 11 – Advanced Stream. The two units' vocabularies are uploaded to the Lextutor to find out their distribution into the Academic Wordlists and the General Service List, and see their levels of frequency in English. Those Vocabprofiles help to check that the lists in the two units are equal and balanced regarding difficulty. That ensures the content validity of tests later. A look at those VocabProfiles shows that they are fairly balanced as to the number of words listed in each set of the most frequent words in English (See Table 1).

| Unit | 0-1000 | 1001-2000 | AWL | OFF LIST | Total |
|------|--------|-----------|-----|----------|-------|
| 5 | 14 | 7 | 6 | 12 | 39 |
| 6 | 6 | 8 | 1 | 20 | 35 |

Table 1: Unit 5 vs Unit 6 VocabProfiles

A pretest and a posttest are constructed for each unit; each focuses on assessing students' achievement in Reading and Vocabulary as they can directly show the output of teaching vocabulary implicitly and explicitly which the study would discuss. The tests are written

based on the Ministry of Education Grade 11 Exam Specification Table (See Table 2) targeting the same Reading subskills; in addition to a Vocabulary section covering the unit key words based on the Ministry of Education Grade 11 Short Test Specification Table for Continuous Assessment (See Table 3).

| Skill | Content | Qs. No. & Type | Subskills |
|---|---|---|---|
| Reading | **1 Text** (Trimester Types) **WC** (400 – 450) **FKGL** (9-10) | **15 Qs.** <br> **12 RC[1]. Qs:** <br> 1 SR[2] <br> 1 SR <br> 3 SR <br> 1 SR <br> 1 SR <br> 1 SR <br> 1 SR <br> 1 SR <br> 5 CR[3] <br><br> **3 Voc. Qs.:** <br> 1 SR <br> 1 SR <br> 1 SR | (Remembering, Understanding, Applying, Analyzing & Evaluating)/ Webb's (Ls. 1/2//3) <br><br> Main idea (text /paragraph level)/Purpose /Title <br> Specific information <br> Detailed information <br> Understanding textual organization / (Sequence) <br> Text type/genre, i.e. procedure/recipe, etc. <br> Writer's tone/ or view/claim <br> Out of context (Untrue/True) <br> Inference <br> Stated information/ Drawing conclusion/ Reflection/ Evaluation (Wh-questions/ Complete / Fill in sents. / table / chart) <br><br> Synonym/ Antonym <br> Part of Speech (Functional) <br> Root / Stem |

Table 2: Grade 11 End of Trimester English Exam Specification Table – Reading

| Skill | Content | Qs. No. & Type | Subskill |
|---|---|---|---|
| Vocabulary | **2 Qs** (Trimester Wordlist) | **10 Qs.** <br><br> 5 + 5 <br><br> SR[4] / Filling in / Matching Qs | (Remembering, Understanding)/ Webb's (Ls. 1) <br><br> Figuring out meanings of familiar words through context |

Table 3: Continuous Assessment Grade 11 English Short Test Specification Table - Vocabulary

Each test has two sections; Reading with the text of the target unit followed by 15 comprehension items, and Vocabulary from the target unit wordlist comprising 10 items in discrete sentences. The total mark of the test is 25 divided into 15 for Reading and 10 for Vocabulary; each item is allotted 1 mark. Each mark is multiplied by 4 to get the mark out of 100 (25 x 4 = 100) in order to simplify getting percentages when working on analyses.

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[1] Reading Comprehension

[2] Selected Response (Multiple Choice)

[3] Constructed Response

[4] Reading Comprehension

However, the percentage of the sample students' number is calculated by multiplying the total number of the sample students (20) by 5 (20 x 5 = 100).

The Reading section assesses subskills that cover general questions such as the gist of the text, the paragraph main idea, the text type or genre, the purpose of the text, the writer's viewpoint/tone, making inferences, drawing conclusions, text organization, sequence, fact or opinion, cause and result; specific information; detailed information; and lexical items such as figuring out meanings of unfamiliar words through context, and general items including parts of speech, stems and roots. However, the Vocabulary section assesses the ability of students to figure out the meaning of the key words of the unit through discrete sentences (See Appendices 1, 2, 3 and 4). The four tests are revised by a supervisor of English and an assessment specialist in the Ministry of Education to approve as good tests. To ensure fair lots of vocabularies, all tests' words are uploaded to Lextutor to find their frequencies using the updated version of New General Service List and New Academic Word List (See Table 4).

| Test | K-1 | K-2 | K-3 | K-4 | K-5 | K-6 | K-7 | K-8 | K-9 | K-10 | K-11 | Offlist |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|---------|
| **Pretest 1** | Expected Rates | Reduce **Respect** Discipline Creativity Environment Decision | Foster Appropriate | **Plague** | **Superficial** | | | | | | | - |
| **Posttest 1** | Consider Drop-out *Real Pretty* | Manners Improve Root Discipline Creativity Required | Foster Sponsor | Plague Senator | Superficial | | | | | | | |
| **Pretest 2** | *Experience* | Determined Balance Cure **Stiffness** Engaging | Severe Defend | Arena Prevail | Limp | Flex | | Ligament | | | Outrun | |
| **Posttest 2** | *Especially Danger* | Determined Lengthen | Rewarding Severe Focus Participate | Arena Physics | Exacerbate Limp | | | Spurt | Excruciating | | Outrun | |

Table 4: Dissertation Tests Vocabulary VocabProfiles –VP Compleat Input

Both pretests are administered before teaching their target units aiming at assessing students' achievement in Reading and Vocabulary as representatives of other language skills to strictly control students' achievement before the teaching-learning process. Posttest 1 is administered at the end of the teaching-learning time of the vocabulary and reading sections of Unit 5 in which the word list is introduced implicitly to students. Those words are learnt incidentally by students without much focus on acquiring their meanings as single words but on general comprehension of texts. The new words are dealt with through the normal delivery of the reading text. Teacher elicits their meanings using different ways targeting the general comprehension of the text, and referring to words while asking focused comprehension questions. Those may vary to engage students in deducing meanings from contextual clues, word forms, word families; and extend to cueing meanings using antonyms, synonyms; and

asking questions that help students understand stoppers. Those word-level activities do not go beyond the final objective of text reading comprehension and, therefore, are not given any further focus or follow-up. But, Posttest 2 is administered at the end of the teaching-learning time of the vocabulary and reading sections of Unit 6 in which the word list is introduced explicitly to students. Those words are learnt intentionally and consciously by students with much focus on acquiring their meanings as single words, using them in different contexts to ensure detailed and full comprehension of texts.

Different sets of analysis tables are prepared, each has a certain purpose. The first set identifies all students' detailed marks for each subskill-based item in both pretests and posttests. The second one shows the differences between those marks converted to 100 in both pretests and posttests. The third set analyses the differences between each student's full marks out of 100 in both pretests and posttests. The fourth one shows the assessed subskills' differences between the pass percentages in both pretests and posttests. The fifth set classifies the assessed subskills into six areas and shows the differences between the pass percentages in both pretests and posttests. The sixth one lists the differences between each student's differences between pretest/posttest 1 and that of pretest/posttest 2. The last one shows the assessed subskills' six areas' differences between the pass percentages differences between pretest/posttest 1 and that of pretest/posttest 2. All the collected given data in the set tables is quantitatively and qualitatively analysed to explore findings related to mark and subskill variables.

The sample students sit their pretest 1 before the researcher – their teacher - introduces the wordlist vocabulary of Unit 5 of their English textbook – On Location Book 11 - implicitly while teaching the reading text. No intentional focus is made on acquisition of these words; instead, they are covered in a way that they help maintain a good level of general text comprehension. When the Reading and Vocabulary sections are covered, the students sit posttest 1. Both tests are marked and analysed using the above-mentioned tables.

Once more the sample students sit pretest 2 before starting Unit 6 of the same book. The unit wordlist is introduced explicitly with much focus on acquisition of those words using different strategies. The students are engaged in different activities and continuously followed up to enable them acquire these words and use them positively in new contexts. Thus, instruction aims at intentional and conscious learning of these key words. When the Reading and Vocabulary sections are covered, the students sit posttest 2. Both tests are marked according to their answer keys (See Appendices 5, 6, 7 and 8), and analysed using the above-mentioned tables.

## CHAPTER 4: RESULTS AND DISCUSSION

### 4.1. Data Analysis and Findings

To analyse the collected data from the four tests, it is reasonable to begin with a partial analysis of each test followed by a unified one for both the pretest and posttest of each unit. Starting with the subskills assessed in the test, results show different pass percentages. Thus, 65% identify the correct response for the text gist, 35% for the text type, 30% for the part of speech, 80% for the root, 40% for the antonym, 40% for synonyms, 25% for out of context, 60% for the sequence, 80% for fact, 58.33% for specific information, 75% for detailed information, 45% for inference and 41.5% for discrete vocabulary. As for the pass percentage of pretest 1, the analysis clearly shows that 45% of the sample students pass the test (See Appendix 9). However, based on the proposed question areas, 56.25% pass in general text question items, but 53.33% pass in the detailed text question items, 73.33% pass in specific text question items, and 55% pass in general vocabulary question items. Whereas, 40% pass in text vocabulary and 41.5% in discrete vocabulary items showing that students fail in vocabulary question items in both text vocabulary and the wordlist ones (See Table 5).

| # | Area | Pass Percentages | Remarks |
|---|------|------------------|---------|
| 1 | General Text[5] | 65+35+80+45/4=56.25 | 4 items/average |
| 2 | Detailed Text | 25+60+75/3=53.33 | 3 items/average |
| 3 | Specific Text | 45+85+90/3=73.33 | 3 items/average |
| 4 | General Voc.[6] | 30+80/2=55 | 2 items/average |
| 5 | Text Voc. | 40+50+30/3=40 | 3 items/average |
| 6 | Discrete Voc. | 55+10+30+50+35+60+40+55+55+25/10=41.5 | 10 items/average |
| 7 | Total | 9x5=45 | All students/average |

Table 5: Pretest 1 Pass Percentages

On the other hand, concerning the pass percentage of posttest 1, it is noted that 65% of the sample students pass the test (See Appendix 10). Starting with the subskills assessed in the test, results show different pass percentages. Thus, 90% identify the correct response for the text title, 85% for the part of speech, 45% for synonyms, 45% for the stem, 30% for paragraph idea, 55% for the antonym, 65% for opinion, 30% for the writer's attitude, 58.33% for specific information, 50% for detailed information, 80% for inference and 61.5% for discrete vocabulary. However, based on the question areas, 66.25% pass in general text question items, but 43.33% pass in the detailed text question items, 75% pass in specific text question items, and 65% pass in general vocabulary question items. Whereas, 48.33% pass in

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General Question (gist, paragraph main idea, purpose, text type/ genre, register)[5]
General Vocabulary Question (Part of speech, root or stem)[6]

text vocabulary and 61.5% in discrete vocabulary items showing that students fail in detailed text question items and text vocabulary questions items. These results show that the sample students' achievement improves in general text question items, specific text question items, general vocabulary question items, text vocabulary question items, and the total mark. But, students score less than pretest 1 in detailed text question items although both tests comprise the same text but with different questions (See Table 6).

| # | Area | Pass Percentages | Remarks |
|---|------|-----------------|---------|
| 1 | General Text | 90+30+65+80/4=66.25 | 4 items/average |
| 2 | Detailed Text | 35+30+65/3=43.33 | 3 items/average |
| 3 | Specific Text | 70+80+75/3=75 | 3 items/average |
| 4 | General Voc. | 85+45/2=65 | 2 items/average |
| 5 | Text Voc. | 55+55+35/3=48.33 | 3 items/average |
| 6 | Discrete Voc. | 75+75+80+30+50+65+50+60+55+75/10=61.5 | 10 items/average |
| 7 | Total | 13x5=65 | All students/average |

Table 6: Posttest 1 Pass Percentages

The detailed item pass percentage analysis of both Pretest 1 and Posttest 1 shows differences in getting the correct answer for target subskill (See Appendix 11). The results show clearly that 65% can identify the gist of the text, whereas 90% can identify the right title of the text. That shoulders more responsibility on the teacher to enable students to use certain techniques to tailor or select the gist. 80% identify the fact from a set of statements, but 65% identify the opinion. Thus, more focus is needed to get students to understand the difference between a fact and an opinion. Teacher may need to develop a variety of activities engaging students in identifying them; and furthermore, produce and use them in context. 30% get the right response for the writer's attitude, which reflects a need for thorough reading and deep understanding of texts. 30% for Pretest 1 and 85% for Posttest 1 identify the correct part of speech showing that students are in need for more practice of word families and sentence structures and patterns done intensively as in-class and out-of-class activities. 80% get the correct answer for the root, whereas 45% for stem; showing that further use and usage of word bases should be dealt with to raise students up to the level of a proficient user.

When discussing the pass percentage differences of pretest 1 and posttest 1, it is noted that 65% of the sample students score significantly higher than the pretest following implicit teaching of target vocabulary. However, 20% score the same mark in both tests, but 15% score lower than the pretest (See Appendix 12). Whereas, based on the question areas covered in tests, the results show that students score higher in all areas; general text, specific text, general vocabulary, text vocabulary and discrete vocabulary question items, excluding detailed text item questions. The total score difference for all areas item questions is 20% in favour of posttest 1 which follows teaching vocabulary implicitly (See Table 7).

| # | Area | Pretest 1 | Posttest 1 | Difference | Remarks (+/=/-) |
|---|---|---|---|---|---|
| 1 | General Text | 56.25% | 66.25% | 10 | |
| 2 | Detailed Text | 53.33% | 43.33% | -10 | |
| 3 | Specific Text | 73.33% | 75% | 1.67 | |
| 4 | General Voc. | 55% | 65% | 10 | |
| 5 | Text Voc. | 40% | 48.33% | 8.33 | |
| 6 | Discrete Voc. | 41.5% | 61.5% | 20 | |
| 7 | Total | 45% | 65% | 20 | |

Table 7: Pretest/Posttest 1 Pass Percentages Differences

To shift to pretest 2 and its pass percentage, the analysis data shows that 30% of the sample students pass the test (See Appendix 13). Starting with the subskills assessed in the test, results show different pass percentages. Thus, 50% identify the correct response for the text gist, 45% for the text register, 20% for the part of speech, 70% for the root, 75% for the antonym, 45% for synonyms, 25% for the writer's attitude, 58.33% for specific information, 65.66% for detailed information, 55% for inference and 29.5% for discrete vocabulary. However, based on the proposed question areas, 56.66% pass in detailed text question items, and 58.33% pass in specific text question items, and 55% in text vocabulary question items. However, 42.5% pass in general text question items, 45% pass in the general vocabulary question items, and 29.5% pass in discrete vocabulary question items. This shows that students fail in general text question items, and in both general text vocabulary and the wordlist ones (See Table 8).

| # | Area | Pass Percentages | Remarks |
|---|---|---|---|
| 1 | General Text | 50+45+20+55/4=42.5 | 4 items/average |
| 2 | Detailed Text | 85+50+35/3=56.66 | 3 items/average |
| 3 | Specific Text | 40+70+65/3=58.33 | 3 items/average |
| 4 | General Voc. | 70+20/2=45 | 2 items/average |
| 5 | Text Voc. | 65+75+25/3=55 | 3 items/average |
| 6 | Discrete Voc. | 35+40+40+0+10+45+20+25+25+55/10=29.5 | 10 items/average |
| 7 | Total | 6x5=30 | All students/average |

Table 8: Pretest 2 Pass Percentages

On the other hand, concerning the pass percentage of posttest 2, it is noted that 95% of the sample students pass the test (See Appendix 14). Starting with the subskills assessed in the test, results show different pass percentages. Thus, 85% identify the correct response for the text title, 40% for the part of speech, 85% for synonyms, 45% for the stem, 65% for paragraph idea, 55% for the antonym, 5% for the writer's attitude, 86.66% for specific information, 38.33% for detailed information, 85% for inference and 81% for discrete vocabulary. However, based on the question areas, 66% pass in general text question items, but 38.33% pass in the detailed text question items, 86.66% pass in specific text question

items, 57.5% pass in general vocabulary question items, 88.33% pass in text vocabulary and 81% in discrete vocabulary items showing that students fail in detailed text question items. These results show that the sample students' achievement improves in all proposed question areas; general text question items, specific text question items, general vocabulary question items, text vocabulary question items, discrete vocabulary question ones, and the total mark. But, students score less than pretest 2 in detailed text question items although both tests comprise the same text but with different questions (See Table 9).

| # | Area | Pass Percentages | Remarks |
|---|------|-----------------|---------|
| 1 | General Text | 85+65+5+85/4=60 | 4 items/average |
| 2 | Detailed Text | 25+20+70/3=38.33 | 3 items/average |
| 3 | Specific Text | 100+90+70/3=86.66 | 3 items/average |
| 4 | General Voc. | 75+40/2=57.5 | 2 items/average |
| 5 | Text Voc. | 90+95+80/3=88.33 | 3 items/average |
| 6 | Discrete Voc. | 95+50+65+95+70+85+95+75+90+90/10=81 | 10 items/average |
| 7 | Total | 19x5=95 | All students/average |

Table 9: Posttest 2 Pass Percentages

The detailed item pass percentage analysis of both Pretest 2 and Posttest 2 shows differences in getting the correct answer for target subskill (See Appendix 15). The results show clearly that 50% can identify the gist of the text, whereas 85% can identify the right title of the text which is 5% less than that of implicit vocabulary instruction. That shoulders more responsibility on the teacher to enable students to use certain techniques to tailor or select the gist. 45% identify the register of the text, but 65% identify the paragraph idea which still means that students need a lot of work and support to find register and understand the paragraph idea. 20% get the right response for the writer's attitude, which reflects a need for thorough reading and deep understanding of texts, and 5% for the identifying the correct response for the writer's viewpoint. That necessitates more practice for these subskills in class reading activities with the help and guidance of the teacher. 20% for Pretest 2 and 40% for Posttest 2 identify the correct part of speech showing that students are in need for more practice of word families and sentence structures and patterns done intensively as in-class and out-of-class activities. 70% get the correct answer for the root, whereas 75% for stem; showing that further use and usage of word bases should be dealt with to raise students up to the level of a proficient user.

The pass percentage differences of pretest 2 and posttest 2 shows that 100% of the sample students score significantly higher than the pretest following explicit teaching of target vocabulary (See Appendix 16). Whereas, based on the question areas covered in tests, the results show that students score significantly higher in all areas; general text, specific text, general vocabulary, text vocabulary and discrete vocabulary question items, excluding detailed text item questions. The total score difference for all areas item questions is 65% in favour of posttest 2 which follows teaching vocabulary explicitly (See Table 10).

| # | Area | Pretest 2 | Posttest 2 | Difference | Remarks (+/=/-) |
|---|------|-----------|------------|------------|-----------------|
| 1 | General Text | 42.5% | 60% | 17.5 | |
| 2 | Detailed Text | 56.66% | 38.33% | -18.33 | |
| 3 | Specific Text | 58.33% | 86.66% | 28.33 | |
| 4 | General Voc. | 45% | 57.5% | 12.5 | |
| 5 | Text Voc. | 55% | 91.66% | 36.66 | |
| 6 | Discrete Voc. | 29.5% | 81% | 51.5 | |
| 7 | Total | 30% | 95% | 65 | |

Table 10: Pretest/Posttest 2 Pass Percentage Differences

The pass percentage differences of pretest/posttest 1 differences and that of pretest/posttest 2 shows that 80% of the sample students score higher than the pretest/posttest 1 following implicit teaching of target vocabulary. However, 5% score the same mark in both, but 15% score lower than the pretest/posttest 1 (See Appendix 17). Whereas, based on the question areas covered in tests, the results show that students score significantly higher in three main areas connected with taught vocabulary; general text, specific text and discrete vocabulary question items. However, the differences for detailed text, general vocabulary and text vocabulary item questions are higher for the pretest/posttest 2. The total score difference for all areas item questions is 45% in favour of the pretest/posttest 2 which follows teaching vocabulary explicitly (See Table 11).

| # | Area | Pretest/Posttest 1 | Pretest/Posttest 2 | Total Difference | Remarks (+/=/-) |
|---|------|--------------------|--------------------|------------------|-----------------|
| 1 | General Text | 10 | 17.5 | 7.5 | |
| 2 | Detailed Text | -10 | -18.33 | -8.33 | |
| 3 | Specific Text | 1.67 | 28.34 | 26.67 | |
| 4 | General Voc. | 10 | 12.5 | 2.5 | |
| 5 | Text Voc. | 8.33 | 33.33 | 25 | |
| 6 | Discrete Voc. | 20 | 51.5 | 31.5 | |
| 7 | Total | 20 | 65 | 45 | |

Table 11: Pretests/Posttests 1 + 2 Pass Percentages Total Differences

Going through the details of the analysis tables, one can see the effect of the teaching-learning process on the achievement of students noticing that all subskills' result pass averages improve. However, both detailed questions' result pass averages for Pretest-Posttest 1 and Pretest-Posttest 2 drop. Those questions need students to read texts thoroughly in order to understand information, interpret ideas, draw conclusions, make inferences, evaluate and reflect on them. Thus, to get good results and achieve required goals, students need to consciously concentrate on texts, which is not surely attained by all for a lot of reasons.

Teaching vocabulary implicitly shows a positive impact on students' results and consequently students' achievement regardless of the drop down in text detailed information questions. Moreover, explicit teaching of vocabulary turns out to give better results in all subskills and areas covered by the test items, again with clear failure in answering text detailed questions. The drop in the detailed questions' result pass average is higher than that of Pretest-Posttest 1 which may support the possibility of careless reading or answering those items. That reflects on improper and illogical results following the teaching-learning process and the normal growth of students' skills, proficiency and thereby achievement. Despite failing in answering those questions, students score 45% higher in tests following the explicit teaching of vocabulary than those following the implicit one, which stresses that this strategy is highly effective in delivering English as a foreign language.

## 4.2. General Recommendations:

Beyond the findings of this study and reflecting on the minute details of the careful analyses of the tests administered to answer the questions raised, the researcher lists some recommendations to help develop teaching English as a foreign language and improve students' proficiency and achievement:

1. Explicit teaching of vocabulary ensures better EFL students' achievement.
2. Teaching has an essential role in developing students' proficiency; therefore, implicit teaching of vocabulary makes better achievement in English as a Foreign Language, but does not match that of explicit teaching.
3. Teachers had better focus on general lexical questions such as parts of speech, roots and stems in class to ensure good results.
4. Students ought to exert great efforts, and read carefully and thoroughly to answer detailed information questions.
5. Intensive and extensive reading using graded readers brings about good comprehension of texts.
6. Explicitly and implicitly teachings of vocabulary are complementary approaches. The teacher as well as the class would determine the approach to follow.

## 4.3. Limitations of the study

The researcher strived to achieve the required goal of the study; however, there were a few limitations that were unavoidable due to external factors. The most significant one is that Fujairah Islamic Scientific Academy has only one class for Grade 11 - Advanced Stream that interferes with the possibility of having two different control and experimental groups to carry out the work. Another limitation is that the sample students were overloaded with a long list of obligatory continuous assessment tools resulting in school days full of tests, which might have affected their serious work and thereby their achievement in four extra pretests and posttests.

In addition to that, one main skill of language, writing, is dropped from the study itself and consequently from tests, which could have mirrored another side of students' achievement. Therefore, it is recommended to conduct another study to mainly find out the impact of teaching vocabulary explicitly on students' of English as a foreign language achievement in writing skill, and listening and speaking for further research.

The time limit for conducting this study during one term could have been longer to cover the whole school year, which would have given clearer results and more evidence for the findings of following teaching vocabulary explicitly and implicitly strategies on students' achievement as well.

The textbook wordlists introduce words rather than lexical chunks or collocations. The teacher has no other choice but to focus on those new words, enrich and develop activities, and give a chance for students' further contribution. Though the teacher engages target students in different activities supporting effective use of vocabulary; lexical chunks would have resulted in better intake of vocabulary input,

Finally, the textbook wordlists have many offlist words that do not belong to the General Service List or the Academic Wordlists of most frequent words in English, which might have a negative effect on students' care and interest in their active use.

# CHAPTER 5: CONCLUSION

## 5.1. Conclusion

Explicit vocabulary instruction, though rooted in the Grammar-Translation Method, still has its proponents. In fact, a lot of researchers have explained their viewpoints towards that direct instruction. Galisson (1979) states that in explicit instruction, teachers present and explain new words, after which students manipulate them consciously. Hulstijn (2004) focuses on processing the input of words intentionally in order to master them and use them fluently. Shcmitt (2001) suggests explicit classroom techniques comprising linking new words to familiar ones, frequent exposures those words, and using them different activities for long-term retention. Millington (2005) proposes some meaningful ways to follow for attaining vocabulary acquisition such as groups and associations. McCarten (2007) finds explicit teaching of the most frequent words in English, i.e., the General Service List of the Most Frequent Words in English, is a necessity for comprehending reading texts and generating groups for new words. Toro (2007) notes that words should be selected according to students' needs, provided that all well-known words are skipped. Furthermore, some researchers find it useful and practical to use dictionaries. Gu (2003) insists on contextual explicit teaching of words to help students interpret meaning and save the time of direct instruction. He advises to use a dictionary as the last means to resort to. Moreover, Mohammad (2008) encourages using a bilingual dictionary as it helps learn better, and simplify text comprehension.

A well-known maxim says, "Without grammar students cannot say very much, but without vocabulary they cannot say anything at all." Thus, it is essential for students to learn vocabulary learning, especially for learners of English as a foreign language.

Knowledge of vocabulary and comprehension of reading texts are highly interrelated. Research has found that a primary school student's knowledge of words can help predict that student's level to understand texts in the secondary school because limited knowledge of words interferes with comprehending texts. This in turn will grow a poor reader who finds reading difficult, and, as a result, vocabularies will neither increase up to the level of learning age, nor improve.

To fill in the gap, direct instruction of vocabulary can help. Readers can also build and develop their store of vocabulary through independent and incidental learning, or explicit teaching. Those are the possible means to grow good readers. In fact, explicit instruction of words may help students at all ability levels, particularly for beginning and poor readers as it can increase their vocabularies since they rarely have frequent use and exposure to vocabulary outside school environment. Research finds that the key to acquire more words and retrieve them for practical daily situations is frequent exposure.

Since it is attainable to develop and increase vocabulary, students should be given an opportunity to learn new words through effective instruction. Most of those students will be able to acquire words and consequently improve their comprehension of what they read. Furthermore, this store of vocabulary will help them to fluently read challenging texts

resulting in better achievement and chances of success at school and afterwards in their higher studies.

To ensure explicit instruction of vocabulary, teachers need to vary their techniques and activities. They have to introduce new strategies that engage their students in class situations rendering an appropriate setting for best acquisition of new words. Though traditional methods may be required to follow at times, the teaching-learning process would become more attractive and engaging for students when there is room for new methods and procedures. Apart from traditional uses of looking up the meanings of words in dictionaries or giving the equivalent meaning in the first language, explicit teaching may involve a lot of techniques that lead to better acquisition. Students may learn various techniques and strategies to deal with unknown key words using contextual clues, i.e. making use of words, phrases or sentences, before or after a word to get its meaning. Frequent exposures to those words by engaging the students to use them in meaningful and authentic situations daily ensure a long-term retention. Explicit teaching should encourage students to maintain a positive participation in developing and retrieving their new acquired vocabularies, or even increasing them by further independent learning through giving them a chance to select what they like to read and reflect on reading for the whole class followed by their continuous teacher's reinforcement.

This study sets out to identify how important teaching vocabulary explicitly is to developing English as a foreign language in a UAE educational context, and, consequently, improving students' achievement. Though, acquiring vocabulary in a foreign language classroom is critical for promoting a good level of a learner's language proficiency, it is difficult to identify a certain theory that may be applied to find just how we acquire a foreign language vocabulary, and therefore which methods may be appropriate for a specific classroom situation. However, research has found a link between vocabulary acquisition and reading skill.

It is taken for granted that learners incidentally acquire vocabulary through reading and communication, but most researches support that explicit vocabulary teaching increases the effectiveness of vocabulary acquisition. If levels of vocabulary processing are increased, they will not only lead to a deeper word understanding, but also bring about higher retention rates over longer times. When students intentionally learn key words during reading, and the teacher informs them that they will be tested on them, they increase their learning of word forms more than students focusing on meaning. Repeated exposure to vocabulary helps maintain levels of gain. Contrary to that, students having a few English classes per week will have insufficient exposure, and their retention levels will be affected negatively thereby. Therefore, students need to take be more responsible for out-of-class new vocabulary. This may be an impractical bearing in mind different students' motivation levels and home support. However, giving autonomy to students in deciding what to read and learn creates a sense of ownership and responsibility. This produces an active classroom practice, as teachers are forced to give quick explanations to enable students complete a given task within the allotted time-limit. Therefore, teachers should be aware of their roles as well as students' in explicit vocabulary instruction.

Struggling readers' needs highlight the importance of teachers' correct decisions in identifying key vocabulary and selecting appropriate teaching aids. Working with a limited set of vocabulary at a time is a good idea to familiarise such students with new vocabulary in a way that leads to effective vocabulary acquisition.

Explicit vocabulary teaching has a positive effect in language development. It also highlights the importance of teachers' awareness that too much explicit vocabulary teaching results in students' more engagement with words, and can get less incidental vocabulary acquisition. Research tends to avoid separating the two approaches of vocabulary instruction, the implicit and the explicit teaching of words as long as they complement each other.

Implicit teaching is not entirely 'implicit', as teachers often pay attention to certain key words. Students generally benefit from implicit vocabulary instruction with extensive reading to the extent that they gain an implicit skill acquisition. However, explicit vocabulary instruction helps develop students' explicit knowledge acquisition process. Thus, implicit teaching and explicit teaching are two sides of a coin in; we should see them as two complementary approaches. While explicit teaching can serve for a word first introduction, the context, implicit teaching, can develop other higher level knowledge. In addition, repeated exposure will help consolidate meanings and promote meaningful communication.

Explicit teaching may be essential for any second language most frequent words because they are prerequisites for using language. These basic words should be taught as soon as possible since they pave the way to further learning. On the other hand, less frequent words may be recognized by extensive reading since time is insufficient to deal with them all through intentionally. So a practical vocabulary teaching program would comprise both approaches, with each potential strengths.

## 5.2. Implications

Based on the backwash effect, English tests ought to have discrete items to assess students' acquisition of vocabulary. This would mean that they would try their best to work on vocabulary and build a store of language that helps improve their proficiency in a foreign language.

Teachers would decide on the best way to introduce new active vocabulary that would suit their students taking into consideration levels, learning styles and individual differences. Sometimes, they need to shift from explicit to implicit instruction of vocabulary targeting certain words bearing in mind that both are complementary. They also need to follow up students' acquisition of those words to ensure long-term retention. Many types of tasks and activities could be developed to ensure further exposure to target words such as multiple uses of words in meaningful contexts whether orally or in writing.

Vocabulary instruction should develop appropriate strategies and skills in students to maintain successful reading. Students may practise different skills such as figuring out or ignoring unknown words meanings. Contextual guessing and ignoring unknown key words

keep students away from text word-by-word processing. Consequently, students' reading speed and confidence increase and this can save more time to working out the overall meaning. These create successful experiences resulting in enjoying and valuing English language learning, which encourages independent learning that culminates in students' growing internal motivation to learn vocabulary.

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| Ministry of Education | | Grade: 11 / Advanced |
|---|---|---|
| Fujairah Educational Zone | | Subject: English/ Pretest 1 |
| Fujairah Islamic Scientific Academy | | Time: 45 minutes |

## Unit 5: Let's Debate!

### I. Reading     (60 points)

$$\frac{}{60}$$

**Read the following text and answer the questions below.**          **(4 points each)**

| Paragraph 1 | In Louisiana's public schools, being polite to teachers isn't just expected - it's required by state law. In 1999, Louisiana passed the first student respect law. It requires students to address their teachers as "sir" or "ma'am," or with **appropriate** titles, such as "Mrs." Or "Mr." {A} |
|---|---|
| Paragraph 2 | "Just as we teach reading and writing. I think we can teach manners," says Donald Cravins, the state senator who sponsored the law. {B} |
| Paragraph 3 | The idea has spread quickly. Several other states are considering similar laws. But not everyone agrees that courtesy laws are a good idea. What do you think? Should students be required by law to be polite? Read both arguments, then decide. |
| | **Yes, Ma'am!** |
| Paragraph 4 | Teachers don't get enough respect from some students today. Courtesy laws will help students and teachers work together to create an environment that fosters creativity and learning. |
| Paragraph 5 | With courtesy laws in effect, teachers can spend less time disciplining their students and more time teaching them. "I've had teacher after teacher tell me that it's changed the whole experience in the classroom," says Louisiana Governor Mike Foster. {C} |
| Paragraph 6 | Many students agree that some kids need to learn better manners. "I think a courtesy law would help some kids show **respect** at home," says Kurt Phelan. {D} |
| | **No, Sir!** |
| Paragraph 7 | Good manners should be taught at home by parents, not in the schools. "Teachers deserve respect because they are adults," says 17-year old Peter Lainey. "But that **decision** should be left up to the parents." |
| Paragraph 8 | These kinds of laws only take attention away from the real problems that **plague** schools today. Schools districts need to build better schools, reduce drop-out rates, improve test scores, and raise teachers' salaries to really improve education. |
| Paragraph 9 | "'Yes, ma'am' and 'no, ma'am' is fine," says Sue Hall, a teacher in New Orleans. "But it's pretty **superficial**. You're not getting to the root of the problem." |

**Questions:**

**Circle the most suitable answer from a, b, c or d.**

1. The text is mainly about _____.
    a. the pros and cons of school problems    b. sponsoring a law to protect teachers
    c. setting a law to respect teachers    d. dealing with school problems
2. The text can mostly be considered as a/an _____.
    a. process    b. argument
    c. instruction    d. description
3. The OPPOSITE of the word **appropriate** in Paragraph 1 is _____.
    a. improvable    b. impossible
    c. impractical    d. improper
4. The word **respect** in Paragraph 6 is a/an _____.
    a. adjective    b. adverb
    c. noun    d. verb
5. The ROOT of the word **decision** in Paragraph 7 is _____.
    a. decide    b. decisive
    c. decider    d. decidable
6. The word **plague** in Paragraph 8 likely means _____.
    a. strengthen    b. withdraw
    c. trouble    d. develop
7. The word **superficial** in Paragraph 9 likely means _____.
    a. natural    b. artificial
    c. beneficial    d. intellectual
8. What is NOT TRUE about courtesy laws?
    a. They solve school problems.    b. They mainly relate to students.
    c. They are passed in some schools.    d. They are a good idea for some people.
9. In the article, which statement of the following is a FACT?
    a. I think we can teach manners.
    b. Good manners should be taught at home.
    c. Schools districts need to build better schools.
    d. In 1999, Louisiana passed the first student respect law.
10. The article appears in the following sequence _____.
    a. issue, argument against, argument for    b. issue, argument for, argument against
    c. argument for, argument against    d. argument against, argument for
11. Where in the text would this sentence Best fit?
    *"It will develop good relations with all family members."*
    a. {A}    b. {B}
    c. {C}    d. {D}
12. According to the text, it can be inferred that _____.
    a. Louisiana cares for respecting teachers.    b. courtesy laws are passed in other states.
    c. courtesy laws have negative results.    d. districts schools have good buildings.

**Complete the following table with information from Paragraph 1.**

| Courtesy Laws | | |
|---|---|---|
| **State** | **Place** | **Year** |
| 13. _____ | 14. _____ | 15. _____ |

## II. Vocabulary (40 points)

**Circle the correct answer a, b, c or d.      (4 points each)**

1. Teachers _____ hard work from their students.
       a. finished                                  b. reflected
       c. expected                                 d. repented

2. Rainstorms and floods continue to _____ the region.
       a. destroy                                   b. plague
       c. bless                                    d. grow

3. The medicine _____ the risk of infection.
       a. develops                                b. reduces
       c. causes                                 d. ends

4. Such bad weather conditions _____ the spread of influenza.
       a. delay                                   b. foster
       c. control                                d. hinder

5. Serious writers care for _____ and refining their writing styles.
       a. disciplining                           b. criticising
       c. shortening                          d. restricting

6. These animals were raised in a controlled _____.
       a. government                         b. engagement
       c. involvement                        d. environment

7. Despite our differences, I have enormous _____ for him.
       a. respect                                 b. conflict
       c. objection                              d. approval

8. The paintings showed the remarkable _____ of local artists.
       a. structure                             b. furniture
       c. creativity                          d. personality

9. Snow was falling at a _____ of six centimetres per hour.
       a. mate                                   b. rate
       c. sight                                  d. light

10. The storm only caused _____ damage to the building. Everything was OK.
       a. heavy                                 b. serious
       c. superficial                           d. considerable

===============================================================

**The End**

| Ministry of Education | | Grade: 11 / Advanced |
| --- | --- | --- |
| Fujairah Educational Zone | | Subject: English/ Posttest 1 |
| Fujairah Islamic Scientific Academy | | Time: 45 minutes |

## Unit 5: Let's Debate!

### I. Reading     (60 points)

$$\frac{\phantom{--}}{60}$$

**Read the following text and answer the questions below.          (4 points each)**

| Paragraph 1 | In Louisiana's public schools, being polite to teachers isn't just expected - it's required by state law. In 1999, Louisiana passed the first student respect law. It requires students to address their teachers as "sir" or "ma'am," or with appropriate titles, such as "Mrs." Or "Mr." {A} |
| --- | --- |
| Paragraph 2 | "Just as we teach reading and writing. I think we can teach manners," says Donald Cravins, the state **senator** who sponsored the law. {B} |
| Paragraph 3 | The idea has spread quickly. Several other states are considering similar laws. But not everyone agrees that courtesy laws are a good idea. What do you think? Should students be **required** by law to be polite? Read both arguments, then decide. |
| Paragraph 4 | Yes, Ma'am!<br>Teachers don't get enough respect from some students today. Courtesy laws will help students and teachers work together to create an environment that fosters **creativity** and learning. |
| Paragraph 5 | With courtesy laws in effect, teachers can spend less time disciplining their students and more time teaching them. "I've had teacher after teacher tell me that it's changed the whole experience in the classroom," says Louisiana Governor Mike Foster. {C} |
| Paragraph 6 | Many students agree that some kids need to learn better manners. "I think a courtesy law would help some kids show respect at home," says Kurt Phelan. {D} |
| Paragraph 7 | No, Sir!<br>Good manners should be taught at home by parents, not in the schools. "Teachers deserve respect because they are adults," says 17-year old Peter Lainey. "But that decision should be left up to the parents." |
| Paragraph 8 | These kinds of laws only take attention away from the **real** problems that plague schools today. Schools districts need to build better schools, reduce drop-out rates, improve test scores, and raise teachers' salaries to really improve education. |
| Paragraph 9 | "'Yes, ma'am' and 'no, ma'am' is fine," says Sue Hall, a teacher in New Orleans. "But it's **pretty** superficial. You're not getting to the root of the problem." |

**Questions:**

**Circle the most suitable answer from a, b, c or d.**

1. The BEST title for this text would be _____.
      a. Do Students Need a Courtesy Law?     b. Do Schools Need Solve Problems?
      c. What is a Courtesy Law?     d. How to Develop Good Manners?
2. The word **senator** in Paragraph 2 is a/an _____.
      a. adjective     b. adverb
      c. noun     d. verb
3. The word **required** in Paragraph 3 likely means _____.
      a. helped     b. needed
      c. judged     d. punished
4. The STEM of the word **creativity** in Paragraph 4 is _____.
      a. create     b. creator
      c. creative     d. creation
5. Paragraph 5 is mainly about how courtesy laws _____.
      a. produce better learners     b. ensure class discipline
      c. result in respect     d. spread quickly
6. The OPPOSITE of the word **real** in Paragraph 8 is _____.
      a. social     b. common
      c. main     d. false
7. The word **pretty** in Paragraph 9 likely means _____.
      a. fully     b. highly
      c. fairly     d. nearly
8. What is TRUE about courtesy laws?
      a. They start at home.     b. They focus on teachers.
      c. They are sponsored by students.     d. They are a good idea for people.
9. In the article, which statement of the following is an OPINION?
      a. But it's pretty superficial.
      b. Sue Hall is a teacher in New Orleans.
      c. Several other states are considering similar laws.
      d. Donald Cravins, the state senator, sponsored the law.
10. The writer of the article seems to be _____ courtesy law.
      a. for     b. against
      c. neutral     d. indifferent for
11.  In which Paragraph would this sentence BEST fit? OR
   *"It is the role shouldered by parents to rear their children."*
      a. Paragraph 6     b. Paragraph 7
      c. Paragraph 8     d. Paragraph 9
12. According to the text, it can be inferred that _____.
      a. teachers get high salaries.     b. students leave schools earlier.
      c. children behave well at schools.     d. good manners make more teaching time.

**Complete the following table with information from Paragraph 8.**

| How to Improve Education! | | |
|---|---|---|
| - Building better schools.<br><br>13. _____ | 14. _____ | 15. _____ |

**Circle the correct answer a, b, c or d.**      **(4 points each)**

1. A big company _____ the competition awards.
      a. calculated                         b. sponsored
      c. derived                             d. rejected

2. I'm trying to _____ myself to eat less.
      a. attain                            b. afford
      c. discount                        d. discipline

3. Her writing has _____ since the beginning of the school year.
      a. excluded                      b. improved
      c. included                       d. imported

4. Computer viruses _____ Internet users.
      a. assist                           b. block
      c. plague                         d. protect

5. He gets around pretty well _____ his age.
      a. considering                    b. exploiting
      c. forgetting                    d. affecting

6. The love of money is the _____ of all evil.
      a. means                          b. result
      c. root                            d. end

7. He forgot his _____ and reached across the table for the salt.
      a. behaviours                    b. manners
      c. methods                      d. colours

8. The program is designed for _____ who wish to get high school certificates.
      a. dropouts                      b. payouts
      c. blackouts                    d. cutouts

9. We're trying to _____ a sense of responsibility.
      a. prepare                        b. reduce
      c. repeat                        d. foster

10. They had a _____ knowledge of the topic. He could not talk about it.
      a. superficial                   b. thorough
      c. unusual                      d. deep

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**The End**

| Ministry of Education | | Grade: 11 / Advanced |
|---|---|---|
| Fujairah Educational Zone | | Subject: English/ Pretest 2 |
| Fujairah Islamic Scientific Academy | | Time: 45 minutes |

**Unit 6: I'll Never Forget**

**I. Reading     (60 points)**

$$\frac{\quad}{60}$$

**Read the following text and answer the questions below.     (3 points each)**

| Paragraph 1 | As long as I can remember, I had always been able to outrun my classmates and teammates. But starting when I was in the eighth grade, suddenly I had to outrun knee pain. After scoring great soccer goals, strange and excruciating knee pains began to follow me home. Each time I won my school's Mile Run, new areas of pain and **stiffness** appeared in my feet and ankles. My knees seemed oddly lumpy. **{A}** |
|---|---|
| Paragraph 2 | Teens who grow particularly quickly **experience** this type of pain when their leg bones lengthen faster than their ligaments. While it's not an illness, sports-medicine doctors refer to it as Osgood-Schlatters syndrome. There is no cure except waiting to outgrow it. Many teen athletes like me just limp out of action during the typical growth-spurt years from age 12 to 17 or 18. **{B}** |
| Paragraph 3 | Before I was diagnosed with Osgood-Schlatters, I had played soccer since I was three, but suddenly the sport became deadly for me. One afternoon of racing toward the goal in flat-soled soccer shoes - which put added pressure on your ligaments because of the way the shoes flex your feet - can cause severe injury to a taut Achilles tendon. For me, even a vacation at the beach became a danger zone. **{C}** |
| Paragraph 4 | I had to give up soccer, which was devastating for me in the beginning. Soccer is such an **engaging** sport, all my friends played it, and it had been so much a part of my life. I didn't think I'd be able to find anything to take its place. **{D}** |
| Paragraph 5 | Still, I was determined to find a sport in which I could participate. One of my sport heroes is cyclist Lance Armstrong, who overcame cancer to **defend** his title in the Tour de France. I wanted to follow his example and prevail, despite my Osgood-Schlatters. |
| Paragraph 6 | By the winter of ninth grade, I had discovered several exciting sports that do not exacerbate knee pain: cycling, speed skating, table tennis, discus, and - best of all - crew. |
| Paragraph 7 | Now, after almost four years of playing these new sports, I feel really challenged by them, especially throwing a discus, which involves balance, focus, strength, and an understanding of the physics of spin. |
| Paragraph 8 | I'm now 17 and 6'2. Will I have another painful growth spurt before college? Maybe, but it is rewarding to know that I've already been able to overcome these growing pains and find success in new **arenas**. |

*Source: New York Times Upfront*

**Questions:**

**Circle the most suitable answer from a, b, c or d.**

1. The text is mainly about _____.
      a. Achilles tendon                     b. doing more practice
      c. overcoming growing pains       d. Osgood-Schlatters syndrome

2. The text would most probably be seen in a _____.
      a. magazine                         b. brochure
      c. encyclopedia                   d. advertisement

3. The ROOT of the word **stiffness** in Paragraph 1 is _____.
      a. stiffish                         b. stiffen
      c. stiffly                         d. stiff

4. The word **experience** in Paragraph 2 is a/an _____.
      a. noun                         b. verb
      c. adverb                       d. adjective

5. The word **engaging** in Paragraph 4 likely means _____.
      a. attractive                     b. winning
      c. strong                       d. rough

6. The OPPOSITE of the word **defend** in Paragraph 5 is _____.
      a. help                         b. keep
      c. attack                       d. reject

7. The word **arenas** in Paragraph 8 likely means _____.
      a. races                         b. sports
      c. studies                       d. grounds

8. The writer's pain resulted from _____.
      a. Osgood-Schlatters syndrome       b. a taut Achilles tendon
      c. throwing a discus              d. an illness

9. In which Paragraph would this sentence BEST fit? OR
   *"Walking barefoot in the soft sand was so painful that I returned to Baltimore with torn ligaments."*
      a. {A}                         b. {B}
      c. {C}                         d. {D}

10. What is NOT TRUE about the writer's pains?
      a. He suffered from stiff feet.       b. Doctors cured his pains.
      c. The shoes flexed his feet.       d. He challenged his pains.

11. The writer of the article seems to be _____.
      a. playful                         b. impatient
      c. adventurous                   d. self-confident

12. According to the text, it can be inferred that the writer is _____.
      a. a college student              b a school student
      c. in grade 8                     d. in grade 9

**Complete the following table with information from Paragraph 7.**

| Sport | Skills needed | |
|---|---|---|
| | - strength | - spinning |
| 13. _____ | 14. _____ | 15. _____ |

**Circle the correct answer a, b, c or d.**

1. His modern motorcycle could _____ any car on the road.
    a. outrun                      b. carry
    c. push                        d. stop

2. The _____ of the leather rubbed her heels uncomfortably.
    a. lightness                 b. thickness
    c. softness                  d. stiffness

3. Nowadays, doctors can repair torn _____.
    a. ligaments                b. packages
    c. bandages                d. fabrics

4. Doctors cannot effect a _____ if the disease has spread too far.
    a. syndrome               b. medicine
    c. drug                        d. cure

5. Matt _____ painfully off the field.
    a. ran                         b. rolled
    c. limped                   d. crawled

6. He stood on the side of the pool _____ his muscles.
    a. flexing                  b. holding
    c. tearing                 d. straining

7. The party suffered _____ losses during the last election.
    a. successful              b. rewarding
    c. falling                  d. severe

8. You should exert a _____ effort to stop smoking.
    a. simplified               b. determined
    c. terrified                d. realized

9. Those beliefs still _____ among certain social groups.
    a. shake                   b. admire
    c. prevail                 d. judge

10. This newspaper maintains a good _____ in its presentation of different opinions.
    a. conflict                 b. balance
    c. relation                d. influence

===================================================================
**The End**

| Ministry of Education | | Grade: 11 / Advanced |
|---|---|---|
| Fujairah Educational Zone | | Subject: English/ Posttest 2 |
| Fujairah Islamic Scientific Academy | | Time: 45 minutes |

**Unit 6: I'll Never Forget**

**I. Reading      (60 points)**

─
60

**Read the following text and answer the questions below.      (3 points each)**

| Paragraph 1 | As long as I can remember, I had always been able to outrun my classmates and teammates. But starting when I was in the eighth grade, suddenly I had to outrun knee pain. After scoring great soccer goals, strange and **excruciating** knee pains began to follow me home. Each time I won my school's Mile Run, new areas of pain and stiffness appeared in my feet and ankles. My knees seemed oddly lumpy. **{A}** |
|---|---|
| Paragraph 2 | Teens who grow particularly quickly experience this type of pain when their leg bones **lengthen** faster than their ligaments. While it's not an illness, sports-medicine doctors refer to it as Osgood-Schlatters syndrome. There is no cure except waiting to outgrow it. Many teen athletes like me just limp out of action during the typical growth-spurt years from age 12 to 17 or 18. **{B}** |
| Paragraph 3 | Before I was diagnosed with Osgood-Schlatters, I had played soccer since I was three, but suddenly the sport became deadly for me. One afternoon of racing toward the goal in flat-soled soccer shoes - which put added pressure on your ligaments because of the way the shoes flex your feet - can cause severe injury to a taut Achilles tendon. For me, even a vacation at the beach became a **danger** zone. **{C}** |
| Paragraph 4 | I had to give up soccer, which was devastating for me in the beginning. Soccer is such an engaging sport, all my friends played it, and it had been so much a part of my life. I didn't think I'd be able to find anything to take its place. **{D}** |
| Paragraph 5 | Still, I was determined to find a sport in which I could **participate**. One of my sport heroes is cyclist Lance Armstrong, who overcame cancer to defend his title in the Tour de France. I wanted to follow his example and prevail, despite my Osgood-Schlatters. |
| Paragraph 6 | By the winter of ninth grade, I had discovered several exciting sports that do not exacerbate knee pain: cycling, speed skating, table tennis, discus, and - best of all - crew. |
| Paragraph 7 | Now, after almost four years of playing these new sports, I feel really challenged by them, **especially** throwing a discus, which involves balance, focus, strength, and an understanding of the physics of spin. |
| Paragraph 8 | I'm now 17 and 6'2. Will I have another painful growth spurt before college? Maybe, but it is rewarding to know that I've already been able to overcome these growing pains and find success in new arenas. |

*Source: New York Times Upfront*

**Questions:**

**Circle the most suitable answer from a, b, c or d.**

1. The BEST title for this text would be _____.
     a. Practising Hobbies               b. Defending Titles
     c. Facing Pains                   d. Sport Heroes

2. The word **excruciating** in Paragraph 1 likely means _____.
     a. dull                        b. light
     c. mental                   d. awful

3. Paragraph 2 is mainly about _____.
     a. Osgood-Schlatters syndrome     b. a particular quick experiment
     c. teens and athletes              d. bones and ligaments

4. The STEM of the word **lengthen** in Paragraph 2 is _____.
     a. length                   b. lengthy
     c. lengths                  d. lengthful

5. The OPPOSITE of the word **danger** in Paragraph 3 is _____.
     a. quiet                    b. safety
     c. interest                 d. problem

6. The word **participate** in Paragraph 5 likely means _____.
     a. find                      b. join
     c. play                    d. enjoy

7. The word **especially** in Paragraph 7 is a/an _____.
     a. adjective                 b. adverb
     c. noun                     d. verb

8. The writer's second favourite sport is _____.
     a. cycling                  b. soccer
     c. discus                   d. crew

9. Where in the text would this sentence Best fit?
    *"It turned out that at age 13, I was experiencing 'growing pains'."*
     a. Paragraph 1               b. Paragraph 2
     c. Paragraph 3               d. Paragraph 4

10. What is TRUE about the writer's pains?
     a. His ligaments got shorter.      b. His bones were longer.
     c. The shoes helped cure pains.    d. Pains stopped his career.

11. The writer of the article believes that _____.
     a. crew does not improve knee pain    b. Lance Armstrong follows his way
     c. soccer cannot be matched        d. success is hard to achieve

12. According to the text, it can be inferred that that the writer _____.
     a. got rid of his stiffness         b. was interested in five sports
     c. was highly affected by pains    d. made success in different sports

**Complete the following table with information from Paragraph 5.**

| Sportsman | Sport | Title |
|---|---|---|
| 13. _____ | 14. _____ | 15. _____ |

**Circle the correct answer a, b, c or d.**

1. His aggressive reaction only _____ the situation.
    a. dramatized                      b. finalized
    c. exacerbated                 d. summarized

2. We shall maintain our _____ on the needs of the customer.
    a. focus                         b. progress
    c. direction                    d. discipline

3. Students study the _____ of the electron in chemistry.
    a. nucleus                     b. physics
    c. proton                      d. atom

4. Teaching is not very financially _____.
    a. exciting                     b. learning
    c. reflecting                  d. rewarding

5. Babies get very hungry during growth _____.
    a. areas                       b. spurts
    c. durations                 d. industries

6. A large crowd filled the seats of the _____ waiting for the match.
    a. corner                     b. aisle
    c. arena                      d. room

7. Strikes are causing _____ disruption to all train services.
    a. difficult                    b. apparent
    c. normal                    d. severe

8. The proposal had been dropped in the face of _____ opposition.
    a. determined               b. classified
    c. supported                d. elected

9. The rabbit had no chance to _____ the dogs.
    a. withdraw                 b. defend
    c. outrun                   d. help

10. She twisted her ankle and was _____.
    a. hiking                     b. limping
    c. hopping                d. jumping

=====================================================================
**The End**

| | | |
|---|---|---|
| **Ministry of Education** | | **Grade: 11 / Advanced** |
| **Fujairah Educational Zone** | | **Subject: English/ Pretest 1** |
| **Fujairah Islamic Scientific Academy** | | **Pages: 1** |

**Pretest 1 Answer Key**

**Unit 6: I'll Never Forget**

**I. Reading (60 points – 4 points each)**

**Text 1**

1. c          (setting a law to respect teachers)
2. b          (argument)
3. d          (improper)
4. c          (noun)
5. a          (decide)
6. c          (trouble)
7. b          (artificial)
8. a          (They solve school problems.)
9. d          (In 1999, Louisiana passed the first student respect law.)
10. b          (issue, argument for, argument against)
11. d          ({D})
12. a          (Louisiana cares for respecting teachers.)
13.          (Louisiana)
14.          (public schools)
15.          (1999)

**II. Vocabulary (40 points – 4 points each)**

1. c          (expected)
2. b          (plague)
3. a          (reduces)
4. b          (foster)
5. d          (disciplining)
6. d          (environment)
7. a          (respect)
8. c          (creativity)
9. b          (rate)
10. c          (superficial)

================================================================
**The End**

| Ministry of Education | | Grade: 11 / Advanced |
|---|---|---|
| Fujairah Educational Zone | | Subject: English/ Posttest 1 |
| Fujairah Islamic Scientific Academy | | Pages: 1 |

## Posttest 1 Answer Key

### Unit 6: I'll Never Forget

**I. Reading (60 points – 4 points each)**

1. a          (Do Students Need a Courtesy Law?)
2. c          (noun)
3. b          (needed)
4. c          (creative)
5. a          (produce better learners)
6. d          (false)
7. d          (nearly)
8. b          (They focus on teachers.)
9. a          (But it's pretty superficial.)
10. c          (neutral)
11. b          (Paragraph 7)
12. d          (good manners make more teaching time.)
13.14.15      (reducing drop-out rates/ improving test scores/ raising teachers' salaries)
              (In Any Order)

**II. Vocabulary (40 points – 4 points each)**

1. b          (sponsored)
2. d          (discipline)
3. b          (improved)
4. c          (plague)
5. a          (considering)
6. c          (root)
7. b          (manners)
8. a          (dropouts)
9. d          (foster)
10. a          (superficial)

==================================================================
**The End**

| | | |
|---|---|---|
| **Ministry of Education** | | **Grade: 11 / Advanced** |
| **Fujairah Educational Zone** | | **Subject: English/ Pretest 2** |
| **Fujairah Islamic Scientific Academy** | | **Pages: 1** |

**Pretest 2 Answer Key**

**Unit 6: I'll Never Forget**

**I. Reading (60 points – 4 points each)**

**Text 1**

1. c        (overcoming growing pains)
2. a        (magazine)
3. d        (stiff)
4. b        (verb)
5. a        (attractive)
6. c        (attack)
7. d        (grounds)
8. a        (Osgood-Schlatters syndrome)
9. c        ({C})
10. b       (Doctors cured his pains.)
11. d       (self-confident)
12. b       (a school student)
13.         (throwing a discus)
14.15     (balance / focus) (In Any Order)

**II. Vocabulary (40 points – 4 points each)**

1. a        (outrun)
2. d        (stiffness)
3. a        (ligaments)
4. d        (cure)
5. c        (limped)
6. a        (flexing)
7. d        (severe)
8. b        (determined)
9. c        (prevail)
10. b       (balance)

=================================================================
**The End**

| Ministry of Education | | Grade: 11 / Advanced |
| --- | --- | --- |
| Fujairah Educational Zone | | Subject: English/ Pottest 2 |
| Fujairah Islamic Scientific Academy | | Pages: 1 |

## Posttest 2 Answer Key

### Unit 6: I'll Never Forget

**I. Reading (60 points – 4 points each)**

1. c        (Facing Pains)
2. d        (awful)
3. a        (Osgood-Schlatters syndrome)
4. a        (length)
5. b        (safety)
6. c        (trouble)
7. b        (join)
8. d        (crew)
9. a        (Paragraph 1)
10. b        (His bones were longer.)
11. c        (soccer cannot be matched)
12. d        (made success in different sports)
13.          (Lance Armstrong)
14.          (cycling)
15.          (Tour de France)

**II. Vocabulary (40 points – 4 points each)**

1. c        (exacerbated)
2. a        (focus)
3. b        (physics)
4. d        (rewarding)
5. b        (spurts)
6. c        (arena)
7. d        (severe)
8. a        (determined)
9. c        (outrun)
10. b        (limping)

================================================================
**The End**

# Appendix 9

# Pretest 1 Item Analysis

| Item | Subskill | Student No. | | | | | | | | | | | | | | | | | | | | Remarks (+/=/-) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 1 | Gist | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 13/7 |
| 2 | Type | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 7/13 |
| 3 | Antonym | 0 | 4 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 8/12 |
| 4 | Part of Speech | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 6/14 |
| 5 | Root | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 16/4 |
| 6 | Synonym | 0 | 4 | 0 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 10/10 |
| 7 | Synonym | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 6/14 |
| 8 | Out of Context | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 0 | 5/15 |
| 9 | Fact | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 16/4 |
| 10 | Sequence | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 12/8 |
| 11 | Context | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 15/5 |
| 12 | Inference | 0 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 9/11 |
| 13 | Specific | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 9/11 |
| 14 | Specific | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 17/3 |
| 15 | Specific | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 18/2 |
| 16 | Discrete Voc. | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 11/9 |
| 17 | Discrete Voc. | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 2/18 |
| 18 | Discrete Voc. | 4 | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 6/14 |
| 19 | Discrete Voc. | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 10/10 |
| 20 | Discrete Voc. | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 4 | 7/13 |
| 21 | Discrete Voc. | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 12/8 |
| 22 | Discrete Voc. | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 8/12 |
| 23 | Discrete Voc. | 0 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 11/9 |
| 24 | Discrete Voc. | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 11/9 |
| 25 | Discrete Voc. | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 5/15 |
| **Total** | | 52 | 88 | 76 | 48 | 52 | 64 | 36 | 56 | 48 | 68 | 44 | 52 | 40 | 72 | 40 | 48 | 16 | 32 | 20 | 48 | 9/11 |

# Appendix 10

## Posttest 1 Item Analysis

| Item | Subskill | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Remarks (+/=/-) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Title | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 18/2 |
| 2 | Part of Speech | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 17/3 |
| 3 | Synonym | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 4 | 4 | 4 | 11/9 |
| 4 | Stem | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 4 | 4 | 9/11 |
| 5 | Para. Idea | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 6/14 |
| 6 | Antonym | 0 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 11/9 |
| 7 | Synonym | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 7/13 |
| 8 | True | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 7/13 |
| 9 | Opinion | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 13/7 |
| 10 | Writer | 4 | 4 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 6/14 |
| 11 | Context | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 13/7 |
| 12 | Inference | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 16/4 |
| 13 | Specific | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 14/6 |
| 14 | Specific | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 16/4 |
| 15 | Specific | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 15/5 |
| 16 | Discrete Voc. | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 15/5 |
| 17 | Discrete Voc. | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 15/5 |
| 18 | Discrete Voc. | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 16/4 |
| 19 | Discrete Voc. | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 6/14 |
| 20 | Discrete Voc. | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 10/10 |
| 21 | Discrete Voc. | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 13/7 |
| 22 | Discrete Voc. | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 10/10 |
| 23 | Discrete Voc. | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 12/8 |
| 24 | Discrete Voc. | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 4 | 4 | 4 | 11/9 |
| 25 | Discrete Voc. | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 15/5 |
| **Total** | | 72 | 88 | 80 | 48 | 40 | 88 | 60 | 48 | 48 | 68 | 56 | 36 | 72 | 76 | 48 | 80 | 20 | 64 | 52 | 60 | 13/7 |

# Appendix 11

## Pretest/Posttest 1 Item Pass Percentage Analysis

| # | Item | Pretest 1 | Item | Posttest 1 | Remarks (+/=/-) |
|---|------|-----------|------|------------|-----------------|
| 1 | Gist | 65 | Title | 90 | |
| 2 | Type | 35 | Paragraph Idea | 30 | |
| 3 | Fact | 80 | Opinion | 65 | |
| 4 | Inference | 45 | Inference | 80 | |
| 5 | Sequence | 60 | Writer | 30 | |
| 6 | Context | 75 | Context | 65 | |
| 7 | Out of Context | 25 | True | 35 | |
| 8 | Specific | 45 | Specific | 70 | |
| 9 | Specific | 85 | Specific | 80 | |
| 10 | Specific | 90 | Specific | 75 | |
| 11 | Part of Speech | 30 | Part of Speech | 85 | |
| 12 | Root | 80 | Stem | 45 | |
| 13 | Synonym | 50 | Synonym | 55 | |
| 14 | Synonym | 30 | Synonym | 35 | |
| 15 | Antonym | 40 | Antonym | 55 | |
| 16 | Discrete Voc. | 55 | Discrete Voc. | 75 | |
| 17 | Discrete Voc. | 10 | Discrete Voc. | 75 | |
| 18 | Discrete Voc. | 30 | Discrete Voc. | 80 | |
| 19 | Discrete Voc. | 50 | Discrete Voc. | 30 | |
| 20 | Discrete Voc. | 35 | Discrete Voc. | 50 | |
| 21 | Discrete Voc. | 60 | Discrete Voc. | 65 | |
| 22 | Discrete Voc. | 40 | Discrete Voc. | 50 | |
| 23 | Discrete Voc. | 55 | Discrete Voc. | 60 | |
| 24 | Discrete Voc. | 55 | Discrete Voc. | 55 | |
| 25 | Discrete Voc. | 25 | Discrete Voc. | 75 | |

# Appendix 12

## Pretest/Posttest 1 Pass Percentage Analysis

| # | Name | Pretest 1 | Posttest 1 | Difference | Remarks (+/=/-) |
|---|------|-----------|------------|------------|-----------------|
| 1 | Ibrahim | 52 | 72 | 20 | |
| 2 | Osama | 88 | 88 | 0 | |
| 3 | Bashar | 76 | 80 | 4 | |
| 4 | Beshr | 48 | 48 | 0 | |
| 5 | Khalifa | 52 | 40 | -12 | |
| 6 | Sami | 64 | 88 | 24 | |
| 7 | Ali Emad | 36 | 60 | 24 | |
| 8 | Ali Mohd | 56 | 48 | -8 | |
| 9 | Ammar Jehad | 48 | 48 | 0 | |
| 10 | Ammar Osman | 68 | 68 | 0 | |
| 11 | Omar | 44 | 56 | 12 | |
| 12 | Omran | 52 | 36 | -16 | |
| 13 | Moh'd Babakir | 40 | 72 | 32 | |
| 14 | Moh'd Hazem | 72 | 76 | 4 | |
| 15 | Moh'd Abdo | 40 | 48 | 8 | |
| 16 | Moh'd Ali | 48 | 80 | 32 | |
| 17 | Mostafa | 16 | 20 | 4 | |
| 18 | Mohannad | 32 | 64 | 32 | |
| 19 | Moheeb | 20 | 52 | 32 | |
| 20 | Yamen | 48 | 60 | 12 | |
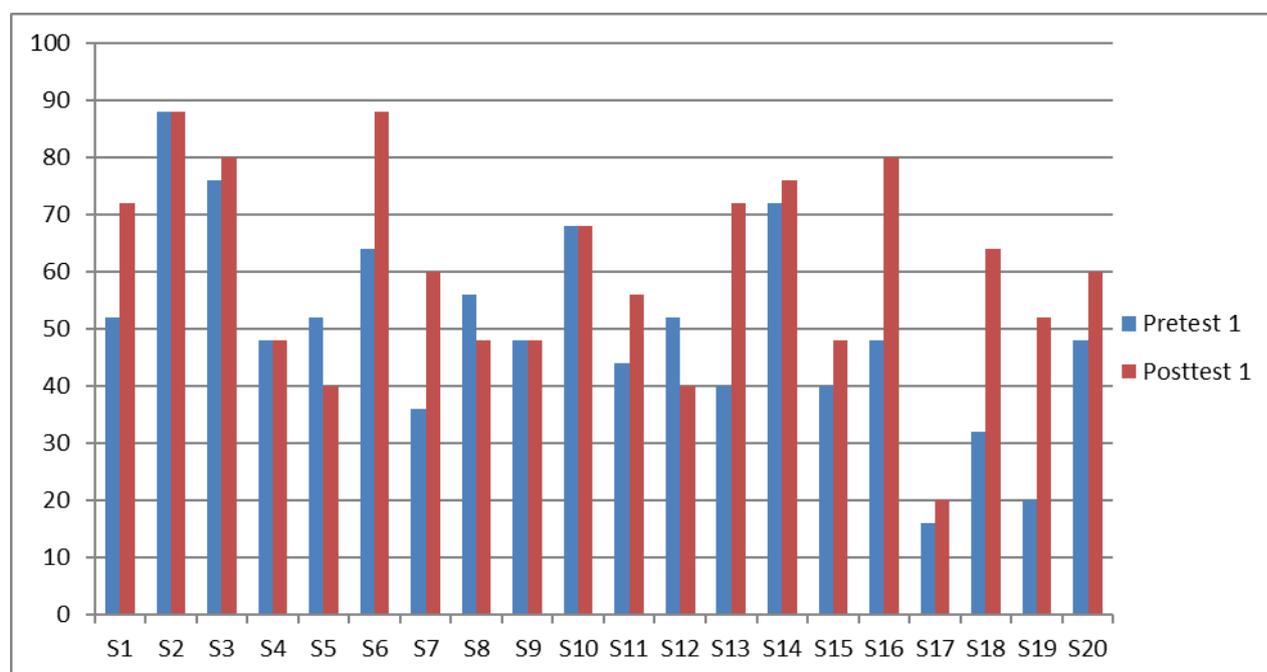


Pretest/Posttest 1 Result Analysis

59

Appendix 13

## Pretest 2 Item Analysis

| Item | Subskill | Student No. | | | | | | | | | | | | | | | | | | | | Remarks (+/=/-) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 1 | Gist | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 10/10 |
| 2 | Register | 4 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 9/11 |
| 3 | Root | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 4 | 4 | 14/6 |
| 4 | Part of Speech | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4/16 |
| 5 | Synonym | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 13/7 |
| 6 | Antonym | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 15/5 |
| 7 | Synonym | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 5/15 |
| 8 | Details | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 17/3 |
| 9 | Context | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 10/10 |
| 10 | Not True | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 4 | 7/13 |
| 11 | Writer | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 4 | 4/16 |
| 12 | Inference | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 4 | 4 | 4 | 11/9 |
| 13 | Specific | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 8/12 |
| 14 | Specific | 0 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 0 | 14/6 |
| 15 | Specific | 0 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 0 | 0 | 13/7 |
| 16 | Discrete Voc. | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 7/13 |
| 17 | Discrete Voc. | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 8/12 |
| 18 | Discrete Voc. | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8/12 |
| 19 | Discrete Voc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0/20 |
| 20 | Discrete Voc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 2/18 |
| 21 | Discrete Voc. | 0 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 9/11 |
| 22 | Discrete Voc. | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4/16 |
| 23 | Discrete Voc. | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 5/15 |
| 24 | Discrete Voc. | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 5/15 |
| 25 | Discrete Voc. | 4 | 4 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 4 | 11/9 |
| **Total** | | 40 | 84 | 60 | 44 | 52 | 40 | 36 | 40 | 56 | 36 | 28 | 36 | 40 | 56 | 28 | 40 | 28 | 52 | 20 | 36 | 6/14 |

# Appendix 14

## Posttest 2 Item Analysis

| Item | Subskill | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Remarks (+/=/-) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Title | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 17/3 |
| 2 | Synonym | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 18/2 |
| 3 | Paragraph Idea | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 13/7 |
| 4 | Stem | 0 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 15/5 |
| 5 | Antonym | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 19/1 |
| 6 | Synonym | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 0 | 16/4 |
| 7 | Part of Speech | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 8/12 |
| 8 | Details | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 5/15 |
| 9 | Context | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 4/16 |
| 10 | True | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 14/6 |
| 11 | Writer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1/19 |
| 12 | Inference | 0 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 17/3 |
| 13 | Specific | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 20/0 |
| 14 | Specific | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 18/2 |
| 15 | Specific | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 14/6 |
| 16 | Discrete Voc. | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 19/1 |
| 17 | Discrete Voc. | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 10/10 |
| 18 | Discrete Voc. | 0 | 0 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 0 | 4 | 4 | 13/7 |
| 19 | Discrete Voc. | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 19/1 |
| 20 | Discrete Voc. | 0 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 14/6 |
| 21 | Discrete Voc. | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 4 | 17/3 |
| 22 | Discrete Voc. | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 19/1 |
| 23 | Discrete Voc. | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 4 | 15/5 |
| 24 | Discrete Voc. | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 0 | 4 | 4 | 4 | 18/2 |
| 25 | Discrete Voc. | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 18/2 |
| **Total** | | 64 | 88 | 64 | 84 | 80 | 72 | 76 | 84 | 72 | 76 | 80 | 52 | 64 | 84 | 76 | 60 | 40 | 72 | 68 | 84 | 19/1 |

## Appendix 15

### Pretest/Posttest 2 Item Pass Percentage Analysis

| # | Item | Pretest 2 | Item | Posttest 2 | Remarks (+/=/-) |
|---|------|-----------|------|------------|-----------------|
| 1 | Gist | 50 | Title | 85 | |
| 2 | Register | 45 | Paragraph Idea | 65 | |
| 3 | Writer | 20 | Writer | 5 | |
| 4 | Inference | 55 | Inference | 85 | |
| 5 | Detail | 85 | Detail | 25 | |
| 6 | Context | 50 | Context | 20 | |
| 7 | Not True | 35 | True | 70 | |
| 8 | Specific | 40 | Specific | 100 | |
| 9 | Specific | 70 | Specific | 90 | |
| 10 | Specific | 65 | Specific | 70 | |
| 11 | Root | 70 | Stem | 75 | |
| 12 | Part of Speech | 20 | Part of Speech | 40 | |
| 13 | Synonym | 65 | Synonym | 100 | |
| 14 | Antonym | 75 | Antonym | 95 | |
| 15 | Synonym | 25 | Synonym | 90 | |
| 16 | Discrete Voc. | 35 | Discrete Voc. | 95 | |
| 17 | Discrete Voc. | 40 | Discrete Voc. | 50 | |
| 18 | Discrete Voc. | 40 | Discrete Voc. | 65 | |
| 19 | Discrete Voc. | 0 | Discrete Voc. | 95 | |
| 20 | Discrete Voc. | 10 | Discrete Voc. | 70 | |
| 21 | Discrete Voc. | 45 | Discrete Voc. | 85 | |
| 22 | Discrete Voc. | 20 | Discrete Voc. | 95 | |
| 23 | Discrete Voc. | 25 | Discrete Voc. | 75 | |
| 24 | Discrete Voc. | 25 | Discrete Voc. | 90 | |
| 25 | Discrete Voc. | 55 | Discrete Voc. | 90 | |

# Appendix 16

## Pretest/Posttest 2 Pass Percentage Analysis

| | Name | Pretest 2 | Posttest 2 | Difference | Remarks (+/=/-) |
|---|---|---|---|---|---|
| 1 | Ibrahim | 40 | 64 | 24 | |
| 2 | Osama | 84 | 88 | 4 | |
| 3 | Bashar | 60 | 64 | 4 | |
| 4 | Beshr | 44 | 84 | 40 | |
| 5 | Khalifa | 52 | 80 | 28 | |
| 6 | Sami | 40 | 72 | 32 | |
| 7 | Ali Emad | 36 | 76 | 40 | |
| 8 | Ali Mohd | 40 | 84 | 44 | |
| 9 | Ammar Jehad | 56 | 72 | 16 | |
| 10 | Ammar Osman | 36 | 76 | 40 | |
| 11 | Omar | 28 | 80 | 52 | |
| 12 | Omran | 36 | 52 | 16 | |
| 13 | Moh'd Babakir | 40 | 64 | 24 | |
| 14 | Moh'd Hazem | 56 | 84 | 28 | |
| 15 | Moh'd Abdo | 28 | 76 | 48 | |
| 16 | Moh'd Ali | 40 | 60 | 20 | |
| 17 | Mostafa | 28 | 40 | 12 | |
| 18 | Mohannad | 52 | 72 | 20 | |
| 19 | Moheeb | 20 | 68 | 48 | |
| 20 | Yamen | 36 | 84 | 48 | |
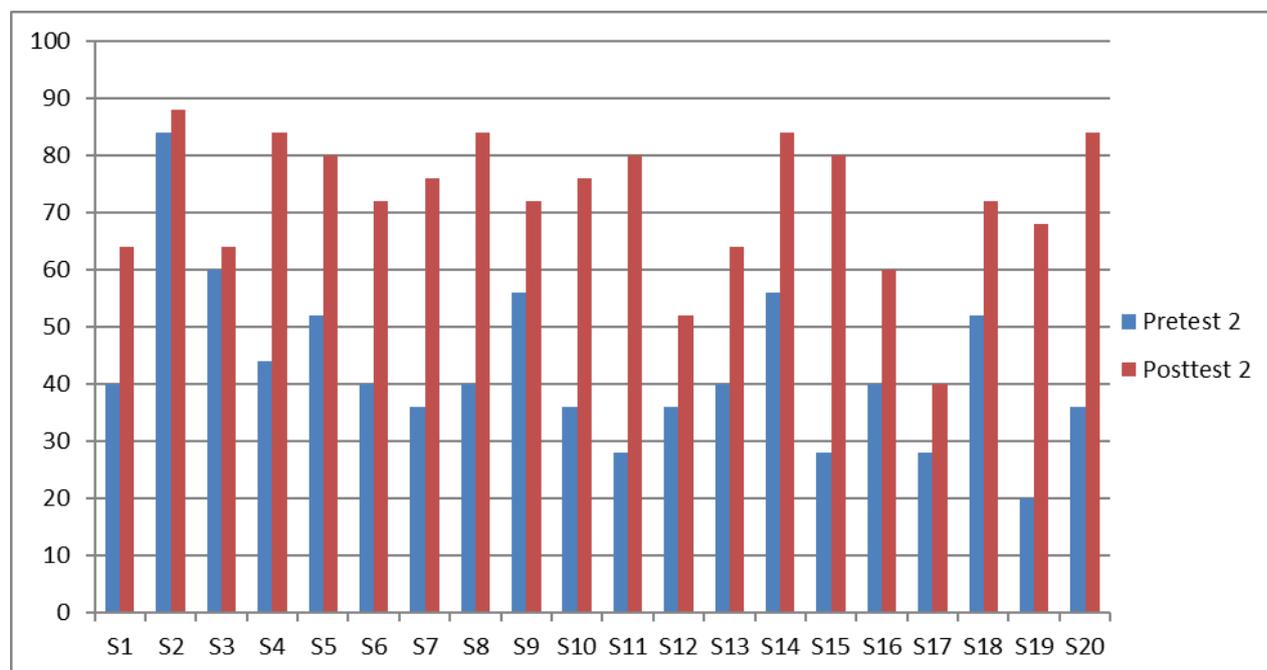


Pretest/Posttest 2 Result Analysis

| # | Name | Pretest/Posttest 1 Difference | Pretest/Posttest 2 Difference | Total Difference | Remarks (+/=/-) |
|---|------|------|------|------|------|
| 1 | Ibrahim | 20 | 24 | 4 | |
| 2 | Osama | 0 | 4 | 4 | |
| 3 | Bashar | 4 | 4 | 0 | |
| 4 | Beshr | 0 | 40 | 40 | |
| 5 | Khalifa | -12 | 28 | 40 | |
| 6 | Sami | 24 | 32 | 8 | |
| 7 | Ali Emad | 24 | 40 | 16 | |
| 8 | Ali Mohd | -8 | 44 | 52 | |
| 9 | Ammar Jehad | 0 | 16 | 16 | |
| 10 | Ammar Osman | 0 | 40 | 40 | |
| 11 | Omar | 12 | 52 | 40 | |
| 12 | Omran | -12 | 16 | 28 | |
| 13 | Moh'd Babakir | 32 | 24 | -8 | |
| 14 | Moh'd Hazem | 4 | 28 | 24 | |
| 15 | Moh'd Abdo | 8 | 52 | 44 | |
| 16 | Moh'd Ali | 32 | 20 | -12 | |
| 17 | Mostafa | 4 | 36 | 32 | |
| 18 | Mohannad | 32 | 20 | -12 | |
| 19 | Moheeb | 32 | 48 | 16 | |
| 20 | Yamen | 12 | 48 | 36 | |
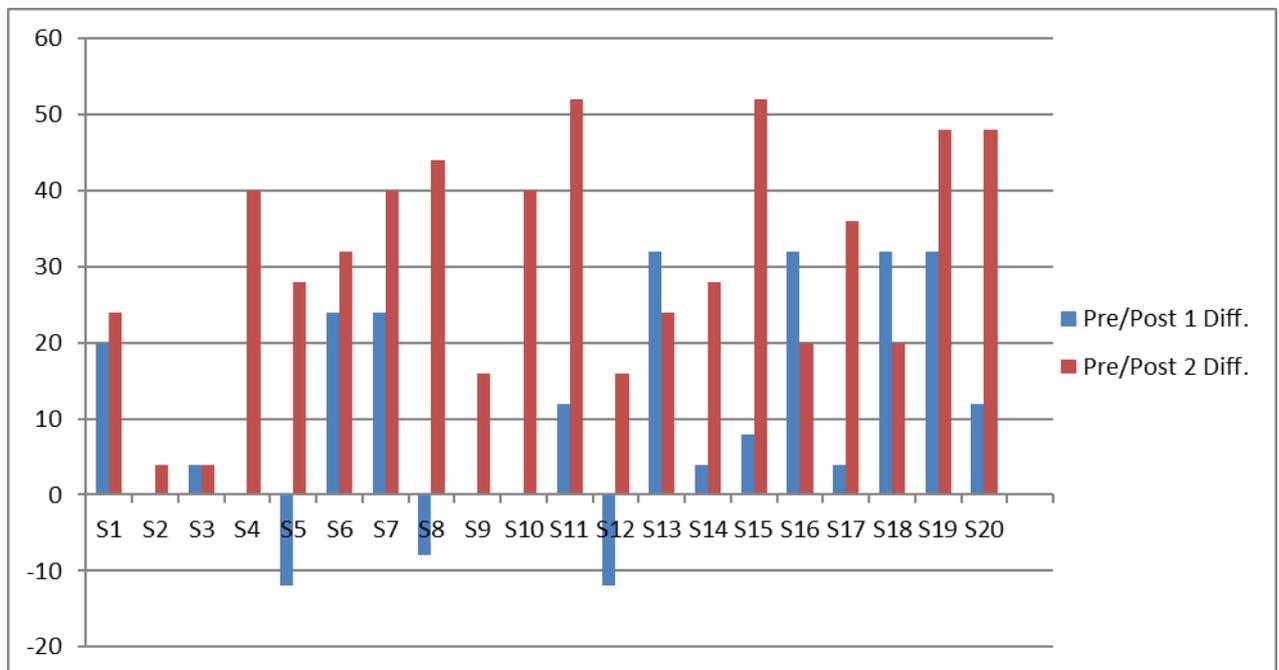


Pretests/Posttests 1 + 2 Total Difference Analysis