

## CONTENTS

CHAPTER ONE: INTRODUCTION.....	9
CHAPTER TWO: LITERATURE REVIEW.....	11
2.1 Part One: Different Approaches in Teaching Vocabulary.....	11
2.1.1 The Grammar Translation Method.....	11
2.1.2 The Reform Movement.....	12
2.1.3 The Direct Method.....	12
2.1.4 The Audi-lingual Method.....	13
2.1.5 The Communicative Method.....	14
2.2 A Palestinian Study about Learning Vocabulary.....	16
2.3 Vocabulary within Authentic and Non-authentic Language .....	16
2.4 Part Two: Introduction .....	18
2.4.1 Terminology.....	18
2.4.2 Morphology and Teaching Vocabulary.....	20
2.4.3 Teaching Words from Context.....	23
2.4.3.1 Contextual Clues.....	23
2.4.3.2 Previous Research about context.....	24
2.4.4 Repetition and Teaching Vocabulary.....	28
2.4.4.1 Spaced Repetition.....	28
2.4.4.2 Kinds of Repetition.....	29
2.4.4.3 Number of Repetitions.....	30
2.4.5 Graphic Organizers: .....	31
2.4.6 The Gap in the Previous Research.....	34
CHAPTER THREE: METHODOLOGY.....	36
3.1 Overview of the Aims, Main Research Questions and Sub-questions.....	36
3.1.1 Aims and Objectives.....	36
3.1.2 Main Research Question.....	37
3.1.3 Research Sub-Questions.....	37
3.2 Subjects and Sampling.....	38
3.3 Methods of Data Collection.....	40
3.3.1 The interviewees.....	40
3.3.2 The Students' Examinations.....	40
3.3.3 Research Instruments.....	41
3.4 Data Analysis and Statistical Treatment.....	41
3.4.1 Nature of Data.....	41
3.4.2 Methods of Data Collection.....	42
3.5 Issues of Reliability, validity and Generlizability.....	43
3.5.1 Reliability.....	43
3.5.2 Validity.....	43
3.5.3 Generlizability.....	44
3.6 Ethical Issues of the Study.....	45

<b>CHAPTER FOUR: RESULTS.....</b>	<b>46</b>
4.1 General Findings about English as a second Language in the Palestinian Schools.....	46
4.2 Consistency of Vocabulary Weakness .....	48
4.3 The Preferred Strategies in Teaching Vocabulary.....	50
4.4 A diversity of Strategies in Teaching Vocabulary: Introduction.....	52
4.4.1 Teaching Vocabulary from Context.....	53
4.4.2 Word-Forms and Teaching Vocabulary.....	54
4.4.3 Repetition in Teaching Vocabulary.....	56
4.4.4 Graphic organizers in teaching Vocabulary.....	57
4.4.5 Other Strategies in Teaching Vocabulary.....	58
<b>CHAPTER FIVE: DISCUSSION.....</b>	<b>60</b>
5.1 The Aims of the Study.....	60
5.2 An Overview of the Main Findings .....	60
5.3 Consideration of the Findings in Relation to Previous Studies.....	61
5.3.1 Our General Finding .....	61
5.3.2 Vocabulary Weakness: Consistency from Year to Year.....	62
5.3.3 Contextual Analysis within the Palestinian Context.....	62
5.3.4 Morphology as an Effective Teaching Strategy .....	64
5.3.5 Unsystematic Repetition Teaching.....	65
5.3.6 A New Effective Strategy: Graphic Organizers.....	66
<b>CHAPTER SIX: CONCLUSION.....</b>	<b>68</b>
6.1 Limitations of the Study.....	68
6.2 Implications of the Study.....	69
6.3 Recommendation for Future Research.....	70
<b>TABLE OF REFERENCES.....</b>	<b>71</b>
APPENDIX I/A Oxford's Taxonomy .....	79
APPENDIX I/B Frequent words in English.....	81
APPENDIX II: Frequent Affixes in English .....	82
APPENDIX III: Worksheet of Prefixes.....	83
APPENDIX IV/A Scanned Lesson/Chapter 14/ 9 <sup>th</sup> grade.....	84
APPENDIX IV/B Scanned Lesson/Chapter 14/ 9 <sup>th</sup> grade.....	89
APPENDIX V: Contextual Clues.....	90
APPENDIX VI: Drill on Audio lingual Method.....	92
APPENDIX VII: Examples on Different Graphic Organizers.....	93
APPENDIX VIII: Word Knowledge.....	96
APPENDIX IX: Transcriptions of 10 interviews.....	97
APPENDIX X/A: Unified Examination of 2005.....	122
APPENDIX X/B: Unified Examination of 2006.....	126
APPENDIX XI/A: Analysis Sheet of 2005 Examination.....	130
APPENDIX XI/B: Analysis Sheet of 2006 Examination.....	131
APPENDIX XII: Statistical Treatment of the figures.....	132