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Contents

Acknowledgements

Overview

Papers

The Effect of Cultural Background Knowledge on Reading Comprehension in English Language .

Dr. Ibrahim, M. Sabateen, Ministry of Education-Al Arroub Agri Sch, Palestine 5

Cultural Dimensions in English for Palestine Textbooks for Grades 10,11&12 .

Insaf Abbas, Al-Quds Open University 22

Title: Word Collocations in English For Palestine 7, 8, 9 & 10 : Some Pedagogical Implications .

Majdi J. Abu-Zahra & Ahmad Sh. Shayeb, Birzeit University 36

Second National Symposium on : Quality English Teaching EFL Enhancement in the New Millennium .

Omar M. Ead, Birzeit University 51

Role of Contrastive Text Analysis in Teaching Translation : Prepositions as a Case .

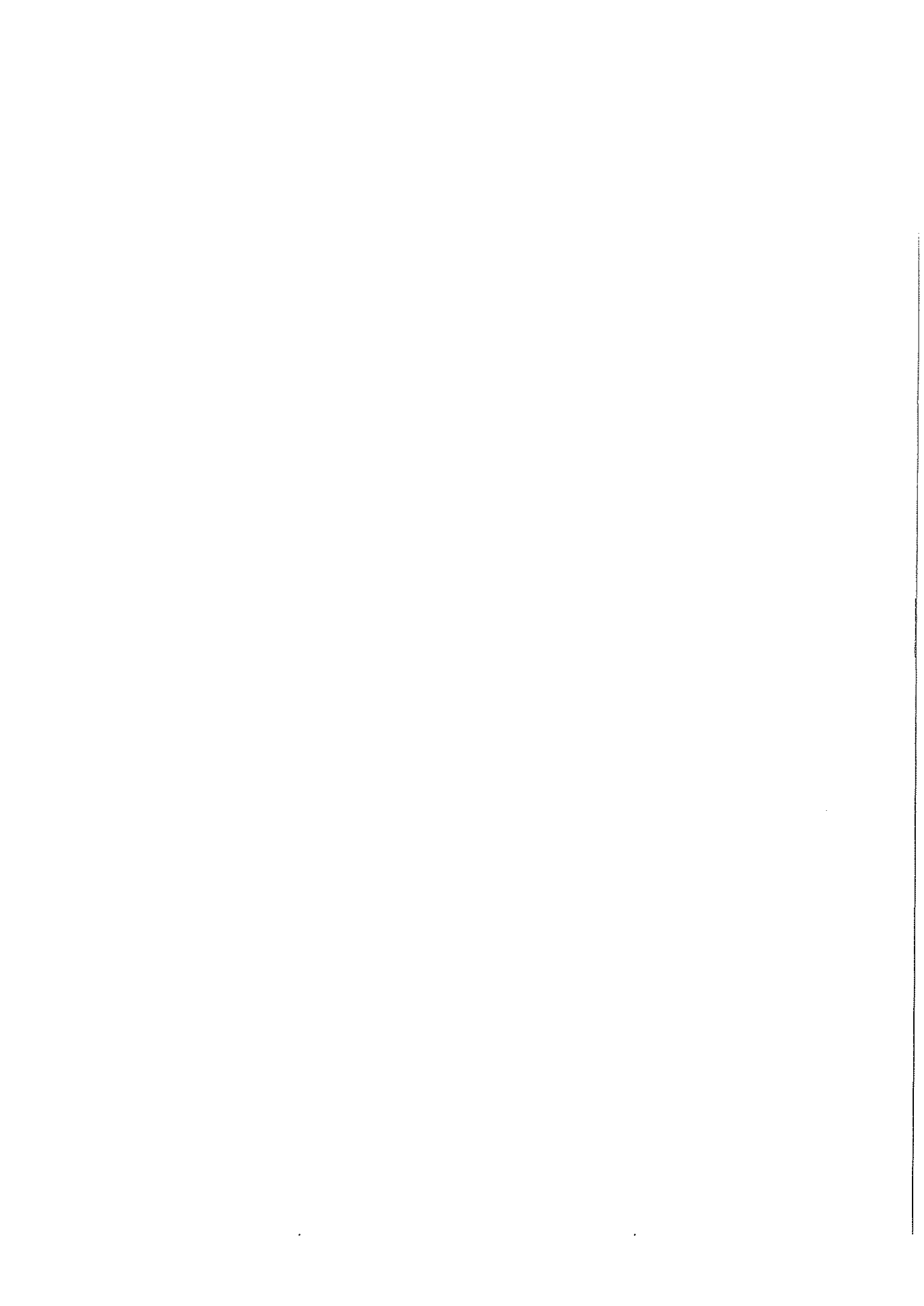
Mahmoud Abdel-Fattah, Birzeit University 70

Teaching Vocabulary Actively : New Trends Aided by Computer Technology .

Patricia Kanaana 86

Unrealistic self - assessment and the onset of fossilization .

G. St. John Stott, Arab American University, Jenin 99



The Effect of Cultural Background Knowledge on Reading Comprehension in English Language

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Abstract :

This study aims to investigate the effect of cultural background knowledge on reading comprehension. It also aims to investigate if there are significant differences between subjects' performance in reading comprehension according to sex and general ability in English (GAE).

The study aims at answering the following questions:

- 1 . To what extent is the effect of cultural background knowledge on subjects' performance in reading comprehension?
- 2 . What is the difference in performance in reading comprehension between male and female subjects who have cultural background knowledge and those who do not have any knowledge?

- 3 . What is the difference between subjects' performance in reading comprehension texts which are loaded with American culture and their general ability in English. ?

The population of this study consisted of all first -year students majoring in English at Hebron University in the first semester of the academic year 2008 / 2009. They were 600. The sample of the study consisted of 120 subjects, males and females divided into four groups, two experimental and two controlled. The researcher followed the experimental method.

The researcher gave the experimental groups five lectures about the American culture while the controlled groups were not given any lecture. .The experimental and controlled groups were given a post test concerns the target language culture. The post test consisted of two texts followed by twenty questions for each group.

Means, standard deviations and Pearson Product Moment Correlation were calculated by using SPSS program.

The study revealed the following results:

- 1 . There are statistically significant differences in performance in reading comprehension between subjects who have cultural background knowledge and those who do not have any knowledge.
- 2 . There are no statistically significant differences in performance in reading comprehension between male and female subjects who have cultural background knowledge and those who do not have any knowledge.
- 3 . Subjects' GAE revealed that there are significant differences in performance in reading comprehension between subjects who have cultural background knowledge and those who do not have any knowledge.

The results of the study revealed that the null hypotheses have been rejected; however, the hypotheses which concern the effect of cultural background knowledge on students' performance in reading comprehension according to sex have been confirmed.

In the light of the results of the study, the researcher recommends the following:

1. Teachers of English language should give more attention to lexical and grammatical knowledge as the two main factors in improving reading comprehension.
2. Teachers should activate two types of prior knowledge when introducing new information: subject knowledge and cultural knowledge.
3. Developing learners' understanding of the target language culture so as to promote international cooperation, and to gain access to life and thought of people who speak the target language.

Introduction

Over the last decade there has been an explosion of interest in learning English in the Arab World. Bernhardt (1993) lists three reasons for the interest in second language acquisition as it relates to literacy skill. The first reason is concerned with social- political interests. Some learners require instructions in the native language for success in school. Other non-native adult learners need employment for survival and therefore must attain functional literary skills. A second reason for the general interest in literacy skills in second language is pedagogical. Reading ability is acknowledged to be the most stable and durable of the second language modalities. That means, learners may lose their productive skills but still be able to comprehend texts with some degree of proficiency. The third reason for this interest is cognitive. The learning of two encoding systems is interesting to the educational research community (Kilani, 2001). English is now being offered not only at the post-secondary level, but also in many high schools, junior high schools and even in elementary schools across the world. Interest in English language learning has increased dramatically in recent years. English without a question is the most widespread language in the world. That's why it is being taught in Palestine and other Arab countries.

Bright and Macgregor (1970) note that where there is little reading there will be little language learning. Nuttall (1996) adds that reading is a highly effective means of extending the command of language. Gibson and

Levin (1975) also state that reading has received more attention than other aspects of education, so there is small wonder that instruction in the early grades is organized around learning to read because almost everyone expresses concern about students learning to read. (Destefano, 1978: 232235-). Knowledge of reading in a foreign language, in particular English is so necessary nowadays for most learners. Too much of the professional, technical and scientific information is published in English, so the ability to read in English is required by many people.

Alderson (1984) points out that "a reading knowledge of a foreign language is essential to academic studies, professional success and personal development"(p.1).

Carrell (1983) also admits that reading is by far the most important of all four skills, particularly in English as a second language or a foreign language.

1.2 Significance of the Study

Many books, papers and articles were written on the topic of reading comprehension with purpose of highlighting the role of reading comprehension in teaching English as a foreign language. Thus reading has assumed a greater and greater role in many foreign language contexts.

In Palestinian schools reading comprehension constitutes a major part of the English language curriculum in all grades. In most cases, the textbooks accompanied by sets of exercises and activities that revolve around the reading passage. In other words, there are vocabulary exercises and exercises on syntax derived from and based on the reading passage. In the General Secondary School Certificate Examination, the reading grade constitutes 20% to 30% of the total grade in the English Examination. However, a considerable number of students fail to comprehend the reading passages and many of the teachers of English are often discouraged by the low grades the students obtain in reading comprehension tests at colleges and universities. So the researcher intends to investigate the factors that affect reading comprehension. In the present study the researcher investigated the effect of cultural background knowledge. The lack of sufficient research on the precise contribution of linguistic knowledge to reading comprehension

combined with the serious limits of the few existing studies emphasized the need for a study that can accomplish the following:

- 1 . explore the learner's knowledge of culture so as to determine its contribution as well as the precise contribution of each to reading comprehension. (Mecartty, 1994; Dwaik, 1997).
- 2 . break with the traditional perspective of measuring learner's knowledge of the linguistic features of the language contained in the text and therefore, investigate the learners knowledge independent of text comprehension (Mecartty, 1994; Dweik, 1997).

Furthermore, the results of answering the questions of the study are expected to achieve the following results:

- 1 . This study is expected to help English teachers by drawing their attention to the main factors that affect students' achievement in reading comprehension.
- 2 . It is expected to help students to improve their level in reading comprehension.
- 3 . It is expected to help the English language curriculum designers and draw their attention to the types of texts to be included in textbooks.

In summary, the researcher hopes that this study may contribute to improving students' level in reading comprehension by drawing teachers' attention to place more emphasis on vocabulary, grammar and cultural background knowledge when dealing with reading comprehension texts.

1.3 Statement of the Problem

The study of foreign language comprehension is a complex phenomenon compounded by the fact that many types of processes and factors need to be accounted for and explained. The knowledge that the reader brings to the process is one of those many factors. "It is generally known that good knowledge of vocabulary and grammar helps the reader to understand the material he reads" (Faraj, 1998:53). Reading is probably the most common of the four skills to be improved, and it may seem to

be the easiest of the skills to test. However, testing reading does have difficulties, and there are issues that anyone testing reading should be aware of the fact that traditional reading tests tend to make use of short prose passages and ask general comprehension questions. These often do not deal with the variety of skills involved in reading or the variety of texts that testees may encounter.

According to the researcher's experiences as a teacher of English he noticed that most of the students finish high school and join the university without having the ability to read and to answer reading comprehension questions on reading passages. So we have to investigate the factors that affect reading skill in order to improve it.

Kilani (2001) claims that a learner is expected to read with less comprehension if he or she does not possess adequate cultural background knowledge. Moreover, Tseng (2002) points out that successful language learning requires knowing the culture that underlies language.

Unfortunately, many classrooms today lack the use of "real language", and a general look at PETRA and OXFORD English Course textbooks used in Palestine indicate that the reading comprehension texts included are not authentic, but rather prepared for specific pedagogical purposes (Yousef, 1998). Consequently, EFL learners do not have the opportunity to get through the target language components explicitly that is necessary for successful communication.

1.4 Purpose of the Study

The purpose of the present study is to investigate the effect of cultural background knowledge on the learners' achievement in reading comprehension.

In short we can say that this study will try to help teachers of English in Palestine to improve their students' level in reading comprehension to achieve good communication in foreign language.

15 - Research Questions

This study will attempt to answer the following questions

- 1 . To what extent is the effect of cultural background knowledge on subjects' performance in reading comprehension?
- 2 . What is the difference in performance in reading comprehension between male and female subjects who have background knowledge on 5 American culture and those who do not have any knowledge?
- 3 . What is the difference between subjects' performance in reading comprehension texts which are loaded with American culture and their GAE?

1.6 Hypotheses

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

- 1 . There is no significant difference in performance in reading comprehension between subjects who have cultural background knowledge and those who do not have any knowledge.
- 2 . There is no significant difference in performance in reading comprehension between male and female subjects who have cultural background knowledge and those who do not have any knowledge.
- 3 . There is no significant difference between subjects' performance in reading

comprehension texts which are loaded with American culture and their GAE.

1.7 Limits of the Study

The researcher acknowledges the following limitations to the study. This study will be limited to the first- year English students at Hebron University for the academic year 20082009/. Only one test type was used to measure the subjects' ability in reading comprehension, i.e. (Multiple-choice test) . The results of this study could not be generalized out the borders of these limits. All of the subjects are non-native speakers of English. The results of this study could be generalized only to other similar conditions.

2 . Methodology

In order to achieve the purpose of the study the researcher conducted an experimental study. The sample of the study consisted of 120 male and female students divided into four homogenous groups: two experimental and two controlled groups. A post tests was given to the four groups.

2.1 Population and Sample

The population of this study consisted of all first -year students majoring in English at Hebron University in the first semester of the academic year 20082009/. They were 120. The sample of the study consisted of 120 subjects, males and females divided into four groups, two experimental and two controlled. The researcher followed the experimental method. The researcher gave the first experimental group five lectures on American culture while the second controlled group was not given any lecture. The researcher gave the four groups of subjects a post test. The first experimental and controlled groups were given a post test concerns lexical and syntactic knowledge while the second experimental and controlled groups were given a post test concerns target language culture. The post test consisted of two texts followed by twenty questions for each group.

Means, standard deviations and Pearson Product Moment Correlation were calculated by using SPSS program.

3 . Results

The study revealed the following results:

3.1 The Effect of Cultural Background Knowledge on Reading Comprehension.

This section will discuss the results of the effect of cultural background knowledge on reading comprehension.

Hypothesis 1

There is no significant difference in performance in reading comprehension between subjects who have cultural background knowledge and those who do not have any knowledge.

Table:(1)

Means and Standard Deviation of Students' Performance in Reading Comprehension (Passages One and Two)

Group	No	Mean	Std. Deviation	DF	T-value	Sig.
Controlled	30	0.538	0.156	58	5.027	0.000
Experimental	30	0.717	0.116			

Comparing the mean scores of both texts we notice that the experimental group which was given five lectures about American culture assigned higher mean scores ($M= 0.717, Sd=0.116$) than the controlled group which was not given any ($M=0.538, Sd=0.156$). We notice from Table (1) that the hypothesis is rejected. This result does not support the fourth hypothesis which says 'that there is no significant difference between cultural background knowledge and student's performance on reading comprehension'. A significant difference in performance in reading comprehension was found between subjects who have cultural background knowledge and those who do not have any knowledge. ($P<0.05$). These results agree with the results of Razi's study (2003) which indicated that cultural schema appears to have a significant affect on the comprehension of short stories. Razi investigated the effect of cultural background knowledge and reading activities on reading comprehension. He carried out his study at Canakkale Onsekiz Mart University. His sample consisted of 60 participants. He drew his subjects from 3rd year students at the department of ELT at Canakkale University and divided them into two groups. The results showed that cultural schema appears to have a significant effect on the comprehension of short stories. The treatment group received the modified version of the story while the other group received the original story. After that he gave both groups a post test.

According to the findings of the present study culture familiarly has a great effect on reading comprehension, and this support the findings of previous studies which indicated that the lack of cultural knowledge affects on reading comprehension. The reviewed studies indicated

that there is a significant difference between students who have cultural background knowledge and their performance on reading comprehension.

Also, the results support Sultans' results which indicated that there is a significant difference at $P < .05$ between culture familiarity and reading comprehension. And this supports similar findings in the literature, which have suggested that cultural background knowledge facilitates comprehension, being an integral aspect of reading comprehension. (Sultan, 2004)

In summary, it could be said that cultural background knowledge plays an important positive role in students' achievement in reading comprehension. Moreover, good knowledge of other cultures helps students a lot in dealing with reading comprehension texts.

Hypothesis 2

There is no significant difference in performance in reading comprehension between male and female subjects who have cultural background knowledge and those who do not have any knowledge.

Table:(2)

Means and Standard Deviation of Students' Performance on Reading Comprehension (Passages One and Two) According to the Sex.

Variable	N	Mean	Std. Deviation	DF	T-value	Sig.
Male	31	0.656	0.136	58	0.556	0.580
Female	29	0.623	0.168			

This result supports the second hypothesis which says < there is no significant difference in performance in reading comprehension between male and female students who have cultural background knowledge and those who do not have any knowledge. The results showed that there is no significant difference in performance in reading

comprehension at $P < 0.05$ between male and female students who have cultural background knowledge and those who do not have any knowledge. This result disagrees with the result of Sultan's study (2001) which indicated that there is a significant difference at $P < 0.05$ between males and females performance in reading comprehension with texts which are loaded with cultures. According to the researcher, this could be attributed to the fact that

1. males and females live under the same severe economical conditions.
2. males and females are strongly affected by the political situation in Palestine.
3. males and females finished the General Secondary Certificate Exam and entered Hebron University at the same time.

In summary, it could be said that cultural background knowledge does not play an important role in reading comprehension according to sex. The results of the present study showed that there is no significant difference at $P < 0.05$ between male and female students who have cultural background knowledge and their performance in reading comprehension.

Hypothesis 3

There is no significant difference between subjects' performance in reading comprehension texts which are loaded with American culture and their GAE.

Table:(3)

Results of the Two Way ANOVA of the Subjects' performance in Reading Comprehension According to Group, Sex and GAE

Source	DF	Sum of Squares	Mean Square	F-value	Sig.
Group	1	3117.668	3117.668	15.437	0.000
Gender	1	15.550	15.550	0.077	0.497
English (GAE)	3	628.003	209.334	1.037	0.036

GAE: general ability in English

The results showed that there is a significant difference in performance in reading comprehension at $P < 0.05$ between students' who have cultural background knowledge and those who do not have any knowledge and their general ability in English. This result may be attributed to the students' achievement motivation. A student who gets high marks will have strong motivation which derives him to achieve more, whereas a student who gets low marks will have a low motivation to study more.

Table (4) displays a summary for the results of the subjects' performance in the two texts of reading comprehension according to sex, group and GAE.

Table (4)

Means and Standard Deviation of the Subjects' Performance in Reading Comprehension Texts Which are Loaded with Cultural Background Knowledge According to Group, Sex, and GAE

Experimental Group			Controlled Group					Sex
Std Deviation	Mean	No	Std Deviation	Mean	No	GAE		
5.00	70.00	3	0.00	65	1	65-	Males	
7.50	71.25	4	15.62	69	6	6574-		
8.36	77.00	5	23.93	58.75	4	7564-		
0.00	85.00	1	17.67	62.50	2	85+		
-	-	-	0.00	45	1	65-	Females	
7.07	85.00	2	17.32	50	3	6574-		
4.93	82.70	12	18.26	53	10	7564-		
2.88	91.66	3	26.45	70	3	85+		

GAE: general ability in English

The results showed that there is a significant difference between the performance of students in reading comprehension and their general ability in English. This result is in agreement with the findings of the previous studies which indicated that there is a significant difference between students' GAE and their performance in reading comprehension. And this is a fact that students whose GAE is high, will assign high scores in reading comprehension and those who have low GAE will assign lower scores. These results agree with the findings of Sultan which indicated that there is a significant difference between the performance of students in reading comprehension and their GAE. Indicating that background knowledge has an influence on EFL learners reading comprehension is congruent with the results of (Carrell, 1974, Lee,1986, Horiba, 1990,Ziddan, 1994, Sultan, 2004). On the other hand, this result appears to go against the findings of Johnson (1981) and Floyd and Carrell (1987) who found that background knowledge had more effect on test scores than did the level of language proficiency.

In summary, it could be said that cultural background knowledge plays an important role on reading comprehension according to GAE.

The results of the study revealed that the null hypotheses have been rejected; however, the hypotheses which concern the effect of lexical, grammatical and cultural background knowledge on students' performance in reading comprehension according to sex have been confirmed.

In the light of the results of the study, the researcher recommends the following:

- 1 . Teachers of English language should give more attention to lexical and grammatical knowledge as the two main factors in improving reading comprehension.
- 2 . Teachers should activate two types of prior knowledge when introducing new information: subject knowledge and cultural knowledge.
- 3 . Developing learners' understanding of the target language culture so as to promote international cooperation, and to gain access to life and thought of people who speak the target language.

4 . Conclusions

To conclude, it could be said that reading comprehension plays an important role in teaching English language. Lexical, grammatical and cultural background knowledge affects reading comprehension so teachers of English should emphasize these three factors. This implies that they should have sufficient preparation in vocabulary, syntax and cultural background knowledge. Also, it implies that students who lack knowledge of vocabulary, syntax and cultural background tend to have difficulty with reading comprehension. The results of the present study revealed the following:

- 1 . There is a statistically significant difference in performance in reading comprehension between subjects who have cultural background knowledge and those who do not have any knowledge.
- 2 . There is no statistically significant difference in performance in reading comprehension between male and female subjects who have cultural background knowledge and those who do not have any knowledge.
- 3 . There is a statistically significant difference between subjects' performance in reading comprehension texts which are loaded with American culture and their GAE.
- 4 . Cultural orientation of the text has a significant effect on reading comprehension. Readers are expected to attain the writers intended meaning by combining existing information with what they read. (Nuttal ,1996).

5 . Recommendations

The relational effects of lexical, grammatical and cultural background knowledge on foreign language reading comprehension were investigated in the present study. All of these factors related significantly to the reading comprehension. Future research needs to investigate the relationship between lexical and syntactic knowledge versus cultural and content background knowledge.

Also, it is important to conduct more researches on foreign language vocabulary and instruction and their relationship with reading comprehension. Based on the results of this present research, the researcher has the following guidelines for constructing reading tests.

1. Reading tests should take into account the students content schemata by including texts about topics which have been dealt with previously in class.
2. Reading tests should not include texts which are tied to a culture-specific.
3. It is advisable to use texts which are semantically complete and authentic.

6.1 Suggestions for Syllabus Designers

The researcher would like to recommend the following suggestions for syllabus designers, EFL teachers and researchers for further research.

First, the researcher suggests the following points to be taken into consideration by syllabus designers during the planning and the preparation of new materials. They should consider the learners' background knowledge before the selection of reading materials. The present research has shown that readers' familiarity with the target language culture, vocabulary and the syntax of the text would give a better chance to comprehend a reading passage. For the sake of effective communication, authenticity is highly recommended in the selection of reading texts for EFL learning. Rivers (1999) for example, comments the use of authentic texts has been strongly supported by researchers and teachers, especially those in favor of communicative approach to language teaching.

Increasing the reading texts that reflect popular culture to add life and variety to lessons. Movies, songs, comics and fairy tales, which are seldom used in traditional classroom, can fulfill the emotion and imagination. Including instructions in Teacher's Books that help teachers develop their target cultural awareness.

6.3 Suggestions for Teachers of English Language

The researcher thinks that EFL teachers should consider the following points when teaching reading comprehension passages:

1. Teachers should activate two types of prior knowledge when introducing new information: subject knowledge and culture knowledge. The first is the students' previous knowledge of

the subject. World knowledge is what students have learnt through their interactions with the world. Both are supposed to be crucial to facilitate reading comprehension.

- 2 . Activating learners' schemata, especially when introducing new material that is culturally unfamiliar.
- 3 . Developing learners' cultural understanding of the target language culture to promote international cooperation and to gain access to life and thought of people who speak the target language.
- 4 . Teachers should have thorough insight into the culture of target language he/she is teaching. Badrawi (1994) points out those EFL teachers should do so by reading critically, analyzing differences of interoperation, possible biases and propagandistic intentions. They can also improve their knowledge of the cultural background by studying literature since is regarded as the repository of culture. Cultural insights could also be acquired from various media such as newspapers, magazines, radio and television. Furthermore, teachers are advised to enter into friendly contact with native speakers whenever possible

6.3 Suggestions for Future Research

The researcher thinks that it would be of great value if future research attempts to explore the effect of content background knowledge on EFL learners' reading comprehension. Another suggestion for future research is to investigate the effects on reading comprehension of building target cultural background knowledge. Further research calls for examining of the effects of culturally-loaded texts on EFL learners' reading comprehension by using other types of test such as recall test or close test.

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Cultural Dimensions in English for Palestine Textbooks for Grades 10,11&12

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Abstract

English for Palestine, the new English curriculum which has been introduced currently for grades one to seven and for grades ten to twelve, was introduced to meet the needs of the Palestinian students to study English according to the latest theories and applications in the field of English language teaching. Simultaneously, it was designed to suit the needs of the Palestinian students for a Palestinian syllabus which suits their identity particularly. It intended to expose the Palestinian students to global and multicultural issues which do not clash with, remove or undermine the Islamic, Arab or Palestinian cultural identity.

This research investigated this important issue in the new English syllabus and attempted to examine if there was well -proportioned balance between the two dimensions in the syllabus. It mainly concentrated on the textbooks of grades ten, eleven and twelve. The method of the study

depended on the survey and analysis for the textbooks of these grades. This detailed analysis showed that there is a careful balance existing in English for Palestine for these grades. These books explored global and multicultural issues but simultaneously maintained the Islamic, Arab and mainly Palestinian taste and culture.

ملخص البحث :

إن منهج اللغة الإنجليزية الجديد قد صمم ليُلبي حاجات الطلاب الفلسطينيين لدراسة اللغة الإنجليزية وفق أحدث النظريات والتطبيقات في مجال تدريس اللغة الإنجليزية. وفي ذات الوقت فقد وضع لكي يستجيب لحاجات الطلاب الفلسطينيين إلى منهج يناسبهم ويتناسب مع هويتهم الخاصة، ولهذا فقد تم اختيار المحتوى بمنتهى العناية والدقة، فمن ناحية أولى فإن محتوى المنهج يحاول تعريف الطالب بموضوعات ذات صبغة عالمية وثقافية متنوعة ولكن في نفس الوقت روعي أن لا يصطدم البعد العالمي في المنهج مع الهوية الإسلامية والعربية والفلسطينية أو يلغياها أو يطغى عليها أو يقلل من شأنها.

ومن هنا، فإن هذه الدراسة تلقي الضوء على هذا العنصر الهام في المنهج الفلسطيني الجديد للغة الإنجليزية، وتبحث إن كان تم قد تم تحقيق التوازن والتوافق بين هذين البعدين بنجاح.

ولقد ركز الباحث في دراسته على منهج الصفوف العاشر والحادي عشر والثاني عشر، واعتمد منهجية استعراض وتحليل محتوى المنهج الفلسطيني الجديد للغة الإنجليزية لهذه الصفوف تحليلاً شاملاً ومستفيضاً بهدف إبراز وتوضيح الجوانب الثقافية المعدة فيه، ولقد أوضحت دراسة وتحليل المحتوى لهذه الصفوف أن المنهج الجديد قدم للطالب آفاقاً عالمية وثقافية متعددة ولكنه في ذات الوقت اعطى اللون والنكهة والذوق الإسلامي والعربي عامة والفلسطيني خاصة.

Part One : Introduction :

The First English Language Curriculum: English for Palestine

One of the big achievements in English teaching recently has been the introduction of the first English school curriculum for Palestinian students called English for Palestine (EFP) which can be briefly described as a modern communicative English course that has been specially designed and written for the schools of Palestine. The twelve levels of the course systematically develop competence in the four language skills and encourage students to become confident users of English. According to the educators who designed the outline for the new curriculum, EFP came as a fulfillment for the following needs:

- To meet the needs of the Palestinian students.
- To develop the curriculum to meet the latest developments in English teaching.
- To introduce English from first grade rather than from the fifth like before. (English Language National Team, (1999) English, Language Curriculum for Public Schools in Palestine ,Grades 112-.)

The core curriculum objectives that these educators tried to achieve are the following domains:

- Communicative Competence.
- Cultural awareness.
- Study and thinking skills.
- Values.

Part Two : Culture and Curriculum :

Curriculum planners and educators have various views on the importance of introducing cultural aspects and cultural variety when they introduce new curriculum .They argue that exposure to cultural aspects whether local or international is essential for widening the scope of the students' minds about their own culture.

"Building on preparation of the classroom environment and curriculum content, the processes of curriculum planning, implementation, and assessment of student learning must be given rigorous attention in classrooms that use multicultural approaches."(Bennett, 1999; Davidman & Davidman, 1997; De Gaetano, Williams, & Volk, 1998; Goodwin, 1997; Robles de Melendez & Ostertag, 1997; SaponShevin, 1999; Timms, 1996;

Ramsey, Patrica G. Multicultural Education 2002 says that multicultural education is a process-oriented learning experiences that foster educational equity, awareness of and respect for the diversity of one's society and the world, and commitment to create a more just and equitable society for all people. Multicultural education, therefore, is relevant to all students and their families."

Others comment on the process of curriculum change as usually aimed at improving the academic, psychological, or social outcomes of schooling. The desire to improve the outcomes of schooling may be motivated

by (a) local or national economic needs or changes in technology, (b) specific societal concerns or issues such as health and public safety, and (c) internal or external threats of a political nature. For example, recent technological advances in the computer industry have had a significant influence on the school curriculum. (Hollins, Etta, R. (1996) *Transforming Curriculum for a Culturally Diverse Society*.

On the same issue, some educators believe that it readies students for a workplace that includes colleagues of other ethnic backgrounds and prepares for competition in a global market; as well, it encourages learning from others' perspectives, appreciation for one's own cultural identity, preservation of cultural traditions, and the development of critical perspectives to understand other cultures." (Windschit, Edward R. & Luster, Bravmann Stephanie 2000. *Cultures of Curriculum* Lawrence Erlbaum Assoc.)

Part Three: Cultural Dimensions in EFP :

This research focuses on the study of the cultural elements in the the new English syllabus. To study this topic, the researcher studied what the planners of the new curriculum wrote about this issue. In their the rationale for teaching English as a foreign language in Palestine they state that : for Public Schools in Palestine ,Grades 112-

1. Internationalism is the hallmark of modern education.
2. Linguistic and cultural diversity are the means to internationalism.
3. Linguistic and cultural diversity enhance mental capacity and improve the communication ability . This leads to improving employment opportunities.
4. Cross cultural competence can be fostered by meaningful and long term interactions with others with different world views, life experiences, languages and cultures. "English Language National Team, (1999) *English, Language Curriculum for Public Schools in Palestine ,Grades 112-*.

Content Analysis for EFP Textbooks

The method that will be followed in studying this issue is content survey and analysis. To start this process, the general outlook to the syllabus content as is stated by the" English Language National Team, 1999 is examined. It states that :

- The thematic content in the syllabus covers aspects of the national target, and global cultural heritage.
- It is closely related to the immediate environment of the student (home and school) as well as the global environment.
- The themes are not only informative and interesting but they also motivate the students to seek further information from sources accessible to them.
- The situations reflect real-life contexts and should be relevant to the students' lives.
- The syllabus material is graded to meet the cognitive, moral and social development of the students.
- The themes are appealing to both sexes.
- The themes are appropriate to the age and experience of the age group concerned.
- Progression is from topics appealing to children to those appropriate to teenagers.
- **Detailed Content Analysis for EFP textbooks for grades 10, 11&12**
 In this part of the study, a detailed analytical survey for the contents of EFP textbooks for grades 10, 11&12 is made. The aim of this survey is to describe the content of these textbooks in terms of the topics they cover and the way they are covered. For this purpose, these topics are analyzed to see what international (global) and Palestinian (including Arab & Islamic) issues and dimensions they deal with. Throughout this analysis, the core issue of the research is to be examined which is the balance and non contradiction between the Palestinian, Arab, and Islamic identity on one hand and the global issues on the other in the content of these textbooks.

Content Analysis for Grade (10) Textbooks Content Survey:

The student's book for grade ten consists of (12) units. Each unit contains a reading passage followed by various activities involving all language skills based to a great extent on the thematic, lexical and structural content of the reading material. The workbook gives extra activities and homework exercises which reinforce what has been introduced in the students' book.

Contents of the units:

The topics covered in the twelve units of the student's textbook are as follows:

- 1 . Making contacts: This unit deals with writing and sending emails.
- 2 . Emergency: which deals with accidents around the house eg.: fires.
- 3 . Working for a better future : This unit gives a biography for a famous Palestinian poet : Mahmoud Darwish .
- 4 . Free time activities like sports, music etc.
- 5 . Healthy eating: it gives information on good nutrition and good eating habits.
- 6 . A geographical text on weather conditions.
- 7 . Making important choices for the future .The unit talks about making important decisions.
- 8 . Palestine, Holy Land to the world.
- 9 . Living with technology.
- 10 . What if: this unit deals with environmental issues.
- 11 . TV& mass media
- 12 . Home and away. This is an interview with a Palestinian student who is studying in Britain.

Content Analysis :

There are some remarks that can be drawn from a content analysis for the above mentioned topics and themes in the textbook:

- 1 . There is a mixture of general global issues and Palestinian issues in the book.
- 2 . There are two units which talk exclusively about Palestinian issues: one about Mahmoud Darwish and the other about Palestine and a third one which talks indirectly through the interview with Waleed Yasin, the Palestinian student from Jericho who studies in Britain.
- 3 . The unit on Darwish which gives a biography for this resistance poet and includes some extracts from his poetry helps to furnish an environment for the textbook to reflect the Palestinian identity

and to focus on his struggle for freedom. The following sentences in the text illustrate this idea:

- At the age of six, he became a refugee.
 - Their village (Darwish's family) had disappeared : instead, a new Jewish settlement stood there.....and Darwish grew up as a refugee inside his own homeland.
 - * The unit also introduces some helpful vocabulary items such as: refugee, settlement, house arrest, exile etc.
 - * The text is surrounded by 15 Palestinian flags.
- 4 . The unit on Palestine gives an idea about Palestinian history, major cities and famous sites. The unit contains two pictures for Jerusalem. The unit also introduces vocabulary items which help students talk about Palestine e.g. : archeological sites, Canaanites, Dome of the Rock, ascend to Heaven, Noble Sanctuary, The Church of the Holy Sepulcher, and so on.
 - 5 . The other units which deal with the general world issues offer topics of common interest for all people nowadays and are very useful for our students e.g. : electronic correspondence and the useful vocabulary associated with this topic, healthy food, sports and free time activities, choosing a career for the future, modern technology, environmental issues, mass media and excessive TV watching, avoiding accidents around the house. Furthermore the way these topics are handled does not contradict with any of our values and beliefs as Moslems, Arabs or Palestinians neither in text nor in exercises nor even in the pictures used as illustrations.
 - 6 . The book tried to use relevant examples from Palestinian life even in the units which talk about world issues and here are some examples:
 - The weather of Palestine is described through the activities in the unit about weather conditions provided with a map for Palestine.
 - Some types of Palestinian delicious types of food are presented with attractive pictures in the unit on healthy food.
 - Exchanging emails between Palestinian and British students (in the unit on E. correspondence) was used as the method for introducing email correspondence. Furthermore, the

Palestinian students gave information about their Palestinian cities in exchange for the information which their British friends gave about Britain.

- Every opportunity was used to introduce Arabic names and characters throughout the activities of the units. This is supposed to help in creating familiarity between the students and the textbook.
- The cover page of the two textbooks carried a picture for the ancient columns at Sebastiya.

Conclusion

All of these elements and methods helped to make the book close to the students' identity and to give them the feeling that the book was written for them especially. So, the textbooks introduced new global useful information but simultaneously worked hard to stress the national identity of the students. Thus, we can conclude that there was a balance between the global topics and the identity of the students.

Content Analysis for Grade (11) Textbooks

Content Survey:

The textbooks for grades 11&12 have some differences in the arrangement and content of the material. These differences are mainly in the following areas:

- For these two grades, a slightly different strategy in the design of the units was used. The reason behind this change is that the textbook is designed to serve the vocational stream in addition to the scientific and literary streams. So the first part of the unit introduced material for all three streams, while the second part introduced a more developed piece of reading and writing activities for the literary and scientific streams only. There was always a thematic link maintained between the contents of the two parts.
- The workbooks for these two grades included a reader containing some literary works which included some poetry, short stories, a play and a novel. In the workbook for grade eleven there was a novel while in grade 12 there were some poems a short story and a play. These were placed in parts at the end of each unit.

Contents of the Units

- The topics which grade 11 textbooks introduced were as follows;
 1. It's a Small World: It is about travel and vocabulary related to this topic.
 2. The Death of a Disease: This unit talks about some diseases which have disappeared by mass vaccination but unfortunately about others which appeared like AIDS.
 3. Education First: talks about how education in Palestine is developing.
 4. Let's Do Business: A unit on business including an article on Palestinian economy.
 5. The Way I Feel: This unit is about problems of teenagers especially stress problems.
 6. The Right Choices: This unit talks about road accidents.
 7. The Olympic Spirit which talks about the history of the Olympics and about a Palestinian athlete participating in the Olympics.
 8. This Dangerous World: introduces a first aid manual and a reading passage on Bermuda Triangle.
 9. Energy Sources: A unit about two topics. One is: global warming as a serious environmental threat, and the other is finding other sources of energy as oil substitutes.
 10. The Wonderful World of the Web which talks about surfing the net and gives a history for the development of man's attempts to store information starting from pictograms and getting into microchips.
 11. Problems and Solutions which talked about the shrinking of the Dead Sea and the shortage of water in the world and gave suggested solutions.
 12. Living in a Community: This unit talks about voluntary work and about (TOKTEN) program which aims at stopping the brain drain in Palestine and other places and encourage expatriates to come and serve their countries.
 13. There is a reader in the Workbook. It is a novel for George Eliot titled Silas Marner. At the end of each unit, there is a chapter from the novel and some comprehension activities.

Content Analysis :

There are some remarks that can be drawn from the content analysis for the textbooks' material for grade eleven;

1 . There are (5) units that talk almost directly about Palestinian issues. These units talk about Palestine and Palestinians in relation with world issues.

This list will help give details and information about how this is achieved:

- Unit One: talks about a Palestinian American student who came to study in Palestine for one year and at the same time tour Palestine and know her relatives in Ramallah and Nablus. This method allows for some comparison in educational issues. The next expository passage in the unit is about how development in technology will develop education in Palestine and other developing countries.
- Unit three gives a detailed passage about problems of world economy and free trade and uses Palestinian economy as one example for these issues.
- Unit seven talks about the Olympics and uses one of the Palestinian athletic competitors to talk about.
- Unit eleven talks about the shortage of water in the Dead Sea mainly and in other places as well.
- Unit twelve talks about volunteer work and uses Palestinian students repainting their school in the summer as an example. Another Passage in the unit talks about some skilled Palestinians participating in the TOKTEN Program (Transfer of knowledge Through Expatriate Nationals). The unit also gives an idea about Palestinians in Diaspora.

2 . There are other units which talked indirectly about Arab and Palestinian issues, e.g. Ibn Batuta's biography was given in the activities in the unit on travel. Nablus and Jericho were used as entries from the internet.

3 . All these units provide very useful vocabulary about key Palestinian issues eg: Palestinian Diaspora, brain drain, emigration etc.

- 4 . The world issues discussed in the units are very interesting and relevant to the students and do not clash or contradict with our values. Furthermore they do teach good values such as: doing volunteer work, team spirit, internet knowledge etc.
- 5 . The novel Silas Marner which is put in the workbook carries very important messages to the students. On top of these is that human feelings are more valuable than materialistic values and that justice will be achieved in the end.

Conclusion

- All of these topics and information about Palestinian issues helped to give the book strong Palestinian dimensions and helped to make the book close to the students' identity.

The textbooks introduced new global useful information but simultaneously established links between these issues and Palestinian issues. Thus, we can conclude that there was a balance between the global topics and the identity of the students.

Content Analysis for Grade (12) Textbooks

Content Survey :

As was pointed earlier, the units in the textbooks are divided into two parts. The first is to be used for all streams and the second for the literary and scientific streams. There is also a reader in the workbook.

The topics that the textbooks contain are the following:

- 1 . Unit one talks about oil industry and a global issue in the call for better consumption of this important source of energy.
- 2 . Unit two discusses a very important issue which is population peak and how to deal with it.
- 3 . Unit three is again global and deals with the recycling of waste items.
- 4 . Unit four deals with big projects that had some side effects e.g. Aswan project in Egypt and lake Hula.
- 5 . Unit five is about money matters. This includes information about banking and an essay on Abdul Hameed Shoman and the history of the Arab bank.
- 6 . Unit six is about time organization especially for first year college students.

- 7 . Unit seven deals with stress and how to deal with it.
- 8 . Unit eight deals with work in the modern world and how strongly it depends on telecommunications.
- 9 . Unit nine talks about Palestinians around the world and their efforts to build bridges to the world. Yaser Arafat, Edward Saeed and Hisham Sharabi are used as examples.
- 10 . Unit ten talks about cultures and cross communication through various cultures.
- 11 . Unit eleven talks about a very interesting topic for students and that is satellite communication.
- 12 . Unit twelve is about democracy. The first text is about caliph Omar Ibn Al-Khattab and his justice and the second is a history about the fight for democracy around the world.
- 13 . There is a reader in the workbook. It contains a number of poems, a short story and a play for Shakespeare.

Content Analysis :

Some remarks can be drawn from the content survey :

- 1 . There are (four) units that talk directly about Palestinian and Arab issues or characters in relation with world issues. These units are :
 - Unit four talks about the side effects of some projects and uses the Aswan project and Lake Hula as examples.
 - Unit five talks about Abdul Al-Hameed Shoman who established the Arab Bank and his struggle with the Israeli Occupation.
 - Unit nine talks about key Palestinians figures and their efforts in extending bridges to the western world. These chosen figures are: late President Arafat, Edward Saeed & Hisham Sharabi.
 - Unit twelve on democracy talks about the justice of caliph Omar Ibn Al-Kattab. Two famous stories that prove his justice are narrated. This text helps as an entrance to the second expository text on democracy.
- 2 . There are some units which talk indirectly about Palestinian figures and issues. These are: unit(3) about recycling in a newspaper announcement from Gaza municipality, unit (6) about Sameera Barakat the Palestinian student studying abroad gives advice to first year Palestinian students about time and the importance of time

organizing. Unit (10) talks about another Arab student studying abroad giving some cultural tips about differences between cultures to help students avoid problems caused by cultural differences. Another text in the unit gives information about Palestinian culture and the importance of preserving it.

3. The other units introduce global issues that are closely related to the students' interests such as: banking information, modern satellite communication, modern world of business, stress, recycling, population explosion etc. These topics are handled carefully so that they contain no points or ideas that contradict our values or provoke any sort of misunderstanding.
4. The literary material that the reader contains is also very interesting and stresses themes and values that are much related to our religious and social values and are universal as well such as: the value of freedom (The Dove & The Bet), the tragic aspects of war(War), the importance of taking initiatives (The Road Not Taken), valuable advice from a father to a son((If) and above all the dutiful loyalty, love and respect to one's parents(Shakespeare's King Lear.)

Conclusion

- There are many units which discussed Palestinian issues. This helped to give the book strong Palestinian dimensions and helped to make the book close to the student's identity and at the same time see himself as part of the world community.
- The textbooks introduced new global useful information but also gave links between these issues and Palestinian issues. Thus, we can conclude that there was a balance between the global topics and the national issues which helped to reflect the identity of the students.

Part Four: Final Conclusions :

Some important conclusions can be drawn from the detailed content survey and analysis for the textbooks of the three grades which are the scope of this study:

1. There is an intentional and preplanned strategy which is clearly and carefully implemented to stress the Islamic Arab and Palestinian identity in these textbooks. Every possible opportunity was carefully and intelligently utilized to introduce and stress this identity.

2. There were special efforts made to establish a strong link between the global issues introduced and the Palestinian character and there are many examples which have been stated through the presented analyses that prove such attitude.
3. There was a carefully planned policy in the choice of the global issues being introduced so that they will not be remote from the student's interests or understanding, suitable for his age, environment and values.
4. There was a strong effort made to maintain a good balance between the global issues being introduced and the Palestinian issues which emphasize the Palestinian identity, land, struggle, culture and beliefs.
5. As a result, it could be said that the content of English for Palestine for these studied grades offered a good opportunity for the students to learn the English language through opening windows for them to the world and its most important issues but at the same time maintained a strong link between these issues and the Palestinian identity and image so that these books can truly be called an English which is for Palestine.

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**Title: Word Collocations in English For
Palestine 7, 8, 9 & 10 :
Some Pedagogical Implications**

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Abstract

The aim of this study is to investigate word collocations in the series of English For Palestine, Grades 7, 8, 9 & 10. It falls into four sections; section one deals with the definitions of word collocation and then the study adopts one definition. Then section two outlines the classifications of word collocations: the first one is based on word classes while the second taxonomy depends on the tie between the two words whether weak or strong. For the purpose of this study the word class taxonomy is adopted.

In section three, the series of English For Palestine, Grades 7, 8, 9 & 10 are surveyed and the word collocations found in these books are classified according to their word classes in the appendix. The last section deals with recommendations for an effective treatment of word collocations in these books both at the recognition and production levels as well.

The researchers call for more research to investigate word collocations in the other grades of the same series, English For Palestine, in order to come up with a comprehensive list of word collocations to be used at schools.

Importance of the Study

The study of word collocations in the series of English For Palestine is deemed very significant for the following reasons: 1. To our knowledge, this is the first study tackling word collocations since these books were used in the public schools of Palestine. 2. The notion of word collocation, though crucial in teaching and learning vocabulary, is totally missing from these books. 3. This study offers a thorough analysis of these word collocations along with a methodology on how to teach these word collocations. 4. This study could be seen as an improvement on the textbooks and therefore, the Ministry of Education is invited to utilize it in an attempt to enrich these textbooks.

Questions of the Study

3. This study attempts to answer the following questions: 1. What is word collocation? 2. Why is word collocation important in teaching vocabulary? 3. What are the different types of collocations? 4. What kind of exercises and activities can a teacher of English For Palestine use to teach collocations?

I .. Definition of Word Collocation

Collocation has been the focus of many EFL educators and syllabus-designers. This important notion has been given many, though intersecting, definitions based on the way each researcher conceives it. In Nesselhauf (2004: p. 1) collocation is referred to as "restricted lexeme combinations such as **"make a decision"** or **"fully aware"**." These "lexical chunks" are to some extent fixed and made up of more than one lexeme. Another definition for collocation comes from O'dell and McCarthy (2008, p. 6) as "a pair or group of words that are often used together." For the purpose of this study, word collocation is defined as **the tendency of certain words to co-occur in the same context**. Thus, this definition entails the words that accompany each other in a given context, though this lexical company varies depending on the nature of the word collocation. For instance, sometimes the

word has a very strong or restricted collocate that is expected to co-occur in that context. For example, when we see the word "**effort**" or the word "**mistake**", we immediately think of the verb that precedes these two lexical items namely "**make**". Another example that might be illuminating is that we say **addled eggs** but **rancid butter** to refer to the same quality of food, food that has gone bad. However, other words are considered free sets that allow for a variety of choices -words to occur in that context. For instance, the word "**economy**" collocates with the word "**boom**" like in the example "**The economy boomed in the 70s**". But, we can use the words "**grow**" and "**expand**" in the same context interchangeably with the word "**boom**". Thus it is possible to say "**The economy has grown or the economy has expanded,**" because the words "**expand**" "**grow**" and "**boom**" are possible collocates for the word "**economy**" and they may be labeled as open collocations. Here are more examples to illustrate what is meant by word collocation :

Correct Collocations	Incorrect Collocations
Heavy tea	Strong tea
Do mistakes	Make mistakes
Interested by	Interested in

II .. Types of Collocations

Different writers attempted different classifications for word collocations. Al-Salmani (2001) and Emery (1991) talk about two basic types of word collocations, namely, open and restricted collocations. By open collocations, they mean words that collocate with a wide range of other words, thus opening the possibility for more words to form lexical units. A good example to illustrate this category of collocations is "**do**" which could collocate with a big number of words like " **best, exercises, damage, harm, the washing, the ironing...etc .** " On the other hand, restricted collocations, as the name implies, are words which have only one correct collocation that fits in that specific context and where other words would sound unnatural and hence incorrect. A good example that illustrates this type is "I met him **by accident**" Here only the preposition "by" is possible and other prepositions or words are wrong.

On the other hand, (O'dell and MacCarthy, 2008), Hausmann (1989) propose a different classification based on word classes. These writers give the following collocation types :

A . Adjectives and nouns :

e.g., Unemployment is a major problem .
I prefer to wear bright colors .

B . Verbs and Nouns :

e.g., The price increase poses a problem .
You need to make a decision .

C . Noun + Noun :

e. g., Life in the United States is not a bed of roses .
Culture shock is one of the problems facing toverseas students.

D . Verbs and expressions with prepositions :

e. g., The little girl burst into tears .
I was filled with horror .

E . Verbs and adverbs :

e.g., She whispered softly to me .
Please, place the vase gently on the table .

F . Adverbs and adjectives :

e.g., I am fully aware that the law must be respected.
The prices of oil in the past were significantly higher than the prices today.
For the purpose of this study, the second taxonomy (taxonomy based on the word classes) will be adopted.

III .. Rationale Behind Teaching Collocations

Teaching separate vocabulary items is a common practice in most EFL settings (Hiebert and Kamil (ed.) 2005: p. 28). Therefore, it is quite common to see EFL students memorize lists of decontextualized single vocabulary items as part of language learning. However, this way of learning vocabulary has proven futile because it does not give the EFL learner the minimum knowledge about what other vocabulary items follow or precede the given word/s. Thus, students are likely to forget these lists of vocabulary a short time after they do the exams.

However, teaching EFL learners vocabulary in chunks where the EFL learner is sensitized to the idea of associating two or more vocabulary items with a given word is very important and likely to produce effective learning of vocabulary. As a consequence, if EFL learners are taught vocabulary in chunks "collocations" and if they master these collocations, then we can say that they have achieved an advanced level of proficiency. Lewis (1997:15) argues that "fluency is based on the acquisition of a large store of fixed or semi-fixed prefabricated items [collocations]." James (1998:152) believes that mastering word collocations can "contribute to one's nativelikeness." On the other hand, Hill (2000) found that students have problems in using the correct collocations. "An analysis of students' speech or writing shows a lack of [...] collocational competence." (Hill 2000: 49).

Furthermore, many researchers have provided empirical evidence proving that most of naturally occurring language, whether spoken or written, comes from recurrent patterns or what is called collocations (Attenberg, 1998; Stubbs, 2001). Therefore, learning collocations increases fluency as it reduces the time of processing a non-native speaker/learner needs in the course of speaking or reading comprehension. This is why some researchers believe that fluency in L2 production is associated with the EFL learner's possession of a large repertoire of prefabricated items (**collocations**) (Dechert 1983; Towell & Hawkins 1996).

To recap, acquiring word collocates is deemed necessary because these collocates can serve many functions in the course of EFL learning. The first point is that word collocates have an important role in language learning because they seem to be the basis for creativity in a language (Wray 1999).

Secondly, collocations are crucial to achieve fluency in both written and spoken language. This is due to the availability of word chunks or "prefabricated units" which is likely to reduce the processing effort and time, thus allowing a better fluency and accuracy in the foreign language (Pawley & Syder 2000).

Thirdly, word collocations are likely to enhance reading comprehension as the learner does not have to attend to every single vocabulary item; rather, s/he has to go through vocabulary chunks (Hunston & Francis 2000).

IV . Word Collocates in the series of English for Palestine

Upon surveying English For Palestine, grades 7, 8, 9 & 10, it was clear that the books do not offer any kind of treatment of whatsoever for word collocations with the exception of grade 9 that has only one slim exercise of word collocations where students are asked to match pairs of words, i.e. only at the recognition level. The other grades do not offer any activities or exercises on word collocations.

Furthermore, an analysis of the texts found in these books shows that these books are rich in word collocations. These collocations fall into different categories, i.e., N. + N., V. + N., Adj. + N., N. + V., V. + Adv., V. + Prep., V. + Adj.. The most common of these collocation is V. + N. Here is a list of the word collocations found in these textbooks along with their categories. (See the appendices) .

V . Recommendations for Effectively Handling Word Collocation in English For Palestine

Before discussing how to handle word collocations, we need to work on empowering the teachers on how to recognize and teach word collocations. Teachers should be given a workshop on how to recognize and handle word collocations. Furthermore, word collocations could be handled using different kinds of activities at the recognition level and at the production level. This, we believe, is very crucial in order to raise students' awareness for word collocations. But before we come to these exercises, we suggest highlighting the words that collocate with the key words in the readings of the books. The key words are highlighted in yellow, so we suggest highlighting their collocates in green in order to sensitize students to the words that co-occur in the same context and teach the new words in chunks instead of individual items. Furthermore, we suggest appending the lists of word collocations at the end of each of the books surveyed, English For Palestine. While teaching the collocations found in every reading, teachers are also encouraged to juxtapose examples of English collocations with their Arabic counterparts in order to show the students that word collocations differ across cultures and what is natural construction in one language might sound odd or unnatural in another language. Here are some postreading activities that might be

helpful in promoting the newly-learned vocabulary items along with their collocates:

A . At the recognition level :

These activities could include matching exercises, gap-filling exercises and multiple choice exercises. Here are sample activities :

Exercise # 1: Matching :

Match the words in column B with the words that collocate with them in column A :

From Grade Seven

Column A	Column B
1. Wave /shake	level
2. Sign	down
3. Facial	old
4. High	a photo
5. Grow	expressions
6. Sea	hands
7. Take	mountains
8. Flow	language

Exercise # 2: Gap-Filling :

From Grade Eight

Fill in the blank spaces with words that collocate with the boldface words *forecast* *appears* *lost* *quite* *gloves* *paste* *receive* *uniform*

1. These days, the **sun** ----- earlier than it does in the winter .
2. According to the **weather** -----, tomorrow will be rainy .
3. I prefer to have some **tomato** ----- in the hotdog sandwich .
4. When I won the contest, I ----- d **congratulations** from my classmates.
5. It is ----- **natural** to study hard in order to get good marks .
6. My mother wears **hand** ----- when she does the dishes .
7. I did my best but unfortunately I ----- **the race** .
8. All students must wear **school** ----- .

Exercise # 3: Multiple Choice :

Choose the word that collocates with the boldface one

1. I always help my mother ----- the **housework** .
a. do b. make c. prepare d. work
2. All the students will ----- their **exams** on 15 May .
a. do b. make c. work d. write
3. English is the ----- **language** in India.
a. formal b. official c. work d. parent
4. Some tourists like to ----- **skiing** when they visit Russia.
a. make b. do c. go d. nothing
5. You can not ----- the **internet** right now; the system is down
a. access b. reach c. get to d. enter
6. Our students ----- **need** computer skills
a. badly b. wrongly c. powerfully d. brightly
7. The parents are **responsible** ----- bringing up their kids.
a. of b. from c. for d. in

A teacher could also give students jumbled words and ask them to make pairs of collocations out of the given words.

B. At the production level :

Here students could be asked to complete a cloze test or even separate sentences, but the important thing here is that students have to produce the word. This is very significant as students at this level are expected to produce the word that collocates with the boldface word and this shows that this has become part of their repertoire. Students could also be given a paragraph with wrong word collocations, and asked to replace the wrong words with the correct ones. The following are examples :

- 1 . It was a **large** decision. (instead of a **big**) .
- 2 . They **charged** the lorry. (instead of **loaded**) .

So here if the students are able to produce the correct collocations in place of the wrong ones, then this is a sign of a high level of accuracy.

VI .. Conclusion :

This paper has attempted to shed light on an important aspect of vocabulary teaching and learning, namely, word collocations. We would like to say here that word collocations are neglected and not taught in English For Palestine. Yet, words that habitually co-occur are part of a native speaker' competence and are based on conventions. Moreover, proper acquisition of collocations creates competent learners and it is asign of an advanced level. Therefore, we believe that this important aspect of vocabulary should be given more attention and importance. We would like to whisper in the ears of decision makers and officials in the Ministry of Education to exploit this research , take its results into considerations and ammend the textbooks accordingly. We, further, call for more research to explore word collocations in the other series of English For Palestine in order to come up with a comprehensive work that covers all word collocations in English For Palestine for all the different cycles.

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Appendix 1: Word Collocations in Grade 7

Speak Arabic	(V. + N.)	Grow crops	(V. + N.)
Standard Arabic	(Adj. + N.)	Build homes, temples, high walls	(V. + N.)
Meet people	(V. + N.)	Flow down	(V. + Prep.)
Use language	(V. + N.)	River runs	(N. + V.)
Welcome people	(V. + N.)	Sea level	(N. + N.)
Say hello	(V. + N.)	Won a battle	(V. + N.)
Wave or shake hands	(V. + N.)	Sailing boat	(N. + N.)
Facial Expressions	(Adj. + N.)	Green and rich	(Adj. + Adj.)
Body language	(N. + N.)	Traffic pollution	(N. + N.)
Move bodies	(V. + N.)	Cause pollution, illness	(V. + N.)
Hand signs	(N. + N.)	Polluting gases	(Adj. + N.)
Sign language	(N. + N.)	Global warming	(Adj. + N.)
Have an operation	(V. + N.)	Unclean water	(Adj. + N.)
A dog barks	(N.+ V)	Natural process	(Adj. + N.)
Make noise	(V. + N.)	Recycle polluted water	(V. + N.)
A long distance	(Adj. + N.)	Treat water	(V. + N.)
Meet friends	(V. + N.)	Glass vases	(N. + N.)
High mountains	(Adj. + N.)	Smash into pieces	(V.+Prep.+N.)
Hot dry deserts	(Adj. + N.)	Hot ovens	(Adj. + N.)
Low valleys	(Adj. + N.)	Heat the oven	(V. + N.)
Fertile plains	(Adj. + N)	Power factories	(V. + N.)
Four seasons	(N. + N)	Natural resources	(Adj. + N.)
Rain and sun	(N. + N.)	Make a difference	(V. + N.)
Heat and cold	(N. + N.)	World problems	(N. + N.)
A wide variety	(Adj. + N.)	Follow the approach	(V. + N.)
Birds migrate	(N. + V.)	Turn off the tap, light	(V. + N.)
Running speed	(Adj. + N.)	Go shopping	(V. + N.)
Bite or kick hard	(V. + Adv.)	Buy things	(V. + N.)
Break arm	(V. + N.)	Plastic containers, bags	(Adj. + N.)
Word mean	(N. + V.)	Wash hands	(V. + N.)
Look up in the dictionary		Contribute to	(V. + Prep.)
Grow old	(V. + Adj.)	Make an excellent gift	(V. + N.)
Plant a seed	(V. + N.)	Carving olive wood	(V. + N.)
Hot sun	(Adj. + N.)	Traditional craft	(Adj. + N.)
Empty pot	(Adj. + N.)	Make furniture	(V. + N.)
Arrive at the palace	(V. + Prep.)	Watch manner	(V. + N.)
Water seed	(V. + N.)	Table manners	(N. + N.)
Having a wonderful time	(V. + Adj. + N.)	A knife and fork	(N. + N.)
Traditional food	(Adj. + N.)	Plates and bowls	(N. + N.)
Lose weight	(V. + N.)	Make a noise	(V. + N.)
Take a photo	(V. + N.)	Suck in soup	(V. + Prep.)
Ancient civilizations, times	(Adj. + N.)	Empty plate	(Adj. + N.)
Plenty of	(Adj.+ Prep.)	Embroider dresses	(V. + N.)
Fertile Crescent	(Adj. + N.)	Make furniture	(V. + N.)

Watch manner	(V. + N.)	Join the network	(V. + N.)
Table manners	(N. + N.)	Text message	(N. + N.)
A knife and fork	(N. + N.)	Connect to the internet	(V. + Prep.)
Plates and bowls	(N. + N.)	Send or receive email	(V. + N.)
Make a noise	(V. + N.)	Satellite phones	(N. + N.)
Suck in soup	(V. + Prep.)	Make prediction	(V. + N.)
Empty plate	(Adj. + N.)	Make bed	(V. + N.)
Embroider dresses	(V. + N.)	Clean house	(Adj. + N.)
Pass from mother to daughter	(V. + Prep.)	Wash clothes	(V. + N.)
Pregnant woman	(Adj. + N.)	Watch television	(V. + N.)
Head cover	(N. + N.)	Flat screen	(Adj. + N.)
Modern style.	(Adj. + N.)	Atomic power	(Adj. + N.)
Send a message	(V. + N.)	Do operations	(V. + N.)
Receive an answer	(V. + N.)	Television screen	(N. + N.)
Mobile phones	(N. + N.)	Get home	(V. + N.)
Radio signals	(N. + N.)	Lift an arm	(V. + N.)

Appendix 2: Word Collocations in Grade 8

School project	(N. + N.)	Tomato paste	(N. + N.)
Weather forecast	(N. + N.)	Ice cream, water tub	(N. + N.)
Modern communications	(Adj. + N.)	Wheat bread	(N. + N.)
Stay in contact	(V. + Prep.)	Huge, big small quantities	(Adj. + N.)
Thick cloud	(Adj. + N.)	Produce babies	(V. + N.)
Heavy rain	(Adj. + N.)	Lay eggs	(V. + N.)
Strong wind	(Adj. + N.)	Warm-blood	(Adj. + N.)
Heavy snow	(Adj. + N.)	Cold-blood	(Adj. + N.)
Helicopter flew	(N. + V.)	Human beings, ancestors	(N. + N.)
Waved hands	(V. + N.)	Interested in	(Adj.+ Prep.)
Frozen coasts, water	(Adj. + N.)	Professor of	(N. + Prep.)
Sun disappeared, appeared	(N. + V.)	Given name	(Adj. + N.)
Lost race, money	(V. + N.)	Call son	(V. + N.)
Scientific study	(Adj. + N.)	Do the ironing	(V. + N.)
Plane lands	(N. + V.)	Sweep floor	(V. + N.)
Leave somebody alone	(V. + Adj.)	Take out rubbish	(V. + N.)
Quite natural	(Adv. + Adj.)	Do housework	(V. + N.)
Tell, hide secret	(V. + N.)	Pass disease from	
Get into trouble	(V. + Prep.)	World map	(N. + N.)
Guess what, who	(V. + N.)	Medical operations	(Adj. + N.)
Hand gloves	(N. + N.)	Wedding (invitations, ring, party, customs, ceremony)	(N. + N.)
School uniform	(N. + N.)	Extend, receive congratulations	(V. + N.)
Try, work hard	(V. + Adv.)	Evil spirits	(Adj. + N.)
Look smart	(V. + Adj.)	Celebrate weddings	(V. + N.)

Safety boots, belt	(N. + N.)	Produce, work efficiently	(V. + Adv.)
Make money	(V. + N.)	Grow, pass successfully	(V. + Adv.)
Plant a tree	(V. + N.)	Prices (keep going up , come down)	(N. + V.)
National identity	(Adj. + N.)	Hunt whales, animals	(V. + N.)
Free country	(Adj. + N.)	Pack things	(V. + N.)
Independent country	(Adj. + N.)	Do research	(V. + N.)

Appendix 3: Word Collocations in Grade 9

Plane take off	(N. + V.)	Exact position, place	(Adj. + N.)
By sea	(Prep.+ N.)	Car drivers	(N. + N.)
Pay money	(V. + N.)	Violent storm	(Adj. + N.)
Fine spices	(Adj. + N.)	Monster wave	(Adj. + N.)
Refugee camp	(N. + N.)	Rural life, area	(Adj. + N.)
Crowded (places, areas, cities)	(Adj. + N.)	Water well	(N. + N.)
Sea port	(N. + N.)	Running water	(Adj. + N.)
Get lost	(V. + Adj.)	Industrial pollution	(Adj. + N.)
Science lab	(N. + N.)	Urban areas, population	(Adj. + N.)
Make bed	(V. + N.)	Grow rapidly	(V. + Adv.)
Ancient ancestors	(Adj. + N.)	Human waste	(N. + N.)
Wild animal	(Adj. + N.)	Remove waste	(V. + N.)
Bad weather	(Adj. + N.)	Do chores	(V. + N.)
Safe shelter	(Adj. + N.)	Personal qualities	(adj. + N.)
Reflect heat	(V. + N.)	Extend power, congratulations	(V. + N.)
Brick and concrete houses	(N. + N.)	Make peace	(V. + N.)
Take rest	(V. + N.)	War break out	(N. + V.)
Do exams	(V. + N.)	Close friends	(Adj. + N.)
Progress report	(N. + N.)	Free slaves	(V. + N.)
Fall unconscious	(V. + Adj.)	Crowded areas	(Adj. + N.)
Thermal blanket	(Adj. + N.)	Broken glass	(Adj. + N.)
First aid kit	(N. + N.)	Smelly rubbish	(Adj. + N.)
Violent, gentle exercise	(Adj. + N.)	Breathe in, take in oxygen	(V. + Prep.)
Heart rate, beat	(N. + N.)	Breathe out, give out CO2	(V. + Prep.)
Do house work	(V. + N.)	Tropical rainforests	(Adj. + N.)
Put on weight	(V. +Prep.)	Global warming	(Adj. + N.)
Serious injuries	(Adj. + N.)	Ice melt	(N. + V.)
Basic rules	(Adj. + N.)	Extinct (living thing, animal,plant)	(Adj. + N.)
Go skiing	(V. + N.)	Raw (meat, material)	(Adj. + N.)
Beat, break record	(V. + N.)	Pour water	(V. + N.)
Life raft	(N. + N.)	Stain clothes	(V. + N.)
Satellite network	(N. + N.)	Attack stain	(V. + N.)
Orbit earth	(V. + N.)	Chemical cleaner	(Adj. + N.)
Measure distance	(V. + N.)	Catch fire	(V. + N.)

Spend money	(V. + N.)	Educational, scientific cultural (organization)	(Adj. + N.)
Knock door	(V. + N.)	Run (school, agency, training tcentre)	(V. + N.)
Free time	(Adj. + N.)	Offer education	(V. + N.)
Voluntary, extra work	(Adj. + N.)	Computer expert	(N. + N.)
Elderly, disabled people	(Adj. + N.)	Training (centre, course)	(N. + N.)
Collect money	(V. + N.)	Get used to life	(V.+Prep.+N.)
Natural disaster	(Adj. + N.)	Fireworks light up	(N. + V.)
Health care	(N. + N.)	New developments	(Adj. + N.)
Refugee camp	(N. + N.)	Recover from disability	(V.+Prep.+N.)
Badly needed	(Adv. + V.)	Connect with	(V. + Prep.)
Official language	(Adj. + N.)	Belong to	(V. + Prep.)
Educate (children, people)	(V. + N.)	Work hard	(V. + Adv.)

Appendix 4: Word Collocations in Grade 10

Make contact	(V. + N.)	Destructive hurricane	(Adj. + N.)
Tourist centre	(N. + N.)	Winds blow	(N. + V.)
Go canoeing	(V. + N.)	Enclose (a photo, brochure)	(V. + N.)
Tropical forests	(Adj. + N.)	Hard work	(Adj. + N.)
Tenth-floor flat	(N. + N.)	Big decisions	(Adj. + N.)
Catch fire	(V. + N.)	Take academic route	(V. +Adj. +N.)
Certain death	(Adj. + N.)	Vocational route	(Adj. + N.)
Smash door, window	(V. + N.)	Tourist guide	(N. + N.)
Flames shot out	(N. + V.)	Right career	(Adj. + N.)
First aid	(Adj. + N.)	Wrong choice	(Adj. + N.)
Natural disasters	(Adj. + N.)	Poor qualifications	(Adj. + N.)
Create jobs	(V. + N.)	Literary stream	(Adj. + N.)
Wear helmets	(V. + N.)	Scientific stream	(Adj. + N.)
Free time	(Adj. + N.)	Pass examination	(V. + N.)
Answer questions	(V. + N.)	Apply to university	(V. + Prep.)
Daily life	(Adj. + N.)	Specialize in	(V. + Prep.)
Leisure time	(N. + N.)	Competitive world	(Adj. + N.)
French fries	(Adj. + N.)	Responsible for	(Adj. + Prep.)
Fast food	(Adj. + N.)	Ancient cities	(Adj. + N.)
Balanced diet	(Adj. + N.)	Monotheistic religions	(Adj. + N.)
Eating habits	(N. + N.)	At night	(Prep. + N.)
Paid work	(Adj. + N.)	Holy places	(adj. + N.)
Sun's heat	(N. + N.)	Old City	(Adj. + N.)
Breathe air	(V. + N.)	Leather products	(N. + N.)
Cause destruction	(V. + N.)	Winter resort	(N. + N.)
Tropical storm	(Adj. + N.)	Tourists, pilgrims destination	(N. + N.)
Wait hopelessly	(V. + Adv.)	Industrial Revolution	(Adj. + N.)

Powerful calculator	(Adj. + N.)	Bad effects	(Adj. + N.)
Internet revolution	(N. + N.)	Social behavior	(Adj. + N.)
Computer users	(N. + N.)	Family relationships	(N. + N.)
Internet access	(N. + N.)	Research team	(N. + N.)
Housework robots	(N. + N.)	Peaceful life	(Adj. + N.)
Expensive luxuries	(Adj. + N.)	Get on well	(V. + Prep. + Adv.)
Prices fall	(N. + V.)	Interview with	(N. + Prep.)
Fall rapidly	(V. + Adv.)	Have lunch	(V. + N.)
Sea evaporating	(N. + V.)	Tough exam	(Adj. + N.)
Rusty fishing boat	(Adj. + N.)	Everyday life	(N. + N.)
Killer diseases	(N. + N.)	Independent state	(Adj. + N.)
Physical defects	(Adj. + N.)	National identity	(Adj. + N.)
Plants' roots	(N. + N.)	Experience life	(V. + N.)
Advertising medium	(N. + N.)		

Second National Symposium on : Quality English Teaching EFL Enhancement in the New Millennium

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Six Thinking Hats

Introduction:

"Six Thinking Hats" is a powerful technique that helps you look at important decisions from a number of different perspectives. It helps you make better decisions by pushing you to move outside your habitual ways of thinking. As such, it helps you understand the full complexity of a decision, and spot issues and opportunities which you might otherwise not notice.

Many successful people think from a very rational, positive viewpoint, and this is part of the reason that they are successful. Often, though, they may fail to look at problems from emotional, intuitive, creative or negative

viewpoints. This can mean that they underestimate resistance to change, don't make creative leaps, and fail to make essential contingency plans.

Similarly, pessimists may be excessively defensive, and people used to a very logical approach to problem solving may fail to engage their creativity or listen to their intuition.

If you look at a problem using the Six Thinking Hats technique, then you'll use all of these approaches to develop your best solution. Your decisions and plans will mix ambition, skill in execution, sensitivity, creativity and good contingency planning.

How to Use the Tool:

To use Six Thinking Hats to improve the quality of your decision-making, look at the decision "wearing" each of the thinking hats in turn. Each "Thinking Hat" is a different style of thinking. These are explained below:

1 . White Hat:

With this thinking hat, you focus on the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them. This is where you analyze past trends, and try to extrapolate from historical data. The White hat is for neutral, objective information. There are no suggestions, ideas, or arguments . Feelings do not come into it . Just information .

School is often concerned with reactive thinking .Something is put in front of the students and they are asked to react to the material. In real life , thinking is very often proactive . This means that the information is not put in front of us but we have to go out and collect it ourselves. The White Hat provides the thinker with an opportunity to focus directly and exclusively on information . The White Hat also allows a thinker to ask someone else (or others in a group) to focus on information. White thinking hat identifies the facts and details of a topic. What information is available? What information do we need to get? How are we going to get the missing information? (Information —> questions)

Two basic types of questions that will help us use the white hat are :

- 1 . Fishing questions.
- 2 . Shooting questions.

Fishing Questions are used when we need more information .We “fish” when we put down the bait but we do not know what we shall catch .
“Can you describe the scene of the accident?”

Shooting Questions are aimed at a specific target . “How old are you ?”After you fire , you know at once whether or not you have hit the target. Note too that Shooting questions very often requires a simple ‘yes’ or ‘no’ answer: “Were you at home on Monday evening?”

Today there is so much information and it is growing so rapidly that there is no way anyone can know it all . The most important thing to know is where to go to get information.

2 . Red Hat :

Wearing the red hat, you look at the decision using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally, and try to understand the intuitive responses of people who do not fully know your reasoning. Red Thinking Hat is worn to express the thinker's feelings , emotions and intuitions. The red hat includes both intense and more gentle feelings .When reporting feelings the thinker may say , “ This is what I feel .”No justification or explanation or logic support is required .

Emotions : Here we have normal emotions such as joy, anger, jealousy ,and sorrow. Under the influence of these powerful emotions , our perception selects only what supports the emotion. An angry person will see reasons for anger .

Feelings : This is a general term and covers a much wider range than emotions.

Hunches : A hunch lies somewhere between a feeling and an intuition. It takes the form of a strong feeling or decision in favour at or against something. The hunch seems very real to the person with the hunch , and he or she feels the need to tell others .Red Thinking Hat looks at a topic from the point of view of emotions and feelings .

Why are my feelings right now? What does my intuition tell me? What is my gut reaction? Limit to 30 seconds or less. Permission to express feelings, hunches, and intuitions. No need to justify, explain reasons. Use as part of the thinking that leads to a decision. Use after a decision has been made .

There are two main uses of the red hat :

A . Making feelings known. B . Making assessments and choices.

3 . Black Hat :

When using black hat thinking, look at things pessimistically, cautiously and defensively. Try to see why ideas and approaches might not work. This is important because it highlights the weak points in a plan or course of action. It allows you to eliminate them, alter your approach, or prepare contingency plans to counter problems that arise.

Black Hat thinking helps to make your plans tougher and more resilient. It can also help you to spot fatal flaws and risks before you embark on a course of action. Black Hat thinking is one of the real benefits of this technique, as many successful people get so used to thinking positively that often they cannot see problems in advance, leaving them under-prepared for difficulties.

The Black Hat is for critical thinking .The word critical comes from the Greek word for judge (kritikos) . In many countries , judges in court wear black robes because this is a serious Colon .

You may wish to point out to students that wearing the black hat is a serious job. It is totally wrong to view black hat thinking as bad or undesirable thinking .

Using the black hat protects us from making dangerous or un working decisions. With the black hat , we find weaknesses and flaws, and we predict problems that may arise.

The black hat is perhaps the most often used and the most valuable of all the hats .

Uses of he black hat :

1. Checking for evidence. (Is this true? Is this right? Is this correct? What is the evidence that supports this idea?)
2. Checking for logic. t(to check the truth or validity of a logical argument : Does this really follow?)

- 3 . Checking for feasibility. (We may examine a suggestion to see if it is feasible , possible, or likely to work as claimed. In practice, Can this be done? Will this plan succeed?) .
- 4 . Checking for impact. (Anything we do has consequences. Our action affect other people and the world around us. So we need to get input on the impact of the change before making a final decision .) We need to check the impact of suggestion very carefully . It may be too late to go back after the idea has been put in use .
- 5 . Checking for fit. we may check the fit of what is suggested with what we already known.
- 6 . Checking for weaknesses. We search for and point out weaknesses in an idea in order to overcome them, thereby making the idea stronger constructive criticism-We shall examine each of these uses one after the other .As we do , notice that the purpose of the Black Hat is not to attack but to examine an idea or situation.

The Black Hat examines the negative aspects of a topic . Cautions Judgment . Assessment .Is this true? Will it work? What are the weaknesses? Why could be the possible problems? What could some of the difficulties be? What are points for caution? What are the risks? What is wrong with it ?Besides, the black hat: Helps us make good decisions. Points out difficulties. Explores why something may not work. Must give reasons for concerns. May overlap with white hat. Is a powerful assessment tool when used after the yellow hat. Supplies a road map for improvement / problem solving when used with green hat.In practice there is a big difference between looking at an idea in order to attack or reject it and looking at an idea in order to improve it .

4 . Yellow Hat :

The yellow hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it, and spot the opportunities that arise from it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.

Yellow Thinking Hat focuses on the positive aspects of a topic.

Yellow can mean sunshine and optimism and looking on the bright side of things. The Yellow Hat must be logical, you must give supporting reasons.

Purposes for using the Yellow Hat are :

1. Assessing value.
2. Extracting benefits.
3. Making something work .
4. What are the benefits?
5. What are the positives?
6. What are the values?
7. Is these a concept in this idea that looks attractive?

Key points for the yellow hat :

- Requires a deliberate effort .
- Is less natural than black hat .
- Complements the black hat Reinforces creative ideas and new directions .
- Must give reasons .
- Is a powerful assessment tool when used with the black hat. Can this be made to work ?

5 . Green Hat :

The Green Hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas. A whole range of creativity tools can help you here .

The Green Thinking Hat requires imagination and lateral thinking about atopic. Lateral thinking is a term that Dr. De Bono invented in 1967 to describe the thinking that is used to cut across the pattern of perception formed by the self – organizing behaviour of the brain. The technical background for this is described in '*I Am Right – You Are Wrong*' .

The colour green brings to mind nature and vegetation . Green can symbolise productive energy or abundance. Think of shoots and branches and alternatives. The Green Thinking Hat is for creative thinking. We look at the word creative in two ways.

The first way means " generation", producing , creating something which was not there. The second way means" having new ideas, fresh ideas, and ideas that have not been used before."

What creative ideas do we have? What are the alternatives? How can we overcome the black hat difficulties?

Uses of Green Hat are :

- 1 . Generating reactive ideas .
- 2 . Generating starting ideas.
- 3 . Generating further and better ideas.
- 4 . Generating new ideas.

Key Points :

- Searches for new ideas.
- Removes faults.
- Makes time and space for creativity.
- Balances the dominance of black hat thinking.

6 . Blue Hat :

The Blue Hat stands for process control. This is the hat worn by people chairing meetings. When running into difficulties because ideas are running dry, they may direct activity into Green Hat thinking. When contingency plans are needed, they will ask for Black Hat thinking, and so on. The Blue Thinking Hat focuses on reflection , metacognition (thinking about the thinking that is required), and need to understand the big picture . The Blue Thinking Hat is different from all the other hats.

The other hats are concerned with thinking about a particular problem , subject , or difficulty.

The Blue Hat is for thinking about the thinking that is being used.

- Where should we start? What is the agenda? What are the objectives? Which hats should we use? How can we summarize ?

It is called the facilitator hat because :

- It can be worn by any member.
- It focuses and refocuses thinking.
- It handles requests for thinking.
- It points our inappropriate comments.
- It asks for summaries.
- It makes or calls for decisions.
- It needs to ask "What should we do next?"

RATIONALE

As teachers we strive to teach our students the skills and strategies to be critical thinkers and active learners. When we consider the need for our students to be active, we must consider that active literacy is the “means to deeper understanding and diverse, flexible thinking” (Harvey & Goudvis, 2007). Students that give their opinions, thoughts and ideas while also spending time questioning, connecting, debating, and inquiring are seen as engaged in their own learning and comprehension. While we may hear teachers telling students to “put on their thinking caps” or “get ready to think”, as a primer to set-up learning, it’s important to ensure that students are given the tools to critically contemplate about what they are learning.

One way to assist students with thinking about a subject or topic from just one point-of-view is by using a thinking tool such as the Six Thinking Hats. The Six Thinking Hats “thinking strategy” was developed by Edward de Bono (1987). This popular strategy is used to promote parallel thinking and to help students look at a problem or decision from many different perspectives. It is used in education and a variety of industries and businesses for training and decision making.

The Six Thinking Hats strategy uses the metaphor of “put on your thinking hat” to mimic a change of thought processes as one puts on or takes off a hat. Each colored hat represents a specific area to focus on when focus to consider ranging from looking at topic for new ideas, from a neutral and objective perspective, while taking an alternative perspective, with opportunity in mind, while focusing on emotions, or to consider the overall issue at hand (de Bono, 1987).

Some benefits of the Six Thinking Hats strategy include:

- 1 . Students are allowed to say things without risk of ridicule.
- 2 . Awareness is created that there are multiple perspectives on a topic or problem.
- 3 . Is a convenient mechanism for transitions.
- 4 . Rules for the game of thinking are verified (see link below).
- 5 . Will lead to more creative thinking.
- 6 . Improves communication.
- 7 . Improves decision making.

The use of the Six Thinking Hats model can benefit students' understanding of a topic, text, or issue as they consider alternate viewpoints and outlooks on the topic, text, or issue.

HOW TO USE THE STRATEGY

The Six Thinking Hats can be seen as a parallel thinking model as it focuses on learning together through cooperative thinking. With this in mind the focus on the six hats provide students a way to discuss new ideas and considerations without an ego coming into play about who is right, wrong, first, or last (de Bono, 1987). The objective is not to argue your point in such as a debate, but to investigate all directions and sides of a topic.

The Six Thinking Hat Colors with Corresponding Questions.:

- **White Hat Thinking** : Neutral, think about the facts and details of a topic
 - What do I know about the topic?
 - What information am I missing regarding the topic?
 - What information about the topic do I want/need to know?
 - How do I get that information? What is relevant to me about the topic?
- **Red Hat Thinking** : Emotions, examine a topic through emotions and feelings
 - What is my reaction to this information?
 - How do I feel about this information right now?
 - How will others feel about it?
- **Green Hat Thinking** : Creative, use your imagination about a topic
 - How can this be worked out?
 - What else can we try?
 - Is there another solution I/we haven't considered?
- **Black Hat Thinking** : Critical, judgmental, think about the negative aspects of a topic
 - What is wrong with this?
 - Is it true?
 - Does it fit?
 - Will it work?
 - What are the dangers and problems?

- **Yellow Hat Thinking** : Optimistic, think about the positive aspects of a topic
 - What are the good points?
 - What are the benefits?
 - Why should it work?
- **Blue Hat Thinking** : Observer, reflect, think metacognitively, and try to grasp the big picture, summary of topic
 - What have I/we done so far?
 - What do I/we do next?
 - What decisions have been reached?

Planning for Instruction (Myers & Anderson, 2008)

At the beginning, before using the strategy, you may want to consider the following regarding planning for instruction:

- The hats may be used one after another in a sequence. They should not be used at the same time.
- Any hat may be used as often as you like. Students can use a hat during one part of the assignment and then move onto another hat, but still come back to their original hat, and other used hats, later on.
- Blue hats are often used before reading/assignment and after a reading/assignment.
- If this is your first time using the strategy you will want to model it using the entire class before moving into smaller groups.
- Remember to use a variety of texts with the strategy.
- Allow for time and practice so that students develop ownership of each type of "thinking".

Procedure

- Determine a topic that would offer the opportunity for students to apply multiple perspectives. Consider using a reading to go along with the topic.
- As the teacher, activate prior knowledge on the topic with the class. You may want to start with blue hat within the large group to go over what might already be known about the topic.

- Take time to model the strategy if this is the first time students are using it or if they need more support. Modeling is very important; model what kind of thinking is involved with each hat first and provide guided support as students apply what they learned.
- Pass out the six hat strategy sheet. While completing the reading assignment students should consider each hat's focus and write down notes, thoughts, and opinions they derived from the reading.
- In small groups have students listen to the thoughts each one has on the topic, each taking turns "wearing" the different hats. Each person should only wear a hat for approximately one minute dependent on group size and during that time they should discuss their findings. Remember, hats should be worn one at a time, but can be taken on and off as needed if something needs to be reviewed or reconsidered.
- As each participant gives their input on the topic, the facilitator of the group should take notes on a six hat handout.
- When everyone has given input, the group can come up with further questions to challenge and explore the ideas they've presented to each other. The blue hat should be revisited and a summary created.
- Students should then come together as a class to discuss the topic and findings.

Tell the students that the class is going to look at "moving away" from different viewpoints. Write the problem on the board and then decide which of the hats would be good to start with. Work your way through all six, jotting down notes (try writing on chart paper using felt pens that match the hat colours!) about the thoughts that come to you and the students with each hat.

During your discussion you can switch in and out of the different hats and in doing so will present thoughts about moving away that will steer students toward other perspectives other than the most natural negative one. When you reach the green hat, for example, the class could brainstorm ways they could keep in touch with their classmate and ways that they could make her transition easier. You will wear the blue hat until one or more students suggest yet another way of looking at the situation and take on the blue hat role.

When you have jotted down at least three points on each perspective, you will know you have covered the major points in the critical thinking process. Keep the pages of ideas up on your walls over the next few weeks and refer to the ideas from time to time as a way of reinforcing the proactive aspects of "change".

This method is simple, practical and easy. It will help the students separate feelings from facts, positive from negative, and critical from creative. This is a tool that can be used over and over again as "problem unities"- problems that create opportunities for creativity-- present themselves in your class and in life in general!

Remember :

- White Hat : gathering information, facts & data known or needed.
- Black Hat : examining the negative aspects ,difficulties & potential problems.
- Yellow Hat : focusing on the positive aspects , values and benefits. Why something may work ?
- Red Hat : What are my feelings about this ?, hunches, gut instinct, and intuition.
- Green Hat : creating new ideas. , possibilities, alternatives & solutions
- Blue Hat : controlling and managing the sequence and process of thinking, focus, next steps& action plans

So, we have :

- Six Hats
- Six Colors
- Six Types of Thinking
- Not Categories
- The hats are not descriptions of thinkers
- Each thinker should be able to use all of the hats

Alternate Procedure

Instead of having each person and group do all the hats, have each group focus on just one hat and discuss deeply the implications their hat conveys .

Name :

Topic :

6 Thinking Hats Strategy

 <p>White hat - deals with facts and information</p>	 <p>Yellow hat - positive aspects</p>	 <p>Black hat - problems, pitfalls and dangers</p>
		
 <p>Red hat - feelings, emotions, gut and reactions</p>	 <p>Green hat - creative solutions</p>	 <p>Blue hat - summarize and organize the topic</p>

Name : Elementary Example
Topic : The Little Red Hen

6 Thinking Hats Strategy

 <p>White hat - deals with facts and information</p>	 <p>Yellow hat - positive aspects</p>	 <p>Black hat - problems, pitfalls and dangers</p>
<p>1. What does the little red hen find in the field?</p> <p>2. What color did the wheat turn when it was ripe?</p>	<p>1. Why does the little red hen get to eat the bread?</p> <p>2. Why should those who work hard get rewarded?</p>	<p>1. Why didn't the pig, dog, or cat get bread?</p> <p>2. Why is laziness sometimes a bad thing?</p>
 <p>Red hat - feelings, emotions, gut and reactions</p>	 <p>Green hat - creative solutions</p>	 <p>Blue hat - summarize and organize the topic</p>
<p>1. How do you think the hen feels about doing all of the work?</p> <p>2. How might the other animals feel about not getting bread?</p>	<p>1. What could the pig, cat, and dog do to make the dog give them some bread?</p> <p>2. How could the hen get the animals to help more the next time she wants to make bread?</p>	<p>1. Describe the events that happened for the little red hen to make the bread.</p>

Key points:

Six Thinking Hats is a good technique for looking at the effects of a decision from a number of different points of view.

It allows necessary emotion and skepticism to be brought into what would otherwise be purely rational decisions. It opens up the opportunity for creativity within Decision Making. It also helps, for example, persistently pessimistic people to be positive and creative.

Plans developed using the '6 Thinking Hats' technique are sounder and more resilient than would otherwise be the case. This technique may also help you to avoid public relations mistakes, and spot good reasons not to follow a course of action, before you have committed to it.

You can use the Six Thinking Hats in almost any problem solving activity that you might encounter in the classroom (or in life in general!).

Here is an example of a problem-solving exercise that I went through with my students two years ago. It's a problem that many teachers will be able to relate to. What I've written below actually came out of the Six Hats problem-solving process. The "Problem unity" that we examined was:

Problem: Students Talking While Others Are Talking Or Teaching

Using the Six Hats allowed my class to look at the problem from different angles. Once again, use the 6 pieces of chart paper (and the 6 different colors of felt pens) as you apply each hat.

1. White Hat: state the facts :

- students are talking when the teacher is talking .
- there is noise so that others are distracted or can't hear .
- students don't know what to do after the teacher has given directions
- many students get silly or off task .

2 . Red Hat: state the emotions :

- the teacher feels offended .
- Students are frustrated because they can't hear directions .
- Those talking enjoy joking around and being heard .

3 . Black Hat: negative aspects :

- time is wasted .
- learning is compromised .

- those who legitimately have the floor feel that listeners don't care about what they are saying .
- chaos in the classroom .

4 . Yellow Hat : positives of the situation are examined

- everyone gets to say what is on their mind .
- it can be fun .
- you don't have to wait until you speak and therefore don't forget what you want to say .
- not just the "smart" kids get to speak .

5 . Green Hat : creative ideas that come with seeing the problem in a new light :

- the teacher will be more aware of the amount of time that he "talks".
- the teacher will try to include interaction from many different students, not just the "smart" kids
- students will work on resisting the need to say everything that comes into their mind. They will ask themselves if this is "on topic" and "if this needs to be shared at this time. " (There needed to be further discussion on "how" students would work on this problem.)
- students will think about whether their comment will interfere with other people's learning.
- we will keep these charts up so that we can refer back to the learning of this moment and reassess how we are doing

6 . Blue Hat : Sum up what is learned :

- the teacher learned that he needs to limit the amount of time he uses "Talking" as a form of teaching (TTT –teacher talking time) .
- the teacher needs to involve all students in discussion. He needs to look for the one who rarely offers comments or is quietly waiting to be picked to answer.
- the teacher needs to realize that some students need "think time" before they are ready to contribute to a discussion, and allowing time for these students to think is important part of class discussion so they don't tune out .
- students now realize that when they talk when others are talking it makes the person talking feel like a fool or unappreciated .

- students realize that just to "get the laugh" of the moment, they are jeopardizing other people's learning .
- students learned that speaking whenever you want shows a lack of self-discipline and that not everything that goes through our minds is worth sharing .
- teacher and students need to revisit this topic and check how we are doing.

When I did this exercise with my students I fully expected the process to show that "they" were at fault in this situation. It was humbling to hear them share that they sometimes called out because I didn't choose them to share their ideas or that I moved so fast they didn't get a chance to think.

Students were blown away when I shared what I felt like when I had planned a long time for a particular lesson and then one silly comment "threw water" on my lesson -- ruined it because the class got silly. They never viewed it as offending me, and because we had a good relationship they were anxious to work on this problem. Because I cared about them.

I was willing to take some responsibility for the problem as well.

Student/Teacher ownership added to the power of this exercise.

Some teachers may say this process takes too long. It would be better to "read the riot act" and move on. I have to say that it saved me piles of time in the long run. My class and I went through this process in November. Not only did their behavior improve but during the times they slipped, I would say "Remember the Six Hats..." and they would go "Oh, yah..." and they'd click into the strategies that we established during the "Green/Blue" hat time.

You have to realize that doing this exercise with students isn't stopping students from learning-- it IS the learning.

My staff has used the Six Hats in staff meetings to problem solve. Really all it is getting all viewpoints out on the table.

I hope this explanation gives teachers a glimpse of how they might use it in their classroom.

Benefits OF Using The Six Thinking Hats :

- allows you to say things without risk;
- generates understanding that there are multiple perspectives on an issue
- is a convenient mechanism for “switching gears”;
- focuses thinking;
- leads to more creative thinking;
- improves communication;
- improves decision making.

You are never going to *change* the personalities of your people. But now there is a powerful way of making their *thinking behavior* more productive, constructive and effective

References _____

- de Bono, E. (1987). Six thinking hats. London: Penguin.
- Harvey, S., & Goudvis, A. (2007). Strategies that work: Teaching comprehension for understanding and engagement (2nd ed.). York, ME: Stenhouse.
- Myers, S.A.. & Anderson, C.M. (2008). The fundamentals of small group communication. Thousand Oaks: Sage Publications.

Resources & Recommended websites : _____

Thinking and Learning

<http://www.in2edu.com/downloads/thinking/index.htm>

This site contains many PDF materials to use with conducting 6 Thinking Hats in your classroom or meetings. The posters would be great to use in a classroom setting to encourage critical thinking.

Put On Your (Six) Thinking Hats!

http://www.education-world.com/a_curr/voice/voice102.shtml

Want to move your students' thinking from the predictable to the profound? Educator Brenda Dyck describes a powerful thinking tool that will help students approach problem solving in innovative ways.

Seeing Integration from Different Viewpoints

http://www.readwritethink.org/lessons/lesson_view.asp?id=816

This middle school lesson plan uses The Story of Ruby Bridges by Robert Coles. A post-reading group activity called The Five Decision Lenses, adapted from Six Thinking Hats by Edward de Bono, is used.

Free Resources for Teachers & Parents

http://debonoforschools.com/asp/fr_free_resources_intro.asp

Click here for a great variety of free resources you can use in your classrooms and to spark ideas for your own lesson plans using six thinking hats.

Dr Edward de Bono's six Thinking Hats and Numeracy

http://findarticles.com/p/articles/mi_6932/is_3_11/ai_n28433380

Learn how a teacher, Anne Paterson, applies the popular teaching approach of "thinking hats" to mathematics education.

Creative Thinking Strategy Websites

- Creativity Web Homepage:
<http://www.ozemail.com/~caveman/Creative/Techniques/>
This website contains dozens of practical strategies for classroom use.
Also includes a summary of DeBono's [Six Thinking Hats technique](#).
- Robert Black's Creativity Challenges:
<http://www.cre8ng.com/CC/cc99/index99.html>
52 Creativity challenges to inspire your students.
- Higher Order Thinking examples and activities:
<http://www.covington.k12.tn.us/resources/word/hots1.htm>

Critical Thinking Strategies

- The Critical Thinking Community :
<http://www.criticalthinking.org/K12/default.html>
A web resource for teachers that includes strategies and ideas.
- Critical Thinking Resources for Teachers :
http://www.indiana.edu/~eric_rec/bks/ct.html
- Critical Thinking Strategies :
<http://www.criticalthinking.org/K12/k12class/strat/stratall.nclt>
- <http://www.mindmapinspiration.com>

Role of Contrastive Text Analysis in Teaching Translation: Prepositions as a Case

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Abstract

This study sets out to demonstrate the role of contrastive text analysis in teaching translation. The study is twofold: first a general background on the role of CA in teaching in general and in teaching translation in particular is given. Second, students work is examined through an experiment to illustrate how teaching translation through contrastive text analysis can be an effective approach. Emphasis is placed on contrastive source language and target language text analysis as applied to the translation of prepositions from English into Arabic (and vice versa). Pedagogical implications are finally drawn and recommendations are suggested.

Introduction

This paper presents a teaching technique that capitalizes on the use of contrastive text linguistics in translation. Translation from Arabic into English is considered with a special reference to prepositions in both languages. The paper is organized as follows: section one discusses the importance of contrastive text analysis in EFL classrooms in general and teaching translation in particular. Section two presents an analysis of and a solution to the problem of translating selected locative prepositions from Arabic into English (and vice versa). Section three presents the approach, and the experiment, while section four presents the pedagogical implications, and the conclusion.

I . CA & Translation (Training/ Teaching)

This paper considers a brief account of contrastive linguistics, with a purpose to consider the role contrastive text analysis may have in the teaching of translation.

What is contrastive text linguistics?

Contrastive linguistics is contrasting systematically two or more languages aiming at describing their similarities and differences. Such contrast may be theoretical as well as applied, general or specific, the purpose of which is to understand a language in general and to comparatively study individual languages.

The term 'contrastive linguistics', or 'contrastive analysis', is particularly associated with applied contrastive studies that aim at addressing difficulties of second/foreign language learners. Lado (1957) outlines the purpose of this discipline by assuming that we can predict and describe the patterns which will cause difficulty in learning and those that will not cause difficulty. Later James (1980, 61, 98) refers to micro and macro-linguistic contrastive analysis that comprise discourse analysis as well as text linguistics.

Text Linguistics is the study of linguistic devices of cohesion, coherence and discourse structures within text (Enkvist, 1984). It is also concerned with the processes involved in the production and interpretation of texts.

Contrastive text linguistic studies examine, compare, and contrast how texts are formed and interpreted in different languages and cultures using written discourse analytic techniques.

The premise of this paper will include difficulties that might be encountered in translation per se and translation as a means for second/foreign language teaching tackled through contrastive text analysis for the purpose of arriving at a better quality translation.

Importance of contrastive text analysis :

Contrastive text analysis can aid the second/foreign language teacher, the translation teacher/trainer and the translator himself in that:

- It is an eye opener to un-noticed issues in the languages compared.
- It expands the understanding of certain language-specifics important to the translation process such as text types, cultural contingencies, style, etc.
- It highlights differences between the SL and TL, and natural and non-natural texts.
- It builds the vocabulary repertoire specific for certain genres.
- It underlines certain expressions used across languages.
- It focuses on the fact that although there are "language universals", each language has its peculiar way of expressing meaning.
- It reveals unequivocally that "true equivalence" does not exist.
- It offers authentic and easy comparison between the source language and the target languages, thus facilitating faster decoding of difficult target language structures and elements.
- It facilitates quick and effective comprehension.
- It helps overcome and neutralize native language transfer. (Danchev, 1983, 35 - 56)

II . The problem

Most EFL, translation teachers, and students are painfully aware of the fact that when it comes to mastering a foreign language one of the most troublesome areas to learn is the usage of prepositions (Brala, 2009, 1). Lindstromberg (2001, 80) points out that less than 10 % of upper-level EFL students can use and understand prepositions correctly. Prepositions convey important relations in text; they principally serve to

convey semantic roles in connection with other parts of the sentence. Being highly ambiguous, prepositions express senses that tend to be closely related, in contrast to the other parts of speech where there might be a variety of distinct senses. In translation, prepositions, even in simple sentences, do not seem to be translated from one language into the other in a clearly systematic and coherent way (Japkowicz & Wiebe,1990).

"In English prepositions not only denote a locality (place, source, goal, and path), they also specify the shape of this locality" (Dirven,1989). The same could be said about Arabic. English as well as Arabic exhibit a variation of meanings for each preposition . In Arabic, for example, there are 20 meanings for the preposition **في** and more than that for the preposition **على** (Al-Ansari,1997) . Similarly, in English the preposition "in" accounts for more than 20 meanings.

Understanding prepositions correctly contributes to interpreting the message intended in the SL and thus to a more accurate translation. It is through contrasting the function of prepositions as they occur in authentic texts in the SL and the TL that prepositions can be better understood and used.

Translationese

It is inevitable, even to excellent, translators to make mistakes, and some translation errors are almost unavoidable due to differences between the SL and the TL. A translation error takes place due to mismatch between what might seem to be formally equivalent and translationally equivalent because "For two sentences from different languages to be translationally equivalent, they must convey the same ideational and interpersonal and textual meanings" (James, 1980, 178).

To avoid preposition "translationese", that is, "deviance in translated texts induced by the source language" (Johansson and Hofland, 1994, 26), students have to opt for the most appropriate preposition in the translation that does not deviate from the norm in the target language (Schmied and Schäffler,1996, 456-). If translators wanted to be as close to the target language norm as possible, they should translate Arabic prepositions into their English counterparts preserving the semantic core and functions as perceived in English.

Arabic / English Contrastive Texts (Features of Texts through Comparison)

It is acceptable that language systems are not to be translated; however, texts are, and in Gestalts terms texts are more than the sum of their linguistic components.

The task of contrastive text linguistics is to provide a framework to help the translator discover how texts in different languages employ different means to be considered natural. The principal problem, however, is that translators without enough linguistic sensitivity will not be able to notice these things. (Kußmaul, 1995, 17)

Translator training through contrastive text analysis contributes to sharpening self-awareness and self-confidence. Research suggests that many translators do not have faith in their decisions because they either do not trust their choice, or they are always looking for *le mot juste*, exactly the right word or expression.

With regard to Arabic and English languages, major differences could be in areas such as word formation, difference in basic word order, null-subject parameter, syntactical flexibility, use of pronouns, distinction due to pre/post adjectival modification, distinction due to pre/post genitive construction, dropping of the modified noun, relatevization, punctuation, etc.

English and Arabic Prepositions

Understanding English & Arabic prepositions involves understanding their interpersonal, textual, and ideational meaning, and this requires understanding their semantic and syntactic role. Arabic and English use two different systems of prepositions. Some English prepositions are expressed lexically in Arabic. Also there are many types of prepositions in each Language. For the sake of brevity, and because it is beyond the scope of this study, we will focus on some selected locative prepositions from both languages.

While in the most representative uses of locative prepositions, there is a direct correspondence between English and Arabic (e.g. 'in' corresponding to 'في', 'on' to 'على', and 'to' to 'الى'), in many cases, this

correspondence does not exist. The following pairs of sentences illustrate cases in which there is correspondence :

(1) The bed is in the room.

- السرير في الغرفة

(2) The vase is on the table.

- الزهرية على الطاولة

(3) I am walking in the street (BrE: containment)

- أنا أسير في الشارع

However, in other cases there is no correspondence :

(4) My friend is on the bus.

- صديقي في الحافلة

(5) On the road to university.

- في الطريق الى الجامعة

(6) Something funny happened to him "on his way home" (direction)

- في طريقه الى المنزل

The present study focuses on examples selected from the most common locative prepositions that are problematic when translated into both Arabic and English. The Arabic prepositions include: من، الى، عن، على، في. The English problematic prepositions are inter alia: on, in, at, of, from, off, on top of, over, above, beneath, underneath, under, and below.

There are many differences between the prepositions in English and Arabic, in particular the way prepositions are conceptualized in each. These differences influence both the learner and the translator; for example, a sentence like: "My friend is on the bus", or "He is on the plane right now", and their possible counterparts in Arabic: / صديقي في الحافلة / في الطائرة الآن cannot be comprehended in a similar way by an Arab student translator. This is simply due to the fact that "on the bus" or "on the plane" are conceptualized as a point on a surface (thought of in terms of length and width, but not height or depth, the surface need not be flat or horizontal, Leech & Svartvik, 1975), which can never be

conceptualized as such in Arabic. This difference in conceptualization poses a challenge for both Arab EFL learners and translators. One can single out certain groups of prepositions that are more problematic than others to Arab student translators due to differences between both languages which are beyond the scope of the present study.

As an illustration, students find it very difficult to differentiate between the following particularly when they translate from Arabic into English :

- Group 1: of, from, off (Arabic: من)
- Group 2: above, over, on top of (Arabic: فوق)
- Group 3: beneath, under, below (Arabic: تحت)
- Group 4: on, at (Arabic: على) / in, at (Arabic: في)
- Group 5: among, between (Arabic: بين)

This is understandable because even in English there is ambiguity and overlap between these prepositions. (see Leech & Svartvik, 1975)

III . The approach

To address the problem described above and avoid translationese, a process approach is followed. This process rests on many steps that start with selecting the text type and identifying the text features in general, and then focus on one area that poses difficulty in translation, for example prepositions, modals, passives etc. After that the students are introduced to the area of difficulty in both languages, however separately. It is important to notice here that authentic reference materials are used. Next, parallel texts from both languages on one topic are contrastively analyzed to see how each language tackles the problem in question (e.g. translating prepositions). Finally, students are given translation exercises from both languages on the same area where their performance is monitored and feedback is given.

The above approach can be represented in the following **algorithm** :

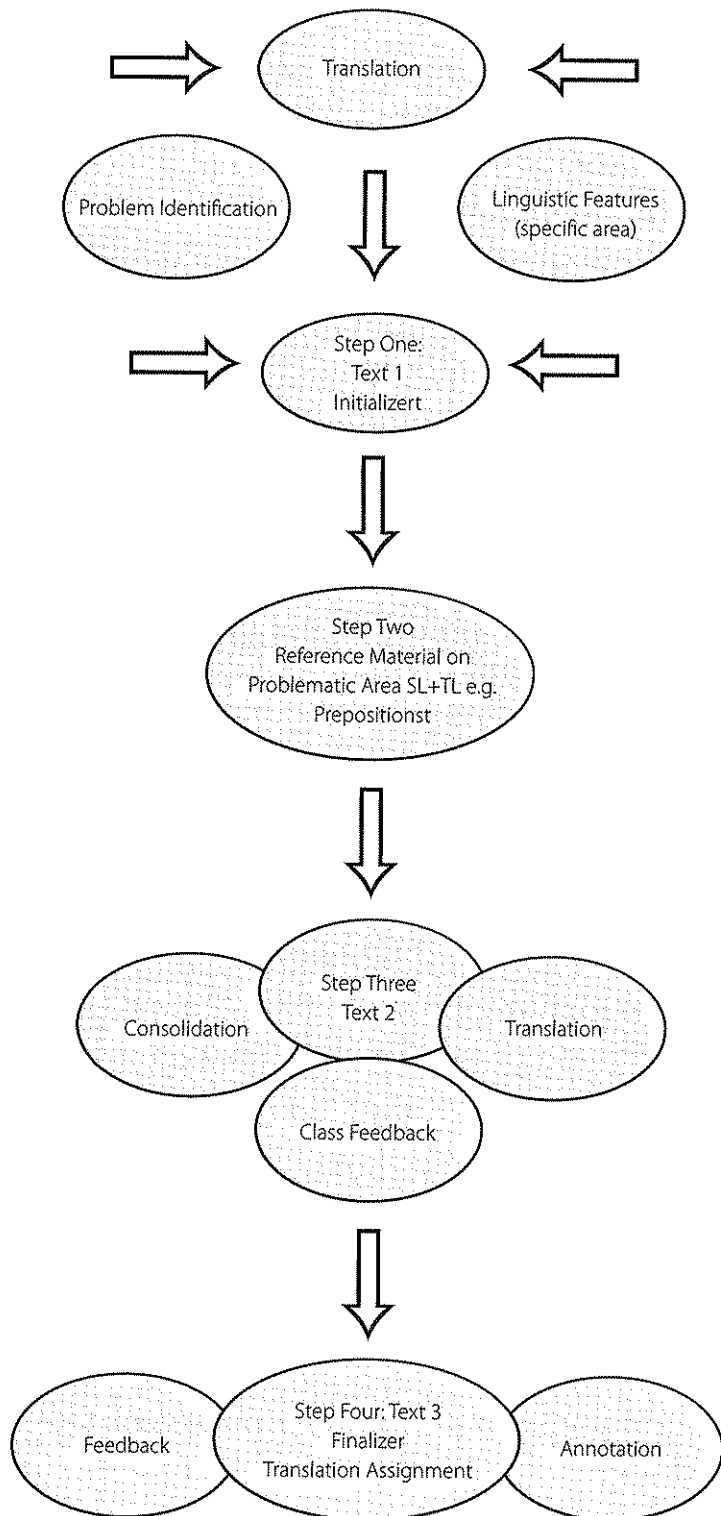
A Four Step Algorithm : (fig. 1)

1. **Step one : (initializer)** translation of text1 and analysis of students' translations to identify a specific problem through highlighting systematic errors apparent in students' work.

2. **Step two** : a contrastive study of SL and TL systems that underlie the problem identified in step one, e.g. prepositions.
3. **Step three** : study and analysis of TL model text highlighting the usage of the problematic areas.
4. **Step four : (finalizer)** translation of text 2, examining students' translations and marking students' progress by giving feedback.

First, a text from the source-language on one topic and genre is selected (the SL can be either Arabic or English depending on the difficulty of translation and other linguistic considerations (such as presence or absence of a parallel system). It is very important, in my view, to teach how linguistic systems function especially in the target language, and if necessary in the source language. Here Arabic is the source language. Second, a translation of the selected text is attempted. Students are given the chance to translate the text without reference to area of difficulty (prepositions). This will allow the teacher to identify the types of problems encountered and will help him/her prepare the back-up material. Third, supplementary source materials tackling the problem detected from both languages are introduced to the students who are asked to review them. Later, one or two classes are given explaining the materials in question. In our case reference materials from Arabic and English on prepositions were given- from English pages: 520550- from Derven, 1989 and pages: 8291- from Leech & Svartvik, (1975). From Arabic pages: 167 - 175 from Ridha, and pages: 104 - 105 + 137 - 151 + 189 - 200 + 223 - 226 + 233 - 241+ 274 - 294 + 419 - 425 from Al-Ansari, (1979).

Fig . 1



The Experiment

Parallel Texts

For the purpose of contrastive text analysis, two texts that express the same content in the contrasted languages are selected. The texts are to be generally of the same text type or drawn from similar genres. If a comparison of the two is aimed at, the same kind of select criteria should be employed, i.e. equivalent sample sizes, samples from the same period, comparable amounts of written language, etc.

In our case texts from Arabic selected for the purpose of translation were used to detect the kinds of errors in rendering prepositions particularly those of locality. The texts were retrieved from Aljazeera site. The SL Arabic texts corresponded to TL English texts discussing two topics. The Topics in Arabic were on: **إسرائيل ترفض طلب الأمم** **إشتباكات مع قراصنة ومفاوضات لتحرير الناقله** and **المتحدة بفتح معابر غزة السعودية**, and the corresponding English Texts were on: UN condemns Israel for Gaza closure and Indian navy destroys 'pirate ship' (for full text, See appendix). Texts were retrieved on Jan. 7th, 2009.

Analysis

Following are some examples extracted from the texts which illustrate the problem and the possible approach to deal with it.

(7) **وحذر الوزير الإسرائيلي من شن عملية ضد القطاع**

This sentence includes the verb **حذر** and the preposition **من** which were rendered into English as :

- The Israeli Minister also warned from launching an operation against the Strip (90% of answers).

This translation uses an erroneous preposition 'from' as an equivalent to the Arabic **من** obviously influenced by Arabic which uses the same preposition "من" to express source, while English uses from, of, out of, and off. English naturally uses warned of/against, but not from. Although the meaning would be easily understood, it is un-natural in English to use from.

(8) معلنا انه وافق على وضع خطة عسكرية جديدة للحد من الهجمات الصاروخية من غزة

This excerpt includes the verb وافق , the preposition على , and the preposition من which was rendered into Arabic as :

- "saying that he agreed on putting a new military plane to limit rockets attacks from Gaza" (70% of answers)
وافق على was translated into "agreed on" which is a direct translation of the preposition 'on' into على ; noticeably the correct translation should be "agreed to" as some students did:
"He announced that he had agreed to put a new military plan to restrain rocket attacks from Gaza".

No errors were found for rendering the preposition 'من' in this example which can be explained as predictable since من formally corresponds to from in English.

(9) وقال بيان للبحرية الهندية إن سفينتها فتحت النار على القرصنة

This sentence was rendered in a number of ways; some are acceptable, others not. The following are examples of the students' translations :

1. "A declaration by Indian navy said; the Indian ship opened fire against the Somalia pirates..."
2. "The Indian Navy said in their statement that they opened fire on the pirates as a self-defense..."
3. "An Indian martial ship began shooting on the pirates who threatened to rupture the martial ship..."
4. "The declaration explained that as a result of opening fire towards the boat..."
5. "The Indian marine mentioned in a report that they shot the pirates"

In the example above, "فتحت النار على" which is formally equivalent to "opened fire on" was rendered into English in five different ways: in 1, against instead of on is used with the verb open, while in 2 on is used which is correct. Example 3 is erroneous using on with shooting instead of at. 4 is acceptable though not accurate, whereas 5 where no preposition is used completely alters the meaning.

- (10) اشتبكت سفينة حربية هندية مع قراصنة صوماليين في خليج عدن ودمرت قارباً لهم، في أول مواجهة من نوعها منذ تنامي ظاهرة القرصنة قبالة الصومال

In this example, we will focus on the lexical (ungrammatical locative preposition) "قبالة" which was translated as follows :

1. In a unique confrontation since the growing of piracy phenomenon in front of Somalia, Indian military ship clashed with Somalia pirates and demolished their boat in Aden gulf.
2. In first confrontation of a kind since the increase of the piracy phenomenon in front of Somalia, an Indian battle ship clashed with Somali pirates in Aden Gulf and destroyed their boat.
3. In the first of its kind since the growth of the Piracy phenomenon in front of Somalia, an Indian naval ship clashed with Somalis pirates in Adan's bay, and destroyed a boat for them
4. An Indian warship clashed with Somali pirates in the Gulf of Aden and it destroyed their boat. This clash is the first one of its kind since the development of piracy near Somalia.

Examples 13- use "in front of" as an equivalent to the Arabic "قبالة", while the fourth example uses near. It is acceptable to use near, but again not accurately rendering the message intended in the Arabic SL text. In English in front of is used with entities having specific place relation with each other: horizontal, and in certain cases depends on the speaker's point of view (place where he/she is standing in relation to the object (Derven, 1989, 53031-). The best Arabic equivalent to in front of is مقابل or أمام not "قبالة".

English uses off (which is the best equivalent to the Arabic "قبالة") with the place perceived as a line, i.e. the place is thought of in terms of length, but not breadth or height (Leech & Svartvik, 1975, 83)

- (11) و أكد انه امر بإبقاء المعابر الى غزة مغلقة اليوم الأربعاء

- "and he stressed that he has ordered to keep the borders to Gaza closed today Wednesday" (90% of answers)

الى in the above example is typically used in Arabic to express a relation of direction towards a goal which is seen as an end; the same

can be said about English. This may explain the reason for using to instead of into as an equivalent to **الى**. In English, on the other hand, into is used to express a movement towards an end point seen as a volume. In Arabic **في** (which is a formal equivalent to in) is used for penetration just like English into.

Students Progress :

To encounter the problems explained above, the students were exposed to a description of Arabic and English prepositions as explained under Approach above. In addition they were subjected to the four step process of teaching using the contrastive text analysis approach. After this process student work was evaluated through giving them assignments to translate texts that comprised similar prepositions similar to those they first encountered before being exposed to the contrastive text analysis. The result was encouraging; examining the students' translation revealed significant progress. Almost no errors were detected in translating prepositions from Arabic into English such as (الى. على. من) as illustrated in examples 711- above. Students had a better understanding of the meanings of both Arabic and English which helped them not only in translation, but also in comprehension and writing.

By exposing students, for example, to an excerpt of a similar genre and topic from both Arabic and English such as, from Arabic (SL)

اشتبكت سفينة حربية هندية مع قرصنة صوماليين في خليج عدن ودمرت قاربا لهم. في أول مواجهة من نوعها منذ تنامي ظاهرة القرصنة قبالة الصومال. وذلك في وقت استمرت فيه عمليات خطف السفن لتصل إلى أربع في غضون ثلاثة أيام كان آخرها سفينة شحن يونانية عقب الاستيلاء على سفينتين من تايلند وهونغ كونغ، وناقلة نفط سعودية .

and from English (TL) An Indian warship in the Gulf of Aden has fought a battle with Somali pirates just hours after three vessels were hijacked off the coast of Somalia... it was quite difficult to imagine the students mistranslate a preposition like off as in the English text above. The same can be said about the other prepositions or other problematic areas as modals, tense/aspect.

IV . Pedagogical Implications

Contrastive text analysis can offer a lot to the classroom teachers. For one thing, in translation classes contrastive text analysis can help students learn contrasting text forms in their native languages to their English counterparts.

This often results in an instant enlightenment about their product translation in English or Arabic, as students become aware of the implicit assumptions behind the way they construct written ideas and behind the way English does which will also contribute to a better style and will eliminate any un-naturalness from the translation. This means that our students' texts will also be easier to understand and therefore to evaluate while focusing on the translation errors instead of the language ones. Also the texts would be easier to grasp by the readers.

In translation teaching, the main objective is the student translator's competence; however, the translation class can offer much more than that. Because most students do not have an adequate level of proficiency required for translation competence, the contrastive text analysis approach will open many venues to the students to indirectly learn even the most subtle structures used authentically and naturally in texts. Using contrastive text analysis offers an opportunity to the students to combine the training in translation with that in linguistics- best done through a learning model tailored for this purpose.

In addition, there is no doubt that translation has become a learning/teaching device in the EFL classrooms. This is best seen in teaching writing because contrasting texts from the two languages, which is inevitable in the translation class, is primarily an exercise in analyzing written discourse. It is obvious, therefore, that contrastive text analysis can be an important tool in teaching writing of all types and functions. According to Zbigniew (1996), the production of an acceptable translation into the target language is for most students a means, not an end, a means to understand the different linguistic mechanisms used by the two languages, and " if we regard translation as an act of target language re-textualization, translation pedagogy must adopt a discourse or text based rather than a sentence-based approach (Wilss, 1985, 23).

Through a contrastive examination of the syntactic and semantic systems of the target and native languages and the cultural contexts in which they operate, students attempt to expand their own potential for expression in the target language. Moreover, using 'parallel texts' is not only an important device in teaching, but also can be a clear empirical basis for typological and stylistic comparison of languages (Hartmann, 1981, 202).

Conclusion

In this paper, an approach of translating using contrastive texts was presented with special reference to selected locative prepositions from English and Arabic.

This work suggests an important approach that has been proven to be successful in translation classes that aim at "reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style" Nida & Taber (1969, 12). It further advocates that one of the best ways to arrive at "naturalness" is through adopting a contrastive text analysis methodology in the translation classroom. The technique used in this paper is a means not an end although it can be effectively used in the language teaching/ translation process. We should be looking at teaching translation through contrastive text analysis as an exercise in learning and discovering more about the SL and the TL alike.

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Teaching Vocabulary Actively: New Trends Aided by Computer Technology

By
Patricia Kanaana



In recent years there has been a change in the trends in teaching English as a second or foreign language with regards to whether or not one should actively teach vocabulary. This paper will address this controversy and discuss which vocabulary items to teach.

Krashen (e.g., 1980) and others believe that exposure to enough comprehensible input will lead to the acquisition of all the lexis needed for reading naturally through reading itself, in a second language as in a first, and that people learn second languages best in the same way that young children learn their first language. This leads to recommending large quantities of extended reading in the belief that repeated exposure to new words will result in the acquisition of these words in the active or passive vocabulary of the students. At this point, however, one wonders if the mind of a young child and his/her ability to acquire language is the same as that of an adult. My own personal experience in learning Arabic

as compared to that of my children is a good example. My daughter, who was five years old when we came to Palestine, quickly picked up the language and developed the competence of a native speaker of Arabic. I, on the other hand, still have a noticeable accent and commit numerous errors.

There are clear arguments against relying solely on exposure to the language to develop an adequate knowledge of the lexis of the target language. First, numerous studies on bilingualism and psycholinguistics support the idea that there are major differences in the abilities of children and adults. In addition to this, Nagy, Herman and Anderson (1985) state that vocabulary learning for native speakers is a very slow process. After one exposure to a word there is only a 10% chance that it will be remembered. We can expect that L2 learners will also need multiple exposures to a word to remember it. On the other hand, Nation (e.g., 2001) argues for explicit instruction of targeted vocabulary outside the reading context itself. Others such as Waring, Hunt and Beglar have also concluded that there is definitely a place for explicit teaching of vocabulary.

Another argument is that acquiring an adequate lexis of the target language through exposure only is a very difficult task since a reader must know and understand the very vocabulary that he is expected to learn. Tom Cob (2007) reports "It is only recently that the dimensions of this paradox could be quantified, with the application of computer text analysis to questions in language learning. What this quantification shows is the extreme unlikelihood of developing an adequate L2 reading lexicon through reading alone, even in highly favourable circumstances."

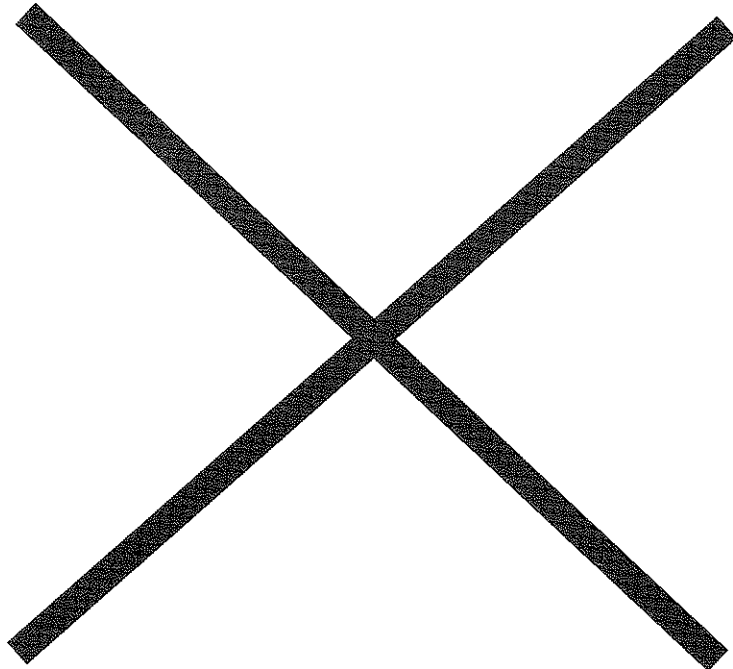
Another point to consider is just how important is a good vocabulary to being able to read texts in a foreign language? Many of us have come across students who want to memorize a dictionary in order to learn English. All of us would then say, "No, no. That's not the way to do it!" And, of course, we would be right. We all know that reading English involves much more than knowing the meanings of the words. Perhaps this is one reason for a de-emphasis on vocabulary. However, let's look at a survey on students' perception of reasons for difficulty in reading texts that I did with my classes. Students in two divisions of 141, an intermediate -upper intermediate course and two divisions of 231, an

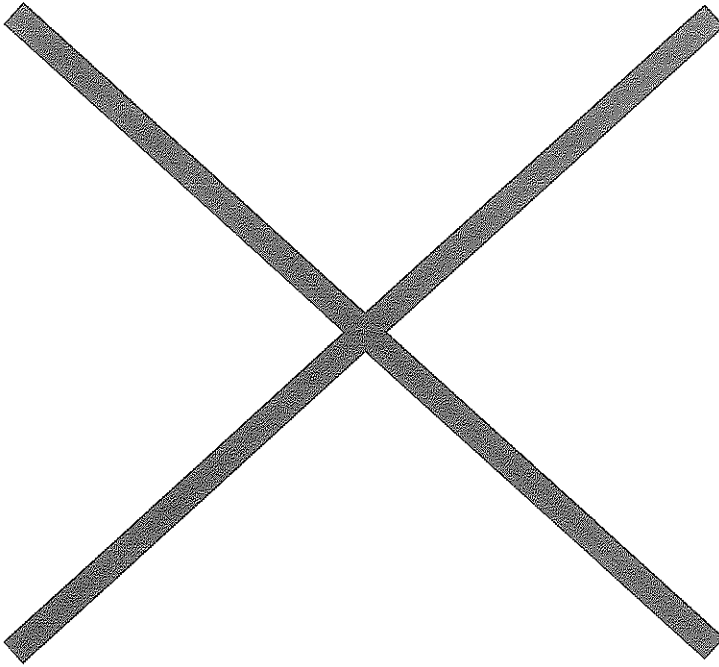
upper intermediate level course, were asked to rank grammar, complex sentences, vocabulary and paragraph structure according to which cause them the most difficulty in reading a text in English that is difficult for them.

Graph A shows the results of the intermediate level of students. The number of students who reported that lack of knowledge of vocabulary was the major stumbling block for them, shown in column three, form a clear majority. The next highest, grammar, is only about one third the number of students reporting that vocabulary is the main problem.

Graph B shows the results of the higher group. Vocabulary was considered the main difficulty in this group as well with complex sentences being second. The validity of the survey of the second group (231 students) may have been compromised by the fact that it was done immediately after an exam in which the most difficult words had been removed.

Graph A





Graph B

If we accept the idea that we should teach vocabulary actively, how do we go about it? What words should we teach?

We might look at it in terms of how many words there are in the English language. This is not an easy question to answer. For instance, do you count run as a verb to be the same word as run the noun? What about 'running' and 'ran'? If we take Webster's Third International Dictionary (1963), which was the largest non-historical dictionary when it was published, and remove from consideration compound words, archaic words, abbreviations, proper names, alternative spellings and dialect forms, and when words are classified into word families consisting of a base word, inflected forms, and transparent derivations, Webster's 3rd has a vocabulary of around 54,000 word families. This is a learning goal far beyond what we could expect our students, even the most advanced, to learn.

We might also look at the number of words a native speaker knows. This also runs into the problem of defining what a word is. Goulden, Nation and Read report that at present the best conservative estimate

that we have is that a university graduate will have up to a vocabulary size of around 20,000 word families. We should expect that native speakers will add roughly 1000 word families a year to their vocabulary size in their early years. That means that a five year old beginning school will have a vocabulary of around 4000 to 5000 word families. A university graduate will have a vocabulary of around 20,000 word families (Nation and Waring, 1997). All the inflected forms are included as one word family. For example, work, working, worked, workable are all one family. These figures exclude proper names, compound words, abbreviations, and foreign words.

The prospect of teaching our students a number of words even approaching 20,000 word families is quite daunting and discouraging. The news is not all bad, though. Nation and Waring report on a study by Milton and Meara on advanced European students in a second language environment. These students increased their vocabulary at a rate of 2500 words a year. (Nation and Waring, 1997).

A third question we need to consider and the one that is at the heart of this paper is, "How many words are needed by the language learner to do the things he/she needs to do?" If we are talking about university students who need to read their textbooks in English, our task is more focused. We can emphasize the language that is needed for academic English and ignore that which is needed for, for example, a hotel receptionist.

It is at this point that we need to consider the contributions made by modern technology and the use of computers in analysis of texts. In 1967 Kucera and Francis published their Computational Analysis of Present-Day American English, which today is called the Brown Corpus. The authors put together a careful selection of modern day American English from many varied sources combining elements of linguistics, psychology, statistics, and sociology. It totals around one million words. Since its original publication a great deal of information has been added, including tags for parts of speech.

The Brown Corpus was the first in the field of corpus linguistics, but by now typical corpora (such as the Corpus of American English, the British National Corpus or the International Corpus of English) are much larger, around 100 million words.

The development of the various corpora has several uses – linguistic analysis and the preparation of dictionaries included. However, what concerns us here is the development of texts and the selection of vocabulary items to be taught to our students.

An analysis of a corpus shows us that although the English language has a large number of words, not all of these words are useful for a student to learn. One way of determining if a word is useful is how often it occurs in the texts the student will encounter. For example, the word 'the' is so frequent that it accounts for around 7% of the words in most written and spoken texts. (Nation and Waring) A small number of the words in English are found very frequently and if a learner knows these words, s/he will know a high percentage of the words of a written or spoken text.

Various lists of frequent, useful words have been made. One of the first is the General Service List, which was created by West in 1953. West's aim was to produce a list of 2,000 word families that would be of the most "service" to language learners with frequency of occurrence being one of the main factors in choosing the words. A word family contains the inflected forms of a word: for example, EFFECT: effective, effectively, efficient, efficiency, efficiently, and affect. The list has been quite influential, and graded readers are based on this list.

The University Word List was published in 1984 by Xue and Nation. It is a list of 808 words, divided into 11 levels, with level 1 being the most frequent and level 11 the least frequent. These 808 words and the 2000 words from the GSL are the most common words in academic English.

A new version of the University Word list has been published and is called the Academic Word List (AWL) It was prepared by Averil Coxhead at the Victoria University of Wellington, New Zealand and was prepared to be used by teachers preparing students for the tertiary level or by students studying on their own. There are 570 word families, which are divided into ten sublists according to frequency of occurrence. Sublist one consists of the most frequent words and sublist ten, the least frequent.

A computer analysis was made of a written corpus of academic English in order to identify the most common words in a wide variety of areas

of study. The corpus consisted of 3,500,0000 running words of texts from four faculties: Arts, Commerce, Law, and Science. Below is a list of subjects. (<http://www.victoria.ac.nz/lals/staff/Averil-Coxhead/awl/corpus.html>).

Subject areas in the Faculty Sections of the Academic Corpus

Arts	Commerce	Law	Science
Education	Accounting	Constitutional Law	Biology
History	Economics	Criminal Law	Chemistry
Linguistics	Finance	Family Law and Medico-Legal	Computer Science
Philosophy	Industrial Relations	International Law	Geography
Politics	Management	Pure Commercial Law	Geology
Psychology	Marketing	Quasi-Commercial Law	Mathematics
Sociology	Public Policy	Rights and Remedies	Physics

The importance of knowing the words on the General Service List and the Academic Word List can be demonstrated by the following texts. The first paragraph is a paragraph from which all of the words which are not on the list of the first 1,000 words in English have been removed. While trying to read it, we can see the difficulty a student with a vocabulary limited to the first 1,000 most common words in English has in trying to understand an academic text. It is simply impossible!

Includes only words on the first 1000

She says all ----- forming ----- should come with ----- about the ----- of ----- and ----- on how to spot and stop it Perhaps your next ----- will come with a ----- like a ----- of -----Some organizations already have ----- on ----- on ----- free days or -----

----- to certain times This is ----- the kind of thoughtful ----- we should consider says Kakabadse.

This is the same paragraph but with the words on the first 2,000 word list. The situation is a little better, but we still can not understand much.

Includes words on first 2000 words

She says all ----- habit forming ----- should come with advice about the risks of ----- and tips on how to spot and stop it. Perhaps your next phone will come with a warning like a ----- of ----- Some organizations already have strict ----- on ----- on empty ----- free days or ----- to certain times This is exactly the kind of thoughtful ----- we should consider says Kakabadse.

This paragraph contains words on the list of the first 2,000 words and the AWL and words that are internationally know such as email and technology. From the word 'risk' preceding the first blank we can guess that the word in the blank is something dangerous. The rest of the paragraph tells us that it has something to do with excessive use of technology. It is easy enough to guess that the word is "addiction."

Missing only words not on the GSL or the AWL

She says all potentially habit forming technologies should come with advice about the risks of ----- and tips on how to spot and stop it. Perhaps your next phone will come with a warning like a ----- of cigarettes. Some organizations already have strict policies on email ----- on empty inboxes ----- email free days or restricting email access to certain times This is exactly the kind of thoughtful strategy we should consider says Kakabadse.

Full text

She says all potentially habit forming technologies should come with advice about the risks of addiction and tips on how to spot and stop it. Perhaps your next phone will come with a warning like a packet of cigarettes. Some organizations already have strict policies on email insisting on empty inboxes designated email free days or restricting

email access to certain times. This is exactly the kind of thoughtful strategy we should consider says Kakabadse.

Here is another example from a highly academic text:

Only words from the first 1000 word list

(All words that are not on the first 1000 word list except for place names have been removed. It is expected that our students would be able to guess the meanings of these names because of their similarity to the names in their own language.)

In many ----- of Asia and Africa ----- marriages currently account for ----- 20% to 50% of all unions and ----- observations ----- that m----- from these ----- continue to ----- marriages with close relatives when ----- in North America and Western Europe ----- is associated with increased ----- due at least in part to younger ----- age at first live birth. ----- and ----- also may be ----- resulting in ----- numbers of ----- in ----- and non----- families With advances in ----- and public ----- will account for an increased ----- of ----- this ----- will fall more heavily on countries and ----- in which ----- is strongly ----- as the result of the expression of ----- However, studies ----- in such populations----- that the ----- effects associated with ----- are experienced by a ----- of families

Only words from the first 2000 word list

In many ----- of Asia and Africa ----- marriages currently account for 20% to 50%of all unions and ----- observations ----- that ----- from these ---continue to ----- marriages with close relatives when ----- in North America and Western Europe. ----- is associated with increased ----- due at least in part to younger ----- age at first live birth. ----- and ----- also may be ----- resulting in comparable numbers of ----- in ----- and non----- families With advances in medicine and public health -----

----- will account for an increased ----- of disease ----
----- this ----- will fall more heavily on countries
and ----- in which ----- is strongly ----- as the result
of the expression of ----- ----- However, studies
-----in such populations ----- that the ----- effects
associated with ----- are experienced by a -----
of families

Only words from the first 2000 and words from the AWL

(with one exception – consanguineous)

In many regions of Asia and Africa consanguineous marriages currently account for approximately 20%to 50% of all unions and preliminary observations indicate that migrants from these areas continue to contract marriages with close relatives when resident in North America and Western Europe Consanguinity is associated with increased ----- due at least in part to younger ----- age at first live birth. ----- and ----- also may be ----- resulting in comparable numbers of surviving ----- in consanguineous and nonconsanguineous families With advances in medicine and public health ----- will account for an increased proportion of disease----- Predictably this ----- will fall more heavily on countries and communities in which consanguinity is strongly ----- as the result of the expression of ----- ----- However, studies conducted in such populations indicate that the ----- effects associated with ----- are experienced by a minority of families

Original text

In many regions of Asia and Africa, consanguineous marriages currently account for approximately 20 to 50% of all unions, and preliminary observations indicate that migrants from these areas continue to contract marriages with close relatives when resident in North America and Western Europe. Consanguinity is associated with increased gross fertility, due at least in part to younger maternal age at first live birth. Morbidity and mortality also may be elevated, resulting in comparable numbers of surviving off spring in consanguineous and nonconsanguineous families. With advances in medicine and public health, genetic disorders will account for an increased proportion of

disease worldwide. Predictably, this burden will fall more heavily on countries and communities in which consanguinity is strongly favored, as the result of the expression of deleterious recessive genes. However, studies conducted in such populations indicate that the adverse effects associated with inbreeding are experienced by a minority of families.

It is clear that if a student knows the words in the GSL and the AWL, s/he will be able to read academic texts, guessing from context the meanings of unknown words and using the dictionary only rarely. Hunt and Beglar (<http://www.jalt-publications.org/tlt/files/98/jan/hunt.html>) report that the GSL accounts for 80% of the words in the average academic text and the University Word List, on which the AWL was based, accounts for 8% of the words. The meaning of the remaining 12% can usually be guessed.

The fact that a small number of words are used frequently has two implications. One is that knowledge of frequency of words should be put to use in writing and/or selecting course materials. Course materials should make use of the most common words in English, depending, of course on the level of the students, and these words should be recycled to allow repeated exposure to the words. The second implication is that the words that we choose for our students to learn should be chosen with this criterion in mind.

If we decide to write or adapt our own materials, we will need to consider the criterion mentioned above. Texts can be written at a particular vocabulary knowledge level, with words beyond that level introduced in environments that meet the '1 unknown word in 20' ratio so that students will be able to guess the meaning of remaining words from their context. New words can be recycled the desired number of times, in a process extending over a series of texts, until a vocabulary target, whether 3000 or 5000 frequent word families, has been met.

The series of graded readers that are available do not do the job fully and are limited to only one genre – fiction. While the use of fiction in an ESL class is an enjoyable way of learning for many students, it has its limitations. Gardner (2004) performed a text analysis on fiction vs. expository L1 school reading materials and found that the lexis of expository text (i.e., the language used in academic and professional settings) differs from the lexis of fiction in important ways. Expository

text basically comprises more words, different words and different discourse patterns (Cob, 2007).

If we are going to produce our own materials we can make use of available software. An example of profiling software is VocabProfile (available at www.lex tutor.ca/vp/eng), which categorizes the lexis of texts according to frequency. A text can be typed or copied and entered into the space and submitted. It will be returned color coded with the first 1,000 words in red, the second 1,000 in green, etc. It is then easy to judge the lexical difficulty of the text. Then you can rewrite the text to fit the level of your students.

Another area in which computers have affected the teaching of vocabulary is in the teaching of collocations (for example, 'strong coffee' and not 'powerful coffee.') Concordancers, software programs that can search corpora such as the Cobuild Corpus and find examples of the usage of a certain word, are used to find collocations by seeing which words are found frequently near a certain word. One such concordancer is found at <http://www.collins.co.uk/Corpus/CorpusSearch.aspx>.

Teachers can use concordancers to help help them teach collocations and how a word is used. They can find a target word in a concordancer and print out 2025- lines. This should give them good examples to give the students. Also, students can be given tasks as homework to find, for example, all uses of a word as a noun, a verb, or an adjective. Many students like to be involved in this kind of research.

The following is an example of what was produced by the Collins concordancer. As we look through these partial sentences, we can see that "access road" is quite common and that "access" is often followed by "to."

Concordances for access

1. has almost no residents, limited access and an unlimited future. The latter.
2. was in his file, to which he had access, and he had opportunities to rebut.
3. es are raised, allowing for cross access at many points and providing parki.
4. sheds. The presence or lack of access by road or trail has a direct and.
5. rambles and jogs, preventing easy access by the reader to his true thoughts.
6. courageously for our right to free access into Berlin. It would be criminal.
7. es concentrates and mitigates the access problem, but it also acts inevitab.
8. Turnpike are under study. #EASIER ACCESS.# Progress is being made, too, in.

- 9 . rests is a complex of highways and access roads and trails under various own.
- 10 . trend in your cost of maintaining access roads and parking lots? If you.
- 11 . on the 268,900 miles of existing access roads and trails and on the new ro.
- 12 . h his mind- back alleys were their access to a city and they could never sta.
- 13 . ulation of New York State now has access to a system, and enthusiastic libr.
- 14 . created. Mines can be used to deny access to great areas; they are difficult.
- 15 . ade, too, in improving motorists' access to many turnpikes. The Kansas Turnp.
- 16 . ble. Furthermore, roads that give access to National Forest timber are inves.
- 17 . cationally handicapped person have access to needed services regardless of w.
- 18 . nse particularly in denying enemy access to ocean areas. Fixed installations.
- 19 . he would have had free and easy access to the house. With the second murde.
- 20 . a doorkeeper "that we might have access to their master for his counsel **h.

To conclude, it is clear that teaching vocabulary actively is important and that the world of technology has contributed greatly to our field. Let's make use of the advances in the teaching of language in general and vocabulary in particular. By teaching our students words that they will really need and use, we are contributing to their success in the academic world.

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Unrealistic self - assessment and the onset of fossilization

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Abstract

Some students for whom English is a second language become effective users of it; others do not. Their language use becomes fossilized. It is suggested that one reason for this could be that these students have an inflated sense of their language skills, and therefore do not see the need for continued study (what the paper calls "deliberate" learning). To test this hypothesis, a group of English majors at Arab American University, Jenin, was asked to assess their ability to use English, and then complete a placement test with questions testing grammatical knowledge and reading skill. (Writing skill was measured with a separate task.) The results were compared and it was noted that while good students (as defined by their performance on the placement test / writing task) had a realistic or modest view of their ability, poor students had an inflated sense of their abilities. The sample size was

too small for firm conclusions to be drawn from these results, but they suggest that the connection between exaggerated self-assessment and fossilization merits further research and discussion.

1. Introduction.

As it should go without saying I am delighted with some of my students at Arab American University, Jenin (AAUJ), for they write in English with a clear sense of audience and a full mastery of style. Perhaps I exaggerate; perhaps rather than possessing “full” mastery these students only have sufficient mastery to please me. However, please me they do. But then there are the others—students who after four years of English instruction still cannot write coherently in the language they have chosen to study. How could this be? The phenomenon of learners stopping somewhere en route to the command of a language is well known, and commonly referred to as fossilization, but this hardly helps us understand what is happening in the present case. After all, many definitions of fossilization have been offered and, more than thirty years after the term was first introduced (Selinker, 1972), there is not one that is universally acknowledged (Han & Odlin, 2006). In what follows, I will suggest a new approach: that there is a connection between fossilization and self-assessment (thinking one’s knowledge of the language “good enough”) that merits exploration; not as the explanation for learning failure, but as one that merits consideration in trying to understand what happens in Palestinian classrooms.

In suggesting this I assume that learning is goal-oriented—that if I am motivated to learn a skill, it is because I expect to be able to it. My own experience suggests that if, given the opportunity to demonstrate competence (to use the skill I am learning), I succeed to an extent that leaves me satisfied I am likely to relax and congratulate myself rather than continue to apply myself to the learning task. Let me give an example: when younger, I wanted to learn to drive so that I could have (and drive) a car of my own, and until I could drive (or at least until I had my license) I paid attention to those who gave me lessons, noted when I did things wrong, and engaged in what is called “deliberate” learning. I sought feedback on my performance, took my mistakes

seriously, and tried to correct them. But then I got my license, and the deliberate learning stopped. Of course I am (or I like to think I am) a better driver now than I was forty years ago, and so learning must have continued. It did so accidentally, however, rather than through formal instruction. Although I learned from the mistakes made by others, and myself, I didn't consciously set out to practice new skills and check for mastery. (See Figure 1. It could be argued that as both deliberate and accidental learning follow the learning cycle proposed by Kolb, 1984, the differences between them are minor. I would contend that conscious—"deliberate"—engagement in the process makes a considerable difference to learning effectiveness.)

I am not suggesting, of course, that thinking one's knowledge "good enough" and therefore disengaging from deliberate learning, is a problem in itself. After all, if someone wants to be able to do something at a certain level, and is right in thinking that they can, then the story ends happily. (If someone just wants to be able to drive to work safely—and he can—it doesn't matter that he doesn't have the skills to be able drive for Renault. If some just wants to know enough French to be able to transit Charles de Gaulle—and she does—it doesn't matter that she can't read Molière.) The problem only comes if a person's self-assessment is inaccurate; if they are wrong in thinking that they can drive, or speak a foreign language. If that is the case, their abandonment of deliberate learning would have been premature.

2. Research Description.

In order to test the hypothesis that (some) learners had an inflated sense of their own ability, and might have given up deliberate learning too soon, a sample of learners—26 students, taking a fourth-year course in "Approaches to Teaching Writing" at AAUJ—were invited to participate in research to see whether (a) there was a mismatch between the way they assessed their own skills as English users, and their actual ability, and (b) those who most overrated their skill were in fact the poorest performers. Three measures were used: a standardized way of reporting a learner's self-assessment, a test of English proficiency, and, for reasons to be described below, a measure of writing ability.

(i) Self-Assessment. Learners evaluated their ability to use English using the International Second Language Proficiency Rating (ISLPR) self-assessment form. The ISLPR is well-known in Australia, where it was developed some thirty years ago, but is little used in the rest of the world. However, it was available (as a self-assessment instrument) in Arabic—and as ten years ago I had worked with the ISLPR developers to manage the revision of the Arabic text, I was an authorized user of the product. I wanted to use an Arabic text to minimize the risk that respondents would not understand the metalanguage of language skills assessment. I was possibly over-cautious: a study sponsored by ETS suggests that administering a self-assessment questionnaire in English rather than in the respondent's L1 "may have little if any effect on responses for a population similar to typical TOEFL test takers" (Roever & Powers, 2005, p. 13), but I am not sure that the proviso given might not exclude some of the respondents in this project. Sadly, some AAUJ graduates would not have the slightest chance of qualifying for a place in an American or British university.

ISLPR uses a six point scale (0-5), with separate ratings for each of the four skills. Levels 0, and 1 have detailed descriptors for intermediate levels (0+, 1-, 1+); and between levels 2 and 3, 3 and 4, and 4 and 5 there is the option of specifying: "I am midway between the description above and the one below." Level 3 in the Writing scale reads as follows :

I can write well enough to discuss fairly abstract, complex things. I can substantiate my own and discuss other people's opinions effectively. I can speculate about, for example, what might happen or what might have happened if circumstances had been different. Readers generally follow the development of my reasoning, though I can't go into great depth, even when I know a lot about the topic. Even when I use a dictionary I make mistakes, but these rarely (if ever) seem to confuse the reader. In familiar situations I can adjust the way I write to, for example, the kind of people I am communicating with, my purpose in writing, and the type of text. If I felt strongly about something and wrote a "letter to the editor" of a daily newspaper, I would feel confident it was nearly good enough to publish, but I would want a native speaker to check it for me before I sent it.

Level 4 reads :

I can write texts as complex as a major project report or a senior school history assignment. My language is mostly accurate and appropriate. Someone might think I was a native speaker after reading a few sentences, but they wouldn't be fooled for long.

And Level 5 reads :

I write English just as well as similarly educated native speakers do. If I make any mistakes, they are the sorts of "slips" that such native speakers make.

It would be nice to think that our graduates were at ISLPR 4 (the equivalent of IELTS 7, or C2 in the Common European Framework). However, the informal consensus of AAUJ faculty with whom I discussed this is that our best graduates are probably around ISLPR 3.

(ii) Proficiency testing. To measure "actual" competence in English I used the Anglia Examination Syndicate Placement Test (AESPT). This was a pragmatic choice as there were no funds available to purchase tests for use in this project, and the AESPT could be downloaded from the internet (at <http://www.anglia-examinations.co.uk/teacher/placement/placementPaper.asp>). However, Anglia offer a useful "Certificate for International Teachers of English" (CITE) and it was in my mind to link whatever test was used in this research with the CITE if a larger project were funded. That being the case, although the AESPT is not the best-known of the available instruments, it had the advantage of forward compatibility with a test I hoped to use in the future. Besides, Anglia equate level 9 in their framework ("Proficiency"), the highest level that can be identified with the AESPT, with level C1 in the Common European Framework ("Effective Operational Proficiency": see Council of Europe, 2001), and as this level maps onto ISLPR 3 the test seemed well suited to our needs.

I am not, of course, suggesting that the AESPT, or indeed any placement test, can give a full picture of a language user's abilities. At best, it only gives an impression of the language user's grammatical competence.

However, although grammatical competence—“knowledge of lexical items of rules of morphology, syntax, sentence-grammar semantics, and phonology” (Canale & Swain, 1980, p. 29)—is hardly all there is to effective language use, communicative competence would be impossible without it. Even though a high score on the AESPT would not allow us to predict real-world language use, one could be reasonably confident that a low score would correlate with poor communicative ability.

t Writing task. The AESPT includes a writing task, but the kind of prompts given (for example: “What I want to do in the future”) are chosen to allow for task fulfillment at almost any level. I wanted something that would require the analytical and organisational sophistication required for ISLPR 3 and above, and therefore used a task from the course textbook (Hedge, 2005) that had not been looked at. The activity (“Using Opinionnaires”) involved using a questionnaire to find out respondents’ attitudes to the use of TV. To reduce the possibility of problems in task comprehension, I pre-taught some of the vocabulary needed to use the questionnaire. Students then completed the questionnaire for themselves, discussed their answers with a partner, and in small groups decided what questions should be added to it (or removed from it) for it to be used with other students at AAUJ. Finally, when they had revised their “opinionnaires,” they were asked to write a brief essay expressing their own opinions on the use of TV.

The task was evaluated using a protocol that had previously been negotiated with students. As they were taking a course that discussed how to teach writing, I had thought it important to model the need for transparent grading standards. (As Sadler has noted, “if teacher-supplied feedback is to give way to self assessment and self monitoring, some of what the teacher brings to the assessment act must itself become part of the curriculum for the student, not an accidental or inconsequential adjunct to it” [1998, p. 82].) It had been agreed that writing judged to be “Good to Excellent” (to be scored in the range 1920-) should demonstrate correct use of relative clauses, prepositions, modals, articles, and verbs, as well as appropriate tense sequencing, and that while writing rated “Adequate to Good” (1618-) could have mistakes in these areas, they would be minor—i.e. they wouldn’t influence communication, although

the reader would be aware of them. I equated the "Good to Excellent" band with ISLPR 4, and "Adequate to Good" with ISLPR 3 / Anglia's "Proficiency" level.

3. Results.

(i) AESPT. The results of the AESPT are shown in Figure 2. As it will be noticed Questions 39, 49 and 54 defeated over 80% of the sample. Two of these (39 and 54) test a knowledge of structures most often used conversationally (39: "it's no use | good" + gerund; 54: "would rather" + pronoun + "didn't"), and unlikely to be part of the repertoire of most AAUJ students. Nevertheless, I believe it to be legitimate to expect advanced learners to be familiar with these structures, and I retained both items in my test scoring. The third question noted above is more problematic, however.

49 It's high time _____ out my desk.

A clearing **B I cleared** C to clear D clears

The question is poorly designed as it is possible to use both the subjunctive and the infinitive in this context: in other words, both (C) "high time to clear" and (B) "high time I cleared" are possible answers (see Thomson & Martinet, 1986, § 293, for a discussion of the equivalence of these structures). I assume that the AESPT item writers thought that (B) was the correct answer because the subjunctive gives a stronger sense of the action being overdue, and so fits better with use of "high time". However, I do not think those who answered the question weighed the alternatives: I suspect that they collocated "time" with the infinitive with to, without either thinking to test the alternatives for fit, or pondering the significance of "high time." I therefore decided to exclude this item when calculating results.

A full score on the AESPT (now 59 / 59) was, as noted above, equated with ISLPR 3. Six of the questions on the AESPT measure reading skills, and they are discussed in their own right below. However, they are included with the others in the "Overall" results as they are part of the test design and, combined with the other items, give an indication of English level. In Figure 3, AESPT results are compared with the average of

the ISLPR self-assessments. As it will be noted several of the respondents evaluated themselves significantly higher than their "real" ability. Nos. 5, 9, 10, 21, 23 and 24 show the greatest difference. Of course, as students could evaluate their ability as high as ISLPR 5, mismatches might be thought inevitable, but as anyone making having difficulty with the AESPT (evidenced by a relatively poor score) would not think themselves at the level of a native-speaker unless they had an inflated sense of their ability, gaps are significant when the AESPT \leq 2.5 and the ISLPR \Rightarrow 4, and that is the case with these students.

(ii) Reading. The six reading comprehension questions were based on a passage written to simulate a news item. The first two sentences are given below.

A couple celebrating their 25th wedding anniversary on the west coast came across a rare loggerhead turtle as they strolled along the beach one evening. The turtle is only the second to be found in British waters since 1993.

These sentences are not difficult structurally or lexically (although loggerhead would probably be unfamiliar, its precise meaning not important for understanding the passage or answering questions), and the same is true for the others in the text.

Some questions the AESPT reading questions tested vocabulary. For example :

42 What were John and Rachel Martin doing when they found the turtle?

A getting married B swimming C looking for turtles **D having a walk**

As the Martins found the turtle "as they strolled along the beach" one evening, the only possible answer here is "having a walk" but five students still got it wrong. They seem to have relied on their memory for the facts of the case rather than going to the passage to eliminate impossible answers. Other questions test the ability to make simple inferences :

41 How many turtles other than this one have been found near Britain in recent years?

A none **B one** C two D three

(The answer is reached by making the simple deduction that, if the turtle was “the second to be found,” there could only have been one found before it. Surprising, four of those taking the test got the answer wrong!) Or again :

44 Why is there so much interest in the turtle?

A because of its size **B because it's uncommon** C because it's weak D because it's female

(Given that this was only the second such turtle seen in recent years, its size, sex, and weakness were of only secondary importance. Even if large, male, or strong, it would still be an uncommon discovery.) This is a more difficult task than that in Q 41, but not impossibly so. It should have been within the reach of students taking the text, but sixteen got it wrong, confirming my suspicion that students at AAUJ are not comfortable going beyond what is explicitly stated in a text.

The news from the reading front was not all bad, however. Several students got all of the answers right, and because of the limited number of items, I assumed that those who got 100% would have been able to respond to a more complex passage, and were (potentially) at ISLPR 4. However, even with this grade inflation seven students overrated their ability (5, 9, 13, 21, 22, 23, 24), and four (9, 13, 21, 23) did so by a large margin (Figure 4).

(ii) Writing. As one might expect, students demonstrated a range of writing ability, but what concerns us here is not that some were better than others, but that most were unable to recognize their own strengths and weaknesses. Most under-valued their writing ability. However, 4 (nos. 9, 10, 14 and 21) overrated theirs and two (10 and 21) did so dramatically. Three samples should make the problem clear

(a) There was poor writing from authors who recognized that they had poor writing skills. Thus Student 13 wrote :

TV is the most common way which people use to know the news about the world life. It helps you to have fun, to know about news of the life and to become educated person. TV makes us have a fun. The life become boring and tired. So we need something which help us to have fun.

One might notice here :

- **repetition of lexis : (1)** news—"news about the life"; "news of the life"; **(2)** fun—"It helps you to have fun"; "TV makes us have a fun"; ". something which help us to have fun";
- problems with article use ("the life," "become educated person," "a fun");
- hedging bets on -ing vs. -ed endings ("life becomes boring and tired");
- missing 3rd person singular -s ("which help").

The writing was scored 920/, and the student rated herself at ISLPR 1+.

(b) In contrast, there was some writing that was excellent, such as this from Student 22, where the author gave herself a reasonable amount of credit for ability :

My mother and sister force me to do so [watch TV] because I keep talking and annoying them while they are watching their favorite films or series! I do not know why I don't like the suspense or the tears of the actors. Perhaps because they are just 'actors'! I sometimes enjoy watching a series, a film, a documentary, the news, cooking programmes or even football matches. But, to be honest, I feel bored while doing so.

As we might expect, this student rated her ability more generously than the last one, specifying ISLPR 2+, and I feel that the self-assessment erred on the side of caution. (I gave the writing 1820/.)

(c) And then we have problem cases—writing that was bad, and from a respondent who had a high estimation of his writing skills. For example :

There is a lot of programmes that benefite children, youth and adult people, they can spend their time usefully by watching of usefull and enjoyable programmes. So that, TV becomes an equipment for cultur, and for intertainment with useful things.

There are errors of many kinds in this passage :

- spelling mistakes: programmes, benefite, usefull, cultur, intertainment;
- problems with usage: "adult people" instead of adults; "equipment" instead of something like avenue for;

- repetition: “spend their time usefully”; “watching of usefull . . . programmes”; “intertainment with useful things.”

It scored 10 / 20 (a little more than the first example), but unlike the first student its author assessed her writing ability at ISLP 5.

4. Conclusions.

It would be surprising if self-assessment and test results were totally consistent. We can think ourselves better (or worse) than we are, or can be accurate in our self-assessment and take tests on a bad (or good) day. However, I would suggest that differences between self-assessment and performance measured in three ways should not be dismissed as trivial. Of the 26 students, three deviated on all three scales (overall, reading, and writing) by rating themselves more than .5 greater than their real ability, and another four deviated by that amount on two of the scales. (See Figure 6.) Could it be that some of the responses are not to be taken seriously? Did the author of the third writing sample really think that her writing was at native-speaker standard? It seems hard to believe—and any future study would need to involve interviews to answer this sort of question—but she does not play the game consistently, if game it is. Though she thinks that she can write, she has only modest estimations of her speaking ability. (See Figure 7, for Student 21.) The variations in response across the four skills in this case, and that of other students, suggest that they were making honest attempts to measure their skills. That being the case, two points should be noted. The first it is the self-evident one that a self-assessment can be wide of the mark, even if honestly made. The second is that there is no correlation between error type and self-assessment. We can not link inaccurate self-assessment to particular gaps in knowledge, or blind spots in the Palestinian curriculum. It is not the case that students thought themselves better than they were because they didn't know that there was more to learn. However, better students consistently underestimate their skills (see Figures 4 and 5)—and given that the tasks given should not have been difficult for fourth-year university students studying English, this is of interest. Students who were able to perform at the level expected of them did not overestimate their ability. Those who could not, did.

Although these results do not establish the direction of causality—that is, whether the poor reading skills (say) create an inaccurate assessment, or the inaccurate assessment leads to the poor reading skills—there is no credible mechanism that would account for movement in the former direction, whereas, as noted above, fossilization could explain the latter. Assuming this begs two questions, however.

(i) Where would students get the idea that they were so good? This is a question that was not addressed in this research, but merits serious investigation. Two possibilities occur to me: one, following Evelyn Hatch, is that in learning English, everything follows from oral communication. “One learns how to do conversation, one learns how to interact verbally, and out of this interaction syntactic structures are developed” (Hatch, 1978, p. 404). In the case of the sample of learners under consideration, it could be argued that transactional successes in conversation have led to an inflated sense of achievement and an unconcern for structural accuracy. (If that is the case, we would need to explain why poor performers gave themselves relatively low for Speaking and Listening, but the idea seems worth considering.) The other possibility—suggested by one of those who participated in the discussion following the original presentation of my research—is that the results of the Tawjihi give an inflated sense of competence. (I only have anecdotal evidence for the unreliability of the Tawjihi, but I think it is uncontroversial to say that it is in need of revision.) Because I promised students full confidentiality I did not record the names behind the numbers, and cannot follow up on the academic background of these students in the Tawjihi, or since joining AAUJ. I believe a longitudinal study would be useful, but this is not it.

(ii) How do students maintain an inflated belief in their ability in the face of evidence—such as university grades—that we might expect would have led to greater realism? Again, without further research any conclusions can only be tentative, and we should not, in any case, expect to rest content with a single factor. Because, in most cases, AAUJ students assume an external locus of control—that someone else is to blame for what happens to them—we should not be surprised if they accept no responsibility for the results of tests. When individuals with an internal

locus of control perform below their expectations, they work harder to reach the performance goal; in contrast, in the same circumstances those with an external locus reduce lower their expectations (sometimes to the point of giving up on the task), or simply presume that nothing can be done. This is no doubt part of the answer we need. Yet, as noted earlier, the very factor that students have persuaded themselves that they are good would be enough for them to give up on deliberate learning.

To go further would be premature. As it has been noted several times, further research is needed. But the fact that we can say this is in itself significant. As there is a correlation between poor performance and inflated self image in my sample of AAUJ students, it is logical to hypothesize an abandonment of deliberate learning—and although the sample studied is too small to provide conclusive evidence, the results suggest that there is a connection between self-assessment and the onset of fossilization. That merits further consideration.

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Figure 1 : *Deliberate and accidental learning.*

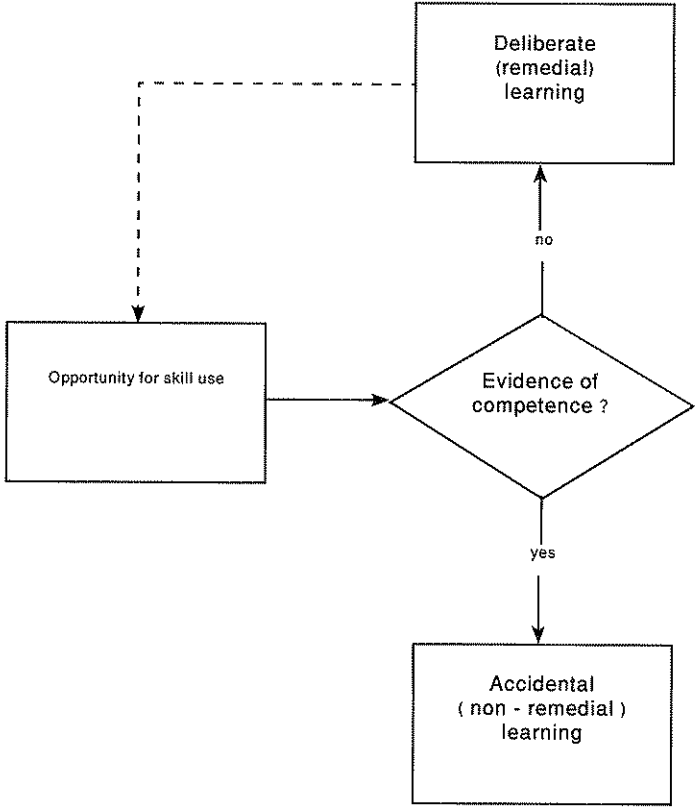


Figure 3 : *Converted overall AESPT score (maximum = 3) vs. ISLPR average self-assessment (maximum = 5).*

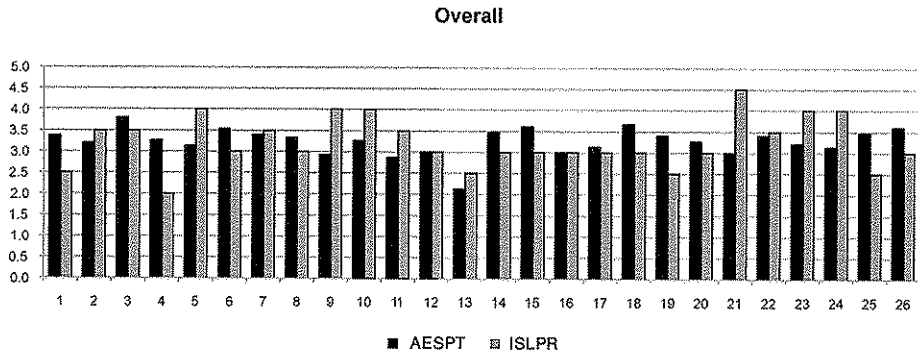


Figure 4 : *Converted AESPT reading questions scores (maximum = 4) vs. ISLPR reading self-assessment (maximum = 5).*

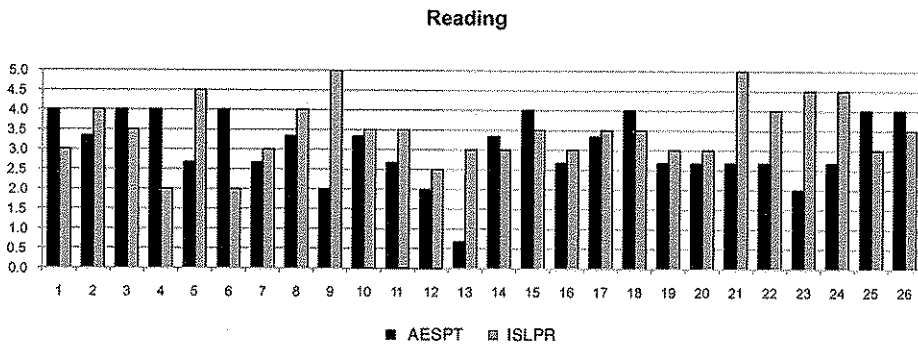


Figure 5 : *Converted writing task scores (maximum = 4) vs. ISLPR writing self-assessment (maximum = 5).*

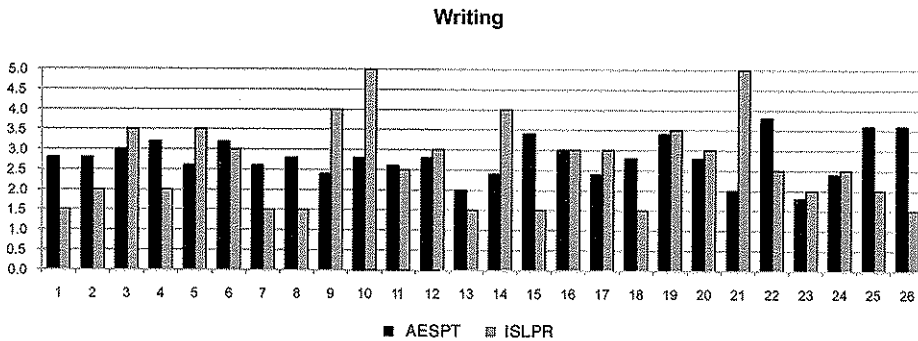


Figure 6 : ISLPR self-assessments more than 0.5 greater than performance, by category and student.

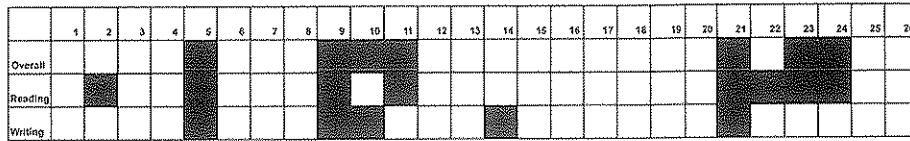


Figure 7 : ISLPR self-assessment by student, across four skills.

	Listening	Speaking	Reading	Writing
2	3.5	2.0	3.0	1.5
3	3.5	3.5	4.0	2.0
4	3.5	3.5	3.5	3.5
5	2.0	1.0	2.0	2.0
6	3.5	4.5	4.5	3.5
7	3.5	3.5	2.0	3.0
8	4.0	4.0	3.0	1.5
9	3.5	2.5	4.0	1.5
10	3.0	3.0	5.0	4.0
11	2.5	4.5	3.5	5.0
12	4.0	3.5	3.5	2.5
13	2.5	3.0	2.5	3.0
14	3.0	1.5	3.0	1.5
15	1.5	3.0	3.0	4.0
16	3.0	3.5	3.5	1.5
17	2.5	2.5	3.0	3.0
18	2.0	3.0	3.5	3.0
19	3.0	3.5	3.5	1.5
20	2.0	1.5	3.0	3.5
21	3.0	3.0	3.0	3.0
22	4.0	2.5	5.0	5.0
23	3.5	2.5	4.0	2.5
24	3.5	4.5	4.5	2.0
25	3.5	4.5	4.5	2.5
26	3.0	2.0	3.0	2.0
28	3.5	3.5	3.5	1.5

