



**Institute Of Educational Studies
Department of Curricula and Instruction**

The Effectiveness of a Suggested Program Based on the Lexical Approach in Developing the Writing Skills of the Students in the English Departments in Faculties of Education

**A Ph. D. Thesis in Education
(Methods of Teaching English)**

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معهد الدراسات التربوية
قسم المناهج وطرق التدريس

فعالية برنامج مقترح قائم على مدخل المفردات اللغوية في تنمية مهارات التعبير الكتابي لطلاب أقسام اللغة الإنجليزية في كليات التربية

رسالة مقدمة للحصول على درجة دكتور الفلسفة في التربية
(تخصص مناهج وطرق التدريس اللغة الإنجليزية)

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٢٠١٠م

قال تعالى:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

" يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا
كَثِيرًا وَمَا يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ "

البقرة: ٢٦٩

**تشكيل لجنة المناقشة والحكم
على رسالة الدكتوراة في التربية
قسم المناهج وطرق التدريس**

للطالبة / مرفت سعد عبد اللاه رمضان

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قد وافق السيد الأستاذ الدكتور رئيس الجامعة على تشكيل لجنة المناقشة والحكم على الرسالة على النحو التالي :

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The Effectiveness of a Suggested Program Based on the Lexical Approach in Developing the Writing Skills of the Students in the English Departments in Faculties of Education

Mervat Saad Abdella Ramadan

Abstract

The purpose of this study is to investigate the effectiveness of utilizing seven lexical collocations (adjective + noun, verb + noun, noun + verb, noun + noun, verb + adjective, verb + adverb, and adverb + adjective) in developing four types of writing of the second year students in the English Department Basic Education in Fayoum Faculty of Education. To collect data and measure the effectiveness of the proposed lexical collocations, two main instruments were used: (1) Writing Skills Checklists and (2) A test in collocations and writing in addition to the suggested program which includes Student's Book and Teacher's Guide.

The subjects of this study consisted of 31 students assigned to the treatment group. The subjects were chosen from second year students in the English Department Basic Education in Fayoum Faculty of Education. The design utilized in this study was the one group pre-post test study. The method followed was task-based oriented method.

The results of the study showed that there were significant statistical differences in the pretest and posttest of collocation and writing

of the treatment group in favor of the posttest. This was represented in the improvement of students' performance in four types of writing (descriptive, narrative, expository, and argumentative). Students were highly motivated and interested in the program.

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Arabic Abstract.....	
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Chapter One

The Research Plan

1.1 Statement of the Problem

Developing the writing skill with all its difficulty received little attention and has been neglected for a long time. This resulted in the students' weakness in writing in general and in the essay writing skills in particular. This applies to native speakers and EFL learners as well.

In her study, Maged (1982)¹ found that many of the students' writing weaknesses could generally be due to lack of systematic training during the early stages of second language (L2) learning. She also found that students under such circumstances never got the chance to practice foreign language (FL) properly. She also pointed out that there were some factors that would hamper the learning/teaching operation in school. These factors were: overcrowdness, over-packed syllabuses and lack of effective teaching aids and classroom techniques.

¹ M. M. Maged. (1982). *Some Stylistic Problems in the Writing of First Year Students of the English Department*. M.A. Thesis, Faculty of Arts, University of Alexandria.

Zidan (1982)¹, in his study, stated that Arabic speaking learners in EFL had some serious problems which tended to influence, to some extent, the quality of their written English. With these problems, the students were incapable of expressing and developing their ideas and thoughts. He found that the largest number of errors was attributed to native language interference. It was recommended that the students should be made aware of their errors through careful contrasting of the Arabic and English problematic structures and that English learning materials should be guided by the learners' actual needs in composing writing.

Deyab (2007)² noted that teaching and learning writing to EFL learners is always a hard and challenging process. Of all the basic skills of language, writing might be the most difficult to be taught and learnt. According to this study, the problem with writing is not getting ideas but how to express these ideas on paper. Many students first formulate their ideas in their native language and then translate them into English. In other words, they think in their native language but write in English. The

¹ A. T. Zidan. (1982). *The Effect of Immediate Presentation versus Delayed Presentation of the Written Form in Teaching of English as a Foreign Language to Beginning Students in Egypt*. Ph. D. Dissertation, University of Pittsburgh, USA.

² M. M. Deyab. (2007). Teaching Writing in Egypt: Problems and Solutions. In *Proceedings of the 27 the CDELT National Symposium on English Language Teaching* (pp. 118-128). Cairo: CDELT.

result is that the sentences seem to be vague and sometimes misunderstood.

Teaching writing to EFL learners in the university level for a long time, the researcher had first-hand experience of some problems connected with teaching writing to these students. To get a broader image of these problems; the researcher analyzed the content of some writing assignments of students in the English Department Basic Education in Fayoum Faculty of Education, collected data from questionnaires, and held informal and formal interviews with teachers. The data collected revealed that English writing courses do not focus on vocabulary teaching or development. She found out that students still need adequate knowledge of vocabulary items to use in their writing assignments. The researcher also found that most students come from secondary stage with limited vocabulary repertoire and exhibit weakness in sequencing their ideas and using appropriate vocabulary items.

Having learnt the basic structures of the language and the mechanics of writing, those students can generally write grammatically-correct sentences. However, they need to broaden their vocabulary items to express themselves more clearly and appropriately in a wide range of situations. There is one important dimension to be considered here. Those

students need to know the combinatory possibilities of a word (the range of other words, which can occur or collocate with it). Those students already have ideas and thoughts but they fail to express them in writing. The reason for this problem is their limited vocabulary repertoire. Students believe in the essential role that vocabulary items have and its effects on good writing but they think there is no effective method to help them learn writing skills particularly vocabulary use and choice.

Therefore, vocabulary teaching should be an essential part of the writing syllabus and taught in a well-planned and regular basis. All this highlights the need for handling teaching vocabulary at the university stage using an approach which addresses all these problems and shortcomings.

The Lexical Approach devised by Michael Lewis in his three famous books *The Lexical Approach* (1993), *Implementing the Lexical Approach* (1997), and *Teaching Collocations: Further Developments in the Lexical Approach* (2000) tries to address the problems of vocabulary use and development as an essential part of the writing skills. Lewis considered collocations the main component of the Lexical Approach and said that students should be trained to learn as many collocations as