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ABSTRACT

This study aims to investigate the effect of lexical, grammatical and 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 are the effects of lexical and grammatical 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 lexis and grammar and those who do not have any knowledge?

3- What is the difference between subjects' performance in reading comprehension and their general ability in English?

To what extent is the effect of cultural background knowledge on subjects' -4
?performance in reading comprehension

5- 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?

6-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 2006/2007. 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 first experimental group five lectures on lexis and syntax while the first controlled group was not given any lecture. He also

gave the second 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.

:The study revealed the following results

1. There are statistically significant differences in performance in reading comprehension between subjects who have lexical and grammatical 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 lexical and grammatical knowledge and those who do not have any knowledge.
3. Subjects' GAE revealed that there are statistically significant differences in performance in reading comprehension between subjects who have lexical and grammatical knowledge and those who do not have any knowledge.
4. 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
- 5- 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.
6. 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 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.

Abstract (Arabic Version)

مستخلص

تهدف هذه الدراسة إلى فحص أثر كل من المفردات ، القواعد والمعرفة السابقة بثقافة أهل اللغة على مهارة القراءة والاستيعاب. وكذلك تهدف الدراسة الى فحص عما إذا كانت هناك فروقات ذات دلالة إحصائية بين المتوسطات الحسابية للطلاب في القراءة والاستيعاب حسب الجنس و لمقتررة العلة في اللغة الإنجليزية.

لقد حاولت الدراسة الحالية الإجابة على الأسئلة التالية

- 1- ما مدى تأثير كل من المفردات والقواعد على تحصيل الطلاب في القراءة والاستيعاب؟
- 2- ما هو الفرق في التحصيل في نصوص القراءة والاستيعاب بين الذكور والإناث الذين حصلوا على معلومات تتعلق - بالمفردات والقواعد والذين لم يحصلوا على تلك المعلومات.
- 3- ما هو الفرق في تحصيل الطلاب في نصوص القراءة والاستيعاب وبين مقترتهم العلة في اللغة الإنجليزية ؟
- 4- ما مدى تأثير المعرفة السابقة بثقافة أهل اللغة على تحصيل الطلاب في القراءة والاستيعاب؟
- 5- ما هو الفرق في التحصيل في نصوص القراءة والاستيعاب بين الذكور والإناث الذين حصلوا على معلومات تتعلق - بثقافة أهل اللغة والذين لم يحصلوا على تلك المعلومات ؟
- 6- ما هو الفرق في تحصيل الطلاب في نصوص القراءة والاستيعاب التي تتعلق بثقافة أهل اللغة و بين مقترتهم - العلة في اللغة الإنجليزية ؟

تكون مجتمع الدراسة من كل طلاب اللغة الإنجليزية سنة أولى بجامعة الخليل في الفصل الأول من العام

الأكاديمي 2006/2007، والذين يبلغ عددهم 600 طالبا وطالبة.

تكونت عينة الدراسة من 120 طالبا وطالبة مقسمين إلى أربع مجموعات، منها مجموعتان تجريبيتان و مجموعتان ضابطتان.

لقد اتبع الباحث المنهج التجريبي حيث أعطى المجموعة التجريبية الأولى خمس محاضرات تتعلق بالمفردات والقواعد النحوية بينما لم تعطى المجموعة الضابطة الأولى شيئا، وكذلك أعطى المجموعة التجريبية الثانية خمس محاضرات تتعلق بالثقافة الأمريكية بينما لم تعطى المجموعة الضابطة الثانية شيئا و من ثم خضعت المجموعات

الأربعة إلى اختبار بعدي، بحيث أعطيت المجموعتان التجريبية والضابطة الأولى اختباراً بعدياً ذا علاقة بما حصل عليه الطلاب في المحاضرات الخمس الأولى والتي تتعلق بالمفردات والقواعد النحوية وكذلك أعطيت المجموعة التجريبية والضابطة الثانية امتحان يتعلق بالثقافة الأمريكية. وقد تكون كل امتحان من نصين يتبعهما عشرون سؤالاً.

وقد تم احتساب المتوسطات الحسابية، الانحرافات المعيارية، اختبار قيمة (ت) وكذلك معامل الارتباط وذلك باستخدام برنامج (SPSS)

وقد أظهرت الدراسة النتائج التالية

- 1- وجود فرق ذات دلالة إحصائية في تحصيل الطلاب في نصوص القراءة والاستيعاب بين الطلاب الذين حصلوا على معلومات تتعلق بالمفردات والقواعد والذين لم يحصلوا على تلك المعلومات.
 - 2- عدم وجود فرق ذات دلالة إحصائية في التحصيل في نصوص القراءة والاستيعاب بين الذكور والإناث الذين حصلوا على معلومات تتعلق بالمفردات والقواعد والذين لم يحصلوا على تلك المعلومات.
 - 3- لقد أظهرت مقرة الطلاب العلة في اللغة الإنجليزية وجود فرق ذات دلالة إحصائية في تحصيل الطلاب في نصوص القراءة والاستيعاب بين الطلاب الذين حصلوا على معلومات تتعلق بالمفردات والقواعد والذين لم يحصلوا على تلك المعلومات.
 - 4- وجود فرق ذات دلالة إحصائية في التحصيل في نصوص القراءة والاستيعاب بين الطلاب الذين حصلوا على معلومات تتعلق بثقافة أهل اللغة والذين لم يحصلوا على تلك المعرفة.
 - 5- عدم وجود فرق ذات دلالة إحصائية في التحصيل في نصوص القراءة والاستيعاب بين الذكور والإناث الذين لهم معرفة سابقة بثقافة أهل اللغة والذين لم يحصلوا على تلك المعلومات.
 - 6- لقد أظهرت مقرة الطلاب العلة في اللغة الإنجليزية وجود فرق ذات دلالة إحصائية في تحصيل الطلاب في نصوص القراءة والاستيعاب بين الطلاب الذين حصلوا على معلومات تتعلق بثقافة أهل اللغة والذين لم يحصلوا على تلك المعرفة.
- وقد أظهرت النتائج أن الفرضيات الصفرية تم رفضها، ولكن الفرضيات التي تتعلق بتأثير المفردات، القواعد والمعرفة بثقافة أهل اللغة على أداء الطلاب في القراءة والاستيعاب فيما يتعلق بالجنس تم قبولها.

وفي ضوء النتائج التي توصل إليها الباحث أوصى بالنقط التالية

يتوجب على مدرسي اللغة الإنجليزية إعطاء المزيد من الاهتمام بالمفردات والقواعد كعصرين مهمين في تحسين -1

مقدرة الطلاب في القراءة والاستيعاب

يتوجب على مدرسي اللغة الإنجليزية تنشيط نوعين من المعرفة ,المعرفة بالمحتوى وكذلك المعرفة الثقافية ,وذلك عند -2

.تقديم معلومات جديدة

ترقية فهم الطلاب بثقافة اللغة الأم وذلك من أجل تطوير التعاون الدولي والانماج في حياة وتفكير الأشخاص الذين -3

.يتحدثون اللغة الإنجليزية

TABLE OF CONTENT

PAGE

..... Dedication	
Acknowledgments	iii
.Abstract (English Version).....	v
(Abstract(Arabic Version مستخلص .. vii.....	
Table of Contents.....	X

List of Tables.....	xv
Ordinal Scales.....	xvii

CHAPTER ONE: INTRODUCTION

1-1 Overview.....	2
Statement of the Problem	3 1-2
Research Questions.....	4 1-3
Hypotheses.....	5 1-4
1-5 Purpose of the Study.....	6
Significance of the Study	6 1-6
Methodology.....	7 1-7
Limits of the Study	7 1-8
Definition of Terms	8 1-9

CHAPTER TWO: REVIEW OF LITERATURE.

Introduction.....	12 2-1
2-2-1 The Construct of Comprehension.....	12
Models of Reading Comprehension.....	14 2-2-2
2-2-3 Grammar Instruction and Reading Comprehension.....	16
Vocabulary Instruction and Reading Comprehension.....	17 2-2-4
2-2-5Linguistic Knowledge and Reading Comprehension.....	19
Morphology and Reading Comprehension.....	21 2-2-6
2-2-7Schema Theory	26
2-2-7-1 Definition of Schema.....	21
2-2-7-2Types of Schema.....	23
Schema Theory and EFL/ESL Reading Comprehension.....	24 2-2-7-3
2-2-8The Role of Prior Knowledge in Reading Comprehension.....	25
.Reading Comprehension and Background Knowledge.....	26 2-2-9

Language and Culture.....	28	2-2-10
2-2-11 Connection between Culture and Reading Comprehension.....	29	
Teaching Culture Literacy to Foreign Language Students.....	29	2-2-12
Review of Related Literature.....	35	2-3
The effect of lexical knowledge on reading comprehension.....	35	2-3-1
The effect of syntactic knowledge on reading comprehension.....	40	2-3-2
The effect of lexical and grammatical knowledge on reading comprehension.....	43	2-3-3
The effect of cultural background knowledge and schematic knowledge on reading comprehension.....	44	2-3-4
Studies investigating the influence of schematic knowledge on EFL learners reading comprehension.....	45	2-3-5
Studies investigating the effect of cultural background knowledge on EFL learners reading comprehension.....	46	2-3-6
Chapter Summary.....	49	2-4

CHAPTER THREE: METHODOLOGY

.Introduction	52	3-1
.Subjects.....	52	3-2
Research Design.....	55	3-3
Variables.....	56	3-4
Independent variables.....	56	3-4-1
.Dependent variables.....	56	3-4-2
Instruments.....	56	3-5
Post-test.....	56	3-5-1
Reading Comprehension Texts	57	3-5-2
.Validation of the texts.....	58	3-5-3
Texts Questions.....	58	3-5-4
3-5-5 Validation of the Texts Questions.....	59	
3-5-6 Test Questions	59	

3-5-7Validation of the Test Questions.....	59
Reading Comprehension Test Reliabilities.....	60 3-5-8
Pilot Test.....	60 3-6
The homogeneity of the sample	61 3-7
Procedures	62 3-8
Scoring of the test.....	63 3-9
Statistical Analysis.....	63 3-10
Chapter Summary.....	64 3-11

CHAPTER FOUR: ANALYSIS, RESULTS AND DISCUSSION

Introduction.....	66 4-1
4-2The effect of Lexical and grammatical knowledge on reading comprehension.....	67
4-3The effect of lexical and grammatical knowledge on reading comprehension due to sex and GAE.....	68
The effect of cultural background knowledge on reading 4-4 .comprehension.....	68
4-5The effect of cultural background knowledge on reading comprehension according to sex and GAE.....	69
Results.....	69 4-6
4-6-1The effect of lexical and grammatical knowledge on reading comprehension	69
The effect of cultural background knowledge on reading 4-6-2 comprehension	84
4-7Chapter Summary	99

CHAPTER FIVE: SUMMARY,CNCLUSIONS AND RECOMMENDATIONS

Introduction.....	102 5-1
Summary	102 5-2
Pedagogical Implication.....	104 5-3
Conclusion.....	105 5-4

Recommendations.....	106 5-5
5-5-1 Suggestions for Syllabus Designers.....	106
Suggestions for Teachers of English.....	107 5-5-2
Suggestions for Future Research.....	107 5-5-3
BIBLIOGRAPHY.....	110
APPENDICES.....	119
APPENDIX A	119
The post test given to the first experimental and controlled	
groups.....	120
APPENDIX B	132
The post test given to the seconds experimental and controlled	
groups.....	132
APPENDIX C	143
Subjects of the five lectures on lexis and grammar.....	144
APPENDIX D.....	157
Topics of the five lectures on American culture.....	158

LIST OF TABLES

No	Table	Page
3-1	Demographic Characteristic of the Population	52
3-2	Demographic Characteristic of the Sample According to Group , Sex and GAE	54
3-3	The First Sample Distribution by Sex	54
3-4	The Second Sample Distribution by Sex	54
3-5	Pearson Product Moment Correlation Coefficient for the Reading Comprehension Test-retest	60
3-6	Means and Standard Deviation for the Homogeneity between the First Experimental and Controlled Group	61
7-3	Means and Standard Deviation for the Homogeneity between the Second Experimental and Controlled Group	61
4-1	Means and Standard Deviation Of Each Question (on Reading Comprehension (passage one	70
4-2	Means and Standard Deviation of Each Question (on Reading Comprehension (passage two	73
4-3	Means and Standard Deviation of Each Question (on Reading Comprehension (passage one and two	75
4-4	Means and Standard Deviation of Each Question on Reading Comprehension (passage one) According to Sex	77
4-5	Means and Standard Deviation of Each Question on Reading Comprehension (passage two) According to Sex	79
4-6	Means and Standard Deviation of Each Question on Reading Comprehension (passages one and two) According to Sex	81

4-7	Results of the Two Way ANOVA of the Subjects' performance in Reading Comprehension According to Group, Sex and GAE	82
4-8	Means and Standard Deviation of the Performance of Students in Reading Comprehension Texts Which are loaded with Lexical and Syntactic Knowledge Due to Group , Sex and GAE	83
4-9	Means and Standard Deviation of Each Question on Reading Comprehension Text Which is Loaded with Cultural Background Knowledge (passage one	86
4-10	Means and Standard Deviation of Each Question on Reading Comprehension Texts Which is Loaded with Cultural Background Knowledge ((passage two	87
4-11	Means and Standard Deviation of Each Question on Reading Comprehension Texts Which are loaded with Cultural Background Knowledge (passages one and two	89
4-12	Means and Standard Deviation of Each Question on Reading Comprehension (passage one) Which is Loaded with Cultural Background Knowledge According to Sex	91
4-13	Means and Standard Deviation of Each Question on Reading Comprehension (passage two) Which is Loaded with Cultural Background Knowledge According to Sex	93
4-14	Means and Standard Deviation of Each Question on Reading Comprehension (passages one and two) Which are Loaded with Cultural Background Knowledge According to Sex	96
4-15	Results of the Two Way ANOVA of the Subjects' performance in Reading Comprehension Texts which are Loaded with American Culture According to Group, Sex and GAE	97
4-16	Means and Standard Deviation of the Performance of Students in Reading Comprehension Texts Which are loaded with Cultural Background Knowledge Due to Group , Sex and GAE	98

ORDINAL SCALES

Ordinal Scales	Table	Page
Ordinal scale 1	(derived from Table 4-1)	72
Ordinal scale 2	(derived from Table 4-2)	74
Ordinal scale 3	(derived from Table 4-4)	78
Ordinal scale 4	(derived from Table 4-5)	80
Ordinal scale 5	(derived from Table 4-9)	86
Ordinal scale 6	(derived from Table 4-10)	89
Ordinal scale 7	(derived from Table 4-12)	93

Ordinal scale 8	(derived from Table 4-13)	95
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