An-Najah National University
Faculty of Graduate Studies

Evaluating the Implicit Meaning of Upper Basic Stage Students from Teachers' Perspectives in Qalqilia Governorate

By
Sima Farid AlAbed

Supervisor
Dr. Suzanne Arafat

Co-Supervisor
Dr. Nidal Jayousi

This Thesis is Submitted in Partial Fulfillment of the Requirements in Master Degree of Methods of Teaching English Language, Faculty of Graduate Studies, An-Najah National University, Nablus, Palestine.
2020

Evaluating the Implicit Meaning of Upper Basic Stage Students from Teachers' Perspectives in Qalqilia Governorate
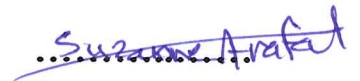
By
Sima Farid AlAbed

This thesis was defended successfully on 02/12/2020 and approved by:
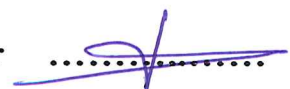
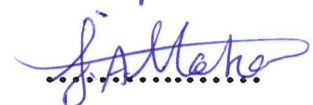| Defense Committee Members	Signature
1- Dr. Suzanne Arafat / Supervisor	
2- Dr. Nidal Jayousi / Co-Supervisor	
3- Dr. Prof. Usama Abu-Baha / External Examiner	
4- Dr. Fawaz Aqel / Internal Examiner	

Dedication

This humble effort is dedicated to:

My loving and great parents, whose love, words of encouragement and support make me able to get such success. They were the ones who really matter the most at the end of the day.

My children for their patience and sweet wishing to finish this work successfully and as quick as possible!

My beloved brothers, sisters, relatives and friends for your encouragement, trust and great love.

The soul of my grandparents whom I have always been blessed by their prayers and wishes, may God have mercy on them.

And last but not least for me for being eager, for having that degree of challenge to overcome any obstacle, being enthusiastic and full of willpower.

I dedicate this research.

Acknowledgement

First and foremost, my greatest grateful and limitless thanks is due to Allah (SWT) for his help and bless. This work would not have been possible without his guidance.

Moreover, there are many people to thank for their nice wishes from the beginning till the completion of the present research. I would like to express my gratitude and to say thanks to my supervisors Dr. Suzanne Arafat and Dr. Nidal Jayousi who have been generous with their efforts, support, encouragements, and guidance by providing me with their endless advice and help.

And I also really appreciate the support, backing up and fruitful adjustments that the internal and external examiners have overwhelmed me with .Special thanks to them : Dr. Fawaz Aqel (internal examiner) and Dr. Prof. Usama Abu Baha (external examiner).

Finally, my wholehearted thanks to my friends and family members, especially mum, dad, sisters, brothers, and my children for their unconditional love and prayers. I hope in one way or another I have also convinced them that learning is a privilege and something to pursue through all of life.

الإقرار

أنا الموقعة أدناه، مقدم الرسالة التي تحمل العنوان:

تقييم المعنى الضمني لدى طلبة المرحلة الاساسية العليا في مدارس قلقيلية الحكومية من وجهه نظر المعلمين

Evaluating the Implicit Meaning of Upper Basic Stage Students from Teachers' Perspectives in Qalqilia Governorate

اقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وان هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name:	**Sima Farid AlAbed**	اسم الطالب :
Signature:		التوقيع:
Date:	02/12/2020	التاريخ:

Table of Contents

List of Tables

List of Figures

List of Appendices

Evaluating the Implicit Meaning of Upper Basic Stage
Students from Teachers' Perspectives in Qalqilia Governorate
By
Sima Farid AlAbed
Supervisor
Dr. Suzanne Arafat
Co-Supervisor
Dr. Nidal Jayousi

Abstract

This study aimed to identify English language teachers' perspectives towards evaluating the implicit meaning of upper basic stage students in Qalqilia Governorate. Also it aims at identifying the effects of study variables such as Gender, experience and qualification. For achieving the study purpose, a descriptive method by using a questionnaire which has been distributed among 50 teachers. Data was collected and statically analyzed by using the statistical package of the social science (SPSS). The study showed a high degree on the question about evaluating the implicit meaning of upper basic stage students in Qalqilia Governorate Also, it showed that there are no statically significant differences at $(α < 0.05)$ about the evaluating the implicit meaning of upper basic stage students in Qalqilia Governorate attributed to the variables of gender, experience and qualification. Several recommendations has been suggested among them are Teachers should develop a comprehensive approach for the methods of teaching the implicit meaning and they should be accountable for their performance and progress in their careers.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

1.2 Theoretical Background

1.3 Statement of the Problem

1.4 Purpose of the Study

1.5 Questions of the Study

1.6 Hypotheses of the Study

1.7 Significance of the Study

1.8 Definitions of the study

1.9 Limitations of the Study

1.10 Summary

Chapter One

Introduction and Theoretical Background

1.1 Introduction

Communication is one of the basic functions in any language that focuses on what people requires to transmit their implicit or explicit meanings that reflects their intentions. Communicative meaning is very crucial because it has plenty of informative situation as it is nearly impossible to be linked with others and be the significant part of a conversation. Students' owning certain amounts of words and expressions can built their competent ability to exchange information, express their thoughts and feelings in a meaningful situation. Learning vocabulary has a fundamental role in both developing students' knowledge and communicating meaning in any urgent situation. Therefore, the need for obtaining vocabulary precedes learning of grammar when acquiring the first language. The structure of grammatical rules is not importantly perceived during learning of a foreign language, but it is necessary to learn a wide range of vocabulary so as not to have any consequent impact on interaction. Unfortunately, learners usually have shortage in the amount of memorizing vocabulary. Therefore, learners need to get certain methods that enable them to learn vocabulary and use them in an implicit or explicit conversational situation. Teaching vocabulary should be emphasized (Yaghoubi & Seyyedi, 2017).

The current study is based on evaluating the basic role that cultural knowledge plays in determining students' capacity to process relationships that are explicitly, implicitly and fully specified in a text in comparison to the same text and how the cultural background affects students' understanding. Students who don't have grammatical knowledge, the meaning is comprehended in very small amounts, but those who don't have vocabulary knowledge nothing could be understood. Therefore, the previous statement indicates that learning English vocabulary must come first and any other methods must come in for application according to students' level (Subon, 2013).

1.2 Theoretical Background

In the early 20th century, learning vocabulary became very important because a word is considered to be a tool for thinking about the meaning which it expresses, and since then, there has been an increasing concern for learning vocabulary. At certain times, interest in teaching vocabulary has been high and focused on, but in other times, it is of low interest and been ignored sometimes. Fortunately, there are many various learning styles, techniques and methods that can be used to assist learners keep enhancing new vocabulary in the mind. In this process, the researchers select to differentiate two kinds of vocabulary teaching: teaching and learning explicit vocabulary versus teaching and learning implicit vocabulary (Berne and Blachowicz, 2008).

Moreover, the aim of this research is to examine the following questions: 1) Does explicit teaching-learning of vocabulary affect students' ability to from complete and meaningful sentences? 2) How does implicit teaching-learning of vocabulary impact students' ability to from complete and meaningful sentences?. Therefore, the current study examined the impacts of explicit and implicit use of three presentation techniques (glossing, semantic mapping, and imagery) on students' vocabulary comprehension and production EFL (English as a foreign language) (Cook, 2001).

There should be different strategies used to teach vocabulary with focusing on the implementation of more useful approaches, techniques and strategies for the teaching it. Such strategies involve the use of repetition, dictionaries and guessing from text. These include making inferences from the vocabulary form, connected to previous students' knowledge. Laufer (2010) has indicated that students should pay attention to take notes from the text according to what they have understood from the task and they should learn how to guess the implicit as well as the explicit meaning of words used in the text by referring to the dictionary.

Gu (2003) demonstrated that students, instructors, and curriculum designers deal with vocabulary through the semantic mapping technique which would be more entertaining, enjoyable and meaningful for students because it moves learners away from boring process of searching words in a dictionary. Furthermore, it is a fruitful way for improving students'

knowledge of vocabulary in the shortest potential period. Once students are aware of the positive effects of this strategy, they will have strong trend toward self-study. Teachers can also get benefits from these outcomes by encouraging their students to make use of certain effective techniques. It is recommended that curriculum designers and textbook writers develop materials for vocabulary learning. Now, they can manage to introduce new words for different scientific fields for society and improve both comprehension and production of these words.

There is no doubt that learning and mastering the language is one of the skills that must be developed. It performs many functions, including: the social function as a communication and understanding tool between the individual members of one community, the mental function as a tool for forming concepts, and the psychological function as a tool for expressing oneself emotions, trends, and aesthetic function in expressing aesthetic taste and aesthetic sense. Hence, mastering the various language skills is a necessity of social life and a way to express the needs of individuals and a tool for communication and understanding and the development of ideas and experiences (Awad & Barakat, 2012).

Given that language is a means of communication and social interaction, it is necessary to take into account the implicit meaning in the mechanism of interaction between humans, as the implication relates to spoken dialogues and the functional use of language in social contexts, it relates to communication efficiency, accurate understanding of

communicative language, and the production of meaning through context (Taguchi, 2005).

There are stages through the education process where teaching methods are evaluated and how well they consider the needs of students, and assess the needs and aspirations of the local community through them, then philosophy and goals to be achieved in the first stage, and in the second stage, teaching methods are developed, and planning to develop the school program with all its components, and finally the procedures for developing teaching methods, then the stage of evaluating the results (Hariri, 2011).

The evaluation is also an integral part of the curriculum improvement process, by revealing the aspects of development and deficiencies therein. Therefore, evaluation is a necessary and continuous process before, during and after the curriculum planning, implementation and development processes (Al-Obaidat, 2010).

With regard to English language curriculum in Palestine, some studies have addressed the evaluation of this curriculum in its various phases, and among these studies one that aimed to reveal the level of the contents of both the Arabic reading book and English reading one for the first grade in Palestine, with the aims of bilingual education among the findings was writing skills in the English reading book ranked first, and reading skills ranked second, while conversation skills got late. Therefore, prevailing situation of the level of English for our students in Palestinian

schools is worth studying, to find out when those reasons led to this low level, which made the attempt to study the causes of this weakness and find solutions to it a priority for researchers. The study recommended a comprehensive review of the English language courses to make them pay more attention to the skills of listening and writing, and to continue their interest in reading and speaking skills (Al-Harbi's, 2012).

1.3 Statement of the Problem

After reviewing the relevant literature to the subject of the study, the researcher found a lack of knowledge of the subject. Therefore the researcher will attempt to evaluate the best techniques for teaching and learning vocabulary from teacher's perspectives in order to be considered in identifying the evaluation of implicit meaning of upper basic stage students from teacher's perspectives in Qalqilia Government.

Since learners usually have shortage in the amount of memorizing vocabulary. Therefore, learners need to get certain methods that enable them to learn vocabulary and use them in an implicit or explicit conversational situation. Teaching vocabulary should be emphasized by teachers so that students will be able to understand multiple meanings of vocabs .The study tried to figure out the appropriate method of teaching and evaluating the implicit meaning according to teacher's point of view for the upper basic stage students.

1.4 Purpose of the Study

The study attempts to:

1- Highlight the methods of teaching the implicit meaning and evaluate it according to Palestinian English language curriculum for the upper basic stage in the Palestinian Ministry of Education.

2- Find out the point of view of teachers' of English when teaching vocabulary particularly at the basic stage in the schools of Qalqilia governorate.

3- Examine the effect of teachers' demographic variables (gender, experience, educational qualification) in their point of views on methods of teaching the implicit meaning and evaluating it in the English language.

1.5 Questions of the Study

The study answered the following questions:

1. What is the degree of evaluation of methods of teaching implicit meaning of English language teachers for the ninth grade in Qalqilia governorate?

2. How do teacher's, gender, experience, and qualifications, affect evaluation of English language teachers for the ninth grade in Qalqilia governorate for teaching implicit meaning?

9

1.6 Hypotheses of the Study

1- There are no statistically significant differences between English language teachers' perceptions in the upper basic stage in Qalqilia governorate schools and the methods of teaching the implicit meaning and its evaluation due to the gender.

2- There are no statistically significant differences between English language teachers' perceptions in the upper basic stage in Qalqilia governorate schools and the methods of teaching the implicit meaning and its evaluation due to the years of experience.

3- There are no statistically significant differences between English language teachers' perceptions in the upper basic stage in Qalqilia governorate schools and the methods of teaching the implicit meaning and its evaluation due to the academic qualification.

1.7 Significance of the Study

The importance of the study lies in identifying teachers' of English perception towards the ways they teach implicit meaning and how they evaluate them, and then provide perceptions and a database about the degree of interest of the Palestinian curriculum in understanding the implication and teaching it to students as being a necessary skill to develop other English language skills, especially listening, speaking, and reading comprehension. Practically, the results of the study could be considered by those who are responsible for the educational process (Ministry of

Education officers) in developing curriculum to perceive the implicit meaning through developing training methods and good means of evaluation.

Speaking and writing English as a second language requires at least 1000-2000 words. Learning explicit meaningful words mean direct learning whereas when words are not practiced well they will be forgotten. Explicit vocabulary teaching-learning can include word lists or handbooks to increase the amount of graded vocabulary from elementary levels to advance ones. Explicit meaning occurs when learners learn to employ the structure of the learning environment. But implicit teaching-learning is extensive and doesn't occur via deliberate strategies. The core of implicit learning is mirrored when students get knowledge or information from the environment without being aware of the certain process (Hunt & Beglar, 2005).

1.8 Definition of terms

Implicit meaning

Tsutagawa (2013: 6) defined the implicit meaning as: "A meaning acquired by the word or sentence in addition to its abstract meaning, derived from the method of pronouncing the sounds of a word, and the related tune in tone of voice from descending and ascending."

And the researcher defines it procedurally as: the perceived meaning in the English language among the ninth grade students in Qalqilya

governorate in the context of the difference in the tone and pronunciation of words.

Explicit meaning

Longurst (2013) defined explicit meaning as a way of learning vocabulary in a clearly defined and intentional .The researcher defines it as the simplest way of teaching vocabulary in a context without referring to any clues or indications.

Teaching methods

Darwazah (2000: 176) defined the teaching method as: "The approach the teacher takes in communicating the knowledge, information, and activities of the learner in the curriculum easily and conveniently".

The researcher defines it procedurally as: the way the ninth grade teachers in Qalqilya governorate use to the skill of understanding the implicit meaning in contexts.

Evaluation

Al-Ashqar (2015: 7) defined the evaluation as: "A process or group of operations, carried out by the teacher, to collect information about the extent to which educational goals are achieved, desired by the curriculum, and know the strengths and weaknesses in the method of teaching and strategies used, and enables the teacher's evaluation to make a big decision".

The researcher defines it procedurally as: The process that English language teachers undertake to collect information about the extent of awareness of the implication of the ninth grade students in Qalqilya Governorate.

Upper Basic Stage

Ismail (2020) defined the upper basic stage as: "The empowerment level which includes grades from fifth to tenth according to the educational system in Palestine. It is between the preparation level which includes grades from first to fourth and the secondary level (eleven to twelve)".

The researcher defines it procedurally as: The intermediate stage between the lower basic stage and the secondary stage in the educational level at schools, where the ages of students range from 10 to 14 years, and of grades 5 to 9.

1.9 Limitations of the Study

The study has the following limitations:

Locative limitation: Palestinian public schools in Qalqilya Governorate that has the ninth grade.

Temporal limitation: Scholastic year 2019-2020.

Human limitation: Teachers of English for the ninth grade in the Qalqilya Governorate during the scholastic year 2019-2020.

Topical limitation: It is limited to identify the importance of teaching implied meaning and it's evaluation in our curricula for grade nine students in Qalqilya governorate from teacher' perspectives.

1.10 Summary

In this chapter, the researcher presented the main components of the thesis starting from the introduction to the summary of the study. According to the results of previous studies that dealt with evaluating the Palestinian curriculum in the English language, and given the importance of teaching methods in presenting the educational material, facilitating understanding to students and the importance of the implicit meaning in developing speaking, listening and understanding comprehension skills in the English language, the current study comes to study the methods of teaching implicit meaning and its evaluation for upper basic students in Qalqilia schools.

Chapter Two

Theoretical Framework and Related Studies

2.1 Introduction

2.2 Teaching Methods

2.3 Evaluation Methods

2.4 Methods of Teaching and Evaluating the Implicit Meaning

2.5 Summary

2.6 Related Studies

Chapter Two

Theoretical Framework and Related Studies

2.1 Introduction

This chapter contains different subjects related to the literature review and related studies, which clarify the concept of teaching methods and evaluation methods and other related subjects.

Determining the appropriate method in modern teaching has become a necessity of the educational process and its success for these reasons: teachers can address the shortcomings in the curriculum, and identify the difficulties of the textbook, the weaknesses and strengths. In addition, teachers should motivate students towards the educational subjects, and attract them to raise their motivation towards learning, taking into consideration the individual differences between the students (Shamekh, 2018).

The concept of explicit teaching and implicit teaching was firstly proposed based on finite state experiment in 1967. Explicit teaching refers to learning the vocabulary and grammar in language materials by dominant means, such as memory, grammar analysis, which is a conscious and controlled process. In this process, the students know the composition of the learning process and can fully express the knowledge that has learned. On the other hand, implicit teaching is a kind of unconscious behavior,

namely, the students do not know the content they are taught in the process of learning, also do not know what is learned (Başöz, 2014).

Several studies like Mtunda (2007), Al-Ashkar (2015), Al-Shaibani (2018) have revealed that the English language proficiency of second language learners in great measure correlates with their vocabulary learning. Hence, learning a second language largely means learning its vocabulary as vocabulary skills make a significant contribution to almost all aspects of second language proficiency.

2.2 Teaching Methods

2.2.1 The concept of teaching methods

Teaching is a set of events, outside the learners, which is designed to support internal process of learning. The teaching methods relate to the teachers steps to deliver the largest possible amount of study materials to the students, by developing and implementing suitable teaching plans in the classroom where learning is carried out, and it grows with the teachers directions and directives, intended by the external learning conditions, using appropriate educational methods to achieve the goals (Arvind, 2016).

Teaching methods are defined as the purposeful and studied attempts by the teachers in the classroom environment in the education process, to achieve the desired goals at the level of the class or at the level of the school year (Oxford, 2017). In addition, teaching methods are also defined as a set of steps, practices, procedures, and activities the teachers performs

with students to achieve specific educational goals, in the easiest ways, with the least effort, in the least time and expense, and is often a reflection of an educational or psychological theory (Taha, 2010).

Method refers to the procedure within an approach, the teachers use methods depends on a scientific approach and has systematic procedure to solve problem. It is nothing but a scientific way of presenting the subject keeping in mind the psychology and physical requirements needed by the students, it is a process or a procedure whose successful completion results in learning or as a means through which teaching becomes effective, and it is the formal structure of the sequence of acts. The term method covers both strategy and techniques of teaching, different strategies adopted in following a method. In addition, method related to the nature of content of a subject to be taught, and it is the practical realization of an approach through a procedure in a system (Mtunda, 2007).

Moreover, teaching methods is the term of pedagogy; the focus is on effective presentation of subject matter to have mastery over it, ant it is systematic scientific way of presenting the subject matter, which is related to the overall plan for systematic presentation based on a selected approach. On the other hands, teaching method is what kind of activity we use in order to teach, and it is a style of presentation of content in classroom, and it refers to the formal structure of the sequence of acts commonly denoted by instructions, which involves the choice of what is to be taught and in which order is to be presented (Arvind, 2016).

In additions, teaching method is defined as the steps that teachers take to communicate as much of the study material as possible it is a way to develop plans and implement them, so that the class is part of life in which learning takes place, and it grows with the guidance of the teacher, it means the external conditions of learning, using educational methods appropriate to achieve the goals (Maroun, 2008).

2.2.2 The characteristics of teaching methods

The characteristics of the teaching methods can be illustrated through achieving interaction between students and developing good relationships between them, developing the ability to think creatively, encourage students to think, analyze and conclude. Also through instill good social relations such as cooperation and respect for opinion and good communication.

In addition, the characteristics of the teaching methods take into account the progress witnessed in the era especially technical progress, which is based on the principle of sharing learning and activating active learning, and takes into account the use of available materials, references and tools. It also saves time, effort and cost in the learning process, and focuses on the simplification and progression in student learning, and the psychological state of students and the individual differences between them, and the diversity of the desired educational goals (Halabi, 2015).

According to the criteria of teaching method, it is directly related to the desired educational goals of the curriculum, it should be sensitive to urge students to think well and to draw results, and thus the ability to explain, interpret, and represent them. In addition, it is related to the social aspect of the student's life. Moreover, it should combine the theoretical and practical aspects of the curriculum, and invest students inclinations, abilities, attitudes, and their motivation to learn (Jaber, 2005).

2.2.3 Methods of teaching English language

The methods used for teaching English language has changed over the years because of the different and continuous changes in the society. The attention of students have also changed at the same time, in order to learn anything, they need things to be presented in an interesting manner. Instead of using traditional methods, teachers have to find new ways of submitting curriculum to the students.

Students are no longer interested in attending traditional classes where information is presented as a lecture where their only duty is to listen and take notes and just keep them. They are attracted to the modern classes that depend on the interactive ways, which challenge them continuously and making them skip their own limits. These are a few reasons why methods changed and they continue to change because nowadays children have access to all types of information and by not finding something new to be taught, they lose their interest in learning.

English language like any other languages need specific teaching methods suitable for teaching human languages, and may differ with some teaching methods in which other scientific subjects are taught, or share some of them in terms of positive impact, many researches have addressed specific teaching methods it specializes in teaching English language, and examined its impact on student achievement.

Some of teaching methods, according to previous studies, have proven their efficacy and importance, and some have proven the opposite. In this requirement, the researcher refers to some modern and unconventional teaching methods used in teaching English language as spoken explanation method (narration) requires the lecturer to transfer knowledge to others through spoken words by explaining, elaborating, narrating, describing, arguing and guiding the mental activities of the participants in front of a group of participants.

The conversation method (discourse) or dialogue method takes place as bilateral communication between teachers and education participants (students) and between students themselves. This method entails the first form of the least challenging type of activity pursued by education participants, attended by all the participants, and the leader of the education process (Jarvis, 2004).

The discussion method enables teachers direct contact with the education participants, enables them to guide their thinking and encourage

their mental activities, enables creative collaboration, positive enforcement and contributes to shaping the whole group.

In addition, lecture is a form, which entails transferring knowledge of one person (the lecturer) to others (hearers) in the traditional frontal form. A lecture could be described as a meeting of a larger group of people where the lecturer speaks to the participants about a topic that had been unfamiliar to the up to that point, followed by participants further delving into the topic and mastering it through individual study and learning.

The method of written and graphic production which is used primarily in indirect lessons, in which education participants work more or less solitary following precise instructions or just basic guidelines, is suitable in technical activities for vocational work, as it requires the education of learning sketching, technical drawing and other types of graphical depictions, and describe work methods and finished products.

Also, the method of using audio-visual media enables the teacher to utilize audio-visual media which convey information audibly and visually, as to expand the limited opportunities in illustrating and demonstrating subjects, phenomena and processes. Modern teaching technology enables a multimedia approach which allows to present life processes and technological process in various fields of natural science through pictures and motion (Percy, 2013).

The laboratory method is an active method characterized by the fact that it enables a significant change of the status of education participants in education, as it relies largely on their activity and autonomy, enabling them to be directly acquainted with real-life situations and processes. It is important to develop curiosity, a work culture and mutual collaboration (Jarvis, 2004).

The demonstration method implements the demonstrability principle, facilitates perception and memorization and livens up the educational process and participants' interest in education. Adult education values demonstration and makes use of all of its possibilities – demonstration of pictures, schemes, models; demonstration of phenomena; pictures, movies and audio clips enrich demonstrability; depiction of relationships (on film or through role play) can give a much clearer idea; showing motions and operations is the basis for emulating them in the course of hand-on work (Percy, 2013).

In addition, with the problem method, the starting point for the activities is the problem at hand. It is based on psychological theories of learning through problem solving. As a rule, it applies to problem situations, which consist of either a small-scale finished problem or a partial problem of a bigger problem. The education participants solve problems in order to gain specific knowledge and develop cognitive and creative competences (Jarvis, 2004).

The case method entails the development of capabilities and traits in participants. The general premise of the method is represented by real-life or specifically simulated cases of particular situations, which are discussed by the leader of the educational process with the education participants. It is aimed at training and is well suited for advanced professional training in adult education.

The role-play method requires education participants to play out various roles from real-life situations. Didactically, this method is more suitable and effective when working with smaller groups of participants, in which roles can be given to everyone. The method can be applied for professions in catering, retail and similar, where communication skills are required.

Moreover, the project method requires individual participants or a group of participants in the education to carry out an assignment or product from start to end, i.e. from the planning stage and preparation to the manufacture and product control stage. It allows laying down and solve complex assignments and problems, and implement the principle of integrating theory and practice. It is suited for specialist education and allows laying down and solve complex assignments and problems, and implement the principle of integrating theory and practice (Percy, 2013).

2.3 Evaluation Teaching Methods

2.3.1 The concept of teaching methods evaluation

Evaluation has a long history, which ultimately lead to the use of various evaluation models by curriculum specialists. Evaluation models differ greatly with regard to curriculum evaluation approaches. The underlying reasons behind this variety of classifications are generally related to evaluators' diverse philosophical ideologies, cognitive styles, methodological preferences, values and practical perspectives. Due to this diversity in curriculum evaluation, it is not possible to come up with only one single model. As Djoub (2017) stated, researchers can choose the most appropriate model in terms of their purposes and conditions during their curriculum evaluation models or they can develop a new one making use of the existing ones.

The evaluation tools involve all tools and metrics that the teacher uses to collect data and information about the learning outcomes of students, to know what has changed in the results as a result of their learning of specific content, which leads in the end to a judgment on the effectiveness of that content in achieving educational goals (Al-Ashkar, 2015).

Ornstein and Hunkins (1998) identified evaluation to be a process that is performed to obtain data that could bring about changes, make amendment, additions and/or subtractions from the curriculum. In order to

make projection for the future, a continuous and systematic evaluation is required. This continuous evaluation suggests that acceptable revision of all of the components of the curriculum should be made. Different Models have been used in different countries to evaluate the effectiveness or otherwise of different subjects' curriculum in various countries.

The evaluation is defined as the process or group of operations, carried out by the teacher, to collect information about the extent to which educational goals are achieved, desired by the curriculum, and know the strengths and weaknesses in the teaching method and the methods and strategies used, and enables the evaluation of the teacher to make a decision (Al-Ashkar, 2015).

Dams (2018) defined the evaluation of teaching methods as a way to know the extent of what has been achieved in the educational goals, by identifying strengths and weaknesses, and diagnosing obstacles that prevent achieving the desired goals and then clarifying solutions and proposals that will correct the educational scientific path.

Sanders and Worthen (1998) classified the evaluation approaches under the categories of objectives oriented evaluation approach, management oriented evaluation approach, consumer oriented evaluation approach, expertise oriented evaluation approach, adversary oriented evaluation approach and participant oriented evaluation approach.

The Objectives-Oriented Evaluation Approaches:

The distinguishing feature of an objectives-oriented evaluation approach is that the purposes of some activity are specified and then evaluation focuses on the extent to which those purposes are achieved.

The Management- Oriented Evaluation Approaches:

Its rationale is that evaluative information is an essential part of good decision-making and that the evaluator can be most effective by serving administrators, policy makers, boards, practitioners, and others who need good evaluative information.

The Consumer-Oriented Evaluation Approaches:

Independent agencies or individuals who take responsibility to gather information on educational or other human services products, or assist others in doing so, support the consumer-oriented evaluation approach. These products generally include: curriculum packages, workshops, instructional media, in-service training opportunities, staff evaluation forms or procedures, new technology, software and equipment, educational materials and supplies, and even services to agencies.

The Expertise-Oriented Evaluation Approaches:

The expertise-Oriented Evaluation Approach depends primarily upon professional expertise to judge an institution, program, product or activity.

The Adversary-Oriented Evaluation Approaches:

The adversary-Oriented Evaluation Approach in its broad sense refers to all evaluations in which there is a planned opposition in the points of view of different evaluators or evaluation teams.

The Participant-Oriented Evaluation Approaches:

The participant-Oriented Evaluation Approach aims at observing and identifying all of the concerns, issues and consequences integral to human services enterprise.

2.3.2 Teaching methods evaluation tools

In order to achieve a good evaluation, the teacher must choose the appropriate evaluation tool, through which the features of a good evaluation can be noted. Among these features: the evaluation and its tools are consistent with the goals of the educational process, teaching methods and means, that the evaluation tools measure all elements of the educational process affecting the student's achievement (Al-Shaibani, 2014).

In recent times, teachers have started to expand the scope of their assessment so that it is not limited only to the results of student learning at the end of a specific period to determine who successfully or fails to succeed in the educational stage, but rather it has become one of its primary goals to enhance student learning by the elements of the educational process, and to improve the quality of teaching (Robino, 2010).

Al-Shaibani (2014) explained in her study some of the modern evaluation tools that can be relied on in assessing the student's level and the degree of his achievement, and among these tools are these

- Monitoring List: it is a list of actions and behaviors that the teacher monitors in carrying out educational tasks, and focuses on assessing the students skills.

- Grade Scale: a tool that measures the student's skill in carrying out a specific task, or measures the amount of what he gained from this skill by measuring the extent of his success or failure in it.

- A record describing the course of learning: a record in which the learner takes notes on the educational process during the class session in a subject, upon which the teacher relies on obtaining the feedback, by collecting these records every period, or at each stage of the annual evaluation, thus helping the teacher In collecting perceptions about the level of students, and knowing their strengths and weaknesses.

2.4 Methods of Teaching and Evaluating the Implicit Meaning

2.4.1 The concept of implicit meaning

The definition of implicit meaning is a meaning acquired by the word or sentence in addition to its abstract meaning, derived from the method of pronouncing the sounds of a word, and the related tune in tone of voice from descending and ascending (Tsutagawa, 2013).

There is an implicit meaning in the sentence that is not expressed in words that are abstract from the textual contexts and the audio hints presented by the speaker. That one sentence has more than one meaning, each one understands each of these meanings according to the indications provided by the speaker in reading the sentence (Asher and Ido, 2014).

In addition, the implicit meaning is related to the phenomena of accent and toning in the English language, which is related to the word by toning in its sounds, and the rise and fall in the degrees of its utterance, affecting the diversity of semantics of a single word, giving it in the context contained in it a new meaning other than the original meaning for which it was developed (Grice, 2019).

The implicit meaning also expresses the pragmatic connotations of language, that add to the meaning of the word or sentence in the linguistic context, and this indication is due to the social context contained therein, and to the practical or functional practice of the language, and the position of society from it, and also due to the intentions of the lover, and the relationship between the sender and the receiver, and the cultural backgrounds exchanged between them (Allan, 2007).

The implicit meaning is not limited to the teachers perception of from a pragmatic point of view of what the teachers is speaking of verbal tunes or non-verbal signs, but also requires the practical competence of the students in identifying the teachers intention conveyed by a variety of

implicit and explicit forms and making accurate conclusions about specific communication goals (Roever, 2001).

Some researchers consider the implicit meaning an important part of the reading skill, because reading has a process of extracting the meaning and building it through the interaction of the reader with the written text. Thus, this concept includes three basic elements: the reader, the text, and the activity in which the understanding is included, so reading has a variety of factors such as cognitive, social and cultural capabilities, as well as influenced by metacognitive reading. In recent times, metacognition has become a common term in research on the topic of reading, as it shows how readers achieve reading comprehension, and it develops students' ability to read, and strategies to predict, mental perception to understand the text, right and his consciousness (Awad and Barakat, 2012).

2.4.2 The importance of teaching the implicit meaning

According to the importance of reading in the students success in his academic life, and given its importance in being a means of communication between individuals and cultures, many researchers recommend the need to teach reading strategies to improve reading comprehension skills, as well as the use of reading strategies and awareness of their content increases confidence in the readers ability to analyze text, and an understanding of its significance (Ghonsooly, 2012).

Modern teaching attitudes are concerned with the importance of perceiving phonological information in linguistic communication in identifying the meaning contained in the spoken word, by recognizing the auditory properties of speech and the motor commands associated with speech production, and it is necessary to understand how the sensory system changes dynamically, in order to allow listeners to process inputs changing, and the resulting new words, that they face constantly (Diehl, Lotto and Holt, 2004).

The importance of realizing the implicit meaning in the language stems from the importance of using the language, as it is a skill, and the individual must learn this skill and master it like any other skills, and it is the duty of those responsible for education and development to provide him/her with the opportunity to acquire this skill, the more varied his/her linguistic experiences and the more he/she deals with things and ideas. The more he/she increased his/her understanding of the world around him/ her (Awad and Barakat, 2012).

The significance of teaching the implicit meaning lies in the importance of getting rid of the difficulties of understanding the reader, which is part of the difficulties of learning the skill of reading and mastery among English language learners from students. The study of Bani Abdel-Rahman & Al-Shumaimeri (2013) indicated that most students of English as a foreign language suffer from one of the difficulties in comprehending the test, even though they had been learning English for several years.

The social aspect of language verifies that language is behavior and a facet of human activity, so it is worth noting that language teachers deal with language separately from human activity, and far from being part of the social system, and its psychological and emotional dimensions (Atrophy, 2013).

The implication also relates in a direct way to what is called in modern pedagogies with creative reading, which includes four main features, which are (Al-Qarni, 2009):

- Fluency: which means the learner's ability to generate alternatives, ideas, synonyms, or uses when responding to or reading the linguistic text, and interacting with him according to the context, and according to the way in which it is presented, and the circumstances surrounding the sender and receiver.

- Flexibility: which means the learner's ability to change the mental state by changing the situation, and here the position is the tone and context in which the text is presented, and the mental state varies according to the way in which one phrase is presented, and the change of mental state follows the diversity of ideas, the diversity of understanding, and the diversity of interpretation, As this feature is based on directing or transforming the thinking path with the change of stimulus or changing the requirements of the situation.

- Details: which refers to the ability of the learner to combine a group of different parts into one unit neatly. Here, understanding does not depend on the meaning of the word, but rather its pronouncement and its construction and the context contained therein, and the occasion expressed by it, and the social status of the receiver and receiver, etc. The conditions and factors at which it meets generate the underlying meaning of a read or written text message.

- Authenticity: which means what the learner is characterized by novelty and uniqueness from others in ideas, so his understanding of the text will be different from what others understood, and this requires awareness of the parts of the text, and awareness of the relationship between them, in order to reach the meaning that it contains, instead of the abstract lexical meaning.

Many studies have revealed the importance of the implicit meaning in mastering, understanding and practicing the English language as a social communicative language, and among these studies that have addressed the implicit meaning as a reading skill study of (Taguchi, 2005) which examined whether proficiency in the second language affects practical understanding, that is, the ability to understand the tacit meaning in the spoken dialogues in terms of accuracy and speed of understanding and the results revealed that understanding the tacit meaning affects the accuracy of understanding.

2.4.3 Methods of teaching implicit meaning

Oxford (1996) indicated that implicit teaching refers to the teaching methods emphasizing students must be naturally acquired through situational scene when learning English language. Implicit teaching is also known as suggestive method, mainly adopting the inductive thinking method, and inducing the grammar rules through communicative use of the language. Learners contact with English mainly through scenes. This teaching method makes communicative teaching method as representation, emphasizing the unconsciousness, abstractness, and automaticity of language study.

Explicit meaning teaching, which makes teachers as the center in classroom teaching, is too fancy language and forms the teaching mode whose center is meaning activity. With this teaching method, most of the students can make correct sentences, and use English for simple daily communication. For this, it requires teachers to combine the language form with language meaning and language function organically. Implicit meaning teaching can let learners gain a better understanding of the relationship between the semantics and function and context by incorporating the discourse into the context.

Learning a foreign language, or the second language, lies in the place where this language is learned, and in the social and communication functions that it performs in this place. Learners of the language learn it in order to employ it in communication processes, whether in conversation,

listening, or reading, and this means the need to pay attention to methods And the strategies that this language presents to its learners, to provide the learner with what is known as the communicative competence .

Moreover, Oxford (1996) set dimensions for achieving communication competence in the acquired language, namely:

- Grammatical competence: which means mastering the basic principles of language, and includes vocabulary, grammar, pronunciation, spelling, word building and syntax.

- Social competence: which it means the level at which the learner has an appropriate understanding or use of expressions in many social situations.

- Conversational competence: which means the ability to link ideas, to achieve consistency in form, to overcome the stage of communicative competence with one sentence.

- Strategic Efficiency: which means the learner's ability to use strategies that help him limit the aspect of knowledge of the language, such as using gestures and signs to express a word that he does not know, until the listener understands what the speaker wants, or the reader understands what the writer wants.

Therefore, the methods of teaching the English language at all levels should consider teaching what is called implicit learning, and that is in

ways that differ from the traditional teaching of the English language, and from these methods: assigning students to class and non-class activities, based on communication between them, or communication with others who are proficient in the language English as a conversation language, and not only a syntax and grammar language, among which students also watch films shown in English, reading books and novels in the language of understanding the content, summarizing them, expressing their personalities and events, and one way to achieve tacit learning in the classroom may be to pair students and make them speak but rather concern about what they did yesterday, it is the students' use of the language in a practical way and communication is a good way to increase fluency and retention as a tacit communication, not as a mere (Posey, 2019).

In additions, many studies presents a set of instruction and teaching methods that he called implicit instructions and that would focus on the implicit meaning of grammar and vocabulary, including:

-   Exploration: the teacher according to this method is concerned with exploration instead of interpretation, it is not necessarily that the interpretation of vocabulary or the interpretation of the rule leads to a full understanding of the content of the phrase, but it is better to allow students to obtain the rules and meanings of the vocabulary themselves, and in this way the teacher makes the student an active thinker, gives him the starting point and then allows the student to explore the meaning of the word through context, and infer the

mechanism of installation and work with it, by linking it to the context of the phrase, its significance, and explanation the synthesis mechanism through assumption and conclusion, rather than giving students a set of exemplary examples of repetition and drilling, it would be wise to give them the opportunity to explore examples through observation, hypothesis development, and drawing conclusions about forms of language, which in turn leads to raising awareness about grammar an effective understanding of its rules.

- Making the English language a habitual language and not a language of memorization and repetition: the teacher is keen to form a habit that the expression of meaning becomes the goal of using the language, so the student is used to employ the language and its rules and synthesize them in the service of the implicit meaning, instead of an artificial language that is based on mere exemplary representation on the vocabulary of grammar and grammatical rules.

On the other hand, many researchers, (Rahimi, 2015) and (Atrophy, 2013), pointed the importance of the listening skill in grasping the implicit meaning as listening is an interactive process of grasping and understanding what is spoken, because the listening process is a complex process and there is a difference between what is heard and understanding what is heard and what is intended of it, and in listening should take into account the phonetic features and lexical features of the operative in order for the process of understanding to be carried out accurately. Among the

phonological features is the suspension or separation, the way the word is spoken (intonation), and other sound that affects the meaning of the abstract word (Rahimi, 2015).

2.5 Related Studies

Al-Ahmed and Al-gamdi (2018) investigated the effective methods of context drills, word-on-board games, flash-card games, mini-presentations and role playing, dictionary use and blended learning-to develop ESL learners' vocabulary acquisition for teaching English vocabulary to Saudi female students. The control group was taught vocabulary using the traditional didactic teaching method. The study's sample consisted of 248 first-year students enrolled in the Faculty of Education and the Deanship of the Preparatory Year at the University of Dammam. English instructors with similar qualifications and experience taught the students. Vocabulary pre- and post-tests were given to groups at the beginning and at the end of the class. Data collected from the tests were then documented and statistically analyzed. The findings reveal that students taught using the new methods of instruction had better vocabulary test scores than those taught using the traditional method. These methods have proven to be effective in improving students' vocabulary acquisition.

Naser Rashidi and Amir Ganbari Adivi (2010) investigated the correlation between vocabulary learning and the reading of specific short stories. One particularly interesting observation was also made by the authors regarding learner's purpose and vocabulary gain. The research

involved 40 Iranian EFL learners divided into two groups. The students in the experimental group were assigned to read five short stories for the purpose of comprehension while those in the control group were explicitly taught the target words. Both groups were homogeneous in terms of their proficiency in the English language.

Webb (2009) investigated the effects of receptive and productive learning of word pairs on vocabulary knowledge on a group of Japanese native speakers. Learning word pairs involves memorizing foreign vocabulary items together with their synonyms or translations and is very mucha conventional method of vocabulary learning. Receptive learning of word pairs means first knowing a decontextualized L2 vocabulary article and then attempting to recall its L1 meaning. On the other hand, productive learning of word pairs refers to first knowing a decontextualised L1 article and then attempting to recall its L2 form. The subjects of the study were 62 first year undergraduates attending EFL classes at a university in Japan and all of them had studied English for at least six years. The results of the study showed that the quantity as well as the type of vocabulary knowledge gained is considerably by the direction learning took place. Productive learning resulted in superior gains in productive knowledge of meaning, syntax and grammatical functions, and in productive as well as receptive knowledge of orthography.

Rosszell's (2007) contribution deals with the matter of vocabulary teaching and learning through extensive reading. More precisely, he

described a two-condition extensive reading program conducted for 40 EFL students of a Japanese university which led him to conclude that an approach which couples extensive reading with intensive vocabulary study represents an option that is both more viable and effective for L2 learners.

The samples in **Dana's study (2006)** are students of pre-intermediate level, were subjected to three 45-minute lessons followed by a vocabulary test. The theme of the lessons was food and on grammar, the researcher focused on regular and irregular verbs. The students were tested on their productive vocabulary knowledge as well as their ability to recall and place acquired vocabulary into context. An attempt was made to strike a balance between validity, reliability and practicality. In the experiment, the students first took turns to read the text aloud which they later translated using a bilingual vocabulary list. It was then joined to the text. Then, they were drilled item by item, based on the vocabulary and phrase pattern list. After that, the teacher would read aloud some of the words and the students would then translate them aloud in class. The lesson would then continue with the students' attention drawn to the grammar part where they would be drilled further on the irregular verbs. Students would then work in pairs, testing each other's memory. Finally, they would be asked to go back to the text, find and underline the new irregular verbs and then answered the questions asked in the text. The researcher came up with several conclusions. Firstly, she found that although the Grammar-Translation Method helped students at this level to analyze a particular language area, the range of vocabulary knowledge covered was too narrow although the

students' knowledge of target vocabulary was excellent. Also, students faced problems integrating the words within context-conscious learning of rules. They were able to produce a base form of any word from the list but they tended to encounter difficulties when it came to putting the items into the correct form within a context, unless they were provided with fitting sentence structures. Students tended to regard language as an anthology of words that are independent and isolated – to be linked together to form a sentence. The researcher also found that the students tended to disregard the content but were overly concerned with linguistic details. They were able to recall words in familiar sentence patterns but not so if those familiar words were to be presented in unfamiliar contexts.

McCarthy and Wigglesworth (2001) questioned in their study how effective extensive reading really is. According to them, extensive reading will probably be the main opportunity for many learners to encounter a wide range of new words.

Huckin and Coady (1999) emphasized in their study that many studies seem to indicate that except for the first few thousand common words, vocabulary learning largely transpires through extensive reading with the learner guessing at the meaning of unfamiliar words.

The previous studies investigated the effective methods for teaching vocabulary. Al-Ahmed and Al-gamdi (2018) investigated the effective methods of context drills, word-on-board games, flash-card games, mini-presentations and role playing, dictionary use and blended learning-to

develop ESL learners' vocabulary acquisition for teaching English vocabulary to Saudi female students, Naser Rashidi and Amir Ganbari Adivi (2010) investigated the correlation between vocabulary learning and the reading of specific short stories, Webb (2009) investigated the effects of receptive and productive learning of word pairs on vocabulary knowledge on a group of Japanese native speakers, Rosszell's (2007) contribution deals with the matter of vocabulary teaching and learning through extensive reading, Dana's study (2006) tested students for productive vocabulary knowledge as well as their ability to recall and place acquired vocabulary into context, McCarthy and Wigglesworth (2001) questioned in their study how effective extensive reading for learning vocabulary and Huckin and Coady (1999) emphasized in their study that many studies seem to indicate that except for the first few thousand common words, vocabulary learning largely transpires through extensive reading.

The recent study is in line with the previous studies in aim which is the methods for teaching implicit meaning among upper basic stage students from teachers' perspective in the Palestinian Qalqilia governorate, particularly with Al-Ahmed and Al-gamdi (2018). On the other hand, it differs with the previous studies in that they focused on one technique which is extensive reading.

Comments on previous studies

The study results are in line with the studies of Rashidi and Amir Adivi (2010) which indicated that gaining vocabulary is by reading stories, Al-Ahmed and Al-gamdi (2018) which revealed that students taught using the new methods of instruction had better vocabulary test scores than those taught using the traditional method. These methods have proven to be effective in improving students' vocabulary acquisition, Webb (2009) showed that the quantity as well as the type of vocabulary knowledge (quality) gained is considerable. Rosszell's (2007) which revealed that vocabulary teaching and learning through extensive reading is effective. McCarthy and Wigglesworth (2001) showed that effective extensive reading is an essential part in teaching vocabulary and Huckin and Coady (1999) showed that vocabulary learning largely transpires through extensive reading with the learner guessing at the meaning of unfamiliar words. The study goes with what Posy (2019) and Al-Ahmad and Al-Gamdi (2018) introduced. They explained the modern techniques of teaching the implicit meaning and learners are more motivated when using such techniques. Also, the finding of the study is in line with Rhalmi's (2012) which showed that exemplary representation on the vocabulary of grammar and grammatical rules is a good method for teaching implicit vocabulary. But the study doesn't go with what McCarthy and Wigglesworth (2001) questioned. They tried to say that extensive reading is effective in understanding Implicit Meaning and in gaining a wide range of new vocabulary.

2.5 Summary

This chapter includes different subjects related to the literature review and related studies, which clarify the concept of teaching methods and evaluation methods Related studies are also included in chapter two, they are modern subjects revolving around the study subject and arranged according time, the most important are Naser Rashidi and Amir Ganbari Adivi (2010), Webb (2009), Rosszell's (2007) and Dana's.

Chapter Three

Research Methodology

3.1 Introduction

3.2 Research Design

3.3 Data Collection Tools

3.4 Sample of the Study

3.5 Instrument of the Study

3.6 Statistical Analysis

3.7 Summary

Chapter Three

Research Methodology

3.1 Introduction

This chapter discusses the nature of the research methodology within which the research process was conducted. The aim of this chapter is to determine English language teachers' perspectives towards evaluating the implicit meaning of upper basic stage students in Qalqilia Governorate in order to achieve the aims of the study and answer its questions. Therefore, this chapter firstly reviews different research approaches and strategies and then justifies the most appropriate ones for this research.

3.2 Research Design

In this study, the researcher used a descriptive analytical approach which focused on collecting the information about the methods of teaching the implicit meaning and evaluating it according to Palestinian English language curriculum for the upper basic stage in the schools of Palestinian Ministry of Education, and describe the viewpoints of English language teachers when teaching vocabulary particularly at the basic stage in Qalqilia governorate schools to solve the research problem and answering the research questions, so the descriptive methodology is the most appropriate .

3.3 Data Collection Tools

The researcher depended on two basic types of data (primary and secondary date):

1. Primary Data: in this research, the primary data obtained from a structural questionnaire, which focused on evaluating the impact of implicit versus explicit vocabulary teaching learning on the amount of the vocabulary learnt by the students through using a computerized questionnaire disturbed among teachers of English via social media sites in Palestine. This computerized questionnaire dealt with two different ways of vocabulary practiced so as to rate the impact of each method on Palestinian students. Since this research aimed to describe and analyze English language teachers' perspectives, the distributed questionnaires were collected and analyzed by using SPSS computer software.

2. Secondary Data: this data used to introduce the related study of the research, which obtained from several sources, for example books, journals, reports, internet websites, and many other resources and references that were available and related to the research problem. Literature review was introduced to help in preparing the research and classifying its purpose, which described the methods of teaching the implicit meaning and evaluating.

The researcher designed a questionnaire of two parts. The researcher used the questionnaire to gather and acquire the primary data that were analyzed to achieve the research goals. Research questionnaire was amended two times before getting the final design. The first adjustment was upon the supervisor request. The second was upon the experts' opinions.

The questionnaire consisted of three main parts:

1. **Part One:** This part of questionnaire included a description of the research objective and the purpose of research. Also, this part assured participants of the confidentiality of the information, and encouraged them to answer the questionnaire.

2. **Part Two:** This part designed to collect demographic information about respondents which included (gender, years of experience, academic qualification).

3. **Part Three:** This part consisted of (43) items constructed in close-ended statements based on the five- Likert scale (5= always, 4= mostly, 3= neutral, 2= sometimes, 1= never). The items were classified into two domains:

   - Methods of teaching the implicit meaning: which consisted of (20) items.

   - Evaluation of the implicit meaning: which consisted of (23) items.

3.4 Study Sample

3.4.1 Research Population

The research population includes all teachers of English language for the ninth grade in the Qalqilya Governorate during the scholastic year 2019-2020. According to the Palestinian ministry of education report, the number of teachers of English who teaches the upper basic stage students in Qalqilia Governorate was (164).

3.4.2 Sample of the Study

The researcher targeted Qalqilia governorate schools and focused on Palestinian public ninth grades schools in Qalqilia Governorate. The research covered (64) schools which are properly had teachers of English for the ninth grade.

The researcher used an internet web site to help her in reaching the acceptance sample size, which is (50).

- **Gender**

According to Table (3-1), the sample included 13 Male who form 26% of the participants, and 37 female who form 74% of the participants, and figure (3-1) shows the gender distribution in this research.

Table (3-1): Distribution of study sample according to Gender

Variable	Characteristics of the Variable	Frequencies	Percentage
Gender	Male	13	26%
	Female	37	74%
	Total	**50**	**100%**
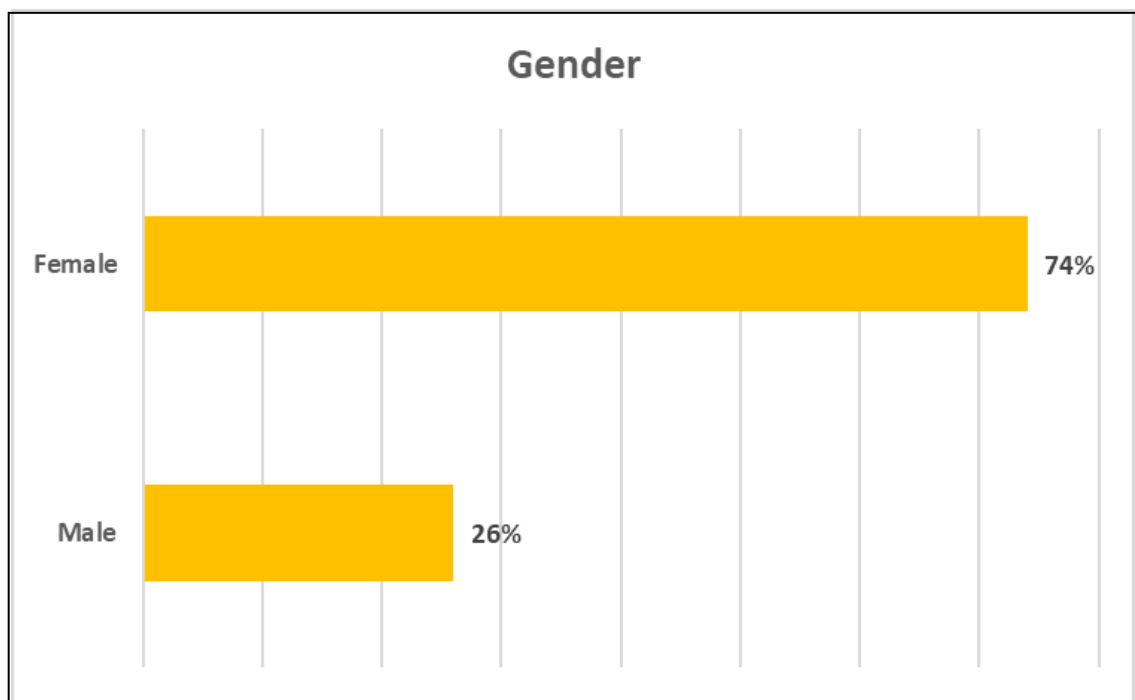
Figure (3-1): Distribution of study sample according Gender.

• **Years of Experience**

Experience years was divided into four period intervals. Table (3-2) and Figure (3-2) show the details of the participants' work of years of experience.

Table (3-2): Distribution of study sample according Experience

Variable	Characteristics of the Variable	Frequencies	Percentage
Years of Experience	Less than 5 years	13	26%
	6- 10 years	8	16%
	11- 15 years	9	18%
	More than 15 years	20	40%
	Total	**50**	**100%**
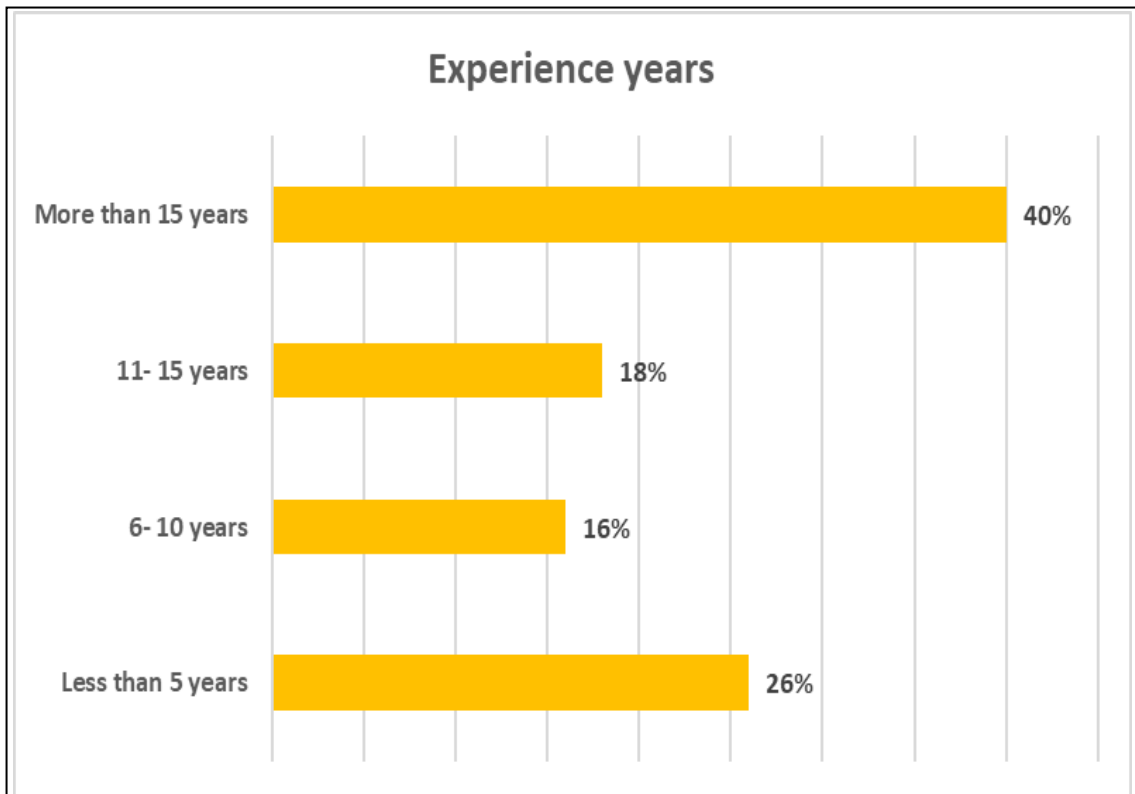
Figure (3-2): Distribution of study sample according Experience Years.

- **Academic Qualification:**

Academic qualification was divided into four intervals. Table (3-3) and Figure (3-3) show the details of the participants' academic qualification.

Table (3-3): Distribution of Academic of study sample according Qualification

Variable	Characteristics of the Variable	Frequencies	Percentage
Academic Qualification	Diploma	1	2%
	Bachelor	35	70%
	Master	14	28%
	Ph.D.	0	0
	Total	**50**	**100%**
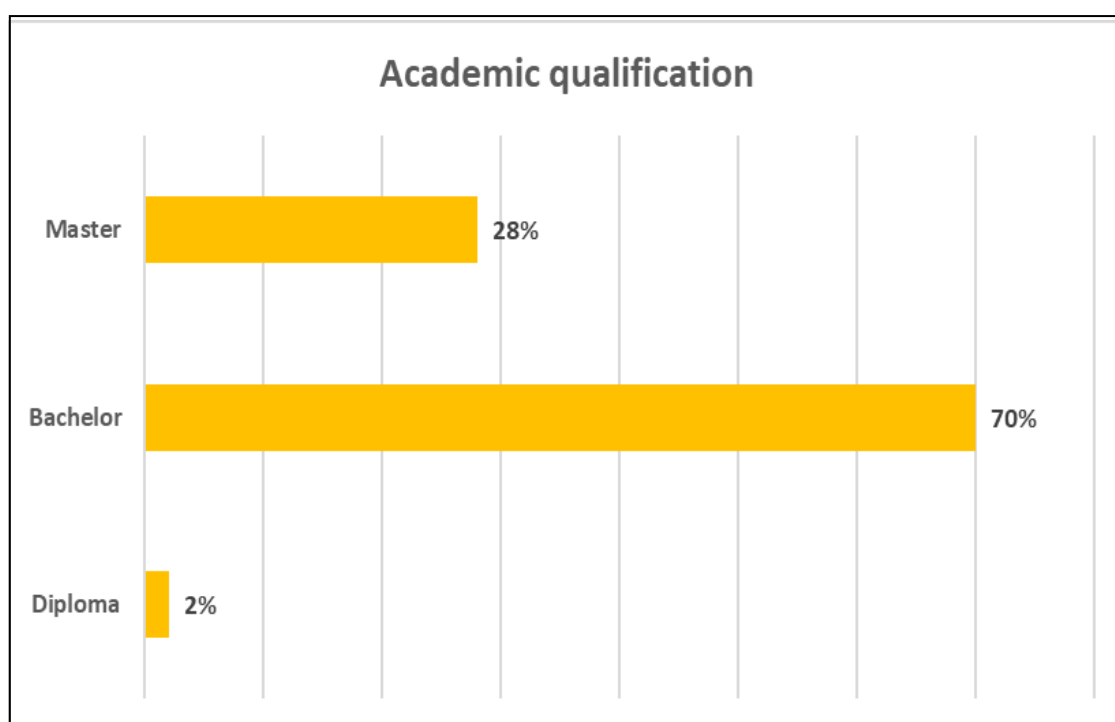
Figure (3-3): Distribution of Academic of study sample according Qualification.

The results of analyzing the personal information data showed the following facts:

1. The highest percentage of participants is females who form 74% of English teachers respondents.

2. The highest percentage of participants in work experience field is (more than 15 years), and their percentage in participation is 40%.

3. The highest percentage of participants in academic qualification field is bachelor, and their percentage in participation is 70%.

3.5 Instrument of the Study

In this study, the researcher designed a questionnaire to collect data from the participants and this questionnaire consisted of 43 items which was distributed among 9th. Grade teachers via social media sites in Palestine. This computerized questionnaire dealt in two different ways of vocabulary practiced so as to rate the impact of each method on Palestinian students.

The researcher adopted purposeful sample to collect the data from the Palestinian public schools that has the ninth grade, which located in Qalqilia Governorate.

3.5.1 Validity

To check the validity of questions, it was given to 7 juries to get their opinions about the appropriateness of the questions for the purpose of the

study .All their comments and recommendations were taken into consideration.

3.5.2 Reliability

To ensure the reliability of the research questionnaire, the researcher used Cronbach coefficient alpha method, which is one of the most popular reliability statistics, that determines the internal consistency or average correlation of items in a survey instrument to test its reliability (Reynaldo & Santos, 1999).

Table (3-4) shows that the results of Cronbach alpha test which ranges from (88.7%) for the domains of (**Methods of teaching the implicit meaning**) to (91.0%) for the domain of (**Evaluation of the implicit meaning**). The total degree for the entire questionnaire is (94.1%) and the entire questionnaire variables are above 70%, thus it has high reliability. Therefore, the questionnaire is reliable and could be redistributed.

Table (3-4): Cronbach alpha test

NO.	Domain	No. of Statements	Cronbach Alpha
1	Methods of teaching the implicit meaning	20	88.7%
2	Evaluation of the implicit meaning	23	91%
Total			94.1%

These values are excellent and acceptable for the purpose of the study. In order to evaluate the results of Cronbach Alpha, the following scale is used and the following table shows the details:

Table (3.5): Cronbach alpha Internal Consistency

Cronbach alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable

Source: (Tavakol and Dennick, 2011).

3.6 Statistical Analysis

Statistical Package for social Science (SPSS) version 20 was used for data analysis. The researcher used the following statistical methods:

1.   Means, frequencies, standard deviations, and percentages in order to estimate the relative percentage of every item.

2.   Independent Samples T-tests for Independent Samples to test the assumptions related gender.

3.   One-Way Analysis of Variance (ANOVA) to test (experience and academic qualification variables).

4.   Cronbach Alpha is used to test the consistency of the items in the questionnaire.

3.7 Summary

This chapter introduced the research approach and the data collection process used in this study, and discusses the population, sample, and research tool design. Moreover, the researcher introduced validity, reliability, and statistical analysis methods.

Chapter Four

Results of the study

4.1 Introduction

4.2 Descriptive Analysis

4.3 Results Related to the Research Questions

4.4 Results Related to the Research Hypotheses

4.5 Summary

Chapter Four

Results of the study

4.1 Introduction

This chapter presents the results of data analysis collected and discusses the results that are obtained via the questionnaire, and it shows the results of descriptive statistics and hypotheses testing derived from the Statistical Package for Social Science (SPSS) software, in order to determine the methods of teaching the implicit meaning and evaluation of the implicit meaning. Furthermore, this chapter presents teachers of English point of view about the methods of teaching the implicit meaning and evaluating it according to Palestinian English language curriculum for the upper basic stage in the Palestinian Ministry of Education particularly at the schools of Qalqilya Governorate.

4.2 Descriptive Analysis

According to the design of questionnaire, respondents have different personal information; these differences introduce different responses towards teacher perspectives about the evaluation of implicit meaning of upper basic stage students. The following results shows these differences.

In order to answer the questions of the study, means and standard deviations of the items of the study have been calculated. The researcher approved the following scale to estimate the level of the methods of

teaching the Implicit Meaning according to English language teachers for the ninth grades in Qalqilia governorate formulated as follows:

Estimation level = (highest value-lowest value) / (5) = 5-1/5=0.8

4.21 - 5 :Very High 3.41 – 4.20 :High 2.61–3.40 moderate	
1.81- 2.60 Low less than 1.81 : Very Low	

Furthermore, the results were as follows:

4.3 Results Related to the Research Questions

4.3.1 Results Related to the first Study Question

To answer this question "*What is the degree of evaluation of the teachers English language for the ninth grade in Qalqilya governorate for teaching implicit meaning"*? Means, standard deviations and estimation levels are calculated as shown in the table below

Table (4-1): Means, standard deviations, percentages and estimation level of English language teachers' perception for domains and the total degree

No.	Domain	Mean	SD	Percentages	Estimation level
1	Methods of teaching the implicit meaning	3.52	0.63	70.4	High
2	Evaluation of teaching the implicit meaning	3.85	0.59	77.0	High
	Total degree	**3.68**	**0.58**	**77.2**	**High**

Table (4.1) illustrates that the total degree of teachers' responses on evaluating the implicit meaning of upper basic stage students from teachers' perspectives in Qalqilia Governorate was (3.68) which entails a

high level of perception. The highest mean was given to the domain "Evaluation of teaching the implicit meaning" which scored (3.85). On the other hand, the lowest mean was given to the domain "Methods of teaching the implicit meaning" which scored (3.48).

The results of the domains are illustrated in the tables below:

Table (4-2): Means, standard deviations, percentages and estimation level of English language teachers' point of view of methods of teaching the Implicit Meaning

No.	Item	Mean S	SD	%	Estimation level
1	I assign students non-classroom activities based on communication with each other	3.42	1.18	68.4	High
2	I create communication dialogues among students to discuss a specific topic in the classroom	3.70	1.11	74	High
3	I create dialogues and communication activities between students and native speakers of English through media programs	2.26	1.32	45.2	Low
4	I instruct students to translate some scenes from Arabic novels into English.	2.80	1.27	56.0	Moderate
5	I assign students listening texts and ask them to express what they understand	3.76	1.22	75.2	High
6	I show students translated films to help them learn new phrases.	2.58	1.32	51.6	Low
7	I focus on the meaning of grammar and the significance of composition in explaining grammatical rules	3.68	1.25	73.6	High
8	I use grammar tenses to express life situations	4.02	1.09	80.4	High
9	I encourage students to identify the meaning of words in context through investigation	4.12	0.79	82.4	High

No.	Item	Mean S	SD	%	Estimation level
10	I give students an opportunity to explain the structure of the sentence and the significance of its context	3.74	1.02	74.8	High
11	I use grammatical rules when discussing implicit meaning	3.40	1.16	68.0	Moderate
12	I use the inferential or guesswork strategy to overcome the difficulty of understanding the text	3.52	1.05	70.4	High
13	I assign certain acting situations to assure students' understanding	3.52	1.16	70.4	High
14	I focus on oral expressions to develop students' ability to grasp the implicit meaning	3.66	1.15	73.2	High
15	I focus on conversations to develop students' ability to grasp the implicit meaning	3.74	1.00	74.8	High
16	I focus on the listening skill to develop students' ability to perceive the implicit meaning	3.54	1.14	70.8	High
17	I focus on the reading skill to develop students' ability to grasp the implicit meaning	4.12	0.98	82.4	High
18	I consider cooperative education, which is based on the interaction between students on one hand, and between students and the teacher on the other hand, in the classroom environment	4.12	0.77	82.4	High
19	I use videos to teach the implicit meaning of interactive dialogues	3.22	1.25	64.4	Moderate
20	I use blended learning that combines e-learning and traditional education	3.44	1.16	68.8	High
Total		**3.52**	**0.63**	**70.4**	**High**

Table (4.2) illustrates that the total degree of teachers' responses on **methods of teaching the Implicit Meaning (themes)** was (3.52) which suggests a high level of perception. The highest mean was given to the themes "I encourage students to identify the meaning of words in context

through investigation, I focus on the reading skill to develop students' ability to grasp the implicit meaning. *and* I consider cooperative education, which is based on the interaction between students on one hand, and between students and the teacher on the other hand, in the classroom environment.*"* which scored (4.12). On the other hand, the lowest mean was given to the theme *"*I create dialogues and communication activities between students and native speakers of English through media programs*"* which scored (2.26).

Table (4-3): Means, standard deviations, percentages and estimation level of English language teachers' perception for evaluation of teaching the implicit meaning

No.	Item	Mean	SD	%	Estimation level
21	I consider questions that follow the text	4.56	0.61	91.2	Very High
22	I consider students' ability of oral expression	4.10	0.95	82	High
23	I consider students' ability to practice written expression	3.90	0.99	78	High
24	I consider students' ability to summarize texts in a meaningful way	3.58	1.09	71.6	High
25	I consider students' ability to think creatively	4.00	0.99	80.0	High
26	I consider students' ability to think critically	3.70	1.14	74.0	High
27	I consider students' ability to infer and guess	3.98	0.86	79.6	High
28	I consider students' ability to relate	3.92	1.00	78.4	High
29	I consider students' ability to analyze.	3.80	0.96	76.0	High
30	I consider students' ability to explain	4.08	0.92	81.6	High
31	I consider students' scores in academic tests	3.96	1.00	79.2	High
32	I consider students' participation in class and home activities	4.24	0.87	84.8	Very High

No.	Item	Mean	SD	%	Estimation level
33	I consider students' participation in extracurricular activities	3.48	1.14	69.6	High
34	I consider the listening skill in assessing the awareness of implied meaning	3.56	1.07	71.2	High
35	I consider the speaking skill when assessing students' awareness of implied meaning	3.62	1.06	72.4	High
36	I consider the reading skill in assessing students' awareness of implied meaning	3.82	1.15	76.4	High
37	I use daily notes to assess students' work	3.88	1.23	77.6	High
38	I use graded scales to assess students' implicit meaning	3.66	1.17	73.2	High
39	I use learning progression record to evaluate students' understanding	3.64	1.19	72.8	High
40	I use formative evaluation to assess the awareness of implicit meaning	3.62	1.08	72.4	High
41	I use different types of incentives to encourage students' participation	4.12	0.87	82.4	High
42	I use solving problem method to teach the implicit meaning	3.72	1.03	74.4	High
43	I use dramatization method to enhance the implied meaning skill	3.58	1.01	71.6	High
Total		**3.85**	**.59**	**77.0**	**High**

Table (4.3) illustrates that the total degree of teachers' responses on **evaluation of teaching the implicit meaning** was (3.85) which suggests a high level of perception. The highest mean was given to the themes "I consider questions that follow the text which scored (4.56). On the other hand, the lowest mean was given to the theme "I consider students' participation in extracurricular activities" which scored (3.48).

4.3.2 Results Related to the second Study Question

To answer the question *"How do teacher's, gender, experience, and qualifications, affect evaluation of the English language teachers for the ninth grade in Qalqilya governorate for teaching implicit meaning?"* T-tests for Independent Samples, One-Way Analysis of Variance (ANOVA) and post hoc tests have been used and the results are illustrated in results related to the research hypotheses as the following:

4.4 Results Related to the Research Hypotheses

To analyze the study hypotheses, T-tests for Independent Samples, and One-Way Analysis of Variance (ANOVA) and post hoc tests have been used and the following tables show the results as thus:

4.4.1 Results Related to the first study Hypotheses

To analyze the first study hypotheses: *" There are no statistically significant differences among English language teachers' perceptions   for ninth grade in Qalqilia governorate schools about the methods of teaching the implicit meaning and its evaluation attributed to the gender variable"* Independent Samples T-tests *was used* and the results are illustrated in the table (4.4) :

Table (4.4): Independent Samples T-test of teachers' perceptions towards *the methods of teaching the implicit meaning and its evaluation attributed to the gender* **attributed to teachers' gender**

Methods of teaching the implicit meaning	Gender	N	Mean	S. D	t	Sig.*
Methods of teaching the implicit meaning	Male	13	3.63	0.80	0.763	0.155
	Female	37	3.48	0.57		
Evaluation of teaching the implicit meaning	Male	13	3.83	0.78	0.130	0.061
	Female	37	3.86	0.52		
Total	Male	13	3.73	0.74	-0.157	0.137
	Female	37	3.67	0.52		

*The mean difference is significant at the 0.05 level.

Table (4.4) illustrates no statistical significant differences at (α=0.05) on the total degree of *among English language teachers' perceptions in the upper basic stage in Qalqilia governorate schools about the methods of teaching the implicit meaning and its evaluation attributed to the gender* The significant level is (0.137) which is more than (0.05). So, we accept the Null hypothesis.

4.4.2 Results Related to the second study Hypotheses

To analyze the second study hypotheses: *"There are no statistically significant differences among English language teachers' perceptions in the upper basic stage in Qalqilia governorate schools about the methods of teaching the implicit meaning and its evaluation attributed to the years of experience variable"* One-Way Analysis of Variance (ANOVA) was used and the results are illustrated in the following tables:

Table (4-5): Means and standard deviations of teachers' perceptions towards *the methods of teaching the implicit meaning and its evaluation attributed to the gender* **attributed to teachers' years of experience**

Methods of teaching the implicit meaning	*Teachers' experience*	N	Mean	S.D
Methods of teaching the implicit meaning	Less than 5 years	13	3.69	0.409
	6-10 years	8	3.24	0.847
	11- 15 years	9	3.52	0.602
	More than 15 years	20	3.51	0.689
	Total	50	3.52	0.638
Evaluation of teaching the implicit meaning	Less than 5 years	13	4.07	0.475
	6-10 years	8	3.51	0.724
	11- 15 years	9	3.94	0.351
	More than 15 years	20	3.80	0.665
	Total	50	3.85	0.597
Total	Less than 5 years	13	3.88	0.374
	6-10 years	8	3.38	0.769
	11- 15 years	9	3.73	0.450
	More than 15 years	20	3.66	0.641
	Total	50	3.68	0.581

Table (4-6): One Way ANOVA for of teachers' perceptions towards *the methods of teaching the implicit meaning and its evaluation attributed to the gender* **attributed to teachers' years of experience**

Methods of teaching the implicit meaning	**Source of variance**	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Methods of teaching the implicit meaning	Between Groups	.997	3	0.332	0.807	0.497
	Within Groups	18.956	46	0.412		
	Total	19.954	49			
Evaluation of teaching the implicit meaning	Between Groups	1.693	3	0.564	1.645	0.192
	Within Groups	15.775	46	0.343		
	Total	17.468	49			
Total	Between Groups	1.302	3	0.434	1.309	0.283
	Within Groups	15.257	46	0.332		
	Total	16.559	49			

* The mean difference is significant at the 0.05 level.

Table (4.5) illustrates no statistical significant differences at (α=0.05) on the total degree of *among English language teachers' perceptions in the upper basic stage in Qalqilia governorate schools about the methods of teaching the implicit meaning and its evaluation attributed*

to the years of experience The significant level is (0.283) which is more than (0.05). Also, no statistical significant differences in the two domains of the study. So, we accept the Null hypothesis.

4.4.3 Results Related to the third study Hypotheses

To analyze the third study hypotheses: *" There are no statistically significant differences among English language teachers' perceptions in the upper basic stage in Qalqilia governorate schools about the methods of teaching the implicit meaning and its evaluation attributed to the academic qualification variable"* One-Way Analysis of Variance (ANOVA) was used and the results are illustrated in the following tables:

Table (4-7): Means and standard deviations of teachers' perceptions towards *the methods of teaching the implicit meaning and its evaluation attributed to the gender* attributed to teachers' academic qualification

Methods of teaching the implicit meaning	*Teachers' qualification*	**N**	**Mean**	**S.D**
Methods of teaching the implicit meaning	Diploma	1	3.40	0
	Bachelor	35	3.50	0.604
	Master	14	3.56	0.760
	Total	50	3.52	0.638
Evaluation of teaching the implicit meaning	Diploma	1	3.96	0
	Bachelor	35	3.84	0.546
	Master	14	3.87	0.750
	Total	50	3.85	0.597
Total	Diploma	1	3.68	0
	Bachelor	35	3.67	0.530
	Master	14	3.72	0.734
	Total	**50**	**3.68**	**0.581**

Table (4-8): One Way ANOVA for of teachers' perceptions towards *the methods of teaching the implicit meaning and its evaluation attributed to the gender* **attributed to teachers' years of experience**

Methods of teaching the implicit meaning	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Methods of teaching the implicit meaning	Between Groups	0.052	2	0.026	0.061	0.941
	Within Groups	19.902	47	0.423		
	Total	19.954	49			
Evaluation of teaching the implicit meaning	Between Groups	0.025	2	0.013	0.034	0.967
	Within Groups	17.443	47	0.371		
	Total	17.468	49			
Total	Between Groups	0.024	2	0.012	0.034	0.966
	Within Groups	16.535	47	0.352		
	Total	16.559	49			

* The mean difference is significant at the 0.05 level.

Table (4-8) illustrates no statistical significant differences at (α=0.05) on the total degree of *among English language teachers' perceptions in the upper basic stage in Qalqilia governorate schools about the methods of teaching the implicit meaning and its evaluation attributed to the academic qualification* The significant level is (0.966) which is more than (0.05). Also, no statistical significant differences in the two domains of the study. So, we accept the Null hypothesis.

4.5 Summary

This chapter introduces the descriptive analysis of the respondents' personal information (gender, experience and academic qualification).

It emphasizes that there are no statistically significant differences among English language teachers' perceptions in the upper basic stage in Qalqilia governorate schools about the methods of teaching the implicit meaning and its evaluation attributed to gender, experience and academic qualification variables.

The chapter also describes the degree of questionnaires respondents about the research domains. Relating to the methods which evaluate the implicit meaning of upper basic stage students from teachers' perspectives in Qalqilia Governorate. The results show that the items of evaluation of teaching the implicit meaning and methods of teaching the implicit meaning has high levels. Teachers encourage students to identify the meaning of words in context through investigation, focus on the reading skill to develop students' ability to grasp the implicit meaning, and the teachers cooperative education, which is based on the interaction between students have high level. But, the item : "teachers create dialogues and communication activities between students and native speakers of English through media programs" has low level.

According to the evaluation of implicit meaning, the results show that teachers consider questions that follow the text in high level. On the other hand, the lowest item was that teachers consider students' participation in extracurricular activities in high level.

Chapter Five

Discussions, Conclusion & Recommendations

5.1 Discussion

5.2 The Discussion of the Results of the First Research Question

5.3 The Discussion of the Results of the Second Research Question

5.4 The discussion of the Results Related to the Research Hypotheses

5.5 Conclusion

5.6 Recommendations

Chapter Five

Conclusion & Recommendations

5.1 Discussion

This chapter discusses evaluating the implicit meaning of upper basic stage students from teachers' perspectives in Qalqilia governorate based on the findings of the study. It is followed by a detailed discussion of the success factors of evaluating the implicit meaning of upper basic stage students from teachers' perspectives in Qalqilia governorate each item in the questionnaire. Finally, the last chapter proposes recommendations concerning the implementation of evaluating the implicit meaning of upper basic stage students from teachers' perspectives in Qalqilia governorate among them.

5.2 The Discussion of the Results of the First Research Question

It is noticed that evaluating the implicit meaning of upper basic stage students from teachers' perspectives in Qalqilia Governorate was "high". Evaluation of teaching the implicit meaning was high and Methods of teaching the implicit meaning was "high". Teachers live in the age of training and gaining new teaching techniques either in their high studies at the universities or during teaching at schools by taking training sessions about new teaching methods.

In *methods of teaching the Implicit Meaning* domain, the teachers encourage students to identify the meaning of words in context through investigation, focusing on the reading skill to develop students' ability to grasp the implicit meaning and consider cooperative education, which is based on the interaction between students on one hand, and between students and the teacher on the other hand, in the classroom environment.

The teachers in using the modern techniques of teaching implicit meanings, employ the method in context through investigation which is the best way of teaching this kind of meaning. This result refers that teachers are professional in teaching meanings of words and this may be due to their experience in their work. Guising meaning through reading is another skill that teachers try to transfer to their students. This skill is a very good one because it trained students to search and discuss. Moreover, cooperative education, which is based on the interaction between students on one hand, and between students and the teacher on the other hand is another important skill that teachers use. That means that teachers use communicative approach which encourages interaction between students themselves and student- teacher relation. The most important advantages of this technique are creating self- confidence when student speaks, discussing and finding the solution by himself, teaching student how depend on himself when trying to find the correct answer and breaking the classroom routine when moving from the traditional method to new pedagogies.

On the other hand, teachers create dialogues and communicative activities between students and native speakers of English through media programs in low degree. The result is due to the fact that there are many obstacles that face teachers in creating dialogue inside the classroom; the most important are: the given time for the English language class is not adequate to create dialogue and oral discussion inside the classroom, the crowded class that most of our schools have and shy students don't participate in class dialogue. Also, showing students translated films to help them learn new phrases is not adequate enough to teach implicit meanings.

The teachers in Qalqilia governorate use in their teaching grammar tenses to express life situations, assign students listening texts and ask them to express what they understand, give students an opportunity to explain the structure of the sentence and the significance of its context and create communication dialogues among students to discuss a specific topic in the classroom in high levels. The results are in line with Dana's study (2006) which showed that the Grammar-Translation Method helped students at this level to analyze a particular language area.

The results above is due to the English for Palestine curricula which have materials that encourage these learning methods and the teacher should follow them.

In *evaluation of teaching the implicit meaning* domain, the teachers consider questions that follow the text are of high level. The result may be

due to the fact that one of the best methods of ***evaluation of teaching the implicit meaning*** is question – answer method and English for Palestine curricula are designed in way that questions needed to be answered following the reading texts in order to be understood easily. On the other hand, students' participation in extracurricular activities is not be an adequate method in the teachers' strategy of learning. This result may be due to the fact that allowed time for teaching English for students is not enough to add extracurricular activities to the students' loads. Extracurricular activities are difficult to some student and even to parents to help in homework and the teacher may be restricted to the syllabus.

Teachers, in ***evaluation of teaching the implicit meaning***, practice the following in high degree: considering students participation in class and home activities, teachers use different types of incentives to encourage students participation, considering students ability of oral expression, considering students ability to explain and considering students ability to think creatively. The results above may be due to curricula needs that the teachers have to meet in their classroom and the creative thinking goals inside English for Palestine that the teachers have to transfer for their students.

5.3 The Discussion of the Results of the Second Research Question

In order to discuss the results of the second research question about the effect of *teacher's, gender, experience, and qualifications, on evaluation of the teacher's English language for the ninth grade in*

Qalqilya governorate for teaching implicit meaning, it is important to discuss the results related to the research study hypotheses as the following.

5.4 The discussion of the Results Related to the Research Hypotheses

How do teachers' gender, experience and qualifications, affect *evaluation of the teachers English language for the ninth grade in Qalqilya governorate for teaching implicit meaning*?. The discussion is as the following:

5.4.1 Teachers' Gender

There are no statistical significant differences in the teachers' gender independent variable since the significance level is (0.135). This is due to fact that male and female teachers have the same perception about Methods of teaching the implicit meaning because to be a professional English language teacher you should have experience in new teaching methods. So, teachers either males or females should acquire these skills.

5.4.2 Teachers' years of Experience

There are no statistical significant differences in the teachers' experience independent variable since the significance level is (0.283). This is due to fact that English language teachers know from their high studies and training sessions that they have the new methods for teaching

English meaning. Professional teacher understands the curricula and its implications regardless to their differences in experiences.

5.4.3 Teachers' academic qualification

There are no statistical significant differences in the teachers' academic qualification independent variable since the significance level is (0.966). This is due to fact that English language teachers know from their high studies and training sessions the new methods for teaching English meaning. Teaching methodologies are compulsory subjects and teachers in deferent academic stages must take them. So, when practicing at schools, they have to master their job perfectly.

5.5 Conclusion

According to what has been mentioned in the discussion part, the researcher concludes that Evaluating Implicit Meaning of upper basic stage students in Qalqilia Governorate is not badly affected by the different independent variables: gender, years of experience or qualification .Even though it is not reasonable but it's the results of the questionnaire which gives the definite results.

Regarding methods of teaching Implicit Meaning it is approved that teachers encourage students to identify meanings in context through investigation which got the highest degree.

Regarding Evaluation of Implicit Meaning it is approved that teachers consider students participation in class and home activities to evaluate the Implicit Meaning.

5.6 Recommendations

Based on the results of the research, the researcher presents the following recommendations:

Recommendations for supervisors:

1. Supervisors are advised to promot teacher evaluation in the national interest so to serve students and the learning communities.

2. They are also advised to engage teachers in reflective practices, studying their own methods of instruction and assessment, sharing their experience with their peers in schools, and involving theses practices to become a regular routine part of professional life.

3. They are advised to give teachers feedback on their performance to help them identify how to better shape and improve their teaching practices and, with the support of effective school leadership to develop schools as professional learning communities.

Recommendation for teachers:

1. Teachers are advised to adapt a comprehensive approach for the methods of teaching of the implicit meaning of upper basic stage students. It may be costly but is critical to conciliate the demands for

educational quality, the enhancement of teaching practices through professional development, and the recognition of teacher knowledge, skills and competencies.

2. Teachers are advised to be responsible for their performance and progress in their careers based on demonstrated effective teaching practice.

3. Teachers are advised to cooperate with each other by attending exchange lessons with their supervisors in order to prepare correct systematic evaluation to benefit from and to provide advice to their colleagues to ensure that the educational process is evaluated effectively.

4. Teachers are advised to search for new and effective methods that rely on modern technology to teach and evaluate the implicit meaning in the English language through modern educational courses.

Recommendations for future research:

1- Researchers are to conduct further studies in other locations with other sample.

2- They are to make some direct interviews to compare between private and public schools in teaching methods of Implicit Meaning.

3- They are to use the experimental approach instead of the descriptive one in order to compare the results and see if they will get the same results.

References

Al-Ahmed, A. Al-gamdi, S. (2018). *Effective Methods for Teaching English Vocabulary to Saudi Female Students*. **Journal of Education and Learning** (EduLearn) 12(1): 118~125.

Al-Ashkar, M. (2015). **The effect of employing alternative evaluation on developing mathematical thinking for fourth-graders in Gaza**. Master Thesis, Islamic University, Gaza.

Al-Harbi, Abdul Karim. (2012). **Analyze and evaluate the content of English language courses for secondary school in light of proposed standards for language proficiency**. Master Thesis, Umm Al-Qur University, Mecca.

Allan, K. (2007). *The pragmatics of connotation*. **Journal of Pragmatics**. 39(6), P 1047-1057.

Al-Obaidat, M. (2010). Evaluation of social and national education books for the **eighth grade of basic education from the viewpoint of teachers in the Madaba Governorate**. Master Thesis, Mutah University.

Al-Qarni, F. (2009). **The difficulties that high school students face in learning the skill of reading the English language in the holy city of Makkah**. Master Thesis, Umm Al-Qura University, Makkah Al-Mukarramah, Kingdom of Saudi Arabia.

Al-Shaibani, Kh. (2014). *Contemporary trends in the educational evaluation and its role in developing the educational process*. **Think and Innovation Magazine**, Egypt, pp. 485-506.

Arvind Kr. Gill (2016). *TEACHING APPROACHES, METHODS AND STRATEGY*, **Scholarly Research Journal for Interdisciplinary Studies**, Online ISSN 2278-8808.

Asher, S. and Ido, D. (2014). **Recognizing Implied Predicate-Argument Relationships in Textual Inference**. Proceedings of the 52nd Annual Meeting of the Association for Computational Linguistics (Short Papers), Baltimore, Maryland, USA, June 23-25.

Atrophy, S. (2013). **The problems of teaching the English language for the first secondary students in the directorates of Karak Education from the teachers point of view**. Master Thesis, Middle East University, Jordan.

Awad and Barakat (2012). *The Influence of English Teaching Forums on Improving Eleventh Graders' Writing Skills in Habla Secondary School for Girls*. **International journal of English Language Teaching**, European Centre for Research Training and Development UK, Thomson Reuters, 4 (2): 222- 235 .

Awad, A. & Ziad, B. (2012). *Language skills of university students specializing in the English language in light of the university's education system, gender, academic achievement, and academic*

year. **Journal of Educational Sciences**, Kuwait University, Volume 26 (1): 122-145.

Bani, A. & Al-shumaimeri, Y. (2013). *Strategies used by Saudi EFL students to determine the meaning of English words*. **English Language Teaching Journal**. 7(1), : 75- 91.

Bashir, M. (2009). **Analyzing the content of national education books and evaluating them for the fifth, sixth, and seventh grades from the viewpoint of male and female teachers in the northern West Bank governorates.** Master Thesis, An-Najah National University, Nablus.

Başöz, T. (2014). *Through the eyes of prospective teachers of English: Explicit or Implicit grammar instruction?* **Procedia-Social and Behavioral Sciences**, 12(103): 245-267

Berne, J. & Blachowicz, C. (2008). *The effect of gestures on second language memorisation by young children*. **Gesture, John Benjamins Publishing**, 8 (2): .219-235.

Cochran, W. G. (1963). **Sampling Techniques, Second Edition**. New York: John Wiley and Sons.

Collis, J. & Hussey, R. (2009). **Business Research: A practical guide for undergraduate and postgraduate students**, 3rd edition, New York, Palgrave Macmillan.

Cook, V. (2001). *Receptive and productive vocabulary size of L2 learners*, **Studies in Second Language Acquisition**/ Volume 30(1) : 79–95.

Dams, M. (2018). **Educational evaluation strategies and tools**. Amman: Ghaida House.

Dana, S. (2006). **Methods and approaches in vocabulary teaching and their influence on students' acquisition**. Master's Thesis. MASARYK UNIVERSITY. Accessed on 15 October 2011: http://is.muni.cz/th/104917/pedf_b_a2/bakalarska_prace.pdf

Darwazah, A. (2000). **Theories in teaching and practical translation**, Amman: Dar Al-Shorouk. 2(1): 258-296 .

Diehl, R., Lotto, A. & Holt, L. (4004). *Speech perception*. **Annu Rev Psychol**. 2(55),:79-149.

Djoub, Z.(2017). *Fostering Reflective Teaching Practice in Ore-Service Education*,Algeria :Abdelhamid Ibn Badis University of Mostaganem.

Frankie, S. (2013). *Vocabulary Learning Strategies Employed by Form 6 Students* International Journal of Scientific and Research Publications, 3(6) : 215-269.

Ghonsooly, B. (2012). *The relationship between EFL Learners' reading anxiety levels and their metacognitive reading strategy use*. **International Journal of Linguistics**, 4(3): 333-351.

Grice, M. at all (2019). **Intonation systems across varieties of English**. The Oxford Handbook of Language Prosody.

-Gu, P. Y. (2003). ***Vocabulary learning in a second language: Person, task, context, and strategies***. **TESOL-EJ**, 7(2): 1-26.

Halaby, T. (2015). **The problems faced by the teachers of the lower basic stage in teaching English in the schools of the Nablus Directorate**. Master Thesis, An-Najah National University, Palestine.

Hariri, R. (2011). **Total quality in curricula and teaching methods**. Amman: Al Masirah House for Publishing and Distribution.

Harmon, W. & Kiser (2009). ***Strategies and performance in intentional L2 vocabulary learning***. **Language Awareness**, 18(1): 74-89.

Huckin, T. & Coady, J. (1999). ***Incidental vocabulary acquisition in a second language***. **Studies in Second Language Acquisition**, 21.

Hulstijn, J. H. (2001). **Intentional and incidental second-language vocabulary learning: A reappraisal of elaboration, rehearsal and automaticity.** Cambridge, UK, Cambridge University Press.

Hunt, A., & Beglar, D. (2005). ***A framework for developing EFL reading vocabulary***. **Reading in Foreign Language**, 17(1): 23-59.

Ismail, I. (2020). ***Investigating sentence structure mistakes made by Palestinian students in ESL primary classrooms as perceived by***

teachers and suggested remedies: An exploratory study (Unpublished doctoral thesis). The English and Foreign Languages University. Hyderabad, India.

Jaber, W. (2005). **General teaching methods: educational planning and applications**. Amman: Dar Al-Fikr.

Jarvis, P. (2004). **Adult Education and Lifelong Learning**. London and New York: Routledge Falmer.

Laufer, B. (2010). **Form-focused instruction in second language vocabulary learning**. In R. Chacón- Beltrn, C. Abello-Contesse, & M. M. Torreblanca- Lopez (Eds.). Insights into non-native vocabulary teaching and learning. Bristol, UK: Multilingual Matters.

Longurst, M. (2013). *The Benefits of Explicit Vocabulary Teaching in the EFL Classroom*. Laraexmen 270 hp . Engliska Lanrande 31/10/3013.

Maroun, Y. (2008). **Teaching methods between theory and practice in the light of modern educational trends and the teaching of the Arabic language in basic education**. Beirut: Modern Book Foundation.

McCarthy, M. & Wigglesworth, G. (2001). *Vocabulary teaching and learning special issue*. **Prospect Journal**, 16(3): 123-156.

Mtunda, FG (2007**). Theory and practice of teaching**. Blantyre: Dzuka. Mzumara PS, In-service course materials for teacher educators.

Ornstein, A. C., & Hunkins, F. P. (1998). **Curriculum: Foundations, principles and issues**. Englawood Cliffs, NJ, Prentice Hall.

Oxford, R. (2017). **Teaching and Researching Language Strategies: Self-Regulation in Context**. 2nd ed. New York. ROUTLEDGE.

Oxford, R. (1996). **Language learning strategies**. Translation: Mohamed Daadour, Egypt: The Anglo-Egyptian Library.

Percy, K. (2013). **Learning in later life: universities, teaching, intergenerational learning and community cohesion**. Andragoska spoznanja, letn. 19(2): 29-36.

Posey, L. (2019). **Explicit vs. Implicit Instruction for Second-Language Grammar**. study.com: https://fc.lc/ZD9Pkasu.

Rajasekar, S. Philominathan, P. & Chinnathambi, V. (2013). **Research methodology**, Tamilnadu, India.

Rashidi, N. & Adivi, A.G. (2010). *Incidental vocabulary learning through comprehension-focused reading of short stories*. **Journal of English Language Teaching and Learning**, 4(53) : 217-245.

Remenyi, D., Williams, B., Money, A. & Swartz, E. (2003). **Doing research in business and management: An introduction to process and method**, London, SAGE Publications.

Reynaldo, J. & Santos, A. (1999*). "Cronbach's Alpha: A Tool for Assessing the Reliability of Scales"*, **Journal of Extension**, 37(2): 255-278.

Rhalmi, M. (2012). **Explicit or implicit grammar teaching**. My English Pages: https://fc.lc/Gqu3R7.

Richards, J. C., & Rodgers, T. S. (2002). **Approaches and methods in language teaching** (2nd ed.). Cambridge, UK: Cambridge University Press.

Robino, W. (2010). *From principles to practice: An embedded assessment system*. **Applied Measurement in E**ducation, 13(2): 181-208.

Roever, C. (2001). **A Web-based test of interlanguage pragmatic knowledge: Speech acts, routines, implicatures**. Unpublished doctoral dissertation, University of Hawai'i at Manoa.

Rosszell, H. R. (2007). **Extensive reading and intensive vocabulary study in a Japanese university**. Unpublished doctoral dissertation, Temple University, Japan.

Sanders & Worthen (1998). **Evaluation of the science and technology curriculum at grade level 4 and 5: Pilot study**. Unpublished master's thesis, Middle East Technical University, Ankara.

Sekaran, U. (2010). **Research methods for business** (4th Ed.). Hoboken, NJ: John Wiley & Sons.

Shamekh, N. (2018). **Calendar in education. Research published on Al-Alokah Network**, Kingdom of Saudi Arabia.

Taguchi, N. (2005). **Comprehending Implied Meaning in English as a Foreign Language**. Carnegie Mellon University, Department of Modern Languages. 3(3): 312-356..

Taha, M. (2010). **Introduction to teaching see the new century**. Hail: Dar Al-Andalus for Publishing and Distribution.

56. Tavakol, M., and Dennick, R. (2011). *Making sense of Cronbach's alpha*. **International Journal of Medical Education**, 2(4) : 53-55.

Tsutagawa, F, (2013). **Pragmatic Knowledge and Ability in the Applied Linguistics and Second Language Assessment Literature: A Review**. Teachers College Columbia University Working Papers in TESOL & Applied Linguistics, 13(2): 213-256.

Webb, S. (2009). **Effects of receptive and productive learning of word pairs on vocabulary knowledge**. Accessed on 11 October 2019: http://www.sagepub.co.uk/journalsPermissions.nav

Yaghoubi S. & Seyyedi F. (2017). *The Effect of Explicit and Implicit Teaching Vocabulary on Iranian EFL Learners Vocabulary*, *Studies in English Language and Education, 4(1),15-25, 2017*, Islamic Azad University, Marand Branch, Marand.

Appendices

Appendix A: Questionnaire

Appendix B: List of Names of Arbitrators

Appendix A

Questionnaire

Dear Teachers,

This questionnaire is a tool to collect the necessary data needed for accomplishing a research entitled **"Evaluating the Implicit Meaning of Upper Basic Stage Students from Teachers' Perspectives in Qalqiliya Governorate."**

It consists of two sections: The first section includes the demographic variables of the research sample (gender, experience, and academic qualification), while the second section is sub-divided into two domains, the first one is teaching methods, which contains items for the methods of teaching the implicit meaning. The second domain is the evaluation, which contains items for the methods of evaluating the students' perception of the implicit meaning under consideration.

Please read the items carefully and respond to each one by placing (√) next to the answer that corresponds to your response. Your answers will be confidential and will be only used for scientific research objectives.

Researcher

Section One: Demographic Variables:

Gender: Male □   Female □

Experience: Less than 5 years □   6-10 years □   11-15 years □

More than 15 years □

Academic qualification: Diploma □   Bachelor □   Master □   Ph.D. □

Section Two

The First Domain

In assessing the implied meaning I use the following methods:

Methods of teaching the implicit meaning

No	Items	Always	Mostly	Neutral	Sometimes	Never
1	I assign students non-classroom activities based on communication with each other.					
2	I create communication dialogues among students to discuss a specific topic in the classroom.					
3	I create dialogues and communication activities between students and native speakers of English through media programs.					
4	I instruct students to translate some scenes from Arabic novels into English.					
5	I assign students listening texts and ask them to express what they understand.					
6	I show students translated films to help them learn new phrases.					
7	I focus on the meaning of grammar and the significance of composition in explaining grammatical rules.					
8	I use grammar tenses to express life situations.					
9	I encourage students to identify the meaning of words in context through investigation.					
10	I give students an opportunity to explain the structure of the sentence and the significance of its context.					
11	I use grammatical rules when discussing implicit meaning.					
12	I use the inferential or guesswork strategy to overcome the difficulty of understanding the text.					
13	I assign certain acting situations to assure students' understanding.					
14	I focus on oral expressions to developstudents' ability to grasp the implicit meaning.					
15	I focus on conversations to develop students' ability to grasp the implicit meaning.					
16	I focus on the listening skill to develop students' ability to perceive the implicit meaning.					

No	Items	Always	Mostly	Neutral	Sometimes	Never
17	I focus on the reading skill to develop students' ability to grasp the implicit meaning.					
18	I consider cooperative education which is based on the interaction between students on one hand, and between students and the teacher on the other hand, in the classroom environment.					
19	I use videos to teach the implicit meaning of interactive dialogues.					
20	I use blended learning that combines e-learning andtraditional education.					
21	I encourage students to learn the implicit meaning by working in groups.					

The Second Domain

In evaluating the perception of implied meaning, I consider the followings:

Evaluation of the Implicit Meaning

No	Items	Always	Mostly	Neutral	Sometimes	Never
22	I consider questions that follow the text.					
23	I consider students' ability of oral expression.					
24	I consider students' ability to practice written expression.					
25	I consider students' ability to summarize texts in a meaningful way.					
26	I consider students' ability to think creatively.					
27	I consider students' ability to think critically					
28	I consider students' ability to infer and guess.					
29	I consider students' ability to relate.					
30	I consider students' ability to analyze.					
31	I consider students' ability to explain.					
32	I consider students' scores in academic tests.					
33	I consider students' participation in class and home activities.					
34	I consider students' participation in extracurricular activities.					
35	I consider the listening skill in assessing the awareness of implied meaning.					
36	I consider the speaking skill when assessing students' awareness of implied meaning.					
37	I consider the reading skill in assessing students' awareness of implied meaning,					
38	I use daily notes to assess students' work.					
39	I use graded scales to assess students' implicit meaning.					
40	I use learning progression record to evaluate students' understanding.					
41	I use formative evaluation to assess the awareness of implicit meaning.					
42	I use different types of incentives to encourage students' participation.					
43	I use solving problem method to teach the implicit meaning.					
44	I use dramatization method to enhance the implied meaning skill.					

Thank you for your cooperation

Appendix B

List of Names of Arbitrators

Name	Job
1- Ayman Rafeeq Nazal	Assistant Professor of General Linguistics and Speech Communication at An-Najah University.
2- Mohammed Husni Mohammed Tamimi	Director of Language and Translation Center Assistant professor at Palestine Polytechnic University.
3- Khaled Abdel Jaleel Dweikat	Associate Professor of English Language Curriculum & Instruction at Al-Quds Open University.
4-Dalal Zedan	A teacher of English at Bet-Qad Secondary Girls School/Jenin.
5- Buthaina Stiti	A teacher of English at Bet-Qad Secondary Girls School/Jenin.
6- Heba Zyad	A teacher of English at Al-Slman Basic Mixed School /Qalqilia.
7- Suhad Muhammed Ameen Bdran	A teacher of English at Isslah Basic Mixed School/Qalqilia.

جامعة النجاح الوطنية

كلية الدراسات العليا

تقييم المعنى الضمني لدى طلبة المرحلة الاساسية العليا في مدارس قلقيلية الحكومية من وجهه نظر المعلمين

اعداد

سيما فريد عبد الهادي العبد

اشراف

د. سوزان عرفات

د. نضال الجيوسي

ب

تقييم المعنى الضمني لدى طلبة المرحلة الاساسية العليا

في مدارس قلقيلية الحكومية من وجهه نظر المعلمين

اعداد

سيما فريد عبد الهادي العبد

اشراف

د. سوزان عرفات

د. نضال الجيوسي

الملخص

هدفت هذه الدراسة بشكل رئيس إلى وجهة نظر معلمي اللغة الإنجليزية في مدارس محافظة قلقيلية حول تقييم المعنى الضمني لدى طلبة المرحلة الأساسية العليا، كما هدفت أيضاً إلى التعرف إلى دور بعض المتغيرات مثل الجنس، التخصص، والمؤهل العلمي. ولتحقيق هدف الدراسة تم استخدام المنهج الوصفي وعليه من خلال استخدام الاستبانة كأداة رئيسية للدراسة وتطبيقها على عينة عشوائية مقدارها (50) فرداً، وبعد عملية جمع المعلومات تم ترميزها وإدخالها إلى الحاسوب معالجتها إحصائياً باستخدام الرزمة الإحصائية للعلوم الاجتماعية (SPSS). وقد بينت الدراسة وجود درجة استجابة كبيرة نحو تقييم المعنى الضمني لدى طلبة المرحلة الأساسية العليا، كما بينت أيضاً عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha > 0.05$) باستجابات أفراد عينة الدراسة نحو تقييم المعنى الضمني لدى طلبة المرحلة الأساسية العليا تعزى لمتغير الجنس، وسنوات الخبرة، والمؤهل العلمي،. وفي ضوء نتائج الدراسة أوصت الباحثة بجملة توصيات.