

**An-Najah National University  
Faculty of Graduate Studies**

**Study Habits Practised by Twelfth  
Graders Learning English in  
Tulkarm District**

**Master Thesis**

**Submitted by**

**Leena Rasmi Salman**

**Supervised By**

***Dr. Fawaz Aqel***

**Submitted In Partial Fulfillment of the Requirements**

**For The Degree Of Master Of Education, at**

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**2002**

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**Supervisory members**

**Chairman  
Internal Examiner  
External Examiner**

*[Handwritten signatures and names of supervisory members]*

**2002**

## **Dedication**

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**To the memory of my mother .....**  
**To my father**  
**To my brothers and sisters**  
**To people who enlightened with their**  
**percious thoughts and opinions my**  
**work throughout its different stages**  
**To my homeland**

## *Acknowledgment*

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## *Abstract*

### *Study habits Practiced by Twelfth Graders Learning English in Tulkarm District Leena Rasmi Salman*

*Supervised By :  
Dr. Fawaz Aqel*

The main purpose of this study was to assess study habits practiced by twelfth graders learning English in Tulkarm District. The study tried also to investigate the effect of respondents' gender, stream, average and place of residence on study habits practiced by twelfth graders learning English in Tulkarm District to this end, this study attempted to answer the following question:

1-What are the most common and the least common study habits practiced by twelfth graders learning English in Tulkarm District ?

The study attempted also to test the following null hypotheses

1-There is no significant difference at( $\alpha=0.05$ ) in study habits practiced by twelfth graders learning English in Tulkarm District due to gender variable.

2-There is no significant difference at ( $\alpha=0.05$ ) in study habits practiced by twelfth graders learning English in Tulkarm District due to stream variable.

3-There is no significant difference at ( $\alpha=0.05$ ) in study habits practiced by twelfth graders learning English in Tulkarm District due to average.

4- There is no significant difference at ( $\alpha=0.05$ ) in study habits practiced by twelfth graders learning English in Tulkarm District due to place of residence.

The sample of the study represented 23.5% of the population and the number of students who responded to the questionnaire was 305 out of the whole population of students (1299).

The researcher developed a questionnaire based on Al-Busaidi (1996) for the purpose of this study .The questionnaire consisted of 62 items distributed on eleven domains.

The Arabic version of questionnaire targeted twelfth graders so as to make sure that all the items of the questionnaire are comprehended by the whole sample of the study.

The validity of the instrument was established for each of the eleven domains by referring it to six experts. The reliability of the instrument for the five domains and the total domain was 0.94 This was considered to be high reliability and sufficient for the purpose of the study.

#### **Finding of the study:**

1-The most common study habits practised by twelfth graders learning English in Tulkarm district were motivation and attitudes towards studying, "test preparation and test taking, and taking and studying lesson notes. The least

common study habits were listening and viewing practise, speaking practise and vocabulary and word skills.

2-Study habits practised by twelfth graders, learning English in Tulkarm District, were affected by gender variable. The differences in study habits were on time management and concentration, basic skills, memory training, listening and viewing practise, speaking practise and total score in favor of male.

3-Study habits practiced by twelfth graders, learning English in Tulkarm District were affected little by stream variable. The differences in study habits were on time management and concentration in favor of literary stream and on listening and viewing practise in favor of scientific stream.

4-Study habits practised by twelfth graders, learning English in Tulkarm District, were affected by average variable. The differences in study habits on motivation and attitudes towards study, vocabulary and words skills, taking and studying lesson notes, time management and concentration, environment, basic skills, memory training, test preparation and taking and total score of study habits in favor of 90% and more.

5-Study habits practised by twelfth graders, learning English in Tulkarm District, were affected little by Place of residence variable. There was a significant difference in study habits on speaking practise.

In the light of the results of this study, the researcher would like to recommend the following :-

1-The Palestinian Ministry of Education is invited introduce a subject called Learn how to learn in secondary schools. "Through this subject, students' study skills and habits.

2-If study habits are as important as the Palestinian Ministry of Education believes they are, they should receive attention among teachers, parents, Directorate of Education and the curriculum designers.

3-The directorates of education are invited to establish centers and clubs for learning English so as to give English learners opportunities to obtain study habits and skills which could assist all students with their learning weakness and to provide necessary materials, English cassettes, films and program for learning English. Moreover, students can practise the English language inside the clubs and centers from time to time or at any time he or she wants.

4-The Palestinian Ministry of Education has to emphasis with motivation and change attitudes towards studying English. It was the most important variable which affected directly student's achievement. By giving more importance to motivation and attitudes towards studying and learning English language in general, it will be useful for the Directorate of Education and the Ministry of Education concerned to make serious attempts emphasis this trend among the students.

5-The Directorate of Education is advised to hold regular meetings and workshops for English language teachers to try to improve students motivation and positive attitudes towards studying English language; furthermore, it has to meet students, need and work with students and their parents in improving good study habits and skills.

**6-The Directorate of Education is invited to produce a journal once at least every semester that deals with how to learn and study English language, how to organize time, and choose suitable place and time for studying, how to improve good study habits and skills of English language and English learners' and teachers' problems.**

**7-Asking the director of educational television to show programs about the following: English learning programs, the importance of learning English, how to organize students' time, describing suitable environment for learning English and teaching English learners' problems, and English learning programs, songs and films.**

**8-English language supervisors are invited to give special attention to English tests especially midterm exams and final exams. English tests should include subjective questions and essay questions, and cover all the stream text book, and material. Moreover, English test, should take care of the four skills: Listening, speaking, reading and writing. This will give students opportunities to develop their abilities to answer different kinds of questions.**

# **CHAPTER ONE**

## ***Introduction and Background***

Most Palestinian EFL learners face serious difficulties in obtaining good grades in English language and their EFL teacher complain about weak level of their students' English and their lack of interest in study of the language. Some people blame the students' experience in learning English in primary schools where they were used to being spoon fed language learning techniques and committing chunks of information to memory. Memorization appears to be encouraged in the philosophy of language teaching and learning approach of the national English language course textbooks. [Our Through English], a graded series of interrelated teachers' book, pupils' textbooks and pupils' workbooks. This statement is found in first secondary teacher's book (1993-1994), p.vi.

There are many factors that influence student's English grades such as concentration, motivation, setting goals, test anxiety .... and study habits. How important are good study habits and proper learning skills to the English books, and twelfth graders learning English? And do they really have to learn those skills and develop those habits. Research, field work, and empirical and certain aspects of study skills and habits are important for success in studying. They have shown, for instance, that regular classroom attendance, sufficient preparation or follow up work at home, taking good and adequate notes from teachers or books, doing assignments on time, being always ready for exams, knowing to write a simple report or simple research paper, knowing how to approach a new book and knowing how to use the library lead to success in English .

Motivation is an important factor for anyone's successful completion of learning. Student should be sufficiently motivated. They study English, because they like it and think that it will help them in their future career. All teachers think of situations in which certain motivated students will significantly be better than their peers, and it seems reasonable to suggest that the motivation of students is perhaps the single most important thing that he or she brings to the single room. Of course, ultimately, the student's success

or failure is in his or her own hands, but teacher can influence the course of events in the student's favor.

Maloney R.(1987) suggested some ways for parents to motivate their children to learn.

1-When your children bring home a low or failing grade on a test, discuss the test with them. Help them to see, by leading questions, where the difficulty came from, lack of study, lack of planning time before the test, poor note taking skills, may be even lack of concentration in class, help them to begin to see that with some changes in habits, more success would come. Success tastes good for all of us, so a small taste may well attract us to get more – that's motivation.

2-Accept the fact you can't change anyone else even your child as you might wish to do so. You can encourage, invite, inspire to action, but forcing isn't an effective motivator. Catch them doing something positive about growth in learning and you will find them motivated to repeat and increase that activity. After all, remember they want to please their parents ..... a great motivator.

3-Help them to set goals for success. These goals need to be:

1-realistic    2-specific    3-definite deadline    4-reward

**Concentration :** During lesson or studying concentration plays a very important role in obtaining his marks and grades. The main secret of concentrating lies in being actively involved in studying. Some students will be distracted easily and their thoughts will wander that they will not have learned the material at all well. The importance of being involved in studying can't be overemphasized. Studying is an active process; it is a process of constant alertness, self-quiz and self-involvement. It is also important that students don't overtime themselves. One way to prevent overtiring is to take short breaks. After concentrating on the studies for twenty to thirty minutes, not more than one hour, get up, stretch look around, one has to let the eyes relax by looking off at distant objects. Students often believe that long periods of study are required. However, after long hours of study, one will almost surely become too tired to concentrate well. The eyes especially may be tired from constant close work. The same problem arises when the students try to study all night or when they try to study after they are already tired from other activities. Teachers and to schedule student's study for times when they are most likely to be fresh.

Study will be more efficient if students decide on specific places and specific times to study of course taking advantage of opportunities for extra time to study in other places is helpful, but there are clear advantages in deciding on a time schedule and specific places. By studying at definite times in specific places the connection between the cues in students' study environment and good study habits is strengthened. The cues become reminders that students' purpose for being in that particular place is to study. Consequently, it becomes less likely that students will be distracted by computing activities such as watching TV, day dreaming, and so on. It's helpful to keep a definite record of students' performance as they first begin to establish study locations and times. For example, a student decides to study at the desk in the room between four and six in the afternoon on Monday, Wednesday, and Friday, that aren't otherwise scheduled and are also convenient because the student can be alone.

Chart will help students in keeping track of how successful students are in maintaining their schedule, The chart may be kept with study materials perhaps in student binder students' desk. The chart serves as a reminder that it is time to study. Along with keeping track of studying, it will also help to use activities and other enjoyable things as rewards for completing their studying. For example, a student decides that whenever he or she finishes studying he/she will allow himself or herself to watch his /her favourite television show. A good deal of research has shown that following study with something positive increases the strength of study habits. It is most effective to reward him /herself immediately to develop after studying.

Once one develops stable study habits, other positive, naturally occurring, events should begin to take place, he or she may find for example, that he or she is better able to contribute to class discussions, that lessons are more easily understood or that he or she begins to earn better grades on quizzes and examinations. However, these "intrinsic" reinforces may not occur very often when he or she first begins to develop study habits. For that reason, administering his or her own reinforces can be quite helpful during the early part of learning to study. Once effective study habits are established, the student should find that he or she is being reinforced in naturally occurring ways. Teachers will vary as to how organized they present their lessons. Some will use an outline that is easy to follow ; others will simply present their material and it is up to the students to develop a proper outlines. The student's task is to understand what

the teacher is saying and to organize it by topic and subtopic heading in the same way as when the student outline his or her reading. The student mustn't attempt to take word-for word notes, concentrate on understanding the lesson and fill in his or her notes later. Usually it isn't possible to organize his or her notes well while he or she is taking them. The student should have time to review his or her notes and recognize them into a clear outline and it should be done as soon as possible because the lesson will still be fresh in his or her thoughts, allowing him or herself to fill in gaps and clarify topics in his or her own words. As with the test material, formulate questions and answers about the lesson material.

Understanding the material is very important while the student is studying his or her assignment. Be alert for topics or concepts that are unclear and jot them down as questions to raise in class ; most teachers are happy to explain material that isn't easily understood. The student mustn't trust his or her memory to signal him or her to ask the teacher to clarify unclear confusing concepts. He or she should write them down as he or she studies. The student may be hesitant to raise questions in class for fear that others will think that he or she isn't very bright. However, it is quite likely that if he or she doesn't understand the material other students don't understand it either.

The teacher is the only source for information especially in primary schools. Students think that their teachers know every thing. The student can discuss his or her questions with other students. The main point is to be certain that the learner understands the material before he or she is to be examined. Difficult material is often included in exam questions.

### **Statement of the problem :**

During her work as an English teacher in different secondary schools in Tulkarm district, the researcher noticed that the learning achieved in this school subject should be a lot better. This is true not only in the case of the primary schools but also in the secondary schools and at the university level. Given the general weakness in this subject (English) at this level (secondary level), it becomes useful and perhaps inevitable to raise questions about the different abilities associated with this subject. One area of such ability is the one that

has to do with independent learning (i.e. study skills / habits). Moreover, the researcher noticed that there were few studies, if any, that investigated study habits practiced by graders learning English in improving the learning process in the Palestinian schools. So the researcher felt that there was a need to carry out this study to shed more light on this vital topic, hoping that this study would be beneficial in terms of clarifying study habits practiced by school grades learning English.

### **Purpose of the study:-**

**\*To examine the study habits of twelfth graders learning English enrolled in Tulkarm District for General Secondary Certificate Examination for the year 2000-20001.**

**\*To find out the differences in study habits practised by twelfth graders learning English in Tulkarm District according to gender, stream, average and place of residence.**

### **Research Questions:**

The present study addressed the following questions:-

- 1.What are the most common and least common study habits of twelfth grader's learning English in Tulkarm District?**
- 2. Is there a significant difference at ( $\alpha =0.05$ ) in Study Habits Practiced by Twelfth Graders learning English in Tulkarm District due to gender stream, average and place of residence.**

### **Research Hypotheses:**

This study tries to investigate the following null hypotheses among the twelfth graders English in Tulkarm District.

- 1.There is no significant learning at ( $\alpha =0.05$ ) in study habits practiced by twelfth graders learning English in Tulkarm District due to gender.**

2. There is no significant difference at ( $\alpha = 0.05$ ) in study habits practiced by twelfth Graders learning English in Tulkarm District due to stream variable.

3. There is no significant difference at ( $\alpha = 0.05$ ) in Study Habits practiced by twelfth graders learning English in Tulkarm District due to average variable.

4. There is no significant difference at ( $\alpha = 0.05$ ) in Study Habits practiced by twelfth graders learning English in Tulkarm District due to place of residence variable.

### **Significant of study:-**

The present study sought to examine the strength and weakness experienced by EFL students enrolled in Al Tawjihi Examination in Tulkarm District. The researcher hopes that this study will be beneficial to the English language students, teachers, school principals, and the Ministry of Education by providing them with the most common and least study habits practised by twelfth graders learning English to overcome problems that may face students in learning and to provide them with good procedures to study, learn and obtain high mark and level in English. It may provide it with the most important points in developing teaching and learning process by improving the quality of learning English language, for the benefit of students if teachers and Ministry of Education cooperate in developing and improving good and suitable study habits in homes or schools which lead to have very good grades, and levels.

### **Definitions of key Terms:-**

**Academic Achievement:** This refers to the results in school learning as measured by the student's grade point average. In the present study, the researcher is concerned only with learner's achievement in English.

**Twelfth Graders:** This refers to the students who are in second secondary classes (al-Tawjihi) in public schools in Palestine.

**Study Habits:-** They are the habitual practices that the learner is engaged in for his/ her academic learning. As such they refer to the student's academic routines and general environment in which studying takes place. Study habits are related to the routines and general condition that surround learning especially the ones that pertain to organizing one's time, managing one's assignments and ensuring conditions for concentration. (These definitions are based on a sample of textbooks about the topic, especially that of Hatch, (1988), and that of Filmming, (1989).

The researcher defines study habits as techniques, routines, practices and methods used to study materials and information presented in textbooks.

### **Limitations of the study:-**

This study is limited in its population to the EFL students who are enrolled in the second secondary classes (scientific and literary streams) in government schools in Tulkarm District for the year 2000 –2001. This study is also limited in its questionnaire. The data was obtained through a questionnaire (an inventory).

### **Summary:-**

This chapter has introduced the subject to the reader, clarified the theoretical background and justified the need for carrying it out. At the beginning, the chapter discussed the following issues: motivation, concentration and study habits. The chapter concluded by clarifying the fundamental bases of the study specifying its problem to be concerned with assessing the factual role of study habits. Furthermore, the chapter presented the questions, purposes, hypotheses and limitations of the study.

# *Chapter Two*

## *Literature Review*

In this chapter the researcher presents study habits such as teachings, routine practices and methods used to study material and information presented in text. Books study habits influence student's achievements directly, Most of studies are an attempt to determine why some students are so successful in schools and not all of them; What are the most common and least common study habits? What are the factors influencing study habits? What are the factors influencing successes and failure in learning English as foreign language? And how can parents and teachers support good study habits.

Vicki and Judy (1994) conducted a study about study habits of Asian and Asian American College students in the Mid West. They were studied by using in-depth interviews. Study habits were categorized into seven factors: (1) duration of study, (2) regularity of study, (3) intensity of concentration, (4) interaction with others, (5) use of external aids, (6) use of provided materials and (7) adaptive study approaches. Analysis indicated that these students studied regularly, and for long periods of time, and were very intense. They used study groups and adaptive study approaches. They didn't make much use of external aids, but focused on comprehension of material presented in their textbooks. These results may have some implications for American students where their focus has shifted from reading the textbook to other forms of study.

Sukamolson (1992) conducted a study to identify the factors affecting the second year student's achievement in learning English for Academic Purpose EAP: a path analysis. There 24 predictor variables in his study. The factors were theoretically assumed to have certain effects on the student's achievement in learning. English for Academic Purpose EAP was classified into 3 groups based on their sources as follows:

a) Learner variables:

1. Sex
2. General English background
3. No. of years in learning English
4. Age
5. Types of secondary school

6. Location of secondary school
7. Attending tutoring school
8. Learning program in secondary school
9. Study loads
10. Family income.
11. Experience in a country using English
12. Experience in using English in mass communication media
13. Attitudes (towards EAP course, teaching methods, AV aids, learning atmosphere and teachers)
14. Motivation
15. Study habits

**b) Teacher variables:**

1. Experience in country using English.
2. Highest educational qualification.
3. Major field of study.
4. English teaching experience.
5. Attitudes (towards EAP courses teaching methods, audio visual aids, learning atmosphere and students.
6. Knowledge and understanding of communicative approach.

**c) Curriculum variables:-**

1. Teaching methods.
2. Length of time in teaching the EAP course.
3. Supplementary teaching.

He used many different instruments. Of these was a survey of student's study habits with regards to the study of EAP.

He found that 12 factors had a total effect of approximately 59% on students, level of achievement:

1. Sex.
2. The learning program to which they were exposed in secondary school.
3. General English background.
4. Motivation.
5. The teacher's highest educational qualification.
6. The teacher's experience in teaching English.
7. Teacher's experience in a country using English.
8. The teacher's major field of study.

9. The teaching method.
10. The amount of supplementary teaching .
11. The number of years spent in learning English.
12. Student's study habits.

In their book William and Theodore (1990) offered ways that help students learn efficient study habits. The environment in which the learner studies is important. The learner should have a method for scheduling and keeping track of his or her study times and arrange if rewards for her or himself as the learner completes his or her study goals. The quality of study depends in part on studying in the same places so that studying becomes associated with the same cues. The best places to choose are similar to examination settings and free of other distraction. Among the techniques discussed are:

- (1) Keeping up with assignments.
- (2) The SQ3R method of reading assignments- survey, question, read, recite, write and review.
- (3) Taking Lecture notes.
- (4) Techniques for vocabulary, fact, and understanding concepts.
- (5) Concentration in study.
- (6) Recommendations should problems with studying continue.

Maloney (1987) provided suggestions for parents who want to know how best to help their children develop study habits that will insure a good chance for school success. After description of the importance of good study habits, the responsibilities of parents, teachers and students of developing appropriate study setting and behaviors, He discussed the following: (1) Concentration; (2) Motivation; (3) Setting goals realistic, specific, have a definite deadline, and associated with rewards; (4) Use of self-talk for achievements ; and (5) Test anxiety. Concluding material offers parents a "quick guide" to study skills for children. Additional resources for use in helping children succeed in school were listed.

Kiewra and Dubois (1991) found that students were more successful on their examinations when they studied both the textbook and graphical representations of the text. The writer concluded that those students who used representations as part of their study habits were better able to remember factual information and to apply their knowledge.

Georgiady and Romano (1994) designed a booklet to help middle school students and their parents analyze student's study habits and a study schedule, organize a place to study and actually study their subjects. Students and parents should analyze a typical day's activities to see how the student spends his or her time using a chart to see how each hourly (or half-hourly) block of time is spent. A workable study schedule should then be prepared that allows time of all required activities and approximately 3 to 5 hours of study time per week for each subject parents and students should select a place for studying that is quiet, well-lit and comfortable, with access to adequate supplies and reference materials. The actual studying process should be based on the SQ3R method: Survey, question, read, recite and review. Students should survey the material they wish to study, refer to chapter questions or headings to develop questions about the material, read the material through, recite important points as the material is read, and review the main points covered.

Hodges (1981) found that poor students, study habits were often rooted in the low standards which students set for themselves or in the absence of standards by which they can judge whether they have mastered a skill or subject. One technique for teaching students to apply standards to their work involves a series of steps by which students can monitor their own progress. The instructor teaches the students the correct actions to follow how to identify and observe the results of their actions, the standards that apply to the work the means of comparing the results to the standards, and the need to change. Their actions their results don't meet standards and to repeat the actions, if standards are met. In teaching the standards, the instructor should use whatever senses (e.g sight, hearing, touch or feeling) are relevant, provide a checklist of traits that standard work should possess, provide negative as well as positive examples, and teach the standards appropriate for beginners as well as the ideal. Standards should also be stressed when giving assignments. Rather than telling a student to read or study a passage, the instructor should provide clear standards by which students can tell if they have mastered the materials. When students are taught to apply standards to the results of their work, they are likely to work harder and more accurately.

Olson and Gillis (1983) conducted a study to find out if integrating course content with reading study skills word (1) increase student learning of course content and (2) improve student's general reading achievement; One section of a reading education course for pre-service teachers was taught

reading study skills along with course content: two sections were given no classroom instruction but instead were enrolled as tutors for public school children, and one control section was taught course content but not reading study skills. Although the four groups showed no significant differences in achievement on either the Stanford Diagnostic Reading Test or a study attitudes test, the experimental section scored significantly higher on test covering course content and study habits. Test results indicated that teaching effective study skills helped students master course content.

Green (1985) administered a questionnaire to 2,600 ninth and twelfth grade students representing all of Detroit's (Michigan) public high schools. The purpose of this survey was to facilitate further valuation of the uniform code of students, conduct component, and to collect data for a study of high school homework and students' study habits. This report presented results of a mixture of favorable and unfavorable findings of the homework and study skills study. On the positive side response data supported conclusions that, on the average, Detroit students spent more time on homework than the national average; that majority of students did their, homework in a quiet place at homes completed most or all of their homework and had confidence in their ability to study for tests; and that a majority of teachers clearly explained how homework was to be done, corrected and graded homework, and returned it quite promptly to students. On the negative side findings provided evidence that too many students didn't practise good homework and study habits; and that many high school teachers usually didn't explain the purpose of homework and normally gave the same homework assignment to all members of their classes. They devoted very little to teaching study skills and were perceived by students to be unwilling to give special help with school work outside of class.

Georgiady and Romano (1994) designed a booklet to help middle school students and their teacher analyze in-school study habits by providing specific suggestions to help students succeed academically. Students need to understand the importance of:

- (1) School attendance
- (2) Good health
- (3) Paying attention in class
- (4) Effective note taking skills
- (5) Picking good seat in the classroom
- (6) Having the right materials for their assignments

- (7) Using the proper study skills for large group, small group, and individual learning situations**
- (8) Listening and taking- notes in class**
- (9) Passing tests**
- (10) Effective test taking strategies**
- (11) Asking for help when they need it and teacher student conferences and dialogue**

Campbell (1990) carried out a survey of teachers in an elementary school and a literature review indicated that the causes of the lack of individualizing student learning were related to class size, poor leadership, teacher training and poorly developed learning style instruments. A practicum was designed for classroom teachers to recognize differential learning style and incorporate them into their repertoire of teaching. This practicum involved 31 sixth grade students and included five behavioral objectives:

- (1) Improved study habits, attitudes, and behavior.**
- (2) Employment of four district teaching methods.**
- (3) Administration of the Dunu, Dunn and price learning style Inventory self-reporting instrument to 27 elementary teachers.**
- (4) In service on learning style for all elementary teachers.**
- (5) Parental review of child's learning style inventory results.**

Outcomes of the practicum showed improved work habits in 27 students, improved classroom attitudes in 26 students, and improved classroom behavior in 10 students. The students and their classroom teachers found the four groups teaching methods that were included and demonstrated to them to be an excellent experience.

Keller (1978) carried out a study of Freshmen who received less than a 2.0 grade average during their first semester at college were asked to indicate on a written questionnaire the extent to which 68 factors were or were not a reason for their poor academic performance. They were also encouraged to supply additional observations about their educational experiences that seemed significant to them interms of their scholastic difficulties. The responses to the forced-choice items were factor analysis and the report was organized according to nine- category typology drawn from the analysis. The data were examined in terms of certain demographic characteristics of the survey participants. Freshmen placed the greatest responsibility for their low grades on their own lack of motivation, proper study habits and attention to school work. Nonetheless, many students felt that institutional or

environmental factors such as university and divisional requirements, faculty teaching and examination procedures, residence hall atmosphere, background in English and the quality of academic advising also contributed to their problems.

Heacox (1991) in his book indicated that not all children can or should be straight – A students, as everyone differs in his/ her abilities and interests, but all children have the potential to learn and to personally succeed in school. This guide described a step-by-step program for intervening with students who were underachievers and for promoting students' success. The guide provided teachers and parents with specific ways to support achievement and provide a positive learning environment, while providing students with specific ways to set goals manage their work, develop good study habits and boost their own self esteem. Following an introduction to the characteristics of underachievement and information on using the guide for both underachievers and those achieving to their potential, the guide approached its subject from a sports perspective with the following sections:

- (1)The player “types of underachievers”.
- (2)”The coaches” teachers and parents.
- (3)The strategy sessions divided into a student self – assessment, students and parent interviews, teacher conference and an action plan.
- (4)”Success boosters” learning, developing study habit, managing school work, setting goals, and dealing with personal issues.
- (5)”The contract” between students, teachers and parents and including the handling of reluctant players.
- (6)”Resources” forms and students work plans.

The text was divided according to the target audience (parents, teachers, or students).

Cappella et al (1983) showed in their article that positive peer influence was related to college student’s positive study habits.

Carver (1988) described a method used to help students clarify and resolve problems related to their study habits. The plan making "process" involved reality therapy, identifying characteristics of a good plan (e.g. simple, specific, repetitious, independent, and immediate). Selecting areas of need and individual conferences, reviewed student responses to the method.

Elliott and Others (1990) examined relations among problem-solving appraisal, self-reported study habits, and academic performance for 63 collage students enrolled in a developmental course for academically unprepared students. They found that problem solving appraisal was significantly predictive of study habits and semester grade- point average. They suggested that problem – solving appraisal was related to academically at- risk student's study habits and academic performance, and problem-solving appraisal encompassed more than social skill.

Norton (1992) carried out a survey of learning disabled (LD) and non-LD students at San-Diego Mesa Collage (California). He revealed few significant differences in the study habits of the two groups, though LD students required more assistance in math, spelling, writing, and reading comprehension. He discussed implications for instructions.

Gade et al (1986) investigated secondary school students (N=160). They found that American Indian junior high students, especially boys, had poor attitudes about their school and teachers and also had poor study habits and skills. They described how counselors could play a proactive role in improving study skills and individual counseling (ABB).

Singh and Chauhan (1988) studied tribe students (n=300) attending grade x at Indian school. They compared girls' and boys' study habits. They found that home environments more conducive to study and were more systematic in planning work. Study habits had a close positive relation with self-concept, but no relation with birth order.

Seni's (1978) compared perceptions of study habits for internally oriented subjects who were exposed to effective study techniques and those who were not. He illustrated post tests for the interactions revealed patterns reflecting upward shifts for subjects exposed to effective study habits.

Sawyer (1981) carried out a study and the study results indicated that:  
(1) Male Indian students suffered little test anxiety or study street and their study habits were influenced by their motivation.  
(2) Indian and white students from rural backgrounds were unskilled in note taking. (CM).

Bray et al (1980) carried out a study about the reliability of the four factors model of the survey of study habits and attitudes (SSHA). The

hierarchical model of the SSHA was not supported by confirmatory factor analysis. (Author/ BW).

Eisenberg and Berkowitz (1995) presented the "big six" problem solving strategies of highly effective students in all grade levels and subject areas. They outlined steps parents and media specialists could follow to help students with their homework sidebars present the big six skills and information seeking activities and a big six assignment organizer for grades three through five.

Cage (1982) explored the relationship among learning style, self report, or self concept, academic achievement, and academic aptitude of 60 academically gifted fourth, fifth, and sixth graders. SS were administered the learning style Inventory, Piers-Harns self concept scale, California achievement test and California short form of Academic Aptitude. The investigation suggested that more common variance in achievement can be accounted for by a combination of learning style variables with self concept alone; and that controls cognitive aptitude, in addition to self concept, didn't significantly enhance the relationship. Sixty percent (N= 36) at SS preferred not to study in late morning. None of these 36 SS preferred to study in the morning; 12 preferred the afternoon; and the remainder were indifferent to the time of the day for studying. Tables with statistical data are appended.

Schatzberg (1988) explored the effects of structured dialogue journal writing on the study habits and attitudes of under prepared community college students. The journal included weekly sheets on which students noted positive and negative aspects of their academic work during the preceding week recorded upcoming assignments, and replied to the instructor comments and feedback on previous sheets. The students and instructor engaged in a weekly dialogue to help students develop more awareness of their academic behavior and its consequences and of alternative with which they might achieve their academic goals. The journals of 38 students, enrolled in a non-credit study skills L Orientation course for students with basic skills deficiencies, were analyzed in terms of the total number of words and questions in all teacher and student entries, the number of evaluations in student entries, the functions for which students and teachers used the journals and the topics addressed by teachers and students. In addition, a survey of study habits and attitudes was conducted at the beginning and end of the term and 12 journals were selected at random to describe the nature of the interaction between the students and teachers. Study findings included the following: (1) Student generally asked

very few questions; (2) Without exception students wrote more than their teachers; and (3) Teacher's use of board and consistent praises lengthy responses, and teacher's willingness to respond to personal topics seemed to effectively promote productive dialogues.

Easten and Ginsberg (1983) conducted on a study. The City College of Chicago also to ascertain the attributes and learning processes of high-achieving students of relatively low aptitude so that these attributes and processes might be taught to other students to improve their achievement. Interviews were conducted with 26 students who belonged to or were eligible to belong to the campus honor societies, and who had relatively low reading placement test scores. During the interviews, students were asked about their background, financial concerns, high school background, college, study and work habits, in class activities, teacher relations, personal goals, extracurricular activities and satisfaction. Study findings included the following: (1) involvement, review, restudy, selectivity, and planning seemed to be the major process responsible for academic success; (2) in-class involvement was demonstrated by regular attendance, taking notes, asking questions and participating in discussions; (3) Students were careful to choose an efficient study atmosphere out of the class and took advantage of additional resources as needed; (4) Students compensated for their, academic weakness by taking refresher mental courses, building basic skills reading for practice, and reviewing and restudying course material; (5) Students were highly selective in what they chose to study. (6) They planed ahead for the short- and long-term; and (7) They possessed strong motivation to achieve success.

Hettich (1974) mentioned in his book that the opinions, attitudes, characteristics, and behaviors of continuing education and traditional younger students at Barat College were compared as part of an evaluation phase project of the fund for post Secondary Education. Approximately 20 percent (125 students) of Barat students enrolled during the 1973-1974 school year were administered two questionnaire, the standardized college student questionnaire (CSQ) part II, and an in-house institutional activities questionnaire. The CSQ showed that both groups shared similar attitudes toward the appreciation of culture study habits, satisfaction with faculty, and satisfaction with administration. The in-house questionnaire also showed that continuing education and younger students had similar career plans, distribute their time for most activities similarly and acknowledge the position, impact-of-courses, instructors, and students. It was found that continuing education and younger students, generally, differ on dimensions where

difference could be expected to occur: age, independence, and specific goals. However, some of these dimensions may have combined to produce a major attitudinal discrepancy between some younger students who were apprehensive about the continuing program and the continuing education students and younger students who aren't. Opinions about the future of Barat as a woman's college and as a larger college didn't markedly differ. Appended materials include summaries of tape-recorder conversations about continuing education, a conference report about continuing education students at Barat College, faculty comments, and other study reports.

Bernt and Bugbee (1990): found that specific study practices were used by the three groups of achievers (high-achievers, low – achievers and failures). Specific study practices most frequently resorted to all three grounds included using practice tests for review, intensive studying the night before the exam, underlining important material and relating reading material to one's own experience. Fewer than 20% of each group reported using charts or outlines to summarize material, writing out a study schedule prior to beginning a course and overlearning course material. Specific skills used only by the high achievers group included skimming the text, reading all of the assigned study material, mental rehearsal and overlearning.

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Mcdougle (1989) sought to determine if study habits could be used to predict academic achievement. The statistical analysis indicated that the four subscores of the survey of study habits and attitudes were not accurate predictors of academic achievement.

Snodgrass (1989) conducted a study to examine the relationship between locus of control, achievement motivation, and knowledge and use of study skills and academic performance of the 136 Presidential scholars who were admitted at the university of Alabama in 1985. The statistical analysis revealed a significant relationship between study skills and grade point average (GPA) and between achievement, motivation and GPA. Further analysis indicated study skills to be the significant variable in the prediction of GPA.

Youssef (1984) investigated the relationship between motivation, study time, and student achievement in second language courses. The subjects were 97 students enrolled in introductory second language classes. They were native English speakers who were learning French, German, and Spanish for the first time. Motivation was measured with a scale on which students estimated how

much they learned of a specific language skill if they devoted a reasonable amount of time to it. Study time was measured by the number of hours spent in voluntary non- classroom study. Achievement was measured by the final language course grade. Results indicated that there was a significant positive correlation between study time and achievement for students of French and German. A significant positive correlation was found between motivation and achievement for the students in both German and French. But for the students who were studying Spanish the opposite occurred- a significant negative correlation was found. Youssef suggested that study time and motivation have a positive effect on achievement of some good second language learners in learning specific second language such as French and German but may not help second language learners of certain second languages such as Spanish. She also suggested that students in the Spanish course might have felt that Spanish was an easy language so they were not motivated and they didn't spend much time on studying the language; it might also indicate that students involved in the study had different reasons for taking a second language course.

Wongsothorn (1987) conducted a study to investigate the relationships between the beginner's success in learning English through an individualized approach and the modes of learning. The study also investigated the relationships between the beginners' success in English and the other learners' variables comprising language aptitudes, attitudes and motivation, non-verbal I.Q., learning strategies and years of studying English. Another purpose for the student variables which included learning modes and their combined strength in influencing student success in learning English.

Amer (1993) conducted a study to investigate the effect of teaching a test-taking strategy to middle-school students on their performance on EFL tests. The sample of the study consisted of 82 seventh-grade male students who were divided into an experimental and a control groups. A modified version of "SCORER" (Schedule you time, Clue words, Omit difficult questions, Read carefully, Estimate you answer, Review your work ) was used in the study; and students' were pre- and post- tested by using sample tests based on the students text books. The results indicated significant differences between the experimental group and the control group in favor of the experimental group. Therefore, Amer concluded that students who do poorly on EFL tests can be trained to use some test-taking skills to improve their scores. He also found that poor performance on EFL tests may not be attributed to inadequate linguistic competence, but to the students, lack of

awareness of test taking skills. He also suggested that EFL classroom teachers should be trained to provide instructions in test-taking strategies.

Loranger (1988) conducted a study to determine effect of instruction in three study strategies- note taking "SQ3R" and summarizing – on the content area learning of ninth grade students. The study also investigated the effect of instruction in these three strategies on students, general reading achievement and on their attitudes towards studying. The sample of the study was 54 ninth grade students enrolled in three level A English classes. The sample was divided into two groups: experimental and control. The students were pretested and posttested using the following measurements: -

1) Nelson- Denney reading test.

2) Brown- Holtzman survey of study habits and attitudes,

3) A researcher- made test on the study strategies used in the experimental group. For additional data Loranger analyzed study journals kept by experimental students, videotaped interviews with students in the experimental group at the end of the study, and pre- and post questionnaire sent home to parents. The results indicated that there was no significant difference between the experimental and control groups on the measure of study skills acquisitions. Also the study found differences between the experimental and control groups on the measure of study habits and attitudes. However, the study revealed a significant difference between the experimental and control groups on the measure of general reading achievement, in favor of the control group. The analysis of the subjective data revealed that both the parents and the student in the experimental group felt that the students had improved not only in their content area learning, but also in their study habits and attitudes toward studying.

Swennumson (1992) investigated the benefits of the study method known as Robinson's (SQ3R) when used by "nontraditional" students who were defined as (1) students who are married. (2) Students who are parents. (3) Students who are 24 or older. (4) Students who are enrolling in college a year or more after high school. The results indicated that the students made effective use of the (SQ3R) study method, thus increasing their ability to read paragraphs.

According to A Guide to Study Skills Book, student's study area should also be as private as possible and as free of distracting sights and sounds as possible. Student's desk shouldn't be in the same room as the television or

stereo, nor should it be near the activities of the other people if at all feasible. Ideally, this room will have to be for student's use only, adequately furnished, well-lit, well-ventilated, well-heated and air-conditioned, in a quiet part of the house and not immediately on the main street and a student can organize his or her time by the following: Organizing regular study hours adhering and to a special programme or time table, making clear objectives for each study session and making proper of time among various lessons and courses with rather satisfactory results. Every student needs to draw his or her own timetable by the following principles:-

- a-Having a period of enough sleep every day .
- b-Making fixtime for means.
- c-Having good nutrition.
- d-Allowing resting time after meals.
- e-Making leisure time for enjoyment.
- f-Allowing a break after each session.
- g-Allowing free time after two hour sessions or work .
- h-Varying the subjects.
- i-Having recreational activities or outdoor sport.
- j-Setting short - term goals for each session.
- k-Doing the task suppose and its proper time.

## **Summary:**

Examination of the literature, involving research on students, study habits, indicated that students who used such techniques as matrices for organizing their work, charts, graphs mnemonics, etc had performed better on examinations. The literature reviewed in the present chapter was useful in a number of ways. Among other things, it highlighted for us the important study skills and habits that may be investigated. It also suggested that the possible research techniques and procedures that could be applied in investigation. As can be seen from the literature itself, the studies that the researcher reported varied in terms of focus sophistication and population. Most of studies examined a variety of study habits and skills; some were concerned with the description of the skills and habits whereas others were more concerned with the relationship between the skills, habits and the learning achieved. Regarding sophistication some of the studies used simple statistical techniques (e.g. compellation) whereas others were based on multi-variate techniques like regression analysis. In terms of population, the majority of studies presented were concerned with study skills and habits in general. The researcher of the present study hopes to contribute significant information to the existing literature on study skills and of EFL learners in general. It is also hoped that this study will provide insight into the study habits practiced by twelfth grader's learning English in TulKarm District.

# *Chapter Three*

## *Methodology*

### **Introduction**

In this chapter, the methodology of the investigation will be presented. The components of this methodology are population and sample, the instruments, the procedure, the search design and the data analysis.

### **Population and Sample**

The population of the study was 1299 students enrolled for General Examination in Tulkarm district during the academic year 2000/2001. Those students came from different places of residence, city village and camp and different streams (literary and scientific).

The validation of the instrument was established for each of the eleven domains by referring it to education experts. The reliability of the instrument for the five domains and the total domain was (0.99). This was considered to be high reliability and sufficient for the purpose of the study.

The number of students who enrolled in literary stream was 843 and in scientific stream was 456. The sample of study included 131 students from scientific stream and 174 from literary stream.

The whole sample consisted of 305 students who comprised a total who 23.5% of the target population. The subjects were both males and females who were stratified from the target population. The sample was chosen in Stratified Systematic Random Sample.

Table 1: provides more information about the sample of the study and its distribution according to gender.

**Table 1**  
**Sample distribution according to gender**

<i>Gender</i>	<i>N</i>	<i>%</i>
<i>Male</i>	<i>125</i>	<i>41</i>
<i>Female</i>	<i>180</i>	<i>59</i>
<i>Total</i>	<i>305</i>	<i>100</i>

The females were more than the males. The researcher attributes that to the followings: Intifada in which males are more involved in than females; most of them are arrested, killed, or try to escape from the situation. School-leavers in order to find new job because of the bad situation caused by the Israeli.

Table 2 provides information about the sample of the study and its distribution according to tream.

**Table2**  
**Sample distribution according to stream**

<i>Stream</i>	<i>N</i>	<i>%</i>
<i>Literary</i>	<i>174</i>	<i>57</i>
<i>Scientific</i>	<i>131</i>	<i>43</i>
<i>Total</i>	<i>305</i>	<i>100</i>

The number of the students in the literary stream was more than the ones in the scientific stream. The researcher attributes that to the background which the students are afraid of built in their minds from the previous student. The scientific material is more demanding and needs a lot of practice and work, Unfortunately they don't find the time to practise or search or at least find the required sources.

Table 3 provides information about the sample of the study and its distribution according to average.

**Table 3**  
**Sample distribution according to average**

<i>Average</i>	<i>N</i>	<i>%</i>
<i>90% and more</i>	<i>68</i>	<i>22.3</i>
<i>80-89.9%</i>	<i>97</i>	<i>31.8</i>
<i>70-79.9%</i>	<i>83</i>	<i>27.2</i>
<i>Less than 60%</i>	<i>57</i>	<i>18.7</i>
<i>Total</i>	<i>305</i>	<i>100</i>

Table 4 provides information about the sample of the study and its distribution according to place of residence.

**Table 4**  
**Sample distribution according to place of residence**

<i>Place of residence</i>	<i>N</i>	<i>%</i>
<i>City</i>	<i>83</i>	<i>27.2</i>
<i>Village</i>	<i>201</i>	<i>65.9</i>
<i>Camp</i>	<i>21</i>	<i>6.9</i>
<i>Total</i>	<i>305</i>	<i>100</i>

The number of students in villages was more than the number in cities or camps. Villages like to have more children than city dwellers and camp residents because they believe the children are a source of strength for their village, villagers. The feeling of security and safety is stronger in villages – They live on their land.

## **Instruments :**

In this study only one instrument inventory of study habits related to learning English as a foreign language was used. The sources from which this inventory was adapted included Al-Busaidi (1996). Some items were added while other were omitted by the researcher. It was judged by four specialists at An-Najah National University An English, Supervisor in Tulkarm district and a specialist at Bethlehem University. In this inventory, the subjects were asked to rate the extent to which the habits apply to them by using a 5-point likert scale:-

Strongly agree

agree

Neutral

Strongly disagree

Disagree

The inventory had 62 items which were grouped under eleven categories that were meant to facilitate data analysis and discussion.

The first category examined the learners' motivation and attitudes about studying and it had five items.

The second category examined the students' ability in vocabulary and words skill and it had seven items. The fourth category examined the learners' ability to concentrate and to control their time and it had eight items. The fifth category examined the availability of study environment and it had three items. The sixth category examined the study skills and it had ten items. The seventh category examined memory training and it had five items. The eighth category examined test preparation and test taking, and it had six items. The ninth category examined listening and seeing practice and it had four items. The tenth category examined speaking practice and it had four items. The eleventh category examined writing practice and it had three items. After finalizing the English version of the questionnaire, it was translated into Arabic. The main purpose of the translation was to give students the chance to understand the items correctly and answering accurately. Perhaps students were unable to understand all English items very well so it was distributed by Directorate of Education in Tulkarm (This inventory is presented in its complete form in Appendix A page 103 and Appendix B, page 108.

## **Validation of the instrument:-**

The validation of the instrument was ensured first by drawing their items from literature pertaining specifically to study habit and skills in the ESL/EFL context. In addition to that, it was judged by four specialist from An-Najah National University. One expert was from Bethlehem University, in addition to an English supervisor from Tulkarm District.

## **Reliability of the Instrument:**

The reliability of the questionnaire was established quantitatively through Cronbach's Alpha Coefficient. The reliability coefficient yielded by this technique was 0.94. This led us to decide that the inventory was reliable at an acceptable level.

## **Procedure :**

The procedure for this study was as follows:

1. A list of study habits was drawn on the basis of: (1) the related published material, (2) research literature and suggestions from EFL instructors, and (3) Al-Busaidi's thesis at Sultan Qaboos University.
2. The items in the list were then classified into categories (e.g. Motivation and attitudes, note taking etc).
3. The items were reviewed by EFL professionals and English learning specialists.
4. The questionnaire was translated into Arabic; and the translated version was checked and validated.
5. The questionnaire was given to the subjects of the study. The researcher introduced the questionnaire to subjects and gave them instructions on how to respond to it.
6. The questionnaire was given to Directorate of Education in Tulkarm and it was distributed and this was coordinated between the researcher and Directorate of Education. It took around 3 weeks for most students to get the questionnaire and respond in their schools and then return it to the Directorate of Education in Tulkarm, and finally to the researcher herself.

## **Research Design and Data Analysis:-**

The researcher used a non-experimental research design. The data were collected through the questionnaire of study habits described above, It was analyzed by using the computer. Therefore, the information in the inventory was coded, and then was entered into computer.

The statistical analyses of the data were carried out by using computer version of SPSS. The data were analyzed by using the following statistical techniques:-

1. Descriptive statistics. Means and standard deviations were used to address, for example, the first questions and hypothesis about the habits that were most and least common practiced by twelfth graders learning English in Tulkarm District.

2. One-Way Analysis of Variance (ANOVA) technique was applied to deal with the second question and hypothesis about the extent to which the study of the learners. Along with ANOVA, the Turkey test was applied for post-hoc comparisons when the Fratio was to be significant.

3. T. test technique was used for the comparison of group means, Two kinds of t- test were applied: the independent group t-test (for the comparison of males and females) and paired t-test ( for the comparison of the same group of subjects on two different variables).

4. Pearson's correlation and multiple regression techniques were used to determine the degree of the relationship between study habits and academic achievement in EFL.

5. There were many problems faced by the researcher, she couldn't get to university because of security siege while she did her search. Palestinians are getting shot at the road between Tulkarm and Nablus and Tulkarm and its villages have been sealed tightly and blocked with huge cement cubes that make it almost impossible to go through dust-blocks in deeply -dug trenches, and rifts.

## **Summary :**

The researcher provided a brief idea of the study design and methodology. The procedure used in investigating the questions of the study was clearly described, The purposes of the study were specified. Then the chapter went on to list the questions of the study, describe the population (and sample) showing the respondent's distribution according to their gender, stream, average and place of residence. The chapter included also a detailed description of the design, development and administration of the study instrument. Finally, the chapter regorted on the validity and reliability procedures and the statistical analysis of the data gathered for the purpose of this study.

# *Chapter Four*

## *Results*

### **Introduction :**

This chapter presents the most common and least common study Habits practised by twelfth graders learning English in Tulkarm district, and the effect of demographic variables (gender, branch (type), average (mark) and the place of residence on study habits practiced by twelfth graders learning English in Tulkarm District.

The results are presented in this chapter. After statistical analysis, the researcher categorised results in two parts.

Part One deals with the most common and least common habits practised by twelfth graders learning English in Tulkarm District .

Part Two deals with following hypotheses :

1. Hypothesis number one ( study habits and gender).
2. Hypothesis number two ( study habits and type).
3. Hypothesis number three ( study habits and average).
4. Hypothesis number four ( study habits and place of residence).

Part one :-*Results related to the first question: What are the most common and least common study habits practised by twelfth graders learning English in Tulkarm District?*

To answer the question, means and percentage of each item, domains were used as in Table 5-18.

For data analysis, the researcher used the following percentages:-

80% and more is very high degree of study habits.

70% -79.9% is high degree of study habits.

60%-69.9% is moderate degree of study habits.

50%-59.9% is low degree of study habits.

less than 50% is very low degree of study habits.

In the following part, the researcher presents each domain of study habits and their means and percentages.

**1.Motivation and attitudes towards studying domain :-**

**Table 5**

**Means and percentages of motivation and attitudes towards studying domain:**

No	Items	Mean	%	Degree
1	I make full effort needed to pass the course even if a subject is boring	3.99	79.8	High
2	I'm not discouraged about how much I have to learn and how long it is going to take me.	3.03	60.6	Moderate
3	I want to be a successful language learner.	4.18	83.6	Very high
4	I am prepared and I participate in class discussions.	3.55	71	High
5	I am interested in learning English.	3.80	76	High
Total score of motivation and attitudes towards studying.		3.71	74.2	High

The results of Table 5 show the most common and least common study habits practised by twelfth graders learning English in Tulkarm district on item no 3 where the percent of response was 83.6%, and high on items 1,4 and 5 where the range of response was between 71% - 79.8% and moderate on item 2 where the percentage of response was 60.6%. For total score of motivation and attitude towards studying, the degree was high were the percentage of response was 74.2%.

## 2-Vocabulary and word skills domain :-

**Table 6**  
**Means and percentages of vocabulary and word skills domain**

No	Items	Mean	%	Degree
6	I know how to use prefixes, suffixes, and roots to improve my learning of new words.	3.07	61.4	Moderate
7	I know how to use the dictionary for pronunciation words.	3.40	68	Moderate
8	I am able to guess the meaning of an unfamiliar word by looking at the rest of the sentence.	3.36	67.2	Moderate
9	I know how to use the English –English dictionary to learn the meaning of unknown words.	3.53	70.6	High
10	I use the English –Arabic dictionary only if necessary.	3.29	65.8	Moderate
11	I put new words in sentences and write them in a notebook and I review them regularly.	2.73	54.6	Low
12	I record new words on cassettes and listen to them regularly.	1.37	27.4	Very low
<b>Total score of vocabulary and work skills domain.</b>		<b>2.96</b>	<b>R 59.2</b>	<b>low</b>

The result of Table 6 show high degree on item no 9, where the percentage, of response was 70.6, and moderate on items 6,7,8 and 10 where the range of responses was between 61.4%-68% and low on item 11, where the percentage of response was 54.6, and very low on item 12, where the percentage of response was 27.4.

For the total score of vocabulary and word skills domain the degree was low where the percentage of response was 59.2%.

### 3. Taking and studying lesson notes domain:-

**Table 7**  
**Means and percentages of taking and studying lesson notes domain**

No	Items	Mean	%	Degree
13	I have no trouble deciding what to write down when I take lesson notes.	3.48	69.6	Moderate
14	I don't miss any important points the teacher is making.	3.58	71.6	High
15	I go over my notes after class to fill missing points and make them easy to understand.	2.94	58.8	Low
16	I have an effective way of studying the notes for a test.	3.27	65.4	Moderate
17	I organize my notes while I am writing, so they are often easy to understand later.	3.53	70.6	High
18	I review my lesson notes from that day before I go to bed.	3.00	60	Moderate
19	I understand how the teacher emphasizes main points when teaching.	3.53	70.6	High
Total score of taking and studying lesson notes.		3.33	66.6	Moderate

The result of Table 7 show high degree on items 14,17, and 19, where the range of responses was between (70.6%-71.6%), and moderate on items 13,16 and 18 where the range of responses was between 60%-69.6% and low on item 15 where the percentage was 58.8%.

For the total score of taking and studying lesson notes, the degree was moderate, where the percentage of response was 66.6%.

#### 4-Time Management and concentration domain:-

Table 8

Means and percentages of time control and concentration domain:-

No	Items	Mean	%	Degree
20	I have enough time to study my English course materials.	3.13	62.6	Moderate
21	I have a schedule of regular study hours.	2.76	55.2	Low
22	I make up a list of studying activities I need to do in a given day or week.	3.02	60.4	Moderate
23	I write down test dates and paper deadlines in a place where I will see them every day.	3.29	65.8	Moderate
24	I schedule my study time each week and plan to do nothing else during that time.	2.73	54.6	low
25	I divide my study time among all of my English language courses according to my assignments.	3.08	61.6	Moderate
26	I try to keep my full concentration on what I am studying at that time.	3.76	75.2	High
27	I won't let myself be distracted by almost anything when I study.	3.52	70.4	High
Total score of time control and concentration		3.16	63.2	Moderate

The results of Table 8 show high degree on items 26 and 27 where the percentage of responses was between 70.4% and 75.2% and moderate on items 20,22,23 and 25 where the range of responses are between 60.4%-65.8%, and low on items, 21 and 24 where the percentage of responses was between 54.6%- 55.2%.

For the total score of time management and concentration domain, the degree was moderate, where the percentage of response was 63.2%.

## 5- Environment domain:-

Table 9

Means and percentages of environment domain :-

No	Items	Mean	%	Degree
28	I have a particular place where I always study.	4.08	81.6	Very high
29	I usually have with me the pencils, papers, and English books which I need, when I sit down to study.	4.32	86.4	Very high
30	I try to rest and be alert when studying my English material.	4.18	83.6	Very high
Total score of environment		4.19	83.8	Very high

The result of Table 9 show v. high on all items in this domain 28,29 and 30, where the range of responses was between 81.6%-86.4%. For the total score of environment domain, the degree was very high, where the percentage of response was 83.8%.

**6-Basic skills domain:-**

**Table 10**

**Means and percentages of basic skill domain :**

No	Items	Mean	%	Degree
31	I know how to skim-read an English textbook chapter effectively	3.39	67.8	Moderate
32	I try to figure out what's important for me to learn when reading the chapter.	3.54	70.8	High
33	I know what kind of English words are used to single important facts or ideas.	3.22	64.4	Moderate
34	I begin my study of a new English chapter by quickly previewing the whole chapter to see what it is about .	3.12	62.4	Moderate
35	I make use of headings and subheadings when I read English textbooks.	3.44	68.8	Moderate
36	I try to capture the overall idea, to understand the big picture when I study my English textbooks.	3.39	67.8	Moderate
37	I try to relate what the author of the textbook is saying to what I already know when I study an English textbook	3.41	62.8	Moderate
38	I read each assigned chapter from beginning to end.	3.63	72.6	high
39	I review by reading the English chapter over again.	3.21	64.2	Moderate
40	I collect materials written in English and which are interesting to me to read.	2.72	54.4	Low
Total score of basic skills		3.31	66.2	Moderate

The results of Table 10 show high degree on item 32 and 38 where the range of responses was between 70.89% - 72.6%, and moderate on items 31, 33,34,35,36,37 and 39 the range of responses was between 62.4%-68.8%, and low on domain 40, where the percentage of response was 54.4%. For the total score of basic skills domain, the degree was moderate, where the percentage of response was 66.2%.

## 7- Memory training domain:-

Table 11

Means and percentages of memory training domain:

No	Items	Mean	%	Degree
41	I use some "memory techniques" that will help me remember English material.	3.50	70	high
42	I know how to study and remember a large amount of English material for a test.	3.28	65.6	moderate
43	Each day I review some of the English material I studied the previous day .	2.83	56.6	Low
44	I summarize the material from an English text and English lessons that I need to remember for a test.	3.27	65.4	Moderate
45	I try to relate the English material that I am learning now to what I have learned earlier.	3.26	65.2	Moderate
Total score of memory training		3.23	64.6	Moderate

The results of Table 11 show high on item 41 where the percentage of response was 70% and moderate on items 42,44 and 45 where the range of responses was between 65.2% - 65.6%, and low on item 43 where the percentage of responses was 56.6%.For the total score of memory training, the degree was moderate where the percentage of response was 64.6%.

**8-Test preparation and test taking domain:-**

**Table 12**

**Means and percentages of test preparation and test taking domain:-**

No	Items	Mean	%	Degree
46	I make a careful and organized review before an English language test .	3.70	74	High
47	I am sure what is important enough to study when I prepare for an English language test.	3.63	72.6	High
48	I try to predict what will be included while studying for an English language test.	3.57	71.4	High
49	I know how to go about preparing for an English essay test.	3.15	63	Moderate
50	I have the ability to organize my thoughts when I write an English essay answer.	3.09	61.8	Moderate
51	I know how to take English language true false or multiple choice tests even if I do not know all the information.	3.45	69	Moderate
Total score of test preparation and test taking		3.43	68.6	Moderate

The results of Table 12 show a high degree on items 46,47 and 48, where the range of responses was between 71, 4% -74%), and moderate on items 49,50, and 51, where the range of responses was between 61.8%-69%. For the total score of test preparation and test taking, the degree was moderate, where the percentage of response was 68.6%.

## 9-Listening and viewing practice domain :-

Table 13

Means and percentages of listening and viewing practise domain:-

No	Items	Mean	%	Degree
52	I listen to audiocassettes in English.	2.21	44.2	Very low
53	I listen to radio programs in English.	3.35	67	Moderate
54	I watch TV programs in English .	2.72	54.4	Low
55	I watch English movies on video.	3.14	62.8	Moderate
Total score of listening and viewing practise		2.61	52.2	Low

The results of Table 13 show moderate degree on items 53 and 55, where the percent of responses was between 62.8%-67% and low on item 54, where the percent of response was 54.4% and very low on item 52, where the percentage of response was 44.2%. For the total score of listening and viewing practice, the degree was low, where the percent of response was 52.2%.

**10-Speaking Practice domain:-**

**Table 14**

**Means and percentages of speaking practice domain:-**

No	Items	Mean	%	Degree
56	I prepare myself for different situations by rehearsing.	3.11	62.2	Moderate
57	I try to avoid using words or phrases that I know are a big problem for me.	3.19	63.8	Moderate
58	I use a dictionary to help myself with pronunciation and stress.	2.79	55.8	Low
58	I use materials like poetry and plays that I can read aloud to practise my pronunciation, stress and rhythm.	2.61	52.2	low
Total score of speaking practise		2.92	54.4	Low

The results of Table 14 show a moderate degree on items 56 and 57, where the percentage of response was between 62.2%-63.8% and low on items 58 and 59 where the percentage of responses was between 52.2% - 55.8 %. For the total score of speaking practice, the degree was low where are the percentage of response was 54.4%.

## 11-Writing practise domain :-

Table 15

Means and percentages of writing practice domain:-

No	Items	Mean	%	Degree
60	I try to learn the rules of writing English composition .	3.60	72	High
61	I keep copies of everything I write in English to use as a reference.	3.17	63.4	Moderate
62	I rewrite my writing assignments after having the feedback from the teacher.	2.73	54.6	Low
Total score of speaking practise		3.17	63.4	Moderate

The results of Table 15 show high on items 60, where the percentage of response was 72% and moderate on item 61 where the percentage of response was 63.4% and low on item 62, where the percentage of response 54.6%. For the total score of writing practice, the degree was low where was the percent of response was 63.4%.

Table 16

Ranks of domains and total score of study habits practised by twelfth graders learning English in Tulkarm District:-

Domain	Mean	%	Degree	Rank
Motivation & attitude towards studying	3.71	74.2	High	1
Vocabulary and word skills	2.96	59.2	Low	9
Taking and studying lesson notes	3.33	66.6	Moderate	3
Time management & concentration	3.16	63.2	Moderate	8
Environment	3.19	63.8	Moderate	6
Basic skills	3.31	66.2	Moderate	4
Memory training	3.27	64.6	Moderate	5
Test preparation and test taking	3.43	68.6	Moderate	2
Listening and viewing practise	2.61	52.2	Low	11
Speaking practise	2.92	58.4	Low	10
Writing practise	3.17	63.4	Moderate	7
<b>Total score</b>	<b>3.27</b>	<b>65.4</b>	<b>Moderate</b>	

### Sum of domains:-

The results of Table 16 show a high degree on domain of motivation and attitudes towards studying where the percentage of response was 74.2%, and moderate on domains (Taking and studying lesson notes- Time control and concentration-environment – basic skills, memory training – Test preparation and test taking and writing practise), where the range of responses was between (63.2% - 68.6%, and low on domains: vocabulary and words skills – Listening and viewing practise and speaking practise, where the range of responses was between 52.2%-59.5 and 65.4 for the total score of the most common and least study habits practised by twelfth graders learning English in Tulkarm District.

Furthermore, the results indicated that the ranks of domains were as follows:-

First rank: Motivation and attitudes towards studying domain (64.2%).

- Second rank: Test preparation test taking domain (68.6%).
- Third rank: Taking and studying lesson notes domain (66.6%).
- Fourth rank: Basic skills domain (66.2%).
- Fifth rank: Memory training domain (64.6%).
- Sixth rank: Environment domain (63.8%).
- Seventh rank: Writing practice domain (63.4%).
- Eighth rank: Time management domain (63.2%).
- Ninth rank: Vocabulary and words skills domain (59.2%).
- Tenth rank: speaking practise domain (58.4%).
- Eleventh rank: Listening and viewing practice domain (52.2%).

To determine if there was a significant difference among the most common and least common study habits domains, Repeated (MANOVA), using Wilks' Lambda test, was used as in Table 17.

Table 17

Results of Wilks' Lambda test for the differences among the most common and least common study habits domain.

Wilks' Lambda Value	(F) Value	Hypothesis DF	Error (DF)	Sig
0.27	79.78	10	295	0.000

\*Significant at ( $\alpha=0.05$ )

The results of Table 17 show that there was a significant difference at ( $\alpha=0.05$ ) among most common and least common study habits domains.

To determine between which domains the difference was found, Sidak pairwise comparisons test was conducted Table 18.

Table 18

Sidak pair wise comparison Test between the most common and least common study habits

Domains	Means	Motivate and attitude	Vocabulary and skills	Taking and studying lesson notes	Time management and concentrate	Environment	Basic skills	Memory training	Test preparation and test taking	Listening and viewing	Speaking practice	Writing practice
Motivation & attitude ,towards studying	3.71		0.74*	0.39*	0.54*	-0.48*	0.40*	0.48*	0.28*	1.09*	0.78*	0.54*
Vocabulary and words skills	2.96			-0.36*	-0.19*	-1.23*	0.34*	-0.26*	-0.46*	0.35*	4.18	-0.20*
Taking and studying lesson notes	3.33				0.17*	-0.86*	2.40	0.15	-9.91	0.72*	0.41*	0.16
Time management & concentration	3.16					-1.03*	-0.14	-6.48	-0.26*	0.55*	0.24*	-3.41
Environment	4.19						0.88*	0.96*	0.67*	1.58*	1.27*	1.02*
Basic skills	3.31							8.09	-0.12*	0.69*	0.38*	0.14
Memory training	3.23								-0.20*	0.61*	0.30*	6.14
Test preparation and test taking	3.43									0.81*	0.51*	0.26*
Listening and viewing practice	2.61										-0.31*	-0.55*
Speaking practice	2.92											-0.24*
Writing Practice	3.17											

\*Significant at( $\alpha=0.05$ )

The results of Table 18 show the following :-

1-There were significant differences at ( $\alpha=0.05$ ) in the most common and least common study habits domains and these were between:

\*Motivation and attitudes towards studying and vocabulary and words skills domains in favor of motivation and attitudes towards studying.

\*Motivation and attitudes towards studying and taking and studying lessonnotes domains in favor of motivation and attitudes about studying.

\*Motivation and attitudes towards studying and time control and concentration domains in favor of motivation and attitudes about studying.

\*Motivation and attitudes towards studying and environment domains in favor of environment.

\*Motivation and attitudes towards studying and basic skills domains in favor of motivation and attitudes about studying.

\*Motivation and attitudes towards studying and memory training domains in favor of motivation and attitudes towards studying.

\* Motivation and attitudes towards studying and test preparation and test taking domains in favor of motivation and attitudes towards studying.

\* Motivation and attitudes towards studying and listening and viewing practice domains in favor of motivation and attitudes towards studying.

\* Motivation and attitudes about studying and speaking practice domains in favor of motivation and attitudes towards studying.

\* Motivation and attitudes towards studying and writing practice domains in favor of motivation and attitudes towards studying.

\*Vocabulary and words skills and studying lessonnotes domains in favor of taking and studying lesson notes.

\*Vocabulary and words skills and time control and concentration domains in favor of time control and concentration.

\*Vocabulary and words skills and environment domains in favor of environment.

\*Vocabulary and words skills and basic skills domains in favor of basic skills.

\*Vocabulary and words skills and memory training domains in favor of memory training.

\*Vocabulary and words skills and test preparation and test taking in favor of test preparation and test taking.

\*Vocabulary and words skills and listening and viewing practice domains in favor of vocabulary and words skills.

**\*Vocabulary and words skills and writing practice domains in favor of writing practise.**

**\* Taking and studying lessonnotes and time control and concentration domains in favor of taking and studying lessonnotes.**

**\* Taking and studying lessonnotes and environment domains in favor of environment.**

**\* Taking and studying lesson notes and listening and viewing practice domains in favor of talking and studying lesson notes.**

**\*Taking and studying lesson notes and speaking practice domains in favor of taking and studying lesson notes.**

**\* Time control and concentration and environment domains in favor of environment.**

**\* Time control and concentration and test preparation and test taking in favor of test preparation and test taking.**

**\* Time control and concentration and listening and viewing practice domains in favor of time control and concentration.**

**\* Time control and concentration and speaking practice domains in favor of time control and concentration.**

**\*Environment and basic skills domains in favor of environment.**

**\*Environment and memory training domains in favor of environment.**

**\*Environment and test preparation and taking domains in favor of environment.**

**\*Environment and listening and viewing practice in favor of environment.**

**\* Environment and speaking domains in favor of environment..**

**\*Environment and writing practice domains in favor of environment.**

**\*Basic skills and test preparation and test taking in favor of test preparation.**

**\*Basic skills and listening and viewing practice domains in favor of basic skills.**

**\*Basic skills and speaking practice domains in favor of basic skills.**

**\*Memory training and test preparation and test taking in favor of test preparation and test taking.**

**\*Memory training and listening and viewing practice domains in favor of memory Training.**

**\*Memory training and speaking practise domains in favor of memory training.**

**\*Test preparation and test taking and listening and viewing practice domains in favor of test preparation and taking.**

**\* Test preparation and speaking practice domains in favor of test preparation and taking.**

**\* Test preparation and writing practice domains in favor of test preparation and test taking.**

**\* Listening and viewing practice and Speaking practise domains in favor of speaking Practice.**

**\* Listening and viewing practice and writing practise domains in favor of Writing Practise.**

**\*Speaking practise and writing practise domains in favor of writing practice.**

**2-There are no significant differences at ( $\alpha=0.05$ ) in the most common and least common study habits between the following domains.**

**\*Vocabulary and words skills and speaking practise domains.**

**\*Taking and studying lessonnotes and basic skills domains.**

**\*Taking and studying lessonnotes and memory training domains.**

**\*Taking and studying lesson notes and test preparation and test taking domains.**

**\*Taking and studying lesson notes and writing practice domains.**

**\*Time management and concentration and memory training domains.**

**\*Time management and concentration and writing practice domains.**

**\*Basic skills and memory training domains.**

**\*Basic skills and writing practice domains.**

**\*Memory training and writing skills domains.**

Such results are clear in figure (1)

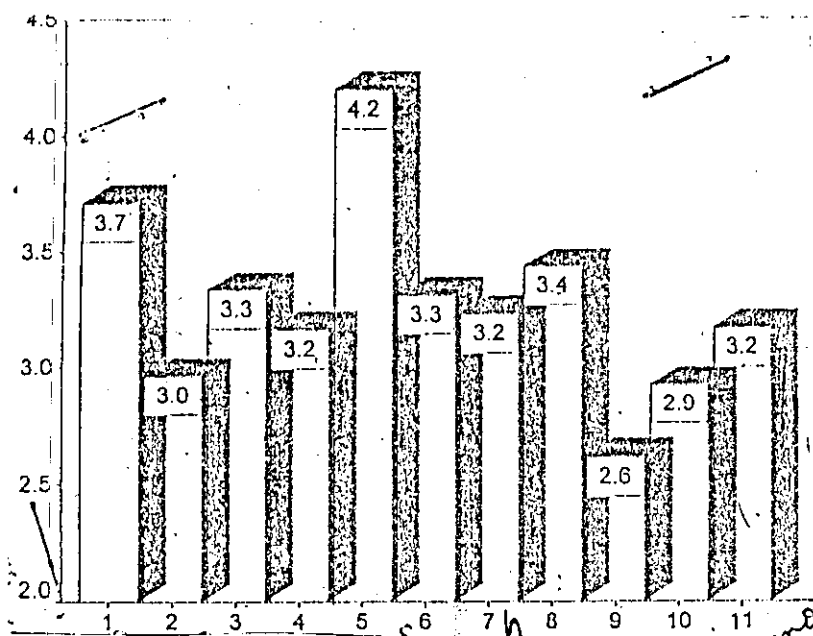


Figure 1 means of study habits domains

Means for the most common and least common study habits among the different domains:

1. Motivation and attitudes towards studying
2. Vocabulary and words skills
3. Taking and studying lesson notes
4. Time management and concentration
5. Environment
6. Basic skills
7. Memory training
8. Test preparation and test taking
9. Listening and viewing practise
10. Speaking practice
11. Writing practice

Figure 1 above shows the following:-

- \*The fifth domain occupied the first rank of study habits.
- \*The first domain occupied the second rank of study habits.
- \*The eighth domain occupied the third rank of study habits.
- \*The third and the sixth domains occupied the fourth rank of study habits.
- \*The fourth, the seventh and the eleventh domains occupied the fifth rank of study habits.
- \*The tenth domain occupied the seventh rank of study habits.
- \*The ninth domain occupied the eighth rank of study habits.

**Part Two “Result related to the second question and hypothesis:-**

**A : Results related to the following :-**

**1-Second question: Is there a significant difference at ( $\alpha=0.05$ ) in study habits practiced by twelfth graders learning English in Tulkarm District due to gender?**

**2-First hypothesis: There is no significant difference at ( $\alpha=0.05$ ) in study habits practised by Twelfth Graders learning English in Tulkarm District due to gender?**

**For answering this question and test this hypothesis, Independent t-test was used as in Table 19.**

**Table 19**

**Results of Independent t-test for the difference in study habits practised by twelfth graders learning English in Tulkarm District due to gender variable.**

Domain	Male		Female		T	Sig
	M	SD	M	SD		
Motivation and attitudes towards studying	3.63	0.67	3.76	0.71	1.51	0.13
Vocabulary and words skills	3.05	0.72	2.90	0.59	1.93	0.05
Taking and studying lessonnotes	3.41	0.75	3.27	0.76	1.59	0.11
Time control and concentration	3.32	0.64	3.05	0.76	3.18	0.00 *
Environment	4.14	0.78	4.22	0.84	0.92	0.35
Basic skills	3.41	0.70	3.23	0.78	2.06	0.03 *
Memory raining	3.40	0.71	3.10	0.81	3.35	0.00 *
Test preparation and test taking	3.48	0.83	3.39	0.80	0.95	0.34
Listening and viewing practice	2.91	1.12	2.40	0.87	4.41	0.00
Speaking practice	3.05	0.90	2.82	0.74	2.39	0.01 *
Writing practice	3.29	0.99	3.07	0.98	1.87	0.06
To TSCOR of study habits	3.37	0.55	3.20	0.55	2.62	0.00 *

**\*Significant at ( $\alpha=0.05$ ) critical t (1.96)**

The results of Table 19 show that there were no significant differences at ( $\alpha =0.05$ ) in study habits practised by twelfth graders learning English in Tulkarm District on Motivation and attitudes towards studying, vocabulary and words skills, taking and test studying, and writing practice due to gender. The computed t-test values on these domains were 1.51,1.93,1.59, 0.92, 0.95 and 1.87. These values were lower than critical t 1.96, while the results revealed also significant differences at ( $\alpha=0.05$ ) Study habits practised twelfth graders learning English in Tulkarm District on time control and

concentration –basic skills memory training ,listening and viewing practice, speaking practice and total score of study habits )between males and females in favor of male students. The computed t-test values on these domains were 3.18,2.06,3.35,4.41,2.39, and 2.62.

**B: Results related to the following :**

1-second question :Is there a significant difference at ( $\alpha=0.05$ ) in study habits practised by twelfth graders' learning English in Tulkarm District due to type (branch)?

2-Second hypothesis: There is no significant difference at ( $\alpha=0.05$ ) in study habits practised by twelfth graders' learning English in Tulkarm District due to type (branch).

To answer this question and test this hypothesis, Independent t-test was used Table 20.

**Table 20**

**Result of Independent t-test for the differences in study habits practised by twelfth graders learning English in Tulkarm District due to type variable.**

Domain	Literary		Scientific		T	Sig
	M	SD	M	SD		
Motivation and attitudes towards studying	3.73	0.72	3.68	0.67	0.65	0.51
Vocabulary and words skills	2.92	0.67	3.01	0.62	1.21	0.22
Taking and studying lesson notes	3.38	0.71	3.25	0.82	1.49	0.13
Time control and concentration	3.29	0.71	2.99	0.71	3.60	0.00*
Environment	4.22	0.80	4.15	0.84	0.79	0.42
Basic skills	3.30	0.77	3.31	0.73	0.12	0.90
Memory training	3.19	0.84	3.27	0.70	0.84	0.39
Test preparation and test taking	3.43	0.87	3.42	0.72	0.17	0.86
Listening and viewing practice	2.49	1.00	2.76	1.00	2.30	0.02*
Speaking practice	2.87	0.799	2.99	0.84	1.26	0.20
Writing practice	3.25	0.48	3.05	0.99	1.73	0.08
Total SCOR of study habits	3.28	0.55	3.26	0.56	0.28	0.77

\*Significant at ( $\alpha=0.05$ ) critical at (1.96)

The results of Table 20 showed that there were no significant differences at ( $\alpha=0.05$ ) in study habits practised by twelfth graders learning English in Tulkarm District on (motivation and attitudes about studying, vocabulary and words skills, taking and study lesson, environment, basic skills, memory training, test preparation and test taking, speaking practice, writing practice and total score) due to type (branch).The computed t-test values on these domain were

0.65,1.21,1.49,0.79,0.12,0.84,0.17,1.26,1.73, and 0.28. These values were lower than critical t (1.96),However, results revealed significant differences at ( $\alpha=0.05$ ) in study habits practised by twelfth graders learning English in Tulkarm District on time control and concentration, and listening and viewing practise between literary and scientific streams. The results of time control and concentration domain is favor of literary while the results of listening and viewing practise domain were in favor of scientific stream. The computed t-test values on these domains were 3.60 and 2.30

**C: Result related to the following :**

1-Second question :Is there a significant difference at ( $\alpha=0.05$ ) in study habits practised by twelfth ganders' learning English in Tulkarm District due to average?

2-Third hypothesis :There is no significant difference at ( $\alpha=0.05$ ) in Study Habits practised by twelfth graders learning English in Tulkarm District due to average.

To answer this question and testing this hypothesis, O-W one way ANOVA was used, Table 21 shows means of domains and total score, while Table 21 shows the results of ANOVA test.

**Table 21**

**Means of domains and total score according to average:**

Domains	90% and more	80-89	70-79	Less than 70%
Motivation & attitude, towards studying	4.12	3.82	3.47	3.37
Vocabulary and words skills	3.30	2.93	2.85	2.76
Taking and studying lesson notes	3.77	3.36	3.18	2.96
Time control & concentration	3.35	3.13	3.09	3.08
Environment	4.48	4.35	4.01	3.84
Basic skills	3.78	3.34	3.07	3.01
Memory training	3.64	3.22	3.11	2.90
Test preparation and test	3.91	3.46	3.20	3.13
Listening and viewing practice	2.77	2.57	2.56	2.54
Speaking practice	3.04	3.01	2.76	2.85
Writing practice	3.37	3.16	3.06	3.05
Total score of study habits	3.59	3.30	3.12	3.04

The results in Table 21 above indicated:

1-On motivation and attitudes towards studying domain, the first rank was occupied by holder of an average of 90% and more with a mean of 4.12 degrees, the second rank was occupied by an average 80-89 with a mean of 3.82 degrees, then followed by an average of 70-79 with a mean of 3.47 degrees, and finally came an average of less than 70% with a mean 3.37% degrees.

2-On vocabulary and word skills domain, the first rank was occupied by an average of 90% and more with a mean of 3.30 degrees; the second rank was occupied by an average of 80-89 with a mean of 2.93 then followed by an average 70-79 with a mean of 2.85 degrees and finally came an average of less than 70% with a mean of 2.76 degrees.

3-On taking and studying lessonnotes domain, the first rank was occupied by an average of 90% and more with a mean of 3.77 degrees; the second rank was occupied by an average 80-89 with a mean of 3.36 degrees, followed by an average of 70-79 with a mean of 3.18 degrees and finally came an average of less than 70% with a mean of 2.96.

4-On time control and concentration degrees domain, the first rank was occupied by an average of 90% and more with a mean (3.35), the second rank was occupied by an average of 80-89 with a mean of 3.13 degrees, followed by an average of 70-79 with a mean of 3.09 degrees, and finally came an average of less than 70 with a mean of 3.08 degrees.

5-On environment domain, the first rank was occupied by an average of 90% and more with a mean of 4.48 degrees; the second rank was occupied by an average of 80-89 with a mean of 4.35 followed by an average with a mean of 4.01 degrees and finally came an average of less than 70% with a mean of 3.84 degrees.

6-On basic skills domain the first rank was occupied by an average 90% and more with a mean of 3.78 degrees; the second rank was occupied by an average 80-89% with a mean of 3.34 followed by an average of 70-79% a mean of 3.07 degrees and finally came an average of less than 70% with a mean of 3.01 degrees.

7-On memory training domain, the first rank was occupied by an average of 90% and more with a mean of 3.64 the second rank was

occupied by an average 80-89 with a mean of 3.22 degrees, followed by an average of 70%-79% with a mean of 3.11 degrees and finally came an average of less than 70% with a mean of 2.90 degrees.

8-On test preparation and test taking domain the first rank was occupied by 90% and more with a mean of 3.91 degrees, the second rank was occupied by 80-89% and with a mean of 3.46 degrees, followed by 70-79% with a mean of 3.20 degrees and finally came an average of less than 70% with a mean of 3.13 degrees.

9-On listening and viewing practise domain, the first rank was occupied by an average of 90% and more, the second rank was occupied by an average of 80-89% with a mean of 2.57 degrees, followed by 70-79% with a mean of 2.56 degrees and finally came an average of less than 70% with a mean of 2.54 degrees.

10-On speaking practise domain, the first rank was occupied by an average 90% and more with a mean of 3.04 degree, the second rank was occupied by an average 80-89% with a mean of 3.01 degree, then followed by an average of less than 70% with a mean of 2.85 degrees and finally came an average less than 70% -79% with a mean of 2.76 degrees.

11-On writing practise domain, the first rank was occupied by an average 90% and more with a mean of 3.37 degree the second rank was occupied by an average of 80-89% with a mean of 3.16 degree, followed by an average of 70-79% with a mean of 3.06 degree and finally came an average of less than an 70% with a mean of 3.05 degrees.

12-On total score the first rank was occupied by an average of 90% and more with a mean of 3.59 degree, the second rank was occupied by 80-89% with a mean of 3.30 degree, then followed by an average of 70-79% with a mean of 3.120 degree, and finally came an average of less than 70% with a mean of 3.04 degrees.

**Table 22**

**Results of One – Way ANOVA for the differences in study habits practised by twelfth graders learning English in Tulkarm District according to average variable:-**

Domain	Source of variance	Sum of squares	df	Mean sequare	F	Sig
Motivation and attitude about studying	Between groups	23.73	3	7.91	18.8	0.00*
	Within groups	126.07	301	0.419		
	Total	149.810	304			
Vocabulary and words skills	Between groups	11.25	3	3.751	9.54	0.00*
	Within groups	118.24	301	0.393		
	Total	129.50	304			
Taking and Studying lesson notes	Between groups	22.9	3	7.59	14.78	0.00*
	Within groups	154.62	301	0.51		
	Total	177.41	304			
Time control and concentration	Between groups	3.22	3	1.07	2.03	0.00*
	Within groups	158.72	301	0.72		
	Total	161.94	304			
Environment	Between groups	17.86	3	5.95	9.52	0.00*
	Within groups	188.16	301	0.62		
	Total		304			
Basic Skills	Between groups	25.30	3	8.43	17.17	0.00*
	Within groups	147.85	301	0.491		
	Total	173.15	304			
Memory training	Between groups	18.72	3	6.24	10.98	0.00*
	Within groups	170.96	301	0.56		
	Total	189.68	304			
Test preparation and taking	Between groups	25.36	3	8.45	14.32	0.00*
	within Groups	177.62	301	0.590		
	Total	202.99	304			
Listening and viewing practise	Between groups	2.48	3	0.82	0.80	0.49
	Within Groups	308.23	301	1.02		
	Total	310.71	304			
Speaking practice	Between groups	4.17	3	1.39	2.09	0.10
	Within Groups	200.28	301	0.66		
	Total	204.46	304			
Writing practice	Between groups	4.56	3	1.52	1.56	0.19
	Within Groups	293.23	301	0.974		
	Total	297.80	304			
Total score	Between groups	11.91	3	3.97	14.40	0.00*
	Within Groups	83.00	301	0.27		
	Total	94.92	304			

The results of Table 22 show that there were no significant differences at ( $\alpha= 0.05$ ) on time control and concentration, listening and viewing practice, speaking practice, and writing domains of study habits practised by twelfth graders learning English in Tulkarm District due to average variable. However, the results were significant at ( $\alpha= 0.05$ ) on motivation and attitudes towards studying vocabulary and words skills, taking and studying lessonnotes, environment, basic skills, memory training, test preparation and test taking and total score according to the average variable. To determine between whom differences were found Scheffe's post-hoc test was conducted in the following Tables 23, 24, 25, 26, 27, 28, 29, and 30.

**Table 23**

Scheffe's post- hoc test for the differences in study habits practised by twelfth graders learning English in Tulkarm District for motivation and attitudes towards studying domain according to average.

Average	90% and more	80-89.9	70-79.9	Less than 70
90% and more	X	0.30*	0.64*	0.75*
80-89.9		X	0.34*	0.44*
70-79.9			X	0.10
Less than 70				X

\* Significant at ( $\alpha = 0.05$ )

The results of Table 23 show the following:-

1-There were significant differences at ( $\alpha = 0.05$ ) in motivation and attitudes towards studying domain between

- 90% and more and 80-89.9%, 70-79.9% and less than 70% in favor of 90% and more.
- 80-89.9 and 70-79.9, and less than 70% in favor of 80-89.9%.

2-There were no significant at ( $\alpha = 0.05$ ) in motivation and attitudes towards studying between:-

- 70-79.9 and less than 70%.

Table 24

Scheffe's post- hoc test for the differences in study habits practised by twelfth graders learning English in Tulkarm District for vocabulary and words skills domain according to average.

Average	90% and more	80-89.9	70-79.9	Less than 70
90% and more	X	0.37*	0.45*	0.53 *
80-89.9		X	0.07	0.16
70-79.9			X	0.08
Less than 70				X

\* Significant at ( $\alpha = 0.05$ )

The results of Table 24 show the following:-

1-There were significant differences at ( $\alpha = 0.05$ ) in vocabulary and words skills domain between

- 90% and more and (80-89.9%), 70-79.9% and less than 70% in favor of 90% and more.

2-There are no significant differences at ( $\alpha = 0.05$ ) in vocabulary and words skills between:-

- 80-89.9 and 70-79.9, and less than 70% in favor of 80-89.9%.
- 70-79.9% and less than 70%.

**Table 25**

**Scheffe's post- hoc test for the differences in study habits practised by twelfth graders learning English in Tulkarm District on variable taking and studying lesson notes domain according to average.**

Average	90% and more	80-89.9	70-79.9	Less than 70
90% and more	X	0.40*	0.58*	0.80*
80-89.9		X	0.17	0.40*
70-79.9			X	0.22
Less than 70				X

\* Significant at ( $\alpha = 0.05$ )

**The results of Table 25 show the following:-**

**1-There were significant differences at ( $\alpha = 0.05$ ) on taking and studying lesson notes domain between**

- 90% and more and (80-89.9%), 70-79.9% and less than 70%) in favor of 90% and more.
- 80-89.9 and less than 70% in favor 80-89.9%.

**2-There were no significant differences at ( $\alpha = 0.05$ ) on taking and studying lesson notes between:-**

- 80-89.9% and 70-79.9.
- 70-79.9% and less than 70%.

Table ( 26)

Scheffe's post-hoc test for the differences in study habits practised by twelfth grades' learning English in Tulkarm District on environment domain according to average.

Average	90% and more	80-89.9	70-79.9	Less than 70
90% and more	X	0.12	0.46 *	0.63 *
80-89.9		X	0.34 *	0.51*
70-79.9			X	0.16
Less than 70				X

\* Significant at ( $\alpha = 0.05$ )

The results of Table 26 show the following :-

1) There were significant differences at ( $\alpha=0.05$ ) on environment domain between :-

\*90% and more and 70-79.9% and less 70% in favor of 90% and more.

\*80-89.9% and 70-79.9 and less than 70% in favor of 80-89.9%.

2) There were no significant differences at ( $\alpha=0.05$ ) on environment domain between:

\*90% and more and 80-89.9.

\*70-79.9 and less than 70.

Table 27

Scheffe's post -hoc test for the differences in study habits practised by twelfth graders learning English in Tulkarm District on basic skills domain according to average.

Average	90% and more	80-89.9	70-79.9	Less than 70
90% and more	X	0.44*	0.71*	0.77*
80-89.9		X	0.27	0.33*
70-79.9			X	5.65
Less than 70				X

\* Significant at ( $\alpha=0.05$ )

The results of Table 27 show the following:-

1) There are significant differences at ( $\alpha=0.05$ ) on basic skills domain between:-

\*90% and more and 80-89.9%, 70-79.9%, and less than 70% in favor of 90% and more.

\*80-89.9% and less than 70% in favor of 80-89.9%.

2) There are no significant differences at ( $\alpha=0.05$ ) on basic skill domain between.

\*80-89.9% and 70-79.9%.

\*70-79.9 and less than 70.

Table 28

Scheffe's post -hoc test for the differences in study habits practised by twelfth graders learning English in Tulkarm District on memory training domain according to average.

Average	90% and more	80-89.9	70-79.9	Less than 70
90% and more	X	0.42*	0.53*	0.73*
80-89.9		X	0.11	0.31
70-79.9			X	0.20
Less than 70				X

\* Significant at ( $\alpha = 0.05$ )

The results of Table 28 show the following:-

1) There are significant differences at ( $\alpha = 0.05$ ) on memory training domain between:-

\*90% and more and 80-89.9%, 70-79.9%, and less than 70% in favor of 90% and more.

2) There were no significant differences at ( $\alpha = 0.05$ ) on basic skill domain between.

\*80-89.9% and 70-79.9% and less than 70%.

\*70-79.9 and less than 70.

Table 29

Scheffe's post -hoc test for the differences in study habits practised by twelfth grades' learning English in Tulkarm District on test preparation and test taking domain according to average.

Average	90% and more	80-89.9	70-79.9	Less than 70
90% and more	X	0.44*	0.71 *	0.78 *
80-89.9		X	0.26	0.33
70-79.9			X	6.92
Less than 70				X

\* Significant at ( $\alpha = 0.05$ )

The results of Table 28 show the following:-

1) There were significant differences at ( $\alpha = 0.05$ ) between:-

\*90% and more and 80-89.9%, 70-79.9%, and less than 70% in favor of 90% and more.

2) There were no significant differences at ( $\alpha = 0.05$ ) on basic skill domain between.

\*80-89.9% and 70-79.9% and less than 70%.

\*70-79.9 and less than 70.

Table 30

Scheffe's post -hoc test for the differences in study habits practised by twelfth grades' learning English in Tulkarm District on total score according to average.

Average	90% and more	80-89.9	70-79.9	Less than 70
90% and more	X	0.28*	0.47*	0.54*
80-89.9		X	0.18	0.26*
70-79.9			X	0.07
Less than 70				X

\* Significant at ( $\alpha = 0.05$ )

The results of Table 30 show the following:-

- 1) There were significant differences at ( $\alpha = 0.05$ ) between:-
  - \*90% and more and 80-89.9%, 70-79.9%, and less than 70% in favor of 90% and more.
- 2) There were no significant differences at ( $\alpha = 0.05$ ) on basic skill domain between.
  - \*80-89.9% and 70-79.9%.
  - \*70-79.9% and less than 70.

D: Results related to the following :-

- 1) Second question: Is there a significant difference at ( $\alpha = 0.05$ ) in study habits practised by twelfth graders' learning English in Tulkarm District due to place of residence?
- 2) Fourth hypothesis: There are no significant differences at ( $\alpha = 0.05$ ) in study habits practised by twelfth graders learning English in Tulkarm District due to place of Residence.

For answer this question and testing this hypothesis, One-Way ANOVA was used, Table 31 shows means of domains and total score while Table 32 shows the results of ANOVA test.

**Table 31****Means of domains and total score according to place of residence:-**

<b>Domain</b>	<b>City</b>	<b>Village</b>	<b>Camp</b>
Motivation and attitudes towards studying	3.75	3.72	3.41
Vocabulary and words skills	2.95	2.95	3.08
Taking and studying lesson notes	3.40	3.32	3.10
Time control and concentration	3.25	3.12	3.14
Environment	4.23	4.20	3.93
Basic skills	3.30	3.31	3.29
Memory training	3.17	3.24	3.24
Test preparation and test taking	3.34	3.48	3.30
Listening and viewing practice	2.56	2.62	2.63
Speaking practice	2.97	2.85	3.30
Writing practice	3.20	3.15	3.07
Total score of studying	3.28	3.27	3.23

The results of Table 31 above indicate the following:-

- 1) In motivation and attitudes towards studying domain the first rank was occupied by city residents with a mean of 3.75 degrees, the second rank was occupied by village with a mean of 3.72 degrees and finally came camp residents with a mean of 3.41 degrees.
- 2) On vocabulary and words skills domain the first rank was occupied by camp with a mean of 3.08 degrees, the second rank was occupied by city residents and village with a mean of 2.95 degrees.
- 3) On taking and studying lesson notes domain the first rank was occupied by city residents with a mean of 3.40 degrees; the second rank was occupied by village with a mean of 3.32 degrees and finally came camp with a mean of 3.10 degrees.

- 4) On time control and concentration domain, the first rank was occupied by city residents with a mean of 3.25 degrees, the second rank was occupied by camp with a mean of 3.14 degrees, and finally came village residents with a mean of 3.12 degrees.
- 5) On environment domain, the first rank was occupied by city residents with a mean of 4.23 degrees, the second rank was occupied by village with a mean of 4.20 degrees and finally came camp with a mean of 3.93 degrees.
- 6) In basic skills, domain the first rank was occupied by village with a mean of 3.31 degrees; the second rank was occupied by city with a mean of 3.30 degrees, and finally came camp residents with a mean of 3.29 degrees.
- 7) On memory training domain, the first rank was occupied by village and camp residents with a mean of 3.24 degrees, and the second rank was occupied by city residents with a mean of 3.17 degrees.
- 8) On test preparation and test taking domain the first rank was occupied by village with a mean of 3.48 degrees, the second rank was occupied by city residents with a mean of 3.34 degrees and finally came camp residents with a mean of 3.30 degrees.
- 9) On listening and viewing practise domain, the first rank was occupied by camp residents with a mean of 2.63 degrees, the second rank was occupied by village with a mean of 2.62 degrees and finally came city residents with a mean of 2.56 degrees.
- 10) On speaking practise domain, the first rank was occupied by camp residents with a mean of 3.30 degrees, the second rank was occupied by city residents with a mean of 2.97 degrees, and finally came village with a mean of 2.85 degrees.
- 11) On writing practise domain, the first rank was occupied city residents with a mean of 3.20 degrees, the second rank was occupied by village residents with a mean of 3.15 degrees, and finally came camp residents with a mean of 3.07 degrees.

12) On total score of study habits the first rank was occupied by city residents with a mean of 3.28 degrees, the second, rank was occupied by village with a mean of 3.27 degrees, and finally came camp residents with a mean of 3.23 degrees.

Table 32

Results of One-Way ANOVA for the differences in study habits practised by twelfth graders learning English in Tulkarm District according to place of residence.

Domain	Source of variance	Sum of squares	df	Mean esquire	F	Sig
Motivation and attitude towards studying	Between groups	1.99	2	0.99	2.03	0.13
	Within groups	147.81	302	0.489		
	Total	149.81	304			
Vocabulary and words skills	Between groups	0.35	2	0.17	0.41	0.66
	Within groups	129.15	302	0.42		
	Total	129.50	304			
Taking and studying lesson notes	Between groups	1.53	2	0.76	1.31	0.26
	Within groups	175.7	302	0.58		
	Total	177.413	304			
Time control and concentration	Between groups	1.53	2	0.56	1.00	0.36
	Within groups	160.87	302	0.58		
	Total	161.94				
Environment	Between groups	1.55	2	0.780	1.15	0.31
	Within groups	4.47	302	0.67		
	Total	206.03	304			
Basic skills	Between groups	1.19	2	5.96	0.01	0.99
	Within groups	173.14	302	0.57		
	Total	173.15	304			
Memory training	Between groups	0.30	2	0.15	0.24	0.78
	Within groups	189.38	302	0.62		
	Total	189.68	304			
Test preparation and test taking	Between groups	1.46	2	0.73	1.09	0.33
	Within groups	201.53	302	0.66		
	Total	202.99	304			
Listening and viewing practice	Between groups	0.21	2	0.10	0.10	0.90
	Within groups	310.50	302	1.02		
	Total	310.71	304			
Speaking practice	Between groups	4.18	2	2.09	3.15	0.04*
	Within groups	200.28	302	0.66		
	Total	204.46	304			

Domain	Source of variance	Sum of squares	df	Mean esquir	F	Sig.
Writing practice	Between groups	0.29	2	0.14	0.14	0.86
	Within groups	297.51	302	0.98		
	Total	297.80	304			
Total score of study habits	Between groups	5.53	2	2.76	0.88	0.91
	Within groups	94.86	302	0.31		
	Total	94.29	304			

The results of Table 32 show that there were no significant differences at ( $\alpha=0.05$ ) on motivation and attitudes towards studying, vocabulary and words skills, taking and studying lesson notes, time control and concentration, environment, basic skills, memory training, test preparation and test taking, listening and viewing practice, writing practice and total score of study habits domains of study habits practised by twelfth graders learning English in Tulkarm District due to place of residence variable.

However, the results were significant at ( $\alpha=0.05$ ) only on speaking practice domain according place of residence variable.

## **Summary :-**

This chapter presented the findings and the results of statistical analysis of this study. The results have been displayed in Tables followed by comments on and under each one. These results dealt with questions and hypotheses of the study. Arithmetic means, percentages, standard deviations, T-test, LSD test- ANOVA, side and Wilks, Lambda Statistical procedure were used to determine the effect of such independent variables like gender, type of study, average and place of residence on study habits practised by twelfth graders learning English in Tulkarm District. In the next chapter, these results will be discussed. There are conclusions and recommendations.

# *Chapter Five*

## *Discussion, conclusions and Recommendations*

This chapter provides a discussion of the study findings. First, it discusses the most common and least common study habits practiced by twelfth graders, learning English in Tulkarm district. Second, is concerned with the results of four hypotheses. Third, it draws the conclusions and suggests several recommendations.

### **Part One:-**

**First:** The main question of this study was “What are the most common and least common study habit practiced by twelfth graders learning English in Tulkarm District?”.

Investigating this question was based on the finding of the means and percentages of study habits practised by twelfth graders learning English in Tulkarm District for each domain as well as the total domain.

1-Discussing the results related to first domain (motivation and attitudes towards studying).

Table 5 showed a high degree of the most common and least common study habits on most items (1,4,5 and total score) with percentages between 71%-79.8%. The results showed that twelfth graders learning English in Tulkarm District had motivation and positive attitudes towards studying English.

This result supported the finding of Bakir (1996) which revealed that students were motivated toward learning English. Moreover it supported the results of Al-Hasan (1987), which that students were oriented toward instrumental motivation. Also Tushyeh (1985) found that university students at An Najah National University in Nablus were oriented more toward instrumental motivation in learning English as foreign Language

## **2. Results related to second domain: vocabulary and words skills.**

Table 6 showed that study habits practised by twelfth graders learning English in Tulkarm district were moderate on items 6,7,8, and 10 whereas the study habits were high on item 9 and very low on item 12. The item 11 received low study habits. The total degree of study habits on second domain was low with a percentage of 59.2%.

These results in general indicated that study habits were not practised well by twelfth graders learning English on the vocabulary and words skills domain. A quick review of these items showed that twelfth graders didn't know how to use prefixes and roots to improve their learning, and didn't record new words on cassettes, listen to them regularly and use them in complete sentences. The researcher attributed this result to the fact that the most of twelfth graders didn't know how to study and improve their knowledge in English because most of the students didn't know and practise good study habits are suitable for improving vocabulary and word skills.

## **3- Results related to third domain (taking and studying lesson notes).**

Table 7 showed a moderate degree on items 13,16, and 18 whereas high degree on items 14,17, and 19 and low on item 15. The total score of study habits on third domain was moderate with a percentage of 66.6%.

These results indicated that study habits were practised moderately by twelfth graders learning English in Tulkarm district in taking and studying lessonnotes. A quick review of these items showed that twelfth graders had taken notes and studied them. The researcher attributed that to the fact that students had written most important points and copied the points had written on the board, sometimes students tried to copy from their classmates. These result agrees with Al-Busaidi is 1996 study. She reported that learners had written notes to make use of teachers, lectures and explanations in understanding the text book.

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#### 4- Results related to fourth domain (time management and concentration).

Table 8 showed high degree on most common and least common study habits on items: 26 and 27 and low on items 21 and 24. However, the degree was is moderate on items 20, 22,23, and 25. The total score of study habits on fourth domain was moderate with percentage of 63.2 degrees. The results showed that twelfth graders learning English in Tulkarm District managed their time and concentration moderately.

The researcher attributes this result to the fact that the student in the twelfth grade tend to study daily and tried to plan and schedule their study time so as to get a high average in the General Secondary Certificate Examination. These results agrees with Vicki & Judy's 1994 study. They found that all of students tried to study daily, setup study schedule and tried to preview and review every class, plus home work. And students' concentration was much more intense. Moreover, students tried to generalize, summarize and make application, not so much rote memory.

#### 5- Results related to fifth domain (environment):-

Table 9 showed the most common and least common study habits in all of items 28,29 and 30. And the total score of study habits on fifth domain was v. high with a percentage (83.8) degrees. The results showed that twelfth

graders had environment, they had an special places for study and tried to had pens, papers, dictionaries, and pencils which they needed in their study. They always tried to be restful and alert for studying English material. The results supported Maloney, 1987 suggestions. He suggested that parents should provide learners with a regular place in their homes to study in a quiet, comfortable place that has all study tools: pens, pencils, papers, dictionary and other needs to increase their achievement.

#### **6- Result related to sixth domain (basic skills):-**

Table 10 showed that most common and least common study habits practised by twelfth graders learning English in Tulkarm district were moderate on items 31,33,34,35,36, 37, and 39 whereas high on items 32, and 38 and low on item 40. The total score of study of study habits on sixth domain was moderate that of twelfth graders learning English in Tulkarm district who did basic skills moderately. The researcher believes that in the past teachers didn't pay attention to basic skills, but nowadays learners had begin to develop and improve the basic skills. Most schools in Palestine especially secondary schools, had psychologists. They tried to help students from time to time, and tell them how to study and develop basic skills.

#### **7- Results related to seventh domain (Memory Training):-**

Table 11 showed a high of most common and least common study habits on item 41 and moderate on items 42, 44 and 45. The total score of study habits was moderate with a percentage of 64.6 degrees. The result showed that twelfth graders learning English in Tulkarm district had a moderate memory training. The researcher attributes this the fact, that the Ministried of Education has tried to give psychologists an opportunity to work in schools to improve memory training for students after decades of bad education which was sponsored by the Israeli occupation to stop Palestinian educational improvements. All efforts, from parents, teachers, psychologists, and

Ministried of Education, were an attempt to develop memory training by providing more suitable conditions, methods, and vidual aids.

#### 8- Results related to eighth domain (Test preparation and test taking):-

Table 12 showed a high degree on most common and least common study habits on items 46-47 and 48 whereas moderate on items 49-, 50 and 51. The total score of study habits on eighth domain was moderate with a percentage of 68.6% degrees.

These results indicated that these study habits practiced moderately by twelfth graders learning English in Tulkarm district in test preparation and test taking. A quick review of these items showed that twelfth graders prepared for tester, organized review of English textbook, thoughts and opinions when they were writing answers and answering true –false questions or multiple choice items. The researcher attributed the results to the fact that although students studied enough, an organized review before test and tried to predict the questions, most students couldn't organize their thoughts, opinions and answers. This is attributed to many reasons: The first one is that teacher's test depends on answering one, or two words so students can't develop their knowledge and writing. They can't express their opinions and thoughts. Most test papers didn't include essay questions and critical thinking especially in secondary and primary schools. The second reason is test anxiety and foreign language anxiety. If the learners had test anxiety or foreign language curricula, more increasing toward communicative teaching approach. Speaking publicly in the target language has been found to be particularly anxiety-provoking for many students even those who feel little stress in other aspects of language learning. This finding supported findings of Horwitz & Cope (1986), Aida (1994) and Truitt (1995) . They found a negative correlation between foreign language anxiety and various measures of foreign language achievement. According to Horwitz (1989), there was a relationship between several language learning beliefs and thoughts and levels of foreign language anxiety among university students Spanish.

#### **9- Results related to ninth domain ( Listening and viewing practice):-**

Table 13 showed a moderate degree on items 53 and 55, whereas low on item 54 and very low on item 52. The total score of study habits at ninth domain was low with a percentage of 52.2% degree. The results showed that twelfth graders learning English in Tulkarm district had poor and insufficient listening and viewing practice. The researcher believes that our media is very poor with English programs, films, songs and English learning programs. The researcher attributes that to the following points. First, Palestinian schools had very poor facilities and lack of audio – visual materials and equipments, So students can't listen and practise the language very well. Second: our towns, cities and villages are very poor with English clubs and centers where students can get more information and knowledge towardsthis target language. Third: Palestinian media in Arab world and especially in Palestine are very poor with English programs, songs, films and English learning programs.

These results support Bani – Hani 1992 study. In which he agreed that over the last ten years the problem was in how to provide students with authentic examples from real life situations, and how to teach listening comprehension in context. He claimed that teaching listening in context and making it authentic are equally important. So they both should be considered in teaching foreign language.

#### **10- Results related to tenth domain ( speaking practice):-**

Table 14 showed that the most common and least common study habits were moderate on items 56 and 57 and low on items 58 and 59. The total score of study habits on tenth domain was low with a percentage of 54.4% . The results showed that twelfth graders had poor speaking practice.

The researcher attributes thus to what happen in Palestinian classes: Most students, express their thoughts and ideas and questions by using Arabic

language. Most teachers translate English passages in to Arabic and seldom do they use English language in teaching lessons. As a result students can't speak English if they don't practise and listen carefully to it. Most students avoid using English words, phrases and sentences in class, maybe because they are afraid of using foreign language and lack of real situations. This result supported Bani- Hani's (1992) finding. He found that speaking ability and comprehension were generally poor that the conversation with native speaker was difficult or almost impossible.

#### 11- Results related to eleventh domain (writing practise):-

Table 15 showed the most common at least common study habits were high on item 60 whereas moderate on item 61 and low on item 62. The Total score of study habits on eleventh domain was moderate with percentage of 63.4% degrees. The results indicated that twelfth graders practise writing moderately. The researcher believes that students start to learn how to write at later stage: 8th grade. Moreover, most of student's writing are copied from other books, which can effect negatively their writings. As indicated in Table 16 the most common study habit is that of "Motivation and attitudes towards studying. The second is test preparation and taking. The third is taking and test studding lessonnotes". The least common study habits in a descending practise order are : "(1) Listening and viewing practice (2) Speaking studying (3) Vocabulary and words skills.

As indicated the top domains were different from the bottom ones, that there are real differences. This indicated that Palestinian subjects use study habits to significantly varying degrees.

As reported, in the previous paragraphs the most common way of study habits is "motivation and attitudes towards studying". The high mean received by this domain. Indicated that Palestinian learners.. as a total group –had positive attitudes towards learning English and that they are prepared to make the required effort. The researcher believes that Palestinian learners had positive attitudes and motivation because they are in the last year in school. So after having General Secondary Certificate Examination they will go to universities and the language used nowadays in universities is English. S

English is the international language in the world and when they apply for any job, they need English speaking skills.

The second most common one is “test preparation and test taking”, as indicated by the high mean received by it. The researcher believes that students always tried to predict teacher’s questions in exams and tests, In addition, Ministry of Education has given English teachers courses in evaluation and organizing tests and questions which help all teachers in designing tests.

The third most common one is “taking and studying lessonnotes”. The mean here is high. The researcher believes that the English teachers always write the most important words, points and ideas on the board and ask their students to write of them exams and tests. And taking and studying lesson notes has an important role in academic success.

Moving to the least common study habits among twelfth graders learning English in Tulkarm district, they were found to be: 1- listening and viewing practice which has a low mean.

The researcher indicates that Palestinian students failed to watch English programs or films. Palestinian schools are poor; they don’t had English cassettes for poems, songs, plays and conversations.

Moreover Palestinian media are very poor with English news, programs and films. In additions, Palestinian library don’t had enough English books magazines and articles so that our students can’t practise this habit. Finally our media are very poor with English learning programs and films.

2-Speaking practise which has low mean.

The researcher believes Palestinian schools don’t give opportunities to practise the language very well because they always need to cover text-books material in specific time. In addition our students don’t use dictionaries for learning new words, phrases and practising pronunciation. They always, depend on My self help books, which are very bad for them, since it provides them with very little information and knowledge towards English language.

### **3-Vocabulary and words skills which has low mean**

The researcher found that Palestinian students didn't know how to use suffixes, prefixes and root of words and how to use dictionaries for pronunciation because of shortage of information in Palestinian, text books. They always tried to give us the most basic information because there wasn't much time. In the past students learned English from fifth grade but nowadays Palestinian student begin to learn English from first grade which can give them more chances for learning more specific information and words skills of the language. These results supported results of Sukamolson's study (1992) which revealed that there were differences between the most common and least common study habits practised by learners.

These result didn't support the results of Al-Busaidi's 1996 study which revealed that the most common study habits were 1.environment 2.basic skills whereas the least study habits were 1 time control and control and concentration 2-taking and studying lessonnote. Moreover they didn't support the results of Freeman and Morss which revealed that the most common study habits were:

1-duration of study 2-regularity of study whereas the least common study habits are 1.adaptive approaches and 2-use of provided materials.

## **Part Two :**

### **1- Results related to the first hypothesis**

"The first hypothesis in this was that There are no significant differences at ( $\alpha=0.05$ ) in study habits practised by twelfth graders learning English in Tulkarm District due to gender"

This hypothesis was examined by using Independent T-Test.

Table (19) shows that the computed t-test values on (time control and concentration, basic skills, memory training listening and viewing practice speaking practice and total score domains were respectively (3.18, 3.35,2.39,4.41,and 2.62) all these values are more than critical t-test (1.96). Such results mean that there are significant differences at ( $\alpha=0.05$ ) due to gender only on those domains in favor of male.

But for the others there are no significant differences at ( $\alpha=0.05$ ) due to gender. The researcher believes that on those domains the difference were in favor of males it is due to the fact that females always tried to help in housework's, watched T.V and make a visit. But males didn't do any thing inside the home. Males always liked watching English films because they expressed strength and ability. These findings supported findings of Al-Busidi 1996 study. There were significant differences in study habits between males and females infavor of males. The differences were first with time control and concentration, second with motivation and attitudes towards study in favor of males. In this research for this domain there was no significant difference between males and females. These findings supported some findings of Al-Busaidi (1996) study which pointed that there were significant differences in time control and concentration between males and females in favor of males. These result didn't agree with Shakshir & Al-Busaidi 1996 , They found female students had high attitudes towards studding English. Jode, et al (1996) found that boys had poor attitudes towardsstudying schools and they had poor study habits. But this research indicated that female and male students had same motivation and attitudes towards studying English.

## 2- Results related to the second hypothesis.

The second hypotheses in this study was "There are no significant differences at ( $\alpha=0.05$ ) in study habits practised by Twelfth Graders' Learning English due to type (stream).

This hypothesis was examined by using Independent T-Test.

Table 20 shows that there were differences in study habits practised by twelfth graders between literary stream and scientific stream only on two domains. The first one is time control and concentration in favor of literary stream. The researcher believes that students who belonged to the scientific stream don't had enough time to study. After school most of students had private lessons for a subject which studied at schools, so they need at least five to seven hours everyday so they couldn't control their time and concentration. But students belonging to literary stream had enough time to study and they didn't depend on private lessons. The second one was listening and viewing in favor of scientific stream.

The researcher believes that most students belonging to the at scientific stream had higher marks than those students belonging to the literary stream, so they like very much to listen and English films and near songs in order to develop their conversation.

There wasn't any difference in study habits practised by twelfth graders learning English in Tulkarm district on all other domains and on total scoredomain.

### 3- Results related to the third hypothesis.

The third hypothesis in this study stated that :There were significant differences at ( $\alpha=0.05$ ) in study habits practised by twelfth graders learning English in Tulkarm district due to average. This hypothesis was examined by calculating the means and analyzing the variance be using One-way ANOVA statistical procedure for each of the eleven domains as well as for the total score domain.

Table 22 showed that the computed (F) values on fourth domain (time control and concentration) ninth domain (listening and viewing practice) tenth domain (speaking practice) and eleventh domain ( writing practice ) were as follow: 2.03,0.80,2.09,and 1.56 respectively. All these values were less than the critical (F) value which means there was no significant difference at ( $\alpha=0.05$ ) in study habits practised by twelfth graders learning English in Tulkarm district on these domains according to average variable. However the computed (F) value on the first domain (motivation and attitudes towards studying, second domain (vocabulary and words skills) third domain (taking and studying lesson notes) fifth domain (environment) sixth domain (basic skills) seventh domain ( memory training) eighth domain (test preparation and test taking ) and total score –study habits were as follow (18.8, 9.54, 14.78,9.52, 17.17,10.98, 14.32, and 14.40) which means that these values were more than the critical (F) value and there wre significant difference at ( $\alpha=0.05$ ) in study habits practised by Twelfth Graders learning English in Tulkarm District on these domains according to average variable.

To determine between which averages were these differences and in favor of whom the differences, Scheffes' post- hoc and LSD where used for of each of the following domains:

- 1-The first domain (motivation and attitudes towards student
- 2-The second domain ( vocabulary and words skills)
- 3-The third domain ( taking and studying lesson notes)
- 4-The fifth domain ( environment )
- 5-The sixth domain ( basic skills )
- 6-The seventh domain ( memory training )
- 7-The eighth domain ( test preparation and test taking )

## 8-The total score of study habits

Discussion of the results for each of these domains:

1- Results related to the first domain :  
(motivation and attitudes towards studying ).

Table 23 showed the following :-

A-There were significant differences at ( $\alpha=0.05$ ) on motivation and attitudes towards studying domain between :-

\* 90% and more and 80-89.9%,70-79.9 and less than 70% in favor of 90% and more.

\*80-89.9% and 70-79.9,and less than 70% in favor of 80-89.9 %.

The researcher attributes these results to fact that the students who had high and good grades always had motivation to study and to learn English. Moreover, they always improved their study habits.

B-There were no significant differences at ( $\alpha=0.05$  ) on motivation and attitudes towards studying between

\*70-79.9 % and less than 70%

The researcher attributes these results to the that study habits which practised by twelfth graders might be same and they had same opinion, methods' hops and conditions, in studying and learning English.

2- Results related to second domain (vocabulary and words skills).

Table 24 showed the following :-

A-There were significant differences at ( $\alpha= 0.05$ ) on vocabulary and words skills domain between ;

\* 90% and more and 80-89.9%,70-79.9 and less than 70% in favor of 90% and more.

\*80-89.9% and 70-79.9,and less than 70% in favor of 80-89.9 %.

The researcher believes that the students who got high marks tried to learn and to study all things towards vocabulary suffixes, prefixes and roots. They took care of vocabulary and words skill and tried to improve their learning.

B-There were no significant differences at ( $\alpha= 0.05$ ) on vocabulary and words skills domain between :-

\*80-89.9% and 70-79.9% and less than 70%

\*70-79.9% and less than 70%

The researcher believes that to fact that the students here had same opinions, hopes, conditions and abilities in study and learning. Perhaps they hoped to had average that would them to complete their studying.

3- Resulted related to third domain (taking and studying lesson notes):

Table 25 showed the following :

A: There were significant differences at ( $\alpha=0.05$ ) on taking and studying lesson notes between :-

90% and more and 80-89.9%, 70-79.9 and less than 70% in favor of 90% and more.

- 80-84.9% and less than 70% in favor of 80-89.9%.

The researcher attributes that to the fact that students who got high marks had ambitions to be one of the first ten intelligent students in Palestine. So they always wrote notes on their notebooks and reviewed them from time to time.

B) There are no significant differences at ( $\alpha =0.05$ ) on taking and studying domain between:

- 80-89,9° and 70-79.9%.
- 70-79.9% and less than 70%.

The researcher believes that students had same conditions, opinions, hopes and ability in study and learning, perhaps they hoped to had wouldthat allow to them to complete their studying .

4. Results related to fifth domain (environment).

Table 26 showed the following :-

A)There were significant differences at ( $\alpha =0.05$ ) on environment domain between :-

- 90% and more and 70-79.9%, and less than 70 in favor of 90%and more.
- 80-89.9% and 70-79.9 and less than 70% in favor of 80-89.9%.

The researcher believes that students who had high marks and had ambition to get high marks always had a special place for study, dictionaries, good light, pens, papers and many important things for study.

B) There were no significant difference at ( $\alpha = 0.05$ ) on environment domain between:-

- 90 and more and (80-89.9%.
- 70-79.9% and less than 70%.

The researcher attributes this fact to same conditions and abilities they had and thus show no significant differences in study habits in this issue.

5- Related to sixth domain (basic skills).

Table 27 showed the following:-

A) There were significant differences at ( $\alpha = 0.05$ ) on basic skills domain between:-

- 90 and more and 80-89.70 –79.9, less than 70% in favor of 90% and more.
- 80-89.9% and less than 70% in favor of 80-89.9%.

The researcher believes that students who had high grades and marks always practised all basic skills important in studying English as a foreign language.

B) There are no significant differences at ( $\alpha = 0.05$ ) on basic skills domain between:-

- 80 and more and 70-79.9%.
- 70-79.9% and less than 70%.

The researcher attributes this fact to the same ambitions, conditions and abilities they had and thus show significant differences in study habits in this issue.

## **6- Results related to seventh domain (memory training).**

**Table 28 showed the following:-**

**A)There were significant differences at ( $\alpha =0.05$ ) on memory training domain between :-**

- **90% and more and 80-89.9% - 70- 79.9%, less than 70% in favor of 90% and more.**

**The researcher believes that good students, always tried improve their memory training by practising all skills important to get high average.**

**B)There are no significant differences at ( $\alpha =0.05$ ) on memory training domain between:-**

- **80-89.9% and 70-79.9%.**
- **70-79.9% and less than 70%.**

**The researcher believes that students here had the same hopes, ambitions, abilities, and conditions and they wanted to had good marks and averages.**

## **7) Results related to eighth domain (test preparation and test taking ).**

**Table 29 showed the following :-**

**A)There were significant differences at ( $\alpha =0.05$ ) between:-**

- **90 and more and 80-89.9%, 70-79.9% and less than 70% in favor of 90% and more.**

**The researcher attributes this to the fact that students who had high marks, always prepared very well for tests, and they knew how to answer essay or subjective questions and reviewed the textbook many times so as to get high marks.**

**B) There were no significant differences at ( $\alpha = 0.05$ ) between:**

- 80-89.9% and 70-79.9% and than 70%.
- 70-79.9% and less than 70%.

The researcher believes that most students were afraid of taking tests and all of them had same the conditions, books, abilities and study habits in learning English.

#### **8- Results related to total domain.**

Table 30 showed the following:

**A) There were significant differences at ( $\alpha = 0.05$ ) between:-**

- 90 and more and 80-89.9%, 70-79.9%, and less than 70% in favor of 90% more.
- 80-89.9% and less than 70% in favor of 80-89.9%.

The researcher attributes these results to the same comments that appeared in the previous section towards study habits and averages.

**B) There were no significant differences at ( $\alpha = 0.05$ ) between**

- (80-89.9%) and (70-79.9%).
- (70-79.9%) and (less than 70%).

The researcher attributes these results to the same comments that appeared in the previous section towards study habits and averages.

**Note:-**

There were no similar studies to this study that talked toward Study Habits practised by twelfth graders learning English in Palestine and especially in Tulkarm District. The results of this study in this field, average variable, were supported and opposed by none of other studies as far as researcher knows.

#### 4) Results related to the third hypothesis.

The third hypothesis in this study states:-

“There are no significant differences at ( $\alpha = 0.05$ ) in study habits practised by twelfth graders, learning English in Tulkarm District due to place of residence”.

This hypothesis was examined by calculating the means and analyzing the variance by using One-Way ANOVA statistical procedure for each of the eleventh domain as well as for the total score domain.

The table 31 showed the computed (F) values on the first domain (motivation and word skills), third domain (taking and studying lesson notes), fourth domain (time control and concentration), fifth domain (environment), sixth domain (basic skills) seventh domain (memory training), eighth domain (test preparation and test taking), ninth domain (listening and viewing practice) eleventh domain (writing practice) and total score of study habits were as follow (2.03, 0.41, 1.31, 1.00, 1.15, 0.01, 0.24, 1.09, 0.10, 0.14 and 0.88) respectively. All these values were less than critical (F) value which means that there is no significant difference at ( $\alpha = 0.05$ ) in study habits practised by twelfth graders learning English due to place of residence. However, the computed (F) values on the tenth domain (speaking Practice) was as follow: (3.15) respectively this values are more than the critical (F) value, This means that there was a significant difference at ( $\alpha = 0.05$ ) in study habits practised by twelfth graders learning English in Tulkarm District on tenth domain be attributed to the place of residence.

The researcher attributes that to the fact that speaking practise depends on students conditions and abilities in obtaining the knowledge towards language, and teachers method in teaching lessons and using native language in classrooms.

## **Part Three:-**

### **Conclusion:-**

**The findings of the study:-**

**1-The most common study habits practised by twelfth graders learning English in Tulkarm district were motivation and attitudes towards studying, “test preparation and test taking”, and taking and studying lessonnotes. The least common study habits were, listening and viewing practice, speaking practice and vocabulary and word skills.**

**2-Study habits practiced by twelfth graders learning English in Tulkarm district were affected by gender variable. The differences in study habits were on time control and concentration, basic skills, memory training, listening and viewing practice, speaking practice and total score in favor of male students.**

**3-Study habits practiced by twelfth graders learning English in Tulkarm district were little affected by stream variable. The differences in study habits were on time control and concentration in favor of literary stream and on listening and viewing practice in favor of scientific stream.**

**4-Study habits practiced by twelfth graders learning English in Tulkarm district were affected by average variable. The differences in study habits on (motivation and attitudes towards studying, vocabulary and words skills, taking and studying lessonnotes, time control and concentration, environment, basic skills, memory training, test preparation and test taking and total score of study habits) in favor of 90% and more.**

**5-Study habits practised by twelfth graders learning English in Tulkarm district were affected little by place of residence variable. There was a significant difference in study habits on speaking practice.**

## **Recommendation:**

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

### **A)Pedagogical Implications:-**

**1-The Palestinian Ministried of Education is invited to provide a subject which is called learn how to learn for secondary schools. Through this subject students study skills and habits.**

**2-If study habits are as important as the Palestinian Ministried of Education believes they are, they should receive attention from teachers, parents, Directorate of Education and the curriculum designers.**

**3-The Directorate of Education is invited to establish centers and clubs for learning English so as to give English learners opportunities to obtain study habits and skills which could assist all students with their learning weakness and to provide necessary materials, English cassettes, films and programs for learning English. Moreover, students can practise English language inside the clubs and centres from time to time or at any time he or she wants.**

**4-The Palestinian Ministered of Education has to do emphasis motivation and attitudes towards studying English. It was the most important variable which affects directly student's achievements. By giving importance to motivation and attitudes towards studying and learning English language in general, it will be useful for the Directorate of Education and the Ministered of Education concerned to make serious attempts to this trend among the students.**

5-The Directorate of Education is advised to hold regular meetings and workshops with English language teachers to try to improve students' motivation and positive attitudes towards studying English language; furthermore, it should satisfy students' needs and to coordinate with students and their parents to improve good study habits and skills.

6-The Directorate of Education is invited to produce a journal once at least every semester that deals with how to learn and study English language, how to organize time, describing suitable place and time for studying, how to improve good study habits and skills of English language and English learners' and teachers' problems. In addition, some specialists like perfect teachers and supervisors to put suggestions for these problems.

7-Improving the relationship between schools and students, parents especially those of twelfth graders, and mothers, unions by holding workshops on the most important study habits and skills for learning English; moreover, asking students or parents to describe how they study or how their sons and daughters study English, to give them advice and suggestions.

8-Asking the director of pedagogical (educational) television to show programs towards the following : English learning programs, the importance of learning English, how to organize students' time, describing suitable environment for learning English and teaching English learners' problems, and English learning programs, songs and films.

9-English language supervisors are invited to give special attention to English tests especially midterm exams and final exams. English tests should include subjective questions and essay questions, and cover all the stream textbook, and material. Moreover, English tests should take care of the four skills

(Listening, speaking, reading and writing), in order to give students opportunities to develop their abilities to answer different kinds of questions.

**B)Future Research Implications:-**

1-Conducting similar studies to investigate other variables and stages on study habits practised by English learners.

2-Conducting a study towards the factors that cause success or failure in English language on General Secondary Certificate Examination.

3-Conducting a study to identify the problems faced by twelfth graders in General Secondary Certificate Examination.

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## الملخص

العادات الدراسية لدى طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة طولكرم

مقدم من : لينا رسمي عبد القادر سلمان

اشراف : د. فواز عقل

هدفت هذه الدراسة الى التعرف العادات الدراسية لدى طلبة الثاني عشر دراسي اللغة الانجليزية فسي محافظة طولكرم ومن اهداف الدراسة تفحص تاثير كل من الجنس، الفرع، المعدل ومكان السكن على العادات الدراسية لدة طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة طولكرم حاولت الدراسة الاجابة عن الاسئلة التالية :

١- ما هي العادات الدراسية الاكثر والاقل شيوعا لدى طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة طولكرم ؟  
٢- هل توجد فروق ذات دلالة احصائية عند ( $\alpha=0.05$ ) على العادات الدراسية لدى طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة طولكرم تعزى لكن من الجنس، الفرع، المعدل، ومكان السكن؟  
٣- كما حاولت الدراسة اثبات الفرضيات الصفرية التالية :

١- لا توجد فروق ذات دلالة احصائية عند ( $\alpha=0.05$ ) على العادات الدراسية لدى طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة طولكرم تعزى لمتغير الجنس  
٢- لا توجد فروق ذات دلالة احصائية عند ( $\alpha=0.05$ ) على العادات الدراسية لدى طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة طولكرم تعزى لمتغير الفرع

٣- لا توجد فروق ذات دلالة احصائية عند ( $\alpha=0.05$ ) على العادات الدراسية لدى طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة طولكرم تعزى لمتغير المعدل

٤- لا توجد فروق ذات دلالة احصائية عند ( $\alpha=0.05$ ) على العادات الدراسية لدى طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة طولكرم تعزى لمتغير مكان السكن  
تكونت عينة الدراسة من ٢٣,٥% وبلغ عدد افراد العينة ٣٠٥ من المجتمع الاصلي الذي بلغ عدده ١٢٩٩ طالبا وطالبة.

طورت الباحثة استبانة معتمدة (على استبانة البوسيدي ١٩٩٦) واحتوت الاستبانة ٦٢ فقرة موزعة على ١١ مجال وهي كالتالي :

الدافعية والاتجاهات نحو الدراسة، مهارات تعلم الكلمات، كتابة واستذكار الدروس، ترشيد الوقت والتركيز، البيئة، المهارات الاساسية، تدريب الذاكرة، الاستعداد للاختبارات وادائها، ممارسة الاستماع والمشاهدة، ممارسة التحدث، ممارسة الكتابة.

وقد صاغت الباحثة فقرات الاستبانة باللغة العربية من اجل ضمان فهم الطلبة لما تعنيه هذه الفقرات الامر الذي يمكن ان ينعكس على اجاباتهم

اما بالنسبة لصدق الاداة (الاستبانة) فقد تم عرضها على اربعة محكمين من جامعة النجاح الوطنية ومحكم من جامعة بيت لحم حيث اعتبرت مناسبة للفرض التي اعدت لاجله، اما ثبات الاداة فقد تم اثباته باستخدام معادلة كرومناخ الفا حيث وصل الثبات الكلي للادارة الى (٠,٩٤) واعتبرت هذه النسبة كافية ومناسبة لاغراض البحث العلمي. استخدمت الباحثة برنامج الرزم الاحصائية للعلوم الاجتماعية (Spss) في الاجابة عن الاسئلة وفرضيات الدراسة حيث استخدمت المتوسطات الحسابية، اختبار (ت) للمجموعات المستقلة مقياس التباين (ANOVA) ومقياس التباين المتعدد (MANOVA) وكذلك اختبار (Sidak) و(LSD) للمقارنات البعدية لاقل الفروق ودلت النتائج الدراسة على ما يلي :

١. العادات الدراسية الاكثر شيوعا لدى طلبة الثانوي عشر متعلمي الانجليزية في محافظة طولكرم هي:  
١- الدافعية والاتجاه نحو دراسة اللغة الانجليزية. ٢- التحضير للامتحان واخذ الامتحان ٣- كتابة ودراسة الملاحظات. الاقل شيوعا هي ممارسة الاستماع والمشاهدة. ٢- ممارسة التحدث. ٣- مهارات الكلمات.  
٢. توجد فروق ذات دلالة احصائية عند ( $\alpha=0.05$ ) على العادات الدراسية لدى طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة تعزى لمتغير الجنس على المجالات التالية :

ترشيد الوقت والتركيز، المهارات الاساسية، تدريب الذاكرة، ممارسة الاستماع والمشاهدة، ممارسة التحدث والمجموع الكلي لصالح الذكور.

٣. توجد فروق ذات دلالة احصائية عند ( $\alpha=0.05$ ) على العادات الدراسية لدى طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة طولكرم تعزى لمتغير الفرع على المجالات التالية: تركيز الوقت وترشيده لصالح الفرع الادبي وممارسة الاستماع والمشاهدة لصالح الفرع العلمي.

٤. توجد فروق ذات دلالة احصائية عند ( $\alpha=0.05$ ) عن العادات الدراسية لدى طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة طولكرم لمتغير المعدل على المجالات التالية:

الاتجاه نحو الدراسية، مهارات تعليم الكلمات، كتابة واستذكار الدروس، ترشيد الوقت والتذكر، البيئة، المهارات الاساسية، تدريب الذاكرة، الاستعداد للاختبارات وادائها والمجموع الكلي للعادات الدراسية لصالح ٩٠% فاكثراً.

٥- توجد فروق ذات دلالة احصائية عند ( $\alpha=0.05$ ) عند العادات الدراسية لدى طلبة الثاني عشر دراسي اللغة الانجليزية في محافظة طولكرم تعزى لمتغير مكان السكن على مجال ممارسة التحدث. اوصت الباحثة بمايلي:

التوصيات التربوية:

١. وزارة التربية والتعليم الفلسطينية مدعوة لاضافة موضوع دراسة تسمى ب تعلم كيف تتعلم للمدرس الثانوي، من خلاله يتعرف الطالبة على العادات الاساسية، والمهمة في ممارسة اللغة.

٢. اذا العادات الدراسية مهمة كما تعتقد وزارة التربية والتعليم عليها توجيه اهتمام وانتباه المعلمين والاهل ومديريات التربية والتعليم ومصممي المناهج اليها

٣. مديرية التربية مدعوة لانشاء مراكز ونوادي لاعطاء الطلبة فرص لتعلم الانجليزية وتعلم العادات الدراسية المهمة ولتزويد الطلبة بالاشرطة والافلام الانجليزية والبرامج التعليمية في اللغة، علاوة على ذلك يستطيع الطلبة ممارسة اللغة داخل المركز في أي وقت.

٤. وزارة التربية والتعليم مدعوة للتعامل والاهتمام بالدافعية والاتجاه نحو تعلم اللغة الانجليزية لتأثيرها المباشر على التحصيل الاكاديمي.

٥. مديرية التربية والتعليم مدعوة لعقد لقاءات منتظمة مع معلمي اللغة الانجليزية لتحسين وتطوير الدافعية والاتجاه الايجابي نحو تعلم اللغة الانجليزية وتصنيف حاجات الطلبة

٦. وزارة التربية والتعليم مدعوة لاصدار مجلة فصلية تهتم بتعلم متعلمي اللغة الانجليزية وتنظيم الوقت وترشيده، الوقت والمكان المناسب للدراسة، نصائح لتطوير العادات والمهارات الاساسية، تعالج المشكلات التي تواجه مدرسي اللغة الانجليزية وطلاب اللغة الانجليزية واخيراً تقديم نصائح للطلبة والمدرسين.

٧. تطوير العلاقة ما بين المدرسة والاهل خاصة اهالي الصف الثاني عشر وكذلك مجلس الامهات من خلال عقد ورشات عمل لوصف العادات الدراسية التي يمارسها الابناء وكيفية تطوير العادات والمهارات الاساسية.

٨. التلغاف التربوي مدعو لعرض برامج تعليمية في اللغة الانجليزية وبرامج تبين اهمية اللغة الانجليزية وكيفية تنظيم الوقت واختيار البيئة والمكان والوقت المناسب للدراسة.

٩. مشرفو اللغة الانجليزية مدعون لاعطاء اهتمام اكبر لامتحانات اللغة الانجليزية واسئلتها خاصة بحث الشهرين وامتحانات النهائية واشتمالها على اسئلة متنوعة لتطوير قدرة الطلبة على الكتابة.

ب- توصيات العلمية:

١. اجراء دراسات مشابهة لهذه الدراسة لفحص تأثير متغيرات اخرى على العادات الدراسية المستخدمة في دراسة اللغة الانجليزية.

٢- دراسة العوامل التي تؤدي الى النجاح والفضل في اللغة الانجليزية في امتحان شهادة الدراسة الثانوية.

٣- اجراء دراسات لمعرفة المشاكل التي تواجه طلبة الثانوية العامة في امتحان الثانوية العامة.

## Appendix A

### بسم الله الرحمن الرحيم

اخي الطالب / اختي الطالبة :-

تحية طيبة وبعد :

تهدف هذه الاستبانة التعرف الى الطرق والعادات الدراسية التي يمارسها طلبه الثانوية العامة في دراسة اللغة الانجليزية في محافظة طولكرم.

ارجو الاستجابة على الفقرات بوضع شارة (x) في المكان الذي يمثل وجهة نظرك علما بان الاستجابة الحقيقية سيكون لها اثر في صدق هذه الاستبانة وستستخدم هذه المعلومات بغرض البحث ، لذا ارجو تعبئة الاستبانة بدقة في المكان المخصص.

مع جزيل الشكر والاحترام

الباحثة

لينا سلمان

اساليب تدريس اللغة الانجليزية

كلية الدراسات العليا

جامعة النجاح الوطنية

## معلومات ديموغرافية

ضع/ي شارة (x) في المكان المناسب

## ١.الجنس

ذكر ( ) انثى ( )

## ٢.الفرع

ادبي ( ) علمي ( )

## ٣. المعدل الدراسي

٩٠% فاكثر ( ) ٨٠-٨٩,٩% ( )

٧٠-٧٩,٩% ( ) اقل من ٧٠% ( )

## ٤.مكان السكن

مدينة ( ) قرية ( ) مخيم ( )

هذه قائمة بمهارات وعادات الدراسة تتعلق بدراسة متطلبات اللغة الانجليزية كلغة اجنبية وتشمل القائمة على عدد من العبارات حول كيفية دراسة متطلبات اللغة الانجليزية ،لذلك ارجو قراءة فقرات الاستبانة ومن ثم الاستجابة عنها بوضع شارة (x) في المكان المناسب.

ترجمة قليلة جدا	ترجمة قليلة	ترجمة متوسطة	ترجمة كبيرة	ترجمة كبيرة جدا	
					الذافية والاتجاه نحو الدراسة
					1 ابدأ أقصى ما في وسعي لكي انجح حتى ولو كانت المادة الدراسية مملة بالنسبة لي
					2 لا اصاب بالاحباط من كمية ما يجب علي دراسته والوقت الذي يجب دراسة تلك الكمية
					3 اريد ان اصبح متقوفا في تعلم اللغة الانجليزية
					4 اكون مستعدا واشترك في المناقشات اثناء الدرس
					5 احب تعلم اللغة الانجليزية

ترجمة قليلة جدا	ترجمة قليلة	ترجمة متوسطة	ترجمة كبيرة	ترجمة كبيرة جدا	
					مهارات تعلم الكلمات
					6 اعرف كيف استخدم اجزاء الكلمة المختلفة (السوابق "Prefixes" والواحق "Suffixes" وجذور الكلمات "roots") لكي احسن من تعليمي للكلمات الجديدة
					7 اعرف استخدم القاموس لمعرفة نطق الكلمات
					8 استطيع ان احسن معنى كلمة جديدة من خلال قراعتي لباقي اجزاء الجملة
					9 اعرف كيف استخدم قاموس انجليزي-انجليزي لاتعلم معاني كلمات جديدة
					10 استخدم قاموس انجليزي-عربي فقط في حالات الضرورة
					11 اقوم بكتابة الكلمات الجديدة في دفتر بعد وضعها في جمل ثم اقوم بمراجعتها بانتظام
					12 اقوم بتسجيل الكلمات الجديدة على اشرطة سمعية ثم استمع اليها بانتظام

ترجمة قليلة جدا	ترجمة قليلة	ترجمة متوسطة	ترجمة كبيرة	ترجمة كبيرة جدا	
					كتابة ودراسة الدروس
					13 لا اجد صعوبة في تحديد ما اريد كتابته عندما اقوم باخذ مذكرات اثناء الحصة
					14 لا تقوتني اي نقطة مبهمة يطررها المعلم
					15 اقوم بمراجعة مذكراتي بعد الحصة لكتابة ما فاتني كتابته اثناءها لجعل المذكرات سهلة الفهم
					16 لدي طريقة فعالة لمراجعة المذكرات من اجل الاختبار
					17 اقوم بترتيب مذكراتي اثناء كتابتي لها مع يسهل علي فهمها فيما بعد
					18 اقوم في مراجعة مذكرات دروس ذلك اليوم قبل ذهابي للنوم
					19 اعرف الطريقة التي يستخدمها المعلم للتركيز على النقاط المهمة عندما يلقي الدرس

ترجمة قليلة جدا	ترجمة قليلة	ترجمة متوسطة	ترجمة كبيرة	ترجمة كبيرة جدا	
					ترشيد الوقت والتركيز
					20 لدي الوقت الكافي لدراسة مقررات اللغة الانجليزية
					21 لدي جدول ثابت لساعات الدراسة
					22 اقوم بوضع خطة بما يجب علي دراسته خلال يوم معين او اسبوع
					23 اكتب تواريخ الاختبارات والامتحانات اليومية والواجبات
					24 اقوم بوضع جدول للدراسة كل اسبوع، واخطط ان لا افعل شيئا اخر خلال ذلك الوقت
					25 اقوم بتقسيم وقت الدراسة على جميع متطلبات اللغة الانجليزية حسب ما لدي من متطلبات
					26 احاول ان اضع كل تركيزي على ما اقوم بدراسته خلال ذلك اليوم
					27 لا اسمح لاي شئ بان يشتت ذهني عندما ادرس

درجة قليلة جدا	درجة قليلة	درجة متوسطة	درجة كبيرة	درجة كبيرة جدا	
					البيئة
					28 لدي مكان محدد ادرس فيه
					عندما اجلس لدراسة فمن عادتي ان يكون معي الاقلام والاوراق والكتب الدراسية التي ساحتاجها
					29 اثناء دراستي
					30 احاول ان اكون مرتاحا ويقظا عندما ادرس مادة اللغة الانجليزية

درجة قليلة جدا	درجة قليلة	درجة متوسطة	درجة كبيرة	درجة كبيرة جدا	
					المهارات الدراسية
					31 اعرف كيف اتصفح فصلا في كتاب دراستي انجليزي لكي استخلص الافكار الرئيسية منه
					32 احاول ان استخلص ما هو مهم لكي اتعلمه عندما اقوم بقراءة فصل في كتاب دراستي انجليزي
					33 اعرف ما هي الكلمات الانجليزية المستخدمة للدلالة على حقائق او افكار مهمة
					34 انا دراستي لاي فصل جديد من كتاب انجليزي من خلال اخذ نظرة تمييزية عامة على كل فصل لا اعرف عما يتحدث
					35 استعين بالعناوين الرئيسية والفرعية عندما افرا كتابا انجليزيا
					36 عندما ادرس احد الكتب الدراسية الانجليزية، احاول ان استخلص الفكرة العامة لكي استطيع فهم المحور الرئيسي الذي يدور حوله الكتاب ككل
					37 عندما ادرس كتابا انجليزيا احاول ان اربط بين ما يتحدث عنه الكتاب وبين معلوماتي السابقة
					38 افرا الفصل المطلوب من البداية الى النهاية
					39 اقوم بمراجعة الفصل المطلوب بقراءته مرة واحدة
					40 اقوم بجمع موضوعات باللغة الانجليزية

درجة قليلة جدا	درجة قليلة	درجة متوسطة	درجة كبيرة	درجة كبيرة جدا	
					تدريب الذاكرة
					41 استخدم بعض اساليب التذكر التي تساعدني في تذكر الموضوعات التي ادرسها باللغة الانجليزية
					42 اعرف كيف اراجع وادرس كمية كبيرة من الموضوعات الانجليزية لاختيار ما
					43 اراجع كل يوم بعض الموضوعات الانجليزية التي درستها باليوم السابق
					44 اخص المعلومات التي سوف احتاج ان ادرسها للاختبار، من الكتاب المقرر والدروس المرتبطة به
					45 احاول ان اربط بين موضوعات اللغة الانجليزية التي ادرسها الان وما تعلمته سابقا

درجة قليلة جدا	درجة قليلة	درجة متوسطة	درجة كبيرة	درجة كبيرة جدا	
					الاستعداد للاختبارات وادائها
					46 اقوم بمراجعة دقيقة ومنظمة قبل اي اختبار باللغة الانجليزية
					47 اكون متأكدًا من الاجزاء الهامة التي يجب دراستها عندما استعد لاي اختبار باللغة الانجليزية
					48 احاول ان اتبنا بالاسئلة التي سوف يحتوي عليها الاختبار اثناء دراستي لاي اختبار باللغة الانجليزية
					49 اعرف كيفية الاستعداد للاسئلة المقالية في اختبارات اللغة الانجليزية
					50 لدي القدرة على تنظيم افكاري عندما اكتب اجابه سؤال مقالي باللغة الانجليزية
					51 اعرف كيفية اداء لغة انجليزية يعتمد على اسئلة الصواب والخطا او اسئلة الاختيار من متعدد حتى لو لم اكن اعرف جميع المعلومات

درجة قليلة جداً	درجة قليلة	درجة متوسطة	درجة كبيرة	درجة كبيرة جداً	
					ممارسة الاستماع والمشاهدة
					52 استمع الى اشرطة سمعية باللغة الانجليزية
					53 استمع الى برامج الإذاعة باللغة الانجليزية
					54 اشاهد برامج التلفزيون باللغة الانجليزية
					55 اشاهد افلام انجليزية بالفيديو

درجة قليلة جداً	درجة قليلة	درجة متوسطة	درجة كبيرة	درجة كبيرة جداً	
					ممارسة التحدث
					56 اعد نفسي للمواقف المختلفة من خلال الترتيب المستمر على الجمل والتعابير التي تقال بتلك المواقف
					57 احاول ان اتحاشى الكلمات او العبارات التي لست واقفاً منها واعتبرها مشكلة بالنسبة لي
					58 استخدم قاموساً ليساعدني على النطق الصحيح والتبارة الصحيحة للكلمات
					59 استخدم المواد الأدبية مثل الشعر والمسرحيات التي استطعت قراءتها بصوت مرتفع لامارس النطق الصحيح والتبارة الصحيحة للكلمات وإيقاعها

درجة قليلة جداً	درجة قليلة	درجة متوسطة	درجة كبيرة	درجة كبيرة جداً	
					ممارسة الكتابة
					60 احاول ان اتعلم قواعد كتابة الانشاء
					61 احتفظ بكل شئ اكتبه باللغة الانجليزية لاستخدمه فيما بعد كمرجع
					62 اعد كتابة الانشاء مرة اخرى بعد تصحيحها من قبل المعلم

## **Appendix B**

***Dear Students :***

**This questionnaire aims identifying study habits practised by twelfth graders learning English in Tulkarm District.**

**The researcher hopes that you'll be respond cooperatively by putting (X) in the correct space.**

**Thank you**

**Researcher  
Leena Salman**

**The first part**

**Put (X) in the correct place**

**Gender :**

**Male(    )      Female (    )**

**Stream:**

**Literary (    )      Scientific(    )**

**Average:**

**(    )**

**Place of residence:**

**City (    )      Village(    )      Camp(    )**

**This is an inventory of study habits that are related to study English as a foreign language. The statements below are about studying English. Read them and then answer them.**

		very high agree	high agree	Neutral	low agree	very low agree
	<b>Motivation and Attitude about studying</b>					
1	I make the full effort needed to pass the course ,even if a subject is boring to me					
2	I do not get discouraged about how much I have to learn and how long going to take me					
3	I want to be a successful English language learner					
4	I am prepared and I participate in class discussions					
5	I am interested in learning English					

		very high agree	high agree	Neutral	low agree	very low agree
	<b>Vocabulary and Word Skills</b>					
6	I know how to use perfixes,suffixes,and roots to improve my learning of new words					
7	I know how to use the dictionary for pronouncing words					
8	I am able to guess the meaning of an unfamiliar word by looking at the rest of the sentence					
9	I know how to use the English -English dictionary to learn the meaning of unknown words					
10	I use the Eng,ish -Arabic dictionary only if necessary					
11	I put new words in sentences and write them in a notebook ;and I review them regularly					
12	I record new words on cassettes and listen to them regularly					

		very high agree	high agree	Neutral	low agree	very low agree
	<b>Taking and Studying lesson Notes</b>					
13	I have no trouble deciding what to write down ,when I take lessonnotes					
14	I do not miss any important points the teacher is making					
15	I go over my notes after class to fill in missing points and make them easy to understand					

16	I have an effective way of studying the notes for a test					
17	I organize my notes while I am writing ,so that they are often easy to understand later					
18	I review my lessonnotes , from that day ,before I go to bed					
19	I understand how the teacher emphasizes main points when teaching					

		very high agree	high agree	Neutral	low agree	very low agree
	<b>Time control and Concentration</b>					
20	I have enough time to study my English courses materials					
21	I have a schedule of regular study hours					
22	I make up a list of studying activities I need to do on a given day or week					

		very high agree	high agree	Neutral	low agree	very low agree
	<b>Environment</b>					
28	I have a particular place where I always study					
29	I usually have with me the pencils, papers , and English books, which I need , ,when I sit down to study					
30	I try to be rested and be alert for studying my English material					

		very high agree	high agree	Neutral	low agree	very low agree
	<b>Basic Skills</b>					
31	I know how to skim-read and English textbook chapter effectively					
32	I try to figure out what's important for me to learn when reading the chapter					
33	I know what kind of English words are used to signal important facts or ideas					
34	I begin my study of a new English chapter by quickly previewing the whole chapter to see what it is about					
35	I make use of headings or subheadngs when I read English textbooks					
36	I try to capture the overall idea , to understand the big picture when I study my English textbook					

37	I try to relate what the author of the textbook is saying to what I already know when I study an English textbook					
38	I read each assigned chapter from beginning to end					
39	I review by reading the English chapter over again					
40	I collect materials written in English and which are interesting for me to read					

		very high agree	high agree	Neutral	low agree	very low agree
	<b>Memory Training</b>					
41	I used some "memory techniques "that will help me remember the English material					
42	I know how to study and remember a large amount of English material for a test					
43	Each day I review some of the English material I studied the previous day					
44	I summarize the material from an English text and English lesson that I need to remember for a test					
45	I try to relate the English material that I am learning now to what I learned earlier					

		very high agree	high agree	Neutral	low agree	very low agree
	<b>Test preparation and test Taking</b>					
46	I make a careful and organized review before an English language test					
47	I am sure what is important enough to study when I prepare for an English language test					
48	I try to predict what will be included while studying for an English language test					
49	I know how to go about preparing for an English essay test					
50	I have the ability to organize my thoughts when I write an English essay answer thoughts					
51	I know how to take English language true-false or multiple choice tests even if I do not know all the information					

		very high agree	high agree	Neutral	low agree	very low agree
	<b>Listening and viewing Practice</b>					

52 I listen to audio cassettes in English					
53 I listen to radio programs in English					
54 I watch TV programs in English					
55 I watch English movies on video					

		very high agree	high agree	Neutral	low agree	very low agree
	<b>Speaking Practice</b>					
56	I prepare myself for different situations by rehearsing					
57	I try to avoid using words or phrases that I know are big problem for me					
58	I use a dictionary to help me with pronunciation and stress					
59	I use materials like poetry and plays that I can read aloud to practise my pronunciation, stress and rhghm					

		very high agree	high agree	Neutral	low agree	very low agree
	<b>Writing Practice</b>					
60	I try to learn the rules of writing English composition					
61	I keep copies of everthing I write in English to use as a reference					
62	I rewrite my writing assignments after having the feedback from the teacher					



التاريخ : ٢٠٠١/٣/١٧

معالي وزير التربية والتعليم المحترم

تحية طيبة وبعد ،،

الموضوع : تسهيل مهمة الطالبة "لينا رسمي عبد القادر سامان" (٩٨٥٠٢٧٥)

الطالبة المذكورة أعلاه هي إحدى طلبة الماجستير في جامعة النجاح الوطنية تخصص أساليب تدريس لغة إنجليزية وهي بصدد إجراء دراسة لها بعنوان :

(Study Habit Practised by 12<sup>th</sup> Graders Learning English in Tulkarum District)

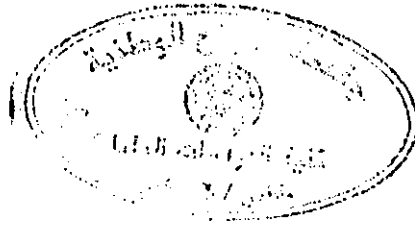
يرجى من حضرتكم تسهيل مهمتها في توزيع الإمتحان على طلاب المرحلة الثانوية (الصف الثاني الثانوي - الأدبي والعلمي) في مدارس الحكومية في محافظة طولكرم، وكذلك الحصول على المعلومات اللازمة لتوزيع الإمتحان.

شاكرين لكم حسن تعاونكم .

وتفضلوا بقبول الاحترام ،،

عميد كلية الدراسات العليا

د. محمد العملة



مرفق: استبانة الطالبة.

نسخة: الملف.

ل.ا.



التاريخ : ٢٠٠١/٣/١٧

معالي وزير التربية والتعليم المحترم

تحية طيبة وبعد ،،

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شاكرين لكم حسن تعاونكم .

وتفضلوا بقبول الاحترام ،،

عميد كلية الدراسات العليا

د. محمد العملة



مرفق: استبانة الطالبة.

نسخة: الملف.

/ا.ت.

**Appendix E**  
**School participator in General**  
**Certificate Examination**

1	Alfadelieh Boys' School.
2	Ihsan Samarah Secondary Boys' School
3	AL-Adwieh Girls' School
4	Jamal Abed –AL –Naser Girls' School
5	Shweikeh Boys' School
6	Shweikeh Girls' School
7	Far'oun Secondary Girls' School
8	Bal'a Secondary Boys' School
9	Bal'a Secondary Girls' School
10	Sami Hijazi School for Boys
11	Kafer –Ellabad Secondary School
12	Abed –Al Raheem Mahmoud Secondary Boys' School
13	Anabta Secondary School for Girls
14	Rameen Secondary School for Girls
15	Beit –Leed Secodar School for Girls
16	Beit –Leed Secondary School
17	Deir –Elghsoun Secondary School for Boys
18	Deir –Elghsoun Secondary School for Girls
19	Attil Secondary for School for Boys'
20	Attil Secondary School for Girls
21	Ellar Secondary School for Boys
22	Ellar Secondary School for Girls
23	Zeita Secondary School for Girls
24	Seida Secodary School for Girls
25	Omar Ibn Alkhattab Secondary School for Boys'
26	Baqa Al Shrqieh Secondary for Girls' School
27	AL Nazlat Secondary School
28	Qaffeen Secodary School for Boys
29	Qafeen Secondary School for Girls

جامعة النجاح الوطنية  
كلية الدراسات العليا



**الاعدادات الدراسية لطلبة الثاني عشر دراسي**

**اللغة الإنجليزية في محافظة طولكرم**

إعداد:

**لينا رسمي سلمان**

بإشراف:

**د. فواز محقل**

قدمت هذه الأطروحة استكمالاً لمتطلبات

درجة الماجستير في جامعة النجاح الوطنية نابلس ، فلسطين

٢٠٠٢