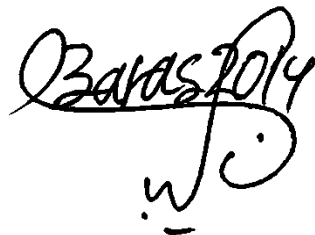


**The Effects of Teaching  
Rules of Derivation in English on Enriching  
Vocabulary among Secondary School Students  
In Saudi Arabia**

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I certify that all material in this proposal which is not my own work been identified and that no material has previously been submitted and approved for the award for a degree by this or any other university

A handwritten signature in black ink, appearing to read 'Baras 2014' with a stylized flourish below it.

**8 May, 2014**

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## **Abstract**

This research aims to investigate the effects of teaching the rules of derivation in the curriculum of secondary English language in the Kingdom of Saudi Arabia. Questionnaire will be distributed among students in secondary school (100 students). The expected results of this research may indicate that increase the vocabulary of the students and Evoke best to answer when asked about the changes in the word when entering the Prefix or Suffix them. This research may help students to acquire the vocabulary of the English language faster.

### **1. Introduction**

Knowledge of the rules of derivation in the language is necessary to any learner to acquire New vocabulary. The learner can recognize the link between the word and its derivatives, making it easy to memorize this word, and makes the meaning clearer . Method of linking words with another is one of the smart ways to increase vocabulary. However, when the learner connects the word, it becomes easier to be memorized and be retrievable as well as when the learners are in the position of a conversation. Furthermore, those ways will help learners to increase their vocabularies: derivation rules "Prefix and Suffix". (Al-Harthy, 2013) (Amber, 2010)

On other hand, in some cases the student may be able to derive new words by himself, and by adding (or deleting) some precedents or suffixes of the word. Thus, multiply his vocabulary as a result of his mastery of the mechanisms and methods of derivation of words from each other. (Amber, 2010)

This study aims to develop the English language curriculum at the secondary level in Saudi Arabia and by integrating the subject of derivation rules within the prescribed curriculum taught. This study will contribute to clarify the effects of teaching derivation rules to enrich the vocabulary of language.

### **1.2 Research background**

Diversity is it t offers all members of a diverse group multiple ideas, perspectives, and solutions to problems. Teachers can development this diversity early on by maximizing the potential of each student in their classrooms, including students who come to the class with defined disabilities. Also, they can practice different instruction, matching teaching to the needs of each learner. It is an ideal way to help diversity thrive. (Carolan. & guinn 2009)

English language curriculum at the secondary lacks diversification in the ways and ideas that the student receives the information. Memorizing

vocabulary by understanding Derivation Rules is one of the fruitful and effective ways to enrich their vocabulary English easily.

### **1.3 Problem statement**

Secondary school students in English language have a weakness in a way to raise their level of language is taught derivation rules within the English language curriculum. This research will clarify the effect of teaching on students

### **1.4 Research objectives**

The objectives of this research are :

- i. Determine the level of vocabulary acquired among the secondary school students before and after studying the rules of derivation.
- ii. To investigate the effect of the derivation rules on acquiring secondary school students new English vocabularies.

### **1.5 Research questions**

The research question are :

- 1-Do the derivation rules have an effect on acquiring new vocabularies among secondary school students?
- 2-What is the effect of the derivation rules on acquiring new vocabularies among secondary school students?

### **1.6 Limitations of the study:**

This study, which is initiated by the researcher at Seventy-Fourth secondary school for girls and Imam al-Alusi secondary for boys in Riyadh, on English Placement Test, involves the participants of no..... from first and second and third levels in Seventy-Fourth secondary school and Imam al-Alusi secondary. The respondents, ages between 16 and 18 years old, and the participants of ...no.. from the third level students at Seventy-Fourth secondary school and Imam al-Alusi secondary. Both of these two different sample of students will be from both sexes male and female, are selected by the researcher. The data will be collected via test distributed from March to May this year 2014. The session will be conducted individual test in Seventy-Fourth secondary school and Imam al-Alusi secondary classrooms.

## **1.7 Significance of Research:**

This research is important to the students in helping them increasing vocabularies easily because it is not on the student save each word independently, The student realizes that he can understand a lot of words when you read it for the first time. And it is important to Saudi secondary school because the English language curriculum at the secondary lacks a variety of methods and effective for the development of the vocabulary of the students, Most students graduate in English and their earnings are not good, Even though they have studied the language in the six years of study. Also is important to global application it is useful for all learners of English as a second language.

## **2. Literature review**

### **2.1 Introduction**

This chapter will give an account of the relevant theories that have been the main the main focus of the research. It also synthesizes relevant information to previous studies the about the Effects of Teaching (Rules of Derivation in English) on Enriching Vocabulary and how can contribute in solving the problem of the weaknesses of students' acquiring and memorizing English vocabularies.

The previous studies were selected based on the objectives and hypotheses of this study and can be classified into the following main sections: 1). Theoretical structures about the need and the philosophy of acquiring English vocabularies and some suggestions for processing of acquiring English vocabularies.

### **2.1 Theories of Acquiring Vocabularies**

The possibility of creating new words through the processes of formation of the word in the English language. Probably that interest in the operations of word formation has begun since ancient times and inquired about how people acquire new words (Bauer, 1983).

Creating new words may occur by adding prefixes and suffixes to the root of the existing word. Derivation can be occurred by adding a prefix to the root or a suffix, as well as adding a prefix and a suffix at the same time. Therefore, derivation is created new words by changing the grammatical category of the word to which it applies (Olsa Xhina, 2013, pp. 2-4).

Derivation is not only used in a category-changing fashion, but also to create other semantic subcategories of the same lexical category. Italian has a lot of category-neutral evaluative suffixes that serve to create nouns with an evaluative meaning component. (Scalise 1988).

The basic function of derivational processes is to enable the language user to make new lexemes. Lexemes belong to lexical categories and the derived lexemes may belong to a different category than their bases. Words are divided into two kinds of lexical classes: open and closed classes. In most languages, nouns, adjectives, and verbs form open classes. these classes can be extended by means of word-formation. Function words such as determiners, conjunctions, pronouns. and adpositions (pre - and postpositions) form closed sets of words that cannot be extended by regular word-formation processes. The base words that form inputs to word-formation are normally also words of these open classes, but there are exceptions. This extension of the input domain to function words and phrases is typical for highly productive word-formation processes. (Booij, 2005)

Previous studies dealt with the subject of the possibility of creating new words through derivation rules and this is what taught by this search.

But the difference in this study it was studying the rules of derivation as an independent science should be taught in the curriculum as a branch of the English language.

### **3. Research Methodology**

This research will test the level of vocabulary secondary school students. Then attend a training course entitled (Derivation Rules). And then again will test to determine the level and compare their findings .

After that will be the distribution of a questionnaire to students that present aim to clarify the extent of the impact of learning (Derivation Rules) on their earnings language. Also, the researcher doing Interviews with specialists to take their views about the study.

### **Ethical Considerations**

The researcher considers during contacting this research the ethical issues on conducting and disruptions questioners. Furthermore, protocol and ethics of conducting interviews with participants.

### **4. Expected Results**

**The expected result of this research may find that :**

- 1- The derivation rules have an effect on acquiring new vocabularies among secondary school students.
- 2- The effect of the derivation rules on acquiring new vocabularies among secondary school students:

- A. Increase the vocabulary of the students.
- B. Evoke best to answer when asked about the changes in the word when entering the Prefix or Suffix them.
- C. The students may be able to derive new words by themselves.

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## Appendix

- **Lecture:** Prefix and Suffix in the English language and their role in enriching the English vocabulary.
  
- **Test to determine the level of vocabulary:**
  - [http://www1.vocabtest.com/sentences.php?book=vocabulary\\_workshop\\_level\\_a&unit=2](http://www1.vocabtest.com/sentences.php?book=vocabulary_workshop_level_a&unit=2)
  - <http://speaking24.com/test.php>
  
- **Questionnaire:**
  - 1) Did you know the derivation rules increased the number of English vocabulary?
    - Yes.
    - Not.
    - Did not affect at all.
  
  
- **Interview:**
  - In your opinion, how is the effect of teaching and the introduction of derivation rules within the English language curriculum for secondary school students?