

The Effect of Synonym Generation and Inferred Word Meaning on Vocabulary Recognition and Quality of Writing

Arabic Abstract

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اثر توليد المرادفات واستنتاج معاني الكلمات علي التعرف علي المفردات وجودة الكتابة هدفت الدراسة الي تقص اثر استراتيجية توليد المرادفات واستنباط معاني الكلمات علي معرفة الكلمات وجودة الكتابة لدى طلبة اللغة الانجليزية في كلية التربية جامعة فلسطين، حيث تكونت عينة الدراسة من (٤١) دارس سنة اولي خلال الفصل الدراسي الثاني ٢٠١٧/٢٠١٨ م ، قسم الباحث عينة الدراسة الي مجموعتين متكافئتين حيث اشتملت المجموعة التجريبية علي (٢٤) دارس موزعين الي (٢١) طالبة و (٣) طلاب، بينما اشتملت العينة الضابطة علي (١٧) دارس موزعين الي (١٣) طالبة و (٤) طلاب، تم تدريس فعاليات مقرر كتابة (١) لأفراد العينة التجريبية باستخدام استراتيجية توليد المرادفات واستنباط معاني الكلمات بينما تم تدريس نفس فعاليات مقرر كتابة (١) لأفراد العينة الضابطة باستخدام الطريقة الاعتيادية، استخدم الباحث اداتين رئيسيتين في هذه التجربة وهما: اختبار معرفة الكلمات القبلي والبعدي واختبار جودة الكتابة القبلي والبعدي، حيث تم تصحيح اجابة عينة الدراسة بواسطة مدرسين وتم اعتماد متوسط علامتي المصححين كعلامة صادقة لعينة الدراسة، وكذلك قام الباحث بتحليل اجابة الطلبة الكتابية كفيما وكما. اظهرت النتائج اثر ايجابي كبير لاستراتيجية توليد المرادفات واستنباط معاني الكلمات علي معرفة الكلمات وجودة الكتابة لدى طلبة اللغة الانجليزية في كلية التربية جامعة فلسطين.

الكلمات المفتاحية:

استراتيجية توليد المرادفات واستنباط معاني الكلمات، معرفة الكلمات، جودة الكتابة

English Abstract

This study aimed at investigating the effect of synonym generation and inferred word meaning on vocabulary recognition and writing quality of English majors at the Faculty of Education, University of Palestine-Gaza. The participants of the study , totaling (41) first year EFL male and female students , were randomly selected and divided into two groups, i.e. the

experimental group and the control group during the second semester of the academic year 2017-2018. The experimental group included (24) students; (21) females and (3) males while the control group included (17) students; (4) males and (13) females). The control group members were taught the activities of Writing (1) course using the regular method while the experimental group members were taught the activities of the same course using the synonym generation and inferred word meaning strategy. The instruments required for the study were a word recognition and a writing quality pre/posttests. The two tests were corrected two times; by the researcher and another colleague from the university, and the means of the two scores were granted as a final score of the participants of the study on the pre/posttests. Results revealed that synonym generation and inferred word meaning strategy have large positive effects on enhancing the vocabulary recognition and writing quality of Palestinian university English majors.

Key Words: synonym generation, inferred meaning, vocabulary recognition, writing quality

Introduction:

There have been widely increasingly trends of educators assuming that synonym generation and inferred word meaning enhance the overall English proficiency of English foreign language learners (EFLs) and positively affect their communication skills. Linguists have tried to figure out how the brain registers new materials effectively, and indicated “The brain registers new materials, with some fleeting awareness at the point of encounter that there is something new, even if there is no understanding of how the element works” (Ortega, 2009, p. 63). That is to say the brain can memorize new words and materials without knowing the function of those words. However, “The point is that the same collection of sounds and letters can have many different meanings, and the exact meaning of those words can be exactly inferred from the context,” (Harmer, 2001, p.18). Training students to infer contextual meaning of words links previous knowledge to recent one and create a meaningful learning situation.

Empirical studies have indicated that students’ focus of attention is needed in a variety of learning tasks and situations. “A cognitive process in which the amount of attention paid to a new

language element in the input exceeds a critical threshold, which causes the language element to enter working memory and become the object for further processing,” (Godfroid et al., 2013, p. 493). In addition, Cowan (2005) clarified that the capacity limited focus of attention is the central limitation of the working memory system of students. This focus of attention has a vital role in cognition and it should be activated while hosting different teaching activities (p.1).

Attracting students attention to vital points can positively affect students’ learning production. Thus, encouraging students to participate in synonym generation and inferred word meaning activities, which aims at drawing their attention to relevant language items, may affect vocabulary recognition and writing quality of those students.

Context of the Problem

The researcher has been teaching various English courses at Palestinian national universities since 2008. During this period, he noticed that Palestinian English majors suffer serious difficulties of getting the meaning of new words and they often focus on Arabic equivalents of the most English words they learn. This was, also, stated by Amtsen (2013) who had noticed that his own students often rely on translators to help them with new vocabulary. Depending on translation to get messages’ meanings hinder students’ abilities to communicate using English language. And deficits in vocabulary knowledge may be the most widely shared problem among struggling adolescent writers. According to Mosaidis (2016) the lack of vocabulary was the most challenging factor in developing students’ writing skills. Several students in her study expressed frustration in trying to remember new vocabulary, while others mentioned that they lack the ability to know the English words which are needed to accurately express their ideas. This was supported by Hajjaj (2017) who stated that “The writer’s choice of words, phrases and expressions is among the important factors that affect writing clearly and effectively,” (p. 262).

Lots of studies have been carried out to enhance English learners’ abilities of learning new vocabulary and writing quality. For instance, Abdel Rahim (2000) investigated the effect of vocabulary strategy training on enhancing overall English proficiency of English majors at Sultan Qaboos University. Also,

Huyen & Nga (2003) assessed the effectiveness of learning vocabulary through games with Olean secondary school students. In addition, Barcroft (2012) examined the effect of synonym generation on second language vocabulary learning. Moreover, Abu Kalosa (2017) conducted an experiment to measure the impact of using metacognitive strategies on improving Palestinian eleventh graders writing skills and attitudes towards English. Furthermore, EL-Sourani (2017) investigated the effectiveness of using RAFTs strategy in improving English writing skills among female tenth graders in Gaza .

Up to the best knowledge of the researcher, none of the previous studies which have been conducted in Palestine addressed the effect of synonym generation and inferred word meaning on learners' English language skills. The present study advocates the effects of synonym generation and inferred word meaning on vocabulary recognition and writing quality of English majors at the Faculty of Education, University of Palestine.

Research Questions

This study attempts to answer the following major question:

What are the effects of synonym generation and inferred word meaning on vocabulary recognition and quality of writing of first year English majors at the university of Palestine?

To achieve the aims of the study, the researcher addressed the following sub-questions:

- 1- **What is the effect of synonym generation and inferred word meaning on vocabulary recognition of first year English majors at the university of Palestine?**
- 2- **What is the effect of synonym generation and inferred word meaning on writing quality of first year English majors at the university of Palestine?**

Hypotheses of the Study

- 1- **There is a statistically significant difference at ($\alpha \leq 0.05$) level between the mean scores of the experimental group on the pretest and their mean scores on the posttest of vocabulary recognition in favor of the posttest.**
- 2- **There is a statistically significant difference at ($\alpha \leq 0.05$) level between the mean scores of the experimental group trained on**

synonym generation and inferred word meaning and those of the control group which received instruction using the regular method in the vocabulary recognition posttest in favor of the experimental group.

- 3- There is a statistically significant difference at ($\alpha \leq 0.05$) level between the mean scores of the experimental group trained on synonym generation and inferred word meaning in the quality of writing pretest and their mean scores on posttests in favor of the posttest.
- 4- There is a statistically significant difference at ($\alpha \leq 0.05$) level between the mean scores of the experimental group and those of the control group in the quality of writing posttest in favor of the experimental group.

Literature Review

Synonym clues aim at reviewing vocabulary words that can be gathered from everyday language or they can be related to any area of curriculum. Knowing synonyms helps students understand the meanings of words and explore how words are similar, yet different (Anderson, 2014). Empirical studies have shown that students can develop their vocabulary proficiency by not just learning the definitions of words, but also by making connections between words (Gomez & King, 2014, p. 73). This helps improve the semantic ability of students which have advantages in the orthographic tasks of students (Yang & Perfetti, 2006).

The activity of synonym clues should be drilled as a game since Huyen and Nga (2003) found that learning vocabulary through games is an effective and interesting way that can be applied in any classroom. In addition, synonym clues should fit the criteria for classroom games as illustrated by Tyson (2000) who clarified that a classroom game should be: (1) more than fun; (2) involve friendly competition; (3) keep all of the students involved and interested; (4) encourage students to focus on the use of language rather than on the language itself; and (5) give students a chance to learn, practice, or review specific language material.

Considering the aforementioned classroom games' criteria encourages effective teachers to use various methods and techniques in teaching vocabulary and writing. Those teachers work hard to help increase learners' motivation, cooperation and social interaction to make their teaching process students' center

and help students apply learned aspects in their writing products as Ellis (2008) mentioned that such a technique helps overcome boredom anxiety and embarrassment among students.

Inferred Word Meaning

Infer means to form an opinion or guess that something is true because of the information that you have ¹. If you infer that something is the case, you decide that it is true on the basis of information that you already have. Reed (2016) asserted that progress in reading comprehension depends on inference making, or the ability to connect information across a text and bridge gaps in the information provided. By using this strategy in reading, teachers train students to be word detectives. Students are trained to find clues in the passage and put them together to help them know the meaning of unknown word, or at least find out enough about the word to understand the passage. Reading before and after a new word and trying to analyze and detect the meaning of surrounding words help students to deduce and construct a whole meaning of the passage. Inferring can also help readers gain deeper understanding of what they read and may positively affect their writing quality.

Word Generation

English foreign language learners are trained on various techniques that help them acquire the meaning of new vocabulary and master their usage effectively. “Dictionaries are an extremely useful source of information about a language, and they can certainly be very helpful to students,” (Shvidko, 2017). However, a word is either made up of one or more morphemes combined together to make a longer word. Knowing how words are formed can help learners in two fields. “First, it enables them to derive many vocabulary items from the same word. Secondly, it helps them understand or at least guess the meaning of unfamiliar words that they have never seen before,” (Farghal & Jaber, 2014, p. 6).

Teaching students to use prefixes and suffixes correctly can help them generate new vocabulary which are necessary to convey their thoughts and feeling effectively. In addition, synonym is

Cambridge Dictionary,

¹ <https://dictionary.cambridge.org/dictionary/english/infer>

another technique that can help students to generate new words. The effectiveness of word generation has been indicated by Tamer (2015), who found that word generation helps enhance students' debate skills. Moreover, Lawrence, White and Snow (2011) revealed the positive effectiveness of word generation in improving reading across subject areas of the participants of their quasi experimental study.

Students tend to use meaning or context clues to help them recognize different words which positively influence their use of such words. It is the duty of teachers, not only train students to master the meaning of new vocabulary but, also, engage them in activities that help them generate new vocabulary items, infer their meaning and use them correctly. This will enhance English foreign language learners' proficiency and enable them to communicate fluently and accurately.

Purpose of the Study

The study aims at:

- 1- Exploring the effect of synonym generation and inferred word meaning on vocabulary recognition .
- 2- Providing various activities that could be used to activate synonym generation and inferred word meaning skills of EFLs; and
- 3- Training EFL students at making inference of word meaning that could help improve their quality of writing.

Significance of the Study

This study could be significant since it:

- 1- suggests a technique; synonym generation and inferred word meaning, to improve vocabulary recognition and writing quality of English majors;
- 2- provides teachers of English with various useful activities that could be used to activate synonym generation and inferred word meaning skills of their students;
- 3- reveals the effects of synonym generation and inferred word meaning on EFLs' writing quality which may widen English foreign language instructors' knowledge of their students' needs and preferences; and

- 4- increases instructors' and researchers' understanding of vocabulary and writing teaching process.

Definition of Terms

Vocabulary Recognition: recognition is defined as the fact of knowing who a person is or what a thing is². In this study, vocabulary recognition is defined as the ability to know the meaning, the part of speech, and the correct use of certain words.

Quality of Writing: quality is the standard of something as measured against other things of a similar kind; the degree of excellence of something³. In the present study, quality of writing is defined as the ability to use correct form of words which are free of spelling mistakes and synonyms to avoid boredom and repetition in a cohesive piece of writing which includes error free and logically ordered sentences that are able to convey a comprehended message.

Delimitations of the Study

The present study was implemented during the second semester of the academic year 2017/2018 to measure the effects of synonym generation and inferred word meaning on vocabulary recognition and quality of writing of first year English majors at the Faculty of Education-University of Palestine, Gaza.

Statistical Techniques

The researcher tested the normality of the data of the experimental and control groups to find out which statistical technique; parametric or non-parametric, should be used to perform the statistical data analysis using Shapiro-Wilk test of normality. Results of this test are stated in table (1).

² Cambridge Dictionary

<https://dictionary.cambridge.org/dictionary/english/recognition>

³ English Oxford Living Dictionary

<https://en.oxforddictionaries.com/definition/quality>

Table (1): Results of Shapiro-Wilk test of Normality for Each Variable

Group	Variable		Shapiro-Wilk	
			Statistic	Sig.
Experimental	Quality of writing	Pre	0.926	0.079
		Post	0.475	0.475
Control		Pre	0.912	0.106
		Post	0.952	0.486
Experimental	Vocabulary Recognition	Pre	0.944	0.195
		Post	0.942	0.180
Control		Pre	0.907	0.088
		Post	0.945	0.377

Table (1) shows that the p-value for each variable of the experimental and control groups is greater than 0.05 level of significance, then these variables are normally distributed. Consequently, parametric tests should be used to perform the statistical data analysis.

Methods & Procedures

Research Design

To achieve the aims of the study, the researcher used the quasi-experimental approach and selected two intact classes and assigned them at random to represent the two groups of the study; the experimental and control, and conducted pre-posttests experiment design.

The Participants of the Study

The two intact classes were chosen from the Faculty of Education-University of Palestine-Gaza to represent the two groups of the study. The two classes included 44 students. They had learned English for Palestine Curricula from grade one to grade twelve. Those students have also been enrolled in 'Writing I Course'. Three students were dropped from the groups because they did not do the pre-posttest and they did not attend more than four sessions. The students who continued to the rest of the experiment represented the participants of the study which consisted of 41 first year English majoring students whose age ranged from 19-20. Those students represented the two groups, i.e. the experimental group and the control group. The experimental

group included 24 students; 21 females and 3 males while the control group included 17 students; 4 males and 13 females.

To guarantee equal distribution of the subjects into two groups the researcher compared the participants' performance in the quality of writing and word recognition pretests utilizing t-test independent sample. Table (2) presents the results of this comparison.

Table (2): Result of Independent Samples T- Test in Pre test for Experimental and Control groups

Variable	Group	Mean	Std. Deviation	T-Test	P-value (Sig.)
Quality of writing	Experimental	69.54	7.059	-0.171	0.865
	Control	69.94	7.830		
Vocabulary	Experimental	68.25	6.72	0.272	0.787
	Control	67.65	7.35		

The above table shows that the means of the variable " Quality of writing " equal 69.54 and 69.94 for experimental and control groups, respectively. The value of T-test equals -0.171, with p-value 0.865, which is greater than 0.05. This implies that there is insufficient evidence to conclude that the mean of quality of writing is significantly different between experimental and control groups. In other words, there is an insignificant difference in the mean of quality of writing between the experimental and control groups.

For the variable " Vocabulary Recognition", the means are 68.25 and 67.65 for the experimental and control groups, respectively. The value of T-test equals 0.272, with p-value 0.787, which is greater than 0.05. This indicates that there is insufficient evidence to conclude that the mean of vocabulary is significantly different between experimental and control groups. In other words, there is insignificant difference in the mean of vocabulary between experimental and control groups.

From the discussion stated above, it can be concluded that the experimental and control groups' performance for each variable in the pretest was equivalent.

Instrumentation

The instruments required for the study were a word recognition test and a writing quality test. The construction of the initial version of these tests was based on the review of literature. Appendix (A) presents the final version of these tests.

Validity of the Tests

To achieve the face validity, the initial version of the word recognition test and the writing quality test was distributed to a panel of experts from Gaza universities to review it. These experts kindly offered useful tips and the two tests were modified accordingly.

Reliability of the Tests

The reliability of the word recognition test and the writing quality test was determined using the test-retest reliability. These two tests were conducted on a small group of English majoring students as a pilot study. Difficulties and ambiguity of the tests instructions were modified. After two weeks the two tests were conducted on the same small group of English major students. The reliability of the coefficient of the word recognition test was 0.85, and that of the writing quality test was 0.88 which indicated acceptable reliability (George & Mallery, 2003. p.231).

The Synonym Generation and Inferred Word Meaning Strategy

Description of the Strategy

The strategy follows a systematic design of instruction which aims at expanding Palestine university English majors vocabulary recognition and enhancing their writing quality. The strategy includes techniques adopted from (Lawrence; White & Snow, 2011) and adapted by the researcher.

Objectives of the Strategy

By the end of the course, first year English majors at the University of Palestine are expected to:

- **produce clear understanding of referential pronoun uses,**
- **master the skill of synonym generation,**
- **classify word synonyms in categories easy to remember,**
- **guess the meaning of new vocabulary,**
- **retain new vocabulary in writing activities, and**
- **write a paragraph of a good quality; a paragraph which includes (1) correct form of words that are free of spelling mistakes, (2) synonyms to avoid boredom and repetition, (3) correct pronoun reference which help construct a cohesive piece of writing, and (4) logically ordered sentences which are able to convey a comprehended message.**

Description of the Strategy

Synonym generation and inferred word meaning strategy includes the following:

- **Students read aloud given modeling written paragraphs and their teacher highlights word inference tasks for them. Those tasks aim at helping students master the use and meaning of those words, and ensuring coherence and avoid repetition when writing a paragraph.**
- **The teacher, persistently, distributes worksheets which include target words and helps students generate synonyms of those words. And he ensures quiet and order to enable students write sentences using the given words uninterruptedly.**
- **The teacher, regularly, posts the words and the synonyms students generate on the board, and encourages them to use those words and write correct sentences.**
- **The teacher, recurrently, invites students to use target words of different parts of speech in meaningful sentences.**
- **The researcher uses the above activities just to help students to better remember and retain new vocabulary, as synonyms grouping helps students to find a form of connection between words in a way that makes a sense to them and adds images to help students remember and use those words effectively.**

Validity of the Activities

The designed activities were reviewed by three TEFL professors from two Palestinian universities in Gaza to ensure its validity.

Implementation

Implementing this study falls in the following steps:

- The researcher informed the English majors at the Faculty of Education-University of Palestine about the aims of the experiment.
- The researcher administered the two pre-tests on the two groups; the experimental and control groups.
- The experimental group was trained on synonym generation and inferred word meaning while conducting the various activities of Writing I Course, and the control group was taught the same course; Writing I, regularly for about seven weeks.
- The researcher administered the two post-tests on the two groups; the experimental and control groups.
- To achieve valid students' scores, the two tests were corrected two times; by the researcher and another colleague from the university, and the means of the two scores were granted as a final score of the participants of the study on the pre/posttests.
- The researcher computed the differences between students' performance in the pre and posttests.
- The writing production of the experimental and control group members in the post-test was qualitatively and quantitatively analyzed.
- Results and recommendations were listed.

Findings

The Answer of the First Question

The researcher tested the first two hypotheses to find out the effect of synonym generation and inferred word meaning on vocabulary recognition of first year English majors at the University of Palestine. Results of testing these two hypotheses are stated below.

Results of Testing the First Hypothesis

The first hypothesis says: There is a statistically significant difference at ($\alpha \leq 0.05$) level between the mean scores of the experimental group on the pretest and their mean scores on the posttest of vocabulary recognition in favor of the posttest. To test this hypothesis, the researcher used paired samples t-test. Results of this test are presented in table (3).

Table (3): Result of Paired Samples T-Test for Pre and Post Tests- Vocabulary

Variable	Mean	Std. Deviation	T-Test	P-Value	Eat Square	Effect size
Vocabulary Pre	68.25	6.72	-19.990	0.000*	2.192	Very high
Vocabulary Post	82.50	6.07				

* The mean difference is statistically significant at 0.01 level

Table (3) shows that the mean scores of the variable " Vocabulary " equal 68.25 and 82.50 for Pre and Posttests, respectively. The value of the T-test equals -19.990, with p-value equals 0.000, which is smaller than 0.05. This implies that there is sufficient evidence to conclude that mean of vocabulary is significantly different between Pre and Posttests. In other words, there is significant difference in the mean of vocabulary between Pre and Posttests. Since the sign of the T-test is negative, then the mean of vocabulary in Posttest is significantly greater than that for Pretest.

Results of Testing the Second Hypothesis

The second hypothesis says: there is a statistically significant difference at ($\alpha \leq 0.05$) level between the mean scores of the experimental group which was trained on synonym generation and inferred word meaning and those of the control group which received instruction using the regular method in the vocabulary recognition posttest in favor of the experimental group. To test this hypothesis, the researcher used independent samples t-test. Result of this test is stated in table (4) below.

Table (4): Result of Independent Samples t- Test for Experimental and Control Groups - Vocabulary

Group	Mean	Std. Deviation	T-Test	P-Value	Eat Square	Effect size
Control	73.29	7.02	4.484	0.000*	0.340	Very high
Experimental	82.50	6.07				

* The mean difference is statistically significant at 0.01 level

Table (4) shows that the mean scores of the variable " vocabulary " equal 73.29 and 82.50 for control and experimental groups in posttest, respectively. The value of the t-test equals 4.484, with p-value equals 0.000, which is smaller than 0.05. This implies that there is sufficient evidence to conclude that mean of vocabulary is significantly different between experimental and control groups in posttest. In other words, there is significant difference in the mean of vocabulary between experimental and control groups. Since the sign of the T-test is positive, then the mean of vocabulary in experimental group is significantly greater than that of control group.

The Answer of the Second Question

To answer the second question which investigates the effect of synonym generation and inferred word meaning on the writing quality of first year English majors at the University of Palestine, hypotheses 3 & 4 were tested using relevant statistical techniques.

Results of Testing the Third Hypothesis

The third hypothesis says: there is a statistically significant difference at ($\alpha \leq 0.05$) level between the mean scores of the experimental group which was trained on synonym generation and inferred word meaning in the quality of writing pretest and their mean scores on posttests in favor of the posttest. To test this hypothesis the researcher utilizes pared sample t-test. Results of this test is stated in table (5) below.

Table (5): Result of Paired Samples t-Test for Pre and Post Tests- Quality of Writing

Variable	Mean	Std. Deviation	t-Test	P-Value	Eat Square	Effect size
Quality of writing_ Pre	69.54	7.06	-14.241	0.000*	١,٤٨٥	Very high
Quality of writing_ Post	79.71	6.42				

* The mean difference is statistically significant at 0.01 level

Table (5) shows that the mean scores of the variable " Quality of writing " equal 69.54 and 79.71 for Pre and Posttests, respectively. The value of the T-test equals -14.241, with p-value equals 0.000, which is smaller than 0.05. This implies that there is sufficient evidence to conclude that mean of quality of writing is significantly different between Pre and Posttests. In other words, there is significant difference in the mean of quality of writing between Pre and Posttests. Since the sign of the T-test is negative, then the mean of quality of writing in posttest is significantly greater than that for pretest.

Results of Testing the Fourth Hypothesis

The fourth hypothesis says: there is a statistically significant difference at ($\alpha \leq 0.05$) level between the mean scores of the experimental group and those of the control group in the quality of writing posttest in favor of the experimental group. To test this hypothesis, the researcher used independent sample t-test. Results of this test is stated in table (6) below.

Table (6): Result of Independent Samples T- Test for Experimental and Control groups - Quality of writing

Group	Mean	Std. Deviation	T-Test	P-Value	Eat Square	Effect size
Control	74.88	7.10	2.270	0.029*	0.117	High
Experimental	79.71	6.42				

* The mean difference is statistically significant at 0.05 level

Table (6) shows the result of Independent Samples T- Test for Experimental and Control groups in posttest.

For the variable " Quality of writing ", the means equal 74.88 and 79.71 for control and experimental groups in posttest, respectively. The value of the t-test equals 2.270, with p-value equals 0.029, which is smaller than 0.05. This implies that there is sufficient evidence to conclude that mean of quality of writing is significantly different between experimental and control groups in posttest. In other words, there is significant difference in the mean of quality of writing between experimental and control groups. Since the sign of the T-test is positive, then the mean of quality of writing in experimental group is significantly greater than that in the control groups.

Moreover, the qualitative comparison of the post-test writing production of the experimental and control group members showed that the control group members committed so many spelling mistakes, kept using a solely one word to express their meaning and in different situation they did not manage to convey their thoughts accurately. Sometimes, they wrote the Arabic equivalents of the English words they lack, and the ideas of their paragraph are scattered and not connected. This hindered their message to be conveyed. While the writing production of the experimental group members was free of spelling mistakes, and the participants in this group use synonyms to express their thoughts. They used the right words in different situations and they were able to express their thoughts effectively using connected and relevant sentences and the sentences they use effectively manage to convey correct messages. It is clear that the writing quality of the experimental group members surpassed that of the control group as Hajjaj (2017) stated that the writer's choice of words, phrases and expressions is among the important factors that affect writing clearly and effectively, and Barry, et al. (2010) clarified that a good writing is clear, straightforward and easy to understand.

Discussion

This study aimed at investigating the effect of synonym generation and inferred word meaning on vocabulary recognition and writing quality of English majors at the Faculty of Education, University of Palestine. Results indicated that quality of writing of the experimental group in the post-test is better than that of the control group, and the mean scores of the experimental group in the quality of writing post-test is significantly greater than that in

the pre-test. In addition, results of the vocabulary recognition tests showed that the performance of the experimental group surpassed the performance of the control group in the post-test, and the performance of the experimental group in the vocabulary recognition post-test was better than their performance in the vocabulary recognition pre-test.

The aforementioned information indicated that synonym generation and inferred word meaning has, as results of the effect size formula in table 3-6 show, a large positive effect on vocabulary recognition and writing quality of English majors at the faculty of education, University of Palestine.

The results of the present study are consistent with those of Reed (2016) who asserted that progress in reading comprehension depends on inference making. In addition, the findings of the present study are in agreement with those of Tamer (2015) who found that word generation helps enhance students' debate skills. Moreover, Lawrence, White and Snow (2011) revealed the positive effectiveness of word generation in improving reading across subject areas of the participants of their quasi experimental study.

It seems that the various activities of the study strategy which aimed at helping students master the use and meaning of various English vocabulary successfully enhance students' profound knowledge of vocabulary which positively affects their word recognition and writing production. According to Mosaidis (2016), a lack of vocabulary was the most challenging factor in developing students' writing skills as it hindered their ability to accurately express their ideas. The success of synonym generation and inferred word meaning in enhancing the vocabulary recognition and writing quality of Palestine University English majors may be, also, due to the reading aloud tasks which were achieved by students and accompanied by their teacher's highlighting of word inference activities. These activities help develop students' autonomy in using correct English words in meaningful sentences. Training students to find clues in the passage and put them together; inference skill, helps students to know the meaning of unknown word and to effectively recognize its use which helps students become better learners by increasing their autonomy and providing them a sense of fulfillment.

Conclusion

In the present study, the following findings have been reached:

- 1- Synonym generation and inferred word meaning strategy has a large positive effect on vocabulary recognition and writing quality of English majors at the Faculty of Education, University of Palestine.**
- 2- Training students to guess the meaning of unknown words by using available clues; inference skill, is more useful than training students to use various types of dictionaries to acquire the words meaning.**
- 3- Synonyms generation helps students to form new words and productively use them in different types of sentences to compose a paragraph of a good quality.**
- 4- Synonyms generation helps students to use different words instead of repeating the same word in the same sentence or the same paragraph which positively affects their writing quality.**

Recommendations

In the light of the results of the study and its limitation, the following recommendations seem pertinent:

- 1- Teachers of English at schools and universities should be trained on using synonym generation and inferred word meaning strategy since the latter proved positive effects in teaching the different language skills.**
- 2- More attention should be accorded to devising varied techniques that could enhance quality of writing among EFL majors.**
- 3- Curricula designers should evaluate English textbooks and design various activities which activate synonyms generation and inferred words meaning discussion.**
- 4- Future research is sorely needed to investigate the effect of synonym generation and inferred word meaning on the oral proficiency of English learners.**

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Appendix "A"

The Tool of the Study

Q.1- Choose the correct answer, which represents a correct synonym of the underlined word, from a, b, c or d. (60 m.)
(100 m.)

1- They have a lot of time.

a- money b- food c- hours d- friends

2- Is this the right figure?

a- number b- place c- time
d- answer

1	2	3	4	5	6

3- His mark for the question was nil.

a- very bad b- nothing c- very good d- in the middle

4- It was a difficult period.

a- question b- time c- book d- place.

5- I am about to read the newspaper.

a- cannot wait to b- am soon going to c- really like to d- am trying to

6- It was carried out yesterday.

a- lifted b- found c- read d- done

Q.2- Read the following sentences and decide what part of speech are the underlined words. (40 m.)

1- The appointment of Mahmoud Abbas as a Palestinian leader in 2005 was a pure democratic election.

a- verbs b- nouns c- adjectives d- adverbs

2- Presidents must show genuine concern for their people. This authentic quality is one of the important qualities a leader should possess. a- verbs b- nouns c- adjectives d- adverbs

3- The witness affirmed that the driver committed a serious fault. He asserted that he was driving over 100 KPH.

a- verbs b- nouns c- adjectives d- adverbs

4- After the film all of us were happy because the events of the film were so funny and the workers at the cinema are so humorous. a- verbs b- nouns c- adjectives d- adverbs

5- Living with parents elevates tough tasks for their children as parents are responsible to provide their children with different needs. This, significantly facilitates children's life.

a- verbs b- nouns c- adjectives d- adverbs

Q.3- Paraphrasing (100 m.)

1- Read the following paragraph which was taken from a newspaper then paraphrase its events using your own words. (20 m.)

AUSTIN, Texas (AP) — Police have arrested a 28-year-old man who they say broke into an Austin business, stole a couple of sausages and fell asleep. The police questioned the man and released him after finding that the man suffers a fatal chronic disease”.

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2- Read the following paragraph and choose the correct paraphrase of the bold sentence from a, b, c or d. (10 m.)

One of the key elements to a healthy life is your diet. There are many different types of diets that people follow: some don't eat meat, and are called vegetarians; some are lactose intolerant, which means that they can't digest dairy products; and others are called vegans, or people who do not eat meat, fish, eggs, or milk products. No matter the diet, it is important to maintain a healthy lifestyle.

(a) Some people are constantly dieting because they have to follow certain rules about what they can or cannot eat.

(b) Certain dietary restrictions, such as not consuming meat, dairy, or any by-products of living animals, can vary over a wide range of people's lifestyles.

(c) It is important for vegetarians, vegans, and those who are lactose intolerant to diet on a regular basis in order to maintain a healthy lifestyle.

(d) Eating meat, dairy, or any other by-product of an animal requires great effort to stay healthy.

The correct answer is number

Q.4 Use the following words in well-formed sentences. (20 m.)

(Ambiguity – declared – joyful – occupation – ancestors)

1.....

2-

3-

4-

5-

Q.5 Write a well-connected paragraph about: The Person You Admire Most. Your paragraph should include at least 150 words. (50 m.)

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Ends of the Questions

Good Luck