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The impact of Brainstorming method in the development of Student's English Vocabulary in department of Tourism and Hostelry Institutions Management

Abstract

The present study aims at investigating The impact of brainstorming method in the development of Student's English Vocabulary.
The population of the study consists of the first stage Students in the in Department of Tourism and Hostelry Institutions Management at the College of Administration and Economics - University of Mosul.
The researchers intentionally selected (64) students in the first stage which represent the sample of the study. The sample was divided into two groups, experimental and control, each has (32) students.
After achieving co- equivalence between them, the researchers designed an achievement test which was multiple –choice items that consisted of (30) items.
After applying the experiment, the tool was applied to both groups. T-test showed the superiority of the experimental group over the control group in the achievement test in.

الخلاصة

تهدف الدراسة الحالية الى الكشف عن اثر طريقة العصف الذهني في تطوير المفردات اللغوية الانكليزية لدى طلبة المرحلة الاولى في قسم ادارة المؤسسات السياحية والفندقية / كلية الادارة والاقتصاد واختارت الباحثتان عينة البحث بصورة قصدية وتألفت من (٦٤) طالباً وطالبة.

وزعت عينة البحث على مجموعتين التجريبية والضابطة بصورة متساوية حيث شملت كل مجموعة (٣٢) طالبا وطالبة وبعد اجراء التكافؤ بين المجموعتين ، اعدت الباحثتان اختباراً تحصيلياً من نوع (الاختيار من متعدد) والمتكون من (٣٠) فقرة وبعد تطبيق التجربة على المجموعتين (التجريبية والضابطة) وتم تحليل النتائج باستخدام الاختبار التائي والذي كشف عن تفوق المجموعة التجريبية على الضابطة في التحصيل في مفردات مادة اللغة الانكليزي.

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SECTION ONE

Introduction

People learn language in order to use it in real situations. This is so because   much of the language we   use in everyday life is motivated by desire for self- expression, i.e.   exchanging thoughts, feeling and concepts, as opposed to the more conveying of information or getting things done. (AL –Askriy,2007,320)

So learning vocabulary is essential to acquiring a language. In fact, vocabulary   is included in the related content of both the core and enriched ESP programs. However, methods of teaching vocabulary in the classroom might change. Students themselves can identify words   they need to focus on. They also discover the most effective   ways to acquire, remember   and use new vocabulary (FAQ,2004,1).

Consequently, Kashan and Terrell (1983:155) have attributed two important roles to vocabulary. First, it plays an important role in communication. If the learner knows the   morphology and syntax of an utterance addressed of   him   but he does not know the meaning of the keyword, he will be unable   to participate in the conversation. Second, it plays an important role in the acquisition process.   It is stated that we acquire morphology and syntax via understanding the meaning of utterances because: acquisition depends crucially on the input being comprehensible (ibid).

Furthermore, language morphologists   and   linguists   have increasingly paid attention to the teaching vocabulary (Waris,2012,2).

According to Murthy (2013:1), "Brainstorming". With group of people is a powerful technique. Brainstorming creates new ideas, solves problems motivates and develops teams. However, brainstorming is not simply random activity. Brainstorming needs to be structured and it follows brainstorming rules.

Adding to that, brainstorming encourages creativity and generates many ideas quickly. It can be used for solving a specific problem, answering a question, introducing a new subject, raising interest and surveying knowledge and attitudes, (The Human Rights Education   Handbook ,2015,1).

The importance of the research is dedicated by the following points.

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1- Since no study that tackles the development of tourism and hostelry vocabulary at university level in Iraq has been brought to existence, it is believed that this study is the first one which will be proved statistically.

2- This study adds to method of teaching English in university level a new classroom strategy which could be activated by teachers by using various methods of teaching.

1.1 Problem to of the Study:

The researchers noticed that without some knowledge of vocabulary, neither language production nor language comprehension would be possible. Thus the growth of vocabulary knowledge is one of the essential pre-requisites for language acquisition and this growth of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching and learning strategies, (Motorola, 2011,8). This encourages the researches to study the impact of using brainstorming method in the development of student's English vocabulary because it is regarded as a new method in teaching English language.

1.2 Aim of the study:

The current research aims to explore the impact of brainstorming method on the development of first stage student's English vocabulary in the Department of Tourism and Hostelry Institutions Management.

1.3 The Hypothesis of the Study:

To achieve the aim, the research attempts to test the hypothesis: "There is no statistically significant difference in the mean scores between the experimental group taught by using brainstorming method and the control group taught by traditional method in the achievement test of English vocabulary ".

1.4 Limits of the Research:

The current study is limited to the first stage students in the development of Tourism and Hostelry Institutions Management College of Administration and Economics - University of Mosul during the second semester, in April, 2018.

1.5 Definitions of Basic Terms:

1.5.1 Brainstorming method:

a- Lu (2013) defined brainstorming as: a useful strategy to develop creative solution to problem is a lateral thinking process by which students are asked to   develop ideas or thought   that may seem crazy or shocking at first.

b- AL-Maghrawy (2012) defines brainstorming   as a group creativity forum for general idea

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-Operational Definition of Brainstorming methods:

Brainstorming method is a random generation of ideas based around one subject. There is no ordering of these ideas. they may then be based as the basis for another activity such as writing or discussion. So it is often very productive as a whole   class- activity.

1.5.2 Development:

a- Hornby (2000:239) states that development is "the new stage which is the result of developing".

b- Hornby (2009:419) states that development is "the gradual growth of something   so that is becomes more advanced, stronger, etc.".

-Operational Definition of Development:

The   growth of   student's vocabulary specialized in tourism   and Hostelry Institutions Management.

1.5.3 vocabulary:

a- Zimmerman (2007:12) states that vocabulary is "a set of words that are the basic building   blocks used in the generations and understanding of sentences".

b- Hornby (2009: 707) states that vocabulary is "a set of words with their meaning, especially in a book   for learning a foreign language".

-Operational Definition of vocabulary:

The amount of English words relevant to Tourism and Hostelry Institutions   Management which the students know its meaning and can use them in meaningful   sentences.

SECTION TWO
Theoretical Background

2- Literature Review:

The literature review will discuss the concepts of brainstorming and vocabulary as well as related studies:

2.1 Brainstorming method:

Brainstorming, is a useful tool to develop creative   solutions to problem, is lateral thinking process by which students are asked to develop ideas or thoughts that may seem crazy or shocking at first. Participants can then change and improve them   in to original   and useful ideas. Brainstorming can help define an issue, diagnose a problem, or possible solutions and resistance to proposed solutions. (Center for Excellence Learning and Teaching ,2013,1).

Adding to that, brainstorming combines a relaxed, informal approach to problems solving. It encourages people to come up with thoughts and ideas some of these ideas can be crafted into original, creative solution to a problem, while others can spark even more ideas.

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This help to get students un stuck by "jolting" them out of their normal ways of thinking (Manktelow and Carlson ,2013,10).

Therefore, during brainstorming sessions, people should avoid criticizing or rewarding ideas. They, retrying to open up possibilities and break down incorrect assumptions about the problem's limits. Judgment and analysis at this stage stuns idea generation and limit creativity. So evaluate ideas at the end of brainstorming session includes the time to explore further solutions, using conventional   approach. (ibid)

Consequently, the major purpose of   brainstorming as a teaching strategy is to foster and enhance communication skill, help to promote thinking and decision- making skill as well as foster different viewpoints and opinions. It may equally be usedinall key areas of learning. However, the teacher must equally be able to guide and give the necessary considerations which determine the outcomes. In brainstorming techniques, the instructor carefully plans the lesson to reach the desired learning outcomes. The groups interact in response to questions, and the structure refrains from entering the discussion as an active participant. Students are encouraged to learn about the subject by actively sharing information, experiences, and opinions. The flow of communication is transition among all the students rather than recitation and response between individual students and the instructor (AL-Khatib,2012,31).

A- Individual Brainstorming:

While group brainstorming often more effective of generating ideas than normal group problem solving, several studies have shown that individual   brainstorming produces more and often better ideas than group brainstorming.

When the student brainstorming by his/her own, he/she do not have to worry about other student's egos or opinions, have and you can be free and more creative.

However, the student may not develop ideas as fully when he/she brainstorming by his/her own, because   you   don't have the winder experience of other group member to draw on (Manktelow and Carlson, 2013,3).

B - Group Brainstorming:

With group brainstorming, the student can take advantage of the full experience and creativity of all team members. When one member gets stuck with an idea, another   member's creativity and experience can take the idea to the next stage. You can develop ideas in greater depth with group brainstorming than you   can with individual brainstorming.

Another advantage of group brainstorming is that it helps everyone feel that they are students that other have creative ideas to offer. Brainstorming is also fun, so it can be great for team building!

Group brainstorming can be risky for Individual. Unusual suggestion may appear to lack value at first, so that the group does not crush these ideas and stifle creativity. (ibid).

How to Use Brainstorming Method?

Most brainstorming   sessions follow this   procedure:

1-Introduce a question, problem, or topic both orally and in writing on chart paper;

2- Invite participants to respond with as many ideas or suggestions as possible, ideally is single words or short phrases. Encourage everyone to participate but do not proceed in any set order;

3- Explain that until the brainstorming is complete, no one may repeat or comment on any response;

4- Record every response on chart paper. Often the most creative or outrageous   suggestions are the most useful and interesting;

5- Afterward, prioritize, analyze, or use the list to generate   discussion or problem   solving. (The Human Right Education   Hand book,2013,50).

On the other hand, Murthy (2013) mentioned that the brainstorming process include seven steps which are:

1- Defining the objective.

2- Brainstorming ideas and suggestions having agreed a time limit.

3-Categorise / condense / Combine / refine.

4- Asses /analyses effects or results.

5- Priorities options /rank list as appropriate.

6-Agree action and timescale.

7- Control and monitor follow -up.

2.2 Vocabulary:

Vocabulary enables us to think, speak and write coherently, logically and legibly. Vocabulary of language consists of the lexical forms that refer to part of our experience (Mustafa, Shaban,1999,24-25).

In addition to that, it is believed   by teachers of English at university level the ESP student depends, to a large extent, on what he/ she reads and writes in the   process of vocabulary learning rather than on the other language skills such as listening and speaking. (ibid)

And according to Adger (2002:3) vocabulary is not only confined to the meaning of words but also   includes how vocabulary a language is structured: how people use store words and how they learn words and the relationships between words, phrase, categories of words and phrases.

A- Types of Vocabulary:

According to Mukoroli ,2011   as cited in, Herrel (2004:2) states that there are different   Types of Vocabulary:

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1- Reading vocabulary

This   refers to all the words an Individual can recognize when reading a text.

2- Listening   vocabulary:

It refers to all the words an Individual can recognize when listening to speech.

3- Writing   vocabulary:

It refers to all the words an Individual can recognize when writing a term or sentence.

4- speaking   vocabulary:

It refers to all the words an Individual can recognize when speaking.

B- Importance of Vocabulary:

According   to Stahl (1999:3)

1- An   extensive vocabulary aids expressions.

2- Vocabulary size has   been directly linked   to reading comprehension.

3- Linguistic vocabulary is synonymous with thinking vocabulary.

4-A person may be judged by others based on his or her vocabulary.

C- Basic Principles of Learning Vocabulary:

According to Rasheed and Mohammed ,2007,377,378)(as cited in FAQ,2004,2) there are basic principle for learning vocabulary as:

1- Students have a deeper understanding of the meaning of a word if they see the same word in different contexts.

2- Students need time to a quire new vocabulary, they may have to use a word   many times before trying the word in new contexts.

3- Students work toward building a large vocabulary of words   they understand without hesitation.

4-Students use contexts to learn most words that they do not understand frequently.

5- Students can link new words with the ones they already know and group words   together.

6- Students remember words they find meaningful and useful in their learning.

D – What Does It Mean to Know the Meaning of a Word?

In order to discover the meaning of new words, the students can:

1-   Use material resources: texts, posters, word lists, appropriate dictionaries for their levels, computer, software, the internet and vocabulary journals.

2- Exploit human resource: asking peers, the teacher and friends.

3- Guess from their knowledge of language convention such as word order agreement and spelling.

4- Guess the meaning from context (Nations,2005,3-4). Moreover, knowing a word is not an all or nothing situation, it is a complex concept.

So the extent knowledge a person has about individual words can range from a little a lot and it also includes qualitative connotations a description of the extent of word knowledge in term of five stages:

1-The Student has no knowledge about the word.

2- The Student has a general sense of a word.

3- The Student has a narrow, context-bound knowledge about the word.

4- The Student has a basic knowledge of the word and is able to use it in many appropriate situations.

5- The Student has a rich, de-contextualized   knowledge of the word can use it in various appropriate situations.

Because of that, knowing a word implies knowing many things about the word; its literal meaning its various connotations, its spelling, derivation, collocations, frequency, pronunciation, the sort of syntactic constructions into which it enters, the morphological options   it offers and a rich variety of semantic associates such as synonyms, an antonym (Taylor,1990,48).

SECTION THREE

3.1 Previous Studies:

1- The study of Mostafa and Shaban (1999) assessed vocabulary at university level. The research   falls   into   two sections one   provides survey of the linguistic   approaches to vocabulary. Section two presents a description of vocabulary achievement test: subjects, material, validity, reliability and scoring. This section also discusses the result of the test: the research tools adopted, statistical procedure applied in analyzing the data and in drawing conclusion and   recommendations for pedagogical purposes (Mustafa and Shaban, 1999: 23-44).

2- The study of Rasheed and Mohammed (2007) investigated the impact of using pictures in vocabulary for fifth primary pupils in English. The sample of the study was chosen randomly from among female primary schools in the city of Mosul. It consisted of (83) subjects. The researchers had chosen the post – test equivalent group an experimental design. Therefore, the first group represented the experimental group (42) pupils which had been taught by using   pictures while the second group represented   the   control group which had been taught by traditional method. After applying the experiment, the tool was applied   on both groups. After using T-test, the result showed the superiority   of experimental the control group in vocabulary achievement in English (Rasheed and Mohammed,2007:367-389).

3- AL- Olimate (2008) studied the effect of   brainstorming   and discovery strategies in developing   creative thinking   among eighth graders   in science in Jourdan. The sample was chosen purposefully totaling (85) students distributed into an experimental group and control

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group. The findings of the study showed that there is an evident effect for brainstorming and discovery in developing   creative thinking. Moreover, there were differences between both strategies in the favor of brainstorming (Al-Olimat,2008:34-78).

4-AL-qarni (2011) studied the effectiveness of brainstorming and discovery strategy in developing creative thinking among third intermediate students in Qurayyat city. Purposeful random sample was drawn, the sample consisted of (115) male and female students. Two classes were chosen to represent the experimental group and experimental group. The researcher administrated   Torrance test (Form A) as pretest. The findings of the study showed that there are statistical differences between the means of both groups on test in the favor of the experimental group studied through brainstorming. Moreover, there were no statistical significant differences between the means male and female students scores on the creative thinking test and sub attributed to gender. There was statistical difference between the means of students' scores on the post- test and its sub skills attributed to interaction between gender and the teaching method (Al-qani,2011:123-143).

5-The study of AL-khaki (2012) tried to investigate the effect of using brainstorming strategy in developing creative problem solving skills among   female students in princess Alia University College. The sample of the study consisted (98) female students. The sample distributed in to two classes, the first represents the experimental group totaling (47) students taught through brainstorming strategy with in the course in developing thinking skills in the academic year 2010/2011, and the second represents the control group totaling (51) students. The instrument of this study were a program to use brainstorming   strategy and Torrance creative thinking test. Both validity and reliability were checked by the researcher. The findings of the showed that there are statistical significant differences at the level of the (a =0.05) between the experimental   group and the control group in the total score and the sub score of the creative thinking in the favor of the experimental group indicating the effectiveness of using brainstorming strategy in developing creative thinking skills (Al-khatib,2012:29-38).

  6-AL-maghawry (2012) study aimed to identify the effectiveness of using brainstorming technique to learn some basic skills and collection of knowledge for beginners in the sport of volleyball, the researcher used the experimental method using the experimental groups design, one experimental and one control group using the pre and post-tests for both groups. The study was conducted on a sample (50) students from first year students, faculty Physical Education, Beha   University for the academic year 2011/2012, Test of Physical and skills and achievement of

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cognitive attainment and intelligence were used. The researcher has designed an educational program using the method of brainstorming of duration 7 weeks, three units a week and time of each unit 90 minutes, implementing the program has been during the period from 30/10/2011 to 22/2/2011. The results of this study showed　that the method of brainstorming had appositive effect on learning the skills of passing, serve and smash stroke of the control group. The rate of percentage in the level of performance skills and cognitive attainment of the experimental group which used the method of brainstorming was better than the rate of percentage in performance skills and cognitive attainment of　basic in the sport　of volleyball (Al-maghawry,2012:361-366).

7- The study of Abdul- Raheem and Jasim (2014) aims at investigating the efficiency of the keyword method in developing first stage students in English Vocabulary in marketing management. The population of the study consist of　first stage students in marketing management in department at college of Administration and Economics University of Mosul. The researchers intentionally selected (47) in first stage students, and prepared an achievement test in the form of multiple- choice items that consisted of (30) items. And by using some statistical means to analyze the results, there was statistically significant　differences in the mean scores between the pre– test　and the post – test　in English Vocabulary after being taught according to the keyword method (Abdu-Raheem and Jasim,2014:56-89).

SECTION FOUR
Procedures

4.1 Experimental Design:

　　　The experimental design represents the strategy which is set by the researcher to collect the necessary information and control the factors or variables which may affect the information and finally carrying out the suitable analysis to set the hypothesis of the research within a comprehensive plan (Oda and Malkawi, 1992:122)

　　　In the current research the experimental group was taught by brainstorming method and the control group was taught by traditional method as shown in Table (1), The lesson plan for each group has been prepared (see appendix 1).

Groups	Independent Variable	Dependent Variable
Experimental	Brainstorming　method	Student's Achievement　in Vocabulary
Control	Traditional　method	

Table (1) The Experimental Design

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4.2 The Population:

The Population of present research consisted of (94) first stage students in Department of Tourism and Hostelry Institutions Management in College of Administration and Economics / University of Mosul during the second semester   of academic year 2017-2018. The researchers excluded (30) of repeaters student, so the final total number were (64) students.

4.3 The Sample:

The researchers intentionally selected (64) students in the first stage in Department of Tourism and Hostelry Institutions Management College of Administration and Economics / University of Mosul.

4.4 Construction of the Test:

Achievement Test:

An achievement test has been prepared by the researchers themselves. The test was suitable for the curriculum of the first stage in the Department of Tourism and Hostelry Institutions Management. The items design on the basis of (Multiple- choice-items) because it can be more effectively measured (see appendix 2).

4.5 Validity:

It refers to the degree to which the test actually measures what it is intended to measure (Brown,1988,212). Hence, the final test of the researchers is given to a group of qualified experts to check validity. *The experts approved the items of the test and put forward some suggestions to improve them. The total number of the final test items is (20).

4.6 Reliability:

A test is reliable if it remains stable regardless of the changing circumstances of those who give it and those   who take it (AL-Hamash,1982,201-

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*Experts:
1-Asst. Prof. Dunya Ali.
2-Asst. Prof. Sanaa Subhi Uthmaan.
3-Dr. Rawaa Fathi Daood.

4-M. Sc. Amina Kusay Shareef.

5-M. Sc. Raghad hamed Mustafa.

202). According, to the achievement test has been given to (20) first stage students. The researchers applied (Kuder Richardson's Formula 21) and reliability was (84%) which is both good and acceptable, thus the test is approved in its final form.

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4.7 The Statistical Means:

1- two samples T-test of the two tailed type for Independent samples to test the differences between the two groups for the purpose of equivalence and to test the differences between arithmetic means of students results in final test was applied. (

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{\sqrt{n_1+n_2-2}}\left[\frac{1}{n_1}+\frac{1}{n_2}\right]}}$$

$\bar{X}_1$: Arithmetic mean of the experimental group.
$\bar{X}_2$: Arithmetic mean of the control group.
S_1^2: Variance of the experimental group.
S_2^2: Variance of the control group.
n_1: Number of subject in the experimental group.
n_2: Number of subject in the control group.

(Glass,1970,296)

3- The reliability of the final test was estimated by using Kuder-Rishardson Formula.

$$KR20 = [n/(n-1)] \times \left[1 - (\sum pq)/var\right]$$

(Ferguson,1981,322)

-Presentation and Discussion of Results:

In order to verify the null hypothesis of the research, the mean scores, and   standard deviation of both groups achievement in English have been obtained. T-test for two independent samples is applied as shown in table (2):

Groups	NO.	Mean	S.D	T-Value		Level of Significance 0.05
				T-calculated value	T-tabulated Value	
A. Control	32	10.6873	2.50719			NO Statistically Significant Difference
B. Experimental	32	13.7498	2.07800	5.314	1.987	

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Table (2) Results of T-test for Both Groups in Achievement Test in English

It is clear from table (2) that the calculated T-value is (5.314) which is higher than the tabulated T-value which reads (1.987) at (0.05) level of significance   under (62) degree of freedom. This means that there is a statistically significant   difference between the means of the two groups in favor of the experimental   group. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted.

This result may be due to the fact that brainstorming method is an educational tool which encourages and motivates students activating mental abilities in English vocabulary.

SECTION FIVE

- Conclusions:

In the light of the result obtained, the following conclusions can be drawn:

1- It is noticeable that students have a difficulty in learning vocabulary. Thus, the   researchers intended to show the extent to which a teacher can help students by using brainstorming method to cope with new vocabulary.

2-The students show a development in English vocabulary relevant to their   specialization.

3-The efficiency of brainstorming method in increasing of student's English language achievement.

-Recommendations:

In light of the results arrived at, the   researchers recommend that:

1- It is necessary for English language teachers at the university level to use the brainstorming method.

2- The preparation and training unit in the Directorate of Education should train   teachers of English to use brainstorming method.

3- Vocabulary should receive a considerable amount of attention in designing foreign language curriculum in different specializations.

-Suggestions:

The researchers suggest the following for further researchers:

1-The role of brainstorming method in developing creative thinking at the university level.

2- The impact of brainstorming method student's achievement and retention of knowledge in English language at the university level.

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APPENDIX 1
A MODEL DAILY LESSON PLAN FOR THE EXPERIMENTAL GROUP BY USING BRAINSTORMING METHOD

Subject: English
Class: first stage students/ Department of Tourism and Hostelry Institution Management.
Textbook:
Topic: The Weather
Time Allotted: (60) minutes
Number of Students:64
The Behavioral Objectives:

1- Know the meaning of word (weather) in Arabic.
2- Identify and name different weather phenomena.
3- Write the words (rains, storm, snow, cold, hut, fog, cloud, cloudless) correctly.
4- To get the group to brainstorm ideas, critically analyze ideas from others and to vote the best ideas and responses.

Teaching Aids:
Devices (laptop or iPade) for individuals or per team.
The lesson Procedures:
   a. Introduction:
The lecturer says to his students that the topic in this lesson is (The weather).
   b. Presentation:

1- The lecturer begins to eliciting from student different ways to generate new vocabularies.
2- The lecturer told the students that they are going to try an activity called brainstorming to generate vocabularies related to weather phenomena.
3- Dividing the class into six groups.
4- Assign one student in each group to be a leader. Give the group leaders the following tips:

Encourage the other students to contribute new vocabularies related to the topic. Ask one student in the group to write down all vocabularies. Praise student's contributions and do not criticize any of new vocabularies. Make sure all vocabularies are accepted and written down.

5- Giving students ten minutes to do the brainstorming activity.
6- Getting feedback from students about the weather. Ask which group produced more vocabularies and which group enjoyed the activity more.
7- Group leaders read out their slips or paper

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8- Write new words (vocabularies) related to weather phenomena on the board.

Summery:

The lecturer summarizes the important aspect of the lesson, namely, knowing the meaning of the word (weather), the name of different weather phenomena.

Evaluation:

The lecturer askes several questions to assess students' comprehension.

APPENDIX 1

جامعة الموصل
كلية الادارة والاقتصاد
قسم ادارة التسويق
م/ إستبانة أراء الخبراء في صلاحية الاختبار

الاستاذ الفاضل ....   المحترم

تروم الباحثتان القيام بدراسة حول " أثر استخدم طريقة العصف الذهني في تطوير المفردات اللغوية الانكليزية لدى طلبة المرحلة الاولى في قسم ادارة المؤسسات السياحية والفندقية " .

"The Impact of Brainstorming Method in the Development of Student's English Vocabulary in Department of Tourism and Hostelry Institutions Management "

ولما كنتم من ذوي الخبرة والاختصاص ولما تتمتعون به من خبرة و سمعة علمية جيدة تود الباحثتان التفضل بأبداء رأيكم وملاحظاتكم القيمة وبيان مدى صلاحية الاختبار.

وتقبلوا منا الشكر والتقدير...........

الباحثتان
م. رفل محمود جاسم
اسماء موفق ناي

معلومات عامة

- يرجى وضع علامة (�_) في المكان المناسب .
- الجنس : ذكر ( ) أنثى ( )
- الاختصاص : ( )
- الشهادة : ماجستير ( ) دكتوراه ( )
- اللقب العلمي: أستاذ ( ) أستاذ مساعد ( ) مدرس ( ) مدرس مساعد ( )
- عدد سنوات الخدمة : أقل من ١٥ سنة ( ) أكثر من ١٥سنة ( )
- الكلية : الاداب ( ) التربية ( ) التربية الاساسية ( )

Items	Fit	Unfit	Notes
Q1/ Fill in the blanks with the letter (a. b. c. d) of the correct choice:			
1- I have an ………with the dentist at 3 o'clock. (a. meeting b. appointment c .dealing d. exam)			
2- Can I ………photo with you? (a. make b. do c. take. made)			

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3-	The children come ……. school at four o'clock. (a. in to b. back home c. out of d. back from)			
4-	At the end of the course, you have to …… an exam. (a. take b. come c. made d. done)			
5-	Are you going to the kitchen? Can you ……me some water? (a. took b. back c. bring d. touch)			
6-	I sat in the sun too much and I got ……. (a. hot b. tired c. sick d. feel)			
7-	The sun is going down, It, s getting…... (a. better b. light c. dark d. cold)			
8-	James can …… very fast. He was won a lot of races. (a. Jogging b. run c. climbing d. danced) .			
9-	Robert loves ……hills. (a. climbing b. jumped c .walk d. swam)			
10-	Can you…… a motor bike? (a. drives b. take c. ride d. fly)			
11-	There are seven days in a……. (a. year b. century c. month d. week).			
12-	When it ……, we can go skiing. (a. winds b. rains c. snows d. storm)			
13-	It is very ……. in Siberia in winter. (a. cold b. cloud c. fag d. hut)			
14-	Chips are made from ……. (a. apples b. pears c. mushrooms d. potatoes)			
15-	Hamburgers are made from ……. (a. fish b. meat c. hen d. bread) .			
16-	A ……is sausage inside a piece of bread. (a. hot-dog b. pasta c. pizza d. chips)			
17-	Can I have the strawberry …..., (a. gateau b. sweet c. omlette d. soup)			
18-	Do you like your …. well done / medium /rare? (a. potatoes b. steak c. salad defeat)			
19-	Can I…. a lesson? (a, do b, make c, have d, had)			
20-	Bay! Have a ……journey. (a. cold b. look c. good d. dark).			