

**THE EFFECTS OF THACHING ENGLISH GRAMMAR
FORMALLY AND INFORMALLY ON THE ACHIEVEMENT
OF THE SECONDARY SCHOOL STUDENTS**

A THESIS

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REQUIREMENTS FOR THE DGREE OF MASTER OF ARTS IN
METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

BY

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وقل رب زدني علماً

صدق الله العظيم

سورة طه الآية ١١٤



TO MY MOTHER

FATHER

AND ALL THE FAMILY

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TABLE OF CONTENTS

Dedication	page
Acknowledgements	I
Table of contents	II
List of tables	IV
List of Appendices	V
Abstract	VI

Chapter One:	
The significance of English	1
The problem of the study and its significance	2
Hypothesis of the study	6
Delimitation of the study	6
Definition of Basic terms	6

Chapter Two :	
A: Arabic studies:	
1. Abdul-Jabbar.A.Abdul-Hameed (1977)	9
2. Aldulaimi, Tahha Ali Hussein (1980)	10
3. AL-Azzawi, Hassan Ali Farhan (1984)	11
4. Humadi, Hamze Abdul-Wahid (1986)	13
5. AL-Juburi, Omran Jassim (1986)	14
6. AL-Meshhadani ,Abbas Naji (1987)	15
7. AL-Dulaimi , Ali Mahmood (1989)	17

B: Foreign Studies:	
1. Odegrad , Joanne May (1971)	18
2. Robinson , Aurelia Doris (1972)	20
3. Ratlif , Joanne (1986)	21
4. Baldwin , Dorothy (1987)	22

Chapter three :	
PROCEDURES	
Introduction	26
Sampling of Subjects	27
The Experimental design of the study	28
Procedures	33
Experiment Application	37
Test Validity	38
The pilot study	39
Test Reliability	41
Final Administration of the test	42
Scoring Scheme	43
Statistical Tools	44

Chapter four : (ANALYSIS OF RESULTS)	
Presentation and discussion of results	46
Data Analysis	46

Chapter Five :	
Conclusions , Recommendations and suggestions	49
Bibliography	52

<i>LIST OF TABLES</i>	
<u>Content</u>	<u>Page</u>
1. The distribution of the population of the study.	27
2. The distribution of the sample subjects.	28
3. The experimental design of the study .	29
4. Mean , Standard deviation and t-test value of the family income.	30
5. Mean , Standard deviation and t-value for the qualification of parents of the two groups .	31
6. Mean , Standard deviation and t-value of the students' scores in English in the third intermediate grade.	32
7. Mean , Standard deviation and t-value of the two groups in the students' total scores in the third intermediate grade .	32
8. Mean , Standard deviation and t-value of the two groups in the students' scores in English in the first monthly exam . in the fourth grade.	33
9. The experimental design , distribution of variables and the post-test .	34
10. School , section ,sex and the method of instruction used.	37
11. Sum of squares , mean of squares and F-value.	46

List of Appendices		page
1. A letter from the college of education to the ministry of Education .		58
2. A lesson plan for teaching English grammar formally .		60
3. A lesson plan for teaching English grammar informally.		64
4. To the Jury's members.		65
5. A letter from Diyala directorate General of Education to Al-Shareef AL-Rhathi Preparatory School for boys and the 7 th of April preparatory School for Girls .		66
6. The final test .		70
7. A letter from the college of Education to the national center for computers .		73
8. Abstract in Arabic.		

ABSTRACT

Grammar is the particular knowledge that enables us to know the meaning of words , how to assemble these words in sentences and how to pronounce these sentences .One of the main controversies surrounding the teaching of grammar is whether or not it can be taught formally. At the heart of this controversy is the question of what it means to teach grammar . For some teachers , a grammar class consists primarily of the formal explanation of the grammatical rules with all of the grammatical terminology necessary for this task. For other teachers , the teaching of grammar is synonymous with the practice of common grammatical patterns such as simple statements with verb to be and wh – questions . For still others , the teaching of grammar means providing student with opportunities to use English in a variety of situations in order to learn to communicate effectively. Mackey says :”The method used has often been said to be the cause of success or failure in language learning ; for it is ultimately the method that determines the what and the how of language instruction . Therefore the present study attempted to answer the following questions : do we have to give grammar exercises ? isn’t it better for our student to learn the grammar rules informally to be taught through special exercises formally aimed at teaching grammar ?

The importance of the present study

The importance of the present study is reflected in the following aspects :

- 1.It will discover the difficulties faced by the students in learning grammar , so as to suggest the suitable solutions to these defects.

2. It will encourage further studies concerning the methods of teaching English grammar.
3. Finally , it is hoped that the finding of this study will contribute to developing the teaching of English as a foreign language .

Hypothesis of the study

The study aims at testing the following hypothesis :There are no significant differences between the mean scores of achievement of the students (male and female) who are taught the English grammar formally and those who are taught the English grammar informally .

The procedures

The schools of the sample of this study were selected purposely from Baquba , the center of Diyala Governorate . They were : Sddam preparatory school for girls and Al- Markaziya preparatory school, for boys. The sample of the students was chosen randomly from each of the two selected schools , with an average of sixty students of the fourth grade from each school. The total number was 120 students . In each one of the selected schools ,30 students were taught English grammar informally and the other 30 students were taught English grammar informally. The researcher himself taught the two groups (male and female) English grammar by using the two methods , formal and informal . The experiment lasted for six weeks. At the end of the experiment , a test of 30 items was used . This test proved to be valid and reliable .The results obtained from the test were analyzed , and they revealed that : There are no significant differences of the students (male and female) who were taught the English grammar formally and those who were taught the English grammar informally

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The researcher used the Analysis of Variance for the study in order to compare , compute and analyses the test results. The most important recommendation outlined in the light of the results of the study are:

1. Encouraging English teachers to change their instructional method whenever their students face any difficulty to understand any English sentence pattern .
2. Encouraging English Teachers to make outside reading concerning methods of teaching English apart from their "teacher guide" book.
3. Giving more attention to the teachers ' evaluation of the text book and the methodology adopted .
4. Asking English teachers at the end of every year to write a scientific note paper about the contents of the text book , the methodology adopted , their opinions to develop the English language teaching / learning . This will motivate English teachers to increase and renew their knowledge in the field of methods of teaching English language .
5. English teachers should be given yearly in-service training courses to help them to be in contact with the current events of teaching English as a foreign language.

In the light of the results of the present study , a number of suggestions is submitted . Some of these suggestions are:

1. A similar study may be conducted to compare the effects of the two methods used in the present study in teaching English grammar for the intermediate stage .
2. A similar study may be conducted to compare the effects of teaching English grammar by using another two methods on the achievement of the secondary school students-fourth grade.

CHAPTER ONE

1. The Significance of English
2. The Problem of the Study and its Significance .
3. Hypothesis of the study .
4. Delimitation of the study .
5. Definition of Basic Terms .

The significance of English:

Language is proved to be the best means of communication. Through language human beings can communicate their ideas, feelings and needs to one another. Language develops and grows as man's ideas become more complicated, people need a new word for every new idea, so they either invent one or borrow one from another language. Language deserves to direct our attention and hold it for a while. What exactly is its role? What part it plays in mental development? What is the relation between the individual and society that has led to the production and perfection of so wonderful an instrument? Answers to these questions motivated man to pay the greatest attention to language.

“Knowing a foreign language is an indication of a superior culture and of a high level of personal education.” (Jiyad .p.4). A foreign language presents so many interesting facets for it is the best medium for introducing the student to the history, civilization and cultural achievements of foreign people. Through foreign languages we learn about other people, their customs, aspirations and problems. “ people are best understood through the medium of their language.”(Jiyad.p.4).

One of the famous language in the world is English it is widely used all over the world as a second or a foreign language. The English language opens a wide window on modern sciences and literary works.

English is now taught as a second language in nearly every country in the world."Every advance in science, engineering , trade, politics and in every branch of human thought is discussed , printed , disseminated and made available in English as well as widely used language ."(Jiyad, p.5).

A person who can speak English finds somebody who can understand him wherever he may go.

It is true that learning a language is mainly a matter of learning words and what they mean . " But knowing words is not the thing to knowing a language , nor even the most important. "(Roberts p.1). One might know the meaning of all the words in a large English dictionary and still be quite unable to speak English . One must also know how to assemble words in sentences and how to pronounce the sentences . Grammar is the particular knowledge that enable us to do this.

The problem of the study and its significance :

One of the main controversies surrounding the teaching of grammar is whether or not grammar can be taught formally . At the heart of this controversy is the question what it means to teach grammar .("For some teachers a grammar class consists primarily of the formal explanation of grammatical rules with all of the grammatical terminology necessary for this synonymous with the practice of common grammatical patterns such as simple statements with the teaching of grammar means providing students with

opportunities to use English in a variety of situations in order to learn to communicate effectively. Nckay.p.6”).

The researcher has found that there has been some discussion in recent years of the question : do we have to give grammar exercises ? isn't better for our students to learn the grammar rules indirectly as “communicative” activities than to be taught through special exercises formally aimed at teaching grammar ?.

In an interview with some English supervisor and teachers in Diyala governorate , some of them declared that teaching English grammar formally as presentation of grammatical rules , will make our students learn a great deal about the grammatical rules of English but they will not be able to use English effectively outside the classroom . Others declares that if we see the teaching of grammar as the practice of common grammatical patterns , it is likely that students will become familiar with basic English sentence patterns ,but they may not know when to use these patterns appropriately . Some English teachers declared that if they teach grammar by providing their students opportunities to use English in realistic situation , they (their students) will begin to learn how to communicate in another language and they will not know how to explain some of the grammatical rules of English.

So ,it can be concluded that the present study will deal with the following aspects :

- 1.It will deal with aspects of the English grammar such as : passive and active voice , linking verbs , transitive and intransitive verbs , countable and uncountable nounsetc.

2.It can be also encouraging to undertake further studies concerning the methods of teaching English grammar .

1.Finally ,it is hoped that the finding of this study will contribute developing the teaching of English as a foreign language in Iraq .

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3. Adnan Mohammad ,(Supervisor, Diyala Directorate of Education).
4. Amthal Mohammad , (An English teacher in Al-intissar intermediate school).
5. Jumaa Radeef , (An English teacher in AL-markaziye preparatory school in Baquba).
6. Khaleel Ismaeel , M.A. ,(Baquba Technical institute).
7. Muslim Mehdi , M.A. , (Baquba Central Institute for Teachers).
8. Omar muwafaq,(Supervisor , Diyala Directorate of Education).
9. Tala't Al-Mitwalli (Supervisor , Diyala Directorate of Education).

Hypothesis of the study :

The study aims at testing the following hypothesis : There are no significant differences between the mean scores of the achievement of the students (male and female) who are taught the English grammar formally and those who are taught the English grammar informally.

Delimitation of the study :

1. The study will be limited to the following English grammatical aspects of the secondary fourth grade : passive and active voice , linking verbs , transitive and intransitive verbs , countable and uncountable nouns , verbs that are followed by objects , adverbs and adjectives and present perfect tense.
2. It will be restricted to male and female students in the secondary schools in Diyala Governorate , for the academic year 1992/1993.

Definition Of Basic Terms :

1. Effect : It is defined in Good's dictionary as : " The effect of the experimental factor under controlled condition on the control variable. "(Good , p.195) .
2. Grammar(a) 1. " It is strictly the study of the phonology , inflections and syntax of a language . "(Good , p.252).

2. (a) “ It is , as commonly used , the part of language study that pertains to the different classes of words , their relations to one another and their functions in sentences “. (Good , p.252).

(b) It is a perfect , objective description of a language . (Aitchison , p.78).

(c) It is the particular knowledge that enables us to know how to assemble words in sentences and how to pronounce the sentences. (Roberts,p.1).

(d) Grammar may be defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning .(Ur. P.u.).

3. Formal method : It is sometimes defines as an explicit or unconscious method , Logically organized principles and rules relating to the subject of English grammar . (Good, p.252).

4. Informal method : It can be defined as an implicit or unconscious method that aims at making learners to absorb the rules of English grammar intuitively through communicative activities .(Ur,P.4).

5. Test : It is an Examination or a quiz ; any kind or device or procedure for measuring ability , achievement , interest ,etc. (Good ,p.556)

6. Secondary school : It is a six-grade school beginning with the next grade following the elementary school . It is divided into two stages ; intermediate and preparatory . Each stage consists of three grades.(Good,p.254).

The researcher will adopt the following definitions :

1. Formal method : It can be defined as the presentation of grammatical rules by conscious planning of the learning process. In this study, students who will be taught the English grammar formally , will be enabled to spend some time components of the English grammar.
2. Informal method : It is the presentation of grammatical rules unconsciously through communicative activities .

Test :

3. It is a tool used by the instructor to measure the achievement of the students after a taught course .

Achievement

4. It is the degree of attainment or proficiency resulting from teaching some English grammatical aspects by using two methods , formal and informal .

CHAPTER TWO

PREVIOUS STUDIES

a. Arabic Studies :

- | | |
|-------------------------------------|------|
| 1. Abdul-Jabbar 's study . | 1977 |
| 2. Addulaimi, Taha Ali's study | 1980 |
| 3. Al-Azzawi , Hassan's study | 1984 |
| 4. Humadi , Hamza's study | 1986 |
| 5. Al-Juburi, Omran's study | 1986 |
| 6. Al-Meshhadani Abbas Naji's study | 1987 |
| 7. Al-Dulaimi, Ali Mahmood's . | 1989 |

b. Foreign Studies

- | | |
|---------------------|------|
| 1. Odegaard's study | 1971 |
| 2. Robinson's study | 1972 |
| 3. Ratliff's study | 1986 |
| 4. Baldwin's study | 1987 |

1. Abdul-Jabbar , Abdulla Abdul-Hameed , A comparative study to the effect of two methods of teaching science on the Achievement of the Elementary school pupils. College of Education , University of Baghdad , June 1977 .

The study aimed at testing the following hypotheses :-

- A. There are no significant differences between the mean scores of the achievement of the pupils who are taught science by using the discovery method and these who are taught by using the expository method.
- B. There are no significant differences between the mean scores of the achievement of the pupils who are taught by using the expository method in :
 - a. Knowledge
 - b. cognition
 - c. Application .

Eight classes were randomly chosen from four schools in Baghdad , selected randomly too. The total number of the pupils was 272. They were randomly divided into experimental groups A and B in every school. Pupils of group A were taught science by using the Expository method and the pupils of group B were taught science by using the Expository method and the pupils of group B were taught science by using the discovery method . There were 68 pupils in every school, 34 pupils in group A and 34 pupils in group B.

The experiment lasted for four months .By the end of the experiment , an achievement test of 46 items was prepared to test the achievement of the pupils .Achievement differences between the two experimental groups were determined by using t-test .

Analysis of the data revealed that there were significant differences between the achievement of the pupils of group A and those of group B at 0.05 level of significance . The experimental group B scored significantly higher than the experimental group(A).

There were no significant differences in the mean scores of achievement of the two groups in knowledge at 0.05 level of significance while there were significant differences in the mean scores of the achievement between the two groups in cognition and application at 0.05 level of significance . The discovery group (B) scored significantly higher than the expository group (A).The researcher recommended that further research is needed to know the effect of using the discovery method in teaching other materials on the achievement of the students .

2. Addulaimi , Taha Ali Hussien , “ A comparative study of the Effects of three Teaching Methods on Pupils ‘ Achievement in Arabic Grammar . M.A. Thesis , College of Education , University of Baghdad , January , 1980. The study was an attempt to compare the effects of three methods of teaching Arabic grammar : the deductive method , the inductive method and the text method on the pupils achievement .

Procedures: A sample of 36 pupils in an intermediate school chosen randomly from the schools of Baghdad was divided into three groups , each of which received instruction in Arabic grammar for

nine weeks according to one of the above – mentioned three methods of teaching .

Data Collection: A test on the topics taught throughout the experiment was prepared by the researcher and was taken by the pupils of each of the three groups. Performance differences among the three groups were determined by using analysis of variance and coefficient correlation of Pearson.

The finding of the study: Through analysis of the data collected , it was that no significant differences existed among the three groups of pupils in achievement . That is , there were no differences among the three teaching methods .

3. AL-Azzawi, Hassan Ali Farhan , The Effects of some Teaching Methods on the achievement of the secondary school pupils in Arabic grammar . M.A. thesis, college of Education , University of Baghdad , 1948.

The main purpose of this study was to reveal and compare the effects of three methods of teaching : inductive , standard and text methods on the achievement of the secondary school students .

To achieve the aims of the study , a secondary school for boys , situated in Baghdad , has been chosen randomly . (102) pupils from the fourth grade have been chosen randomly as the sample of this study . They were distributed among three section (E.F.G)

The pupils of section (E)- the first group-were taught Arabic grammar by the inductive method , while those of section (F) – the second group-were taught by the standard method and those of section (G)- the third group- were taught by text method.

The experiment lasted for seven weeks. The researcher himself taught the three groups .

The instrument used to measure students' achievement was an objective test constructed by the researcher . It consisted of (30) items

Achievement differences among the three groups were determined by the Analysis of the data revealed the following results :

1. Significant differences were found at .01 level among the mean scores of the achievement of the students of three groups .
2. There were significant differences between the mean scores of the achievement of the students of the first group and those of the second one at .01 level the students of the first group scored higher than the students of the second group.
3. The mean scores of the achievement of the first group's students was higher than the mean scores of the achievement of the third group. The differences were significant at .01 level .
4. No significant differences were found at (.01) level between the mean scores of the achievement of the students of the second group and those of the third group.

Conclusions : The researcher concluded that the inductive method – (of the first group) – is the optimal one in teaching Arabic grammar for students of the secondary school fourth grade .

4. Humadi , Hamza Abdul – Wahid , A comparative study in the Effects of the Traditional and the Integrated Methods of Teaching Arabic on students' Achievement . An M.A. thesis College of Education , University of Baghdad . 1986 .

This study was an attempt to compare the effect of using two methods of teaching Arabic : the integrated and the traditional on the achievement of the first intermediate students .

This research was limited* to the first intermediate students in one of the schools for boys in the Governorate center of Babil which has been chosen randomly . Two sections of the first grade were chosen out of the five in that school . The sample of this study consisted of (62) students.

The two teaching methods were randomly distributed between the two section . Thus section A(31 Students)was made “ The control Groups “ where Arabic was taught by the traditional method and section B(31 students) was made the “ Experimental group “ where Arabic was taught by the integrated method . The experiment lasted for nine weeks. The researcher himself taught the two groups.

The instrument used to measure the effects of using the two methods on the achievement of the students was an objective test prepared by the researcher . After applying the test to both research groups , the researcher analyzed the results. Differences in the

achievement of the two groups were determined by using t-test and coefficient correlation of Pearson.

Analysis of data revealed the following results :

1. The Experimental Group scored considerably higher than the control group in " the Arabic language " at 0.01 level of significance .
2. The Experimental Group scored considerably higher than the control group in "Reading and poems " at 0.01 level of significance.
3. The Experimental Group scored considerably higher than the control group in " Dictation " at .05 level significance .
4. There were no significant differences between the mean scores of achievement of the two groups (Experimental and control) in "composition " at .05 level of significance .
5. The Experimental group scored considerably higher than the control group in " Arabic language Grammar " at 0.01 level of significance .

The researcher concluded that the integrated method is very significant in teaching Arabic . In the light of this study results , the researcher recommended the application of the integrated method in teaching Arabic in the first intermediate year since it has achieve positive results .

+5. Al- Juburi , Omran Jassim , A comparative study between discussion method and lecture method in teaching literature to the fifth secondary school classes . An M.A. thesis , college of Education , University of Baghdad .(1986).

The study was an attempt to compare the effects of two methods of teaching Arabic literature : the lecture methods and the discussion method on the achievement of the fifth-year secondary students.

Procedures :

- A. A secondary school for boys at Hilla governorate of Babylon , was chosen randomly . A sample of (61) students of the 5th year literary class were randomly selected too. They were distributed randomly into the groups . 30 students were taught Arabic literature by using the lecture method (the control group) and (31) students were taught Arabic literature by using the discussion method (experimental group) . The experiment lasted for ten weeks. The researcher himself taught the two groups during the experiment period .
- B. Data collection : An objective test of 30 items prepared by the researcher was taken by the students of each of the two groups. Achievement differences between the two groups were determined by using t-test.
- C. The findings of the study : Through analysis of the data collected , it was found out that there were significant differences at 0.05 level of significance between the mean scores of the achievement of the two groups . The differences were for the taught the Arabic literature by using discussion method .
6. AL-Meshhadani , Abbas Naji , Effects of using programmed instruction on fourth-year secondary students ,

Achievement in Mathematics. An M.A. thesis , college of Education , University of Baghdad 1987.

The study attempted to reveal the effect of both programmed instruction and the traditional method of teaching on fourth-year secondary students in mathematics .

In order to attain this objective , the researcher hypothesized non-existent statistical differences between the mean scores of the achievement of students taught through programmed instruction and those who are taught the same subject-matter the traditional method.

AL-Farabi Secondary school classes were randomly chosen from this school , therefore , the sample of the study consisted of (103).

Students. The subjects were randomly distributed into experimental group consisting of (56) students to be taught mathematics by programmed instruction method while the control group consisted of (52) students who were taught the same subject by using the traditional method.

The experiment lasted for six weeks. By the end of the experiment , an achievement test of 30 items was prepared to test the achievement of the students. Achievement differences between the two groups were determined by using t-test.

Analysis of data revealed that there were significant differences between the mean scores of achievement of the experimental group and control group . The experimental group scored higher than the control group at (0.01) and (0.05) levels of significance .

In the light of the findings revealed by the research , the researcher concluded that programmed instructional method can be used successfully in teaching Mathematics .

7.AL- Dulaimi , Ali Mohmood , The Effect of using Teaching models on the achievement of the fifth –year Scientific students in chemistry. An M.A Thesis, college of Education , University of Baghdad .(1989).

The study aimed at knowing the effect of using teaching models on the achievement of the fifth-year scientific students.

Procedures ;

To achieve the hypotheses of the study , two secondary schools in Baghdad (one for boys and the other for girls) were randomly chosen .Two classes were randomly chosen from each school.

100 students (50) boys and (50) girls comprised the sample of this study . Accordingly the experimental group consisted of 25 boys and 25 girls and the control group consisted of 25 boys and 25 girls.

The two groups were matched in their ages and their achievement in chemistry in the final examination of the previous year (Fourth-year). The experiment lasted for six weeks . The researcher himself taught the two groups.

The instrument used to measure the students achievement was an objective test of 40 items , derived from the chemistry subjects taught during the experiment period .

After administering the achievement test, differences in the mean scores of achievement of the two groups were determined by using t-test.

Analysis of data revealed that there were significant differences between the mean scores of achievement of the students taught by using the teaching models and those taught by using the traditional method at 0.05 level of significance .

In the light of this study's results , the researcher recommended that more attention should be given to the usage of model method of teaching

B.Foreign studies :-

1. Odegaard , Joanne May . The Effects of instruction in creative Grammar on the creativity of stories and the Usage of Sentence Patterns and Transformation of a selected Groups of Third Grade students. Washington University , 1971 , Ed .D. thesis .

This study investigated the effects of instruction in "creative grammar " upon the writing of third grade children . Creative grammar is a grammar toward creating or synthesizing , rather than analyzing . It also provides practice with transformations of sentences.

An attempt was made to discover whether children who were exposed to creative grammar, as compared with children who were not , would (1) write more creative stories , (2) use a greater number of different transformations . An attempt was also made to find out whether children who wrote the most creative stories had used a

number of different sentence patterns and a greater number of different transformations than children who wrote the least creative stories . The eight third grade teachers of the mount Vernon school district , Mount Vernon , Washington were randomly divided into a control group and an experimental group. The 214 students assigned to these teachers for the 1969-1970 school year made up the population for the study . The 114 students in the experimental group were exposed to thirty-seven lessons in creative grammar. For each lesson the children were given oral and written practice with the eight sentence patterns and their transformations .

The students were tested twice- in October 1969 before the lesson began in March 1970 after the lessons were completed each child was given a mimeographed picture and asked to write a story about the picture . Each of these stories were read and judged by eight elementary teachers as “ creative “ or “not creative”. “ Each composition was given a score from 0 to 8 based on the number of judges who rated it as creative . Each composition was also subjected to a count of the number of different sentence patterns , and the number of different transformations . The difference in mean scores of the experimental and control groups for creatively , sentence patterns ,and transformation were tested for significance by using Fisher’s t-test. Also, the most creative compositions from each group were combined and then compared with the least creative compositions from the combined group were combined and then compared with the least creative compositions from the combined groups.

The differences in mean scores between the most creative compositions and the least creative compositions in number of different sentence patterns and the number of different transformations were tested for significance by using t-test.

The statistical analysis of the data supported the experimental group in each of the comparisons ; therefore , it was concluded that under the limitations of the present study, instruction in creative grammar does help children ;(1) write more creative stories , (2) use a greater number of different sentence patterns , and (3) use a greater number of different transformations .

The statistical analysis of the data also gave evidence that those children who wrote more creative stories used a greater number of different sentence patterns and a greater number of different transformations.

2.Robinson , Aurelia Doris . An Investigative Study of two methods of teaching grammar : conventional instruction . The University of Oklahoma , 1972. This study was designed to determine if tenth grade students , exposed to two different methods of teaching certain grammatical skills , could perform equally well on the national Achievement Test . It was also hoped that this investigation would help determine if programmed instruction and conventional instruction are equally as effective as teaching methods . The subjects in the study were 56 tenth graders enrolled in John Meashall high school , Oklahoma city. This investigation was conducted during the spring semester of the 1971-72 school term. The

experiment entailed the use of programmed text English 2600 and the selection of four units from that text. The titles of the units were “ using verbs correctly” , “ Agreement of subject and verb , “ Choosing the right modifier , “ and “ Learning to use commands”. To measure if there was a significant difference in the performance of two groups of students acquiring proficiency in grammar through two different methods of teaching , the English Tests of the National Achievement Tests were administered . From A , the pretest, and from B , the posttest , were administered . Both forms contained six divisions and 110 items.

Test results revealed that neither group of tenth graders , disregarding sex , gained significantly on overall performance from pre-to posttest , Comparing by sex , the researcher detected a significant difference in the overall performance of male subjects on the post-test. The experimental group scored considerably higher than the control group . Both group , boys and girls , increased their posttest means on punctuation .In this area there was no difference in female performance on the same test. Relative to punctuation , the investigator concluded that programmed instruction was more effective in teaching boys while it seems to be equally as effective in teaching girls.

3.Ratliff, Joannel . Explicit Instruction in story structure : Effects on Preschooler's ‘ Listening Comprehension ‘ The Louisiana State University , 1986, ph.D.thesis.

The purpose of this study was to examine whether instruction in story structure improved preschooler's comprehension of stories. Preschool children were probed on : (a) oral story production , (b) story rule knowledge (structural elements) , (c) free recall of a story , and (d) probed recall. Students who were identified as less skilled by these four measure were randomly assigned to one of three groups: instruction , story, or control . The instruction group received two weeks of explicit instruction in story structure based on a story rule format. The same stories and the control group received no treatment . Following instruction , posttests and delayed tests (10 days) were administered . A complex pattern of results for the four measure occurred . Results for the oral story production , story rules , and probed recall measures indicated there were group differences and repeated time of test differences (pre,post, and delayed) for the story rules and free recall measures . In addition , the instruction group performed differentially on the story rules and together , the results indicate that explicit instruction in story structure provides young children with an organizational frame-work for comprehending stories , and may improve their story production abilities .

4. Baldwin , Dorothy B. The Effects of two instructional methods on critical thinking . Seton hall University , 1967, ED.D.thesis .

The study sought to determine and compare the main effects and instruction of IQ and instructional method on the reasoning ability of 110 seventh grade students in a suburban public junior high school.

The instrument used to measure student's intelligence was the short form test of academic Aptitude .

The new Jersey test of reasoning was used to assess student's growth of analytical thinking ability. The study employed an experimental design which followed a pattern of pretest and posttest around a four month period . Students were randomly assigned by computer to eight social studies classes . Instructional method were then randomly assigned to the control groups. Students exposed to instructional method A received instruction in the area of conventional social studies content as well as direct instruction in analytic thinking skills . Students exposed to instructional method 3 received the same conventional content. Oriented instruction in social studies ; however, they received no direct instruction in analytical skills.

Performance differences between and within groups were determined by using analysis of covariance and a multiple regression analysis aptitude treatment interaction design. Analysis of the data revealed some signification associations among Total IQ , and Non language IQ, then the factors were analyzed using a separate or single multiple regression , as opposed to a full multiple regression . Consequently , IQ appears to be a greater predictor of growth of reasoning ability than either direct or indirect instruction of reasoning skills. Seventh grade students with higher scores appear to make greater gains in posttest reasoning scores than do seventh grade students with lower IQ scores .

Discussion of the data previous studies :

The researcher adopted the view that analysis of the previous studies or extracting the main ideas and experience of the authors of the studies would inevitably enrich his topic to a great extent, and can be considered as a starting point for his research .

This chapter contains two kinds of studies :Arabic and Foreign. Some of them are relevant while the others have indirect relation to the present study. Of course , all the procedures included in these studies will be discussed , such as the sample of subjects , the statistical methods , the instrument of the research and other techniques used .

The sample of subjects were drawn from different populations , such as children as in odegoad and Abdul-Jabbar , and Baldwins , studies and secondary , such as AL-Azzawi , Al-Juburi , Al-Meshhadani , and Dulaimis ' studies.

The number of subjects were : 272 students in Abdul-Jabbar's study , 326 pupils in Al-Dulaimi , Taha's study , 102 pupils in Al-Azzwi's study. 62 students in Humadi's study , 61 students in Al - Juburi's study, 108 students in Al-Meshhadani's study, 100 students in Al-Dulaimi, Ali's study , 214 pupils in odegoad's study , 56 pupils in robinson's study and 110 pupils in Baldwin's secondary school students .

The statistical methods used in these studies were different . T-test was used in abdul -Jabbar , Al-Dulaimi , Hummadi , Al-Juburi, AL-Meshhadani , Odegard and Robinson's studies . While analysis

of variance was used in AL- Dulaimi , Taha , AL-Azzawi , Ratlif and Baldwin's statistical method . Most of the previous studies used an objective test , so did the present study.

Discussion of the data previous studies :

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CHAPTER THREE

PROCEDURES

Introduction :

This chapter attempts to explain steps followed by the researcher. These steps include :

- a. Random sampling procedures ,
- b. Determining the suitable experimental design ,
- c. Constructing a test based on and derived from the textbook used by the secondary fourth grade students ,
- d. Procedures concerning validity and reliability , which are taken on the basis of the statistical formulas to ensure accuracy of the test .

1. Sample Selection Procedures :

The population of the present study are the fourth grade students (male and female) in Diyala Governorate for the academic year 1992 / 1993 .

There are 54 secondary school in Diyala Governorate .

There are 2517 male fourth grade students and 2319 female fourth students in Diyala Governorate .

The total number (male and female) is 4836 students . This information is taken from the Office of Statistics , Directorate General of Education , Governorate of Diyala .

To achieve the aims of the present study , the researcher chose purposely two preparatory school in Baquba (the center of Diyala Governorate) , due to the situation of them (they are very near to each other) and the researcher lives near them . Also each of them has more than two fourth grade section and the students of the two schools are from one population .

They are similar in the social and economical factors . The researcher also has good relation with the headmasters and English teachers of both of the schools and this All help him remove any obstacle which may impade the research .

These two schools are Saddam Preparatory school for Girls and Al-Markaziya Preparatory School for Boys .

Table (1) The number of the fourth grade students in Diyala Governorate for the academic year 1992 / 1993 :

Sex	Male	2517
	Female	2319
Total		4836

Sampling of subjects ;

The researcher chose randomly two section from each one of the two schools . Thus section A (33 students) in Saddam Preparatory School for Girls was considered the first experimental group whose students are taught

English grammar formally , and section B(34 students) was considered the second experimental group whose students are taught English grammar informally ; while section C in Al-Markaziya Preparatory School for Boys (36 students) was considered the first experimental group in this school whose students are taught English grammar formally and section D (35 students) was considered the second experimental group in the school whose students are taught English grammar formally .

The total number of students (male and female) in these four sections was 133 students . After excluding the repeaters in every section , the total number of the sample subjects was 120 students as it is indicated in table(2) : Table (2) : Method of Instruction , section and number of students :

Method of instruction	Section	Number of	Students
Formal	A	30	60
	C	30	
Informal	B	30	60
	D	30	
Total number			120

2. The Experimental Design Of The Study :

To achieve the aims of the study , the researcher chose the 2 x 2 Factorial design . Factorial design is : “a type of experiment in

which the researcher determines the effect of two or more independent variables (i.e. factors) - each by itself and also in interaction with each other - on a dependent variable. The effect of each independent variable on the dependent variable is called a main effect " . (Borg and Goll, p.685). Table (3) indicate the experimental design of the present study :

	Method of	Instruction
	Formal all A1	Informal A2
Experimental Group3	BA1	BA2

BA1 : Students (male and female) who are taught the English grammar formally .

Ba2 : Students (male and female) who are taught the English grammar informally .

The researcher himself taught the two groups of the students (BA1 and BA2). Before beginning the present experiment , the researcher asked each student of the sample subjects to write on a sheet of paper the following information : the student's name , age , family income , parent's qualification , the student's score in English in the Baccalaureate examination for intermediate stage, the student's total average in the Baccalaureate examinations of the intermediate stage and the student's score in English in the first monthly examination in the fourth grade .All non-experimental alternative were controlled according to the following :

1. Equivalence of the two groups in the family income :

The researcher got this information from the students themselves as it is mentioned previously . By using t-test for two dependent samples . it was found that the two experimental groups (male and female students who are taught the English grammar informally) and those who are taught the English grammar informally) are equivalent , groups are equivalent . The calculated t-value was 0.05 level of significance while the critical t-value at 0.05 under 118 degree of freedom is 1.980. Table (4) : mean , standard deviation and t-test value of the family income.

Group	Number	Mean	S.D.	t-value
BA1	60	2.200	1.981	0.38*
BA2	60	2.066	1.885	

*It is not significant under df(118) at 0.05 level of significance.

2. Equivalence of the two groups in the educational qualifications of parents :

The researcher got this information directly from the students themselves . Educational qualifications experimented with the other alternatives as follows : number (1) was given for an illiterate person. Number (2) was given for the person who is literate or has primary certificate. Number (3) was given for the person who has

the intermediate certificate. Number (4) was given for person who has the secondary or diploma certificate . Number (5) was given for the person who has a (B.A.) or an (M.A.).

By using t-test for two dependent samples , it was found that there were no significant differences between the two groups . The calculated t-value under 118 degree of freedom at 0.05 was -0.15 while the critical t-value under 118 df at 0.05 level of significance is 1.980. Table (5) : mean , standard deviation and t-value for the qualification of parents of the two groups :

Group	Number	Mean	Mean	Standard deviation	Standard deviation	t-value
		For father	For mother	For father	For mother	
BA1	60	4.5167	5.3500	2.015	1.840	-0.15
BA2	60	4.5000	5.4000	1.891	1.709	

3. Equivalence of the two groups in the student's score in English in the third intermediate grade :

The researcher got this information from the school records of the students . T-test was used to find out the significant differences between the student's scores in English in the third intermediate grade of the two groups. The calculated t-value is 1.96 while the critical t-value is 1.980 under 118 degree of freedom at 0.05 level of significance.(Guilford , P.228). Table (6) : mean scores , standard

deviation and the t-value of the student's scores in English in the third intermediate grade :

Group number	Mean scores	Standard deviation	t-value
BA1 60	1.7500	0.895	1.96
BA2 60	1.4667	0.676	

4. Equivalence of the two groups in the total scores of the students in the third intermediate grade :

The researcher got this information from the school records of the students. T-test is used to find out the significant differences between the two groups in the total scores of the students in the third intermediate grade . t-test value yields between the two groups in 1.79 as is shown in table (7). Table (7) : mean , standard deviation and t-value of the two groups in the student's total scores in the third intermediate grade .

Group number	Mean scores	Standard	t-value
BA1 60	2.250	0.727	1.79
BA2 60	2.050	0.467	

It is not significant under df 118 at 0.05 level of significance .

5. Equivalence of the two groups in the scores of the students in English in the first monthly exam in the fourth secondary grade:

The researcher got this information from the English teacher of the two schools . t-test is used to find out the significant differences between the two groups in the scores of the students in English in the first monthly exam . in the fourth secondary grade. The t-test value yields between the two groups is 1.00 as is shown in table (8) there were no significant differences under df (118) at 0.05 level of significance. Table (8) : mean , standard deviation and t-value of the two groups in the student's scores in English in the first monthly exam. In the fourth grade .

Group number	Mean scores	Standard deviation	t-value
BA1 60	1.6167	0.846	1.00
BA2 60	1.4833	0.596	

Procedures : First of all , the researcher determined the two experimental alternatives , i.e. two methods of instructions to be used by the researcher . The first one is called (Formal method) and the second one is called informal method). These two experimental alternatives are considered the independent alternatives to compare their effect on the dependent alternative (the achievement of the secondary fourth grade students) as it is indicated in table (9) below.

Table (9) :shows the experimental design , distribution of variables and the post – test.

Experimental – B group	Independent variable	---- post – test
Formal method of instruction A1		
Experimental – B group	Independent variable	-----post – test
Informal method of instruction A2		

The researcher tried to avoid all factors that may affect the experiment or its results , such as :

(1) Accompanied Accidents (*) :

Nothing happened during the period of the experiment . It can be said that the effect of this factor was avoided.

(2) Sample subjects :

The method of selecting a sample is critical to the whole research process . If research findings are not generalizable to some degree beyond the sample used in knowledge , cannot advance education as a science , and is largely a waste of time”. (Bog and call , p.239).

It can be said that the effect of this factor was avoided by random selection of the sample of the study and the statistical equivalence between the two groups of the experiment in the

(*) Accompanied accidents mean all events that happen during the period of the experiment and affect its results. Those accidents or events may be natural such as sickness , floods , earthquakes ..etc.) or social such as (wars, demonstration ...etc.).

family income , educational qualification of parents , scores in English in the third intermediate grade . total scores in the third year grade and scores in English in the first monthly exam. In the fourth year grade .

(3) Student's mortality :

One of the factors that may affect the experiment or its results is the mortality of the sample subjects...Experimental mortality means departure or non- attendance of some of the sample subjects to school during the period of the experiment .(Al-Sallihi , p.63). The present study did not face the effect of such factor during the period of the experiment except for non-attendance of some of sample subjects and this is a natural state faced the two experimental groups, although it was very rare .

(4) Experimental Procedures :

The researcher did not tell the sample subjects or their teachers the aims of the present study (except the headmaster of the two schools). He kept everything go naturally . He entered the two schools as a new English teacher and not as a researcher . The present study was not affected by the factor of teacher because the researcher himself taught the two experimental groups (male and female) and the researcher first of all , is a teacher graduated from the college of education 1983 and has more than 8 years of experience in teaching English in secondary school .

The instructional material

Eight Subjects were chosen from the English textbook for the 4 th secondary grade . They were (linking verbs , transitive

and intransitive verbs , Passive in the present And past simple , countable and uncountable nouns , verbs that are followed by two objects , Adverbs and Adjectives , Present perfect tense).

The researcher drew up a plan in which units 3,4 and 5 are distributed throughout the six weeks of the experiment which started on 1/11 and ended on 14/12/1992 .

The plan was discussed with the jury mentioned below and followed their directions so that some items were modified and others were substituted by other items .

The following are the jury alphabetically arranged according to the first names*;

1. Abdulla abbas , M.A ,(Baquba Central Institute for Teachers).
2. Abdul Ameer Abdul Majeed , (An English teacher , Al-shareef Al-Rhathi Preparatory school).
3. Adnan Mohammad , (Supervisor , Diyala Directorate of Education).
4. Amthal Mohammad , (An English teacher , Al-Intissar intermediate school for boys).
5. Hisham .I.A, (Education researcher , Ministry of Education).
6. Juma`a Radeef , (An English teacher , Al-Markaziya Preparatory school for boys).
7. Muslim Mehdi ,M.A (Baquba Central Institute for Teachers).
8. Omar Muwaffaq , (Supervisor , Diyala Directorate of education)
9. Tala`t Al-Mitwalli , (Supervisor , Diyala Directorate of education)

Experiment Application :

The researcher prepared a table for his lessons . The first two hours , he went to Saddam preparatory school for girls where he taught English Grammar the sample selected for the present study by using two methods of instruction , then he went to Al-Markaziya preparatory school for boys which is near to this school where the same thing was done again everyday , as it is shown in table 10 below .

Table (10) indicates the school , section , and the method of instruction used

School	Section	Method of instruction	Experimental Group
Al-Maykaziya preparatory School for boys	A	A1	BA1
	B	A2	BA2
Saddam preparatory school for girls	C	A1	BA1
	D	A2	BA2

B: Students (male and female).

A1: method of instruction formally .

A2: method of instruction informally .

BA1 refers to students (male and female) who are taught the English grammar by using the formal method of instruction . BA2 refers to the students (male and female) are taught the English grammar by using the informal method of instruction .

Instrument of the research :

To measure the acquired achievement of the sample subject during the experimental period in grammar , the researcher constructed an objective achievement test because there was no ready test to be used for the present study . The researcher constructed an objective test because it always rates the same score , no matter who marks it or when . It can be , and in public examinations it is often , scored by machine .

“ The technique for constructing good objective test items is not easy . obviously if they were not well constructed , then they serve no useful purpose at all . If they were well constructed , much knowledge can be tested accurately and quickly “

(Cairns and others , P.3)

Test Validity :

“ Validity is essentially a matter of relevance “ .

(Robert Lado , p 321) A test is valid if it measures what it claims to measure . For the purpose of the present study , the content validity has been used . “ This Kind of validity has been used .” This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives . the test should be so constructed

as to contain a representative sample of the course , the relationship between the test items and the course objectives always begin apparent “. (Heaton, p.154). After the researcher had formed the items of the test , he exposed it to the jury in order to ensure its validity . The jury were selected on the basis of their specialization and experience in the fields of education , psychology and the English language . Each member of the jury was requested to point out his remarks and suggestions about the face validity of the test items and show whether the selection of the items is relevant to the purpose of the test. The researcher afterwards analyzed the items of the test one by one with the jury * mentioned below , followed their directions , and retained the items that gained a higher percentage of agreement from the jury members .

The pilot study :

A pilot study was carried out on November 16, 1992 .The test was given to 100 pupils of both sexes chosen randomly from two preparatory schools in Baquba . They are : 7th April preparatory school for girls and Al-shracef AL-Rhathi preparatory school for boys . The purposes behind the pilot study are:

1. To estimate the time required for the pupils responses to the items of the test.
2. To change the items which are unsuitable for the level of the students.
3. To secure the instructions accompanying the test , and excluded the items that gained a lower percentage .

- (*) 1. Abbas Abid Mehdi , ph.D
 2. Abdulla Abbas , M.A.
 3. Adil Jwad , M.A.
 4. Ayif Habeeb , M.A.
 5. Abdul Hameed Nassir , M.A.
 6. Abdul Wadood Al-Ali , ph.D.
 7. Firas Awad , M.A.
 8. Hashim Al-Hindawi , M.A.
 9. Helmi Othman , M.A.
 10. Hisham Ibraheem M.A.
 11. Kemal Hassan , M.A. student.
 12. Khaleel Ismaeel , M.A.
 13. Mohammed Baqir Twaij , ph.D
 14. Muslim Mehdi , M.A.
 15. Salih Mehdi , ph.D. student.

Chi- Square was used to compare the agreeable and disagreeable responses of the experts on each item * . Therefore , the items that gained significant differences on (0.05) level were chosen . As the jury consisted of fifteen experts , the items that secured the agreement of more that eight experts at a proportion of (53.33) were chosen to be suitable for the test . Accordingly some items were included , others were excluded , modified or substituted by others .

$$* X^2 = ((O1 -E)^2 /E) + ((O2-E)^2 /E) .$$

The researcher prepared suitable rooms for the members of the pilot study to help them take the test in a comfortable atmosphere . He explained to them the aim of the study and the way followed to

answer the items of the test. It appeared that the time of testing could be limited to between 30-90 minutes . The items are good . All the pupils were able to answer the items of the test, without difficulty. In order to know the item difficulty and discrimination power , the researcher tested 100 students of both sexes chosen randomly from two preparatory schools in Baquba . After scoring the test papers , high 27% of the correct answers and low 27% of the correct answers were taken . After the application of the formula of the item discrimination power (*) it was found that the discrimination power ranges between (37-70) and mean scores (0.24). The discrimination power here is satisfactory because any item which gets a proportion of 0.30 or more is discriminative (Al-Zawba'I and others p.75). Item difficulty (***) ranged between (42-66) and mean scores of (0.56) and it is agreed if it ranges between (0.20 – 0.80). (AL-Zawba'I and others p.75).

Test Reliability :

Reliability is one of the most important of any test . “ It means the stability of scores for the same individuals . if the scores of the students are stable the test is reliable ; if the scores tend to fluctuate for no apparent reason , the test is unreliable”. (Iado,p.330). Reliability is general quality of stability of scores regardless of what the test measures . Thus a test cannot be valid unless it is also reliable , for an unreliable test does not measure . The reliability of a test can be estimated by statistical tools and is usually expressed in terms of the

* item discrimination power = higher correct answers – lower correct answers / 27

** item difficulty = higher correct answer + lower correct answer / 54

correlation of two sets of scores by the same students on the same test. A perfect correlation would indicate perfect reliability and would be expressed as 1.00. on the other hand . the absence of correlation would indicate complete unreliability of the test and would be expressed as .00. There are different methods of estimating test reliability , i.e. , resetting method , alternative-forms method , split-half . method and internal – consistency reliability. However , for the present study resetting method seems to be the most suitable means to estimate reliability while other methods are not sufficient due to the nature of the test itself . This method means giving the test twice to the same students and computing the correlation between the two sets of scores . Forty students of both sexes were randomly selected and were tested by the items of the present study. (*). After 9 days the test was repeated to the same forty students . The scores of each student obtained by the first and second tests were compared by using Pearson's correlation coefficient ** Formula .

It was found that the correlation coefficient was (0.82) , which is considered a high stable correlation .

Final Administration of the test :

After the test had gained the validity and reliability qualifications , the researcher administered it to the whole subjects of

*The first administration of the test was on December 3,1992 , while the second test was taken on December 12,1992.

** Pearson's formula is as follows :

the study . Therefore , four comfortable rooms at saddam Preparatory school for girls and Al-Markaziya preparatory school for boys were prepared to be the place of the test administration. On December 18,1992 the study subjects which consisted of 120 students , were submitted to the test at those rooms under the same conditions .After the test papers were distributed , the researcher read to the students the instructions accompanied by the test, explaining to them how to answer some items and telling them that the purpose of the test is to compare the achievement they gained by using two methods of instruction and to improve their ability in English .

The purpose behind that was to make the students take the test more seriously and to interact with the test more effectively .The subjects were allowed enough time to answer the test completely . The maximum time allowed for the test was two hours.

Scoring Scheme :

Scoring refers to the process of correcting tests and assigning numerical scores . An item correctly rendered scored one point ; an incorrect rendering item scored zero .

Concerning The items that were left by the examinee or if the circle was not clear or he\she put more than one circle in the same question , the answer in all these cases was considered wrong and got zero .As the test consisted of thrity items , the highest mark for the test is thirty while a zero is the lowest . the researcher himself scored the testees' papers .

Statistical Tools

The following statistical procedures were used in the present study :

1. Chi -square: this was used to compare the agreeable and disagreeable responses of the experts on the test items.

$$X^2 = \frac{(O_1 - E)^2}{E} + \frac{(O_2 - E)^2}{E}$$

2. Percentage: this was used to find out the percentage of correct answers of each item among the whole sample .

3. Pearson product – moment correlation coefficient: this was used to estimate the reliability of the test .

$$r = \frac{N \sum (xy) - \sum (x) \sum (y)}{\sqrt{N \sum x^2 - (\sum x)^2 \sum y^2 - (\sum y)^2}}$$

(Downie, P.38)

4. Analysis of variance : this was to compare the results of the two groups .

5. T- test: this was to find out the significance of differences between the two groups in non-experimental alternatives.

$$T = \frac{x_1 - x_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$T = \frac{x_1 - x_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

(Campbell and Stanny p.295)

where \bar{X}_1 and \bar{X}_2 are the means of the samples from populations 1 and 2, respectively.

S_1^2 and S_2^2 are the unbiased estimates from samples 1 and 2 of the common population variance

n_1 and n_2 are the samples of samples 1 and 2.



CHAPTER FOUR

ANALYSIS OF RESULTS

Presentation and discussion of results

At the end of the experiment according to the procedures mentioned in chapter three , the researcher analysed the results by using two-factor analysis of variance to find out whether or not there are significant differences among the two groups and to test the hypothesis of the study .

Data analysis ;

It is found out that there are no significant differences among the mean scores of achievement of the two groups of the present study BA1 and BA2 . this agree with the null hypothesis of the study . F-value as it is indicated in table (11) is 2.956 at 0.05 level of significance , while the critical F-value is 8.55 (Glass and Stanley, 8.524) under 3 horizontal degrees of freedom and vertical degrees of freedom .

Table (11) . sum of squares , Means of squares and F-Value

Source of variance	Sum of squares	Mean of squares	D.F .	Level of significance	F.
Among the groups	4242.396	146.289	3		
Inside the groups	4444.388	49.487	116	0.05	2.956
Total	8686.784				

Discussion of Results :

According to the results presented previously , it can be said that the old methods used for teaching English grammar in the Iraqi secondary schools (direct and grammar translation methods) are is the new method used lately in the secondary schools (Communicative method). Both have the same effects on the achievement of the students .

The reasons behind the result of the present study , from the researcher's point of view , are due to curriculum content which does not provide sufficient oral practice related to basic sentence patterns of English to improve the standard of the students. Another reason concerns the teacher who may apply one method to explain another structure, especially when the students fail to understand a specific sentence pattern .

Accordingly the students will be used to understand English grammar whether their teacher uses the first or second method. Yet the results of the present study are in agreement with Addulaimi's study (1980) the results of which revealed that there were no significant differences among the three methods of teaching Arabic Grammar on the achievement of the pupils at 0.05 level of significance .

The results of the present study are also in agreement with Abdul Jabbar's study (1977) which revealed that there were no significant differences in the mean scores of achievement of the two experimental groups in knowledge at 0.05 level of significance.

Yet the results are in disagreement with some other studies such as Al_Azzawi , (1984) which revealed that there significance's at 0.01 level of significance between the mean scores of the achievement of the students of the three groups . While they are in disagreement with Humadi's study . (1986) which revealed that the experimental group scored higher than the control group in "Dictation" at 0.05 level of significance.

The results also disagree with those of Robinson's study '(1972) which revealed that there was significant difference in the overall performance of male subjects on the posttest . The experimental group scored considerable higher than the control group .

From the researcher's point of view , the reasons which led to the variance of the present study's result's with those of other studies are related to the following factors :

1. variation of materials which the researcher had taught in the present study with those of the other studies .
2. Variation of the educational stages ; the experiment of the present study is applied in the secondary stage (4th graders) while other experiments were applied in the intermediate or elementary schools.
3. Environment variation : the present study is applied in Diyala Governorate while the other studies were applied in different environments such as Baghdad , Babylon or other cities .
4. Variation of other factors such as the period of the experiment, the technique used by the researcher and may be the social or economical level of the study subjects.



CHAPTER FIVE

Conclusions, Recommendation and Suggestions

CONCLUSIONS, RECOMMENDATION AND SUGGESTIONS

Conclusions :

In the light of the results of the test , the following conclusions are deducted :

1. The student's mastery of some basic sentence patterns of English can be improved better by using more than one instructional method .
2. Some English structures can be clearly understood by the students if they are taught formally by writing their patterns on the blackboard with an example about each one of them. Passive voice is one of those structures which can be directly understood by the students if it is taught by using the formal method of teaching .
However , there are other structures which can be understood clearly by the students if they are taught by using the informal method such as "Linking verbs " transitive and intransitive verbs.
3. Analysis of variance usage records that there are not significant differences between the mean scores of the achievement of the students male and female whether they are taught the English grammar formally or informally . This means that there are no any effects of factors , A1 and A2 –instructional method on the achievement of the students.

Recommendations :

In the light of these findings , the researcher recommends the following :

1. Encouraging English teachers of the secondary schools to change their instructional method whenever their students face any difficulty to understand any English sentence patterns .
2. Giving more attention to the teacher's evaluation of the textbook and the methodology adopted .
3. Asking English teachers at the end of every year to write scientific notes paper about the contents of the textbook , the methodology adopted , their opinions to develop the English language teaching / learning . This will motivate English teachers to increase and renew their knowledge in the field of methods of teaching the English language .
4. English teachers could be given yearly in-service training courses to help them to be in contact with the current events of teaching English as foreign language .
5. The number of weekly hours allocated for teaching English for the fourth secondary grade should be increased from five to six.
6. The textbook may contain explanations and it should concentrate heavily on practice in order to ensure repetition.

Suggestions for Further studies :

Within the limitation of this research and according to its findings , the following are stated for further research :

1. A similar study may be conducted to compare the effects of the two methods used in the present study in teaching English grammar for the intermediate stage.
2. A similar study may be conducted to compare the effect of teaching English grammar by using the "direct method" and the "Audio lingual method" on the achievement of the secondary school students.
3. A similar study may be conducted to measure the effects of using the communicative method and the natural method on the achievement of the secondary school students.



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APPENDICIES

APPENDICIES

Appendix (A) : A letter from the College of Education to the Ministry of Education requesting permission to conduct the experiment in Saddam Preparatory School for Girls and Al-Markaziya Preparatory school for boys in Baquba .

بسم الله الرحمن الرحيم

رئاسة جامعة بغداد

عمادة كلية التربية / ابن رشد

- بغداد -

الشهداء اكرم منا جميعاً

تحتم الواردة

الرقم

: التاريخ

إلى وزارة التربية / المديرية العامة للتعليم العام

م / تسهيل مهمة

تحية طيبة

يرجى التفضل بتسهيل مهمة الطالب سامي عبد العزيز العموري / قسم العلوم التربوية والنفسية / طرائق تدريس اللغة الأنكليزية ذلك لتطبيق بحثه الموسوم (اثر تدريس قواعد اللغة الأنكليزية بالشكلين الصريح والضمي على تحصيل طلبة المدارس الثانوية) في مدرستي اعدادية صدام للبنات في ديالى والأعدادية المركزية للبنين في بعقوبة ، راجين ابداء التسهيلات اللازمة لذلك

مع التقدير

صادق ياسين الحلو

نسخة منه إلى /

معاون العميد

الدراسات العليا

Appendix (B)

A Lesson Plan For Teaching English Grammar Formally

Class : 4 th

Data : November . 4 th 1992

Material : Passive Voice (in the present and past simple tenses).

1. Objective :

A. Special Objective

1. Teaching the students what do we by passive and active voice
2. Teaching the students the form of passive voice in the present and past simple tenses .

B. Behavioural Objectives :

1. The student should be able to distinguish between the passive and active voice forms .
2. The student should be able to change form the active voice into passive voice form and vice versa .
3. The student should be able to practice substitutions on the material.

2. Techniques :

1. Presentation

The researcher explains what we mean by the word " Voice ". It is the form of the verb that shows whether the subject of the sentence is .

- a. The " doer " of the action .

Or b. The “ Receiver “ of the action .

A. Active Voice

If the subject of the sentence is the “Doer “ of the action , the verb will be in the active voice .

Examples:

1. People take a great interest in the Olympics .
2. They make knives of steel.
3. He oiled the machine yesterday.
4. I helped her last week.

B. Passive Voice :

If the subject of the sentence is the “ Receiver “ of the action , the verb will be in the passive voice.

Examples :

1. Shirts are made of cotton .
2. The film was watched on TV.
3. She was taught French last year.
4. The blackboard is cleaned everyday.

Then , the researcher writes a rule showing how to change from the active into passive voice . To change a sentence from the active voice into the passive voice, follow these rules :

1. The object in the active becomes the subject in the passive.
2. Use a verb to be in the same tense of the verb in the active .
3. Use the past participle of the given verb .
4. If there is need for the subject of the active, put it after “by”.

The passive voice in the present simple tense is formed by following this pattern :

am)
 Object + is) + past participle
 are)

The passive voice in the past simple tense is formed by following this pattern:

Was)
 Object + were) + past participle

2. Repetition :

The researcher repeats the new items and asks the students to repeat individually . This technique helps in diagnosing any difficulty in the students pronunciation. Thus , correction will be done .

3. Production :

The researcher gives clear instructions to help students understand and remember the material . He asks the students to work in pairs and give extra examples related to the structure patterns . He also asks them to practice substitution on the material .

Appendix (C)

A lesson Plan For Teaching English Grammar Informally

Class : 4th

Data : November , 4th 1992

Material : Passive Voice (in the present and past simple tenses)

1. Objectives :

A. Specific Objectives :

1. Teaching the students the meaning of active and passive voice.

2. Teaching the students the form and structure of the passive voice .

B. Behavioral Objectives :

1. The student should be able to distinguish between the passive and active voice forms .
2. The student should be able to change form the active voice form into the passive voice form and vice versa .
3. The student should be able to practice substitutions on the material .

2. Techniques :

A. Presentation :

— The researcher writes part of the material on the board . Then , he explains that the passive voice is used if we more interested in what performed the action .

The rules necessary to learn the form of passive voice will not be written on the board. They will be figured out or induced from the examples . In order to help the students comprehend the structure , the researcher uses action response is particularly useful in formal instruction . This technique consists merely in having the student listen to utterance and to perform some act then the researcher asks another student to explain the action done by the first student . The researcher asks student (A) to perform what he/she is told to perform and student (B) to show what is done .

Example :

Instructions : perform the actions you are told to perform .

- Open the door . (The researcher commands student A).

Students (A): goes and opens the door .

Student (B): The door is opened .

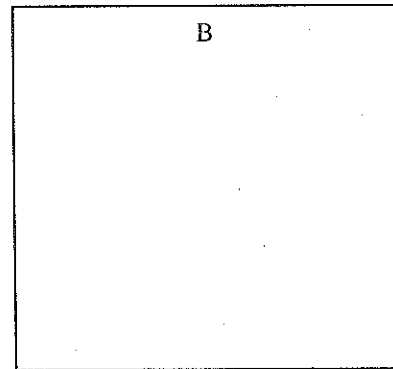
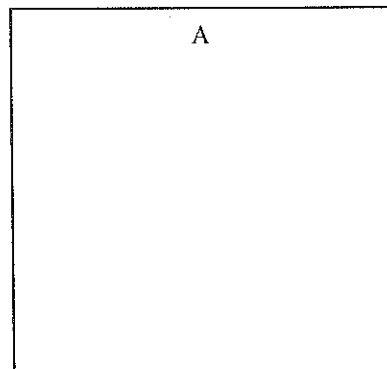
- Close the window . (the researcher commands student A)

Student (A) goes and closes the window .

Student (B) : The window is closed .

Then the researcher uses another technique to help the students understand the structure pattern . this technique is as follows :

The researcher presents an utterance that contains the structure problem , then he explains from two more pictures the one that best fits the utterance . the pictures are drawn in such a way that one of them fits the utterance and the others fit utterances that differ from it .

Example :

- The car hit the boy yesterday .

- The boy was hit yesterday .

They the researcher explains that in the first sentence , the car did the hitting . Therefore , (the car) is the subject of the sentence and (the boy) is the object . So picture (A) best fits theses two sentences

B. Production

The researcher writes examples on the board and asks the students to produce more examples about the structure pattern . He also asks them to practice substitutions on the material .

Appendix (D) To the Jury's members :

Department of Educational and
Psychological Sciences ,
College of Education
University of Baghdad .

Dear Sir ,

The researcher intends to conduct an experimental study, entitled " The Effects of Teaching English Grammar Formally and Informally on the Achievement of the secondary School Students" The first aim of this study is to find whether or not there are signification differences between the mean scores of the achievement of the students (male and female) who are taught the English grammar by using the formal method and those who are taught the English grammar by using the informal method . The instrument of the study is a test consisted of 30 items .

As specialists in the field of teaching English , please read the items of the test and kindly state if they are suitable for this study or not . Any addition or modification will be highly regarded .

Your cooperation in this matter which aims at developing teaching English in Iraq will be greatly appreciated .

Thank you .

The Researcher
SAMI ABDUL AZIZ AL-M'AMURY

Appendix (E) : A letter form Diyala directorate general of Education to AL- Shareef AL-Rhathi preparatory school for boys and the 7th of April preparatory school for girls requesting permission to conduct the test.

بسم الله الرحمن الرحيم

جمهورية العراق المديرية العامة للتربية في ديالى

مديرية التخطيط التربوي

العدد / ٣٩١٨٨

التاريخ /

إلى / اعدادية الشريف الرضي للبنين

اعدادية ٧ نيسان للبنات

بناءً على ما جاء بطلب طالب الماجستير السيد سامي عبد العزيز محمد في ١٠ / ١٢ / ١٩٩١ .
يرجى تسهيل مهمته في تطبيق اختبار التحصيلي في مادة اللغة الأنكليزية على طلاب وطالبات
الصف الرابع العم وابداء ما يحتاجه من مساعدة .
مع التقدير .

اياد فاضل محمد

ع / المدير العام

/ ١٢ / ١٩٩٢

نسخة منه إلى /

البحوث والدراسات

TEST**Appendix (F)****Name :****Section :**

Q1. Encircle the letter of the most suitable alternative in the following:

1. Speaker A: do they make knives of steel ? Speaker B: Yes , knives of steel . a. made b. were made c. are made d. is made .
2. Speaker A: The mechanic oils the machine everyday .
Speaker B: oiled everyday.
a. They machine was b. The machine is c. The machine d. The machine are .
3. Speaker A: Iraq produces a lot of oil .
Speaker B:..... oil does Iraq produce ?
a. How much b. How many c. how long d. how for
4. Speaker A: Zeki is doing his teaching practice .
Speaker B: Is he doing?
a. which one b. what c. who . d. where
5. Speaker A: Did layla get up early ?
Speaker B: no , she did not
a. she get up early b. she gets up late c. she got up late d. she got up early
6. Speaker A: Are roses flowers ?
Speaker B: Oh yes , a rose
a. are flowers b. was a flower c. is not a flower d. is a flower
7. Speaker A: Did Ali send you a letter ?
Speaker B: No , he did not

a. He sends a card b. He sent a card c. He sent me a card d. He sends me a card .

8. Speaker A: Does he live in a city ?

Speaker B: He lives in a village .

a. Yes , he does b. Yes , he did c. No , he doesn't d. No , he didn't

9. Speaker A: Here are two girls .

Speaker B: which girl is ...?

a. the most beautiful b. the beautifier c. the most beautiful d. the more beautiful

10 . Speaker A: what do they dislike ?

Speaker B: They

a. disliked smoking b. dislike smoking c. dislikes smoking
d. dislike to smoke .

Q.2 Read the following question and response :

Question : Is Samir thin ? (get)

Response : Yes , he's got thin .

Now make similar response to the following questions using the verbs in brackets .

1. Question : Are the leaves brown ? (turn)

Response : Yes , they

2. Question : is it cold outside ? (grow)

Response : Yes , it

3. Question : Is Ali the manager ? (become)

Response : " Yes ,

Q.3 Read the following statement and response :

Statement : He hasn't done his homework yet . (tomorrow)

Response : He will do it tomorrow .

Now make similar responses to the following statements :

1. Statement : They haven't read the newspaper yet . (later)

Response : she

2. Statement : She hasn't cleaned the dishes yet .(soon)

Response : she

3. statement : Nada and Suha haven't written to their families yet . (next week)

Response : They

Q.4 Read the following statements and response :

Statement : She is a careful typist .

Response : That is right . She types carefully.

Now make similar responses to the following statements :

1. Statement : He is a heavy sleeper .

Response : That is right . He.....

2. Statement : They are good singers .

Response : That is right . They

Q.5 Read the following statement and response :

Statement : Zeki will leave tomorrow . What a bout layla ?

Response : She will leave tomorrow , too.

Now make similar responses to the following statement :

1. Statement : Mazin speaks good English . What a bout Samir?

Response :, too.

2. Statement : Huda and Layla help their mother everyday .What about Muna ?

Response : She, too.

3. Statement : I shall do my homework later . What a bout Ali ?

Response : He, too.

Q.6 Change the following sentences into passive voice :

1. The child broke the window yesterday .
2. I take the children to the zoo every week .
3. The teacher thanked me yesterday.

Q.7 Re-arrange the following words so as to make acceptable sentences :

1. Many

(Olympic , the , countries , take part in)

2. We

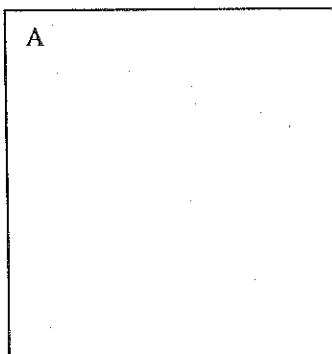
(this , monitor , have , year , for , this , just , made , Ali).

Q.8 Change the following sentences into plural :

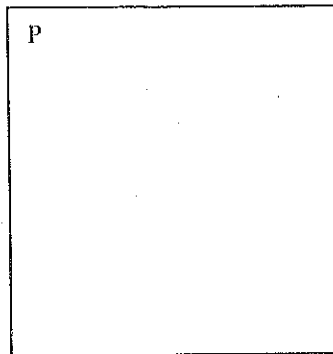
1. A dog is an animal .
2. A child drinks milk every day .

Q.9 Read the following statements , then fill in the blanks with the letters of the ?

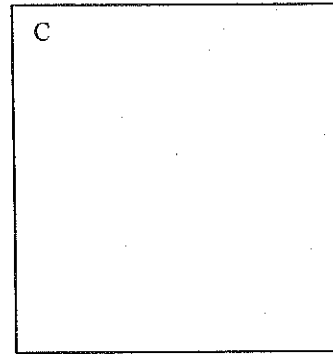
A



P



C



1. The car hit the boy

2..The boy hit the car

Examiner : SAMI AL- AMURY

Appendix (G) : A letter from the college of Education to the National center for computers requesting their cooperation in the field of statistics by collecting, organizing , summarizing and analyzing the results .

بسم الله الرحمن الرحيم

رئاسة جامعة بغداد

عمادة كلية التربية / ابن رشد

- بغداد -

ختم الواردة

الشهداء اكرم منا جميعا

الدراسات العليا

الرقم : ٥

التاريخ / ٤ / ١ / ١٩٩٣

٩ رجب ١٤٠٣ هـ

الى / المركز القومي للحاسبات الالكترونية

م / تسهيل مهمة

تحية طيبة ...

يرجى التفضل بتسهيل مهمة طالب الماجستير سامي عبد العزيز محمد في قسم العلوم التربوية والنفسية وذلك لمعالجة بيانات بحثه احصائياً يرجى ابداء التسهيلات اللازمة لذلك .
مع التقدير

صادق ياسين الخلو

معاون العميد

نسخة منه الى /

الدراسات العليا

ملف الطالب

نتائج البحث

توصل الباحث إلى انه ليس هناك فروق ذات دلالة احصائية بين متوسط
تحصيل الطلبة (بنين و بنات) الذين يدرسون قواعد اللغة الأنكليزية بالطريقة
الصريحة واولئك الذين يدرسون قواعد اللغة الأنكليزية بالطريقة الضمنية .
وقد استعمل الباحث تحليل التباين ذو الوجهين في حساب وتحليل نتائج الدراسة
. وفي ضوء هذه النتائج فقد اوصى الباحث عدة توصيات كما اقترح ايضاً عدداً
من الدراسات لغرض تغطية الجوانب المهمة الأخرى لتدريس قواعد اللغة
الأنكليزية في المدراس الثانوية .

أجراءات البحث

١. اختيرت اعدادية صدام للبنات والاعدادية المركزية للبنين في مدينة بعقوبة مركز محافظة ديالى وبالطريقة القصدية وذلك لقربها من بعضها ولمعرفة الباحث المسبقة بأدارتي المدرستين ومدرس ومدرسة اللغة الانكليزية في المدرستين المذكورتين . ثم اختيرت شعبتان من مدرسة حيث مثلت احدى الشعبتين في مدرسة البنات المجموعة التدريبية الأولى وهي التي تدرس قواعد اللغة الانكليزية بالطريقة الصريحة بينما مثلت الشعبة الأخرى المجموعة التجريبية الثانية وهي التي تدرس قواعد اللغة الانكليزية بالطريقة الضمنية . ومثلت ايضاً احدى الشعبتين في مدرسة البنين المجموعة التجريبية الأولى والشعبة الثانية المجموعة التجريبية الثانية . وقد بلغ عدد افراد العينة (١٢٠) طالب وطالبة بعد استبعاد الراسبين وموزعين بالشكل التالي :-

- ٦٠ طالب وطالبة مثلوا المجموعة التجريبية الأولى التي تدرس قواعد اللغة الانكليزية بالشكل الصريح.

- ٦٠ طالب وطالبة مثلوا المجموعة التجريبية الثانية التي تدرس قواعد اللغة الانكليزية بالشكل الضمني.

٤. اداة البحث

قام الباحث ببناء اختبار تحصيلي في قواعد اللغة الانكليزية وفي الموضوعات التي قام بتدريسها وقد امتاز الاختبار بالصدق والثبات وقة تمييز فقراته ومستوى صعوبتها .

ملخص الرسالة

قواعد اللغة ، هي المعرفة الخاصة التي تمكننا من معرفة معاني الكلمات ، وكيفية تجميع هذه الكلمات في جمل ثم كيفية تلظ هذه الجمل .

احدى الأمور التي يدور النقاش حولها هي هل يمكن تدريس قواعد اللغة الأنكليزية بشكل صريح ام لا ؟ وفي صلب هذا النقاش يقع لسؤال التالي :- ماذا يعني تدريس القواعد ؟ فبالنسبة لبعض المدرسين ، فإن درس القواعد يحتوي بشكل رئيسي على التوضيح الصريح لقواعد النحو مع كل المصطلحات الفنية النحوية الضرورية لهذه المهمة . اما بالنسبة للمدرسين الآخرين فإن تدريس القواعد ؟ فبالنسبة لبعض المدرسين ، فإن درس القواعد يحتوي بشكل رئيسي على التوضيح الصريح لقواعد النحو مع كل المصطلحات الفنية النحوية الضرورية لهذه المهمة . اما بالنسبة للمدرسين الآخرين فإن تدريس القواعد مترادف مع التدريب على الأطر النحوية المألوفة مثل العبارات البسيطة مع فعل الكينونة (Wh-Questions , Verb to be) .

وهناك من يرى ان تدريس القواعد هو تزويد الطلاب بالفرص لأستخدام اللغة الأنكليزية في مواقف متنوعة لكي يتعلمون التحدث بكفاءة .

ويرى (مكاي) ان طريقة التدريس المستخدمة هي السبب الرئيسي في النجاح او الفشل في تعلم اللغة ، لأنها في النهاية الأسلوب الذي يحدد نوعية وكيفية تدريس اللغة . ولذلك فإن الدراسة الحالية حاولت الأجابة عن الأسئلة التالية :-

هل يجب ان نعطي طلابنا تمارين خاصة في القواعد ؟ وهل من الأفضل بطلبتنا ان يتعلمون القواعد النحوية بشكل غير مباشر ؟ أي على شكل فعاليات غير صريحة بدلا من تدريسها من خلال تمارين خاصة بشكل صريح يهدف إلى تعليمهم القواعد .

هدفت الدراسة الحالية إلى اختبار الفرضية التالية :-

لا توجد فروق ذات دلالة احصائية بين متوسط تحصيل الطلبة (الذكور والاثاث)

الذين يدرسون قواعد اللغة الإنكليزية بالشكل الصريح واولئك الذين يدرسون قواعد اللغة الإنكليزية بالشكل الضمني .

١٩٩٣ / ٥ / ١٤١٤

الكلية والجامعة العراقية

الدراسات والبحوث

تتميز بحجمها الكبير في الأبحاث العلمية التي تنشرها
في مجلداتها السنوية والتي تهتم بالدراسات والبحوث
في مختلف المجالات العلمية والدراسات والبحوث
في مختلف المجالات العلمية والدراسات والبحوث

تتميز بحجمها الكبير في الأبحاث العلمية التي تنشرها

في مجلداتها السنوية والتي تهتم بالدراسات والبحوث

الدراسات والبحوث في مختلف المجالات العلمية

والدراسات والبحوث في مختلف المجالات العلمية

والدراسات والبحوث في مختلف المجالات العلمية