EVALUATION OF THE GRAMMATICAL STRUCTURES OF THE PREPARATORY ENGLISH TEXTBOOKS

A Dissertation

Submitted To The Department Of Educational And Psychological Sciences , College Of Education, University of Al-Mustansiriya In Partail Fulfillment of the Requirements For The Degree Of Doctor of Philosophy In Education - Curricular And Methods of Teaching English As A Foreign Language

By

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

«وَمَا أُوتِيتُمْ مِنَ الْعِلْمِ إِلَّا قَلِيلًا»

«صدق الله العظيم»

سورة الإسراء / الآية ٨٥

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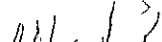
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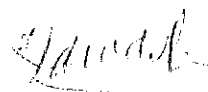
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To   My   Parents
And All The Family

ACKNOWLEDGEMENTS

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ABSTRACT

English is one of the most famous languages in the world It is widely used nearly all over the world as a second or a foreign language . It is widely used in international communication . The teaching of English, in Iraq and the Arab world , is constantly emphasized because it constitutes the main instrument of data processing, computer applications , telecommunications , foreign trade , and banking , and is the medium of instrucation at technical institutions and scientific faculties .

Knowing a language is mainly a mater of learning words and what they mean , but knowing words is not the only thing in mastering a language . It is not the only factor. One might know the meaning of all the words in a large English dictionary and still be unable to use English to convey the desired meaning accurately .One must also know how to assemble words in sentences and how to pronounce words accurately . Grammar is the particular knowledge that enables us to do this .

There are many reasons why we study grammar . Some of which are :
1. It helps us understand the speech and writings of others and also to speak and write correctly and consequently convey the intended meaning .
2. It helps us be good writers or speakers .

The problem of the Study and its Significance :

The importance of this study stems from the bleief that the achievement of the preparatory stage students in English is not Satisfactory as it is revealed in the high ratios of failures in the Baccalaureate Examinations and in the opinions of people concerned .This is-from the researcher's point of view,due to many factors,one of which is the content of the English textbooks .

As the Content of each preparatory stage English textbook contains grammar,so the grammatical construction has an effect on the achievement of the students . For this resaon , the researcher wanted to evaluate the gradation of the grammatical structures of the academic preparatory stage English textbooks with the supposition that students make more mistakes in disordered grammatical topics than they make in those that appropriately ordered ones, in an attempt in sharing in improving teaching English and the academic preparatory stage English textbooks in the subsequent revisions of these textbooks and consequently improving the achievement of the students in English .

Aim of the Study:

The study aims at evaluating the gradation of the grammatical structures of the academic prepartory stage English textboks .

Limits of the Study:

1- The study deals with the gradation of the morphological and syntactical topics found in the academic preparatory stage english textbooks .Phonological topics are excluded.

2- The study is lmited to the gramatical topics found under the subtitles : structure notes, situation , drills and written work in books 6 and 7 and: practice exercises and check points drills in book 8 .

Procedures :

To achieve the aim of the study , the researcher built a scale (a set of criteria) for the gradation of the grammatical topics found in the preparatory English textbooks . The scale was shown to a jury consisted of specialists in linguistics , curriculum and psychology to judge whether or not the criteria of the scale are valid and sufficient to adopt in the evaluation of the gradation of the grammatical topics found in the preparatory English textbooks .

After the scale had taken its final shape , the researcher gave each criterion in the scale a weight ranging between 1-5 .

After constructing the scale and being sure of its validity , it was given with the grammatical topics found in each English textbook , i.e. , (books 6,7 & 8) of the preparatory stage as they are graded (presented) in those textbooks , to specialists who were asked to give weights for each one of the grammatical topics under each criterion of the scale .

To be sure of the results given by the scale (the main instrument) , the researcher used two suplementary instruments , objective tests and an open questionnaire .

An objective test in the grammatical contents of each English textbook of the preparatory textbooks was constructed on the assumption that the gradation of the grammatical topics may affect the students ' achievement ;if such topics are well graded , the achievement of the students is good and vise versa .

Since there are no ready grammatical tests to be adopted in the present study , the researcher constructed three objective tests based on the grammatical contents of the three English textbooks of the academic preparatory stage (books 6,7&8).The three tests proved to be valid and reliable .

The researcher also constructed an open questionnaire and gave it to a sample consisted of 70 persons who are specialized in teaching English (in preparatory schools and some colleges). they were asked to tell whether they were satisfied with students ' achievement in english or not .

The researcher used the weighted Mean , Percentage and Percentage of Weight in this study to analyse the findings obtained from the main and suplementary instruments .

Findings :

Results obtained from the questionnaire revealed that 89% of the sample subjects were dissatisfied with students ' achievement in English, while 84% of them agreed that there are some weakness in the gradation of the grammatical structures / topics of the academic preparatory stage English textbooks .

Considering the ratios 25% and more as representing the high ratios of the failure in the main and sub-topics as decided by the jury members , results obtained from the objective tests were analysed and compared with those obtained from the main instrument of this study . They revealed that there are some weakness in the gradation of the main grammatical structures / topics of the academic preparatory stage English textbooks with the following ratios :22 % in book(6),25 % in book(7) and 35 % in book(8) .

The sub-topics are well graded , but from the researcher 's point of view , a ratio of 5% failure is better accepted for the sub-topics . Thus , it is found that there is some weakness in the gradation of the sub-grammatical topics of the academic preparatory stage English textbooks with the following ratios : 13% in book(6) , 21% in book (7) and 0 % in book(8) .

The recommendations outlined in the light of findings of this study are :

1. Making use of the findings of the present study concerning the Order of the grammatical topics which did not take their real positions in the subsequent revisions of the textbooks or when writing new ones .

2. Filling the gaps in the contents of the grammatical topics in each textbook and distributing the grammatical topics of the preparatory stage on the three textbooks in a way which leads to a vertical integration .

At the end of this study the researcher outlined the following suggestions :

1. Conducting a similar study to examin the gradation of the grammatical structures/topics found in the intermediate stage English textbooks (3,4 & 5) .

2. Conducting a similar study to examine the gradation of the grammatical structures /topics found in the primary stage English textbooks (1 & 2) .

3. Conducting a similar study to examine the gradation of the phonological topics found in the prepartory stage English textbooks (6 , 7 & 8) .

CHAPTER ONE

1.1. Introduction

1.2. The problem of the Study

1.3. Importance of the Study

1.4. Aim of the Study

1.5. Limits of the Study

1.6. Definitins of Basic Terms

1.1.Introduction:

Language is a series of sounds , usually strung together in groups , which convey meaning to receiver .

"Language is the expression of ideas by means of speech - sounds combined into words . Words are combined into sentences , this combination answering to that of ideas into thoughts . Language is used for communication . It is proved to be best means of communication . It allows people to say things to each other and express their communicative ideas." Braughton , p. 9) .

Widdowson defines language as a system of arbitrary , vocal symbols which permit in all people in a given culture, or other people who have learned the system of that culture , to communicate or to interact .(Widdowson , p. 3)

Thus knowing a foreign language may present 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 throuh the medium of their language in addition to having the ability to communicate with the people of the learnt language .

One of the common languages in the world is English . It is widely used nearly all over the world as a second or a foreign language . The English language opens a wide window on modern scientific and literary works and achievements .

It is true that learning a language is mainly a matter of learning words and what they mean . But Knowing words is not the only thing to know a language , nor even the most important . 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 words accurately . Grammar is the particular knowledge that enables us to do this . (Roberts ,p.1)

The word "grammar"is used in many different senses .Most people are familiar with grammar both as a subject they studied in grammar school (" A noun is the name of a person , place,or a thing") and as a kind of language etiqutte ("Don 't say ain 't , it is bad grammar") . (Veit , p. 4) .

Grammar has been called a system of linguistic traffic rules , a signaling system , obyed consciously and subconsciously by all ,members of a social group . Thus Kadler sees the meaning of grammar as a set of linguistic patterns available to the speakers for the formation and arrangement of words into meaningful sentences. (Kadler , p. 85) .

There are many reasons why we study grammar . Some of which are the following :

1. It helps us understand the speech and writings of others and also to speak and write correctly and consequently convey the intended meaning .

2. It helps us to be good writers or speakers .

3. It can provide important insights into the nature of our minds and the way we think .(Veit , p. 10)

That is why grammar has been receiving a lot of attention from applied linguists , textbook writers and classroom teachers . We predicate that this decade will certainly mark a return to the teaching of grammar . (Al-Hamash , 1993, p.1)

Grammar has come back in its rightful place at the centre of language teaching .But it is a very diferent grmmar from that which characteized the traditional classrom . The modren approach to grammar acknowledges the wide range of factors that go towards apropriate language use and furthemore, ,recognizes the need to make the grammar classroom a place of fun, interest and satisfactoin for both teacher and learner . (Hutchinson , 1993, p.1)

1.2.The Problem of the study:

Most of Iraqi students Find learning English Something difficult . Many of them fail in English examinations .

Through a look at the percentage of success at the Baccalaureate Examinations for the Academic Secondary Schools (Literary & Scientific) , for the last eleven years (1985-1986 / 1995-1996) , the researcher noticed that the students ' percentage of success in English is mostly low in comparison with theirs in the other subjects , as it is indicated clearly in tables (1) , (2) & (3) .

Table 1 : The academic years , subjects and ratios of success in Iraq(the literary branch).

Academic year / Subject	A	B	C	D	E	F	G
1985 - 1986	-	70.71	45.37	78.75	83.15	87.62	81.40
1986 - 1987	-	53.97	47.26	61.06	58.73	68.90	67.81
1987 - 1988	-	64.46	37.84	63.45	65.26	71.42	66.23
1988 - 1989	-	67.09	45.47	69.51	73.16	74.78	70.53
1989 - 1990	-	64.45	40.98	59.69	71.33	70.19	66.05
1990 - 1991	-	52.33	47.05	58.88	85.70	61.06	57.36
1991 - 1992	-	63.16	45.44	59.62	60.12	63.74	63.89
1992 - 1993	-	65.33	44.34	67.24	67.25	70.85	69.07
1993 - 1994	86.18	79.34	62.43	80.51	82.80	86.22	84.28
1994 - 1995	88.62	79.28	62.81	79.78	84.20	86.83	87.08
1995 - 1996	86.43	79.61	59.30	77.21	75.53	83.69	79.68

A = Islamic Education

B = Arabic

C = English

D = Mathematics

E = History

F = Geography

G = Economics

Table 2 : The academic years , subjects and ratios of success in Iraq(the Scientific branch).

Academic year Subject	A	B	C	D	E	F	G
1985 - 1986	-	88.41	72.93	81.12	84.35	82.80	80.40
1986 - 1987	-	78.56	69.33	77.06	74.97	75.47	69.55
1987 - 1988	-	85.83	68.13	81.41	80.35	81.92	76.13
1988 - 1989	-	82.09	66.41	64.32	80.45	70.30	70.74
1989 - 1990	-	85.56	69.00	73.95	82.54	75.03	73.03
1990 - 1991	-	76.76	67.78	74.57	72.39	72.12	74.40
1991 - 1992	-	85.73	76.26	77.39	80.27	75.87	77.94
1992 - 1993	-	87.63	71.81	84.47	85.67	82.00	83.09
1993 - 1994	90.66	83.15	73.67	85.52	83.22	82.17	81.80
1994 - 1995	90.07	86.83	75.56	81.95	81.22	76.86	72.32
1995 - 1996	94.20	82.14	76.34	89.45	70.58	80.72	74.16

A = Islamic Education

B = Arabic

C = English

D = Mathematics

E = Biology

F = Chemistry

G = Physics

Thousands of students could not pass the Baccalaureate Examinations in English every year.This is indicated in table (3).

Table (3)

Participants in the Baccalaureate Examinations, number of failures in English only and ratios of failures .

Branch	Academic Year	Part.	Failures in English only	Total of part.	Total of failures in English	Ratio of failures
Scientific	1992/1993	38831	10946	76360	31834	41.68
literary	1992/1993	37529	20888			
Scientific	1993/1994	41576	10947	77900	24595	31.57
literary	1993/1994	36324	13648			
Scientific	1994/1995	41395	10119	75638	22855	30.21
literary	1994/1995	34243	12736			

part. = participants

This shows a high ratio of wastage in the Iraqi educational system which indicates a great loss for students as individuals , as members in families , and as members in society .

Thus learning English in our schools is not satisfactory .In order to be sure of this judgement , the researcher asked some specialists in teaching English through a qestionnaire * prepared for this purpose. Findings of this instrument asured the aspect as follows:

1. 89 % of the sample subjects of the questionnaire were dissatisfied with the efficiency of their students in English.

* See chapter (3) .

2. 80 % of them agreed that their students find learning English something difficult .

3. 84% of them agreed that there are some weakness in the gradation of the grammatical structures /topics of the preparatory English textboks (6,7 & 8)

These results together with the results of the Bacalaureate Examinations proved that there has been a real problem to be Studied.

This is,form the researcher 's point of view, due to many factors, one of which is the content of the English textboks. As the content of each preparatory English textbook contains grammar, so the grammatical construction has an effect on the achievement of the students.

For this reason,the researcher wanted to evaluate the gradation of the grammatical structures of te academic preparatory stage English textboks with the supposition that students make more mistakes in disordered grammatical topics than they make in those that appropriately ordered ones,in an attempt in sharing in imporving teaching English by improving the academic preparatory stage English textboks in the subsequent revisions of these textboks or when writing new ones , and consequently improving the achievment of the students in English .

1.3.Importance of the Study :

This study is an attempt to investigate the extent to which the grammatical structures/ topics found in the English textbooks of the academic preparatory stage (Books: 6,7& 8) are well graded .

The importance of this study stems from the belief that teaching English needs to be improved because the achievement of the preparatory stage students in English is not satisfactory as it is revealed in the high ratios of failures in the Baccalaureate Examinations and in the opinions of people concerned .

1.4.Aim of the Study :

The study aims at evaluating the gradation of the grammatical structures / topics of the academic prepartory stage English textbooks .

1.5. Limits of the Study :

1. The present study will deal with the gradation of the morphological and syntactical topics found in the academic preparatory stage English textbooks . Phonological topics are excluded .

2. Members of the unit responsible of the English curricula in the directorate of curricula and textbooks in the Ministry of Education informed the researcher that these parts of grammar are found under the subtitles :

    (structure notes , situations , drills and written work in book 6 & 7) and (practice exercises and check points drills in book 8) .

Thus , the grammatical structures /topics points that will be examined are those found under the subtitles mentioned above in each one of the three English textbooks .

1.6.Definitions of Basic Terms :

1- Evaluation :"The process of judging the value or amount of something by use of standard of apprisal which includes judgements in terms of internal evidence and external criteria ."

(Good , 1973,p. 120)

Although evaluation has a basic goal- the determination of the wroth or value of something - it has some other roles . Apprisal of the outcomes of students learning in all of their ramifications is an example of one role .
This type of evaluation is familiar to most teachers and administrators, diagnosing individual progress ,and comparing results with norms and scores of other members of the class or age group . (Lewis , 1981 , p. 317)

One of the significant functions of evaluation is determining the value of the curriculum itself . Is the curriculum fulfiling the purpose for which it was designed ? Are the purposes themselves valid ? Is the curriculum appropriate for the particular group of students with whom it is being used ? Are the instructional models selected the best choices in the light of the goals sought ? Is the content the best that may be selected ? Are the materials recommended for instructional purposes appropriate and the best available for the purposes envisioned?(Doll,1989 ,p.339)

In this study , evaluation means determining whether the grammatical contents of the English textbooks (6,7,8) of the academic secondary stage are well graded or not .

2- Grammar :

    a."It is the study of the phonology , inflections and syntax of a language ."(Good , p. 252)

    b."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 function in sentences to convey correct meaning" . (Good , p. 252)

    c."It is a perfect , objective description of a language ".(Ur , 1989,p. 78)

    d."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)

In the present study , grammer means the study of the principles that underlie the use of language , and includes the study of structures and rules presented in the English textbooks to help students understand English and produce it to covey meaning correctly .

3- Structure :

    a."It is an arrangement of elements ordered in "places" .Places are distinguised by order alone: a structure consists of these places ". (Tomori , p.49) .

b. "A structure is made up of 'elements' which are graphically represented as being in linear progression with the theoretical relation among them is one of order."
(Halliday , 1961 , p.254) .

c. "It is the category set up to account for likeness between events in successivity .
"(Finocchiaro & Brumfit , p. 148) .

d. "It is the recurring patterns of language elements as they occur in forms of words and in arrangements of words in utterances ".
(Ibid , p. 149) .

In this study , structure means a combination of elements (words) so as to make meaningful sentences , and how grammatical structures and topics are placed in each one of the preparatory English textbooks and introduced to form a scientific (whole) .

3- Gradation :

a. "It means passing from the known to the unknown by easy stages, each of which serves as a preparation for the next. It assures that , as far as possible, everything new is related to what has already been learnt or built upon it " (Widdowson , p. 173) .

b. "Gradual change from something to another."
(Hornby, p.541) .

  c. " A step , stage or degree in development."

   (Hornby & Ruse , p. 278) .

  d. The act or process of forming or arranging

   in grades or stages or steps or "The gradual

   change by steps or stages from one condition,

   quality ...etc., to another.

   (World publishing Company , p. 627)

  In this study , gradation means putting in order or
sequence the grammatical structures/ topics found in each one
of the academic preparatory stage English textbooks .

4- Grammatical Structures / Topics Gradation :

   It is the gradual presentation of the
   structures / topics in a scientific order
   according to the nature of the English
   language and its usages .

5- English (Standard English) :

   " It is a term used in sociolinguistics
   to refer to prestige ariety of language
   used within a speech community .Standard
   language / dialects cut across reginal
   differences,providing a unified means of
   communication and thus an institutionalised
   norm which can be used in the mass-media,in
   teaching the language to foreigners , and
   so on ". (Crystal , p. 329) .

  There are some differences between spoken and written
English and from one place to another. In this study,
English is the written Standard British English which is
taught in the Iraqi schools.

CHAPTER TWO

2.1. Previous Studies

2.2. The Theoretical Framework of the Study

2.1. Survey of Some Previous Studies

2.1.1. Gefen,Raphael

Teaching the Pedogogical
Grammar of English
According to the English
Cyrriculum for Israel
Schools .
Washington State
University,1982 , E.d.D.

The study was an attempt to select and grade the grammatical structures to be taught at the primary , itermediate and upper levels in Israeli schools .

Procedures :

The researcher analyzed the content of the English grammar textbooks . He found that there were 147 grammatical structures in those textbooks . He made a scale of four criteria which were :

1. Frequency

2. The usage of the majority of educated native speakers of American and British English .

3. The productivity of the structure (the posibilities of its transfer and application to new situations) .

4. The relevence of the structure to situations likely to be met by pupils at the given stage of learning .

Findings :

Analysis of varians was used in this study .
Analysis of data revealed that there are three stages in teaching grammar , they are : introduction (presentation), drill practice (assimilation) , and application (development , exploitation) .

In the light of findings of the study , the researcher suggested the following :

1. Grammatical structures should be integrated with all the other language activities (vocabulary and pronunciation) and be directly linked to the teaching of the language skills (listening , speaking , reading , and writing).

2. Grammatical structures should be presented contextually , i.e. , in the framework of a meaning .

3. To incorporate the principle of meaningfulness at all stages (introduction , practic , and application) , the teacher is admonished to plan carefully .

2.1.2.Richard,Jack C.

The Status of Grammar in the language Curriculum. Selectted Papers from the REIC seminar (Singapore,April ,1984).

The researcher thinks that despite the impact of communicative approaches to language learners continue to learn from materials which are grammatically organized and presented .

The purpose of this studt was to provide criteria for developing , grading , and evaluating communicative tasks and activities in curriculm development .

Procedures :

The researcher used an open questionnaire consisted of the following questions :

1. What criteria can we best rely on when grading a list of grammatical items ?

2. Do you think that such gradation will lead to better proficiency in English ?

Findings :-

Data collection revealed that , Frequency , utility , level of difficulty , regularity are the best criteria for sequencing and grading the grammatical items when designing an instructional programe , coures or textbook .

The researcher concluded also that grammar is a necessary but not a sufficient component of language proficiency .

2.1.3.Fayadh,Ali Hussein .

An Evaluative Study of English Textbooks For the Intermediate Stage in Iraq.
Scientific paper, 1987 .

The study attempted to investigate the reasons behind the weakness of the intermediate stage students .

Procedures :

The researcher used content analysis as an instrument to determine the aspects of weakness in the English textbooks of the intermediate stage . He also used a scale of four criteria , they are :

1. Practicality of the objectives .

2. Reliance of the objectives on contrastive studies between the forign language being taught and the native language of the learners .

3. Vertical and horizontal itegration of the items of the textbooks .

4. gradation of the items according to their value and difficulty .

Findings :

Data collection revealed that items of the heavy emphasis on repetition of sentences regardless of their value , simplicity and difficulty .

Data collection also revealed that many spelling and punctuation errors were found in the textbook . Weakness in the examples and exercises was found .

In the light of the findings of the study , the researcher suggested to present grammar through texts rather than presenting it formally (i.e. , Formal rules). Attention should be given to sequence and gradation of the grammatical items .

2.1.4. Discussion of the Previous Studies :

No doubt that analysis of previous studies or extracting the main ideas and experiences of the authors of the studies would inevitably enrich the present study to a great extent , and can be considered as a starting point for it , especially in the procedures followed .

Most of the previous studies used the questionnaire only. The criteria used for the gradation of the grammatical items were different .

In Raphael 's study four criteria were used . They were : Frequency , usage , productivity , and the relevence of the structure to situations likely to be met by pupils at the given stage of learning .

Frequency , utility , level of difficulty , and regularity were used in Richard 's study .

Frequency and utility were adopted by both Raphael and Richard 's studies .

Fayadh 's study adopted two criteria only which are practicality and relience of the objectives on contrastive studies between the foreign language being taught and the native language of the learner .

Statistical methods used in the previous studies were different . Analysis of variance , for example was use in Richard 's study while t-test and analysis of varience were used in Raphael 's study . Percentage only was used in Fayadh 's study .

The present study dealt with the gradation of grammatical structures of the English - textbooks of the academic preparatory stage only , while Raphael 's study dealt with the selection and gradation of the grammatical structures to be taught at the primary , intermediate and upper levels . Fayadh 's study dealt with the gradation of the items of the English textbooks for the intermediate stage .

This shows that not so many works have been done in this field and that each researcher adopted the procedures which were convenient to his research .

The researcher has used more than one tool in his procedures , not like most of the previous studies and because this may give more confidence in his results and conclusions .

2.2.The Theoretical Framework of the Study

2.2.The Theoretical Framework of The Study

2.2.1. Introduction :

Grammar has been occupying a large part of the attention of specialists in psychology , linguistics methodology and curriculum and textbooks writing , and teachers (during many decates) and it has been a matter of contraversy among them .

In the following pages the researcher is going to survey the major approaches of grammar and the standpoint of the main methods of teaching concerning grammar and to conclude with a theoretical framework for this study .

2.2.2.A Brief Survey of Grammar Instruction :

Althouugh we think of instruction in English Grammar as a traditional part of education . it is in fact a relatively recent phenomenon , and it has occupied a central place within the curriculum for only about the last hundred years . The changing role of grammar is in large part due to changing attitudes towards the language itself . (Veit , p. 249)

In the middle ages , English and other vernacular language (the national languages spoken in everyday life) were held in lower regard than the classical languages of Latin and Greek . The modren notion of " progress " was an attitude alien to the time . rather than progressing , Knowledge and culture were taught to have declined from the days classical antiquity . Latin retained its high status in Europe as the language of religion . low , and scholarship .

In English schools , the central subjects within the curriclum were Latin litterature . From the earliest grades , students studies Latin grammar intensively while English grammar was not studied simply because it was not thought worthy of study . Until very recent certuries , it was even questioned whether English had a grammar . (Harsh , p. 8).

Over the past few centuries , however , the status of English gradually rose , and a grammatical model of the English language was developed . Because of the pervasiveness of Latin studies ,however, the model as closely as possible . The unscientific , Latin - based model become the basis for school instruction , and its influence is still felt today . (Veit , p. 250) .

Gradually , grammar began to gain emphasis and attention , both in England and the U.S.A. because it had become clear to linquists that English grammar is different from that of Latin , and that English grammar English grammar is crucial for accuracy in language use .

Nevertheless , the emphasis given to teaching and learning grammar has been high in times and low in others according to the findings of researchers and ideas of psychologists and linguists .

Recently grammar has regained its importance after losing it for years . We predict that this decade will certainly mark a return to the teaching of grammar , but this grammar is different in the way it is taught from the traditional ones . Recent methods of teaching concentrate on making the different activities carried out by the learners of grammar meaningful and interesting , while traditional methods concentrate on presenting the trditional boring grammar firstly , then presenting the communicative activities . (Al- Hammash , 1993 , p.1)

2.2.3. Survey of the Different Approaches of Grammar

Today we may mark three main approaches towards grammar , as shown in the following section .

2.2.3.1. The Traditional Grammar

This approach is sometimes described as 'conventional' or 'prescriptive' , grammar . It is so called because it is based on the concept that Latin grammar is the most logical one . It is described as 'prescriptive' because it lays out rules in which the form of prescriptions for the language to abide by . These rules are dictated by the grammarian who is attached to the Latin grammatical terms already available values he visualized to exist in English , which in certain cases were entirely different , or did not exist at all .

The traditional grammar has its foundations , as language historians point out , in the 18th - certury studies of the so - called prescriptive grammarians - scholars who were primarly concerned with formulating and fixing rules for the correct usage of English . (Harsh , p.3)

The main features of this approach :

1. It interprets the sentence according to meaning and according to communicative intentions of the speaker . Thus , sentences are declarative , interrogative , imperative , and exclamatory .

2. It defines eight parts of speech (noun , verb , ...etc.) either according to meaning or to function ; for example, a noun is the name of a person, place,or thing (meaning) ; a prepositon is a word which relates its object to the rest of the sentence (function) .

3. It describbes the syntactic functions of the parts of speech in sentences; e.g.,a noun may serve as a subject , object of a transitive verb,complement of a linking verb , object of a preposition , ... etc .

4. It concerns itself primarily with the written language .

5. It gave rise to the grammar (presciptive) - translation "method" . (Finocchiaro , 1974 . p. 7)

Criticisim :

Grammar taught according to traditional approach was attacked , partly because the grammar used was actually inappropriate to English , and partly it was felt that too much emphasis on grammar led to learning to use the language itself . (Ibid , P. 5)

2.2.3.2. Descriptive (Structural) Grammar :

It was a reaction to traditional grammar. It only describes language and records its habits. It gave grammar a descriptive role . (Al-Khuli , P. 55).

Structural linguistics , the dominate school of descriptive linguistics in the middle decades of this century held that the syntax of a sentence should be studied without regard to the sentence's meaning . (Veit , p. 251)

Most structuralists agree that syntax begins with the defining of word classes . Certain words in English do have referents or lexical meaning . The study of this kind of meaning , according to the structuralist , belongs to the writer of dictionaries , the semanticist and the psycholinguist . But words have another kind of meaning — the meaning that they take on in combination with other words . The structural grammarian , then , is primarily concerned with this aspect of language , which is yet another system . (Herndon , p. 88)

Language has a lexical meaning carried by the words and a grammatical,or structural , meaning carried by the system . This isolated meanings which are recorded in a dictionary ; they also convey certain grammatical meanings : plural _ sigular - past tense . When the words are combinend in a sentence - the boys liked the dog or the dog liked the boys - the structure reveals afurther grammatical meaning of Actor-Action - Goal , or Receiver of the Action . The word order

determines who the actor is . Thus the total linguistic meaning of an utterance includes both the lexical meaning of the individual words and the structural meaning . It is the system of the language with which structural grammar is concerned :the recurring formal signals which reveal the structure of words and the structure of groups of words . (Harsh , p. 8) .

The Main Principles of the Structural Linguistics

1. It distinguishes structural meaning from lexical meaning .
2. It considers grammar to be a set of formal (i.e. , pertaining to the form [phonological or graphological] patterns in which the words of a language are arranged . (Finocchiaro , p. 7)
3. It studies the four meaningful signals of English : word form; word order; function words ; and intonation patterns from a corpus of material that has already been said or written . (Harsh , P. 7)
4. It proceeds from form to meaning ; from phonemes to sentences .
5. It defines the parts of speech under two general categories :from class words (nouns , verbs , adjectives , and adverbs)

   and function or structure words (determiners , modals , prepositions , etc.) . (Fries , P. 109)

6. It distinguishes between spoken and written language , giving priority to the spoken language . (Herndon , p. 89)

7. It analyzes utterances and sentences into immediate and ultimate constituents through a system of binary divisions until the final two divisions(the ultimate constituents) are reached; e. g. , in the sentence : The young boys are playing ; would split the sentence into The young boys and are playing ; The young boys // are playing

The sentence is then divided further as follows :

The young // boys // are // playing .

The // young // boys // are // playing .

The // young // boy //s // are // play // ing .

Criticisim of the Structural Grammar

1. In desribing syntacicval patterns in English , structural linguists have contributed less than they have in describing the patterns of sounds and words and word change (a level of analysis called "morphophonemic ",which deals with such changes in words as the voicing of the final sound because of the change from the singular to the plural as in wolf - wolves).

2. Structural grammarians do not , however , propose a new system in analyzing verbal types and strucures(transitive plus object,plus complement) nor for describing indirect objects or the complements .

However , structural grammar helped in the construction of textbooks for teaching English in different parts of the world and also provided a variety of new techniques and approaches . (Al-Bettar , P.104)

The contribution of the structural grammar to forign language teaching was the development of the three techniques of immitation , repetition and substitution which have been and are still used very frequently in chorus drills in order to provide more active practice with the language . (Ibid ,P. 105).

2.2.3.3.Generative(Transformational)Grammar:

It is known popularly as transformational grammar (though designated by various combinations of the words tranformational and generative), the newest approach to the study of language is only a decade ols so far as direct application to the English language is concerned . The discipline has its roots , however , in the studies of the philosophical grammarians who dated from the 17th century . (Harsh , p. 7) .

Generative grammar illustrates that language because it is based on a system of rules "makes infinite use of finite means " . The puprpose of grammar is to select the theory or system that best explains these rules . In formulating such a grammar , Chomsky and others have used the term generate to refer to a rule that exemplifies or provides a "rule of

substitution " for all possible instances of sentences with a particular structural pattern . A complete generative grammar would give one or more structural descriptions of all the well - formed , or grammatical , sentences possible in a given language . (Chomesky , 1965, P. 28)

The term transformational refers to a rule that rearranges various elements in a sentence when that sentence is changed from its simple , active , declarative form (The girl bought the dress) to more complicated sentence - such as , say , one asking a question , giving a command , or containing one or more included clauses .(for example : who bought the dress with the white collar ?)

Generative grammar theory based on certain assumptions about the kinds of process that exist in a language and the grammar in which they interrelate " . (Herendon , P. 124)

The basic assumptions upon which the theory is based are these :

1. All languages have a system of syntactic structure .

2. Native speakers intutively know the grammar of their language .

3. In English , the basis of the system is something called the sentence .

The Main Principles of Generative-Transformational Grammar:

1. It illustrates that language makes infinite use of finite means .

2. It postulates a system of finite , explicit rules potentially capable of producing all and only the grammatical sentences of the language .

3. In characterizes the " rules " , as , "recursive" , meaning that they can be applied over agin to similar bases structures . (Finocchiaro , P. 8)

4. It distinguishes between basic underlying structures (simple sentence and declarative " S a d " and transformations of these sentence structures through the application of rules which add to , delete , or rearrange various elements in them to produce corresponding surface forms (those that we say and hear) .

5. It suggests that all human beings are born with a language acquisition mechanism which allows them to understand and apply the rules of the language . This is often called L A D (Language Acquisition Device) or Language Processing Device .

6. It helps to explain ambiguities in sentences by distinguishing between deep and surface stuctures .

7. It introduces the concepts of " Competence " and "Performance". By "Compentence" is mean the ability of the native speaker to judge whether utterances are grammatical or not and whether they are synonymous or not by applying

the rules which he has internalized without conscious awareness.By "Performance" it is generally meant instances of the speaker 's competence , his actual use of his native language,and his overt verbal behavior .(Finoccgiaro, P.9)

8. It states that language is rule-governed behavior , that it is stimulus - free and creative . The rules are so "Powerful" that any native speaker can produce sentences which he has never heard or said before .

9. It reaffirm the importance of meaning in grammatical analysis .

Criticisim

Although transformational grammar offers a basis for explaining the ambiguity of certain sentences , this type of grammar is not commonly used in English classes at the secondary - school level . This grammar used symbols , numbers , abbreviations and formula - like description which make it difficult for pupils to understand .

2.2.3.4. Conclusions

In short , these different approaches to grammar show its importance in learning any language , especially a foreign language like English in the Iraqi schools .

The differences are derived from the fact that each approach looks at grammar from a different angle and standpoint .

These approaches have had their influence in the methods of teaching a foreign language as it will be shown in the following part .

2.2.4.Grammar and Language Teaching Approaches :

2.2.4.1.Grammar Translation Approach :

The grammar – translation approach is the oldest and the most primitive of the techniques of teaching foreign languages. (Al-Hamash , 1985, p.61)

It treats English as if it were Latin or at least Latin derived .

English grammarians believed that one of the functions of a grammarian , is to prescribe ways in which English may come closer to "purity" .

Through the exercise of his reason, a grammarian should evaluate each construction , determining whether it is "correct" or "incorrect" . Then he should lay down rules for all users of the language to follow .(Hook, p. 332)

According to this approach , the teacing of grammar is done by presenting rules for memorization . Some examples are given after the rules are presented . The rules of grammar presented are often of the types that fit the grammatical categories of Latin .(Al-Hamash , 1985 , p. 66)

Criticisim of the Grammar – Translation Approach :

1. Rules of grammar do not mean much unless they are preceded by extensive experience with language forms . Inductive discovery of patterns is certainly more meaningful and useful than handing out lifeless rules . Proficient users of the language often cannot explicitly state the rules , but they "feel" them and they subconsciously follow them . (Al-Hamash , 1985 .P. 68) .

2. Students who devoted years to the study of a foreign language were in most cases unable to use it , because the ability to talk about the grammar of a language ,to yecite its rules is very different from the ability to speak and understand a language or to read and write it .Often those who can recite its rules may be unable to use them .

3. In traditional textbooks , all information about sentence pattern is presented in the form of `rules` which the student applies on a series of disconnected sentences by filling in blank spaces , or by giving the correct form of words in brackets.It has become abundantly clear that this approach to language - learning is highly inffective . It encourages the teacher to talk about the language , instead of training his students to use it . The emphasis is on written exercises . The greatest weakness on this approach is that the student cannot transfer what he has learnt from abstract exercises of this kind to other language skills like understanding , speaking and creative writing . (Alexander , p. x) .

2.2.4.2.The Direct Approach:

As it is explained previously , the grammar - translation approach could not be of help to those who want to speak the foreign language with a reasonable degree of fluency . In order to overcome this shortcoming , the Direct approach has come as a strong reaction to the foregoing approach.It became popular throughout the early years of the twentieth century .

By 'Direct` is meant teaching in the foreign language , without the use of the mother tongue . It is based on the direct association of the thing or concept and the language used , and it gives priority to speech and oral skills , and rejects memorization of conjunctions declensions and rules of grammar .

According to this approach , grammatical rules are not taught in the early stages .They are acquired unconsciously through practical use and direct association with things or subjects (i.e. , intensive listening and imitation) . That is to say rule generalization comes after experience. The new patterns are taught through direct association with actions , dialogues , situations , objects or pictures .

The direct approach has sometimes produced foreign learners with native - like mastery of the foreign language . It proved itself more suitable for large classes as compared to the grammar - translation approach . Also , some of the principles underlying the direct approach are scientifiacally sound .

Criticisim of the Direct Approach :

1. This approach has been criticised for being time - consuming and the least direct approach .Its insistence on giving the meaning of words and structures through dramatization , demonstration , or association without resorting to the mother tongue has led to the using of roundabout techniqsue which are time wasting .This process might be successful with concrete sentences but fails with

abstract words. Using the native language , therefore , in some instances ensures that the required meaning is comprehended in addition to the fact that it saves time .

2. The teacher has always to use expressions very much above the level of his students if he insists on the use of nothing but the foreign language.This results in vagueness and lack of communication between the teacher and the class . (Al-Hamash , 1985 , p. 70)

2.2.4.3.The Structural Approach :

It is also called the Aural_ Oral Approach or the Audio - Lingual Method . It was a reaction to the grammar - translation method and a modification of the direct method . (Al-Mutawa & Al-Khalai, P. 18) .

The theory implies the acquisition of oral skills through oral practice based on repetition and learning by analogy . The approach is often referred to as the audio - lingual method .

This method aims at developing listening and speaking skills first , as the foundation on which to bulid the skills of reading and writing . In other words, the forign - language pupil is brought to proficiency in oral and aural use of structures before being taught how to read and write them . The advocates of this method claim that language is essentially acquired through habits and that responses must be drilled until they become automatic and natural .This process reflects a behaviourist view of language learning

influenced by the psychologist Skinner.The approach proposed this mechanical process of habit formation through which the phase of stimulus , response and reinforecment would determine the formulation of structure drills and would lead the pupil to the acquisition of these structures .

This method emphasizes teaching the language , not about the language . This means that we must teach pupils `a set of habits ` , not a set of rules , as the main goal of language learning is to enable pupils to talk in the language and not to talk about it .

According to the structural approach , the chief task of the teacher during the early stages of language learning should be to give the learnner automatic system of the language .The teaching of new words should be minimized,i.e., only the words that are needed to operate the systems should be used . The enlargement of the vocabulary of the learners should come later . (Al-Hamash , 1985 , p. 76)

Rules of grammar are taught by inductive analogy rather than by deductive explanation . There is little or no grammatical explanation . Structures are sequenced and taught one at a time .Structural patterns are taught by using pattern practice . The drills of pattern practice require the learner to transform , substitute , replace , expand , integrate , etc. .

Criticisim :

1. This method emphasizes speech at the expense of other language skills especially writing .

2. The method takes no account of the creative use of language and cognition , as it emphasizes mechanical reptition through the use of oral drills . Empirical evidence , however, has shown that pattern practice though useful for the early stages of foreign language learning , is not conducive to real communication .

   (Al-Mutawa & Al-Khailani , P.20) .

3. In focusing on the form rather than on the content or meaning,the method fails to prepare the learner to use the foreign language for meaningful communication .

4. The method equates the acquisition of the rules of the target language with the ability to communicate effectively in it .This is a fallacy . Learning to produce grammatical sentences does not gaurantee that one will be able to communicate in situations which require the creative use of speech acts or notions . These include requesting , disagreeing , expressing opinions , showing fellings of sympathy, happiness , or anger , etc.

5. Finally , this method requires , among other things , small classes , carefully prepared materials and a lot of time . Above all it requires a well - trained teacher who knows 'What to teach ` and 'how to teach ` adequately . The ineffective application of the technique will produce boredom and fatigue on the part of the learner .

2.2.4.4.The Communicative Approach :

This is generrally referred to as the functional - notional approach . It emerged in the early 1970 as a result of the work of the Council of Europe Experts . The approach was designed primarily to meet the needs of adult learners , tourists or people engaged in . academic , cultural , technical or economic activities . (Mutawa & Kailani , p. 21)

One of the central ideas in the communicative approach is the distinction between the linguistic competence and the communicative competence . The first is associated with usage and has been limited by linguists to the study of the sentence and sentence components . The second is associated with use and discourse , i.e. , language samples that exceed the sentence in lenght and that involve appropriateness of use and coherence . (Al-Hamash , 1985,p. 87)

The stress of this approach on communication and conversation has rapidly gained popularity . The pupil learns from the beginning that language is communication , that it is something to be used . The implication of this is that we are more concerned with what people do with language than with what they know of it . In another sense , this methodology tries to gear language teaching to the rules we need for communicating appropriately in social situations rather than to the grammatical rules we need for producing correct sentences .

The basic principles underlying the communicative approach are as folows :

1. The approach does not deny the importance of mastering grammatical forms , so long as they are taught as means of carrying out meaningful communication .That is, grammar is taught as the intutive knowledge of language use - a language tool rather than a language aim .

2. It gives priority to the semantic content of language learning . That is , pupils learn the grammatical form through meaning, and not the other way round . This new strategy helps the learners apply what they have learnt of the linguistic knowledge,whithout any difficulty , to real life situations involving interactive processes .

3. Since the primary aim of the approach is to prepare learners for meaningful communication,errors are tolerated. Pupils are encouraged to risk errors in communicating information or their thoughts and fellings . Fluency is given more weight than accuracy ,so language teachers must not insist upon mastery of the material when it is first presented . Linguistic items and functions and notions are recycled in a logical sequence during the course and they can be studied in greater depth as pupils progress in their study .

4. Grammatical forms are aproached through meaning . Pupils , when learning a new item of grammar , must acquire two of its aspects : the grammatical forms and the meaning underlying it . Deducative explanation of grammar is preferred . (Mutawa & Kailani , p. 24)

5. The main concern in this approach is on using the language and not on the language usage . It is possible to use the target language...without the necessity to teach grammar . But later on this view has become under a serious challenge , and it is widely accepted now that there is value in classroom activities which require learners to focus on form . It is also accepted that grammar is an essential resource in using language in communication . (Nunan , 1989, p. 13)

Criticisim of the Communicative Approach :

In spite of the merits which characterize the communicative approach it has been subjected to many criticisms , some of which are summed up as follows :

1. The approach relies extensively on the functional – notional syllabus which places heavy demands on the pupils This is especially at the initial stages of learning because of their lack of speaking rules and cultural insights . (Swan , 1985,p. 43)

2. The various categories of language functions are overlapping and not systematically graded like the structures of the language . This creates come confusion and makes difficult to teach the functions properly . (Al-Mutawa & Kailani , p. 23)

3. The communicative approach gives priorty to meanings and rules of use rather than to grammr and rules of structure. The latter , according to the communicative theory , are taught by means of functions and notions . Such concentration on language behaviour may result in negative consequences .

   Thus the pupils may not have sufficient knowledge of grammar to do things with the language, i.e. to perform communicative tasks . There is also the danger of not covering the areas of grammar when they are solely taught through functions and notions . This shortcoming may lead pupils to overgeneralize as they may believe that one particular form can only express a specific function . Moreover , the teacher may not be able to isolate and practise difficult forms of grammar before pupils can utilize them in speech,acts . In this respect , Swan (1985,p. 50) remarks that `it is no use making tidy if grammar then becomes so untidy that it cannot be learnt properly' .

Conclusion :

   From the above survey of main approaches (schools) towards grammar and the main approaches (methods) of teaching grammar , one may conclude with conclusion that they all give importance to grammar learning (and consequently in teaching) but they differ in answering (how ?),(when ?) and (what ?) questions .

Although each approach is influenced by different phsychological and linguistic factors,they all agree on the fact that accuracy is important to understand the meanings conveyed by the language and to achieve the main purpose of any language which is communication . Since grammar gurantees this , it becomes crucial to master any language to know the rules (grammar) governing it .

They all agree also that teaching grammar in later stages (such as secondary schools) is fruitful for the learners to enable them understand language better and produce it more accurately.

This leads to the proper selecting (which is not our concern here) and grading of the grammatical items because if this does not happen, many difficulties and misunderstandings will occur. Consequently we have many errors which mean failure.

If the concepts are not mastered in their proper sequence , the lacks accumulate in each succeeding grade , pilling up more and more difficulty which may results finally in choas . (Lester & Others , P. 187)

CHAPTER THREE : PROCEDURES

Chapter Three

Contents

Procedures :

To achieve the objective of this study , a number of procedures have been adopted . These are summarized as follows :

1. Constructing the main instrument (scale)

2. Constructing suplementary instruments which are achievement tests and a questionnaire .

3.1.Constructing the main instrument(list of Criteria):

From the theoretical framework and the previous studies, the researcher Concluded that there are some criteria to which the grammatical topics and (rules) of the preparatory English textbooks should be adopted in gradation .

In the light of the theoretical framework , previous studies and the opinions of his professors and collegues , the researcher built a scale for the gradation of the grammatical topics and (rules) found in the prepartory English textbooks , as it is shown below :

Grammatical Topics	A	B	C	D	E	F	G	H

A : Frequency

B : Utility

C : Easiness

D : Necessity

E : Combinability

F : Learnability

G : ExpansibilitY

H : Total

Then , the scale was shown to a jury consisted of specialists in linguistics , curriculum and psychology . The researcher asked each member of the jury to judge whether or not the criteria of scal are valid and sufficient to adopt them in grading the grammatical topics and (rules) of the preparatory English textbooks .

Five members of the jury suggested omitting "necessity" and"combiability " while three of them suggested "regularity" to be one of the criteria . Although the researcher was satisfied with the second suggestion , he did not include "regularity" with the other criteria because each criterion would have a degree ranging from 1 to 5 and this can't be applied with "regularity" because the structure or topic is either regular or irregular .

Names and titles of the jury members,alphabetically arranged:

1. Abdul Baqi Al-Safi , Ph.D. College of Arts,University of Al-Mustansiriya .

2. Abdul Latif Al-Jumeily , Ph.D. College of Arts , University of Baghdad .

3. Abdulah Selman,Ph.D. student College of Arts , University of Al - Mustansiriya .

4. Adnan Al-Juburi , Ph.D. College of Education - Ibn Rushd .

5. Amir Bneya Al-Kubaysi,Ph.D. College of Education-Ibn Rushd .

The scale was given to the jury for the third time to make sure of the sequence of its criteria and the weights given for each of them . And here , they suggested to make some modifications concerning the selection and sequence of the scale 's criteria .

They suggested to omit three principles (Necessity , Combinability and Regularity) .

6. Aumran Mussa , Ph.D. Student	College of Arts , University of Baghdad .
7. Ayif Habeeb , M.A.	College of Education , Ibn-Rushd .
8. Bassim Muftin Badir , Ph.D.	Saddam Medical College.
9. Hashim Al- Hindawi , M. A.	College of Education Ibn-Rusd.
10. Kemal Hassan , M.A.	College of Languages .
11. Khalil Al-Hamash , Ph.D.	College of Education Ibn - Rushd .
12. Majid Al- Najar , Ph.D.	College of Arts , University of Al - Mustansirya .
13. Mustafa Al- Samara 'ee , Ph.D.	Al - Yarmuk University College .
14. Nadiya she 'ban Ph.D.	College of Education , University of Al - Mustansira .
15. Subhi Al-Ma 'ruf,M.A.	College of Education , University of Al - Mustansiriya .
16. Waleed Al-Zend , Ph.D.	Ministry of Higher Education & Scientific Research.
17. Yarub Mahmood , M.A.	Al - Yarmuk University College .

Then the researcher attended a meeting with the members, of the National Comittee of English Curricula and showed them the scale. He discussed with them the criteria of scale, their sequence and the weights given to each one . They finally agreed that the scale was valid and suitable to carry out the study .

After Constructing the scale and being sure of its Validity , it was given with the grammatical topics found in each English textbook , i.e. : (books 67&8) of the preparatory stage as they are presented (graded) in those books , to specialsts who were asked to give weights for each one of the content items under each one of the scale's criteria .

Members of the National Comittee of English Curricular in the Ministry of Education (alphabetically arranged) :

1. Ahlam Raoof .

2. Fadhil Dawood .

3. Hisham Ibrahim .

4. Husni Mahmood .

5. Ilham Nathum .

6. Jameel Fettohi .

7. Khuthyir s. Ali

8. Sami Nori Nihad

9. Mahmood M. Al-Shayib

The researcher gave the specialists two scales of the same criteria . The first one for the main titles of the grammatical topics found in each textbook , i.e. ; tenses , negation , interrogation .... etc , and the second one for the sub - titles of the grammatical topics , (tenses : present simple , present continuous , present prefect ...etc.) , as it is shown in the following two tables :

Table (4) The Final shape of the first scale for the main titles of the grammatical topics in book -6-

Grammatical Topics	A	B	C	D	E	Total
1. Tenses						
2. Negation						
3. Interrogation						
4. Categories of Verbs						
5. Passive Voice Costruction						
6. Setence Formation						

A : Frequency
B : Utility
C : Easiness
D : Expansibility
E : Learnability

1. Frequency : It implies that if a structure occurs very frequently , it has to receive priority in teaching . (Widdowson ,1975,P. 163)

2. Utility : It implies that structures which are more useful to the learner should be given priority in teaching . (Mackey , P. 2)

3. Easiness : Some structures seem to be more difficult than others . A difficult structure needs more emphasis than an easy one . Therefore , easy structures should be given priority in teaching .

4. Expansibility : It refers to the extent at which a structure can further be expanded as the course advances . The more expansible structures should be given priority in teaching . (Ibid , P.3)

5. Learnability : It is something related to the maturity of the learner , i.e. , structures which seem suitable for the age of the learner should be given priority in teaching .

Table (5) The Final shape of the second scale for the sub _ titles of the grammatical topics in book -6-

Grammatical Topics	A	B	C	D	E	Total
1. Tenses:-						
Present simple						
Present continuous						
Present perfect						
Present perfect continuous						
2. Negation:-						
When there is an auxiliary						
When there is no auxiliary						
3. Interrogation:-						
When there is an auxiliary						
When there is no auxiliary						
(by using question words)						

A : Frequency
B : Utility
C : Easiness
D : Expansibility
E : Learnability

Each member of the jury is asked to give weights for each grammatical topic under each one of the scale's criteria .

Then ,the researcher is going to grade the grammatical topics and (rules) of the preparatory English textbooks , i.e. , (books 6,7 & 8) according to their total scores by using the suitable statistical procedures .

3.2. Constructing the Suplementary Instruments :

To be sure of the results given by the scale (the main instrument) , the researcher used another suplementary instruments . They were : a. objective tests b. questionnaire

3.2.a.The Objective Tests :

An objective test in the grammatical contents of each English textbook of the academic preparatory stage was selectd as a suplementary instrument .

These tests were used on the assumption that the gradation of the grammatical topics and (rules) may affect the achievement of the students used ; if such topics and (rules) are correctly graded , the achievement of the students then , should be better and vise versa .

Since there are no ready grammatical tests to be adopted in the present study , the researcher constructed three objective tests , one for the students of each of the three classes of the preparatory stage (4th , 5th & 6th) based on the grammatical contents of the three English textbooks mentioned previously in the limitation of the present study . The researcher used objective types of questions for the tests because they always rate the same score , no matter who marks them or when .

"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 . " (Caims & others , p.3)
Thus the researcher did his best to construct the tests as
good as possible (Valid , reliable , objective , scorable ...
etc.) .

3.2.a.1. The Test Validity :

Validity is essentially a matter of relevance . Is the
test relevant to what it claims to measure ? If it dose , it
is valid ".(Lado , 1967 , p. 321) .

The researcher used both face validity and content
validity .Content validity depends on 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 alwayes
being apparent . (Heaton , p. 154) .

The three tests were exposed to a jury so as to ensure
their validity . The jury members were selected on the basis
of their specializations and experience in the fields of
education , psychology and linguistics . Each member of the
jury was requested to point out his remarks and suggestions
about the face and content validity of the items of each test
and show whether or not the selection of the items of each
test is relevant to the purpose of the test .

The researcher then followed the jury's opinions , and retained the items that gained a higher precentage of agreement from the jury* members and modified or excluded those which gained a lower precentage of agreement .

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* Names and titles of the jury members , alphabetically arranaged :

1. Abdul Hameed Nasir,Ph.D. , College of Education,Ibn-Rushd
2. Ali Abdulah ,Ph.D. , Teachers College - Diyala
3. Ameen Al- Dosseri , M.A., Al-Yarmuk University College
4. Amir. B. Al-Kubaysi,Ph.D., College of Educaion,Ibn-Rushd.
5. Aumran Mussa, ph.D.,student College of Arts , University of Baghdad .
6. Ayad Hameed , M.A., College of Education,Diyala .
7. Ayif Habeeb , M.A., College of Education,Ibn-Rushd
8. Bushra Sa'don , Ph.D., College of Education,Ibn-Rushd
9. Hashim Al-Hindawi, M.A., College of Education,Ibn-Rushd
10.Hisham Ibrahim , M.A., Ministry of Education .
11.Husni Mahmood , M.A., Ministry of Education .
12.Izzat Suheil , M.A., Teachers College - Diyala .
13.Khalil Ismaeel , Ph.D., College of Education, Diyala.
14.Muslim Mehdi ,M.A., Teachers College, Diyala .
15.Naji Aubeid , Ph.D., College of Education,Ibn-Rushd
16.Ya 'rub Mahmood , M.A., Al-Yarmuk University College .

Chi - square was used to compare the agreeable and disagreeable responses of the experts on each item [*] . Therefore , items that gained significant differences on (0.05) level were chosen . As the jury consisted of 16 experts, the items that secured the agreement of 9 experts or more , at a proportion of (53.33) were chosen to be suitable for the test . Accordingly , some items were included while others were modified or substituted by other ones .

The researcher explained to the students the aim of the present study and the way followed to answer the items of each type of the tests .

It appeared that the time of testing the 4th & 5th classes students could be limited between 45-90 minutes , while the time of testing the 6th class students could be limited between 60-120 minutes . Few students were unable to answer few items of the 6th class test because they could 'nt understand the instructions before them . Each instruction which seemed ambigious to the students to some extent , was substituted with another which was clearer and more understandable .

$$ * \quad X^2 = \frac{(Q_1 - E)^2}{E} + \frac{(Q_2 - E)^2}{E} $$

After scoring the papers of each test , the high 27% of the correct answer and the low 27% of correct answer were taken in orderto know the item difficulty and discrimination power . Data concerning item difficulty and discrimination power of each test are clearly shown in table (7) below :

Table (7) : Item difficulty and discrimination power of the three test .

Test	Item disrimination power	Item difficulty
4th - class test	37 - 70	42 - 66
5th - class test	29 - 68	34 - 58
6th - class test	36 - 69	38 - 68

Item discrimination power of each test seems satisfactory since any item which gets a proportion of 0.30 or more is discriminative . (Al-Zawba'i & other , p. 75) .

3.2.a.3. Test Reliability :

Reliability is one of the most important features 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 . " (Lado , p. 330)

Reliability is a general quality of stability of scores regardless of what the test measures . Thus a test cannot be valid unless it is also reliable .

The tendency for educational and Psychological tests to measure with consistent results is known as test reliability. (Hopkins & Antes , p. 262)

The reliability of a test can be estimated by statistical tools and is usually expressed in terms of the correlation of two sets of scors by the same studnts 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 complelete unreliability of the test and would be expressed as .00.

There are different methods of estimating test reliality.i.e., the retsting method , alternative - forms method , the split -half method and internal - consistency reliability .

However, for the present study the retesting method seems to be the most suitable metod to estimate reliability while other methods are not sufficient due to the nature of the tests themselves . This method means giving the test twice to the same students and computing the correlation between the two sets of scores .

"The test- retest method of establishing reliability is as much a measure of examinee reliability as it is a measure of the test 's reliability .anything which causes the person being examined to be different at the two testing sessions will lowerthe expected cofficient.Since human beings are ever changing, this is a disadvantage of the test-retest procedure and causes differences within examinees to confound the estimate of the test 's reliability by lowering it.A test repeated within a very short time interval introduces a memory factor, and the correlation of scores from the two

testings is likely to be inflated. Repeating the test after a long time interval introduces factors of growth and intervening lerning which will deflate the correlation.In either case the reliability estimate is in error to the degree that either memory or growth and intervening learning affects the cofficient".(Hopkins& Antes,p.271)That is why the researcher made the interval period of time ten days which is neither short nor long between the two tests,as it is shown in table (8).

From Al-Yamama preparatory school for girls and Al-Salam preparatory school for boys-which were selected purposly,thirty students from each of the three grades (4th,5th & 6th) were randomly chosen to be the sample subjects of reliability, as it is shown in table(9).

Table (8) : Dates of administration of the two tests .

Class	Date of administration of the first test	Date of administration of the second test
4th	27 / 3 / 1997	9 / 4 / 1997
5th	26 / 3 / 1997	5 / 4 / 1997
6th	24 / 3 / 1997	3 / 4 / 1997

Table (9) : Data concerning sample subjects of reliability .

School	Class		
	4th	5th	6th
Al - Yamama Preparatory school for girls	30	30	30
Al - Salam Preparatory school for boys	30	30	30
Total	60	60	60

The scores of each student obtained in the first and second tests were compared by using pearson's correlation coefficient * formula . It was found that :

a. The correlation coefficient of the 4th grade – tests was (0.82) .

b. The correlation coefficient of the 5th grade – tests was (0.80) .

c. The correlation coefficient of the 6th grade – tests was (0.86) .

These are considered high stable correlation , then the tests took their final shapes . (See appendices : , &) .

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* Pearson's formula is as follows :

$$ r = \frac{N \sum (xy) - \sum (x) \quad (y)}{\sqrt{[N \sum x^2 - (x)^2][N \sum y^2 - (y)^2]}} \qquad \text{(Downie , p. 38)} $$

N = number of times the test is lengthened

$\sum$ = means to add

x = score on one of the tests

y = score on a second test

$(x)^2$ = sum of x scores squared .

3.2.a.4.Sample Selection Procedures :

The population of the present study are the 4th , 5th and 6th grade students of the academic preparatory stage (male and female) for the academic year 1996-1997 .

The sample was chosen purposly from diyala governorate because it may fairly represents the other governorates , students and also because the researcher is one of its inhabiants which saves costs and efforts.

There are 195 secondary schools with 17964 students in Diyala governorat*. To achieve the aim of this study , the researcher purposly chose the population of Baqubu (the centre of Diyala governorate), because it may represent the whole population of the governorate socially and economically

There are 12 preparatory schools in Baquba . Sixs for boys and six for girls . 50 % of the schools were chosen . The researcher listed the names of the schools of boys on a sheet of paper then he selected the schools that carry the odd numbers only ,i.e., (1,3,5). Then he did the same thing with the schools of girls . Thus three preparatory schools for boys and three preparatory schools for girls were randomly selected .

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* This information is taken from the office of statistics. Directorate General of Education ,Governorate of Diyala.

Table (10) : Data * concerning the names of the schools selected , their classes and number of students .

School	Grade / Students					Total
	4th	5th		6th		
		Sc	Li	Sc	Li	
7th April Preparatory school for girls .	70	107	72	118	85	452
Saddam Preparatory school for girls .	120	122	–	153	–	395
Al-Tahreer Preparatory school for girls .	98	84	75	85	56	308
Diyala Preparatory school for boys .	144	119	77	161	–	501
Al-Shareef Al-Radhi Preparatory school for boys .	109	74	45	94	95	387
Al-Markaziya Preparatory school for boys .	159	104	48	180	–	491
Total						2534

Sc = Scientific

Li = Literary

* This information is taken from the office of statistics , Directorate General of Education , Governorate of Diyala .

120 students were chosen randomly from each school as it is shown clearly in table (11) below .

Table (11) : Data concerning names of the schools , sample subjects of the tests .

Name of the School	4th Grade stud.	5th Grade students		6th Grade students		Total
		Sc	Li	Sc	Li	
7th April Preparatory school .	20	10	10	10	10	60
Saddam Preparatory school	20	20	-	20	-	60
Al-Tahreer = =	20	10	10	10	10	60
Diyala = =	20	10	10	20	-	60
Al-Shareef Al-Radhi Preparatory school	20	10	10	10	10	60
Al-Markaziya Preparatory school for boys .	20	10	10	20	-	60
Totals	120	120		120		360

Sc = Scientific

Li = Literary

3.2.a.5.Final Administration of the Test:

After each test had gained its validity and reliability characterstics, the researcher administered it to the whole subjects of the study.Therefore,two classrooms at Diyala preparatory school for Boys and two classrooms at Saddam preparatory School for Girls,were prepared to be the places for each test administration .On April 10th,1997,the subjects of the 6th grade which consisted of 120 students were submitted to the test at those classrooms at the same cnditions.(60 female students were submitted to the test at Saddam preparatory School for Girls,while the other 60 male students were submitted to the test at Diyala preparatory School for Boys).At the same way,the subjects of the 5th grade were submitted to the test constructed for them on April 15th,1997 and the subjects of the 4th grade were submitted to their test on April 16th,1997 at the same places under the same conditions .

After the test papers of each test were distributed,the researcher explained the instructions accompained the test to the students, showing them how to answer some items and telling them that the purpose of the test is somthing related to the scientific research and nothing else.

The purpose behind that was to make the student take each test more seriously and to interact with the test more effectively .

The subjects were allowed enough time to answer each test completely . The maximum time allowed for the 4th & 5th grades tests was 90 minutes while it was 120 mintutes for the 6th grade test .

3.2.a.6. Scoring - Scheme :

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

Concerning items that were left by the examinee or if the answer was not clear , the answer in both cases was considered wrong and got zero . (The researcher himself scored the testee 's papers .

Data concerning the number of items which gained the highest marks and the lowest marks is shown in the following table :

Table (12) :

Test	Number of Items	The Highest Mark	The Lowest Mark
4th Grade- test	60	60	Zero
5th Grade- test	60	60	Zero
6th Grade- test	68	68	Zero

3.2.b.Questionnaire :

In order to know some ideas of the teaching of English , the researcher purposly selected a sample consisted of 60 educational supervisors, teachers of English in the academic preparatory schools in (Baghdad & Diyala) and teachers of English who teach English in some departments and colleges which are specialized in teaching English , such as the departments of English in Colleges of Education , Arts , Teachers and Languages , and other departments and colleges which are not specialized in teaching English such as departments of Physics , Chemistry , biology (Colleges of Education & Science) and colleges of sport Education , Fine Arts , Medicine and Engineering , Universities of Baghdad and Al- Mustansiriya , as it is shown in the following table :

Table (13) : Data concerning the sample subjects of the questionnaire .

	Diyala	Baghdad	Total
Educational Supervisors	5	5	10
Teachers of English in preparatory schools	20	20	40
Teachers of English in colleges	20		20
Totals			70

The researcher gave the subjects of the sample mentioned in the previous table . a questionnaire * which was exposed to the same jury of the test in order to ensure its validity.

Through this questionnaire , the researcher asked the subjects of the sample mentioned in the previous table whether or not :

1. they are satisfied with the efficiency of their students in English .
2. their students find learning English something difficult .
3. the grammatical topics found in the academic preparatory stage English textbooks are well graded .

3.3. 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 .

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

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* See appendix (1) .

2. Pearson Product - moment correlation coefficient :

This was used to estimate the reliability of each test .

$$r = \frac{N (xy) - (x) (y)}{[N \ X^2 - (\ x)^2] [N \ y^2 - (\ y)^2]}$$

(Downie , p. 38)

3. The Weighted Mean : This was used to abtain the mean of each grammatical topic   without neglecting the weight given by any member of the jury .

$$X_w = \frac{(n.x^-)}{N}$$

where :

X^-_w : the sum of the mean of each grammatical topic .

: the mathematical verb indicating us to sum all the measurments .

N : the number of observations

(Runyon & Haber , p. 83)

4. Percentage of Weight : This was used as an additional way for presenting data .

$$\text{Percentage of Weight} = \frac{\text{Weighted Mean}}{\text{Maximum degree}} \ X \ 100$$

(Ibid , p. 138) .

CHAPTER FOUR

FINDINGS AND CONCLUSIONS

4.1. Findings Presentation

4.1.1. Book (6)
    a. Main Topics
    b. Sub - Topics

4.1.2. Book (7)
    a. Main Topics
    b. Sub - Topics

4.1.3. Book (8)
    a. Main Topics
    b. Sub - Topics

4.2. Conclussions

Chapter four

Findings and Conclusions :

After the administration of the three instruments of the present study mentioned in chapter three , the researcher analysed the results to find out whether the grammatical topics found in the academic preparatory English textbooks are well graded or not .

4.1.Findings Presentation :

4.1.1. Book (6)

A. Grammatical Main Topics :

Table (14) : Data concerning gradation of grammatical main topics found in book - 6 - obtained from the main and suplementary instruments of the study .

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
1.Basic Sentence Patterns of English	24.23	96.92	1	1	23.16
2.Tenses	22.71	90.84	2	2	23.31
3.Negation	21.53	86.12	3	3	23.32
4.Interrogation	21.15	84.60	4	4	22.50
5.Adverbs	20.68	82.72	5	5	20.99
6.Linking Verbs	19.63	78.52	6	6	21.49
7.Prepositions	18.83	75.32	7	16	20.83
8.Connectors	16.25	65.00	8	14	22.50
9.Conjunctions	15.70	62.80	9	15	37.49

* Ratio of students commiting errors .

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
10. Transitive & Intransitive Verbs	13.95	55.80	10	9	23.32
11. Sentence Formation	13.33	53.32	11	8	31.66
12. Relative Pronouns	12.63	50.53	12	12	22.50
13. If clauses	11.90	47.60	13	13	33.32
14. Indefinite Articles	11.33	45.32	14	11	13.33
15. Gerund	10.55	42.20	15	7	40.82
16. Passive voice Construction	9.46	37.84	16	10	42.49
17. Affixation	7.72	30.80	17	17	31.65
18. Derivation	6.60	26.40	18	18	41.66

* Ratio of students commiting errors .

4.1.1.B Sub-Topics :

Table (15) : Data concerned grammatical sub-topics of book -6- obtained from the main and suplementary instruments of the study .

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
1.Basic sentence Patterns of English	24.23	96.92	1	1	23.16
a. N + be + adj	24.18	96.72	1	1	10.83
b. N + be + N	23.87	95.48	2	2	13.33
2.Tenses :	22.71	90.84	2	11	23.31
a. present simple	22.66	90.64	1	1	3.33
b. present continuous	22.38	89.52	2	2	0.00
c. Future simple	21.94	87.76	3	3	4.16
d. past simple	21.53	86.12	4	4	4.16
e.present prefect	21.50	86.00	5	5	5.00
f.present prefect continuous	21.44	85.76	6	6	6.66
3.Negation :	21.40	85.60	3	3	23.32
a.with am,is & are	21.36	85.44	1	3	0.00
b.with will& shall	21.33	85.32	2	1	0.00
c.with has & have	21.28	85.12	3	5	0.00
d.with do	21.15	84.60	4	2	7.50
e.with dose	21.08	84.32	5	6	6.66
f.with did	21.00	84.00	6	4	9.16
4.Interrogation :	20.96	83.84	4	4	22.50
a.Yes/No questions	20.88	83.52	1	1	9.16
b.Wh-questions	20.76	83.04	2	2	13.34
5.Adverbs :	20.68	82.72	5	5	20.99
a.of frequency	20.50	82.00	1	1	4.16
b.of manner	20.08	80.32	2	2	3.00
c.of time (past)	19.94	97.76	3	3	3.00
d.of time (future)	19.63	78.52	4	4	5.83
e.of time (present prefect)	19.00	76.52	5	5	5.00
		76.00			
6.Linking verbs :	18.83	75.32	6	6	21.49
a. N1 + L.V + N1	18.80	75.20	1	2	11.66
b. N + L.V + adj	17.96	71.84	2	1	10.83
7.Prepositions :	16.25	65.00	7	16	20.83
a. of time (in,at, on,for,since)	16.20	64.80	1	2	10.83
b. of place (in , on,at.near,to)	16.12	64.16	2	1	10.00

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
8. Connectors :	15.70	62.80	8	14	22.50
a.(and,or,but)	15.68	62.72	1	1	10.00
b.(when,while, until)	15.00	60.00	2	2	12.50
9.Conjuctions :	14.80	59.20	9	15	37.49
a. because	13.95	55.80	1	2	10.83
b. therfore	13.58	54.32	2	1	20.00
c. although	13.33	53.32	3	3	13.33
10. Transitive & Intransitive verbs:	13.25	53.00	10	9	23.32
a.intransitive verbs	13.26	53.00	1	1	5.83
b. N1 + Tr.V + N2	13.18	52.72	2	2	9.16
c. N1 + Tr.V + adj	13.04	52.16	3	3	8.33
11. Sentense Formation :	12.92	51.60	11	8	31.66
a.in the present simple	12.88	51.52	1	1	14.16
b.in the past simple	12.74	50.96	2	2	17.50
12. Relative Pronouns :	12.63	50.53	12	12	22.50
a.(who) to combine two sentences	12.63	50.53	1	1	10.00
b.(which) to combine two sentences	12.58	50.32	2	2	12.50
13. If clauses :	12.24	48.96	13	13	33.32
a. If clauses + present tense + will/ may ...	11.90	47.60	1	1	14.16
b. If clause + past tence + would/might ...	11.88	47.52	2	2	19.16

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
14. Indefinite Articles	11.70	46.24	14	11	13.33
a. zero article(x)	11.56	46.24	1	1	8.33
b. the article (x)	11.33	45.32	2	2	0.00
c. the article(an)	11.00	44.00	3	3	5.00
15. Gerund :	10.55	42.20	15	7	40.82
a. the (ing) form after verbs	10.55	42.24	1	1	11.66
b. the (ing) form after prepositions	10.20	40.80	2	2	13.33
c. the (ing) form (present partici-ples as adjectives a. in the present	10.00	40.00	3	3	15.83
16. Passive Voice Construction :	9.46	37.84	16	10	42.49
a. with past simple	9.44	37.76	1	2	11.66
b. with present =	9.00	36.00	2	1	10.38
c. with = perfect	7.72	30.80	3	3	20.00
17. Affixation :	7.48	29.92	17	17	31.65
a. suffixes	7.00	28.00	1	1	9.16
b. prefixes	6.90	27.60	2	2	11.66
c. infixes	6.60	26.40	3	3	10.83
18. Derivation :	6.36	25.44	18	18	41.66
a. derivation of nouns	6.36	25.44	1	1	12.50
b. derivation of verbs	6.28	25.12	2	2	11.66
c. derivation of adjectives	6.68	25.32	3	3	7.50
d. derivation of adverbs	5.88	23.52	4	4	10.00

4.1.2.Book -7-

4.1.2.A. Main Topics

Table (16) : Data concerning gradation of grammatical main topics found in book -7- obtained from the main and suplementary instruments of the study .

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
1.Definite & Indefinte Articles	22.66	90.64	1	5	38.32
2.Tenses	21.70	86.80	2	1	44.98
3.Adverbs	19.46	77.84	3	2	36.66
4.Negation	18.84	75.36	4	3	24.15
5.Interrogation	17.26	69.04	5	4	20.82
6.Determiners	15.48	61.92	6	6	22.50
7.Mass & Unit Nouns	14.62	85.48	7	7	21.66
8.Passive Voice Construction	12.33	49.32	8	8	48.31
9.Possession	10.68	42.72	9	9	23.33
10.Indirect Statements	8.50	34.00	10	10	26.66
11.Indirect Questions	7.86	31.00	11	11	33.33
12.Indirect Requests	6.32	25.28	12	12	29.99

4.1.2.6.Sub - Topics :

Table (17) : Data concerning grammatical sub - topics of book
(7) obtained from the main suplementary instruments of the
study .

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
1.Definite & Indefinite Articles	22.66	90.64	1	5	38.32
a.Zero article(x)	22.66	90.64	1	3	15.00
b.the article (a)	22.33	89.32	2	1	6.66
c.the article(an)	22.00	88.00	3	2	9.16
d.the definit article (the)	21.88	87.52	4	4	7.50
2.Tenses	21.70	86.80	2	1	44.98
a.present simple	21.70	86.80	1	1	7.50
b.present continuous	21.66	86.64	2	2	4.16
c.future simple	21.18	84.72	3	3	0.00
d.past simple	21.00	84.00	4	4	5.83
e.present perfect	20.72	82.88	5	5	13.33
f.present perfect continuous	20.00	80.00	6	6	14.16
3.Adverbs	19.46	77.84	3	2	33.66
a.adverbs of frequency	19.32	77.28	1	1	19.16
b.adverbs of manner	19.00	76.00	2	2	17.50
4.Negation	18.84	75.36	4	3	24.15
a.with(am,is and are)	18.58	74.32	1	3	0.00
b.with (will & shall)	18.40	73.60	2	1	0.00
c.with (has&have)	18.26	73.04	3	5	0.00
d.with (do)	18.18	72.72	4	6	6.66
e.with (does)	18.00	72.00	5	2	8.33
f.with (did)	17.80	71.20	6	4	9.16
5.Interrogation	17.26	69.04	5	4	20.82
a.Yes/No questions	17.20	68.80	1	1	6.66
b.Wh-questions	16.64	66.56	2	2	14.16
6.Determiners	15.48	61.92	6	6	22.50
a.(your , this , every,no,each)	15.48	61.92	1	2	7.50
b.(some,any,many, few , a lot of)	15.00	60.00	2	1	15.00

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
7. Mass & Unit Nouns	14.62	58.48	7	7	21.66
a. mass nouns	14.58	58.32	1	1	10.00
b. unit nouns	14.08	56.32	2	2	11.66
8. Passive Voice Construction	12.33	49.32	8	8	48.31
a. in the present simple	12.28	49.12	1	1	7.50
b. in the past simple	12.00	48.00	2	2	8.33
c. in the present prefect	11.72	46.88	3	3	9.16
d. in the future simple	11.58	46.32	4	4	9.16
e. in questions	11.16	44.64	5	5	14.16
9. Possession	10.68	42.72	9	9	23.33
a. by the use of(s)	10.16	40.64	1	1	12.50
b. by the use of(of)	9.34	37.36	2	2	10.83
10. Indirect Statements	8.50	34.00	10	10	26.66
a. when no verb change is required	8.50	34.00	1	1	12.50
b. when verb change is required	8.00	32.00	2	2	14.16
11. Indirect Questions	7.86	31.44	11	11	33.33
a. when the reporting verb is present .	7.26	29.04	1	1	15.00
b. when the reporting verb is past	6.66	26.64	2	2	18.33
12. Indirect Requests	6.32	25.28	12	12	29.99
a. the imperative form	6.28	25.12	1	1	6.66
b. the negative form	6.08	24.32	2	2	13.33
c. the interrogative form	5.94	23.76	3	3	10.00

4.1.3.Book -B- :
4.1.3.A. Main - Topics

Table (18) : Data concerning gradation of grammatical main topics found in book (8) obtained from the main and suplementary instruments of the study .

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
1.Polite Requests	23.88	95.52	1	17	22.49
2.Affixation	22.71	90.84	2	2	23.33
3.Classifications	22.52	90.08	3	1	37.49
4.Invitations & Offers	20.88	83.52	4	4	24.16
5.Definitions	20.33	81.32	5	5	23.33
6.Suggestions	19.63	78.52	6	6	24.15
7.Stating Preferences	18.56	74.24	7	8	34.99
8.Purpose	16.44	65.76	8	3	52.49
9.Location	15.18	60.72	9	12	33.33
10.Likelihood	14.90	59.60	10	9	47.49
11.Certainty	13.24	52.96	11	10	22.50
12.Ability	12.88	51.52	12	13	33.32
13.Cause & effects	11.90	47.60	13	11	47.49
14.Expressing Opinions	10.60	42.40	14	14	24.98
15.Obligation	9.42	37.68	15	15	24.15
16.Prohibition / Warning	8.52	34.08	16	16	24.15
17.Similarities & Differences	8.02	32.08	17	17	47.49
18.Sequences	6.94	27.76	18	18	39.99
19.Contrasts	6.44	25.76	19	19	48.32
20.Drawing conclusions	5.42	21.68	20	20	40.82

4.1.3.B. Sub - Topics :

Table (19) : Data concerning gradation of grammatical sub - topics found in book - 8- obtained from the main and suplementary instruments of the study .

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
1.Polite Requests:	23.88	95.52	1	17	22.49
a.Would/Could you +V.....,please ?	23.64	94.56	1	1	9.16
b.Would you mind + (V + ing).... , please ?	22.96	91.84	2	2	13.33
2.Affixation :	22.71	90.84	2	2	23.33
a. Suffixes	22.68	90.72	1	1	12.50
b. Prefixes	22.60	90.40	2	2	10.83
3.Classifications :	22.52	90.08	3	1	37.49
a. N1+can be+P.P. +as+N2+N3	22.00	88.00	1	1	13.33
b. N1+fall into+ numbe+kinds+N2 +N3	21.36	85.44	2	2	12.50
c. N1+be+a divis- ion of + N3	20.96	83.84	3	3	11.66
4. Invitations & Offers :	20.88	83.52	4	4	24.16
a. Would you like / care to ...? Construction	20.68	82.72	1	1	10.00
b. Would you be free to ....?	20.56	82.24	2	2	9.16
c. Let 's+ V ....., shall we ?	20.44	81.76	3	3	5.00
5.Definitions :	20.33	81.32	5	5	23.33
a.N1+ be + the place where +N2 + V	20.04	80.16	1	1	7.50
b.N1+may be +P.P. +as+N2+that+V..	19.92	79.68	2	2	8.33
c.N1+be+N2+used for+(V+ing)	19.71	78.84	3	3	7.50
6.Suggestions :	19.63	78.52	6	6	24.15
a.I suggest + Pronoun+ V + N	19.56	78.24	1	1	4.16
b.I should like to suggest+ (V+ ing)	19.06	76.24	2	2	9.16
c.My suggesttion+ be+that+Pron.+V + N	18.72	74.88	3	3	10.83

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
7. Stating	18.56	74.24	7	8	34.99
Preferences :					
a. I like/hate+N/ (V+ing)	18.56	74.24	1	1	9.16
b. I can't stand+N +Who/Which+V...	17.58	70.32	2	2	12.50
c. I don't like +N +Who/Which+V...	16.50	66.00	3	3	13.33
8. Purpose :	16.44	65.76	8	3	52.49
a. the infinitive	16.36	65.44	1	1	7.50
b. so as to / in order to	16.21	64.84	2	2	10.83
c. the purpose of/ behind	15.66	62.64	3	3	12.50
d. for+(v+ing)	15.33	61.32	4	4	11.66
e. so that / in order that	15.24	60.96	5	5	10.00
9. Location :	15.18	60.72	9	12	33.33
a. N1+ be + prepo. +det.+number+N2	15.18	60.72	1	1	15.00
b. N1+ be+ prepo.+ det+(direction)	15.00	60.00	2	2	18.33
10. Likelihood :	14.90	59.60	10	9	47.49
a. N+may+V	14.70	58.80	1	1	10.00
b. I suppose+N+ could+be+adj	14.66	58.64	2	2	12.50
c. I suppose+N+ could +V	14.15	56.60	3	3	10.83
d. N + Might possibly+be + (v+ing)	13.33	53.32	4	4	14.16
11. Certainty :	13.24	52.96	11	10	22.50
a. I am sure+ N + will+V....	13.24	52.96	1	1	5.00
b. N + will + certainly+V...	13.22	52.88	2	2	7.50
c. There's no do-ubt+N+will+V..	13.16	52.64	3	3	10.00
12. Ability :	12.88	51.52	12	13	33.32
a. N+can+V....	12.66	50.64	1	1	9.16
b. N+has/have+the +ability/capa-city+(to+v)	12.08	48.32	2	2	12.50
c. N+be+capable of+(v+ing)	12.04	48.16	3	3	11.66

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
13.Cause & effects:	11.90	47.60	13	11	47.49
a. E,{since} C {as } {because}	11.44	45.76	1	1	13.33
b. C,{lead(s) E {result(s)} {cause(s)}	11.26	45.04	2	2	12.50
c. C{;therefore}E {as a result}	11.08	44.32	3	3	11.66
d. If + C + E	10.90	43.60	4	4	10.00
14.Expressing Opinions :	10.60	42.40	14	14	24.98
a.I think + N + should+be +adj	10.56	42.24	1	1	6.66
b.It seems to me +pron.+be+adj	10.26	41.04	2	2	9.16
c.I believe+pron +will(not)+V	9.88	39.52	3	3	5.00
d.As for as I 'm concerned,N+be +adj	9.58	38.32	4	4	4.16
15.Obligation :	9.42	37.68	15	15	24.15
a.N1+must/ should +ought to+V...	9.26	37.04	1	1	4.16
b.N1+should/ought to+have+P.P.+N2 +adv.	9.00	36.00	2	2	7.50
c.N1+didn 't have to+V+adj+N2	8.90	35.60	3	3	6.66
d.N1 f needn 't/ shouldn 't have + P.P.	8.64	34.56	4	4	5.83
16.Prohibition / Warning :	8.52	34.08	16	16	24.15
a.Don 'nt+V.+You+ may+V.....	8.40	33.60	1	1	6.66
b.Avoid+(v+ing)+ Pron.+be+adj..	8.28	33.12	2	2	9.16
c.You 'd better (not)+V. You +may+v+pron.	8.18	32.72	3	3	8.33

Grammatical Topic	Weighted Average	Percentage of Weight	Rank on the scale	Rank in the textbook	* %
17.Similarities & Differences :	8.02	32.08	17	17	47.49
a.N1+be+the same as/similar to +N2+in+N3	7.90	31.60	1	1	13.33
b.N1+differ(s) From+N2+in +N3	7.88	31.52	2	2	12.50
c.N1+unlike+N2,V +....	7.64	30.56	3	3	10.00
d.Both+N1&N2+be+ +adj.	7.26	29.04	4	4	11.66
18.Sequences :	6.94	27.76	18	18	39.99
a.before/when+N1 +V,N2+V.....	6.72	26.88	1	1	14.16
b.while/as+the first action + the second action	6.64	26.56	2	2	12.50
c.the 1st action +{till}+the2nd +{ } action +{until} +{before}	6.60	26.40	3	3	13.33
19.Contrasts :	6.44	25.76	19	19	48.32
a.Clause(1),but/ yet/:however,+ Clause(2)	6.33	25.32	1	1	11.66
b.Although + Clause(1),+ Clause(2)	6.22	24.88	2	2	10.00
c.Clause+ in spite of+NP/(V +ing)	5.80	23.20	3	3	14.16
d.Despite the fact(that)+ Clause(1)+ Clause(2)	5.71	22.84	4	4	12.50
20.Drawing conclusions :	5.42	21.68	20	20	40.82
a.N+must+be+adj.	5.18	20.72	1	1	14.16
b.I can tell/ Know+by+det.+N	5.08	20.32	2	2	11.66
c.N+must+have+ been+P.P.+ prepo+det.+N2	4.86	19.44	3	3	15.00

4.2 Conclusions:

According to the directions of the jury members mentioned below , the researcher is going to consider the grammartical topic or sub-topic is not graded well if it apperas in different position in the scale and the textbook and the ratio of students commiting errors in it is 25 % or more.

Names and titles of the jury members alphabetically arranged:

1- Ala' Shakir, Ph. D. , Teachers College -Diyala

2- Ala'-ul-ddin. K.,Ph. D., College of Education -Diyala

3- Ali Abdul- Rahman,Ph.D. ,Teachers College -Diyala

4- Ali Shawkat . Ph. D. , Technical Institute -Baquba

5- Ali Muthni . Ph. D. , Teachers College -Diyala

6- Ibrahim Al-Sie'di,Ph. D.,Directorate of Statistics-Diyala

7- Kamil Al-Kubaisi,Ph. D., College of Education -Ibn Rushd

8- Muhsin Hassan . Ph. D. , Ministry of Trade

9- Naji Aubeid , Ph. D. , College of Education -Ibn Rushd

10-Nathum Shakir , Ph. D. Teachers College - Diyala

11-Safa' El-Hiti , Ph. D.. Technical Institute - Baquba

12-Salih Mehdi , Ph. D. , College of Education- University of Al-Mustansiriya

13-Waheeb Al-Kubaisi,Ph.D., College of Arts - Baghdad

From the findings mentioned previously in this chapter, it can be concluded that we have three kinds of results :

1. Grammatical structures / topics which are not in the same order in the scale and in the textbooks (with little deviation), yet the rate of failure in them is low (less than 25%).These may stay in their positions in the textbooks if this does not lead to some sort of chaios.

2. Grammatical structures /topics which are in the same order in the scale and the textbooks,yet they got high ratio of failure (more than 25%) . These may also stay in their positions in the textbooks,but they may be given special attention in teaching because they seem to be difficult .

3. Grammatical structures / topics which are different in their positions in the scale and in the textbooks with high ratios of failure in them(more than 25%) . These need to be put in their orders on the scale . These structures / topics consisted 22 %in book (6) , 25 % in book (7) and 35 % in book (8) .

As a teacher, the researcher dose not accept such a high precentage of failures (25%) in the subtopics as well as in the main topics because this makes us accept 100% of failures in the results as a whole. Therefore the researcher is going to consider 5% as an acceptable percentag of failure in the light of The Normal Distribution Curve. (Al-Bayati & Ethnacios, p. 215) .

4. Grammatical subtopics which are different in their positions in the scale and the textbook with a high ratio of failure in they (more than 5%) .
   need to be put in their proper orders on the scale . The sub-topics consisted 13 % in book (6) , 21 % in book (7) and 0 % in book (8) .

Findings are in agreement with the hypothesi of this study . Students commited more mistakes in the grammatical structures / topics which are not well graded than those which are not well graded than they do in those which are not well graded .

Findings are in agreement with the supposition mentioned in chapter one that students commit more mistakes in the grammatical structure / topics which are not well graded than they do in those which are not well graded .

Findings of this study are also in agreement with those of Richard 's study in the aspect of the best criteria for sequencing and grading the grammatical items when designing an instructional programme, course or textbook, with the exception of the criterion "Regularity" which was excluded in this study due to statistical reasons.

Findings of this study agreed with those of Fayadh 's study. Both of these studies found some grammatical structures /topics which were not well graded in the textbooks they dealt with .

CHAPTER FIVE

RECOMMENDATIONS AND SUGGESTIONS

5.1. RECOMMENDATIONS

5.2. SUGGESTIONS

5.1. Recommendations :

In the light of the findings of this study ,the researcher recommends the following :

1. Grammatical structures/ topics found in the preparatory English textbook (6) may be graded as follows:

1. Basic Sentence patterns of English

2. Tenses

3. Negation

4. Interrogation

5. Adverds

6. Linking verbs

7. Prepositions

8. Connectors

9. Conjunctions

10. Transitive & Intransitive verbs

11. Sentence Formation

12. Relative pronouns

13. If Clauses

14. Indefinite Articles

15. Gerund

16. Passive Voice Construction

17. Affixation

18. Derivation

2. Grammatical structures / topics found in the preparatory English textbook(7) may be graded as follows :

1. Tenses

2. Adverbs

3. Negation

4. Interrogation

5. Definite & Indefinite Articles

6. Determiners

7. Mass & Unit Nouns

8. Passive Voice Construction

9. Possession

10. Indirect statements

11. Indirect Questions

12. Indirect Requests

3. Grammatical structures / topics found in the preparatory English textbook(8) may be graded as follows :

1. Polite Requests

2. Affixation

3. Classification

4. Invitations & Offers

5. Definitions

6. Suggestions

7. Stating preferences

8. Purpose

9. Location

10. Likelihood

11. Certainty

12. Ability

13. Cause & Effects

14. Expressing Opinions

15. Obligation

16. Prohibition/Warning

17. Similarity & Differences

18. Sequences

19. Contrasts

20. Drawing Conclusions

4. Making use of the findings of the present study concerning the gradation of the grammatical topics which did not take their real positions in the subsequent revisions of the textbooks or when writing new ones .

5. Although the present study is concerned with gradation and not with selection , the researcher noticed that there is somewhat a lack in the field of selection .

In book (6) for example , nothing is there concerning the following grammatical topics which are found in book(7) only:

a. definite articles

b. determiners

c. mass & unit nouns

d. Possession

e. indirect statements

f. indirect questions

g. indirect requests

In book(7) from the other hand , nothing is there concerning the following grammatical topics which are found in books 6 & 8 only :

a. if clauses

b. derivation

c. affixation

d. gerund

This means that there are some gaps in the contents of the grammatical topics in each textbook . Accordingly , it would be better-from the researcher 's point of view - to fill these gaps and distribute the grammatical topics of the accademic preparatory stage on the three textbooks in a way which leads to a vertical integration .

5.2. Suggestions For Further Studies :

Within the limitation of this study and according to its findings , the following are suggested for further studies :

1. A similar study may be conducted to examine the gradation of the grammatical topics found in the itermediate English textbooks (3,4 & 5) .

2. A similar study may be conducted to examine the gra dation of the grammatical topics found in the primary English textbooks (1 & 2) .

3. A similar study may be conducted to examine the gradartion of the phonological topics found in the preparatory English textbooks (6,7 & 8) .

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APPENDICIES

Appendix (1)   To the Jury 's members

An Open Questionnair

Dear Sir ,

The researcher intends to conduct a study aiming at evaluating the grammatical structures / topics of the preparatory English textbooks .

As a spetialist in the field of teaching English , I need your help . Please mark your answers with an X in the correct box .

1. Are you satisfied with the efficiency of your students in English ?

Yes	No

2. Do you think that your students find learning English something difficult ?

Yes	No

3. Do you think that the grammatical topics found in the academic preparatory stage English textbooks are well graded ?

Yes	No

Your cooperation will be highly appreciated .

Thank you

The Reserarcher

Sami Abdul-Aziz

Appendix (2)   To the Jury 's members

Department of Educational and
Psychological Sciences ,
College of Education ,
University of Al-Mustansiriya

Dear Sir ,

The researcher intends to conduct a study aiming
at evaluating the grammatical structures / topics of the
preparatory English textbooks .

As a specialist in the field of teaching English,
I need your help . Please read the items of these tests 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 highly
appreciated .

Thank you

The Reserarcher :

Sami Adul — Aziz

Test

Appendix (3)
Fourth Classes

I. Fill in the blanks with the correct forms of the words between brackets :

1. These books aren't cheap . They 're _____ . (expense)
2. Muna is an _____ . (engine)
3. She does things _____ .(care)
4. A story that is false is _____ . (true)
5. The old man has lost all his _____ . (tooth)
6. He is the _____ man I 've ever met . (nice)
7. she was working _____ . (creat)
8. If you do things _____ , you may make mistakes .(haste)
9. The judge is _____ . (mercy)
10. Can you _____ these Walls ? (paint)

II. Mark your answers with an X in the correct box as in this example :

	A	B	C	D

Example : I _____ a student .
          a. are b. am c.is d. be

	A	B	C	D
		X		

1. I _____ television now .
   a. is watch   b. am watched
   c. was watching   d. am watching

	A	B	C	D

2. When we _____ again we 'll be sure to have a map .
   a. would come b. shall come
   c. comes   d. come

	A	B	C	D

3. We usually _____ our textbooks at night .
   a. read   b. reads
   c. reading   d. to read

	A	B	C	D

4. Yesterday we _____ to the city center .
   a. have gone b. gone
   c. went   d. go

	A	B	C	D

5. This is _____ lovely flower .
   a. an   b. a
   c. the d. X

	A	B	C	D

6. She took a taxi _____ hour ago .
   a. an   b. a
   c. the d. X*

	A	B	C	D

* This means that there is no need for any alternative .

7. Do you like _____ ?
   a. the   b. an
   c. a   d. X

A   B   C   D

8. Do yoy know if the train _____ ?
   a. has already left
   b. went already c. is left now
   d. left two hours ago

A   B   C   D

9. I _____ here for twenty minutes .
   a. waited   b. have waited
   c. have been waiting
   d. was waiting

A   B   C   D

10. She _____ works so early .
    a. always   b. now
    c. almost   d. nearby

A   B   C   D

11. He listened to me _____ .
    a. care   b. careful
    c. carefulness   d. carefully

A   B   C   D

12. James wasn't very well _____ .
    a. this week   b. now
    c. last week   d. everyday

A   B   C   D

13. I have _____ remembered something .
    a. been   b. just
    c. never   d. ever

A   B   C   D

14. I need to know all the arrangements.
    Can you phone me ?
    a. now   b. yesterday
    c. tomorrow   d. every time

A   B   C   D

15. His novel _____ well .
    a. sounds   b. fells
    c. smells   d. tastes

A   B   C   D

16. _____ do you live ?
    I live in Baghdad .
    a. when   b. why
    c. how   d. where

A   B   C   D

17. _____ did he come back ?
    He came back yesterday .
    a. when   b. why
    c. how   d. where

A   B   C   D

18. Mary is one of the worst drivers
_____ the world .
    a. at   b. on
    c. in   d. from

19. They asked me _____ some water .
    a. at   b. for
    c. with   d. to

20. We '11 need a boat to get _____
the river .
    a. across   b. beside
    c. past   d. towards

21. _____ I like the sweater ,
I did 'nt buy it .
    a. therefore   b. but
    c. so   d. although

22. I heard the news on the radio
_____ I was driving home .
    a. if   b. in spite of
    c. while   d. whenever

23. She _____ speak English . She
speaks French .
    a. isn 't   b. doesn 't
    c. didn 't   d. don 't

24. The boys _____ playing . They
are reading .
    a. are   b. aren 't
    c. were   d. weren 't

25. How do you like your tea ? You
take milk ,_____ ?
    a. won 't you   b. do you
    c. haven 't you   d. don 't you

26. _____ told them the story ?
    a. who   b. how
    c. whom   d whose

27. Don 't forget _____ me a newspaper,
Samir .
    a. that you buy   b. to bought
    c. to buy   d. buying

28. He is afraid of _____ lost .
    a. get   b. gets
    c. getting   d. got

29. The visit surprised us .
    It is a _____ visit .
    a. surprise   b. surprising
    c. surprised   d. surprises

A	B	C	D

30. I don't like people _____ tell
    jokes all time .
    a. which   b. that
    c. who   d. whome

A	B	C	D

31. The windows _____ by the boy .
    a. is broken   b. were broken
    c. was broken   d. broken

A	B	C	D

32. Iraqi oil _____ to Japan .
    a. export   b. exported
    c. is exported   d. exports

A	B	C	D

33. Ali _____ outside .
    a. has just been seen
    b. has seen   c. has been seeing
    d. gas just seen

A	B	C	D

34. If you _____ the box , you will
    find a present .
    a. opend   b. have opened
    c. open   d. are opening

A	B	C	D

35. IF you were to drop it,it _____ .
    a. broke   b.would break
    c. will break   d. breaks

A	B	C	D

36. The verbs 'sleep' and 'swim' are
    _____ verbs .
    a. helping   b. linking
    c. transitive   d. intransitive

A	B	C	D

37. Ali _____
    a. give a book me
    b. gave a me book c.gave me a book
    d. a book gave me

A	B	C	D

38. The _____ .
    a. grass is cutting the gardener
    b. cutting is gardener the grass
    c. gardener is grass cutting
    d. gardener is cutting the grass

A	B	C	D

39. Sickness _____ .
    a. Jim made a weak boy
    b. made Jim a weak boy
    c. a weak made Jim boy
    d. boy made Jim weak

A	B	C	D

40. He went to the doctor _____ he
was sick .
a. although   b. therefore
c. because   d. in spite of

A	B	C	D

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

1. gave , he , me , his , pen , broken .

2. two , she , language , speaks ,foreign ,fluently .

IV. Change the following sentences into passive voice :
1. Zeki has got thin .
2. She knew what to do .

VI. Change the following sentences into negation :
1. He dislikes smoking .
2. She has cleaned the dishes .

VII. Fill in the blanks with the suitable missing words :
1. go , going / become , _____ .
2. come , comes / occupy , _____ .

(60 items)

Test

Appendix (4) :
Fifth Classes

I. Mark your answers with an X in the correct box as in this
   example below :

	A	B	C	D
Example : I _____ a student . a. are b. am c. is d. be		X		

1. That 's _____ nice painting .
   a. an   b. X*
   c. a   d. an

A	B	C	D

2. _____ Life is too short to do
   every thing .
   a. the   b. X
   c. a   d. an

A	B	C	D

3. She had _____ interesting life .
   a. an   b. the
   c. a   d. X

A	B	C	D

4. _____ National Theatre is south of
   the river .
   a. an   b. a
   c. X   d. the

A	B	C	D

5. We _____ tennis most weekends .
   a. play   b. plays
   c. played   d. playing

A	B	C	D

6. I _____ the lunch ready .
   a. getting   b. get
   c. am getting   d. was getting

A	B	C	D

7. When we _____ again we 'll be sure
   to have a map .
   a. come   b. would come
   c. shall come   d. will come

A	B	C	D

8. The concert was great . I really
   _____ it .
   a. enjoy   b. enjoyed
   c. enjoys   d. enjoying

A	B	C	D

---

* This means that there is no need for any certain
  alternative .

9. Our neighbours , _____ here long .
   a. haven 't lived   b. didn 't live
   c. not lived   d. don 't live

   A   B   C   D

   | | | | |

10. I 've _____ a shopping list .
    a. make   b. makes
    c. made   d. making

    A   B   C   D

    | | | | |

11. I _____ swimming . That 's why
    my hair is wet .
    a. had been   d. have been
    c. been   d. has been

    A   B   C   D

    | | | | |

12. They come to school _____ .
    a. everyday   b. yesterday
    c. two days ago   d. tomorrow

    A   B   C   D

    | | | | |

13. She dresses _____ .
    a. expense   b. expensive
    c. expensively   d. X

    A   B   C   D

    | | | | |

14. Zeki is a strange man .
    He _____ got a job yet .
    a. dosen 't   b. isn 't
    c. haven 't   d. hasn 't

    A   B   C   D

    | | | | |

15. Ali _____ study French next year.
    He '11 study Spanish .
    a. won 't   b. doesn 't
    c. shan 't   d. will

    A   B   C   D

    | | | | |

16. We generally _____ enjoy
    playing football .
    a. aren 't   b. didn 't
    c. weren 't   d. don 't

    A   B   C   D

    | | | | |

17. I am reading , but the girls
    _____ .
    a. were not   b. are not
    c. did not   d. do not

    A   B   C   D

    | | | | |

18. He _____ come last night .
    a. doesn 't   b. isn 't
    c. didn 't   d. don 't

    A   B   C   D

    | | | | |

19. This soup _____ taste very nice .
    a. isn 't   b. doesn 't
    c. didn 't   d. wasn 't

    A   B   C   D

    | | | | |

20. _____ ready ? Yes , just about . A B C D
    a. are you   b. do you
    c. were you   d. you are

21. _____ did you arrive ? just now . A B C D
    a. where   b. how
    c. when   d. why

22. There isn 't _____ cake left . A B C D
    a. some   b. alot of
    c. any   d. few

23. - There are a lot of eggs in the A B C D
    frige .
    - Oh , no ,there aren 't _____ eggs
    in the frige .In fact,there are few .
    a. a lot of   b. many   c. much   d. little

24. Rice _____ good to eat . A B C D
    a. is   b. are
    c. was   d. were

25. _____ knife is made of steel . A B C D
    a. X   b. these
    b. this   d. those

26. The windows _____ by the boy . A B C D
    a. broken   b. is broken
    c. was broken   d. were broken

27. The streets _____ everyday . A B C D
    a. cleaned   b. were cleaned
    c. are cleaned   d. have cleaned

28. Oil _____ in Yemen . A B C D
    a. have been discovered
    b. discovered   c.been discovered
    d. has been discovered

29. Talks _____ in Baghdad next week . A B C D
    a. will be held   b. held
    c. are held   d. were held

30. Do you know what _____ to do ? A B C D
    a. I require   b. am I required
    c. I am required   d. I am requiring

31. We take off _____ shoes before we
    enter a mosque .
    a. my   b. ours
    c. their   d. our

    A   B   C   D
    | | | | | | | | | |
    |__|__|__|__|__|

32. I took this Photo in my _____
    garden, my friend Ali .
    a. friend 's   b. friends
    c. friend 's

    A   B   C   D
    | | | | | | | | | |
    |__|__|__|__|__|

33. Whats the _____ ?
    a. the dresses colour
    b. the colour 's dresses
    c. dress of the colour
    d. colour of the drees

    A   B   C   D
    | | | | | | | | | |
    |__|__|__|__|__|

34. This car _____ Jassim .
    a. own   b. belongs to
    c. have   d. possess

    A   B   C   D
    | | | | | | | | | |
    |__|__|__|__|__|

35. I knew she _____ English .
    a. was studying   b. is studying
    c. studying   d. study

    A   B   C   D
    | | | | | | | | | |
    |__|__|__|__|__|

36. They tell me that Ali _____ early .
    a. got up   b. get up
    c. gets up   d. getting up

    A   B   C   D
    | | | | | | | | | |
    |__|__|__|__|__|

37. I want to know if it is _____ now .
    a. rain   b. rained
    c. raining   d. rains

    A   B   C   D
    | | | | | | | | | |
    |__|__|__|__|__|

38. He _____ where we went for the
    weekend .
    a. ask   b. asks
    c. asked   d. asking

    A   B   C   D
    | | | | | | | | | |
    |__|__|__|__|__|

39. A policeman told me _____ the car .
    a. move   b. moving
    c. moved   d. to move

    A   B   C   D
    | | | | | | | | | |
    |__|__|__|__|__|

40. I told him _____ the door unlocked
    a. not to leave   b. not leave
    c. leave not   d. to leave not

    A   B   C   D
    | | | | | | | | | |
    |__|__|__|__|__|

41. Would you mind _____ that sentence?
    a. repeat   b. repeating
    c. repeats   d. repeated

    A   B   C   D
    | | | | | | | | | |
    |__|__|__|__|__|

42. I wondered if _____ .
   a. was she ill   b. she ill
   c. she was ill   d. she is ill

A	B	C	D

II . Change the following sentences into passive voice :

   1. The students answer all the questions in the class .

   2. I invited them to the party .

III . Change the following into indirect using the words given between brackets :

   1. Jalal is leaving to Egypt today .(I know)

   2. The patient can leave today .(The doctor has assured me)

   3. Does it rain ? (if)

   4. Why is Layla late ? (I wondered)

   5. Don 't shut the door . (I asked him)

   6. Help me with my work . (Mazin asked Nada) .

IV.   Change the following sentences into negation :

   1. I am an engineer .

   2. They have to come back soon .

   3. We '11 buy a new house next year .

   4. She has written her homework .

   5. He speaks good English .

   6. They left early .

V.   Change the following sentences into interrogation (questions) :

   1. A dog is a faithful animal .

   2. Children drink milk everyday .

   3. The boy killed the cat .

   4. I 'm swimming now .

Test

Appendix (5) :
6th Classes

I. Mark your answers with an X in the correct box as in this
   example below :

```
                                        A    B    C    D
Example : 1 _____ a student .        _____
          a. are  b. am  c.is  d. be   |  | X |   |   |   |
                                        |__|___|___|___|___|
```

```
1. _____ out ?                    A    B    C    D
   a. you mind to go                    _____
   b. would you like going              |  |   |   |   |   |
   c. would you mind going              |__|___|___|___|___|
   d. mind you to go
```

```
2. _____ please ?                 A    B    C    D
   a. would you move this car           _____
   b. move this car                     |  |   |   |   |   |
   c. would you like to move this car   |__|___|___|___|___|
   d. don 't you move this car
```

```
3. _____ to have a drink ?        A    B    C    D
   a. would you mind   b. would you     _____
   c. would you like   d. do you mind   |  |   |   |   |   |
                                        |__|___|___|___|___|
```

```
4. _____ to come to the           A    B    C    D
   theatre this evening ?               _____
   a. would you care                    |  |   |   |   |   |
   b. would you be free                 |__|___|___|___|___|
   c. would you mind    d. let 's
```

```
5. _____ vist our aunt tonight ,      A    B    C    D
   shall we ?                           _____
   a. let 's      b. let    c. lets     |  |   |   |   |   |
                                        |__|___|___|___|___|
```

```
6. advantage + ous ----->  _____ .  A    B    C    D
   a. advantagous    b. advantages      _____
   c. advantageous   d. advantagus      |  |   |   |   |   |
                                        |__|___|___|___|___|
```

```
7. Whole + ly ----->  _____ .       A    B    C    D
   a. wholey         b. wholly          _____
   c. wholely        d. wholy           |  |   |   |   |   |
                                        |__|___|___|___|___|
```

```
8. The word which has an opposite       A    B    C    D
   meaning to the word 'dependent'      _____
   is _____ .                       |  |   |   |   |   |
   a. undependent    b. imdependent     |__|___|___|___|___|
   c. independent    d. dependentless
```

9. I need the money _____ the phone
   bill .
   a. to pay   b. pay
   c. paying   d. not to pay

	A	B	C	D

10. Layla went out _____ get a paper .
    a. so that   b. such that
    c. in order that   d. in order to

	A	B	C	D

11. I appologized for _____ a mistake .
    a. make   b. making
    c. made   d. makes

	A	B	C	D

12. She saved up some money so that
    she _____ a home .
    a. buy   b. buys
    c. may buy   d. might buy

	A	B	C	D

13. The purpose behind my vist to France
    is _____ French .
    a. learn   b. learning
    c. learnt   d. to learn

	A	B	C	D

14. A hospital is the place where sick
    people _____ after
    a. look   b. looked
    c. are looked   d. are looking

	A	B	C	D

15. An actor is a _____ .
    a. person which act
    b. person who act
    c. person which acts
    d. person who acts

	A	B	C	D

16. History _____ as the subject
    that deals with past events .
    a. defined   b. may be define
    c. may defined   d. might be defined

	A	B	C	D

17. You have an important exam next
    week . I _____ you study hard .
    a. suggest
    b. should like to suggest
    c. suggestion

	A	B	C	D

18. We have an exam tomorrow . I should
    like to suggest _____ up early .
    a. get   b. got
    c. getting   d. gets

	A	B	C	D

19. My _____ is that we go for a walk .   A   B   C   D
    a. suggest   b. suggestion
    c. suggests   d. suggesting

20. I like _____ tennis .   A   B   C   D
    a. play   b. playing
    c. to play   d. plays

21. I don't like boys _____ .   A   B   C   D
    a. who smoke   b. smoking
    c. who smoking

22. She cant stand men who _____ .   A   B   C   D
    a. shaves   b. doesnt shave
    c. dont shave   d. shaving

23. Zeki _____ to London next   A   B   C   D
    month .
    a. go   b. goes
    c. might go   d. may go

24. Ali has not come yet . I suppose he   A   B   C   D
    _____ ill .
    a. is   b. could be
    c. can be   d. will be

25. She is applying for a job as an   A   B   C   D
    accountant.I suppose she _____ it.
    a. get   b. gets
    c. got   d. could get

26. Muna has not attended the lecture .   A   B   C   D
    she might possibly _____ outside .
    a. waiting   b. waited
    c. be waiting   d. waits

27. Excuse me , where _____ Mr.Kamal's   A   B   C   D
    room ?
    a. I can find   b. can find
    c. I find   d. car , find

28. The export department is _____   A   B   C   D
    floor ,the lift is over there .
    a. the third on   b. on the third
    c. the one third   d. third on the

29. Go till you get to the crossroad ,   A   B   C   D
    then turn left.the library _____ .
    a. is at the right
    b. is the right on
    c. was on the right   d. is on the right

30. A healthy child _____ well .
    a. may grow   b. grow
    c. can grow   d. might grow

31. He was capable of _____ fast when he was young .
    a. run   b. runnig
    c. runs   d. to run

32. I _____ to swim .
    a. have able   b. have the ability
    c. able   d. ability

33. It 's raining heavily . We _____ at home .
    a. must stay   b. stay
    c. staying   d. stayed

34. Don 't exceed the speed,you _____ an accident .
    a. cause   b. can cause
    c. caused   d. may cause

35. Avoid going too close to the machine , it _____ dangerous .
    a. may   b. can
    c. is   d. was

36. You 'd better not _____ overtime everyday , it is not good .
    a. works   b. worked
    c. working   d. work

37. She ought to _____ her homework .
    a. written   b. writes
    c. have written d. writing

38. Samir _____ very fast , we had plenty of time .
    a. drove
    b. doesn 't have to drive
    c. has to drive d. didn 't have drive

39. They needn 't have taken a taxi , it _____ necessary .
    a. musn 't   b. wasn 't
    c. isn 't   d. weren 't

40. All the pupils _____ as soon as the bell rings .
    a. leave   b. will leave
    c. left   d. would leave

41. My friend came while I _____ for
    the bus .
    a. waite   b. waited
    c. am waiting   d. was waiting

    A   B   C   D

42. I 'll sit in the lab until the
    lesson _____ .
    a. end   b. will end
    c. ends   d. ended

    A   B   C   D

43. It is raining heavily ; _____ the
    pupils are still playing .
    a. so   b. therefore
    c. yet   d. if

    A   B   C   D

44. Although the road was crowded , he
    _____ fast .
    a. drive   b. drove
    c. drives   d. driving

    A   B   C   D

45. She didn 't pass the exam in spite
    of _____ hard .
    a. study   b. studies
    c. studied   d. stadying

    A   B   C   D

46. Despite the fact that restaurant
    _____ famous,the service is not
    very good .
    a. was not   b. is not
    c. is   d. be

    A   B   C   D

47. He usually comes home late and goes
    to bed at once .(conclusion)
    He _____ tired .
    a. will be   b. is
    c. may be   d. must be

    A   B   C   D

48. Ali is late . (conclusion)
    He must have _____ in the traffic .
    a. been held   b. be held
    c. held   d. being held

    A   B   C   D

49. How can you know it 's plastic rather
    than leather ? I can tell _____
    the smell .
    a. from   b. with
    c. by   d. in

    A   B   C   D

50. I 'm sure Zaki _____ the next race .
    a. wins   b. will win
    a. win   d. won

    A   B   C   D

51. Layla _____ certainly pass the
    exam .
    a. X   b. will
    c. would   d. is

    A   B   C   D
    _____
    | | | | | |
    |___|___|___|___|___|

52. There 's no doubt he _____ an
    accident .
    a. make   b. makes
    c. would make   d. will make

    A   B   C   D
    _____
    | | | | | |
    |___|___|___|___|___|

53. My house is big .
    My friend 's house is big
    My house is _____ my friend 's
    house in size .
    a. similar   b. similar to
    c. different from d. differs from

    A   B   C   D
    _____
    | | | | | |
    |___|___|___|___|___|

54. My car is new .
    Ali 's car is new , too .
    Both my car and Ali 's car _____ .
    a. new   b. is new
    c. are new   d. were new

    A   B   C   D
    _____
    | | | | | |
    |___|___|___|___|___|

55. Ali plays tennis . Ahmed plays
    football .
    Ali _____ Ahmed , plays tennis
    a. unlike   b. unlikes
    c. like   d. likes

    A   B   C   D
    _____
    | | | | | |
    |___|___|___|___|___|

56. Layla 's bag is small .
    Muna 's bag is big .
    Layla 's bag _____ from Muna 's
    bag in size .
    a. different   b. differ
    c. difference   d. differs

    A   B   C   D
    _____
    | | | | | |
    |___|___|___|___|___|

57. Engineering _____ four kinds ,
    electrical ,mechanical,chemical
    and civil .
    a. fall into   b. falls into
    c. falls in   d. fall in

    A   B   C   D
    _____
    | | | | | |
    |___|___|___|___|___|

58. English sounds _____ into two
    ,vowels and consonants .
    a. can classified b. classified
    c. can classify
    d. can be classified

    A   B   C   D
    _____
    | | | | | |
    |___|___|___|___|___|

59. There are two _____ of secondary
    schools,intermediate and
    preparatory .
    a. divides   b. division
    c. divisions   d. dividing

    A   B   C   D
    _____
    | | | | | |
    |___|___|___|___|___|

60. _____ the students studied hard ,
   they got high marks .
   a. although   b. therefore
   c. in spite of   d. because

   A   B   C   D

61. Every one wanted to marry Portia
   _____ she was very beautiful .
   a. if   b. since
   c. though   d. in spite of

   A   B   C   D

62. He felt ill, _____ he was taken
   to the hospital .
   a. as a result   b. if
   c. although   d. because

   A   B   C   D

63. Studying hard _____ success .
   a. results from   b. caused by
   c. leads to

   A   B   C   D

64. _____ she studies hard , she will
   pass the exam .
   a. although   b. if
   c. so   d. therefore

   A   B   C   D

65. I think all medical treatment
   _____ free .
   a. be   b. should
   c. would be   d. should be

   A   B   C   D

66. It _____ to me it 's well paid .
   a. seem   b. seems
   c. will seem   d. seemd

   A   B   C   D

67. As far as I 'm concerned , the plan
   _____ well formed .
   a. is not   b. will not
   c. does not   d. may not

   A   B   C   D

68. I believe Ali _____ succeed .
   a. is not   b. would not
   c. will not   d. was not

   A   B   C   D

"تقـــويم تدرج البنـــاء القواعـدي لكتــب اللغة الانكليزية للمرحلــة الأعـداديـة "

رسالة دكتوراه تقدم بهـا :

سامي عبد العزيز محمد المعموري

الـــــى :

قســـم العلـــوم التربوية والنفسيــة في كليــة التربيــة الجامعة المستنصرية اوهي جزء مـن متطلبات نيل شهادة الدكتوراه فلسفة في التربية / مناهج وطرائق تدريس اللغة الانكليزية كلغة اجنبية .

إشـــــراف :

الاستاذ الدكتور : إبراهيم مهدي الشبلي .

بغـــداد ١٩٩٨

ملخـــص الرسالة
ـــــــــــــــ

تعتبر اللغة الانكليزية واحدة من اللغات الاكثر شهرة في العالم . فهي تستخدم بشكل واسع في معظم انحاء العالم «كلغة ثانية او اجنبية . انها وسيلة الاتصال العالمية ذات الاستخدام الاكثر انتشــارا " لذا ، ينال تعليم اللغة الانكليزية في العراق اهتماما " متواصلا ، لانها تشكل الواسطة الرئيسيـــة في معالجة المعلومات واستخدامات الحاسوب والاتصالات والتجارة الخارجية واعمال الصيرفـــــــة كما تعتبر اللغة الانكليزية لغة التعليم في المعاهد التقنية والكليات العلمية .

وبالرغم من ان معرفة لغة ما «تعني بشكل رئيسي معرفة الكلمات وما تعنيه تلك الكلمات «لكن هـــذا لا يكفي لمعرفة اللغة «ولا حتى الشىء الاكثر اهمية فيها . فقد يعرف المرء معاني كل الكلمات الانكليزية الموجودة في قاموس كبير «ومع ذلك، قد لايكون بمقدوره استخدام تلك الكلمات في جمل مفيدة او تلفظهـا بالشكل المضبوط . والقواعد هي المعرفة التي تكفل لنا ذلك .

وهنالك اسباب عديدة وراء دراستنا لقواعد اللغة ، منها :

١ . تساعدنا في فهم كلام وكتابات الاخرين ، كذلك، تساعدنا في ان نتحدث و نكتب بشكل صحيـــــح وبالتالي نقل المعنى المطلوب من والى الاخرين.

٢ . تساعدنا على ان نكون كتاب ومتحدثين جيدين .

مشكلة الدراسة واهميتها : ـ
ـــــــــــــــــــــــــ

تنبثق اهمية الدراسة الحالية من الاعتقاد بان تحصيل طلبة المرحلة الاعدادية في اللغـــــة الانكليزية غير مرضي كما ظهر في نسب النجاح في الامتحانات الوزارية (البكالوريا) وفي اراء المعنيين وهذا من وجهة نظر الباحث يعود الى عوامل عديدة منها محتوى كتب اللغة الانكليزية للمرحلـــة الاعدادية . ولما كانت القواعد تشكل احدى محتويات تلك الكتب لذا فان البناء القواعدى (المحتوى والتدرج) له تأثير على تحصيل الطلبة . ولهذا السبب «فان الباحث اراد ان يقـوم مسالة التدرج فقط «املا " في المساهمة في تحسين كتب اللغة الانكليزية للمرحلة الاعدادية وبالتالي تحسين تحصيل

كا لاتي : ـ

أ‍ـ ١٣% في كتاب الصف الرابع الاعدادى

ب ـ ٢١% في كتاب الصف الخامس الاعدادى

جـ ـ ٠% في كتاب الصف السادس الاعدادى

وفي ضوء هذه النتائج اوص الباحث الاستفادة من نتائج الدراسة الحالية فيما يخص مواضيع القواعد التي لم تأخذ اماكنها الحقيقية في كل كتاب في التدريس والطابعات اللاحقة او عند تأليف كتب جديدة كما اوص الباحث بسد الثغرات الموجودة في محتويات مواضيع القواعد في الكتب الثلاث .

وفي نهاية الدارسة ءاقترح الباحث اجراء دراسات مماثلة للدراسة الحالية لفحص تدرج مواضيع القواعد الموجودة في كتب اللغة الانكليزية للمرحلتين الابتدائية او المتوسطة ءكما اقترح اجراء دراسة مماثلة لفحص تدرج مواضيع الصوت / التلفظ الموجودة في كتب المرحلة الاعدادية .

ومن الله التوفيـــــــــــق ...

٢٠ هل تعتقد بان طلابك يجدون تعلم اللغة الانكليزية امرا " صعبا " ؟

٣٠ هل تعتقد بان تدرج مواضيع القواعد الموجودة في كتب اللغةالانكليزية للمرحلة الاعدادية فيه بعض الخلل ؟

اوضحت نتائج الاستبيان ما ياتي : -

١٠ ٨٩% من افراد عينة الاستبيان كانوا غير مقتنعين بكفاءة طلابتهم في اللغة الانكليزية .

٢٠ ٨٠% منهم اتفقوا على ان طلابتهم يجدون تعلم اللغة الانكليزية امرا " صعبا " .

٣٠ ٨٤% منهم اتفقوا على وجود بعض جوانب الضعف في تدرج مواضيع القواعد الموجودة ني كتب اللغة الانكليزية للمرحلة الاعدادية (٨٦ ٧٦) .

اراد الباحث استخدام الاختبارات التحصيلية الموضوعية في محتويات القواعد الموجودة في كل من كتب اللغة الانكليزية للمرحلة الاعدادية «مفترضا " ان تدرج مواضيع القواعد في تلك الكتب قد يؤشر على تحصيل الطلبة ، فاذا كانت تلك المواضيع مدرجة بشكل سليم فان تحصيل الطالبة سيكون افضل «والعكس صحيح .

ولعدم وجود اختبارات تحصيلية جاهزة في القواعد كي يتبناها الباحث في الدارسة الحالية فقد قام ببناء ثلاثة اختبارات تحصيلية موضوعية استندت على محتويات القواعد الموجودة في كل من كتب اللغة الانكليزية الثلاث للمرحلة الاعدادية . بعد ذلك قام الباحث باستخراج صدق وثبات تلك الاختبارات .

الوسائل الاحصائية . استخدم الباحث الوسائل الاحصائية التالية في دارسته الحاليه : الوسـط المرجح والوزن المرجح .

نتائج البحــث : -

ـــــــــــــ

توصلت الدارسة الحالية الى وجود بعض جوانب الضعف في تدرج المواضيع القواعدية الرئيسية الموجودة في كتب اللغة الانكليزية للمرحلة الاعدادية (باعتبار نسبة الخطأ ٢٥% فما فوق) وبالنسـب الاتية : -

اـ ٢٢% في كتاب الصف الرابع الاعدادى .

بـ ٢٥% في كتاب الصف الخامس الاعدادى .

جـ ٣٥% في كتاب الصف الساد سرالاعدادى .

ولكن الباحث باعتباره مدرسا " للغة الانكليزية يرى ان نسبة الخطأ المقبولة للموضوعات الفرعية هـي ٥% بدلا " من ٢٥% «وعلى هذا الاماس تكون نسبة الموضوعات الفرعية غير المتدرجة تدريجا " مناسبا "

الطلبــة في اللغة الانكليزية •

هدف الدراسة : —

تهدف الدراسة الحالية الى تقويم تدرج تراكيب او مواضيع القواعد الموجودة في كتب اللغـــة الانكليزية للمرحلة الاعدادية •

حدود البحـث : —

تتعامل الدراسة الحالية مع مواضيع النحو والصرف الموجودة في كتب اللغة الانكليزية للمرحلة الاعدادية (الاكاديمية) اما المواضيع التي تتعلق بالصوت او التلفظ فقد استبعدت •

الاجراءات : —

لبلوغ هدف الدراسة الحالية ، فقد قام الباحث ببناء مقياس (قائمة معايير) لتدرج مواضيع القواعد في كتب اللغة الانكليزية ، وبعدما اعطى هذا المقياس الى لجنة من الخبراء تألفت مـــن مختصين في اللغة والمناهج وعلم النفس للحكم على ملاءمة معايير ذلك المقياس ، كي يتبناه الباحث كاداء رئيسيه في بحثه • وعدل المقياس على ضوء اراء الخبراء •

وبعد ان اتخذ المقياس شكله النهائي ، اعطى الباحث كل معيار من معايير المقياس الخمسة اوزانا تتراوح بين ١ — ٥ درجات وايده الخبراء في ذلك توجه الباحث بعد ذلك الى وحدة مناهج اللغة الانكليزية في وزارة التربية وسألهم عن العناوين التي يمكنه ان يجد تحتها المواضيع المتعلقـة بالقواعد في كل من كتب اللغة الانكليزية الثلاث للمرحلة الاعدادية كذلك توجه بالسؤال نفسه الى بعض الاساتذة الذين ساهموا في تاليف تلك الكتب ، وبعد ان حصل على الاجابة المطلوبة قام بجرد مواضيع القواعد في كل كتاب ووضعها في استمارات ووزعها على نخبة من الخبراء المختصين في تدريس اللغـــة الانكليزية في المدارس الاعدادية والكليات ، وطلب من كل خبير ان يعطي كل تركيب او موضوع قواعدى وزنا يتراوح بين ١ — ٥ درجات تحت كل معيار من معايير المقياس الخمسة •

ولدعم النتائج التي حصل عليها الباحث من اداة بحثه الرئيسية (المقياس) ، قام الباحث باستخدام اداتين ثانويتين اخريين ، هما الاستبيان المفتوح والذى من خلاله توجه الباحث الى المختصين في تدريس اللغة الانكليزية في المدارس الاعدادية والكليات بثلاثة اسئلة هي : —
١ • هل انت مقتنع بكفاءة طلابك باللغة الانكليزية ؟