نموذج رقم (1)

إقـــرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The impact of 5E on Developing Tenth Graders' English
Grammar Learning and their attitudes towards English.

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification

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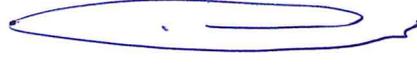
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The Impact of 5E Model on Developing Tenth Graders' English Grammar Learning and their Attitudes towards English

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم

على أطروحة الباحث/محمد حامد أحمد جندية لنيل درجة الماجستير في كلية *التربية* /

قسم مناهج وطرق تدريس وموضوعها:

أثر استخدام طريقة 5E على تعلم طلبة الصف العاشر للقواعد واتجاهاتهم نحو اللغة الإنجليزية

The impact of 5E model on developing tenth graders' learning grammar and attitudes towards English

وبعد المناقشة العلنية التي تمت اليوم الثلاثاء 11 ربيع أول 1437هـ، الموافق 2015/12/22م الساعة

الحادية عشرة والنصف صباحاً بمبنى القدس، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية *التربية* /قسم *مناهج وطرق تدريس*.

واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ.د. عبدالرؤوف علي المناعمة

بسم الله الرحمن الرحيم

ن والقلم وما يسطرون

'Nun. By the pen and that which they write'
(Quran, Al-Qalam, verse 1)

صدق الله العظيم

سورة القلم

DEDICATION

I would dedicate my work

- To all martyrs and prisoners who sacrificed their life for the sake of Palestine.

- To my dear father, who has always waited for my success.

- To my mother for her endless patience and unwavering support.

- To my brothers and sisters.

- To my dear wife, who has done her best to help me and patiently waited for the achievement my ambition.

- To my son Hamed and daughter Jenan.

- To my family: uncles aunts, cousins and neighbors.

- To all my friends, colleagues and students.

- To all who lightened my way toward success.

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In the name of Allah, The Most Gracious, The Most Merciful

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Peace and blessing of Allah be upon all prophets and messengers, especially on Mohammad, the last of the prophets and on all those who follow him in righteousness until the Day of Judgment.

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Abstract

"The Impact of 5E Model on Developing Tenth Graders' English Grammar Learning and their Attitudes towards English"

This study aimed to investigate the impact of 5E Model on developing tenth graders' English grammar learning and their attitudes towards English. To achieve this aim, the researcher adopted the experimental approach and employed a sample of (68) EFL male learners studying at Jamal Abdu-Nasser Secondary School for Boys in the Gaza Strip. The researcher chose two classes of the four ones which he was teaching: one class was as an experimental group consisting of (34) students and the other was as a control group consisting of (34) students. The traditional method was used in teaching the control group, while the 5E model was used with the experimental one in the first term of the school year (2015-2016).

As a main tool for the study, the researcher used an achievement test of four domains with (35) items designed and validated to be used as a pre- and posttest. Being used as a pre-test, the achievement test was meant to prove groups' equivalence. Besides, it was used as a post-test to measure any possible differences between the two groups. Also, the researcher used an attitude scale (pre & post) to determine the students' attitudes towards English language.

The collected data were analyzed and treated statistically through the use of T-test and to identify the direction of the effectiveness. Furthermore, the effect size equation was used to measure the effect size of 5E Model on the experimental group in each scope of the test.

The findings of the study revealed that there were significant differences in learning English grammar between both groups: the experimental and the control ones, favoring the experimental group , and this is due to using 5E Model in teaching the experimental one.

Based upon the previous findings, the study recommended the necessity of implementing 5E Model in teaching and learning English grammar to bring about better outcomes in students' achievement. Also, the researcher suggested that further research should be conducted concerning the effectiveness of using 5E Model on different English language skills and other school subjects as well.

ملخص الدراسة

"أثر طريقة 5E في تنمية تعلم قواعد اللغة الانجليزية لدى طلاب الصف العاشر الأساسي واتجاهاتهم نحو اللغة الانجليزية "

هدفت هذه الدراسة إلى التعرف على أثر طريقة 5E في تنمية تعلم قواعد اللغة الإنجليزية لدى طلاب الصف العاشر واتجاهاتهم نحو اللغة.   ومن أجل تحقيق هذا الهدف, استخدم الباحث المنهج التجريبي حيث طبق الدراسة على عينة ممثلة مكونة من (٦٨) طالبا من مدرسة جمال عبد الناصر الثانوية للبنين. اختار الباحث صفين من ٦ صفوف في المدرسة واعتبر فصلا كمجموعة ضابطة مكونة من (٣٤) طالبا , والفصل الأخر كمجموعة تجريبية مكونة من (٣٤) طالبا أيضا. استخدم الباحث الطريقة التقليدية في تدريس المجموعة الضابطة بينما استخدم طريقة 5E في تدريس المجموعة التجريبية وذلك في الفصل الدراسي الأول من العام الدراسي (٢٠١٥- ٢٠١٦).

ومن أجل جمع البيانات استخدم الباحث اختبار تحصيلي مكون من أربع فروع تحتوي على (٣٥) فقرة ومن ثم قام الباحث بالتحقق من صدق الاختبار وثباته، فقد استخدم الباحث الاختبار التحصيلي كاختبار قبلي وذلك للتحقق من مدى تكافؤ المجموعتين وكاختبار بعدي وذلك لقياس أي فروق ذات دلالة إحصائية بين المجموعتين. كما استخدم الباحث مقياس للاتجاه قبلي وبعدي وذلك لقياس اتجاهات الطلاب نحو اللغة الإنجليزية قبل وبعد تطبيق الطريقة عليهم.

ولقد تم تحليل البيانات ومعالجتها إحصائيا باستخدام برنامج اختبار T و اختبار مان ويتني وذلك لمعرفة مدى حجم تأثير التجربة، وبالإضافة إلى استخدام الباحث لمعادلة حجم التأثير وذلك لقياس حجم أثر طريقة (5E) على المجموعة التجريبية في كل مجال من مجالات الاختبار.

لقد خلصت نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية في تنمية تعلم قواعد اللغة الإنجليزية بين المجموعتين التجريبية والضابطة وذلك لصالح التجريبية تعزى لاستخدام طريقة (5E) . كما أظهرت النتائج وجود فروق دالة إحصائية لصالح المجموعة التجريبية في التطبيق البعدي لمقياس الاتجاه ويعزي إلى استخدام الطريقة.

في ضوء النتائج أوصت الدراسة بضرورة توظيف طريقة (5E) في تعلم اللغة الإنجليزية لتحقيق نتائج أفضل في تحصيل الطلاب، كما واقترح الباحث ضرورة إجراء المزيد من الدراسات للتعرف على أثر طريقة (5E) على مهارات أخرى من اللغة الإنجليزية وغيرها من المواد الدراسية .

Table of Contents

No.	Contents	Page
1.	Dedication	I
2.	Acknowledgments	II
3.	Abstract in English	III
4.	Abstract in Arabic	IV
5.	Table of contents	V
6.	List of tables	XI
7.	List of figures	XIII
7.	List of appendices	XIV
8.	List of abbreviations	XV

Chapter II **Literature Review**		
	Section One: Theoretical Framework	
1.	**First domain: Grammar**	

List of tables

List of figures

List of appendices

List of Abbreviations

No.	Abbreviation	Denotation
1.	**5Es**	Stands for five phases of the model: Engagement, Exploration, Explanation, Elaboration and Evaluation
2.	**ASHE**	Association for the Study of Higher Education
3.	**BSCS**	Biological Sciences Curriculum Study
4.	**CLT**	Communicative Language Teaching
5.	**EFL**	English as Foreign Language
6.	**ELT**	English Language Teaching
7.	**ESL**	English as Second Language
8.	**IELTS**	International English Language Testing System
9.	**KSA**	knowledge, skills and attitudes
10.	**L1**	First language
11.	**L2**	Second language
12.	**SPSS**	Statistical Package for the Social Science
13.	**TESL**	Teaching English as Second Language
14.	**TOEFL**	Test of English as Foreign Language
15.	**UNRWA**	United Nations Relief and Work Agency

CHAPTER I
STUDY BACKGROUND

Chapter I
Study Background

This chapter outlines the study background and states its problem. It also presents the hypotheses, the purpose, the significance and limitations of the study. In addition, it presents the operational definitions of the study terms adopted by the researcher.

1.1 Introduction

English is an international language which can be highly used for communication with foreigners at home and abroad. Also, it is the language of science; therefore, some university students, regardless of their specialization, will need it in pursuing their studies in particular to look for information and acquire knowledge. It is also the language of politics, commerce, computer services and technology. Moreover, it is the language of the internet and international global communication system.

In the age of globalization where the world has become a small village, people tend to learn each other's languages. Thus, the demand for learning English language increased. Though many theories, studies and research tackled this issue, each tried to provide teachers and learners with better ways of learning foreign languages (Lewis & Hill, 1995: 22). Baron (2001: 36) confirms that over some decades, there has been a significant increase in the number of people who speak English as a second language around the world. In the same respect, Harmer (2001: 14) argues that various countries are placing more importance on learning English as a second language and it becomes the 'lingua Franca" for business transactions between countries.

Keshta (2000: 4) indicates that in the Middle East region, governments provide programs for English language in almost every school and university. The Palestinian National Authority has stipulated that English should be taught to students as a foreign language from the first to the twelfth grade and this is due to its great importance. Al-Sofi (2008: 13) points out that English is regarded as one of the major subjects at the schools of Palestine. Also, English is used as a second official language. This gives the language its importance in the Arab world in general and in Palestine in particular. Realizing the importance of English, the Palestinian Authority began its project of teaching English from the first elementary class, but in fact the low level of learners′ achievement in English language can be easily noticed (Hamad, 2005: 3).

Learning English language, of course, means to acquire its vocabulary, grammar, pronunciation and the four skills: listening, reading, speaking, and writing. It goes without saying that grammar is considered very important in teaching English language. Ellis (1997) explains that grammar teaching is one of the cornerstones in enabling learners to communicate meaningfully and accurately and advance their communicative skills in second language proficiency.

Grammar has gained its prominence in language teaching, particularly in English as a foreign language and English as a second language. Grammar, as part of language lessons, plays a pivotal role in enabling students to communicate effectively (Sysoyev,1999; Dickins & Wood, 1988). It is considered part of language teaching that helps learners to develop the essential skills for their success in diverse environments where English is used. A further support for this point comes from Bygate and Tornkyn (1994), who state that research results on EFL/ESL learning show that without grammar instruction, learners frequently fail to achieve advanced levels of communicative competence. Furthermore, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (expressions) since learning the grammar of a language is considered necessary to acquire the capability to produce grammatically acceptable utterances in the language (Corder, 1988: 123-145).

In the same field, Doff (1988: 32) states that "if students learn the main structures of English, it will help them greatly to speak and to write the language ". Since the main goal of teaching English to students at schools, at an early age, is to help them use the language communicatively, and accordingly, the main aim of teaching grammar is to help students speak English with organized and correct structure; and if students learn English with clear and right structures, this will achieve the main goal of teaching English that is creating good communicators in the future. Fromkin and Rodman (1993: 13) claim a human being who speaks a language, knows its grammar, and knows the grammar of the target language will help him/her to communicate easily with others, so knowledge of grammar enhances communication which is the ultimate goal of teaching and learning any language.

However, many English learners think that grammar is a boring school subject and students usually spared the boredom because the teaching of grammar in schools depends on teaching the rules (Abu Nada, 2008: 2). Lewis (1986: 18) sees that teachers of foreign languages usually commit a mistake when they think that the most important part of their job is to explain the rules of grammar. Some teachers look at grammar as a set of rules that govern

the language (Brinto, 2000: 8). Others see it as either an instrument of judgment on the validity of the learners' speech and writing or the grammar items found in the students′ books to be written down or learnt by heart (Palmer, 1995: 2). As a teacher of English, the researcher has noticed these negative points, which may be related to different factors such as curriculum, materialistic resources, evaluation, instruments, methods and strategies used in the teaching-learning process by the teachers of English. These complaints have been expressed by several language supervisors and specialists in their workshops about how Palestinian teachers view the teaching of grammar (El-Tanani, 2011).

Amogne (2014: 3) believes that many teachers and students see grammar in isolation, which means grammar is taught and treated separately. Besides, teachers use traditional methods of teaching grammar which have negative effects on students' learning and led to many problems in learning the language correctly. One of these problems is that students are not able to use the language structures in the real life context. Leou and Liu (2004) suggest that learning can be enhanced if the learning involves interaction, student-centered and engaging activities when learners construct their understanding rather than more traditional methods of teacher-centered direct instruction in order to make the learning process more organized and meaningful.

The notion of teaching methods has had a long history in language teaching, as witnessed by the rise and fall of a variety of methods throughout the recent history of language teaching (Richards & Renandeya, 2002: 15). These teaching methods have different views through the history. Some, such as Audio-lingualism, became the orthodox teaching methods of the 1970s in many parts of the world. Other guru-led methods such as the Silent Way attracted small but devoted followers in the 1980s and beyond, but attract little attention today (Richards & Renandeya, 2002). As a result, there has been a rapid shift of research and practice from discrete structure and much attention has been paid to focusing on a constructivist approach.

All of these methods and approaches tried to find out the best way of teaching English and creating the most effective design. Although methods, approaches, techniques, materials, and roles of the teacher and student have changed, a perfect model has never been created. In this research, the 5E Model, a new model of one of the well-known learning theories, constructivism, has evolved.

5E Model is one of the most practical recommended models in the application of constructivist learning theory (Özmen, 2004). It is thought to be effective in providing a sequence of instruction that places students at the center of their prior experiences. Thus, the

aim is to encourage students to explore and construct their own understandings of the new subjects.

According to Bybee, et al. (2006), the origins of the Biological Sciences Curriculum Study (BSCS), 5E Model can be traced to the philosophy and psychology of the early 20th century. The team stated that in the 1930s an Instructional Model based on John Dewey's philosophy gained popularity. The instructional model includes sensing a perplexing situation, clarifying the problem, formulating a hypothesis, testing the hypothesis, revising tests, and acting on solutions (Yigit, 2011).

According to Wolf (2003), the 5E Model promotes a learning environment that provides opportunities to explore and investigate a way to understand new concepts. The model emphasizes collaborative learning to help students develop skills such as debate, discussion, writing, drawing, presenting thoughts, and social skills (cited in Gopal 2009: 21-22).

Although the 5E Model is not a commonly used approach of constructivism in teaching English. It is mostly observed in teaching science and proved its effectiveness in this field. According to Burns, et al. (1998) constructivism is all about inquiry, exploration, autonomy, and personal expressions of knowledge and creativity.

The 5E Model name represents all the stages and their numbers (Bybee, 1997). This learning model applied in five stages and named as "5E Model" is composed of 5 stages: Engagement, Exploration, Explanation, Elaboration and Evaluation (Tinker 1997; Carin & Bass 2005; Lorsbach, 2006). The researcher summarizes these phases as follow:

1. *Engagement*:

It is the entry stage of the model. Teachers, at this stage, pose questions, define a problem or demonstrate an event related to the subject and ask students to comment on the subject so that they can identify the students' preliminary knowledge (Bybee 1997; Wilder & Shuttle worth 2005). So, it helps the teacher assess students' prior knowledge about the content.

2. *Exploration:*

In this phase, students are encouraged to work and explore the ideas without any direct instruction. The teacher is the supplier of the materials and the guide to control their attention (Carin & Bass 2000)

3. Explanation:

The teacher encourages learners to explain what they have learned and introduces new terms, ideas and explanations. The teacher utilizes more striking techniques such as oral explanation, movie, video and demonstration (Campbell 2000; Bybee et al., 2002).

4. Elaboration:

This is the stage where students adapt and implement the new information they acquired to new situations. The teacher encourages the students to use their information in different situations, and have responsibility (Morse, et al., 2004).

5. Evaluation:

This is the last stage of the model in which the students change their behaviors and evaluate their progress. The teacher observes students' performance and products to assess their understanding.

In conclusion, finding an appropriate method, approach, model or technique to motivate students and develop their learning is not easy. However; it is possible to overcome this situation by exploiting the 5E Model in which, the 5 phases provide the best way of motivating and creating a comfortable atmosphere to help students start producing and increase their achievement.

1.2 Statement of the problem:

Learning English grammar is not an easy job for the majority of students, especially within Palestinian schools' limited possibilities. The researcher, as an English teacher for 10 years, has noticed a lot of obstacles such as crowded classes, difficult curricula and traditional evaluation methods that make students' motivation, participation in the classroom and level low and weak. This has led the researcher to reflect on how grammar can be taught and studied more effectively, and thus, to investigate the impact of 5E Model on developing tenth graders' learning of English Grammar and attitudes towards English in Gaza Governorate.

1.3 The study problem :

The problem of the study is stated in the following major question:

What is the impact of 5E model on developing tenth graders' English grammar learning and their attitudes towards English?

To achieve the purpose of the study, the research addressed the following sub-questions:

1. What is the nature of 5E Model that may develop tenth graders' learning of grammar?

2. Are there statistically significant differences at **(α ≤ 0.05)** in the mean scores of the control group and those of the experimental one in learning English grammar in the posttest ?

3. Are there statistically significant differences at **(α ≤ 0.05)** in the total mean scores of the post attitude scale between the experimental group and the control one towards English language?

1.4 The Research Hypotheses:

In order to address the research questions, the following null hypotheses were tested:

1. There are no statistically significant differences at **(α ≤ 0.05)** in the mean scores of the control group and those of the experimental one in learning English grammar in the post application of the test.

2. There are no statistically significant differences at **(α ≤ 0.05)** in the total mean scores of the post application of the attitude scale towards English language between the experimental group and control one.

1.5 The purpose of the study:

The study aims to achieve the following objectives:

1. Identifying the effectiveness of using 5E Model on developing tenth graders' learning of English Grammar.

2. Familiarizing English language teachers with 5E Model in teaching English grammar.

3. Contributing to improving the process of teaching English in general and grammar in particular to tenth grade.

4. Examining the students' attitudes towards English language as a result of using a constructivist 5E Model as a teaching method.

1.6 The significance of the study:

The significance of this study comes through these points:

1. Helping English language teachers in organizing an effective teaching-learning environment through implementing a constructivist 5E Model.

2. Helping English language teachers diagnose and highlighting points of weakness and strength in the process of teaching grammar.

3. Benefiting supervisors and specialists to conduct training courses for English teachers to raise their awareness of the importance of using a constructivist grammar teaching method in teaching grammar.

4. Helping syllabus designers to modify, organize, and enrich English language curricula with activities based on a constructivist teaching method.

5. Encouraging researchers to do more studies about using 5E Model in developing other skills as reading, speaking and writing.

1.7 Limitations of the study:

The current study was applied in accordance with these limitations:

1. The sample of the study consisted of tenth graders in the governmental schools in East-Gaza directorate.

2. The study was carried out in the first term of the scholastic year (2015-2016).

3. The study was limited to practice English grammar included in the textbook "English for Palestine 10th".

1.8 Operational Definition of Terms:

1. Impact

The change in the learners' achievement level in English language that may result from implementing the 5E Model.

2. 5E Model

The 5E is an instructional model based on the constructivist theory to learning, which says that learners build or construct new ideas on top of their old ones. The 5E can be used with students of all ages, including adults.

Each phase of the 5E describes a phase of learning, and each phase begins with the letter "E": *Engage, Explore, Explain, Elaborate, and Evaluate*. It is a student-centered method, where the teacher's role is giving help if necessary. The 5E allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

3. Method:

A set of procedures, a system that spells out rather precisely how to teach a language such as the silent method; a practical realization of an approach where decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organizations, including procedures and techniques.

4. Traditional Method

It is the conventional method used by English language teachers in Gaza. It is a teacher centered method, where the teacher dominates the scene while learners are mere passive receivers.

5. English Grammar

Thornbury (2004) states that grammar is the study of forms and structures of a language and description of rules which govern how sentences are formed. In linguistics, grammar refers to the logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language.

The researcher sees that it is a set of rules which govern the English language, these rules organize and fit words together in order to help learners use the language correctly and accurately.

6. Attitude

Eagly and Chaiken (1993) define attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor". The researcher adopts this definition.

7. Tenth Graders

It is students who succeeded in Grade 9, and attend class 10 while their ages are between 15 and16.

Summary

This chapter provided a relevant introduction to the issue of developing English grammar. The introduction was connected to the problem of the study. Besides, it tackled the main elements of the study: the study statement, research questions, the hypotheses, the purpose of the study, the significance, the limitations and the operational terms of the study.

CHAPTER II
LITERATURE REVIEW

Chapter II

Literature Review:

This chapter is divided into two sections. The first section is divided into three domains. The first domain presents issues related to grammar such as historical background, definition, importance, types, principles, methods of teaching grammar, difficulty and suggestions for improving grammar teaching. The second domain tackles points related to the 5E Model as constructivism and the model, the origin of the model, phases, principles, effectiveness, the role of teachers and students and finally challenges in the application of the model. The third domain addresses points related to attitudes such as meaning of attitudes, attitudes and achievement, attitudes and motivation and students' attitudes towards English.

The second section discusses previous studies on grammar and the 5E Model. Reviewing these studies will entail brief details concerning their objectives, samples, tools, findings, conclusions and recommendations. Finally, the researcher's comments on these previous studies will be highlighted.

Section one

Theoretical framework

- The first domain:

The first domain presents issues related to grammar such as historical background, definition, importance, types, principles, methods of teaching grammar, difficulty and suggestions for improving grammar teaching.

1.1 Historical Background of Grammar Teaching:

Until the early 20th century, language learning was dominated by Latin and Greek and for centuries the study of a language meant chiefly the study of its grammar, with the written language regarded as the model for linguistic correctness. Typical language lessons would begin with an explicit statement of the rule followed by exercises involving translation in and out of the mother tongue. This so-called 'grammar-translation' method was thus purely deductive with grammar treated in a wholly prescriptive way.

Attitudes to grammar and grammar teaching were revolutionised by the development of structural linguistics. This movement began with Ferdinand de Sausserre, who sought to highlight and analyse the systematic nature of language structure. He appreciated that speech, rather than the written language, must be the starting point for a valid description of how

people use language. From this basis, structural linguists such as Leonard Bloomfield attempted to make linguistics into a true science, by studying the observable patterns and forms of a language. With them was born the descriptive approach, the idea of describing each language in its own terms rather than according to a classical model.

In the 1950s and 60s, the Audio-Lingual Method was even stricter in its rejection of explicit grammar teaching. Audiolingualism derived its theoretical base chiefly from the work of Skinner, who found the lists of sentence patterns describing a particular language convenient to his behaviourist view of language learning. The Audiolingual syllabus consisted of a graded list of sentence patterns, which, although not necessarily labelled as such, were grammatical in origin and formed the basis of practice drills. Brooks (1964) sees control of the structures of sound, form and order in the new language as the essential aim of such an approach.

Chomsky reacted against Skinner's behaviouristic view of language learning, seeking to show that all human language has a universal structure which may reflect the structure of the human mind. Chomsky worked on asserting that the nature of language and the nature of language acquisition were two parts of the same question. This new perspective led to the birth of psycholinguistics, a new science to study language acquisition. It is certain that the Chomsky revolution in linguistics produced a significant change in language teaching and a return to a more cognitive approach to language learning.

By the 1970s, descriptive approaches to grammar were in the ascendancy. Structural linguistics had asserted the primacy of speech, leading sociolinguists such as Trudgill (1974) to question the pre-eminent status of standard forms of pronunciation and of the written language. At the same time, the sociolinguist Hymes was developing the notion of 'communicative competence', a concept with not only a linguistic but also a sociolinguistic dimension, seen especially in the ability to use and interpret language appropriately in specific contexts (Hymes, 1972). Such progress in the field of sociolinguistics led also to the development in the 1970s of Communicative Language Teaching (CLT), which aimed to replicate in the classroom the purposes and contexts vital to real communication. However, CLT-influenced syllabuses did not fully reject grammar and it was often presented albeit under functional headings.

The vast growth of interest in English language teaching throughout the world in the 1970s and 80s, and the need for adequate theories to explain L2 acquisition, meant that Krashen's ideas were readily absorbed. Thus by the 1980s, grammar had lost the central position that it once held, replaced by function-based or task-based syllabi. Grammar was

learned inductively with learners often required to study examples and work out rules for themselves. Chomsky (1987) himself says that grammatical description belongs to the world of externalised (or E-) language, while what was more important was the learner's internalised (or I-) language, a language system that developed 'automatically', uninfluenced by any well-intentioned parent or teacher.

The potential of concordance programs to reveal how the language works has led to new developments in the way language is viewed. Insights from language corpora into collocations and how words combine into patterns led linguists, most notably Nattinger to talk about 'lexical phrases' (Nattinger, 1992). Sinclair talks of semi-pre constructed phrases that constitute single choices, even though they might appear to be analysable into segments (Sinclair, 1988). A lexical approach to grammar was popularised by Michael Lewis who asserts that 'language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks' (Lewis, 1997). Such language 'chunks' also include 'functional phrases' (Baigent, 1999).

Notions of grammar have also been challenged with the development of 'pattern grammar'. Hunston and Francis (1999) in particular have developed a corpus-driven approach to the lexical grammar of English. A fundamental observation arising from corpora analysis is the link between pattern and meaning.

As yet, such lexical approaches to grammar have not given rise to a fully-fledged language teaching methodology. Indeed, Harmer points out that 'there are doubts about how the learning of fixed lexical phrases can be incorporated into the understanding of a language system' (Harmer, 2001) or about the order in which such phrases should be presented to learners. Harmer (2001) points out that a lexical approach would 'steer us away from an over-concentration on syntax and tense usage.' However, Lewis (1997) suggests that exposure to enough suitable input, not formal teaching, is the 'key to increasing the learner's lexicon.' Finally, one of the original advocates of the lexical approach, Dave Willis, has set out the theoretical basis for a corpus-based language syllabus (Willis, 1990) and has written a book – Rules, Patterns and Words that illustrates different teaching techniques geared towards promoting pattern grammar in the classroom. Willis advocates that in order to help learners acquire the patterns of English, they should follow a process of recognition, system-building and exploration (Willis, 2003).

1.2 What is *Grammar* ?

It is important from the beginning to know what the term *grammar* means since it can be defined in a number of different ways. These definitions were given in different ages and by different scholars. Some scholars see that grammar includes phonology and semantics with the term syntax such as Rodman and Fromkin (1978) and Millrood (2001). Others prefer to use it in a narrower sense including syntax only as Close (1992) and Brow (1994). Following are different definitions of grammar:

Obaid (2010: 15) maintains that *grammar*, linguistically, refers to the logical and structural rules that govern the composition of sentences, phrases and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology and syntax, often complemented by phonetics, phonology, semantics and pragmatics. Similar to the previous definition, Close (1992: 1) declares that *grammar* is a chief system of syntax that decides the order and the patterns in which words are arranged in sentences. Also, Brow (1994 cited in Qassem 2003: 1) defines *grammar* as a "system of rules, governing the conventional arrangement and relationships of words in a sentence."

According to Swan (2009: xix) "*grammar* is the rules that show how words are combined, arranged or changed to show certain kinds of meaning". Radford (1997: 1) believes that, traditionally, *grammar* is not only interested in forming the words, phrases and sentences together but also concerns with the interpretation. Thornbury (2004: 1) defines *grammar* as "the study of what forms or structures are possible in a language". Abu Jeld (2004: 2) clarifies *grammar* as "The sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers".

Rodman and Fromkin (1978:9) use the word *grammar* in another way from its common meaning. They define it as "Everything speakers know about their language, the sound system (Phonology), the system of meanings (semantics) and the rules of sentence formation (syntax)".

Leech et al. (1982: 3-4) identify the term *grammar* in reference to the mechanism according to which language works when it is used to communicate with other people. They go on to think of *grammar* as being a central part of language which relates sound (phonology) and meaning (semantics). This relationship between the three components can be presented as follows in (Figure 1.1).

Figure (1.1)

```
┌─────────────┐      ┌─────────────┐      ┌─────────────┐
│  Semantics  │ ◄─── │   Grammar   │ ───► │  Phonology  │
└─────────────┘      └─────────────┘      └─────────────┘
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Yu (2005: 10) believes that "*grammar* is not only a set of grammatical forms, but also it includes grammatical meaning and use as a whole". He offers a chart showing the three dimensions of *grammar*:

Figure (1.2)

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                    ┌─────────────┐
                    │   Grammar   │
                    └─────────────┘
        ┌─────────────────┼─────────────────┐
        ▼                 ▼                 ▼
┌──────────────────┐ ┌──────────────────┐ ┌──────────────────────────┐
│ 1. Form /        │ │ 2. Meaning/      │ │ 3. Use/ pragmatics social│
│ structure        │ │ Semantics        │ │ context linguistic       │
│ Morph syntactic  │ │                  │ │ discourse context        │
│ and lexical      │ │ lexical meaning  │ │ presuppositions about    │
│ patterns         │ │ grammatical      │ │ context                  │
│ phonemic/graph   │ │ meaning          │ │                          │
│ emic patterns    │ │                  │ │                          │
└──────────────────┘ └──────────────────┘ └──────────────────────────┘
```
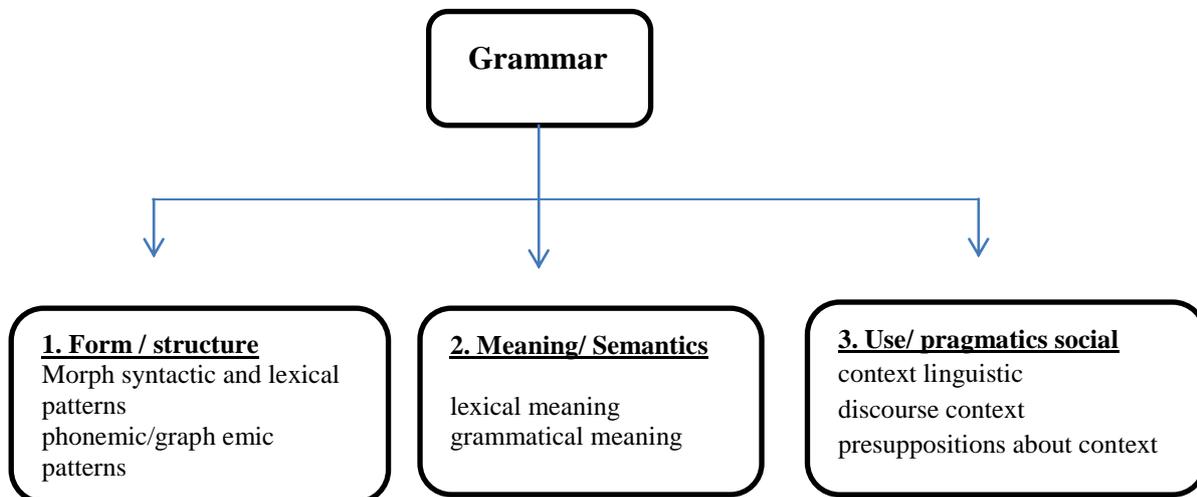
Chomsky (1986: 9), apart from the previous definitions, offers a different definition:

> *"The term grammar is used with a systematic ambiguity. It refers, on the one hand, to the explicit theory constructed by the linguist and proposed as a description of the speaker's competence. On the other hand, it refers to the competence itself".*

Williams (2005: 26) utilized the term *grammar* when teachers grow frustrated over errors in students' writing, they often return to the basics or essentials which are defined as *grammar*. He also said that the term *grammar* refers to how people speak. Wu (2007: 26) claims that language learners have two different knowledge systems: acquired and learned systems. The acquired system is developed by a subconscious process which is improved when learners use language for communication. On the other hand, the learned system is activated when students understand and memorize grammatical rules consciously.

It is obvious from all the previous definitions that it is difficult to give any complete definition of grammar. It can be remarked that the term *grammar* was defined from many different viewpoints. From the researcher's viewpoint, the term *grammar is a set of rules that govern a language use; these rules arrange and organize words together enabling learners to communicate meaningfully and accurately and advance their communicative skills.*

1.3 Importance of Grammar Teaching

Teaching grammar has always been a matter of controversy especially in second language acquisition. Thornbury (1999: 14 as cited in Neupane 2009) says, "in fact no other issue has preoccupied theorists and practitioners as the grammar debate, and the history of language teaching is essentially the history of claims and counter claims for and against the teaching of grammar".

Thornbury (2004: 40) also points out that "grammar has a psychometric function: that is to say, it is used as a measure of language proficiency". So, Doff (1988: 32) states that "if students learn the main structures of English, it will help them greatly to speak and to write the language". This point was supported by Ziegler (2007: 7), who believes that "language has a structure and grammatical form; the structure of language reflects its functional and communicative uses". A further support for this point comes from Bygate and Tornkyn (1994), who state that research results on EFL/ESL learning show that without grammar instruction, learners frequently fail to achieve advanced levels of communicative competence.

As a matter of fact, many EFL students seek to continue their study in foreign countries and they need to pass exams such as TOEFL and IELTS. So, students must be good at grammar to succeed in those exams (Abu Jeld, 2004: 6). It has become clear from the previous views that grammar is important for students' accuracy, proficiency and competence.

1.4 Types of Grammar:

There are several types of grammar that many researchers discuss in their research. The researcher is trying to explore these different types in order to see the most appropriate one that integrates meaning, form and use together. Following is an explanation of each type :

1.4.1. Traditional Grammar

Traditional grammar depends on classical and inflected languages such as Greek and Latin. It was widely used by teachers in the classroom through giving definitions for the part of speech or by giving the systematic rules of grammar (Woods 1995: 6). In teaching the syntactic organization of the sentences, traditional grammarians have identified and defined

eight parts of speech. The eight parts of speech identified are nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections.

Guth (1973: 41) says that traditional grammar concentrates on the good organization of words and relationships between the words in a sentence. However, traditional grammar faced some criticism. Kohli (1999: 143) and Guth (1973: 46) say that:

1. Traditional grammar is based on Latin grammar, but the two languages have different structure features, so it is not allowed to adopt the same rules in different languages.

2. Some of the traditional grammar schools are based on the written rather than spoken language and they consider the language as " logical", while traditional English grammar is based on its concepts and definitions of meaning which is a very subjective and shaky foundation.

1.4.2. Structural Grammar

It can be said that structural grammar is descriptive. Rajan (1995: 219) defines structural grammar as any grammar which describes the structure of grammatical sentences. It refers that a language has a set of structural patterns in which words are arranged to reflect meaning. The meaning of a structure is determined by word form, function words, word order, intonation patterns, stress, and juncture (Ishtawi, 2011: 26).

1.4.3. Transformational Generative Grammar

Rajan (1995: 220) says that transformational generative grammar does not consider grammar as a description in itself, but as a particular theory that provides a complete, consistent explanation of the way a language operates. This type clarifies that language is based on a system of rules and not on a set of speech habits. These rules can produce an infinite number of structures at the deep structure level.

Transformational generative grammarians argue that innumerable syntactic combinations can be generated by means of a system of formal rules such as transformational rules. These transformational rules, which are based on the phrase structure and the tree structure, transform phrase structures into other forms, like active to passive (El-Tanani, 2011: 28).

1.4.4 Cognitive Grammar

Taylor (2002: 20) states that cognitive grammar refers to the idea that language is essentially symbolic in nature. Symbolic thesis indicates that language seeks to relate sound and meaning. Tarifa (2003: 48) lists some assumptions of this type of grammar:

1. Language is not a self-contained system.

2. Grammar provides conventional symbolization of conceptual content.

3. Meaning is not described by some type of formal logic based on truth conditions.

1.4.5. Theoretical Grammar

Theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar, and providing scientific arguments or explanations in favor of one account of grammar rather than another, in terms of a general theory of human language (Renouf & Kehoe, 2003).

1.4.6. Universal Grammar

Universal grammar refers to the system of rules and principles that are elements of all human languages regardless of which language they speak. Pinker (2007) maintains that universal grammar is a set of plans for the grammatical machinery that powers all human languages. The theory of universal grammar claims that the speakers know a set of principles that apply to all languages (Cook & Newson, 1996: 2-3).

1.4.7. Reference Grammar

According to Tarifa (2003: 47), reference grammar is a description of the syntax of a language, with explanations of the principles governing the construction of words, phrases, clauses, and sentences. It aims to make grammar description available to general public.

1.4.8. Functional Grammar

According to Richards (2007: 3-10), "a functional grammar is the kind of grammar most likely to have useful things to say to language learners and teachers". Tarifa (2003: 46) says that in functional grammar, language use precedes language rules; a language system is not an autonomous set of rules and the conditions of use determine this set of rules. To obtain a clear picture of this type of grammar, Woods (1995: 9) clarifies that Halliday's functional grammar:

- is designed to account for how the language is used;

- looks at the fundamental components of meaning;

- explains each element in language by reference to its function in the total linguistic system.

1.4.9. Communicative Grammar

Communicative grammar is a modern approach which is a reaction against structural grammar. It does not depend on memorizing the structures and the names of tenses like past simple, present continuous or future perfect but it depends on using the language communicatively (Ishtawi, 2011: 26).

1.4.10. Prescriptive Grammar

This type of English grammar is an old traditional type, it deals with the rules of the language and how speakers should use these rules in their speaking and writing correctly (Eyres, 2000: 5). According to Rajan (1995: 219), prescriptive grammar emphasizes rules and forms. Its limitation is that it does not consider "change in language; whereas change in rules is a must. Kohli (1999: 140) sees that prescriptive grammar tries to perform the legislative function of the language, so it is not allowed to neglect the rules of the language. This point is asserted by Woods (1995: 5) when he describes this type of grammar as it sees the correct use of language prescribed by a set of rules that were immutable.

1.4.11. Descriptive Grammar

Crystal (1980 as cited in Andrews 2007: 39) affirms that descriptive grammar describes the way language is used without making judgments about the social acceptability of the uses. This means that all the speakers of the language have a mental grammar that is a form of internal knowledge. This knowledge operates naturally without learning.

Tarifa (2003: 46) states four main features of a descriptive grammar as follows:
1. Focuses on the description of grammar constructions.
2. Attempts to record the facts of linguistic diversity.
3. Describes patterns.
4. Aims at discovering and recording the rules.

Eyres (2000: 6) mentions that descriptive grammar may be used as a prescriptive way through teaching the foreign grammar.

1.5 Principles of Teaching Grammar:

        Both Hedge and Thornbury (2001) give us some worthy answers about what principles can guide us in the teaching of grammar. Hedge (2000) considers that the presentation of grammar to learners should facilitate learning in many ways: it can provide input for noticing output and accurate forms of English; it can provide information about the communicative use of language structures by contextualizing them in spoken and written forms; it can give information implicitly through exposure to examples or explicitly through instruction on the stylistic variation of language form .Thornbury (2001) summarizes some rules of thumb about the teaching of grammar in such points:

1. *The Rule of Context*- teaching grammar in context.
2. *The Rule of Use*- teaching grammar in order to facilitate the learners' comprehension and production of real language.
3. *The Rule of Economy*- economizing on presentation time in order to provide maximum practice time.
4. *The Rule of Relevance*- teach only the grammar that students have problems with.
5. *The Rule of Nurture*- teaching does not necessarily cause learning.
6. *The Rule of Appropriacy* - interpret all the above rules according to the levels, needs, interests, expectations and learning styles of the students.

        Ellis defines the principles of grammar teaching from a broad sense: Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it meta-linguistically and/or process it in comprehension and/or production so that they can internalize it (Ellis, 2006).

1.6 Methods of Teaching Grammar:

        Palmer (1971: 7) sees that grammar is central to the teaching and learning of languages. It is also one of the most difficult aspects of language to teach well. However, the concept of grammar is different according to various schools of linguistics. In the same respect, Hussein (2004: 1) mentions that some teachers prefer the old style and the explicit explanations of the English syntax, while others believe that the implicit teaching of grammar and the communicative methods are more effective.

        Following are some different techniques and methods focusing on teaching grammar:

1.6.1. Teaching grammar through writing

Many like Weaver, Nally and Moerman (Voices from the Middle, Volume 8 Number 3, March 2001) believe that grammar must be taught through writing and effective grammatical skills cannot be developed without it. Weaver thinks it is better to engage students in writing activities in place of just giving them grammar exercises and grammar concepts can be taught by helping the students to edit their grammatical structures in their written work. He also states that sentence combining helps students "expand their syntactic repertoire in order to write more syntactically sophisticated and rhetorically effective sentences" (1996: 142).

Thornbury (2004: 8), in a similar vein, says that grammar in the recent days presented to the learners is basically based on written grammar, whereas, Leech, et. al (1982: 8) see that mastering grammar helps learners improve their style of writing. Thus, it has become obvious that the majority of research claims that traditional and isolated teaching of grammatical forms are ineffective, whereas if grammar is taught in integration with literature and writing, it can be a more effective way.

1.6.2. Teaching grammar though drama and literature

Boudreault (2010) says, "As an English teacher, I have often been amazed at how effective drama is to capture the attention of the students in the ESL/EFL classroom. Drama provides an excellent platform for exploring theoretical and practical aspects of the English language (Whiteson, 1996). By using drama in the English classroom, teachers can use English with their students in intriguing and useful ways. We cannot only teach grammar and phonetics with drama but also it has the power to transform the actors as well as the audience. As early as 1973, in fact, Hines (as cited in Ozharun, 2010), comments that drama, and especially role play, "has long been recognized as a valuable and valid means of mastering a language".

William Shakespeare claimed that

> *All the world's a stage,*
> *And all the men and women merely players;*
> *They have their exits and their entrances,*
> *And one man in his time plays many parts,*
> *His acts being seven ages.*
> *As You Like It Act 2, scene 7, 139–143*

In conclusion, it can be said drama has the potential of making the learning experience fun for the students and even more memorable because it is interactive and visual.

1.6.3. Teaching grammar through songs:

Orlova (2003: 2) believes that using songs in teaching develops students' speaking skills and promotes their cultural competence. Brown (2006: 1) adds another advantage to songs that they help students to practice pronunciation and literary skills. Furthermore, songs facilitate memorizing when it is associated with a linguistic item and they contain words and expressions of high frequency and offer repetition (Cakir, 1999: 2).

The researcher thinks that using songs in teaching can create an enjoyable atmosphere which in turns raises students motivation toward learning.

1.6.4. Teaching grammar through games and problem-solving activities

The latest concern of the foreign language teachers is to make the students use the language communicatively. Games and problem-solving activities, which are task-based and have a purpose beyond the production of correct speech, are the examples of the most preferable communicative activities (Saricoban & Metin, 2000).

Both games and problem-solving activities have a goal. Games are organized according to rules, and they are enjoyable. Most games require choral responses or group work, whereas problem-solving activities (though they are structured) require individual responses and creative solutions. So, these activities create a meaningful context for language use. The use of such activities both increases cooperation and competition in the classroom. Thus, potential classroom ideas come into being, and a successful, joyful and enthusiastic learning is provided.

1.6.5. Teaching grammar based on presentation, practice and production (PPP)

In fact, PPP is one popular model of teaching grammar. Language is presented in context using methods including mimes, illustrations and visual stories. Then, the presented language is practiced using drills and controlled activities such as gap fillings or sentence matching. Finally, the students are asked to express and produce the target language by using their own words in a free activity without help from the teacher.

Russell (2008 as cited in Ishtawi 2001) says that the language and grammar can be learnt by three steps; the first one which is called presentation completely depends on the teacher by using different effective techniques. The second one, practice depends on the learners with help from a teacher by using various suitable tasks. The last one is called production which completely depends on the learners who are asked to convey what they understand by using their own structures and words.

1.7 Deductive Vs Inductive Approaches to Grammar Learning

Essentially we acquire knowledge either by being shown (learning from explanation), or by finding out for ourselves (learning by discovery, and problem-solving). This applies to language learning as much as it does to other skills, but with specific reference to grammar learning. Thornbury (1999) provides the following definitions of these terms:

- **A deductive** approach starts with the presentation of a rule and is followed by examples in which the rule is applied.
- **An inductive** approach starts with some examples from which a rule is inferred.

To be more familiar with these two approaches, the researcher presents them in more detail to get a good idea about them. In the case of the application of the deductive approach, Swan (as cited in Thornbury, 1999: 32) outlines some guidelines for when the rule is presented. Among them are:

- the rules should be true;
- the rules should show clearly what limits are on the use of a given form;
- the rules need to be clear;
- the rules ought to be simple;
- the rules need to make use of concepts already familiar to the learners; and
- the rules ought to be relevant.
  Despite this, the deductive approach has its own advantages and disadvantages as

shown in Table (1.1) below.

Table (1.1)

Advantages and Disadvantages of the Deductive Approach

Advantages	1. The deductive approach goes straightforwardly to the point and can, therefore, be time-saving.
	2. A number of direct practice/application examples are immediately given.
	3. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.
	4. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.
	5. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples.
Disadvantages	1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
	2. Younger learners may not able to understand the concepts or encounter grammar terminology given.
	3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.
	4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
	5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

However, in the case of inductive approach, it suggests that a teacher teaches grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. Eisenstein (as cited in Long & Richards, 1987) maintains that the inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher.

Similar to the deductive approach, the inductive approach has advantages and disadvantages as seen in the Table (1.2) below.

Table (1.2)

Advantages and Disadvantages of the Inductive Approach

Advantages	1. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
	2. Learners' greater degree of cognitive depth is "exploited".
	3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
	4. The approach involves learners' pattern-recognition and problem solving abilities in which particular learners are interested in this challenge.
	5. Learners get an opportunity for extra language practice if the task is given collaboratively.
Disadvantages	1. The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.
	2. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
	3. The approach can place emphasis on teachers in planning a lesson.
	4. It encourages the teacher to design data or materials taught carefully and systematically.
	5. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both). They would prefer simply to be told the rule.

1.8 Instructivism versus Constructivism in Grammar Teaching:

The aim of this section is to explore the differences between instructivism and constructivism through knowing what they mean, the principles and the foundational scholars of each one.

1.8.1 Instructivism

Sometimes called objectivism, instructivism is not a specific learning theory but rather a term which has come to stand for a number of different theories and educational practices with some similar characteristics. It is based on the idea that there is an external reality which individuals must strive to come to terms with. There are two dynamic principles which follow from this point of view:

- Teachers are the primary agents of learning – they control it with their knowledge of general principles of psychology and instruction.
- Education is about changing students' behavior (learning) from what it used to be to what we all agree is better.

1.8.2. Instructivism Foundational Scholars

Many scholars advocate instructivism as an appropriate approach of learning. Among those are:

- **Skinner:** His work attempted to describe human behavior in terms of stimulus and response. This has contributed to the highly behaviorist nature of instructivism.
- **Merrill:** His work dealt with the components which make instruction effective. As such, he contributed to the idea of programmed instruction.
- **Carrol:** His work stressed the importance of time on learning. It contributed to instructivism in terms of pacing, grouping and teacher centeredness.

1.8.3 Principles of Instructivism:

The principles of this approach were applied by the foundational scholars of this approach. They are as follows:

1. Applied Behavioral Analysis (ABA)

ABA, applied behavioral analysis, is simply the application of behavioral principles, to everyday situations, that will, over time, increase or decrease targeted behaviors. ABA has been used to help individuals acquire many different skills, such as language skills, self-help skills, and play skills; in addition, these principles can help to decrease maladaptive behaviors such as aggression, self-stimulatory behaviors, and self-injury (Wallfrog, 2015).

2. Precision Teaching

Precision teaching is adjusting the curricula for each learner to maximize the learning shown on the learner's personal standard celeration chart. The instruction can be by any method or approach. For example, the most effective applications of Precision Teaching have been when it is combined with Direct Instruction (Johnson, 1989; Maloney & Humphrey, 1982).

3. Mastery Learning

Mastery Learning (or as it was initially called, "learning for mastery") is an instructional strategy and educational philosophy, first formally proposed by Benjamin S. Bloom in 1968. Mastery Learning maintains that students must achieve a level of mastery (i.e. 90% on a knowledge test) in prerequisite knowledge before moving forward to learn subsequent information. If a student does not achieve mastery on the test, they are given additional support in learning and reviewing the information, then tested again. This cycle will continue until the learner accomplishes mastery, and may move on to the next stage (Levin, 1985).

4. Standardized Test

A standardized test is a test that is administered and scored in a consistent, or "standard", manner. Standardized tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, standard manner (W.J., 1999).

1.8.4 Constructivism:

Sometimes called progressivism, constructivism has come to stand for a number of different theories with some similar characteristics. In the same vein, specialists define constructivism as a learning theory based on the idea that each individual learner constructs his or her own knowledge. There are two dynamic principles which follow from this point of view:

- Education needs to focus on the learner.
- There is no such thing as knowledge, as an entity, apart from the constructed experiences of learners or communities of learners.

1.8.5 Constructivism Foundational Scholars

As instructivism has its advocates, constructivism has its advocates. Among those are:

- **Dewey**: His work dealt with the importance of the relationship of the individual to his or her environment and the building of experience through action. It has contributed to constructivism in terms of its emphasis on situated learning.

- **Piaget**: His work dealt with the stages of development which people go though and the importance of discovery in leaning. His work reinforces many constructivist ideas including its reliance on internal motivation and the spiral curriculum.

- **Vygotski**: His work stressed the social context of learning as well as the importance of a student's past learning on future learning. He has influenced constructivism in terms of its belief in collaborative learning and student centeredness.

1.8.6 Principles of constructivism:

The scholars of this approach set some principles for it as follows:

1. Active learning:

Active learning is a model of instruction that focuses the responsibility of learning on learners. It was popularized in the 1990s by its appearance on the Association for the Study of Higher Education (ASHE) report (Bonwell & Eison 1991). They discuss a variety of methodologies for promoting "active learning". They cite literature which indicates that to learn, students must do more than just listening: They must read, write, discuss, or be engaged in solving problems. It relates to the three learning domains referred to as knowledge, skills and attitudes (KSA), and that this taxonomy of learning behaviours can be thought of as the goals of the learning process (Bloom, 1956). In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation (Renkl, et al. (2002). Active learning engages students in two aspects – doing things and thinking about the things they are doing (Bonwell & Eison, 1991).

2. Metacognition:

The classical definition of metacognition comes from Flavell's seminal 1976 paper: "Metacognition" refers to one's knowledge concerning one's own cognitive processes and products or anything related to them, e.g., the learning relevant properties of information or data. Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects on which they bear, usually in the service of some concrete goal or objective.

In concise terms, metacognition involves both conscious awareness and the conscious regulation of one's learning (Wilson, 2010). Research has consistently shown that metacognition is a key factor to successful learning. Strong metacognitive skills include a knowledge base of one's own thought process, and regulation and monitoring of one's activity during problem solving. (Lester, 1994) Today metacognition is also understood to include knowledge of one's enduring cognitive traits, as well as the ability to monitor and control current activities.

3. Collaborative learning:

Any learning activity that involved communication of ideas or cooperation to complete a task, between two or more students, was labeled as collaborative. The teacher used three main collaborative formats: whole-class, small-group, and pairs (Taylor, 2010). Sometimes the collaborative activities were planned, for example, a small-group investigation (four to five students) or a whole-class discussion of a teacher-led demonstration. Sometimes the collaborative activities were spontaneous—in the middle of a faltering whole-class discussion, the teacher would tell the students to break into pairs to discuss the question at hand. According to the research literature, the essential element of collaboration is convergence of ideas (Webb & Palincsar, 1996). In collaborative learning activities, learning is an active process in which students distribute thinking amongst group members, construct shared meanings and interpretations of concepts and experiences, and work toward both a common learning result and individual understanding (van der Linden, et al., 2000; Webb & Palincsar, 1996).

4. Learner Centeredness:

The learner-centred approach is also sometimes referred to as "child-centred" or "pupil-centred" and is a specific approach to teaching. Here the main focus is on engaging the learner as opposed to the teacher-centred approach, where the focus is on the teacher. In the Lesotho context, a learner-centred approach requires "learners to be the focal point" of the language being taught (Ministry of Education 2002, p.5). The National Institute for Educational Development (1999) defines "learner-centred" education as an approach where the teacher puts learners' needs at the centre of what they do in class rather than the teacher being the central figure. In adopting the learner-centred approach, the syllabus suggested the use of these learner-centred strategies:

group work

- games
- songs

- pictures

- research

- educational field trips

- drama

- riddles

- simulation

- use of cards and tables

- drawings and stories (Ministry of Education 2002, p.7)

5. Spiral curriculum:

The concept of a spiral curriculum is one in which there is a reiteration of concepts, subjects or themes throughout the course. Each time the concept is repeated, more in-depth knowledge is presented so that each successive encounter of the concept builds on the previous one. This method of learning was first described by Taba in 1962 and popularized by Bruner in 1977 (Taba, 1962 & Bruner, 1977). Taba demonstrated a spiral curriculum to be effective in her research with various schools. Taba believed that inductive thinking was the way to develop higher order thinking skills (Taba, 1962).

These are features of a spiral curriculum. First, the concepts are revisited. The students revisit the concepts and the subject content frequently throughout the academic year. Bruner suggested that such a curriculum would be structured "around the great issues, principles and values that a society deems worthy of the continual concern of its members" (Emling, 1977: 230). Second, each visitation increases depth of knowledge.

6. Authentic Assessment:

Grant Wiggins is credited with the creation of the concept of authentic assessment. which he defined as any assessment task that uses multiple scoring systems to measure students' habits and repertoires on significant tasks related to life outside the classroom (Wiggins, 1989b). Authentic assessment, according to Wiggins (1989a), "replicates the challenges and standards of performance that typically face writers, business people, scientists, community leaders, designers, or historians" (p. 705). In the classroom, authentic assessment enables educators to watch a learner pose and tackle problems, arrange arguments, marshal evidence, and take purposeful actions to address and solve ambiguous problems. With authentic assessment, students' competence is not assessed from one performance, but through a series of activities (Lund, 1997).

1.9 Difficulty in teaching grammar : The English teacher is often portrayed as an "unattractive grammar monger whose only pleasure in life is to point out the faults of others" (Baron,1982: 226). For the most part, within the classroom, any mention of grammar causes the student moments of discomfort and sometimes even terror. So, many teachers have tried to make grammar teaching a non-threatening, imaginative and useful activity within the English curriculum.

Previous studies on students' and teachers' attitudes and perceptions of grammar instruction in the context of language teaching and learning suggest a disparity between students and teachers. While students favor formal and explicit grammar instruction and error correction, teachers favor communicative activities with less conscious focus on grammar (Brindley, 1984; Kumaravadivelu, 1991; Leki, 1995; Schultz, 1996, 2001; Spratt, 1999).

As an English teacher for many years, the researcher notes that this difficulty goes back to some causes such as lack of reinforcement, inadequate time, long syllabus, students' lack of basic concepts from previous classes, concepts presented in syllabus but higher than the students' level, lack of home preparation and little language exposure. Consequently, students remain less competent in English, which creates problems for the teachers while teaching them grammar.

1.10. Suggestions for improving grammar teaching:

As mentioned previously in the introduction section, grammar has gained its prominence in language teaching, particularly in English as a foreign language and English as a second language and as a part of language lessons, so it is necessary to present some suggestions for improving grammar teaching. These suggestions were gathered from different specialists and teachers of English. Some teachers stressed the need for a proper reinforcement of grammatical concepts and some held that appropriate teaching-learning techniques must be used during grammar periods according to the concept. Some teachers were of the view that grammar teaching should be done and explained by using ample examples to make the students understand well, whereas others said that English grammar is difficult so it must be explained in the mother tongue. Nearly all agreed that students should be given much time to practice one concept before introducing another. They were of the view that student-centered classes give more learning outputs than teacher-centered classes.

In the same context, many call that grammar teaching should not be taught in isolation; it should rather be taught and reinforced through integration with other subjects. Some say that grammar should be taught in a hierarchical order, i.e., from simple to complex or from

parts of speech, by stressing all four skills. Moreover these concepts must be assessed in easier ways according to students' level. As for language proficiency and grammar, a little number opined that learning grammar is vital for the development of comprehension skills, whereas others have sustained that there is no need to especially learn grammar because it automatically develops with time through language exposure. Still others say that grammar learning is essential in order to attain language proficiency.

2. The second domain:

The second domain tackles points related to the 5E Model such as a constructivism model, the origin of the model, phases, principles, effectiveness, the role of teachers and students and finally challenges in applying the model.

2.1. Constructivism and the 5E Model:

The main goal of a language teacher is to reactivate prior knowledge in students in order to help them understand. In constructivism, constructing an understanding requires that the learners have the opportunities to articulate their ideas, to test those ideas through experimentation and conversation, and to consider connections between the phenomena that they are examining and other applications of the concept (Dykstra, 1996; Nesher, 1989; Julyan & Duckworth, 1996). A constructivist classroom is seen as a community engaged in activity, reflection, and conversation (Fosnot, 1996). Constructivism is seen as an orientation towards teaching and learning, a way of viewing how teaching and learning occur or simply a way of thinking about learning. Teachers do not view constructivism as a view of teaching and learning that can be followed to implement a teaching program. Nevertheless, it has been shown that the constructivist theory can be implemented through many different teaching models or designs, one of these being the 5E Model (Ergin, 2012).

One of the models used in constructivism is the 5E Model, which is a linear process in teaching a new concept or in making known concepts more understandable. In the 5E instructional Model, it has been found out that students' success has increased, conceptual development has been provided and their attitudes have been changed positively.

2.2. The Origin of the 5E Model

Biological Science Curriculum Study (BSCS) Team, whose leader was Rodger Bybee devised a learning model according to constructivist thinking named 5E. He worked with the other educational researchers to develop 5E Model in 1980s. The 5E Model is a teaching model, based on Piagetian theory, which can be used to implement an implicit constructivist (more specifically neo-Piagetian, human or social constructivist) view of teaching and learning. It is built around a structured sequence and designed as a tangible and practical way for teachers to implement the constructivist theory. It purposefully promotes experiential learning by motivating and interesting students, as they are encouraged to engage in higher-order thinking. Rather, the model provides a tangible referent for teachers to scaffold their developing expertise in structuring a learning environment that will facilitate students' interaction with a learning context in a critical, reflective and analytical way.

This point is asserted by Nunan and Lamb (1999), who claim that the 5E Model which is quite rich in terms of offering ways and strategies can help students be successful and the greatest role is an aid to the teachers. In the same vein, Boddy, et al. (2003) state that the 5E Model is an aid or organizer for the teacher to structure and sequence potential learning experiences in a systematic and synergistic way consistent with a constructivist view of teaching and learning.

Thus, the researcher concludes that the 5E Model is an instructional model based on the constructivist approach to learning, which says that learners build or construct new ideas on top of their old ideas. The 5E Model can be used with students of all ages, including adults. Moreover, it has five phases, each phase begins with the letter **"E"**: *Engage*, *Explore*, *Explain*, *Elaborate*, and *Evaluate*. The 5E Model allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

The figure presented below shows a brief history of several instructional models, in particular those that influenced the development of the contemporary BSCS 5E Instructional Model. It includes brief discussions of several approaches including ones by Johann Herbart, John Dewey, J. Myron Atkin and Robert Karplus because they are the founders of the BSCS 5E Instructional Model as illustrated in Figure (3) below.

Figure (3)
Origins and Development of Instructional Models
(Adopted from Bybee et al., 2006)
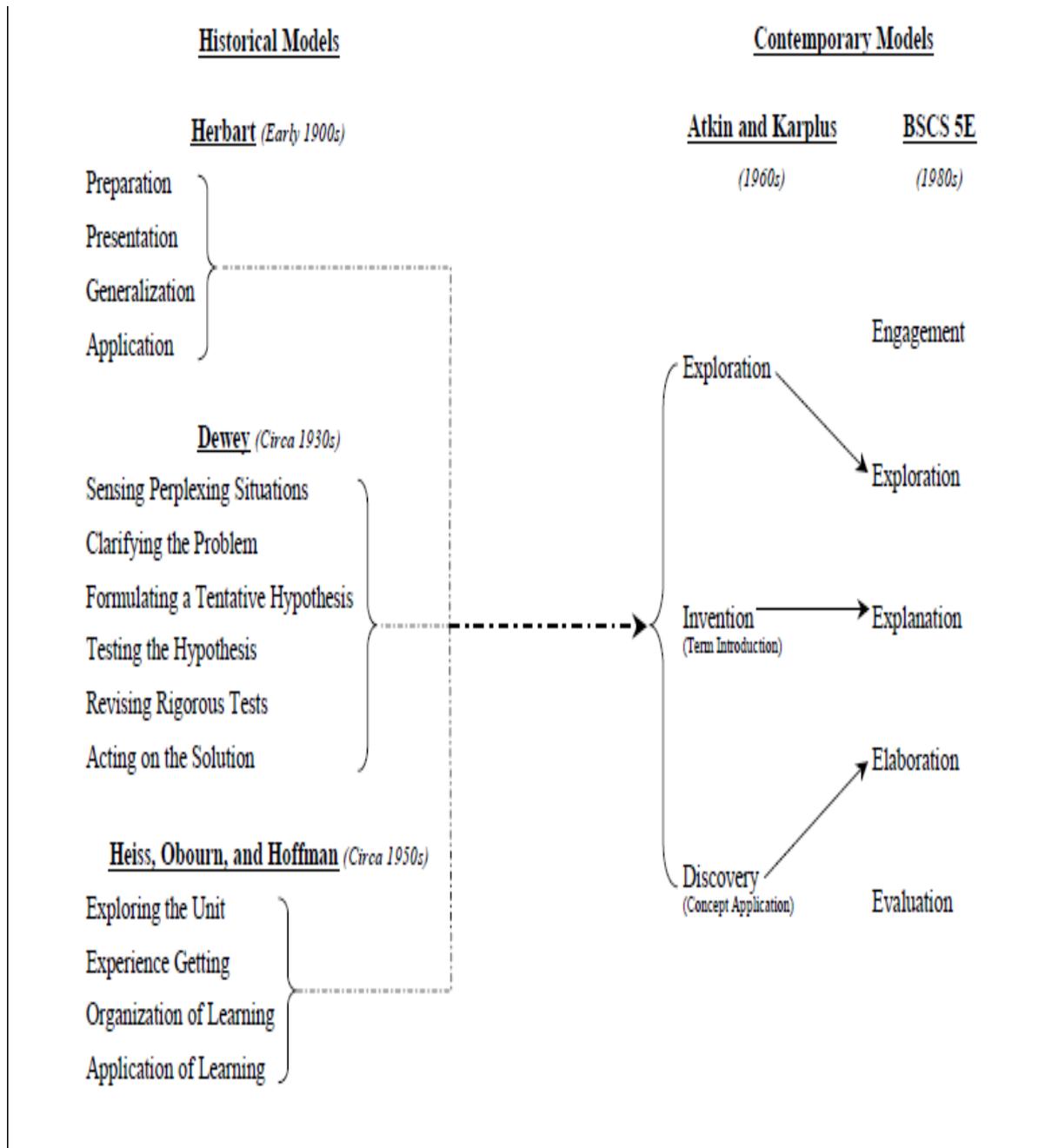
2.3. The Phases of the 5E Model

This learning model implemented in five stages and named as "5E Model" is composed of five stages: Engagement, Exploration, Explanation, Elaboration and Evaluation (Tinker,1997; Carin & Bass, 2005; Lorsbach, 2006). Each phase has a specific function and contributes to the teacher's coherent instruction and the students' formulating a better understanding of scientific and technological knowledge, attitudes, and skills. These phases are well represented in Figure (4) below:

Figure (4)

Phases of 5E Model Adopted from Ergin (2012)
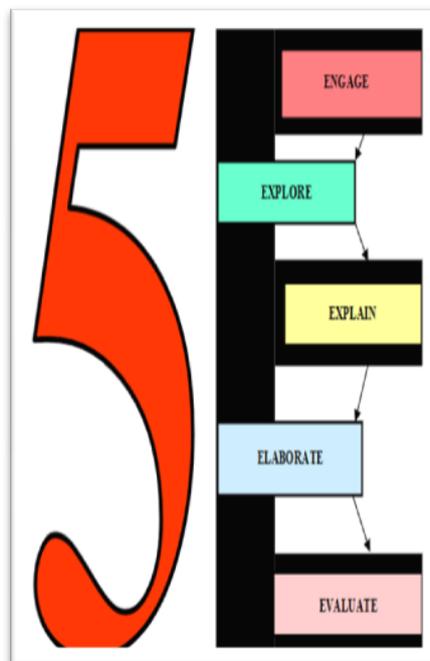
2.3.1. Engagement:

It is the entry stage of the model. In this phase, the teacher assesses students' prior knowledge and helps them become engaged in a new concept. According to Bybee (1997) and Wilder and Shuttleworth (2005), teachers, at this stage, pose questions, define a problem or demonstrate an event related to the subject and facilitate the students to comment on the subject so that they can identify the students' preliminary knowledge.

In other words, at this stage students make connections between past and present learning experiences, lay the organizational ground work for the activities ahead and stimulate their involvement in the anticipation of these activities. They are asking questions, defining a problem, showing a surprising event and acting out a problematic situation. These are all ways to engage the students and focus them on the instructional tasks (Spiegel et al., 2006).

2.3.2. Exploration:

This phase of the 5E's provides students with a common base of experiences. The students actively generate ideas for the solution of the questions and attempt to find ways of solution. As they work together in teams, students build a base of common experience which assists them in the process of sharing and communicating. The teacher is the supplier of the materials and the guide to control their attention (Carin & Bass, 2000; Newby, 2004). He /She acts as a facilitator, providing materials and guiding the students' focus throughout some activities such as performing an investigation, reading authentic resources to collect information, solving problems and constructing a model. So, the aim of exploration activities is to establish experiences that teachers and students can use later to formally introduce and discuss concepts, processes, or skills. During the activity, the students have time at which they can explore objects, events, or situations. As a result of their mental and physical involvement in the activity, the students establish relationships, observe patterns, identify variables, and question events (Bybee, 2009).

2.3.3. Explanation:

The third stage, Explain, is the point at which the learner begins to put the abstract experience through which he/she has gone into a communicable form. This communication occurs between peers, the facilitator, or within the learner himself.

In this phase, the teacher guides students toward a more in-depth understanding. He/ She encourages students to explain what they have learned and share their ideas. The teacher utilizes more striking techniques such as oral explanation, movie, video and/or demonstration (Campbell 2000; Bybee et al., 2002). The teacher helps the students to compensate missing information or exchange their misinformation with the new one through reflective activities that allow students to analyze their exploration. These activities are content analysis and explanation, supporting ideas with evidence, structured questioning, reading and discussion and thinking analysis activities as classification, comparison and error analysis.

2.3.4. Elaboration:

In stage four, Elaborate, the students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them. For example, while exploring light phenomena, a learner constructs an understanding of the path light travels through space. It is the stage where the students adapt and implement the new information they acquired to new situations (Morse et al., 2004). As for the teacher in this stage, he/she guides students toward a more in-depth understanding. He /She encourages

students to explain what they have learned and share their ideas. The teacher encourages the students to use their information in different situations and have responsibility (Morse et al., 2004).

Champagne (1987) provides a clear description of this phase:

During the elaboration phase, students engage in discussions and information-seeking activities. The group's goal is to identify and execute a small number of promising approaches to the task. During the group discussion, students present and defend their approaches to the instructional task. This discussion results in a better definition of the task as well as the identification and gathering of information that is necessary for successful completion of the task. The teaching cycle is not closed to information from the outside. Students get information from each other, the teacher, printed materials, experts, electronic databases, an experiment that they conduct. This is called the information base. As a result of participation in the group's discussion, individual students are able to elaborate upon the conception of the tasks, information bases, and possible strategies for its completion. (p. 82)

2.3.5. Evaluation:

This is the last stage of the model in which the students change their behaviors and evaluate their progress. It is an on-going diagnostic process that allows the teacher to determine if the learner has attained understanding of concepts and knowledge. The information obtained from the evaluation guides the teacher in his/her planning for the next course. Besides the alternative assessment and evaluation approaches such as checklists, structured grid, diagnostic tree, concept maps, structured teacher observation charts, student interviews, personal development portfolios and project and performance homework, the classical evaluation approaches can be utilized (Bybee et al., 2002). So, this is the phase in which teachers administer assessments to determine each student's level of understanding.

These are different figures presented by specialists and researchers on the 5E model.

Figure (5)
5E Model and the phases according to Ergin (2012)
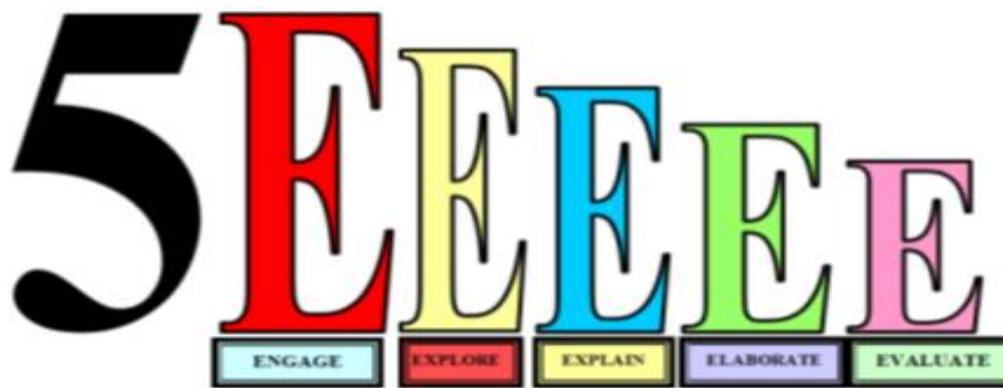
Figure (6)

5E Model and the phases according to Ergin (2012)
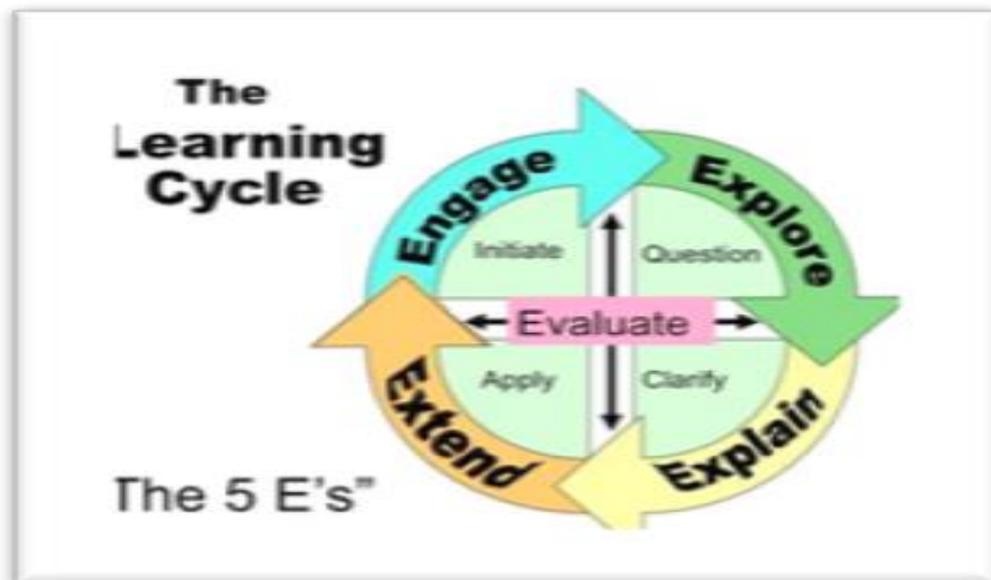
Figure (7)

phases of the Model 5E, Ergin, (2012).
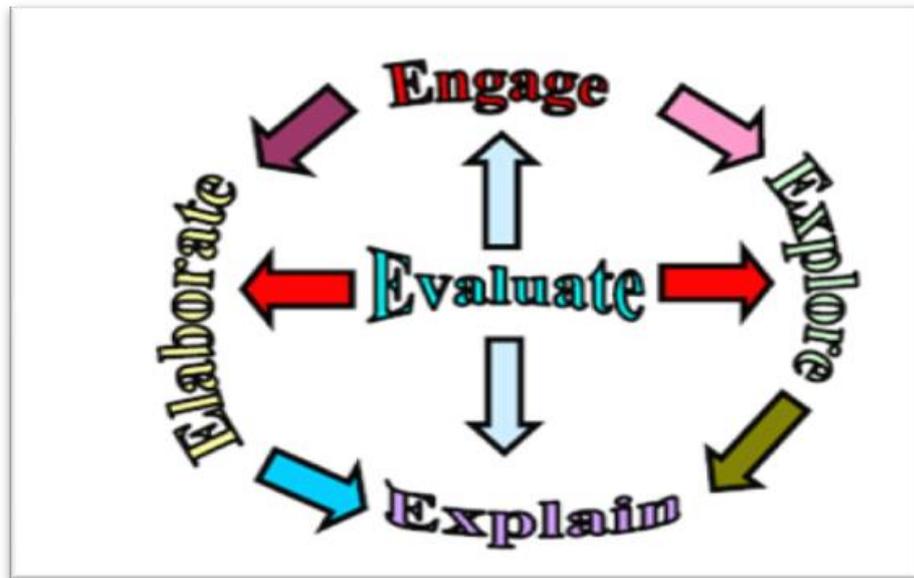
Figure (8)

Learning process in 5EModel
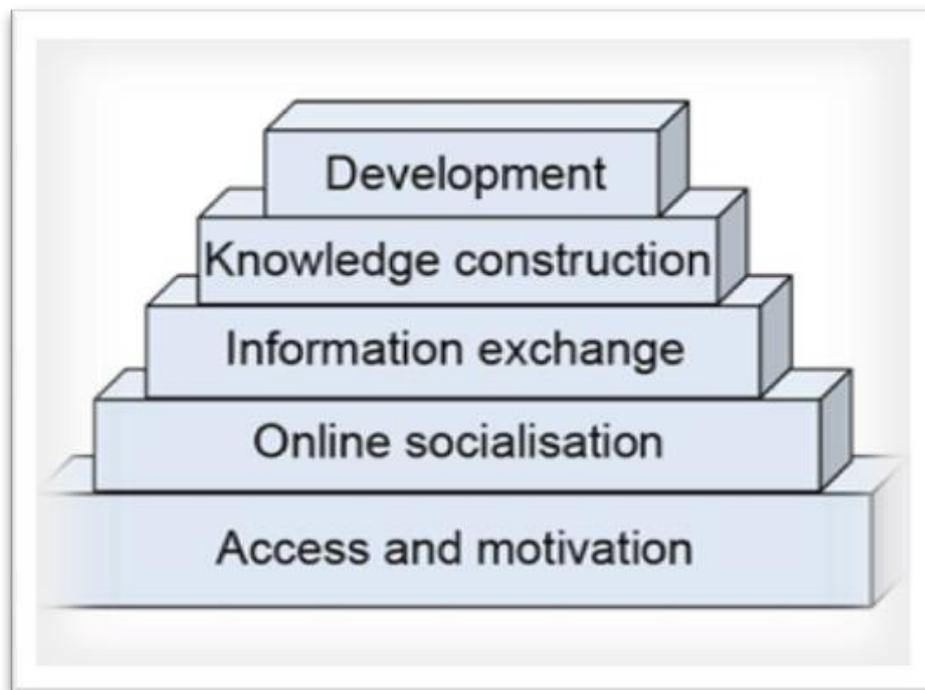
Figure (9)

Activities in 5E Phases according to Ergin, (2012)
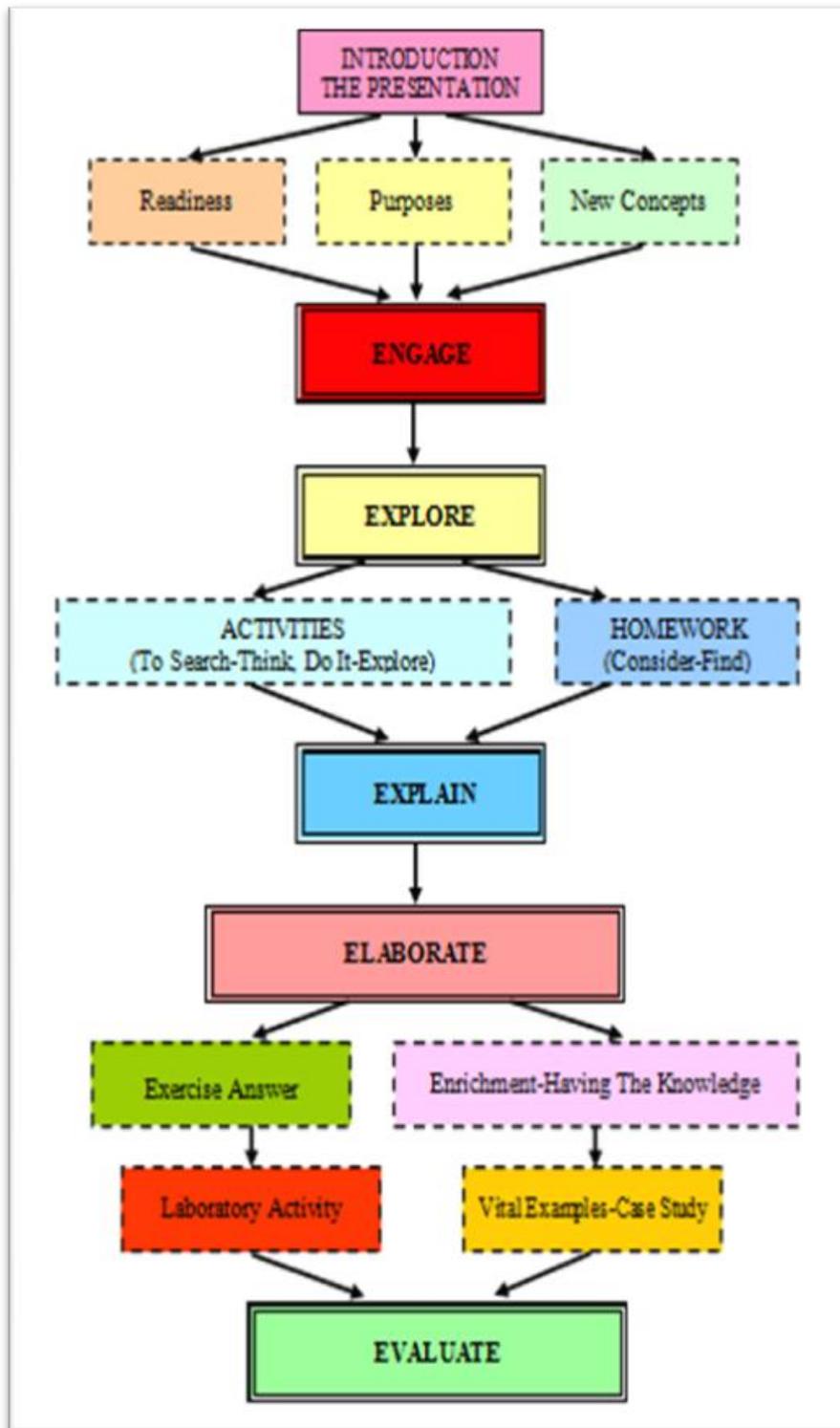
2.4 Principles of an Instructional Model:

Bybee (1997) sets the principles that account for the efficacy of the BSCS model,5E Model, which are applicable to curriculum goals such as the 21st century skills. These principles are applicable to the development of one or more of the five categories of skills. The general and primary point is that one or more of the 21st century skills must be the explicit learning outcome for the instructional model. These principles are set as follow:

1. The model should have 3 to 5 phases that represent an integrated instructional sequence.

2. The model should be based on contemporary research on student learning and development.

3. The model must help the learner integrate new skills and abilities with prior skills and abilities.

4. The model must allow for social interactions (student-student as well as student-teacher interactions).

5. The model must be generic and applicable to a wide range of classroom contexts and activities.

6. The model must be manageable for teachers with classrooms of 25-30 or more students.

7. The model must be understandable to teachers and students.

8. The model must accommodate and incorporate a variety of teaching strategies including laboratories, educational technologies, reading, writing, and individual student work.

2.5 The effectiveness of Instructional 5E Model:

There are a number of studies that specifically compare the BSCS 5E instructional model with other models of instruction. The findings of these studies suggest that the BSCS 5E instructional model is effective, or in some cases, comparatively more effective, than alternative teaching methods in helping students reach important learning outcomes. Several comparative studies suggest that the BSCS 5E instructional model is more effective than alternative approaches at helping students master their subject matter (e.g., Akar, 2005; Coulson, 2002). Coulson, in a study carried in (2002) found that students whose teachers taught with medium or high levels of fidelity to the BSCS 5E Instructional Model experienced learning gains that were nearly double those of students whose teachers did not use the model

or used it with low levels of fidelity. Furthermore, teachers using strategies and learning sequences consistent with the 5Es at medium (basic) or high (extensive) levels had students with significantly higher gain scores (Bybee, 2009).

An example of its proof in social sciences may be the study of Köksal (2009) carried out by the application of the 5E Model in teaching English grammar. Köksal (2009) searched the effectiveness of the5E Model based on Constructivist Approach on seventh grade students' understanding of simple past tense in English lessons and their attitudes towards English. The results of this study proved that the 5E Model based on Constructivist Approach had a positive effect on the students' success in contrast to traditional methods and their attitudes and perceptions of English. Another effect role of this model is the shift from teacher-centered to student-centered education settings (Yigit, 2011). Thus, the 5E Model which reinforces a student-centered atmosphere can also be effective in this aspect. Yigit asserts the importance of 5E Model on students' motivation. The 5E Model is considered to have a great role in terms of enhancing students' motivation.

2.6. Teachers' and Students' Role in the 5E Model

The role of teachers and students differs in each phase of this model. This role can be well seen in the comparison illustrated in Table (1.3) below:

Table (1.3)

Teachers' and Students' Role in the 5E Model

5E Phase	Teachers' role in learning	Students' role in learning
Engage	- Teachers become engaged through personal interest, planned or accidental learning. - Teachers tap into what students know or think about the topic. - They raise questions and encourage responses.	This phase of the 5 E's starts the process. An "engage" activity should do the following: - Make connections between past and present learning experiences. - Anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned.
Explore	Teachers explore resources available to them: text books, curriculum standards, online resources. They work in teams learning from each other. They plan programs and lessons.	This phase of the 5 E's provides students with a common base of experiences. They identify and develop concepts, processes, and skills. During this phase, students actively explore their environment or manipulate materials.
Explain	Teachers implement programs and try things out. They explain to students. They demonstrate new skills and behaviors. It also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.	This phase of the 5 E's helps students explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors.
Elaborate	Teachers reflect upon their practice and hone their skills. Teachers increase the depth of their understanding of both their disciplines and teaching methodologies.	This phase of the 5 E's provides students with a common base of experiences. They identify and develop concepts, processes, and skills. During this phase, students actively explore their environment or manipulate materials.
Evaluate	Teachers evaluate the effectiveness of their programs and their performance through the lens of student achievement.	This phase of the 5 E's encourages learners to assess their understanding and abilities and lets teachers evaluate students' understanding of key concepts. and skill development.

2.7. Challenges in the application of 5E Instructional Model:

Although there are a great number of advantages that make the 5E Model necessary to use in instruction, there are some disadvantages as well. In fact, these may be called "challenges" in the application of the 5E Model since it is a new model of the Constructivist Approach in social sciences. One of the challenges is that it is considered to be difficult to implement by most English teachers. This may prevent them from exploiting the model in the classroom and thus use traditional methods instead. Another challenge comes from the restricted time at schools. Many teachers say that the time is limited and does not allow them to practice the phases of 5E step by step. They complain about the intensity of their syllabus and put forward that it is hard to apply such a model at such restricted time. In addition to the previous ones, there is another challenge represented in the curriculum. Since they are responsible for teaching everything stated in the curriculum, teachers propose that it is impossible to adopt the flow of curriculum according to such a detailed model. So, it can be concluded that the English curriculum is a great challenge which prevents teachers from using the 5E Model.

In conclusion, it is possible that 5E Model has some negative points in application; however, it has great effectiveness that is an aid or organizer for the teacher to structure and sequence potential learning experiences in a systematic and synergistic way and provide students with the opportunity to get engaged in learning, and hence create highly motivated students.

3. The third domain:

This domain tackles issues related to attitudes such as a historical background, different definitions, language attitudes, attitudes and achievement, importance of studying attitudes and finally Palestinian students' attitudes toward English.

3.1. Historical Background about Attitudes:

The word 'attitude' is derived from the Latin word -aptitude- and the Italian -atto- (Latin= actus or English= act) the word -attitude- was considered an abstract mental concept less than a century ago. Initially, an attitude was the term used to describe a physical posture or pose that a person adopted when he or she had their portrait painted (Baker, 1992). However, during the second decade of the twentieth century, researchers and theorists started to realize, for the first time, that an attitude was related to a mental state, rather than physical posture. Behaviorists from that time were inclined to believe that an attitude could not be measured (Reid, 2006). Thurstone (1929), however, published an article claiming that an

attitude, or several attitudes, could be measured, and, shortly, Likert (1932) suggested a method for actually doing so.

Among the studies of school subjects, students' attitudes toward learning a foreign language were explored by researchers such as Baker (1992) and Gardner and Lambert (1972). These researchers presented the most innovative and ground-breaking findings concerning students' attitudes toward second languages. Gardner and Lambert (1972) conclude that the ability of students to master a second language is not only influenced by their mental competence or language skills but also by the students' attitudes and perception towards the target language. They also advocate that attitude concepts could enhance the process of language learning, influencing the nature of students' behaviors and beliefs towards the other language and its culture and community and that this will identify their tendency to acquire that language.

3.2. What is Attitude?

Attitude has been a difficult concept to define adequately primarily because it has been defined by so many, but also because of the word differing lay uses and connotations. One of the earliest definitions of attitude was proposed by Thomas and Znaniecki (1918). They defined attitude (as cited in Bohner & Schwartz, 2001: 2), as "A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." Victori and Lockhart (1995) claim that the attitudes of learners towards language learning consist of general assumptions about factors influencing language learning and the nature of language learning and teaching. In a similar vein, Dittmar (1976) suggests that attitudes consist of three components: the cognitive, affective and conative components. The cognitive component refers to an individual's belief structure, the affective refers to emotional reactions and the conative component comprehends the tendency to behave in a certain way towards the attitude.

These definitions agreed with Sarnoff (1970), who suggests that 'attitude' deals with a disposition to react favorably or unfavorably to a class of objects. Eagly and Chaiken (1989) expand on this idea by stating that attitude is an outcome of the categorization process, which is influenced by the social environment. That is, attitudes can be looked at as items of social knowledge that are continually formed, strengthened and modified. They can therefore be defined as mediated reactions that have been strongly influenced by social context (Long & Russell, 1999). Eagly and Chaiken (1993: 1), also added that an attitude is "a psychological

tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor."

The researcher adopts this definition as the most suitable concerning the concept of an attitude in this study which tackles students' attitudes towards English language.

3.3 What is a Language Attitude?

From the definitions above we can see that learners hold different types of attitudes. For instance, learners manifest different attitudes towards the target language, the target language speakers, the target language culture, the social value of learning the foreign language, the particular uses of the target language, and themselves as members of their own culture (Demir, 2003). However, Baker (1988) stresses the importance of attitudes in the discussion of bilingualism. He claims that attitudes are learned predispositions, not inherited, and are likely to be relatively stable; they have a tendency to persist. He adds that attitudes are complex constructs; e.g. there may be both positive and negative feelings attached to a language situation. Gardner (1985) also comments that attitudes towards the second language may affect the learners' motivation to learn.

In this field, there are many studies conducted on language attitudes from a variety of perspectives. Some researchers investigated the effect of attitudes on success, some others conducted studies on how students' attitudes changed due to direct contact with the native speakers of the target language, and some worked on identifying whether attitudes could change thanks to instruction (Al Agha, 2015). So, one can conclude that attitudes are crucial in language growth or decay and restoration or destruction. Language attitude is an important concept because it plays a key role in language learning and teaching.

3.4 Attitudes and Achievement:

Tahaineh and Danna (2013) mention that attitudes play an eminent role in determining one's behavior, as the attitude has an impetus which stimulates the behavior and directs it in a particular direction. Attitudes are thus indirectly related to second language achievement.

Solano (2003) emphasizes this by stating that a positive attitude leads to an enthusiasm to study and learn English. Attitudes can possibly affect learners' achievement and the desire to continue studying in the target language. According to Dörnyei and Csizér (2002), a positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against learning. Thus, attitudes, ranging through negative, natural, and positive states, determine a student's success or failure in his or her learning.

Based on these data, one can conclude that improving the positive attitude of the students towards a particular academic subject may increase their desire to learn the subject and to develop the ability to apply what they have been taught, as well as leading to an improvement in remembrance.

3.5 Importance of Studying Attitudes:

There are a number of reasons that show the importance of studying attitudes. Reid (2003: 33) declares, *"Attitudes are important to us because they cannot be neatly separated from study."* And Visser (2008) adds, attitude is considered as an essential factor influencing language performance. These reasons are summarized in the following points:

1. Students have different needs, preferences, beliefs, learning styles, and educational backgrounds, and that imposition of change upon these factors can lead to negative reactions.

2. An investigation into learner's attitudes is a means by which language teachers, education planners, syllabus designers and researchers can gain greater insight into the language learning/teaching process.

3. Learners have views on the learning process and can articulate them.

3.6 Students' Attitudes towards English Language:

English has been the dominant foreign language in the Palestinian education curriculum as well as in most of Arab countries, and has been introduced as a compulsory subject from Grade 1 to grade 12 in the schools. Moreover, the English learning process extends through primary schools, secondary schools, and universities. The researcher prepared an attitude scale to investigate students' attitudes towards the English language. This scale includes these four domains:

- attitudes towards learning the nature of English language;

- attitudes towards enjoy learning English language;

- attitudes towards English language teacher and methodology;

- attitudes towards English grammar learning. (See appendix 7).

Section Two

An Overview of Related Previous Studies

4. Previous Studies

This section deals with the previous studies. These studies are related to the current study entitled as the impact of 5E Model on developing tenth graders' learning grammar and attitude towards English. The researcher surveyed these studies in an attempt to benefit from their procedures, tools, results and recommendations. The studies are divided into three parts. The first part tackles studies related to teaching and learning grammar. The second one investigates studies related to 5E Model and its effect on learning/teaching English grammar as well as other school subjects such as science and mathematics. The third part includes studies investigating students' attitude towards English language.

The researcher presented these studies in the light of methodology criteria which are: purpose, place, samples, instruments, statistical analysis, results and recommendations. They are sequenced thematically, followed by the researcher's comments .

4.1. The first part: Studies Related to Teaching and Learning Grammar:

1. Saker (2015)

This study aimed to investigate the effectiveness of using Jigsaw Strategy on Palestinian tenth graders' English grammar learning. To achieve this aim, the researcher adopted the experimental approach. The sample of the study consisted of (72) EFL male students divided equally into two groups, experimental and control. The traditional method was used in teaching the control group, while the jigsaw strategy was used with the experimental one in the second term of the school year (2013-2014). As for tools, the researcher used an achievement test of four domains with (32) items designed and validated to be used as a pre- and post-test. Besides, the researcher used eight quizzes for the purpose of formative evaluation.

The findings of the study revealed that there were significant differences in learning English grammar between both the experimental and the control groups in favor of the experimental group. In the light of those findings, the researcher recommended the necessity of implementing jigsaw strategy in teaching and learning English grammar to bring about better outcomes in students' achievement. Also, he suggested that further research should be conducted concerning the effectiveness of using jigsaw strategy on different English language skills and other school subjects as well.

2. Abu Shagga (2014)

This study aimed to investigate the effectiveness of using computerized educational games on developing aspects of English grammar among deaf ninth graders in Gaza Governorates. To achieve this aim, the researcher adopted a quasi-experimental approach. The sample of the study consisted of (16) deaf students; (4) males and (12) females from Atfaluna Society for Deaf Children in Gaza Governorate. The computerized educational games were used in teaching aspects of English grammar to the experimental group in the first term of the school year (2011-2012). As for the tools, a grammar test of six questions with (30) items was designed and validated to be used as a pre- and posttest to measure any possible differences between the mean scores of the students in the pre-and the posttest.

The study results indicated that there were statistically significant differences at ($\alpha \leq$ 0,05) between the deaf ninth graders' mean scores in the pretest and the posttest due to the use of the computerized educational games. Also, there were no statistically significant differences at ($\alpha \leq 0.05$) between the deaf students of the experimental group in the mean scores in the pre-test and post-test due to the gender variable. In the light of those results, the study recommended the necessity of implementing computerized games in teaching English grammar to make better outcomes in deaf students' achievement in English language. Also, the researcher suggested that further studies should be conducted on the effectiveness of computerized games in other grammatical aspects and other school subjects as well.

3. El-Tanani (2011)

This study aimed to investigate the existing grammar teaching techniques among sixth graders in the Gaza Strip in order to suggest a practical framework of effective and appropriate techniques for teaching grammar communicatively among Palestinian sixth graders. It also aimed at investigating whether the suggested framework developed sixth graders' performance to use the language in context and inspired their attitudes to be positive towards communicative grammar teaching. The researcher adopted the experimental approach besides the descriptive analytical one. The sample of the study was limited to sixth grade teachers in UNRWA schools in the North Governorate. The observation of the study was conducted during the scholastic year (2009/ 2010) and the experiment of the study was conducted during the scholastic year (2010/ 2011). Three tools were used to collect the data: an observation card, a test and an attitude scale.

The results of the data analysis showed that (1) sixth grade English language teachers used neither effective nor appropriate techniques or procedures to teach grammar communicatively, (2) that the suggested framework of teaching grammar communicatively

proved to be effective and beneficial and (3) that sixth graders agreed on gaining linguistic and affective benefits from the communicative grammar teaching method.

Based on the study findings, the researcher recommended the Education Development Centre in UNRWA and the Ministry of Education should hold workshops in order to train English language teachers on how to teach grammar communicatively. Besides, it recommended preparing several frameworks for teaching grammar lessons communicatively for English for Palestine Series.

4. Ishtawi (2011)

This study investigated the effect of game strategy on the learning of English grammar among twelfth grade students at Gaza governmental schools. To achieve the study aim, the researcher adopted the experimental approach. The sample of the study consisted of (80) male students from Palestine Secondary School in West Gaza. The educational game strategy was used in teaching the experimental group, while the traditional method was used with the control one in the first term of the school year (2009-2010). An achievement test of five domains with (50) items was designed and validated to be used as a pre- and posttest, as well as five quizzes for the purpose of formative evaluation.

The findings of the study indicated that there were statistically significant differences between both groups in favor of the experimental one. In the light of the findings, the researcher recommended the necessity of implementing educational game strategy in teaching English grammar to achieve better outcomes in students' achievement in English language. The researcher also suggested that further research should be conducted on the effect of games on different English skills and other school subjects as well.

5. Yolgaeldili and Arikan (2011)

The primary aim of this study was to explore the effectiveness of using games in teaching grammar to young learners from the viewpoints of Turkish EFL teachers working in primary schools. To achieve this aim, this study was designed as a descriptive study with the aim of exploring the beliefs and habits of Turkish EFL teachers' towards using games in young learners' English classes. The researcher used a sample of fifteen EFL teachers who voluntarily participated in the study and in the selection of the participants, purposive sampling was used to get the most adequate data from the available individuals within the researchers' reach. The participants' ages ranged from 24 to 54. The research instrument was a questionnaire prepared by the researchers and applied in different schools in Edirne and Ankara. The questionnaire was composed of fifteen questions distributed into three parts.

The findings of this study showed that games are an important and necessary part of English language teaching and learning in the context of primary schools English lessons simply because they provided EFL teachers with many instructional advantages. It also revealed that the participants articulated that games were effective in teaching and practicing grammar. Regarding these findings, the study suggested that further research should be conducted concerning using games in grammar teaching, especially to young learners.

6. Obaid (2010)

This study aimed to investigate the effectiveness of three grammar teaching approaches (the inductive, the deductive and the contextualized approaches) on achievement in English grammar among the eleventh graders in Khan Younis Governorate. To answer the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (158) male students from Al-Motanabi Secondary School for Boys (A) divided into three experimental groups and one control group. The three grammar teaching approaches were used in teaching the three experimental groups, while the traditional methods were used with the control one in the first term of the scholastic year (2009-2010). An achievement test of four domains with (84) items was designed and validated to be used as a pre-posttest.

The study indicated that there were statistically significant differences in the eleventh graders' achievement in English grammar due to the method of teaching in favor of the contextualized approach. Based on the findings, the study recommended the necessity of implementing the contextualized approach in teaching English grammar in order to bring about better outcomes in students' achievement in English language. It was also suggested that research should be conducted on the effectiveness of the contextualized approach on different dimensions of achieving English language and other school subjects.

7. Al-Enazi (2009)

This study investigated the effect of using co-operative learning strategy on developing some of the grammatical skills of Arabic among hearing impaired students in Riyadh City compared with the normal teaching method that is used in the schools. To achieve the goal for this study, the researcher conducted pre- posttests on the experimental group and the control group. Both groups were from Al-Amal Institute Program. The control group was from Abdurrahman Bin Mahdi Secondary School, and the control group was from Mousa Bin Alnusair Secondary School. Both schools were in Riyadh area. The number of the students in this study was 35 at the beginning of the study divided into 17 students of the experiment group, and 18 students of the control group. Two students dropped from the

experiment group for special reasons. The researcher applied the same pre-posttests on both groups in every test concerning the focus of this study which was "the dual, and the masculine-feminine plural of pronouns". The researcher taught the two groups the same contents, but using different approaches, where the researcher used the co-operative approach with the experimental group for four weeks for two periods per week. The outcome was treated by the "Man Whitney" test.

The results of this study showed that the experimental group which was taught through the co-operative approach showed a higher rate in acquiring, understanding, implicating, formatting and correcting. So, the researcher recommended applying the cooperative approach for disabled high school students.

8. Incecsy (2009)

The researcher conducted this study in a Turkish university. The study aimed to explore the perceptions of the participants in order to get better understanding of the appropriateness and the effectiveness of communicative and non-communicative activities in their EFL course. Data were collected using a questionnaire and a semi-structured interview from randomly selected thirty Turkish university students. Results revealed that students were interested in studying communicative activities. Also, students stated that they were in favor of communicative activities such as whole class discussion, pair or group work and songs which involved greater amounts of student-student interaction and authentic materials. Moreover, students referred to grammar based examinations as the biggest obstacle to their interest in communicative activities. Also, they reported that their traditional learning habits caused them to be passive in communicative activities. Accordingly, it was advised that teachers should develop their teaching methods in order to be appropriate to their learners who wanted to explore by themselves and find their own answers.

9. Abu Nada (2008)

This study aimed to investigate the effect of using concept maps on English grammar achievement among the ninth graders in Gaza Governorate. The researcher adopted the experimental approach. The sample of the study consisted of (113) students from Al-Zaitun Prep School (A). The concept maps strategy was used in teaching the experimental group, while the traditional method was used with the control one in the first term of the school year (2007-2008). The researcher utilized an achievement test as a pre–posttest.

The study findings indicated that there were statistically significant differences in the ninth graders' English grammar achievement in favor of concept maps strategy. The study recommended the necessity of implementing concept maps strategy in teaching English

grammar to bring about better outcomes in students' achievement in English grammar. The study also suggested that further research should be conducted on the effect of concept maps on different English language skills and sub-skills and of other school subjects.

10. Degu (2008)

This study was conducted to see whether or not teaching grammar communicatively was effective through the integration of form, use and meaning. The sample of the study was sixty participants who were randomly selected from the two sections of grade nine and equally divided into control and experimental groups. The experimental group students were taught grammar through the integration of form, meaning and use. The control group students were taught grammar according to the structural approach. The tools of the study were a pretest and posttest. The pretest was given to measure whether there was a significant difference between previous language performance levels of the two groups.

The results of the analysis showed that (a) teaching grammar through the integrative method was more effective than the structural method, (b) the integrated grammar teaching approach was found suitable in promoting pair work, group work and discovery technique, and (c) this integrated technique was effective in enabling learners to acquire the meaning and the use of grammatical forms. Regarding these findings, the researcher recommended that English teachers should use integrative grammar teaching techniques in teaching grammar.

11. Larkefjord (2007)

This study aimed to investigate what different ways there are to teach English grammar at upper secondary level and what guidance experienced teachers have to offer. The study explored two ways which are explicit and implicit grammar teaching. Interviews were used in this study. The researcher interviewed seven experienced teachers to find out what they believed works best in their classrooms today. The interview questions dealt with how they taught grammar, what grammar they wanted students to learn and how their grammar teaching changed over the years. The questions also regarded how the teachers assessed their students' grammar knowledge and what material they used in their lessons. The results of this study showed that explicit grammar teaching decreased over the years and was replaced by implicit grammar teaching integrated with activities focusing on meaning since they learned in a native-like way. However, the students made some mistakes. Each teacher had different methods for dealing with these mistakes, but they seemed to be keeping in mind the students' need and the curriculum.

12. Pajunen (2007)

In this study, the researcher aimed to evaluate the use of deductive and inductive approaches in teaching singular and plural nouns in English. The sample of the study was 32 first year learners in upper secondary school in Kouvola region in the scholastic year 2007. The participants were divided into two even groups by their teacher so the groups formed approximately a similar average grade. The first group had 17 participants who were taught inductively and the second group had 15 participants who were taught deductively. Each group had a teaching experiment of 45 minutes and the groups were not allowed to communicate between the parts. The main tool in this study was the post-tests. The data were analyzed by using a statistical analysis (the mean, T-test).

No clear results have been found that would strongly support either one of the approaches. However, a slight preference was found in favor of the deductive approach. Better results were found in grammatical accuracy with the deductive group but the inductive was not far behind.

13. Yu (2005)

The researcher explored the effects of using games as a teaching strategy on raising the grammatical accuracy level among secondary students of German as a second language. This study also sought to examine the effect of game-based grammar instruction on students' motivation and classroom atmosphere. In addition, it explored if the use of games in practicing grammatical features may improve the students' rate of accuracy, as well as creating a more positive learning experience. The participants in this study were divided into two groups, the control and the experimental groups, and received 90 periods, over 18 weeks, of grammatical instruction by the same teacher. The teaching program was the same for both groups. The difference consisted in the use of game-based practice for the experimental group, while the control group performed traditional game-based practice only .

Data were collected using the following instruments: grammar tests and examinations, a questionnaire on motivation, a questionnaire on classroom atmosphere, a questionnaire on the type of grammar practice, a questionnaire on the grammar and grammar instruction, focus group interviews with students, and the researcher's field notes.

The findings of this study showed that the class became entirely student-centered. The researcher noticed several differences in student behavior. He added that for the same time in the classroom, instead of hearing a lot of Japanese, English was predominately spoken. Also, students were interacting with native English speakers.

14. El-Banna (1994)

In his study, the researcher investigated the effectiveness of teaching formal grammar and grammatical structures on the development of writing skills of learners of English as a second language and possible differences between males and females when taught grammar rules. The subjects were 97 university ESL students, 48 males and 49 females enrolled in the Faculty of Education at Kafr El-Sheikh. The experimental group was taught an intensive grammar course. The teaching lasted for about 12 weeks. The control group was given only the composition instruction. The researcher used grammar and composition post-tests with all the participants.

The results of the study indicated that the experimental group males and females performed better on grammar than the control group males, but there were no significant differences between the experimental group members and control group females. Significantly better writing test performance was found for experimental group subjects generally, but not between the experimental group females and control males or between experimental group males and experimental group females. The study concluded that there would be no consensus of opinion on the utility of formal grammar teaching and its effect on improving EFL\ ESL learners writing skill.

Commentary on the Previous Studies related to Teaching and Learning Grammar:

Having reviewed these studies, the researcher became convinced that grammar teaching represents a crucial aspect of teaching and learning English language. Accordingly, it was apparent from those studies that this issue was given much attention by EFL researchers. Therefore, grammar is considered an essential part of the language learning process, but opinions vary on the best ways of teaching grammar.

4.2. The second part: Studies Related to Using 5E Model:

15. Agogo and Naakaa (2014)

The aim of this study was to investigate how the 5Es constructivist instructional strategy would improve students' interest in senior secondary school genetics in Gwer Local Government Area of Benue State, Nigeria. To achieve the purpose of this study, the researchers adopted a quasi-experimental design. The sample of the study consisted of 147 students from four schools, out of a population of 2,183 SSII biology students. The experimental group was taught genetics using the 5Es (engagement, exploration explanation, elaboration and evaluation) constructivist instructional strategy, while the control group was taught using the conventional (lecture) method. An instrument known as Genetics Interest Inventory (GII) was validated by three experts and then used to collect the data. The instrument was a five-point Likert-scale designed to assess students' interest in genetics.

The results revealed that the 5Es constructivist instructional strategy was more effective in facilitating students' interest in genetics in both urban and rural schools. The study recommended among others, that the 5Es constructivist instructional strategy be adopted in the school system for teaching biology, especially genetics.

16. Tuna and Kakar (2013)

The study aimed to investigate the effect of 5E learning cycle model, based on the constructivist approach, which is used for teaching trigonometry in 10th grade of elementary mathematics education, on the students' academic achievement and on the retention of their trigonometry knowledge. To achieve the purpose of this study, the researchers used an experimental approach. The sample of the study consisted of (49) 10th grade students registered for the spring semester of 2010-2011 academic year. These students were divided into two equal groups, a control and an experimental group. The students in the experimental group took the trigonometry course from the researcher in an environment where the 5E learning model based on the constructivist approach was used. The students in the control group took the same course from their mathematics teacher in an environment where the activities of official mathematics curriculum were used. An achievement test, consisting of 50 questions was used to gather necessary data for the statistical analysis of the research problem and to determine the effect of using 5E learning cycle model in teaching trigonometry on students' academic achievement.

The statistical findings of the research showed that the experimental group students' scores of academic achievement and retention of trigonometric knowledge were higher than those in the control group. The difference between these groups was statistically significant

and was in favor of the experimental group. In accordance with these results, some recommendations, thought as beneficial, were given. Firstly, teachers should provide opportunities to students for learning by exploring and reaching knowledge by themselves. Secondly, teachers should be careful about choosing teaching activities and worksheets, which they want to use in the application of 5E learning model, in the sense that these materials should be attractive and appropriate to the students' level and also they provide opportunities for students to construct their own knowledge.

17. Beyhan and Köksal (2013)

The purpose of the study was to examine the extent to which the learning environments in classes are appropriate for constructivist learning based on the perceptions of second-year students in secondary schools. To achieve the purpose of this study, the researchers used the descriptive approach because it tried to visualize the situation as it is. The sample of the study was composed of 300 secondary school students studying at eight different secondary schools in Afyon, a provincial area in Turkey. As for the study instrument, "Constructivist Learning Environments Scale," developed by the researchers was used as the data collection instrument in this study. To analyze the data, SPSS 18 was used; descriptive statistics and t-test results were presented.

According to the findings of the study, the participants stated that a constructivist learning and teaching environment was created in their classes. It was also seen that the difference between the mean scores of the boys and girls in the sub-dimension of reflection on constructivist learning environment was significant, while the difference between the total mean scores was not. In the light of these findings, the researchers recommended that constructivist instruction and creating appropriate environments for it can be added to the programs of teacher training institutions to teach this issue at the practical level. They also added that teachers who are successful in creating constructivist teaching environments can be rewarded by school managements.

18. Artun and Costu (2012)

The aim of this study was to explore a group of prospective primary teachers' conceptual understanding of diffusion and osmosis as they implemented a 5E constructivist model and related materials in a science methods course. The sample of the study consisted of 50 prospective primary teachers (28 male and 22 females, whose ages ranged from 18 to 23 years). The participant teachers had a similar educational background and had similar preparation prior to entering University. The tools of this study were a pre-posttest and delayed post-test survey consisting of ten two-tier questions of which an explanatory part was

integral. Individual interviews were conducted with six prospective teachers at the end of the implementation of the unit using four questions. The test scores were analyzed quantitatively and qualitatively, whereas post instructional interviews were analyzed qualitatively.

The results of tests and interviews suggested that no statistically significant differences were found between post-test and delayed posttest scores. Also, the teaching activities based on 5E model enabled students to retain their new conceptual understanding.

19. Yigit (2011)

The aim of this study was to find out the effect of writing instruction based on the 5E Model on achievement and motivation. This thesis, which is a quasi-experimental action research, explored the probable effects of the 5E Model-based writing activities on promoting the achievement of students' writing skills in prep class students at Trakya University, School of Foreign Languages. The sample of the study consisted of 70 students in three classes of 23, 23 and 24. The study was conducted in the fall term of the academic year of 2010-2011. The application of the study was carried out two hours a week for 10 weeks. The students were given a pre-test before the implementation in order to determine how successful they were in the writing skill and then they were given the same test at the end of the study as a post-test in order to find out how much they could improve their writing skill.

According to the study results, the 5E Model-based Writing Instruction had a positive effect on promoting the students' writing skills and fostering motivation in writing. Based on these results, some suggestions were given. First, further study is required to see the effects of writing instruction through the 5E Model in long-term period. Also, it should be applied on other language skills apart from writing. Moreover, it is possible to apply the same model in the instruction of different foreign languages.

20. Ergin, Kanli and Ünsal (2008)

This study aimed at investigating the effect of the lessons applied in the subject of Inclined Projectile Motion, by taking the 5E Model as basis, in the Physics lesson of GATA Noncommissioned Health Officer Preparation School's 1st grade, on students' academic success and attitude levels. The experimental pattern of the research was adopted by the researchers. The study was carried out on 84 students of high school 1st grade who were being educated in 2004-2005 education-teaching year. Forty four of the students formed the experimental group and (40) formed the control group. The lesson was treated according to 5E Model in the experimental group and according to traditional method in the control group. In the study, multiple choice success test and attitude scale were used.

The study results showed that the experimentation group students on which the 5E Model had been applied were more successful than the control group students on which the traditional method had been applied, and that they developed more positive attitudes towards the subject. In the light of those findings, the researchers recommended the following: First, 5E Model can easily be applied by adapting education programs into 5E Model in state and private educational institutions. Second, when making evaluations for the lessons taught according to 5E Model, students should be evaluated with all the events they performed as a whole. Moreover, the fact that determining students' knowledge before education is important enough for planning education activities.

21. Balci, Cakiroglu and Tekkaya (2005)

The purpose of this study was to investigate the effects of the Engagement, Exploration, Explanation, Extension and Evaluation (5E) learning cycle, conceptual change texts, and traditional instruction on 8th grade students' understanding of photosynthesis and respiration in plants. The sample of this study consisted of 101 8th-grade students in three intact classes of the same school located in an urban area. The classes were randomly assigned as control and experimental groups. Students in the first experimental group (n = 33) received 5E learning cycle instruction, students in the second experimental group (n = 34) received conceptual change text instruction, and students in the control group (n = 34) received traditional instruction. To achieve the purpose of the study, a quasi- experimental design was used. A test developed by Haslam and Treagust (1987) was used as pre-posttest.

The results showed a statistically significant difference between the experimental and control groups in favor of experimental groups after treatment. However, no statistically significant difference between two experimental groups (5E versus conceptual change text instruction) was found. In light of these results, the study suggested the use of the 5E learning cycle and conceptual change text instruction as an alternative method to traditional instruction.

22. Campbell (2000)

This study investigated the fifth grade students' understanding of force and motion concepts as they engaged in inquiry-based science investigations through the use of the 5E Learning Cycle. The researcher's journey through this process was also a focus of the study. The sample of the study was 22 fifth grade students at a suburban Central Florida elementary school with approximately 520 students in grades Prekindergarten through fifth. The students ranged in age from 10-12 years old, which may or may not be representative of other fifth grade classrooms because of factors such as retention. In order to satisfy the purpose of the

research, a longitudinal survey was created and titled "Science Perception Survey". Also, a questionnaire including eight Likert Scale items (1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree) with a free response option following each statement was used. To support content validity, it was also distributed to approximately ten teachers for their input regarding clarity and completeness .

The results were documented and analyzed using pre and post surveys, pre and post knowledge assessments, self-evaluation, lab sheets, and filmed discussions and interviews. These results showed that students could express their knowledge verbally, with prompting questions, than they could in writing, which included the assessments and lab sheets. Surveys alluded to the idea that students felt they learned better using methods other than the textbook. In light of these results, some recommendations were given. These included that further inquiry into students' verbal versus written knowledge of science concepts must be pursued if indeed their understanding will be continually tested in this manner. Also, educational research that does not incorporate the teacher or that takes place in unnatural school environments is not truly beneficial in the search for educational reform.

Commentary on the Previous Studies Related to 5E Model:

Having reviewed these studies related to 5E Model, the researcher could extract that implementing this model has a positive effect on students' achievement in different school subjects. They showed that 5E Model can be applied successfully with different school subjects as well as different ages.

Researchers such as Artun and Costu (2012), Ergin, Kanli and Ünsal (2008) devoted their studies to investigating the effectiveness of 5E Instructional Model on teaching science. Others like Tuna and Kakar (2013) confirmed that 5E Instructional Model was more effective than ordinary methods in treating mathematics. Researchers such as Agogo and Naakaa (2014), Beyhan and Köksal (2013) and Yigit (2011) confirmed that 5E Instructional Model has a positive impact on developing students' interest, motivation and achievement.

4.3. The third part: Studies Related to Students' Attitudes towards English

23. Al Samadani and Ibnian (2015)

This study aimed to explore the attitudes of Umm Al-Qura University students (Al-Qunfudah Branch) towards learning English as a Foreign Language (EFL), as well as to study factors affecting their attitudes towards learning EFL. The study also investigated the relationship between the students' attitudes and their grade point average (GPA). The sample of this study consisted of 112 English major students who were randomly chosen from different levels (second, third and fourth year students). To fulfill the aim of the study, the researchers designed a questionnaire to measure the students' attitudes towards learning EFL. The researchers also interviewed a number of English major students to explore the factors that affected their attitudes towards learning EFL.

The results of the study showed that the students had overall positive attitudes towards learning EFL. The results also indicated that students with high GPAs had the highest positive attitudes towards learning English, followed by the medium GPA students and finally the low GPA students. Concerning factors that affected their attitudes towards learning English, the students affirmed that English is key to success in their future, highlighting the need to master its skills to open new horizons in various domains. They noted that they made use of technology to practice English, especially in terms of speaking and listening.

24. Al-Farra (2014)

This study aimed at investigating the students' attitudes toward English by using the Smart Board. To achieve the study aim, the researcher adopted the experimental approach with two groups' pre-posttest design (experimental and control). The sample consisted of (85) male students from Khalid El-Hassan School who were randomly selected from the original population of (1743) students in West Khan-Younis Directorate in the scholastic year 2013-2014. To collect data, the researcher prepared these tools: 1) An achievement test (pre, post & delayed). 2) An attitude scale (pre & post) to determine the students' attitudes towards English language.

The findings pointed out that there were statistically significant differences at (α = 0.01) in the students' attitudes towards English before and after implementing the Smart Board in favor of the experimental group.

25. Al-kaff (2013)

This study aimed to study the attitudes and perceptions of Foundation Year (FY) students towards learning English, at the English Language Institute (ELI) of King Abdul-Aziz University (KAU) in Jeddah, Saudi Arabia. The researcher attempted to find out the students' opinions regarding the importance of English, whether they thought it was difficult or not, and where the difficulty lay. After the selection of a random sample of 47 female students of levels 3 and 4 (pre-intermediate and intermediate levels), who represented the majority of the students during the time of the study, a questionnaire was developed and students' responses were statistically treated. The study showed that most students had a positive attitude towards learning English and that they tried to improve their English and to use the language even though there were a lot of demands on their time and few opportunities to practice their English.

26. Al-Faleet (2013)

This study aimed to investigate the effect of puzzles on the students' attitudes towards English. The researcher purposively chose 80 tenth graders from Abdul Kareem Al-Aklook Secondary School for boys in Dair Al Balah for the experiment and randomly chose two classes from the tenth grade classes. The sample of the study was 80 students, equally divided into two groups, experimental and control. Both groups were pre-tested to assure that they both were equivalent. The researcher prepared these tools: 1) an achievement test (Pre, Post & delayed). 2) an attitude scale to determine the students' attitudes towards English language. The results of the study revealed that there were statistically significant differences in the mean scores of the post attitude scale in favor of the experimental group.

27. Jacqueline and Norris-Holt (2012)

The study investigated the attitudes of Japanese students towards the study of English. Attitudinal measures such as levels of students' interest, study habits and the perceived utility of English were examined. The subjects of the study included two separate age groups, first year junior high school students and third year senior high school students, in the same private girls' school in central Japan. The same study also examined the attitudinal differences of students in the three elective lines in third year senior high school. A total of 577 subjects participated in the study, 379 from third year senior high school and the remaining 198 from first year junior high school. A 34-item Likert scale questionnaire was administered to examine the perceptions and attitudes of students towards the study of English in a foreign language context. A four-point positive/negative scale was utilized in order to encourage students to make an attitude choice.

The findings showed both similarities and differences in the way in which junior and senior high school students responded. Of interest was the importance of studying both English grammar and conversation, without taking into consideration the focus of study for university entrance examinations. Students were also found to respond similarly in regard to speaking English during their English class. Differences were found to exist in the students' general views towards the study of English, with junior high school students indicating that they studied harder in class and enjoyed doing homework more. Senior high school students displayed stronger positive attitudes towards the continued study of English and English classes at school being conducted in the English language.

28. Hussein, Demirok and Uzunboylu (2009)

The study aimed at investigating undergraduate students' attitudes towards English language. The 161 students who participated were from the Near East University, in the departments of CEIT (Computer Education and Information Technologies) and Nursing. The instrument used in this study was a scale that measured attitudes towards English (reliability: 0.91), and included a personal information form. The results showed that there was no significant impact on the students' attitudes towards English regarding their gender, nationality and the departments in which they studied.

29. Al-Omrani (2008)

This study investigated the perceptions and attitudes of Saudi ESL and EFL students towards native and non-native English-speaking teachers. The findings of this study indicated that both native and non-native English-speaking teachers offer advantages and disadvantages, as seen from the participants' perspective. The study showed that while native English-speaking teachers are believed to be best in teaching oral skills due to their language fluency and accuracy, non-native English-speaking instructors offered advantages associated with having being previous learners of English as a second or foreign language. However, the findings showed that the teacher's qualifications and teaching experience are seen as the most distinctive features of an excellent ESL/EFL teacher, regardless of his or her mother tongue. Finally, this study indicated that native and non-native English-speaking teachers can offer many advantages and that training programs can be more aware of areas that should be developed by the inclusion of both types of instructors.

Commentary on the Previous Studies Related to Students' Attitudes towards English:

Having reviewed a number of studies related to students' attitudes towards English, the researcher observed that most of the previous studies aimed at exploring the learners' attitudes towards the learning process in general and in EFL contexts in particular. The studies also

highlighted the impact of students' attitudes on their performance and academic achievement. On the other hand, the related studies enriched the current study in the following ways: (1) recognizing the components of attitudes and their impact on the teaching-learning process, (2) guiding the researchers to design the instruments used in the current study, and (3) highlighting attitude-related areas that have been covered by other researchers in their studies.

4.4. Commentary on the Previous Studies

It was clear that the pre-mentioned studies were divided into three main domains. The first tackled studies related to teaching and learning grammar. The researcher enriched his background of general approaches and techniques in teaching English grammar. Also, these studies revealed how grammar teaching process represents a major matter in learning English language. In Palestine, no similar research in this regard has been conducted to the researcher's best knowledge. Thus, it is critical to investigate the effective methods for learning grammar among Palestinian EFL learners to take a step into developing our teaching methods in the field of teaching and learning English. As mentioned before, grammar plays a pivotal role in enabling students to communicate effectively and without grammar instruction learners frequently fail to achieve advanced levels of communicative competence. However, opinions vary regarding the effective ways of teaching grammar. Thus, this study was conducted to find out whether or not the 5E Model was an effective instructional model in developing grammar.

The second domain tackled studies related to 5E Model. The researcher concluded that implementing 5E Model on English language and its skills as well as other school subjects has positive results on students' achievement and their students' attitudes towards the teaching-learning process and towards the language. The previous studies showed that 5E Model enhanced students' high skills such as thinking, analyzing, making decision and solving problems. Moreover, all of the previous studies showed that by using 5E Model in the teaching/learning creates student-centered classes.

The studies of the third domain dealt with students' attitudes towards English. They were conducted in different countries around the world and dealt with different ages of participants. The researcher concluded that the results of the studies were different. Some agreed that most students were not feeling well towards English language and this was due to different reasons such as the boring teaching methods and techniques used by teachers or the country's policy as well as the lack of motivation towards teaching and learning English. However, the majority saw that students had positive attitudes towards English in the studies

that created an exciting environment of teaching and learning and gave students the opportunity to be motivated and develop themselves.

It is very important to admit that the researcher benefited a lot from reviewing the related studies which, serving as a guide, helped in:

- choosing and designing the tools of the study,
- writing the outline of the theoretical framework,
- choosing the proper treatments for the study, and
- justifying, explaining and discussing the study results.

4.5. Analysis of the previous studies:

4.5.1. Topics and Purposes of the Previous Studies:

The topics and purposes in the previous studies were different. There were some studies focusing on developing grammar teaching and learning based on various methods and techniques such as those of Amogne (2014), Eltanani (2011), Yolgaeldili and Arikan (2011), Obaid (2010) and El-Enazi (2009). Other studies like those of Al Samadani and Ibnian (2015), Alkaff (2013) and Al-Omrani (2013) investigated the attitudes of students towards learning English as a Foreign Language (EFL). However, most of the pre mentioned studies focused on the effectiveness of 5E Model in teaching/ learning process.

This current study focused on using the 5E Model in teaching/learning grammar among tenth graders and their attitudes towards English.

4.5.2. Methodology of the Previous Studies:

Concerning the methodology implemented, most of the studies used the quasi experimental approach such as those of Saker (2015), Abu Shagga (2014) and Yigit (2011), while some adopted the descriptive one such as those of Beyhan & Koksal (2013) and Yolgaeldili & Arikan (2011).

4.5.3. Tools of the Previous Studies:

The different instruments used in the previous studies provided the researcher with clear insights to conduct the present study efficiently. The most commonly used tools to conduct these studies included pre-posttests, surveys, questionnaires and interviews. However, this study used pre-post achievement test to measure the effect of 5E Model on developing 10th graders' grammar learning, and an attitude scale to measure students' attitudes towards English.

4.5.4. Samples of the Previous Studies:

The samples of the previous studies were different from one study to another in number, gender and age. Studies such as those of El-Tanani (2011), Abu Nada (2008) and Campbell (2002) focused on elementary schools, while those of Jacqueline, Norris and Holt (2012), Degu (2008) and Balci, Cakiroglu and Tekkaya (2005) focused on high schools from grade 7th, 8th and 9th . The majority of studies focused on secondary schools as those of Saker (2015), AlFarra (2014), Tuna and Kakar (2013), Ishtawi (2011), Obaid (2010), Al-Nazi (2009), Ergin, Kanli and Ünsal (2008), Pajunen (2007) and Yu (2005). There were a number of studies tackling samples from university as those of Amogne (2014), Incessy (2009), El-Banna (1994), Yigit (2011) and Alkaff (2013). The studies of Artun and Costu (2012) and Yolgaeldili and Arikan (2011) tackled EFL teachers as a sample of the study. The researcher conducted this study on tenth graders from Jamal Abdu- Nasser Secondary School for Boys.

4.5.5. Statistical Treatment of the Previous Studies:

The statistical treatments used in the previous studies to measure the results varied: T-test, ANOVA and others. In this study, the researcher utilized T-test, Means, Standard Deviations, Spearman Correlation, Alpha Cronbach Technique, and Split-half Technique which are included in the Statistical Package for Social Sciences (SPSS).

4.5.6. Results of the Previous Studies:

The previous studies agreed on the importance of grammar in language teaching. The studies proved that a constructivist approach had a remarkably positive effect on students' achievement in and attitudes towards English learning. They also agreed that using 5E Instructional Model had a significant effect on learning English as well as on other school subjects.

4.6. Summary:

This chapter was divided into two sections: literature review and previous studies. The literature review was represented in three parts.

- Part one discussed grammar and related issues: definition, importance, types, principles, methods of teaching grammar, difficulty and suggestions for improving grammar teaching.

- Part two tackled the 5E Model and related points: the origin, phases, principles, effectiveness, the role of teachers and students and finally the challenges in the application of the model.

- Part three was about attitudes and other related points: meaning of attitudes, attitudes and achievement, attitudes and motivation and students' attitudes towards English.

  The previous studies were also divided into three domains:

  - Studies related to grammar.

  - Studies related to 5E Model.

  - Studies related to students' attitudes towards English.

In conclusion, the researcher benefited from these studies in some aspects, especially in writing the theoretical framework and the design of the achievement test. Also, these related studies helped the researcher to answer the questions of the study. Moreover, the researcher deduced that 5E Model as an instructional model creates a suitable learning environment that stimulates the students' energy towards learning that fosters students interaction, which results in better achievement.

CHAPTER III
THE METHODOLOGY

III
The Methodology

Introduction

      This chapter contains the procedures followed throughout the study. It also introduces a complete description of the methodology of the study sample, the instrumentations, the pilot study, a description of using 5E Model in the study and the research design. Moreover, it introduces the statistical treatment of the study findings .

3.1 The methodology of the study:

      The researcher adopted the experimental approach due to the nature of the research which aimed at finding the impact of 5E Model on the learning of grammar for the tenth graders and their attitudes towards English language. To achieve the aim of this study, two groups were chosen, an experimental group and a control one. The 5E Model was used in teaching the members of the experimental group, while the traditional method was used with their counterparts in the control group.

3.2 Study sample:

      The researcher used a purposive sample from Jamal Abdu-Nasser Secondary School for Boys, where he works as a teacher of English. The sample consisted of (68) male students. The researcher chose two classes which he was teaching: one class as an experimental group consisting of (34) students and the other as a control group consisting of (34) students. The researcher himself administrated the experiment. Table (3.1) below shows the distribution of the sample.

Table (3.1)

The distribution of the sample according to the groups

Group	Experimental	Control
Male	**34**	**34**

      The participants were equivalent in their economic, cultural and social level. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the first term of the school year (2015-2016). They were equivalent in their English language achievement in accordance with the statistical treatment of their results in the final exam of the school year (2014-2015). The age variable of the sample was also controlled before the application of the experiment.

3.3 Study variables:

      The study independent variables included the teaching methods which included the 5E Model and the traditional method. However, the dependent variable was the students' learning of English grammar.

3.4 Study instruments:

To achieve the aims of the study, the researcher used an achievement test as a main tool of the study and an attitude scale. Following is more elaboration on these instruments.

3.4.1 Achievement test:

An achievement test prepared by the researcher to measure the participants' achievement in English grammar was used as a pre-test applied before the experiment and as a post-test applied after the experiment (See Appendix 2).

3.4.1.1 Test general aims:

The test aimed at measuring the effect of using 5E Model on learning English grammar among tenth graders. It was built according to the criteria of the test specification illustrated in Table (3.2) below.

Table (3.2)

Table of specifications

Bloom Level / Skill weight	Knowledge Q1	Comprehension Q2	Application Q3	Analysis Q4	Total
	17.14%	22.86	22.86	37.14%	100%
Present simple tense	1item	2items	2items	3items	8 items
Present continuous	1item	-	1item	2item	4 items
Future simple tense	2 items	2 items	1item	2items	7 items
P resent perfect simple	-	2 items	2items	2items	6 items
Present perfect continuous	1item	1item	1item	2items	5 items
Past simple tense	1item	1item	1item	2items	5 items
Total	**6**	**8**	**8**	**13**	**35**

3.4.1.2 Description of the test items:

The total number of the achievement test questions was (4) with (35) items. Therefore, the total mark given to the test was (35). The six grammar lessons tested were as follows: Present simple tense, present continuous, present perfect simple, present perfect continuous, past simple tense and future simple tense.

Question (1) consisted of six multiple-choice questions: Item 1 examining past simple; item 2 examining future simple; Item 3 examining present simple; item 4 examining future simple; item 5 examining present perfect simple, and item 6 examining present continuous.

Question (2) consisted of eight sentences. In each one, there was a grammar mistake and the students had to correct it: Item 1 examining past simple; item 2 examining present simple; Item 3 examining future simple; item 4 examining present perfect simple; item 5 examining present simple; item 6 examining present perfect; item 7 examining future simple, and item 8 examining present perfect continuous.

Question (3) consisted of eight sentences. The students had to do each one as required between brackets. Item 1 examining a Yes/ No question in the past simple; item 2 examining the use of key word in the present perfect simple; Item 3 examining making negative in the present simple; item 4 examining the use of future simple with 'will'; item 5 examining the negation in the present perfect simple; item 6 examining making 'Wh' question in the present continuous; item 7 examining negation in the present simple, and item 8 examining the present perfect simple.

Question (4) consisted of eight sentences. The students had to analyze each one correctly: sentence 1 had 2 items examining present perfect simple; sentence 2 had 2 items examining present simple; sentence 3 had 1 item examining future simple; sentence 4 had 2 items examining present perfect continuous; sentence 5 had 2 items examining past simple; sentence 6 had 1 item examining present simple; sentence 7 had 2 items examining present continuous, and sentence 8 had 1 item examining future simple.

3.4.1.3 Items of the test:
The items of the test fell into four domains:
A- Knowledge:
The knowledge domain included six items that measured students' knowledge and the students had to read the sentences and to choose one of the correct answers (a, b or c).

B- Comprehension:
The comprehension domain included eight items that measured students' comprehension. Students had to correct the underlined words where necessary.

C- Application:
The application domain included eight items that measured students' comprehension and understanding. Students had to use the words between brackets and to form a new sentence.

D- Analysis:

The analysis domain included eight items that measured students' knowledge and comprehension. Students had to analyze the sentences to demonstrate their understanding.

3.4.1.4 Pilot study:

The test was conducted (as a pilot test) on 31 male students who had similar characteristics of the target, control and experimental. These 31 male students studied at the same school, Jamal Abdu-Nasser Secondary School for Boys in Gaza and were from the same cultural and environmental background. The results were recorded and statistically analyzed to measure the test validity and reliability. The items of the test were modified in the light of the statistical results.

3.4.1.5. The validity of the test:

Al Agha (2004) states that a valid test is the test that measures what it is designed to measure. The researcher used the referee validity and the internal consistency validity in order to measure the validity of the test.

(A) Referee validity:

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA and Governmental schools. The items of the test were modified in the light of their recommendations.

(B) Internal consistency validity:

Al Agha (2004: 110) refers that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using Pearson Formula.

According to tables (3.3) - (3.4) - (3.5) - (3.6) the coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05).

Table (3.7) shows the correlation coefficient of each scope with the whole test. According to these tables, it can be concluded that the test is highly consistent and valid as a tool for the study.

Table (3.3)
Correlation coefficient of knowledge items

Items	Pearson correlation	Sig. level
A1	0.485	sig. at 0.01
A2	0.588	sig. at 0.01
A3	0.595	sig. at 0.01
A4	0.699	sig. at 0.01
A5	0.575	sig. at 0.01
A6	0.373	sig. at 0.05

r table value at df (28) and sig. level (0.05) = 0.361
r table value at df (28) and sig. level (0.01) = 0.463

Table (3.4)
Correlation coefficient of comprehension items

Items	Pearson correlation	Sig. level
B1	0.745	sig. at 0.01
B2	0.403	sig. at 0.05
B3	0.387	sig. at 0.05
B4	0.745	sig. at 0.01
B5	0.715	sig. at 0.01
B6	0.635	sig. at 0.01
B7	0.410	sig. at 0.05
B8	0.620	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361
r table value at df (28) and sig. level (0.01) = 0.463

Table (3.5)
Correlation coefficient of application items

Items	Pearson correlation	Sig. level
C1	0.616	sig. at 0.01
C2	0.621	sig. at 0.01
C3	0.500	sig. at 0.01
C4	0.510	sig. at 0.01
C5	0.381	sig. at 0.05
C6	0.577	sig. at 0.01
C7	0.574	sig. at 0.01
C8	0.695	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361
r table value at df (28) and sig. level (0.01) = 0.463

Table (3.6)

Correlation coefficient of analysis items

Items	Pearson correlation	Sig. level
D1	0.567	sig. at 0.01
D2	0.851	sig. at 0.01
D3	0.735	sig. at 0.01
D4	0.753	sig. at 0.01
D5	0.764	sig. at 0.01
D6	0.433	sig. at 0.05
D7	0.387	sig. at 0.05
D8	0.383	sig. at 0.05
D9	0.363	sig. at 0.05
D10	0.604	sig. at 0.01
D11	0.735	sig. at 0.01
D12	0.821	sig. at 0.01
D13	0.495	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

Table (3.7)

Correlation coefficient of the domains with the test

Domain	Total	Sig. level
Knowledge	0.450	sig. at 0.05
Comprehension	0.732	sig. at 0.01
Application	0.557	sig. at 0.01
Analyzing	0.850	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361
r table value at df (28) and sig. level (0.01) = 0.463

3.4.1.6 Test Reliability:

The test is reliable when it gives the same results if it is reapplied in the same conditions. The reliability of the test was measured by Kud-Richardson (K-R20) ,the Spilt-half techniques for the paired questions and Get man equation . According to tables (3.8) and (3.9), the test proved to be reliable. Richardson (K-R20) coefficient is (0.834) and Guttman Spilt Half coefficient is (0.735).

Table (3.8)
(K-R20) Coefficients for the Test Domains

DOMAIN	TOTAL	(K-R20) coefficient
Knowledge	6	0.494
Comprehension	8	0.720
Application	8	0.677
Analysis	13	0.862
Total	35	0.834

Table (3.9)

Reliability coefficient by Guttman Spilt Half Technique

DOMAIN	TOTAL	BEFORE	AFTER
Knowledge	6	0.424	0.595
Comprehension	8	0.709	0.830
Application	8	0.414	0.586
Analysis	13*	0.838	0.863
Total	35*	0.705	0.735

* The researcher used Guttmann Spilt Half Technique in the Analysis domain as the two halves of the test were unequal .

3.4.1.7 Piloting of the test:

In fact, in order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficient, the test was conducted (as a pilot test) on 31 male students who had similar characteristics of the control and experimental groups. These 31 male students studied at the same school, Jamal Abdu-Nasser Secondary School for Boys in Gaza and were from the same cultural and environmental background. The researcher used the following equation to calculate the test time.

$$\text{Test time} = \boxed{\frac{\text{The time needed for the 1}^{\text{st}}\text{ student+ the time needed for the last student}}{2}}$$

$$= \quad 35 + 55 \div 2 = 45 \quad \text{minutes}$$

After applying the equation on the pilot study results, the researcher found that the time needed for the pre-test to be applied was 45 minutes.

3.4.1.7.1 Difficulty Coefficient:

Difficulty coefficient means the percentage of the failing students to the total number of students who took the test. It can be calculated using the following equation:

$$\text{Difficulty Coefficient} = \frac{\text{No. of the students who gave wrong answers}}{\text{The total number of the students}} \quad \text{X 100}$$

Table (3.10) shows the difficulty coefficient for each item of the test**:**

Table (3.10)

Difficulty coefficient for each item of the test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.75	19	0.38
2	0.69	20	0.56
3	0.63	21	0.31
4	0.69	22	0.38
5	0.44	23	0.31
6	0.56	24	0.50
7	0.63	25	0.63
8	0.31	26	0.56
9	0.38	27	0.44
10	0.31	28	0.31
11	0.56	29	0.63
12	0.44	30	0.44
13	0.38	31	0.56
14	0.31	32	0.63
15	0.56	33	0.56
16	0.75	34	0.31
17	0.56	35	0.75
18	0.31		
Total difficulty coefficient		**0.50**	

Table (3.10) shows that the difficulty coefficient wobbled between (0.31–0.69) with a total average of (0.50), which means each item is acceptable or in the normal limit of difficulty according to the viewpoint of assessment and evaluation specialists.

3.4.1.7.2 Discrimination coefficient:

Discrimination coefficient refers to the test ability to differentiate between the high achievers and the low achievers. It can be calculated using the formula below.

$$\text{Discrimination Coefficient} = \frac{\text{No. of the student who has the correct answer from the high achievers}}{\text{No. of high achievers students}} - \frac{\text{No. of the student who has the correct answer from the low achievers}}{\text{No. of low achievers students}}$$

Table (3.11)

Discrimination coefficient for each item of the test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.50	19	0.75
2	0.63	20	0.63
3	0.50	21	0.63
4	0.63	22	0.50
5	0.38	23	0.38
6	0.38	24	0.75
7	0.75	25	0.50
8	0.63	26	0.63
9	0.50	27	0.63
10	0.63	28	0.38
11	0.63	29	0.25
12	0.38	30	0.38
13	0.75	31	0.63
14	0.38	32	0.50
15	0.38	33	0.63
16	0.50	34	0.63
17	0.63	35	0.50
18	0.63		
Total discrimination coefficient		**0.54**	

Table (3.11) shows that the discrimination coefficient varied between (0.38 – 0.75) with a total average (0.54), which means that each item is acceptable or in the normal limit of discrimination according to the viewpoints of assessment and evaluation specialists.

3.4.2 Attitude Scale:

An attitude scale was prepared by the researcher to measure the impact of 5E Model on developing students' attitudes towards English language among tenth graders (See Appendix 7). This scale was applied before and after the experiment on both the control and the experimental groups.

3.4.2.1 Aim of the scale :

The attitude scale aimed at measuring students' attitudes towards English language before and after the experiment for both the control and experimental groups.

3.4.2.2 Scale Description:

The scale consisted of four domains. The first one tackled attitudes towards learning English; the second one expressed attitudes towards enjoying learning English; the third domain tackled attitudes towards English teachers and methodology and the last domain was about attitudes towards learning English grammar. The researcher took into consideration the following points:

- The scale items were specific and included one idea in order to express a specific attitude.
- The items were related to the scale domains and attitude subject.
- The items were short as much as possible.
- The items were simple, easy and suitable to the students' level.

The five-point Likert scale was used to measure students' responses. The levels of the scale responses varied between strongly agree, agree, not sure, disagree and strongly disagree. The students were asked to tick (√) their responses (See Appendix 5 & 7).

The final version of the scale after modification consisted of 40 items distributed into four domains as follows:

Table (3.12)
Domains of Attitude Scale

Domain	No. of Items
1. Attitudes towards learning English.	10
2. Attitudes towards enjoying learning English.	10
3. Attitudes towards English teachers and methodology.	12
4. Attitudes towards learning English grammar.	8
Total	**40**

3.4.2.3 Scale Instructions (for students):

The instructions were given to the students by the researcher. To avoid ambiguity, the statements of the scale were translated into Arabic in order to help students understand the items easily and accurately (See Appendix 5).

3.4.2.4 Pilot study:

The scale was applied on a random pilot sample of (31) tenth graders from Jamal Abdu-Nasser Secondary School for Boys in Gaza to examine the clarity of the scale items and instructions. It was also applied to identify the scale validity and reliability.

3.4.2.5 Referee validity:

The scale was introduced to a jury of specialists in English language, methodology and psychology university professors in Gaza universities, Ministry of Education and experienced supervisors. The items of the attitude scale were modified according to their recommendations (See Appendix 3).

3.4.2.6 Internal consistency validity:

The internal consistency validity indicates the correlation of the degree of each item with the total average of the scale. It also indicates the correlation of the domain of each item with the total score of the domains on the sample which was (68) students, by using Pearson Formula. According to the tables (3.13) - (3.14) - (3.15) - (3.16), the coefficient correlation of each item within its domain is significant at levels (0.01) and (0.05). Table (3.17) shows the correlation coefficient of each domain with the whole scale. According to these tables, it can be concluded that the scale is highly consistent and valid as a tool for the study.

Table (3.13)

Pearson Correlation coefficient for every item from the first domain with the total degree of this domain

	Item	Pearson Correlation	Sig. level
1	I think English is difficult and complicated.	0.783	sig. at 0.01
2	I plan to study English more and more.	0.595	sig. at 0.01
3	I think that learning English is a waste of time.	0.701	sig. at 0.01
4	I think learning English helps me to get a career.	0.577	sig. at 0.01
5	learning English can help me to complete the post-graduate studies abroad.	0.563	sig. at 0.01
6	Learning English facilitates dealing with technology and internet.	0.529	sig. at 0.01
7	Learning English helps me knowing other cultures around the world.	0.401	sig. at 0.05
8	I think that English is easily forgotten.	0.683	sig. at 0.01
9	Learning English will help me communicate with others.	0.559	sig. at 0.01
10	I learn English because it is an international language.	0.690	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

Table (3.13) shows that there was a significant correlation of each item within its domain at (0.01 - 0.05). These values wobbled between (0.417 and 0.783), which indicates the construct consistency of the scale as well as the validity of the scale.

Table (3.14)
Pearson Correlation coefficient for every item from the second domain with the total degree of this domain

	Item	Pearson Correlation	Sig. level
1	I feel happy when I learn English.	0.817	sig. at 0.01
2	I enjoy participating English in the class.	0.806	sig. at 0.01
3	I prefer English classes at school.	0.767	sig. at 0.01
4	I like speaking English in the class activities.	0.518	sig. at 0.01
5	I enjoy spending the free-time studying English.	0.671	sig. at 0.01
6	Studying English causes fear and unpleasant feelings.	0.469	sig. at 0.01
7	Learning English is interesting.	0.413	sig. at 0.05
8	I enjoy joining English club at school.	0.942	sig. at 0.01
9	I like reading English novels and stories.	0.819	sig. at 0.01
10	I enjoy watching English films on TV.	0.660	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

Table (3.14) shows that there was a significant correlation of each item within its domain at (0.01 - 0.05). The correlation values wobbled between (0.413 and 0.942), which indicates the construct consistency of the scale as well as the validity of the scale.

Table (3.15)
Pearson Correlation coefficient for every item from the third domain with the total
degree of this domain

	Item	Pearson Correlation	Sig. level
1	I see that English teacher uses the language accurately.	0.625	sig. at 0.01
2	I Think that the English teacher uses clear method-ology during Explanation.	0.694	sig. at 0.01
3	English teacher gives students the opportunity to participate activities in the class.	0.588	sig. at 0.01
4	I feel bored at English class.	0.480	sig. at 0.01
5	I would love that English language teacher is absent for lesson.	0.379	sig. at 0.05
6	I see that the English language teacher is authoritarian & does not respect the views of students.	0.831	sig. at 0.01
7	I love the English class because I love the English teacher.	0.506	sig. at 0.01
8	I prefer my teacher to use Arabic in English classes.	0.437	sig. at 0.05
9	I prefer to do activities with partners in Arabic.	0.577	sig. at 0.01
10	English teacher cares about students who are proficient in English language and neglects others.	0.741	sig. at 0.01
11	English teacher cares about homework and follow up.	0.394	sig. at 0.05
12	English teacher is keen to give the quizzes and follow-up with students.	0.848	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

Table (3.15) shows that there was a significant correlation of each item within its domain at (0.01 - 0.05). These values wobbled between (0.379 and 0.848), which indicates the construct consistency of the scale as well as the validity of the scale.

Table (3.16)

Pearson Correlation coefficient for every item from the fourth scope with the total degree of this scope

No.	Item	Pearson Correlation	Sig. level
1	I see that English language rules are clear and easy.	0.539	sig. at 0.01
2	I feel that the understanding of English grammar helps me to develop the English language.	0.545	sig. at 0.01
3	I prefer that English grammar is to be explained in lessons context.	0.393	sig. at 0.05
4	I find it is difficult to apply the rules of the English language while talking with my colleagues.	0.404	sig. at 0.05
5	I prefer using Arabic to explain English rules.	0.539	sig. at 0.01
6	The activities used by the teacher in the class help in the understanding of English grammar well.	0.535	sig. at 0.01
7	I feel difficulty in solving grammar exercises in tests.	0.717	sig. at 0.01
8	I do not see a big difference between the Arabic language rules and the rules of the English language.	0.392	sig. at 0.05

r table value at df (28) and sig. level (0.05) = 0.361
r table value at df (28) and sig. level (0.01) = 0.463

Table (3.16) shows that there was a significant correlation of each item within its domain at (0.01 - 0.05). These values wobbled between (0.392 and 0.717), which indicates the construct consistency of the scale as well as the validity of the scale.

The results of tables (3.13), (3.14), (3.15) and (3.16) showed that the values of these items were suitable and highly consistent and valid for conducting this study. The researcher also made sure of the correlation between the four domains with the total degree of the scale, and the four domains with each other as shown in Table (3.17).

Table (3.17)

Pearson Correlation coefficient for each scope from the scale with the total degree of the questionnaire and the domain with others domains

Domain	Correlation coefficient	Sig. level
The first domain	0.748	sig. at 0.01
The second domain	0.640	sig. at 0.01
The third domain	0.702	sig. at 0.01
The fourth domain	0.498	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361
r table value at df (28) and sig. level (0.01) = 0.463

As shown in the Table (3.17), there is a correlation between the domains and the total degree and each domain with the other domains at sig. level (0.01). This shows that there is a high internal consistency of the scale, which reinforces its validity.

3.4.2.7 Reliability of the Scale:

The scale is reliable when it gives the same results when re-applied in the same conditions (Al Agha & Al Ostaz, 2004: 108). The researcher used the pilot study to calculate the reliability of the scale which was measured by Alpha Cronbach and split-half methods. The researcher calculated the correlation between the first and the second half of each domain of the scale and the whole scale. Then, he used Spearman Brown Formula to calculate the reliability coefficient before and after modification as shown in Table (3.18).

Table (3.18)

Correlation coefficient between the two halves of each domain before modification and the reliability after modification

Domain	No. of items	Correlation between two parts	Reliability after modification
The first domain	10	0.562	0.720
The second domain	10	0.761	0.864
The third domain	12	0.603	0.753
The fourth domain	8	0.470	0.639
Total	**40**	**0.677**	**0.808**

Table (3.18) shows that the reliability coefficient by using split- half after modification is more than (0.639) and this indicates that the scale is reliable to be applied on the sample of the study.

A total sample of (34) students participated in testing the reliability of the scale. Alpha formula was used to determine the reliability of the scale as shown in Table (3.19).

Table (3.19)
Alpha Correlation Coefficient of the questionnaire Reliability

Domain	Number of Items	Alpha Cronbach
The first domain	10	0.661
The second domain	10	0.881
The third domain	12	0.718
The fourth domain	8	0.645
Total	**40**	**0.840**

The results in Table (3.19) show that the ranges of reliability of the four domains was (0.840). Those results indicate that the scale was suitable for being used in the study. The reliability of the scale was measured by Alpha Cronbach and the split-half methods.

3.4.1.8 Controlling the Variables

To ensure the accuracy of the results and avoid the effect of any extraneous variable, the researcher tried to control the following variables before the study.

3.4.1.8.1 English and General Achievement Variable:

T-test was used to measure the statistical differences between the groups due to their English and general achievement. The subjects' results in the first term test of the school year (2015-2016) were recorded and analyzed.

A: The two groups:

Table (3.20)
T-test results of controlling English achievement variable

Scope	group	N	Mean	Std. Deviation	T	Sig. value	sig. level
English achievement	experimental	34	19.059	11.029	0.558	0.579	not sig.
	control	34	20.500	10.246			

"t" table value at (66) d f. at (0.05) sig. level equal 1.99
"t" table value at (66) d f. at (0.01) sig. level equal 2.64

3.4.1.8.2 Previous Learning Variable:

      To make sure that the sample subjects are equivalent in their previous English language achievement. The researcher applied the pre- achievement test. The results of the subjects were recorded and statistically analyzed using T-test. Table (3.21) shows the mean and the standard deviation of each group in English previous learning. The analysis of the results indicates that there are no statistically significant differences between the scores of the experimental and those of the control one at (0.05) level.

Table (3.21)
T. test results of controlling pre-test in English variable

Domain	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Knowledge	experimental	34	3.618	1.155	0.568	0.572	not sig.
	control	34	3.441	1.397			
Comprehension	experimental	34	1.588	1.019	0.822	0.414	not sig.
	control	34	1.353	1.323			
Application	experimental	34	1.147	1.258	0.745	0.459	not sig.
	control	34	1.441	1.926			
Analysis	experimental	34	3.441	2.063	0.372	0.711	not sig.
	control	34	3.235	2.487			
Total	experimental	34	9.794	3.991	0.289	0.774	not sig.
	control	34	9.471	5.171			

"t" table value at (66) d f. at (0.05) sig. level equal 1.99
"t" table value at (66) d f. at (0.01) sig. level equal 2.64

Table (3.22)

T. test results of controlling previous learning in English variable of the attitude scale

Domain	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Attitudes towards learning English.	experimental	34	29.353	3.446	1.163	0.249	not sig.
	control	34	30.382	3.846			
Attitudes towards enjoy learning English.	experimental	34	31.824	5.178	0.291	0.772	not sig.
	control	34	31.412	6.430			
Attitudes towards English teacher and methodology.	experimental	34	38.794	3.699	1.528	0.131	not sig.
	control	34	40.412	4.943			
Attitudes towards learning English grammar.	experimental	34	27.088	4.048	1.201	0.234	not sig.
	control	34	28.353	4.618			
Total	experimental	34	127.059	11.396	1.163	0.249	not sig.
	control	34	130.559	13.351			

"t" table value at (66) d f. at (0.05) sig. level equal 1.99
"t" table value at (66) d f. at (0.01) sig. level equal 2.64

The results of the attitude scale were recorded and statistically analyzed using T-test. Table (3.22) shows the mean and the standard deviation of each group of the attitude scale. The analysis of the results indicates that there are no statistically significant differences between the scores of the experimental and those of the control one at (0.05) level.

3.5 The statistical analysis:

- The data was collected and computed by using Statistical Package for Social Sciences (SPSS). Spearman correlation, Alpha Cronbach Technique and Spilt – half Technique were used to confirm the test validity and reliability.
- On the other hand, T-test was used to measure the statistical differences in means between the experimental and the control groups due to the teaching method.
- Eta square was used to calculate the size effect.

3.6 Procedures of the study:

The study progressed according to the following steps:

- Reviewing literature and previous studies helped the researcher to benefit from their procedures, tools, results and recommendations.
- Preparing theoretical framework through reviewing the literature concerned.
- Deciding on the instruments of the study: An achievement test and attitude scale.
- Identifying the grammar to be learnt in the experiment appropriate for the tenth graders.
- Preparing the table of specifications and introducing it to specialists, including professors of teaching methodology, supervisor of English language and old experienced teachers who have long experience and specialists in evaluation and measurement.
- Preparing the pre-posttest ,worksheets and quizzes and also introducing them to specialists, including professors of teaching methodology, supervisor of English language and old experienced teachers who have long experience (See Appendix 2 & 10).
- Obtaining a permission from the Islamic University of Gaza, the Ministry of Education and East-Gaza Directorate to help the researcher conduct the study.
- Designing an attitude scale ,then introducing it to specialists including professors of teaching methodology, supervisors of English language and old experienced teachers who have long experience (See Appendix 3 & 4).
- Checking the validity and the reliability of the test.
- Checking the validity and the reliability of the attitude scale.
- Choosing the sample of the study that includes the experimental group and the control one.
- Applying the pre-test on the sample of the study and computing the results.
- Implementing the experiment using 5E Model according to the plan on the experimental group while the control one was taught by the traditional one (See Appendix (9).
- Applying the post-test on the sample of the study and computing the results.
- Analyzing the collected data and giving interpretations.

- Presenting the suggestions and giving recommendations in the light of study findings.

3.7 Summary :

This chapter presented the procedures followed throughout the study. It also introduced a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, a description of 5E Model used in the study and the research design. Moreover, it introduced the statistical treatment of the study findings.

CHAPTER IV

RESULTS & DATA ANALYSIS

Chapter IV
Results & Data Analysis

Introduction

        The study aimed at investigating the impact of 5E Model on developing tenth graders' English grammar learning. In addition, it sought to identify tenth graders' attitudes towards English. This chapter included the statistical analysis of the study findings as well as its statistical significance. T-test and Mann-Whitney Test in addition to means, Standard Deviation and "t" value, Eta square "η2" tests were used to answer the study questions and test its hypotheses.

4. Answers to Research Questions

        Following are the analyses of the study findings in connection with the study questions and hypotheses.

4.1 Answer to the First Research Question

        The first research question was stated as follows:

What is the nature of 5E Model that may develop tenth graders' learning of grammar?

        To answer this question, the researcher surveyed many studies related to the current study. These studies helped the researcher to enrich his background of the nature of 5E Model. The researcher found that 5E Model is one of the models used in constructivism, which is a linear process in teaching a new concept or in making known concepts more understandable. It is a teaching model, based on Piagetian theory, which can be used to implement an implicit constructivist (more specifically neo-Piagetian, human or social constructivist) view of teaching and learning. Biological Science Curriculum Study (BSCS) Team, whose leader was Rodger Bybee says that this model purposefully promotes experiential learning by motivating and interesting students, as they are encouraged to engage in higher-order thinking.

        These studies showed that the 5E Model which is quite rich in terms of offering ways and strategies can help students be successful and the greatest role is an aid or organizer for the teacher to structure and sequence potential learning experiences in a systematic and synergistic way consistent with a constructivist view of teaching and learning, Boddy, et al. (2003).

        These studies revealed that 5E Model is a learning model that is implemented in five phases, each of which begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate and each phase has a specific function and contributes to the teacher's coherent instruction and the students' formulating a better understanding of concept, (Tinker,1997;

Carin & Bass, 2005; Lorsbach, 2006). They also pointed out that the applicable principles are needed to the development of students' skills as set by Bybee in a study conducted in (1997). These principles are as follows:

- The model should be based on contemporary research on student learning and development.
- The model must help the learner integrate new skills and abilities with prior skills and abilities.
- The model must be generic and applicable to a wide range of classroom contexts and activities.
- The model must be understandable to teachers and students.

These studies also pointed out what both teachers and students do in the BSCS Instructional Model. The role of teachers and students differs in each phase of this model. This role can be well seen in the comparison illustrated in Table (1.3). However, one can conclude that 5E Model is student-centered approach, in which concentration is on students whereas the teacher is the supplier of the materials and the guide to control their attention (Nunan & Lamb (1999), and Boddy, et al. (2003).

These studies proved to the researcher that 5E Model could be effective in developing students' higher order thinking skills such as analyzing, synthesizing and evaluating and to be better problem solvers. Recent research reports, such things as *How People Learn*: *Brain, Mind, Experience, and School* (Bransford, Brown & Cocking, 2000) and its companion, *How Students Learn: Science in the Classroom* (Donovan & Bransford, 2005), have confirmed what educators have asserted for many years. The sustained use of an effective, research-based instructional model can help students learn fundamental concepts in science and other domains. If we accept that premise, then an instructional model must be effective, supported with relevant research and it must be implemented consistently and widely to have the desired effect on teaching and learning, Bybee, et al.(2006) .

The findings of these studies suggested that the BSCS 5E instructional model is effective, or in some cases, comparatively more effective, than alternative teaching methods in helping students reach important learning outcomes. One of the studies that proved this effectiveness is Coulson, a study carried out in (2002), who found that students whose teachers taught with medium or high levels of fidelity to the BSCS 5E Instructional Model experienced learning gains that were nearly double those of students whose teachers did not use the model or used it with low levels of fidelity.

Another study proved the effectiveness of this model in social sciences conducted by Köksal in (2009), searched the effectiveness of the 5E Model based on Constructivist Approach on seventh grade students' understanding of simple past tense in English lesson and their attitudes towards English. The results of this study proved that the 5E Model based on Constructivist Approach had a positive effect on the students' success in contrast to traditional methods and their attitudes and perceptions of English. Yigit's (2011) study aimed at finding out the effect of writing instruction based on the 5E Model on achievement and motivation. According to the study results, the 5E Model-based Writing Instruction had a positive effect on promoting the students' writing skills and fostering motivation in writing.

The researcher concluded that implementing this model had a positive effect on students' interest, motivation and achievement. In addition, the researcher noticed that that 5E model can be applied successfully with different school subjects as well as different ages.

4.2 Answer to the Second Research Question

The second question was formulated as follows: **Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the control group and those of the experimental one in learning English grammar in the posttest?** Arising from this question the following null hypothesis was formulated and tested: **There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the control group and those of the experimental one in learning English grammar in the post application of the test.**

To examine this hypothesis, the researcher used Independent Samples T-test to measure the significant differences in grammar achievement between the experimental group (n = 34), who learned grammar via the 5E Model and the control group (n = 34), who learned in the traditional way. Table (4.1) describes the results of T- Test.

Table (4.1)

T. test results of differences between experimental and control groups

scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Knowledge	experimental	34	5.412	0.657	4.719	0.000	sig. at 0.01
	control	34	4.324	1.173			
Comprehension	experimental	34	5.794	2.384	5.381	0.000	sig. at 0.01
	control	34	3.235	1.415			
Application	experimental	34	5.088	2.050	4.358	0.000	sig. at 0.01
	control	34	3.235	1.394			
Analysis	experimental	34	9.588	2.687	6.900	0.000	sig. at 0.01
	control	34	4.853	2.966			
Total	experimental	34	25.882	6.641	7.191	0.000	sig. at 0.01
	control	34	15.647	4.978			

 "t" table value at (66) df. at (0.05) sig. level equal 1.99

"t" table value at (66) df. at (0.01) sig. level equal 2.64

As shown in table (4.1), there were statistically significant differences between the experimental group participants and their counterparts in the control one in favor of the experimental group in all four levels of Bloom taxonomy due to the use of 5E Model. The T. computed value (7.191) is larger than T. table value (2.64) in the test, which means that there are significant differences at ($\alpha \leq 0.01$) in the total average score of the post application test between the experimental group and the control group in favor of the experimental group. Whereas the total standard deviation of the experimental group (6.641) is larger than the total standard deviation of the control group (4.978). This means that 5E Model has a good effect on improving the cognitive skills of the experimental group and clarifies the effectiveness of 5E Model in developing students' achievement in English grammar.

To show the extent of 5E Model effect on the experimental group achievement in grammar, the study applied the "Effect Size" technique. The researcher computed " η^2 " using the following formula: (Af`ana, 2000: 42).

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation:

$$d = \sqrt{\frac{2t}{df}}$$

Table (4.2)
The table referee to determine the level of size effect (η^2) and (d)

Test	Effect Size		
	Small	**Medium**	**Large**
η^2	0.01	0.06	0.14
d	0.2	0.5	0.8

When the researcher implemented the effect size equation, it was found that the effect size of the Model, as shown in table (4.2), was large,(0.14). This large effect could be attributed to the activities, techniques, and teaching aids used in the Model which aimed at developing grammar.

As a matter of fact, the finding of examining this hypothesis was in agreement with the findings of the most of the previous studies such as Agogo and Naakaa (2014), Artun and Costu (2012), Yigit (2011) and Köksal in (2009) which indicated that 5E Instructional Model had effective and significant improvement in student's achievement ,interest and motivation.

Table (4.3)
"t" value, eta square " η^2 " , and "d" for each scope and the total degree

Domain	t value	η^2	d	Effect Size
Knowledge	4.719	0.252	1.162	Large
Comprehension	5.381	0.305	1.325	Large
Application	4.358	0.223	1.073	Large
Analysis	6.900	0.419	1.699	large
Total	7.191	0.439	1.770	Large

Table (4.3) shows that there is a large effect size for each scope and the total degree of the test, that means the suggested model has a large effect and improved the skills for the experimental group compared with their counterparts in the control group. Table (4.3) shows that the effect size (η 2) for the first domain (knowledge) is 0.252, the effect size (η 2) for the second domain (comprehension) is 0.305, the effect size (η 2) for the third domain (application) is 0.223 and the effect size (η 2) for the fourth domain(analysis) is 0.439.

4. 3 Answer to the Third Research Question

The third study question is formulated as follows: **Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores of the post attitude scale between the experimental group and the control one towards English language?** Derived from this question, the following null hypothesis was formulated and tested: **There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores of the post application of the attitude scale towards English language between the experimental group and control one**.

To investigate the hypothesis, the means and standard deviations of the experimental and control groups' results were computed. T-test was used to measure the significance of differences.

Table (4.4)
T. test results of differences between experimental and control groups

Scope	group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Attitudes towards learning English.	experimental	34	40.529	4.660	5.794	0.000	sig. at 0.01
	control	34	34.471	3.933			
Attitudes towards enjoy learning English.	experimental	34	44.441	3.940	9.236	0.000	sig. at 0.01
	control	34	34.118	5.192			
Attitudes towards English teacher and methodology.	experimental	34	54.794	3.445	9.174	0.000	sig. at 0.01
	control	34	44.794	5.342			
Attitudes towards learning English grammar.	experimental	34	36.206	2.637	6.990	0.000	sig. at 0.01
	control	34	31.412	3.006			
Total	experimental	34	175.971	12.127	9.618	0.000	sig. at 0.01
	control	34	144.794	14.497			

"t" table value at (66) df. at (0.05) sig. level equal 1.99
"t" table value at (66) df. at (0.01) sig. level equal 2.64

As shown in Table (4.4), the T. computed value (9.618) is larger than T. table value,1.99, in the scale, which means that there are significant differences at ($\alpha \leq 0.01$) in the total average score of the post attitude scale between the experimental group and the control group in favor of the experimental. This clarifies the effectiveness of 5E Model on developing the students' positive attitudes towards English language.

The researcher attributes this result to the fact that using the 5E Model with the experimental group raised their interactivity and participation as well as their motivation to learn, which in turn raised their enjoyment and love of using the model in learning grammar. This was also reflected positively on their attitudes towards English Language.

To calculate the size effect, the researcher used Eta square "η2" and "d" size effect:

Table (4.5)
"t" value, eta square " η^2 " , and "d" for each scope and the total degree

Domain	t value	η^2	d	Effect Size
1. Attitudes towards learning English.	5.794	0.337	1.426	Large
2. Attitudes towards enjoy learning English.	9.236	0.564	2.274	Large
3. Attitudes towards English teacher and methodology.	9.174	0.560	2.259	Large
4. Attitudes towards learning English grammar.	6.990	0.425	1.721	large
Total	9.618	0.584	2.368	Large

Table (4.5) shows that there is a large effect size, for each domain and the total degree of the scale. This means the suggested model has a large effect and could improve the attitudes of the experimental group more than their counterparts in the control group.

Summary:

Chapter Four dealt with data analysis and its results. The results of each question and hypothesis were analyzed statistically using different statistical techniques. The results of the first hypothesis showed differences of statistical significance between the experimental group and the control one in the post application of the grammar achievement test in favor of the experimental group due to the teaching method (5E Model). The results of the second hypothesis indicated significant differences between the two groups in favor of the experimental group in the post application of attitude scale towards English language. According to these results, the use of the 5E Model in learning English grammar can be a good solution to many students and to their lack of cooperation, interaction and motivation in English classes. Also, one can conclude that the 5E Model had a positive effect on students' attitude towards English language.

In the next chapter, the researcher will discuss and interpret the results before drawing conclusions and putting forward some suggestions and recommendations.

CHAPTER V

DISCUSSION OF FINDINGS, CONCLUSIONS & RECOMMENDATIONS

Chapter V

Discussion of Findings, Conclusions & Recommendations

This chapter discusses the results of the study. It summarizes the conclusions induced in the light of the study results and the pedagogical implications that the researcher has suggested. It also involves suggestions and recommendations for further studies. Such recommendations are expected to be beneficial for course designers, tenth grade teachers of English, supervisors, students and educators. They could help improve teaching English language in general and grammar in particular.

5.1. Study Findings:

The findings of this study outlined in the previous chapter were as follows:

1. There were statistically significant differences in learning English grammar between the mean scores of the experimental group and their counterparts in the control one in favor of the experimental group due to the application of the 5E Model.

2. There were statistically significant differences in the total mean score of the post attitude scale between the experimental group and the control group in favor of the experimental group.

5.2. Discussion of study findings:

The experiment was designed to determine if the students would develop their learning of English grammar and positively change their attitudes towards English as a result of the use of the 5E Model. All students of the experimental group showed an increase in their performance on grammar achievement posttest. Furthermore, the experimental group also showed obvious positive change towards English language on the post application of the attitude scale after the implementation of the model. Such positive change was very clear through students' responses to the attitude scale different items. This meant that using an integrative grammar teaching model such as 5E Model where students are at the center of the learning-teaching process was very effective.

5.2.1. Discussion of the first hypothesis findings:

The finding of the first study hypothesis, which tested the absence of any statistically significant differences between the mean scores of the control group and those of the experimental one in learning English grammar, showed that there were statistically significant differences at ($\alpha \leq 0.05$) level between the experimental group and the control one in favor of the experimental one. and consequently the null hypothesis was rejected. Furthermore, these findings indicated that the (t) computed value was larger than the (t) table value in the posttest. This meant that there were statistically significant differences between the

experimental group and the control one in relation to the total posttest marks in favor of the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group as the mean of the experimental group was (25.882), whereas that of the control group was (15.674). In addition, the researcher found that the effect size of the model was significantly large.

These findings of the study are solely the result of the "5E Model" since all variables such as age, general achievement and general achievement in English language were controlled before the experiment. It can be concluded that the students in the experimental group improved their grammar achievement at the end of the study compared with the students in the control group. It was also found that the use of the this model positively influenced the experimental group students' grammar achievement.

These findings could be attributed to the nature of the model which provides a sequence of instruction that places students at the center of their prior experiences and emphasizes collaborative learning that helps students develop their higher order thinking skills. The researcher (also the teacher) found that the students of the experimental group liked learning cooperatively and were able to learn the grammar much easier and faster.

Furthermore, the researcher realized that there was a clear difference between the atmosphere prevailing the classroom of the control group and that of the experimental group. The classroom of the experimental group taught grammar via the five phases of the 5E Model had an active and positive atmosphere, which helped students to show more interest, better participation and engagement. The control group, on the other hand, showed less interest and oftentimes showed signs of boredom during class and perhaps wished the lesson had ended, especially because grammar, to many students, maybe considered a tough and hard subject needing more concentration and deeper understanding. As a matter of fact, the 5E Model created a relaxed learning atmosphere, which directly and positively affected students' achievement in grammar as the results of the first hypothesis revealed.

The findings of the first hypothesis were in agreement with the findings of the most of previous studies such as those of Agogo and Naakaa (2014), Tuna and Kakar (2013), Beyhan and Köksal (2013), Artun and Costu (2012), Yigit (2011), Ergin, Kanli and Ünsal (2008) and Campbell (2000). All of these studies confirmed that 5E Instructional Model has a positive impact on developing students' interest, motivation and achievement.

5.2.2. Discussion of the second hypothesis findings:

The findings of second hypothesis, which tested the existence or absence of statistically significant differences at the study sample's attitudes towards English language between the experimental group and control one, indicated that the t. computed value, (9.618), was greater than the t. table value, (1.99), in the post attitude scale. This means that there were statistically significant differences at ($\alpha \leq 0.01$) in the total mean score of the post attitude scale between the experimental group and that of the control one in favor of the experimental group, which learned studied via the 5E Model. Whereas the mean of the control group was (144.794), the mean of the experimental group was (175.971). This clarifies the effectiveness of 5E Model that may develop the students' attitudes towards English language. Findings also showed that the effect size was large for each domain, which meant the 5E model had a large effect and improved the experimental group's skills more than those of their counterparts in the control group. The researcher attributed this result to the fact that using the 5E Model with the experimental group raised their interactivity and participation as well as their motivation to learn, which, in its turn, raised their enjoyment and love for using the model in learning grammar. This was also reflected positively in their attitudes towards English Language.

The findings of this hypothesis agreed with the findings of some previous studies such as those of Al Samadani and Ibnian (2015), Al-Kaff (2013), Al-Faleet (2013), Jacqueline and Norris-Holt (2012), Hussein, Demirok and Uzunboylu (2009) and Al-Omrani (2008). These studies showed that most students had a positive attitude towards learning English and also revealed that much of student-centered activities in the teaching process resulted in a much more positive attitudes towards learning English.

5.3. Conclusions:

Based on the current study findings, the following conclusions were derived:

1. 5E Model is more effective and has superiority over the traditional method in teaching English language, especially grammar.

2. 5E Model provided students with a better learning environment, which affected their achievement and performance in English.

3. 5E Model promoted a learning environment that provided opportunities for exploring and investigating ways for understanding new concepts.

4. 5E Model increased students' motivation to learning and raised the degree of cooperation among students.

5. 5E Model also allowed students to reflect on their own misunderstanding and take ownership of their learning through the different phases of the model.

6. By applying the five phases of the model, students felt relaxed, amused and comfortable and this led to easier learning and acquisition of the language.

7. 5E Model increased student-student communication, which provided fluency practice and reduced the dominance of the teacher.

8. 5E Model strengthened the relationship between the teacher and the students and made the teacher as a close friend, which facilitated the process of teaching and learning.

9. 5E Model gave the students the chance to play several roles as thinkers, problem-solvers, observers, decision makers and better communicators. These roles helped them acquire and employ English language in different situations more easily. Also, by practising these roles, students' characters could be formed in an effective way, which reflected positively on them.

10. The model provided a tangible referent for the teacher to scaffold his expertise in structuring a learning environment that facilitated students' interaction with a learning context in a critical, reflective and analytical way.

11. 5E Model allowed the students and teacher-researcher to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess his understanding of a concept.

12. 5E Model considered the individual differences among learners with its various activities and techniques that were suitable for students with different levels of proficiency.

5.4. Recommendations:

In the light of the study findings and conclusions, the following recommendations are put forward for different parties involved in English language learning-teaching process:

5.4.1 Ministry of Education is recommended:

1. To conduct workshops and training programs on 5E Model aiming at familiarizing teachers with the 5E model and using it in teaching all English language skills and areas (i.e. vocabulary, structure, phonology and functions).

2. To include the 5E Model in Teachers' Guide books and distribute it among teachers.

3. To develop and enrich the Teacher's Guide with approaches and techniques that increase and enhance the teaching and learning of grammar.

5.4.2. Supervisors are recommended:

1. To develop teachers' abilities to implement cooperative learning methods by organizing in-service training programs, workshops and short courses.

2. To provide teachers with instructional materials which improve their awareness of 5E Model and the importance and necessity of using this model in teaching English.

3. To concentrate on the fact that 5E Model emphasizes collaborative learning that helps students develop skills such as debate, discussion, writing, drawing, presenting thoughts, and social skills.

4. To conduct workshops that aim at familiarizing teachers with 5E Model.

5. To encourage teachers to exchange experiences and class visits by organizing training and demonstrative lessons.

6. To concentrate on the fact that students'-centered activities are not wasting-time activities; instead, they are very important for teaching different aspects of the language.

5.4.3. English language teachers are recommended:

1. To keep in touch with the latest trends in the field of TEFL and benefit from the findings of the educational research.

2. To change the methods and approaches of teaching from traditional ones to more interactive ones based on the students' real involvement in the teaching-learning process.

3. To select effective methods and techniques which activate students' motivation, participation and the degree of competition and challenge among students.

4. To change their role from instructors who dominate the class into educators whose role is to organize, help, guide, coordinate and support the students to communicate and acquire language. This can be achieved via the different phases of this model in which the role of students and teachers differs in each phase.

5. To strengthen the relationship with the students which creates non-threatening classroom atmosphere and facilitates the learning-teaching process.

6. To consider students' individual differences and learning styles in selecting 5E Model.

5.4.4. Recommendations for further studies:

The researcher suggested the following recommendations for further studies:

1. It is recommended that more studies should use the "5E Model" in the future.

2. The current study was limited to teaching and learning grammar. More studies should focus on using 5E Model with other English skills, sub-skills and areas.

3. Other researchers can conduct evaluative studies based on 5E Model to examine to what extent English for Palestine encompasses interactive and communicative activities and exercises.

4. It is also recommended to investigate the effectiveness of using 5E Model on other school subjects.

5. It is also recommended to investigate the effectiveness of using 5E Model on students' attitude towards English language.

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Appendix (1)

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ

The Islamic University - Gaza

Deanery of Graduate Studies

Faculty of Education

Department of Curriculum & Instruction

An Invitation to Referee a Pre-post Test

Dear referee /…………………………………

  The researcher is conducting a study entitled " **The impact of 5E Model on Developing Tenth Graders' Learning Grammar and Attitudes towards English"** to obtain a Master's Degree in curriculum and instruction.

  As the aim of the study is to examine the effect of using 5E Model in learning English grammar on tenth graders in Gaza, the researcher has designed a pre-posttest in the light of the table of specifications. The test consists of four different questions covering these grammar topics: present simple tense, past simple tense, present continuous, present perfect, present perfect continuous and simple future with 'will' and 'be going to'.

  You are kindly required to examine and referee the attached test, and I would be so grateful for your comments on its suitability, relevance, linguistic correctness and the importance of each procedure.

  All your contributions are highly valued. If you have any comments, please write them down in the space below.

_____
_____
_____

Thanks for your cooperation

 Researcher

Mohammed Hamed Jendeya

Appendix (2)

Pre- post Test

Jamal Abdu-Nasser Secondary Boy School

Name:………………..   Grade /10th

Time : ……………..   Mark : ……/35

==

1. Choose the correct answer :- (**6 marks**)

1- My brother ………………from Gaza college last year.

       a. graduates   **b. has graduated**   **c. graduated**

2- If you come, I ……………. lend you some meney.

       a. am going to   **b. will**   **c. would**

3- Water .... at 0°c.

       a. freezes   **b. freeze**   **c. freezing**

4- I can see that today ……………….. be a hot day.

       a. has   **b. is going to**   **c. will**

5- Yasser ……………on the road for an hour.

       a. is   **b. has**   **c. has been**

6- Look! They ………..... the top of the building.

       a. are climbing   **b. climb**   **c. climbed**

2. Correct the underlined word/s in these sentences: (**8 marks**)

1- My brother <u>starts</u> his job in 2009.

…………………………………………………..

2- I usually <u>wakes up</u> early for school .

………………………………………………….

3- Look at the clouds today. It <u>will</u> rain all day.

………………………………………………….

4- They have already <u>begin</u> the match.

……………………………………………………

5- The earth <u>move</u> round itself.

………………………………………………….

6- <u>Did</u> you <u>clean</u> your room yet ?

…………………………………………………..

7- I <u>am going to</u> email you if you phone me.

…………………………………………………

8- I <u>learn</u> English for years.

…………………………………………………

119

3. Do as shown in brackets: (8 marks)

1- Adnan visited Jericho last Summer.   **(Make a Yes/No question)**

……………………………………………………?

2- Ahmad hasn't seen his family since 2005.   **(Use: for….)**

…………………………………………………

3- Samira writes a letter every day.   **(Change into negative)**

…………………………………………………

4- I can see this match is going to be interesting.   **(Begin with: I expect …)**

……………………………………………………

5- Have you ever been to Paris ?   **(Use: never)**

…………………………………………………..

6- Sally is <u>emailing her friends.</u>   **(Ask a question using: "what")**

………………………………………………..?

7- I often play football in the street.   **(Change into negative)**

……………………………………………………

8- I have just washed the car.   **(Use : yet …)**

………………………………………………………….

4. Analyze the following sentences : (13 marks)

1- Have you packed all your things in the boxes **yet**?

   - Tense …………………………….

   - The use of "yet" means …………………   **(Choose 'a' or 'b')**

   a. The action is finished.   b. The action is unfinished.

2- She usually gets up early.

   - The tense is used to express a ……………   **(Choose 'a' or 'b')**

   a. fact   b. habit

   - The key word of the tense is ……………..

3- I am certain that our team will win the match.

   - The future tense used in this sentence describes …………..   **(Choose 'a' or 'b')**

   a. plans and intentions   b. a prediction of future facts.

4- We have been waiting all day.

   - Tense : …………………………….

   - The sentence means ……………..   **(Choose 'a' or 'b')**

   a. The action is finished   b. The action is unfinished

5- She wrote a novel last winter.

- The verb is ……………..

- The key word of the tense is ……………..

6- The earth moves around the sun.

- The tense is used to express a……………. **(Choose 'a' or 'b')**

a. fact   **b. habit**

7- My brother is drawing a picture now.

- Tense ……………………………….

- Key words of the tense ……………………

8- I will lend you the money you want.

- We use the future with "will" in this sentence to make …………... **(Choose 'a' or 'b')**

a. an offer   **b. a promise**

Best Wishes

Appendix (3)

بسم الله الرحمن الرحيم

The Islamic University - Gaza
Deanery of Graduate Studies
Faculty of Education
Department of Curriculum & Instruction

Refereeing Attitudes Scale

Tenth graders' attitudes towards English

Dear Professor, Supervisor, Expert teacher,……

The researcher is conducting a study entitled "The Impact of 5E Model on Developing Tenth Graders' Learning Grammar and Attitudes towards English " to obtain a Master's Degree in Curriculum English Teaching Methods.

One of the requirements of this study is to conduct an attitudes scale. Please, you are kindly requested to look carefully at the attached scale and fill in the following form whether the items of the test are suitable or unsuitable.Your notes and responses will be highly appreciated and confidential, so please have a look at the scale and note your opinion on:

1- The clear instructions of the scale.
2- The scale items suit the tenth graders' level.
3- The belonging of each item to its domain.
4- The deletion or addition of items.

Any further comments will be highly appreciated.

…… …………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
…………………………………………………………………………………….

Thanks a lot for your cooperation

Researcher

Mohammed Hamed Jendeya

بسم الله الرحمن الرحيم

The Islamic University - Gaza

Deanery of Graduate Studies

Faculty of Education

Department of Curriculum & Instruction

السيد / .... حفظه الله

السلام عليكم ورحمة الله وبركاته

الموضوع : تحكيم مقياس الاتجاه نحو اللغة الإنجليزية

يقوم الباحث بإعداد دراسة للحصول على درجة الماجستير في التربية ، تخصص مناهج وطرق تدريس بعنوان

"The impact of 5E Model on Developing Tenth Graders' Learning

Grammar and Attitudes towards English"

ومن متطلبات إجراء هذه الدراسة : إعداد مقياس لاتجاهات طلاب الصف العاشر نحو مادة اللغة الإنجليزية، بهدف التعرف على اتجاهات الطلبة نحوها.

لذا أرجو من سيادتكم الاطلاع على المقياس وإبداء رأيكم حول مدى:

1- وضوح تعليمات مقياس الاتجاهات.

2- مناسبة العبارات لمستوى طلاب الصف العاشر

3- مناسبة الصياغة اللغوية لعبارات المقياس.

4- ارتباط العبارات بالهدف الذي وضعت من أجله في المقياس.

5- انتماء كل عبارة للمحور الخاص بها.

6- حذف بعض الفقرات أو إضافة فقرات أخرى لم يلتفت إليها الباحث.

شاكرين لكم حسن التعاون و بارك الله في جهودكم الطيبة لخدمة البحث العلمي.

الباحث

محمد حامد جندية

مقياس اتجاهات طلاب الصف العاشر نحو اللغة الإنجليزية

عزيزي الطالب ،   السلام عليكم ورحمة الله وبركاته

يهدف هذا المقياس إلى معرفة اتجاهك نحو اللغة الإنجليزية، وقد وضع لأجل البحث العلمي فقط ، و ليس له تأثير على درجاتك المدرسية ، فالمرجو منك أن تجيب عن فقراته بكل صدق وجدية حتى يتحقق الهدف منه.

يحتوى هذا المقياس على مجموعة من العبارات وأمام كل عبارة خمسة خيارات هي: (أوافق بشدة، أوافق، غير متأكد، أعارض وأعارض بشدة) ويعبر التدرج المقابل لكل عبارة عن درجة الموافقة عليها.

- أوافق بشدة: إذا كانت العبارة تتفق معك دائما

- أوافق: إذا كانت العبارة تتفق معك غالبا

- غير متأكد: إذا كانت العبارة لا تنطبق عليك ولا تستطيع أن تقرر

- أعارض: إذا كانت العبارة لا تتفق معك غالبا

- أعارض بشدة: إذا كانت العبارة لا تتفق معك دائما

المطلوب منك أن تقرأ كل عبارة بإمعان وتضع علامة (√) أمام العبارة تحت احد الاختيارات التي تعبر عن رأيك .

المثال التالي يوضح كيفية الإجابة:

أعارض بشدة	أعارض	غير متأكد	أوافق	أوافق بشدة	العبارة
1	2	3	4	5	
				√	اللغة الانجليزية لغة سهلة وممتعة

والآن يمكنك البدء في الإجابة على عبارات المقياس ، مع إتباع التعليمات الآتية :

*اقرأ العبارات بإمعان ودقة.

*لاحظ انه لا توجد إجابات صحيحة وأخرى خاطئة.

*لا تترك أية عبارة دون تحديد استجابتك عليها .

*لا تضع أكثر من علامة أمام العبارة الواحدة.

الباحث

محمد حامد جندية

Appendix (6)

أعارض بشدة 1	أعارض 2	غير متأكد 3	أوافق 4	أوافق بشدة 5	العبارات	الرقم
					المحور الأول : الاتجاه نحو طبيعة تعلم اللغة الانجليزية	
					أرى أن مساق اللغة الانجليزية صعبة وشاقة	١
					ابذل جهدا كبيرا كي اتعلم اللغة الانجليزية	٢
					أرى أن تعلم اللغة الانجليزية لا يفيدني كثيرا	٣
					اشعر بان تعلم اللغة الانجليزية يساعد في الحصول على وظيفة مناسبة في المستقبل	٤
					أرى أن تعلم اللغة الانجليزية ضروري لإكمال دراستي العليا	٥
					تعلم اللغة الانجليزية يساعد في التعامل مع التكنولوجيا الحديثة والانترنت	٦
					أرى أن تعلم اللغة الانجليزية يساعد في معرفة ثقافة الآخرين	٧
					أرى أن مادة اللغة الانجليزية مادة سريعة النسيان	٨
					اعتقد أن تعلم اللغة الانجليزية يزيد من التواصل مع الآخرين	٩
					اللغة الانجليزية هي اللغة الأولى عالميا	١٠
					المحور الثاني :الاتجاه نحو الاستمتاع بتعلم اللغة الانجليزية	
					اشعر بالسعادة عند تعلم اللغة الانجليزية	١١
					استمتع بالمشاركة الصفية في حصة اللغة الانجليزية	١٢
					حصة اللغة الانجليزية من الحصص المفضلة لدي	١٣
					أحاول دائما التحدث باللغة الانجليزية خلال الأنشطة الصفية مع زملائي	١٤
					أحب أن اقضي وقت فراغي في دراسة اللغة الانجليزية	١٥
					اشعر بالخوف وعدم الرغبة في المشاركة أثناء الشرح	١٦
					أرى أن تعلم اللغة الإنجليزية ممتع وشيق	١٧
					استمتع بالمشاركة مع زملائي في نادي اللغة الانجليزية	١٨
					احرص على قراءة القصص والروايات باللغة الانجليزية	١٩
					أحب مشاهدة الأفلام باللغة الانجليزية على شاشة التلفاز	٢٠
					المحور الثالث: الاتجاه نحو معلم اللغة الانجليزية وطريقة التدريس	

					العبارة	
					أرى أن معلم اللغة الانجليزية يستخدم اللغة الانجليزية بطريقة سليمة	٢١
					اشعر أن معلم اللغة الإنجليزية يستخدم أساليب تدريس واضحة أثناء الشرح	٢٢
					معلم اللغة الإنجليزية يتيح الفرصة لجميع الطلاب للمشاركة في الأنشطة الصفية	٢٣
					اشعر بالملل من طريقة المعلم في الشرح	٢٤
					أحب أن يغيب معلم اللغة الانجليزية عن الدرس	٢٥
					أرى أن معلم اللغة الانجليزية سلطوي ولا يحترم آراء الطلاب	٢٦
					حبي لمعلم اللغة الانجليزية جعلني احب مادة اللغة الانجليزية	٢٧
					أفضل أن يستخدم المعلم اللغة العربية في الشرح بدلا من اللغة الانجليزية	٢٨
					أفضل استخدام اللغة العربية للقيام بالأنشطة الصفية مع زملائي بدلا من اللغة الانجليزية	٢٩
					يهتم معلم اللغة الانجليزية بالطلاب الذين يجيدون اللغة الانجليزية ويهمل الآخرين	٣٠
					يهتم معلم اللغة الانجليزية بالواجبات البيتية ويحرص على متابعتها	٣١
					يحرص معلم اللغة الانجليزية على إعطاء الاختبارات القصيرة ومتابعتها مع الطلاب	٣٢
					المحور الرابع: الاتجاه نحو قواعد اللغة الانجليزية وتعلمها	
					أرى أن قواعد اللغة الإنجليزية واضحة وسهلة	٣٣
					اشعر أن فهم قواعد اللغة الانجليزية يساعدني على تطوير اللغة الانجليزية	٣٤
					أفضل شرح قواعد اللغة الانجليزية في سياق الدروس	٣٥
					أجد صعوبة في تطبيق قواعد اللغة الانجليزية أثناء التحدث مع زملائي	٣٦
					أفضل استخدام اللغة العربية عند شرح دروس القواعد	٣٧
					تساعد الوسائل والأنشطة التي يستخدمها المعلم في فهم قواعد اللغة الانجليزية جيدا	٣٨
					ارى صعوبة في حل تمارين القواعد في الاختبارات	٣٩
					لا أرى اختلاف بين قواعد اللغة العربية وقواعد اللغة الانجليزية	٤٠

أشكرك عزيزي الطالب على تعاونك

Appendix (7)

No	Items **First Domain: Attitudes towards learning English**	SA 5	A 4	N 3	D 2	SD 1
1.	I think English is difficult and complicated.					
2.	I plan to study English more and more					
3.	I think that learning English is a waste of time.					
4.	I think learning English helps me to get a career.					
5.	learning English can help me to complete the post-graduate studies abroad.					
6.	Learning English facilitates dealing with technology and internet.					
7.	Learning English helps me knowing other cultures around the world.					
8.	I think that English is easily forgotten.					
9.	Learning English will help me communicate with others.					
10.	I learn English because it is an international language.					
	Second Domain: Attitudes towards enjoy learning English					
11.	I feel happy when I learn English.					
12.	I enjoy participating English in the class.					
13.	I prefer English classes at school.					
14.	I like speaking English in the class activities.					
15.	I enjoy spending the free-time studying English.					
16.	Studying English causes fear and unpleasant feelings.					
17.	Learning English is interesting.					
18.	I enjoy joining English club at school.					
19.	like reading English novels and stories.					
20.	I enjoy watching English films on TV.					

	The third domain: Attitudes towards English teacher and Methodology					
21.	I see that English teacher uses the language accurately.					
22.	I Think that the English teacher uses clear method-ology during Explanation.					
23.	English teacher gives students the opportunity to participate activities in the class.					
24.	I feel bored at English class.					
25.	I would love that English language teacher is absent for lesson.					
26.	I see that the English language teacher is authoritarian & does not respect the views of students.					
27.	I love the English class because I love the English teacher.					
28.	I prefer my teacher to use Arabic in English classes.					
29.	I prefer to do activities with partners in Arabic.					
30.	English teacher cares about students who are proficient in English language and neglects others.					
31.	English teacher cares about homework and follow up.					
32.	English teacher is keen to give the quizzes and follow-up with students.					
	The fourth domain: Attitudes towards learning English Grammar					
33.	I see that English language rules are clear and easy.					
34.	I feel that the understanding of English grammar helps me to develop the English language.					
35.	I prefer that English grammar is to be explained in lessons context.					
36.	I find it is difficult to apply the rules of the English language while talking with my colleagues.					
37.	I prefer using Arabic to explain English rules.					
38.	The activities used by the teacher in the class help in the understanding of English grammar well.					
39.	I feel difficulty in solving grammar exercises in tests.					
40.	I do not see a big difference between the Arabic language rules and the rules of the English language.					

Thanks for your cooperation

Appendix (8)

Period	Key structure	Objectives	Vocab	Skills practice	Teaching Aids	No. of periods
1	**Future Tense with "will" and " going to"**	- Remember the forms of the future with "will" and "going to " - Use these forms correctly - revise the future with " will " and " going to " - Use these forms for different purposes - Use the future tense with negative - Use the future tense in question	- soon - by the end - next -tomorrow	- Expressing actions in future. - Making sentences in new context - forming negative sentences. - Forming wh & yes\no questions.	Chalks SB TG Board Cards	2
2	**The present Simple Tense**	- Use the present simple in describing facts and habits. - Remember the key words that used with it. - Write negative sentences using the present simple tense. - Make a question form using the present simple tense.	Usually Sometimes Often Always Every	- Expressing facts and habitual actions. - Forming wh & yes\no questions for detailed understanding. - Using new vocabulary in new context.		3
	The present Continuous Tense	- Use the present continuous tense in describing continuous actions. - Make a conversation using the present continuous tense. - Use the present continuous in a question forms. - Infer negative sentences using the present continuous tense.	Now Still Listen Look	- Expressing continuous actions using present continuous. - Forming wh & yes\no questions for detailed understanding. - Forming negative sentences		

Period	Key structure	Objectives	Key words	Skills practice	Teaching Aids	No of periods
1	**The past simple tense**	- Identify the uses of the past simple tense. - Tell a story using the past simple tense. - Fill in a paragraph with past simple forms of verbs in brackets. - Use the past simple tense in a question form. - Write negative past sentences.	Ago, Yesterday Last In 1990 In the past	- Expressing actions in the past. -Forming wh & yes\no questions. -Forming negative sentences. - Using new vocabulary in new context.	Chalks SB TG Board Cards	3
	The present perfect tense	- Use the present perfect simple tense. - Use the present perfect simple tense in a question form. - Writ negative sentences using the present perfect simple tense.	Already just since, for, yet, ever, never, recently, so far, up till now	-Expressing actions in the past that affects the present, for an action in the time from past to present and for an action in the time from past to present. -Forming wh & yes\no questions for detailed understanding. - Using new vocabulary in new context.		
2	**The present perfect continuous tense**	- Illustrate the present perfect continuous tense. - Use the present perfect continuous tense in a question form. - Report negative sentences using the present perfect continuous tense.	Since for	- Expressing an action continuing through the time from past to present especially to emphasize the length of the action. - Making wh & Yes\No questions using the present perfect continuous tense. - Making negative sentences using present perfect continuous tense		2

130

Unit 1. Period 7

Future simple forms "will" & "going to"

Learning Objectives:

By the end of this lesson students should be able to:

- Use the forms of the future tense "will" and "going to" correctly.
- Use the future tense in meaningful contexts.

Key Structure:

The future tense with "will" and "going to"

Key Vocabulary:

(certain – sure – promise – expect - think – if)

Teaching Aids:

(Board – SB – worksheet – cards)

Headings	Time	Sign	Procedures
Warming up	3 mins.	T/s	- Greeting Students - Asking questions
Engagement	7 mins.	**Ss**	- Teacher presents the topic on the board. - Students are asked to examine the topic and think over it. - Teacher gives two examples with the forms "will" and "going to" to connect students prior knowledge with the new experience. - Students brainstorm and construct information about the examples.
Exploration	7 mins.	**Ss**	- Students work in pairs/ groups in order to share ideas. - Teacher acts as a facilitator, helping students focus on the activities. - Teacher asks students to write their answers in their notebooks to be discussed later.
Explanation	10 mins	T/S	- In this phase, teacher discusses what students have observed during the exploration phase and asks them to share the answers with other students. - Teacher encourages students to discuss any misinformation with each other through a reflective activity.

Elaboration	**10 mins**	**T/S**	- Throughout this phase, the teacher corrects any significant mistakes and completes the missing parts in students' answers. - Students are asked to open their books and have a look at activity (1). - Students work in pairs/ groups to implement what they have learned and complete the sentences. - Afterwards, the teacher encourages students to give their answers and write them on the board. - At the end of the phase, the students may be asked to answer oral questions, read a paragraph and/or make short summaries to associate what they have learned with real life situations.
Evaluation	**7 mins**	**Ss.**	- Teacher asks students to do activity (2) in class. - Students do activity (3 & 4) at home. - Students are asked to make a short summary of 5 lines using the two forms of the future tense.

All worksheets and quizzes

Worksheet #One#

Present simple and continuous for future

Name:……………………… Class:………….. Date:……………….

A- Choose the correct answer:

1. Dad ………………… very soon.

a. leaves   b. is leaving   c. leave

2. His flight …………….. at 8:30 am.

a. departs   b. id departing   c. depart

3. They ………….. on 23rd December.

a. starts   b. is starting c. start

4. I ………….. next Friday.

a. am coming   b. comes   c. come

B- Correct the underlined words(s) if necessary :

1. The plane is arriving in the evening at 7:30 pm.

…………………………………………………………….

2. John joins us next month .

……………………………………………………………..

3. She finish the plan on 9th January.

……………………………………………………………..

D- Analyze the following sentences :-

1. He is leaving soon.

a. Tense: …………………………………….

b. the verb:…………………………………

2. The lesson starts at 7:15 am.

a. Tense ……………………….. b. The verb ……………………………………….

Worksheet #Two#

Present simple Tense

A- Choose the correct answer:

1. She sometimes …………… late.

a. comes   b. come   c. came

2. The parents……………… after their children.

a. look   b. looked   c. looks

3. The water ………………… at 100c

a. boil   b. boiling   c. boils

B. Rewrite the following sentences as required in brackets:

1. I usually write letters.   (Make: Yes/No question)

……………………………………………………………………

2. The teacher punishes the students.   (Make: Negative)

…………………………………………………………………..

3. They go to the market every week.   (Use: not)

………………………………………………………………….

4. Sally often cleans the room.   (Make: Yes/No question)

…………………………………………………………………..

C. Analyze the following sentences :-

1. The earth moves around itself .

a. Tense: …………………………………

b. The verb: …………………………….

c. Use of tense: a. fact   b. habit

2. Adnan writes letters every week.

a. Tense: …………………………………

b. The key word : …………………………….

c. Use of tense: a. fact   b. habit

134

Worksheet #Three#

Future Forms "will" and "going to"

Name:……………………… Class:…………. Date:……………….

A- Choose the correct answer:

1. we are certain now that story ……………….be exciting.

a. will   b. going to   c. is going to

2. I can see this ……………….. be a busy day.

a. will   b. going to   c. is going to

3. if you like, I …………….take you for lunch at my home.

a. am going to   b. going to   c. will

B- Correct the underlined words(s) if necessary :

1. I am going to email you if you phone me.

…………………………………………………………….

2. he will visit me .

…………………………………………………………..

3. She says, she is going to go for shopping.

…………………………………………………………

C. Analyze the following sentences :-

1. I am certain the our team **will win** the competition.

a. The form of the tense is used here to describe ……………………

- a prediction   - a promise

2. She is going to interview Dr. Mazen.

a. The form of the tense is used here to describe ……………………

- What we feel must happen   - talk about the future in different ways.

Worksheet #Four#

Present perfect simple and continuous

Name:………………………. Class:…………. Date:……………….A- Choose the correct answer:

1. They…………………. three times so far.

a. a. have walked   b. walked   c. walk

2. We …………………. for ages.

a. have run   b. have been running   c. are running

3. He still ………………..the station.

a. hasn't found   b. didn't find   c. hasn't been finding

4. I …………………. the wrong way.

a. have gone   b. am going   c. have been going

B- Correct the underlined words(s) if necessary :

1. I have already <u>clean</u> the room.

……………………………………………………………

2. He <u>has run</u> for hours.

……………………………………………………………

3. Have you <u>never seen</u> the pyramids?

………………………………………………………….

4. My brother <u>has finished</u> the college yet.

………………………………………………………….

C. Analyze the following sentences :-

1. She has been talking to the class for hour.

a. Tense: ……………………………………………

b. The verb : ………………………………………..

c. The sentence means that the action is …………………….

- Finished   - still continuous   - just begin

Worksheet #Five#

Past simple tense

Name:……………………… Class:…………. Date:……………….

A- Choose the correct answer:

1. Adnan …………………. the money yesterday.

a. find   b. found   c. finds

2. When ………….. you ……………?

a. do – start   b. are – starting   c. did – start

3. She ……………….the school last year.

a. finished   b. finishes   c. has finished

B- Correct the underlined words(s) if necessary :

1. My Father <u>finishes</u> his job in 2012.

……………………………………………………..

2. I <u>draw</u> this picture when I was seven .

………………………………………………………….

2. <u>Do </u>you play football last Friday ?

…………………………………………………………..?

C. Rewrite the following sentences as required in brackets:

1. The plane crashed over the desert.   (Make: Yes/No question)

………………………………………………………….

2. Sarah Broke the window yesterday.   (Make : Negative)

………………………………………………………………

D. Analyze the following sentences :-

1. He wrote this novel last autumn .

a. Tense …………………………

b. The verb ……………………….

137

Appendix (11)

This list includes the names and titles of the referees who refereed the pre-post achievement test and the attitude scale , where **(1)** refers to those who refereed the pre-post achievement test ,**(2)** refers to those who refereed the attitude scale.

1-The pre-post achievement test's referees.

2- the attitude scale's referees.

List of referees

No.	Name	Field	Degree	Institution	1	2
1.	Prof. Izzo Afana	Faculty of Education	Ph.D.	IUG	√	√
2.	Prof. Mohammed Asqool	Faculty of Education	Ph.D.	IUG		√
3.	Dr. Salah Al-Naqa	Faculty of Education	Ph.D.	IUG		√
4.	Prof. Awad Keshta	Faculty of Education	Ph.D	IUG	√	√
5.	Dr. Jaber Abu Shawiesh	Faculty of Education	Ph.D.	QOU	√	√
6.	Dr. Saeed Farhat	Faculty of Education	Ph.D.	Al-Aqsa	√	√
7.	Dr. Mohammed Attieh	Faculty of Education	Ph.D.	Al-Aqsa	√	√
8.	Dr. Sammar Abu-Shaban	Faculty of Education	Ph.D.	Al-Azhar	√	√
9.	Dr. Akram Habeeb	Eng. Dep	Ph.D.	IUG	√	√
10.	Dr. Hassan Nabeeh	Eng. Dep	Ph.D.	IUG	√	√
11.	Mr. Mahmoud Abu-Jalambo	Lecturer		IUG	√	√
12.	Mr. Hani El-Helou	Supervisor of English	M.A.	MOEHE	√	√

No.	Name	Field	Degree	Institution	1	2
13.	Mrs. Yousra El-Kahlout	Supervisor of English	M.A.	MOEHE	√	√
14.	Mr. Kamal Abu Shamla	Supervisor of English	M.A.	MOEHE	√	√
15.	Mr. Husam Ishtawi	Teacher of English	M.A.	MOEHE	√	√
16.	Mr. Mohammad Abu-Nada	Supervisor of English	M.A.	MOEHE	√	√
17.	Mr. Ibrahim Ayyad	Supervisor of English	B.A	MOEHE	√	
18.	Mr. Moen Kuhail	Supervisor of English	B.A	MOEHE	√	
19.	Mr. Abd Al-kareem Elejla	Supervisor of English	B.A	MOEHE	√	
20.	Mr. Sameer Saqer	Teacher	M.A	MOEHE	√	√
21.	Mr. Jameel Harazeen	Head Teacher	B.A	MOEHE	√	
22.	Mr. NourDeen Aldalou	Teacher	M.A	MOEHE	√	√
23.	Mr. Khamis Abo Zour	Teacher	B.A	MOEHE	√	
24.	Mr. Mahmoud Hajjaj	Teacher	B.A	MOEHE	√	

IUG stands for the Islamic University of Gaza

MOEHE stands for Ministry of Education and Higher Education

QOU stands for Quds Open University

Appendix (12)

Curriculum Vitae

Mohammad Hamed Jendeya

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Personal Information:

Name : Mohammad Hamed Jendeya

 Gender: Male.

Date of Birth : 29\11\1981.

Place of Birth : Gaza\Palestine.

Marital Status : Married.

Nationality : Palestinian.

Education File :

Diploma of Education in 2004 (Islamic University-Gaza).

B.A. of English Language in 2006 (Islamic University-Gaza)

Work Experience:

2005- Till now A teacher of English language – Governmental

Schools-Gaza**.**

Appendix (12)

Some photos of the students during the experiment