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كلية التربية  
ماجستير مناهج وطرق تدريس

## The Effectiveness of Using Mobile Learning in Developing Eleventh Graders' English Grammar Learning and Motivation for English.

فاعلية استخدام التعلم النقال في تحسين تعلم قواعد اللغة  
الإنجليزية لدى طلبة الصف الحادي عشر ودافعيتهم نحو اللغة  
الإنجليزية

Mousa Mahmoud Abu Laban

Supervised by:

Dr. Sadek S. Firwana

Assistant Prof. of Teacher Education & Bilingualism

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## إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

"فاعلية استخدام التعلم النقال في تحسين تعلم قواعد اللغة الإنجليزية لدى طلبة الصف الحادي عشر ودافعيتهم نحو اللغة الإنجليزية"

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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/ موسى محمود تيم أبولبن لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

فعالية استخدام التعلم النقال في تحسين تعلم قواعد اللغة الانجليزية لدى طلبة الصف الحادي عشر ودافعيتهم نحو اللغة الانجليزية.  
The Effectiveness of Using Mobile Learning in Developing Eleventh Graders' English Grammar Learning and Motivation for English.

وبعد المناقشة العلنية التي تمت اليوم السبت 19 رجب 1438هـ، الموافق 2017/04/15م الساعة العاشرة صباحاً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

..... S. Fawaneh ..... ..... .....	مشرفاً ورئيساً مناقشاً داخلياً مناقشاً خارجياً	د. صادق سالم فروانة د. مجدي سعيد عقل د. باسل سليم سكيك
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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 المقاعمة

## Abstract

This study aimed to investigate the effectiveness of using Mobile Learning Application in developing eleventh graders' English grammar learning and motivation for English. To achieve this aim, the researcher adopted the experimental approach and employed a sample consisting of (70) EFL male learners studying at Al-Haj Mohammed Al-Najar Secondary School for Boys in Khanyounis, the Gaza Strip. The researcher randomly chose two eleventh grade classes out of the five classes in the school and randomly assigned one class consisting of (35) students as an experimental group and the other consisting of (35) students as a control group. The traditional method was used in teaching the control group, while the Mobile Learning Application was used with the experimental one in the first term of the school year (2016-2017).

As a main tool of the study, the researcher designed and validated an achievement test consisting of four domains including (48) items to be used as a pre-and posttest. When used as a pretest, the achievement test was meant to prove groups' equivalence. Besides, it was used as a posttest to measure any possible differences between the two groups. In addition, the researcher used a motivation scale (pre & post) to determine the students' motivation for English language.

The collected data were analyzed and treated statistically using T-test to identify the direction of the effectiveness. Furthermore, the effect size equation was used to measure the effect size of Mobile Learning Application on the experimental group in each scope of the test.

The findings of the study revealed that there were statistically significant differences in learning English grammar between both groups in favor of the experimental group. This could be attributed to using Mobile Learning Application in teaching the experimental group. Furthermore, there were statistically significant differences in favor of the experimental group in the post application of the motivation scale, which could be attributed to the use of Mobile Learning.

Based upon the previous findings, the study recommended the necessity of implementing Mobile Learning Applications 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 Mobile Learning Applications on different English language skills and other school subjects as well.

## ملخص الدراسة

هدفت هذه الدراسة إلى التعرف على أثر فاعلية استخدام التعلم النقال في تحسين تعلم قواعد اللغة الإنجليزية لدى طلبة الصف الحادي عشر ودافعيتهم نحو اللغة الإنجليزية. ومن أجل تحقيق هذا الهدف، استخدم الباحث المنهج التجريبي حيث طبق الدراسة على عينة مكونة من (70) طالبا من مدرسة الحاج محمد النجار للبنين في خانيونس. واختار الباحث بطريقة عشوائية صفيين من صفوف الحادي عشر الخمسة الموجودة في المدرسة وعين بطريقة عشوائية فصلا كمجموعة تجريبية مكونة من (35) طالبا، والفصل الآخر كمجموعة ضابطة مكونة من (35) طالبا. استخدمت الطريقة التقليدية في تدريس المجموعة الضابطة بينما استخدمت تطبيقات التعلم النقال في تدريس المجموع التجريبية وذلك في الفصل الدراسي الأول من العام الدراسي (2016 / 2017).

ومن أجل جمع البيانات صمم الباحث اختباراً تحصيلياً مكوناً من أربع مجالات تحتوي جميعها على (48) وبعد التحقق من ثباته استخدمه كاختبار قبلي وذلك للتحقق من مدى تكافؤ المجموعتين وكاختبار بعدي لقياس أي فروق دالة احصائياً بين المجموعتين. كما استخدم الباحث مقياس دافعية طبقه قبل وبعد التجربة وذلك لقياس دافعية الطلاب نحو اللغة الإنجليزية. ولقد تم تحليل البيانات ومعالجتها احصائياً باستخدام اختبار T لمعرفة مدى حجم التأثير للتجربة، وكذلك استخدام الباحث معادلة حجم الأثر وذلك لقياس حجم أثر تطبيق التعلم النقال على المجموعة التجريبية في كل مجال من مجالات الاختبار.

ولقد خلصت نتائج الدراسة إلى وجود فروق دالة احصائياً في تنمية تعلم قواعد اللغة الإنجليزية بين المجموعتين. التجريبية والضابطة، وذلك لصالح المجموعة التجريبية تعزى لاستخدام تطبيق التعلم النقال. وأيضاً أظهرت النتائج فروق دالة احصائياً لصالح المجموعة التجريبية في التطبيق البعدي لمقياس الدافعية يعزى إلى استخدام تطبيقات التعلم النقال.

في ضوء النتائج أوصت الدراسة بضرورة توظيف تطبيقات التعلم النقال في تعلم اللغة الإنجليزية لتحقيق نتائج أفضل في تحصيل الطلاب، كما واقترح الباحث ضرورة إجراء المزيد من الدراسات للتعرف على أثر تطبيقات التعلم النقال على نقاط ومهارات أخرى من اللغة الإنجليزية وغيرها من المواد الدراسية.

**Dedication**

*To my*

*Parents*

*My wife and my children*

*My aunt and her husband*

*My mother- and father- in law*

*Family*

*Friends*

*Colleagues,*

*who have been lightening my way,*

*encouraging me, and*

*waiting for my success...*

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# Chapter 1

## Study Background

# Chapter 1

## 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 language is considered as one of the most commonly languages which used among foreign language speakers all over the world. Throughout the world, when people from various countries, whose mother tongue is not English, want to contact, speak and communicate with each other's, they generally use English language. That is why it is called “the language of communication”. Moreover, speaking English language will enable people to contact other people worldwide and to travel more easily among countries and that by using the English language.

Ortega (2013) points out that human beings use English language not only to communicate to specific people, but sometimes to address themselves more than other people, as in self-talk, and other times they use the English language to address people they do not know, as when they participate in "political speeches, religious sermons, internet navigation, commercial advertisements, newspaper columns or literary works.

English language can play a vital role in everyday situations worldwide. It is a global and international language, which can deal with all features of the human being's life. It is considered to be the language of many aspects in life as science, information, technologies, engineering, farming, politics, economics and education. (Hamdona, 2007, p.1). The number of speakers, who speak or use English language all over the world, is estimated by two billion.

Kailani and Muqattach (2003, pp. 7-9) point out that the main aim of teaching and learning English language for Arabs is to communicate and use English language with speakers, whose language is English, and enable learners worldwide to contact



and communicate in various fields and situations such as daily life situations. Actually, knowing grammar is considered as a extremely vital component of the communicative competence and that can enable English language users to communicate, use and transfer thoughts and ideas more effectively. Therefore, grammar is a very important tool to build confidence, accuracy and fluency (Vasilopoulos, 2008, p. 3).

Doff (1988, p. 32) states that learning the main structures of English language can enables and helps learners greatly all over the world to use, speak and write the language. This means that the major goal of teaching grammar is to assist and help learners write and speak English with well-arranged and more accurate structures; and if the learners learn English language with obvious and correct structures at their adolescents, they will be able to communicate effectively and more accurately in their future life. Without grammar, learners can communicate with others, but in limited daily life situations without accuracy.

Teachers of English language always ask about the methods, ways and strategies that can help them to teach grammar points more effectively. Teachers used grammar translation method at the beginning of teaching grammar in which learners were just to translate phrases, sentences and paragraphs into English language and so they just depend on grammar points and rules (Hussein, 2004, p.1). Actually, using structures, points and rules in teaching grammar is considered as direct knowledge. Noonan, (2008, p. 1) indicates that the explicit and direct knowledge is the conscious knowledge of grammar points that can be learned via intentional teaching at formal schools and the implicit and tacit knowledge is the unconscious one which is existed and available for just indiscriminate situations.

Teaching and learning English in the traditional classrooms where students learn inside the classroom with traditional methods is boring for a lot of learners, so the researcher is trying to find something exciting and more interesting for the learners to learn English well. Technology in teaching is the order of the day .Thus more and more educators are expressing interest in bringing the best of it inside the classrooms. Hoping that better outcomes will be achieved, the researcher thinks that one of the most important and useful in technology means is Mobile Learning.

Grammar and Motivation are very important in teaching and learning English language well. Because of the importance of Grammar and Motivation in teaching and learning English well, they should be improved by using mobile learning applications and that not just inside the classroom, but also outside the classroom in which students are able to acquire and learn information via the mobile learning applications easily.

A lot of previous studies indicate the importance of mobile learning in teaching English, Yunfei (2015), states that mobile technologies such as mobile phone applications can make it possible for learners to acquire English language easily by freely accessing the course content management systems.

Wiwat and Ormprapat's (2015), **study** aimed at using mobile learning on developing the learners' vocabulary and the results of this thesis revealed that the learners who learnt through mobile learning were better than the ones who learnt through the traditional way and also the finding of the scale illustrated the learners had positive attitudes toward learning via mobile learning. The study of YunLin's, (2012), aimed at investigating the attitudes and self-effectiveness of using mobile learning devices and tools for college learners in teaching and learning the English language, and that by employing task-based instruction. The results of this thesis indicated that the motivation of the learners for English language was increased and a lot of those learners had positive attitudes towards learning via mobile learning.

#### **The need for the study:**

The need for this thesis came out of the fact that students should use effective means to develop and enhance their grammar knowledge and information, which facilitate the learning of English language and increase their motivation to English and that to help them to be good and successful learners. Mobile Learning can improve learners' skills and increase their English Grammar and Motivation. There are a lot of previous studies and works were implemented to show the impact, effect and importance of using mobile learning in general and mobile learning applications in particular in teaching and learning English. So, Mobile Learning could 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:

The majority of learners at our schools find it difficult for them to learn English Grammar especially with the difficult curricula, traditional teaching methods, traditional evaluation methods and Palestinian schools' limited possibilities. The researcher has been teaching students English for thirteen years. The researcher finds that, neither the students' classroom level of participation in English lessons, their grammatical accuracy nor their motivation seems to have developed or improved. Therefore, the researcher tried to find out how grammar rules and points can be taught, learnt, studied and acquired more effectively and students can be more motivated. Thus, the researcher felt that it is important for him as a teacher to create an Application by using the Mobile Phones in which students can learn grammatical rules more effectively and with more motivation and the improvement of the students' participation and that inside the classroom and outside the classroom.

### Statement of the problem:

The problem of the study can be stated in the following major question:

**"What is the effectiveness of using mobile learning on developing eleventh graders' English grammar and motivation?"**

For achieving the purpose of the study, the researcher addressed the following sub-questions:

1. What are the grammar points that need to be developed among the eleventh graders?
2. What is the Mobile Learning Environment needed to develop eleventh graders' English grammar?
3. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) level between the posttest mean scores of the experimental group taught English grammar by using mobile learning and the control one taught English grammar by traditional methods?
4. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) level between the mean scores in the motivation scale of the experimental group taught English grammar by using mobile learning and the control one taught English grammar by traditional methods?

### **1.3 Research Hypotheses:**

The following null hypotheses were tested statistically to address the research questions:

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) level between the posttest mean scores of the experimental group taught English Grammar by using mobile learning and the control one taught English Grammar by traditional methods.
2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) level between the mean scores in the motivation scale of the experimental group taught English grammar by using mobile learning and the control one taught English grammar by traditional methods.

### **1.4 Purpose of the Study:**

This Study aimed to achieve the following objectives:

1. Enhancing grammar learning among eleventh graders
2. Developing the students' motivation towards English language by using mobile learning generally and mobile learning applications particularly.
3. Familiarizing the teachers of English Language with the use and implement of Mobile Learning in the process of teaching Grammar
4. Contributing to improving and enhancing the process of teaching English language generally and grammar particularly to the eleventh graders.
5. Teaching English Language in an exciting, interactive, communicative, interesting and technological way.
6. Building an educational application by using Mobile Phones.

### **1.5 Significance of the Study:**

This thesis is important since it seeks to achieve the following:

1. It may help English Language teachers to use Mobile Learning in teaching Grammar.
2. It may assist the teachers of English Language to organize an effective and exciting teaching-learning environment.

3. It may help supervisors to make training courses in which help the teachers of English to enhance and develop their care and awareness of the importance of teaching Grammar via Mobile Learning.
4. It may evoke other researchers worldwide to do more studies and works about using Mobile Learning in developing and improving other skills like reading, writing and listening.
5. It may help syllabus designers to organize and improve the quality of English language curriculums with exercises and activities, which depend on Mobile Learning Applications.

### **1.6 Limitations of the Study:**

This study was carried out within the following limitations:

1. This study was applied at Al- Haj Mohammed Al- Njar Secondary School for Boys - Khanyounis.
2. This study was carried out in the first term of the scholastic year (2016-2017).
3. This study was limited to the effectiveness of using mobile learning on students' grammar in English and motivation.

### **1.7 Definitions of variables and terms:**

#### **1. Mobile Learning:**

Mobile Learning is considered as a new way or method of teaching and learning English Grammar inside and outside the classroom. It utilizes wireless handheld devices that allow students to write texts, paragraphs, letters and do activities and exchange them.

#### **2. Eleventh Graders:**

The eleventh grade students who completed the tenth grade successfully and promoted to the eleventh grade at Al-Haj Mohammed Al-Najar Secondary School for Boys and on whom the program of the researcher was implemented to test the effectiveness of using Mobile Learning Application on developing English Grammar and their Motivation.

### **3. Grammar:**

Thornbury (2004), states that grammar is the study of structures and forms of any language which gives a description of points and rules that govern how sentences are arranged or formed. Therefore, grammar refers to the structural and logical rules which govern words, phrases, sentences and paragraphs in any language all over the world and that in linguistics.

According to Swan (2009), grammar is considered as the rules in which show how words are arranged, combined or changed to create a meaningful ones.

The researcher sees that Grammar is a series of rules and points that govern the English language, these rules and points organize, fit, arrange and order words together to assist students use the English language accurately and correctly and the learner who knows rules can feel secure inside and outside the classroom. Besides, he/ she can feel proud.

### **4. Motivation:**

Motivation is external and internal factors in which the energy and desire in students can be developed or become more active by -eleventh graders - to be continually interested in and committed to English Grammar and make the effort to attain the goal in learning grammar by using mobile learning.

### **5. Effectiveness:**

Effectiveness is the level or degree to which the objectives of a lesson are achieved and the extent to which targeted difficulties are solved. Effectiveness means producing a result that is wanted "doing the right thing".

### **5. Traditional Method:**

The traditional method is the way that the teachers of English language are using in presenting the curriculums of English for Palestine inside the classroom in Khanyounis. Besides, it is considered as a teacher-centered way, where the teacher controls the class while students are just passive recipients.

## Summary

This chapter was the introduction to the current study, in which it talked about the important and vital role that English language can play in our daily life as well as many fields in our life such as economics, politics and education generally. Then, it talked about the important and necessary role that grammar and motivation can play in learning English language and the most effective method or way to teach grammar and increase the learners' motivation, which was mobile learning in particular. After that, the introduction linked gradually with the statement of the problem by the researcher. Moreover, it illustrated that this study had four questions and two research hypotheses. Finally, it mentioned the significance and importance of this study, definitions of terms and limitations of the study.



# Chapter 2

## Literature Review

## **Chapter 2**

### **Literature Review**

Because of the rapid development in technology, the researcher tried to find the most suitable methods to use in the teaching-learning process inside and outside the classroom, in which the learner is the center of the process and the teacher is just as a guide and facilitator.

In accordance with the title of the current study, 'The Effectiveness of Using Mobile Learning in Developing Eleventh Graders' English Grammar Learning and Motivation for English', the researcher divided this chapter into two parts. The first part was branched off into three domains. The first domain represents issues related to grammar such as its definition, importance, types and relation to motivation. The second domain represents points related to the Mobile Learning such as its definition, characteristics, importance of mobile learning and its relation to Motivation. The third domain addressed points related to Motivation such as its definition and its importance in the process of teaching and learning English, particularly the grammar of English.

The second part of this chapter discussed the previous studies related to grammar, mobile learning and motivation followed by the researcher's commentary followed by a general commentary on all the previous studies.

## **Part One: Theoretical Framework**

This part was divided into three domains. The first domain represents issues related to grammar such as its definition, importance, types and relation to motivation. The second domain represents points related to the Mobile Learning in general then Mobile learning in particular. The third domain addressed points related to Motivation and its relation to Mobile learning.

### **2.1 First Domain: Grammar**

The first domain represents issues related to grammar such as its definition, importance, purpose, strategies and technological techniques that can improve grammar teaching and facilitate learning.

#### **2.1.1 Early beginning of Grammar:**

Because of the importance of grammar, it is very important to have a brief look at the history of grammar and its development.

Grammar teaching in any language goes back to many years ago. It is a crucial cause since its necessity has been explained in second language learning and teaching.

Grammar appeared in Sanskrit in the fifth century BC. The early Greeks created traditional grammar and they were the first who uses the alphabetic writing system. Therefore, it is considered as a kind of innovation, which was the beginning of what people know today, in which it developed gradually until the literary writing system reach the one we know today. In accordance with its need, a grammar was developed and improved to ease understanding and appreciate what people wrote. The Greeks defined grammar as something that permitted somebody to use and speak a language, to speak about it and how its components connect to each other, Dionysius Thrax, by the first century BC, almost two thousand years after Thrax, Latin grammars emerged mostly relying on Greek grammar as a basis. The emphasis on a prescriptive type of grammar was led by using Latin grammar as a foundation for English grammar. Grammarians and linguists saw that traditional types of grammar rules were laid down for the formulation, which was seen as principles, for

the correct use of English language, rather than a description of the actual way in which people were using the grammar of the language (Bronwen, 2016).

### **2.1.2 Definitions of Grammar:**

There are many various definitions to grammar that have been offered by a lot of scholars. Following are some of them:

Grammar is considered as a system of rules and points which governs the conventional arrangement, order and relationship of words in a sentence in which it can facilitate the learning and acquisition of any foreign language worldwide and is conducive, and that for cultivating comprehensive a language competence (Brown, 1994). Canale and Swain (1980), see that Grammar is one of the most vital and essential components of a language teaching and learning. Chomsky (1986), defines Grammar as, it can be used with a systematic ambiguity. On the first hand, it refers to the explicit theory which constructed and created by the linguist and also proposed as a description of the speaker's competence. On the second hand, it can refer to the competence itself. Also, Singh (2011), indicates that Grammar is one of the most major elements that a language has, which refers in a word to the correctness and accuracy in a language. That means, it describes, formulates and shapes language takes morphologically, phonologically, syntactically and semantically. Abu Taleb (2015) sees that Grammar is the systematic and arranged structure of language. It is the rules in which it can make and produce a meaningful words, sentences and paragraphs by the users of a language.

Native learners of English language, who speak the language more correctly and accurately, already know English grammar. They can understand and recognize the different ways of putting words together to make meaningful sentences. It assists the learners to improve their writing and speaking skills, in which they can write and speak more accurately and correctly. Grammar is considered by (Beverly, 2007), as the sound, soul, structure, and well-organized meaning system of a language. Any language all over the world has grammar, and every language has its own kind of grammar. Also, he indicates that people, who speak a language, can communicate and connect with each other more accurately. That is because all of them know its

grammar structures, rules and systems, which means the meaningful rules and points of grammar are occurred by them.

Grammar is defined partly by (Thornbury, 1999, p. 1), as the study of the possible structures and forms that can be in a language. Also, he adds that Grammar, conventionally, has been concerned almost particularly with analysis at the level of a sentence. He mentions that Grammar is considered as a description of the points, structures and rules that govern how the sentences of a language are formed. Grammar, also, is the structural foundation of a man's ability to express himself. The more he is aware of how it works, the more he is able to monitor the meaning and effectiveness of the way he and others use language. It can assist foster precision, exploit the richness, and detect ambiguity of expression available in English. And it helps everybody, not only teachers of English language, but also teachers of any language or anything, for any kind of teaching is ultimately and necessarily an issue or cause of getting to grasps with meaning (Nordquist, 2006, p. 7).

Grammar is defined by the researcher as the set of structures and rules that explain how words and are used, manipulated, combined and arranged to facilitate the learners' understanding in English language in the eleventh grade, and that to form longer units of meaning.

### **2.1.3 Importance of Grammar:**

The researcher sees that written Grammar plays an extremely vital and necessary role in any language. That's because, any language cannot be transmitted or transferred correctly and accurately without it. Therefore, any language without grammar is considered, to some extent, meaningless, aimless and without a purpose or reason. In accordance with the definitions mentioned above from different scholars' views, the researcher can say that Grammar is very important since it can help learners to write and speak English language with correct, well-arranged and well-organized structures. Learners are not able to communicate efficiently if they do not master the crucial principles of grammar. Grammar is like the traffic lights, which enable learners to decide where to go and how to drive without confusion. Learning or even acquiring English language with clear, obvious and right structures by young learners, which will enable them to speak and write English correctly and

more accurately in their future. Learning a language without grammar, learners can communicate effectively, that is only in limited situations. In addition, Grammar is considered to be as a very vital part of the study. So, it is very important to know Grammar, in which writing and speaking English grammatically is better than not.

Tuan & Doan (2010, p. 61), indicate that Crystal (2004), assured that Grammar, also, is the structural foundation of a man's ability to express himself. The more he is aware of how it works, the more he is able to monitor the meaning and effectiveness of the way he and others use language. It can assist foster precision, exploit the richness, and detect ambiguity of expression available in English. And it helps everybody, not only teachers of English language, but also teachers of any language or anything, for any kind of teaching is ultimately and necessarily an issue or cause of getting to grasps with meaning. So, without any Grammar, learners can manage to produce some kind of communication, but they are not able to form any more complex ideas into words.

#### **2.1.4 Purposes of Teaching Grammar:**

The researcher and many of instructors like Jtmadhavan (2011) suggest that Grammar has many purposes:

1. To help learners to use the language effectively.
2. To develop learners' insight into the structure of English language.
3. To enable the students to assimilate the correct patterns of English language.
4. To teach grammar as a rule governed behavior.
5. To develop the mental abilities of reasoning and correct observation.
6. To develop a scientific attitude in pupils.
7. To know the underlying 'rules' of grammar.
8. To enable learners to implement their communicative purposes.
9. To facilitate understanding.

#### **2.1.5 Technological techniques to teach English Grammar:**

According to the importance of Grammar as mentioned above, a lot of scholars used many different techniques to facilitate its learning. Jendeya (2015), used 5E Model, Saker (2015), used Jigsaw Strategy, Abu Shagga (2014), used computerized educational games, Yu (2005), used games as a teaching strategy and Vagiatiidou (2010), used two opposing grammar teaching approaches.

Technological techniques can play a great and a vital role in the teaching and learning the English second language classrooms as they offer authentic materials, activities and endless resources on grammar instruction, in which help and ease the learners' understanding and enable them to use the language more actively.

Computers, tablets, applications, online games, blogging, Skype and other technological means can offer interactive, interesting and motivating activities for students of all ages. These techniques enable teachers to teach English language in a way, which make lessons and materials more engaging, motivating and interesting.

Zakhareuski (N.D), states that applications on mobile phones, tablets and iPads are great ways for learners in which enable them to study and practice English language and be motivating, interesting and having fun while using them. They allow learners to test their information and knowledge on specific topics (verbs, grammar points, prepositions, tenses, etc.). The applications also keep track of learners' progress and development, which allow the learners to skip questions by shaking or clicking the screen of the mobile phones. These applications also can enable learners to play many kinds of interesting and motivating games such as Scrabble and Boggle on mobile phones or smart phones.

Many scholars used mobile learning in teaching English topics, which assures the importance of using mobile learning in the classroom activities. For example, Wang. (2016), used mobile-assisted learning system, Bin and Jiaying (2015), used mobile apps, Shih-hsien (2012), used mobile learning devices and Ramli (2010), used mobile learning environment via SMS. The results of these studies indicate that they facilitate learning, create positive attitude, and increase motivation.

## **2.2 The second Domain: Mobile Learning and Achievement**

The second domain represents issues, which related to Mobile Learning such as its definition, importance, purpose, and its relationship with achievement.



### **2.2.1 Development of Mobile Learning:**

Mobile learning has developed, in the recent years, as a concept and theory quickly. Mobile phones are no longer considered, by a lot of people, as a technocentric trend fascinating and amazing for those who are interested and excited in devices and new technologies. That's because of, the increased reception and awareness of the importance of mobile phones in education and its vital role that it can play in the teaching and learning process (e.g., Johnsson, Levine, Smith, & Stone, 2010).

Sybrant (2012), states the advances of mobile learning in education as follows:

1. In 1968, the Dynabook was developed by Alan Kay and his partners in the learning research group. It is considered as a notebook which can be carried anywhere and connected to the wireless global network.
2. In 1975, IBM 5000 was developed and considered as the first available portable computer and used in education.
3. In 1996, Palm released Palm OS in which gives access to learning and organizing applications on mobile phones.
4. In 2001, the Mobile Learning Project was launched by the European Commission funds and its aim was to explore mobile education.

### **2.2.2 Definitions of Mobile Learning:**

Mobility is about increasing a learner's capability to physically move their own learning environment as they move (Barbosa & Geyer, 2005).

Mobile Learning has changed over the last ten years. The first definitions contained any learning activity occurring via a mobile device. It was all about the technology. For instance, HU (2011, pp. 140-141), indicates that Geddes (2004), indicates that mobile learning is the acquisition or learning of any kind of knowledge, information and skill via the use of mobile technologies in which they can be used anywhere and in anytime, so the behavior can be changed. Enders (2013) indicates that mobile learning is about the activities, which allow students to be more

productive. That is by using the digital portable devices inside or outside the class. Also, Traxler (2005, p.262), defines mobile learning as ‘any educational devices which take place in the learning and teaching process by using technologies such as smart phones or iPads’.

Sharples (2005) indicates that learning “is a process of coming to know, by which students can learn cooperatively with their colleagues or peers and teachers and they can create e interpretations of the world that they live in.” As shown in the previous definition, it means that it gives mobile technological means or devices a special role. That is because they dramatically enhance the learners' possibilities of speaking English and using the language more actively and productively. In his viewpoint, this radical constructivism (von Glaserfeld, 1984) expands the understanding of learning as a constructive process beyond the individuals to describe how institutions, societies and cultures learn and develop.

Woodill. (2011, p.15), indicate that the shift to thinking about mobile learning in terms of the learner being mobile has occurred only in the past couple of years. The emphasis has moved from a focus solely on the technology to the power of ambient and ubiquitous communications. The new focus is on learning from the learner’s point of view. Mobile learning is now seen as a means of keeping people in touch with each other and with information sources, no matter where either is located, while at the same time taking the individual learner’s immediate context and personal characteristics into account. As a group of researchers in Finland note that all learning is mobile (Tétard & Patokorpi, 2008).

According to the previous definitions, the researcher can define Mobile Learning as a new way of teaching and learning English Grammar outside and inside the classroom that utilizes wireless handheld devices that allow learners to learn different English topics anywhere at any time via phones, smartphones, personal digital assistants (PDAs) and their peripherals.

### **2.2.3 Objectives of Mobile Learning:**

According to Sybrant (2012), Mobile learning has great benefits and can help learners to work or study independently according to their own abilities or way of learning and here are some of mobile learning objectives:

1. Supporting interactivity among learners.
2. Encouraging independent learning in which every learner can learn in his own way.
3. Improving communication among learners and teachers.
4. Helping learners to be more confident.
5. Enabling international collaboration, cooperation and access easily to information.
6. Enhancing information, knowledge and understanding.

#### **2.2.4 Importance of Mobile Learning:**

The importance of mobile learning comes from the benefits that occurred by using it. In this situation Woodill (2011), states that the key advantages of mobile devices for learning contain:

1. They are portable.
2. They can be used in anytime and anywhere easily.
3. They are flexible and, in the right time, access to e-learning resources.
4. They provide immediate communication.
5. They can engage and empower learners and teachers especially for those who are in dispersed societies.
6. They can provide active and authentic learning experiences to learners.

Woodill (2011) adds that other researchers point out other benefits of mobile learning:

**Improved retention:** Because it is just in time, just enough for the task at hand, and personalized for the learner, the information that the learner takes in is more likely to be retained.

**Efficiency:** Because of the portability of information, sources provided by anytime, anywhere connectivity. It allows access to information sources and assistance in a very flexible way. It has the potential to leverage the “idle time” of professionals on the move that would likely otherwise be non-productive.

**Cost savings:** Because of reduced requirements for classroom space and for travel by both staff and learners.

**Time saving:** Because of its immediacy, there is usually little or no waiting for the answer to a question. There is no need to arrange for classes on a subject or to wait for a presentation. Learning happens following the student's own time schedule.

**More granular design:** Content must be produced in small, discrete pieces of information and sent to the learner, which may be easier to digest.

**Up-to-date information:** Because of its dynamism, in which it provides new information and knowledge, not old ones. Online knowledge and up-to-date sources are often available.

**Personalization:** Because of its individuality, learners can select the activities and materials, which are relevant to them at the moment of their choosing.

**Comprehensiveness:** Because it is comprehensive, it can provide learning events from many sources, in which it can enable students to choose their favorite format, training provider, or learning method.

Finally, Mobile Learning will become "ubiquitous learning," supplied by pervasive and omnipresent networks that can be accessed from anywhere at any time. Because the same devices and networks can be used for social media, network effects are even stronger based on the intersection of both uses.

#### **2.2.4.1 Example of the importance of Mobile Learning:**

Attewell (2005) indicates that in her analysis of evidence collected on the impact of mobile learning on learners' learning patterns and attitudes toward information and communications technologies – it assists learners to:

1. Improve their skills of numeracy and literacy and understand their existing abilities.
2. Encourage their independency.
3. Identify areas, where students need support and help.
4. Help students to bridge the gap between smart phones literacy and information and communication technology literacy.

5. Free learners from the formal classrooms and learning experience, in which hesitated students can be engaged.
6. Keep learners focused for longer periods.
7. Raise learners' self-esteem and self-confidence.

These results indicate that mobile learning has a positive impact on the learning process.

### **2.2.5 Academic achievement:**

#### **2.2.5.1 What do we mean by Achievement?**

Academic achievement is the quantitative and qualitative knowledge obtained by the individuals via programs or school curricula, and it can also be measured by teachers or standardized tests.

#### **2.2.5.2 The importance of achievement:**

Encouraging school achievement is a goal of schools' other goals. Academic achievement is very important because it helps learners acquire the life skills, develop their personalities, elevate their minds, take care of their bodies and refine their feelings to form their good personalities, their decent families and civilized society.

It highlights the importance of academic achievement since a lot of researchers took academic achievement as dependent variables. For example, Hwang and Chang (2011), Shin and Kang (2015).

### **2.2.6 Mobile Learning and Achievement:**

It is obvious from the previous studies that mobile learning can increase learners' achievement. Here are some of the studies that assert the importance of mobile learning in increasing learners' achievement.

The studies of **Elfeky and Masadeh (2016)**, **Huang, et al. ( 2016 )**, **Shadiev, et al. (2015)**, **Yilmaz ( 2015)**, **Mellati & Khademi (2015)**, **Singaravelu (2009)**, and **Chen, et al. (2008)**, assure that Mobile Learning can:

1. Help learners to increase their Academic Achievement, The experimental students outperformed the control ones.

2. Increase task accomplishment rates.
3. Provide significant changes in teaching, instruction and learning atmosphere, as well as students' and teachers' affective outcomes.
4. Increase students' motivation and performance more than the ones who taught using the suggested strategy and traditional way of teaching vocabulary.
5. Decrease cognitive load for the learners who study activities using the tablet learning system than the students who learn without technological support.

The researcher found out from the previous studies that Mobile Learning has a superior role in increasing the learners' Achievement and Motivation. Therefore, the researcher is going to talk about Mobile Learning and Motivation in the last domain.

### **2.2.7 Mobile Learning Applications:**

Mobile devices, all over the world, are considered as an increasingly growing among learners, educational activities, tools and learning approaches are provided by using these devices. So, Mobile applications or apps are an important and great way to provide learners with online and offline learning in which they can activate and invigorate their learning outside and inside classrooms. Many of these applications have collaborative and cooperative tools, which built in, used to enhance knowledge and information acquisition rapidly and efficiently while making international links for broader perspectives. These applications can provide meaningful and useful integration or amalgamation of new technologies via the careful selection of quality tools and devices aligning to best instructional activities, information and quizzes can alter how students and teachers or trainers engage with concepts and each other to achieve meaningful and powerful learning among students (Holland, 2014).

The studies of **Böhm and Constantine (2016)**, **Kristen and Alan (2015)**, **Zou and Li (2015)**, **Holland (2014)**, and **Hsu and Ching (2013)**, assure that Mobile Learning Applications can:

1. Directly impact learners, teachers, trainers, trainees, administrators and employees all over the world.
2. Be used in various and instructional environments including the curriculums in general and English activities and learners' self-study in particular.
3. Enhance academic achievement.

4. Enhance learners' motivation and intention, which engage them in learning activities.
5. Encourage teachers and supervisors to explore and experiment on the potential of integrating design learning activities in their respective settings, and to develop mobile learning applications for their diverse requirements in learning and teaching process.
6. Provide sources related to activities which provide extra support to learners to practice English language outside and inside the classroom.
7. Develop learners attitude towards English.
8. Increase learners' motivation for learning English.
9. Be effectively integrated in an introduction to psychology class to enhance student learning.

It is obvious from the previous studies that Mobile Learning Applications can increase learners' achievement, motivation and improve their attitudes.

### **2.3 The Third Domain: Mobile Learning and Motivation**

The third domain represents issues related to Mobile Learning and Motivation such as definition, importance, purpose and types of Motivation.

#### **2.3.1 Definition of motivation:**

Many researchers define Motivation as follows:

Crooks and Schmidt (1991), defines motivation as the students' orientation regarding the aim of learning and acquiring a second language in which that language needs motivation to learn, or even acquire, it. Motivation has both external and internal factors. Dörnyei (2009), indicates that motivation is considered as one of the most vital and important ideas or principles that are connected with psychology and teaching a language in which it is used generally to explain students' success or failure in the learning process. Gardner (1972) suggests that motivation is regarded as the basic component along with language proficiency to determine the success in learning process another language. Also, he adds that motivation can be influenced by integrative orientation and instrumental one to language learning. Gardner, et al. (1977), define integrative reasons and instrumental reasons as follows: The first one, integrative reasons, are defined as those which indicate an interest or concern in



learning a language, so that learners can meet and communicate with others of the second language society. The second one, instrumental reasons, are defined as those which stress the pragmatic aspects of learning the second language and that without any especial interest to meet and communicate with others of the second language society. Both instrumental reasons and integrative ones are very important and successful components to learn a second language (Falk, 1978).

Ryan and Deci (2000, p. 54), see that motivation can lead somebody to move toward doing something. Someone who has no feelings of impetus or inspiration to do something is considered as unmotivated, whereas a person who has feelings of energy toward an end is considered as motivated.

The researcher defines motivation as the external and internal - supporting - factors, which stimulate desire and energy in students -eleventh graders - to be continually interested and committed to English Grammar and make the effort to attain the goal in learning grammar by using mobile learning.

### **2.3.2 Types of motivation:**

Motivation is not one single size can suit everyone. Motivation has many different types. Every type influences one's behavior in its own unique way. Everyone has his / her own type of motivation because human being's' personalities are varied. This means that if something motives me may not motive another person.

Royale (2016), states that there are six types of motivation:

1. Incentive: It is a rewarding motivation - the carrot -, which is related to money. When someone is offered a bonus or promotion for something, he / she is going to do a good example of the type of incentive that are used for motivation.
2. Fear of consequences: It means avoiding of - the stick - the punishment. This kind of motivation occurs when incentive motivation fails.
3. Achievement: This kind can be divided into two kinds; the first is internal - intrinsic - and the second is - extrinsic- external.
  - Intrinsic motivation: The desire to improve skills and prove our competency both to others and to ourselves.

- Extrinsic motivation: The desire or need to receive positive feedback from both our partners and our superiors.
- 4. Growth: It is an internal burning desire to increase our knowledge - continually improving, progressing and moving forward. We seek to learn and grow as individuals.
- 5. Power: It is the desire to control ourselves or other desire to control others around us. This means that a man wants to feel strong, powerful and influential.
- 6. Social: It is the desire or an innate need to belong and to be accepted by a specific peer group or to have the need for acceptance and affiliation.

### **2.3.3 Motivation and the second language:**

Motivation history studies in learning or acquiring a second language goes back to Gardner and Lambert (1972), well-distinguished research programme. They indicate that motivation to study a second language is grounded in positive attitudes toward the second language society and in a desire to communicate with valued members of that society and become similar to them.

English is considered as a globalized language, so the success of English language teaching, as a second language, depends not only on improving learners' knowledge, information and skills, but also depends on developing an improving the learners' motivation towards learning English language. Therefore, motivation is very important and essential in teaching English as a second language or any foreign language.

Zolt'n (1998), indicated that Motivation has been commonly and widely accepted by teachers, educators and researchers as one of the most important factors that can influence the learners' rate, academic achievement and success of second or foreign language learning. Motivation can provide the initial impetus to begin learning the second language and the driving force to sustain the long and often difficult learning process. Learners, in general, or even the learners with the most remarkable abilities cannot achieve long-term goals without sufficient motivation, and neither appropriate curricula nor good teaching methods are enough on their own

to ensure academic achievement. High motivation can provide considerable deficiencies both in a learner's language aptitude and in learning conditions.

Thus, the researcher tried to find something to stimulate the learners' motivation to increase their achievement; it is the use of Mobile leaning.

#### **2.3.4 Importance of motivation:**

Motivation can play an essential, important and vital role for learners to learn English as a second language generally and particularly learning Grammar. By motivation learners' achievement can be increased and their desire to learning in which they will have the achievement motivation.

Motivation is one of the most of the impressive components in English learning in general and learning English Grammar in particular. Motivation is a component of high or low of the aim (Brown, 2001, p. 75). Motivation is considered as the key of increasing academic achievement and success in learning process. So, without motivation, the aim of learning is hard to be achieved and learners will face a lot of difficulties while learning English. Thus, motivation will enthuse the learners over the teaching-learning process, so those learners will be motivated to learn English well. For instance, students without motivation will be lazy to study English because they do not have any stimulation that could motivate them to study it.

To sum up, motivation can help a learner to:

1. Reach his/ her goals.
2. Be a self-developer.
3. Be more satisfied.
4. Be always active.
5. Be optimistic.
6. Be successful

To improve learners' motivation, a teacher needs to pay attention to some factors:

1. He/ she must set interesting material.

2. He/ she must set goals, aims and objectives that are meaningful, helpful, realistic, and achievable for learners.
3. He/ she must set interesting environment.
4. He/ she has to apply appropriate strategies, methods and technologies which suit learners' abilities and interests, so that the learners will easily reach learning goal, aims and objectives (Abdussalim, 2008).

Thus, the researcher sees that using Mobile Learning can increase learners' Motivation. This means that learners will become highly motivated by using Mobile Learning in general and using Mobile Learning Applications in particular.

### **2.3.5 Mobile Learning and increasing motivation:**

It is obvious from the previous studies that mobile learning can increase learners' motivation. Here are some of the studies that asserted the importance of mobile learning in increasing learners' motivation.

The studies of Chen, et al. (2016), Böhm and Constantine (2016), Vibulphol (2016), Redondo and Martín (2015), Mehmet, et al. (2015), Su and Cheng (2015), and Çetin (2014), assure that Mobile Learning can help learners to increase their Motivation.

Here are three examples:

1. The study of Su and Cheng (2015), indicated that there was a higher degree of motivation, and that's by using the mobile learning, than the non-gamified mobile learning and traditional method.
2. The study of Chen, et al. (2016), indicated that the interaction between the two - Gaming and Multistage Guiding Strategies - could significantly increase the learners' motivation.
3. The study of Böhm and Constantine (2016) indicated that mobile language learning applications may raise and provide learners with the usage intention and motivation to engage in learning activities.

The researcher found out from the previous studies that Mobile Learning has a superior role in increasing the learners' Motivation.

## **Part Two: An Overview of Related Previous Studies**

### **2.4. Previous Studies**

This section is provided with the previous researches and studies which related to the present study which entitled as 'The Effectiveness of using Mobile Learning in developing eleventh graders' English grammar learning and motivation for English'. The researcher surveyed these researches and studies in to help him in deciding the most appropriate and suitable procedures, instruments and tools, findings, statistical analysis and recommendations. The researcher divided these studies into three parts. The first part investigates studies that related to teaching and learning grammar. The second one investigates studies that related to Mobile Learning in general and studies related to Mobile Learning Applications in particular and their effect or impact on learning and teaching English language as a second or a foreign language as well as other school subjects such as religion, science, information technology, Arabic and math's. The third part includes studies investigating students' motivation for the grammar of English language. Every part is followed by a short comment.

#### **2.4.1. The first part: Studies Related to teaching and learning grammar:**

##### **1. Jendeya (2015):**

This study aimed to investigate the effectiveness of 5E Model (i.e. Engagement, Exploration, Explanation, Elaboration and Evaluation) on developing tenth graders' English grammar learning and their attitudes towards English. The researcher used the experimental approach to achieve the aim of the study. The sample of the study consisted of (68) EFL male learners studying at Jamal Abdu-Nasser Secondary School for Boys in the Gaza Strip. The researcher designed and applied an achievement test – pre/ posttest- and also, he used an attitude scale to measure the learners attitudes towards English language and that to achieve the purposes of his study. The study results assured that there were significant and important differences in learning English grammar between both groups: the experimental and the control ones, favoring the experimental one.

## **2. Saker (2015):**

This study aimed at investigating the effectiveness of using Jigsaw strategy on Palestinian tenth graders' English grammar learning. The researcher used the experimental approach to achieve the aim of this thesis. The sample of this study contained (72) EFL male learners divided equally into two groups. The first one was experimental in which the jigsaw strategy was used in teaching. The second one was control in which the traditional method was used in teaching. The implementation took place in the second term of the scholastic year (2013-2014). The researcher designed and used an achievement test - pre/ posttest- to achieve the purpose of the study. The study results assured that there were significant, vital and important differences in learning English grammar between both the experimental group and the control one, favoring the experimental one.

## **3. Pham & Nguyen (2014):**

This study aimed at investigating if learners' oral communication and grammatical information, and their attitudes were affected by the communicative grammar teaching method. The researcher used the experimental approach to achieve the aim of this thesis. The sample of this study contained two classes -7(9) and 7(10). These two classes were chosen by the researcher as experimental and control groups. The researcher designed and used the questionnaire, Grammar-Paper Tests and Oral Production Tests. The study results indicated that the communicative grammar teaching assisted the learners to improve and develop their grammar competence. In addition, this implementation showed positive attitudes in which the learners interested in grammar lessons.

## **4. Abu Shagga (2014):**

This study aimed at investigating the effectiveness of using computerized educational games on developing aspects of English grammar among deaf ninth graders in Gaza Governorates. The quasi-experimental approach was used by the researcher to achieve the purpose of the study. The sample of this study contained (16) deaf students in which they divided to (4) male learners and (12) female learners from Atfaluna Society for Deaf Children in Gaza Governorate. To achieve the purposes of this study, the researcher designed a pre- and posttest. The study findings

assured that there were statistically significant, vital and important differences among the learners owing to the use of the computerized educational games. Besides, there were no statistically significant differences between the deaf learners owing to the gender variable.

#### **5. Ishtawi (2011):**

This study aimed at investigating the effect of game strategy on English grammar learning among the grade twelve learners at Gaza governmental schools. The researcher used the experimental approach to achieve the aim of this study. The sample of this study contained (80) male learners in which they were divided equally into two groups, experimental and control, from Palestine Secondary School in West Gaza.. To achieve the purposes of this study, the researcher designed and used a checklist of grammar lessons for 12th grade, educational games and an achievement test (pre and posttest). The study results asserted that there were statistically significant differences between both groups, in favour of the experimental group.

#### **6. Vagiavidou (2010):**

This study aimed at investigating the effect of (2) opposing grammar teaching approaches on learners' performance in the first grade of a Greek State Senior High School. The experimental approach was used to achieve the aim of this study. The sample of this study consisted of two groups, control and experimental, of randomly chosen learners. To achieve the purposes of this study, the researcher designed a pre-posttest, including the teaching of, reported speech, grammar. The study results indicated that there were statistically significant differences in favour of the experimental group.

#### **7. Hui-Chuan Liao (2006):**

This study aimed to examine the effect of cooperative learning on motivation, learning strategy, and an achievement in grammar of English Language students in which this study took place in Taiwan. The researcher used the quasi-experimental to achieve the aim of this study. The sample of this study contained (84) learners in which they were divided into two college groups. The researcher designed and used a pretest and posttest to achieve the purpose of the study. The study results indicated that cooperative learning facilitated motivation. Grammar achievement of both high

achieving and low achieving students was positively affected. Besides, cooperative learning affected positively the learning process at higher cognitive levels.

#### **8. Yu (2005):**

This study aimed at exploring the effectiveness of using games to raise the grammatical accuracy level of secondary German learners as a foreign language, the learners' motivation, classroom atmosphere, developing the learners' rate of accuracy and creating a more positive learning experience. The researcher used the quasi-experimental approach to achieve the aim of this study. The sample of this study contained (93) participants divided into two groups, the control and experimental groups. The experimental group was about 46 (6 boys and 40 girls) and the control group was about 47 (7 boys and 40 girls). The researcher designed and used a grammar tests, a motivation scale, questionnaires and interviews with the learners. The study results indicated that there were positive results, which make this experiment worthwhile. The experimental learners recorded high positive responses towards the games, which based on practice. The two groups of the learners assured that they should be taught grammar of the second language by their teachers.

#### **Commentary on the studies related to teaching and learning grammar:**

From the studies, which mentioned above, the researcher became assured that teaching grammar plays a crucial and vital aspect of teaching and learning English language since it was apparent from those studies that grammar was given much attention by EFL researchers. So, a lot of educators assert that grammar can play essential, vital and important role in the language learning process, but views varied on the best methods, techniques and technologies of teaching it.

#### **2.4.2. The second part: Studies related to using Mobile Learning:**

##### **2.4.2.1. Mobile learning in general:**

##### **1. Huang, et al. (2016):**

This study aimed at developing a 5-step vocabulary learning (FSVL) strategy, it is about five steps: encountering, getting, comprehending, consolidating, and using, and using a mobile learning device and to their effects in developing learners' motivation and their English performance. The researchers used the experimental



approach to achieve the aim of this study. The sample of this study contained (80) EFL learners and (1) teacher. The researchers implemented two learning methods. The first learning method, they implemented the FSVL strategy and the mobile learning device. The second one, they implemented the FSVL strategy and traditional learning. To achieve the purposes of this study, the researcher designed and used interviews, tests and a motivation scale. The study findings indicated that the learners' motivation and performance, who studied via the FSVL strategy and mobile learning device, were superior to their partners, who studied via the FSVL strategy and traditional learning.

## **2. Wang (2016):**

This study aimed at developing a mobile-assisted learning system and examining if it could promote classical Chinese learners via the flipped classroom approach. The researcher used a quasi - experimental approach to achieve the aim of the study. The sample of this study contained (56) learners, grade eleven, were chosen from two classes. The experimental students studied classical Chinese with the flipped classroom learning strategy with the help of CMACC system, while the control learners studied classical Chinese with the flipped classroom learning strategy without help of CMACC system. The study findings indicated that all of the learners developed their performance, but the learners of the experimental students revealed better motivation, while control students tended to be more passive. In short, the mobile-assisted learning system added value in providing students with chances to achieve flipped classroom learning anywhere and anytime.

## **3. Suwantarathip & Orawiatnakul (2015):**

This study aimed at examining the effectiveness of mobile-assisted vocabulary exercises on vocabulary acquisition of the first-year learners. The researchers used the experimental approach to achieve the aim of the study. The sample of this study consisted of (80) learners divided equally into two sections. The first one was experimental (40) learners used the mobile learning and the second one was control (40) learners studied via the traditional method. To achieve the purposes of this study, the researchers designed and used a pre posttest and a questionnaire. The study results indicated that the performance of learners in the experimental

group was better than that of the learners in the control group. Therefore, Mobile learning had a significant and important effect on the students of the experimental group. Besides, the findings of the questionnaire indicated that the experimental learners had positive attitudes towards the mobile learning. In short, using mobile phones as a learning device can increase learners' achievement and learning motivation.

#### **4. Bin & Jiaying (2015):**

The aim of this study was to examine how mobile learning and what tasks in which can be used to increase students' on the English learning exercises and activities to see the present and future situation of mobile learning in general, and mobile learning applications in particular. The sample of this study consisted of Chinese voluntary learners and their age ranged from (18) to (21). To achieve the purposes of this study, the researcher designed and used questionnaires, observations and interviews to examine the learners' perceptions about the mobile learning application. The study findings asserted that the majority of the learners revealed a positive attitude towards mobile learning and the applications. Further, mobile learning and the applications can be used in English classes and learners' self-study.

#### **5. Putnik (2015):**

This study aimed at giving examples of mobile learning current methods, either at schools or independent projects to focus on the undergraduate learners' attitudes and their views about the existing possibilities of using mobile learning. The researcher used quantitative approach to achieve the aim of the study. The participants were chosen from two different generations, University of Novi Sad. The researcher designed and use a questionnaire to achieve the purposes of the study in which the data was collected about the suitable method of the mobile learning application either in formal, inside the class, or informal, outside the class, environments. The study results indicated that developing and organizing m-Learning as an addition, support, enhancement and supplement to the learning and teaching process, owing to ample and extra possibilities for the use of mobile learning technologies in any type of education.

#### **6. Chihlee (2014):**

This study aimed at investigating the learners' perceptions of a CALL, component in a blended language-learning context. The sample of this study consisted of (52) Taiwanese college learners, who were doing online assignments weekly. To achieve the purposes of this study, the researcher designed two assessments, which based on computers to measure the students' performance and their perceptions of the interactive activities and exercises, which based on web were elicited at the end of their semester by conducting a computerized survey. The study findings indicated that most learners agreed that their vocabulary knowledge and reading comprehension were affected and improved by those exercises and language assessment results revealed significant benefits in reading comprehension and vocabulary learning.

#### **7. Shih-hsien (2012):**

This study aimed at investigating the college learners' attitudes and self-efficacy of using mobile learning tools by employing task-based instruction. The researcher used the qualitative approach to achieve the aim of the study. The sample of this study contained (58) Taiwanese learners who used mobile tools to complete assigned works under the help of the educator. Also, (15 males and 5 females) voluntary learners were interviewed by the researcher. To achieve the purposes of this study, the researcher designed and used an attitude scale to explore the learners' attitudes and self-efficacy towards the m-learning. The study results indicated that the majority of the participants had high motivation for English learning and high positive attitudes toward m-learning. Besides, they were supported to attain more ideas, increase learning motivation, promote imaginative work and work independently and collaboratively. Also, there were implications for future researches owing to the interest of the participants in using devices of mobile learning and having online discussions and conversations anywhere and anytime.

#### **8. Ramli (2010):**

This study aimed at determining if students are willing to use mobile learning transferring information through SMS to measure the effects of the new method, which are used in education particularly in distance learning field. The sample of this

study consisted of (105) participants from (4) classes. To achieve the purposes of this study, the researcher gathered the data via questionnaires, who used the five-point Likert scale. The Rasch Model Analysis was used to measure these dimensions. The study results indicated that the learners' academic and job performances were increased and enhanced. This meant that the learning transfer was occurred and influenced by participants' characteristics particularly in term of the motivation that they had.

#### **9. Basoglu & Akdemir (2010):**

This study aimed at finding the effects of using mobile leaning, smart phones, on learners' English vocabulary learning. The researcher used the mixed-method research design to collect qualitative and quantitative data to achieve the aim of this study. The sample of this study consisted of (60) Turkish learners from a public university. To achieve the purposes of this study, the researcher designed a multiple-choice test. The study findings asserted that the learners, who used mobile or smart phones in learning vocabulary, were affected a lot and they were more effective than the learners, who used traditional tools in learning vocabulary.

#### **10. Nadire & Huseyin (2009):**

This study aimed at investigating the effects of mobile learning over the critical thinking skills. The researcher used experimental approach to achieve the aim of this study. The sample of this study contained (41) undergraduate participants - volunteer sample- from the Near East University in North Cyprus. To achieve the purposes of this study, the researcher used the critical scale (CCTDI), it stands for: California Critical Thinking Disposition Inventory, to measure the learners' critical thinking disposition and a questionnaire, which adapted by Motiwalla (2007), was used to measure (UMLS), it stands for: the usefulness of mobile learning systems. The study results indicated that the learners' attitudes towards (UMLS) developed significantly at the end of the experiment and their creativity developed significantly. Besides, the findings indicated that there were collaborative work and sharing information.

## **11. Wang (2008):**

The aim of this study was to explore the effects of SMS vocabulary activities by using smart phones. The researcher used experimental approach to achieve the aim of the study. The sample of this study contained (30) high school participants in which they were randomly divided into two groups. One group studied vocabulary through the mobile phones SMS, experimental, and the other studied vocabulary via papers, control, for two weeks. To achieve the purposes of this study, the researcher designed a post-test, interviews and questionnaires. The study results indicated that the majority of the participants, who used mobile phones, had positive attitudes toward using mobile learning in learning vocabulary.

### **2.4.2.2. Mobile Learning Applications in particular:**

#### **1. Lin & Tsai (2015):**

This study aimed at introducing interest factors to promote learning interest and practical skills among the learners by using mobile learning application. It was then used to be integrated into a problem - based learning activity. The researcher used the quasi-experimental design to achieve the aim of this study. To achieve the purposes of this study, the researchers used pre-posttest and attitude scale. The study results indicated that the use of mobile learning application revealed significant positive effects on learning academic performance and the majority of the learners revealed positive attitudes towards using the mobile learning system.

#### **2. Chokri Barhoumi (2015):**

This study aimed to explore the effects of using mobile learning technologies in science, particularly the effects of WhatsApp mobile learning activities. The researcher used the experimental approach to achieve the aim of this study. The sample of this study contained (68) learners in which they were divided into two groups. One was experimental, who studied via the use of WhatsApp activities, and the other was control, who studied by using traditional methods. A post - achievement test and a questionnaire, attitude scale, were adopted and used by the researcher to achieve the purposes of this study. The study results indicated that using mobile learning technologies, online lectures, were more effective when combined with face-to-face ones.

### **3. Zou & Li (2015):**

This study aimed at investigating the effects of mobile learning technologies on college students' English learning activities, to see the present and future situation of mobile learning in general, and mobile learning applications in particular. The researcher used the qualitative approach to achieve the aim of this study. The sample of this study contained (84) learners in which they were divided into two phases. The first was about (40) students and the second (44) students. To achieve the purposes of this study, the researcher used questionnaires, interviews and observations. The study findings asserted that the majority of the learners revealed a positive attitude towards mobile learning and the applications and they had high motivation while carrying out closely connected activities. In addition, mobile learning and the applications can be used in English classes and learners' self-study in which the learners can practice English language either inside or outside the classroom.

#### **Commentary on the studies related to using Mobile Learning:**

From the previous studies, which related to Mobile Learning Technologies, the researcher found out that implementing Mobile Learning has a positive effect on learners' academic achievement in various school or college subjects. In addition, they revealed positive attitudes and high motivation while using the mobile learning technologies. They showed that Mobile Learning can be applied successfully with different school subjects for high levels. Also, it can be applied in and outside the classroom. According to the results of the previous studies, the researcher chose the current problem. The current study is different from the previous studies that the current study created an Application.

#### **2.4.3. The third part: Studies related to motivation:**

##### **1. Veri, Bambang, & Yazid ( 2016 ):**

This study aimed at examining the Indonesian teachers' perception of learners' motivation and English for specific purposes ESP academic achievement and exploring the strategies applied by teachers based on their perception of learners' motivation and English for specific purposes learning achievement. The researchers used the descriptive qualitative design to achieve the aim of the study. The sample of this study contained (6) experienced teachers and (204) participants. The researchers

designed and used a scale, an interview and an academic achievement test to assess the learners' motivation and English for specific purposes learning achievement. The study results indicated that the learners generally had high motivation. The learners' motivation was fairly connected to ESP learning achievement for all groups. However, the findings of the study showed that the learners' motivation and achievement were considerably different, of ESP among the learners of high and low motivation.

## **2. Vibulphol (2016):**

The aim of this study was to explore students' motivation in English as a foreign or second language and the methods, which can be used by teachers, to support the learners' motivation and learning in formal classrooms, based on self-determination theory. The researcher used the qualitative approach to achieve the aim of this study. The sample of this study contained Thai ninth graders. The researcher used a questionnaire and observations to achieve the purposes of the study. The study results indicated that the learners' internal motivation was enhanced, by using strategies, to learn English inside and outside the classrooms. The majority of the learners revealed high motivation, internal interests, in learning English as a second or foreign language.

## **3. Redondo & Martín (2015):**

The aim of this study was to highlight the significance of motivation in English language as a second language in the learning process. The Researcher used the qualitative approach to achieve the aim of this study. The sample of this study contained (51) male / female learners, who were in their fourth year, and their ages ranged from (14 to 17) years. The researchers used a period of observation and a questionnaire to achieve the purposes of this study. The study results indicated that the essential role of factors affected the learners' motivation in English learning, such as the role of the teacher, the four skills, the learners' interests and their daily habits and others.

## **4. Mehmet, Zeliha& Ozlem (2015):**

This study aimed at investigating the relation between online learning readiness, academic motivations, and perceived learning via structural equation

modeling in the study. The researcher used the correlational research model to achieve the aim of the study. The sample of this study contained (420) of the volunteered learners- Sakarya University -. To achieve the purposes of this study, the researchers used scales. The study results indicated that the readiness of the online learning levels of the learners directly foresaw their academic motivation and their perceived learning indirectly. Also, the learners' academic motivation foresaw their perceived learning directly. Besides, the finding revealed that academic motivation is effective in enhancing perceived learning in online learning, and enhancing readiness is an effective way to enhance academic motivation.

#### **5. Ayan (2015):**

The aim of this study was to survey Moodle's position to motivate and create autonomous e-learning in English language courses. The qualitative approach was used by the researcher to achieve the aim of this research. The sample of this study consisted of (73) learners, who used the Moodle for nearly four months. To achieve the purposes of this study, the researcher used a satisfaction questionnaire containing (7) questions, multiple choice, and (1) question, open-ended, on the learners' ideas about the Moodle. The study results indicated that Moodle enhanced the levels of users' motivation and autonomy to develop their skills English language. In addition, the Moodle proved that it might create a good relationship and dialogue, and also it may encourage alternative and effective environment for the learners to be as autonomous as possible.

#### **6. Çetin (2014):**

This study aimed at determining if the learning approaches and academic motivation can foresee academic success of classroom teaching students. The researcher used the qualitative approach to achieve the aim of this study. The sample of this research contained (536) male (150) and female (386) learners from Primary School Education. A questionnaire, Motivation Scale and The Personal Information Form were used by the researcher to achieve the purposes of this research. The study results indicated that the learning approaches and academic success did not have any relation, and academic motivation and academic success did not have significant relationship between them. However, learning approaches and academic motivation



had significant relationship, and learning approaches and academic motivation explained academic success.

### **7. Jin (2014):**

The aim of this study was to find whether and how motivation factors, particularly integrative factors are related with non-English major college learners' ELL. The researcher used the qualitative approach to achieve the aim of this study. The sample of this study contained (300) learners in which they distributed into two groups, One group was about (142) and the other group was about (158). Questionnaires were used by the researcher to achieve the purposes of this study. The study results indicated that the learners revealed expectation and strong integrative motivation for learning English as a second or foreign language.

### **Commentary on the studies related to motivation:**

From the previous studies related to learners' motivation towards English and other issues of the teaching and learning process, the researcher noticed that most of the previous studies aimed to investigate the learners' motivation towards the learning process in general and in EFL contexts in particular. Also, they highlighted the impact of students' motivation on their performance and academic achievement. Therefore, the researcher has become sure that motivation plays an important and vital role in increasing the learners' achievement and ability in the learning process.

#### **2.4.4. Commentary on the previous studies:**

This section showed foreign and Arab studies which dealt with Grammar, Motivation and Mobile Learning in general and Mobile Learning Applications in particular. Actually, the researcher benefited a lot from the those previous studies in choosing the appropriate approach, sample, population, methodology, designing the instruments and benefited from the findings and recommendation of those studies. There are many differences and similarities between the current study and the mentioned above studies. The researcher analyzed them as follow:

##### **2.4.4.1 The subjects of the studies and their purposes:**

The majority of the previous studies concerned in developing English as a second or foreign language in general and grammar in particular and increasing the

learners' motivation and that by using many different strategies and modern technologies. The studies of Jendeya, (2015), and Pham and Nguyen (2014), investigated in developing grammar among the learners, while Vibulphol (2016), and Veri, Bambang and Yazid (2016), investigated in developing motivation among learners for English.

The current study focused on using Mobile Learning Application in developing the learners' achievement in grammar and increasing their motivation for English.

#### **2.4.4.2. Methodology:**

The previous studies varied from using experimental approaches to qualitative ones. Some studies like those of Jendeya, (2015), Saker (2015), Pham and Nguyen (2014), Ishtawi (2011), and Vagiatiidou (2010), were experimental studies. Other studies like those of Abu Shagga (2014), Hui-Chuan Liao (2006), Yu (2005), Wang (2016), and Lin and Tsai (2015), were quasi-experimental studies and other studies like that of Ayan (2015), and Çetin (2014), were based on a qualitative approach, but the study of Basoglu and Akdemir (2010), which based on quantitative and qualitative approaches to collect the data. The current study was based on the experimental approach.

#### **2.4.4.3 Instruments and Tools:**

The instruments and tools of the previous studies were varied according to their subjects. Most of those studies used pre-posttests, questionnaires, observations and interviews. The study of Lin & Tsai (2015), used pre-posttests and attitude scale, while other studies like the study of Veri, Bambang, and Yazid (2016), used a questionnaire, interview and an achievement test to assess students' motivation.

The current study used a pre-post achievement test to measure the effect of Mobile Learning Application on developing 11th graders' grammar learning, and a motivation scale to measure students' motivation for English.

#### **2.4.4.4. Population and sample:**

The population and sample of each study was different from the others in number, gender and age. For example, the study of Jendeya, (2015), was

implemented on a sample of (68) EFL male learners studying at Jamal Abdu-Nasser Secondary School for Boys in the Gaza Strip, the study of Çetin (2014), was implemented on a sample of (536) male (150) and female (386) learners from Primary School Education and the study of Basoglu and Akdemir (2010), was implemented on a sample of (60) Turkish learners who were studying in the undergraduate compulsory preparatory program.

The current study was implemented on a sample of (70) male students studying at Mohammed Al-Najar Secondary School for boys in Khanyounis.

#### **2.4.4.5 Findings and Recommendations:**

The previous studies which related to Grammar assured that grammar is very necessary in English language and they recommended to use technologies and strategies to facilitate learning grammar among learners such as the study of Yu (2005), the studies which related to Mobile Learning and Mobile Learning Applications affirmed their vital role in learning and acquiring English as a second language and they recommended to use mobile learning in which it can ease learning English and increase motivation for English and express positive attitude toward English such as the study of Basoglu and Akdemir (2010), and Zou and Li (2015), and those studies which related to Motivation indicated that motivation is very important in increasing the academic achievement such as the study of Ayan (2015).

#### **2.4.4.6 Summary:**

It is obvious that the previous studies were divided into three domains. The first domain, studies related to teaching and learning Grammar. The researcher assured that Grammar can play a vital and important role in the learning and teaching process. The second one, studies related to Mobile Learning. The researcher concluded that implementing Mobile Learning on English language other subjects has positive results on students' achievement and their motivation towards the teaching and learning process and towards the language. In addition, enhanced and increased learners' high skills such as thinking, analyzing, making decision and solving problems. Besides, the previous studies revealed that the use of Mobile Learning in the teaching and learning process creates student-centered classes. The third one, studies related to motivation toward English and other subjects. Those

studies were conducted in different countries all over the world and dealt with different ages of learners. The researcher concluded that motivation can arouse the external and internal abilities and self-determination.

# Chapter 3

## Methodology

## **Chapter 3**

### **Methodology**

#### **3.1. Introduction:**

This chapter covers the procedures followed throughout the study - The Effectiveness of Using Mobile Learning in Developing Eleventh Graders' English Grammar Learning and Motivation for English. This chapter introduces and gives a full description of the methodology, which was used by the researcher, of the current study, the population, sample, instruments, pilot study and research design. Besides, it introduces the statistical data analysis of the current study findings.

#### **3.2. Research design:**

The researcher adopted the experimental approach in which two groups assigned as the participants of the current study; the experimental group, and the control one.

Grammar was taught via Mobile Learning Application to the experimental group, while the control group was taught Grammar via traditional methods.

#### **3.3. Population of the study:**

The population contained all eleventh male learners in Khanyounis Governorate schools in the first semester of the scholastic year 2016- 2017.

#### **3.4. Sample of the study:**

The researcher chose the school purposively -Al- Haj Mohammed Al- Najar Secondary School for Boys, where he works as a teacher of English. Two classes were chosen randomly as a sample from the school- eleventh grade-, and then the researcher divided them into two groups, an experimental group consisting of (35) learners and the other control consisting of (35) learners. Table (3.1) shows the distribution of the sample.

**Table (3.1): The distribution of the sample to the study two groups**

Group	Experimental	Control	Total
No. of Participants	35	35	70

The students in both groups were equivalent in their general achievement as revealed in the statistical treatment of their results in the first term of the scholastic year (2016-2017). This is because classes were originally distributed according to their results by the school administration beforehand. The age of the sample was also controlled before the application of the experiment. A pre-test was used to check the equivalence of achievement of the two groups.

### **3.5 Study variables:**

The study contained the following variables:

1. The independent variable is Mobile Learning App.
2. The dependent variables are two: English grammar learning and learning Motivation.

### **3.6 Instrumentation:**

To achieve the purposes of the study, the researcher designed and used the following instruments:

1. Achievement Test.
2. Motivation Scale.

Following is more elaboration on these instruments:

#### **3.6.1 Achievement test:**

An achievement test was designed and prepared, by the researcher, to measure the learners' achievement in English grammar in which it was applied before implementing the experiment as a pre-test and it was applied after implementing the experiment as a post-test (See Appendix 3 p. 99).

### 3.6.1.1. Test general aims:

The test was one of the study instruments, which aimed at measuring the effectiveness of Using Mobile Learning in developing eleventh graders' English Grammar Learning and Motivation for English.

### 3.6.1.2. The sources of designing the writing the achievement test:

The researcher referred to a lot of resources in designing and preparing the test. Besides, his own experience helped greatly, he depended on English for Palestine 11 textbook in constructing the Grammar test. And also, the researcher consulted with English supervisors and experienced teachers.

### 3.6.1.3. Description of the test items:

The achievement test was about (4) questions with (48) items. Every item has one mark, so the whole test was given (48) marks. The four grammar lessons tested were as follows:

- 1- Structures after (Hope and Wish)
- 2- The conjunctions (As long as - provided ' that ' – unless)
- 3- Obligations (must – don't have to – had to)
- 4- Would rather – Prefer

**Question (1)** consisted of twelve "true / false" questions: Items (1, 2 and 3) examined structures after (Hope and Wish); items (4, 5 and 6) examined the conjunctions (as long as - provided ' that ' - unless); Item (7, 8 and 9) examined obligations (must - don't have to - had to); items (10, 11 and 12) examined would rather - prefer.

**Question (2)** consisted of twelve "multiple-choice" questions: Items (1, 2 and 3) examined structures after (Hope and Wish); items (4, 5 and 6) examined the conjunctions (as long as - provided ' that ' - unless); Item (7, 8 and 9) examined obligations (must - don't have to - had to); items (10, 11 and 12) examined would rather - prefer.

**Question (3)** consisted of twelve "do as shown in brackets" questions: Items (1, 2 and 3) examined structures after (hope and wish); items (4, 5 and 6) examined the



conjunctions (as long as - provided ' that ' - unless); Item (7, 8 and 9) examined obligations (must - don't have to - had to); items (10, 11 and 12) examined (would rather – prefer).

**Question (4)** consisted of twelve "Choose the correct word / phrase from the box to fill in the blank spaces " questions: Items (1, 2 and 3) examined structures after (hope and wish); items (4, 5 and 6) examined the conjunctions (as long as - provided ' that ' - unless); Item (7, 8 and 9) examined obligations ( must - don't have to - had to ); items ( 10, 11 and 12 ) examined (would rather – prefer).

The distribution of the achievement test questions is illustrated in Table (3.2) below:

**Table (3.2): Distribution of the Achievement Test Questions**

Question	Type	No. of items	Marks	%
<b>Question 1</b>	True (T) or False (F)	12	12	25
<b>Question 2</b>	Choose the correct answer	12	12	25
<b>Question 3</b>	Do as shown in brackets	12	12	25
<b>Question 4</b>	Choose the correct <i>word / phrase</i> from the box to fill in the blank spaces	12	12	25
<b>Total</b>	<b>4</b>	<b>48</b>	<b>48</b>	<b>100%</b>

### 3.7 Pilot study:

The achievement test was applied on a random sample of (34) learners from Al- Haj Mohammed Al- Najjar Secondary School for Boys, who had the same characteristics of the sample of the study. The results were recorded and statistically analyzed to assess the validity and reliability of the test, as well as the time needed. The items of the test were modified in the light of the statistical results.

### 3.8 Validity of the test:

Bynom (2001, p. 1) defines validity as the truth of the test in relation to what it is supposed to evaluate. It is concerned with the relevance and usefulness of what is to be measured. The study used the referee validity and the internal consistency validity.

### 3.9 Referee validity:

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education, experienced supervisors and teachers.

### 3.10 Internal consistency validity:

Al Agha (1996, p. 121), asserts 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 coefficient of the average of each domain with the total average. This validity was calculated by using Pearson Formula. Table (3.3) shows the correlation coefficient of every item of the grammar test.

**Table (3.3): Correlation coefficient of each item within its domain**

Items	domains	Pearson correlation	domains	Pearson correlation	domains	Pearson correlation	domains	Pearson correlation
1	Distinguishing the differences between ( Hope and Wish )	**0.453	Creating sentences by using ( As long as - provided ' that ' - unless )	**0.634	Formulating sentences by using ( must - don't have to - had to )	**0.757	Applying Would rather - Prefer grammatically accurate	**0.583
2		**0.561		**0.461		**0.729		**0.629
3		*0.394		**0.609		**0.498		**0.760
4		**0.559		**0.458		**0.725		**0.473
5		*0.406		**0.421		**0.657		**0.559
6		**0.551		**0.559		**0.811		**0.587
7		*0.424		**0.450		**0.541		**0.728
8		**0.475		*0.414		**0.632		**0.701
9		**0.654		*0.382		**0.858		**0.598
10		**0.559		**0.657		**0.807		**0.581

Items	domains	Pearson correlation	domains	Pearson correlation	domains	Pearson correlation	domains	Pearson correlation
11		**0.658		**0.703		**0.880		**0.681
12		**0.484		**0.692		**0.651		**0.749

r table value at df (32) and sig. level (0.05) = 0.349

r table value at df (32) and sig. level (0.01) = 0.449

The table shows that the correlations of the test items were significant at (0.05), which indicates that there was a consistency between the items and this means that the test was highly valid for the study.

The researcher also made sure of the correlation between the domains with the total score of the test as shown in Table (3.4).

**Table (3.4): Pearson Correlation coefficient for every domain of the test with the total score of the test**

Domains	Pearson Correlation
Distinguishing the differences between ( Hope and Wish )	**0.871
Creating sentences by using ( As long as - provided ' that ' – unless)	**0.843
Formulating sentences by using ( must - don't have to - had to )	**0.962
Applying Would rather – Prefer grammatically accurate	**0.940

r table value at df (32) and sig. level (0.05) = 0.349

r table value at df (32) and sig. level (0.01) = 0.449

As shown in the Table (3.4), there is a correlation between the domains and the total degree of the test sig. level at (0.01, 0.05) that shows a high internal consistency of the grammar test which reinforces the validity of the test.

### 3.11 Reliability of the test:

The test is regarded reliable when it gives the same results in case of applying it again for the same purpose in the same conditions (Al-Agha, 1996, p.120). The reliability of the test was measured by the Spilt- half technique.

#### 3.11.1 (KR20) and Split-Half Method:

The reliability of the test was measured by KR20 and the Spilt- half techniques. Table (3.5) shows (KR20) and Split half coefficients of the Grammar Test.

**Table (3.5): (KR20) and Split half coefficients of the grammar test domains**

Domains	No. of items	KR20	Split half coefficients of the test domains
Distinguishing the differences between (Hope and Wish)	12	0.692	0.652
Creating sentences by using (As long as - provided ' that ' – unless)	12	0.742	0.683
Formulating sentences by using (must - don't have to - had to)	12	0.914	0.865
Applying Would rather – Prefer grammatically accurate	12	0.866	0.781
<b>Total</b>	<b>48</b>	<b>0.947</b>	<b>0.924</b>

The results showed that the Spilt-half coefficient is (0.924) and KR20 is (0.947) and this indicates that the reliability of the test was high and strong.

### 3.12 Difficulty coefficient of the test:

Difficulty coefficient was measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994, p. 308). The coefficient of difficulty of each item was calculated according to the following formula for the pilot study which was (34) students:

$$\text{Difficulty Coefficient} = \frac{\text{No. of students with wrong answers}}{\text{The total number of students}} \times 100$$

The difficulty coefficient of each item of the grammar test is highlighted in the Table (3.6) below.

**Table (3.6): Difficulty coefficient for each item of the grammar test**

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.61	25	0.56
2	0.50	26	0.61
3	0.78	27	0.28
4	0.72	28	0.61
5	0.56	29	0.67
6	0.78	30	0.61
7	0.61	31	0.28
8	0.78	32	0.28
9	0.72	33	0.56
10	0.67	34	0.39
11	0.56	35	0.56
12	0.39	36	0.39
13	0.61	37	0.61
14	0.72	38	0.72

No.	Difficulty coefficient	No.	Difficulty coefficient
15	0.67	39	0.44
16	0.50	40	0.50
17	0.39	41	0.39
18	0.61	42	0.72
19	0.28	43	0.39
20	0.33	44	0.39
21	0.61	45	0.67
22	0.67	46	0.56
23	0.33	47	0.50
24	0.61	48	0.67
<b>Total difficulty coefficient</b>		<b>0.55</b>	

Table (3.6) shows that the difficulty coefficient wobbled between (0.28 – 0.78) with total average (0.55), which means that each item is acceptable or in the normal limit of difficulty according to the viewpoint of assessment and evaluation specialists.

### 3.13 Discrimination coefficient:

Discrimination coefficient means that the test is able to differentiate between the high achievers and the low achievers. The discrimination coefficient was calculated according to the following formula:

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students with correct answers among high achievers} - \text{No. of the student with correct answers among low achievers}}{\text{No. of high achievers} - \text{No. of low achievers}}$$

Table (3.7) show the discrimination coefficient for each item of the test:

**Table (3.7): Discrimination coefficient for each item of the grammar test**

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.33	25	0.67
2	0.56	26	0.56
3	0.44	27	0.33
4	0.56	28	0.78
5	0.44	29	0.67
6	0.44	30	0.78
7	0.56	31	0.56
8	0.44	32	0.56
9	0.56	33	0.67
10	0.67	34	0.78
11	0.67	35	0.67
12	0.33	36	0.78
13	0.78	37	0.78
14	0.56	38	0.56

No.	Discrimination coefficient	No.	Discrimination coefficient
15	0.67	39	0.67
16	0.33	40	0.56
17	0.78	41	0.78
18	0.56	42	0.56
19	0.33	43	0.78
20	0.44	44	0.56
21	0.33	45	0.67
22	0.67	46	0.67
23	0.67	47	0.78
24	0.78	48	0.67
<b>Total Discrimination coefficient</b>			<b>0.60</b>

Table (3.7) shows that the discrimination coefficient wobbled between (0.33 – 0.78) with total average (0.60), which means that each item is acceptable or in the normal limit of discrimination according to the viewpoint of assessment and evaluation specialists.

### 3.14 Students' learning motivation scale:

A motivation scale was prepared by the researcher to measure the effect of using Mobile Learning Applications on developing eleventh graders' motivation for English. This scale was used before and after the experiment for the control and the experimental groups (See Appendix 2 p. 93).

The motivation scale was composed of four domains, involving (40) items as shown in Table (3.8) below. The motivation scale items were built by the researcher taking into account English supervisors' and experts' opinions.



**Table (3.8): Domains of the motivation scale and number of items in each of them**

<b>Domains</b>	<b>No. of items</b>
Motivation for Learning English	10
Motivation for Enjoying Learning English	10
Motivation towards Teacher of English and Methodology	12
Motivation for learning English Grammar	8
<b>TOTAL</b>	<b>40</b>

#### **3.14.1 Instructions of the scale (for students):**

The researcher gave the instructions to the students. To avoid ambiguity, the statements of the scale were translated into Arabic in order to get students understand the items easily and accurately (See Appendix 2 p.93).

#### **3.14.2 Pilot study:**

The motivation scale was applied on a pilot sample of (34) twelfth graders from Al- Haj Mohammed Al- Najjar Secondary School for Boys. It was applied in order to check the clarity of the scale items and instructions. It was also applied to identify the scale validity and reliability.

#### **3.14.3 Aim of the scale:**

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

#### **3.14.4 Referee validity:**

In order to measure the validity of the motivation scale, the researcher used the referee validity. The motivation scale was introduced to experienced supervisors, specialists and teachers in English language, methodology and psychology. The items of the motivation scale were modified according to their recommendations (See Appendix 1 p. 91).

### 3.14.5 Validity of the motivation scale:

According to the Table (3.9), the correlation coefficient of each item within its domains was significant at levels (0.01) and (0.05).

Table (3.10) shows the correlation coefficient of each domain with the whole motivation scale. According to the following tables, it can be concluded that the motivation scale was highly consistent and valid as a tool for the study.

**Table (3.9): Correlation coefficient of each item within its Domain**

Items	domains	Pearson correlation	domains	Pearson correlation	domains	Pearson correlation	domains	Pearson correlation
1	Motivation for Learning English	**0.660	Motivation for Enjoying Learning English	**0.490	Motivation towards Teacher of English and Methodology	*0.375	Motivation for learning English Grammar	**0.483
2		**0.465		**0.613		**0.454		**0.711
3		**0.482		**0.730		*0.430		**0.747
4		**0.621		**0.784		*0.362		**0.663
5		**0.526		**0.577		*0.376		**0.526
6		*0.409		**0.562		**0.614		**0.585
7		**0.607		**0.617		*0.368		*0.385
8		**0.535		**0.660		*0.403		*0.352
9		**0.530		**0.800		*0.360		
10		**0.474		**0.698		**0.573		
11			**0.625					
12			*0.388					

r table value at df (32) and sig. level (0.05) = 0.349

r table value at df (32) and sig. level (0.01) = 0.449

**Table (3.10): Correlation coefficient of each Domain with the whole motivation scale**

Domains	Pearson correlation	Sig. level
Motivation for Learning English	**0.847	sig. at 0.01
Motivation for Enjoying Learning English	**0.834	sig. at 0.01
Motivation towards Teacher of English and Methodology	**0.812	sig. at 0.01
Motivation for learning English Grammar	**0.836	sig. at 0.01

r table value at df (32) and sig. level (0.05) = 0.349

r table value at df (32) and sig. level (0.01) = 0.449

### 3.15 Reliability of the motivation scale:

The scale is reliable when it gives the same results if it is reapplied in the same conditions (Al Agha & Al Ostaz, 2004, p. 108). The reliability of the scale was measured by Alpha Cronbach technique and the Spilt-half techniques. According to tables (3.11) and (3.12), the scale is proved to be reliable. Alpha Cronbach coefficient is (0.875) and the Spilt-half coefficient is (0.780).

**Table (3.11): Alpha Cronbach coefficients for the motivation scale domains**

Domains	TOTAL	Alpha Cronbach coefficient
Motivation for Learning English	10	0.478
Motivation for Enjoying Learning English	10	0.843
Motivation towards Teacher of English and Methodology	12	0.547
Motivation for learning English Grammar	8	0.692
<b>Total</b>	<b>40</b>	<b>0.875</b>

**Table (3.12): Reliability coefficient by Spilt –half Technique**

Domains	TOTAL	BEFORE	AFTER
Motivation for Learning English	10	0.434	0.605
Motivation for Enjoying Learning English	10	0.716	0.834
Motivation towards Teacher of English and Methodology	12	0.614	0.761
Motivation for learning English Grammar	8	0.643	0.783
<b>Total</b>	<b>40</b>	<b>0.639</b>	<b>0.780</b>

### 3.16 Controlling the variables:

The researcher tried to control some variables that might affect the results of the research to ensure valid results and avoid any possible external interference.

#### 3.16.1 General English achievement variable:

T-test was used to measure the statistical differences between the two groups due to their English and general achievement. The subjects' results in the middle of the first term test of the academic year (2016-2017) were recorded and analyzed as shown in Table (3.13) below.

**Table (3.13): T-test results of controlling English achievement variable**

Domains	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
English achievement	Experimental	35	22.886	3.454	0.115	0.909	not sig.
	Control	35	23.000	4.747			

“t” table value at (68) d f. at (0.05) sig. level equal 2.00

“t” table value at (68) d f. at (0.01) sig. level equal 2.66

Table (3.13) shows that there were no statistically significant differences at ( $\alpha \leq 0.05$ ) between the experimental and the control groups due to the English achievement variable.

### 3.16.2 Controlling the Grammar test variable:

To make sure that the sample participants were equivalent in their previous English language achievement, the researcher applied a pre-grammar test. The results of the groups were recorded and statistically analyzed using T-test.

Table (3.14) shows the mean and the standard deviation of each group in the pre grammar test.

**Table (3.14): T. test results of controlling grammar test variable**

Domains	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Distinguishing the differences between (Hope and Wish )	experimental	35	6.429	2.033	-1.108	0.272	not sig.
	control	35	6.943	1.846			
Creating sentences by using (As long as - provided ' that ' – unless )	experimental	35	5.629	2.263	-0.983	0.329	not sig.
	control	35	6.171	2.358			
Creating sentences by using (As long as - provided ' that ' – unless )	experimental	35	2.886	2.610	-0.943	0.349	not sig.
	control	35	3.429	2.187			
Applying Would	experimental	35	4.143	2.390	-1.580	0.119	not sig.

Domains	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
rather – Prefer grammatically accurate	control	35	5.314	3.676			
SUM	experimental	35	19.086	6.951	-1.513	0.135	not sig.
	Control	35	21.857	8.314			

“t” table value at (68) d f. at (0.05) sig. level equal 2.00

“t” table value at (68) d f. at (0.01) sig. level equal 2.66

From Table (3.14), it can be seen that the analysis of the results indicates that there were no statistically significant differences between the experimental and the control groups at ( $\alpha \leq 0.05$ ) level.

### 3.16.3 Controlling motivation scale variable:

To make sure that the sample subjects are equivalent, the researcher applied the motivation scale. The results of the motivation scale were recorded and statistically analyzed using T-test. Table (3.15) shows that the comparison between the two groups of the sample on the pre- application of the motivation scale.

**Table (3.15): T. test results of controlling the motivation scale variable**

Domains	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Motivation for Learning English	experimental	35	33.771	4.278	0.043	0.966	not sig.
	Control	35	33.714	6.533			
Motivation for Enjoying Learning English	experimental	35	33.514	7.278	-0.723	0.472	not sig.
	Control	35	34.800	7.607			

Domains	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Motivation towards Teacher of English and Methodology	experimental	35	35.629	4.499	-1.514	0.135	not sig.
	Control	35	37.600	6.251			
Motivation for learning English Grammar	experimental	35	25.429	5.112	-0.764	0.448	not sig.
	Control	35	26.400	5.521			
<b>SUM</b>	experimental	35	128.343	13.359	-1.080	0.284	not sig.
	Control	35	132.514	18.532			

“t” table value at (68) d f. at (0.05) sig. level equal 2.00

“t” table value at (68) d f. at (0.01) sig. level equal 2.66

Table (3.15) indicates that there were no statistically significant differences between the experimental and the control groups due to the pre-application of the motivation scale and this indicates the equivalence of both groups.

#### 3.16.4 Age variable:

The researcher recorded the students' ages from the school's files for the scholastic year (2016-2017) and made sure that they were all of the same age ranging between [16-17] years old, which in turn indicates that both the experimental and the control groups were equivalent in the age variable.

#### 3.17 Procedures of the study:

The study progressed according to the following steps:

1. Reviewing literature and previous studies related to the effects of Mobile Learning in general and Mobile Applications in particular on learning and motivation for English.
2. Reviewing literature and previous studies to benefit from their procedures, tools, results, instruments and recommendations.

3. Preparing theoretical framework through reviewing the literature concerned.
4. Preparing the pre-posttest, Mobile Applications and Motivation Scale and also introducing them to specialists, including professors of teaching methodology and information technology, supervisors of English language and experienced teachers who have long experience.
5. Obtaining permission from the Islamic University of Gaza, the Ministry of Education and West-Khanyounis Directorate to help the researcher conduct the study (See Appendix 6 p. 145).
6. Conducting a pilot study to measure the test and scale suitability to the study.
7. Applying the pre achievement - test and pre-motivation scale on the control and the experimental groups in the first term of the scholastic year (2016-2017).
8. Collecting and statistically analyzing the data.
9. Ensuring the equivalence of the two groups before conducting the experiment.
10. Implementing the experiment using Mobile Learning Applications according to the plan on the experimental group, while teaching the control one using the traditional method.
11. Applying the post-test and post motivation scale on the sample of the study and computing the results.
12. Analyzing the collected data and giving interpretations.
13. Presenting the summary, the suggestions and the recommendation in the light of the study conclusions.

### **3.18 Statistical analysis procedures:**

The data was collected and computed by using the Statistical Package for the Social Sciences (SPSS). The following statistical techniques were used:



1. T. Test Independent Samples: to control the intervening variables and to measure the statistical differences in means between the two groups were due to the study variables.
2. Spearman correlation: to determine the internal consistency validity of the test.
3. Pearson correlation coefficient: to identify the correlation of the items of the test and the scale.
4. Split-half and Alpha Cronbach techniques: to measure the reliability of the scale items.
5. Eta square: to assess the effect size.

### **3.19. Summary:**

This chapter showed the procedures of designing and applying the instruments, the participants and the statistical analysis that the researcher adopted in analyzing the results of the pre-posttest and the pre and post applications of the motivation scale. The next chapter presents the data analysis and results of the study hypotheses and questions.

# Chapter 4

## Results: Data Analysis

## **Chapter 4**

### **Results: Data analysis**

#### **4.1. Introduction:**

The current study, which was applied on the eleventh graders by the researcher, aimed at investigating the effects of using Mobile Learning Applications in developing eleventh graders' English Grammar Learning and Motivation for English.

This chapter addresses the findings of the study regarding the questions of the current research. The researcher used various statistical tests included in the statistical programme (SPSS) to analyze the data, which was collected by the researcher, and come out with the results. Besides, Tables were used to present and describe the collected data with analysis and explanation.

#### **4.2. Data Analysis:**

##### **4.2.1. Answer to the first question:**

The **first** question was formulated as follows:

**What are the grammar points that need to be developed among eleventh graders?**

In the light of the interviews that were carried out by the researcher with English supervisor, teachers and some students of grade twelve and that at the beginning of the first semester of the scholastic year ( 2016 / 2017 ), the majority of the twelfth grade students showed that there was a lack of understanding of grammar points found in the second, third and fourth units. They also inquired if there was a strategy or a technological method that could facilitate their understanding of grammar points. In contrast, they affirmed that the grammar points in units one and five were easy to grasp. Similarly, during those interviews, the English teachers and supervisors assured that the target points were difficult for the students to understand and recommended looking for effective way using technology that could be used to facilitate students' understanding of those points. The following are the four grammar points that are need to be developed among eleventh graders:

- 1- Structures after (Hope and Wish).
- 2- The conjunctions (As long as - provided ' that ' – unless).
- 3- Obligations (must – don't have to – had to).
- 4- Expressing preferences (would rather – Prefer).

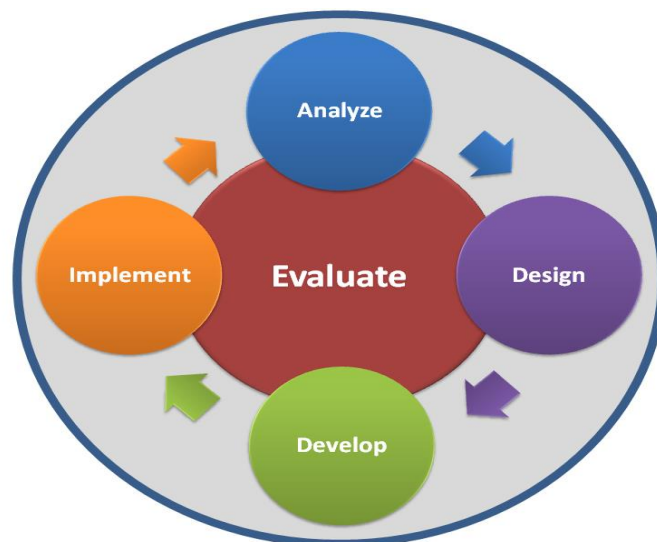
#### 4.2.2. Answer to the second question:

The **second** question was formulated as follows:

**What is the Mobile Learning Environment needed to develop eleventh graders' English grammar?**

#### The ADDIE Model:

In designing the mobile application used in the study, the researcher adopted the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation. This model is described as a framework that lists generic processes which instructional designers and training developers use as an Instructional Systems Design (ISD) framework. Besides, Morrison (2010) states that the ADDIE Model represents a descriptive guideline for building effective training and performance support tools in five phases as shown in Figure ( 4.1 ) below.



**Figure (4.1): The ADDIE Model Diagram**

Following is more elaboration of each one of the Model five phases:

### **1. Analysis Phase:**

In this phase, the researcher clarifies the instructional problems and objectives. He/She identifies the learning environment - inside and outside the classroom - and the four grammar points which are considered to be developed among the learners.

### **2. Design Phase :**

In this phase, the researcher deals with the following:

- Learning objectives
- Assessment instruments
- Exercises
- Content
- Subject matter analysis
- Lesson planning
- Media selection

Each of the previous points is pursued by the researcher under a logical and orderly method of identifying, developing and evaluating plans for meeting instructional goals.

### **3. Development Phase:**

In this phase, the researcher creates the mobile learning application which contains the content and learning materials, which in its turn, is based on the analysis and design phases.

### **4. Implementation Phase:**

In this phase, the researcher makes the learners download the mobile learning application from the Google Play Market and use it before the implementation of the experiment to find out any possible mistakes as a pilot study of the application, and then the learners use it inside and outside the classroom.

## **5. Evaluation Phase:**

In this phase, each of the four lessons has an online quiz inside the classroom to ensure whether the objectives are achieved or not.

### **Mobile Learning Application:**

Mobile Learning Applications are based on self-learning in which learners can learn the grammar points independently. The application used in this study was designed by the researcher with the help of a computer programmer. It has two modes offline and online learning. Offline learning means that learners can download the Application from the market for the first time, then they can surf the content without internet, while Online-learning means that learners can receive and surf the content from a teacher directly through internet after downloading the Application from the market. The teacher is just a facilitator and monitor. The implementation of the study took five weeks

### **The purposes of the Application:**

1. Recognizing the grammar points below:
  - a- Distinguishing the differences between (Hope and Wish)
  - b- Creating sentences by using (As long as - provided ' that ' – unless)
  - c- Creating sentences by using (As long as - provided ' that ' – unless)
  - d- Applying Would rather – Prefer grammatically accurate
2. Facilitating learning the above grammar points.
3. Increasing the interests of the learners in learning the grammar points.
4. Increasing the learners' motivation in learning the grammar points.
5. Using their mobile phones for positive purposes.

### **The Content of the Application:**

The content of the Application is divided into two stages. The first stage is about explanation, examples, questions - offline - and a movie - online - which supports the explanation and examples outside the class room, in which the learners can study the lessons on their own and take the time that suits them. The second one

is about quizzes - online - inside the class room. The researcher divided the period into three phases: the first ten minutes was a discussion of what the learners had, and then a twenty - minute quiz. After finishing the quiz, the data - time and marks - were collected by the Application for every learner. After that, there was a ten-minute feedback session (See appendix 4 p. 104).

### **The format and layout of the Application:**

The Mobile Learning Application is a teaching-learning application consisting of many screens, every one of which has its own function:

1. A screen that appears for the first time for registering a new account.
2. The main screen containing the logo of the application.
3. The content screen containing the three units.
4. The screen of lessons for every unit.
5. Every lesson consisting of two parts: The first part included (Explanation screen, Examples screen and YouTube video screen). The second part included questions - True / False, Multiple Choice, Do as shown in brackets and Choose and Complete - which are related to the lesson.
6. The main task screen consisting of (Home, Account, Rate, Contact, Check and Sign out).
7. The online quiz screen (True / False, Multiple Choice, Do as shown in brackets and Choose and Complete), which are related to the lesson inside the classroom.
8. Every screen with its own suitable colour and shape (See Appendix 5 p. 127).

#### **4.2.3. Answer to the third question:**

The **third** question was formulated as follow: **Are there statistically significant differences at ( $\alpha \leq 0.05$ ) level between the posttest mean scores of the experimental group taught English grammar by using mobile learning and the control one taught English grammar by traditional methods?**

To answer the third question, the following null hypothesis was tested by the researcher: **There are no statistically significant differences at ( $\alpha \leq 0.05$ ) level between the posttest average scores of the experimental group taught English**

**Grammar by using mobile learning and the control one taught English Grammar by traditional methods.**

To examine the first hypothesis, the researcher computed the means and standard deviations of the two groups' results, experimental and control groups, on the post-test. The researcher used the Independent Samples T-test to measure the significance of the differences. Table (4.1) describes those results.

**Table (4.1): T. test independent sample results of differences between the experimental and the control group in the grammar posttest**

Domains	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Distinguishing the differences between (Hope and Wish)	experimental	35	10.286	1.319	3.419	0.001	sig. at 0.01
	control	35	8.800	2.207			
Creating sentences by using (As long as - provided ' that ' – unless)	experimental	35	9.429	1.267	5.212	0.000	sig. at 0.01
	control	35	7.143	2.264			
Formulating sentences by using (must - don't have to - had to)	experimental	35	8.200	2.298	6.181	0.000	sig. at 0.01
	control	35	4.457	2.748			
Applying Would rather – Prefer accurately	experimental	35	10.286	2.122	5.101	0.000	sig. at 0.01
	control	35	6.343	4.051			
<b>SUM</b>	experimental	35	38.200	4.922	6.236	0.000	sig. at 0.01
	control	35	26.743	9.690			



“t” table value at (68) d f. at (0.05) sig. level equal 2.00

“t” table value at (68) d f. at (0.01) sig. level equal 2.66

As shown in Table (4.1), the T. computed value (6.236) is larger than T. table value (2.66) in the test, which means that there are statistically significant differences at ( $\alpha \leq 0.01$ ) in the total mean score of the post-test between the experimental and control groups favoring the experimental group. The mean of the post-test of the experimental group reached (38.200), whereas the mean of the control group was (26.743). This result indicates that using Mobile Learning Application is more effective than the traditional method in developing the learners' grammar learning.

To show the extent of Mobile Learning Application effects on the experimental group achievement in grammar learning, the study applied the "Effect Size" technique (Affana, 2000, p. 42).

The researcher computed " $\eta^2$ " using the following formula:

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

And "d" value using the following formula:

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

The results of these two computations are outlined in Table (4.2) below.

**Table (4.2): Table References to Determine the Level of Size Effect ( $\eta^2$ ) and (d)**

Test	Effect volume		
	Small	Medium	Large
$\eta^2$	0.01	0.06	0.14
d	0.2	0.5	0.8

The results of " $\eta^2$ " and "d" values shown in Table (4.2) indicate a large effect size of using Mobile Learning Application in the posttest.

Table (4.3) shows the effect size of Mobile Learning Application of the grammars test.

**Table (4.3): Effect Size of Mobile Learning Application on the Experimental group in the Posttest**

	t value	$\eta^2$	d	Effect volume
Distinguishing the differences between Hope and Wish)	3.419	0.147	0.829	large
Creating sentences by using (As long as - provided ' that ' – unless)	5.212	0.285	1.264	large
Formulating sentences by using (must - don't have to - had to)	6.181	0.360	1.499	large
Applying Would rather – Prefer accurate	5.101	0.277	1.237	large
<b>TOTAL</b>	<b>6.236</b>	<b>0.364</b>	<b>1.513</b>	<b>Large</b>

Table (4.3) shows that the effect size of Mobile Learning Application is large on students' grammar learning. This means that the Mobile Learning Application is effective.

#### 3.2.4. Answer to the fourth question:

The **fourth** question was formulated as follow: **Are there statistically significant differences at ( $\alpha \leq 0.05$ ) level between the average scores in the motivation scale of the experimental group taught English grammar by using mobile learning and the control one taught English grammar by traditional methods?**

To answer the fourth question, the following null hypothesis was tested by the researcher: **There are no statistically significant differences at ( $\alpha \leq 0.05$ ) level between the average scores in the motivation scale of the experimental group taught English grammar by using mobile learning and the control one taught English grammar by traditional methods.**

To examine the **fourth** hypothesis, the researcher computed the means and standard deviations of the two groups' results, the experimental and control, on the post application of the motivation scale. The researcher used the Independent Samples T-test to measure the significance of the differences between the experimental group (n= 35), who learned grammar by using Mobile Learning Application and the control group (n= 35), who learned in the traditional way to find out the total score of the motivation scale and then comparing it with the scores of each domain. Table (4.4) describes those results of T-Test.

**Table (4.4): T. test independent sample results of differences between the experimental and the control group in the post application of the Motivation scale**

Domains	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Motivation for Learning English	experimental	35	39.800	6.072	3.518	0.001	sig. at 0.01
	control	35	34.257	7.072			
Motivation for Enjoying Learning English	experimental	35	40.971	5.659	3.364	0.001	sig. at 0.01
	control	35	35.114	8.605			
Motivation towards Teacher of English and Methodology	experimental	35	45.000	6.311	3.707	0.000	sig. at 0.01
	control	35	39.486	6.133			
Motivation for	experimental	35	33.200	4.928	4.214	0.000	sig. at

Domains	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
learning English Grammar	control	35	27.257	6.732			0.01
<b>SUM</b>	experimental	35	158.971	17.736	4.712	0.000	sig. at 0.01
	control	35	136.114	22.565			

“t” table value at (68) d f. at (0.05) sig. level equal 2.00

“t” table value at (68) d f. at (0.01) sig. level equal 2.66

As shown in Table (4.4), the T. computed value is larger than T. table value in the test, which means that there are significant differences at ( $\alpha \leq 0.05$ ) in the total mean score of the post application of the motivation scale between the experimental and control groups favoring the experimental group. The mean of the post application of the motivation scale in the experimental group reached (158.971), whereas the mean of the control group was (136.114). This result indicates that using Mobile Learning Application is more effective than the traditional method in developing the learners' Motivation for English learning.

To measure the effect size of the Mobile Learning Application on the experimental group in the post motivation scale , the researcher applied the "Effect Size" as shown in Table (4.5).

**Table (4.5): The Effect Size of Mobile Learning Application on the Experimental group in the Post Application of the Motivation scale**

Domains	t value	$\eta^2$	d	Effect volume

Motivation for Learning English	3.518	0.154	0.853	large
Motivation for Enjoying Learning English	3.364	0.143	0.816	large
Motivation towards Teacher of English and Methodology	3.707	0.168	0.899	large
Motivation for learning English Grammar	4.214	0.207	1.022	large
<b>TOTAL</b>	<b>4.712</b>	<b>0.246</b>	<b>1.143</b>	<b>Large</b>

Table (4.5) shows that the effect size of Mobile Learning Application is large on students' Motivation for English learning. This means that the effect of Mobile Learning Application is significant. This large effect may be due to the use of Mobile Learning Application to develop students' Motivation for English learning.

# **Chapter 5**

## **Discussion of Findings, Conclusions, Implications & Recommendations**

## **Chapter 5**

### **Discussion of Findings, Conclusions, Implications & Recommendations**

This chapter discusses the finding of the current study and summarizes the conclusions drawn in the light of the study results and the pedagogical implications that the researcher reached. It also puts forward the recommendations for further studies. Such recommendations are expected to be beneficial for course designers, English teachers of eleventh grade, supervisors, students and educators. They could help improve learning English language in general and grammar in particular.

#### **5.1 Findings:**

The findings of this study were as follows:

1. There were statistically significant differences at ( $\alpha \leq 0.05$ ) level between the posttest average scores of the experimental group taught English Grammar by using mobile learning and the control one taught English Grammar by traditional methods.
2. There were statistically significant differences at ( $\alpha \leq 0.05$ ) level between the average scores in the motivation scale of the experimental group taught English grammar by using mobile learning and the control one taught English grammar by traditional methods.

#### **5.2 Discussion of Findings:**

The experiment was designed to determine if the students would develop their learning of English grammar and increasing their motivation for English as a result of the use of the Mobile Learning Application. All students of the experimental group showed an increase in their performance on grammar achievement posttest. Furthermore, the experimental group also showed that the learners' motivation increased after the implementation of the Mobile Learning Application. Such positive change was very clear through students' responses to the motivation scale. This means that using Mobile Learning Application in developing the learners' grammar and their motivation for English 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 means 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 (38.200), whereas that of the control group was (26.743). In addition, the researcher found that the effect size of the Mobile Learning Application was significantly large.

These findings of the study are solely the result of the "Mobile Learning Application" 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 implementation compared with the students in the control group. It was also found that the use of this Application positively influenced the experimental group students' grammar achievement.

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 Mobile Learning Application - inside and outside the classroom - 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 as a tough and hard subject needing more concentration and deeper understanding. Actually, the Mobile Learning Application created a relaxed learning



atmosphere, which directly and positively affected students' achievement in grammar as the results of the first hypothesis revealed. The researcher - the teacher - found that the students of the experimental group liked learning via the Mobile Learning Application and were able to learn the grammar much easier and faster.

The findings of the first hypothesis were in agreement with the findings of most of the previous studies such as those of Böhm and Constantine (2016), Huang, et al. (2016), Mellati and Khademi (2015), Yilmaz (2015), Kristen and Alan (2015), Singaravelu (2009), Chen, et al. (2008). All of these studies confirmed that Mobile Learning in general and Mobile Learning Application in particular have 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 in the study sample's motivation for English language between the experimental group and control one, indicated that the t. computed value, (4.712), was greater than the t. table value, (2.00), in the post application of the motivation scale. This means that there were statistically significant differences at ( $\alpha \leq 0.01$ ) in the total mean score of the post application of the motivation scale between the experimental group and that of the control one in favor of the experimental group, which learned via the Mobile Learning Application. Whereas the mean of the control group was (136.114), the mean of the experimental group was (158.971). This clarifies the effectiveness of the Mobile Learning Application that may develop the students' motivation for English language. Findings also showed that the effect size was large for each domain, which means the Mobile Learning Application 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 Mobile Learning Application 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 Application in learning grammar. This was also reflected positively in their motivation for English Language.

The findings of this hypothesis agreed with those of some previous studies such as those of Chen, et al. (2016), Böhm and Constantine (2016), Vibulphol(2016), Redondo and Martín (2015), Mehmet, et al. (2015), Su and Cheng (2015) and Çetin (2014). These studies showed that that Mobile Learning had a superior role in increasing the learners' Motivation.

### **5.3 Conclusions:**

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

1. Mobile Learning Application is more effective and has superiority over the traditional method in teaching English language in general and grammar in particular.
2. Mobile Learning Application provided students with a better learning environment, which affected their achievement and performance in English.
3. Mobile Learning Application promoted a learning environment that provided opportunities for exploring and investigating ways for understanding new concepts.
4. Mobile Learning Application increased students' motivation for learning.
5. By applying the Application, the students felt relaxed, amused and comfortable and this led to easier learning and acquisition of the language.
6. Mobile Learning Application strengthened the relationship between the teacher and the learners and made the teacher like a close friend, which facilitated the process of teaching and learning.
7. Mobile Learning Application considered the individual differences among learners, in which every learner could take the time that suited his own ability for studying.
8. Mobile Learning Application changes students' role from passive recipients into active participants.
9. Mobile Learning Application provides students with enthusiasm and variation which are significant enough to affect their achievement positively.
10. Mobile Learning Application provides participants with a sense of ownership and authority, which promoted participants' responsibility for their learning.

## **5.4 Recommendations:**

Based on the findings and conclusions of the current study, some practical suggestions are presented to meet the concerns of English language teachers, supervisors, educators and parents. Relevant recommendations are also introduced for further studies as follows.

### **5.4.1 Recommendations to the Ministry of Education:**

The Ministry of Education is recommended:

1. To conduct workshops and training programs on Mobile Learning Applications aiming at familiarizing teachers with the Mobile Learning Applications and using them in teaching all English language skills and areas (e.g. vocabulary, reading, structure, phonology and functions).
2. To develop new Mobile Learning Applications that suit every kind of lessons.
3. To provide schools with high quality internet and access points.

### **5.4.2. Recommendations to the supervisors:**

Supervisors are recommended:

1. To conduct workshops that aim at familiarizing teachers with Mobile Learning Applications.
2. To concentrate on the fact that students' centered activities are not time wasting-activities; instead, they are very important for teaching different aspects of the language.
3. To develop teachers' abilities to implement Mobile Learning Applications by organizing training programs, workshops and short courses.
4. To emphasize the fact that Mobile Learning Applications should be used with all English language skills and other school subjects.
5. To prepare and distribute instructional materials that increase teachers' awareness of the importance of Mobile Learning Applications and the necessity of utilizing this kind of technology in teaching and learning English grammar.

### **5.4.3. Recommendations to English language teachers:**

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. Teachers can adopt innovative methods and conduct action research to explore the effectiveness of such methods on the students in Palestine.
2. To select effective methods and techniques which activate students' motivation, participation and the degree of competition and challenge among students.
3. 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 Mobile Learning Applications in which students can learn with their abilities and the teacher is just a facilitator and supporter.
4. To strengthen the relationship with the students, which creates non-threatening classroom atmosphere and facilitates the learning-teaching process.
5. To consider students' individual differences and learning styles in selecting the material.
6. To encourage students to overcome hesitation and psychological factors that affect their competence.

### **5.4.4. Recommendations for further studies:**

The researcher suggested the following recommendations for further studies:

1. The effectiveness of using Mobile Learning Applications on other school subjects.
2. Investigating the effectiveness of Mobile Learning Applications on students' attitude towards English language.
3. Investigating the effectiveness of using Mobile Learning Applications on all English language skills (Listening, Reading, Writing and Speaking).
4. The efficiency of governmental schools in implementing technologies that are related to Mobile Learning Applications.

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# Appendices

### Appendix (1): Referee Committee

This list includes the names and titles of the referees who refereed the pre-post achievement test and the motivation scale , where (1) refers to those who refereed the pre-post achievement test ,(2) refers to those who refereed the motivation scale and (3) refers to those who refereed The Mobile Learning Application

1. The pre-post achievement test's referees.
2. The motivation scale's referees.
3. The Mobile Learning Application's referees.

#### List of referees

No.	Name	Field	Degree	Institution	1	2	3
1	Prof. Izzo Afana	Faculty of Education	Ph.D.	IUG	√	√	
2	Prof. Mohammed Asqool	Faculty of Education	Ph.D.	IUG			√
3	Prof. Awad Keshta	Faculty of Education	Ph.D.	IUG	√	√	
4	Dr. Mohammed Attieh	Faculty of Education	Ph.D.	Al-Aqsa	√		
5	Prof. Abed Almaty Al-Agha	Faculty of Education	Ph.D.	IUG	√	√	
6	Dr. Magdy Aqel	Faculty of Education	Ph.D.	IUG			√
7	Dr. Aladdin Assaiqeli	Faculty of Education	Ph.D.	Al-Aqsa	√	√	
8	Dr. Rafat Abu Ghali	Faculty of Education	Ph.D.	Al-Aqsa	√	√	

No.	Name	Field	Degree	Institution	1	2	3
9	Dr. Ayman Abu Al-Aneen	Teacher of English	Ph.D.	MOEHE	√	√	
10	Prof. Mohammed Abu Shugair	Faculty of Education	Ph.D.	IUG			√
11	Ms Rola Al-Fara	Supervisor of English	M.A.	MOEHE	√	√	
12	Mr. Ryad al-Fara	Supervisor of English	M.A.	MOEHE	√	√	
13	Mr. Majed Salah	Supervisor of English	M.A.	MOEHE	√	√	
14	Ms Farhouda Ferwana	Teacher of English	B.A.	MOEHE	√	√	
15	Mr. Mahmoud Ferwana	Teacher of English	M.A.	MOEHE	√	√	
16	Mr. Omar Salah	Teacher of English	M.A.	MOEHE	√	√	
17	Mr. Sulaiman Al-Astal	Teacher of English	B.A.	MOEHE	√	√	
18	Mr. Ahmad Al-Fara	Supervisor of IT	B.A.	MOEHE			√
19	Mr. Asem Shurab	Teacher of IT	B.A.	MOEHE			√

**IUG** stands for the Islamic University of Gaza

**MOEHE** stands for Ministry of Education and Higher Education

## Appendix (2): Refereeing Motivation Scale

**The Islamic University – Gaza**

**Scientific Research Affairs - Deanery of Graduate Studies**

**Faculty of Education**

**Department of Curriculum & Instruction**



### Refereeing Motivation Scale

**Eleventh graders' motivation towards English**

**Dear Professor, Supervisor, Expert teacher,**

The researcher is conducting a study entitled" **The Effectiveness of Using Mobile Learning in Developing Eleventh Graders' English Grammar Learning and Motivation for English "** to obtain a Master's Degree in curriculum and instruction. One of the requirements of this study is to conduct a motivation scale. Please, you are kindly requested to look carefully at the attached scale and fill in the following form indicating 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 write down your opinion on:

1. The clarity of the scale instructions.
2. The suitability of the scale items to eleventh graders.
3. The belonging of each item to its domain.
4. The deletion or addition of items.

*Any further comments will be highly appreciated.*

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**Thanks a lot for your cooperation**

**Researcher**

**Mousa M. Abu laban**



السيد / ..... حفظه الله

السلام عليكم ورحمة الله وبركاته

**الموضوع: تحكيم مقياس الدافعية نحو اللغة الإنجليزية**

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

**" The Effectiveness of Using Mobile Learning in Developing  
Eleventh Graders' English Grammar Learning and Motivation for  
English "**

"فاعلية استخدام التعلم النقال في تحسين تعلم قواعد اللغة الإنجليزية لدى طلبة الصف  
الحادي عشر ودافعتهم نحو اللغة الإنجليزية"

ومن متطلبات إجراء هذه الدراسة: إعداد مقياس لدافعية طلاب الصف الحادي عشر نحو مادة  
اللغة الإنجليزية، بهدف التعرف على دافعتهم نحوها.

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

- 1- وضوح تعليمات مقياس الدافعية.
  - 2- مناسبة العبارات لمستوى طلاب الحادي عشر.
  - 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 وبارك الله في جهودكم الطيبة لخدمة البحث العلمي.

الباحث

موسى محمود أبو لبن



## مقياس دافعية طلاب الصف الحادي عشر نحو اللغة الإنجليزية

عزيزي الطالب، السلام عليكم ورحمة الله وبركاته

يهدف هذا المقياس إلى معرفة دافعتك نحو اللغة الإنجليزية، وقد وضع لأجل البحث العلمي فقط، وليس له أي 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.

5 – **(Strongly agree) أوافق بشدة:** إذا كانت العبارة تتفق معك دائما

4 – **(Agree) أوافق:** إذا كانت العبارة تتفق معك غالبا

3 – **(Neutral) غير متأكد:** إذا كانت العبارة لا تنطبق عليك ولا تستطيع أن تقرر

2 – **(Disagree) أعارض:** إذا كانت العبارة لا تتفق معك غالبا

1 – **(Strongly disagree) أعارض بشدة:** إذا كانت العبارة لا تتفق معك دائما

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

المثال التالي يوضح كيفية الإجابة:

No	Items	1	2	3	4	5
1	Enjoyable flash cards make me study English more.					√

والآن يمكنك البدء في الإجابة على عبارات المقياس، مع إتباع التعليمات الآتية:  
\*اقرأ العبارات بإمعان ودقة.

\*لاحظ أنه لا توجد إجابات صحيحة وأخرى خاطئة.

\*لا تترك أية عبارة دون تحديد استجابتك عليها.

\*لا تضع أكثر من علامة أمام العبارة الواحدة.

الباحث

موسى محمود أبو لبن

No	Items	1	2	3	4	5
<b>First Domain: Motivation for Learning English</b>						
1	I study English because it is the language of medicine and science.					
2	Some attractive strategies help me to learn English.					
3	Learning English is away to be respected from others.					
4	Learning English helps me to get a good career.					
5	I learn English because it is necessary to university.					
6	I learn English because it facilitates dealing with modern technology.					
7	Learning English helps me know other cultures around the world.					
8	Learning English assists me to write academic essays.					
9	I study English to participate more freely in the activities of other cultural groups.					
10	I study English to contact with English speakers.					
<b>Second Domain: Motivation for Enjoying Learning English</b>						
11	Educational games help me to learn English.					
12	I enjoy participating in the English language classes.					
13	Various instructional media enjoy me to study English.					
14	Enjoyable competitions among students help me to learn English well.					
15	Cooperative learning assists me to study English.					
16	Friendly relaxed learning classroom environment helps me to learn English.					
17	I learn English more because it is interesting.					
18	Joining the English club at school enjoys me.					
19	Reading English novels and stories increase my pleasure.					
20	I learn English more when I watch enjoyable English films on TV.					
<b>The Third Domain: Motivation towards Teacher of English and Methodology</b>						
21	If the teacher uses technologies, I may study more.					
22	I study more from the teacher who is friendly.					
23	The teacher uses various techniques, which assist me to understand English.					
24	The teacher helps me to participate in the class activities.					
25	The teacher helps me to use English in my daily life situations.					
26	When the teacher respects me, I can learn English more.					
27	If the teacher discusses something interesting, I may study more.					
28	It is important for me to see the teacher uses English.					
29	When the teacher encourages me, I study English more.					
30	I learn English more when the teacher involves me in the English activities.					
31	I study English more when the teacher follows up my homework.					
32	The teacher does not announce the results of the exams. This makes me study more to get high marks.					

The Fourth Domain: Motivation for learning English Grammar						
33	I like being the best at grammar.					
34	Understanding every grammar rule is very important for me.					
35	I like grammar when the questions make me think.					
36	I study grammar to improve my grades.					
37	I study Grammar because it makes me speak more accurately.					
38	I learn grammar rules to help my brothers and sisters.					
39	I study grammar to write novel and stories more accurately.					
40	I feel confident when I use English grammar.					

أشكركم على تعاونكم

Thanks for your cooperation

The Researcher

Mousa M. Abu Laban

الباحث

موسى محمود أبو لبن

Appendix (3): Achievement Test

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



**Subject: An Invitation to Referee a Pre-post Test**

Dear referee /-----

The researcher is conducting a study entitled" **The Effectiveness of Using Mobile Learning in Developing Eleventh Graders' English Grammar Learning and Motivation for English "** to obtain a Master's Degree in curriculum and instruction. As the aim of the research is to examine the effectiveness of using **Mobile Learning** in learning **English grammar** on eleventh graders in Khanyounis, the researcher has designed the pre-posttest, which includes four different kinds of questions covering the following grammar topics:

- 1- Structures after (Hope and Wish)
- 2- The conjunctions (As long as - provided ' that ' – unless)
- 3- Obligations (must – don't have to – had to)
- 4- Would rather – Prefer

You are kindly required to examine and referee the attached test, and I would be so grateful and thankful for your comments on its suitability, relevance, linguistic correctness and the importance of each procedure. All your contributions are highly valued and appreciated. If you have any comments, please write them down in the space below.

-----  
-----  
-----  
-----

**Thanks for your cooperation**

**Researcher**

**Mousa M. Abu laban**

Pre- post Test

Al-Haj Mohammed Al-Najar Secondary School for Boys

Name: -----

Grade /11<sup>th</sup>

Time: ( ) minutes.

Mark

48

A. Say whether each of the following statements is True (T) or False (F): [12M]

- 1- After 'wish', the verb 'to be' can be either 'was' or 'were'. ( )
- 2- We use the verb 'wish', when something is possible. ( )
- 3- We use the verb 'wish' to talk about impossible things or things that are not likely to happen. ( )
- 4- We use 'as long as' to join two sentences into one longer one. ( )
- 5- 'Provided (that)' means (if..... not). ( )
- 6- When the conjunction 'provided (that)' comes first, the two parts of the sentence are separated with a comma. ( )
- 7- We use 'mustn't' to say that there is an obligation not to do something. ( )
- 8- When expressing obligation, the past form of both 'must' and 'have to' is 'had to'. ( )
- 9- We use 'must' to say that there is no obligation to do something. ( )
- 10- After 'would rather', we put the word 'to' between the two choices. ( )
- 11- After 'prefer', we put the word 'than' between the two choices. ( )
- 12- When talking about preferences we can use 'would rather' + the infinitive form of the verb (without to). ( )

Answer Box

1	2	3	4	5	6	7	8	9	10	11	12

**B. Choose the correct answer: [12 M]**

1. I don't know what he is saying. I wish I ----- understand.  
a- must                      b- can                      c- will                      d- could
2. I hope she----- to see us when she passes through New York.  
a- came                      b- can come                      c- will come                      d- has come
3. I ----- I had a million dollars. (You don't have a lot of money)  
a- hope                      b- wish                      c- can                      d- may
4. ----- he works harder, he won't succeed.  
a- Unless                      b- Provided (that)                      c- If                      d- In case of
5. She doesn't mind what colour it is ----- it is not grey.  
a- unless                      b- as long as                      c- if                      d- but
6. The college will offer me a place ----- I pass the interview.  
a- in case                      b- unless                      c- provided (that)                      d- if --- not
7. You ----- leave the medicine where children can reach it.  
a- don't have to                      b- have to                      c- must                      d- mustn't
8. You ----- buy bread. We've already got some.  
a- don't have to                      b- didn't have to                      c- mustn't                      d- have to
9. Twenty years ago the family ----- move to another country.  
a- must                      b- have to                      c- had to                      d- has to
10. I ----- go on a holiday tour than visit an art gallery.  
a- would                      b- would rather                      c- prefer                      d- than
11. Many tourists today ----- culture to beach holidays.  
a- prefer                      b- would                      c- would rather                      d- rather
12. My friends would rather ----- at home than go out.  
a- stay                      b- stayed                      c- have stayed                      d- are staying

**Answer Box**

1	2	3	4	5	6	7	8	9	10	11	12

**C. Do as shown in brackets: [12 M]**

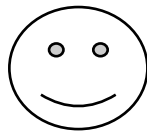
1. Education Ministers are hoping ----- their school systems. (Use the correct form of **improve**)
2. I wish I ----- how to speak Japanese- You can't speak it. (Use the correct form of **know**)
3. She wishes she ----- so much homework to do. (Use the correct form of **not/have**)
4. If we don't invest in education, we will never solve our economic problems. (Rewrite the sentence using **unless**)  
-----
5. You can borrow the book, but you have to promise to return it next week. (Rewrite the sentence using **as long as**)  
-----
6. Unless you have the right papers, there should be no problem. (Correct the sentence)  
-----
7. She missed the last bus and ----- walk home. (Complete with a **modal verb**)
8. Tom ----- wear his glasses when he's reading. (Complete with a **modal verb**)
9. It's a holiday tomorrow, You ----- get up early. (Complete with a **modal verb**)
10. I'd rather travel by train than flying by plane. (Correct the sentence.)  
-----
11. She'd rather healthy food to fast food. (Correct the sentence.)  
-----
12. We can use prefer + a noun or the --- ing form of a verb when talking about { preferences – conditionals } ( **Choose** )

**D. Choose the correct word / phrase from the box to fill in the blank**

spaces:[12M]

**had to – wish – don't have to – to become – must – will have – prefer as long as  
– would rather – unless – to – provided ( that )**

1. We use ----- + the past tense to say what we want to change a present situation.
2. After leaving university, I hope ----- a teacher.
3. She hopes she ----- a good time in Florida next week.
4. The company's future looks good ----- we continue investing.
5. Meet me outside the cinema at 7:30 ----- I call you before then.
6. We use ----- to join two sentences into one longer sentence.
7. The teacher said we ----- finish the work before we went home.
8. In my school we ----- wear a uniform as long as it isn't obligatory.
9. If you feel ill, you ----- see the doctor.
10. My sons ----- computer games to playing football outside.
11. Some scientists ----- develop new energy sources than use the old ones.
12. They prefer swimming ----- playing tennis.



Best Wishes



**Appendix (4):  
What are the grammar points that need to be developed among the eleventh graders?**

**Unit: two**

**Period: three**

**Subject: Structures after **Hope** and **Wish****

**Dear Student:**

You are expected to have different ways of expressing **Hopes** and **Wishes**.

If you want to use "I **hope**" and "I **wish**" correctly, you just need to memorize these two phrases:

I **hope** I **can**...

I **wish** I **could**...

You may be wondering: why do English speakers use the present tense for "**hope**" and the past tense for "**wish**"?

The secret is that "could" is not really past tense. It looks like past tense, but it's secretly something different. It's the "unreal" aspect. In other words, it expresses something that's not really true, or not very likely.

We use "**wish**" to talk about things that are impossible, or things that probably won't happen:

I **wish** I **could** fly.

I **wish** there **were** more hours in the day.

On the other hand, we use "I **hope**..." when there's a good chance that something might happen. You can use it to say what you want to happen in the future:

I **hope** this cake **is** tasty.

I **hope** we **can** still be friends.

Here's how "**wish**" and "**hope**" look in present, past, and future.

**Present:**

I **hope** this **is** the last mistake.

I **wish** my phone **worked** here.

## Past:

I **hope** Antonio **got** home safely.

I **wish** you **had told** me sooner.

\* You can't use " **hope** " to talk about something in the past, unless you don't know what happened yet. In this example, you haven't heard whether Antonio got home safely.

## Future:

I **hope** it **stops** raining soon.

I **wish** it **would stop** raining.

\* You follow " **hope** " with the present tense of a verb, even when you're talking about the future. So you say "I **hope** it **stops**" instead of "I **hope** it **will stop**."

In general, "I **wish**" is used to refer to something that is not possible, that is unreal, that is hypothetical

For example, if you are not rich, you might say:

1. I **wish** I **were** rich.

If you are sorry that you said bad things, you might say:

2. I **wish** I **hadn't said** those bad things.

If you want something to happen, but you don't think it will, you might say:

3. I **wish** my boss **would stop** giving me so much work.

On the other hand, "I **hope**" is used to refer to something that is possible: You might say:

I got a new job! I **hope** I **will be** rich one day

OR

I **hope** I **am** rich one day.

## The Grammar Rules:

1. We use **hope** + the *infinitive with to* form of the verb to talk about aims or ambitions.
2. We use **hope** + subject + *verb* to say what we want to happen (or not happen) in the future.
3. The verb after "**hope**" can be in a future form(will, won't, going to) or the *present simple* tense.
4. We use **wish** + the *past* tense to say what we want to change about a present situation.
5. The past form of can is *could* .
6. After **wish**, the verb to be can be either was or *were* .

Dear Student,

Here are more examples:

1. I **hope** he's all right.
2. She **hopes** he **knows** where the clinic is.
3. We **hope** he's **having** a good time in Florida.
4. I **hope** he **likes** Italian food.
5. They **hope** he **has** a good time in Florida next month.  
(OR)
6. (They **hope** he **will have** a good time in Florida next month.)
7. He **hopes** she **comes** to see us when she passes through New York.  
(OR)
8. (He **hopes** she **will come** to see us when she passes through New York.)
9. He **wishes** I **had** a good job. (He has a bad job now.)
10. I **wish** I **had** a million dollars. (You don't have a lot of money.)

12. I **wish** I **knew** how to speak Japanese. (You can't speak it.)
13. She **wishes** she **could** type. (She can't type.)
14. I **wish** I **were** a good dancer. (You're a bad dancer.)
15. She **wishes** she **was** nicer to me. (She's not nice to her.)
16. I **hope** I **get** good marks in the test tomorrow.
17. She **wishes** she **didn't have** so much homework to do.
18. We don't invest enough in primary education. I **hope** we **spend** more in future.

(OR)

19. (We don't invest enough in primary education. I **hope** we **will spend** more in future.)
20. After leaving university, I **hope** to become a teacher.
21. I don't know what he's saying. I **wish** I **could understand** French.
22. Most parents of young children **hope** they **do** well at school.

(OR)

23. (Most parents of young children **hope** they **will do** well at school.)
24. Education Ministers are **hoping to improve** their school systems ...
25. I **hope** it **won't happen**.
26. I **wish** our school **had** better equipment.
27. The head teacher **wishes** the school **could buy** more computers.
28. I **wish** I **wasn't/weren't** so bad at maths.
29. Let's **hope** he **gets** the grades he needs.

### **Questions:**

#### **A. Say whether each of the following statements is True (T) or False (F):**

1. After (wish) the verb to be can be either was or were. ( T )
2. We use the verb (wish) when something is very possible. ( F )

3. We use the verb 'wish' to talk about impossible things or things that are not likely to happen. ( T )
4. I wish I am not so bad at maths. ( F )
5. The head teacher wishes the school can buy more computers. ( F )
6. Education Ministers are hoping to improve their school systems.( T )
7. Most parents of young children hope they do well at school.( T )
8. I wish our school has better equipment. ( F )

### B. Choose the correct answer:

1. I don't know what he is saying. I wish I \_\_\_\_\_ understand.  
a- must      b- can      c- will      **d- could**
2. I hope she \_\_\_\_\_ to see us when she passes through New York.  
a- came      b- can come      **c- will come**      d- has come
3. I \_\_\_\_\_ I had a million dollars. (You don't have a lot of money)  
a- hope      **b- wish**      c- can      d- may
4. I don't know what he's saying. I wish I \_\_\_\_\_ French.  
a- understand    b- understood      c- understanding      **d- could understand**
5. After leaving university, I hope \_\_\_\_\_ a teacher.  
a- **to become**    b- became      c- become      d- will become
6. We don't invest enough in primary education. I \_\_\_\_\_ we spend more in future.  
**a- hope**      b- wish      c- wishes      d- hopes
7. She wishes she \_\_\_\_\_ so much homework to do.  
**a- didn't have**      b- don't have      c- have      d- has
8. I \_\_\_\_\_ I get good marks in the test tomorrow.  
**a- hope**      b- wish      c- wishes      d- hopes

### C. Do as shown in brackets:

1. Education Ministers are hoping **to improve** their school systems. (Use the correct form of improve)
2. I wish I **knew** how to speak Japanese- You can't speak it. (Use the correct form of know)
3. She wishes she **did not have** so much homework to do. (Use the correct form of not/have)
4. She **wishes** she was nicer to me. (Choose hopes or wishes)
5. She wishes she **could** type. ( the past form of can )
6. I wish I **had** a million dollars. (Use the correct form of have)
7. He hopes she **comes** to see us when she passes through New York. (Use the correct form of come)
8. They hope he **has** a good time in Florida next month. (Use the correct form of have)

### D. Choose the correct word / phrase from the box to fill in the blank spaces:

wish - would stop - to become – hopes - will have – likes – had – hope

1. We use **wish** + the past tense to say what we want to change a present situation.
2. After leaving university, I hope **to become** a teacher.
3. She hopes she **will have** a good time in Florida next week.
4. He wishes I **had** a good job. (He has a bad job now.)
5. They **hope** he has a good time in Florida next month.
6. I hope he **likes** Italian food.
7. She **hopes** he knows where the clinic is.
8. I wish my boss **would stop** giving me so much work.

**Unit: two**

**Period: four**

**Subject: The conjunctions: (as long as – provided "that" – unless)**

**Dear Student:**

You are expected to have different ways of expressing the previous conjunctions.

**Unless** = except if (OR) if... not

**Examples:**

1. The club is for members only. You can't go in **unless** you are a member (=except if you are a member)
2. You can borrow my car **unless** you promise not to drive too fast.
3. I'm playing tennis tomorrow **unless** it rains.
4. I'm going now **unless** you want me to stay.
5. Children are allowed to use the swimming pool **unless** they are with an adult.
6. **Unless** they are with an adult, children are not allowed to use the swimming pool.

**As long as / Provided (that)** = if or on condition that( OR) but only if...

**Examples:**

1. You can borrow my car **as long as** you promise not to drive too fast.
2. I'm playing tennis tomorrow **provided that** it doesn't rain.
3. I don't watch TV **provided that** I've got something else to do.
4. We can sit here in the corner **as long as** you'd rather sit over there by the window.
5. You won't pass the exam **as long as** you try a bit harder.
6. I will go **provided that** you come with me, but I won't go alone.
7. **Provided that** they apologize, I'll drop the matter.
8. You can borrow it **provided that** you give it back in a couple of days.
9. I'll be off now **as long as** there's nothing left to do.
10. **Provided that** the weather is good, we'll spend the day in the mountains.

### The Grammar Rules:

1. **as long as** , **provided** " **that** " and **unless** are all conjunctions: they join two sentences into one longer sentence.
2. **as long as** and **provided** "**that**" have similar meanings (*but only if ...*).
3. **unless** means *if ... not*.
4. In one of the conjunctions, we can leave out the word "**that**".
5. When the part of the sentence with the conjunction comes first, the two parts are separated with a **comma**.

Dear Student,

Here are more examples:

1. Some lessons can be learnt as long as we remember that there isn't a simple solution to all problems.
2. University courses are available for most students **provided (that)** they get the right exam results.
3. School is compulsory **unless** parents get permission to teach their child at home.
4. **As long as / Provided** you read the instructions, it's easy to complete the form.
5. **As long as / Provided (that)** we are careful, there should be no danger.
6. They won't be able to reply **unless** you tell them your contact details.
7. **Unless** he works harder, he won't succeed.
8. The company's future looks good **as long as / provided (that)** we continue investing.
9. **As long as / provided (that)** you do your best, no-one will criticize you for failing.
10. **Provided** everyone agrees, I'm happy to follow your plan.
11. She doesn't mind what colour it is **as long as** it isn't grey.



12. Meet me outside the cinema at 7.30 **unless** I call you before then.
13. You can go where you like **provided** you call when you arrive.
14. Everything will be fine in the end **as long as** you don't give up.
15. **Unless** he gets an injury, he'll definitely be in the team.
16. You can borrow the book **as long as** you promise to return it next week.
17. He has a good future **unless** he fails his exams.
18. The college will offer me a place **provided that** I pass the interview.
19. Pre-school classes are free for all children **as long as** they are old enough.
20. **Unless** we invest in education, we'll never solve our economic problems.
21. I intend to study medicine **unless** I fail in the exam.
22. I'd like to learn how to drive a car **as long as** I take the diving license.
23. I will leave now **unless** there is anything left to do.
24. You can borrow my car **provided that** you return it by tonight.
25. Children cannot watch this film **unless** they are accompanied by an adult.
26. You must not call me **unless** there is an emergency.
27. You can borrow my car **as long as** you drive carefully.
28. Children can't enter **unless** they are accompanied by an adult.
29. **Unless** you're prepared to work very hard ,you will never be a doctor.
30. Camping is fun **as long as** you don't forget the torch and the can-opener.

### Questions:

#### A. Say whether each of the following statements is True (T) or False (F):

1. We use 'as long as' to join two sentences into one longer sentence. ( T )
2. 'Provided (that)' means (if..... not ). ( F )
3. When the conjunction 'provided ( that)' comes first, the two parts of the sentence are separated with a comma. ( T )

4. Camping is fun as long as you don't forget the torch and the can-opener. ( T )
5. Provided that you're prepared to work very hard ,you will never be a doctor. (F)
6. Children can't enter unless they are accompanied by an adult. ( T )
7. You can borrow my car provided that you return it by tonight. ( T )
8. You must not call me as long as there is an emergency. ( F )

### B. Choose the correct answer:

1. \_\_\_\_\_ he works harder, he won't succeed.  
**a- Unless**      b- Provided (that)      c- If      d- In case of
2. She doesn't mind what colour it is \_\_\_\_\_it is not grey.  
a- unless      **b- as long as**      c- if      d- but
3. The college will offer me a place \_\_\_\_\_I pass the interview.  
a- in case      b- unless      **c- provided (that)**      d- if --- not
4. Children cannot watch this film \_\_\_\_\_ they are accompanied by an adult.  
**a- unless**      b- provided (that)      c- as long as      d- as long
5. You can borrow my car \_\_\_\_\_ you return it by tonight.  
a- **provided that**      b- provide      c- unless      d- long as
6. I will leave now \_\_\_\_\_ there is anything left to do.  
a- **unless**      b- as long as      c- but      d- provided (that)
7. I'd like to learn how to drive a car **as long** as I take the diving license.  
a- **as long**      b- as long as      c- provided (that)      d- unless
8. \_\_\_\_\_ I fail in the exam, I intend to study medicine.  
a- **Unless**      b- Provided (that)      c- If      d- as long as

**C. Do as shown in brackets:**

1. I will drop the matter \_\_\_\_\_ they apologize. (Complete with a conjunction) **as long as**

2. You can borrow the book, but you have to promise to return it next week. (Rewrite the sentence using as long as)

**You can borrow the book as long as you have to promise to return it next week.**

3. Provided that you have the right papers, there should be no problem. (Correct the sentence)

**Provided that you have the right papers, there should be no problem.**

4. \_\_\_\_\_ we invest in education, we'll never solve our economic problems. ( Choose "**Unless** or As long as" )

5. Pre-school classes are free for all children \_\_\_\_\_ they are old enough. ( Choose "unless or **as long as**" )

6. The college will offer me a place \_\_\_\_\_ that I pass the interview. ( Choose "**provided that** or as long as " )

7. He has a good future if he fails his exams. ( Correct the sentence )

**He has a good future unless he fails his exams.**

8. You can go where you like \_\_\_\_\_ you call when you arrive. ( Choose "Unless or **provided that**" )

**D. Choose the correct word / phrase from the box to fill in the blank spaces:**

**as long as – comma – unless - Provided that – provided – similar – that - Unless**

1. The company's future looks good **as long as** we continue investing.
2. Meet me outside the cinema at 7:30 **unless** I call you before then.
3. We use **provided that** to join two sentences into one longer sentence.
4. In one of the conjunctions, we can leave out the word **that**.

5. **Unless** means *if ... not*.
6. as long as and provided " that " have **similar** meanings.
7. **Provided that** they apologize, I'll drop the matter.
8. When the part of the sentence with the conjunction comes first, the two parts are separated with a **comma** .

**Unit: three**

**Period: four**

**Subject: The obligations:**

**( must – don't have to – had to )**

**Dear Student:**

- 1. You are expected to express obligations.**
- 2. You are expected to express structures with absence of necessity.**

**"Must"** is used for obligation and followed by the infinitive.

**"Must"** is most commonly used to express certainty. It can also be used to express necessity or strong recommendation:

**Examples:**

1. I **must** go now.
2. This **must** be the right address! **Certainty**
3. Students **must** pass an entrance examination to study at this school. **Necessity**
4. You **must** take some medicine for that cough. **strong recommendation**

\*\* We can use '**must**' to show that we are certain something is true. We are making a logical deduction based upon some clear evidence or reason.

**Examples:**

1. There's no heating on. You **must** be freezing.
2. You **must** be worried that she is so late coming home.
3. I can't remember what I did with it. I **must** be getting old.
4. It **must** be nice to live in Florida.

\*\* We also use '**must**' to express a strong obligation. When we use 'must' this usually means that some personal circumstance makes the obligation necessary (and the speaker almost certainly agrees with the obligation.)

**Examples:**

1. I **must** go to bed earlier.
2. They **must** do something about it.
3. You **must** come and see us some time.
4. I **must** say, I don't think you were very nice to him

"Must not" can be used to **prohibit** actions:

#### Examples:

1. I **mustn't** go now.
2. Jenny, you **must not** play in the street! **Prohibition**
3. You **must not** swim in that river. It's full of crocodiles.

#### Have to:

\*\* We can also use '**have to**' to express a strong obligation. When we use 'have to' this usually means that some external circumstance makes the obligation necessary.

#### Examples:

1. I **have to** arrive at work at 9 sharp. My boss is very strict.
2. We **have to** give him our answer today or lose out on the contract.
3. You **have to** pass your exams or the university will not accept you.
4. He **has to** send a report to Head Office every week.

#### REMEMBER:

"Must not" / "Do not have to"

"Must not" suggests that you are prohibited from doing something.

"Do not have to" suggests that someone is not required to do something.

#### Examples:

1. You **must not** eat that. It is forbidden, it is not allowed.
2. You **don't have to** eat that. You can if you want to, but it is not necessary.
3. You **mustn't** phone me at work. We aren't allowed personal calls.
4. They **mustn't** see us talking or they'll suspect something.

5. We **don't have to** get there on time. The boss is away today.
6. He **doesn't have to** listen to this. He is leaving.

### The Grammar Rules:

1. We use "**mustn't**" to say that there is an obligation not to do something.
2. We use "**must**" to say that there is an obligation to do something.
3. We use "**don't have to**" to say that there is no obligation to do something.
4. When expressing obligation, the past form of both **must** and **have to** is "**had to**".
5. The past simple of "**don't have to**" is "**didn't have to**".

Dear Student,

Here are more examples:

1. You **mustn't** leave that medicine where children can reach it.
2. I **mustn't** forget to post that letter.
3. You **don't have to** call him today, Tomorrow is fine.
4. In my school we **don't have to** wear a uniform.
5. The teacher said we **had to** finish the work before we went home.
6. She **had to** wear glasses when she was young.
7. You **don't have to** buy bread. We've already got some.
8. She **has to** wear her glasses when she's reading.
9. Before they changed the law, nobody **had to** wear a seat belt when driving.
10. I'd already read the book, so I **didn't have to** read it again.
11. 'You **mustn't** ride your bike without a helmet,' his father told him.
12. In the UK people **don't have to** carry an identification card, so many people don't carry one with them.
13. She missed the last bus and **had to** walk home.

14. He got home on time yesterday because he **didn't have to** work late.
15. I **mustn't** eat all of that cake or I'll feel ill.
16. It's raining outside. Tim **must** take his umbrella.
17. Snow has blocked the roads. We **must** stay here until it's cleared.
18. Tomorrow is Friday. You **do not have to** get up very early.
19. Mrs. Parks couldn't see very well when she was young. She **had to** wear glasses.
20. You **mustn't** drink so much. It's not good for your health.
21. We **don't have to** get a permit to enter the national park.
22. We **didn't have to** get a permit to enter the national park.
23. We **had to** have a permit to enter the park.
24. I **had to** go to hospital last week.
25. I **had to** go to hospital last week.
26. In the morning there was much traffic I **had to** wait a long time for the bus.
27. I **have to** make a phone call now.
28. It was raining in central London I **had to** buy an umbrella.
29. You **mustn't** unplug the computer while it is turned on.
30. You **don't have to** live in Canada to study at the University of Victoria. You can take a course by Internet.

### Questions:

#### A. Say whether each of the following statements is True (T) or False (F):

1. We use (mustn't) to say that there is an obligation not to do something. ( T )
2. When expressing obligation, the past form of both must and have to is had to.(T)
3. We use (must) to say that there is no obligation to do something.( F )
4. You do not have to live in Canada to study at the University of Victoria. You can take a course by Internet.( T )
5. You mustn't unplug the computer while it is turned on.( T )



6. It was raining in central London, I must buy an umbrella.( F )
7. I has to make a phone call now.( F )
8. In the morning there was much traffic, I have to wait a long time for the bus.( F )

### B. Choose the correct answer:

1. You \_\_\_\_\_ leave the medicine where children can reach it.  
a- do not have to                      b- have to                      c- must                      **d- mustn't**
2. You \_\_\_\_\_ buy bread. We've already got some.  
**a- don't have to**                      b- didn't have to                      c- mustn't                      d- have to
3. Twenty years ago the family \_\_\_\_\_ move to another country.  
a- must                      b- have to                      **c- had to**                      d- has to
4. I \_\_\_\_\_ go to hospital last week.  
a- **had to**                      b- have to                      c- has to                      d- don't have to
5. You \_\_\_\_\_ drink so much. It's not good for your health.  
a- **mustn't**                      b- have to                      c- didn't have to                      d- had to
6. We \_\_\_\_\_ have a permit to enter the park yesterday.  
a- **had to**                      b- has to                      c- doesn't have to                      d- don't have to
7. We \_\_\_\_\_ get a permit to enter the national park.  
a- **didn't have to**                      b- doesn't have to                      c- have                      d- has
8. Snow has blocked the roads. We \_\_\_\_\_ stay here until it's cleared.  
a- **must**                      b- mustn't                      c- had to                      d- don't have to

### C. Do as shown in brackets:

1. She missed the last bus and **had to** walk home. (Complete with a **modal verb**)
2. Tom **has to** wear his glasses when he's reading. (Complete with a **modal verb**)
3. It's a holiday tomorrow, I **do not have to** get up early. (Complete the sentence)

4. It's raining outside. Tim must take his umbrella. ( Choose " must – doesn't have to " )
5. I **mustn't** eat all of that cake or I'll feel ill. ( Choose " must not –have to " )
6. He got home on time yesterday because he **didn't have to** work late. ( Choose " must – did not have to " )
7. She missed the last bus and she walked home. ( Rewrite using " had to" )  
  
**She missed the last bus and she had to walk home**
8. . In the UK people **don't have to** carry an identification card, so many people don't carry one with them. ( Choose " do not have to – have to " )

**D. Choose the correct word / phrase from the box to fill in the blank spaces:**

**had to – must - don't have to - Must not – must - had to - didn't have to - has to**

1. The teacher said we **had to** finish the work before we went home.
2. In my school we **don't have to** wear a uniform as long as it isn't obligatory.
3. If you feel ill, you **must** see the doctor.
4. I'd already read the book, so I **didn't have to** read it again.
5. She **has to** wear her glasses when she's reading.
6. When expressing obligation, the past form of both must and have to is **had to** .
7. **Must not** suggests that you are prohibited from doing something.
8. We use **must** to say that there is an obligation to do something.

Unit: four

Period: three

Subject: **Would rather** and **Prefer**

Dear Student:

You are expected to express preferences by using (**Would rather** and **Prefer**).

**Would rather:**

It is used to express what somebody wants in a particular situation or when we speak about a specific preference.

It is used to talk about specific choices in a specific situation.

We say: **would rather . . . than . . .**

**Examples:**

1. She **would rather** eat a salad **than** a hamburger.
2. I'd **rather** walk **than** drive.
3. I'd **rather** use a keyboard **than** write with a pen.
4. I **would rather** live in Paris **than** London.
5. She'd **rather** go by sea **than** by air.

**Prefer:**

It is used to express what we prefer in general or when we talk about general preferences.

It is used to talk about general likes and dislikes.

We say: **prefer . . . to . . .**

**Examples:**

1. I **prefer** walking **to** driving.
2. She **prefers** using a keyboard **to** writing with a pen.
3. I **prefer** coffee **to** tea.
4. They **prefer** trains **to** cars.
5. He **prefers** going to the cinema **to** sitting at home.

### The Grammar Rules:

1. When talking about preferences (liking one thing better than another), we can use **prefer** + a noun or the *-ing* form of a verb, or *would rather* + the **infinitive** form of the verb (without *to*).
2. After **prefer**, we put the word **to** between the two choices.
3. After **would rather**, we put the word **than** between the two choices.

### Dear Students:

#### Here are more examples:

1. Many tourists today **prefer** culture **to** beach holidays.
2. They **prefer** studying **to** sightseeing.
3. **I'd rather** travel by train **than** fly by plane.
4. My friends **would rather** stay at home **than** go out.
5. They **would rather** go on a history tour **than** visit an art gallery.
6. She **prefers** healthy food **to** fast food.
7. They **would rather** play football **than** basketball.
8. They **would rather** watch football **than** tennis.
9. I **would rather** do my homework now **than** do it later.
10. I **would rather** finish my homework now **than** finish it later.
11. Their son **prefers** playing computer games **to** playing football outside.
12. **I'd rather** travel by train **than** fly by plane.
13. My friends **would rather** stay at home **than** go out.
14. They **prefer** watching TV **to** reading books.
15. She **would rather** living in a city **than** living in a village.
16. I **prefer** walking **to** cycling.
17. I **would rather** walk **than** cycle.

18. I'd rather rent a movie than go to the theater.
19. Ann would rather study online than study in a real classroom.
20. She would rather dress a red blouse than a pink one.
21. I would rather study online than study in a real classroom.
22. We would rather stay at home and play snakes and ladders than go out.
23. I'd rather speak to him in person than discuss things over the phone.
24. I prefer doing athletics to swimming.
25. He prefers using a keyboard to writing with a pen.
26. I prefer walking to driving.
27. She would rather live with her parents than alone.
28. I prefer English to Arabic.
29. I'd rather go out than stay at home.
30. Samia would rather wear a dress than pants.

### Questions:

#### A. Say whether each of the following statements is True (T) or False (F):

1. After (would rather), we put the word 'to' between the two choices. ( F )
2. After (prefer), we put the word 'than' between the two choices. ( F )
3. When talking about preferences we can use 'would rather' + the infinitive form of the verb (without to). ( T )
4. Samia prefers wear a dress than pants. ( F )
5. I'd rather go out than stay at home.( T )
6. I prefer Maths than Arabic. ( F )
7. She would rather live with her parents that alone.( F )
8. (Would rather) is used to talk about general likes and dislikes.( F )

**B. Choose the correct answer:**

1. I \_\_\_\_\_ go on a holiday tour than visit an art gallery.  
a- would                      **b- would rather**                      c- prefer                      d- than
2. Many tourists today ----- culture to beach holidays.  
**a- prefer**                      b- would                      c- would rather                      d- rather
3. My friends would rather \_\_\_\_\_ at home than go out.  
**a- stay**                      b- stayed                      c- have stayed                      d- are staying
4. I \_\_\_\_\_ rent a movie **than** go to the theater.  
a- **I'd rather**                      b- had rather                      c- prefer                      d- would
5. I **prefer** walking \_\_\_\_\_ cycling.  
a- **to**                      b- than                      c- at                      d- in
6. She \_\_\_\_\_ living in a city **than** living in a village.  
a- **would rather**                      b- rather                      c- would                      d- prefer
7. They \_\_\_\_\_ watching TV **to** reading books.  
a- **prefer**                      b- would rather                      c- rather                      d- had rather
8. Their son prefers \_\_\_\_\_ computer games **to** playing football outside.  
a- **playing**                      b- plays                      c- play                      d- played

**C. Do as shown in brackets:**

1. I would rather travel by train than flying by plane. (Correct the sentence.)  
**I would rather travel by train than fly by plane**
2. She'd rather healthy food to fast food. (Correct the sentence.)  
**She prefers healthy food to fast food.**
3. We can use prefer + a noun or the --- ing form of a verb when talking about \_\_\_\_\_. (Choose "**preferences** – conditionals" )
4. She prefers \_\_\_\_\_ food to fast food. (Choose "healthier – **healthy** " )

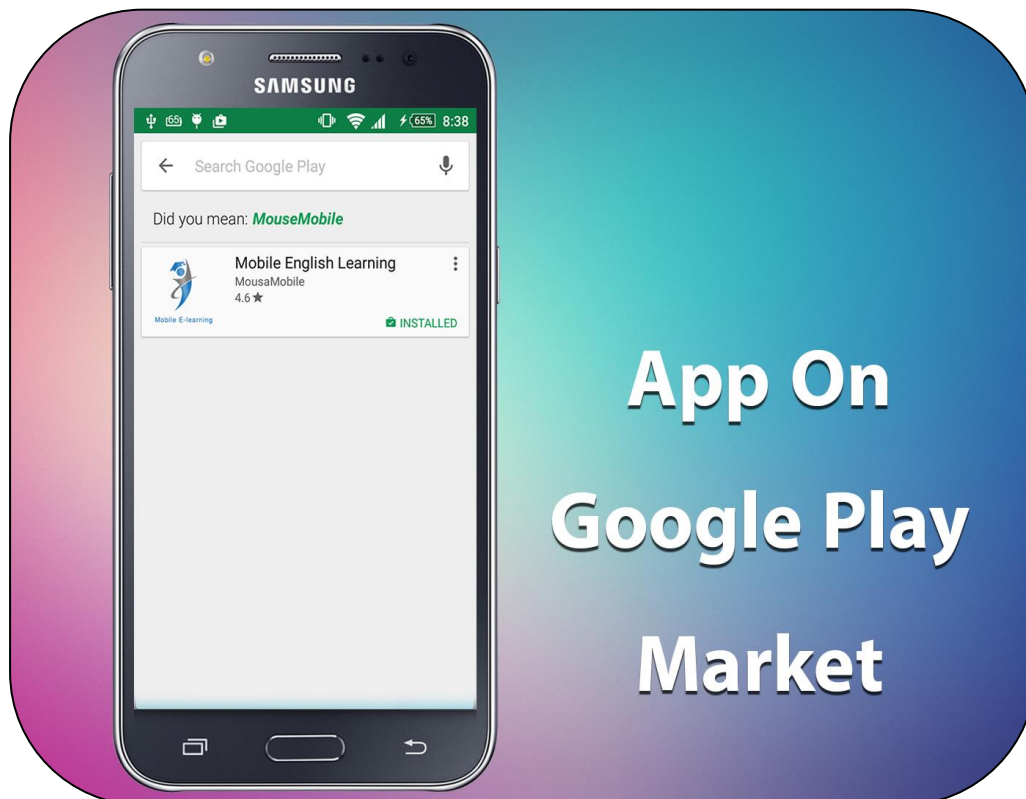
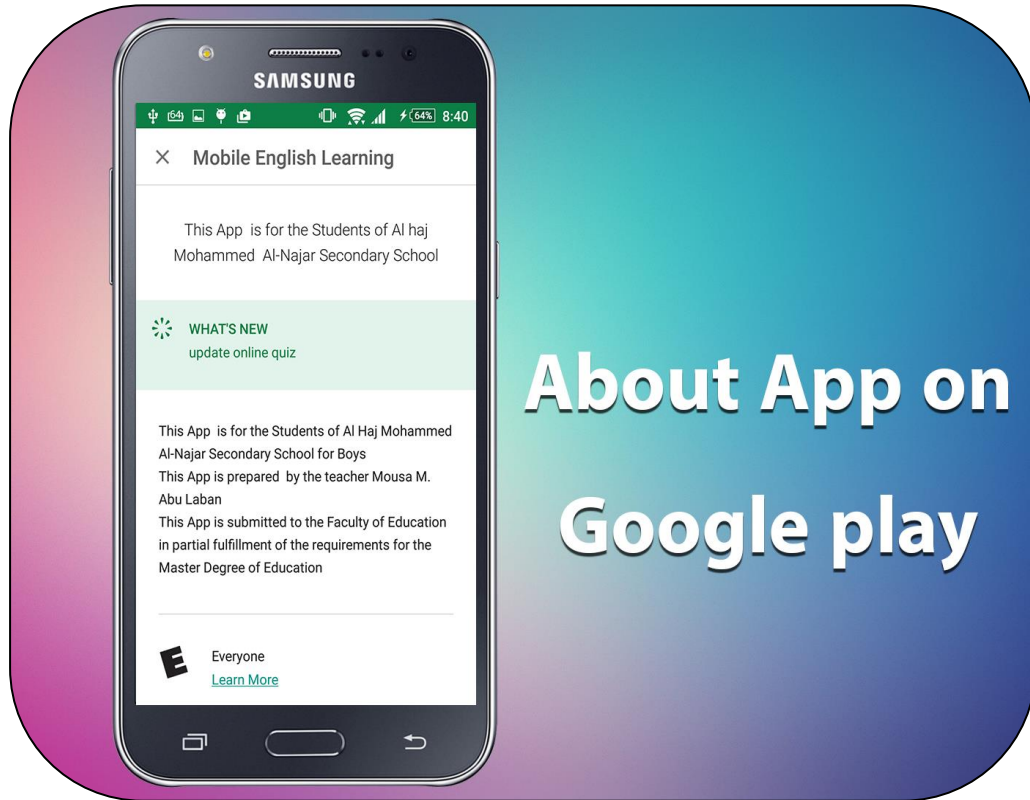
5. They **would** rather go on a history tour than visit an art gallery. ( Complete the sentence)
6. It is used to talk about specific choices in a specific situation. (Choose "prefer – **would rather**" )
7. Many tourists today prefer culture **to** beach holidays. ( Complete the sentence)
8. They'd rather watch football **that** tennis. (Complete the sentence )

**D. Choose the correct word / phrase from the box to fill in the blank spaces:**

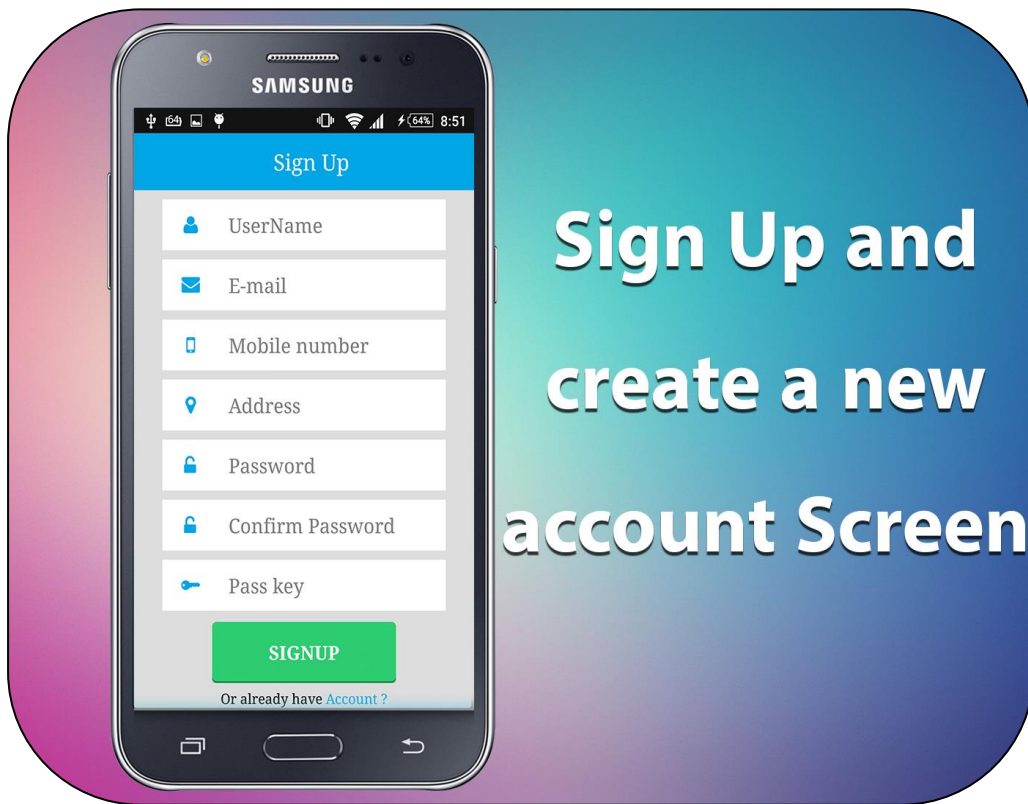
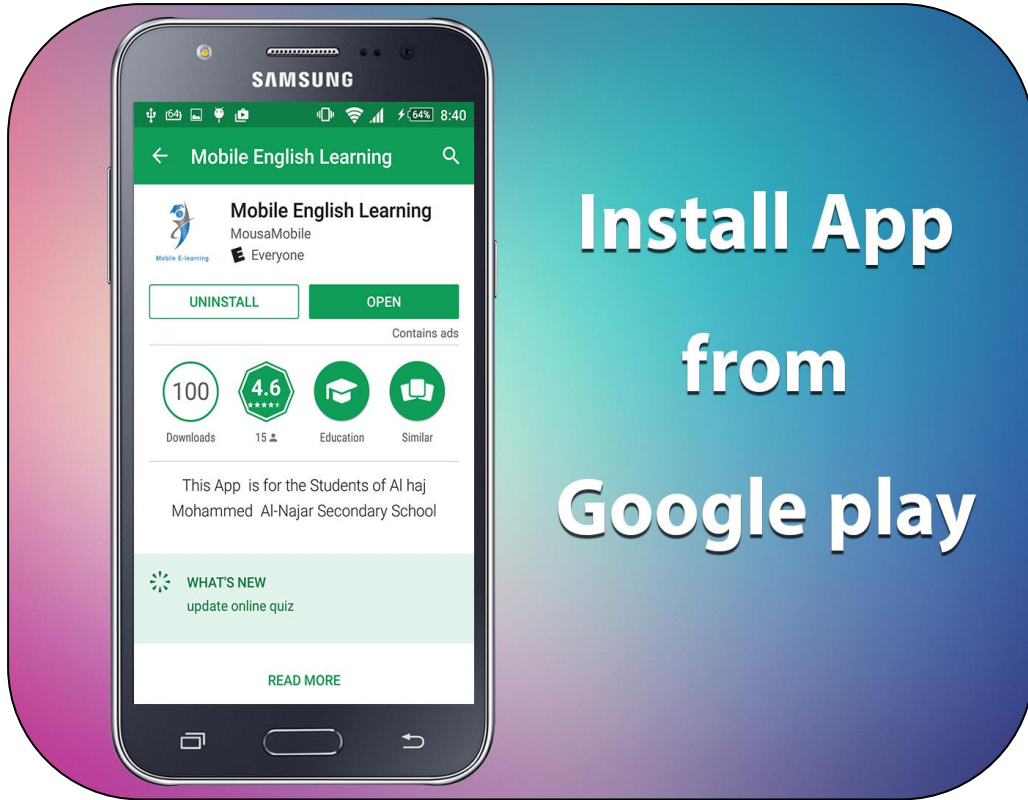
**prefer – swimming - would rather – ladders - to – visit – healthy – than**

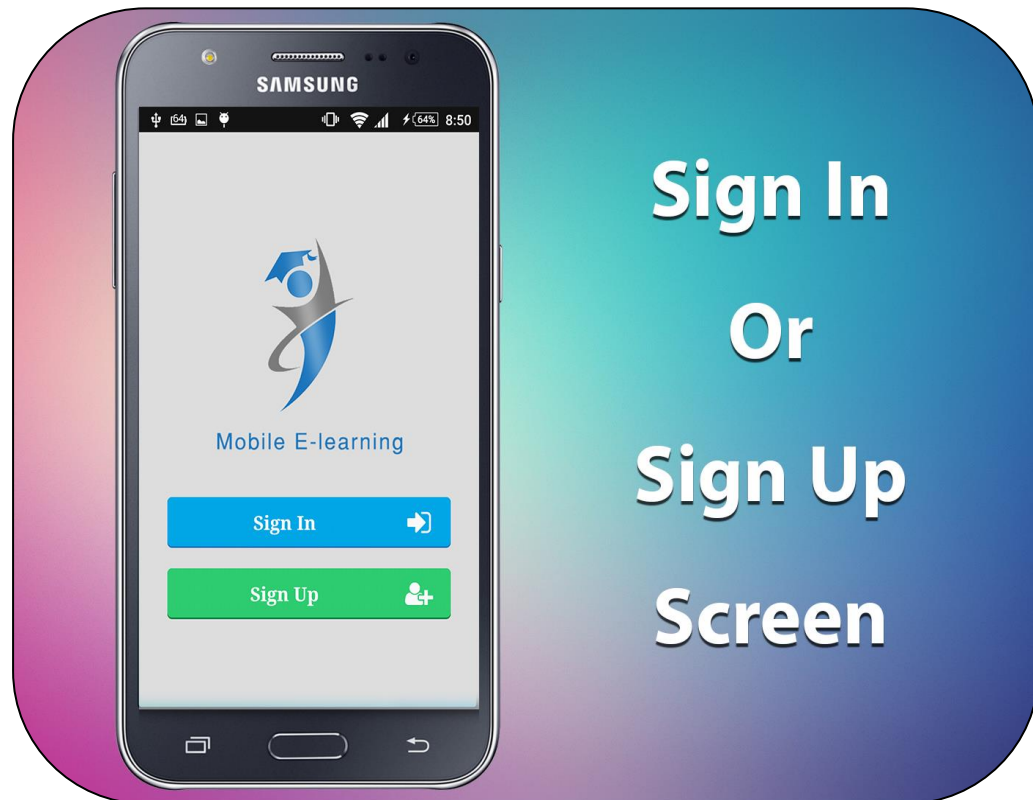
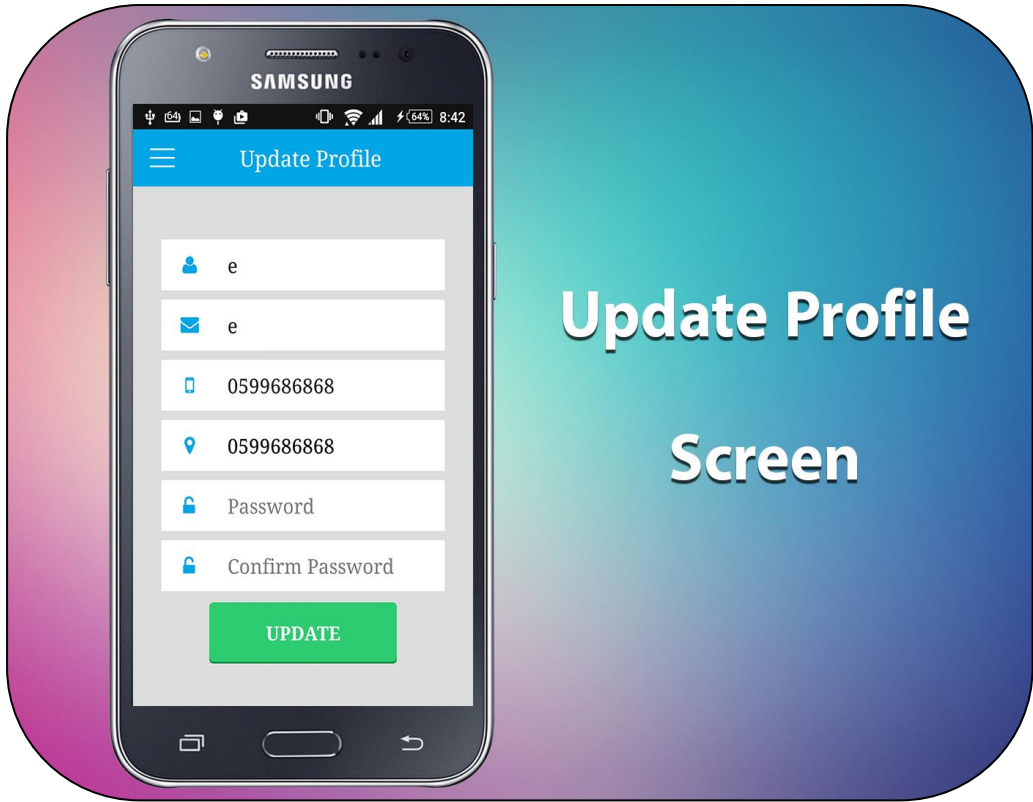
1. My sons **prefer** computer games to playing football outside.
2. Some scientists **would rather** develop new energy sources than use the old ones.
3. They prefer swimming **to** playing tennis.
4. She prefers **healthy** food to fast food.
5. I would rather my homework now **than** later.
6. Samia would rather go on a history tour than **visit** an art gallery.
7. We would rather stay at home and play snakes and **ladders** than go out.
8. I prefer doing athletics to **swimming**.

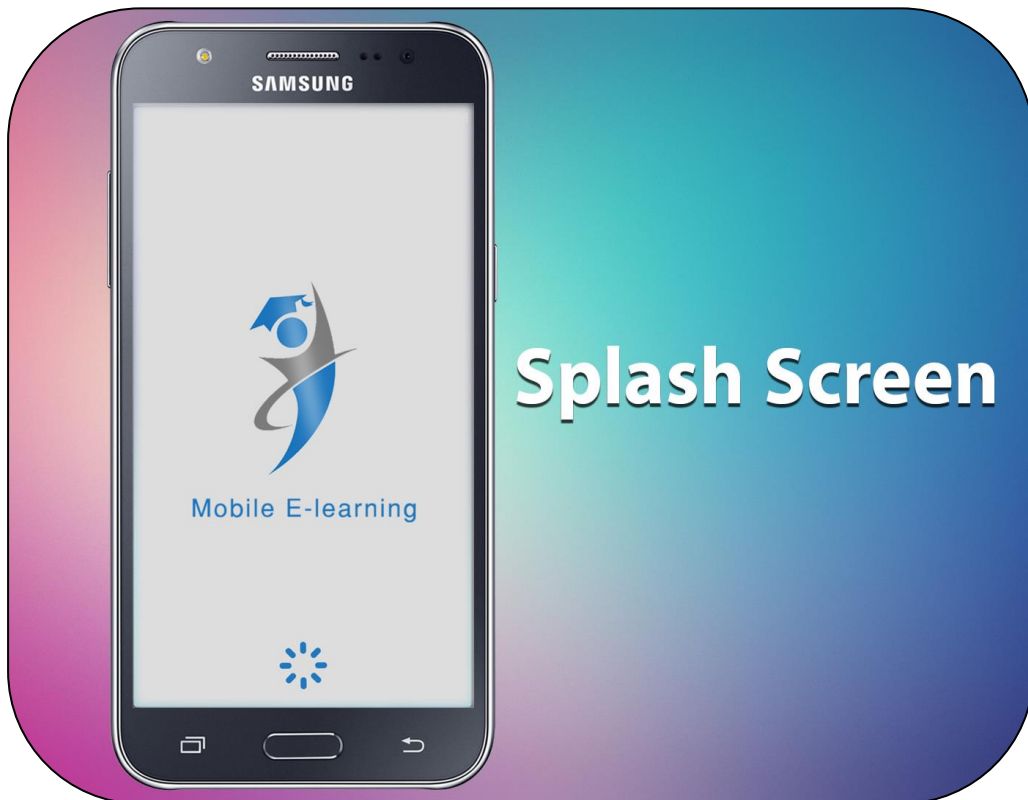
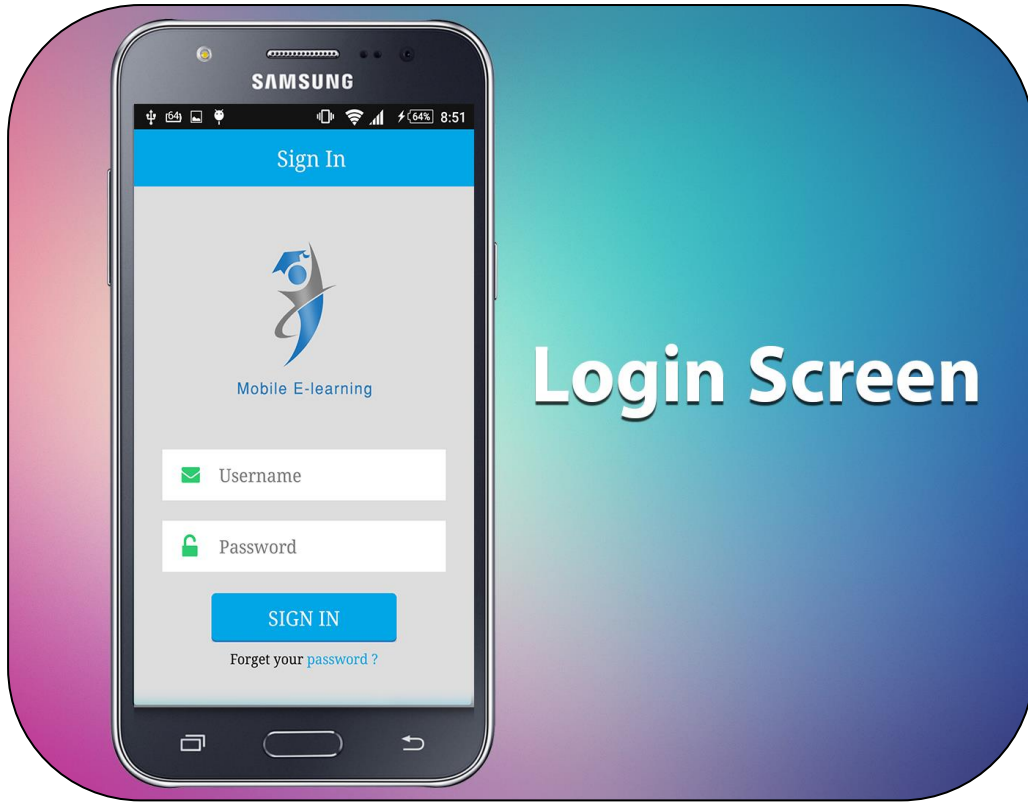
## Appendix (5): The Manual Use of the Application

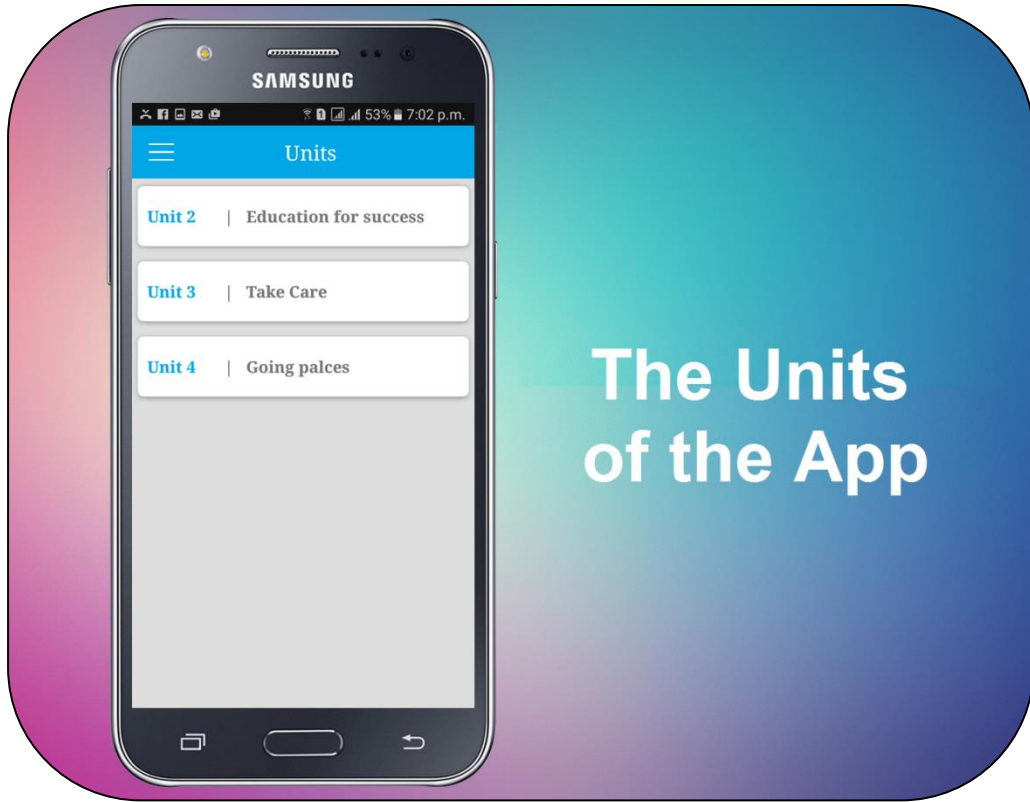




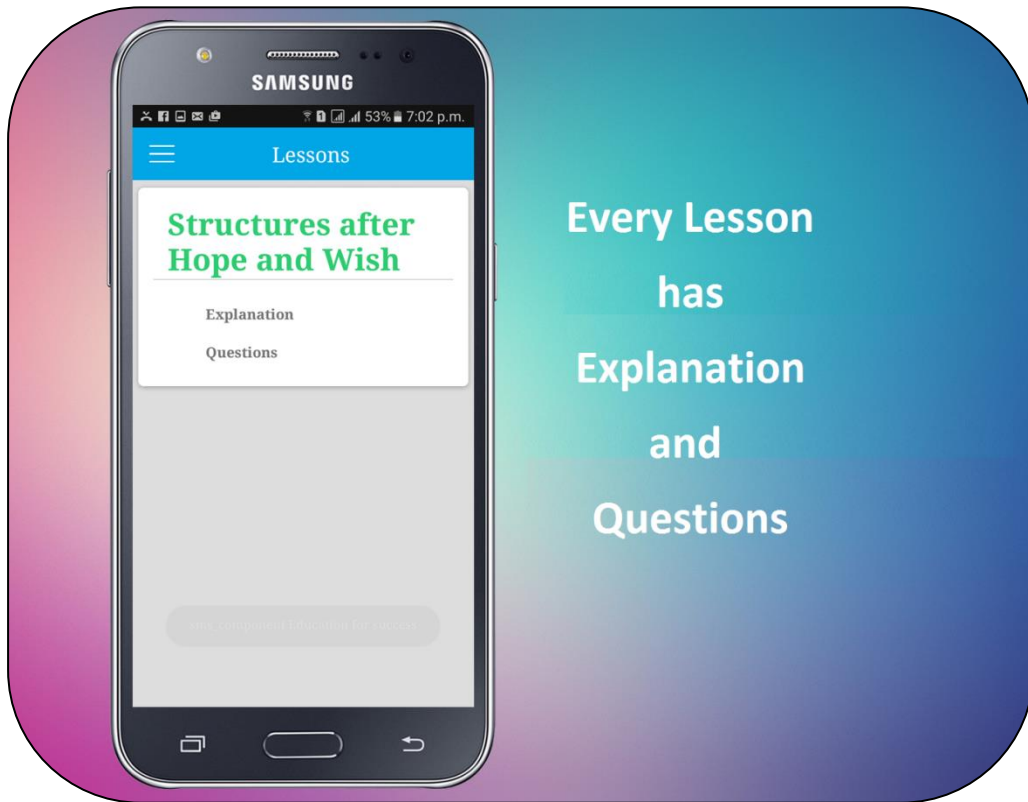








## The Units of the App



Every Lesson  
has  
Explanation  
and  
Questions



The image shows a Samsung smartphone screen displaying a lesson titled "Structures after Hope and Wish". The screen is divided into sections. At the top, there's a blue header with a menu icon and the word "Explain". Below that, the title "Structures after Hope and Wish" is shown. A red box contains the heading "The Grammar Rules:". Three numbered points follow:
 

1. We use **hope** + the infinitive with to form of the verb to talk about aims or ambitions.
2. We use **hope** + subject + verb to say what we want to happen ( or not happen ) in the future.
3. The verb after "**hope**" can be in a future form ( **will, will not, be**

 At the bottom of the screen, there are "BACK" and "NEXT" buttons, and a progress indicator with three dots, the second of which is green.

## Lesson Explanation

The image shows a Samsung smartphone screen displaying lesson examples for "Structures after Hope and Wish". The screen has a blue header with a menu icon and the word "Explain". Below that, the title "Structures after Hope and Wish" is shown. Three numbered examples are listed:
 

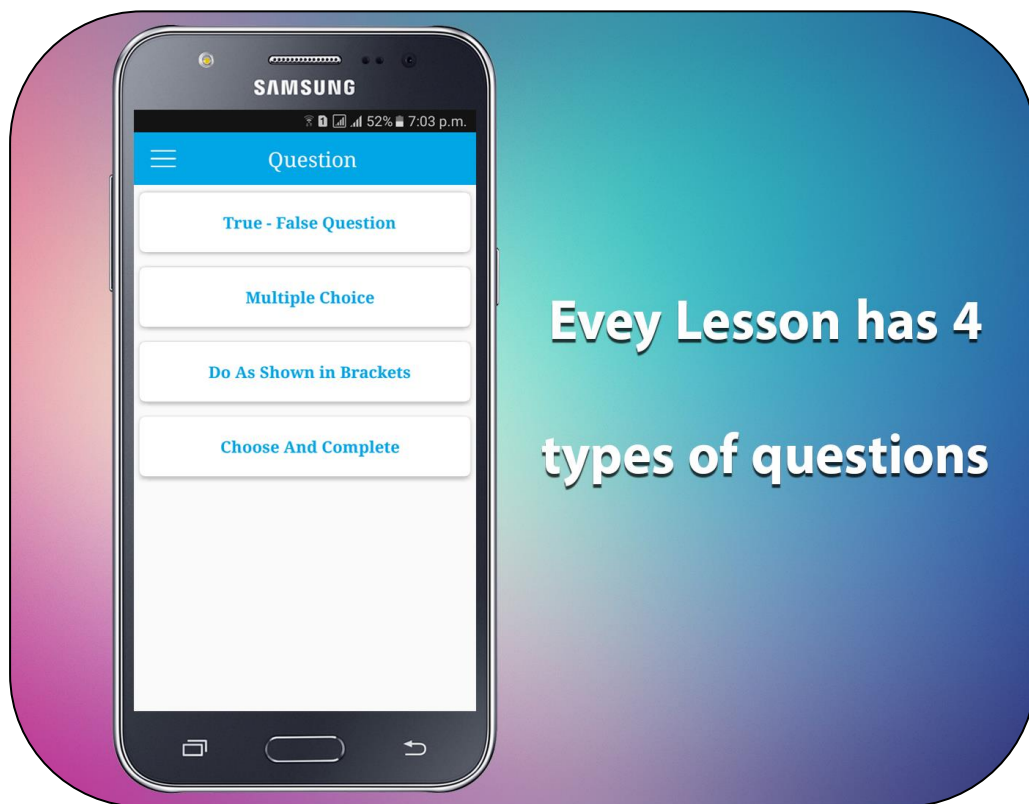
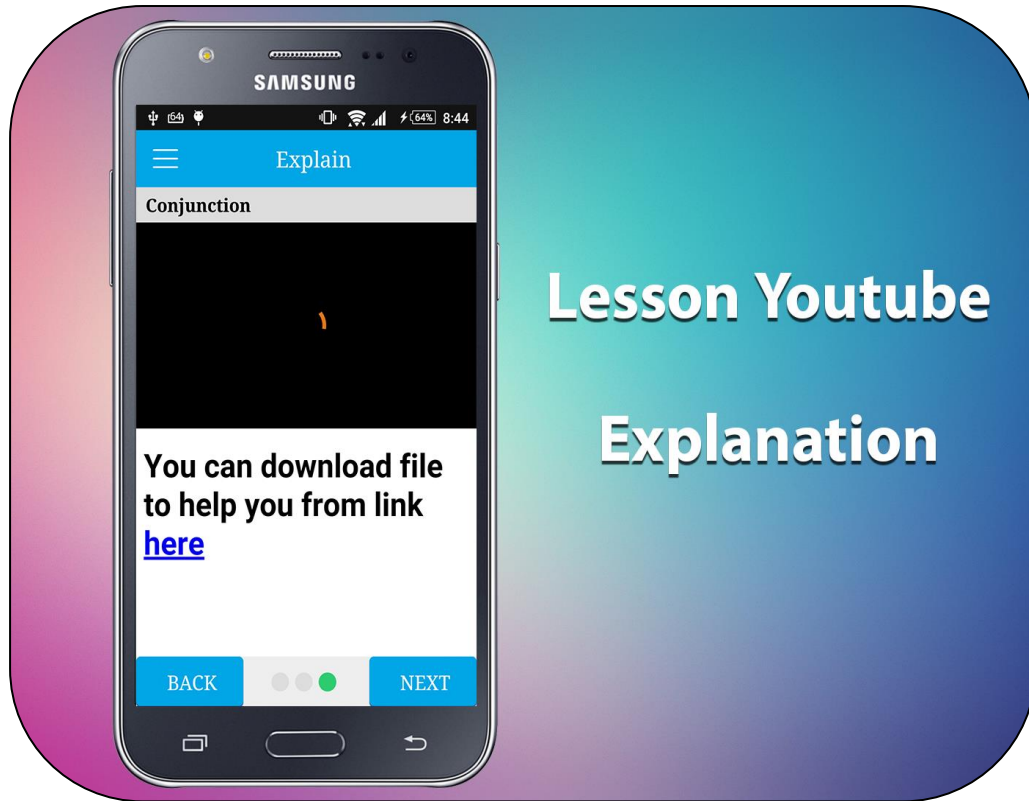
28. I **wish** I **was** not so bad at maths.

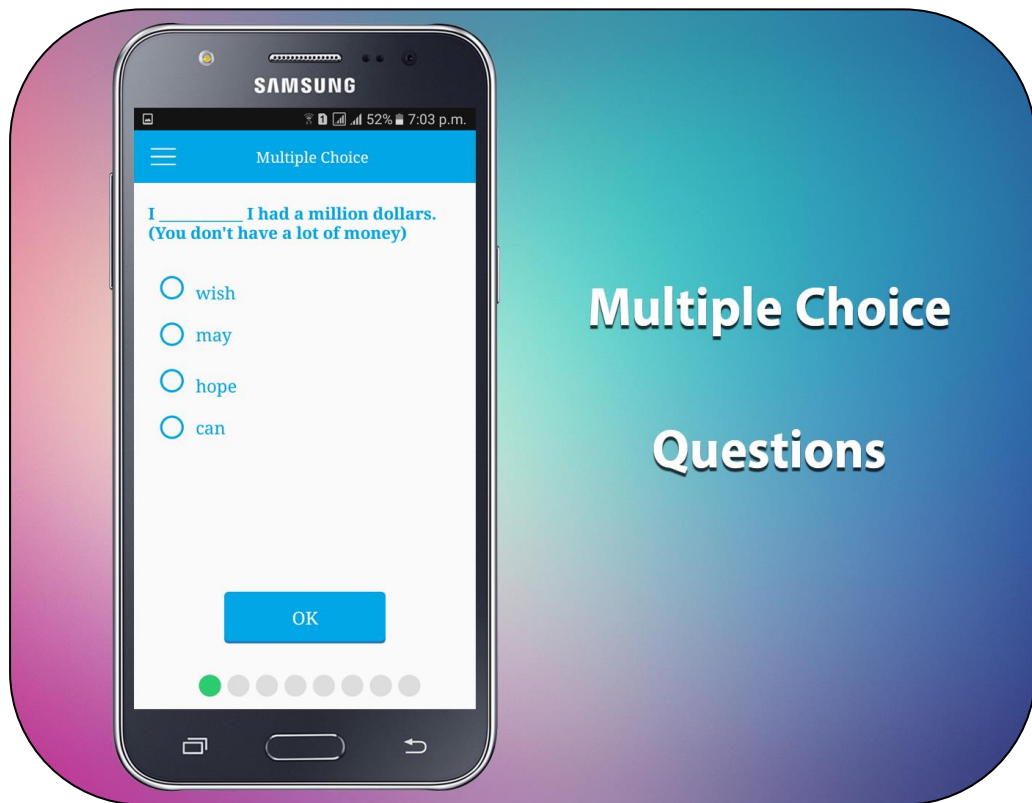
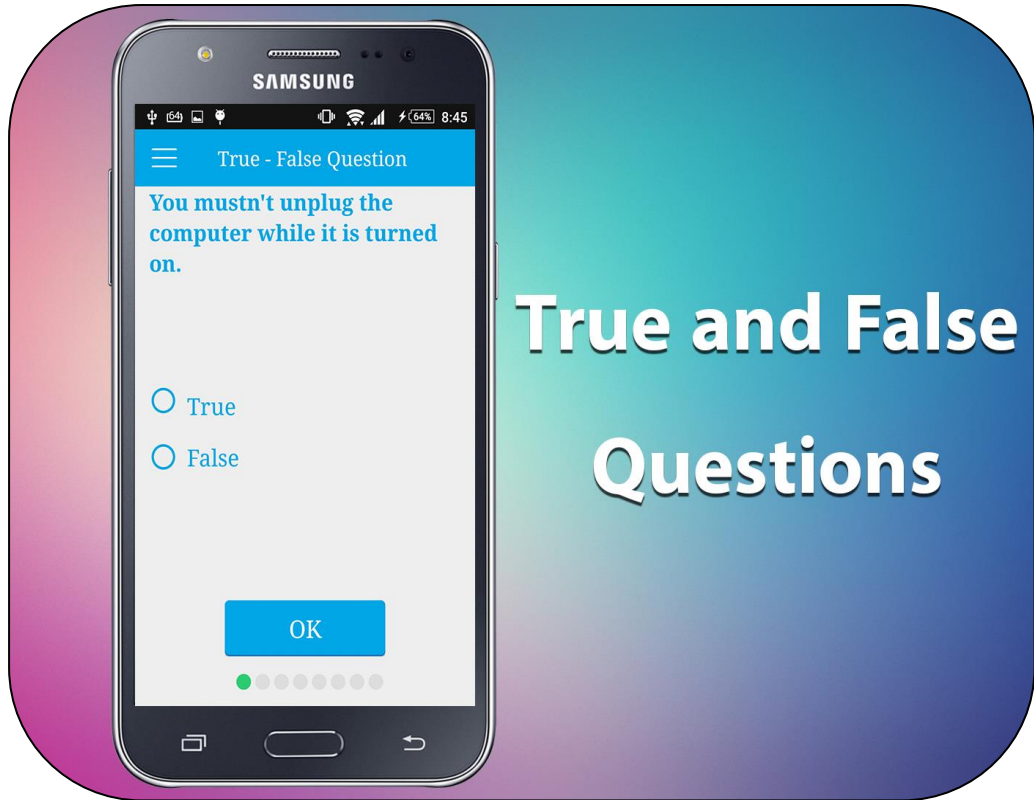
 Below this example, the word "(OR)" is shown in a separate box.
 

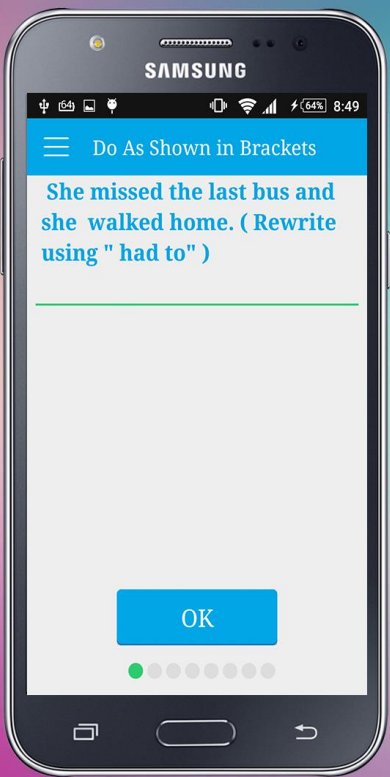
29. (I **wish** I **were** not so bad at maths.)
30. Let's **hope** he **gets** the grades he needs.

 At the bottom of the screen, there are "BACK" and "NEXT" buttons, and a progress indicator with three dots, the second of which is green.

## Lesson Examples

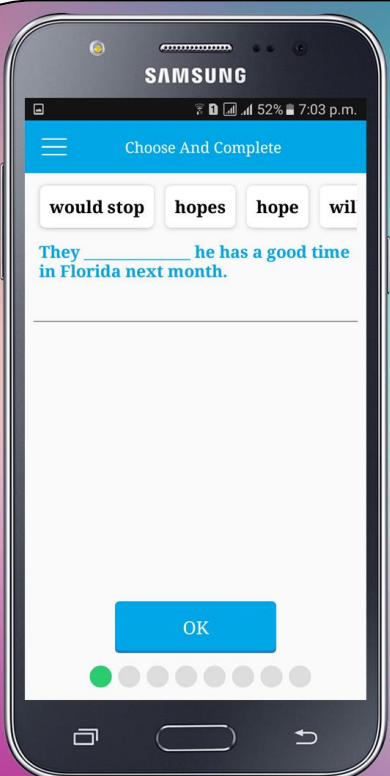






The smartphone screen displays a question under the heading "Do As Shown in Brackets". The text reads: "She missed the last bus and she walked home. ( Rewrite using " had to" )". Below the text is a large empty space for the answer and a blue "OK" button. At the bottom, there is a progress indicator with 10 dots, the first of which is green.

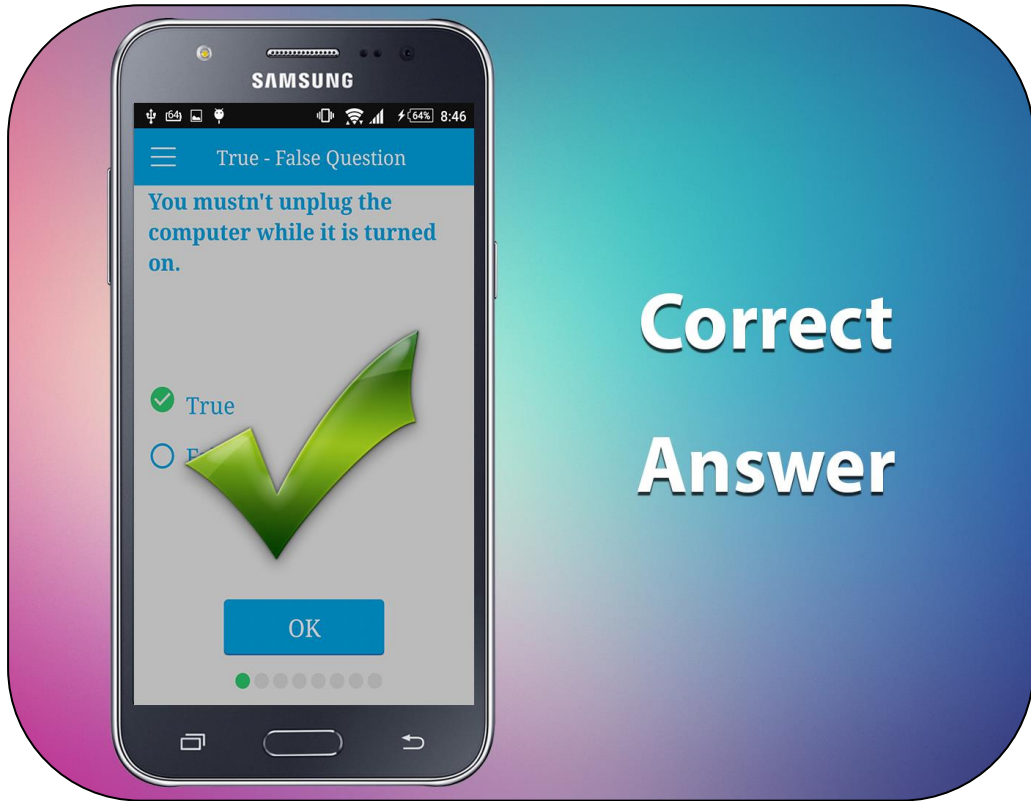
## Do as Shown In Brackets Questions



The smartphone screen displays a question under the heading "Choose And Complete". The text reads: "They \_\_\_\_\_ he has a good time in Florida next month." Above the text are four buttons: "would stop", "hopes", "hope", and "wil". Below the text is a large empty space for the answer and a blue "OK" button. At the bottom, there is a progress indicator with 10 dots, the first of which is green.

## Choose And Complete Questions





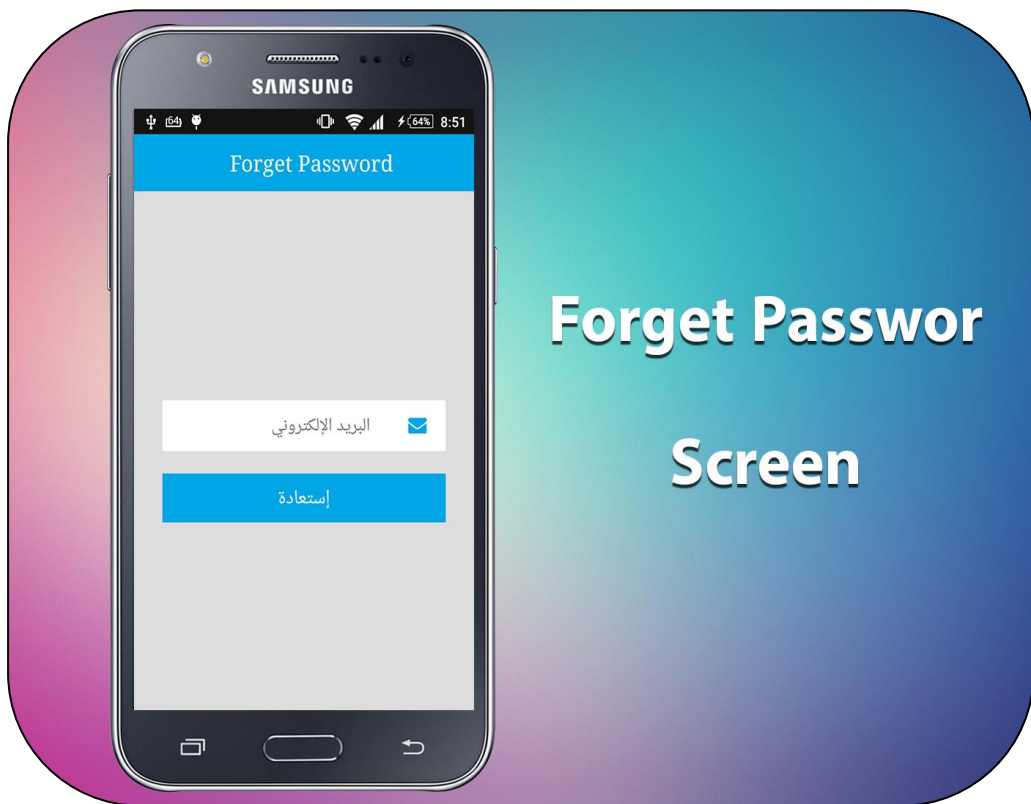
**Correct  
Answer**



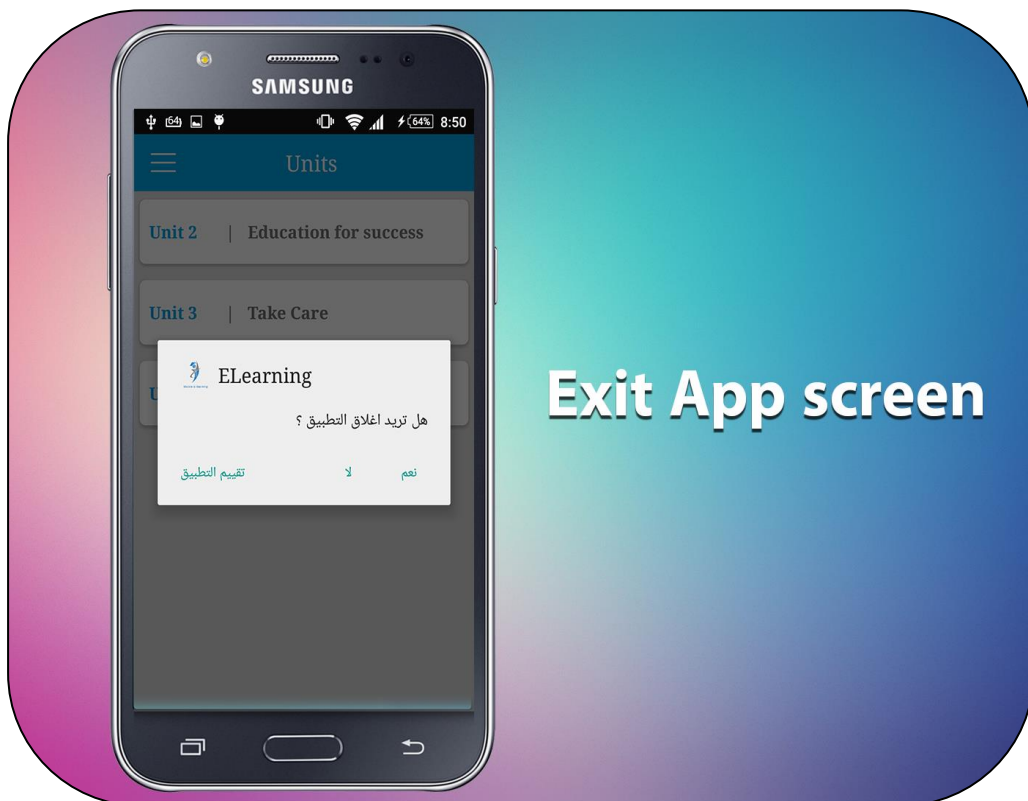
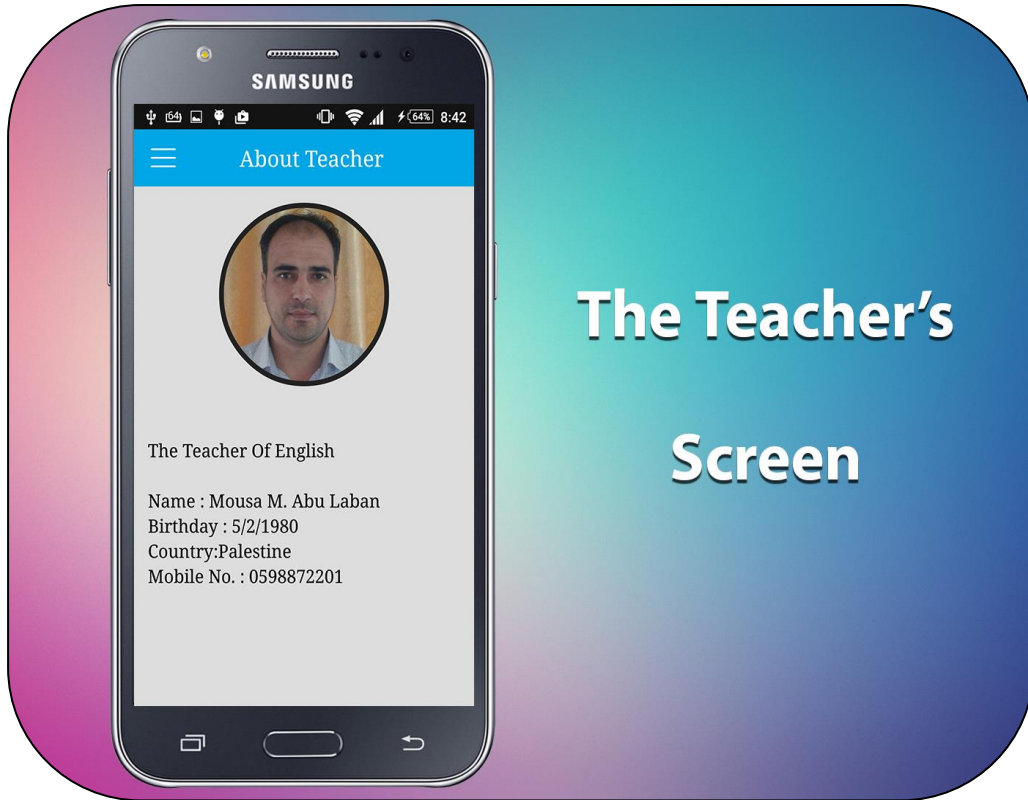
**Wrong Answer**



## Left Menu



## Forget Password Screen













Appendix (6): Researcher's task facilitation form

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

جامعة الإسلامية غزة  
The Islamic University of Gaza

مكتب نائب الرئيس للبحث العلمي والدراسات العليا هاتف داخلي: 1150

Ref: 35/ع  
Date: 2016/11/05

الأخ الدكتور/ وكيل وزارة التربية والتعليم العالي حفظه الله.....  
السلام عليكم ورحمة الله وبركاته.

**الموضوع: تسجيل مهمة طالب ماجستير**

نهدىكم شنون البحث العلمي والدراسات العليا أخطر نجاتها، ونرجو من سيادتكم التكرم بتسهيل مهمة الطالب/ موسى محمود تيم أبولين، برقم جامعي 120150026 المسجل في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس وذلك بهدف تطبيق أدوات دراسته والحصول على المعلومات التي تساعده في إعدادها والتي بعنوان:

فعالية استخدام التعلم النقال في تحسين تعلم قواعد اللغة الإنجليزية لدى طلبة الصف الحادي عشر ودافعيتهم نحو اللغة الإنجليزية

وإله وفي التوفيق...  
نائب الرئيس لشنون البحث العلمي والدراسات العليا

أ. د. عبدالرؤوف علي المتاعنة

صورة إرساء  
التف.

97092644401 97092644800 public@iugaza.edu.ps www.iugaza.edu.ps iugaza iugaza mediuiug iugaza  
P.O. Box 108, Rimal, Gaza, Palestine غزة فلسطين