

The Islamic University – Gaza  
Research and Postgraduate Affairs  
Faculty of Education  
Master of Curricula and Teaching Methods



الجامعة الإسلامية - غزة  
شئون البحث العلمي والدراسات العليا  
كلية التربية  
قسم المناهج وطرق التدريس

## The Impact of Using ESA Strategy on Tenth Graders' English Grammar Learning and their Attitudes Towards English

أثر استخدام استراتيجية ESA على تعلم طلبة الصف العاشر  
لقواعد اللغة الانجليزية واتجاهاتهم نحوها

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A Thesis submitted to the Faculty of Education in Islamic  
University in Partial Fulfillment of the Requirements for the  
Master Degree in Education

November / 2016

## إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

### The Impact of Using ESA Strategy on Tenth Graders' English Grammar Learning and their Attitudes Towards English

أثر استخدام استراتيجية ESA على تعلم طلبة الصف العاشر لقواعد اللغة الانجليزية واتجاهاتهم نحوها

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Date: التاريخ: ج س غ / 35

2016/12/03م

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**أثر استخدام استراتيجية ESA على تعلم طلبة الصف العاشر لقواعد اللغة الانجليزية و اتجاهاتهم نحوها.**

**The Impact of Using ESA Strategy on Tenth Graders' English Grammar Learning and Their Attitudes towards English.**

وبعد المناقشة العلنية التي تمت اليوم السبت 04 ربيع الأول 1438هـ، الموافق 2016/12/03م الحادية عشر صباحاً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ.د. عبدالرؤوف علي المناعمة

## Abstract

The study aims to identify the impact of using ESA strategy on tenth graders' English grammar learning and their attitudes towards English. To achieve the study goals, the researcher used the experimental approach, where the study tools were grammar achievement test, and attitude scale towards English. The researcher used a purposive sample from (Abedel\_Qader El- Hussiny), where the researcher works as a teacher of English. The sample of the study consisted of (64) female students. The researcher chose two intact classes of three ones which she was teaching: one class was as an experimental group consisting of (34) students, the second one was as a control group consisting of (30) students, and the third class (28) students the researcher excluded them from the experiment.

### **The study shows the following results:**

There are a statistical significant differences at ( $\alpha = 0.01$ ) in the total mean score at English grammar achievement test between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test. And these differences in favor to experimental group. There were a statistical significant differences at ( $\alpha = 0.01$ ) in the total mean score in the grammar achievement between the low achievers in the experimental group and their counterparts in the control one in the post test. And these differences and favor of low achievers in experimental group. There were a statistical significant differences at ( $\alpha = 0.01$ ) in the total mean score in the grammar achievement between the high achievers in the experimental group and their counterparts in the control one in the post test. And these differences in favor to low achievers in experimental group. There are a statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at attitudes towards English scale between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test. And these differences in favor to experimental group. Using ESA strategy interested on high effect on tenth graders' English grammar learning and their attitudes towards English.

### **In the light of the study results the researcher recommends the followings:**

Curriculum designers and decision makers are recommended to develop and enrich the Teacher's Guide with approaches and techniques that increase and enhance teaching and learning grammar such as ESA strategy. Supervisors are recommended to provide teachers with instructional materials which improve awareness of ESA strategy and the importance and necessity of using this model in teaching English. English language teachers are recommended to keep in touch with the latest trends in the field of TEFL and benefit from the findings of the educational research.

## المخلص

هدفت الدراسة إلى معرفة أثر توظيف استراتيجية (ESA) على تعلم طلبة الصف العاشر لقواعد اللغة الانجليزية واتجاهاتهم نحوها. لتحقيق أهداف الدراسة استخدمت الباحثة المنهج التجريبي، وكانت أدوات الدراسة عبارة عن اختبار قواعد اللغة الانجليزية، ومقياس الاتجاه نحوها. حيث اختارت الباحثة مدرسة عبد القادر الحسيني لتطبيق تجربتها بطريقة قصدية حيث تعمل الباحثة مدرسة للغة الانجليزية فيها، وتكونت عينة الدراسة من (64) طالبة، وتم اختيار شعبتين من أصل ثلاث شعب بالمدرسة، وتم تقسيمهن إلى مجموعتين بطريقة عشوائية (34) مجموعة تجريبية، و(30) مجموعة ضابطة، والشعبة الثالثة (28) طالبة تم استثنائهن من التجربة.

### أهم نتائج الدراسة:

توجد فروق ذات دلالة إحصائية عند مستوى دلالة ( $\alpha = 0.01$ ) بين متوسط درجات طالبات المجموعة الضابطة ومتوسط درجات المجموعة التجريبية في التطبيق البعدي لاختبار قواعد اللغة الانجليزية لصالح طالبات المجموعة التجريبية. وتوجد فروق ذات دلالة إحصائية عند مستوى دلالة ( $\alpha = 0.01$ ) بين متوسط درجات طالبات المجموعة الضابطة منخفضة التحصيل ومتوسط درجات المجموعة التجريبية (منخفضات التحصيل) في التطبيق البعدي لاختبار قواعد اللغة الانجليزية لصالح طالبات المجموعة التجريبية. وتوجد فروق ذات دلالة إحصائية عند مستوى دلالة ( $\alpha = 0.01$ ) بين متوسط درجات طالبات المجموعة الضابطة (مرتفعات التحصيل) ومتوسط درجات المجموعة التجريبية (مرتفعات التحصيل) في التطبيق البعدي لاختبار قواعد اللغة الانجليزية لصالح طالبات المجموعة التجريبية. وتوجد فروق ذات دلالة إحصائية عند مستوى دلالة ( $\alpha = 0.01$ ) بين متوسط درجات طالبات المجموعة الضابطة ومتوسط درجات المجموعة التجريبية في التطبيق البعدي لمقياس الميول نحو اللغة الانجليزية لصالح طالبات المجموعة التجريبية. وتبين أن استخدام استراتيجية (ESA) تتمتع بأثر كبير في تنمية طالبات الصف العاشر في قواعد اللغة الانجليزية واتجاهاتهم نحوها.

### وفي ضوء نتائج الدراسة أوصت الدراسة بما يلي:

ضرورة أن يقوم مصممي المناهج وصناع القرار بتطوير وإثراء دليل المعلم بطرق وتقنيات تعزز عمليتي التعليم والتعلم من خلال استراتيجية (ESA). وضرورة أن يقوم المشرفين التربويين بتزويد المعلمين بمواد تعليمية من شأنها تحسين وعيهم باستراتيجية (ESA)، وضرورة حفزهم نحو استخدام هذه الاستراتيجية في تدريس اللغة الانجليزية. وضرورة أن يقوم معلمي اللغة الانجليزية بالاطلاع والاتصال بأحد اتجاهات تدريس اللغة الانجليزية كلفة أجنبية والاستفادة من نتائج البحوث التربوية ذات العلاقة.

الآية القرآنية

II

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صدق الله العظيم

[النمل: 19]

## **Dedication**

To my dear father, May Allah have mercy upon his soul,

To my dear mother who keeps praying for me always,

To my dear and loving husband for motivation and encouraging me to attain my dream,

To my teachers and guides, and

To all my brothers and sisters.

**I dedicate this work**

## Acknowledgements

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

All praise to Allah, the Lord of the world; and prayers and peace be upon Mohammed His servant and messenger.

I would like to express my sincere gratitude and thanks to those who helped me a lot to complete this work. Especially, my supervisor **Prof. Awad Keshta** for his expert guidance and valuable suggestions during this work.

Many thanks go to the staff of the Islamic University for their fruitful help: I would like to express my deep appreciation to Faculty of Education employees for their advice and invaluable support during the stages of this study.

I would like to express my sincere appreciation to the internal examiner Prof. Izzo Afana - the Islamic University, and to the external examiner Dr. Jaber Abu- Shawesh, for reading my thesis and providing me with both crucial and critical viewpoints that enhance its value.

I would not forget Dr. Mohammad Ateya Abdal Rahim who helped me in doing this graduation study. I am grateful for the numerous discussions we had over my data analysis. His patience, willingness and kindness were always there !

My appreciation and gratitude are paid to the jury of the tools of my study, for their valuable and intellectual notes and suggestions.

I would not have been able to conduct this study without the active participation of my husband, who devoted his time and experience to cooperate with me during my thesis work.

Finally, I am deeply grateful to my family, my mother, sisters and brothers who have been my sources of strength and counsel. Thanks are expended to them for always providing me with their care, attention an never ending support.

**May Allah reward you all for helping me bring this effort to completion**



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## Abbreviation

ELT	English Language Teaching
EFL	English as Foreign Language
ESL	English as second Language
ESA	Engage, Study, & activate
EEE	Exploration, Explanation, & Expression
PPP	Presentation, Practice, & Production
SPSS	Statistical Package For social Sciences
EFL	English as a foreign language
KWL	Know- Want - Learn

# Chapter I

## Background of the Study

## Chapter I: Background of the Study

### 1.1 Introduction:

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

Grammar has gained its prominence in language teaching, particularly in English as a foreign language and as a second language. Grammar, as part of language lessons, plays a pivotal role in enabling students to communicate effectively (Jendeya, 2015, p. 3)

Grammar is considered a very important learning area in teaching the English language. Grammar gains its prominence in language teaching particularly in English as a foreign language. Practically, while learning grammar, learners are taught rules of language commonly known as sentence patterns.

The teaching of grammar should also ultimately center attention on the way grammatical items or sentence patterns are correctly used. In other words, grammar teaching should compass language structures or sentence patterns, meaning and use (Saker, 2015, p. 2).

Swan (2006) invites us to reflect on what grammar we teach and why we teach it. He identifies a number of reasons for grammar teaching. For example, teachers often teach grammar simply because it is easy to teach and to test. Swan suggests that teaching of grammar should be determined by students' needs. Furthermore, the teaching of grammar should be based on the principles of comprehensibility and acceptability" (Richards & Renandya, 2002, pp. 145-146).

Language teachers focus on grammar as asset of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can

produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Amogne (2014, p. 3) believes that many teachers and students see grammar in isolation, which means grammar is taught and treated separately. Besides, teachers use traditional methods of teaching grammar which have negative effects on students' learning and led to many problems in learning the language correctly. One of these problems is that students are not able to use the language structures in the real life context.

Leou and Liu (2004) suggest that learning can be enhanced if the learning involves interaction, student-centered and engaging activities when learners construct their understanding rather than more traditional methods of teacher-centered direct instruction in order to make the learning process more organized and meaningful.

Other language teachers, influenced by recent theoretical work on the differences between language learning and language acquisition, tend not to teach grammar at all, believing that children acquire their first language without overt grammar instruction. They expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

Grammar plays an important part in teaching and learning EFL. However, how to create learners motivation in learning grammar is not simple. So, this proposed study will try to identify the impact of ESA strategy on learning grammar among tenth graders and their attitudes towards English.

## **1.2 The Need For the Study:**

Learning English grammar is not an easy job for the majority of students, especially within Palestinian schools' limited possibilities. Teaching grammar traditionally became boring with the rapid development of technologies and new strategies. The researcher has been a teacher of English for seven years. The teacher could neither shut her eyes to the results of the students in English language exams nor shut her



ears to the complaints of the parents and the teachers regarding the deficiencies of the students' performance in English language in general

Also the researcher noticed a lot of obstacles such as crowded classes, difficult curricula and traditional evaluation methods that make students' motivation, participation in the classroom and level low and weak. This has led the researcher to reflect on how grammar can be taught and studied more effectively.

### **1.3 The Statement of the problem:**

The researcher noted by teaching the rules of the tenth grade students that none of their grammatical accuracy, their motivation, and their classroom level of participation seems to have improved. This led the researcher to reflect on how grammar should be taught and learned more effectively. Thus, the researcher concluded that there were weaknesses in students' performance in English language especially grammatical rules. And these weaknesses due to several factors.

The researcher believes that teaching methods and negative attitudes towards English are the most important factors affected students' performance.

In brief, the main intent of this research stemmed out of the researcher's attempt to validate, through research, the pedagogical usefulness of using the ESA strategy in learning grammar to tenth graders and their attitudes towards English.

### **1.4 Research Questions:**

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

**What is the impact of using ESA strategy on tenth graders' English grammar learning and their attitudes towards English?**

To answer the major questions the researcher developed the following sub- questions:

- 1) Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at English grammar achievement test between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test?

- 2) Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the low achievers in the experimental group and their counterparts in the control one in the post test?
- 3) Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the high achievers in the experimental group and their counterparts in the control one in the post test?
- 4) Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test?
- 5) Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the low achievers in the experimental group and their counterparts in the control one?
- 6) Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the high achievers in the experimental group and their counterparts in the control one?

### **1.5 Research Hypotheses:**

- 1) There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at English grammar achievement test between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test.
- 2) There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the low achievers in the experimental group and their counterparts in the control one in the post test.
- 3) There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the high achievers in the experimental group and their counterparts in the control one in the post test.
- 4) There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the

students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test.

- 5) There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the low achievers in the experimental group and their counterparts in the control one.
- 6) There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the high achievers in the experimental group and their counterparts in the control one.

### **1.6 Purpose of the study:**

The study aimed to achieve the following objectives:

- 1) Identifying the effect of using ESA strategy in learning grammar on the students' level of grammatical accuracy.
- 2) Identifying the effect of using ESA strategy in learning grammar on the students' attitudes towards English language.
- 3) Measuring the changes in 10<sup>th</sup> graders' achievement in learning grammar as a result of using ESA strategy.
- 4) Monitoring the factual level of the students' learning in the grammatical exercises.
- 5) Contributing to improving the process of teaching English in general and grammar in particular to tenth graders.
- 6) Familiarizing English language teachers with the basic principles of designing and using ESA strategy in teaching English grammar.

### **1.7 Significance of the study:**

The study is significant because of the following:

- 1) It is an attempt to point out the using of ESA strategy in learning English grammar among the 10<sup>th</sup> grade students.
- 2) It suggests a perspective for developing learning English grammar among the 10<sup>th</sup> grade students and their attitudes towards English language through using ESA strategy.

- 3) Be consistent English language teachers diagnose and highlighting points of weakness and strength in the process of teaching grammar.
- 4) It may improve the students' rate of accuracy, as well as creating a more positive class atmosphere and a more positive learning experience overall.
- 5) It may have implications for developing curriculum design, textual materials and the training of foreign language instructors if there are any positive results of using ESA strategy as a teaching-learning strategy.
- 6) It familiarizes English language teachers with the basic principles of designing and using ESA strategy in teaching English grammar.
- 7) It bridges the gap between theory and practice by comparing the group of ESA strategy with the traditional one.
- 8) It provides other researchers with some reliable instruments, action procedures, and experimental findings for employing them in future research.

### **1.8 Limitations of the study:**

The current study was applied in accordance with these limitations:

- 1) The sample of the study consisted of tenth graders in the governmental schools in Khanyounis directorate. Which selected from (Abedel\_Qader El- Hussiny) School.
- 2) The study was carried out in the second term of the scholastic year (2015-2016).
- 3) The study was limited to practice English grammar included in the textbook "English for Palestine 10".

### **1.9 Operational Definition of Terms:**

#### **1- Impact:**

The change in the learners' achievement level in English grammar test that may result from implementing the ESA strategy.

## **2- ESA stands for Engage, Study, and Activate.**

*Engage* means involving learners both mentally and emotionally in learning a piece of language.

*Study*: here students focus on the construction of something, whether it is language itself, the ways in which it is used or how it sounds or looks.

*Activate*: this element or phase describes exercises and activities, which are designed to get students using the language as freely and communicatively as they can (Harmer, 2010, pp. 52-55).

## **3- Traditional Method**

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

## **4- Attitude**

A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli). Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Conative: inclination for action. (4) Evaluative: positive or negative response to stimuli (<http://www.businessdictionary.com>).

## **5- Tenth Graders**

It is students who succeeded in Grade 9, and attend grade (10) and whose ages are between (15) and (16) years.

## **6- Higher achiever:**

Students whose total score in the achievement test in English grammar lies among the highest (27%) of other students' score.

## **7- Lower achiever:**

Students whose total score in the achievement test in English grammar lies among the lowest (27%) of other students' score.

# **Chapter II**

## **Literature Review**

## Chapter II: Literature Review

This chapter contains two sections; the first section aims to view theoretical framework which includes three domains: Grammar, ESA strategy, and attitudes towards English, and the second section is includes the related studies.

### 2.1 The first Section: Theoretical Framework.

#### 2.1.1 The First Domain: Grammar.

Grammar has been a familiar part of the school teaching language for many years, and its familiarity has given rise to some inconsistencies in the same use of the word grammar. Some elementary grammar books introducing a foreign language are entitled English Grammar or Grammar in use (Robins, 2000, p. 142). For several last year's English grammar teaching in schools has been a the subject of criticism (Kohli, 1999, p. 138).

Harmer did not prefer the narrow definition of grammar as the analysis of parts of speech and sentence structure, as these definitions will encourage bad practice of teaching grammar exercise (Harmer, 2001, p. 83).

#### 1- Definitions of the term grammar :

Different definitions of the term grammar were given in different ages, the differences are important . Some of these definitions refer to the theoretical or practical point of view. Barnard (2002, p. 755 ) said that a lot of writers defined grammar as the art of speaking and writing correctly whereas others believed that grammar is a guide to a correct understanding of language through its words and forms of speech .

Theoretical point of view saw grammar as the science of language (Sweet, 2005, p. 1) saw the role of grammar as every science is to observe the facts and phenomena with which it has to deal and to classify and state them methodically .

Williams used the term grammar to when teachers and administrators grow frustrated over errors in students' writing, they often return the term to the " basics " which are defined as grammar, Williams

also mentioned that the term grammar refers to how are people speak (Williams, 2005, p. 26).

Harmer (2001, p. 19) mentioned that the definition of the term grammar should be wider. He maintained it should consider (Harmer, 2001, p. 19):

- 1- The change in the language to suit the listener and audience form and purpose .
- 2- The different effect which can be achieved in speech and writing .
- 3- The reasons why some languages are structurally ambiguous or misleading .
- 4- The study of elements larger than sentences .
- 5- The introduction of specialist terminology in context for purpose.

Harmer maintained that grammar is a description of ways in which words change their forms and can be combined into sentences (Harmer, 2001, p. 12).

Grammar is the study of forms and structures of a language and description of rules which govern how a language sentences are formed (Thornbury, 2004, p. 1).

Grammar is the formal study of the structure of a language and it describes how words organized and fit together in meaningful constructions (Williams, 2005, p. 27).

## **2- Why study grammar?**

The word Grammar means different things to different people. To the ordinary citizen, it connotes to correctness or incorrectness of the language that he or she speaks. To a school student, it means an analytical and terminological study of sentences. Knowledge of grammar helps the student in the correction of mistakes and improvement of written work. A person cannot learn a foreign language accurately only through a process of unconscious assimilation.

Williams (2005, p. 26) stressed that the term grammar is utilized when teachers grow frustrated over errors in students' writing, they often return to the basics or essentials which are defined as grammar. He also elaborated that the term grammar refers to how people speak.



Wu (2007, p. 26) claims that language learners have two different knowledge systems: acquired and learned systems. The acquired system is developed by a subconscious process which is improved when learners use language for communication. On the other hand, the learned system is activated when students understand and memorize grammatical rules consciously.

Grammar is a sure ground of reference when linguistic habits fail us. So grammar is indispensable for the student. In this paper my aim is to bring the attention of the language teacher as well as the learner about the real utility of grammar in teaching English language. Hence, let's discuss some given statements below (Debata, 2013, p. 482).

Palmer stated that "all creatures had their own language to communicate , some of these creatures make meaningful sounds to make links between sounds and meaning". We as human beings spend a lot of our life speaking, listening , reading and writing, at the same time we also need a link to make meaningful communication with others (Palmer, 1997, pp. 7-8).

Kohli sees that grammar is a very important aspect in teaching. A person can't learn and practice foreign language accurately without having knowledge of grammar (Kohli, 1999, p.139).

### **3- Principles of practicing grammar :**

- 1- Grammar will be as a reference when the linguistic habits fail the learners .
- 2- It helps learners to arrange and consolidate forms and structures that they have already learnt .
- 3- It offers a set of labor saving rules, explanations and patterns which economize effort in language .
- 4- It helps learners to monitor the performance .
- 5- Grammar is preventive and corrective , it gives learners a usual feedback to the points or words – use which are especially liable to error.
- 6- It helps learners in the improvement of written work , it makes them understand how to link sentences .
- 7- Teaching grammar will lead learners to more practice over a wide range of valuable practice.

8- Grammar helps learners to express their thoughts correctly either in speaking or in writing (Woods, 1995, p. 3) .

#### **4- The importance of teaching grammar:**

Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language.

But in this context I would like cite a wonderful example to illustrate the use of knowledge of Grammar. Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue (Kohli, 1984, p. 116).

Therefore, to speak in a clearer and more effective manner we have to study grammar. For the person who has unconscious knowledge of grammar, it may be sufficient for simple language use. But the persons who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers (Debata, 2013, p. 482).

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

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

So the researcher believe that grammar is the backbone of a language and without it any single thing you know may be flux, in a sort of jelly without much consistency. In a nutshell, grammar provides you with the structure you need in order to organize and put your messages and ideas across. It is the railway through which your messages will be transported. Without it, in the same way as a train cannot move without railways, you won't be able to convey your ideas to their full extension without a good command of the underlying grammar patterns and structures of the language.

## **5- The uses of grammar**

Term grammar used in different ways to mean different things , it may come in a form of a book to mean the rules of the language or a subject that teachers teach in the school to their learners to use the language correctly or it can be an approach to analyze and describe the language (Woods, 1995, p.5).

Kohli had the same belief for the use of grammar , he said that the term grammar for school students means the terminological study of sentences , but to linguistics it is the structures of a language or " the set of signals by which a given language expresses meaning" (Kohli, 1999, p. 139).

Leech et.al believed that grammar is the core of the language which relates the semantic with phonology (Leech et.al, 1982, p. 4).

## **6- Grammar and written language**

Ridout and Clarke (1999, p. 146) the word grammar was derived from the Greek meaning " the science of letters ". Thornbury grammar in the recent days presented to the learners is essentially based on written grammar (Thornbury, 2004, p. 8).

Leech and et .al said that having knowledge of grammar will improve the style of writing and it will help learners to criticize and discuss their own writing. Leech put four principles for good writing (Leech and et .al, 1982, p. 184):

- 1- The language should be easy to follow .
- 2- It should be clear ( avoiding ambiguities ) .
- 3- Writers should be economical ( avoiding unnecessary words) .
- 4- Writers should be effective (transfer information more obvious ways).

### **7- Grammar and spoken language:**

- 1- Expression which treats the language that the speakers give  
Suppression which treats the language that the speaker didn't give .
- 2- Impression which deals with the receiver or the listener of the language.
- 3- Suppression it deals with the speakers' ability of expressing things. So we can notice that the speaker of the language has different choices in using the language in expression , while in suppression some speakers may want to express something but they couldn't and this will affect the listeners' impression.

Eyres (sees that grammar is something that speakers of language need to know, and he mentioned that there are two kinds of knowledge of grammar (Eyres, 2000, p. 6).

- 1- Implicit knowledge, it enables speaker to form sentences grammatically, and it also allows them to differentiate between grammatical and un grammatical sentences.
- 2- Explicit knowledge , It helps speakers to identify and describe the errors, and to state which of the rules have been broken through terminology.

## **8- Grammar and communication:**

Woods said that "grammar teaches how to use words , it teaches us how to use these words correctly and appropriately " (Woods, 1995, p. 2).

Lock said that "communicative competence is not just the ability to of producing correct sentences, but to know when , where and with whom to use them" . Lock also mentioned that there are prerequisites for communication (Lock, 1996, pp. 266-267):

- 1- To represent what you need to talk about and to locate it in time.
- 2- To make content interpersonally relevant and appropriate.
- 3- To make good organization for the message and to relate it to the previous and to the situational context.

For lock grammatical competence is an essential part of communicative competence and the development of the communication is the result from the relation between grammar and communication . Purpura assumes grammatical competence is the knowledge of the rules of phonology , the lexicon, syntax and semantics (Purpura, 2004, p. 53).

Hamdan (1991, pp. 6 - 7) mentioned three competences that people need in communication.

- 1- Sociolinguistic competence: It means the using of the language functionally within the social context.
- 2- Strategic competence : which refers to the ways that we use to get our meaning across e.g. body language. Strategic competence refers to verbal or nonverbal skills used to enhance communication.
- 3- Discourse competence: it refers to the strategies of constructing and interpreting the text .

## **9- Types of grammar:**

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

## 1- Descriptive grammar:

All the speakers of the language have a mental grammar that is a form of internal knowledge , this knowledge operates naturally without learning.

There may be some differences between the speakers ' knowledge of grammar , but in fact there is a shared knowledge between them which will help them to communicate and understand each other (Yule, 1996, p. 87).

So it can be said that descriptive grammar doesn't mean the way that the speakers should speak the language, but it describes the basic linguistic knowledge . Eyres mentioned that descriptive grammar may be used as prescriptive way through teaching the foreign grammar (Eyres, 2000, p. 6).

## 2- Prescriptive grammar :

This type of English grammar is an old traditional type ; it deals with the rules of the language and how speakers should use these rules in their speaking and writing correctly (Eyres, 2000, p. 5) .

Kohli sees that prescriptive grammar tries to perform the legislative function of the language , so it is not allowed to neglect the rules of the language (Kohli, 1999, p. 140). The differences between descriptive and prescriptive grammar

- 1- Prescriptive grammar deals with rules which should be acquired by the speakers , while descriptive grammar deals with the use of the language without concentration on these rules .
- 2- Descriptive grammar is dynamic . It takes into account the fact that the language is changeable, while prescriptive didn't allow the ignorance of rules (Kohli, 1999, p. 140) .
- 3- Fromkin and Rodman sees descriptive grammar deals with sounds , words , phrases , and sentences of the language (Fromkin & Rodman, 1993, p. 13).
- 4- Eyres sees prescriptive grammar deals with structures or words as correct or incorrect . It is concentrating on the areas of the language which are considered to be necessary , and it may be used in a

prescriptive way especially in teaching grammar to foreign learners (Eyres, 2000, p. 6).

### **3- Formative grammar:**

Grammar has been described as a set of rules that govern the language system, so formal grammar deals with rules and forms which should be organized to be used later. Kohli sees that formal grammar deals with terminology, it describes and analyzes the language (Kohli, 1999, p. 141).

Ishtawi assumes formal grammar refers to the description of forms, but not to the sense of individual forms nor to the meaning of the whole statement.

Ishtawi also concluded the relation between the two types of grammar. She believes that it is not possible to separate between functional and formal grammar. The two types deal with words and word groups, so forms can make different functions and functions can't be achieved without forms (Ishtawi, 2011, pp. 29 - 31).

### **4- Theoretical Grammar:**

Theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar, and providing scientific arguments or explanations in favor of one account of grammar rather than another, in terms of a general theory of human language (Jendeya, 2015, p. 18).

### **5- Universal Grammar:**

Universal grammar refers to the system of rules and principles that are elements of all human languages regardless of which language they speak (Jendeya, 2015, p. 18).

Pinker (2007) noted that universal grammar is a set of plans for the grammatical machinery that powers all human languages. The theory of universal grammar claims that the speakers know a set of principles that apply to all languages.

## **6- Reference Grammar:**

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

## **7- Functional Grammar:**

Richards (2007, pp. 3-10), noted that "a functional grammar is the kind of grammar most likely to have useful things to say to language learners and teachers". Tarifa (2003, p. 46) says that in functional grammar, language use precedes language rules; a language system is not an autonomous set of rules and the conditions of use determine this set of rules. To obtain a clear picture of this type of grammar, Woods (1995, p. 9) clarifies that Halliday's functional grammar: (is designed to account for how the language is used, looks at the fundamental components of meaning, and explains each element in language by reference to its function in the total linguistic system.

## **8- Communicative Grammar**

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



## 2.1.2 Using ESA Strategy on Teaching Grammar:

### 1- Teaching Grammar:

Grammar is the center of the teaching and learning of languages. It is also one of the most difficult aspects of language to teach well . Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage, they associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of no prestige forms (Abu Nada, 2008, p. 46).

Kohli (1999, p. 138) sees that Language teachers who focus on grammar as a set of forms and rules. Teachers teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Garacia (2003, p. 35) believed that Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities.

This approach does not allow students to use one of the major tools they have as learners; their active understanding of what grammar is and how it works in the language they already know.

Byrd (2004 , p. 144 ) sees that the goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications:

- 1- Students need overt instruction that connects grammar points with larger communication contexts.
- 2- Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.
- 3- Error correction is not always the instructor's first responsibility.

## **2- Principles of Teaching Grammar:**

Hedge (2000) considers that the presentation of grammar to learners should facilitate learning in many ways: it can provide input for noticing output and accurate forms of English; it can provide information about the communicative use of language structures by contextualizing them in spoken and written forms; it can give information implicitly through exposure to examples or explicitly through instruction on the stylistic variation of language form. Jendeya, (2015, p. 20).transfer these principles as follows:

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

## **3- Methods in Teaching Grammar:**

English language educators affirm the effectiveness of using the following methods in teaching grammar:

### **Inductive and Deductive Methods:**

The importance of deductive and inductive method is to give students a good chance to practice thinking skills. In deductive method learners are taught rules and they apply these rules when they use the language while the rules of grammar are not used directly according to the inductive learning (Larsen-Freeman, 2001, p. 54).

The researcher thinks that using the inductive and the deductive methods create a positive and a cooperative atmosphere among the deaf students. Therefore, the deaf students can achieve the understanding and

memorizing of the rules and then the production in meaningful discourse (Abu Shagga, 2012, p. 28).

### **Teaching Grammar Based on EEE:**

Sysoyev (1999, p. 3) confirms that three stages in teaching grammar which are, exploration, explanation and expression.

**Exploration:** in this stage, students are given sentences with a certain grammar rule and they are asked to find out the structure with the help of the teacher, to deduce the rule. In fact, it is inductive learning.

**Explanation:** is the second stage of learning grammar. After finding out and exploring the rule, students can summarize what was 'previously discovered' focusing on the form. The teacher can ask his students to look at the grammar reference at the end of the textbook to consider the rule.

**Expression:** it is the third and the last stage of the process. After discovering the structure through the exploration stage, and looking at the rules through the explanation stage, students have to practice the new rule by communicative and interactive exercises.

### **Teaching Grammar based PPP (Presentation, Practice and Production):**

The language and grammar can be learnt by three steps, the first one which is called presentation completely depends on the teacher by using different effective techniques.

The second one, practice, depends on the learners with a help from a teacher by using various suitable tasks. The last one is called production which completely depends on the learners who are asked to convey what they understand by using their own structures and words (Russell, 2008, p. 65).

These methods are similar but there are some key differences. PPP is more controlled and involves a lot of "teacher talking time," especially in the first stage (<http://www.really-learn-english.com>):

The first stage, 'Presentation', is where the teacher firstly finds out how much of the target language (for example the grammar or vocabulary

to be taught) the students know. This is called "eliciting." The teacher will then present the language structure, usually on a board. The students are generally expected to listen during this part of the lesson and their opportunities to speak are limited.

In the second part of the lesson, the students are given controlled practice of the target language. This could be in the form of oral exercises, targeted at individual students, or in the form of worksheets during early stages. Again, this part of the lesson is very teacher-led. Often more than one activity is given, each one allowing the students progressively more freedom to produce the language themselves.

The third part of the lesson, "Production," is where the students start to produce language more freely.

For example, they might be given role play situations to devise and act out, they may have free writing exercises, or there may be other opportunities to produce the language they have been working on.

### **Disadvantages of PPP**

1. Firstly, the amount of teacher talking time is disproportionately high compared to the amount of student talking time, certainly in the first part of the lesson.
2. Secondly, it encourages accuracy over fluency, and this is not always the desired outcome of a course.
3. Thirdly, it does not allow for recap, or movement between the different stages. This is where the ESA method is often preferred now.

### **Teaching Grammar Based on ESA:**

ESA means Engage, Study, and Activate.

ESA is becoming increasingly popular within teacher training programs. It allows for much more flexibility, and lessons often move between the different stages.

However, the same basic structure is given, with the need for presentation of some kind before any practice is given.

In the ESA method, there is more emphasis on student-led grammar discovery, eliciting the grammar from students rather than giving a detailed (and often boring!) teacher-led presentation (<http://www.really-learn-english.com>).

The stages of ESA are roughly equivalent to PPP, though ESA is slightly different in that it is designed to allow movement back and forth between the stages. However, each stage is similar to the PPP stages in the same order (<http://www.teflteachertraining.com>).

Proponents of the ESA method stress its flexibility compared to PPP. The ESA method as defined by Jeremy Harmer, its primary advocate, uses more elicitation and stresses more “Engagement” of students in the early stages of the lesson.

Both elicitation (drawing language from the students by use of questions, prompts and cueing) and Engagement are important in raising student motivation, but both tactics can just as easily, and should, be used in the Presentation stage of PPP (<http://www.teflteachertraining.com>).

ESA is superior method to PPP when both are looked at from a rigid point of view.

But, EFL is not rigid and you should not adhere to any one viewpoint or method. PPP is often an easier method for teacher-trainees to get a handle on.

ESA model was developed by Jeremy Harmer. It consists of three parts – engage, study and activate. The aim of the first phase is to engage students' interest. It can be done via games, videos, pictures etc. This phase is very important and should be present in every lesson because “when students are Engaged, they learn better than when they are partly or wholly disengaged” (Harmer, 2001, p. 25).

Next phase is the study phase which includes activities that enable the students to practice the language. This part can have a different form: “the teacher can explain grammar, the students can study language evidence to discover grammar for themselves, they can work in groups studying a reading text or vocabulary” (Harmer, 2001, p. 25).

Activate phase is the last part of this model. In this phase students complete different tasks and do activities trying to communicate and use the language as much as possible. According to Harmer, “typical activate exercise include role-plays, advertisement design, debates and discussions, 'Describe and Draw', story and poem writing, writing in groups etc.” (Harmer, 2001, p. 26).

Having the possibility to activate the acquired language means that the students have less problems while using it in real-world situations. All three phases should appear in every lesson but not necessarily in the same order. Moreover, teacher may want to spend more time on one of the phases depending on a type of activity students are performing (e.g. role-plays).

Using an interactive whiteboard in ESA model is also applicable. The whiteboard can be helpful mainly in the first engage phase because it can serve as a motivating tool while the students watch a video, play a game, listen to a piece of music or speak about pictures (<http://www.getenglishlessons.com>).

Some of the engage activities are: introductions around the classroom, games such as a-z animals, countries, things, places etc. Discussions such as what do you like/dislike, music, stories or pictures. Trying to draw the language out of the students keeps them well engaged and focused taking them into the study phase (<http://is.muni.cz/th/152598/pedf>).

**Engage** is the point in a teaching sequence where teachers try to arouse the students interest, thus involving their emotions. Most people can remember lessons at school which were uninvolved and where they ‘switched off’ from what was being taught them. Frequently, this was because they were bored, because they were not emotionally engaged with what was going on. Such lessons can be contrasted with lessons where they were amused, moved, stimulated or challenged. It seems quite clear

that those lessons involved not only more ‘fun’, but also better learning (Tiara, 2013, p. 5).

During the Engage phase, the teacher tries to arouse the students’ interest and engage their emotions. This might be through a game, the use of a picture, audio recording, video sequence, a dramatic story, or an amusing anecdote. The aim is to arouse the students’ interest, curiosity, and attention. Over the years the PPP model has always assumed that students come to lessons already motivated to listen or engage. The results of many years of PPP teaching do not support this assumption (Braswell, 2006, p. 108).

**Study** activities are those where the students are asked to focus in on language (or information) and how it is constructed. They range from the study and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text. Students can study in a variety of different styles: the teacher can explain grammar, they can study language evidence to discover grammar for themselves, they can work in groups studying a reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus (Tiara, 2013, p. 6).

**Activate** element describes exercises and activities which are designed to get the students using language as freely and communicatively as they can. The objective for the students is not to focus on language construction and/or practice specific bits of language (grammar patterns, particular vocabulary items or functions) but for them to use all and any language which may be appropriate for a given situation or topic (Tiara, 2013, p. 6).

### **The advantages by using ESA system for young learners**

1. Engage-Study and Activate are elements which are present in a language classroom to help students to learn effectively.
2. The engage phase is used for getting the students to think and talk in English and is also a good way to ease into a lesson. Introductions of the teacher and each student one by one around the classroom gets everyone involved and inspires confidence for students as well as the teacher (Tiara, 2013, p. 7).

3. The students more interested with the lesson through music. Anecdote, stories in the engage.
4. The students can be learn better, when students are amused, stimulated, challenged, they will not only have more 'fun', but also learn better.
5. The students more focus to learn speaking when their have a motivation and has been interested with the topic.
6. Through try out real language, role plays, and so on in activate phase, the students can using language as freely and communicatively.

#### **4- Difficulties in teaching grammar:**

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

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

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



## **5- Suggestions for improving grammar teaching:**

As mentioned previously in the introduction section, grammar has gained its prominence in language teaching, particularly in English as a foreign language and English as a second language and as a part of language lessons, so it is necessary to present some suggestions for improving grammar teaching.

These suggestions were gathered from different specialists and teachers of English. Some teachers stressed the need for a proper reinforcement of grammatical concepts and some held that appropriate teaching-learning techniques must be used during grammar periods according to the concept.

Some teachers were of the view that grammar teaching should be done and explained by using ample examples to make the students understand well, whereas others said that English grammar is difficult so it must be explained in the mother tongue. Nearly all agreed that students should be given much time to practice one concept before introducing another. They were of the view that student-centered classes give more learning outputs than teacher-centered classes.

In the same context, many call that grammar teaching should not be taught in isolation; it should rather be taught and reinforced through integration with other subjects. Some say that grammar should be taught in a hierarchical order, i.e., from simple to complex or from parts of speech, by stressing all four skills. Moreover these concepts must be assessed in easier ways according to students' level. As for language proficiency and grammar, a little number opined that learning grammar is vital for the development of comprehension skills, whereas others have sustained that there is no need to especially learn grammar because it automatically develops with time through language exposure. Still others say that grammar learning is essential in order to attain language proficiency.

## **2.1.3 Attitudes towards English:**

### **1- Attitudes:**

Attitude has been a difficult concept to define adequately primarily because it has been defined by so many, but also because of the word differing lay uses and connotations. One of the earliest definitions of attitude was proposed by Thomas and Znaniecki (1918) They defined attitude (as cited in Bohner & Schwartz, 2001, p. 2), as "A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Victori and Lockhart (1995) claim that the attitudes of learners towards language learning consist of general assumptions about factors influencing language learning and the nature of language learning and teaching. In a similar vein, Dittmar (1976) suggests that attitudes consist of three components: the cognitive, affective and conative components. The cognitive component refers to an individual's belief structure, the affective refers to emotional reactions and the conative component comprehends the tendency to behave in a certain way towards the attitude.

### **2- Language Attitude:**

From the definitions above we can see that learners hold different types of attitudes. For instance, learners manifest different attitudes towards the target language, the target language speakers, the target language culture, the social value of learning the foreign language, the particular uses of the target language, and themselves as members of their own culture (Demir, 2003).

However, Baker (1988) stresses the importance of attitudes in the discussion of bilingualism. He claims that attitudes are learned predispositions, not inherited, and are likely to be relatively stable; they have a tendency to persist. He adds that attitudes are complex constructs; e.g. there may be both positive and negative feelings attached to a language situation. Gardner (1985) also comments that attitudes towards the second language may affect the learners' motivation to learn.

In this field, there are many studies conducted on language attitudes from a variety of perspectives. Some researchers investigated the effect of attitudes on success, some others conducted studies on how students' attitudes changed due to direct contact with the native speakers of the target language, and some worked on identifying whether attitudes could change thanks to instruction (Al Agha, 2015).

So, one can conclude that attitudes are crucial in language growth or decay and restoration or destruction. Language attitude is an important concept because it plays a key role in language learning and teaching.

### **3- Attitudes and Achievement:**

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

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

### **4- Importance of Studying Attitudes:**

There are a number of reasons that show the importance of studying attitudes.

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

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

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

#### **4- Attitudes towards Grammar:**

Attitudes were defined in psychological books to refer to feelings that people form towards something or someone.

In teaching grammar, three areas have to be considered: grammar as rules, grammar as form, and grammar as resource. For many L2 learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. Teachers often believe that this will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually. For them, prescribed rules give a kind of security (Al-Mekhlafi & Nagaratnam, 2011, p. 70).

A better approach is perhaps to see grammar as one of many resources that we have in language which helps us to communicate. We should see how grammar relates to what we want to say or write, and how we expect others to interpret what our language use and its focus.

According to Widdowson (1990, p. 86), grammar is not a constraining imposition but a liberating force: it frees us from a dependency on context and a purely lexical categorization of reality. Given that many learners – and teachers – tend to view grammar as a set of restrictions on what is allowed and disallowed in language use a linguistic straitjacket' in Larsen-Freeman's words (2002, p. 103) the conception of grammar as something that liberates rather than represses is one that is worth investigating.

According to Morelli (2003), students perceived themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction. Elkilic and Akca (2008) reported generally positive attitudes of students studying English grammar at a private primary EFL classroom towards studying grammar. In particular, however, a little over 50% of their subjects claimed to enjoy grammar very much and only

about 10% reported finding some difficulty in learning and remembering grammar.

Morgan et al (1999, p. 450) see that attitude implies a favorable or unfavorable evaluation which is likely to affect ones ' responses towards the person or object concerned. Atkinson (1993, p. 725) sees that attitudes are like and dislike, favorable or unfavorable evaluations which make a reactions to objects, people or different aspects of the world including ideas and social policies.

Lewis (1986, p. 12) sees that children in the first classes in schools find the foreign language something fun , and teachers can notice that learners have positive attitudes towards learning the language , but later after learning the language they find that learners' attractive will decrease , and the negative attitudes will increase from the difficulties that learners may face during learning .

Teachers sometimes make division during teaching and these divisions in grammar would be helpless for learner s to build a picture for the important points that they should concentrate on.

Cakir (1999, pp. 105-109 ) states that most children come to school ready and willing to learn and the majority of their learning time is spent in school and as such the climate of the school is important for the creation of effective learning environments. If a student feels alienated and disengaged from the learning contexts in school, their potential to master fundamental skills and concepts and develop effective learning skills is likely to be reduced . Creating a suitable atmosphere would help learners to learn the target language, no matter how difficult it is.

It is a psychological secure setting in the classroom that would enhance learning through enjoyment and pleasure.

##### **5- Attitudes towards Grammar and student expectations:**

Student expectations of traditional, explicit grammar teaching have been confirmed by many teachers. Burgess and Etherington (2002, p. 440-441) also conclude that teachers believe that explicit teaching of grammar is favored by their students because of expectations and feelings of insecurity.

Since the 1970s, attention has shifted from ways of teaching grammar to ways of getting learners to communicate, but grammar has been seen to be a powerful undermining and demotivating force among L2 learners. In terms of motivation and learner success with languages, grammar has been seen to be a problem and to stand in the way of helping learners to communicate fluently. The hard fact that most teachers face is that learners often find it difficult to make flexible use of the rules of grammar taught in the classroom. They may know the rules perfectly, but are incapable of applying them in their own use of the language (Al-Mekhlafi & Nagaratnam, 2011, p. 71).

Teachers' recognition of this process (i.e., of transferring declarative knowledge about grammar into procedural knowledge) as a problem for many of their students has been reported by Burgess and Etherington (2002, p. 442). Haudeck has reported that many learners have difficulty in internalizing grammar rules, although these have been taught intensively.

### **The use of grammatical terminology**

Metalinguistic discussion (i.e., the use of grammatical terminology to talk about language) is seen by Stern (1992, p. 327) as one of the characteristics of explicit grammar teaching. According to Burgess and Etherington (2002, p. 444), teachers believe that their students see grammatical terminology as useful and that its use does not present a particular difficulty for students.

Descriptive grammars acknowledge the fact that language is dynamic and its use is constantly changing, although not in major ways. The problem for ESL/EFL learners, however, is that there is a time-lag between the awareness of such changes and their acceptance as the proper use of the language.

As Morelli (2003, p. 33-34) has observed, Grammar can be taught traditionally or contextually, but student perception should be considered by teachers in the decision-making process. Students need to feel confident that educators have met their needs and educators should be willing to consider the attitudes and perceptions of students when making decisions about how to teach grammar.

## **2.2 The second Section: related studies.**

This section includes many related studies, and researcher commentary on the study results.

### **2.2.1 Previous studies:**

**The first part: studies related to using strategies to improving grammar:**

#### **Cheng (1994):**

The purpose of the study was to investigate the effects of two differing grammar teaching approaches –forms-focused instruction vs. the integration of form –focused instruction and communicative language teaching on the learning of English verbal's for sixth tests (a grammaticality completion test, and a sentence combining test) were employed in the study. Using the statistical packages (SPSS), the collected data was analyzed at significant level 0.05. The major findings of the study proved that students receiving forms-focused instruction combined with communicative language teaching significantly outperformed those who received forms-focused instruction alone in both the grammaticality completion and written production of English verbal's .In conclusion ,based on the findings ,several pedagogical implications and recommendations for future study are discussed.

#### **Torlakovic (2001):**

This study aimed to explore the extent to which grammar instruction contributes to improving learners' performance and confidence in positioning adverbs in an English sentence. Over a two-week period two groups of ESL learners were exposed to 6 hours of grammar instruction. One group had teacher-fronted instruction while the other was exposed to CALL software. Both groups completed identical tasks in terms of format, instruction, task, features, content and feedback. The groups were given a pretest, an immediate posttest, and a delayed posttest. Findings showed a significant improvement on the intuition task and a significant confidence improvement on both intuition and production tasks for the computer group. The in-class and the control group showed on significant gains. It is hypothesized that frequency of

exposure and practice accounted for the difference between the in-class and the computer group.

### **Braswell (2006)**

This study aimed at investigating the effectiveness of ESA strategy. For many years teachers of English have used the PPP model of Presentation, Practice and Production for the preferred model of teaching. It has worked well. The PPP model falls short however, in that it does not work well when teaching more complex language problems beyond the sentence level or when teaching communicative skills.

To achieve the study objectives the researcher used descriptive analytical approach, by review of previous literature, and consulted with English experts teachers.

The study results showed that ESA strategy more effect from PPP strategy in teaching English language skills. And the researcher also stated that ESA stands for Engage, Study, and Activate. He used the example of a computer and suggested that in teaching trainees to teach that the ESA should be considered as the computer default mode. The Study phase activities are those which focus on language or information and how it is constructed. The focus of study could vary from the pronunciation of one particular sound to the techniques an author uses to create excitement in a longer reading text. It could vary from an examination of a verb tense to the study of a transcript of an informal conversation.

### **Abu Nada (2008):**

The study aimed to investigate the effect of using concept maps on achieving English grammar among the ninth graders in Gaza governorate. For answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (113) male students from AL-Zaitun Prep (A) School . The concept maps strategy was used in teaching the experimental group , while the traditional method was used with the control one in the first term of the school year (2007 – 2008 ) . An achievement test of five scopes with (49) items was designed and validated to be used as a pre and posttest .

The data of the study were analyzed, using (T – test) and Mann Whitney test pre- posttest was used to identify the direction of the effect.



Effect size technique was used to measure the effect size of concept maps strategy on the experimental group in each scope of the test .The study indicated that there are statistically significant differences in the ninth grades' achievement of English grammar due to the method in favor of concept maps strategy.

### **Obaid (2010)**

This study investigated the effectiveness of two grammar teaching approaches (the inductive and the contextualized approaches) on achieving English grammar among the eleventh graders in Khan youins governorate. For answering the question of study ,the researcher adopted the experimental approach .

The current study agreed with Obaid's study (2010)in using an achievement test which evaluate the English language performance of the group of the study. The sample of the study consisted of(158)male students from ALMotanabi Secondary School for Boys (A):three experimental groups and control one .The three grammar teaching approaches were used in teaching the three experimental groups in the first term of the scholastic year (2009-2010).An achievement test of four scopes with (84) items was designed and validated to be used as a pre and posttest .The data of the study were analyzed statistically using statistical package (SPSS),One Way ANOVAs test, and Scheffe Test. The pre-posttest was used to identify the direction of the effectiveness .The study indicated that there were statistically significant differences in the eleventh grades achievement of English grammar due to the method of teaching in favor of the contextualized approach .Based on those findings ,the study recommended the necessity of implementing the contextualized approach .Based on those findings, the study recommended the necessity of implementing the contextualized approach in teaching English grammar to bring about better outcomes in the students achievement of English grammar .

It also was suggested that research should be conducted on the effectiveness of the contextualized approach on different dimensions of achieving English language and other school subjects. The researcher has gained insight from Obaid's confirmation that the teachers need to diversity pedagogical methods used in English language teaching .The researcher has also benefited from this study in forming the theoretical

framework that talks about the weakness of students in learning which may both the result of using traditional methods.

**Ishtawi (2011):**

This study aimed to investigate the effects of game strategy on the learning of English grammar for the twelfth grade students at Gaza governmental schools. To achieve this aim, the researcher adopted the experimental approach. The sample of the study consisted of (80) male students from Palestine Secondary School in West Gaza. The participants were divided into two equivalent groups: a control group, 40 students, and an experimental one, 40 students. The educational games strategy was used in teaching the experimental group, while the traditional method was used with the control one in the first term and the first month of the second term of the school year (2009-2010).

An achievement test of five scopes with (50) items was designed and validated to be used as a pre and posttest, as well as five quizzes, for the purpose of formative evaluation. The achievement test was meant to prove groups equivalence. Besides, it was used as a post test to measure any possible differences between the two groups. The collected data were analyzed and treated statistically through the use of SPSS. The findings indicated that there were statistical significant differences between both groups, favouring the experimental one, and this is due to the method of educational games strategy.

Furthermore, implementing the effect size equation, the study revealed that educational game strategy had a large effect size in favor of the experimental group in teaching English grammar.

**Li Ju Shiu (2011):**

This study investigated grammatical difficulty from the perspective of second language (L2) learners in relation to their overall L2 proficiency and L2 performance and knowledge. The design included the administration of a student questionnaire, an interview, a proficiency test, and oral production and metalinguistic tasks. The proficiency test and questionnaire were administered to 277 university-level Chinese EFL learners in Taiwan. The questionnaire explored learners' perceptions of grammatical difficulty of 20 English grammar features. Thirty of the students who completed the questionnaire met with the researcher

individually to complete a grammatical difficulty ranking activity, 2 grammar exercises and 2 stimulated recalls, all of which aimed to further explore why the learners considered the selected features to be more (or less) difficult for them to learn. The oral production tasks were administered to 27 of the students who completed the questionnaire. The metalinguistic task was administered to 185 of the students who participated in the questionnaire survey. The questionnaire results indicate that, overall, the participants did not perceive the 20 target features to be difficult to learn. Notwithstanding, the ranking results of the questionnaire suggest that learners' perceptions of grammatical difficulty are based on whether the rules to describe the formation of language features are easy or difficult to articulate. The qualitative results show that the learners' perceptions of grammatical difficulty were influenced by several factors including their L2 knowledge, L2 grammar learning experience, and L1 knowledge, all of which were examined with reference to syntactic, semantic, and/or pragmatic levels. In terms of the relationship between learners' perceptions of grammatical difficulty and their overall L2 proficiency, results show that learners' perceptions of grammatical difficulty do not vary at the syntactic level, but that there is some variation at the pragmatic level. Regarding the relationship between learners' perceptions of grammatical difficulty and their L2 knowledge, results suggest that learners' perceptions of grammatical difficulty vary according to their implicit/explicit knowledge of the features in question; at the explicit knowledge level, the feature perceived to be less difficult to learn is used more accurately, while at the implicit knowledge level, this is not the case.

**Al-Mekhlafi & Nagaratnam (2011):**

Researchers have debated whether grammar should be taught in the classroom and students, for their part, have generally looked upon grammar instruction as a necessary evil at best, and an avoidable burden at worst. The study reports a study undertaken to investigate the difficulties teachers face in teaching grammar to EFL students as well as those faced by students in learning it, in the teachers' perception, thus providing insights into their own and their students' difficulties. The study sample equal (90) teachers. Then the researchers used a questionnaire as basic tool for this study. Mean scores and t-test were used to interpret the data. The main findings are reported with implications. The study find

that generally speaking, in teachers' perceptions, both teachers and students invariably face serious difficulties with regard to EFL grammar instruction, students facing them to a greater extent than teachers. It is obvious that EFL teachers consider these difficulties quite serious, which suggests that serious attention needs to be paid to them. There may be generally recommended ways of teaching EFL grammar (for example, the implicit method), but it would not be proper to adopt them universally without looking at the possible difficulties that might go with those methods suggested. While a less favored method might pose fewer problems and hence be more effective, a more favored method might be less effective owing to greater difficulties or problems in implementing it. The difficulties may also be influenced by the context in which a particular method is used. It is, therefore, necessary to make a detailed study of such difficulties faced by teachers and students in specific contexts, take appropriate steps to overcome them, and adapt the method to suit the actual teaching and learning environment. This is not to suggest 'diluting' a sound approach or method, but only to plan mediating or supplementary tasks to help learners tide over the difficulties.

**Nakhallah (2011):**

The study aimed at exploring the difficulties that face the students of Al Quds Open University in grammar process. The researcher attempted to find suitable solutions for these difficulties and problems that these students experienced. He followed an experimental descriptive method in the study. He also designed a test in order to explore the difficulties and problems that face these students. The test was composed of seven questions and (58) items. The study was conducted on the English students of Al Quds Open University in the Gaza Region during the summer course of the (2009/2010) academic year. The researcher selected a random sample of students. The researcher applied the suitable statistical methods in the research. The study results shows that there are many difficulties facing students grammar, and there are no differences between males and females.

**The second part: related studies aimed to improve students attitudes towards English.**

**Al-Omrani (2008):**

This study investigated the perceptions and attitudes of Saudi ESL and EFL students towards native and non-native English-speaking teachers.

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

**Al-Faleet ( 2013):**

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

The findings revealed that there were statistically significant differences in the mean scores of the post attitude scale in favor of the experimental group.

### **Al-Farra (2014):**

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

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

### **Al Samadani and Ibnian (2015):**

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

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

### **Jendeya (2015):**

This study aimed to investigate the impact of 5E Model on developing tenth graders' English grammar learning and their attitudes towards English. To achieve this aim, the researcher adopted the experimental approach and employed a sample of (68) EFL male learners studying at Jamal Abdu-Nasser Secondary School for Boys in the Gaza Strip. The researcher chose two classes of the four ones which he was teaching: one class was as an experimental group consisting of (34) students and the other was as a control group consisting of (34) students. The traditional method was used in teaching the control group, while the 5E model was used with the experimental one in the first term of the school year (2015-2016). As a main tool for the study, the researcher used an achievement test of four domains with (35) items designed and validated to be used as a pre- and posttest. Being used as a pretest, the achievement test was meant to prove groups' equivalence. Besides, it was used as a post-test to measure any possible differences between the two groups. Also, the researcher used an attitude scale (pre & post) to determine the students' attitudes towards English language.

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

#### **2.2.2 General Commentary:**

Previous studies dealt with many goals. The most important of these goals using strategies to improve English language grammar such as (Cheng, 1994), (Torlakovic, 2001), (Abu Nada, 2008), (Obaid, 2010), and (Ishtawi, 2011).

Nakhallah (2011) aimed at exploring the difficulties that face the students of Al Quds Open University in grammar process. But (Li Ju Shiu, 2011) study aimed to investigate grammatical difficulty from the perspective of second language.

Most of the previous studies showed that there are many strategies that can improve students English language grammar performance.

These strategies represent (concept maps, the inductive and the contextualized approaches, and game strategy).

Having reviewed a number of studies related to students' attitudes towards English, the researcher observed that most of the previous studies aimed at exploring the learners' attitudes towards the learning process in general and in EFL contexts in particular. The studies also highlighted the impact of students' attitudes on their performance and academic achievement. On the other hand, the related studies enriched the current study in the following ways: recognizing the components of attitudes and their impact on the teaching-learning process, guiding the researchers to design the instruments used in the current study, and highlighting attitude-related areas that have been covered by other researchers in their studies.

The current study agrees with many previous studies, it aimed to improve students English language grammar performance. But the current study uses (ESA strategy) to improve students , English language grammar performance, and the researcher focused on studying the attitudes towards English grammar.

The present study characterized by taking into account students levels (lower and higher achievers).

### **Summary:**

This chapter included two sections : the first one based on theoretical framework, and second aimed to view many related studies. The next chapter deals with the study methodology.



# **Chapter III**

## **The Methodology**

## Chapter III: The Methodology

### Introduction:

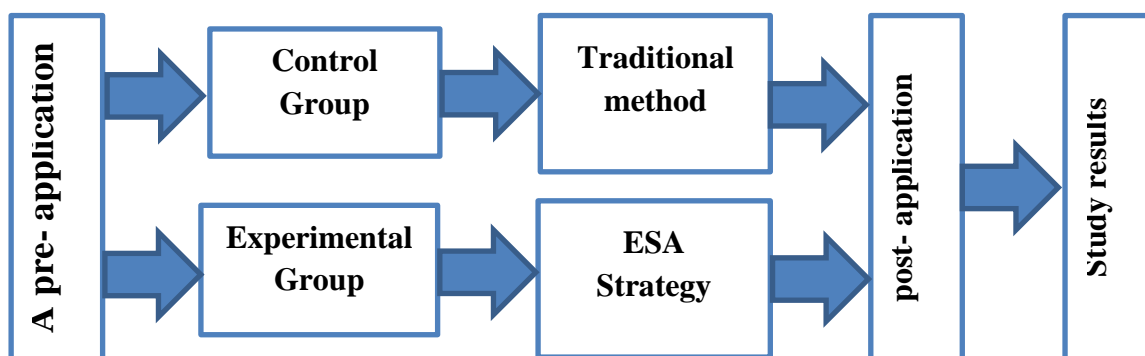
This chapter contains the procedures followed throughout the study. It also introduces a complete description of the methodology of the study in term of, the population, the sample, the instrumentation, the pilot study, and the research design. Moreover, it introduces the statistical treatment of the study findings.

### 3.1 The research design:

The researcher adopted the experimental approach due to the nature of the research which aimed at finding the impact of using ESA Strategy on the learning of grammar for the tenth grade students. To achieve the aim of this study, two groups were chosen, an experimental group and a control one.

The ESA strategy was used in teaching the members of the experimental group, while the traditional method was used with the control group members.

The study includes many variables; the first variable is using ESA Strategy. The second variable is grammar learning. The third variable it attitudes towards English. The experiment lasted for eight weeks.



### 3.2 The Study sample:

The researcher used a purposive sample from (Abedel\_Qader El-Hussiny), where the researcher works as a teacher of English. The sample of the study consisted of (64) female students.

The researcher chose two classes which she was teaching: one class was as an experimental group consisting of (34) students and the second one was as a control group consisting of (30) students. The researcher herself administrated the experiment. Table (3.1) below shows the distribution of the sample.

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

<b>Group</b>	<b>No</b>	<b>Percent</b>
Control	30	46.875
Experimental	34	53.125
<b>All</b>	<b>64</b>	<b>100.0</b>

### 3.3 The variables of the study

The study includes the following variables:

**A - The independent variable:** represented in

1- The teaching method

- Using ESA strategy.
- The traditional method.

**B - The dependent variable:** represented in the students' achievement in English grammar, and their attitudes towards English.

### **3.4 Instrumentation:**

In order to collect the data that help achieve the aim of the research, the researcher developed the following tools:

#### **3.4.1 Preparing of Grammar Achievement Test:**

The grammar achievement test was prepared by the researcher to measure the students' performance level in grammar, where the researcher utilize of English language students textbook, and related studies to grammar in developing the test. (See appendix 2).

#### **The Aim of the Grammar Achievement Test:**

The test aimed at measuring the impact of using ESA strategy on tenth graders' English grammar learning, and it also aimed to test the hypotheses of the study.

#### **Sources of Designing the Grammar Achievement Test:**

Depending on the tenth grade textbooks, teachers' guide and Palestinian Ministry of Education document, the researcher designed the grammar test. The researcher also referred to many sources in designing the test. He reviewed the related literature, checked the opinions of juries, supervisors, and experienced teachers

#### **Description of the Grammar Achievement Test:**

The grammar achievement tests was administered as pre-test and post-test to test students' performance. Presumably the questions were direct from their textbook. Therefore, they are answered by most students.

The questions were given suitable time before the test began in order to give students some time to think or talk about the answers. Where the researcher to identify the appropriate test time through pilot application. Where the researcher depended on the exploratory application results.

All question aimed at evaluating the students' performance on grammar. The questions are familiar to the students, therefore, they are

suitable to the their levels and interests. The researcher confirmed this by calculating difficulty coefficients and discrimination coefficients.

The test consists of (41) items divided into four major questions as follows:

- 1- Question 1: Choose the correct answer (21 items) (21 marks). And these items examining present simple, present perfect, present simple passive, present perfect passive, past simple, past continuous, past simple passive, and past continuous passive activities.
- 2- Question 2 :Rewrite the following sentences using the words in the brackets (5 items) (5Marks). And these items examining **if** condition, reported speech, and using "by".
- 3- Question 3: Correct the underlined mistakes in the following statements (5 items) (5Marks). And these items measure student's ability in correct grammar mistakes.
- 4- Question 4: Decide whether the following statements are correct or wrong (10 items) (10Marks). To measure a student's ability in detect grammatical mistakes.

### **Pilot Study:**

The test was applied on a random sample which consisted of (40) students; from (Baet Al- Magdess) School. The results were recorded and statistically analyzed to measure its reliability. The items of the test were modified in the light of the statistical results.

### **Validity of the test:**

The researcher checked both the validity of the grammar achievement test according to the pilot study. The following steps were adopted:

### **Referee validity:**

The grammar achievement test was refereed by a panel of specialists in English language and methodology, in Gaza universities and colleges, supervisors and experienced teachers. (See Appendix 1).

The test was modified considering the specialists' remarks; some questions were omitted and other questions were exchanged by other suitable questions. The items of the test were modified in accordance with the specialists' recommendations. Where the researcher added (3) items and deleted (4) items in the light of Referees opinion.

### Internal consistency:

Al Agha (2004) indicates that the internal consistency validity indicates the correlation of the degree of each item with the total degree of the test. It also indicates the correlation of the average of each scope with the total degree. This validity was calculated by using Pearson Formula. Table (3.2) show the internal consistency validity results:

**Table (3.2): Correlation coefficients between test items and all degree of the test**

Items	Correlation coefficients	Sign value	Items	Correlation coefficients	Sign value
1	**0.764	Sign at (0.01)	22	**0.444	Sign at (0.01)
2	**0.684	Sign at (0.01)	23	**0.690	Sign at (0.01)
3	**0.741	Sign at (0.01)	24	*0.365	Sign at (0.05)
4	**0.623	Sign at (0.01)	25	**0.583	Sign at (0.01)
5	**0.584	Sign at (0.01)	26	**0.788	Sign at (0.01)
6	**0.795	Sign at (0.01)	27	**0.679	Sign at (0.01)
7	**0.674	Sign at (0.01)	28	*0.379	Sign at (0.05)
8	**0.689	Sign at (0.01)	29	**0.748	Sign at (0.01)
9	**0.558	Sign at (0.01)	30	**0.408	Sign at (0.01)
10	**0.656	Sign at (0.01)	31	**0.587	Sign at (0.01)
11	**0.703	Sign at (0.01)	32	*0.335	Sign at (0.05)
12	**0.639	Sign at (0.01)	33	**0.635	Sign at (0.01)
13	**0.709	Sign at (0.01)	34	**0.606	Sign at (0.01)
14	**0.594	Sign at (0.01)	35	**0.455	Sign at (0.01)
15	**0.767	Sign at (0.01)	36	*0.391	Sign at (0.05)
16	**0.836	Sign at (0.01)	37	**0.502	Sign at (0.01)
17	**0.755	Sign at (0.01)	38	**0.433	Sign at (0.01)
18	**0.636	Sign at (0.01)	39	**0.601	Sign at (0.01)
19	**0.536	Sign at (0.01)	40	**0.631	Sign at (0.01)
20	**0.459	Sign at (0.01)	41	**0.498	Sign at (0.01)
21	*0.362	Sign at (0.05)			

\*\* r table at (df.= 38), sign level (0.01) = (0.38)

\* r table at (df.= 38), sign level (0.05) = (0.31)

According to table (3.2), the coefficient correlation of each item within its domain was significant at levels (0.01) and (0.05).

Table (3.3) shows the correlation coefficient of each questions with the whole test.

**Table (3.3): Correlation coefficients between questions and all degree of the test**

Questions	Correlation coefficients	Sign value
1	**0.659	Sign at (0.01)
2	**0.710	Sign at (0.01)
3	**0.626	Sign at (0.01)
4	**0.746	Sign at (0.01)

\*\* r table at (df.= 38), sign level (0.01) = (0.38)

\* r table at (df.= 38), sign level (0.05) = (0.31)

According to table (3.3), the coefficient correlation of each item within its domain was significant at level (0.01).

According to the following tables, the researcher concluded that the test is highly consistent and valid as a tool for the study.

### **Time Estimation:**

In fact, in order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficient, the test was conducted (as a pilot study) on (40) students who had similar characteristics of the target, control and experimental. These 40 students from the same cultural and environmental background. The researcher used the following equation to compute the test time.

The trial application helped in estimating the time needed for answering the questions according to the following equation:

$$\text{Time Estimation} = \frac{\text{Time of first five pupils} + \text{Time of the last five pupils}}{10}$$

$$\text{Time Estimation} = \frac{(209) + (255)}{10}$$

From above equation the researcher identified the test time approximately (50) minutes.

### **Difficulty Coefficient:**

Difficulty Coefficient means the percentage of the failing pupils to the total of pupils who took the test. It can be calculated by using the following equation:

$$\text{Co. of difficulty} = \frac{\text{Number of pupils who gave wrong answers}}{\text{Total number of pupils}}$$

Table (3.4) shows the difficulty coefficient for each item of the grammar achievement test.

### Discrimination coefficient:

Discrimination coefficient: refers to the test ability to differentiate between the high achieving students and the low achieving counterparts.

$$\text{Co. of discrimination} = \frac{\text{No. of correct items of high achiever} - \text{No. of correct items of low achievers}}{\text{No. of on group (lower or higher achievers)}}$$

Table (3.4) shows the discrimination coefficient for each item of the grammar achievement test.

**Table (3.4): difficulties and discrimination coefficients of the items and the total of the test**

Items	Difficulty coefficients	Discrimination coefficients	Items	Difficulty coefficients	Discrimination coefficients
1	0.40	0.42	22	0.50	0.40
2	0.68	0.40	23	0.58	0.53
3	0.35	0.43	24	0.53	0.35
4	0.38	0.36	25	0.60	0.40
5	0.45	0.48	26	0.65	0.66
6	0.68	0.42	27	0.60	0.47
7	0.60	0.54	28	0.38	0.63
8	0.53	0.34	29	0.55	0.65
9	0.40	0.51	30	0.45	0.51
10	0.35	0.60	31	0.33	0.51
11	0.33	0.42	32	0.53	0.64
12	0.38	0.43	33	0.63	0.57
13	0.40	0.36	34	0.45	0.39
14	0.33	0.48	35	0.45	0.54
15	0.35	0.42	36	0.58	0.46
16	0.50	0.54	37	0.38	0.61
17	0.35	0.34	38	0.35	0.45
18	0.35	0.51	39	0.68	0.51
19	0.35	0.60	40	0.35	0.64
20	0.40	0.42	41	0.60	0.45
<b>The average of difficulty coefficients</b>				0.468	
<b>The average of discrimination coefficients</b>				0.484	

Table (3.4) results shows that the difficulty coefficients ranges from (0.33) to (0.68), where the average of all difficulty coefficient is (0.468). Which means that each item was acceptable or in the normal limit of difficulties according to the viewpoint of assessment and evaluation specialists.

Also, table (3.4) results shows that the discrimination coefficients ranges from (0.34) to (0.66), where the average of all discrimination coefficients (0.484). The discrimination coefficients of all test items are



also acceptable since they are above (30%). This means that the test items have good difficulty and discrimination coefficients.

### Reliability of the test:

The test is reliable when it gives the same results if it is reapplied in the same conditions. The reliability of the test was measured by Kuder-Richardson (K-R20) and the Spilt-half method.

### Split Half Method:

This method depends on splitting the grammar achievement test, and calculating the correlation between the parts.

To calculate the corrected spilt half correlation, the researcher first calculate the correlation between the two sets of half test scores. We could interpret this correlation as an estimate of the reliability of the two halves. Then corrected correlation coefficient by using Guttman Formula.

$$Reliability = 2 \left( 1 - \frac{S_{h1}^2 + S_{h2}^2}{S_x^2} \right), \text{ where}$$

$S_{h1}^2$  is the unbiased estimator of the variances of one set of half test scores;

$S_{h2}^2$  is the unbiased estimator of the variances of second set of half test scores;

$S_x^2$  is the unbiased estimator of the variances of total test scores.

Table (3.5): show split half coefficients for the grammar achievement test:

**Table (3.5) Reliability for the grammar achievement test by spilt half method**

Model	Items	$S_{h1}^2$	$S_{h2}^2$	$S_x^2$	Reliability
Guttman	41	0.682	0.607	0.882	0.92

Table (3.5) results show that reliability coefficients is acceptable because it is above (0.7), which means that the test is reliable and valid to apply.

### Kuder -Richardson (K-20) Method:

K-R20 test depends on calculating the percent of students who got an item right, and percent of students who got an item wrong, then applied the following formula:

$$K-R20 \text{ formula} = [n/(n-1)][1-(\sum pq/s^2)]$$

**p**= item difficulty (percent of students who got an item right)

**q**= 1-p (i.e., percent of students who got an item wrong)

**n**= the No. of items.

in the light of above formula the researcher the results shows that reliability by using above formula equal (86.78%). That's mean the test interested in high reliable.

### **3.4.2 Attitude Scale:**

An attitude scale was prepared by the researcher to measure the impact of ESA strategy on developing students' attitudes towards English language among tenth graders. the scale was applied before and after the experiment on both the control and the experimental groups.

#### **Scale Description:**

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

- 1- The scale items were specific and included one idea in order to express a specific attitude.
- 2- The items were related to the scale domains and attitude subject.
- 3- The items were short as much as possible.
- 4- The items were simple, easy and suitable to the students' level. Where the researcher translate the items into Arabic language.

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

- 1- Attitudes towards learning English (10 items),
- 2- attitudes towards enjoying learning English (10 items),

- 3- attitudes towards English teachers and methodology (12), and
- 4- attitudes towards learning English grammar (8 items).

**Pilot study:**

The scale was applied on a random pilot sample of (40) tenth graders from (Baet Al- Magdess) to examine the clarity of the scale items and instructions. It was also applied to identify the scale validity and reliability.

**Validity of the Scale:**

The researcher checked both the validity of the scale according to the trial application. The following steps were adopted:

**Referee validity:**

The scale was introduced to a jury of specialists in English language, methodology and psychology university professors in Gaza universities, Ministry of Education and experienced supervisors. The items of the attitude scale were modified according to their recommendations. Where the researcher reformulating (7) items, and deleted (3) items.

**Internal consistency validity:**

The internal consistency validity indicates the correlation of the degree of each item with the total average of the scale. It also indicates the correlation of the domain of each item with the total score of the domains on the sample which was (40) students, by using Pearson Formula.

Table (3.6) show correlation coefficient between domains and all degree:

**Table (3.6): Correlation coefficients between scale domains and all degree**

No.	Domains	Correlation coefficients	Sign value
1	Attitudes towards learning English	**0.699	Sign at (0.01)
2	Attitudes towards enjoying learning English	**0.620	Sign at (0.01)
3	Attitudes towards English teachers and methodology	**0.630	Sign at (0.01)
4	Attitudes towards learning English grammar	**0.789	Sign at (0.01)

\*\* r table at (df.= 38), sign level (0.01) = (0.38)

Table (3.6) shows that Sig. values less than (0.01), so correlation coefficients are sign at (0.01), that's mean scale domain interested in high valid.

**Table (3.7): Correlation coefficients between test items and all degree**

Items	Correlation coefficients	Sign value	Items	Correlation coefficients	Sign value
1	**0.575	Sign at (0.01)	21	**0.624	Sign at (0.01)
2	*0.380	Sign at (0.05)	22	**0.422	Sign at (0.01)
3	**0.502	Sign at (0.01)	23	**0.465	Sign at (0.01)
4	**0.648	Sign at (0.01)	24	**0.548	Sign at (0.01)
5	**0.630	Sign at (0.01)	25	**0.448	Sign at (0.01)
6	**0.438	Sign at (0.01)	26	**0.619	Sign at (0.01)
7	**0.519	Sign at (0.01)	27	**0.450	Sign at (0.05)
8	**0.475	Sign at (0.01)	28	**0.479	Sign at (0.01)
9	**0.452	Sign at (0.01)	29	**0.490	Sign at (0.01)
10	**0.495	Sign at (0.01)	30	*0.362	Sign at (0.05)
11	*0.393	Sign at (0.05)	31	**0.411	Sign at (0.01)
12	**0.683	Sign at (0.01)	32	**0.578	Sign at (0.01)
13	**0.507	Sign at (0.01)	33	**0.426	Sign at (0.01)
14	**0.490	Sign at (0.01)	34	*0.373	Sign at (0.05)
15	**0.760	Sign at (0.01)	35	**0.593	Sign at (0.01)
16	**0.597	Sign at (0.01)	36	**0.406	Sign at (0.01)
17	*0.338	Sign at (0.05)	37	**0.676	Sign at (0.01)
18	**0.515	Sign at (0.01)	38	**0.494	Sign at (0.01)
19	**0.452	Sign at (0.01)	39	**0.470	Sign at (0.01)
20	**0.495	Sign at (0.01)	40	**0.575	Sign at (0.01)

\*\* r table at (df.= 38), sign level (0.01) = (0.38)

\* r table at (df.= 38), sign level (0.05) = (0.31)

Table (3.7) shows that Sig. values less than (0.01) or (0.05), so correlation coefficients are sign at (0.01) or (0.05), that's mean scale items interested in high valid.

### **Reliability of the Scale:**

The scale is reliable when it gives the same results when re-applied in the same conditions (Al Agha & Al Ostaz, 2004, p. 108). The researcher used the pilot study to calculate the reliability of the scale which was measured by Alpha Cronbach and split-half methods.

### **Split- Half Method:**

The researcher calculated the correlation between the even-numbered items with odd-numbered items.

Then, the researcher used Spearman-Brown formula to modify the length of the scale to find out the reliability coefficient as shown in table (3.8):

**Table (3.8): Reliability for the scale domains and all degree by split half method**

Domains	Items	Correlation	Reliability	Sig. Value
The first domain	10	**0.626	0.770	0.000
The second domain	10	**0.737	0.849	0.000
The third domain	12	**0.709	0.830	0.000
The forth domain	8	**0.712	0.832	0.000
all degree	40	**0.808	0.894	0.000

Table (3.8) shows that all correlation coefficient are sign at (0.01), where the reliability coefficient by using Split- Half after modification is (0.894) for all items.

### **Alpha Cronbach Method:**

The researcher calculates the cronbach's Alpha coefficients for domains and all degree. Table (3.9) shows the results:

**Table (3.9): Reliability for the scale domains by Alpha Cronbach Method**

Model	Items	Alpha Cronbach Coefficient
The first domain	10	0.844
The second domain	10	0.878
The third domain	12	0.808
The forth domain	8	0.901
all degree	40	0.922

Table (3.9) shows that Alpha Cronbach coefficients are more than (0.6), and Alpha Cronbach coefficient for all degree equal (0.922). This result indicates that the attitudes scale is suitable for conducting the study.

### **3.5 Controlling the Variables:**

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

#### **The Teacher Variable:**

Both groups were taught by the same teacher, the researcher. This was to prevent any other factors related to the difference in the teachers from affecting the results.

### Time Variable:

Both groups received a nine-week instruction. The control group was taught traditionally while the experimental group was taught through using ESA strategy.

### Age Variable:

T-test was used to measure the statistical differences between the groups concerning their ages. Table (3.10) show the results:

**Table (3.10): t test for differences between control and experimental groups due to age**

Variable	Group	No.	Mean	Std.	t	Sig.
Age	Control	30	15.70	0.60	0.663	0.510
	Experimental	34	15.84	0.83		

\* T table at (df = 62), ( $\alpha \leq 0.05$ ) equal (1.99)

Table (3.10) results show that sign value more than (0.05), and t calculated less than t table. So there were no statistical significant differences at (0.05) between experimental and control groups concerning the age variable.

### English language Achievement Variable:

T-test was used to measure the statistical differences between the groups concerning their English language achievement. The results in the second term test of the school year (2015-2016) were recorded and analyzed. Table (3.11) show the results:

**Table (3.11): t test for differences between control and experimental groups in English language achievement**

Variable	Group	No.	Mean	Std.	t	Sig.
English language achievement	Control	30	65.09	15.6	0.334	0.740
	Experimental	34	66.30	12.00		

\* T table at (df = 67), ( $\alpha \leq 0.05$ ) equal (1.99)

Table (3.11) results show that sign value more than (0.05), and t calculated value is less than t table. So there were no statistical differences at (0.05) between the experimental and the control groups concerning the English language achievement variable.

### Previous performance in grammar achievement test:

To ensure that the two groups were similar in their previous mastery of the achievement in study tools, the researcher examined two groups' performance on the pre achievement test. Table (3.13) outlines the results of the test.

**Table (3.12): t test for differences between control and experimental groups in a pre-grammar test**

Tool	Group	No.	Mean	Std.	t	Sig.
Grammar test	Control	30	21.1667	7.4	0.891	0.376
	Experimental	34	22.6200	5.5		

\* T table at (df = 64), ( $\alpha \leq 0.05$ ) equal (1.99)

Table (3.12) results show that sign value more than (0.05), and t calculated value is less than t table. So there were no statistical significant differences at (0.05) between the experimental and the control groups concerning the a pre-grammar test.

**Table (3.13): t test for differences between control and experimental groups in a pre-attitudes towards English scale**

Tools	Group	No.	Mean	Std.	t	Sig.
Attitudes towards learning English	Control	30	32.17	5.90	0.144	0.886
	Experimental	34	31.97	5.02		
Attitudes towards enjoying learning English	Control	30	32.83	3.4	1.121	0.267
	Experimental	34	31.50	5.1		
Attitudes towards English teachers and methodology	Control	30	37.73	6.5	0.565	0.574
	Experimental	34	38.71	7.2		
Attitudes towards learning English grammar	Control	30	20.03	5.9	0.368	0.714
	Experimental	34	20.53	4.8		
All degree	Control	30	122.7667	16.9	0.015	0.988
	Experimental	34	122.82	12.9		

\* T table at (df = 64), ( $\alpha \leq 0.05$ ) equal (1.99)

Table (3.13) results show that sign value more than (0.05), and t calculated value is less than t table. So there were no statistical significant differences at (0.05) between the experimental and the control groups concerning the a pre-attitudes towards English scale.

### **3.6 Procedures of the study:**

- Studying and revising the researches and previous studies conducted the use of ESA strategy and teaching grammar.
- Preparing a teacher guide to teaching the content by using ESA strategy.
- Designing grammar achievement test.
- Designing attitudes towards English scale in the light of related studies.
- Consulting experts in English language and methodology for modifying both the material and tool according to the referees' comments.
- Applying the pre-test, recording and interpreting the results.
- Controlling many variables.
- Teaching the content using ESA strategy with the experimental group and the traditional method with control group.
- Applying the post-test, recording and interpreting the results.
- Presenting recommendations and suggestions in the light of the study findings.

### **3.7 Statistical Methods:**

The researcher used a number of the statistical techniques that were in tandem with the study nature; the data were collected and computed by using the Statistical Package for Social Sciences (SPSS IBM 22.0 version) as follows:

- 1- Independent Samples T – Test was used to measure the differences between control and experimental groups.
- 2- Mann-Whitney Test was used to measure the differences between control and experimental groups.
- 3- Effect size (Eta Square).



**Summary:**

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

# **Chapter IV**

## **Results and Data Analysis**

## Chapter IV: Results and Data Analysis

### Introduction:

The study aimed at investigating the impact of using ESA strategy on tenth graders' English grammar learning and their attitudes towards English. This chapter presents the research findings outlined in accordance with the research questions and hypotheses after the analysis of the findings by using Statistical Package for Social Sciences (SPSS IBM 22.0 version).

In her attempt to analyze the data, the researcher employed different statistical formulae such as; frequencies, means, Std. Deviations and t-test. Furthermore, the researcher used effect size through ( $\eta^2$ ) to measure the extent to which the independent variable, had an effect on the dependent variable, the experimental group's achievement level in English grammar achievement test.

### 4.1 The answer of the first Question:

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at English grammar achievement test between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test?**

To answer the first question the researcher used (Independent Samples T test). Table (4.1) show the results:

**Table (4.1): t test for differences between control and experimental groups in post-grammar test**

Tool	Group	No.	Mean	Std.	t	Sig.	$\eta^2$
Grammar test	Control	30	26.50	7.2	6.881	0.000	0.431
	Experimental	34	35.74	4.0			

\* T table at (df = 62), ( $\alpha \leq 0.05$ ) equal (1.99)

\*\* T table at (df = 62), ( $\alpha \leq 0.01$ ) equal (2.639)

Table (4.1) shows that Sig. value less than (0.01), and t calculated value is more than t table. So there are statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at English grammar achievement test between the students who learn through using ESA strategy

(experimental group) and those who learn through the traditional method (control group) in the post test. And these differences in favor to experimental group. The researcher attributes these results to use ESA strategy in teaching English language grammar.

To investigate the impact of using ESA strategy on tenth graders' English grammar learning, the researcher calculated the size effect used Eta square " $\eta^2$ " formula. By using the following equation (Affana, 2016: 196):

$$\eta^2 = \frac{t^2 (n_1 + n_2)}{\sqrt{df} \times n_1 \times n_2}$$

And to determine the size of the effect the researcher compare the value with the rely Level of size effect based on the following table:

**Table (4.2): Level of size effect**

Level	Small	Medium	Large	Very large
$\eta^2$	0.01	0.06	0.14	0.16

Where Eta square equal (0.431), that's mean the ESA strategy interested in high impact.

#### 4.2 Answer of the second Question:

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the low achievers in the experimental group and their counterparts in the control one in the post test?**

To answer the second question, the researcher used Mann-Whitney Test. Table (4.3) shows the results:

**Table (4.3): Mann-Whitney Test for differences between low achiever in control and experimental groups at post grammar achievement test**

Model	Group	No.	Mean Rank	Sum of Ranks	Z	Sig.	r <sub>class</sub>
Low achievers	Control	8	4.50	36.00	3.488	0.000	0.99
	Experimental	9	13.00	116.00			

\* the critical value Z at ( $\alpha \leq 0.05$ ) equal (1.96)

\*\* the critical value Z at ( $\alpha \leq 0.01$ ) equal (2.58)

Table (4.3) shows that sign value less than (0.01), and (Z) calculated value is more than (Z) table. So there are statistical significant differences between control and experimental groups.

So there were a statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the low achievers in the experimental group and their counterparts in the control one in the post test. And these differences are in favor of low achievers in experimental group. That's mean using ESA strategy taken account individual differences.

And table (4.3) shows that  $r_{class}$  equal (0.99) that's mean effect size was very large.

The researcher used  $r_{class}$  employing the following equation (Affana, 2016: 226):

:

$$r_{class} = \frac{2 (MR1 - MR2)}{n1 + n2}$$

And to determine the size of the effect, the researcher compare the value with the rely reference the following table:

**Table (4.4): Level of size effect by  $r_{rb}$**

Level	Small	Medium	Large
$r_{rb}$	less than 0.4	$0.4 \leq r_{rb} < 0.7$	0.7 and more

### 4.3 Answer of the third Question:

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the high achievers in the experimental group and their counterparts in the control one in the post test?**

To answer the third question the researcher used Mann-Whitney Test. Table (4.5) shows the results:

**Table (4.5): Mann-Whitney Test for differences between high achiever in control and experimental groups at post grammar achievement test**

Model	Group	No.	Mean Rank	Sum of Ranks	Z	Sig.	r <sub>class</sub>
High achievers	Control	8	6.31	50.50	2.133	0.032	0.59
	Experimental	9	11.40	102.00			

\* the critical value Z at ( $\alpha \leq 0.05$ ) equal (1.96)

\*\* the critical value Z at ( $\alpha \leq 0.01$ ) equal (2.58)

Table (4.5) shows that sign value less than (0.01), and (Z) calculated value is more than (Z) table. So there are statistical significant differences between control and experimental groups.

So there were a statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the high achievers in the experimental group and their counterparts in the control one in the post test. And these differences in favor to high achievers in experimental group. That's mean using ESA strategy taken account individual differences.

And table (4.5) shows that r<sub>class</sub> equal (0.59) that's mean effect size was very large.

#### **4.4 Answer of the forth Question:**

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test?**

To answer the forth question, the researcher used (Independent Samples T test). Table (4.6) show the results:

**Table (4.6): T test for differences between control and experimental groups in a post-attitudes towards English scale**

Tools	Group	No.	Mean	Std.	t	Sig.	$\eta^2$
Attitudes towards learning English	Control	30	31.433	6.0	3.993	0.000	0.54
	Experimental	34	36.74	4.1			
Attitudes towards enjoying learning English	Control	30	33.53	4.9	4.917	0.000	1.20
	Experimental	34	38.68	3.4			
Attitudes towards English teachers and methodology	Control	30	42.07	5.4	4.095	0.000	1.025
	Experimental	34	47.24	4.8			
Attitudes towards learning English grammar	Control	30	24.53	3.6	5.556	0.000	1.40
	Experimental	34	30.20	5.4			
All degree	Control	30	131.60	14.7	6.336	0.000	1.58
	Experimental	34	153.60	12.9			

\* T table at (df = 64), ( $\alpha \leq 0.05$ ) equal (1.99)

\*\* T table at (df = 64), ( $\alpha \leq 0.01$ ) equal (2.639)

Table (4.2) shows that Sig. value less than (0.01), and T calculated value is more than T table. So there are a statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at attitudes towards English scale between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test.

And these differences are in favor of experimental group. The researcher attributes these results to use ESA strategy in teaching English language grammar, the effect size of eta-squared is strong .

#### 4.5 Answer of the fifth Question:

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the low achievers in the experimental group and their counterparts in the control one?**

To answer the fifth question the researcher used Mann-Whitney Test. Table (4.7) shows the results:

**Table (4.7): Mann-Whitney Test for differences between low achiever in control and experimental groups at attitudes towards English scale**

Model	Group	No.	Mean Rank	Sum of Ranks	Z	Sig.	r <sub>class</sub>
Low achievers	Control	8	4.50	36.00	3.488	0.000	1.0
	Experimental	9	13.00	117.00			

\* the critical value Z at ( $\alpha \leq 0.05$ ) equal (1.96)

\*\* the critical value Z at ( $\alpha \leq 0.01$ ) equal (2.58)

Table (4.8) shows that sign value less than (0.01), and (Z) calculated value is more than (Z) table. So there are statistical significant differences between control and experimental groups.

So there were a statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at attitudes towards English scale between the low achievers in the experimental group and their counterparts in the control one. And these differences in favor to low achievers in experimental group. That's mean using ESA strategy improve attitudes towards English among low achievers.

#### 4.6 Answer of the sixth Question:

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the high achievers in the experimental group and their counterparts in the control one?**

To answer the sixth question, the researcher used Mann-Whitney Test. Table (4.8) shows the results:

**Table (4.8): Mann-Whitney Test for differences between high achiever in control and experimental groups at post attitudes towards English scale**

Model	Group	No.	Mean Rank	Sum of Ranks	Z	Sig.	r <sub>class</sub>
High achievers	Control	8	8.06	64.50	0.368	0.721	00
	Experimental	9	8.94	71.50			

\* the critical value Z at ( $\alpha \leq 0.05$ ) equal (1.96)

\*\* the critical value Z at ( $\alpha \leq 0.01$ ) equal (2.58)

Table (4.9) shows that sign value more than (0.05), and (Z) calculated value is less than (Z) table. So there are no statistical significant differences between control and experimental groups.

So there were no statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at attitudes towards English scale between the high



achievers in the experimental group and their counterparts in the control one.

### **Summary:**

Chapter Four dealt with data analysis and its results. The results of each question using different statistical techniques. According to data analysis, the researcher conclude that using ESA strategy in learning English grammar can be a good solution to many students and to their lack of cooperation, interaction and motivation in English classes. Also, one can conclude that the ESA strategy had a positive effect on students' attitude towards English language.

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

# **Chapter V**

## **Discussion, Conclusions & Recommendations**

## Chapter V: Discussion, Conclusions & Recommendations

### Introduction:

Chapter five discusses the results of the study. It summarizes the conclusions which will be deduced in the light of the study results and the pedagogical implications that the researcher has suggested. It also involves suggestions and recommendations for further studies.

### 5.1 Findings:

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

- 1- There were statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at English grammar achievement test between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test. And these differences are in favor of experimental group,
- 2- there were statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the low achievers in the experimental group and their counterparts in the control one in the post test. And these differences are in favor of experimental group,
- 3- there were statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the high achievers in the experimental group and their counterparts in the control one in the post test. And these differences are in favor of experimental group,
- 4- there were statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at attitudes towards English scale between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test. And these differences are in favor of experimental group,
- 5- there were statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at attitudes towards English scale between the low achievers in the experimental group and their counterparts in the control one in the post test. And these differences are in favor of low achievers in experimental group, and

6- there were no statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at attitudes towards English scale between the high achievers in the experimental group and their counterparts in the control one.

## **5.2 Discussion:**

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

ESA strategy contributed to understanding grammar rules where the strategy contains a variety of activities, and interesting educational toys. And these activities facilitated the teacher task in the teaching of English grammar, and ESA strategy meets the needs of students.

Moreover, the experimental group students were asked to interact and learn cooperatively with each other through working out some activities which provided them with immediate feedback about their answers instead of the traditional way which students do not like as such activities may cause boredom and embarrassment for them. Likewise, the learning environment brought to the classroom as a result of using the ESA strategy in learning grammar heightened students' motivation and their willingness to learn grammar cooperatively; it also lowered their affective filter and anxiety. Thus students learned English grammar in a relaxed learning atmosphere, which directly and positively affected their achievement in grammar.

### 5.2.1 The first question:

The findings of the first question showed that there are statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at English grammar achievement test between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test. And these differences are in favor of experimental group. The researcher attributes these results to use ESA strategy in teaching English language grammar. The researcher found that the effect size of the ESA strategy was significantly large.

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

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

Furthermore, the researcher realized that there was a clear difference between the atmosphere prevailing the classroom of the control group and that of the experimental group.

The classroom of the experimental group taught grammar via the five phases of the ESA strategy had an active and positive atmosphere, which helped students to show more interest, better participation and engagement. The control group, on the other hand, showed less interest and oftentimes showed signs of boredom during class and perhaps wished the lesson had ended, especially because grammar, to many students, maybe considered a tough and hard subject needing more concentration

and deeper understanding. As a matter of fact, the ESA strategy created a relaxed learning atmosphere, which directly and positively affected students' achievement in grammar as the results of the first hypothesis revealed. And these results agree with (Torlakovic, 2001) study, (Abu Nada, 2008), (Obaid, 2010), (Ishtawi, 2011), and (Jendeya, 2015).

### **5.2.2 The second question:**

The findings of the second question showed that there were statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the low achievers in the experimental group and their counterparts in the control one in the post test. And these differences are in favor of experimental group. The researcher found that the effect size of the ESA strategy was significantly large.

These findings could be attributed to the nature of the model which provides a sequence of activates that places students at the center of their prior experiences and emphasizes collaborative learning that helps students develop their higher order thinking skills. The researcher (also the teacher) found that the low achievers students of the experimental group liked learning English grammar by using ESA strategy and were able to learn the grammar much easier and faster. ESA strategy gave low achievers an opportunity to participate and error detection and correction. And these results agree with (Torlakovic, 2001) study, (Abu Nada, 2008), (Obaid, 2010), (Ishtawi, 2011), and (Jendeya, 2015).

### **5.2.3 The third question:**

The findings of the third question showed that there were statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the grammar achievement between the high achievers in the experimental group and their counterparts in the control one in the post test. And these differences are in favor of experimental group. Also the researcher found that the effect size of the ESA strategy was significantly large.

The researcher believes that the ESA strategy helped high achievers in several fields, such as raising the participation, good level of thinking to the presentation of the sentences, installation, and contributed to the development of their abilities to understand the structures and rules in English language.

The researcher also attributes this result to the following reasons: Using ESA strategy facilitated learning the English grammar for experimental group students (high achievers) as they can learn grammar in an interesting, attractive and cooperative manner, the nature of the ESA strategy used throughout the experiment created a relaxed learning environment free of any tension. The researcher noticed that, unlike the control group students, the experimental group students felt comfortable and highly motivated to learn English grammar, unlike the control group students, who were asked to answer traditional paper and pencil activities, the experimental group students liked interacting and learning cooperatively with each other and learning from their own mistakes. And these results agree with (Torlakovic, 2001) study, (Abu Nada, 2008), (Obaid, 2010), (Ishtawi, 2011), and (Jendeya, 2015).

#### **5.2.4 The fourth question:**

The findings of the fourth question showed that there were statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the students who learn through using ESA strategy (experimental group) and those who learn through the traditional method (control group) in the post test. And these differences are in favor of experimental group.

The researcher attributed this result to the fact that using the ESA strategy with the experimental group raised their interactivity and participation as well as their motivation to learn, which, in its turn, raised their enjoyment and love for using the model in learning grammar. This was also reflected positively in their attitudes towards English Language. And these results agreement with the findings of the most of previous studies such as those (Al-Omrani, 2008), (Al-Faleet, 2013), (Al-Farra, 2014), (Al Samadani and Ibnian (2015), and (Jendeya, 2015).

#### **5.2.5 The fifth question:**

The finding of the fifth question showed that there were statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the low achievers in the experimental group and their counterparts in the control one in the post test. And these differences are in favor of low achievers in experimental group.

The researcher attributed this result to the fact that using the ESA strategy with the low achievers in the experimental group raised their interactivity and participation as well as their motivation to learn, which, in turn, raised their enjoyment and love for using the model in learning grammar. This was also reflected positively in their attitudes towards English Language. And these results agreement with the findings of the most of previous studies such as those (Al-Omrani, 2008), (Al-Faleet, 2013), (Al-Farra, 2014), (Al Samadani and Ibnian (2015), and (Jendeya, 2015).

#### **5.2.6 The sixth question:**

The findings of the sixth question showed that there were no statistical significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English scale between the high achievers in the experimental group and their counterparts in the control one.

The researcher attributed this result to the fact that using the ESA strategy with the high achievers in the experimental group raised their interactivity and participation as well as their motivation to learn, which, in turn, raised their enjoyment and love for using the model in learning grammar. This was also reflected positively in their attitudes towards English Language. And these results agreement with the findings of the most of previous studies such as those (Al-Omrani, 2008), (Al-Faleet, 2013), (Al-Farra, 2014), (Al Samadani and Ibnian (2015), and (Jendeya, 2015).

#### **5.2.7 General discussion:**

The study results showed that (ESA strategy) has a high effect, the researcher believes that **engage**, **study**, and **activate** facilitate learning process grammatical rules. ESA strategy allows chances for teachers to discover students mistakes.

Also the researcher observed that the students gained a relatively substantial amount of improvement in organizing information about grammatical rules. And earned, saved and retrieved when needed this rules.

The researcher attributes these results to the advantages ESA strategy steps where these steps specializes: motivating and authenticity,



analyzing of the interaction, guiding investigation, keeping in mind the profitability of the pupil time, enhancing the communication skills among students, stimulating the self-learning, making the student the center of the educational process, engaging learners in real- world learning activities, enabling the students to work independently where the role of the teacher changed from transmitted of knowledge to facilitator. This advantages able to use the language rules

The researcher also noted that the strategy helped students in differentiate between the grammatical rules.

The study results also show that ESA strategy take into accounts individual differences between students, that's using ESA strategy improvement low and high achiever in grammar test. The study results also showed that using ESA strategy changed students attitudes towards English language, and towards English grammar.

### **5.3 Conclusion:**

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

- 1- ESA strategy is more effective and has superiority over the traditional method in teaching English language, especially grammar.
- 2- ESA strategy provided students with a better learning environment, which affected their achievement and performance in English grammar.
- 3- ESA strategy promoted a learning environment that provided opportunities for exploring and investigating ways for understanding new concepts and grammar rules.
- 4- ESA Strategy increased students' motivation to learning and raised the degree of cooperation among tenth graders.
- 5- By applying the three phases of the strategy (engage, study, and activate), students felt relaxed, amused and comfortable and this led to easier learning and acquisition of the language.
- 6- ESA strategy increased student-student communication, which provided fluency practice and reduced the dominance of the teacher.

- 7- ESA strategy strengthened the relationship between the teacher and the students and made the teacher as a close friend, which facilitated the process of teaching and learning.
- 8- ESA strategy provided a tangible referent for the teacher to scaffold his expertise in structuring a learning environment that facilitated students' interaction with a learning context in a critical, reflective and analytical way.
- 9- ESA strategy allowed the students and teacher-researcher to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess his understanding of a concept.

#### **5.4 Recommendations:**

**In accordance with the given findings and conclusions of the study, the following recommendations are put forward for different parties involved in the learning-teaching process.**

##### **5.4.1 Curriculum designers and decision makers are recommended to:**

- 1- develop and enrich the Teacher's Guide with approaches and techniques that increase and enhance teaching and learning grammar such as ESA strategy.
- 2- support schools with all effective facilities such as computers, LCD televisions, videos, the internet and all kinds of boards. These aids help teachers to activate and employ ESA strategy and other effective techniques.
- 3- develop head teachers' technical competences to help them give constructive feedback to their teachers.
- 4- increase English language periods to give the teachers suitable opportunities to concentrate on learning quality.

##### **5.4.2 Supervisors are recommended to:**

- 1- provide teachers with instructional materials which improve their awareness of ESA strategy and the importance and necessity of using this model in teaching English.

- 2- concentrate on the fact that ESA strategy emphasizes collaborative learning that helps students develop skills such as debate, discussion, writing, drawing, presenting thoughts' and social skills.
- 3- conduct workshops that aim at familiarizing teachers with ESA strategy.
- 4- encourage teachers to exchange experiences and class visits by organizing training and demonstrative lessons.
- 5- concentrate on the fact that students'-centered activities are not wasting-time activities instead, they are very important for teaching different aspects of the language.

#### **5.4.3 English language teachers are recommended to:**

- 1- keep in touch with the latest trends in the field of TEFL and benefit from the findings of the educational research.
- 2- change the methods and approaches of teaching from traditional ones to more interactive ones based on the students' real involvement in the teaching-learning process.
- 3- select effective methods and techniques which activate students' motivation, participation and the degree of competition and challenge among students.
- 4- change their role from instructors who dominate the class into educators whose role is to organize, help, guide, coordinate and support the students to communicate and acquire language. This can be achieved via the different phases of this model in which the role of students and teachers differs in each phase.
- 5- strengthen the relationship with the students which creates non-threatening classroom atmosphere and facilitates the learning-teaching process.
- 6- consider students' individual differences and learning styles in selecting ESA strategy.
- 7- be ready to deal with the difficulties that may face them during the experiment.
- 8- shift from the traditional teaching methods to the communicative approach that is based on the students' real involvement in the teaching-learning process.
- 9- use ESA strategy to create an appropriate learning environment.

10- help learners use English language in "Life-like" situations.

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

The researcher suggested the following recommendations for further studies:

- 1- It is recommended that more studies should use the "ESA strategy" in the future.
- 2- The current study was limited to teaching and learning grammar. More studies should focus on using ESA strategy with other English skills, sub-skills and areas.
- 3- Other researchers can conduct evaluative studies based on examine the impact of using ESA strategy on developing lower-higher thinking skills.
- 4- It is also recommended to investigate the effectiveness of using ESA strategy on other school subjects.
- 5- It is also recommended to investigate the effectiveness of using ESA strategy on students' attitude towards English language.

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# Appendixes

## Appendixes

### Appendix (1): List of Referees

Name	Work place
Majed Salah	The Ministry of Education
Mohammed Attia	Al- Aqsa University
Amani Derhally	The Ministry of Education
Basma Al- Senowar	The Ministry of Education
Hussein Abu al-Kheir	The Ministry of Education
Haidar Abu Shawish	The Ministry of Education
Soha Shaqoura	The Ministry of Education
Nevin Mukhaimar	The Ministry of Education

## Appendix (2): Grammar Achievement Test

Abel-Qader Secondary School for Girls

Student's name: .....

Grade:10<sup>th</sup> class

Time:2hours

Mark:.....

Dear student:

Read the following question carefully then answer them. Question one:

Choose the correct answer:

(21 Marks)

1-The Dome of the Rock .....about 1,300 years ago.

a-was completed b-has been completed c-completed

2-There-----some oranges in the fridge.

a-are b-is c-was

3-If you boil water ,it .....into steam.

a-turn b-turned c-will turns d- turns

4-Football was .....yesterday.

a-play b- plays c- played d-playing

5-is there -----internet café in your town?

a-an b-the c-a

6-Samar tells Deema that .....come to play with her.

A-he b-she c- he d-it

7-If you lived in Germany ,it .....different.

a-has been b-is c- will d-would be

8-There are ..... sandwiches.

a-an b-any c-some d- a

9-Have you got .....brothers and sisters.

a-some b-any c-many d-are

10- She asked me -----to sell the house .

a-do I want b-did I want c- if I wanted d-had I wanted

11-If I slept well I .....watch the match on TV.

a-will      b- would      c- should      d-may

12-Yesterday ,he.....me if I met Ali.

a-said      b-asked      c- told      d-exclaim

13-Old remains .....everywhere in Palestine .

a-find      b-are found      c-are find      d-finding

14-The teacher asked the pupils if they understood -----lesson.

a-those      b- these      c-that      d-this

15-What will you do if the weather -----bad on Friday.

a-was      b- is      c-will be      d-would be

16-If I hadn't been tired ,I .....my uncle .

a-would visit      b-might visit      c- would have visited      d- would have visit

17-Jeny's father took a short holiday -----visit Palestine .

a-in order      b-in order to      c-so that      d- because

18-I visited Jerusalem -----I could pray at Al-Aqsa mosque

a-in order      b-in order to      c-so that      d-and

19-There aren't -----computers in my class

a-some      b-any      c-a      d- the

20-My teacher's got -----new car

a-a      b-an      c- the

21-Tv .....watched every day.

a-was      b-are      c-is      d-were



**Question2 :Rewrite the following sentences using the words in the brackets: (5Marks)**

1-Thousands of people visit Jerusalem every year . (begin with Jerusalem)

.....  
.....

2-If I had money ,I will lend you "He said to her (reported speech)

.....  
.....

3- Water freezes .turn into ice (if)

.....  
.....

4-Mamluks had ruled Jerusalem for 3 centuries (use by)

.....  
.....

5"-Did you see the match yesterday ?"Ahmad asked fouad (reported speech)

.....  
.....

**Question 3: Correct the underlined mistakes in the following statements: (5Marks)**

1-I will give him money ,if he win the match .

.....  
.....

2-Football were played last night .

.....  
.....

3-Aletter was written every day .

.....  
.....

4- If I am you ,I would go to the doctor .

.....  
.....

5-The lesson is discuss by teacher.

.....  
.....

**Question 4:Decide whether the following statements are correct or wrong: (10Marks)**

- 1-School is visited monthly . ( )
- 2-If you train well ,you will score in the match . ( )
- 3-My teacher got an new car . ( )
- 4-There isn't any milk ,but there is some yogurt . ( )
- 5-If you heat ice ,it will melt . ( )
- 6-There any orange in my bag ( )
- 7-I have an apple . ( )
- 8-Students go to school in order they learn. ( )
- 9-Your stomach needs fibre so that it can work well. ( )
- 10-How many strawberry jam do we have? ( )

## Appendix (3): Attitudes Towards English Language Scale

The Islamic University – Gaza  
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كلية التربية  
قسم المناهج وطرق التدريس

عزيزتي الطالبة:

تقوم الباحثة بدراسة تهدف لاستخدام استراتيجية (ESA) والكشف عن أثرها على تعلم طلبة الصف العاشر لقواعد اللغة الانجليزية واتجاهاتهم نحوها، ولأجل تحقيق أهداف الدراسة قامت الباحثة بإعداد مقياس بالاعتماد على بعض الأدبيات السابقة وأهمها (جندي، 2015م)، ويتكون المقياس من مجموعة عبارات تقيس ميولكن نحو اللغة الانجليزية ودروسها، وقواعدها. وأمام كل عبارة عدة خيارات تتدرج من حيث الموافقة ما بين (كبيرة جداً، كبيرة، متوسطة، منخفضة، منخفضة جداً)، والمطلوب من حضرتكن قراءة كل عبارة ثم وضع علامة (✓) أمام الخيار المتفق مع آرائكن، وذلك كما هو موضح بالتالي:

م.	العبارة	موافقة بدرجة				
		كبيرة جداً	كبيرة	متوسطة	منخفضة	منخفضة جداً
1	أرى أن مساق اللغة الانجليزية سهل وممتع		✓			

تعليمات أخرى:

- قراءة العبارات بتمعن.
  - وضع علامة (✓) بشكل واضح أمام الخيار المتفق مع رأيك.
  - حاولي وضع رأيك على كافة العبارات.
  - لا يوجد إجابات صحيحة وأخرى خاطئة.
  - لا يوجد أكثر من رأي للعبارة الواحدة.
- علماً بأن ما يرد من تقديرات واستجابات لأغراض البحث العلمي، وستعامل كذلك، وغير مطلوب من حضرتكن الإدلاء بأي معلومات شخصية.

## مقياس الميول باللغة العربية.

م.	العبارات	موافقة بدرجة			
		كبيرة جداً	كبيرة	متوسطة	منخفضة جداً
	المحور الأول: الاتجاه نحو تعلم اللغة الانجليزية				
1	أرى أن مساق اللغة الانجليزية صعب وشاق.				
2	أبذل جهداً كبيراً كي أتعلم اللغة الانجليزية.				
3	أرى أن تعلم اللغة الانجليزية لا يفيد.				
4	أشعر بأن تعلم اللغة الانجليزية يسهم في الحصول على وظيفة مستقبلاً.				
5	أرى بأن تعلم اللغة الانجليزية مهم لاستكمال التعليم الجامعي.				
6	يساعدني تعلم اللغة الانجليزية في التعامل مع التكنولوجيا الحديثة والانترنت.				
7	أرى بأن تعلم اللغة الانجليزية يسهم في معرفة الثقافات الأخرى.				
8	أرى بأن مادة اللغة الانجليزية سريعة النسيان.				
9	أعتقد أن تعلم اللغة الانجليزية يزيد من التواصل مع الآخرين.				
10	أصبحت اللغة الانجليزية هي اللغة الأولى عالمياً.				
<b>المحور الثاني: الاتجاه نحو الاستمتاع بتعلم اللغة الانجليزية</b>					
11	أشعر بالسعادة عند تعلم اللغة الانجليزية.				
12	أستمتع بالمشاركة في حصة اللغة الانجليزية.				
13	حصة اللغة الانجليزية تعد من الحصص المفضلة لدي.				
14	أحاول دائماً التحدث باللغة الانجليزية مع زملائي خلال الأنشطة الصفية.				
15	أود أن أقضي وقت فراغي في دراسة اللغة الانجليزية.				
16	أشعر بالخوف وعدم الرغبة في المشاركة أثناء شرح درس اللغة الانجليزية.				
17	أرى بأن تعلم اللغة الانجليزية شيق وممتع.				
18	أستمتع بالمشاركة مع زملائي في نادي اللغة الانجليزية.				
19	أحرص على قراءة القصص والروايات باللغة الانجليزية.				
20	أحب مشاهدة الأفلام باللغة الانجليزية على شاشة التلفاز.				

م.م	العبارات				
	كبيرة جداً	كبيرة	متوسطة	منخفضة	منخفضة جداً
21					أرى أن معلم اللغة الانجليزية يستخدم اللغة بطريقة سليمة.
22					أشعر بأن معلم اللغة الانجليزية يستخدم أساليب تدريس واضحة أثناء الشرح.
23					معلم اللغة الانجليزية يتيح الفرصة لجميع الطالبات للمشاركة في الأنشطة الصفية.
24					أشعر بالملل من طريقة شرح المعلم.
25					أحب أن يغيب معلم اللغة الانجليزية عن الدرس.
26					أرى أن معلم اللغة الانجليزية سلطوي ولا يحترم آراء الطالبات.
27					حبي لمعلم اللغة الانجليزية جعلني أحب مادة اللغة الانجليزية.
28					أفضل أن يستخدم المعلم اللغة العربية أثناء الشرح بدلاً من اللغة الانجليزية.
29					أفضل استخدام اللغة العربية للقيام بالأنشطة الصفية مع زملائي بدلاً من اللغة الانجليزية.
30					يهتم معلم اللغة الانجليزية بالطالبات اللاتي يجدن اللغة الانجليزية ويهمل الآخرين.
31					يهتم معلم اللغة الانجليزية بالواجبات البيتية ويحرص على متابعتها.
32					يحرص معلم اللغة الانجليزية على اعطاء الاختبارات القصيرة ومتابعتها مع الطالبات.
<b>المحور الرابع: الاتجاه نحو قواعد اللغة الانجليزية</b>					
33					أرى أن قواعد اللغة الانجليزية واضحة وسهلة.
34					أشعر أن فهم قواعد اللغة الانجليزية يساعدني على تطوير لغتي الانجليزية.
35					أفضل شرح قواعد اللغة الانجليزية في سياق الدروس.
36					أجد صعوبة في تطبيق قواعد اللغة الانجليزية أثناء التحدث مع زميلاتي.
37					أفضل استخدام اللغة العربية عند شرح دروس القواعد.
38					تساعدني الوسائل والأنشطة التي يستخدمها المعلم في فهم قواعد اللغة الانجليزية.

					أواجه صعوبة في حل تمارين القواعد في الاختبارات.	39
					لا أرى اختلاف بين قواعد اللغة العربية وقواعد اللغة الانجليزية.	40

**Attitudes scale:**

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

NO.	The third domain: Attitudes towards English teacher	Strongly agree	Agree	Natural	Disagree	Strongly disagree
21.	I see that English teacher uses the language accurately.					
22.	I Think that the English teacher uses clear method ology during Explanation.					
23.	English teacher gives students the opportunity to participate activities in the class.					
24.	I feel bored at English class.					
25.	I would love that English language teacher is absent for lesson.					
26.	I see that the English language teacher is authoritarian & does not respect the views of students.					
27.	I love the English class because I love the English teacher.					
28.	I prefer my teacher to use Arabic in English classes.					
29.	I prefer to do activities with partners in Arabic.					
30.	English teacher cares about students who are proficient in English language and neglects others.					
31.	English teacher cares about homework and follow up.					
32.	English teacher is keen to give the quizzes and follow up with students.					
<b>The fourth domain: Attitudes towards learning English Grammar</b>						
33.	I see that English language rules are clear and easy.					
34.	I feel that the understanding of English grammar helps me to develop the English language.					
35.	I prefer that English grammar is to be explained in lessons context.					



36.	I find it is difficult to apply the rules of the English language while talking with my colleagues.					
37.	I prefer using Arabic to explain English rules.					
38.	The activities used by the teacher in the class help in the understanding of English grammar well.					
39.	I feel difficulty in solving grammar exercises in tests.					
40.	I do not see a big difference between the Arabic language rules and the rules of the English language.					

## Appendix (4): Teacher Guide

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### Teacher Guide:

## The Impact of Using ESA Strategy on Tenth Graders' English Grammar Learning and their Attitudes Towards English

أثر استخدام استراتيجية ESA على تعلم طلبة الصف العاشر  
لقواعد اللغة الانجليزية واتجاهاتهم نحوها

*Submitted by:*

**Sohad Waleed Mukhaimar**

## Teacher's guide

**For teaching grammar lesson (3-7) in the unit (7, 8, 9) in English for Palestine 10 according to ESA Strategy.**

**Dear teacher,**

It well-known that English for Palestinian textbook deals with the four major skills :listening ,speaking ,reading and writing .grammar are about two lessons in each unit in the student 'book.

Lessons(1&2) are followed by reading and development in lesson (3), language 1 grammar is in lesson (4), while listening and speaking are in lesson (6), whereas lesson (7) is language 2 and deals with grammar and integrated skills in lesson (8).

This study focuses on lesson (3) from the unit (7,8,9) this lessons focuses on grammar and structure .the current study introduces activities based on ESA Strategy to help the teacher grammar in lesson 4 per unit .

These activities will encourage student centered approach by involving the students in the tasks and discover knowledge by themselves under the guidance of the teacher .

In other words ,the students build their own knowledge as learning is contextual and happen when the students learn in relationship to what they already know .if learning is related to their life and belief ,the study will be interesting and understandable .at that point ,learning becomes active and social as the students cannot isolate learning from their lives .

Therefore ,the activities, which are prepared for the current study ,will help the teacher to assist student encounter a confused situation which leads them to search for solutions after explaining and comprehending the context .this means that students are going to be more responsible for their learning .the main tools in these activities is doing which helps the students to discover knowledge under the teacher's guidance

## **The definition of ESA Strategy:**

**ESA** stands for *Engage*, *Study*, and *Activate*.

- **Engage** means involving learners both mentally and emotionally in learning a piece of language.
- **Study**: here students focus on the construction of something, whether it is language itself, the ways in which it is used or how it sounds or looks.
- **Activate**: this element or phase describes exercises and activities, which are designed to get students uses the language as freely and communicatively as they can.

### **Engage (motivation):**

How to motivate students?

1. Rough turning to simplify the language.
2. Comprehensibility input.
3. Predictability.
4. Voice (audibility – variety - conversation)
5. Movement and seating arrangement (pair and group work).

It means to arouse the students interest, thus involving their emotion. Activities and materials which frequently Engage students include: games, music, discussion, pictures, and dramatic stories.

### **Study (expose):**

Study activities are those where the students are asked to focus in language and how it is constructed ,the teacher can explain grammar, they can study language evidence to discover grammar for themselves. The study means any stage at which the construction of language is the main focus.

### **Activate (extra curricula activities):**

This elements describes exercises and activities which are designed to get students using language as freely and communicatively as they can.

The objective for the students is not focus on language construction but for them to use all and any language which may be appropriate for a given situation or topic such as role-play, draw picture, story, and writing

The students interest ,thus involving their emotion. Activities and materials which frequently Engage students include: games, music, discussion, pictures, and dramatic stories.

### **The teacher's guide consist s of the following:**

The general aims of the lessons include in the study :

1. Learning objectives of each lesson .
2. Teaching resources .
3. Activities used by the teachers to help students in learning
4. Procedures to be followed by the teachers .
5. Worksheets and evaluation.

### **General Aim:**

The lesson plan and the activities aimed at helping students to master grammar in English for Palestine for the 10<sup>th</sup> graders.

### **Specific objectives:**

By the end of the lesson students are expected to be able to:

1. Encode grammar.
2. Visualize grammar.
3. Put the ideas in a correct succession on ESA Strategy.
4. Expose the structure.
5. Engage the student with grammar by motivating them.
6. Activate the student by extra activities.
7. Teaching grammar through ESA Strategy.
8. Identifying the objectives of the lesson.
9. Preparing warming up material in suitable way.
10. Identify the concept and formulating them to ESA.
11. Preparing the teaching material needed for the lesson.
12. Encoding ,coding ,and visualizing the problem and putting the information into a suitable succession on ESA.
13. Preparing the Activities ,which students are going to carry out.

14. Directing students to employ what they have learnt in new situation.

**The teacher's intervention in the ESA Strategy could be categorized:**

- 1- Providing data: the teacher helps students activate their prior knowledge and that helps in preparing them for the new one.
- 2- The teacher motivate students with the lesson by game ,song, picture, video, and puzzle.
- 3- Expose the construction by discussion and study the rule by games, activities ,pictures, work sheets, and drama.
- 4- Activate the students This elements describes exercises and activities which are designed to get students using language as freely and communicatively as they can. The objective for the students is not focus on language construction but for them to use all and any language which may be appropriate for a given situation or topic such as role-play, draw picture, story, and writing.
- 5- Giving feedback, the teacher gives feedback about students learning by checking their sheets and rating their answer.
- 6- Re capping/ summarizing :the teacher helps students to summarize the lesson.

## Unit 7 lesson 3-4 passive

Class10th ..... Date...../...../2016 session 2

### Objectives:

#### Students are expected to:

- 1- Identify the past simple verbs (be)and use them in the passive voice.
- 2- Change sentences into passive.

#### Key structure:

Subject +be +pp + complement.

#### Resources & teaching aids:

Worksheets-color-photo-laptop-video-blackboard

### Stages

Engage

Study

### Procedures

- T presents a mosque picture on blackboard representing passive as the main idea of the lesson.
- T ask students to read examples and determine the subject, verb, and object.
- T expose and explain for the students the passive.
- T clarifies to students how we change from active to passive.
- this enjoyable teaching activity, students identify sentences about facts and inventions in the present and past passive. Each group is given 20 sentences about facts and inventions, but each sentence is in two parts. Their task is to find 20 facts by correctly matching the two parts of each sentence.

Study

Activities

### *Producers*

- When all of the sentences have been correctly matched, the students put the cards into two designated piles.
  - The group members take it in turns to turn over one card from each pile. If the two cards go together to make a correct fact, the student reads the passive sentence out loud, keeps the two cards and plays again. If they do not go together, the student reads the sentence aloud, but turns it into a negative passive statement. The student with the most cards at the end of the activity is the winner.
  - T ask students to elicit the rule.
  - T ask students to work in pairs to give more examples
  - T ask students to work in pairs to answer the exercise in SB.
  - T give students some exercises to answer it
- 
- SS work in pairs to answer questions about passive
  - SS work in group work to write story by using passive
  - SS work in pairs asking each other the steps of changing into passive Newspaper headlines.



Study

Home work

### *Producers*

- This supplementary worksheet can be used after the lesson 'The Passive Voice'. Students begin by creating newspaper headlines from five topics listed on their worksheet.
- Following that, the students work in small groups to create a radio bulletin using at least four examples of the passive voice. Students then present their news items to the rest of the class.
- Answer the question No. (4) page (60).

## Unit 8 lesson 3-4 reported speech

### Objectives:

#### Students are expected to :

- 1- Identify the reported speech.
- 2- Change sentences from direct into indirect

### Key structure:

Subject +be +pp + complement.

### Resources & teaching aids:

Worksheets-color-photo-laptop-video-blackboard.

### *Stages*

Engage

Study

### *Procedures*

- T presents a song about reported speech representing it as the main idea of the lesson.
- T ask students to read examples and determine the subject or pronoun, verb, and tense.
- T expose and explain for the students the reported speech.
- T clarifies to students how we change from direct into indirect.
- T ask students to elicit the rule.
- T ask students to work in pairs to give more examples.

Study

Activities

### *Producers*

- T present video, game, song about the rule and SS elicit what they understood from them.
- Task students to work in pairs to answer the exercise in SB.
- T give students some exercises to answer it.
  
- SS work in pairs to answer questions about passive.
- SS work in group work to write story by using passive.
- SS work in pairs asking each other the steps of changing into reported speech.
- SS play a role play as a teacher summarize what they understood from the rule.

A conventional approach to teaching proper reporting of direct utterances may involve explanation of the grammar involved followed by oral or written exercises for reinforcement and confirmation that the student has mastered the form. For students with at least a perfunctory exposure to this form of written expression, I believe this approach is flawed and produces an unsatisfactory outcome. The syntactic and lexical transformations involved are numerous, and though the situation is not as complex as the rules governing the use of the definite article in English, it is not that dissimilar. A much more effective approach involves utilizing a game format. Not only is this far more efficient; it is much more enjoyable for both learner and instructor. While lecture, exercises and drills may have an ancillary role to play in reinforcement of this linguistic skill, they are exceedingly ineffective in the absence of a more activity oriented approach.

### **Procedure**

I begin by composing or choosing representative quotations. Among the transformational features which cause the greatest difficulty for my students are tense, auxiliary verbs, proper identification of subject and object; and time and place. I then use the cell (table) function in my word processing program to create cells into which each direct speech quotation is placed. For example: He said to her: "Did you come here by bus today"? I then type the corresponding reported speech expression on the corresponding reverse side cell: He asked her if she had come there by bus that day. A non-interrogative statement such as He said to her: "I didn't know that your sister was married" becomes He told her he hadn't known that her sister had been married. In this way, a set of double faced cards can be created.

## FRONT

She said to him: "I'm tired."	He said to her: "Are you a doctor?"	She said to him: "Will the train be late?"	He said to her: "I won't be able to go to the meeting."
She said to him: "Where is my husband?"	He said to her: "What time does the next bus leave?"	I said to him: "You can't have any money."	He said to me: "Can you swim?"
I said to her: "Maria doesn't understand English."	I said to him: "Does she know what she's doing?"	She said to me: "How many people know about the plan?"	He said to me: "It takes about three hours to drive to Cambridge."
She said to me: "Why do your parents live in Greece?"	He said to me: "I live a long way away."	I said to her: "I've always thought your sister was married."	I said to them: "When we've finished this game we'll have dinner."
He said to me: "Have you got a credit card?"	He said to him: "Do you work here?"	He said to me: "Do you know these are my lights?"	He said to her: "Can you give me your phone number?"

## BACK

<i>He told her he wouldn't be able to go to the meeting.</i>	<i>She asked him if the train would be late.</i>	<i>He asked her if she was a doctor.</i>	<i>She told him she was tired.</i>
<i>He asked me if I could swim</i>	<i>I told him he couldn't have any money.</i>	<i>He asked her what time the next bus left.</i>	<i>She asked him where her husband was.</i>
<i>He told me it took about three hours to drive to Cambridge.</i>	<i>She asked me how many people knew about the plan.</i>	<i>I asked him if she knew what she was doing.</i>	<i>I told her Maria didn't understand English.</i>
<i>I told them when we had finished that game we would have dinner.</i>	<i>I told her I had always thought her sister had been married.</i>	<i>He told me he lived a long way away.</i>	<i>She asked me why my parents lived in Greece.</i>
<i>He asked her if she could give him her phone number.</i>	<i>He asked me if I knew those were his lights.</i>	<i>He asked him if he worked there.</i>	<i>He asked me if I had got a credit card.</i>

These cards can be cut into sets; usually 20 or 25 cards works best. It should be easy for students to determine which side of each card is the direct quotation, and which represents the reported equivalent; but to make things a bit easier for them, distinctly different fonts may be used for each. As I begin the lesson, I provide three or four examples on the board just to help activate the students' memories; an affirmative, negative, and interrogative example of each. Students are then seated in groups of between three and five members.

As these groups receive sets of the two-sided cards, they are directed to place them in a pile with the direct quotation sides facing up. In a predetermined order, a student looks at and reads the direct quotation on the top card in the pile. He/she must then say the equivalent reported speech form. Finally, the student turns over the card and checks the answer, which all group members are shown. If he/she is correct, the student may keep the card. If not, it is placed at the bottom of the pile. Then the following student repeats the procedure and once all the cards have been won by the group members, the student with the largest number of cards is declared the winner.

### **Extension**

This game can be repeated or, for more intensive practice, a different rule may be applied. In this version, students receive a point for each correct answer, rather than receiving the card. In addition to the above direct-reported speech quotations, functional equivalent expressions may be employed. For example, the direct quotation He said to her: "Will you give me your phone number"? corresponds to the reported expression He asked her to give him her phone number. Of course, this activity can be followed by oral drills or written exercises to confirm mastery of the transformational structure.

This two-sided card game format is also useful for other potentially problematic grammatical features, such as passive-active sentences and relative clause formation.

### **Discussion**

The content of the cards and the difficulty of the expressions used should relate to the level of the class, of course. They should be designed to generate a high rate of errors, initially. Gradually, students learn from theirs and others' mistakes, and they become completely absorbed in the activity. Often, about 20 minutes of practice is sufficient to refresh and reinforce the grammatical form. During the activity, I circulate around the classroom, monitoring students' progress. If some of the groups finish up early, I spot check their performance and if this is lacking, I direct them to repeat the activity.

## **Conclusion**

Using games and other competitive activities is, in my experience, the best way to introduce or reinforce proper use of grammatical structures. In writing, grammatical accuracy is especially important, and the reported dialog form represents a major element of this. The activity and game format described in this article is definitely both an effective and enjoyable way for students to master the use of reported speech in English writing.



## Unit 9 lesson 3-7 the if conditional types

### Objectives:

Students are expected to:

- know the cases of using conditional if.
- identify the tenses of using conditional if.
- use conditional if in the cases

### Key words:

If +present simple, present simple

If +present simple, will(may, can) + info

If+ past simple +complement, would /could +info

### Stages

Engage

Study

### Procedures

- T uses a photo as a central image on the blackboard and puts the main idea inside it and asks students what is our lesson today ?
- T draws aboard with a book as a central image carrying inside it the main idea of the lesson.
- T clarifies the cases of using conditional if.
- T explain for the students the tense used in conditional if.
- T ask student to work in pairs to answer question in SB.

Study

Activities

### *Producers*

- Task students to elicit the rule of conditional if.
- T use video ,games ,song about conditional if.
- Task student what they see or understand from (video, game, song)
  
- SS work in pairs to answer questions about conditional if.
- SS work in group work to write examples by using conditional if.
- SS work in pairs asking each other the rule of conditional if -SS play the role play of teacher and summarize what they understood from the rule

### More details:

1. Writing chain stories or even writing chain poems.
  - If you decide to do the chain poem writing activity, then give them a skeleton
  - If I drink coffee,
  - I'll stay awake tonight
  - If I stay awake tonight,
  - I'll fall asleep in the morning.
  - And if I fall asleep in the morning,
  - My teacher will be very angry.

### 2. Go and Open the Door

This activity was taken from [Creative Poetry Writing by Jane Spiro](#).

3. Prepare conversation cards or even prepare conversation cards on PowerPoint or Google presentation.
4. Prepare 2 different sets of cards. You can use two different colours. One colour for If Clause, one colour for the result clause.

Divide the class into two and play tic-tac-toe or put them in groups and tell them the first group who matches the halves will be the winner.


5. Songs are great for teaching or revising conditionals.

My favorites are:

- If I were a boy (Beyonce)
  - If I had a Million Dollars (the BarenakedLadies)
  - Smile (Charlie Chaplin)
  - Time After Time (Cyndi Lauper)
  - Hero (Enrique Iglesias)
  - Count on me (Bruno Mars)
  - [California Dreaming](#) (The mamas and Papas)
6. A great list of fun activities on TEF.net (<http://edition.tefl.net/ideas/grammar/activities-second-conditional/>).
7. Ask students to stand up and form a circle. Shout a half conditional sentence, throw the ball to a student and ask him to complete it.
8. Give students scrap paper, preferably used photocopies and tell them to write 5 half conditional sentences on. Then tell them to stand up and play snowball fights. Stop them when you think the fun is enough for them. Tell them to pick the closest snowball, go back to their seats and finish the sentences.
9. You can also use fun activities.
10. Tell them to find out some superstitions from a different country and their own country and prepare a quiz or a poster.

## Appendix (5): Permission received from The Islamic University of Gaza

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

 **الجامعة الإسلامية - غزة**  
**The Islamic University - Gaza**

هاتف داخلي 1150 مكتب نائب الرئيس للبحث العلمي والدراسات العليا

ج س ع/35  
الرقم Ref ... 2016/06/11  
التاريخ Date .....

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


**الموضوع/ تسهيل مهمة طالبة ماجستير**

تهديكم شئون البحث العلمي والدراسات العليا أعطر تحياتها، ونرجو التكرم بمساعدة الطالبة/ سهاد وليد عبدالرحمن مخيمر، برقم جامعي 220140035 المسجلة في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس في تطبيق أدوات دراستها والحصول على المعلومات التي تساعد في اعداد رسالة الماجستير والتي بعنوان:

أثر استخدام استراتيجية ESA على تعلم طلبة الصف العاشر لقواعد اللغة الانجليزية و اتجاهاتهم نحوها

**The Impact of Using ESA Strategy on Tenth Graders' English Grammar Learning and Their Attitudes towards English**

والله ولي التوفيق،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا  
  
أ.د. عبدالرؤوف علي المناعمة

صورة إلى:-  
الرف. ❖

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