

The Impact of the Modified Learning Cycle (7E'S) on the EFL Iraqi Students' Knowledge of English Language Grammar Concepts and Autonomous Learning

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Abstract:

Email:

This study examines the impact of adopting the Modified Learning Cycle (7E'S) on the Knowledge of English Language Grammar Concepts and Autonomous Learning among EFL Iraqi Students. The experimental approach is employed to accomplish these goals in which grammar achievement test and the Autonomy questionnaire are used in a pretest-posttest design. 50 students were split into two equivalent groups, chosen from the total population randomly. The findings showed that the 7E Model was positive in developing Iraqi Students' English Grammar knowledge and enhancing their Autonomy. The findings indicated significant differences attributed to the effectiveness of the 7E Model

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اثر نموذج دورة التعلم المعدلة (7E'S) على معرفة المفاهيم النحوية للغة الإنجليزية والتعلم المستقل بين الطلاب العراقيين الدارسين اللغة الإنجليزية كلغة أجنبية أ.م.د. سناء خليفة صالح المديرية العامة لتربية الانبار

<u>الملخص:</u>

تبحث هذه الدراسة في تأثير استخدام نموذج دورة التعلم المعدلة على معرفة المفاهيم النحوية للغة الإنجليزية والتعلم الذاتي بين الطالبات الدارسات اللغة الإنجليزية لغة أجنبية في العراق. لتحقيق هذه الأهداف، تم توظيف النهج التجريبي الذي استخدم فيه اختبار التحصيل النحوي واستبيان الاستقلالية في تصميم الاختبار القبلي والبعدي. تم تقسيم خمسون طالبًا إلى مجموعتين متكافئتين، تم اختيارها عشوائيًا من المجتمع الكلي. أظهرت النتائج أن نموذج دورة التعلم المعدلة كان إيجابياً في تطوير تعلم قواعد اللغة الإنجليزية للطلاب العراقيين وفي تعزيز استقلاليتهم. أشارت النتائج الى وجود فروقات كبيرة تعزى إلى فاعلية نموذج دورة التعلم المعدلة.

الكلمات المفتاحية: التعلم المعدل، نموذج الدورة، المفاهيم النحوية، التعلم الذاتي

1. Introduction

All human beings need to know the grammar of the target language to communicate with others easily as the ultimate goal of teaching and learning (Fromkin & Rodman,1993: 13). Moreover, grammar is the basis for developing language skills and producing appropriate spoken words (Corder,1988: 123-145). The problem in teaching grammar is in the teachers' beliefs, some educators feel that their responsibility is to clarify the grammatical rules and the learners produce valid writing of the grammatical items as shown in their books (Lewis, 1986: 18; Palmer, 1995: 2). Furthermore, many teachers and students treat grammar in isolation and teach it separately (Amogne, 2014: 3). As a result, students struggle to apply grammatical concepts and structures in authentic situations. In teaching grammar, teachers' efforts should embrace language structures, meaning, and use (Saker, 2015: 2).

Learning English Grammatical Concepts is not an easy task for Iraqi students. Based on her experience in teaching, the researcher has noted that EFL Iraqi students cannot comprehend grammatical

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concepts which is manifested in their exam results. Many problems such as traditional methods of teaching hinder students' involvement and autonomy as independent learners. Most teachers of English mainly depend on memorizing rules and structures without using language in meaningful contexts. Hence, new techniques and models are needed to achieve active and lifelong learning. Consequently, the current study examines the impact of the 7E cycle on the developing of the knowledge of English Grammar Concepts and Autonomous Learning of the EFL Iraqi Students.

1.1 Research questions

The following major questions tackle the study's problem:

1. How does the Modified Learning Cycle Model (7E'S) affect Iraqi EFL students' knowledge of English Language Grammar Concepts?

2. How does the Modified Learning Cycle Model (7E'S) affect Iraqi EFL students' Autonomous Learning?

1.2 Research Hypotheses

The following hypotheses were formulated in light of the key questions:

1. There are no statistically significant differences between the experimental group and the control group in the post-grammar test mean scores.

2. There are no statistically significant differences between the experimental group and the control group in the post- Autonomous Learning test mean scores.

1.3 Study Limitations

The current study was conducted within these limitations:

1. The present study was applied in Al- Anbar governorate, at the Fine Art Institute for Girls, during the academic year 2021- 2022.

2. First graders from the Fine Art Institute made up the sample.

3. The English grammar content found in the Iraqi textbook "English Language " designed for the Fine Art Institute.

1.4 Definitions of Basic Terms

The impact is the modification in the student's level of achievement in the grammar test and learner autonomy that may be attributed to applying the 7E Model.

The 7E instructional model " is a student-oriented model that consists of seven stages of organized activities to help students learn by active role-playing. These stages are: "elicit, engage, explore, explain,



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elaborate, evaluate, and extend" (Fitri & Nur, 2018: 18).

Grammar is known as the study of a language's forms and structures, as well as the explanation of the rules that control how sentences are formed (Thornbury, 2004: 1).

According to Little, autonomy is the ability to be detached, to think critically, make decisions, and take autonomous action (1991: 4).

Autonomous learners are those who have succeeded despite challenges posed by their educational background, cultural expectations, and past experiences. (Cotterall,1995: 200).

2. Theoretical Framework & Previous Studies

2.1 Grammar

As a multidimensional term, grammar is defined differently by scholars of different ages. It is used to refer to the linguist's construction of explicit theory and the speaker's competence (Chomsky, 1986: 9). According to Scrivener (2011: 156), grammar is a collection of rules governing verb tenses, phrases, and verb patterns as well as exercises to encourage a practice that is gradually taught through the presentation of isolated forms evolving into speech production. In the light of the mechanism of language used in communicating with other people, Leech et al. (1982: 3-4) defines grammar as a link between sound and meaning. And the formal study of grammar involves describing how words are arranged in constructs in a meaningful way (Williams, 2005: 27). Scholars divided grammar into two different areas of study morphology and syntax. Morphology focuses on the small units which form words while syntax is the study of phrases and sentences formed out of words (Radford, 1997:1-2). Grammar encompasses grammatical meaning and usage as a whole, not just a collection of grammatical forms. (Yu, 2005: 10). Moreover, there are two knowledge systems, the first one is the acquired system which developed through the communicative use of language is subconsciously. The second one is the learned system which is stimulated by the conscious memorization of grammar rules. As a result, the method to achieve the acquired system is through implicit teaching, and the way to embody the learned system is through explicit teaching. (Wu, 2007: 26).

2.2 Grammar Types

The following list summarizes the distinctive types of grammar:

2.2 .1 Prescriptive Grammar

It is a traditional type of English grammar that focuses on the



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language rules and how the speaker or writer uses these rules appropriately and accurately (Eyres, 2000: 5). Prescriptive grammar focuses on the language rules and the correct use of an immutable set of these rules (Kohli,1999: 140; Woods,1995: 5).

2.2.2 Descriptive grammar

The language speakers have an internal knowledge known as mental grammar which is the ability to speak a particular language subconsciously and automatically by their internalized " generative grammar" known as mental grammar (Hawkins, 2001:4). The learners' internal knowledge of grammar works naturally and the shared knowledge enables them to communicate with each other. Descriptive grammar does not explain how speakers speak the language; rather, it describes the fundamental linguistic information they possess (Yule, 1996: 87)

2.2 .3 Transformational Generative Grammar

This type of grammar is an accurate explanation of the way a language works as a system of rules that works at the deep structure level to produce an infinite number of structures (Rajan, 1995: 220).

2.2 .4 Cognitive Grammar

Cognitive grammar refers to the symbolic nature of language. It is a means that relates sound and meaning (Taylor, 2002: 20). There are three assumptions related to this type: 1) "Language is not a self-contained system, 2) grammar is the symbolization of conceptual content, and 3) meaning is not described according to the logic of truth" (Tarifa (2003: 48).

2.2 .5 Communicative Grammar

It is a modern approach that focuses on using the language communicatively and it is against structural and its emphasis on memorizing the structures and tenses without using them in communicative situations (Ishtawi, 2011: 26).

2.2 .6 Functional Grammar

Functional grammar is the kind of grammar in which language use comes before language rules. As a system, language is not regarded as independent rules and the use of these rules is determined by certain conditions (Tarifa, 2003: 46). It is designed in the light of language uses and function (Woods,1995: 9).

2.2 .7 Universal Grammar

It is the system of rules that the speakers can use in all languages (Cook & Newson, 1996: 2-3). And part of all human beings'



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knowledge of the language is shared regardless of which language they speak (Haegeman, 1994: 13).

2.3 Deductive Vs Inductive Approaches

There are two approaches to teaching grammatical structures directly or indirectly. A deductive approach as a direct way begins with the presentation of a rule and how to apply it by different examples. And an inductive or indirect approach begins with some examples and the inference of these rules from examples given (Thornbury, 1999: 9).

These approaches play a basic role in learning and teaching a certain language (Davison and Dowson, 1998:188). The deductive approach is used to teach learners in lower classes which require less inference and self-autonomy. Whereas, the inductive one needs more understanding and discovery required with the higher classes. In the deductive approach, the rules are demonstrated by examples directly to save time and effort. In addition, it enables learners to analyse and compare learning (Thornbury,1999:29-30).

On the other hand, in the inductive approach, the examples are given first and learners infer the rule from these examples by reinforcing higher mental skills and the role of memory. It fosters learner-centeredness and autonomy to discover learning rather than receiving information passively with a low level of motivation and interest in learning (Thornbury, 1999: 49).

2.4 The Communicative Approach

As a teaching approach, communicative grammar was taught by functional teaching techniques such as games, dramatizations, role plays, and songs. These techniques engage students through authentic and interactive tasks and meaningful communication in real-life contexts. Fostering fluency initially is achieved by acquiring the rules of grammar and using them effectively (Brown, 2007: 378).

2.5 Constructivist Learning and Teaching

According to Jonassen, Cernusca& Ionas (2007: 46), constructivists assert that each learner individually creates knowledge, which is represented by perceptions, imaginations, human experience, and mental and social constructs. Five constructivism guiding principles are suggested by Brooks& Brooks (1999) to give students a worthwhile educational experience. These guidelines consist of:

1. Students being presented with relevant problems: According to Brooks &Brooks (1999:36), teacher intervention before or after the topic can make problems that are initially irrelevant to students

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relevant.

2. Organizing lessons around key ideas: When knowledge is given holistically rather than in discrete chunks, learners are more engaged (Brooks & Brooks, 1999: 49).

3. Finding and valuing students' points of view is important because it helps teachers understand how students think and educators who fail to take into account the viewpoints of their students frequently subject learners to uninteresting, irrelevant experiences and even failure (Brooks & Brooks, 1999: 60).

4. Curriculum adaptation to address students' presumptions: According to Brooks & Brooks (1999: 69), "Learning is maximized when the curriculum's cognitive, social, and emotional demands are accessible to the learner".

5. When evaluating student learning in the classroom, educators should avoid assigning "right" or "wrong" answers because doing so harms learners and makes them feel unimportant and less information about student learning is provided by tests and other externally created assessment activities than by teaching, seeing students interact with ideas and resources, participating in student-teacher interactions, and witnessing student-student interactions (Brooks& Brooks, 1999:97). The comparison between constructivism versus traditional method is illustrated in the following table.

 Table (1) Compares classes using constructivism versus

 classes using traditional methods

Constructivist Approach	Traditional Approach					
Places value on student	• Focuses on the fixed skills					
concepts						
Students working in groups	Students working alone					
• Activities that rely on	• Activities that rely on textbooks and					
manipulation ⁴	workbooks					
• Teacher Interaction With	Teacher Didacticism					
Students						
• Assessment of students'	•Assessment through a test					
understanding through concepts						
Source of the data (Brook	x & Brooks (1999.17)					

2.6 The 7E Model and Its Key Phases

As an instructional model, the second version 5E is built on the constructivist theory in which new concepts are constructed by drawing on the old ones. 5E model consists of 5 phases and each one start with the letter "E": "Engage, Explore, Explain, Elaborate, and



Evaluate". A student-centered paradigm with seven phases of planned activities is the third modified cycle (7E educational model) which encourages students to learn via active role-playing. The seven stages are: "elicit, engage, explore, explain, elaborate, evaluate, and extend" (Fitri & Nur, 2018:18).

2.6 .1 Elicit

In this phase, prior understandings are examined by teachers to identify any misconceptions and to attract the student's attention to the given subject. Video films and demonstrations are essential in this stage to motivate students (Balta& Sarac, 2016: 62). The basic aim of this phase is to unfold past experiences to create a solid background necessary for the following stages. By relating new issues with old ones, students develop their thinking abilities (Yenilmez & Ersoy, 2008: 50).

2.6 .2 Engage

During this phase, teachers raise questions to make students think and engage their minds and access the initial knowledge (Balta& Sarac. 2016: 62; Marfilinda, et al.2020: 79). The engage phase is fulfilled by accessing learners' previous knowledge and creating interest and eagerness for the subject and teachers may learn their students without finding out what prior knowledge they bring to the classroom. Teachers should know what students know before a lesson. Adding the elicit component is necessary and imperative (Eisenkraft, 2003:57). And learners take initiative in learning and engage with their peers collectively through immediate feedback (Rappel, 2017: 6).

2.5.3 Explore

Throughout this stage, students have the chance to collect information, specify variables, design experiments, develop graphs, evaluate outcomes, formulate hypotheses, and arrange their findings as explained by (Eisenkraft, 2003: 57). Raising questions is utilized to make students investigate and revise the subject. By applying brainstorming, hypotheses are formulated within the activity related to the subject (Balta& Sarac. 2016: 62). Moreover, students investigate, collect and record data on worksheets to make conclusions independently from the teacher (Marfilinda, et al.2020: 79-80).

2.5 .4 Explain

In this phase, students summarize and interpret the results found in the exploration phase (Suardana, et al. 3018: 402), and "the teacher guides students toward coherent and consistent generalizations, helps



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students with distinct scientific vocabulary, and provides questions that help students use this vocabulary to explain the results of their explorations" (Eisenkraft, 2003: 58). The explanation of theories and principles are made by the teacher with the use of concept maps, presentations, video films or lectures.

2.5.5 Elaborate

Within this phase, students apply their comprehension to new areas by raising questions and hypotheses to discover and solve problems (Balta& Sarac. 2016: 62) Moreover, the students use the new knowledge and draw detailed conclusions to analyze another case and create new issues for the subsequent inquiry (Suardana, 2018: 402).

2.5.6 Evaluate

Formative evaluation and summative evaluation are conducted to evaluate the student's learning by using multiple-choice, quizzes, true-false questions and puzzles, etc. (Balta& Hakan Sarac. 2016: 62). In this phase, any technique is used to evaluate students' knowledge after learning (Suardana, et al.,2018: 402).

2.5.7 Extend

By transferring their understandings to a new context, students apply concepts and theories learned in everyday life (Balta& Sarac. 2016: 62; Suardana, et al., 2018: 402). (See figure 1).



Figure 1: 7E learning Cycle Stages 2.6 Autonomy

Autonomy is a notion that refers to the capacity to direct learning. According to Dickinson (1987: 11), "Autonomy is a capacity for detachment, critical reflection, decision-making, and independent





action". Because students will not always be with their teachers, autonomous learning is the process of learning without their teachers' guidance (Littlewood, 1999: 73). The "natural tendency" of learners to take charge of their education is the source of autonomy (Benson, 2001: 2). And "to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning " (Holec,1981: 3). According to Deci& Ryan (2000: 254), it includes "experience of integrity, volition, and vitality that accompanies self-regulated actions". Autonomy is a complex concept that falls into three versions "the technical, the psychological, and the socio-political", the technically autonomous, learners can learn without a teacher and they possess the necessary skills to learn a language without a formal institution. Psychologically autonomous learners are those who take ownership of their education and, in the political sense, manage both the learning process and its content is a distinctive feature (Benson, 1997: 25).

Cotterall (2008: 119) asserts that learners' unique experiences, psychological relation to language learning and strategies should be taken into account in an autonomy-fostering approach. Autonomy is a social construct that leads to the enhancement of the relationship between education and culture as supported by Raz's words (1986: 83) in which autonomy is socially defined in the light of individuals' goals and values derived from the shared social matrix.

According to Iimuro and Berger's program (2010:129) which was designed with specific criteria that make them dominate their learning. Students were asked to make strategies and goals for their studies, use time outside of class, choose study materials according to their needs and consult the teacher when they need help.

Littlewood (1996:427-428) defines autonomy as an independent capacity necessary for making choices that dominate the learner's actions. There are two main components within this capacity "ability and willingness" The first component "ability" includes possessing knowledge and selecting the necessary skills for implementing choices made in the learning task. Willingness is the motivation to take responsibility for carrying out appropriate choices.

All students may achieve some amount of autonomy, according to Nunan (2000), who lists the following five levels of autonomy:

*Level 1: learners' awareness of the instructional objectives, the learning content, and the learning strategies employed in the tasks.

*Level 2: learners' involvement in selecting goals, contents, and



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activities

*Level 3: learners' intervention in adjusting goals, contents, and learning tasks.

*Level 4: learners' formulation of objectives, materials, and learning activities.

*Level 5: learners' transcendence in which they make a connection between the classroom content and the world beyond it and utilize what they have learned formally in everyday life contexts (Onozawa, 2010: 133).

2.6.1 Autonomy in Language Learning

Umeda (2000: 61-69) explains three reasons for the importance of autonomy; it enhances the learner's individuality, develops his capacity to face rapid social changes, and celebrates the diversity of background culturally and educationally. The development of Learner autonomy is justified pedagogically for two reasons:1) students learn effectively if they are consulted about the method of teaching, pace, sequence, and content of learning materials, and 2) they feel more secure if they make decisions about the course of study they are engaged in (Candy 1988:75). Other justifications on practical grounds have also been proposed for promoting learner's-autonomy, an independent attitude towards learning and decision making to attain more active learning (Dickinson, 1995:165).

2.7 Previous Studies

The major goal of the Myint& Nyunt study (2018) is to determine whether a learning cycle model improves middle school students' understanding of science. The 7E Learning Cycle Model used contains seven phases of elicitation, engagement, exploration, explanation, elaborateness, evaluation, and extension. Six lesson samples of learning materials were built using the experimental framework. The intended population consisted of Grade 8 students from Basic Education High Schools. Simple random sampling techniques were employed. As a result, it was attended by (120) pupils and (4) science teachers. A posttest was the instrument employed in this investigation. The study's hypotheses were examined by the independent samples t-test. A considerable achievement gap was between grade eight pupils who learned science by the 7E Learning Model and those who learned using formal education. Thus, it is confirmed that the Learning Cycle has a favorable impact on the learning of science. Because of this, integrating the Learning Cycle

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Model into science instruction is possible.

The Marfilinda, et al. (2020) study intends to ascertain the impact of adopting the 7E Learning Cycle on the learning outcomes for elementary school students second-grade studying who are fundamental science topics. The investigation was carried out in a quasi-experimental environment and employed a randomized pretestposttest control group design. The study's target population was made up of all Primary Teacher Education students enrolled at the Padang private institution. The sample included 24 from the control class and 28 from the experimental one. The experimental class uses the 7E model, whereas the control class adopts the conventional strategy. A learning outcome test is used as the method of data gathering (cognitive). According to this study, there were differences between conventional learning and the learning model Cycle 7E in terms of student learning results. The 7E Learning Cycle has a 72% (moderate) impact on the advancement of student learning in the Basic Science Concept Course.

A study by Juliana et al. (2021) compared the impacts of the "7E Learning Cycle Model and Conventional Instructional Method on students' academic progress in Biology. A sample of 346 pupils was selected for the quasi-experimental design. The Biology Achievement Test served as a tool for gathering data. Two biologists who specialize in biology education assessed the test validity. The reliability of the instrument was assessed using the test-retest technique. The study discovered a statistically significant difference between students who got the 7E Learning Cycle and those who received traditional techniques.

Khan, et al (2020:151) examine the academic performance of students which is negatively impacted by the uneven temperament of the educational system. And experts are committed to coming up with solutions to deal with this challenge. It demands that our educational system alter its course to prepare the next generation with the necessary information and abilities. This research, which is experimental, is built around the constructivist theory of learning and the 7E teaching model. The key goals were to compare the study groups before and after the test to determine how well the 7E instructional model's instructions affected students' academic performance. According to the study's findings, 7E's instructional model-based lessons are considerably successful in raising students' academic accomplishment in the field of



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physical education.

3. Method and Materials

3.1 Research Design

A quasi-experimental approach was used, with two equal groups, to evaluate the study hypotheses. The modified learning cycle (7E'S) was delivered to the experimental group of students whereas the conventional approach was used with the control group.

Groups	Dependent Variables	Independent	Dependent						
	(Pre-test)	Variables	Variables						
Experimental	Grammar Test	The 7E Cycle	Grammar Test						
	Learner Autonomy		Learner						
Control	Questionnaire		Autonomy						
			Questionnaire						

(2) The Design of the Research

3.2 Population and Sample

All students with English on their course schedules who are enrolled in the Fine Art Institute and between the ages of 16 and 17 make up the population in Al-Anbar Governorate. Three variables have been controlled by using T-test to ensure better equivalence of the two groups including (age, intelligence, and previous knowledge) and the differences are not significant. (50) students were distributed into two equivalent groups randomly. (25) participants are in the experimental group and (25) in the control one.

3.3 Instruments

To collect the data, the following tools are used:

3.4.1 Grammar Achievement Test

The researcher who designed the test took considerable care to provide an unambiguous test. The test was exposed to ten experts in language teaching for ensuring its face validity and content validity. They approved items with minor changes. Then, it administered to 30 female students who enrolled in the Fine Art Institute in Baghdad as a pilot test. The test's results were statistically examined, and the test's items were modified in response to the results. Cronbach's Alpha was obtained to be 0.85 which shows an acceptable range of reliability. The test's validity was confirmed, and the Richardson (K-R20) coefficient is (0.834). The difficulty coefficient fluctuated between (0.32-0.69), meaning that each question is acceptable or falls within the typical range of difficulty. All items are acceptable or within the permitted



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limit of discrimination (0.36 to 0.73). After that, the final version was applied to both groups separately as a pre-test which was built following the test specification criteria as in Table (3). It consists of four major questions and (40) items that fell into four domains: (Knowledge, comprehension, application, and analysis) according to Bloom levels, see Appendix 1.

Bloom Level Skill weight		Knowledge 25% Q1	Comprehensi on 25%	Appling 25%	Analyzing 25%	Total
Present simple	10%	1	1	1	1	4
Present perfect	17.5 %	2	2	2	1	7
Past simple	12.5 %	1	1	1	2	5
Past perfect	17.5 %	1	2	2	2	7
Future simple	12.5%	2	1	1	1	5
Future present perfect	12.5%	1	2	1	1	5
Future perfect continuous	17.5 %	2	1	2	2	7
Total		10	10	10	10	40

(3) Table of the Test Specifications

3.5 Learner Autonomy Questionnaire

The questionnaire consists of 31 items and eight domains: (1) "Readiness for self-direction", (2) "Independent work in language learning", (3) "Importance of class/ teacher", (4) "Language learning" activities outside the class", (5) "Selecting content", (6) "Intrinsic motivation", (7) "Assessment", and (8) "Interest in other cultures" (See Appendix 3). The students' responses on the five-point Likert scale were varied between "always true", "mostly true", "sometimes true", "rarely true", and "never true". Each item in the questionnaire expresses one idea specifically to examine students' autonomous learning. It was given to 30 students from The Fine Art Institute for Boys in a random pilot sample to confirm the items' clarity. After that, it was exposed to some experts in language teaching. The items of the learner autonomy questionnaire were modified and some items were omitted according to their recommendations, To calculate the reliability of the eight domains of the questionnaire by Alpha Cronbach, the reliability was (0.84). This value indicates the suitability of the questionnaire being used in this study.

3.6 Procedures

The researcher identified the grammar content in the Iraqi



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textbook "English Language" designed for the Fine Art Institute, the first graders. And she prepared the pre-posttest according to the table of specifications. The grammar test and the autonomous learner questionnaire were exposed to specialists in English language teaching and evaluation (See Appendix 1 and 3). The pre-test was administrated to the groups once the study instruments' validity and reliability were confirmed. The experiment group was then instructed using the modified 7E Model by the developed plan (See Appendix 2), whilst the control group got conventional teaching. Finally, The post-test was used, and the collected data were examined to answer the research questions.

4. Finding and Discussion

4.1 The First Hypothesis-related Result

Regarding the first aim which is: " How does the Modified Learning Cycle Model (7E'S) affect Iraqi EFL students' knowledge of English Language Grammar Concepts? ", the mean scores on the Grammar Test for the two groups have been compared to test the first hypothesis. According to the findings in Table 4, the experimental group's mean score (29.56) is more than the control group's mean score (19.48).

(4): "Means and Standard Deviations of the Post Grammar Test"

Domain	Groups	No. of	Mean	Standard
		Subjects		Deviation
Knowledge of Grammatical	Experimental	25	29.56	2.86
Concepts	Control	25	19.48	3.55

In comparison to the control group, Figure 2 shows the high mean score on the post-administration of the experimental group's grammar concepts test.







Figure 2. The two groups' mean score on the grammar posttest

The significance of the apparent difference between the two groups' mean scores was then investigated using the t-test technique for two separate samples. A substantial difference between the two groups is shown in Table (5) with 48 degrees of freedom and a 0.05 level of significance, with the computed t-value (13.47) being larger than the tabular t-value (2.01).

(5) T-test Findings of the Differences between the Two Groups on the Grammar Post-test

Groups	No	Mean	Std	Variance	df	T Value*	Sig. at 0.05	
						Computed	Table	level
Exp. G	25	29.56	2.86	5.144	48	13.47	2.01	
CG.	25	19.48	3.55	7.734				

The experimental group scored higher on the grammar test as a result of this outcome. The first hypothesis, "There are no statistically significant differences between the post-grammar test mean scores of the experimental group and those of the control group" is rejected. This finding suggests that the modified learning cycle model (7E'S) was superior to the conventional approach in helping students increase their understanding of grammatical concepts. The results are consistent with those of Pulat (2009: iv), who discovered that applying the 5E learning cycle as a teaching technique improved students' mathematics achievement significantly. And according to Uğur's study (2017:20), using simulations in conjunction with the 5E teaching paradigm may

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help students studying physics in the eleventh grade perform better academically and develop more positive attitudes. Additionally, Myint & Nyunt (2018: 387), found that the Learning Cycle improved students' scientific learning, and the experimental group performed better in addressing knowledge-, comprehension-, and application-level scientific challenges. And Balta & Sarac (2016: 67) discovered that the 7E learning model is successful in the classroom and has a very significant impact size. Similarly, Khan, et al. (2020) found that the educational paradigm used by 7E is significantly beneficial in raising students' academic accomplishments in the field of physical education. When given instructions utilizing the instructional model created by the 7E cycle, the experimental group did much better compared to the control one.

After that, the Effect Size technique as "a simple way of quantifying the difference between two groups that has many advantages over the use of tests of statistical significance alone" (Coe, 2002:.2) is used to show the size of the 7E Learning cycle's impact on the grammar concepts posttest. Using two statistical measures "Cohen's d and Eta squared 2", the size of the 7E cycle's effect on the experimental group is determined. According to Cohen's Relation Power Index Cohen (1988: 25) as in Table (6), the d value obtained (3.8) is big. Eta squared 2 is also employed and the value obtained (0.93) is large and strong (Affana, 2000: 42).

(6):	The	Relation	Power	Index	for	Each	Measure	of	the
Effect Size	•								

Statistical Measures Used	The Effect Size					
	Small	Medium	Large			
d	0.2	0.5	0.8			
Eta squared µ ²	0.01	0.06	0.14			

A new hypothesis has been formed from the first hypothesis, and it is as follows: "There are no statistically significant differences between the experimental group's mean scores and those of the control group in the major skills of the post-grammar test." The Analysis domain produced the experimental group's highest mean (7.68) in comparison to the control group (4.60), as indicated in Table (7). The tcomputed value, which was (9.78) was significantly higher than the ttabulated value (2.01), indicating that the two groups' differences in the analysis domain were the most significant. In addition, in the



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knowledge domain, the experimental group's mean score was (7.64), compared to the control group's mean score (5.04). The t-calculated result (7.21) showed that there was a significant difference between the two groups.

Domain	Grou	No	Mean	S D	Varia	df	T Valu	e*	Sig.at
	ps	•			nce		Com	Tabul	0.05
							puted	ated	Level
Knowledge	Exp.	25	7.64	1.25	1.56	48	7.21	2.01	0.000
	G								
	CG.	25	5.04	1.27	1.61				
Comprehensi	Exp.	25	7.04	1.02	1.04	48	7.23	2.01	0.000
on	G								
	CG.	25	4.76	1.20	1.44				
Application	Exp.	25	7.20	1.19	1.42	48	6.30	2.01	0.000
	G								
	CG.	25	5.08	1.19	1.42				
Analysis	Exp.	25	7.68	0.99	0.98	48	9.78	2.01	0.000
	G								
	CG.	25	4.60	1.22	1.49				
Sum	Exp.	25	29.56	2.86	5.144	48	13.47	2.01	0.000
	G								
	CG.	25	19.48	3.55	7.734				

0	1										
	(7):	T. t	est find	lings of	f differ	ences	in (each	grammar	post-	test
doma	in be	etwee	en the T	[wo gr	oups				0	-	

Furthermore, in the application and comprehension domains, the mean scores of the experimental group, (7.20; 7.04) were also greater than those of the control group (5.08; 4.76), and the t-computed values were (6.30; 7.23), indicating significant differences in these domains of English grammar learning between the two groups. Similarly, the experimental group's post-test average was (29.56), while the control group's average was (19.48). This finding shows that the experimental group's use of the 7E learning was more successful than the control group's use of the conventional approach in developing students' knowledge of grammatical concepts. And the " η 2" and "d" values provided in Table (8) show a significant impact of the 7E cycle technique on the experimental group students' skills measured in the test of grammar concepts.

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Skills	t value	D	η2	Effect
				Size
Knowledge	7.21	2.03	0.52	Large
Comprehension	7.23	2.04	0.521	Large
Application	6.30	1.78	0.45	Large
Analysis	9.78	2.76	0.45	Large
Sum	13.47	3.8	0.93	Large

(8): The Size of the 7E Cycle's Effect on the Experimental group's posttest of Grammar

Table (8) demonstrates that the 7E cycle method had a high impact on improving students' grammar acquisition. According to Cohen's Relation Power Index, the d values obtained across all skills in the grammar test are high. The " η 2" values in all skills are high and indicate that the 7E cycle technique has a considerable impact on students' knowledge of grammatical concepts as revealed in their achievement in the grammar test. And the basic steps of the 7E learning and teaching cycle develop students' grammar learning.

4.2 The Second Hypothesis-related Result

To answer the second question and to verify the second hypothesis "There are no statistically significant differences between the experimental group's mean scores and those of the control group in the post-test of Autonomous Learning.", the mean and standard deviation of students' scores are calculated as a basis for identifying students' autonomous learning level in both group as shown in Table (9).

(9) "Means and Standard Deviations of the Total Score on the Post– Administration of Learner Autonomy Questionnaire"

Domain	Groups	No. of	Mean	Standard
		Subjects		Deviation
Autonomous	Experimental	25	128.84	3.61
Learning	Control	25	85.08	7.85

In Figure 3, the mean score on the post-administration of Learner Autonomy questionnaire of the experimental group (128.84) is greater than that of the control group (85.08).



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Figure 3. The mean score of the two groups in the post-Administration of Learner Autonomy Questionnaire

As seen in Table (10), the computed t- value (24.90) is larger than the tabular t-value (2.01). The significant difference demonstrates the high degree of autonomous learning in the experimental group. The second hypothesis is rejected. The outcomes are consistent with those of Fauzi1& Mustadi (2019), who discovered that the 5E learning cycle had an impact on students' autonomy.

(10) Means, Standard Deviations, and T -Value of the Total Score on the Post –Administration of Learner Autonomy Questionnaire

Groups	No	Mean	Standard	Variance	df	T Value*		Sig.
			Deviation			Computed	Table	at
							Value	0.05
								Level
Exp. G	25	128.84	3.61	13.03				
-					48	24.90	2.01	0.000
CG.	25	85.08	7.85	61.62				

Then, to determine the size of the learning cycle effect on (Learner Autonomy) in the post-test, Cohen's d and Eta squared 2 are used. The value of d (7.09), is large and the obtained value of Eta squared 2 (0.930) is also big. Consequently, the learning 7E cycle has a significant impact on the experimental group's total score of autonomous learning.

Based on the second Hypothesis, the following hypothesis is

also



derived as follows: "There are no statistically significant differences between the experimental group's mean scores and those of the control group in the major domains of the Autonomous Learning post-test". For both groups, the posttest's means and standard deviations were computed. The significance of the differences was evaluated by T-test independent samples. These findings are described in Table (11).

(11) T. test Findings of Differences in Each Domain of the Post –Administration of Learner Autonomy Questionnaire Between the Two Groups

Domain	Grou	Ν	Mean	SD.	Varia	df	f T Value*		Sig. at	
	ps	0.			nce		Comp	Tabu	0.05	
							uted	lated		
Readiness	Exp.	25	24.160	1.9079	3.64	48	14.11	2.01	Significa	
for Self-	G		16060	4.00	2.00				nt	
direction	CG.	25	16.360	1.9975	3.99	10	1	• • •	<u> </u>	
Independ	Exp.	25	25.520	2.32	5.43	48	15.79	2.01	Significa	
ent work	G	25	15 200	2 20	5.25				nı	
in antan	CG.	25	16.520	1.501	3.23	10	072	2.01	Signifian	
importan ce of	Exp. G	25	10.520	1.564	2.51	48	8.12	2.01	Significa	
Class/	CG.	25	10.840	2.853	8.14					
Teacher	001		200010							
Learning	Exp.	25	16.440	0.768	0.59	48	7.68	2.01	Significa	
Activities	G								nt	
Outside	CG.	25	11.440	3.163	10.01					
Selecting	Exp.	25	12.000	0.763	0.58	48	7.78	2.01	Significa	
Content	G								nt	
	CG.	25	8.920	1.800	3.24					
Intrinsic	Exp.	25	8.120	1.166	1.36	48	4.57	2.01	Significa	
motivatio	G								nt	
n	CG.	25	6.440	1.416	2.01					
Assessme	Exp.	25	8.920	1.077	1.16	48	8.39	2.01	Significa	
nt	G					ļ			nt	
	CG.	25	5.680	1.600	2.56					
Interest	Exp.	25	17.160	0.624	0.39	48	17.45	2.01	Significa	
in other	G								nt	
Cultures	CG.	25	10.200	1.893	3.58					
Sum	Exp.	25	128.84	3.61	13.03	48	24.90	2.01	Significa	
	G								nt	
	CG.	25	85.08	7.85	61.62					

To calculate the size of the 7E learning cycle on the experimental group's Learner Autonomy domains, the measures used were illustrated in Table (12).

(127.)

mental Group							
t	D	η2	Effect				
value			Size				
14.11	3.99	0.80	Large				
15.79	4.49	0.83	Large				
8.72	2.24	0.61	Large				
7.68	2.17	0.55	Large				
7.87	2.27	0.56	Large				
4.57	2.39	0.59	Large				
8.39	2.39	0.59	Large				
17.45	4.93	0.86	Large				
24.90	7.09	0.930	Large				
	t value 14.11 15.79 8.72 7.68 7.87 4.57 8.39 17.45 24.90	tDvalueD14.113.9915.794.498.722.247.682.177.872.274.572.398.392.3917.454.9324.907.09	t valueD η214.113.990.8015.794.490.838.722.240.617.682.170.557.872.270.564.572.390.598.392.390.5917.454.930.8624.907.090.930				

(12) The Size of the 7 E Cycle's Effect on Each Domain of the Post –Administration of Learner Autonomy Questionnaire in the Experimental Group

Table (12) demonstrates that the 7E cycle technique had a significant effect size on improving students' autonomous learning where the effect size was large. The d values obtained in all domains are large according to Cohen's Relation Power Index. Moreover, all domains have high values of $\eta 2$, therefore each of them exceeds the "large effect size of $\eta 2$ " (0.14). The large size of the7E cycle effect on the experimental group's autonomous learning was due to its basic phases that encourage independent learning and self-direction on the part of students.

Conclusions

The modified learning model 7E's has a significant effect on developing English grammar concepts and autonomous learning due to the effectiveness of 7E's modified instructional cycle. Before any new concepts are introduced or applied in new situations, using the 7E learning paradigm, students are permitted to investigate and explore the materials independently. And the teacher is a facilitator by giving them the right materials. Students have the chance to see how what they have just learned relates to their own lives during the Extend phase. After developing their achievement in the grammar test, the Fine Art students



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feel motivated to speak and communicate confidently with other students. The 7E instructional model changes the atmosphere to be more enjoyable and flexible to reduce students' foreign language anxiety and unwillingness to learn and to overcome their passivity to be more autonomous learners and take responsibility for their learning. For these reasons, the 7E instructional model can be integrated into the Fine Art Institute undergraduate courses.

Suggestions

The researcher recommends the following topics for further study:

1. Examining how the 7E model affects the development of other language skills and concept retention

2. Investigating the effect of incorporating the 7E instructional model with other models and technology-based systems on developing students' reading and academic writing skills.

3. Studies could be done to find out how education using the 7E instructional paradigm affects self-efficacy, motivation, and attitude in addition to autonomous learning.

4. The instructional model of 7E may be followed by authors of curricula and textbooks. The directorate of education may set up additional training courses and workshops to provide English language instructors working in different institutions with newly developed instructional strategies. Additionally, it will enable instructors or trainers to raise their level of teaching.

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(Appendix 1)
The Grammar Test
Q1 Choose the correct answer. (10 marks)
1. At the end of the movie, we the theater and went home.
left leave have left leaving
2. Take your umbrella. It will when you return.
raining be raining being raining have
raining
3."Mary won't be at home when you arrive" Really Where will she
?
had gone go have gone went
4. He will be tired when he arrives. He will have for 24
hours.
been traveling be travelling travel travelling
5. I am living with my sister until Ian apartment.
find found find finding
6. I went to see him because his wife me to.
has asked asks asked had asked
7. Will you at work tomorrow?
been be being were
8. It's ridiculous for him to be driving in central Athens at his age.
driving drive has driven drives
9 We never eaten caviar.
has be had have
10. I have decided I am going to be a doctor.
study studying study to study
Q2 Correct the verbs if necessary. (10 marks)
1. Will you (change) the oil before we collect our car?
2. Rita (write, not) has not written a letter to Paul since the beginning
of the semester.
3. I don't like scary movies. I can't (sleep) alterwards.
4. when you call me I will (find out) the information.
5. I took the decision after I (speak) to John.
0. All was eating diffier when I (call) fifth. 7. I (hene) to talk to him but he was too hyper to listen
7. I (hope) to talk to him but he was too busy to listen.
0. If I have lots of money, I (buy) a faceholse.
9. She had holy be) fude with the customers. 10. This time payt weak I will (fly) to I and an
10. This time next week I will (IIy) to London.

Q3) Do as required	(10 marks)
1. They work here.	(Change it into question by using How
long + present perfect)	
2. She writes six letters.	(Change it into Negative by using
past simple)	
3. Zeki wrote to his fathe.	(Change it into past perfect)
4. I will fly to France.	(Change it into
Future continuous)	
5. You will need your passpo	rt. (Change it into
question)	
6. We will fly to London tom	norrow. (Change it into
Future continuous)	
7. I forget my key.	(Change it into
present perfect)	
8. He was not tired.	(Change it into past
perfect)	
9. When did Susan paint the p	ortrait? (Change it into future
perfect)	
10. She likes horror films?	(Change it into
question)	
Q4. Analyze the following s	entences. (10 marks)
1.The car exploded while I wa	s walking past it.
short action	; the connector
2. I could smell cigarettes. So	nebody had been smoking.
Past simple:	; Past Perfect Continuous:
3. They will not have slept for	a long time.
Auxiliaries	; Main verb
4. I think England will win 3-	0.
The tense is	; used for
5. I won't have been working	too hard, so I will be able to come to your
party.	1.0
The tense is	; used for
6. She was angry because she	had been sacked from her job.
1 he tense is	; used for
7. Have you ever been to Fran	
	-, the tense is
8. Inis alternoon she will be v	vriung the final report.
I ne adverb of time is	; the tense is
9. If I had known about her	problem, I would have lent her some
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money.

The connector is ------; the tense in the first clause is ------10. When did you buy the camera?

The auxiliary is ------; the tense is ------

(Appendix 2)

Unit 2

Present Perfect & Present Perfect Continuous Learning Objectives:

After completing this lesson, students should be able to:

- Use the present perfect tense and present perfect continuous forms correctly.

- Use the present perfect and present perfect continuous in meaningful contexts.

Key Structure:

The present perfect & present perfect continuous with "has" or "have"+ p.p" and "has" or "have"+ been+ v+ ing"

Key Vocabulary:

(for, ever, never)

Teaching Aids:

(Board – cards - worksheet)

Headings	Time	Sign	Procedures					
Warming	3	T/s	- Greeting Students					
up	mins.		- Asking questions					
Elicitation	7	Ss.	In this phase, prior understandings are					
	mins.		examined by teachers to identify any					
			misconceptions and to attract the					
			students' attention to the given subject.					
			Video films and demonstrations are					
			essential in this stage to motivate					
			students.					
			Class who among you has an idea bout					
			Present perfect?" Okay very good! How					
			about present perfect continuous? who t					
			about present perfect continuous?, what					
			is the relationship between Present perfect					
			and present perfect continuous?					



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Engagement	5	Ss	On the board, the teacher introduces the				
	mins.		subject.				
			-The issue is examined and discussed				
			with the students.				
			The teacher connects the students' prior				
			knowledge with the new experience by				
			providing two instances using the forms				
			"have + p,p" and "have +been +verb+				
			ing".				
			-The students generate ideas and create				
			information about the examples.				
Exploration	5	Ss	-Students collaborate in groups or couples				
	mins.		to share ideas.				
			-Teacher serves as a facilitator, assisting				
			students in concentrating on the activity.				
			- Raising questions is utilized to make				
			students investigate and revise the				
			subject. By applying brainstorming,				
			hypotheses are formulated within the				
			activity related to the subject				
			The teacher instructs the class to record				
			their responses in their notebooks so they				
			can be discussed later. Moreover, students				
			investigate, collect and record data on				
			worksheets to make conclusions				
			independently from the teacher.				



Explanation	5	T/s	-The teacher encourages the class to
_	mins.		share their responses as she shares what
			they have learned from the exploration
			phase.
			-Through a reflective activity, the teacher
			encourages students to talk about any
			false information they may have heard.
			- students summarize and interpret the
			results found in the exploration phase
			-In addition to providing questions that
			encourage students to utilize specific
			vocabulary to explain the findings of their
			explorations, the teacher also directs
			students toward generalizations that are
			logical and consistent and assists them
			with vocabulary.
			- the teacher uses concept maps,
			presentations, video films, or lectures to
	10	T /0	explain the rules.
Elaboration	10	1/8	During this stage, the teacher checks the
	mins		answers of the students and fills in any
			missing gaps or errors.
			-Open your students books and have them look at every (1)
			Students apply what they have learned
			and complete the sentences in pairs or
			groups
			-The teacher then invites the class to
			share their responses and write them on
			the board.
			-At the conclusion of the phase, the
			students can be required to read aloud,
			respond to questions, or write brief
			summaries to help them connect what
			they have learned to actual situations.

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Evaluation	5	Ss.	-The teacher instructs the class to			
	mins		complete exercise 2.			
			-Students do exercises 3 and 4 at home.			
			-Students are instructed to summarize five			
			lines using the two present perfect tenses.			
			-Multiple choice, quiz, true-false			
			questions, and puzzle are used to evaluate			
			students' knowledge after learning.			
Extension	5	Ss.	-students transfer their understandings to			
	mins		a new context and apply grammatical			
			concepts learned in everyday life			
			situations.			

Confirmation

-Teacher identifies the main difficulties faced by students.

-Teacher gives positive feedback and reinforcement for the students' success.

Post-Activities

1. Teacher checks the learners' production.

2. Teacher makes a reflection on the material learned.

(Appendix 3)

Learner Autonomy Questionnaire

Below is a list of statements dealing with your Autonomy in learning Check the response that best fits your actual circumstances for the following questions. I appreciate your support and tolerance so much.

- 5= Always True
- 4= Mostly True
- 3= Sometimes True
- 2= Rarely True
- 1= Never True

Field	No.	Items	1	2	3	4	5
Read iness	1	I usually set my own goal for each semester.					





	2	When I hear someone talking in English, I
		listen very carefully.
	3	I want to talk in English with my family or
		friends.
	4	In the future, I would like to continue
		learning English on my own/without a
		teacher.
	5	If I haven't learnt something in my English
		lesson, I am responsible for it.
	6	I know my weaknesses and go for them.
age	7	I use my own methods to learn vocabulary
gug		in English Independent
,an	8	I use other English books and resources on
		my own will.
ID.	9	I enjoy learning a grammatical point on
ırk		my own.
Wo	10	While learning English, I like activities in
, L		which I can learn on my own.
den	11	I like learning English words by looking
ene		them up in a dictionary.
dep arn	12	I think that I learn English better when I
Le		work on my own.
ofo	13	I can learn English grammar on my own/
<u>ب</u>		without needing a teacher.
the	14	If I cannot learn English in the classroom,
lce		I can learn by working on my own.
rtar / T	15	I know how I can learn English the best.
ass	16	My language learning success depends on
<u>CI II.</u>		what I do in the classroom.
ing the	17	In the English lesson, I like projects where
arn		I can work with other students.
Le	18	I would like to use cassettes/ videos/ CDs
uts		in the foreign language, outside of the
0		classroom.
e e	10	I like to listen and read in English outside
uag		of the classroom
ung	20	I find it more useful to work with my
La		friends than working on my own for the

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		English lesson.	
	21	I would like to select the materials for my	
		foreign language lessons.	
50	22	I would like to share the responsibility of	
ing		deciding what to do in the English lesson.	
ect	23	I would like to choose the content of what	
Sel Co		is to be taught in the English lesson.	
	24	I like English because I like to speak	
nc		English.	
sic atic			
tiv	25	I believe that I will reach a good level in	
Inti mo		the English language.	
	26	I have my own ways of testing how much I	
ent		have learned.	
sme			
ses	27	The teacher should not give me regular	
Ass		tests.	
ner	28	I try to understand the jokes and riddles of	
oth		the foreign language.	
	29	I also investigate the culture of the foreign	
ш.		language I am learning.	
	30	I also investigate the idioms and sayings of	
st es		the foreign language I am learning.	
ere	31	I ask people who have lived abroad about	
Inte Cuj		the lifestyles of the people living there.	



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