The Effectiveness of a Mastery Learning Model on English Grammar learning and Self-Efficacy of the Tenth Graders

فاعليّة نموذج التعلم الإتقاني على تعلم قواعد اللغة الإنجليزية وفعالية الذات لدى طالبات الصف العاشر

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Supervised by
Prof. Abed Almoti Ramadan Al Agha

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Curricula and Teaching Methods

December/2017
The Effectiveness of a Mastery Learning Model on English Grammar learning and Self-Efficacy of the Tenth Graders

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ رنا نبيل منصور أبو معمر لنييل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

فعالية نموذج التعلم الإتقاني على تعلم قواعد اللغة الإنجليزية وفعالية الذات لدى طالبات الصف العاشر

The Effectiveness of Mastery Learning Model on English Grammar Learning and Self-Efficacy among Tenth Graders

وبعد المناقشة العلنية التي تمّت اليوم الثلاثاء 07 جمادي الأول 1439هـ الموافق 23/01/2018م، الساعة الحادية عشرة صباحاً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

أ.د. عبد المعطي رمضان الأغا مُشارفاً ورئيساً
أ.د. عوض سليمان قشطة مناشقاً وداخلياً
أ.د. أسامة غسان غينث مناشقاً خارجياً

و بعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التربية/قسم مناهج وطرق تدريس. واللجنة إذ تمنحها هذه الدرجة فإنها توصي بها بتقوى الله تعالى ولزوم طاعتها وأن تسخر علمها في خدمة دينها ووطنتها.

و الله ولي التوفيق...
Abstract

The Effectiveness of a Mastery Learning Model on English Grammar Learning and self-efficacy of the Tenth Graders

Study aim: The study aimed to identify the effectiveness of a mastery learning model on English grammar learning and self-efficacy among tenth Graders.

Study tool: The researcher used the grammar achievement test (pre, post) and self-efficacy scale.

Study sample: The study sample consisted of (69) female tenth graders.

Study Methodology: The study adopted the experimental approach.

Study most important findings:

The study found that there were statistically significant differences between the mean scores attained by the experimental group and those attained by the control group in the post application of the grammar achievement test in favor of the experimental group due to the use of the mastery learning strategy. Thus, the findings of the study revealed that the mastery learning strategy was effective in developing the students' self-efficacy.

Study recommendations:

In the light of those findings, the study recommended the following:

– Employing mastery learning strategy in English grammar learning among 10th graders.
– Holding meetings, seminars and workshops for teachers about the importance of employing the mastery learning strategy in the teaching of English grammar and become familiar in how to employ it.

Study suggestions:

In light of its findings and recommendations, the researcher suggested the following:

– Conducting a similar study on the English grammar in the various stages of education.
– Conducting similar studies on different English language skills and other school subjects and grades.
– Conducting a study aiming at developing self-efficacy by using other strategies.
ملخص الدراسة

فاعلية نموذج التعلم الإتقاني على تعلم قواعد اللغة الإنجليزية وفعالية الذات لدى طالبات الصف العاشر

هدف الدراسة: هدفت الدراسة إلى التعرف على فعالية نموذج التعلم الإتقاني على تعلم قواعد اللغة الإنجليزية وفعالية الذات لدى طالبات الصف العاشر.

أداة الدراسة: استخدمت الباحثة اختبار تحصيمي قبلي بعدي ومقياس فعالية الذات.

عينة الدراسة: تكونت عينة الدراسة من (69)طالبة من طالبات الصف العاشر من مدرسة محفوظ النحناح (أ) لمبنات بعجي.

منهج الدراسة: اعتمدت الدراسة المنهج التجريبي.

أهم نتائج الدراسة:

من أهم النتائج التي توصلت إليها الدراسة وجود فروق ذات دلالة إحصائية بين متوسط درجات الطالبات في المجموعة الضابطة ومتوسط درجات الطالبات في المجموعة التجريبية في التطبيق البدئي لنموذج القواعد التحصيلى لصالح طالبات المجموعة التجريبية كما أظهرت النتائج زيادة في الفعالية الذاتية لدى الطالبات في المجموعات التجريبية بعد استخدام استراتيجية التعلم بالإتقان.

توصيات الدراسة:

وفي ضوء ما توصلت إليه الدراسة من نتائج فإنها توصي بما يلي:
- توظيف استراتيجية التعلم بالإتقان في تعلم قواعد اللغة الإنجليزية لطلاب الصف العاشر وزيادة فعالية الذات لديهم.
- عقد لقاءات وندوات وورش عمل للمعلمين حول أهمية استراتيجية التعلم الإتقاني في تعليم قواعد اللغة الإنجليزية والتعرف على كيفية توظيفها، وأهميتها.

مقترحات الدراسة:

في ضوء نتائج الدراسة وخصوصيتها تقترح الباحثة ما يلي:
- إجراء دراسات مماثلة في قواعد اللغة الإنجليزية في المراحل التعليمية المختلفة.
- إجراء دراسات تبحث في فعالية نموذج التعلم بالإتقان على مهارات اللغة الإنجليزية المختلفة وغيرها من المواد والفصول الدراسية.
- إجراء دراسات تهدف إلى تنمية فعالية الذات باستخدام استراتيجيات أخرى.
وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ عَلَيْهِ تَوَكَّلَتْ وَإِلَيْهِ أَنْتِبُ [هود: 88]
Dedication

This thesis is dedicated:

- To Allah, who is the source of wisdom, patience, and infinite love.
- To our prophet Mohammed, peace be upon him.
- To my parents who sacrificed their life for us.
- To my dear husband, who tolerated a lot to let me continue my education.
- To my beloved daughter and son.
- To my brothers and sisters who supported me until the finish of this thesis.
- To my father and mother in law who waited patiently.
- To all those who motivated me toward success.
Acknowledgement

In the name of Allah, the most gracious, the most merciful.
All praise to Allah, the Almighty, Who granted me knowledge and bestowed His everlasting mercies and bounties upon me during this period. Without His support and guidance, this work would not have been achieved.

Peace and blessing of Allah be upon our prophet Mohammad, the last of all prophets.

Special thanks and strong appreciation to my supervisor Prof. Abdel Moti Al Agha who has guided me to achieve my thesis.

All appreciation to referee committee for assistance and recommendations in assessing the study instruments.

To head teacher, Mrs. Ghada Al-Masri who helped me sincerely in applying the experiment of the study and students of Mahfood Elnahnah Girls school, where the study was carried out.

I owe a deep debt of gratitude to my great mother whose prayers and love guided, helped and supported me to carry out this research, my beloved husband, my dear children and my family for their patience during this journey.

Finally, my great appreciation is to the my great university, “The Islamic University of Gaza”.

The Researcher

Rana N. Abu Moumer
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Chapter 1
Background of the Study
Chapter 1
Background of the Study

1.1 Introduction

Language is one of the most significant achievements of human beings since the beginning of time. It is an important basis for social life. It is the human tool for communication and exchange of ideas, thoughts and feelings, which provide the man with experiences and abilities to develop his/her life. In this globalized world, the need to use language is become more than the past. In this context, Hamdona (2007, p.1) said that English has become the most widespread language in the world. It is the language of technology, science, education, policy and internet. Keshta, (2000, p.1) also mentioned that English is the most used language in the world. It is deemed the means of international communication among people regardless their races, colors and tongues.

This made the Arab World consider English language an essential and has to be taught in school. (Al-Sofi, 2008,p. 6) claimed that English always plays pivotal roles in the Arab world as a region heavily locates on international commerce for most of its countries, English is fundamental as a means of communication. English is the language of communication through diplomatic relations, trade partnerships, and military co-operation with English speaking countries, like the United States of America and the United Kingdom, and their provision of technological and human expertise to the Arab World. So, English has turned from being the second language to become the first language of many Arab citizens, particularly to those who has the way to English education systems whether in the country or abroad.

Therefore, many countries around the world started to teach English as a foreign or second language in their schools since the last century. Learning English as a foreign language enables learners to understand others' ideas, and it spreads the cultural communication among nations. in furthermore, it contributes to the transfer of culture, knowledge, science and culture throughout translation (Abdallah, 2013, p. 45). Educational institutions and ministers of education all over the world made efforts to design curricula that help their students to use English communicatively. (Haboush, 2010, p.2) Different countries place much significance on learning English as a second language so it becomes the 'lingua Franca” for business transactions.
governments in the Middle East designed programs for English language in almost
every school and university. Apparently, English is considered one of the main
subjects at schools of Palestine. English is spoken as a second official language which

English is placed as a core subject in the Palestinian schools. It is taught (5)
classes a week. This made it to be like the importance of Arabic language. (Kailani &
Muqattach, 2003, p.7-9). The Palestinian Authority realized the importance of
教学 English, so it started its project of teaching English from the first elementary
class until grade 12. All these attempts to make English easily learnt do not make
students master English language. In fact, the low level of students' achievement in
English can be easily observed. This placed great burden on English teachers and
experts to find out, examine, investigate and reveal many new strategies that ease
English for students. (Hamad, 2005, p. 3).

One of these strategies the researcher investigated in an attempt to develop
English grammar among 10th graders is Mastery Learning. It is a pedagogical
approach that was developed by Benjamin Bloom in the 1970s aimed to solve many
issues created by traditional methods in teaching. In this strategy, it is perceived that
students will accomplish better academic performance if teachers adopted it in
teaching.(Wong&Kang, 2012, p.19) declared that Mastery learning provides students
with individualized instruction and different instructional time to get the
predetermined achievement level. Teaching was conducted in one-to-one individual
tutoring and it tested the techniques of high achievers in conventional group-based
classrooms. Better scores and results can be obtained by prompting feedback where
teachers analyze and correct the student's mistakes. One of the characteristics of
Mastery Learning is frequent examining and the establishment of a mastery criterion
as learners can shift to the next level when they have met the criterion.

All of the students can learn as long as they have adequate time. Mastery
learning can be defined mathematically as a ratio of the amount of time needed to
learn, divided by the time spent learning, such as needing twice as much time to learn
a particular task. In addition to learning time, five other elements were included in
Carroll’s theory. There were students’ (a) personal differences in perseverance,
ability, and aptitude to understand instruction; and (b) experiential differences in opportunities to learn and in quality of instruction. Carroll added that providing students with sufficient time to learn would help them to compensate for limitations in one of more of these five elements.

In this study, the researcher focused on developing some grammatical points among 10th graders. Grammar is one of the key elements of any language as it governs the correction of producing any statement. To confirm that, Madylus, (2002) declared that Grammar is a very important part of any language. In English, Grammar links the four skills of writing, reading, listening and speaking. Unmistakably, learning grammar is a tough task that sometimes turns to be exhausting. Therefore, teachers and learners need to be provided with the best methods for teaching and learning it.

The major aim of teaching grammar at schools is to help learners to speak English language with correct structures and an organized way. In future, our students will be good users of English when they learn English with clear structures in early stages young. Grammar is important for learners to communicate in many situations accurately and to pass essential exams like ILETS and TOFEL as grammar is a main part of these exams. (Abu Jeld, 2004, p.6).Grammar has obtained its significance in language teaching, especially in English as foreign language and English as a second language. Grammar qualifies students to communicate effectively among each other.

As mentioned above, grammar is very significant and must be learnt properly by students. The researcher tried her best to make every student learn grammar well. In this vein, learners who know grammar well can express themselves in acceptable language forms. Furthermore, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language .

The researcher tried to connect learning grammar through a Mastery Learning Model with self-efficacy. Self-efficacy is the person's ability to implement certain tasks; also it is self-perception of being able to perform these tasks under given
conditions. (Evers et al., 2002) defined self-efficacy as the beliefs in one’s capabilities to organize and execute the courses of action required producing given attainments. People will try to do things they believe they can achieve and avoid things they expect their failure. Bandura stressed that self-efficacy involves in the development of human achievements and motivations. Evers thought that the behaviors, motivation and the outcome of humans whether success or failure are the product of their self-efficacy. People who have a great level of self-efficacy take difficult tasks as a challenge instead of considering them as threats.

Self-efficacy has a great impact on students at schools or collages as it helps them to develop their academic achievement (Choi, 2005). Generally, when students believe in their academic competences, it helps them to decide about what they have learnt and mediate a construct through which prospective educational experiences are interpreted.

1.2 Statement of the problem:

The problem is appeared as noticed by the researcher in schools that students' ability to use grammar is not eligible. This elicits finding other strategies, such as mastery learning model to make students reach a level of mastery. Based on that, this study tries to present a framework for mastery learning model in which students reach a better level of mastery of grammar.

The problem had to answer the following major question:
"What is the effectiveness of a Mastery Learning Model on English Grammar learning and self-efficacy of 10th Graders?"

1.3 Study Sub-questions:

To answer this main question, the study had to answer the following sub-questions:

1- What are the grammar items that need to be learned by the tenth graders in Gaza schools?

2- What is the framework of Mastery Learning Model that can be used to improve tenth graders’ grammar learning?

3- Are there statistically significant differences at \( \alpha \leq 0.05 \) in the mean scores of the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method in the posttest?
4- Are there statistically significant differences at \( (a \leq 0.05) \) in the mean of the self-efficacy between the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method?

1.4 Research Hypotheses:
In order to address the research questions, the following hypotheses will be tested:

1- There are no statistically significant differences at \( \alpha \leq 0.05 \) in the mean scores of the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method in the posttest.

2- There are no statistically significant differences at \( (a \leq 0.05) \) in the mean of self-efficacy between the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method.

1.5 purpose of the study:
1- Identifying the effect of Mastery Learning model on English Grammar Learning among Gaza Schools Tenth Graders.

2- Familiarizing English language teachers with Mastery Learning Model in learning grammar.

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

4- Encouraging and motivating students to use mastery learning to earn knowledge.

1.6 significance of the study:

The researcher hopes that her study reach to a level of significance as the study deemed significant for the following reasons:

1- Providing English language teachers with a model to teach grammar by using mastery learning strategy.

2- Improving the grammatical points among 10\textsuperscript{th} graders by using the model of mastery learning.

3- Be important to curriculum designers to consider employing mastery learning model.

4- It gives English language teachers an real application to the Mastery Learning Model in the Palestinian environment.
5- It gives a benefit to English language supervisors as the study is a real investigation of Mastery Learning Model among students.

1.7 **Population of the study:**

The population of the study consisted of all 10th graders in Gaza schools enrolled in the second semester of the school year (2016-2017).

1.8 **Sample of the study:**

The study sample involved (69) students who were divided into two groups, (36) students in the experimental group and (33) in the control group as shown in Table (3.1). The researcher randomly selected the study sample in the Mahfood El-Nahnah Prep. School. The sample was randomly assigned to both groups.

1.9 **Definition of Operational Terms:**

1- **English grammar:**

In this study, grammar can be referred to a group of rules included in units (10-11-12) in the textbook "English for Palestine 10th", which will be taught through using mastery learning model.

2- **Mastery learning:**

Mastery learning is an instructional strategy and educational philosophy. It is a model where students are predicted to master learning objective before they move to the next goal.

3- **Effectiveness:**

Effectiveness is the change in the learners' achievement level in English language that may result from implementing the suggested instructional strategy. In this study, the effectiveness is the achievement is expected to be occurred among students after being exposed to the Mastery Learning Model.

4- **Tenth graders:**

These students who are in their tenth year of education and their ages are between fifteen and sixteen years old. Also, they study English language as the one of main study subjects.
5- **Self-efficacy:**

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments. In this study, self-efficacy is the reaction occurred among the students after being exposed to Mastery Learning Model.

### 1.10 Limitations of the study:

The study is limited to the following limitations:

1. **Spatial limitation:** 10th graders of Mahfood El-Nahnah Prep. School.
2. **Time limitation:** the second semester of the school year (2016-2017).
3. **Subject limitation:** (69) students who were divided into two groups, (36) students in the experimental group and (33) in the control group.
Chapter 2
Literature Review
Chapter II

Literature Review

Introduction

This chapter is divided into two sections, the first section involves the literature review, which is divided into three parts.

The first part is directly concerned with Mastery Learning Approach (MLA), its emergence, its principles, its components, its advantages, steps to implementing, its level and its factors. The second part tackles Grammar, in terms of definitions of grammar, its Types, approaches to teach grammar and testing grammar. The third part is related to Self-efficacy, its definition, its sources, its elements, its importance, its scopes and factors affecting self-efficacy.

The second section reviews previous studies on mastery learning, English grammar and self-efficacy. Review of these studies entails brief details concerning their objectives, samples, tools, findings, conclusions and recommendations. Finally, the researcher's comments on these previous studies is highlighted.

part I

The First Division: Mastery Learning

2.1 Introduction

Mastery learning is a new strategy to teaching. It gives students a full opportunity to learn according to their pace. This gives students more power to be enabled from the material they study. In this section, the researcher tried to present the meaning of mastery learning, the approach of mastery learning, its emergence, the principles that govern it, the advantages, the steps for conducting a class of mastery learning, the level of mastery learning, and the factors help in achieving mastery learning.

Many of the educational organizations try to find the most effective ways to teach more increasing numbers with least possibilities and least time. This also helps to plug the gap in the shortage of the number of the qualified teachers. The world countries sought to use modern technologies in order to solve the educational problems. That opened the door for inventing more methods to cater effective learning. One of these methods was mastery learning.
Liddle (2002) theorized that mastery learning has a faith method that all learners have the ability to achieve at a high level. In this regard Carroll (1963) declared that developing one of the first models of mastery learning which comprised the notion of realization at high levels for the majority of learners.

There were many calls for learning until reaching a level of mastery. El Elimat (2008) declared that mastery learning is the milestone that enables the individual to be developed in many aspects of life. He added that the persons who master the learning they received are those ones master the works they work in and in the same time, they achieve more of the tasks delegated to them.

Ngosi, et al. (2012) theorized that mastery learning strategy helps to overcome the individual differences among learners in the cognitive development and help them to face difficulties. This also helps them in selecting the effective strategy and deciding an obvious criterion for mastery. They confirmed that using mastery learning strategies by learners may let more than (90%) of them to reach the mastery level in the school curricula.

Mastery learning approach is applied in groups that are formed by the teachers with the purpose of mastery learning (Liddle, 2002). In order to achieve the goals of mastery learning, there are many steps should be taken into considerations: First, defining mastery. Second, planning for mastery. Third, teaching for mastery. Fourth, grading for mastery.

Rani, (2014, p. 2) stated that mastery learning provides a strong modern approach to student learning in classroom. It can deliver to almost all of the students with fruitful and satisfying learning experience. It makes students’ learning well-organized than old approaches. Mastery leaning also creates noticeable superior students attention in an aptitude towards the subject learned than the method of the usual classroom.

Kazu, et al. (2015, p. 235) believed that mastery learning is a teaching approach that is constituted on a belief that all learners can learn a group of sensible objects with suitable coaching and an adequate time to learn. They added that mastery Learning places the methods of tutoring and tailored teaching into a group learning state and gets the learning plans of successful pupils to nearly all the students.
of a given group. In its full method, it has a viewpoint, curriculum assembly, teaching model, the placement of student assessment, and instruction approach.

The mastery learning model targeted to provide suitable learning environments to students throughout bearing in mind the separate differences of pupils and thus they do not deter the goal of the learning activity. Because, according to Bloom (1971) the theory of mastery learning originated from the idea that Cognitive Introduction Behaviors such as: pre-learning that is expected to be essential for learning a division which are the students’ features, Emotional Introduction Features (the degree of inspiration to learn the unit) and the value of training activity are the key fingers of learning production. The variables “hint, support, student’s contribution, response and alteration”, which Bloom defined as the quality of instruction activity, clarify the activities which are set out by the teacher to enable mastery learning. Based on this theory, if the connected overview classifies student along with the teaching activities are positive, the learning production will reach a high degree and in respect to these outputs, the diversity between the students will be at the least level (El Elimat, 2008). The variables of mastery learning are illustrated in figure-1.

![Figure (2.1): The Variables of Mastery Learning](source: Wong, 2002)

### 2.2 Mastery Learning Approach (MLA)

Mastery Learning Approach (MLA) is a teaching method where learners are permissible to limitless chances to prove mastery of content imparted (Ngosi, et al. 2012). It involves partitions of subject matter into units that have predetermined...
objects or unit anticipations. The strategy lets learners to study resources unit after unit they master it. Mastery of each unit is revealed when the students obtain the fixed pass grade of a diagnostic test. There is extra time learning is given for students who are in need for remediation and students remain cycling until mastery is done. Mastery learning is dedicated to criterion referenced assessment and to a solid stress on feedback and alterations throughout the learning knowledge. The main constituents of the strategy are: identifying objects, separation of course content, formative diagnostic assessment, remedial teaching, and summative assessment.

Mastery learning has many characteristics. Teachers have to commit to many rules in order to have successful mastery learning. In this regard, Bloom declared that all students have the ability to master all information taught in to them in their classroom if:

1. Teaching is presented sympathetically and methodically.
2. Students get assisted when and where they have learning trouble.
3. There is some obvious standard of what institute mastery.

2.3 The Emergence of Mastery Learning

Mastery learning is a strategy of the individualized learning. The emergence of this kind of learning was created by Fred Keller when he was a student in the higher studies department. He was working with his friend Scanner. Their discussion was concentrating on the educational process. They developed with each some idea that benefited the educational process. Keller had previously received his learning throughout Morse code using the principal of immediate reinforcement for his behaviors. He was always calling for individualizing learning and on the clear behavioral objectives that are divided into logic steps. He also called for mastering learning before moving to a second unit (El Elimat, 2008, p. 775).

Keller was well-known in Colombia University, especially in the creative work. One of his assistants, Sherman, called for presenting the material with mastering and according to the learners’ own pace.
2.4 Definition of Mastery Learning

The researcher tried to do her best to collect several of definitions as follows:

Kazu, et al. (2015 p.7) conformed that mastery learning is that kind of learning in which the learners got a lot of achievement until they reach the high levels of knowledge. Each learners works according to his/her own capacity and readiness. The learner reaches to the ultimate goal in the educational material.

El Derderi (2000, p. 288) said that mastery learning is a method that depend on the learner’s truthful wish to develop his/her level to a better degree.

Mohammed et al. (2010, p.87) confirmed that mastery learning is an educational techniques in which the material is divided in a sequenced way and to units. Then the units will be divided into lessons that are organized in a series. The students cannot move from a lesson to a lesson unless he/she reaches the mastery learning level (85%). In the case the student did not reach that level, he/she has the opportunity to retake the material to reach that level.

Khalaf et al., (2013, p. 5) defined mastery learning as a method of dividing the content into small units that have instructional objectives and samples for the final tests and a diagnostic procedure. Then the material is taught until the students absorb it. Students cannot move to another unit unless they master the previous one. After the process of teaching, the teacher presented the final and summative exam.

Aviles (2001) defined mastery learning in one collective and comprehensive definition as the ability or efficacy or doing a skilled work that has certain level in which the person is judged, whether he mastered the level or not. In this regard, motivation has a significant role that leads to a level of mastery. Therefore, empowerment is connected to the practice that helps the individual to reach mastery.

Wong (2012) defined mastery learning as a new choice of instruction making students reach to mastery level after studying one level and that before moving to another stage.

Ebraheem (2000) defined mastery learning as a level ought to be determined previously that hoped to be reached after finishing from an instructional setting or a number of instructional settings.
2.5 The Principles Underlying Mastery Learning

There are many principles underline the function of mastery learning. The researcher tries her best to collect as much as possible the principles of mastery learning from many researcher’s views. The principals as follows:

1. **Mastery:** most of mastery learning supporters called for mastery of the unit before moving to another unit. They added that learners have to reach high levels of achievement.

2. **The Amount of the Instructional Unit:** the educational units have to be divided into small seize units and in many numbers. Thus, teachers can easily test their learners in each objective. And teachers can easily follow up the students mistakes.

3. **Immediate Feedback:** teachers have to provide their learners of immediate feedback after the short tests after each unit.

4. **Reviewing the Instructional Units:** reviewing the instructional unit makes the students connect their ideas with the previous learnt knowledge.

5. **Supervisors:** the supervisors are the milestone in mastery learning they are the best students in the group. They provide the students who requested help to learn and distributing the exams papers to the examinees and correct the papers in front of them. They also receive complaints about the tests and leading the groups in answering the exercises. They participate in collecting information and notes about the demands of the learners.

6. **Guidance:** the teachers gave their students guidance at the beginning of the semester. The students in need for guidance will feel happy and assisted if they receive the assistance from teachers and the supervisors.

7. **Brochure:** one of the requirements of mastery learning is the brochure that helps in the individualized learning process. in that brochure, the instructional objectives are specified, there are many sources the students refer to and there is a test at the end of the unit.

8. **The Printed word:** the communication between the teacher and the student is occurred throughout the printed word. That includes the syllabus and the printed brochure.
9. **Evaluation:**

- **Final term exams** that deal with the choice questions. The test is built on the units. Thirty-five percent of the overall mark is set for activities of the unit and sixty-five percent for the final test.

- **Following Up Exams:** these are the exams that are held one or two weeks after the end of the instructional units. These tests measure how much the students retain from the past knowledge. Usually, the final test given to students after the end of the unit is the same one of the following up.

- **Learners Attitudes:** at the end of each course, a questionnaire is distributed to the learners to know their attitudes about the mastery learning as an instructional strategy. The questionnaire also tested the problems they faced.

2.6 **The Components of Mastery Learning**

According to Mohammed (2001, p.38), the components of mastery learning are:

1. **Pre-evaluation:** in order to decide the points from which each student begin. The functions of the pre-evaluation are to select the educational methods.

2. **Preliminary Teaching:** this is the first teaching process. Teachers have to select the suitable methods to reach the mastery of each student.

3. **Prescribing the Appropriate Medication:** teachers select the educational materials and activities for each students based on his/her results in the tests. This includes: alternative teaching and enrichment.

4. **Exams and Evaluation:** it includes the

   - Diagnostic test that is ongoing during teaching that aims to mastery.
   - Collective tests which occurs at the end of the course to decide the overall mark of mastery.

2.7 **Advantages of Mastery Learning**

There are many advantages of mastery learning. In this regard, (Kazu, et al. 2015, p. 235) mentioned that students are motivated by the previous skills they had and that also affected their new learning. The teachers are told to analyze the material in order to actively teach the new material. The teachers should mention clear objectives before teaching. The countless advantage of a mastery approach for catch-up or faster work is that, as teachers, we begin the process by discovering information learners have, and then assist them to learn the things they want to know in order to
prove mastery. By using mastery approach also delivers elasticity for cooperative instruction to individual learning needs, styles and interest.

Of the other advantages, Hassan, (2013, p.149) confirmed that mastery learning has many advantages such as:

1. Taking into its consideration the individual abilities of the students.
2. Helping in developing the achievement of the students.
3. Helping students to understand the general concepts and the general guidelines.
4. Giving the sufficient time for each student.
5. Increasing the students’ motivation to learn.
6. Enabling students with the information.
7. Using a variety of educational aids.

Kazu, et al. (2015) mentioned that mastery learning has many advantages such as:

1. Increasing the number of the high achievers students and increasing the percentages of success in the education material. That also leads to reducing the number of drop-out students.
2. Diagnosing some of the problems the students suffer from and then trying to solve the problems.
3. Enabling students with the practical skills by providing practical learning and giving students’ homework that transfer the effect of learning.
4. Helping teachers to plan for their classes, using different sources to plan to successful implementation and presentation.
5. Reducing the social and psychological pressures that the low achievers have and working to develop their social and psychological level.

As a matter of effective domain, Himaida, (2001) confirmed that many studies showed that the strategy of mastery learning had a positive impact on the overall effective domains among students. Despite the effective domain does not meet the cognitive domain, the students tend learn through mastery learning by the effect of effective domain. They exert much effort in their study and feel the great importance of the material they learn and held responsible when they learn.
2.8 How to Instruct for Mastery

In order to implement instruction for mastery, you have to follow some certain steps:

1. Obviously define the aims representing the objectives of the course.
2. The content is divided into relatively small learning units, each one have its own objects and evaluation.
3. Learning materials and teaching strategies are recognized; teaching, demonstrating, training, formative evaluation, re-teaching, strengthening, and summative evaluation are comprised.
4. Diagnostic tests preceded each unit, or formative assessments.
5. The results of formative tests are used to provide extra instruction, or remedial activities to help the learner overwhelmed problems.

As a matter of curriculum expansion, mastery learning does not emphasize on content, but on the procedure of mastering it. Curriculum materials can be designed by in-house pedagogical inventors or throughout a team method by numerous professionals in a given location either in a school or industry. Technical materials can also be got as readymade materials from an outside profitable source. A combination of these is also possible however, the instructional resources are advanced or gained; the teachers must assess the resources they plan to use in order to make sure that they meet the instructional objects made for a given sequence of instruction.

2.9 The Steps for Implementing Mastery Learning

In this regard, Aviles (2001) illustrated how to begin the process of mastery learning:

First: Defining Mastery

The definition of mastery is met by the following steps:

1. Deciding what the students are going to learn from the curriculum.
2. Designing a [re-test (diagnostic) for all of the students.
3. Deciding the curriculum into instructional units that covers two weeks and deciding the aims that could be achieved after teaching.
Second: Plan to conduct mastery learning

   In order that the students master learning, the teacher has to take into his consideration the following:

   1. Planning in order to illustrate the subject of each unit and how to attach the students care.
   2. Developing the steps of the feedback that is used by the tests after each unit.
   3. Deciding the mastery learning (80% or 90%).
   4. Developing some of the alternatives for each part of the test. Those alternatives are designed to measure each item. Teachers have to consider (school textbook, homework book, the visual aids).

Third: Teaching to learn for mastery learning

   1. Teachers may spend some times motivating the students and telling them of the expectations is going to meet.
   2. The teacher illustrates the first unit by the conventional method, and then moves to illustrating the mistakes. In this step the teacher decides the level of each student.
   3. The teacher allows the students mastered the learning opportunities I exercising extra work. Also, the teacher involves the low achievers.
   4. Diagnosing the learning difficulties.

Fourth: Mastery Degree

   There are some certain degrees for students that they should have in order to reach the mastery learning. Teachers could classify them As (A, B, C, D).

2.10 The Level of Mastery Learning

   Ibraheem (2000, p. 120) stated that If student achieve the educational material with a percentage ranging from (80% to 90%), at that point, he/she reached the mastery level. In general, mastery learning reaches a percentage of (90%). There are other studies that decide the percentage of master of about (95%). From Islamic point of view, El Meqbalia (2002, p. 12) had other opinion in the matter of mastery level as she told that the mastery level could reach (100%) if the case is related to memorizing Quran Verses saying that the kind of memorizing requires full mark to judge if person master it or not.
2.11 Factors Help in Achieving Mastery Learning

There are some factors that help teachers to achieve mastery learning including:

1. Providing each student with a special guide.
2. The positive relation between the guide and the student.
3. Allowing students to continue according to their own pace.
4. Directing students regarding the syllabus.
5. Providing students with different courses or attitudes that are appropriate for different groups.
6. The system of schools that has no certain classes.
7. Defining certain goals.
8. Defining mastery levels.
10. Dividing the content into small units.

In the end, mastery learning is a procedure that permits the student to move from instructional unit to other after having reached the level of mastery learning to the previous unit. Mastery learning is the point in which students find their way to success. It is the level from which the students begin to gradually develop themselves. Teachers should pay attention to the level of their students level of mastery.

The Second Division: Grammar

2.12 Introduction:

Grammar is the structure of any language that controls the process of giving sound sentences. Without grammar no meaningful sentence could be conveyed. Therefore, what is grammar and how the scholars and grammarians define it, this is will be illustrated in the following definitions:

2.13 Definition of grammar

Firstly, grammar is not a modern issue; it is one of the oldest parts of the language and was found since hundreds of years old. It is found since the existence of languages. In this regard, Hamrick (2008, p.6) declared that, "with little change in grammar into renaissance and the enlightenment, we now encounter the birth of
descriptions of English grammar. English grammar came into dominance in the 18th century. It was largely prescriptivism in nature."

The followings are the grammar definitions that were collected by the researcher after surveying the educational literature regarding to grammar:

1. Swan, (2009) defined grammar by saying that grammar is a group of laws that express the way of composing words as organized or adjusted together to deliver a sense.

2. Lock (2002, p. 1) concidedred that grammar about is a group of rules that control the grammatical buildings of the language.

3. Millrood (2001: p. 56) declared that grammar defines the rules of how a user of the language say statements using words and their morphology to combine segments.

4. Abu Jeld (2004, p.3) identified grammar as grammar does not focus on establishing the words or sentences along together but interested in pauses.

5. Harmer (2001, p.12) said that grammar is the determiner of the systems in which words modify their formulas.

6. Obaid (2010, P.16) believed that grammar is a set of directions and orders that control the use of a language and organize the words to transfer an expressive language.

7. Thornbury (2004, p.1) declared that grammar, to some extent, is the way of studying structures or forms.

8. Beverly (2007) declared that grammar is the structures, sound and expressive scheme of a language.

9. English club (2009) believed that grammar is the system of any language.

10. Crystal (2004, p 65) professed that grammar is the essential assembly of our ability to express meaningfully about ourselves. When or grammatical awareness is improved, the capacity to real communication occurs. Thus, Grammar is the mechanism that eradicates doubt and express rationality.
At the end, the researcher comes to a definition of grammar. The researcher believes that grammar is the thing that controls the process of producing any expressive segment of a language that is grammar is the moderator to produce meaningful sentences. In this context, the researcher considers the disappearance of grammar in a sentence does not give it a meaning and thus, the speaker is speaking randomly and haphazardly without any logic or sense to the message the speakers intends to deliver.

2.14 Grammar Types:

Grammar could be categorized into many classifications and sub classifications. The researcher and after making a survey to the educational literature connecting to grammar, she could mentioned the following kinds of grammar. These types are gradually appeared in the field of grammar. The kinds are: prescriptive, descriptive, traditional, theoretical, structural, transformational-generative and communicative.

2.14.1 Prescriptive Grammar:

Prescriptive grammar is the first call for using grammar as it is the field and traditional rules of grammar that the speaker or the user of English must use in order to keep the purity of grammar. In this regard, Eyres (2000, p. 5) explained that Prescriptive grammar is like having a definite and specific of rules of the language that were set out for the users of English in a good way. He added that users in order to keep the purity of grammar have to commit to these fixed rules. Eyres asserted and confirmed that prescriptive grammar is an ancient grammar. He declared that prescriptive grammar tells the users of the language how to use it appropriately.

2.14.2 Descriptive grammar

This is the second type of grammar. It does not pay that much attention to the rules that manage the use of the language. Descriptive grammar defines the elementary linguistic knowledge. It neglects teaching the rules of language.

2.14.3 Traditional grammar:

This is the third kind of grammar. Eyres confirmed that traditional grammar focuses on the building of vocabulary and words in a sentence. Traditional grammar
imparts the users of the language with the parts of speech such as (nouns, verbs, adjectives, adverbs, prepositions.)

2.14.3 Theoretical Grammar

This is the fourth kind of grammar. Eyres believed that this type of grammar is relating to universal grammar. This means that theoretical grammar is that the grammar and the fixed rules that govern all the languages. It is the parts of the grammar that is found in each language such as nouns and verbs.

2.14.5 Structural Grammar:

This is the fifth kind of grammar. It is the kind of grammar that explains the construction of grammatical sentences. It is characterized under substitution. Therefore, it is the grammar that is connected to sentence.

2.14.6 Transformational-Generative Grammar

This is the sixth kind of grammar. This kind is related to the meaning and the sound of the word. In this context, Eyres declared that this kind of grammar comprises phonology and semantics. Transformational-Generative Grammar also offers a clarification of the method the language functions. Transformational grammar is to generate new sentences form the current ones.

2.14.7 Communicative Functional Grammar

This is the seventh kind of grammar. Eyres added that Communicative functional grammar is to make obvious communication between form, sense and use. It focuses on the functional aspects of using a language. He added that new approaches to teaching grammar do not concentrate on memorizing.

2.15 Approaches to teach grammar

There are many approaches to teaching grammar. In this context, the researcher is collecting some of the effective approaches that are appropriate and suitable to teach grammar. Here, Russell (2008, p.1) declared that teaching grammar could be executed in three stages. The first stage is PPP which means Presentation, Practice and production. To explain, the first stage is presenting the grammatical items and rules could be shown either by deductive approach that means to give rules and then examples or by inductive approach by presenting samples and then learners
induce the rule. The second stage is practicing the grammatical rules. This could be executed by different drills and exercises. Finally, the third stage is producing grammar. To produce grammar is to be communicatively. Contextualized approach is different approach to teach grammar. In this regard, Gaikwad (2014, P. 493) explained that contextualized grammar means that grammar ought to be used in lively contexts and concentrating on the grammatical items found in contexts. Here, the researcher is going to introduce the different kinds of the approaches.

1. Deductive Approach to Teach Grammar

To teach grammar deductively means that the teacher has to deliver the grammatical items and the information through rules first and then he/she ought to give the examples that followed in order to apply the rules. Deductive grammar is similar to give or deliver statements, true information and pre judgment. Thornbury also gave another for Deductive approach. He declared that deductive grammar is called rule-driven learning, in a way to say that the rule governs the process (Thornbury, 2004 p. 28).

Thornbury professed that deductive approach, since its emergence, was linked to Grammar Translation Method. He pointed out some of the advantages of deductive grammar like follows:

1. Inductive approach is considered time-saving.
2. It is a direct method.
3. Students can smoothly comprehend the rule instead of giving that much of time in the process of eliciting.
4. The teacher deal with language items not anticipating learning style.

Thornbury said that there are some demerits for deductive approach to teach grammar. In this regard, he explained that approach has no retention as it does not have demonstrations that kept in the students’ minds for a long period. He added that there is no way for discussing the grammatical items through a discussion of the explanations. He added a very important disadvantage that this approach gives a kind of dullness and left an impression that English language is about just rules. He declared that this kind of method does not suit children and young and is appropriate for adult learners.
2. Inductive Approach to Teaching Grammar

This is a different approach to teach grammar, Widodo (2006, p. 127) declared that inductive grammar means that the teachers present the grammatical items and explanations and examples and thus the responsibility of eliciting the rule falls on the students. Widodo declared that Inductive Approach is called rule-discovery learning. He theorized that grammatical items may be presented by writing or orally to students. This approach inspires learners to expand their mental plans for dealing with the exercises and drills presented by teachers.

In this vein, Widodo said that inductive approach begins by illustrating grammatical items and rules by giving the examples first to students and then they make the rules that was induced from the rules. In this regard, Thornbury declared the benefits of inductive method such as:

1. It gives the learners the chance to think of the rules.
2. It assists student on how to learn things as they think of inducing the rule.
3. It develop subconscious mind of students and makes it to work.
4. It retains the rules of grammar in the students’ mind for a long.
5. It makes students to be active and dynamic members rather than passive ones.

Thornbury (2004, p. 55) furthermore added the shortcomings in inductive approach that is:

1. Learners need a long time to induce the rule.
2. If students were given the opportunity, they may reach wrong rules.
3. There is fear that the students who try to conclude the rules think that the aim of the languages is to extract rules and not the communication.
4. This approach makes the teachers exert much effort and time in order to prepare for teaching the grammar inductively to students. Time and effort could be saved in the case the teacher gives the students the direct rule.
5. Inductive approach is difficult for indolent students who want to learn rules explicitly and explicitly.
At the end, there were different names for Deductive and Inductive grammar. Freeman (2009, p.528) gave different names for deductive and inductive grammar. He called deductive grammar as explicit grammar and called inductive grammar as implicit grammar.

2.16 Conceptual Approach to Teaching Grammar:

Clark and James, (2004, p. 224) theorized that the conceptual approach to teach grammar dates back to Ausubel’s Assimilation Theory of cognitive learning. That theory explained that the occurrence of the new information is built based on the connection of the past knowledge. Some of researchers were in conformity with Clerk and James and stated that the conceptual approach was created from the Constructivist Theory. That supporters of that approach argued that learners build their information and knowledge when go through experience of things and link that experience to the earlier knowledge. (Basso and Margrita, 2004, p. 33).

Abu Nada (2008, p. 70) stated that conceptual approach is the connection of new information and knowledge to the past learned ones. Asan (2007, p.11) admitted that conceptual approach is an appropriate tool for delivering a methodological knowledge in hierarchical figure, begins from the broadest concepts into the tightest concept. Pill et al. (2005, p.40) theorized some of the principals of conceptual approach to teach grammar such as:

1. It helps students to think critically.
2. It helps students to direct him/herself.
3. The broadest idea is clarified by relevant examples.
4. It provides teachers true evaluation for the process of learning among students.
5. It provides problem-solving strategies.

Some of the educationalists also mentioned the advantages of the conceptual approach. Kommers (2004, p. 35) told that conceptual approach paved the way for the teachers to a practical way and a hierarchy approach, conceptual approach gives student the ways to show their understanding. In a similar vein, Ruiz-Prom (2005, p. 28) declared that conceptual approach lets learners to realize the connection among concepts and gives them the chance to demonstrate their understanding.
As usual, not every approach has advantages only, but also has disadvantages. Here, Kommers (2004, p.54) showed some of the disadvantages for using conceptual approach. They are:

1. This approach requires very intelligent students.

2. It takes time and thus teachers should spend great time to make the lessons based on the approach.

3. It is considered as time consuming.

4. It does not suit students who want to directly want to know the rule.

In conclusion, the researcher considers that each approach has merits and demerits. Each one of the approaches ties to assist students to understand and learn grammar in a good way that help him. Each approach serves some certain procedures for teachers to best deliver the information/grammatical item to his/her students. Some of them suit the young learners such as the deductive approach and some of them suit the adults and the smart learners such as the conceptual approach. Therefore, teaching grammar and the criteria of presenting of grammar and which approach to use, depend wholly on the level of the students.

2.17 Teaching Grammar Techniques

Grammar is a complicated process to deliver, without proper techniques and methods; it will be a difficult material for teachers to present and students to understand. In this context, the researcher tried hard to collect the most effective and common techniques of presenting grammar. The following techniques may be used for kids, adults, low level and high level students. The researcher did her best to present many techniques as follows:

1. Teaching Grammar Through Drama

As grammar is a difficult element of a language and may constitute an obstacle in front of the students to understand the researcher thinks that drama is one of the suitable techniques to present grammar through it. In this regard, Royoka (2002, p. 3) declared that the use of drama in teaching grammar pave the way for the fresh grammatical rules to be amusing for students and makes students to be more accountable because they are standing and facing their teachers. Royoka added that
drama provides the student a suitable chance reiterate authentic conversations that are full of grammatical rules.

2. **Using songs in teaching grammar.**

In the researcher’s opinion, songs are a good technique to present grammar through. Here, Saricoban & Metin (2000, p. 3) believed that songs are the source for students to relax. Songs permit students to rip out the immovable tedious routine in classes. They added that by using songs students will consider grammar as easy learnt and amusing. They pointed out that some of the songs may present stories that formed out of many grammatical rules and this is a good opportunity to students to memorize songs that is full of grammatical points.

3. **Puppets in teaching Grammar**

One of the techniques for making the presentation of grammar is fun is puppets. It is a technique that suits the children. In this vein, Wickham (2012, p. 25) considered that puppets to be as one of the forms of drama. Wickham added that puppets are valuable especially for kids who are not bold to speak. Puppets will do to inspire children to talk. To speak about the qualities of puppets, Wickham said that it is better that puppets are not difficult or complex in order to suit the kids’ ages.

4. **Musical Activities in teaching Grammar**

Music is also one of the effective techniques to present grammar. To explain, Orlova (2003, p. 5) theorized that beginners wish some kinds of music to be used by their teachers in presenting grammar. Orlova added that music ought to be fun and simple to understand. Orlova said that music is a very appropriate technique for teaching grammar to kids and beginner learners.

5. **Games in teaching Grammar:**

Games are one of the techniques to present the grammatical point to students. To confirm this, Saricoban & Metin (2000, p. 5) believed that games is an appropriate method for teaching grammar. They are significant for teaching grammar as they are communicative activity built on tasks. Games have a purpose to fulfill, and therefore, the process of communication occurs. Here is a trick to teach grammar, Saricoban & Metin pointed out that, in games, students’ aim is to attain the message of the game and they do not pay much attention to the language. Therefore, they will learn the
correct grammar in the sentence used in the game without knowing that the game is composed out of the grammatical rules.

2.18 Testing Grammar

Testing grammar is an actual process for measuring and giving comments and feedback to students responding to their learning process. In fact, there are many operative ways and means to test grammar, but in this study, the researcher concentrated on the techniques that are usually used in the Palestinian Schools and at the same time cited by Rajaretnam (2004,1) as he suggested various techniques to test grammar as follows:

1. **Completing Items:**

   In completing the item, the students have to fill the blank space in the sentence taking into his consideration the tens and the type of the work before the space , the word and its tense after the space.

2. **Multiple Choice:**

   This sort of questions is very famous question used in testing grammar. It tests many grammatical points in a short time. Teachers asked their students to choose one of the choices offered to them to give an expressive sentence.

3. **Error Correct:**

   Teachers compose their sentences by giving a wrong sentence that has wrong grammatical item. Teachers asked their learners to find out the wrong point and correct it. There are other processes for doing this kind of questions. For instance, teachers give a sentence that include one wrong grammatical point and underlines four or three lines words including the wrong one. Then they ask their learners to find the error.

4. **Transformation Items:**

   In this kind of questions, tutors give students a statement that ought to be changed into one of the grammatical rules such as passive. That question requires the statement ought not to change the meaning of the sentence and keep the same meaning. Look at the question below:

   Thomas invented the car in 1950.
The car ________________________________

5. **Word Changing Items:**

This question requires the respondents to answer the question according to the required from the two brackets beside the statement. The question does not explain in details the required, just sufficing to mention the work ought to change the statement. For example:

Do As Shown Between the Two Brackets:

I ____ my homework last night. (do)

6. **Sentence Combining:**

Here, there are two sentences should be combined into one sentence by using a connector or other thing. The question gives two separate statements which are very close to be united in one sentence. For example:

Use the Two Sentences to Make One Sentence:

My father is a driver. He always wakes up early.

Freeman (2009, p.533) requested that teachers should use communicative ways in order to test the grammatical points through testing the writings and dialogues of real life. Freeman added that teachers should keep testing grammar discretely away such as –point items like: picture description, elicited imitation, modified cloze passages, error correction, fill-in-the-blanks, sentence combining, grammatical correctness and sentence completion

To sum up, testing grammar should be in the prospective of the function required from teaching grammar. For example, if the teacher teaches grammar for communicative aspects, he/she should examine grammar by giving sentences of real life situations. On the contrary, if teachers just concern about teaching grammar for memorizing and have nothing to do with communication, they will be forced to use discrete drills.
The Third Division: Self-Efficacy

2.19 Introduction

Self-efficacy is that people’s thinking way and function that is assisted by someone’s logic of control. People will be more devoted to their decisions when they entirely believe that they can resolve problems. In this context, self-efficacy is linked to personal control, support and action. Therefore, humans can enjoy their life if they think that they can do more things with self-determined. Self-efficacy affects the way people work their minds, act and feel. It has relation to worry, stress and weakness (Schwarzer, 2014).

Self-efficacy is one of the most important concepts in amending human behavior. In this respect, Al Megdadi & Abo Zaytoon (2010) pointed out that self-efficacy development is the key for learners’ learning and training to control themselves to reduce anxiety and enhance them with the ability to defend their rights and face problems. They confirmed that self-efficacy improves the way of positive communication with others and that makes students not to be trapped in the same circumstances. They argued that the need for developing self-efficacy is must in the light of the changes in this life. Additionally, the social acceptance of one learner is highly impacted by his/her academic achievement.

Some of the educators consider that learners’ capabilities should be qualified in the right direction because they have positive consequence on individuals and community. Person’s self-efficacy is linked to the one's motivation to knowledge (Hellat & El Zoughbi 2012). Of the most significant theories concerned with self-beliefs is the Cognitive Theory of the Self-Efficacy which was extracted from the Bandura’s Social Learning Theory. Bandura explained that self-beliefs have an effect on learners’ real achievement (Qattawi & Jamos, 2015, p. 141).

Hasona (2009, p. 124) clarified that self-efficacy is the apparent operational ability which does not join to what individuals have; but it is linked to individuals’ trust that he/she can do his/her work whatever the sources accessible. People are not requested about their level of abilities, but they are asked about the self-confidence level of applying the prerequisite tasks in the light of the situation changes. Hasona added that teachers’ behaviors are based on their assumptions of self-efficacy.
2.20 First: The Definitions of Self-Efficacy

Self-efficacy is one of the concepts that are much connected to human successes in all domains. Self-efficacy was firstly mentioned in an article titled as “Self-Efficacy toward a Unifying Theory of Behavioral Change”. Hassona, in that article, explored that self-efficacy assists in defining the behavior of asserting and preserving among persons. Bandura declared that self-efficacy is a knowledgeable intermediary of persons' anticipations towards their self-efficacy. It is the instrument for defining the nature of the behavior that persons do (Hasona, 2009, p. 191).

The researcher will, in detailed information, explain the definition of self-efficacy. According to Cambridge Online Dictionary (2017) “Self” means “the set of someone's characteristics, such as personality and ability that are not physical and make that person different from other people”. The dictionary added that “efficacy” as “the ability, especially of a medicine or a method of achieving something, to produce the intended result”. By combining the two words together, self + efficacy, it will be that self-efficacy is someone’s own skill to be qualified in something.

In the same vein, the researcher will show self-efficacy definitions that were derived from the relevant previous studies and different books.

1. Some of the definitions linked self-efficacy with self-satisfaction. That definition considers self-efficacy as a source of interest that is full of great power that fuels people to achievement. In this context, Schwarzer, (2004, p.220) declared that self-efficacy is the peoples' belief in their self-abilities and confidence. It is what a person has that permits him/her to reach a degree of satisfaction or equilibrium in his/her life.

2. One of the most well-known definitions of self-efficacy is the definition of Hasona (2009, p. 126). He expressed that self-efficacy is all of what person believes he/she has from capacities that enables him/her to exercise the self-control over his/her ideas, abilities, feelings and acts. That control is linked to environmental and social factors.

3. Tirana, (2013) defined self-efficacy as the judgements of individuals’ self-efficacy on their capabilities to make specific tasks. Self-efficacy also covers the judgments of changes that are connected to self-efficacy during one’s
gaining of information and creating experiments. Self-efficacy is the factors that in a straight line inspire one’s conduct.

4. Motlagh, (2011) stated that self-efficacy is people's belief regarding defining their motivation degree which is reflected by their efforts that did in their works and the time in which they hold on to face challenges. Self-efficacy is getting higher when people increase the level of their motivation and that helps them to overcome difficulties.

5. Haseeb, (2001) linked the definition of self-efficacy with the exam of general efficacy. He defined self-efficacy as the sense people feel about self-efficacy. It is the ability to take control of events and the environment around you. It is also the high level of the General Self-Efficacy Exam.

6. Qattawi & Jamos, (2015, p. 149) defined self-efficacy as learners' ability to comprehend their academic status to learn and positively involved in the educational contexts and moving the effect of learning into real life. The two researchers added that self-efficacy is that learners should also understand their social status. Learners have to control their incidents, ideas, feelings, acts and situations that affect their life. Self-efficacy is the learners' ability to face the environmental challenges and taking choices and making future aims.

7. Muretta, (2004, p.2) made a definition for self-efficacy that is the general expectations that the person has and established based on the past experiences that affected success potentials in the new situations. To explain it in other words, the general self-efficacy is the self-efficacy for performing a certain task.

8. Akhtar (2008) believed, “Self-efficacy, or confidence as it is commonly known, is one of the most enabling psychology models to have been adopted into positive psychology. It is the optimistic self-belief in our competence or chances of successfully accomplishing a task and producing a favorable outcome.”

Some educationalists defined self-efficacy from an educational prospective.

To sum up, the researcher added to the previous definitions that self-efficacy is the alteration happened in one’s self after perceiving a period of growth or experienced a corrective behavior that repaired or improved him/her with self-efficacy. The people has the feeling of satisfaction and confidence if they perform something that increases their volume and attitude. In the current study, the researcher
examined the link between Mastery Learning, grammar and self-efficacy to realize if there is an effect Mastery Learning on developing self-efficacy among 10th graders.

2.21 Sources of Self-Efficacy

Muretta, (2004, p. 20) declared that “Persons’ beliefs about their efficacy can be explained and enhanced in four key ways: mastery experiences, modeling, social persuasion and judgments of their physiological stats.”

In order to assert the abovementioned sources, Ellwan, (2009, p.14) declared that there are four sources of self-efficacy by which people can perform different duties. These sources are: mastery experience, vicarious experiences, verbal persuasion and physiological Arousal.

2.21.1 First: Mastery Experience:

It is the performance attainments that depend on people's past experience of their performance and their achievements that create a sense of self-efficacy. Robert, (2004, p. 21) professed that mastery experience has many different names. It is called as enactive mastery, performance accomplishment or enactive fulfillment. He added that mastery learning is one of the most major sources of self-efficacy. Smith (2002) said that there are two different reasons for the creation of mastery learning. The first reason is that mastery learning is established on the acts and experiences that are direct and personal. The second reason for this is persons’ efforts and skills.

Robert, (2004, p.21) discovered that there are various impacts for mastery experience in education process by straight experience. He explained that direct experience aids in self-efficacy. He showed a study done to display the effect of mastery experience in achieving self-efficacy among mathematics students. After showing the outcomes of the study, he remarked that mastery experience is founded on expectations and not real investigations and rebutted Bandura’s idea that told mastery learning was an assumption not an investigation.

In this regard, there were two points of view for the connection of mastery experiences with self-efficacy. The first point of view was in conformity with the idea stated that there is connection between self–efficacy and mastery experiences. The second point of view disproved the relation. It is thought that strong mastery experience improves strong self-efficacy while failure in mastery experience reduces
self-efficacy. Dawes et al. (2000) conducted a study to classify the impact of mastery experiences on self-efficacy among Middle School Technology. The study revealed that there was no significant finding that links self-efficacy with mastery experiences.

2.21.2 Second: Vicarious Experiences

The second way to develop one's self-efficacy is vicarious experience. In this regard, Vicarious experience is famous for modeling. In modeling stage, individuals make judges on their behaviors and capacities when they compare them with the behaviours and capabilities of others. To add, Wood & Bandura, (1989, p. 364) maintained, “Proficient models build self-beliefs of capability by conveying to observer effective strategies for managing different situation.”

Gorrell and Capron (1990) conducted a study titled as “Cognitive Modeling and Self-Efficacy: Effects on Pre-Service Teachers’ Learning of Teaching Strategies” to study the impact of self-efficacy and cognitive modeling among pre-service teachers. They concluded that cognitive modeling had really affected on self-efficacy. They added that modeling had control on the process of thinking before behavior took place. The two researchers also revealed that vicarious experience and verbal persuasion increases self-efficacy among pre-service teachers.

Persons' experiences are defined by their previous experiences and by their expectations. McCown, Driscoll & Roop, (1996, p. 269) affirmed that some of researchers considered vicarious experiences as learning by model and noticing others. Vicarious experiences are the indirect experiences that got by person. Students who observed very successful models may use the observations to assess their personal efficiency.

2.21.3 Third: Verbal Persuasion

Verbal persuasion is the third source of self-efficacy. It is invented by persons’ fully persuasion of other persons’ verbal experiences. Verbal persuasion is a concept that go back to the reinforcement processes and helping other people in the social context (parents, peers and teachers). Thus, many learners could be convinced of one idea if they really follow the verbal experience of others. Verbal persuasion could be existed in individual’s inside (self-talk) and named, in this case, the positive talk with self. Verbal persuasion is “Social Persuasion”. Bandura added that social persuasion
is a system to increase persons’ views in their efficacy. Wise and Trunnell (2001) asserted that verbal persuasion is the maximum suitable active technique when it follows a performance achievement. Wood & Bandura, (1989, p.365) confirmed that in the case people got truthful inspiration, they will do a lot of effort to be an operative. This is expected to help them more than just let them for self-doubts.

2.21.4 Fourth: Physiological Arousal

Driscoll & Roop, (1996, p. 269) stated that the fourth source of self-efficacy is physical arousal. In this regard, Bandura said that gave them for this source as the inner source which decides if individuals can realize their goals. The two researchers also declared that there are factors influencing self-efficacy. Firstly, the task difficulty, secondly, the perceived capability to the model, thirdly, the effort done the assistances, fourthly, the person may require performance

Robert, (2004, p. 27) stated that arousal that is connected to physiological is the people’s conclusions concerning their physiological states they did. Robert told that physiological arousal may be named as effective arousal and other times as emotional arousal. Robert also mentioned that Conger and Kanungo had affirmed that, “emotional arousal states that result from stress, fear, anxiety, depression, and so forth, both on and off the job, can lower self-efficacy expectations. Individuals are more likely to feel competent when they are not experiencing strong aversive arousal. Empowerment techniques and strategies that provide emotional support for subordinated and that create a supportive and trusting group atmosphere can be more effective in strengthening self-efficacy beliefs.”

2.22 Elements of Self-Efficacy

The elements of self-efficacy could not be perceived easily. In this context, Ellwan, (2009, p. 16) informed that self-efficacy is a raw concept and cannot be easily appear. It could not be noticed except by some elements that display if a people have high or low level of the self-efficacy. Self-efficacy could be measured by the amount of the work done by any person, the desire, the reinforcement, the persistence and the active work conducted by persons. Ellwan mentioned in his thesis that there are three elements of self-efficacy such as; Self-confidence, self-assurance and mental toughness.
2.22.1 First: Self-confidence

Before going to discuss the first element of the self-efficacy, the researcher will explain some of the definitions of self-confidence. First of all, the researcher mentioned the definition of Online Dictionary (2017) which defined self-confidence as “To be self-confident is to be secure in yourself and your abilities. When you are giving a presentation or a speech, it helps to be self-confident - or at least to pretend that you are”.

Secondly, Self-confidence is one of the key components for each person in society. It is necessary for success in social contact and family contact. Self-efficacy is the point we see positive about ourselves. It makes us achieve our aims without being under someone’s effect. Self-confidence makes persons accepts life as it is (Ellwan, 2009, p. 16).

Thirdly, self-confidence is someone’s inside character that is reflected by works. The person who has the confidence has an open way for criticism and pinions. Assad explained that the person will make good achievements and progress based on the positive criticism as the positive criticism is the motivator for persons to work well. The opposite is true, if there is negative criticism, people will not deal with the criticism and show bad conduct.

Self-confident people are those people who already have the esteemed power to achieve more. In this regard, El Rashid mentioned eight qualities of confident people.

1. Confident people consider living successfully is one of the first priorities.
2. Confident people appreciate and respect themselves.
3. Confident people do not give that attention to the other persons’ failures.
4. Confident people are very competent.
5. Confident people have a broad interpretation of life.
6. Confident people are aware about the people around them.
7. Confident people like to be responsible.
8. Confident people have clear aims. (El Rashid, cited in Ellwan, (2009, pp. 16-17)
Al Noaime (2002, p.34) affirmed that self-confidences could be formed by many factors. She stated that children since the date of their delivery have the opportunity to be self-confident if the chances were offered to them. She gave more explanation that there are many factors affecting the self-confidence to the child. They are: Self-education, parenting styles and inheritance. These factors decide the degree of self-confidence among the child since the process of bringing up.

2.22.2 Second: Self-Affirmation

Self-affirmation one of the concepts that was searched and studied directly. Self-affirmation was firstly used by Salter (1949). Salter considered self-affirmation as adviser conduct. Then after that, the concept of self-affirmation was used widely to express self and its reassurance. She confirmed that self-affirmation is the unprompted response by a person to other persons. It is a response to acts and questions.

Sherman, & Cohen, (2006, p. 186) confirmed that self-affirmation is linked to self-integrity is in the center of self-affirmation theory. They showed that self-affirmation is that performance that displays one’s competence. They mentioned that people who work under stress, are those people who tried to achieve more and more. Stress is like the motivator for them to attain self-affirmation. They declared that self-affirmation may take many shapes such as winning victory or achieving something important. Self-affirmation may be watered by attending religious event or ceremony, doing voluntary work, visiting friends or participating in charity work.

Baumeister, (2000) declared that self-affirmation theory proposes that persons have a vital eagerness to keep self-integrity, an observation of themselves as moral, decent, and has the ability to guess and control important conclusions. Actually, in all beliefs and past ages, there are overtly shared ideas of in what way to be a person who has self-integrity. Having self-integrity is considered as that one watches him/herself as living up to a culturally detailed idea of goodness, advantage, and movement. Self-affirmation theory reviews how persons bear self-integrity when this opinion of the self is threatened.

2.22.3 Third: Mental Toughness

Mental toughness is considered as a group of individual personalities that functions as a guard against harsh life and establishes a faith or affinity among
persons that they can use their prospective authority. Mental toughness assists people to comprehend the tough life rationally and makes them counter it with positive views and plans.

Maddi, (2004) declared that Kopasa was the first researcher who talked and introduced for the appearance of the concept of mental toughness. Meddia observed that some of people has the ability to realize their aims even if when they subjected to high levels of stress and despairs. Maddi theorized that experts should have their concentration on the individuals who are eager to develop themselves as they have the arranged incentive and encouragement to be developed.

Here, Lambert, et al. (2003) set out some of the qualities that are found among people who have mental toughness. The three qualities arranged as follows:

A. They have the ability to be involved in the community and socialize and communicate easily with people.

B. They can control their life.

C. They consider that the idea of changing is a matter of challenging idea.

Abbas, (2010, p.174) declared that Learners had supposed that every individual have a degree of mental toughness and that degree rises or falls according to the attitude or the situation or the time a person exists in. The variances among people in mental toughness may refer to students’ way of learning. Mental toughness has impacted on persons' health. Mental toughness is not a personal characteristic, but it is a personal source.

The researcher found that the mental toughness can simplify in the procedure of evaluation and awareness and leads to the correct behavior in the situations. That could be achieved through various methods as follows;

1. Mental toughness paves the way for supple fronting styles that change when situation changes.

2. Mental toughness rises the ability to social support as a fronting style.

3. Mental toughness fixes the awareness of the measures and makes its undesirable impacts lower.
4. Mental toughness guides individuals to track a regular healthy system and practice sports.

2.23 The importance of Self-Efficacy

There is a connection between self-efficacy and peoples' abilities. It is a positive relation. In this regard, Al Sayed, (2001, p. 165) confirmed that self-efficacy is an important part in facing work pressures and taking decisions. He told that self-efficacy is very significant if it is existed among the high officials in the country and who take the right resolutions for the sake of the country.

Self-efficacy is very important for individuals. It helps people to counter difficulties. It is very significant in the education field. Some academics investigated the effect of self-efficacy in education. Al-Alwan & Mahasneh, (2011, p. 411) declared in a study titled as “Reading Self-Efficacy and Its Relation to the Use of Reading Strategies among a Sample of Hashemite University Students”. In that study, the two researchers revealed that there is a powerful and positive connection between self-efficacy and reading abilities by using the strategies of reading. The study revealed that the positive impact of self-efficacy among students, have a high level of self-efficacy, realized more development in reading and reading strategies. The researchers declared that students who have self-efficacy in high levels inclined to use more strategies to assist them in reading.

Self-efficacy does not only affect reading, but also impacted enthusiasm. In this regard, Bandura, (2000) stated that the got self-efficacy impacted motivation. Self-motivation explains the efforts that any individual should do to realize their aims in life. Bandura declared that persons who have high levels of self-efficacy expected to have high levels of accomplishment and do expert works. Abo Hasoona, (2001) stated that self-efficacy works as cognitive mirrors to judge peoples’ actions and decisions. Self-efficacy is very effective in fronting challenges and making resolutions.

Abo El Ula, (2006, p. 27) claimed that self-efficacy affects peoples’ future plans. He added that the people who have a high level of self-efficacy make successful plans that encourage them to be very successful in their life. They added that people who have lower levels of self-efficacy, usually have negative plans.
The people who have high levels of self-efficacy have the ability to perform their duties correctly. They have a sense of diligence and persistence. In addition, self-efficacy assists students to choose the activities that are appropriate and that could achieve success for them. Learners will not select the difficult activities for them that not expected to succeed in.

Qutami, (2000) said that self-efficacy assists people to solve problems properly. The people who have self-efficacy have also a high degree of analytical thinking. One of the researchers, Zahran (2003) commented that self-efficacy among children started to look when they start to have the ability to distinguish between the influences that impact their intellect. They began to feel that they are assured when they exercise and succeed in the things that they did. Self-efficacy promotes among children when they have success and make development.

2.24 Scopes of Self-Efficacy

Al Badi (2014, p. 48) clarified that there were three scopes for self-efficacy. She declared that Bandura had told that the three dimensions for self-efficacy are; strength, generality and magnitude. The researcher will explain each one of them in details.

2.24.1 Third: Strength

Strength is the stages of self-efficacy among persons in the failed circumstances. That forms a source of unhappiness. It will not be found among the people who have high levels of self-efficacy as they can easily go out of the softness points.

2.24.2 Second, Generality

Generality means the capability of a student to generalize the similar situations and attitudes. That also means the change the state of self-efficacy from alike situation to another. The degree of generality is different from one person to another.

2.24.3 First: Magnitude

This dimension could be defined through the difficulty of the situation. That will be clear when tasks are arranged from easiness to difficulty. This dimension is also called as the degree of task difficulty. Self-efficacy reduced when learners have
low level of skills and knowledge and therefore, students find some trouble in fronting.

Many people have actual self-efficacy in one scope and less actual in other domain. It means that some people possess over-all self-efficacy, but unfortunately they have lower level of self-efficacy in certain fields of life.

2.25 Factors Affecting Self-Efficacy

Self-efficacy is extremely important aspect in one’s life. There are many aspects can make self-efficacy lower or higher. According to the educational literature surveyed by the researcher, it could be concluded that there were (3) factors affecting self-efficacy. The three factors will be explained in details like follows:

2.25.1 First: Personal Effects

Persons’ perception to their effective efficacy depends on four personal factors:

- **The perceived knowledge:**

  There is a line between the material knowledge - as it is existed in life- and that knowledge possessed by people who organize it according to their mind and thinking. Once somebody has knowledge; he/she arranges it according to its hierarchal building or according to its content. People tried to keep that knowledge in a trial to develop themselves and to correctly use them in various ways of life.

- **Metacognitive Process:**

  Hamadna and El Sherdaqa, (2014, p. 189) asserted that Metacognitive process impacted peoples’ resolutions and the way of arranging self. Persons make parts of their goals according its level of difficulty, need and the type. Metacognitive process made people to supervision, planning, assessment of ideas and taking right conclusions. Based on that, the correct self-efficacy is occurred.

- **Targets:**

  Learners who have a high level of self-efficacy seem to be more effective of attaining tough self-goals. Their goals are precise, obvious and truthful and in consistent with self-expectations. People who have also high level of self-efficacy have a powerful sense and logic of challenging to realize their goals. They have the
ability to counter hitches and difficulties. That founded a grade of self-satisfaction and self-efficacy.

- **Self-effects:**

  Self-effects are the factors that existed inside the people and directly affects their conduct in the time of executing some of tasks and works. These effects paved the way for a problematic issue in self-regulation and a type of despair in the upcoming days. These elements are such as; worry, trouble in outlining the personal goals, the degree of enthusiasm, cynicism and optimism processes.

**2.25.2 Second: Behavioral Effects:**

When persons make the performance, they go in three gradual stages; self-observation, assessment and self-reaction. The researcher will clarify all of the three prior stages according Bandura's explanation.

- **Self-Observation**

  Self-observation is the steady remark for one's self. It means that persons support themselves with data about their level of development to achieve objects. Remark procedure is affected by self-processes such as; self-efficacy, the configuration of the goal and the organizer of awareness. There are two procedures caused by self-observing such as orally moving news and a measurable statement of actions and responses.

- **Self-Judgment**

  Self-judgment is the answer of persons that possess regular contrast for their performances with the targeted goals and the purposes that were organized to be done.

- **Self-Response**

  This phase covers three phases of responses: the behavioral self-reaction, personal-reaction and environmental self-reaction.

**2.25.3 Third: The Environmental Effects:**

Some environmental factors influencing self-efficacy through different photos and modeling. In this context, Bandura mentioned that identification and differentiation in modeling are the qualities of modeling that affecting self-efficacy:
1. **Identification:**

Identification is founded on some certain reasons such as, age, gender and natural variable and educational levels.

2. **Differentiation in Modeling:**

Differentiation in modeling is the presentation of some models of a skill rather than presenting one certain model. Thus, Presenting more models increase the degree of self-efficacy.

People have to pay their attention to the former factors in order to avoid the faintness in self-efficacy.

To sum up, self-efficacy is an productive performance that is produced after the process on encouragement and motivation. Self-motivation is the key for all the successes the person does in his/her life.

According to what is clarified previously, the researcher tries to shed the light on a new strategy that may develop the students' learning grammar until mastering. The strategy contains some activities related to the tenth grade curriculum that may support the student's learning of English and upgrade the teachers' performance. So, this study will examine the effectiveness of using mastery learning strategy on teaching the 10th graders' grammar in English language.

After studying and benefiting from the educational researches that dealt with self- efficacy, it is showed to the researcher the importance of using mastery learning in the teaching process. Also, the researcher's interest in developing self-efficacy that is one of the most important concepts in amending human behavior came through her role in instilling positive behaviors that they may help in developing and progress of the society.

According to the theoretical framework and use of educational studies and research, the researcher benefited as follows:

- Reaching to the concept of the mastery learning.
- Recognizing the importance and advantages of the mastery learning.
- Identifying the types and methods of teaching English grammar.
– Developing the idea of mastery learning and benefiting of procedures of the study.

– Reaching to the concept of self-efficacy through different definitions.

– Identifying the sources and elements of self-efficacy.

– Recognizing the importance of self-efficacy.

– Identifying the factors of self-efficacy.

Through the above, the researcher was able to form an idea of mastery learning and how to employ it in teaching English grammar and developing self-efficacy among the students.
Part II

Previous Studies

2.26 Introduction:

The researcher survived the educational literature regarding to the three variables of the study: Mastery Learning, English grammar and self-efficacy. The researcher tried her best to collect the modern studies as much as possible. The researcher will present the previous studies from the modern ones to the older. Then a general commentary on the previous studies followed each section.

2.27 First: Mastery Learning Studies

Obaitan & Mitee (2015)

The study aimed to measure the effect of mastery learning on senior secondary school students’ cognitive learning outcome in quantitative chemistry in Nigeria. In order to attain the study objectives, Quasi-experimental was used as the study approach. The study sample used four schools randomly and (401) students. The study tool used an achievement test consisted of (25) items. T-Test Paired Sample to measure the differences in the total average score between the post-test. Pearson correlation coefficient and Alpha Cronbach techniques were used. At the end, the experimental group showed more success than the control group and that means mastery learning strategy was effective to develop Senior Secondary School Students’ cognitive learning outcome in quantitative chemistry.

Anita (2014)

The study aimed to investigate the effectiveness of mastery learning on economics, creativity and self-concept in Gurgoan. The study used Quasi-experimental approach The study used (40) students to be the sample of the study. There were two tools; achievement pre-posttest was used, in addition to a questionnaire. Pearson correlation coefficient and Alpha Cronbach techniques were used. The study outcomes of the study indicated that mastery learning strategy helps in enhancing achievement creativity and self-concept.
**Agboghoroma (2014)**

The study aimed to find out the effects of Mastery Learning Approach on students’ Achievement in Integrated Science. The study used Quasi-experimental approach. The study used Pretest-Posttest Control Group Design. The target population included Junior Secondary School Students in Delta Central Senatorial District of Delta State, Nigeria. The study used purposive sampling technique to get a sample of four coeducational secondary schools. The total sample was (120) students. The instrument of the study was Integrated Science Achievement Test (ISAT) to measure students’ achievement. Pearson correlation coefficient and Alpha Cronbach techniques were used. The study found that MLA is an effective teaching method.

**Sood (2013)**

The study investigated impact of mastery learning strategies on concept accomplishment in geometry among high school students. The study used the experimental approach by using (105) students, randomly selected among 9th graders. There were three groups in the sample. The study used pre-posttest as the tools of the study. The first two groups were experimental groups and the third group was control one. Results were analyzed using ANOVA. The study showed the effect of mastery learning in developing students’ concept accomplishment in geometry.

**Nagozi & Chinedum (2012)**

The study investigated the effect of mastery learning approach to develop achievement of senior secondary school II physics students in Nigeria. The study used the experimental approach by using (40) students to realize the study objectives. The study used pre-posttest exam as the study tool. There were two groups in the sample, one experimental and the other is control. The results were analyzed using Mann-Whitney test. The results showed that mastery learning is effective and did better in the experimental group, while the control group that was taught by the conventional method showed less achievement. The study also showed that the female achieved slightly better than their male counterparts.

**El Halol (2012)**

The study targeted to explore the features the weakness level of learning achievement and the impact of using an educational training program for mastering a course on teaching approaches in the light of Carol’s pattern as well as the increase of
semester average grades and diagnostic exams for a low-achievement university student. In order to achieve the study aim, the researcher conducted personal interviews and administered case study histories and applied diagnostic tests and a test that would measure the attainment for a course on teaching approaches. The results were analyzed using Mann-Whitney tests. The researcher also directed a calculation of semester average, before and after the meetings of the educational training program. As a result, using the programme was effective on mastering the course on teaching approaches.

Mohammed & El Shazli (2010)

The study aimed to find out the effectiveness of a program based on mastery learning to develop the achievement of the students in the first grades in Yemen with the environmental concepts and attitudes and some of the key science operations. The study used two approaches to realize the study objectives; the experimental approach and the descriptive approach. The study used (34) seventh graders. The results were analyzed using T-test. The study used pre-posttest and a scale as the study tools. The study resulted that mastery learning program was effective to develop the achievement of the students in the first grades in Yemen with the environmental concepts. The study also showed positive attitudes towards mastery learning.

El Elimat (2008)

The study sought to investigate the impact of mastery learning system in 2nd graders achievement in Science compared with the conventional method in the school of Qasabet El Mefreq. The population of the study consisted of (1948) students distributed into (87) classes, (45) female classes and (22) male classes and (22) mixed. The sample of the study consisted of (4) classes, (40) students distributed into two groups, one experimental and the other is control. The tools were achievement tests. The results were analyzed using chi-squared. After conducting the experiment, the study reached that Mastery learning developed 2nd graders achievement in Science.


The study tried to explore the impact of mastery learning approach on secondary school students’ physics achievement in Kieni East Division of Nyeri District. The study used the quasi experimental approach by using a sample consisted
of (20) students. The sample was purposively selected. The researchers used the experimental approach to show the effect of mastery learning. The results were analyzed using t-test. The study showed that mastery learning approach had effect on secondary school students’ physics achievement and there were no gender differences in the achievement.

Kazu, et al. (2005)

The study aimed to explore the effect of mastery learning model on the success of the students who participated in the course “Usage of Basic Information Technology”. The study used the experimental approach. There were one sample, one control group and the other is experimental from Technical Education Faculty at Firat University. The study used an achievement test as the study tool. The results were analyzed using t-test. After applying the model, the study reached that the model of mastery learning is effective to teach students.

Guzver (2005)

The study investigated the impact of mastery learning, cooperative, competitive, individualistic learning environment organizations on achievement and attitudes in mathematics in Turkey. The study used the experimental method. The study used (158) students as the study sample. There were two tools, achievement pre-posttest and a questionnaire to measure the attitudes. The results were analyzed using chi-squared. At the end of the experiment, the study showed that there was a positive effect of mastery learning, cooperative and competitive learning on the individualistic learning and attitudes.

2.27.1 Commenting on the First Domain: Studies Related to the Effect of Mastery Learning

1. Aims:

All of the studies in the first domain tried to investigate the effectiveness of mastery learning strategy on different aspects. This gives the current study more strength that the studies of mastery learning collected have the exact aim of the current study.
2. **Subjects of the study:**


As we illustrated that most of the samples used secondary students to be the sample of the study. This also gives strength to the current study as it used 10th graders.

3. **The Place of Conducting Studies**

The researcher tried hard to collect the previous studies from different places. The studies were conducted in different places such as Nigeria such as Obaitan & Mitee (2015), Yemen such as Mohammed & El Shazli (2010), Saudi Arabia such as Sood(2013) , Kenya such as Wambugu & Chanfeiywo (2008). and Turkey such as Guzver (2005).

4. **Approach:**

Most of the studies used the experimental approach to realize the aims of the study. There were some of the studies that used descriptive approach along with the experimental approach such as: Anita (2014), El Halol (2012).

5. **Results:**

All of the studies in this section confirmed the effectiveness of mastery learning strategy in developing students’ achievement. The current study is in consistent with the following studies: Obaitan & Mitee (2015) used a sample of senior secondary school students. Anita (2014) used economics students. Agboghoroma (2014) used a sample of Science junior secondary students. Sood (2013) used high secondary students. Nagozi & Chinedum(2012) used senior secondary school II physics students. Mohammed & El Shazli (2010) used first grades as the

6. Tools:
Most of the studies used achievement tests to measure achievement among students. There just two studies that used questionnaires such as Anita (2014). Anita also used an achievement test alongside with the questionnaire. The second study, El Halol (2012) used an achievement test and a case study as the study tools.

7. The studies' Grade:
Most of the studies used secondary students such as Obaitan & Mitee (2015), Nagozi & Chinedum(2012), Mohammed & El Shazli (2010), Wambugu & Chanfeiywo (2008). The study is in consistent with the majority of the studies used seconday students. The current study used 10th graders.

8. Statistical analysis methods:
The statistical analysis methods used in the previous studies were vary from one study to another according to the nature of each study, For example, Obaitan & Mitee (2015), Mohammed & El Shazli (2010), Wambugu & Chanfeiywo (2008) and Kazu, et al. (2005), used t-test, while Anita (2014) and Agboghoroma (2014) Pearson correlation coefficient and Alpha Cronbach techniques, Sood (2013) used Used analysis of variance(Anova), Nagozi & Chinedum(2012) And El Halol (2012)used Mann-Whitney test, El Elimat (2008) and Guzver (2005) used chi-squared. While the current study used independent sample t-test as it is the most appropriate statistical technique for this study.

2.28 Second: English Grammar Studies
Alshumaimeri & Harbi (2016)

The study explored the effect of use of the strategy of flipped classroom to teach students the English Grammar to EFL Saudi secondary school students. The study also sought to investigate the perceptions, performances, attitudes towards learning of English language. The researcher used the experimental approach to
conduct his study by using a sample consisted on (43) students divided into (23) students in the control group and (20) students in the experimental group. There were three tools used in this study; a pre-posttest, a questionnaire and interviews. The results were analyzed using Mann- whitney test. The study resulted that the flipped classroom strategy had effectiveness to teach grammar for the EFL secondary students. The study also revealed that the students' answers to the use of flipped classroom strategy were positive.

Syam (2016)

The aim of the study to explore the impact of computerized language games to develop the third grade students’ phonemic awareness. To achieve the study aims, the study adopted the experimental approach. The study selected a sample consisted of (60) of third grades, (30) students in the experimental study and was taught by the computerized program and (30) students in the control group which was taught by the traditional method. The research used two tools, a pre-posttest and a checklist to identify the level of recognizance of phonemic among 3rd graders. The study were analyzed using t- test. The study concluded that the computerized program to develop the phonemic awareness among the third graders was effective. The study recommended using computerized programs in teaching grammar to students.

Jendeya (2015)

The study tried to explore the effect of 5E Model to develop tenth graders’ English grammar learning. The study also tried to discover the attitudes of the students towards English. The researcher used the experimental approach. The sample of the study consisted of (68) students. The sample was divided into (34) in the control group and (34) in the experimental group. The control group was taught by the traditional method, while the experimental group was taught by 5E Model. The study used two tools; A pre-posttest to know the level of the students involved in the experiment and a pre-post attitude scale to know the attitudes of the students before and after the conduct of the experiment. The results were analyzed using t- test. The study indicated that 5E Model to teach grammar and develop 10th graders' English grammar learning was effective. The study recommended teachers to use 5E Model in teaching grammar.
Taleb (2015)

The study explored the impact of Pseudo Role-Play strategy to improve grammar in context for ninth grade students in the Gaza Strip. The study followed the experimental approach. The study sample consisted of (46) students who were correspondingly divided into (23) students in the control group and (23) students in the experimental group. The study used two tools; a pre-posttest to show the students’ level in grammar and a questionnaire to identify the students' attitudes towards using the pseudo role-play strategy. The results were analyzed t-test. The study showed the effectiveness of using pseudo role-play strategy in teaching grammar and improving grammar in context for 9th graders in Gaza. The study recommended English teachers to use pseudo role-play strategy in teaching grammar to EFL students.

Saker (2015)

In order to investigate the effectiveness of using Jigsaw Strategy on 10th graders’ English grammar learning, Saker (2015) conducted his study. Saker used the experimental approach to be the approach of the study. The study sample encompassed (72) tenth graders. The researchers equally divided the sample into two classes. He put (36) students in the experimental group and (36) students in the control group. The jigsaw strategy used to teach the experimental group, in contrary, the traditional method was used to teach the control group. The study used one tool; pre-post test. The study were analyzed using t-test. The results of the study showed that Jigsaw Strategy was effective to develop teaching grammar among Palestinian 10th graders. The study recommended using Jigsaw Strategy in teaching grammar.

Elkahlout (2012)

The research tried to explore the suggested program to improve student-teachers' skills to design educational games for teaching English grammar. The study tried to investigate the students’ attitude toward the suggested program. The study used the quasi experimental approach with pre-posttest. The study used on group as the study sample. There was one experimental group involved (32) female student-
teachers, and no control group. The study used three tools to identify the effect of the suggested programme: pre attitude scale then post attitude scale and an achievement test. The results were analyzed using t-test. The study concluded that the suggested program is effective to design educational games for teaching English Grammar. The study also showed that the students had positive attitudes towards the suggested programme for teaching grammar. The study recommended the colleagues of education to give importance to results of the study.

**Abu Shagga (2012)**

The study aimed to explore the impact of using computerized educational games to improve features of English grammar for deaf ninth graders' in Gaza Strip. To attain the study aims, the researcher used the quasi-experimental approach. The sample of the study just used the deaf students in the Gaza Strip in the grade nine. They were just (16) deaf students; (4) male students and (12) female students from Atfaluna Society for Deaf Children in Gaza governorate. The experimental group was taught by the computerized games and the control group taught by the traditional method. A pre-posttest was designed as the study tool. The results were analyzed using chi-squared. The study showed that the computerized games had positive effect on learning grammar among deaf 9th graders. The study recommended teachers to use computerized games strategy in teaching grammar.

**Ishtawi (2011)**

The study targeted to inspect the impact of game strategy to develop English grammar of for the 12th graders at governmental schools in Gaza. The study used the experimental approach. The sample was deliberately selected and consisted of (80) students, there were (40) students in the experimental group which was taught by the game strategy and (40) students in the control group which was taught by the traditional method. The study used one tool – pre-post achievement test contained (50) items. The results were analyzed using t-test. The study showed that game strategy had effective influence on students in learning grammar. The study recommended that game strategy should be used for teaching grammar as one of the appropriate methods for teaching grammar.
Tanani (2011)

This investigated the currently existed grammar teaching methods for sixth graders in Gaza Strip in order to suggest a practical structure of active and appropriate methods for imparting grammar communicatively for Palestinian sixth graders. The study also examined the appropriateness of the recommended framework. The researcher used both the descriptive analytical approach and the experimental approach. In order to reach the study aims, The study used three tools as follows: pre-posttest, an observation card and attitude scale. There were (140) students involved in the sample of the study. They were divided into two groups: (70) students in the experimental group and (70) students in the control group. There was another sample - teachers’ sample. The study used (12) teachers. The study concluded that sixth graders English teachers have no use of the appropriate techniques for teaching grammar. The study also concluded that the suggested framework is effective for teaching grammar. The study advised the Palestinian Ministry of Education and the UNRWA Development Center to convene sessions for teachers to teach them on how to teach grammar effectively.

Obaid (2010)

The study examined the impact of three approaches to teaching grammar (the inductive, the deductive and the contextualized approaches) to develop English grammar among the eleventh graders in Khanyounis governorate in the Gaza Strip in Palestine. The study used the experimental approach, having a sample of (158) students spread into (4) groups. The study used (3) of the group as the experimental group, (40) student in each group. There was one control group consisted of (40) students. The study used one tool -pre-posttest. The study concluded that the contextualized approach was the most effective strategy in teaching grammar to students. After the study conclusions, the study recommended English teachers to use the contextualized approach to teaching grammar as it is the most appropriate approach to teaching grammar.

Abu Nada (2008)

The study investigated the impact of using concept maps to develop English grammar among the ninth graders in the Gaza Strip. The researcher used the
experimental approach in order to attain the study objects. The study used a sample consisted of (103) students, (56) students in the experimental group taught by the concept map strategy and (57) students in the control group taught by the traditional method. A pre-post achievement test was used to gather the data of the study. The results were analyzed using t-test. The study concluded that there are statistically significant differences in the ninth grades’ achievement of English grammar in favor of the experimental group which was taught by the concept maps strategy. The study recommended teachers to use concept map strategy in teaching grammar.

2.28.1 Commenting on the Second Domain: Studies Related to English Grammar

1. Aims:


To conclude, there were many strategies used to develop grammar among students. Consequently, the current study brought a new strategy to teaching grammar “Mastery Learning” in order to enrich the library with new studies relating to teaching grammar.

2. Sample:


The current study used 10th graders and that go normally as the variety of samples in the above mentioned studies.

3. **The Place of Conducting Studies**

Most of the studies were collected from Palestine. This is very relevant to the study that is conducted at Palestinian schools such as Taleb (2015), Saker (2015), Elkahlout (2012), Abu Shagga (2012), Ishtawi (2011), Tanani (2011), Obaid (2010), Abu Nada (2008). Just, Alshumaimeri & Harbi (2016) was conducted in Saudi Arabia.

4. **Approach:**

All of the studies used the experimental approach to realize the study aims. The effectiveness is appropriately measured by experiment and thus the researcher used the experimental approach to go in harmony with the other studies.

5. **Results:**

All of the results of the previous studies in this section showed the effectiveness of the strategies used to develop grammar achievement among students. The approaches used to investigate grammar achievement in this domain – experimental approach - is the suitable approach to investigate mastery learning strategy on grammar achievement.

6. **Tools:**

All of the studies in this section used achievement tests to measure the effectiveness of different strategies. The study is in consistent with these studies used achievement tests as it is the suitable tool to measure the achievement.

7. **The Studies' grades:**

The previous studies were varied among different stages, elementary such as Tanani (2011), preparatory such as Taleb (2015), Abu Shagga (2012), Abu Nada (2008), and secondary such as Saker (2015), Ishtawi (2011), Obaid (2010), Abu Nada (2008). The current study used 10th graders.
8. **Statistical analysis methods:**

   The statistical analysis methods used in the previous studies were vary from one study to another according to the nature of each study. For example, Jendeya (2015), Taleb (2015), Saker (2015), Ishtawi (2011), Abu Nada (2008) used t-test, while Abu Shagga (2012) used chi-squared. Tahani (2011) used Mann-Whitney. While the current study, as the most of the study, used independent sample t-test as it is the most appropriate statistical technique for this study.

2.29 **Third: Self-Efficacy Studies**

**Jumana & Meera (2016)**

Jumana and Meera (2016) tried to explore the link between self-efficacy performances among students of English in the secondary school. The study used a sample consisted of (520) students. The sample of the study was subjected into many variables such as type of school management (governmental or aided), gender (male or female), Area (urban or rural). In order to measure the degree of self-efficacy, the researcher made a scale of self-efficacy encompassed (48) items, in addition to a language test of performance included (42) items. The study reached a conclusion that there is a significant difference of self-efficacy of the performance between rural and urban students attributed to urban students. The results were analyzed using analysis of variance (ANOVA). The study also showed that there were no significant differences between gender classifications in self-efficacy performances. The study also came to a conclusion that the type of the management does not affect the self-efficacy among students in the English performance.

**Qattawi & Abu Jamos (2015)**

The second study does not deal with English language, it dealt with the National and Civil education. In a trial to find the level of service-learning in developing self-efficacy among 10 graders in Jordan in the subjects of National and Civil education, the two researchers, Qattawi & Abu Jamos used a sample consisted of (121) students. They used the quasi-experimental approach to achieve the study aims. The two researches in purpose selected the sample who was divided into (46) students
in the experimental group and (57) students in the control group. The results were analyzed using ancova. The experimental group was taught by the service-learning, while the control group was taught by the traditional method. The study resulted that there is an effectiveness of self-learning on developing self-efficacy among 10th graders in Jordan in National and Civil education subjects attributed to female students.

**Hamarna & Sherdaqa (2014)**

This is a different study that was conducted on hearing impairment. The study targeted to know the self-efficacy among hearing impairment students among Yarmouk University student. The study used two variables, (gender and the degree of hearing impairment). The study was intentionally chose the sample which was (57) students – (28) male and (29) female. The results were analyzed using T-test. The study showed that the students who are suffering from hearing impairment has a medicore level of self-efficacy and that there were no differences among gender (male – female) in the self-efficacy degree.

**Medion & Mawlood (2014)**

The two researchers conducted a study to identify the degree of academic adjustment and self-efficacy among Algerian Middle School students. The study used a sample of (798) students, male and female. Self-efficacy scale consisted of (10) items and academic adjustment consisted of (36) items were used as two tools to collect the information to the study. The results were analyzed using anova. It was concluded that there was a higher degree of self-efficacy among the two gender attributed female students. The study reached a positive relation between the academic adjustment and self-efficacy.

**El Badi (2014)**

El Badi (2014) conducted a study to identify the personality characteristics and their connection to self-efficacy of the social workers in Oman’s Schools. The study sample was different school in Oman. The researcher selected (200) social workers to be the sample of the study, (75) male and (125) female. The study used a scale to measure the self-efficacy among the researchers. The results were analyzed using ancova. After the analysis of the data, the researcher reached that the level of
self-efficacy among the social workers is low and scored as (68 %). The study shed light on that there was no differences among gender in the degree of self-efficacy.

**Shkullaku (2013)**

In this study, the researcher tried to find out the varieties of academic performance and self-efficacy among the Albanian students in Tirana city – Albania. The place of the sample was two universities in Tirana. The researcher selected (180) students to be the study sample – (78) males and (102) males. There were two sources of collecting the information. First, there was the GPA of the first semester to measure the academic performance to students in the sample. Secondly, there was a questionnaire to measure the self-efficacy. The study showed that there was a significant difference among students in self-efficacy in the gender variable, while there were no differences among male and female in the academic performance. The study concluded that there is positive relation between self-efficacy and academic performance.

**El Wan (2009)**

The researcher ElWan conducted a study at the Islamic University of Gaza to show the effect of a proposed programme to increase the level of self-efficacy among the disable persons in the Gaza Strip. The study followed the experimental approach doing the experiment on a sample of (18) disabled persons who belongs to an association in Rafah City in Gaza strip. The programme suggested was as a counseling programme. The results were analyzed using t-test. In order to collect the information for the study, the researcher distributed a questionnaire to measure the level of self-efficacy. The study showed the effectiveness of the counseling suggested programme on developing self-efficacy among the students.

**Hassona (2009)**

Hassona (2009) tried to investigate the degree of self-efficacy among elementary science pre-service teachers. From that population, the researcher selected (194) pre-service teachers who was studying at the Islamic University of Gaza. A scale of self-efficacy was distributed to the sample as the study tool to collect the information of the study. The results were analyzed using T-test. The study showed that the level of self-efficacy among the sample (male and female) was mediocre,
while the level of self-efficacy among the female teachers was high compared with the male teachers.

2.29.1 Commenting on the Third Domain: Studies Related to Self-efficacy

1. Aims:

All of the studies in this section investigated independent variables’ effect on self-efficacy such as Jumana & Meera (2016) ,Qattawi &Abu Jamos (2015) ,Hamarna & Sherdaqa (2014) , Medion & Mawlood (2014),El Badi (2014),Shkullaku (2013 ),El Wan (2009) . Based on that, self-efficacy is measured after conducting a strategy on the students and see whether that strategy had an effect on self-efficacy or not. This procedure that is followed gives this study the normality in adapting the experimental approach.

2. Sample:


As listed above, there is a variety in using samples to measure self-efficacy. There were students (with different levels), teachers, social workers and people with disabilities. Thus, the study used one of the previous samples to measure self-efficacy- 10th graders.

3. The Place of Conducting Studies

There was variety in collecting the previous studies regarding the place of conducting the studies. The places distributed in Gaza such as El Wan (2009), Albania such as Shkullaku (2013 ), Oman such as El Badi (2014), Algeria such as Medion & Mawlood (2014), and Jordan such as Qattawi &Abu Jamos (2015).The studies were distributed in International and Arabic countries. The distribution of countries conducted this kind of studies, confirming the familiarity of the current study which is in palestine .
4. **Approach:**

The approaches used in this part were divided into two sections. On one hand, all of the studies used the experimental approach to apply the independent variable. Through experimental approach the researcher investigated the validity and the effectiveness of the strategy used such as Jumana & Meera (2016), Medion & Mawlood (2014), El Wan (2009), Hassona (2008). On the other hand, the studies in this section used the descriptive analytical approaches to measure self-efficacy such as Qattawi & Abu Jamos (2015), Hamarna & Sherdaqa (2014), El Badi (2014), Shkullaku (2013). In this study, the researcher adopted experimental approach.

5. **Results:**

All of the studies in this section approved the rise of self-efficacy among the people of the sample such as Jumana & Meera (2016), Medion & Mawlood (2014), El Badi (2014), Shkullaku (2013), El Wan (2009), Hassona (2008). This may give an indicator that mastery learning may raise self-efficacy level among 10th graders.

6. **Tools:**

All of the studies in this section used questionnaires in order to measure self-efficacy level such as Qattawi & Abu Jamos (2015), Hamarna & Sherdaqa (2014), Medion & Mawlood (2014), El Badi (2014), Shkullaku (2013), El Wan (2009). Also, this study used questionare as a scale for self-efficacy.

7. **The Studies’ grades:**

The studies were varied among different stages, elementary such as Hassona (2009), preparatory such as Medion & Mawlood (2014), secondary such as Jumana & Meera (2016), Qattawi & Abu Jamos (2015), and university such as Hamarna & Sherdaqa (2014), Shkullaku (2013), while the current study used 10 grade.

8. **Statistical analysis methods:**

The statistical analysis methods used in the previous studies were vary from one study to another according to the nature of each study. For example, Hamarna & Sherdaqa (2014), El Wan (2009) and Hassona (2009) used t-test, while Jumana & Meera (2016) and Medion & Mawlood (2014) used analysis of variance.
(Anova). Qattawi & Abu Jamos (2015) and El Badi (2014) used analysis of covariance (Ancova), while the current study, as some of the study, used independent sample t-test as it is the most appropriate statistical technique for this study.

2.30 How did this research get benefit from the previous studies?

After surveying all of the previous studies, the researcher got many benefits like follows:

1. The researcher learnt how to write the title of this study correctly.
2. The researcher learnt how to write the problem statement, the study questions and the study hypotheses.
3. The researcher got the benefit of the approach ought to be conducted in the study.
4. The previous studies led the researcher to the appropriate tools used in this study.
5. The researcher learnt how to distribute the samples.
6. The previous studies gave the researcher the best steps of conducting the study.
7. The previous studies led the researcher to use the appropriate statistical tools.
Chapter 3
Methodology
Chapter III
Methodology

3.1 Introduction :

This chapter sheds light on the steps and procedures followed in the study. The chapter mentions the research design, study population and sample, study variables, instrumentation, the steps of conducting the study, the pilot study, the test validity, referee validity, internal consistency, and reliability of the test, teacher's guide procedures and statistical tools.

3.2 Research design

The study adopted the experimental approach. It used two groups, one group is as the experimental group and the another one is as the control group. Mastery Learning Model was used to teach the experimental group, while the conventional method was used to teach the control one.

3.3 Study Population

The population of the study comprised of all of the 10th graders in Gaza schools who were enrolled in the second semester of the scholastic year 2016/2017.

3.4 Study sample

The study sample involved (69) students who were divided into two groups, (36) students in the experimental group and (33) in the control group as shown in Table (3.1). The researcher randomly selected the study sample in the Mahfood El-Nahnah Prep School. The sample was randomly assigned to both groups.

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>36</td>
<td>52.2</td>
</tr>
<tr>
<td>Control group</td>
<td>33</td>
<td>47.8</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (3.1): Sample Distribution into two groups

The sample of the study was aged between (15 – 16) years. The two groups were equivalent and distributed based on their achievement exam. The pre-test was used to measure the equivalence of achievement between groups.
3.5 Study Variables
The study included the following variables:

3.5.1 Independent Variable:
The independent variable in this study is the teaching method:
- The mastery learning method.
- The traditional method

3.5.2 Dependent Variables
The dependent variables are represented in:
- the students’ achievement in English language grammar.
- The students’ self-efficacy.

3.6 Study instrumentation and materials
The researcher used a 10th grade grammar pre-posttest and a self-efficacy scale to measure the self-efficacy among the 10th grade students.

3.6.1 Grammar Achievement Pre-posttest.
The researcher designed grammar achievement pre-posttest to measure learners’ grammar achievement. (See appendix 1).

3.6.1.1 The General Aim of the Grammar Achievement Pre-posttest
The aim of the test was to measure the effect of using Mastery Learning Model on developing 10th graders’ English grammar.

3.6.1.2 Sources of constructing the test.
The researcher got the data of the test from "English For Palestine "10B", selected units 10, 11 and 12. The researcher chose the grammatical points specified in the textbook to teach 10th graders. Additionally, the researcher relied on her experience in the field of teaching and the experience of the referees who contributed with their comments and opinions to the test. The test was also designed based on the table of specifications shown in Table (3.2) below.
Table (3.2) Table of Specifications for the Grammar Achievement Pre-posttest.

<table>
<thead>
<tr>
<th>Units</th>
<th>N. of questions and Marks</th>
<th>Active verbs</th>
<th>No of questions</th>
<th>Overall marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countable and uncountable nouns/expressing purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;4&quot; class</td>
<td>Questions</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Marks</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Defining relative clauses and non-defining &quot;3&quot; classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;4&quot; classes</td>
<td>questions</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>marks</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Passive with mixed tenses and passive with modal verbs &quot;4&quot; classes</td>
<td>Question</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Marks</td>
<td>3</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
### Table

<table>
<thead>
<tr>
<th>Units</th>
<th>N. of questions and Marks</th>
<th>Active verbs</th>
<th>No of questions</th>
<th>Overall marks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of questions</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Sum of marks</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Sum of percentages</td>
<td>20.5 %</td>
<td>13.6 %</td>
<td>17.8 %</td>
<td>13.6 %</td>
<td>20.5 %</td>
</tr>
</tbody>
</table>

#### 3.6.1.3 The description of the grammar Achievement Pre-posttest test.

1. The test began with test instructions.
2. There was (1) main question including (30) items.
3. Each item took only one mark and the total mark was (30).
4. The time of the test was (40) minutes.
5. All the questions were compulsory.
   (For more detail, see Appendix 1).

#### 3.6.2 Pilot Study

The test was initially responded by a pilot sample consisting of (36) students from 10th graders from the same school. The pilot study had the same characteristics of the sample of the study. They were excluded from the experiment of the study. The pilot study revealed the test validity and the reliability.

#### 3.6.3 Grammar Achievement Pre-posttest Validity

The validity of any test is fulfilled if the test accurately measures what it is supposed to measure. In this context, Al Agha (2004) maintained that a valid test is the test that measures what it is designed to measure. The researcher used the referee validity and the internal consistency validity in order to measure the validity of the test.
A- The referee validity:

The grammar test was checked by (12) referees from the Islamic University of Gaza, Al Azhar University, Al-Aqsa University, Al-Quds Open University, methodologists, curricularists and other educational specialists.

B- Internal consistency validity:

Internal consistency validity defines the correlation of the degree of each item with the test total average. It also indicates the correlation coefficient of the average of each domain with the total average (Al Agha (2004, p.110). Pearson Formula was used to show the correlation coefficient of the items.

Table (3.3): Correlation coefficient of each domain within the exam overall domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Pearson correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>0.733**</td>
</tr>
<tr>
<td>Understanding</td>
<td>0.641**</td>
</tr>
<tr>
<td>Application</td>
<td>0.618**</td>
</tr>
<tr>
<td>Analyses</td>
<td>0.597**</td>
</tr>
<tr>
<td>Evaluation</td>
<td>0.597**</td>
</tr>
<tr>
<td>Synthesis</td>
<td>0.367*</td>
</tr>
</tbody>
</table>

** Sig at 0.01

Table (3.4): Correlation coefficient of each item within the exam domain

<table>
<thead>
<tr>
<th>Item</th>
<th>Pearson correlation</th>
<th>Item</th>
<th>Pearson correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.634**</td>
<td>16.</td>
<td>0.560**</td>
</tr>
<tr>
<td>2.</td>
<td>0.662**</td>
<td>17.</td>
<td>0.675**</td>
</tr>
<tr>
<td>3.</td>
<td>0.407**</td>
<td>18.</td>
<td>0.693**</td>
</tr>
<tr>
<td>4.</td>
<td>0.433**</td>
<td>19.</td>
<td>0.688*</td>
</tr>
<tr>
<td>5.</td>
<td>0.458**</td>
<td>20.</td>
<td>0.952**</td>
</tr>
<tr>
<td>6.</td>
<td>0.603**</td>
<td>21.</td>
<td>0.526**</td>
</tr>
<tr>
<td>7.</td>
<td>0.524**</td>
<td>22.</td>
<td>0.415*</td>
</tr>
<tr>
<td>Item</td>
<td>Pearson correlation</td>
<td>Item</td>
<td>Pearson correlation</td>
</tr>
<tr>
<td>------</td>
<td>--------------------</td>
<td>------</td>
<td>--------------------</td>
</tr>
<tr>
<td>8.</td>
<td>0.673**</td>
<td>23.</td>
<td>0.420*</td>
</tr>
<tr>
<td>9.</td>
<td>0.390*</td>
<td>24.</td>
<td>0.598**</td>
</tr>
<tr>
<td>10.</td>
<td>0.506**</td>
<td>25.</td>
<td>0.751**</td>
</tr>
<tr>
<td>11.</td>
<td>0.691**</td>
<td>26.</td>
<td>0.871**</td>
</tr>
<tr>
<td>12.</td>
<td>0.514**</td>
<td>27.</td>
<td>0.673**</td>
</tr>
<tr>
<td>13.</td>
<td>0.713**</td>
<td>28.</td>
<td>0.735**</td>
</tr>
<tr>
<td>14.</td>
<td>0.717**</td>
<td>29.</td>
<td>0.747**</td>
</tr>
<tr>
<td>15.</td>
<td>0.511**</td>
<td>30.</td>
<td>0.819*</td>
</tr>
</tbody>
</table>

* Sig at 0.05  
** Sig at 0.01

C. Reliability of the Test:

The test is reliable when it gives the same results if it is reapplied in the same conditions. The researcher used the pilot study to calculate the reliability of the Grammar Test, which was measured by Spilt- half techniques (Al-Agha, 2004, p.120).

D- Split Half Method:

Split half method relied on splitting the test into two parts and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman-Brown Formula (Abu Hattab & Sadeq, 1980, p.14).

Table (3.5) Alpha Spilt-half Coefficient of the Grammar Achievement Test

<table>
<thead>
<tr>
<th>Test</th>
<th>Number of items</th>
<th>Coefficient between the two halves of the test</th>
<th>Spearman Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar test</td>
<td>15</td>
<td>0.673</td>
<td>0.804</td>
</tr>
</tbody>
</table>

The results indicated that the reliability coefficients were acceptable since they exceeded 0.70 Al-Agha, (1996, p. 109). In the table, the Alpha Spilt-half coefficient is (0.804) and that result confirmed the high reliability of the test, and thus, the test was reliable and valid to apply.
E - Difficulty Coefficient

Difficulty coefficient is to find out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994 p.308). The coefficient of difficulty of each item was calculated according to the following formula:

\[
\text{Co. of difficulty} = \frac{\text{Number of students who gave wrong answers}}{\text{Total number of students}} \times 100
\]

Table (3.6) illustrated that the difficulty coefficient of the test items diverse between (0.20 - 77). Thus, all the items were accepted and the test is appropriate to be conducted as study tool.

F- Discrimination Coefficient:

Discrimination coefficient is the test ability to differentiate between students’ high achievers and low achievers. The discrimination factor of a test item is computed according to the following equation (Abu Nahia, 1994, p. 311).

G- Discrimination Coefficient =

\[
\frac{\text{The number of correct answers in higher group} - \text{the number of correct answers in low group}}{\text{The total number of students in one group}}
\]

Table (3.6) Difficulty and Discrimination of Item of the Test

<table>
<thead>
<tr>
<th>Item</th>
<th>Difficulty Coefficient</th>
<th>Discrimination Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.37</td>
<td>0.88</td>
</tr>
<tr>
<td>2.</td>
<td>0.60</td>
<td>0.50</td>
</tr>
<tr>
<td>3.</td>
<td>0.50</td>
<td>0.63</td>
</tr>
<tr>
<td>4.</td>
<td>0.70</td>
<td>0.50</td>
</tr>
<tr>
<td>5.</td>
<td>0.53</td>
<td>0.50</td>
</tr>
<tr>
<td>6.</td>
<td>0.67</td>
<td>0.38</td>
</tr>
<tr>
<td>7.</td>
<td>0.60</td>
<td>0.50</td>
</tr>
<tr>
<td>8.</td>
<td>0.37</td>
<td>0.25</td>
</tr>
<tr>
<td>9.</td>
<td>0.40</td>
<td>0.25</td>
</tr>
<tr>
<td>Item</td>
<td>Difficulty Coefficient</td>
<td>Discrimination Coefficient</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>10.</td>
<td>0.47</td>
<td>0.25</td>
</tr>
<tr>
<td>11.</td>
<td>0.63</td>
<td>0.25</td>
</tr>
<tr>
<td>12.</td>
<td>0.70</td>
<td>0.25</td>
</tr>
<tr>
<td>13.</td>
<td>0.53</td>
<td>0.50</td>
</tr>
<tr>
<td>14.</td>
<td>0.73</td>
<td>0.38</td>
</tr>
<tr>
<td>15.</td>
<td>0.73</td>
<td>0.38</td>
</tr>
<tr>
<td>16.</td>
<td>0.67</td>
<td>0.25</td>
</tr>
<tr>
<td>17.</td>
<td>0.50</td>
<td>0.38</td>
</tr>
<tr>
<td>18.</td>
<td>0.20</td>
<td>0.63</td>
</tr>
<tr>
<td>19.</td>
<td>0.27</td>
<td>0.50</td>
</tr>
<tr>
<td>20.</td>
<td>0.53</td>
<td>0.25</td>
</tr>
<tr>
<td>21.</td>
<td>0.70</td>
<td>0.50</td>
</tr>
<tr>
<td>22.</td>
<td>0.73</td>
<td>0.50</td>
</tr>
<tr>
<td>23.</td>
<td>0.63</td>
<td>0.38</td>
</tr>
<tr>
<td>24.</td>
<td>0.27</td>
<td>0.63</td>
</tr>
<tr>
<td>25.</td>
<td>0.63</td>
<td>0.50</td>
</tr>
<tr>
<td>26.</td>
<td>0.77</td>
<td>0.50</td>
</tr>
<tr>
<td>27.</td>
<td>0.67</td>
<td>0.63</td>
</tr>
<tr>
<td>28.</td>
<td>0.53</td>
<td>0.50</td>
</tr>
<tr>
<td>29.</td>
<td>0.50</td>
<td>0.25</td>
</tr>
<tr>
<td>30.</td>
<td>0.50</td>
<td>0.38</td>
</tr>
</tbody>
</table>

All of the Difficulty Coefficients and Discrimination Coefficients were accepted

Table (3.6) showed that the discrimination coefficient varies between (0.25 - 0.88). That meant each of items was acceptable or in the normal limit of discrimination according to assessment and evaluation specialists.
3.7 Self-efficacy Scale:

Self-efficacy scale to measure self-efficacy was arranged by the researcher to measure the effect of Mastery Learning on developing students' self-efficacy in English language among tenth graders (See Appendix 2). The scale was applied after the experiment was conducted on both the control and the experimental groups.

3.7.1 Scale Description:

The scale encompasses four domains. The first part tackled students’ self-efficacy towards learning English Grammar; the second domain stated self-efficacy towards the enrichment activities and the continuing evaluation; the third domain tackled self-efficacy towards the feedback and correction and the last domain was self-efficacy towards teaching strategy. The researcher made up in her mind the following points:

* The scale items were precise and specific that reflect one idea.
* The items were closely related to the domain.
* The items were expressive and short.
* The items were easy and appropriate to the students' level.

The five-point Likert scale was used to measure students' responses. The five scales of the responses diverse between strongly agree, agree, neutral, disagree and strongly disagree. In order to respond to the scale, the students were asked to tick (√) to their responses (See Appendix 2). The final version of the scale after modification consisted of (30) items distributed into four domains as follows:

<table>
<thead>
<tr>
<th>Domain</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students’ self-efficacy towards learning English Grammar</td>
<td>8</td>
</tr>
<tr>
<td>2. Students’ self-efficacy towards the enrichment activities and the continuing evaluation</td>
<td>11</td>
</tr>
<tr>
<td>3. Students’ self-efficacy towards the feedback and correction</td>
<td>5</td>
</tr>
<tr>
<td>4. Students’ self-efficacy towards teaching strategy</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
3.7.2 Scale Instructions (for students):
The researcher gave the instructions to the students to answer the scale. In order to avoid vagueness, the items of the scale were translated from English into Arabic to help students understand the items accurately. (See Appendix 2).

3.7.3 Pilot study:
The scale was distributed to a random pilot consisted of (36) tenth graders from Mahfood El-Nahnah Prep school in Gaza City – to inspect the lucidity and instructions of the scale items. The pilot study was applied to find the scale validity and reliability.

3.7.4 Referee validity:
The scale was introduced to a panel of specialists in Methodology, English Language and Curricula. The items of the scale were adapted according to their references and recommendations. (See Appendix 4).

3.7.5 Internal consistency validity of the scale
Al Agha (2004) defined internal consistency as the correlation of the degree of each item with the total average of the items. Pearson formula was used to compute the internal validity coefficient.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Pearson correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The First:</td>
<td>0.839**</td>
</tr>
<tr>
<td>The Second</td>
<td>0.916**</td>
</tr>
<tr>
<td>The Third</td>
<td>0.588**</td>
</tr>
<tr>
<td>The Fourth</td>
<td>0.604**</td>
</tr>
</tbody>
</table>

** Sig at 0.01

According to the table (3.8), it could be summed up that the scale is highly consistent and valid as a tool for the study. The table illustrated that there was a significant correlation of each item within its domain at (0.01 - 0.05). These values were between (0.588 and 0.839),
According to the table (3.9), it could be concluded that the scale is highly consistent and valid as a tool for the study. The table showed that there was a significant correlation of each item within its domain at (0.01 - 0.05). These values were between (0.391 and 0.905).

3.7.6 Reliability of the Scale:

(Al Agha & Al Ostaz, 2004, p. 108) confirmed that the scale is reliable when it gives the same results when it is re-applied in the same conditions. The researcher used Alpha Cronbach and split-half methods to measure the reliability of the scale. The researcher computed the correlation between the first and the second half of each domain of the scale and the whole scale. Then, used Split half method.
The results in Table (3.10) illustrated that the range of reliability of the four domains was (0.915). Those results confirmed that the scale was appropriate to be used in the study. The reliability of the scale was measured by Alpha Cronbach and the split-half methods.

### 3.7.8 Split Half Method:
Split half method relied on splitting the test into two parts and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman-Brown Formula (Abu Hattab & Sadeq, 1980, p.14).

The results indicated that the reliability coefficients were acceptable since they exceeded 0.70 Al-Agha, (1996, p. 109). In the table, the Alpha Spilt-half coefficient is (0.881) and that result confirmed the high reliability of the scale, and thus, the test was reliable and valid to apply.

### 3.8 Study Procedures
The study was carried out based on the following procedures:
1. Reviewing literature review and previous studies pertaining to Mastery Learning.
2. Reviewing previous studies to know how to make a self-efficacy scale.
3. Designing the teacher’s guide to teach grammar to 10th graders based on Mastery Learning.
4. Consulting some relevant experts to modify the guide.
5. Designing the Grammar Achievement test and the scale.
6. Consulting referees to get their comments and explanations regarding the two tests.
7. Applying the pilot study - giving students the exam to check the suitability of the tests.
8. Applying the pre-tests on both, the experimental and the control group.
9. Teaching the teaching guide to students.
10. Applying the post-test on both, the experimental and the control group.
11. Presenting the results in the chapter of Data analysis.
12. Discussing the results in chapter 5 and writing the conclusion and the recommendations.

3.9 Statistical treatment and analysis
In order to analyze the data, the researcher used the SPSS statistical packages as a statistical technique. The following statistical tests were used:

1. The data were collected and computed by using Pearson correlation, Alpha Cronbach and Split-half techniques to confirm the validity and reliability.
2. Means were used to determine the main difficulties encountering students in learning grammar.
3. T. Test-test to measure the significant differences between the experimental group and the control group.
Chapter 4: Results & Data Analysis
Chapter 4
Results & Data Analysis

4.1 Introduction

The study aimed at exploring the effect of Mastery Learning on developing tenth graders' English grammar learning. In addition, it sought to identify tenth graders' self-efficacy in English language. This chapter comprised the statistical analysis of the study results as well as its statistical significance.

4.2 Answers to Research Questions

The following is the presentation of the study findings in connection with the study questions and hypotheses.

4.2.1 Answer to the First Research Question

The first research question was stated as follows:

What are the grammar items that need to be learned by tenth graders in Gaza schools?

The grammatical items selected to be taught to students in grade 10 were analyzed from the units 10, 11 and 12. The researcher touched some points which were used as essential points to make lesson plans based on Mastery Learning. This question was answered in details in the teacher’s guide. The teacher’s guide for grammar has in its each lesson plan a set of grammatical items to be taught to grade 10. They were stated in the beginning of each lesson plan.

4.1.1 The Grammatical Items need to be learned by tenth graders in Gaza schools:

* Unit 10: Countable and uncountable nouns- expressing purposes(in order to- so as to- so that).
* Unit 11: Defining relative clauses and non- defining relative clauses.
* Unit 12: Passive with mixed tenses and passive with modal verbs.

These items were selected after analyzing the previous three units.

4.2.2 Answer to the Second Question

The second research question was stated as follows:

What is the framework of Mastery Learning Model that can be used to improve tenth graders’ grammar learning?
In order to answer this question, the researcher prepared a teacher guide used the strategy of Mastery Learning in teaching the experimental group. That guide contained the drills, procedures, techniques, information, lesson plans, and various activities to apply the Mastery Learning strategy.

The framework of Mastery Learning was prepared based on lesson plans which have the lesson title, the grammatical points to be taught, instructional objectives, steps, questions, worksheets and other procedures. For more details, see Appendix (3).

4.2.3 Answer to the Third Question

The third research question was stated as follows:

“Are there statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method in the posttest?” Derived from this question, the following null hypothesis was formulated and tested: “There are no statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method in the posttest.”

To examine this hypothesis, the researcher used Independent Samples T-test to measure the significant differences in grammar achievement between the experimental group ($n = 36$), who learned grammar via the Mastery Learning and the control group ($n = 33$), who learned by the traditional method. Table (4.1) illustrated the results of T-Test.

<table>
<thead>
<tr>
<th>Scope</th>
<th>Group</th>
<th>No</th>
<th>Overall Degree</th>
<th>Mean</th>
<th>St.</th>
<th>DF.</th>
<th>C. T</th>
<th>Sig Value</th>
<th>Sig Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>Con.</td>
<td>33</td>
<td>6</td>
<td>3.94</td>
<td>1.32</td>
<td>67</td>
<td>5.358</td>
<td>0.00</td>
<td>Sig</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>36</td>
<td></td>
<td>5.39</td>
<td>0.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td>Cont.</td>
<td>33</td>
<td>5</td>
<td>2.61</td>
<td>1.25</td>
<td>67</td>
<td>8.486</td>
<td>0.00</td>
<td>Sig</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>36</td>
<td></td>
<td>4.58</td>
<td>0.60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Cont.</td>
<td>33</td>
<td>5</td>
<td>3.21</td>
<td>1.39</td>
<td>67</td>
<td>4.779</td>
<td>0.00</td>
<td>Sig</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>36</td>
<td></td>
<td>4.56</td>
<td>0.91</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.1) T. test results of differences between experimental and control groups
As illustrated in table (4.1), that there were statistically significant differences between the experimental group and their colleagues in the control group in favor of the experimental group in all six levels of Bloom taxonomy due to the use of Mastery Learning. The T. computed value (6.266) is larger than T. table value (2.64) in the test. That approved there are significant differences at (α ≤ 0.01) in the total average score of the post application test between the experimental group and the control group in favor of the experimental group. The total standard deviation of the experimental group (4.04) is larger than the total standard deviation of the control group (2.95). This means that Mastery Learning has a positive effect on improving the cognitive skills of the experimental group and developing students' achievement in English grammar. There was also a significant difference between the means of both groups in favor of the experimental group. The mean of the control group was 19.39, whereas the mean of the experimental group was 24.69. It was observed that the mean was high on total achievement.

The mean of the control group was 3.94 whereas the mean of the experimental group was 5.39 in relation to remembering domain. The mean of the control group was 4.27 whereas the mean of the experimental group was 5.75 in relation to evaluation domain. It was observed that the mean was high on remembering domain. The mean of remembering (5.39) and the mean of evaluation (5.75) were convergent while the evaluation level were the highest.

The mean of the control group was 2.61 whereas the mean of the experimental group was 4.58 in relation to understanding domain. The mean of the control group was 3.21 whereas the mean of the experimental group was 4.56 in relation to understanding domain.
application domain. It was observed that the mean was medium on application domain. The mean of understanding (4.58) and the mean of application (4.56) were convergent.

The mean of the control group was 1.52 whereas the mean of the experimental group was 3.75 in relation to analysis domain. The mean of the control group was 2.42 whereas the mean of the experimental group was 3.56 in relation to Synthesis domain. It was observed that the mean was the lowest on analysis and synthesis domain. The mean of analysis (3.75) and the mean of synthesis (3.56) were convergent while the means of synthesis level were the lowest. That means the mastery learning has a good effect on improving the cognitive skills for the experimental group.

In order to measure the effectiveness of Mastery Learning on learning grammar, the researcher calculated the (T) measure the effect size through calculating ($2\mu$).

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

The significance of the effect size is calculated through (t) test according to the following criteria shown in Table (4.4):

- If the effect size = 0.2, it is weak (low).
- If the effect size = 0.5, it is accepted.
- If the effect size = 0.8, it is high, (Abu Hattab & Sadeq, 1980, p.20).

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>DF</th>
<th>T</th>
<th>η 2</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>67</td>
<td>5.358</td>
<td>0.300</td>
<td>High</td>
</tr>
<tr>
<td>Understanding</td>
<td>67</td>
<td>8.486</td>
<td>0.518</td>
<td>High</td>
</tr>
<tr>
<td>Application</td>
<td>67</td>
<td>4.799</td>
<td>0.256</td>
<td>High</td>
</tr>
<tr>
<td>Analysis</td>
<td>67</td>
<td>9.138</td>
<td>0.555</td>
<td>High</td>
</tr>
<tr>
<td>Synthesis</td>
<td>67</td>
<td>4.329</td>
<td>0.218</td>
<td>High</td>
</tr>
<tr>
<td>Evaluation</td>
<td>67</td>
<td>6.116</td>
<td>0.358</td>
<td>High</td>
</tr>
<tr>
<td>Overall Test</td>
<td>67</td>
<td>6.266</td>
<td>0.6369</td>
<td>High</td>
</tr>
</tbody>
</table>

Table (4.2) showed that there was a high effect size for each scope and the total degree of the test. That indicated the effect of the Mastery Learning to improve
the skills for the experimental group compared with their counterparts in the control group. Table (4.2) indicated that the effect size ($\eta^2$) for all domains was (0.6369) which is interpreted as high effect.

This is in conformity to all of the studies in the grammar domain. All of the studies indicated high level of effect size and effectiveness to mastery learning strategy.

### 4.2.4 Answer to the Fourth Question

The fourth research question was stated as follows:

“Are there statistically significant differences at ($a \leq 0.05$) in the mean of the self-efficacy between the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method?” Derived from the fourth question the following hypothesis “There are no statistically significant differences at ($a \leq 0.05$) in the mean of self-efficacy between the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method”

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

#### Table (4.3) T. test results of differences between experimental and control groups to self–efficacy among students.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>The Descriptive Statistics</th>
<th>T – Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>Overall Degree</td>
</tr>
<tr>
<td>The first</td>
<td>Con.</td>
<td>33</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>The Second</td>
<td>Cont.</td>
<td>33</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>The Third</td>
<td>Cont.</td>
<td>33</td>
<td>525</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>The fourth</td>
<td>Cont.</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>Cont.</td>
<td>64</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Exp.</td>
<td></td>
<td>139.81</td>
</tr>
</tbody>
</table>

$t$” table value at (66) df. at (0.05) sig. level equal 1.99
As illustrated in Table (4.3), the T. computed value (11.461) is larger than T. table value, 1.99, in the scale, which means that there are significant differences at ($\alpha \leq 0.01$) in the total average score of the post a self-efficacy scale between the experimental group and the control group in favor of the experimental. This indicated the effectiveness of Mastery Learning on developing the students' positive attitudes towards English language. The researcher attributes the result that Mastery Learning strategy made a source of positive interaction among the students who participated in the experiment.

There was also a significant difference between the means of both groups in favour of the experimental group. The mean of the control group was 105.61, Whereas the mean of the experimental group was 139.81. It was observed that the mean was high in total. The mean of the control group was 29.48 whereas the mean of the experimental group was 37.36 in the first domain. The mean of the control group was 38.27 whereas the mean of the experimental group was 51.22 in the second domain. It was observed that the mean was highest on the second domain.

The mean of the control group was 16.30 whereas the mean of the experimental group was 22.97 in the third domain. The mean of the control group was 21.55 whereas the mean of the experimental group was 28.25 in the fourth domain.

It was observed that the mean was medium in the fourth domain. While the mean of the third domain was the lowest. That means the mastery learning has a good effect on self-efficacy for the experimental group.

In order to calculate the size effect, the researcher used Eta square "$\eta^2$" and "$d$" size effect:

<table>
<thead>
<tr>
<th>Domain</th>
<th>DF</th>
<th>T</th>
<th>$\eta^2$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>The First</td>
<td>67</td>
<td>8.534</td>
<td>0.521</td>
<td>High</td>
</tr>
<tr>
<td>The Second</td>
<td>67</td>
<td>9.610</td>
<td>0.580</td>
<td>High</td>
</tr>
<tr>
<td>The Third</td>
<td>67</td>
<td>7.170</td>
<td>0.434</td>
<td>High</td>
</tr>
<tr>
<td>The Fourth</td>
<td>67</td>
<td>8.505</td>
<td>0.519</td>
<td>High</td>
</tr>
<tr>
<td>Overall</td>
<td>67</td>
<td>11.461</td>
<td>0.662</td>
<td>High</td>
</tr>
</tbody>
</table>
Table (4.4) indicated that there is a large effect size, for each domain and the total degree of the scale. This indicated the effectiveness of Mastery Learning Strategy to improve self-efficacy of the experimental group more than their counterparts in the control group.

4.3 Summary:

Chapter Four presented the data analysis and its results. The results of each question and hypothesis were analyzed statistically using different statistical techniques. The results of the first hypothesis showed differences of statistical significance between the experimental group and the control one in the post application of the grammar achievement test in favor of the experimental group due to the teaching of Mastery Learning. The results of the second hypothesis showed significant differences between the two groups in favor of the experimental group in the post application of self-efficacy scale towards English language. Based on these findings, the use of the Mastery Learning in learning English grammar could be a positive way to students to interact in their classes.
Chapter 5
Findings: Discussion, Conclusions, and Recommendations
Chapter 5
Discussion of Findings, Conclusions, Implications and Recommendations

Chapter Five has a discussion of the study findings. It sheds light on the study conclusions, implications and recommendations.

5.1 Study Main Findings

Based on the data analyzed in chapter four, the study main findings were as follows:

1. The grammatical points were taught to 10th graders and were developed in the light of mastery learning were: Countable and uncountable nouns and expressing purposes using (in order to-so as to – so that) , Defining relative classes and non-defining relative clauses, and Passive with mixed tenses and passive with modals.

2. The study reached a framework of mastery learning model that can be used to improve tenth graders’ grammar learning. All of the activities and procedures were prepared based on mastery learning model. See Appendix (3).

3. There are statistically significant differences at α≤0.05 in the mean scores of the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method in the posttest attributed to experimental group.

4. There are statistically significant differences at (a ≤ 0.05) in the mean of the self-efficacy between the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method in favor of the experimental group.

5.2 Discussion of the Study Findings

Based on the study findings, it was shown that mastery learning model was effective to develop grammar. That result was approved by the application of the pre and posttest to the control and experimental group. Additionally, the experimental group also showed clear positive change towards English language on the post application of the self-efficacy scale. The application of the scale was after the implementation of the model.
5.2.1 Discussion of the Results of the First Question.

The first question was stated in the following formula “What are the grammar items that need to be learned by tenth graders in Gaza schools?”

The researcher made content analysis of English for Palestine 10 and reached to the items: Countable and uncountable and expressing purposes using (in order to- - so as to- so that), Defining relative classes and non-defining relative clauses, and Passive with mixed tenses and passive with modals. These items were purposively selected from the units as they are core items ought to be delivered to students. The researcher was away from selecting grammatical points that were not main items prescribed to be taught to students according to the textbook.

The researcher made that question in order to specify the grammatical items that ought to be taught to students during the experiments. It is inappropriate not to determine the grammatical points and make it in general. This question is considered one of the limitations of this study.

5.2.2 Discussion of the Results of the Second Question.

The second question was stated like follows “What is the framework of Mastery Learning Model that can be used to improve tenth graders’ grammar learning?”

The researcher made her best in order to make a framework in which she approves the effectiveness of mastery learning. The framework is built on teaching the previous mentioned grammatical points. In the framework, the researcher mentioned the ways in which she tried to approve the effectiveness of mastery learning on developing grammar. The framework is prepared based on daily lessons prepared purposively to explain grammatical points through mastery learning. The framework showed its effectiveness when the students do better in the posttest and reflect their positive attitudes towards.

5.2.3 The Discussion of the Results of the Third Question.

The third question was stated in the following question “Are there statistically significant differences at α≤0.05 in the mean scores of the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method in the posttest?” To answer the third question, the researcher formed a
hypothesis regarding to the question as follows “There are no statistically significant differences at \( \alpha \leq 0.05 \) in the mean scores of the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method in the posttest.”. This hypothesis was refuted due to the study findings which found out that there were statistically significant differences in the grammar posttest in favor of the experimental group taught grammar by using Mastery Learning Model.

The finding of the first hypothesis showed the effectiveness of Mastery Learning Model in developing grammar and among tenth graders. The results of the first question could be attributed to the following reasons:

1. The researcher used properly Mastery Learning Model to teach students grammar by learning until mastering. This gave more opportunities to students to show their achievement in learning grammar.

2. Students interacted positively with Mastery Learning Model.

3. The researcher addressed the different needs of the students. Therefore, there was a drastic change in achievement in grammar.

The results of this question goes in harmony with the following studies: Obaitan & Mitee (2015) which aimed to measure the effect of mastery learning on senior secondary school students’ cognitive learning outcome in quantitative chemistry in Nigeria, Anita (2014) which aimed to investigate the effectiveness of mastery learning on economics, creativity and self-concept in Gurgoan, Agboghoroma (2014) study that aimed to find out the effects of Mastery Learning Approach on students’ Achievement in Integrated Science, Sood (2013) that showed the effect of mastery learning in developing students’ concept accomplishment in geometry, Nagozi & Chinedum(2012) that showed that mastery learning was effective and did better in the experimental group to develop achievement of senior secondary school II physics students in Nigeria. The study is also in conformity to El Halol (2012), Mohammed & El Shazli (2010), El Elimat (2008), Wambugu & Chanfeiywo (2008), Kazu, et al. (2005) and Guzver (2005).

As shown that the current study goes in conformity with all of the previous study in the first domain of the previous studies “Mastery Learning Studies”. All of the studies collected in that domain approved the effectiveness of mastery learning to be used to develop students’ achievements in many fields. This study showed the
effectiveness of mastery learning in English language and that could be enriching to the English language teaching field.

5.2.4 The Discussion of the Results of the Fourth Question.

The fourth question was stated in the following question “Are there statistically significant differences at (a ≤ 0.05) in the mean of the self-efficacy between the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method?” To answer the third question, the researcher formed a hypothesis regarding to the question as follows “There are no statistically significant differences at (a ≤ 0.05) in the mean of self-efficacy between the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method.”. This hypothesis was refuted due to the study findings which found out that there were statistically significant differences in the Self-efficacy scale in favor of the experimental group. The researcher can say that Mastery Learning Model raised the self-efficacy among 10th graders.

From the researcher’s point of view, the result of the second hypothesis could be attributed to the following reasons:

1. The use of mastery learning Model positively makes a good image of English language among 10th graders.

2. Using Mastery Learning Model raised 10th graders interaction and interest in learning English. Thus, students’ attitudes towards English were changed and were better.


The findings of the study go in harmony with all of the studies of section “Studies Related to Self-efficacy”. There were different strategies and programs were tested to show its impact on different independent variables. All of the studies of Self-Efficacy domain showed the rising in self-efficacy by using different procedures and that also goes in conformity to the current study that approved the rise of self-efficacy by using Mastery Learning Model and its impact of 10th graders.
5.3 Study Conclusions

In the light of the findings, it could be concluded that the Mastery Learning Model is effective to teach 10th graders grammar. The following some detailed conclusions:

1. There are statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group taught by Mastery Learning Model and those of the control one taught by the traditional method in the posttest attributed to experimental group.
2. There are statistically significant differences at $(a \leq 0.05)$ in the mean of the self-efficacy between the experimental group taught by the Mastery Learning Model and those of the control one taught by the traditional method in favor of the experimental group.

5.4 Pedagogical implications

Following are some pedagogical implications of the study:

1. Teachers should be aware of the importance of Mastery Learning Model in the class.
2. The lesson plan should be planned according to students’ needs.
3. Grammar is better learnt when it is presented to students in mastery learning model.

5.5 Study Recommendations

The study most important recommendations were as follows:

1. Mastery Learning Model should be used while teaching young learners grammar.
2. More attention should be given by English teachers, English curriculum designers and English supervisors to the ways of teaching grammar. They have to ensure that the methods being used match with students’ level.
3. English language teachers should be trained on using Mastery Learning Model.
4. Teachers are advised to delve into the strategies to know the most important ones through which they can apply Mastery Learning Model.
5. Workshops should be conducted to train teachers on Mastery Learning Model.
5.6 Recommendations for Further Studies

The researcher recommends that the following further studies be conducted:

1. Investigating the effectiveness of Mastery Learning Model in learning grammar among other grades’ students.

2. Investigating the effectiveness of Mastery Learning Model in learning English such as developing fluency and ability to use English.

3. Conducting other studies using Mastery Learning Model in other grades.
References


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Royka, J. (2002). Overcoming the Fear of Using Drama in English Language Teaching. *Internet TESL Journal, 5* (6), 280-300.


Appendices
Appendix 1
Grammar Test

Tenth Grade

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

1. All of the following sentences contain passive with models except:
   a. It will be done
   b. It must be done
   c. It can be done
   d. It has been done.

2. Select the singular from the following.
   A. schools  B. ideas  C. food  D. homes

3. Re-write the following sentence "I study hard so as to pass the exam.
   a. I study to passing the exam.
   b. I study to pass the exam.
   c. I study to passes the exam.
   d. I study to passed the exam.

4. Delete from the following the wrong word: The book is been opened.
   a. the    b. been    c. is    d. opened

5. Find from the following the correct passive voice with by.
   a. crops were developed by scientists.
   b. crops were developing by scientists.
   c. crops were develop by scientists.
   d. crops were develops by scientists.

6. Choose from the following the correct answer.
   a. I saw the man who plays well.
   b. I saw the man which play well.
   c. I saw the man which playing well.
   d. I saw the man which played well.
7. Which sentence is written correctly?
   a. the milk is drank.
   b. the milk is drunk.
   c. the milk is drinking.
   d. the milk is drinks.

8. Choose the infinitive verb from the following:
   a. have          b. having          c. had          d. has.

9. He went to school **in order** to learn. We use in order to show:
   a. result          b. purpose          c. anger           d. infinitive.

10. All of these sentences are passive except:
    a. She opens the door.
    b. It will be closed.
    c. It must be done.
    d. It has to be achieved.

11. Re-arrange this sentence: I as to married babies produce .
    a. I married as to babies produce.
    b. I married as to produce babies.
    c. I married to as produce babies.
    d. I married as to babies produce.

12. Which of the following are relative clauses.
    a. a             b. an             c. who/ which           d. the.

13. Decide which is correct sentence.
    a. I played with the ball who was blue.
    b. I played with the ball which was blue.
    c. I played with the ball they was blue.
    d. I played with the ball, who was blue.

14. Which one is correct.
    a. I love Jerusalem. The capital of Palestine.
    b. I love Jerusalem, the capital of Palestine.
    c. I love Jerusalem; the capital of Palestine.
    d. I love Jerusalem: the capital of Palestine.

15. When we want to change the non-definite into definite, we use______.
    a. a.    b. an.    c. some    d. the.
16. Change the sentence by using "that". He filmed the object which was real.
   a. He filmed the object that was real.
   b. He filmed the object was that real.
   c. He filmed that the object was real.
   d. He filmed the object that they was real.

17. Select from the following the passive in the past.
   a. the mission was achieved.
   d. the mission is achieved.
   c. the mission has been achieved.
   d. the mission will be achieved.

18. All of these sentences are passive except:
   a. The UN was set up in 1945.
   b. Crops are being developed.
   c. Millions will be forced to leave.
   d. I play tennis.

19. We use __________ to make non-defining clauses.
   a. semi-colons          b. colon          c. commas          d. exclamation marks.

20. To make a purpose, we use __________.
   a. in order to + infinitive.
   b. in order + infinitive.
   c. in to order + infinitive.
   d. infinitive + in order to.

21. Decide which of the following is true sentence.
   a. I need some foods.
   b. I need some foodes.
   c. I need some food.
   d. I need a food.

22. To differentiate between definite and non-definite, we use __________.
   a. a/an        b. generic/ the          c. the/ the          d. a/a.

23. Explain why we use to in this sentence "I eat to live" because it is __________.
   a. result          b. purpose          c. definite          d. non-definite.
24. Which of the following is incorrect.
   a. I welcomed the team who came.
   b. I welcomed the team which reached.
   c. I welcomed the persons who came.
   d. I met the man who reached.

25. Decide which of the following is a correct sentence.
   a. Eat well so that you can running.
   b. Eat well so that you can run.
   c. Eat well so that you can runs.
   d. Eat well so that you can ran.

26. Re-write the following statement correctly. "I study to succeed".
   a. I study so succeed.
   b. I study in order to succeed.
   c. I study as succeed.
   d. I study in order succeed.

27. Which relative clause used for persons.
   a. which    b. who    c. they    d. the.

28. Choose from the following the passive voice with models.
   a. The door must be closing.
   b. The door must be closed.
   c. The door must be closes.
   d. The door must close.

29. Select from the following the right form of passive. The cars have been………
   a. repair    b. repairing    c. repaired    d. is repairing.

30. Which of the following sentences is better written.
   a. The house was written by the workers.
   b. The car was made by workers.
   c. Telephone was made by inventors.
   d. The paper was written by my father.
**Appendix 2**

**Self-Efficacy Scale**

This questionnaire is designed to measure your confidence in the skills you acquired through learning the grammatical rules explained in the last three units of the English language curriculum.

Answer the following questions by putting an “x” next the choice that best describes you:

<table>
<thead>
<tr>
<th>N.</th>
<th>Items</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>First Domain : self-efficacy toward learning English grammar.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I believe I can understand the grammar topics explained in the last three units.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I am sure I can differentiate between “which” and “who” in the “Relative Clauses topic”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I believe I know the difference between countable and uncountable nouns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I think I can use the connectors of explaining purpose in sentences.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>5</td>
<td>If asked to write a composition, I can use grammatical rules correctly.</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>I am certain, I can understand the grammatical rules taught in the class.</td>
<td></td>
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<td></td>
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<tr>
<td>7</td>
<td>I can use the new rules in a conversation.</td>
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<tr>
<td>8</td>
<td>I believe I can achieve my objectives in learning the English language.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Second Domain : self-efficacy towards enrichment activities and continuous evaluation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>If the school announces a contest in these topics, I am sure I can participate.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>On such a contest, I know I will win.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.</td>
<td>Items</td>
<td>Strongly agree</td>
<td>agree</td>
<td>Neutral</td>
<td>disagree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------</td>
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</tr>
<tr>
<td>11</td>
<td>If the school opens advanced grammar classes for distinguished students, I believe I can apply.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>I trust my ability to explain any of the grammar lessons I learnt in the three units to a friend.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>I believe in the usefulness of enrichment activities and continuous evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I believe I can speak to a native English speaker if I make enough effort.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I believe I can be an effective individual in my environment if I make.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I am confident enough to answer any question related to these lessons in front of the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>If given enough time to prepare, I can present an explanation of the lessons before the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I can answer these questions even in the presence of the school principal and the subject’s supervisor.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19</td>
<td>If I read a post or a sentence, I can detect any mistake in these topics.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**third domain: self-efficacy towards feedback and correctives.**

<table>
<thead>
<tr>
<th>N.</th>
<th>Items</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>I feel opportunities are available to fulfill my goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>If a colleague gives an answer in class and I think he is wrong, I have the courage to correct him.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>If there is a point that I do not understand, I am not embarrassed to ask in front of the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.</td>
<td>Items</td>
<td>Strongly agree</td>
<td>agree</td>
<td>Neutral</td>
<td>disagree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>23</td>
<td>If I answer a question and a friend objects to my answer, I will insist on my answer and try to convince him.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>If I face a difficulty in understanding a grammatical topic, I keep searching knowing that I am capable of learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The Forth Domain: Self-efficacy towards English Methodology.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I believe that the method applied in explaining the grammatical rules of the last three units improved my confidence in my ability to learn English language and Grammar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>I will not feel stressed if the teacher announces a pop quiz in these three units.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>On a pop quiz, I believe I will get more than 80% (16\20).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I can discuss and persuade any person in my point of view.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>If I encounter a difficult question on the exam, I trust my ability to conclude the correct answer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>I have enough confidence to study grammatical topics at home alone.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
الاستبيان مترجم الى اللغة العربية

 تم تصميم هذا الاستبيان لقياس مدى ثقتك بالقدرات التي اكتسبتها من تعلم القواعد الموجودة في اخر ثلاث وحدات (وهي عبارة عن 6 دروس) من منهج اللغة الإنجليزية.

أجب عن الأسئلة التالية بوضع إشارة X في المربع المقابل للحالة التي تصفك بشكل أدق :

<table>
<thead>
<tr>
<th>البنود</th>
<th>م</th>
</tr>
</thead>
<tbody>
<tr>
<td>المجال الأول : فعالية الذات نحو تعلم قواعد اللغة الإنجليزية</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>أثق بقدري على فهم مواضيع قواعد اللغة الإنجليزية التي شرحها في اخر ثلاث وحدات.</td>
</tr>
<tr>
<td>2</td>
<td>أثق بقدرتي على التمييز بين which و who في relative clauses</td>
</tr>
<tr>
<td>3</td>
<td>أثق بقدرتي على التمييز بين الأسماء المعدودة وغير المعدودة</td>
</tr>
<tr>
<td>4</td>
<td>أعتقد أن بإمكاني استخدام الروابط الدالة على العرض (explaining purpose) في جمل</td>
</tr>
<tr>
<td>5</td>
<td>إن طلب مني أن أكتب موضوعًا تعبيريًا، أستطيع أن أوظف القواعد النحوية التي درستها.</td>
</tr>
<tr>
<td>6</td>
<td>متأكد من فهمي للقواعد النحوية التي تدرس في الفصل.</td>
</tr>
<tr>
<td>7</td>
<td>أستطيع أن أستخدم القواعد الجديدة التي تعلمتها أثناء المحادثة</td>
</tr>
<tr>
<td>8</td>
<td>أعتقد أن بإمكاني أن أحقق أهدافي في تعلم اللغة الإنجليزية</td>
</tr>
</tbody>
</table>

المجال الثاني : فعالية الذات نحو الأنشطة الإثرائية والتقييم المستمر

<table>
<thead>
<tr>
<th>البنود</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>إن أعربت المدرسة عن مسابقة في هذه المواضيع على مستوى المدرسة، أثق بقدرتي على المشاركة.</td>
</tr>
<tr>
<td>البند</td>
<td>م</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>في حال شاركت بمسابقة مماثلة، أعتقد أنني سأفوز.</td>
<td>10</td>
</tr>
<tr>
<td>إن أعلنت المدرسة عن صفوف متقدمة للطلاب</td>
<td>11</td>
</tr>
<tr>
<td>المتميزين، أثق أن بإمكاني التقدم لها.</td>
<td></td>
</tr>
<tr>
<td>أعتقد أن بإمكاني أن أشرح أي درس من دروس القواعد</td>
<td>12</td>
</tr>
<tr>
<td>التي درستها لأي زميل لا يفهمها.</td>
<td></td>
</tr>
<tr>
<td>أؤمن بأهمية الأنشطة الإثرائية والتقييم المستمر.</td>
<td>13</td>
</tr>
<tr>
<td>أعتقد أن بإمكاني أن أستمتع من الحديث مع شخص أجنبي باللغة</td>
<td>14</td>
</tr>
<tr>
<td>الإنجليزية عبر جهدًا كافيًا في التعلم.</td>
<td></td>
</tr>
<tr>
<td>أعتقد أن بإمكاني أن أصبح شخصًا فعالًا في محيطي</td>
<td>15</td>
</tr>
<tr>
<td>إن بذلت جهدًا كافيًا في التعلم.</td>
<td></td>
</tr>
<tr>
<td>أعتقد أن بإمكاني أن أجيب عن أي سؤال عن القواعد</td>
<td>16</td>
</tr>
<tr>
<td>التي درستها أمام المدرس والطلاب.</td>
<td></td>
</tr>
<tr>
<td>أملك اللغة الكافية لأن أشرح الدروس أمام الفصل إن</td>
<td>17</td>
</tr>
<tr>
<td>أعدته ميدًا.</td>
<td></td>
</tr>
<tr>
<td>أستطيع أن أشرح أن أجيب عن أي سؤال عن القواعد في حضور</td>
<td>18</td>
</tr>
<tr>
<td>المدير وموجه المادة.</td>
<td></td>
</tr>
<tr>
<td>إن قرأت منشورًا أو جملة، أستطيع أن أحدث إن كانت</td>
<td>19</td>
</tr>
<tr>
<td>تحتوي على أخطاء نحوية في هذه الموضوع.</td>
<td></td>
</tr>
<tr>
<td>المجال الثالث : فعالية الذات نحو التغذية الراجعة والتصحيح.</td>
<td></td>
</tr>
<tr>
<td>أشعر بتوفر الفرص لتحقيق أهدافي.</td>
<td>20</td>
</tr>
<tr>
<td>في حال أجاب زميلي عن سؤال في هذه الدروس لدي</td>
<td>21</td>
</tr>
<tr>
<td>الجرأة لأن أصبح إجابته.</td>
<td></td>
</tr>
<tr>
<td>إن واجهتي نقطة صعبة، لا أخل أهالي أن أسأل المدرس</td>
<td>22</td>
</tr>
<tr>
<td>أمام الطلاب.</td>
<td></td>
</tr>
<tr>
<td>البند</td>
<td>م</td>
</tr>
<tr>
<td>-------</td>
<td>---</td>
</tr>
<tr>
<td>كنت أجيب عن سؤال وعارضني أحد الطلاب، لا أراجع وأصمم على إجابتي.</td>
<td>23</td>
</tr>
<tr>
<td>إن واجهتي صعوبة في فهم أي من مواضيع القواعد أستمر في البحث مؤمناً بقدرتى على التعلم.</td>
<td>24</td>
</tr>
</tbody>
</table>

المجال الرابع: فعالية الذات نحو طريقة التدريس.

<table>
<thead>
<tr>
<th>البند</th>
<th>م</th>
</tr>
</thead>
<tbody>
<tr>
<td>أعتقد أن الأسلوب المتبع في دروس القواعد في آخر ثلاث وحدات زاد من ثقتي في تعلم اللغة الإنجليزية وقواعدها.</td>
<td>25</td>
</tr>
<tr>
<td>لن أشعر بالقلق عندما يعمن المدرس اختبارًا مفاجئًا في هذه الدروس.</td>
<td>26</td>
</tr>
<tr>
<td>في حال اختبرنا المدرس فجأة في الصف، أعتقد أنى سأظل أكثر من 80% (أكثر من 16/20). أستطيع مناقشة إجابتي و إقناع أي شخص بوجة نظري.</td>
<td>27</td>
</tr>
<tr>
<td>في حال صادفت سؤالًا غريبًا في الاختبار، أثق بقدرتى على استنتاج الإجابة الصحيحة. أمك ثقة كافية لدراسة المواضيع النحوية في المنزل بمفردي.</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>

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Appendix 3
Mastery learning In The Classroom.

**Grammar focus:** Countable and uncountable nouns.

**Time:** 45 minutes.

**Page:** 49.

**Period 3.**

**Objectives:**

Students will be able to:

1- Identify different things that can or cannot be counted.

2- Complete sentences with a, an, the, some, any and zero articles.

**Procedures:**

1- Teacher informs students of the objectives of the lesson.

2- Teacher reviews of previous related learning. (singular and plural).

3- Teacher explains the countable and uncountable nouns with examples.

- I need a pen. We saw a small dog yesterday.
- He has an orange bike. He left an hour ago.
- There is some hot milk here. She sent some photos.
- A man and a woman were walking. The man was wearing a jumper and the woman was wearing a jacket.
- I love bananas. Milk is very good for children.

4- Teacher asks students questions and get them to give answers using (a- an- the – some – any and zero articles).

5 - Teacher elicits desired behaviors with application and drill.

6 - Students are given formative evaluation to measure progress toward mastery of the target.

7- The teacher identifies the areas of weakness or the areas where the students may need help.

8- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.
9- Repeating differences between countable and uncountable nouns with examples.

10- Summative evaluation to measure outcomes of the targets.

11- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.

12- Repeating differences between countable and uncountable nouns with examples.

13- Students will take a quiz. Only when the student masters that particular lesson with score 80% can they move on to the next one.

**Grammar focus:** Purpose with (in order to, so as to, so that).

**Time:** 45 minutes.

**Period 7.**

**Page:** 54.

**Objectives:**

Students will be able to:

1- Complete sentences using the most suitable clauses of purpose.

2- Rewrite sentences using (in order to, so as to, so that).

**Procedures:**

1- Teacher informs students of the objectives of the lesson.

2- Teacher reviews of previous related learning.(present tense, past tense).

3- Teacher explains clauses of purpose with examples.

   - My father went to Jerusalem (to/in order to/so as to) see Al-Aqsa Mosque.
   - I write everything on a paper so that I can remember what I need to buy.
   - We moved to London so that we could see our friends more often.
   - I hurried so that I wouldn't be late.

4- Teacher asks students questions and get them to give answers using (so that – in order to - so as to).

   - I saw a man buying a tennis racket. Why did he buy a tennis racket?
   - He bought a tennis racket so that he could play tennis.
5- Teacher elicits desired behaviors with application and drill.

6- Students are given formative evaluation to measure progress toward mastery of the target.

7- Teacher Writes the answers on the board.

8- The teacher identifies the areas of weakness or the areas where the students may need help.

9- Repeat the activity as many times as possible.

10- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.

11- Repeating differences between ( in order to, so as to , so that) with examples.

12- Summative evaluation to measure outcomes of the targets.

13- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.

14- Repeating differences between ( in order to, so as to , so that) with examples.

15- Students will take a quiz. Only when the student masters that particular lesson with score 80% can they move on to the next one.

**Grammar focus:** Defining relative clauses

**Time:** 45 minutes

**Period** 3.

**Page:** 63.

**Objectives:-**

Students will be able to:

1- Complete sentences using (who, which, that).
2- Rewrite the following sentences using (who , which ,that).

**Procedure:-**

1- Teacher informs students of the objectives of the lesson.

2- Teacher reviews of previous related learning. (personal pronouns as subject)

3- Teacher explains defining relative clauses with examples.

- The woman works in a bank. She lives next door.
- The woman who/that lives next door works in a bank

- This is the book. It is very fantastic.

- This is the book which/that is very fantastic.

4- Teachers asks students questions and get them to give answers using (who – which – that).

5- Teacher elicits desired behaviors with application and drill.

6- Students are given formative evaluation to measure progress toward mastery of the target.

7- Teacher Writes the answers on the board.

8- The teacher identifies the areas of weakness or the areas where the students may need help.

9- Repeat the activity as many times as possible.

10- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.

11- Repeating differences between (who, which, that) with examples.

12- Summative evaluation to measure outcomes of the targets.

13- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.

14- Repeating differences between (who, which, that) with examples.

15- Students will take a quiz. Only when the student masters that particular lesson with score 80 % can they move on to the next one.

**Grammar focus:** non-defining relative clauses

**Time:** 45 minutes.

**Period** 7.

**Page:** 86.

**Objectives:-**

Students will be able to:

1- Complete sentences using (who, which).

2- Rewrite the following sentences using (who, which).
Procedures:-

1- Teacher informs students of the objectives of the lesson.

2- Teacher reviews of previous related learning.(personal pronounse as object)

3- Teacher explains non-defining relative clauses with examples.

- My grandfather goes swimming every day. He is 87.

- My grandfather, who is 87, goes swimming every day.

- The exam which we took yesterday was a bit difficult.

- The exam was a bit difficult. we took it yesterday.

4- Teacher asks students questions and get them to give answers using (who – which).

5- Teacher elicits desired behaviors with application and drill.

6- Students are given formative evaluation to measure progress toward mastery of the target.

7- Teacher Writes the answers on the board.

8- The teacher identifies the areas of weakness or the areas where the students may need help.

9- Repeat the activity as many times as possible.

10- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.

11- Repeating differences between defining and non defining relative clauses with examples.

12- Summative evaluation to measure outcomes of the targets.

13- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.

14- Repeating differences between defining and non defining relative clauses with examples.

15- Students will take a quiz. Only when the student masters that particular lesson with score 80 % can they move on to the next one.
Grammar focus: passive with mixed tenses

Time: 45 minutes.

Period 3.

Page: 77.

Objectives:

Students will be able to:

1- Distinguish between transitive and intransitive verbs with passive.
2- Change active sentences into passive one correctly.
3- Rewrite sentences by using words between brackets.

Procedures:

1- Teacher informs students of the objectives of the lesson.
2- Teacher reviews of previous related learning.(transitive and intransitive).
3- Teacher explains passive with mixed tenses with examples.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>present simple</td>
<td>He writes a letter</td>
<td>A letter is written</td>
</tr>
<tr>
<td>past simple</td>
<td>He wrote a letter</td>
<td>A letter was written</td>
</tr>
<tr>
<td>present perfect</td>
<td>He has written a letter</td>
<td>A letter has been written</td>
</tr>
<tr>
<td>past perfect</td>
<td>He had written a letter</td>
<td>A letter had been written</td>
</tr>
<tr>
<td>present continuous</td>
<td>He is writing a letter.</td>
<td>A letter is being written</td>
</tr>
<tr>
<td>Modal</td>
<td>He will write a letter</td>
<td>A letter will be written</td>
</tr>
<tr>
<td>going to</td>
<td>He is going to write a letter</td>
<td>A letter is going to be written</td>
</tr>
</tbody>
</table>

4- Teacher asks students to do as examples and get them to give answers using passive voice.
5- Teacher elicits desired behaviors with application and drill.
6- Students are given formative evaluation to measure progress toward mastery of the target.
7- Teacher Writes the answers on the board.
8- The teacher identifies the areas of weakness or the areas where the students may need help.
9- Repeat the activity as many times as possible.
10- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.

11- Repeating differences between passive and active with mixed tenses with examples.

12- Summative evaluation to measure outcomes of the targets.

13- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.

14- Repeating differences between passive and active with mixed tenses with examples.

15- Students will take a quiz. Only when the student masters that particular lesson with score 80% can they move on to the next one.

**Grammar focus:** Passive with modal verbs

**Time:** 45 minutes

**Period 7.**

**Page:** 82.

**Objectives:-**

Students will be able to:

1- To change active sentences into passive one correctly.

2- To rewrite sentences by using words between brackets.

**Procedure:-**

1- Teacher informs students of the objectives of the lesson.

2- Teacher reviews of previous related learning.(modal verbs).

3- Teacher explains passive with modal verbs with examples.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will</td>
<td>He will write a letter</td>
<td>A letter will be written</td>
</tr>
<tr>
<td>Going to</td>
<td>He is going to write a letter</td>
<td>A letter is going to be written</td>
</tr>
<tr>
<td>Modal</td>
<td>Ahmad has to write three letters</td>
<td>Three letters have to be written by Ahmad</td>
</tr>
</tbody>
</table>
4- Teacher asks students to do as examples and get them to give answers using passive voice.

5- Teacher elicits desired behaviors with application and drill.

6- Students are given formative evaluation to measure progress toward mastery of the target.

7- Teacher Writes the answers on the board.

8- The teacher identifies the areas of weakness or the areas where the students may need help.

9- Repeat the activity as many times as possible.

10- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.

11- Repeating differences between active and passive( will, going to , has to) with examples.

12- Summative evaluation to measure outcomes of the targets.

13- Detailed feedback will be given to the students such as remedial activities in scaffolding work sheet and extension activities for students who finish early.

14- Repeating differences between active and passive( will, going to , has to) with examples.

15- Students will take a quiz. Only when the student masters that particular lesson with score 80% can they move on to the next one.
Quizes

Quiz 1

Countable and Uncountable nouns.

*- Put ( a / an / the / X / some)*:-

1. I need _____ volunteer to sweep the sitting-room and the kitchen.
2. Let's buy __________ grapes for the party.
3. ______ pollution is destroying the earth.
4. It was __________ easy exam. Everybody passed it.
5. There is __________ lady at the door who asks for you.
6. Tim is going to buy ____ melon, ______ butter, __________ olives and ____ kitchen knife.
Quiz 2

Purpose with ( in order / so as ) to, so that.

A. Write the sentences using the words in brackets:

1. We need carbohydrates in order to get quick energy in the morning. (so that)

2. You must make good choices so that you can get the best out of life. (to)

3. I wore warm clothes. I didn't want to be cold. (so that)

B. Choose the correct answer:

1. I'm going to Australia (in order to – so that – so that to ) forget my English.

2. I went to bed early (so as to – so as not to – so that) I wouldn't be tired in the morning.

3. I’ll post the letter today (so that – to – so can) you get it by the weekend.
Quiz 3

Defining relative clauses.

*- Use (who , which , that ) to connect between sentences:

1. Loch Ness is a large lake. It reaches across the north of Scotland.
2. Most tourists do not see Nessie. They go looking for the monster.
3. Things used to be seen by people. They lived and worked near the lake.
4. Most objects are something else. People see them in the lake.
5. There is an ancient story of a man. A huge monster approached him.
6. He didn't wait at the traffic lights. They were red.
Quiz 4

Non defining relative clauses.

* Use (who, which, that) to connect between sentences:

1. The Scott family are from Manchester. This is a city in north-west England.

2. The film was taken by Tim Dinsdale. He was a determined researcher.

3. He finally managed to film the monster. He saw it as it was swimming along the lake.

4. Each had some powerful equipment. It was used to record echoes.

5. Operation Deep scan needed 19 boats. They had to move in a line.

6. Dr Maqdisi runs an important farm research centre. It lies a short way from Jericho.
Quiz 5:

The passive with mixed tenses

* - Tick (√) to transitive verbs and (X) to the intransitive verbs:
1. Ahmad worked very hard. ( )
2. The sun rises from the east. ( )
3. We have built a new school in the city. ( )
4. The plane arrives in London at 5:00P.M. ( )
5. We heard the noise from the near class. ( )

* - Change these sentences from active into the passive .
1. They are going to design them to grow in hotter, drier conditions than today.
   ..............................................................................................................................
2. One day, the world will turn the United Nations into a much stronger organizations.
   ..............................................................................................................................
3. Better health care is going to save millions more people.
   ..............................................................................................................................
4. The new world government will then stop all wars from starting.
   ..................................................................................................................................
Quiz 6

Passive with modal verbs.

*- Change these sentences from active into the passive .

1- We can solve this problem.

2- People should send the complains to the head office.

3- People must make it available .

4- You have to pay all bells before you depart .

5- You can keep books for two weeks .
Worksheets

Worksheet (1)

Countable and Uncountable nouns.

Choose the correct forms to complete the sentences:

1-There ( are – is – was ) some oranges in the fridge.
2-I’ve got( a – an -some ) apple in my bag.
3-There( isn’t – aren’t - wasn’t ) any milk, but there is some yogurt.
4-There isn’t ( any - some - a ) electricity in the city.
5-There are( a – some - any ) sandwiches.

Complete the sentences with (some,any,a,an,): 

1-I’ve got------- orange juice.
2-Is there -------- internet cafe in your town?
3-There aren´t -------- computers in my classroom.
4-Have you got -------- brothers and sisters?
5-My teacher’s got------ new car.
Worksheet (2)

Purpose with ( in order / so as ) to, so that.

Choose the correct answer:

1. Jenny’s father took a short holiday(in order – in order to – so that ) visit Palestine.
2. Ali travelled to America(so that -in order -so as to ) complete his study.
3. She went to Germany ( in order to - so that – but ) study medicine .
4. We got up early (so -so as to - so that) catch the train.
5. I visited Jerusalem (in order – in order to – so that) I could pray at Al-Aqsa mosque.

Rewrite the following sentences using the words in brackets:

1- My mother went to the market. She wanted to buy some vegetables. ( so that)

2- Scientists are developing firefighting robots. They can do dangerous tasks.( in order to)

3- I went to the West Bank in order to study at Al-Najah University . ( so that)

4 - Your stomach needs fibre so that it can work well. (in order to )

5- I went to the post office in order to buy some stamps.(so as )
Worksheet (3)

Defining relative clauses.

Use (who, which, that) to connect between sentences:

1. Sometimes, a tree looks like Nessie. It is lying in the water.

2. From 1933, there were new roads. People used them to get to the lake.

3. Thousands of visitors still hope to see the real thing. You can often see them around the loch.

4. Calcium is a nutrient. It helps build strong bones.

5. Carbohydrates are nutrients. They give you quick energy.

6. Protein is a nutrient. It builds the body.

7. My brother bought a car. It was made in Japan.

8. The man had two pistols. He robbed the bank.

9. He didn't wait at the traffic lights. They were red.
Worksheet (4)

Non defining relative clauses.

Use (who, which, that) to connect between sentences:

1. Tim Dinsdale went on many trips to Loch Ness. He spent them looking for the monster.

2. The 1960 study was done by students. They worked in their holidays.

3. He showed his film to some friends in the TV world. He had known them for a long time.

4. Dr Rines led the 1976 research team. They took a famous photo.

5. Each had some powerful equipment. It was used to record echoes.

6. His friends were very interested in the film. They wanted to show it on national television.

7. But first they sent the film to various experts. They asked them to examine it thoroughly.

8. Some research was done by students from Oxford. They recorded some echoes.

9. This required a line of 19 boats. They each carried powerful equipment.

10. Dr. Ali runs an important farm research centre. It lies a short way from Jericho.
Worksheet (5)

The passive with mixed tenses

Choose the correct form between brackets:

1. In 1980, robot arms (will be used -- were used -- used) in car factories.
2. This big project (definitely will make - will make definitely -- will definitely make) Robot-Tech a famous name all over the world.
3. Many lives are going to (change - be changed - been changed) by the new technology.

Change the following statements into passive:

1. Engineers will build experimental prototypes.
2. Scientists are really going to develop housework robots.
3. With rising production, the company will certainly reduce prices.
4. the new technology is going to change many lives.
5. They are going to design them to grow in hotter, drier conditions than today.
6. One day, the world will turn the United Nations into a much stronger organisations.
7. The new world government will then stop all wars from starting.
8. Food scientists are going to develop many new kinds of crops.
9. We are going to defeat the world’s worst diseases.
10. Humans will build a new home for our species on the planet Mars.
11. We’re going to send a team of rescue workers.
Worksheet (6)

Passive with modal verbs.

• Change the following statements into passive:

1. Scientists have to invent remedy for computer hackers.
2. Engineers had to use robot arms in car factories.
3. Scientists should do the basic research.
4. Ahmad has to write letters to Ali.
5. The world’s leaders should obtain a new organization to help prevent future wars.
6. We must defeat the world’s worst diseases.
7. Better health care can save millions more people.
8. Factory job would teach you all about health and safety.
9. We can repair the car after the accident.
10. We have to set up several emergency camps.
Enrichment activities

Enrichment activities (1)

Countable and Uncountable nouns.

Correct the mistakes in these sentences.

1- Is there some body here?

2- There is any water with me?

3- How many does this mobile cost?

4- Would you like a apple?

5- We need a peppers.

6- Here’s an lemon from our tree.

7- I love some chocolate.
Enrichment activities (2)

Purpose with ( in order / so as ) to, so that.

Choose the correct answer.

1. I'm studying very hard at the moment ( to- for- so as to ) pass my exams next month.
2. I bought a dictionary( to-for -in order to) help me in vocabulary.
3. I went to bed early (so as -in order to-so that) I wouldn't be tired in the morning.
4. I have to get up early. I set the alarm for five o' clock (in order to -so as to) oversleep.
5. I waited for an hour( for-so as to -so that) I could meet my friend.
6. Some people do not eat before exercises (in order to -so that) feel nauseated.

Join the two sentences by using (so that,in order to or so as to):-

1. I'm going to go to Jerusalem .I will visit Al-Aqsa mosque.

2. she left work early .She wants to be at home with the children.

3. I am leaving now .I have not to be late.

4. I am saving money . I can buy a new car.

5. Do exercise regularly .You can have excellent health and well-being.

6. My sister gave English lessons .She earned some pin money.
Enrichment activities (3)

Defining relative clauses.

Join between two sentences by using defining relative clauses :-

1- Mary is my friend. She spoke to me yesterday.

2- What's the name of the book? You want me to read it.

3- The hotel we stayed in. The hotel was very expensive.

4- I rent a house. It is very small.

5- The man smoked forty cigarettes a day. He died of a heart attack.

6- That's the building. I work there.

7- That's the boy. His mother works in the post office.

8- The businessman was very rich. I saw him last night.
Non defining relative clauses.

Join between two sentences by using non defining relative clauses :-

1- There is a team of highly qualified. It will help you with your paperwork.

2- There is 24 hours room service. It provides an excellent selection of snacks and drinks.

3- We have a ticket reservation service. You can get seats for all the shows.

4- There is a typical English fish and chip restaurant. You can have cod and chips.

5- If you have a problem, contact the senior receptionist.

6- He will deal with it as a top priority.

7- There is a fax machine at the front desk. You can send and receive faxes.

8- There is a dry-cleaning service available. It will clean your clothes overnight.
Enrichment activities (5)

The passive with mixed tenses

Rewrite the following sentences using the passive form:

1. Majda is going to buy a camera next week.

2. When will Ahmad buy the car?

3. Is the man going to repair the camera?

4. We will use one section of the wheel for high-tech factories.

5. Doctors are going to provide medical help for everyone.

6. We will need the third part for people to live in.

7. Ministries are also going to supply food and clean water.

8. Humans will construct the first city in space.

9. Scientists will invite about 10,000 people to move there.

10. Governors are going to rebuild the villages on higher ground.
Enrichment activities (6)

Passive with modal verbs.

Rewrite the following sentences using the passive form:

1. We don’t want to carry so much because it might damage the vehicle.

2. Please hurry up! You have to finish the whole job by 5:00.

3. You mustn’t use the equipment until you’ve checked it carefully.

4. If you took that factory job, they would teach you all about health and safety

5. They shouldn’t allow people to work in that old building. It’s dangerous!

6. People must not leave children in the streets.

7. Fadi has to write an essay.

8. People must not leave children in the streets.

9. She has to mix the ingredients thoroughly.

10. Patients ought to make an appointment before coming.
## Appendix 4

**Referee Committee**

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Abed Almoti Al Agha</td>
<td>IUG</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Sadeq Firwana</td>
<td>IUG</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Jaber Abo Shaweesh</td>
<td>Al Azhar U.</td>
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<tr>
<td>4</td>
<td>Dr. Awad Qeshta</td>
<td>IUG</td>
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<tr>
<td>5</td>
<td>Dr. Ibrahim Al Astal</td>
<td>IUG</td>
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<tr>
<td>6</td>
<td>Dr. Bassam Al Aswed</td>
<td>IUG</td>
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<tr>
<td>7</td>
<td>Dr. Mustafa Abu Taha</td>
<td>Al Aqsa U.</td>
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<tr>
<td>8</td>
<td>Dr. Hassan Abu Jarad</td>
<td>Al Azhar U.</td>
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<tr>
<td>9</td>
<td>Dr. Basel Skeek</td>
<td>Al Azhar U.</td>
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<tr>
<td>10</td>
<td>Mr. Mohamed Shaat</td>
<td>Palestine U.</td>
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<tr>
<td>11</td>
<td>Mr. Majed Salah</td>
<td>MOEHE</td>
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<tr>
<td>12</td>
<td>Mr. Mosa Abu Laban</td>
<td>Mohamed El-Najjar Secondary School</td>
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