

THE EFFECT OF USING THE GRR MODEL ON EFL SECONDARY SCHOOL STUDENT'S IN TEACHING ADJECTIVES

Assistant Instructor Khulood Nasser Frak

ABSTRACT

The gradual release of responsibility model purposefully shifts the cognitive load from teacher, to joint responsibility of teacher and learner, to independent practice and application by the learner. It stipulates that the teacher moves from assuming all the responsibility for performing a task to a situation in which the students assume all of the responsibility. This gradual release may occur over a day, a week, a month, or a year. Graves and Fitzgerald (2003:98) note that "effective instruction often follows a progression in which teachers gradually do less of the work and students gradually assume increased responsibility for their learning. It is through this process of gradually assuming more and more responsibility for their learning that students become competent, independent learners".

The problem of this work is related to the fact that Iraqi EFL instructors emphasize the conventional models and give little attention to the practical aspects. Therefore, Iraqi EFL students in secondary school weak in using grammar correctly. Consequently, there is a need to investigate a new model to emphasize the practical aspects in teaching adjectives.

The present study aims at investigating the effect of using gradual release of responsibility model on secondary school students in teaching adjectives. To achieve the aim of the study, it is hypothesized that there is no statistically significant difference between the mean score of the experimental group which is taught by gradual release of responsibility and that of the control group which is taught by the conventional techniques in teaching adjectives.

Thus, an experiment is designed. fifty secondary school students from Al Zuhoor school for girls have been chosen (twenty five students as an experimental group which is taught according to gradual release of responsibility, twenty five students as a control group which is taught according to the conventional ways) during the academic year 2017 -2018.

Meanwhile, the subjects of both groups are matched according to age, and pretest in adjective test. The validity of the tests and the scoring scheme has been obtained by exposing them to jury members in the fields of ELT and linguistics. The reliability of the tests has been secured by using Alpha Cronbach Formula, intrascorer reliability and interscorer reliability. The Statistical analysis of the obtained data indicates that there is a statistically significant difference between the experimental group and that of the control group. The researcher concludes that using Gradual Release of Responsibility model help the students to get better in their learning processes.

1.1 The Problem and Its Significance

The problem investigated in the misuse of Iraqi EFL students in using adjectives correctly. Therefore, Iraqi EFL students in secondary school lack using adjectives correctly. As a result, Accordingly, this study is conducted as an attempt to find out the effect of gradual release of responsibility model in teaching adjectives.

The significance of the problem of the present study lies in helping Iraqi students using adjectives correctly and accurately.

1.2 Aim

The present study aims find out the effect of gradual release of responsibility model on EFL secondary school students in teaching adjectives.

1.3 Hypothesis

The following null hypothesis is hypothesized: there is no statistically significant difference between the mean score of the experimental group, which is taught by gradual release of responsibility model, and that of the control group, which is taught by the conventional models in teaching

1.4 Value

It is hoped that this study will be beneficial to:

1. Curriculum designers and experts in ELT, since they have the opportunity to review the available textbooks and to add Gradual Release of Responsibility Model, in teaching adjectives when designing EFL course books.
2. EFL teachers of secondary schools to make use of Gradual Release of Responsibility Model.

1.5 Limits

The present study is limited to:

1. fourth class Secondary school students.
2. the academic year 2017-2018.
3. Baghdad Governorate.

2.0 THE THEORETICAL BACKGROUND

The theoretical background is mainly concerned with gradual release of responsibility model

2.1 Gradual Release of Responsibility Model

The Gradual Release of Responsibility (GRR) Model developed by Pearson and Gallagher in 1983 (cited in Fisher, 2006) provides a motivation for classifying levels of technology integration in different levels of statistics teaching. The GRR model, as shown in Figure 1, is a research-based optimal learning model which stipulates that the responsibility for task completion shifts gradually over time from the teacher to the student, and from modeled, shared and then guided instruction to independent learning; that is, from teacher ownership to student ownership of learning. The model has four interrelated components; namely: (1) focused lessons, (2) guided instruction, (3) collaborative learning, and (4) independent learning (Fisher, 2006). This model is not linear; that is, students may move back and forth among each component as they master skills, strategies and learning standards of a particular course.

This model requires a shift of responsibility from the teacher assuming all the duty for performing a task to a situation in which students assume all of the responsibility (Duke & Pearson, 2002). According to Fisher and Frey (2008), the GRR model is the intersection of several theories, including the theory of cognitive structures and schema (Piaget, 1952), the concept of the zones of proximal development (Vygotsky, 1962, 1978), attention, retention, reproduction and motivation (Bandura, 1965), as well as the theory of scaffolded instruction (Wood, Bruner, Ross, 1976).

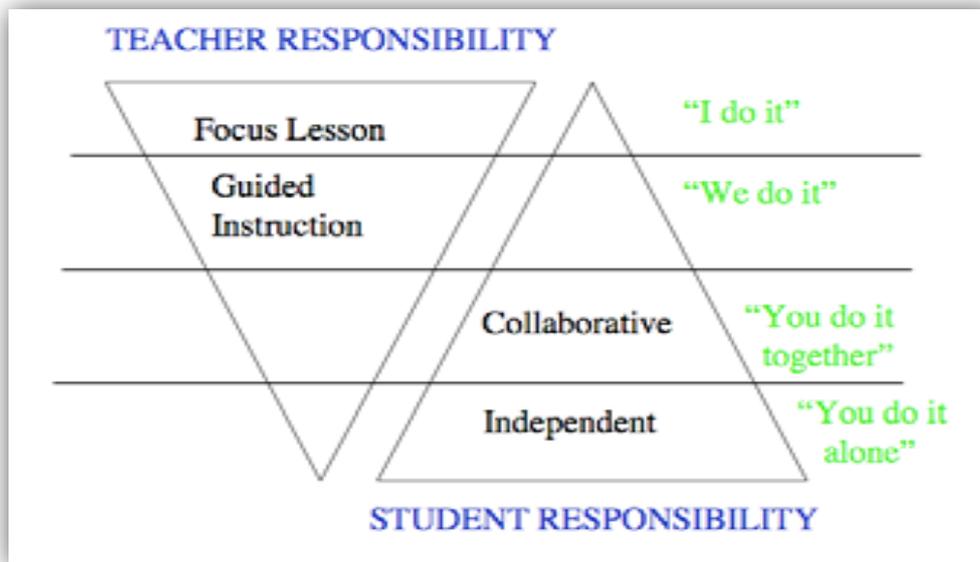


Figure 1: The Gradual Release of Responsibility Model (Pearson and Gallagher 1993, cited in Fisher, 2006)

3.0 PROCEDURES AND METHODOLOGY

This chapter presents all the procedures followed to achieve the aim and to verify the hypothesis of the study. It covers the experimental design, population and sample selection procedures, equivalence of the sample, the pre- posttests, the experimental procedures, and the statistical tools.

3.1 The Experimental Design

The experimental design represents the strategy, which is set by the researcher to collect the necessary information and control the factors or variables, which

may affect this information and finally carrying out the suitable analysis to test the hypothesis of the research within a comprehensive plan. The researcher should choose the suitable experimental design, which provides valid conclusions about the relationships between both independent and dependent variables (Brown and Rodgers, 2002:210).

In order to achieve the aim of the study, the researcher has used Quasi- Experimental Design, the Nonrandomized Control –group Pretest– Posttest Design (Van Dalen, 1973:295). This design takes the following form:

The Experimental Design

The group	The test	Independent Variable	The test
The Experimental Group	T ₁	Gradual Release of Responsibility Model	T ₂
The Control group	T ₁	_____	T ₂

The experimental group is taught adjectives by using gradual release of responsibility model while the control group is taught by the conventional models.

3.2 Population and Sample of the Study

A sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called “the population” (Fraenkel and Wallen, 2003:93).

To achieve the aim of the study, the researcher has randomly chosen Al Zuhoor Secondary School for girls. Two sections out of six have been randomly selected. In the same way, section (A) has been selected randomly as an experimental group, which includes 25 students. Section (B) has been also randomly selected as a control group, which includes 25 students. The total number of the sample subjects is 50 students. (See Table 3.1)

Table 3.1

The Number of the Subjects in the Sample

<i>Second Class in Al Zhoor Secondary School.</i>		Sample of Students
Group	Class	No.
Exp.	A	25
Con.	B	25
Total		50

3.3 The Pre-Post Test

In order to achieve the aim of the study, pre-post test has been used. The pretest is conducted to ensure the equalization of the groups involved in the study and the posttest is used to measure the effectiveness of the experimental procedures

- a) I've just read a very amusing /amused book
- b) The basketball game was very excited / exciting because both teams played well.
- c) I couldn't find the way to your house because your map was very confused /confusing .
- d) I was amazed / amazing that your daughter did so well in her exam.
- e) Please go away. You are very annoyed / annoying .
- f) I was shocked / shocking when I saw the bill! It was £54.25!
- g) Are you interested / interesting in politics?
- h) I was very embarrassed /embarrassing because I didn't understand Spanish.
- i) Everybody was amused / amusing by her imitations of her teachers.
- j) The walk to the top of the hill was exhausted / exhausting .

With regard to its design, the test contains one question that includes ten items. The question is designed to measure the recognition performance of students for using participial adjectives.

3.3.1 Test Validity

One type of validity are considered important: content and face validity. Therefore, both types have been adopted for the purpose of the research.

3.3.2 Content Validity

To ensure content validity, much attention has been given to the content of secondary school textbooks.

3.3.3 Face Validity

In order to make sure of the face validity of the study tool, the test has been given to two highly qualified and

experienced university lecturers to review it and check its appropriateness.

3.4 The Pilot Administration

Conducting a pilot test was strongly preferred for the current study. For this purpose, 20 students of the study sample were haphazardly selected from the same school. On the 14th February, 2018, the pilot test was carried out in a normal day situation and classroom condition. After giving necessary instructions and providing useful information about the test content, in no longer than 20 minutes. Concerning the appropriateness and usefulness of the test items, some statistical calculations were needed to decide on.

3.4.1 Item Difficulty Level

The level of difficulty refers to the percentage of students who get the items correct (Ebel, 1972: 85). The total scores of the twenty students have been ranked from the highest to the lowest one, and then they are divided into two groups. The total scores of the students who answer the test items correctly at both the upper and the lower groups are divided by the total number of the students of both groups. The results indicate that all the components are of acceptable level of difficulty, since the acceptable level of difficulty of a written test ranges from 0.20 to 0.80 (Bloom, 1971:66). (see table 3.2)

3.4.2 Item Discrimination Power

Another procedure that has been used to evaluate the feasibility of the test items is Discrimination Index (DI). The DI of an item indicates the extent to which the item discriminates between the examinees, separating the more able examinees from the less able ones (Heaton, 1988: 179).

According to Brown (1981: 104), the test item is good if it has a discrimination index of (0.20) or more. In calculating the discrimination index of the test items, it is ranged between (0.20) and (0.80) which is regarded as an adequate index of discrimination. To compute the

discrimination index of the test items, the following formula is applied:

$$DI = \frac{RU - RL}{1/2 T}$$

Where:

DI = Discrimination Index

RU= the number of examinees in the upper group who get the items right.

RL= the number of examinees in the lower group who get the items right.

T = the total number of the two groups.
(Mehren and Lehman, 1984: 192)

Thus, as it appears, the whole items of the test are discriminate between good and poor students since the DI is within the normal range.(see table 302)

Table (3.2)
The Difficulty Level and Discrimination Power of the Scheme

Item Number	Difficulty Level (DL)	Discrimination Index (DI)
1	0.45	0.50
2	0.30	0.40
3	0.60	0.40
4	0.40	0.40
5	0.55	0.50
6	0.50	0.40
7	0.20	0.40
8	0.55	0.30
9	0.55	0.50
10	0.60	0.60

3.5 Equivalence of the Sample

In order to increase the sensitivity of the experiment, the researcher equates the subjects on the basis of five variables.

1-The age of the students.

2-Students' pre- test performance in ed/ingedjectives.

3.5.1The Age of the Students

By applying t-test formula for two independent samples, it is found outthat there is no statistically significant difference between the two groups for the age variable (see Table 3)

Table 3-3
Equalization between the Two Groups in the Age Variable

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Age experemnt	25	16.04	.351	.070
control	25	16.00	.408	.082

Independent Samples Test table 3.4

Age	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.004	.948	.371	48	.712	.040	.108	-.177-	.257
Equal variances not assumed			.371	46.952	.712	.040	.108	-.177-	.257

3.5.2 Students' Pretest Performance ed/ing adjectives

The *t*-test formula is also used to find out whether there is any statistically significant difference between the scores of the experimental and control groups in the pretest (see Table 3.5)

The results indicate that the mean score is 9.88 for the experimental group, and 9.96 for the control group. This means that there is no statistically significant difference between the two groups in their pretest score.

Table 3.5

The Means, Standard Deviations, and t- Values for the Students' all Performance in the Pretested/ ing adjective test

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
Expermint	25	9.88	2.108	.422
control	25	9.96	2.071	.414

Independent Samples Test table 3-6

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.028	.867	-.135	48	.893	-.080	.591	-1.268	1.108
Equal variances not assumed			-.135	47.985	.893	-.080	.591	-1.268	1.108

3.6 Factors Jeopardizing Internal and External Validity

The researcher determines the extraneous variables jeopardizing internal and external validity in order to avoid confounding the results of the study. As the situation permits, the researcher tries to remedy or control the influence of extraneous variables. "Threats to internal validity due to history, maturation, testing instrumentation and regression can be controlled in a nonequivalent control group design" (Shaughnessy, et al 2012:327).

According to Cook and Campbell (1979:155), the nonrandomized control group design generally controls for all major class of potential threats to internal validity except those due to additive effects of:

3.6.1 Selection and Maturation Effect

An additive effect of selection and maturation occurs when individuals in one group grew more experienced, more tired, or more bored at a faster rather than individuals in another group (Shadish et al, 2002:53). The researcher selects the groups from the same population. It can be said that the effect of this variable has been controlled.

3.6.2 Selection-History Effect

Another threat to internal validity that is not controlled in the nonequivalent control group design is the additive effect of selection and history. This

problem arises when an event other than the treatment affects one group and not the other. Nothing happened during the period of the experiment. It can be said that the effect of this threat has been controlled.

3.6.3 Selection-Instrumentation Effect

A threat due to the combination occurs when changes in a measuring instrument are more likely to be detected in one group than they are in the other. Because the two groups do not differ on the pretest, and because performance of the groups does not suggest floor or ceiling effects on the measurement scale that are used, this threat to internal validity seems implausible in this study.

3.6.4 Statistical Regression

The final threat that is not controlled in the nonequivalent control group design is differential statistical regression (Shadish et al, 2002:55). Differential regression can occur when regression is more likely in one group than in another. The changes from pretest to posttest may be mistakenly interpreted as a treatment effect if regression is more likely in the treatment group than in the control group. The groups in this study come from the same population and there is no evidence that one group's pretest scores are more extreme than the other, a threat to internal validity due to differential statistical regression is not plausible in this study.

3.7 Test Reliability

For the purpose of computing the reliability coefficient of the test of the current study, the *split half method* is used. Sub-score of each of the two halves (odd and even items) is obtained. The two obtained sub-scores are correlated to calculate the reliability of the test.

After collecting the data, coefficient correlation factor between the two halves of the test by using Pearson Correlation Coefficient Formula. The correlation coefficient is found out to be an acceptable one.

3.8 Test Administration

The final test was administered on the 12nd of April, 2018 in the school,. The students were given 20 minute to answer the whole test.

3.8.1 Scoring Scheme of the Test

The test consists of one question and contains ten items. The test has been scored out of twenty, i.e., each item has been given two mark. An item correctly rendered is given one point, an incorrect item is given zero. Concerning the items that are left unanswered by the examinees, they are considered wrong and given zero.

3.9 The Experimental Group

The researcher specifies a lesson to the experimental group to clarify some general outlines to gragual release of responsibility.

Gragual release of responsibility model lesson plan

The researcher introduces the Gragual release of responsibility model to the experimental group. Thus, the researcher teaches the experimental group following the procedures mentioned in each lesson plan. However, the procedures followed in employing the gradual release of responsibility are

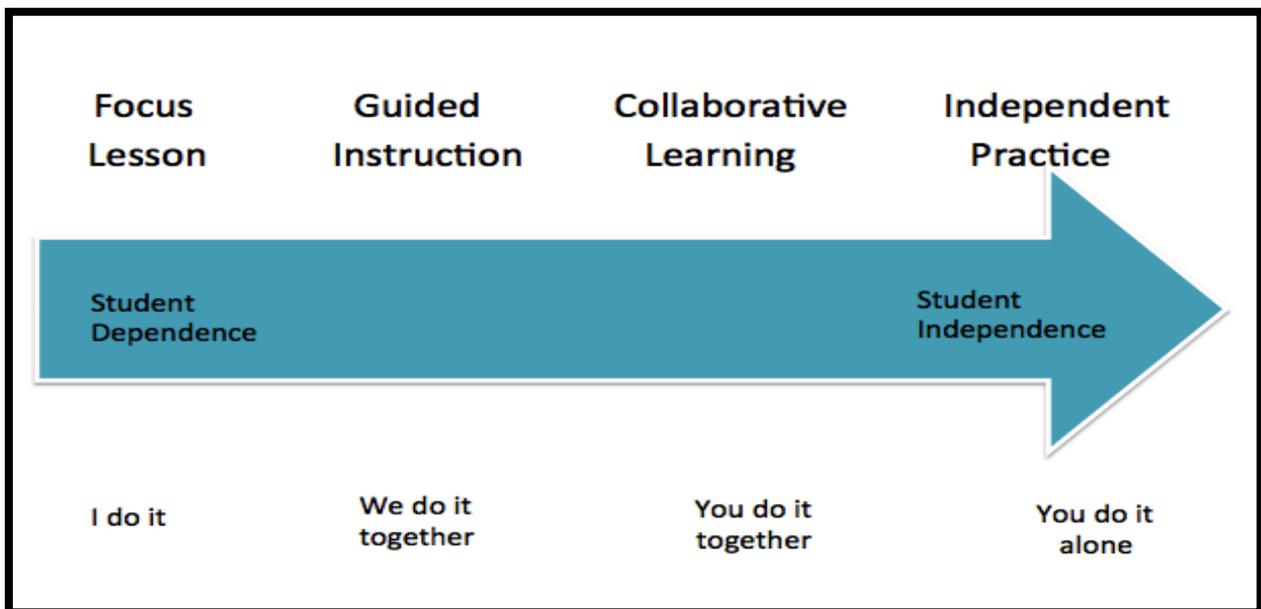
Topic: ed/ ing adjectives

Level: secondary

Time: 45 minutes

Date: ----- 2018

Introduction: In this lesson I 'll use gradual release of responsibility model. With the GRR, "gradually release responsibility for learning from teacher to student" (Fisher and Frey 2008, 32). Responsibility is handed over in four distinct steps, generally known as (1) Focus Lesson (*I do it*); (2) Guided Instruction (*We do it*); (3) Collaborative Learning (*You do it together*); and (4) Independent Practice (*You do it alone*)



Aim: To develop students' awareness of use -ed /-ing adjectives.

Objectives :

- a- Working individually, the students will be able to describe what they are thinking about within 5 minutes.
- b-Using pictures and sheets of papers, I will present the lesson within 5minutes
- b- Working in pairs, students will be able to answer the items in the worksheet1 within 5 minutes.
- e- Working in groups, students will be able to write two sentences describing the picture within 5 minutes.
- g- Individually, students will be able to answer the worksheet2 in5 minutes.

Preparation and materials

worksheets, charts, pictures

Procedure:

In this step,I present the lesson in a simple way using pictures and charts For further clarification, I give my students some examples of CAUSE and EFFECT (i.e., the REASON and RESULT) in sentence pairs using in one sentence (ed adjective) and in the other (ing adjective). It really helps students to see the adjectives side by side like this.

Description

The movie was frightening.

Feeling / opinion

Sami was frightened



The lessoon was boring

The boy was boring



Learning English is interesting

They are interested



My holiday was relaxing

I felt really relaxed



ING adjectives are used to describe things, people, places, activities. (These are sources of the feelings)

ED adjectives are used to talk about a person's feeling or opinions. (These are the receivers of feelings)

The movi was frightening. Sami was frightened
adjadj

Step 2

I model multiple choices. In pairs, students try to answer the items in Worksheet 1. Together with the class, we will answer all the items and explain weather it is description or feeling.

Worksheet1

- 1.I will be very if she does well in her test.
a-surprised b- surprising
- 2.My new job is.....
a- tired b- tiring
- 3.I come home at the end of each day.
a- tired b- tiring
- 4.He's such a person. He never wants to go out.
a-bored b-boring
- 5.I'm I have no idea what to do.
a-confused b-confusing
- 6.I'm not very in sport.
a- interested b- interesting.
- 7.It was not she failed her tests. She never studied.
a-surprised b-surprising
- 8.I'm gettingwith this book. Nothing ever happens.
a- bored b- boring

Step 3

I 'lldivid the class the class into groups. Each group has 5 students. I 'll give each group a picture and each group should write two sentences using ed/ing adjectives.



Step 4

I'll ask the students to complete worksheets 2 alone

Worksheets 2

Choosing the correct adjectives

Choose the correct adjective to complete the sentences.

1. I enjoy watching soaps because I think they are really _____ (interested/ interesting).
2. I sometimes get a bit _____ (bored/boring) when I watch the news.
3. I feel _____ (frightened/frightening) when I watch horror films.
4. I missed *Big Brother* last night. I'm really _____ (annoyed/annoying)
5. I was really _____ (shocked/shocking) by the end of the film.

Have feedback, asking students to explain why each answer is incorrect

3.10 The Final Administration of the Posttest

At the end of the experiment, the students at both groups have been tested on 3rd of Jan. 2018. The same testing procedures have been followed in conducting the test. Both groups are tested in a comfortable environment.

4. 0Results, Conclusions, Recommendations, and Suggestions for Further Studies

This chapter includes the comparison between the experimental and the control groups in the post-test scores, discussion of results, conclusions, recommendations, and suggestions for further studies.

4.1Presentation of Result

In order to verify the first hypothesis of the study, the mean scores in the test of both groups have been computed and compared. The obtained results show that the mean scores of the experimental group is 15.28, whereas the mean scores of the control group is 9.0 which means that the performance of the subjects in the experimental group outweighs that of the subjects in the control group.

In order to decide whether the obtained difference between the two mean scores of the two groups is significant or not, t-test formula for two independent samples has been applied. The results of applying this formula have revealed that there is a significant difference at 0.05 level of significance and with 58 degree of freedom between the two involved groups (see Table 4-1). This difference is in favour of the experimental group, i.e. the experimental group is better than the control group in ing /ed adjective test. This indicates that the hypothesis which states that " There are no statistically

significant differences on (0.05) level of significance between the mean scores of secondary schoolstudents who studied GRR model and those who studied by the traditional technique is reject

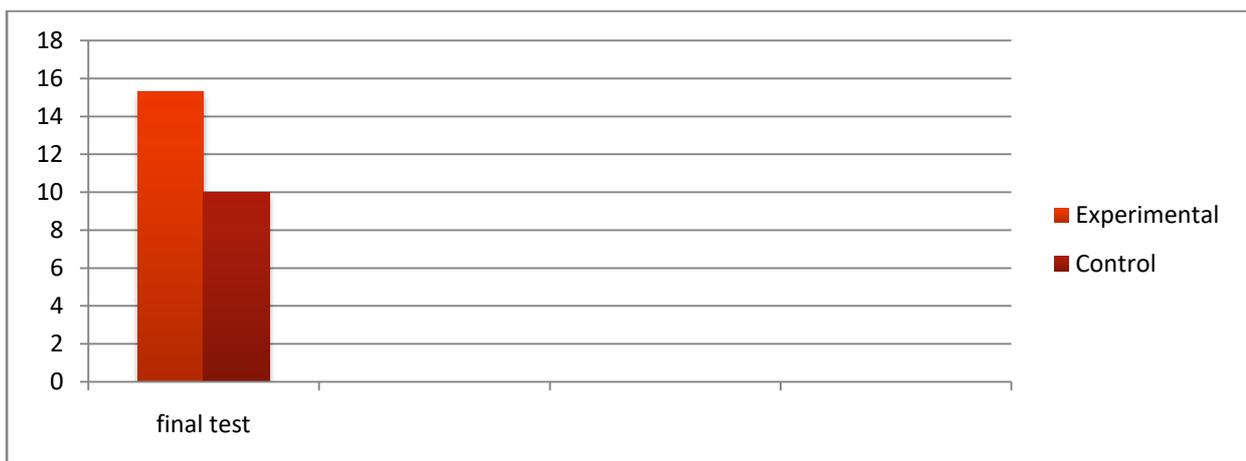
The Means, Standard Deviations, and t- Values for the Sample’s Performance in Posttest

Table 4-1

Group	Number	Mean	Std. Deviation	Std. Error Mean
Experimental	25	15.28	3.273	.655
Control	25	9.96	3.007	.601

Table 4-2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
degree	Equal variances assumed	.529	.471	5.985	48	.000	5.320	.889	3.533	7.107
	Equal variances not assumed			5.985	47.659	.000	5.320	.889	3.533	7.107



Figure

4.2 Discussion of the Results

All findings of the present study demonstrate the positive effect of **using TheGRRModel on EFL Secondary School student's in teaching Adjectives**. The reasons behind the results are due to the fact that using Gragual release of responsibility provides opportunities for students to think deeply with original and useful ideas.

By noticing tables (2), it could be find out that there is statistical differences at level of significance between (the experimental group those who taught grammar by using concept map and the control group at the achievement mean scores in grammar to the favour of the experimental group as follows:

This model enhances students to better thinking, to better decision and better performance. This technique also motivates the learners to organize their thoughts and helps them become active participants in the interaction process, by listening carefully to other students point of view, judging on those utterances, analysing students' own ideas in connection with the ideas of others students' personal thoughts, allowing them to eliminate the weak points in their ideas. This model gives students chances to develop their ability and encourage a greater degree of participation .

4.3 Conclusion

The result of this study showed that the GRR model is an effective teaching method for improving students' ability in understanding ed /ing adjectives. It is necessary for teachers to provide thorough instruction and allow students a chance to see models, review exemplars, try it with peers, make mistakes, and improve. The goal of teaching is to have students learn the content of our lessons

4.4 Recommendations

Based on the findings of the study, the researcher recommends the Ministry of Education to:

- 1- Support the Iraqi Educational system in the GRR model
- 2- Place more emphasis on developing students' adilities in general.
- 3- Take the GRR model into account while designing English language curricula due to its role in motivating the students to get involved in the learning process.

- 4- Place more emphasis on teaching writing as a process not only as a product.

4.5 Suggestions for Further Studies

Based on the present study findings and conclusions, further studies are suggested to be conducted:

- 1- A study can be conducted to investigate the effect of the GRR model on Intermediate School students' performance in Reading Comprehension.
- 2- A study is recommended to examine the effect of the GRR model on Intermediate School students' achievement with respect to their thinking style.
- 3- A study is recommended to investigate the effect of the GRR model course of study skills on university students' achievement.

BIBLIOGRAPHY

Banat, S. (2007). "The Effect of a Program Based on the Process Approach and Learning Style on Developing EFL Writing Skills Among Jordanian Secondary Stage Students," Unpublished Ph.D. Thesis, Amman Arab University for Graduate Studies.

Bandura, A., & Jeffery, R. W. (1973). **Role of symbolic coding and rehearsal processes in observational learning.** *Journal of Personality and Social Psychology*, 26(1), 122-130.

Brown .J.D .Rodgers, T.S. (2002). **Doing Second Language Research**. Oxford: Oxford University Press.

_____. (2004). **Language Assessment: Principles a Classroom Practices**. U.S.A: Pearson Education.

Bloom .(1971). *Handbook on Formative and Summative Evaluation of Students Learning*. New York: McGraw-Hill.

Duke, N.K., & Pearson, P. D. (2002). **Effective practices for developing reading comprehension**.

Ebel , R. L. (1972). *Essentials of Educational Measurement*. New York: Oxford University Press.

Fisher, D., & Frey, N. (2008). **Homework and the gradual release of responsibility: Making "responsibility" possible.** *English Journal*, 98(2), 40-45.

- Fraenkel, J. R. & Wallen, N. E. (2003). *How to Design and Evaluate Research in Education*. (5th ed). New York: McGraw-Hill Company.
- Graves, M. F., & Fitzgerald, J. (2003). *Scaffolding reading experiences for multilingual classrooms*. English learners: Reaching the highest levels of English literacy, 96-124.
- Gronlund, N. E. (1976). *Measurement and Evaluation in Teaching*. New York: Macmillan publishing CO, Inc.
- Heaton, J. B. (1988). *Writing English Language Tests*. 2nd Ed. New York: Longman Group UK Limited.
- Mehren, W. and Lehman, I. J. (1984). *Measurement and Evaluation in Education and Psychology*. New York: Holt, Rinehart and Widston, Inc.
- Mitchell, M. L. & Jolley, J. M. (2013). *Research Design Explained*. New York: Cengage Learning.
- Murdoch, G. (2002). *Exploiting WellKnown Short Stories for Language Skills Development*, *IATEFL LCS Newsletter* 23, p.p.17-19.
- Pearson, P. D., & Gallagher, G. (1983). *The gradual release of responsibility model of instruction*. *Contemporary Educational Psychology*, 8, 112–123.
- Piaget's (1952) work on cognitive structures and schema
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and Quasi-experimental Designs for Generalized Causal Inference*. Boston: Houghton Mifflin.
- Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. S. (2012) *Research Methods in Psychology*. (9th ed). New York: McGraw Hill Company.
- Van Dalen, B. (1973). *Understanding Educational Research: An Introduction*. (3rd ed) New York: McGraw-Hill Book Company.
- Vygotsky, L.S. (1978). *Mind in society: The Development of Higher Psychological Processes*. (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman. Eds.) Cambridge, MA: Harvard University Press.
- Wood, D., Bruner, J.S., & Ross, G. (1976). *The role of tutoring in problem-solving*. *Journal of Child Psychology and Psychiatry*, 17, 89-100.
- Zhu, W., (2004). "Faculty Views on the Importance of Writing, the Nature Of Academic Writing, and Teaching and Responding to Writing in the Disciplines". Virginia, *Journal of Second Language Writing* 13, 29–48

(في تدريس الصفات لِطَلَبَةِ المَدَارِسِ الاعدادية GRR أثير استخدام أنموذج) العراقيين دَارِسِي اللّغَةِ الإنكليزيّة لُغَةً أجنبيّةً

تقدمت بها المدرس المساعد خلود ناصر فراك

ال

المستخلص

يعمل أنموذج انتقال المسؤولية التدريجي بشكل هادف على انتقال المعرفة من المعلم ، إلى المسؤولية المشتركة للمعلم والمتعلم ، إلى الممارسة المستقلة والتطبيقية من قبل المتعلم. حيث تنتقل "كل المسؤولية من المعلم أداء قد يحدث هذا تدريجياً خلال يوم أو أسبوع أو شهر أو . المهمة ... إلى حالة يتحمل فيها الطلاب جميع المسؤولية لاحظ جريفز وفيتزجيرالد (2003) أن "التوجيه الفعال غالباً ما يتبع تقدماً يقوم فيه المعلمون بشكل تدريجي .سنة يمكنهم من تحمل المسؤولية. ومن خلال هذه العملية تنتقل المسؤولية تدريجياً ليصبح الطلاب أكثر كفاءة وليكونوا متعلمين مستقلين.

إن المشكلة التي تعالجها هذه الدراسة تعود إلى حقيقة مفادها أن مُدَرِّسِي مادة العراقيين يركزون على الجوانب النظرية في المناهج الدراسية، ويمنحون أهمية قليلة للجوانب العملية؛ لذلك فإن طلبة المتوسطة في العراق غير وبناءً على ذلك فإن هناك حاجة ملحة للتحري عن أنموذج جديد؛ قادرين على استخدام مهارات عالية في التفكير لتعزير الجانب العملي في التدريس.

في تدريس طلبة المدارس الاعدادية العراقيين دَارِسِي اللّغَةِ GRR إن هدف البحث هو التحري عن أثر أنموذج الانكليزية بوصفها لغة أجنبية.

ولتحقيق هدف هذا البحث وضعت الباحثة الفرضية الصفرية الآتية: ليس هناك فرق ذو دلالة إحصائية بين والمجموعة الضابطة التي GRR على وفق أنموذج ed/ing المجموعة التجريبية التي تدرس الصفات التي تنتهي ب. تدرس على وفق الطريقة التقليدية.

(طالبة من مدرسة الزهور للبنات ، إذ مثلت (25) طالبة المجموعة التجريبية التي درست 50 اختارت الباحثة) ، و (25) طالبة مثلن المجموعة الضابطة التي درست على وفق الطريقة التقليدية خلال GRR باستخدام أنموذج .السنة الدراسية 2017-2018.

ساوت الباحثة كلتا المجموعتين في عدد من المتغيرات منها أعمار الطالبات ، ونتائج الاختبار القبلي، وقد درّست الباحثة نفسها كلتا المجموعتين المادة المخصصة نَمَّ التأكّد من صلاحية الموضوعات والاختبارات ومعايير التصحيح وذلك بعرضهم على الخبراء في مجالات طرائق تدريس اللغة الانكليزية، وعلم اللغة الانكليزية.

وتوصلت الباحثة إلى وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية، والمجموعة الضابطة ، ولصالح في التدريس يُحسّن من أداء الطالبات.GRR المجموعة التجريبية .واستنتجت الباحثة أن استخدام أنموذج

وفي ضوء النتائج قامت الباحثة، بتقديم بعض التوصيات والمقترحات لدراسات أخرى.