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**The Effect of Using Scrambled Sentences and Sentence
Combination Strategy on the Development of 7th
Graders' Writing Skills in Bethlehem District and their
Motivation for Learning English Grammar**

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Motivation for Learning English Grammar**

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Thesis Approval

The Effect of Using Scrambled Sentences and Sentence Combination Strategy on the Development of 7th Graders' Writing Skills in Bethlehem District and their Motivation for Learning English Grammar


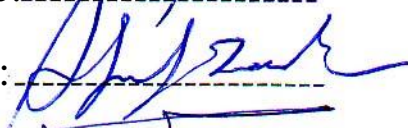

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Dedication:

I would like to thank my greatest hero in the world, my father Adnan Ayesh, for his support, encouragement, and who always has been there for me. Thank you for teaching me confidence and respect.

To the sunshine of my day, my lovely mother, who rises every morning to light my day, to guide my way. My mother is a woman like no other; she gave me life, taught me and fought for me. There are not enough words I can say to describe how my mother is important to me.

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I am so convinced that without their help and spirit. I might not be able to finish this thesis, and I deeply feel indebted to all of them.

To my country, Palestine.

At the end, to everybody who helped me to prepare this work.

Declaration

I certify that this thesis submitted for the Master degree is the result of my own work in design and research, except were otherwise acknowledged, and that this study or any part of the same has not been submitted for a higher degree to any other university or institution.

Signed ..  ..

Name: Ala Adnan Mohammad Ayish.

Date:

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Abstract

The present study aims at investigating the effect of using scrambled sentences and sentence combination strategy on the development of 7th graders' writing skill in Bethlehem District and their motivation for learning English grammar. The study was applied on a purposeful sample of 7th graders in the governmental schools in Bethlehem District in the academic year 2016/2017. The sample included (55) students at Al-ameriay Secondary School for Girls in Bethlehem District. Students were assigned to experimental and control groups, the experimental group was taught by using the scrambled sentences and sentence combination strategy, while the control group was taught by using the ordinary method (*English for Palestine*). The researcher prepared scrambled and combining sentence tests to test students' writing skill, and a questionnaire to measure their motivation for learning English grammar. Content validity and reliability were established for all instruments. It was (0.924) for the combining test, (0.907) for the scrambled test, and (0.770) for the questionnaire. The experiment lasted three months, a pre-test and a post-test were performed using the scrambled and the combining sentence tests and the questionnaire to measure the effect of using scrambled sentences and sentence combination on students' motivation. The means and standard deviations were used as well as Pearson Correlation Coefficient and Cronbach Alpha in the study. The findings of the study showed that there were statistically significant differences in students' writing skill due to the teaching method. Moreover, there were statistically significant differences in students' motivation for learning English grammar due to teaching method. This study recommended that training programs need to be offered to train teachers on using scrambled sentences and sentence combination strategy. Students need to be provided with opportunities to practice it. Based on these findings, the study recommended the necessity of implementing modern methods of teaching as scrambled sentences and sentence combination for better outcomes in students' writing skill, and more studies need to be conducted on different variables and subjects.

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Chapter One:

Introduction

1.1 Background of the Study

Language is the ability to acquire and use complex systems of communications by the use of sounds. It is the code we all use to express ourselves and to communicate with others. Therefore, proficiency in English is assumed to be the central aim of our research. Moreover, English has a unique cultural diversity, and linguistic heterogeneity which enhance the importance of English as a foreign language and be the issue of many teaching methods.

The language system is complicated and learners need to be guided and they need to know the elements of the language by starting from the smallest component and work up. It is essential to know the individual letters and sounds, combined letters and sounds, words, phrases, clauses and sentences. In addition to that, learners need to use the language in interaction and make choices about the language they choose to communicate with. Teachers in the classroom have to introduce the language and its use through improving student`s skills in listening, reading, speaking and writing (Lindsay & knight, 2006).

In teaching English, the main focus is on skills that need special teaching methods and strategies. To illustrate, Zyoud (2010) demonstrated the effectiveness of practicing listening and speaking through drama which has such a potential because it gives a context for listening and meaningful language production, in which learners need to use

their language resources. Whereas, in teaching reading, making a balance between using authentic material and materials specially designed for students is an imperative concern that can be divided as integrated course books which include reading texts, texts from real life “authentic” texts, and simulated authentic texts (Harmer, 1998).

Listening, Speaking and Reading skills are related to the writing skill, where writing is the opportunity to use language, to think about it, clarify, and to internalize information, experience, beliefs and learning process. Spolsky (1999) indicated that writing is a major means of learning and it is a problem solving activity in which students generate their own ideas and clarify ideas to themselves as they try to communicate them clearly to their readers. Thus, writing may involve assimilation, interpretation, and reformulation of individual opinions. Moreover, it is needed to help students to gain greater control over the cognitive strategies involved in composing and giving them support in developing effective planning strategies. To illuminate, the first step could be by encouraging students to work with effective planning strategies, such as brain storming ideas, imposing a structure, making notes, and ordering information. It is crucial to adapt the teaching strategies that can be helpful to the academic and effective development of students’ writing skills. Ruddel (2008) stated a strategy called “gradual release writing instruction”, the idea here is to begin with teacher-scribed accounts and move students towards independent writing; once students contribute ideas and the teacher leads the discussion in shaping the written account. This can be followed by gradual diminution of teachers’ writing with simultaneous increase in the students’ independent or group writing.

Kamadeni (2014) stated writing is one of the communication tools, so mastering the writing skill is very important to enable the learners to communicate their ideas with the reader in written form. So, it is needed in school environment not only as a tool for transferring knowledge from teacher to students and students to one another but also as one of the English skills that should be learned by students, besides the skills of reading, speaking and listening. Everyone admits that writing is a difficult task, but it is very important for the students to learn. So, the teacher should give serious and special

attention to every student. Good writing in English requires both good mastery of structures and organization. Students should master the basic components of writing. Students should master the grammar, vocabulary, punctuation and organization.

Actually, in the teaching-learning process, there is still a problem related to writing, such as the fact that students do not know how to start the writing process; they cannot generate their ideas, probably they understand what they should do, but they cannot generate it into written form, they cannot generate grammatically correct sentences; they are still confused when they are asked to organize words into a meaningful sentence or organize sentences into a coherent paragraph.

Based on Kamadeni (2014), the problem is due to some factors, there are less students` who are motivated in learning the English writing skills, and the school environment can be noisy, so students` concentration is disturbed when they are learning writing. Teachers` professionalism is not too high in handling lazy students and they lack mastering grammar. When the teacher asks students to write a sentence, some students fail to do so. The lack of vocabularies can be seen when the teacher asks them to make a sentence or a paragraph and they do not understand the meaning of their sentence or paragraph. The last, in teaching the learning process, the teacher still uses the teacher-centered method, which makes students lazy to concentrate and to write their ideas based on the material, so the teacher would be more active than the students.

Based on the difficulties that were faced by students, the researcher would solve them and find the best technique to improve students` writing skill. One of the ways to make the teaching writing more effective is to make students active and creative in the classroom. The researcher used scrambled sentences to improve students` writing skill. Based on Larsen–Freeman (2000: 25), scrambled sentences are “part of the communicative language teaching activity, and it is usually used by the teacher in classroom”. The teacher asks the students to unscramble the lines of a mixed-up dialogue or asks the students to put the pictures of a picture strip story in the right order and write lines to accompany the pictures. Also, scrambled sentences were one of other activities

that were used to improve students' writing skill where students are given some sentences with scrambled order and they organize the sentences in an orderly manner and they make a coherent paragraph based that contain grammatically correct sentences.

Another way to make teaching writing more effective is making the students active and creative in the classroom. The researcher used sentences combination to improve the students' writing skill. Amongst the many types of exercises that teachers use to help their students to read and to write better; few have been researched as enthusiastically and debated as hotly as sentence combining (SC): "the process of joining two or more short, simple sentences to make one longer sentence, using embedding, deletion, subordination and coordination" (Connors, 2000: 30). It is a practice that is currently out of fashion with educational theorists, but it is still popular with students, and sometimes remarkably effective.

Therefore, teaching writing by using Scrambled Sentences and Sentence Combination can help the students to be more interested and active in writing and helps them gain an understanding of the material that they use in every day speech, so they are expected to communicate well orally and written. Therefore, improving the methods of teaching and the development of the writing skill among students is needed. This study investigates the effect of using scrambled sentences and sentence combination to develop 7th graders' English writing skills.

1.2 Statement of the Problem

Students in Palestine have a problem in learning English. It could be said that learning English is an extremely complex process, as learners are individuals with different personalities, styles and preferences. They do not gain the confidence of using the language in writing. Despite the huge efforts that teachers devote to improve students' English knowledge, it is noticed that students finish high school with limited proficiency, especially in the writing skill. Teachers and parents always complain of the low level of students' proficiency in English. Therefore, many teachers have tried to make English

teaching non-threatening, imaginative and useful to promote students' motivation towards learning English. Some teachers think that it may be helpful to combine the new methods with the traditional ones in teaching English so as to develop students' writing skill. The researcher has a concern to find out the result of using scrambled sentences and sentence combination to improve the writing skills of 7th graders in Bethlehem District.

1.3 Purpose of the Study

The purpose of the study is to investigate the effect of using scrambled sentences and sentence combination on the development of 7th graders wiring skills at Al- Ameriya Secondary School for Girls School in Bethlehem District. It also aims at familiarizing school teachers with this strategy which will develop students' English writing skill. This study also aims to train students on how to create more complex sentences in order to make their writing styles more elevated. In addition to that, the study aims at investigating students' motivation for learning English grammar because grammar and writing are inseparable and inter-related.

1.4 Questions of the Study

1. Is there an effect of using scrambled sentences and sentence combination on the development of 7th graders' writing skills?
2. Is there an effect of using scrambled sentences and sentence combination on 7th graders' motivation for learning English grammar?

1.5 Hypotheses of the Study

1. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the mean scores of 7th graders' writing skills due to the teaching method.

2. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the mean scores of 7th graders' motivation for learning English grammar due to teaching method.

1.6 Significance of the Study

The significance of this study stems from the fact that teachers are in need for effective teaching strategies to improve students' writing skill. This study identifies information on the theoretical, practical and research fields. In the theoretical field, this study employs the units of the students' textbook for the use of scrambled sentences and sentence combination as a strategy to develop the writing skill of 7th grade students. Whereas, in the practical field, the results of the study are expected to be meaningful for curriculum designers; they may also help to develop materials for teaching the writing skill that will help students in applying these strategies. In the research field, this study will lead other researchers to conduct more studies with different variables and stages, thinking of more ways that help learners to understand better and to retain what they understand.

1.7 Definition of Terms

Effect: According to the Merriam Webster English Dictionary (1828), effect is a change that results when something happens.

Scrambled Sentences: sentences with scrambled order to the students and they rearrange or unscramble the sentences into correct order. Then, they make a paragraph based on the sentences.

Operational Definition: In this study, using scrambled sentences and sentence combination are expected to affect students' writing skills.

Sentence Combination: the process of joining two or more short, simple sentences to make one longer sentence, using embedding, deletion, subordination and coordination (Connors, 2000: 103).

Operational Definition: In this study, using scrambled sentences and sentence combination are expected to affect students' writing skills.

Writing Skill: is an activity that is need a thought to express an idea into written form. According to Richards and Schmidt (2002: 54-55), writing is expressing idea, concept, feeling, opinion and experience in a certain place, time and situation in the written form. Operational Definition: In this study, using scrambled sentences and sentence combination are expected to affect students' writing skills.

Seventh Grade: The seventh level of the basic stage which consists of seven levels according to the Palestinian educational system (Palestinian Ministry of Education, 1998).

Motivation: Is an elementary part in learning a foreign language or doing something.

Qashoa (2006: 1) stated in that “motivation has four aspects, which are: a goal, an effort, a desire to attain the goal, and a favorable attitude toward the activity”.

Operational Definition: In this study the researcher measures students' motivation for learning English grammar.

Grammar: According to Bruder and Paulston (1976), grammar is defined as the possible forms and arrangements of words in phrases and sentences. Whereas, Cambridge Dictionaries Online defines grammar as the way you combine words and change their form and position in a sentence, or the rules of this.

Operational Definition: In this study, motivation for learning English grammar is expected to be examined.

1.8 De-limitations of the Study

The study is limited to the following:

1. **Locative limitation:** The study covers Al- Ameriya Secondary School for Girls in Bethlehem District.
2. **Temporal limitation:** The study is carried in the second semester of the scholastic year 2016-2017.
3. **Human Limitation:** The sample of the study consists of (55) pupils in the 7th grade at Al- Ameriya Secondary School for Girls in Bethlehem District.
4. The concepts and definitions mentioned in it.

Chapter Two:

Review of Literature and Related Studies

2.1 Introduction

This chapter provides a roadmap for the theoretical framework and related studies. The researcher arranged the theoretical framework in a systematic way that covers clarifications of Scrambled Sentences and Sentence Combination strategy. Additionally, the researcher chronologically arranged summaries of related studies that focus on the above-mentioned strategy.

2.2 Review of Literature

2.2.1 What is scrambled sentences?

It is usually used by the teacher in the classroom. The teacher asks students to unscramble the lines of a mixed-up dialogue or asks them to put the pictures of a picture strip story in order to write lines to accompany the pictures. Thus, the teacher gives some sentences with scrambled order to the students, and they unscramble the sentences into a good order, then they make a good paragraph based on the rearranged sentences (Larsen – Freeman, 2000: 13).

The term “scrambling” is due to Ross (1967) who proposed that there is a scrambling transformation which alters the order among constituents inside the clause (short-distance

scrambling) and applies in the stylistic component of the grammar. In the early generative literature scrambling languages have been treated as non- configurational following Hale's proposal that there is a configurationality parameter (Hale, 1983; see also Chomsky, 1981 & Farmer, 1980). Warlpiri and Free word order: the only requirement is for the AUX to appear in second" (Wackernagel's) position.

In other research, Chicaiza (2009: 97) describes that scrambled sentences are exercises where the belongings of each sentence are mixed in a random order in its own file, and the students are required to order such pieces and write a correct sentence out of them. But in this research, the researcher asks the students to rearrange or unscramble the sentences into a paragraph, and then they make a good paragraph based on the sentences. This activity helps students to be more creative and active because they can share their ideas among each other. By discussing it with each other in the classroom, and a student who usually calms down in class is braver to express his/her ideas. So, the teacher should have an interesting technique to teach the students in order for them to be more interested in the classroom.

2.2.1.1 Base generation approaches of scrambling

Base generation approaches to free word order are those that deny any movement or transformation between the different word order possibilities in the language. Early in the 1970s Hale (1983) assumed that word order variability in a language like Warlpiri was due to the fact that the arguments instantiate a flat structure (a structure in which arguments depend directly from the same sentential node), while languages with strict word order have a hierarchical structure in the sentence. The difference between one type of language and the other has been attributed to the configurationality parameter, Hale added. This parameter for free word order could be due to various factors. One is that in a language with a rich inflectional system, all the arguments of the verb are indicated morphologically (i.e., the so called polysynthetic languages or head-marking languages in Baker, 2002).

According to Baker (1996) and Jelinek (1984), the arguments of the verb are the agreements, and the overt complement counterparts are adjoined to the sentence linked via a chain. The fact that overt arguments are adjoined in a peripheral position explains why they can be moved easily, since adjunction does not impose a restriction on the order on which elements might appear.

Instead of proposing flat structures, other linguists assume that scrambling is the product of a free order of merge of the different arguments of the verb. Thus, in NON scrambling languages merger of arguments is strict because assignment of case and assignment of theta role needs to be done under strict adjacency. However, in scrambling languages case and theta role are freely assigned in alternative D-structures (Neeleman, 1994), or they can be assigned in different positions under the same projection line of the inflectional projection (Bayer & Kornfilt, 1994).

2.2.1.2 Movement approaches of scrambling

The movement approaches to free word order all assume the initial order in all languages is configurational. That order is altered via movement of the different phrases to different positions in the sentence or outside the sentence. In that sense scrambling can be divided in three subtypes: object shift, clause bound scrambling (i.e., internal to the sentence) and long distance scrambling (i.e., scrambling across a finite sentence in Baker,(1988).

2.2.2 Sentence combination

Sentence combination is a “teaching strategy that has been widely studied” (Gebhardt, 1985: 206).

2.2.2.1 What is sentence combination?

Amongst the many types of exercises that teachers of writing use to help their students read and write better, few have been researched as enthusiastically and debated as hotly as sentence combining (SC): "the process of joining two or more short, simple sentences to make one longer sentence, using embedding, deletion, subordination and coordination" (Connors, 2000: 103). It is a practice that is currently out of fashion with educational theorists, in the 1970s and early '80s, all conferences were held to share its benefits; at these, numerous contributors suggested theories of how or why sentence combining works, but none ever achieved consensus.

Yet study after study, first with native speakers and later with second language learners, has indicated that sentence combining not only helps students become more sophisticated writers, but also better readers and thinkers as well. Therefore, there is still much scope for inquiry about this deceptively simple activity.

2.2.2.2 Problems with sentence combining practice

Pedagogical fashions do come and go, but the special interest around SC means that the reasons for its "going" are worth studying as much as the reasons for its original popularity. One factor in SC's loss of favor might have been its disconnection from the 20 students' own "authentic" communicative interests. Ideally, for SC to work as part of a whole Jang-qgge, program, teachers needed to be trained in analyzing and translating writing into kernel sentences-thus creating "authentic" SC experiences (Coman, 1995).

Theoretically at least, such a process would work more closely with students' natural language facilities and become what Vygotsky (1978) called part of a "living written language" that is "relevant to life...[and] meaningful for children" (105, 118). None of the whole language inspired variations on SC exercises went this far; it was perhaps a logistical impossibility in a classroom. It would be interesting to speculate, however, if it might have worked from a cognitive point of view.

2.2.2.3 Sentence combining and thinking

In several decades, many experts have failed to come up with a comprehensive theory of why SC works, possibly because it works in different ways with different students. Or, as Vygotsky (1978) explained the relationship of learning and development: "development never follows school learning the way a shadow follows the object that casts it. In actuality there are highly complex dynamic relations between developmental and learning processes that cannot be encompassed by an unchanging hypothetical formulation". (p.91). A close-up view of what is going on in different students' minds as they solve Sentence Combination (SC) problems may give some insight into these complex and variable experiences. As Strong (1986: 7) pointed out, there is a "need for more descriptive research to examine stages that students go through in learning from SC".

2.2.2.4 Sentence combining and the way we learn language

By the early 1960s, educational theorists were more and more accepting that teaching students traditional grammar did not result in their improved writing, but might even inhibit it (Burkhalter, 1996, Christensen, 1967, Hartwell, 1985 & Mellon, 1969). Composition teachers turned instead to psychology, drawing on both psycholinguistic and cognitive theory in an attempt to design exercises based on the way we actually learn language. "Psycholinguistic theory argued convincingly that most learning of our first language, at least, is unconscious or implicit" (Burkhalter, 1996: 10) because "human minds are predisposed to figure out how language works" (Strong, 1985: 338) and most language learning is a natural development, integrated, holistic and largely non conscious" (Mellon, 1981, as cited in Strong, 1986: 338). At the same time, information processing theory pointed out that in order for us to effectively process the meaning of complex language units with our limited short-term-memories (STM), the actual decoding and encoding involved in recognition or forming of spoken or written words had to become automatic. As Strong put it, the human brain cannot analyze and synthesize at the same moment. Based on these key theories, the new language curriculum attempted to expose students to the structure of the language in less explicit or

abstract ways than did traditional grammar, and it also approved of exercises that helped students to reach automaticity in higher level language functions, such as writing complex sentences. Sentence combining met both these criteria.

O'Hare (1971: 26) was the first theorist to openly express the value of implicit learning based on his own childhood experience in Scotland:

In a classroom environment where physical punishment for unsatisfactory work was an everyday occurrence and its avoidance an attractive alternative, the student would simply work with what he did know and use his intuition for what remained. And he was quite often successful in coming up with the correct answers. (26)

O'Hare predicted that his SC problems would work better than Mellon's (1969: 27) because each student "could give his undivided attention to the actual process of transforming by addition and deletion without worrying about grammatical theory". Strong's (1985: 346) subsequent theory of "how sentence combining works" closely resembled constructivist ideals and was also inspired by the Suzuki method of music instruction: "The essence of successful learning in tennis or in anything else- lies in *effortless concentration*, a state of being in which one is doing, not thinking about doing [italics added]" (346).

Theorists who advocated implicit learning also supported the goal of automaticity since this is achieved by repetition and practice, not by studying theoretical concepts. This is why the arguments in favor of building automaticity also drew on sports metaphors: "Football players practice hundreds of plays many times so that at the right time, in the right situation, a dozen or so of these moves will have become both appropriate and habitual. So also with sentence combining" (O'Hare, 1971: 31).

Later, de Beaugrande (1985: 71) articulated the process in more detail: "By elevating one's awareness, sentence combining might increase the familiarity of syntactic patterns. Then, the structural complexity of the patterns would not create such a heavy load on the writer's limited resources".

Although Strong (1985: 342) admitted that this emphasis on “concrete experience and practice reduced SC to the status of a skill-building exercise such as you would use to learn to throw a Frisbee”, he saw its potential to go beyond this, perhaps through collaborative learning (Strong, 1990). How far SC goes beyond mere cognitive or physiological skill building is a point my research may have helped to illuminate.

2.2.3 Writing skills

According to Richards and Schmidt (2002: 54-55), “writing is expressing an idea, a concept, feeling, opinion and experience at certain place, time and situation in written form”. Writing can be defined as an activity of forwarding of message communication by using written language as media. Therefore, Brown (2004: 218) adds “writing skill needs to be taught to the students or human beings”.

Fulwiler (2002: 16) states that “writing is a complex activity, variable, and process that refuses full of formulations to write it”. Also, Kane (2000: 7) describes “writing as a complex activity too, when we think about a topic we are already beginning to select words and construct sentences or in other words to draft”. We should go through some processes in writing, and we must be thoughtful of what we want to write. It is impossible for a person who can express his/her ideas into a good paragraph without through some process of writing.

Furthermore, Morley (2007) stated that “writing is not painting, neither is it a system of knowledge. It is no empirical science and learning writing is not like teaching and learning medicine” (28). Rogers (2005: 2) defines writing as “not language, language is a complex system residing in our brain which allows us to produce and interpret utterances but writing involves making an utterance visible”. It means that writing is an activity that needs thought, process, and the result is product.

According to Duigu (2002: 3), writing is to analyze the essay task which tells you what the topic is, and also gives an indication of what kind of things you are expected to say about the topic. Essay topics have 3 components: the instruction words and telling you what to do, the key words indicating the topic, and the words restricting the topic, indicating what aspect of the topic you are asked to focus on.

Whereas, Hickman and Jacobson (2003: 20) are of the view that “writing is a process involving both physical and mental activity”. It means that a writer moves sequentially from pre-viewing, to organizing, writing, evaluating and revising in Miles Myers in Chicaiza (2009: 3) claims that one purpose of writing is making of texts and one way to learn how to make anything is to have a model, either for duplication or for triggering one’s own ideas.

Furthermore, Taylor (2009: 96) stated that the usual function of an introduction in academic writing is to tell the reader what issue is being raised and what justifies the writer in raising it. In other word, writing is part of media to give information that is happened to the reader and the information

Different writing communities followed by different punctuation and design rule in communications such as letter, reports, and publicity. These are frequently nontransferable from one community or language to another. Such differences are easily seen in the different punctuation convention for the quotation of direct speech which different languages use, or the way in which commas are used instead of much full stops in certain languages, while comma “overuse” is frowned on by many writers and editors of English.

Some punctuation conventions, such as the capitalizations of names, months, and pronoun I, are specific to only one or few languages. Though punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers (Harmer, 2001: 256).

When we are writing, we should think about a paragraph. Paragraph is a unit of writing that consists of one or more sentences. Evans and Gray (2000) added that “our ideas should be organized into paragraph” (7). According to Bailey (2003), “paragraphs are the basic building blocks of texts” (23). Well organize paragraphs not only help readers understand the argument but also they help the writers to structure their ideas effectively. Duigu (2002) added that a paragraph is like “a mini- essay”, it means that, when we are writing a paragraph, we must consider of a good paragraph and how to organize the sentences in order to the reader more easier understand what information that we want to inform to them (45). Also, Killgallon (2012: 4) stated that the purpose of the paragraph is to teach students that “good writing often results from the addition of sentence parts to sentences and sentences to paragraphs and gives challenge to the students for including similar additions in their own sentences and paragraphs”.

When we are writing a paragraph, we must think about the process of writing. Bailey (2003: 8) claims that “the writing process guides students from the initial stage of understanding an essay title, through reading and note-making, to the organization of an essay and the final stage of proof-reading”. Moore and Murray (2006: 25) stated that “the process of writing is not just an outcome of thinking; it also helps to feed the thinking process, and to give rise to new insights and angles on the material you are talking”. So, the material should be prepared perfectly.

According to Langan (2003: 16) the process of writing involves some steps. The first step is prewriting, the second step is writing a first draft, the third step is revising, and the last step is editing. Pre-writing means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. Also, Richards and Schmidt (2002) stated that prewriting is like a way that learners use to develop their ideas when they write an essay, letter and anything else that can improve their writing. Many Medias can improve students writing skill and it’s depending on students “motivation too because it’s very important. If students have a good motivation in learning writing, so they can easier improve their skill” (4).

It can be summarized that writing is an important tool in our life. By writing, the learners can communicate to each other through written form and also good writing can help the learners to express their ideas and their knowledge. When we write, we concern with grammar and vocabulary because learners have to know the meaning of words used and they have to know the good structure of sentence because learners have to know the good structure of a sentence.

Besides that, we should concern with characteristics of good writing (unity and coherence). So that, the students can make good sentences and make good paragraphs. Also, when we write, we have to through some processing in order to the writing product could be understood by the reader.

2.2.3.1 Characteristics of good writing

A good paragraph is characterized by the existence of unity and coherence.

1. Unity:

According to Zemach and Rumisek (2005) stated that unity means that all the sentences discuss only one main idea, the combination of all elements to form single whole. A unified paragraph is internally consistent and has a single focus (p.83). Maharani (2007) declared that unity means all supporting sentences in a paragraph should refers to the main idea, so all sentences in the paragraph must be related with the topic (p.39). Also, Smalley and Ruetten in Yudiarsa (2010) stated that if each sentence in the paragraph relates to the topic and develops the controlling idea that makes the paragraph has unity, but if the sentences in the paragraph does not relate or discuss the controlling idea then the paragraph lacks unity (p.18). In addition, Bossane in Sudarmawan (2008) explained that a good paragraph usually has unity when all sentences in the paragraph develop a single, strong idea in order to make the meaning of the paragraph clearly and the reader understand the meaning of the paragraph easier (p.9). So, every sentence must support and explain the main idea.

2. Coherence:

According to Bryant (2000: 75) coherence paragraph has sentences that all flow each other; they are not isolated from each other. Coherence can be achieved in several ways. First, transitions help to connect ideas from the one sentence to the text. Second, ordering through in numerical sequence helps to direct the reader from one point to the text. The last, structuring each paragraph according to one of the following patterns helps to organize sentences. Maharani (2007: 39) added that there were four ways to make a coherence paragraph, that are: repetition of subjects, using the pronoun which refers to the subject, using transition signals to show how one idea is related to the next and arrange the sentences in logical order.

Also, Oshima and Hogue in Yudiarsa (2007: 19) are of the opinion that there two main ways to achieve coherence. The first way is the use of transitional signals to show one idea is related to the next. Transition signals are words such as first, second, finally, therefore and however. By using transition words, the reader is made easier to follow ideas.

2.2.3.2 Writing assessment

Knowledge of writing is often tested because it is important for communication. The test maker should be aware of what he/she is doing when testing writing. The test maker has to use the same syllabus or course of study.

Chastain (2000: 481) described that “evaluation is inseparably related to both objectives and classrooms procedures and must be given equal consideration as the class proceeds through the course”. He also stated that the primary purpose of evaluation in the classrooms is to judge achievement, both student and teacher. Evaluation of achievement is the feedback that makes improvement possible.

However, Norton (2009: 187) stated that evaluation has become “a major issue in higher education” with the influence of the Higher Education Academy (HEA) on foregrounding the student experience.

Based on Weir (2005: 1), in developing assessment tools, “a decision must be taken on what the criteria in the particular domain under review”, and this decision and the test measures used for operationalizing it must be ethically defensible and test developers must be made accountable for their products. He also states that the purpose of assessment is not in itself communicative, except of course for language testers.

Assessment of writing is important in order to know the students’ understanding about the materials have been taught. According to Brown (2004), there are two functions of an assessment which are “Formative and Summative Tests”. Formative test is evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process. Summative test aims to measure or summarize what a student has grasped, and typically occurs at the end of a course or unit instruction.

Also, Brown (2004) mentions several ways to measure students’ writing skills, they are as follows: grammatical transformation tasks, picture cued tasks, and ordering task. Grammatical transformation task is very popular and the teacher uses this technique as an assessment task to measure grammatical competence. Picture cued task has been used in English classrooms around the world because the advantages of this technique is in detaching the almost writing connection and offering instead a nonverbal means to stimulate written responses. And ordering task is same with word games and puzzles. “The teacher asked students to ordering a scrambled set of words into a correct sentence” (226-228).

2.2.4 Motivation

Intelligence is not the only determinant of academic achievement. High motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success. Development of academic intrinsic motivation in young children is an important goal for educators because of its inherent importance for future motivation, as well as for children's effective school functioning (Gottfried, 1990).

Many researchers defined motivation, such as Qashoa (2006: 1) who believed that motivation as "a desire to achieve a goal combined with the energy to work towards that goal".

However, Ahmed et al. (2012: 231) thought that "motivation can be described in terms of external or internal factors that evoke desire and energy in people to be interested and committed to a job role or a subject or a situation". In addition to that, Rehman and Haider (2013: 140) mentioned that motivation is "a need or a desire that serves to energize behavior and to direct it towards a goal".

2.2.4.1 Importance of motivation

Motivation in learning is very important for both students and teachers. So, without motivation there is no learning and teaching. Using motivation in education is effective on students' learning. So, by motivation, students' performance will be better. Also, it gives learners energy, and this will enable learners to achieve their goals. However, the level of motivation for students affects their success. So, the highly motivated students are learning faster than lower motivated students. Motivation is considered as the helpful way to reach the objective for teachers. In addition to that, the teachers should keep their students' motivation to achieve their aims.

2.2.4.2 Sources of motivation

According to Qashoa (2006), there are three sources of motivation in learning, which are:

1. The learner's desire to learn
2. The teacher
3. Success in the duty, or work.

2.2.4.3 Types of motivation

Motivation can be classified into intrinsic and extrinsic:

2.2.4.4 Intrinsic motivation

The word intrinsic means internal or inside of yourself (Ahmed et al., 2012). Rahmanian (2009) defined intrinsic motivation that the learners are doing an activity for its inherent satisfaction rather than separable consequence. So, when the learner is intrinsically motivated, he/she may act a dialogue, or move, and he becomes interested in what he is doing. This type of motivation includes intrinsic in the material, or in the subject, enjoyment of school learning which is described by curiosity, intrinsic interest in the subject and a mastery orientation. Intrinsic motivation influences learners to choose the material or subject that he/she is interested in, get energized about it, and persist it until they accomplish it. In intrinsic motivation the learners learn without having to be rewarded.

2.2.4.5 Extrinsic motivation

The word extrinsic means external or out of yourself (Ahmed et al., 2012). As Rahmanian (2009) defined that extrinsic motivation happened after the early childhood stage, when the learners wanted to attain some outcomes. For example, when the student did his/her homework, he did it because of fear from his or her parents and extrinsically

motivated, so he did homework to attain outcomes. Alderman (2004) mentioned that there are different types of extrinsic motivation, which are:

1. External regulation category: which means that students' desire is controlled by giving those rewards or punishment. For example, when the student does his/her homework in order to avoid staying for more time at school.
2. Introjections regulation: in this type, learners follow the rules because of pressure or to keep away from anxiousness. For example, when the learners did their homework because of what they are supposed to do.
3. Identification regulation: in this type, learners accept the regulation, because it is necessary to achieve their aim. For example, when students work hard to improve their skills.
4. Integration regulation: learners combine different values and roles and are self-determined and master the skills.

2.2.4.6 Ideas to increase students' motivation

Rehman and Haider (2013) mentioned many ideas in order to increase and improve students' motivation, which are:

1. Motivate students for success: when the students are low motivated or their academic performance is down, the teachers should motivate them to work hard and should give them equal performance in class.
2. Healthy environment: being in a healthy environment affects both students' motivation and learning. So, the teacher should know the problems that face students in the classroom and try to understand them in order to motivate students.
3. Rewards: rewards from the teacher improve students' motivation and encourage them to learn. Rewards such as, sweet, pen, or stickers.
4. Responsibilities: giving different responsibilities to the students in the classroom improves their motivation. For example, the teachers choose one of the students to play

the role of the teacher; this will motivate students to work hard and to create a sense of responsibilities.

5. Explain the objects: it is important for students to know the objective of the assignments which should be explained by the teacher.
6. Work in groups: working in groups gives students an opportunity to learn more together, to solve problems, feel more excited in groups and to reach the goal.
7. Encourage self-reflection: one way to motivate students is to let them look at themselves to know their weaknesses and strengths. Students will be more motivated if they know their critiques and create these kinds of critiques.
8. Offer varied experiences: to keep all students motivated in the classroom, the teacher should use different activities in order to motivate students. Such as, using authentic examples, or using new technology in teaching.
9. Developing competition among students: competition in the classroom among students improves their knowledge and makes them more hardworking.
10. Excited: Teachers should teach their students in an effective way. So, activity teaching improves students' motivation to learn.
11. Give praise when earned: Encouragement is the best way of motivation; teachers should motivate students, reward them, and praise them for a well-done work.
12. Arrange field trips: sometimes students feel bored, because they stay for a long time in the classroom, the school's role is to arrange for a trip according to the students' interest and their curriculum.
13. Give students' feedback: Many students in the class feel that are behind. The teachers' role here is to help them to learn so as to develop their skills.
14. Knowledge about students: Teachers should know the names of students, when the students raise their hands, this knowledge of their names will motivate them in leaning.
15. Balance the challenge: When the teacher gives the students an assignment that is above their level, they will make students worried, but if the assignment is too easy, this will enhance students, and the teachers may think that their students are not capable of better work.
16. Students' interest in the class: The teacher makes interest in the classroom by saying the names of students, or giving them interesting activities.

17. Give feedback and offer chances to improve: Giving feedback to the students will make them avoid making mistakes and know when they are wrong.
18. Make goals high, but attainable: The teachers should motivate their students, and push them to do more and more to achieve their aims.
19. Adopt a supportive style: Teachers' guidance is very necessary. The teachers allow students to choose their assignments, and after that, the teacher will guide them to do the assignments; this will motivate students.

In any school setting, whether it be elementary, secondary, or higher education, a student's motivation for learning is generally regarded as one of the most critical determinants, if not the premier determinant, of the success and quality of any learning outcome (Mitchell, 1992). Examining the construct of intrinsic motivation in young elementary school children is significant and important, because academic intrinsic motivation in the early elementary years may have profound implications for initial and future school success (Gottfried, 1990). Students who are more intrinsically than extrinsically motivated fare better and students who are not motivated to engage in learning are unlikely to succeed. Higher academic standards make it even more important to motivate even the disengaged and discouraged learners (Brewster & Fager, 2000). When we employ the term "motivation", we should be aware of its limitations and problems (Madrid, 2001: 321-322):

1. We cannot directly observe a person's motivation; all we can observe is a person's behavior and the environment in which he/she acts. Motivation is something inside the individual, and it acts reciprocally with the environment. In general, we consider that it stimulates, directs, and sustains behavior.
2. We often seek to explain why individuals behave in a specific manner, although in fact, we can only describe their behavior when they act reciprocally with their environment. After all, we can only describe individuals' behavior with the help of certain instruments of control: direct observation, questionnaires, interviews, reactions to certain stimuli.

3. It is also worth remembering that motivation is merely one more element – and not the only one – which determines behavior. Furthermore, it is above all a question of degree, hence the fact that we often speak of “degrees of motivation.” Motivation involves several processes. In order to obtain a deeper insight into the underlying processes by means of which children begin to learn in class, pay attention to certain activities more than to others, and are persistent despite distractions, we must carry out an extensive overview of theory and research.

4. By manipulating and controlling the students’ motivation in the classroom, the teacher is helping to shape the child’s personality. The teacher’s behavior as well as his/her way of organizing the class causes changes in the student’s motivation.

5. The study of motivation begins and ends with the study of behavior. Historically, the study of motivation has been associated with internal processes such as needs, intentions, or objectives. The apparent choice among a series of possibilities of actions is an initial indicator of motivation.

6. We can deduce that an individual is motivated in a certain way when he/she pays attention to something to the detriment of something else. Motivational deductions are suggested by the individual’s choices between different alternatives of behavior. Choice is the designation or attribution of preference of alternatives which suggest motivational deductions.

7. Two further instances of strong behavior are the return to a previously initiated activity when there is no apparent external coercion and perseverance. Observers deduce the existence of a greater or lesser degree of motivation when an individual focuses his/her attention on the same activity for a longer or shorter span of time. In the classroom, it is the student’s tendency to persevere with an activity without getting distracted which leads us to deduce that (s) he is highly motivated. Many authors have termed this model “continuous” or intrinsic motivation.

8. Another instance of behavior which suggests differences in the degree of motivation is variation in performance. Although the level of attainment is not a pure measure of motivation, it does seem to be the product of a variety of factors, including a combination of motivational models. In other words, it may well be that choice, persistence, and continuous motivations are reflected in the level of performance.

Crookes and Schmidt (1991: 480) pointed out that, “it is used more as a general catch all rather than a precise construct. They quote “motivation” is used as a general term- a dustbin- to include a number of possibly distinct concepts." Whatever the case, it has been traditionally equated with and measured by proficiency. It is also defined as producing engagement in and persistence with the learning task. This is especially true amongst teachers rather than second language researchers, who would describe a student as motivated if he or she becomes productively engaged in learning tasks and sustains that engagement, without the need for continual encouragement or direction.

Deci and Ryan (2000) stated that motivation divides to an intrinsic motivation, which is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. And intrinsically motivated which is defined as a person who is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

Crookes and Schmidt (1991) pointed that, the three major sources of motivation learning: first, is the learner’s natural interest. Second, is the teacher as an example of extrinsic factor. Finally, success in the task.

Ababio (2013: 27) stated that motivation is important in the teaching learning process for two reasons: (a) It becomes the main preoccupation of effective teachers who want their students to become interested in certain kinesthetic, intellectual and aesthetic activities and show corresponding demonstrable behavior, after formal teaching has ended – that is, it emphasizes the development of students’ cognitive, effective and psychomotor domains which constitute the core purpose of teaching; (b) It serves as a medium used by results-oriented teachers to get their students to acquire the requisite knowledge, understanding or skills in the teaching-learning process.

Davies and Pears (2000) added that the lesson should be dynamic, involving the learners in varied activities and interactions. Learners should be active, not just listen and repeat.

To participate willingly, they must feel they are able and confident, not threatened by failure, reprimand, or ridicule. The teacher must take the lead in establishing a positive atmosphere, planning appropriate activities, encouraging learners and dealing with problems sensitively. Motivation is essential for learning.

Christophel (1990) talked about the importance of motivation among the related theories in educational psychology as an important element in the learning process; he then emphasizes “how” rather than “what” learners are taught. He explains that learning has been conceptualized as a process involving the acquisition or modification of cognitive, affective, and behavioral outcomes. Specifically, cognitive learning which emphasizes comprehension and retention of knowledge; affective learning focuses on a positive or negative attitude towards the subject or teacher; and behavioral learning is the development of psychomotor skill. Woolfolk (2004) suggested four approaches to motivation: behavioral, humanistic cognitive, and social.

2.2.4.7 Approaches to motivation

1. Behavioral Approach:

The behavioral view of motivation insists on the impact of reinforcement on motivating desired behavior (Williams & Burden, 1997). In other words, the nature and system of rewards would determine the kind of the behavior and how often it would happen again. According to Brown (2007), the behavioral perspective links motivation to a large extent to external factors, such as anticipation of reward as determiner of our behavior.

2. Cognitive Approach:

Cognitive views focus on the role of our thoughts, expectations and understanding of the world (Feldman, 1997). That is to say, people do not react on the events or others' behavior but on the interpretation of these events. According to Woolfolk (2004), it includes attribution theory, Expectancy × Value theory, goal theory and self-schemas theory.

3. Attribution Theory:

Attribution theory of motivation looks for finding justifications for success and failure Slavin (2006). People may relate their success, or failure to self or others' influences, like ability, effort, mood, luck, difficulty of the task influence of others and so on.

Weiner (1979, 2000; as cited in Woolfolk, 2004) has classified these excuses into three domains. Firstly, the cause can be either external or internal to the person. Secondly, this reason can either be stable or instable. Finally, the cause can be controlled by the person or uncontrolled (p. 344). Thus, the person would believe that either the cause is due to his own effort or ability or out of him; he can think of the cause as changeable or unchangeable; and, finally, he would either believe that he can control this cause or not.

4. Expectancy \times Value Theory:

Expectancy \times Value theory insists on the anticipated gain or benefit; the learners are motivated by how much they expect to achieve the benefits and by the value of that benefit (Cohen et al., 2004). This theory claims that the individual's expectation of reaching a goal and the value of that goal to him/her would produce together motivational power for the learner. Woolfolk (2004) argues that if one factor is missing, no motivation would exist.

5. Goal Theory:

Lcke and Latham (1990, as cited in Woolfolk, 2004: 359) define a goal as "an outcome or attainment an individual is striving to accomplish". Goal theory stated that setting appropriate goals and making the needed forces to reach them can be an important part of motivational theory (Williams & Burden, 1997). According to Brophy (2004), this theory focuses on deciding about the goals and structuring strategies to achieve them rather than looking just for what learners' need.

Slavin (2006) claimed that researchers have distinguished between two types of goals: learning goals (or mastery goals), and performance goals. Woolfolk (2004) explains that students who set mastery goals focus on gaining competences in the skills taught, they

look for difficult and challenging tasks; and those who set performance goals care more about positive judgment from others and about scores and grades.

6. Self Schemas Theory:

This theory argues that what students believe about themselves is an aspect that should be considered in explaining motivation. Woolfolk (2004) insists on the motivational effect of learners' "self schemas", which includes self-efficacy, the learners' beliefs about his effectiveness in certain areas, and his beliefs about his ability and his self-esteem. Brown (2007) indicated that people get their self-esteem, which is judgment and evaluation people make about themselves and their self-worth, from past experiences and from assessment of the world around them.

7. The Humanistic Approach:

From a Humanistic perspective, to motivate means to look at the human as an entire individual who has many components and to make the links between these elements in order to understand human behaviors. It includes many theories, among which Maslow's Needs, Theory and Self-Determination Theory (STD).

8. Maslow's Needs Theory:

This theory suggests that motivation comes from the inside of the human, and that cognitive, affective and physical needs are all interrelated (Cohen et al., 2004).

Maslow (1970, as cited in Brown, 2001) highlights a system of needs inside each individual and orders them hierarchically like a pyramid. The lowest level concerns the physiological needs, then safety needs level, followed by the level of love and belongingness needs; after that there is esteem needs level, and the highest level consists of self-actualization needs (Cohen et al., 2004).

Feldman (1997) argues that Maslow has explained that each level of these needs cannot be achieved unless lower levels are achieved. Therefore, self-actualization or self-fulfillment cannot be achieved unless other lower needs are achieved first.

9. Self-Determination Theory (SDT):

Deci and Ryan (2000a: 65) explained that “Self-Determination Theory is the investigation of people’s inherent growth tendencies and innate psychological needs that are the basis of their self-motivation and personality integration as well as for the conditions that foster those positive processes”. In other words, SDT examines human behavior as an attempt to satisfy internal psychological needs and develop one’s personality traits.

In motivational theory, there are different classifications of factors initiating and maintaining behavior. Deci and Ryan (2000b) have identified two characteristics, “level and type (or orientation)” (p. 54). According to Deci and Ryan (2000b: 54), level refers to the amount of motivation, or the quantity; whereas type or orientation is the kind or quality of motivation. They have defined orientation of motivation as the “underlying attitudes and goals that give rise to action”.

In SDT, there are two general types of motivation based on the goals and reasons that initiate our behavior, intrinsic motivation and extrinsic motivation. Deci and Ryan (2000b: 55) defined intrinsic motivation as “doing something based on inherent interest in the activity per se, and extrinsic motivation as doing something based on rewards and outcome not related to the activity itself”. Noels et al. (1999: 380) claimed that these two types of motivation are not “categorically different; however, but rather lies along a continuum of Self-Determination”.

10. Socio-cultural Conceptions of Motivation:

Learning does not occur in empty or isolated spaces. Slavin (2006) emphasizes the role of context, social environment and communities in the conception of learning, mainly to test validity and importance of the learners’ beliefs, and their ideas by comparing them to the beliefs and ideas of others who are parts of the culture around them. Woolfolk (2004: 356) claimed that “students are motivated to learn if they are members of a classroom or school community that value learning”. According to Woolfolk (2004), in such

communities, learners become able to build their identities. Brown (2007: 169) added that people have several; ways to get motivated and therefore different ways of dealing with their environment however these behaviors cannot be separated from the social and culture context. It is then the surrounding social context that has the great effect on shaping one's individuality and thus one's motivation.

2.2.5 What is grammar? Types of grammar

According to Nunan (2003: 154), "Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentences". According to the previous statement the importance of grammar discussed many years ago. The sentences of any language are accepted if they follow the rules of that language. Grammar, according to Cook (2001), is the central area of the language around which other areas such as pronunciation and vocabulary. Grammar relates sound and meanings which is called sometime the computational system. Grammar is a unique aspect of language that has features that do not occur in any mental process and are not found in animal languages. Also grammar is learnt in many different ways.

Nunan (2003) believes that grammar has recursive rules allowing one to generate grammatically correct sentences over and over. Bruder and Paulston (1976) defined grammar as the possible forms and arrangements of words in phrases and sentences. Grammar doesn't separate from other language skills and aspects. It will be found in listening comprehension, pronunciation, reading and writing.

English grammar has been divided by many grammarians into different types. The main popular grammar types that Nunan (2003) found out are Prescriptive grammars and Descriptive grammars. Prescriptive grammar lays down the law, telling what is right and what is wrong. Whereas Descriptive grammar describes the way that people actually use languages.

Swan (2007) defined grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Bruder and Paulston (1976) defined grammar as the possible forms and arrangements of words in phrases and sentences. Grammar cannot be separated from other language skills and aspects. It is found in listening comprehension, pronunciation, reading and writing.

2.2.5.1 Teaching grammar

Teaching grammar is rooted in the formal teaching of Latin and Greek which used in many schools in Europe for many centuries. In that time, Grammar -Translation Approach was developed in order to analyze the languages and their complicated rules. Latin and Greek was the key to the thought and literature of a great and ancient civilization, so the reading and translation of texts were important as writing exercises in imitation of these texts. This approach aims at creating an understanding of the grammar of the language, expressed in traditional terms, providing the students with a wide literary vocabulary and training the students to extract the meaning from foreign texts by translation into the native language (Rivers, 1968).

Grammar in the Grammar Translation Approach is taught deductively. This means that rules, principles, concepts or theories are presented first, and then the applications of them are treated. In other words, start from general to specific principles (Widodo, 2006). In addition to the deductive method, the inductive method is used to teach grammar. Inductive means moving from the specific to the general. The learners are exposed to instances of language use, and then emerge patterns and generalizations. The learners in inductive method directly attend to particular forms and try to arrive at metalinguistic generalizations on their own (Erlam, 2003).

2.3 Related Studies

2.3.1 Studies Related to Scrambled Sentences

Hayashibe (1975) used two act-out procedures to examine comprehension of active SOV and OSV sentences by Japanese children. 83 Shigenaga Arizona Working Papers in SLAT—Vol. 19 between three and five years of age. In the first experiment, the experimenter read aloud three words (two nouns and a verb), and children were instructed to act out the meaning of the sentences using toys. The data analysis revealed that four and five year-old children showed a strong tendency to interpret the first noun as the agent, while three-year-old children showed more “egocentric” interpretation (i.e., takes himself as the agent of the sentence). In the second experiment in which children were instructed to act out based on case-marked SOV and OSV sentences, it was found that there was a period during which children relied heavily on word order, before case-marking particles were used reliably as comprehension cues.

Sano (1977) examined the comprehension of canonical and scrambled sentences by Japanese children between three and six years old, using act-out and imitation tasks. The results of the act-out task suggested that children’s ability to comprehend canonical sentences develops earlier than their ability to comprehend scrambled sentences.

Kilborn and Ito (1989) investigated the interaction of word order and case-marking particles in sentence comprehension by novice and advanced learners of Japanese as an L2 and by an NS control group. The results showed that NSs relied on the nominative case marker *-ga*, when it was available, to identify the agent in a word sequence, while mostly ignoring the word order information. Advanced L2 learners showed a similar pattern, although less consistently than the NSs. Novice L2 learners, on the other hand, relied mostly on word order in the identification of the agent in a word sequence, ignoring the case markers.

Yamashita (1997) investigated whether word order and case markers play a role. The sample of the study consisted of fifty-two college students from Kagawa University. The data sources were four lists of experimental materials. Each list contained 24 test sentences (six canonical ordered sentences, six sentences in which Processing of Scrambled Sentences in Japanese 169 the dative-marked argument was scrambled, six sentences in which the accusative-marked argument was scrambled, six multiple scrambled sentences) and 84 filler sentences. Based on the data analysis, the results showed that there was no effect of word order observed, even though the frequency of the scrambled sentences was low. Experiment (1) found no extra processing load in processing scrambled sentences. In Experiment (2), no effect of word order was found in the parser's decision making in computing a syntactic structure prior to the verb. On the other hand, experiment (3) found that the parser was sensitive to the variety of case-marked arguments.

Rounds and Kanagy (1988) examined the influence of word order and case markers on the comprehension of Noun-Noun-Verb sequences in Japanese by L1 English children learning L2 Japanese in an immersion context. The children Scrambled sentence processing Japanese L2 86 Arizona Working Papers in SLAT—Vol. 19 listened to the tape-recorded NNV strings, and chose the picture that best described the string. The researchers found that, for non case-marked strings, children preferred to choose the first noun of the string as the agent (76% of the time, overall) but that such “first noun as agent” preferences seem to be reinforced after two years of Japanese study. It was also found that, even when scrambled sentences were clearly case-marked, the children still tended to choose the first noun, which was case-marked with *-o*, as the agent (89.8 % of the time). This tendency was also reinforced as the children's exposure to Japanese increased. While kindergarten and first-grade children chose the *-o* case-marked first noun as the agent 74.6% of the time, sixth and seventh grade children chose it as the agent 95.1% of the time.

Mazuka, Itoh and Kondo (2002) used eye tracking and self-paced reading techniques to examine the processing of scrambled sentences. Their stimuli consisted of the following

simple and complex scrambled sentences.³ (6) a. Canonical simple sentence: [NP-ga NP-o V] b. Scrambled simple sentence: [NP-o NP-ga V] c. Canonical sentence with a center embedding: [NP-ga [modifier phrase] NP-o V] d. Scrambled sentence with a center embedding: [NP-o [modifier phrase] NP-ga V] .The results of their eye-movement experiment indicated that differences in overall reading time between (6a) and (6b) did not reach a level of statistical significance, which suggests that the eye-tracking method might not have been sensitive enough in measuring overall reading time to detect slowdowns caused by very simple scrambled sentences such as (6b).

Iwasaki (2003) examined the comprehension and production of SOV and OSV sentences by three levels of adult Japanese learners. The participants of all levels were similarly less accurate for non-canonical word order sentences. Iwasaki points out that there were a number of instances in which the participants made errors such as “Oga S-o V” and “O-wa S-o V”, indicating that the L2 learners used the “NP1-ga NP2-o” template to produce sentences. Iwasaki also administered a fill-in-the-blank task, in which the participants were asked to fill in the case-marking particles. The results revealed that L2 Japanese learners used case markers less accurately for OSV sentences, regardless of their proficiency. They also tended to fill in –gap for the blanks after sentence initial NPs.

In the same study, Iwasaki (2003) studied the scrambling effect with a timed grammaticality judgment task (a task similar to the correctness decision task in the present study). The participants saw a Japanese sentence (written in both Japanese orthography and in Romanization) along with a matching picture, and they made a judgment as to whether the sentence was correct. The result indicated that the L2 Japanese learners made more errors and took longer to judge OSV sentences than SOV sentences, suggesting that L2 learners, like Japanese NSs, experience slowdowns in comprehending scrambled sentences. Since there was no main effect for proficiency, it appears that the L2 Japanese learners’ knowledge of case particles for scrambled OSV sentences do not necessarily develop as their general proficiency in Japanese increases.

Murasugi and Kawamura (2005) talked about the acquisition of scrambling in Japanese. To achieve this aim, the researcher collected the data by testing a larger number of children from ages 2 to 6. The total number of participants in this experiment was 22, including two two-year-olds, six three-year-olds, six four-year-olds, six five-year-olds and two six-year olds. All of them were monolingual, native speakers of Japanese living in Nagoya. Two adults were tested as the adult control. The participants were interviewed individually. The data were gathered by using regular active, passive, and scrambled sentences with the anaphor *zibun*. Twenty-one test sentences, seven from each type, were given to each student in the session. The regular active sentence constitutes the lexical and syntactic tests. The experimental technique we employed was act-out. Accordingly, the subjects were asked to demonstrate the meaning of the test sentence by manipulating toy animals. After statistical treatment, the researcher came up with the result that proposed that those who were successful with the interpretation of simple scrambled sentences and the interpretation of *zibun* in active non-scrambled sentences showed perfect performance with scrambled sentences containing *zibun*. This suggests that children not only can properly interpret simple scrambled sentences, but actually know the properties of scrambling as a movement operation from a very early age.

Hara (2010) carried out a study which argues that second language (L2) learners are capable of syntactic gap processing under moderate computational demand, but not when the computational load is excessively taxing. The sample of the study consisted of 60 students; they were at an advanced level of language study at the Center for Japanese Language, Waseda University, and Tokyo. They divided into three groups: 1) Korean-speaking and 2) English-speaking learners of Japanese; 3) native speakers of Japanese. Each group had 20 participants. To achieve the objectives of the study, the researcher used a questionnaire and a total of 36 sentences: 12 test sentence items and 24 fillers. A total of 12 pairs of canonically-ordered and scrambling test sentences. The findings are consistent with a working hypothesis that learners' syntactic gap processing is severely constrained by limitations on cognitive resources available during L2 processing.

Mitsugi and MacWhinney (2010) examined the processing of scrambled intransitive sentences by three groups of adult L2 Japanese learners (L1: Chinese, English, Korean) and by NSs of Japanese as a control group. The reading time data was obtained using the self-paced moving window technique in which the participants read the sentences in a phrase-by-phrase manner on a computer monitor by pressing a designated key at their own pace. The results indicated that there was no significant difference in reading time among the canonical sentences and the few different types of scrambled sentences in either of the participant groups.

Mitsugi and MacWhinney (2010) carried out a study to examine the processing of Japanese ditransitive scrambling by both native speakers and by second language (L2) learners of Japanese. To achieve this goal, the researcher used canonical order; accusative scramble order, dative scramble order and dative-accusative scramble order. The study included fifteen native speakers, 16 first language (L1) Korean intermediate-level learners, and 16 L1 English intermediate-level learners. The results demonstrated that there are no significant differences in reading times among word-order types. These findings indicate that (1) Japanese native speakers make use of case-marked arguments as reliable cues for incremental processing, and (2) L2 learners can acquire this processing strategy at native-like levels, regardless of their L1 backgrounds.

Shigenaga (2012) explained the processing of scrambled sentences by learners of JAPANESE as a second language. The sample of the study was twenty-four L2 learners of Japanese. The tools of the study were simple mono transitive canonical and scrambled sentences displayed on a computer monitor. It was found that the scrambling effect was more robust in non-reversible sentences.

Indrayana (2014) studied teaching guided paragraph writing through scrambled sentences of the eighth grade students of SMPN 4 Tegallalang in academic year 2013/2014. The researcher conducted this study on the eighth grade students especially in SMPN 4 Tegallalang in academic year 2013/2014. They were 36 students' altogether, consisted of 17 males and 19 females. In order to achieve the study goal, the researcher collected data

by means of administering initial reflection, pre-test, post-test, and questionnaire. The result of the post-test in the cycle showed there was significant improvement concerning the subjects' ability in writing recount paragraph.

Kamdeni (2014) investigated the application of scrambled sentences in improving writing skill of the eighth grade students of SMPN 3 Amlapura in academic year 2013/2014. . The sample of the study was 30 students; consisted of 14 male and 16 female. The tools of the study were a questionnaire, pre and post tests. The findings discovered that the application of scrambled sentences was effective enough in helping the eighth grade students of SMPN 3 Amlapura to improve their writing skill, especially in writing recount paragraph. Also they showed the subjects' attitude and motivation in learning and exercising recount paragraph writing through scrambled sentences changed positively.

2.3.2 Studies Related to Sentence Combination

Saddler and Graham (2005) claimed a study about the effects of sentence combining practice on writing skills. In order to achieve this goal, the researcher used sentence-combining practice with a peer-assistance component. The results support the use of sentence-combining practice to increase sentence construction ability. Furthermore, sentence-combining instruction led to gains in story quality and writing complexity.

O'Hare (1971) did a study about the effect of using sentence combining in improving student writing without formal grammar instruction. In this research, Pre- and post-tests were undertaken on three kinds of writing sample: narration, description and exposition; and six factors of syntactic maturity were employed: words per T unit, clauses per T-unit, words per clause, noun clauses per 100 T-units, adverb clauses per 100 T-units and adjective clauses per 100 T-units.. The sample was chosen from seventh grade students, within a total of 83, students were randomly assigned to two experimental and two control classes, thus creating a randomized controlled trial. . The results of the study indicate that the students practicing sentence-combining achieved a significant degree of

syntactic maturity, and their compositions were judged to be significantly better in quality than those written by students who did not have such practice.

Andr ws et al. (2004) tried to investigate the effect of grammar teaching (sentence combining) in English on 5 to 16 year olds' accuracy and quality in written composition. The sample of the study was fourth grade they were aged between (9–10 year olds) to tenth grade (15–16 year olds). The tools of the study were pre and post tests. The results of the study showed that sentence combining is an effective means of improving the syntactic maturity of students in English between the ages of 5 and 16.

Saddler and Graham (1997) examined the effectiveness of sentence-combining instruction, coupled with peer instruction, 'for improving a basic foundation writing skill, sentence construction'. The researcher used a sample of 44 students they were aged between (9– 11 year old pupils). The tools were pre and post tests. The results revealed that 'sentence-combining instruction was effective in improving the sentence-combining skills' and has a positive impact on writing quality, not only in first versions of writing but also in subsequent revisions. The effect of sentence combining was seen to be stronger in the development of syntactic maturity than in the improvement in writing quality.

(1978) studied the effect of sentence-combining practice on adult Joan and Mulder writing the sample used was consists of thirty-eight females. The measures used to collect data were words per T-unit, clauses per T-unit and words per clause, pre and post-tests. The results showed that that the experimental group increased significantly in their ability to write more mature sentences, as evidenced by T-unit length and, secondarily, by number of sentence transformations.

James (1976) carried out a study to investigate the effects of sentence combining on the writing of ESL students at the university level. The sample of the study consisted of twenty-four students were divided into a control and an experimental group. The experimental group practiced sentence-combining exercises in addition to the exercises

used by the control group. Data sources were collected by a pre test and a post test for the two groups. The finding was pointed out that sentence combining exercises should not be used to the exclusion of other types of activity that are beneficial in the writing class. Students in writing classes should receive instruction in other aspects of writing such as paragraph construction, coherence, diction and the study of models in prose writing. In addition, good writing requires much more than the ability to construct syntactically elaborate sentences. The control group showed greater improvement in overall writing ability than the experimental group seems to bear this out.

Mellon (1967) did a study about transformational sentence combining: A method for enhancing the development of syntactic fluency in English composition. The sample of the study consisted of 250 seventh grade students, divided into three groups: two groups were the control groups, one had normal grammar instruction, the other had sentence diagramming instruction. The experimental group learned both basic grammar instruction, as well as sentence combining skills. The data were collected by pre- post writing tests. His study found that students who received sentence combining and grammar instruction showed two to three times the gain in one year compared to the control groups.

Datchuk and Kubina Jr (2008) examined the effects of sentence-combining instruction and frequency building to a performance criterion on adolescents with difficulty constructing sentences. . To achieve this goal, the researcher used a multiple-probe, single-case experimental design (SCI and FBPC worksheets). Participants were four students enrolled in the seventh grade. The results indicated improved sentence construction of simple and compound sentences during and following intervention.

Cooper, Morain and Kalivoda (1978) researched the developing syntactic fluency of foreign language students through sentence combining practice and manual of instructional materials for sentence combining practice. The sample of the study was 325 American foreign language students studying French, German and Spanish at the University of Georgia. The experimental groups in all three language classes used

sentence combining exercises in addition to the regular course work while the control groups engaged in a variety of activities designed to develop all four language skills. The tools of the study were pre and post-tests. The results of the study showed that a correlation between increased syntactic maturity in writing and speaking was observed in the experimental groups across all three languages studied, whereas the control groups showed much less improvement when oral pre-test and posttest samples were compared.

Ney and Fillerup (1980) conducted a study on the effects of sentence combining on the writing of ESL students at the university level. The sample of the study was 48 students, the experimental and control groups consisted of 24 ESL students in an 8-week freshman English course at Arizona State University. The experimental group was given sentence combining exercises in addition to the regular course work covered by the control group. The control group's syllabus consisted of a wide variety of activities including free writing, the study of English paragraph structure and formal analysis of rhetorical devices. Data sources were a pre and post tests. The researcher came up with the result that there was a "statistically significant improvement in their writing" compared to the control group, which showed a decrement in their scores in all three factors of syntactic maturity.

McKee (1982) sought to investigate the effectiveness of open sentence-combining practice coupled with group discussion versus the more traditional grammar approach, which involved discussion without practice. Two groups studied English over an eight-week period. The control group studied traditional English grammar through the completion of text exercises, the discussion of grammar rules, the correction of errors, and the writing of compositions. The experimental group completed a free-writing assignment based on a particular structure and did open-writing exercises using a variety of structures. The results showed that the experimental group made substantially greater progress in producing syntactically mature sentences as measured by T-units than did the control group. In addition, the researcher found that the control group committed more errors after the traditional grammar study than they did in pretreatment evaluations.

Gass (1982) did a study about how students acquire language and how language is presented in textbooks is incompatible. The researcher compared two approaches of sentence combining instruction. In the first approach, he designed a set of exercises which began with easy exercises and became increasingly more difficult. In a second set of exercises, he used exercises that were considered moderately difficult to begin work with the experimental group. The control and experimental groups consisted of low-intermediate level students in an ESL course. From the analysis, he concluded that more difficult structures actually improved the students' ability to produce ESL structures.

Gonsoulin (1993) investigated the effects of instruction in sentence combining on the reading achievement, writing performance, and writing apprehension of 54 high-risk students ages 15-19. Participants in this study consisted of 54 students enrolled in grades 10-12 in a remedial reading course in a secondary school in north central Florida. Data sources used in the analysis of this study was collected through pre-and post tests. The results of the study indicated a significant effect for 1 of the 13 writing factors: nominal phrases. The nominal/modifying group performed better than the nominal clause group or the control group.

Tracy (1989) examined the effects of sentence-combining practice on syntactic maturity and writing quality in ESL students in freshman composition. The study compared the writing performances of two groups of ESL students enrolled in freshman composition at a large southwestern university during the fall semester of 1986. The original sample included 72 subjects, but due to numerous circumstances, only 67 completed the course. The experimental group consisted of 31 students, while the control group consisted of 36 students. The two experimental classes received one-half hour of sentence-combining instruction once a week, while the two control classes studied traditional grammar. The researcher gathered the data by using four instruments: (a) words per T-unit, (b) words per clause, (3) clauses per T-unit, and (d) Davidson's Test of Ability to Subordinate. The findings seemed to point out a significant level of improvement for the control groups instead of the experimental group.

2.3.3 Studies Related to Writing Skills

Joan, Braun and Holliday (1978) investigated the effect of sentence-combining practice on adult writing. The sample consisted of thirty-eight females. The measures used to collect data were words per T-unit, clauses per T-unit and words per clause, pre and post-tests. The results showed that that the experimental group increased significantly in their ability to write more mature sentences, as evidenced by T-unit length and, secondarily, by number of sentence transformations.

O'Hare (1971) did a study about the effect of using sentence combining in improving student writing without formal grammar instruction. In this research, Pre- and post-tests were undertaken on three kinds of writing sample: narration, description and exposition; and six factors of syntactic maturity were employed: words per T unit, clauses per T-unit, words per clause, noun clauses per 100 T-units, adverb clauses per 100 T-units and adjective clauses per 100 T-units.. The sample was chosen from seventh grade students, within a total of 83, students were randomly assigned to two experimental and two control classes, thus creating a randomized controlled trial. . The results of the study indicate that the students practicing sentence-combining achieved a significant degree of syntactic maturity, and their compositions were judged to be significantly better in quality than those written by students who did not have such practice.

Brady, Campbell and Linehan (1991) investigated the effects of peer-mediated instruction on the acquisition and generalization of written capitalization skills. The sample of the study was three students, aged 9 years. The tools of the study were instruction from peer partners that included (a) an introduction and review of capitalization rules, (b) feedback on each participant's previous capitalization work, and (c) guided and independent practice on sentences that required capitalization. The results showed that two of the peer partners substantially improved their use of capitalization skills as a result of teaching the target students.

Cox, Holden, and Pickett (1997) studied the improvement of students' writing skills through the use of "Writing to Learn." The targeted population, consisting of a regular education first grade class, a fifth-sixth behavior disorder (BD) class, and a seventh and eighth grade self-contained educable mentally handicapped (EMH) class. The results revealed that students exhibited poor writing skills due to negative attitudes toward writing and a lack of a writing environment in which students were given the opportunity to write to learn.

Saddler and Graham (1997) examined the effectiveness of sentence-combining instruction, coupled with peer instruction, 'for improving a basic foundation writing skill, sentence construction'. Using a sample of 44 students (9– 11 year old pupils). The tools were pre and post tests. The results revealed that 'sentence-combining instruction was effective in improving the sentence-combining skills' and has a positive impact on writing quality, not only in first versions of writing but also in subsequent revisions. The effect of sentence combining was seen to be stronger in the development of syntactic maturity than in the improvement in writing quality.

Rumsey (1998) explored a study about the improving the writing skills of at-risk students through the use of writing across the curriculum and writing process instruction. The sample of the study included 15 of seventh graders. The tools of the study were MEAP test scores and teacher observations. Results of the posttest did not indicate a significant improvement in writing had occurred as a result of the treatment. However, teacher observations' suggested that students' writing had improved in several areas, including students' knowledge of and use of the writing process.

Berg (1999) examined the effects of trained peer responses on ESL students' revision types and writing quality. The sample of the study was 12 students divided into two groups at a Chinese University. The tools of the study were textual, questionnaire, video recordings and interviews. The results revealed that peer feedback was associated with a greater degree of student autonomy, so peer feedback improved students' writing.

Andr ws et al. (2004) tried to investigate the effect of grammar teaching (sentence combining) in English on 5 to 16 year olds' accuracy and quality in written composition. The sample of the study was fourth grade (9–10 year olds) to tenth grade (15–16 year olds). The tools of the study were pre and post tests. The results of the study showed that sentence combining is an effective means of improving the syntactic maturity of students in English between the ages of 5 and 16.

Saddler and Graham (2004) claimed a study about the effects of sentence combining practice on writing skills. In order to achieve this goal, the researcher used sentence-combining practice with a peer-assistance component. The results support the use of sentence-combining practice to increase sentence construction ability. Furthermore, sentence-combining instruction led to gains in story quality and writing complexity.

Storch (2005) examined the effectiveness of using either pairs or small groups in improving English writing skills. The experiment was applied in an ESL classroom at a large Australian university. In order to obtain data, the students were asked to complete their work either individually (5 students) or collaboratively (the remainder of the students). A tape-recorder and interviews also were used. The results of the study indicated that the students who worked collaboratively spent a great deal of time writing their compositions but produced short texts compared to the students who wrote individually. Another finding was that writing collaboratively helped students to produce better grammatical and complex written texts.

Kamimura (2006) explored the nature and effectiveness of peer feedback in EFL writing classrooms. The sample of the study included 24 high and low Japanese university freshmen who majored in English. The tools of the study were pre and post-tests, original drafts and rewrites, peer comments, and responses to the comments. It was found that peer feedback had overall positive effects on the compositions for both the high- and low-proficient students, with different patterns observed in the relationship between the comments and revisions that characterized the two groups.

Suzuki (2008) examined the significance of pedagogical differences between self-revisions and peer revisions of written compositions among adult ESL learners. The participants were all middle-class students. The tools were an observation, interviews, and a questionnaire. The results indicate that those students who had engaged in peer revision had paid more frequent attention to both meta-talk, content and ideas, whereas the students involved in self-revisions focused on choosing words, correcting grammar and improving language form.

Wigglesworth and Storch (2009) tried to explain the effect of collaboration on Omani students' writing. The data is collected from 45 students selected from two regional schools in Oman. The tools of the study were a questionnaire about students' attitudes towards collaborative writing, and writing tasks. The analysis of data found that collaborative writing positively affects accuracy, fluency and lexical resources of the texts. Moreover, learners generally perceive collaborative writing positively.

Baradaran and Sarfarazi (2011) described the impact of scaffolding on the Iranian EFL learners' English academic writing. The sample of the study was 60 students were randomly assigned to two groups, 30 students in each. The tools of the study were pre-test and post-test. The result of the analysis showed that the application of scaffolding could greatly improve the writing performance of students.

Albeshir (2012) investigated the effectiveness of using collaborative learning to improve the writing skills of students of English as a second language. In this study, the researcher performed whether students who were involved in collaborative learning produced better written texts in terms of organization, development, coherence, structure, vocabulary and mechanics than students who wrote individually, and whether engaging in collaborative learning had a positive effect on the attitudes and perceptions of learners. The sample of the study was 48 male Saudi Arabian university students distributed randomly in two groups: 23 were assigned to the experimental group and were taught to write essays collaboratively, while the other 25 were assigned to the control group and taught to write essays individually. In order to achieve these objectives, the researcher asked the students

to write an essay and complete questionnaires at the beginning and at the end of the study. The study results indicated that collaborative writing benefitted the students a great deal in terms of the quality of their writing (development, cohesion and organization); however, it was also found that collaborative writing did not help them much in terms of the accuracy of their writing (mechanics and structure).

Shigenaga (2012) explained the processing of scrambled sentences by learners of JAPANESE as a second language on writing. The sample of the study was twenty-four L2 learners of Japanese. The tools of the study were simple mono transitive canonical and scrambled sentences displayed on a computer monitor. It was found that the scrambling effect was more robust in non-reversible sentences.

Biria and Jafari (2013) tried to examine the impact of practicing in pairs on the writing fluency of Iranian EFL learners. The sample size was 90 homogenous learners were divided into two groups including a control group of 30 students, each producing a written text individually and an experimental group of 60 learners working in pairs. The tool of the study was an OPT test. The results revealed that pairs produced less fluent texts than the individual writers. More specifically, the average number of words, T-units, and clauses in individual essays was less than that of pairs. The essays written in the last session revealed that there was a considerable improvement in the use of T-units and clauses produced by pairs; however, the fluency of the written texts was not noticeably significant in comparison with the fluency of essays produced by the individuals. The findings also revealed that practicing in pairs did improve the overall quality of the learners' writing productions even though the fluency of written texts did not change significantly.

Kamadeni (2014) investigated the application of scrambled sentences in improving writing skill of the eighth grade students of SMPN 3 Amlapura in academic year 2013/2014. . The sample of the study was 30 students; consisted of 14 male and 16 female. The tools of the study were a questionnaire, pre and post tests. The findings discovered that the application of scrambled sentences was effective enough in helping

the eighth grade students of SMPN 3 Amlapura to improve their writing skill, especially in writing recount paragraph. Also it showed the subjects' attitude and motivation in learning and exercising recount paragraph writing through scrambled sentences changed positively.

Alevriadou and Giaouri (2015) studied the impact of executive functions on the written language process. The sample of the study was 50 Greek-speaking, 5th-grade students with writing disabilities. The tools of the study were test of writing difficulties, test of detection and test of executive functions. The results of the study indicated that there were significant Pearson correlations ranging from 35 to 44 between executive functions and written expression. Furthermore, regression analysis showed that the subscales of the Test of executive functions had significant predictive power for spelling correctness and correction of jumbled sentences.

Behroozizad and Abdollahzadeh (2015) investigated the effect of an integrated approach to improve the writing performance of the Iranian EFL learners. The sample of the study was 30 intermediate EFL learners in West Azerbaijan, Iran. The tools of the study were pre and posttests. The outcomes elucidated a significant difference between writing ability of experimental and control groups on the post- test. Cole and Feng (2015) explained the effective strategies for improving writing skills of elementary English language learners. The sample of the study was two segments of second grade ESOL students (11 students) divided into two groups. The tools of the study were ACCESS scores were used from the previous year as well as a pre-instruction writing sample at the beginning of the year. Also, both teachers and students were given surveys. The findings revealed that the writing skills of ESL students improved through the use of technology, pre-taught vocabulary, various teacher influences and the implementation of positive diverse literacy practices.

Azari and Pouyan (2016) attempted to identify the impact of peer-mediated and individual writing conditions on intermediate female EFL learners' writing fluency, complexity, and accuracy. The sample of the study consisted of 48 students, assigned

them into two groups, namely, experimental and control groups including 24 learners in each class. The tools of the study were pre and post -tests. The results of independent-samples test revealed that peer-mediated group outperformed the individual one in terms of fluency, complexity, and accuracy.

2.3.4 Studies Related to Motivation

Bernaus (1995) talked about the role of motivation in the learning of English as a foreign language. In this study, the researcher performed the correlations between the students' English proficiency and motivation. In order to achieve these objectives, the researcher did an English proficiency tests, motivation test, and a questionnaire on the ideal English teacher and the students' actual teachers. The sample of the study consisted of 137 students from four secondary schools in Barcelona. One of these schools was attended by girls; in contrast the other three schools were 50% female, and 50% male. The result showed that teachers affect students' motivation, and that there exists a correlation between motivation and learning foreign language.

Giao and Hoa (2004) examined if the CLT can help Vietnamese students learn grammar better than traditional methods. The participants of the study were 50 students in two non-major English classes in the Telecommunications Department of the Post and Telecommunications Institute of Technology. The tools of the study were a pre-post- test and an observation checklist. The results according to achievement: the learners did better in the experimental class, with communicative grammar lessons, than in the control class, with traditional lessons. Communicative activities such as language games, role plays, pair work, and group work helped to improve learners' grammar appropriateness and accuracy skills better than grammar-translation activities. The roles according to the motivation: CLT lessons brought more motivation to learners. The interesting communicative lessons increased learners' motivation, whereas grammar-translation lessons seldom sparked interest. Learning grammar in communicative ways helped the students enjoy learning English more.

Carreira (2006) carried out a study about motivation (intrinsic and extrinsic) for learning English as a foreign language in a Japanese elementary school. In order to achieve this aim, the researcher did a questionnaire for adults and adolescents. The questionnaire consisted of 19 items about motivation to learn English. The sample of the study consisted of 345 Japanese elementary students from 3rd grade (174) and sixth grade (171) from two public elementary schools. The researcher has found that 3rd graders mean scores were higher more than the 6th graders mean scores. In addition to that, the researcher proposes that motivation can shed lights on how the teaching method for the elementary school can be improved.

Qashoa (2006) did a study about motivation among learners of English in the secondary schools in the eastern coast of the UAE. To achieve the objectives of the study, the researcher used the quantitative and qualitative method. For the quantitative data, the researcher used a questionnaire which consisted of two parts. The first part contained 8 items which reflected the integrative motivation, while the second part designed by the researcher in order to explore the de-motivating factors facing the English language learners. For the qualitative data, the researcher used an interview with 10 teachers, and 3 supervisors. The sample of this study consisted of 100 male students, aged between (16-18) years from four state secondary schools in the Eastern coast of the UAE. The results showed that the students are motivated and their integrity is high. Also, the students feel de-motivated because they faced difficulties in understanding the listening texts and mastering English structures.

Sadek (2007) researched Arab students' attitudes towards the Western culture and students' motivation towards learning English. In order to achieve this goal, the researcher did a questionnaire and an interview. The questionnaire included three parts, which were: biographical questions; behavioral features, and attitudinal accepts. An interview was applied on only 10 students who were selected (6 males and 4 females). The sample of the study consisted of 110 students (71 males and 39 females) at the New York Institute of Technology in Abu Dhabi, sixty students were freshmen, and fifty

students were from the English Language Institute. The results confirmed that teachers' attitudes play an important part in motivating of students.

Manullang (2009) tried to investigate the effect of using communicative language teaching method on English comprehension for the fifth grade students of SD Kartika X-3 Skripsi. The study was a quasi-experimental in nature. The sample of the study was 38 from fifth grade students from SD Kartika X-3. Their age ranged from 10 to 11 years, and there were 13 boys and 3 girls. They had 3 hours of English classes a week. They are from multi-culture background and with different social economic status. Some of them are Batakese, Chinese, Sundanese, etc. And they have different religions also. The instruments used in this research were the pre-test and the post-test. The test is objective tests in the term of multiple choice, essays, puzzle words and matching items. Also, Communicative language activities were used in this research to stimulate for their comprehension samples of Communicative Language Teaching (CLT) through Information gaps, Games, Pair work, etc. This study found that students were more active in their English class because they had learned how to get along easily in learning English with Communicative Language Teaching, like Role-Play, Games, Pair work, Information gap, etc.

Rahmanian (2009) investigated gifted students' intrinsic and extrinsic motivation in U.A.E government schools. The sample of the study consisted of four gifted students, and they were selected from three U.A.E government schools, aged between (14-15). To achieve this aim, the researcher collected the data by using three instruments, which were: IQ tests, interviews, questionnaire and observations. The researcher found that gifted students are having a mixed behavior of intrinsic and extrinsic motivation.

AlRifai (2010) studied students' attitudes, motivation and difficulties involved in learning English language and factors that affect motivation in learning it. The sample of the study was about 200 students who have taken different English courses in Kuwait University. The tool of the study was a questionnaire and the data analysis was done by using SPSS software package. The results of this study found that there was a high

correlation between any two independent variables related to students learning English language. This means that if the attitude toward learning English increases, the student gets much more in class courses and also from teachers during the teaching sessions. Also, appropriate changes can be recommended in teaching methods, teaching strategies and various techniques can be designed and implemented to motivate the students to learn English. One of the recommendations of the study was to implement teaching strategies and do further research on any topic that will bring about an improvement in teaching strategies and this will help change the students' attitudes toward learning the English language and motivate students in learning English language.

Johansson (2010) explored what influence students' motivation for learning English grammar. The sample size was 54 students in the Swedish upper secondary school. The tool of the study was a questionnaire about students' attitudes towards learning English grammar. The results of the study showed that students had positive attitudes toward learning English grammar, and they thought that the teacher-student relationship was to some extent important for learning grammar. The biggest source of motivation was to have a good grade, and it was clear that they learn grammar differently. It seemed to be important for them to know why they learn something. Students thought that teacher's talking was a good way to learn grammar but not good to make grammar interesting and motivational. English as a foreign language had positive attitudes towards English language, English-speaking people and their culture.

Mahmoud and Nazzal (2010) attempted to study the effect of using story grammar on the students' achievement. The sample of the study consisted of 60 male and female students enrolled in an advanced writing course, all the students majoring in English Teaching Methods Department at Al-Najah National University. The tool of the study was a pre-post achievement test. The results showed that the students in the experimental group loved English, and this minimized the students' anxiety and their results were better than those of the other students in the control group.

Yu (2010) did a study on English learning motivation of less successful students. This study was carried out on 207 unsuccessful students; sophomores in Band 2 English retake class in Jingsu University of Science and Technology in 2010. The data sources were a questionnaire and an achievement test. The questionnaire consisted of two parts. The first part was about personal details of the subjects; such as age, gender, specialty, etc.), and the first part consisted of 45 items about language learning motivation. The result of the study showed that effective teaching method that the teacher used will stimulate the students to improve their academic performance in English motivation and attain the best result.

El Khory (2011) conducted a study about the effect of rich literacy environment on students' motivation. The study was applied on a public school on kindergarten II class in Beirut. The sample of the study consisted of 24 students and 4 teachers. The data sources were collected by three elements, which were: participative observation, observing the classroom directly, and self-report from the teacher. The findings showed that rich literacy environment promotes students' motivation.

Abidin, Alzwari and Mohammadi (2012) investigated Libyan secondary school students' attitudes towards learning English language in terms of behavioral, cognitive and emotional aspects. The participants were 180 students from different secondary schools in the west of Libya. The tool of this study was an adapted attitude questionnaire. The collected data was analyzed by the SPSS program and one-way ANOVA analysis test. The results of the study showed that the participants had negative behavioral and cognitive attitudes towards learning English. But the emotional aspects of attitude towards English were different from behavioral and cognitive aspects of attitude. The participants preferred studying in their mother tongue rather than in any other foreign language.

Ahmed, Yossatorn and Yossiri (2012) tried to investigate the students' attitudes towards activities used in an EFL classroom in one Thai university. The sample of the study included first year students (bachelor students of medical and engineering faculties) who

had studies public speaking. The tools of the study were class observations and semi structured interviews. The results found that more than half of the participants regarded their teacher's use of activities to determine their success in language learning. However, less than half of the participants showed dissatisfaction with the EFL teacher using humor about their cultures as the part of his teaching. It was recommended that further studies be undertaken on larger scales to develop more understanding of students' attitudes towards teachers applying activities in EFL classrooms. And this study could encourage further research to investigate the relationship between EFL teachers' using wide range of activities and promoting learners' interest on other hand.

Barakat and Awad (2012) examined the effect of exchangeable and cooperative teaching methods on sixth grade students' achievement in English and their reflection on their social and psychological skills. The sample of the study consisted of 220 students, 105 males and 115 females. The tools of the study were a pre –post test and social and psychological skills scale for children. This study found that there was a statistically significant difference between the means of the students' pre and post achievements in favor of the teaching methods the cooperative method- for the post achievement. Additionally, they showed that there were statistical differences between the means of the student' pre and post achievements in their social skills due to the cooperative method and psychological skills due to the exchangeable method.

Berendse (2012) tried to investigate the effectiveness of inductive and deductive instruction when learning grammatical structures in an ESL (English Second Language) classroom with Dutch secondary school pupils. The participants in this study were 54 secondary school pupils who were divided over two groups: a deductively taught group (28 pupils) and an inductively taught group (26 pupils). The tools of this study were pre-post tests, which had three grammatical judgment tasks, post-test and retention task. This study found that both the inductive and deductive group performed significantly better in both, the past tense and the present perfect tense in the post-test, when compared to the pre-test.

Al-Mekhlafi and Nagaratnam (2013) researched the pre-service student teachers' general attitudes towards EFL grammar instruction and their attitudes towards explicit and implicit methods of teaching grammar in an EFL context. The sample size was 58 students in the Omani schools. The tool of the study was a questionnaire about the general attitudes towards EFL grammar instruction and their attitudes towards explicit and implicit methods of teaching grammar in an EFL context. The results of the study showed that the students had positive attitudes towards EFL grammar instructions. The difference in the students' attitudes towards inductive and deductive was significant. Also, there was no significant difference in the pre-service student teachers' general attitudes towards grammar instruction as implicit and explicit methods of instruction based on their gender or the level they taught in their practicum.

Chalipa (2013) tried to investigate the effects of inductive vs. deduction instructional approach in grammar learning of ESL learners in Iran. The sample of this study was consisted of 40-university students in Islamic Azad University, 22 were female and 18 were males. The tools of the study were questionnaire and grammar pretest and grammar posttest in addition to immediate quizzes which were administered to the students following instruction of each grammatical structure. The results of this study showed that students learned better by deduction method on short-term more than by inductive method.

Danna and Tahaineh (2013) identified the motivation orientations of the Jordanian EFL female undergraduates and their attitudes towards learning the target language and its community. The population of this study was 785 female undergraduates majoring English language and literature during the academic year 2011/2012 in Amman-Jordan. The sample of the study comprised of 184 students. The tools of the study were an adopted questionnaire about attitude, motivation. The results of this study gave evidence that learning English to be part of the culture of its people had less impact in students' English language motivation. According to the students' attitudes, the results showed that Jordanian undergraduates majoring English as a foreign language had positive attitudes towards English language, English-speaking people and their culture.

Khandan (2013) researched the effect of telling short stories on learning grammar among EFL high school students in Iran. The sample of the study consisted of 30 females intermediate students who were randomly chosen from one of the public high schools in Isfahan. Data of the study were collected via a pre-post test. The results showed that story telling has a positive effect on learning grammar structures, but the experimental group didn't outperform the control group significantly on the measure. In other words, there wasn't a significant difference between the two groups in terms of the acquisition of grammatical rules and structures.

Al-Khasawneh and Al-Omari (2015) carried out a study aimed at investigating the motivational orientations of Jordanian gifted school students in Ajloun governorate. In order to achieve this aim, data was collected through a questionnaire contained 20 items asking about the motivational level and orientation of learners. The questionnaire was adapted from Gardner's (1985) AMTB (Attitude, Motivation Test Battery) questionnaire. The researcher used descriptive statistics for identifying the students' level of motivation towards learning English. Independent samples T-test was also used to investigate the differences in the level of motivation according to gender. The population of the study consisted of 51 students from King Abdullah II in Ajloun governorate. The students were highly motivated towards learning English language with higher scores reported for the sake of instrumental motivation. Female students reported higher level of motivation than male students with no statistically significant differences recorded concerning this.

Hua and Li (2015) attempted to examine the effectiveness of popular culture materials in enhancing Hong Kong EFL students' grammar learning. The participants were from an intact class of 20 EFL students in a secondary school in Hong Kong. The instruments of the study were a pre-post test and a semi interview. The findings of the pre-post test showed that the adoption of popular culture materials had improved the participants' performance on the target grammar items. Thus, the selected materials proved an effective tool to help the EFL learners with their grammar learning. In addition, the interview confirmed that the participants were generally positive and supportive towards

the use of popular culture materials in the grammar class, but they also indicated the necessity for traditional approaches for grammar teaching.

Vibulphol (2016) examined students' motivation and learning and teachers' motivational strategies in the English classrooms in Thailand. The population of this study consisted of 329 students from 9th grade students, and 12 teachers in public school in Thailand. The data were collected from 12 schools in four main regions in Thailand. In addition to that, the data of the current study were triangulated which were based on four aspects, which were: levels of students' motivation, levels of students' learning, types of students' motivation and teacher's motivational strategies. The data were gathered by questionnaire, observation, and structured observation. After the observed lesson, the students and their teachers were asked to fill out the questionnaire. For the structured observation, after each lesson, the two researchers used a questionnaire based on an observation sheet in order to assess students' motivation and learning and the teacher's teaching motivating strategies. After statistical treatment, the researcher came up with the result that proposed that using strategies is not enough, but also the supplement the students' internal motivation in order to reinforce sustainable learning of English language in and outside the classroom.

2.4 Summary

This chapter presented Eastern and Western studies which dealt with independent and dependent variables of the study. In this chapter, it is found that there are a good number of studies which dealt with each variable alone, while what makes this study special is the connection between these variables. By carrying out this study and from the previous review of the related empirical studies, it was hoped to enrich the empirical studies in this field of English teaching and evaluation. In surveying the related to scrambled sentences and sentence combination faced several problems as; there are limited studies which connect between the variables in this study. The technique of using scrambled sentences and sentence combination already exists in the teaching-learning process, but as was noticed, there were a small number of studies which talk about it. Most of the studies

dealt with English teaching and learning processes in general. From these studies, it was concluded the following: scrambled sentences and sentence combination strategy in which the learners practice language appropriate to the situation they are placed in. In this way, learners are not frightened of making mistakes. The available studies about scrambled and combination sentences are still in need to be enriched with empirical studies, specifically. Moreover, the writing skill is also a neglected one in the Palestinian classrooms, it is a difficult skill to apply, and students face many problems when they have to write. Moreover, motivation is a good factor that needs to be focused on since it is a good way to overcome some main problems that students face in classes. To sum up, students face many problems when they attempt to write in English and these problems negatively affect their motivation towards learning English grammar. As a result, scrambled sentences and sentence combination is a good technique to solve these problems, so this study tried to make this connection between these variables to see the effect of using this technique on students' writing skill and their motivation for learning English grammar.

Chapter Three:

Methodology and Procedures

3.1 Introduction

This chapter is devoted to the procedures and methods used by the researcher to determine the population, sample and area where the study was applied, as well as research instruments, reliability and validity of the instruments used to carry out this study. It also specifies the teaching materials and implementation. Finally, it illustrates the type of statistical methods followed in analyzing the results of the study.

3.2 Methodology

This study followed the quasi-experimental design applied on two groups. The groups were divided into experimental and control. The experimental group was taught by using the scrambled sentences and sentence combination strategy, while the control group was taught by the ordinary method.

3.3 Population of the Study

The population of this study comprised all seventh graders (females) in governmental schools in Bethlehem District in the second semester in the academic year 2016-2017. The whole population was (39494) students, documented according to the records of the Ministry of Education and Higher Education.

3.4 Sample of the Study

The subjects of the study were taken from one school for females and were distributed between two sections. The sample of the study consisted of (55) seventh grade students. All participants were non-native speakers of English. They have been learning English for 5 years, and have the same socio-economic environment. Each group was assigned to one experimental and one control group by using simple random sampling.

The following table shows the distribution of the sample of the study:

Table (3.1) Distribution of the Females' sample between groups:

Group	Experimental	Control	Total
female	28	27	55

3.5 Instruments of the Study

This study uses the following instruments:

- 1- Test which consisted of scrambled sentences and sentence combination to measures the development of students' writing skills.
- 2- Questionnaire to measure students' motivation for learning English grammar (**Appendix 1**).

3.5.1 Writing skills test

The writing skill test was prepared by the researcher and the supervisor to measure students' performance level in the writing skill. It had three questions and the questions had (15) items which needed to be answered by the students in the experimental and control groups. The total marks in these tests were out of (30) (**Appendix 2**).

a. Aim of the Writing Skill Test

The test is one of the study instruments which aimed at measuring the effectiveness of using scrambled sentences and sentence combination on developing the writing skill of the 7th graders and to help the researcher to test the first hypothesis.

b. Source of Designing the Writing Skill Test

The researcher referred to many resources while designing the test. The related literature is reviewed, checked the opinion of juries, supervisors and experienced teachers. The researcher designed the test which was based on rewriting the scrambled sentences and combining other sentences.

c- Instructions of the Test (for the applicant).

The teacher had to tell the students about the aim of the test that was designed for a scientific research purpose, and it has nothing to do with their school marks. The teacher had to read the questions clearly for the students describing the debate situation intended. The test was introduced to the referee committee to have their remarks and suggestions for modification and improvement.

d- Time of the Test

Time was limited to the test-retest, where the study was conducted on (55) students who had the same characteristics of the study sample. This step was important to check the feasibility of the test and to estimate the time needed for each applicant.

The test was administered for approximately (40) minutes for each student to complete the test. After an interval of 5 weeks, the same test was reapplied on the same students.

e. The Implementation of the Lesson Plans (Appendix 4)

The writing (scrambled sentences and sentence combination) test chosen for the experiment were taught by the researcher to the experimental group as follows:

1. The techniques of teaching the experimental group were based on rewriting the scrambled and combination tests, which were hypothesized to develop students' writing skill; while the control group was taught by the ordinary method.
2. The researcher applied the experiment and prepared all the needed aids and materials (lesson plans, word cards, flash cards, videos and others).
3. The researcher listened to students` opinions and suggestions all around these sessions to evaluate the process of teaching by using scrambled sentences and sentence combination strategy.
4. The pre-test of the writing skill was prepared by the researcher. It was applied to the experimental and the control groups on 12/3/2017. The results were recorded and statistically analyzed.
5. The process of teaching the two groups followed the time planned of the experiment included school sessions.

The post test for the writing skills was applied to the experimental and the control groups on 10/5/2017. The results were recorded and statistically analyzed.

3.5.1.1 Validity of the test

To ensure the validity of the test, it was displayed to several juries of supervisors and Professors of Education. To ensure the validity of the test's content, it was presented to a group of arbitrators with competence and experience who stated their opinions on the activities "instruments" in order to ensure their suitability.

3.5.1.2 Reliability of the test

The test is reliable when it gives the same results if it is re-applied under the same conditions. The total mark of the writing tests was 100. To check the reliability of the test, a pilot study was applied on fifteen students at al-Ferdaws Girls School. The researcher used a test/re-test with two weeks between them. Test reliability reached (0.924) for the combining test, and (0.907) for the scrambled test using Pearson correlation test.

3.5.2 Motivation for Learning English Grammar Questionnaire

The researcher developed her own instrument which is suitable for the current study's purposes (**Appendix 1**).

3.5.2.1 Validity of the questionnaire

To test the validity of the questionnaire, it was displayed to several juries of supervisors and professors of Education. To ensure the validity of the questionnaire's content, it was presented to a group of arbitrators with competence and experience who stated their opinions on the activities "instruments" in order to ensure their suitability, also the researcher used Pearson Correlation Coefficient.

3.5.2.2 Reliability of the questionnaire

Cronbach Alpha formula was used. The questionnaire consisted of 26 items and five scales. The total mark of the questionnaire was 5. Test re-test was applied on the pilot study to check the reliability of the questionnaire within two weeks. A pilot study of seventh graders from the population of the study was done, but out of the sample from "Al-ameriya Girls School" was used to ensure the understanding of words, and time appropriateness in order to check the reliability. After an interval of two weeks, the same questionnaire was reapplied on the same students, Cronbach alpha reached (0.770).

3.6 Teaching Materials

The teaching materials consisted of lessons about scrambled sentences and sentence combination instruction for the teacher, posters, word cards, flash cards pictures, lesson plans.

Each lesson consisted of subject, aims, method, materials, aids, procedures. The lessons used in the study are simple materials for teachers to apply and for students to write (**Appendix 5**).

3.7 Design of the Study

Subjects in this study were pre-tested using scrambled sentences and sentence combination tests to determine their level of writing and to control the effect of their previous knowledge, and then, five weeks later, they were post-tested using the same instrument. The sample received the same instruction before they sat for the post-test. In this design the independent variable is the method of instruction which had one level:

1-Method:

- a- Scrambled sentences and sentence combination strategy.
- b- Ordinary method.

On the other hand, the dependent variable was the writing skill, which was measured by the subjects' performance on the pre-post test.

EG. O1 O2 X O3 O4

CG. O1 O2 --- O2 O4

EG: Experimental group R: random treatment

CG. Control group X: treatment

O1: pre-test O2: post test

3.8 Variables of the Study

3.8.1 Independent variables

a- Method of teaching (using scrambled and combining lessons, ordinary method).

3.8.2 Dependent variables

a- Writing skills

b- Motivation

3.19 Data Collection Procedures

This study was conducted in the second semester of the academic year 2016-2017, at al-Ameriya Girls School in Bethlehem District.

During the application of this study, the researcher adopted the following procedures:

1. The researcher got a permission letter from the Deanship of Graduate Studies at Al-Quds University to facilitate the work in school (**Appendix 7**).
2. A permission to facilitate the mission is given from Bethlehem Directorate of Education/to the school principles where the study was applied (**Appendix 7**).
3. The researcher took down the names of the schools that have 7th grade female learners.
4. The population of the study consisted of seventh grade students in Bethlehem public schools in the (academic year 2016-2017). The number of students is (39494) and the number of 7th graders in all governmental schools in Bethlehem is (3531).
5. The number of the sample was (55) divided into two groups, experimental group and control group.
6. The researcher designed the instruments for the study (tests & questionnaire).

7. The researcher ensured the validity and reliability of the instruments.
8. The application of the pre-test on groups. The pre-test of the writing skill was held on 15/2/2017, while the pre-test of the questionnaire was held on 19/2/2017.
9. The researcher distributed the two participant groups into experimental group and control group randomly.
10. The researcher designed the material, presented it to a group of arbitrators with competence and experience who stated their opinions to ensure their suitability.
11. The researcher trained teachers (females) who applied the experiment.
12. The researcher applied the technique of scrambled sentences and sentence combination on the experimental groups.
13. The application of the post test on groups. The post –test of the writing skill was held on 10/5/2017, while the post-test of the questionnaire was held on 14/5/2017.
14. The researcher collected data for statistical analysis and for identifying findings.

3.10 Data Analysis

In the process of analyzing the data, the statistical software packages “SPSS” program means and standard deviations were used as well as Pearson Correlation Coefficient and Cronbach Alpa.

Chapter Four:

Results of the Study

4.1 Introduction

This study was designed to investigate the effect of using scrambled sentences and sentence combination on the development of 7th grader's writing skill and their motivation for learning English grammar in Bethlehem District. This chapter provides a comprehensible presentation of the results and data analyses. Data includes information derived from the students' scores of the writing achievement test and their responses to the motivation for learning English grammar in the questionnaire. The findings of the study are presented in this chapter according to the research questions.

4.2 Results Related to the First Question

Is there an effect of using “scrambled sentences and sentence combination” on the development of 7th grader's on the writing skill?

To answer the question it was turned into the following hypothesis:

There are no statistically significant differences at the level ($\alpha \leq 0.05$) of in the mean scores of 7th graders' writing skill due to the teaching method.

Mean scores and standard deviations were calculated for the students' scores in the two groups (the control and the experimental ones) on the writing skill test due to teaching method. Table (4.1) shows the mean scores and standard deviations:

Table (4.1): Means and standard deviations for students' scores in the writing skills pre and post test due to the teaching method.

Test	Group	N	Mean	Std. Deviation	df	T-value	Sig.
Pre	Control	27	42.00	6.69	53	-1.529	0.132
	Experimental	28	44.89	7.30			
Post	Control	27	45.59	5.94	53	-2.753	0.009
	Experimental	28	49.96	5.95			

The results showed that there are statistically significant differences at ($\alpha \leq 0.05$) of the control group and that of the experimental one, in the mean scores of 7th graders' writing skill due to teaching method in relation to the Post-test. ($p < 0.05 = 0.012$).

The differences are of the experimental group, which showed more mean scores (mean=49.96), compared to the control one (mean=45.59).

But, in relation to the Pre-test, the results showed that there are no statistically significant differences at ($\alpha \leq 0.05$) of the control group and that of the experimental one, in the mean scores of 7th graders' writing skill due to teaching method. ($p > 0.05$).

Hypothesis #1: There are no statistically significant differences at the level ($\alpha \leq 0.05$) of in the mean scores of 7th graders' writing skill due to the teaching method.

To examine the above hypothesis, t-test was found as indicated in table (4).

Table (4.2): T-test of the mean scores of 7th graders' motivation for learning English grammar due to the teaching method.

Test	Group	N	Mean	Std. Deviation	df	T-value	Sig.
Pre	Control	27	3.77	0.41	53	-3.239	0.003
	Experimental	28	4.06	0.19			
Post	Control	27	3.30	0.80	53	-4.670	0.000
	Experimental	28	4.03	0.16			

The results showed that there are statistically significant differences at ($\alpha \leq 0.05$) of the control group and that of the experimental one, in the mean scores of 7th graders' motivation for learning English grammar due to teaching method in both (pre and post-test). ($p < 0.05 = 0.012$).

The differences in the pre-test were in favor of the experimental group (mean= 4.06), compared to (mean=3.77) for the control one.

Also, the differences in the post-test were in favor of the experimental group (mean= 4.03), compared to (mean=3.30) for the control one.

4.3 Results Related to the Second Question

Is there an effect of using “scrambled sentences and sentence combination” on 7th grader' motivation for learning English grammar?

To answer the above question, it was turned into the following hypothesis:

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the mean scores of 7th graders' motivation for learning English grammar due to teaching method.

To answer the question, mean scores and standard deviations were calculated for the students' motivation in the two groups (the control and the experimental ones) according to method of teaching. Table (4.3) shows the mean scores and standard deviations.

Table (4.3): Means and standard deviations for students' motivation for learning English Grammar

#	Items	Mean	Std. Deviation	degree
9	Motivation positively affects my learning of English grammar.	4.96	0.19	high
11	My need for English grammar in my future career motivates me to learn it.	4.96	0.19	high

15	Learning English grammar will improve my writing skills.	4.96	0.19	high
17	Studying English grammar affects my school grades.	4.96	0.19	high
10	The more English grammar I learn, the more motivated to learn it I become.	4.89	0.31	high
16	Learning English grammar will make me someday capable of effective communication in the language.	4.79	0.42	high
22	Learning English grammar makes me feel confident.	4.71	0.46	high
13	Learning English grammar will someday be helpful to me in getting a good job.	4.64	0.49	high
14	Other people will respect me more if I use grammatically correct sentences in English.	4.54	0.51	high
12	Because my aim is to become a knowledgeable person who knows English, I am motivated to learn English grammar.	4.43	0.50	high
1	Since English grammar is important to me and will allow me to be more at ease with other people who speak English, I'm highly motivated to learn.	4.43	0.50	high
23	Learning English grammar motivates me to read more stories, poetry and plays in English in the future.	4.43	0.50	high
8	The type of grammar I learn determines the degree of my motivation to learn it.	4.36	0.49	high
21	Learning English grammar is important to me when I travel abroad; therefore, I am motivated to learn it.	4.36	0.49	high
7	I like to participate more freely in the activities of other cultural groups; therefore I am motivated to learn English grammar.	4.29	0.46	high
6	Studying English grammar is important to me because it will enable me to better understanding and appreciate the English language.	4.25	0.44	high

5	Since I like to meet and converse with different people who speak English, I am highly motivated to learn English grammar.	4.18	0.39	high
19	learning English grammar makes me fluent in the language.	4.14	0.36	high
24	Learning English grammar makes me feel pleasant and happy, which in turn increases my motivation.	4.14	0.36	high
18	Learning English grammar is very interesting and easy.	4.11	0.31	high
3	Some teachers use interesting techniques to motivate me to learn English grammar.	4.11	0.31	high
20	Learning English grammar helps me continue my education in English.	3.71	0.66	high
4	When I am not highly motivated, the learning of English grammar becomes difficult for me.	1.96	0.69	low
2	Something I do not feel highly motivated to learn English grammar.	1.57	0.57	low
25	Learning English grammar is very discouraging.	1.57	0.50	low
26	Learning English grammar makes me depressed.	1.39	0.50	low
	Total degree of the motivation	4.03	0.19	high

The items that reflect the highest degree of agreement among the respondents are number 9+11+15+17 (mean=4.96) with regard to "motivation positively affects my learning of English grammar", "my need for English grammar in my future career motivates me to learn it", "learning English grammar will improve my writing skills", and "studying English grammar affects my school grades".

The second item in terms of the strength of the respondents' agreement (Mean= 4.89) is the one related to that "the more English grammar I learn, the more motivated to learn it I become".

The third item in terms of strength is the one which refers to that "learning English grammar will make me someday capable of effective communication in the language" (Mean= 4.89).

The strongest items in terms of responses could be contrasted with the weakest ones which are numbers 26 (mean=1.39), 25+2 (mean=1.57), and 4 (mean=1.96).

Table (4.4): Means, Std. Deviation, for the items with regard to the 7th graders' motivation for learning English Grammar, arranged according to their importance, in relation to the (post-experimental group).

#	Items	Mean	Std. Deviation	Degree
17	Studying English grammar affects my school grades.	4.68	0.48	high
22	Learning English grammar makes me feel confident.	4.68	0.48	high
15	Learning English grammar will improve my writing skills.	4.64	0.49	high
11	My need for English grammar in my future career motivates me to learn it.	4.64	0.56	high
9	Motivation positively affects my learning of English grammar.	4.50	0.64	high
10	The more English grammar I learn, the more motivated to learn it I become.	4.39	0.50	high
1	Since English grammar is important to me and will allow me to be more at ease with other people who speak English, I'm highly motivated to learn.	4.39	0.50	high
5	Since I like to meet and converse with different people who speak English, I am highly motivated to learn English grammar.	4.32	0.48	high
12	Because my aim is to become a knowledgeable	4.32	0.48	high

	person who knows English, I am motivated to learn English grammar.			
13	Learning English grammar will someday be helpful to me in getting a good job.	4.29	0.46	high
21	Learning English grammar is important to me when I travel abroad; therefore, I am motivated to learn it.	4.25	0.52	high
3	Some teachers use interesting techniques to motivate me to learn English grammar.	4.25	0.52	high
6	Studying English grammar is important to me because it will enable me to better understanding and appreciate the English language.	4.25	0.52	high
23	Learning English grammar motivates me to read more stories, poetry and plays in English in the future.	4.25	0.44	high
16	Learning English grammar will make me someday capable of effective communication in the language.	4.21	0.50	high
19	Learning English grammar makes me fluent in the language.	4.18	0.48	high
8	The type of grammar I learn determines the degree of my motivation to learn it.	4.14	0.52	high
7	I like to participate more freely in the activities of other cultural groups; therefore I am motivated to learn English grammar.	4.14	0.36	high
14	Other people will respect me more if I use grammatically correct sentences in English.	4.14	0.36	high
20	Learning English grammar helps me continue my education in English.	4.14	0.59	high
24	Learning English grammar makes me feel pleasant	4.07	0.47	high

	and happy, which in turn increases my motivation.			
18	Learning English grammar is very interesting and easy.	4.04	0.74	high
4	When I am not highly motivated, the learning of English grammar becomes difficult for me.	3.39	1.13	moderate
2	Something I do not feel highly motivated to learn English grammar.	2.89	1.29	moderate
25	Learning English grammar is very discouraging.	2.18	0.61	low
26	Learning English grammar makes me depressed.	2.11	0.63	low
	Total degree of the motivation	4.06	0.19	high

The items that reflect the highest degree of agreement among respondents are number 17+22 (mean=4.68) which refer to that "studying English grammar affects my school grades"; "learning English grammar makes me feel confident".

The second items in terms of the strength of respondents' agreement are number 15+11 (Mean= 4.64) are the ones related to that "learning English grammar will improve my writing skills", "my need for English grammar in my future career motivates me to learn it".

The third item in term of strength is item 9 which refers to that "motivation positively affects my learning of English grammar" (Mean= 4.50).

The strongest items in terms of the responses could be contrasted with the weakest ones which are numbers 26 (mean=2.11), 25 (mean=2.18), 2 (mean=2.89), and 4 (mean=3.39).

4.4 Summary

In brief, this chapter is devoted to the presentation and analyses of the data collected through the tests. The results were clarified statistically by using different tables that indicated them.

The results can be summarized as follows:

1. There were statistically significant differences in the mean scores of 7th graders writing skill refers to teaching method in favor of the experimental group.
2. There were statistically significant differences in the mean scores of 7th graders writing skill on motivation for learning English grammar refers to method of teaching in favor of the experimental group.

Chapter Five:

Discussion, Conclusion and Recommendations

5.1 Introduction

This study aims at investigating the effect of using scrambled sentences and sentence combination strategy on the development of 7th graders' writing skill in Bethlehem district and their motivation for learning English grammar. In this chapter the researcher discusses the results of the study and comes up with conclusions and offers some recommendations. This chapter deals with the results related to the two questions of the study which were turned into hypotheses.

5.2 Discussion of the Results of the First Question

Is there an effect of using “scrambled sentences and sentence combination” on the development of 7th grader's on the writing skill?

Referring to the first hypothesis there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 7th graders' writing skill due to method of teaching between the two groups (experimental and control) in favor of the experimental group.

According to table (4.2), the previous results concluded that the experimental groups mean scores which were in the combining skills increased during the application of the study.

The researcher believes that the reason behind that is the use of the scrambled sentences and sentence combination strategy which actively engaged students as they study.

The results showed that there are statistically significant differences at ($\alpha \leq 0.05$) of the control group and that of the experimental one, in the mean scores of 7th graders' writing skills due to teaching method in relation to the Post-test ($p < 0.05 = 0.012$).

The differences were in the sentence combination skills, and the differences for the experimental group, which showed more mean scores (mean=25.32), compared to the control one (mean=22.67).

But, in relation to the pre-test, the results showed that there are no statistically significant differences at ($\alpha \leq 0.05$) of the control group and that of the experimental one, in the mean scores of 7th graders' writing skills due to teaching method ($p > 0.05$).

According to the findings for the first question, this strategy proved to have positive effects on learners' writing.

In light of the above, the researcher indicated that the new method "Scrambled Sentences and Sentence Combination" as a method of teaching supports the learning process, so the researcher thinks that teachers are advised to adopt it with their students in their classes.

Scrambled Sentences and Sentence Combination have many positive effects on students; they helped them to:

- 1- Use a variety of experiences in the classroom.
- 2- Make teachers train students on the writing skills in any situation.
- 3- Use and develop those forms of language which are so necessary in oiling the works of social relationships, but also are so often neglected by our language teaching syllabus.

The results of this hypothesis are in consistence with Hunt and O'Donnell (1970) who found that that the implication of sentence-combining instruction was effective in improving the writing skill. Also, the results are in consistence with Kamdeni, Eva (2014) who explored whether the application of scrambled sentences was effective in improving writing skill of the eighth graders of SMPN 3 Amlapura in academic year 2013/2014. The findings discovered that the application of scrambled sentences was effective enough in helping the eighth graders of SMPN 3 Amlapura to improve their writing skill especially, in writing recount paragraphs. Also they showed the subjects' attitude and motivation in learning and exercising recount paragraph writing through scrambled sentences changed positively.

The result was not in consistence with Yamashita (1997) who tried to investigate whether word order and case markers play a role. The results found that there was no effect of word order observed, even though the frequency of the scrambled sentences was low.

Also, it was not in consistence with Ney (1976) who carried out a study to investigate the effects of sentence combining on the writing of ESL students at the university level. The finding was pointed out that sentence combining exercises should not be used to the exclusion of other types of activity that are beneficial in the writing class.

5.3 Discussion of the Results of the Second Question

Is there an effect of using “scrambled sentences and sentence combination” on 7th graders' motivation for learning English grammar?

Referring to the second hypothesis there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 7th graders' motivation for learning English grammar due to teaching method between the two groups (experimental and control) in favor of the experimental group.

The results support the null hypothesis, which indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the development of 7th graders' motivation due to teaching method. This means that the strategy offered a suitable environment for learning English grammar.

The results of Cronbach alpha in table (4.1) showed that the total value for the differences between learners' motivation mean scores for the experimental and control groups in the motivation questionnaire was (4.6) and the significant level was (0.000); this value is less than the significant value ($\alpha \leq 0.05$), so there are significant differences between learners' motivation in the experimental and control groups in favor of the experimental group.

According to these results, the researcher noticed that there were significant differences between learners' motivation in the two groups due to method of teaching. The researcher indicated that there were some significant differences in the mean scores of students' motivation for using scrambled sentences and sentence combination due to method in favor of the experimental group.

The researcher indicated that the teachers' need to establish learning environment to compensate the authentic atmosphere in language learning using pair-group work which helped in carrying out the learning process to be a successful work on developing and adopting new techniques that will help to improve the writing skill of students.

Furthermore, motivation among the related theories in educational psychology, as an important element in the learning process, emphasizes "how" rather than "what" way of evaluation. So, teachers need to emphasize using new methods like "scrambled sentences

and sentence combination” and other new techniques to motivate students for learning English grammar.

The result agreed with Yu (2010) who found that effective teaching method that the teacher used will stimulate the students to improve their academic performance in English motivation and attain the best result. And it also agreed with El Khory (2011) who found out scrambled sentences and sentence combination provide students with a rich literacy environment that promotes their motivation.

The result did not agree with Bernaus (1995) about the role of motivation in the learning of English as a foreign language and especially; grammar and the result showed that teachers affect students' motivation. Also, it did not agree with Qashoa (2006) who concluded that the students feel de-motivated because they faced difficulties in understanding the listening texts and mastering English structures.

5.4 Conclusion

The researcher concluded that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 7th graders' motivation for learning English grammar due to method of teaching between the two groups (experimental and control), and they were in favor of the experimental group. Moreover, there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 7th graders' on the writing skill due to the method of teaching between the two groups (experimental and control), and they were in favor of the experimental group. Finally, it has been found out that scrambled sentences and sentence combination improved certain writing skill, so, the researcher thinks that scrambled sentences and sentence combination are good techniques to be used in classes, and it may help to solve some problems that students face during the teaching-learning process. In addition to that, using scrambled sentences and sentence combination increased learners' motivation to learn English grammar.

5.5 Recommendations

In the light of the results of this study, the researcher finds it important to give some recommendations to develop students' proficiency in writing for the curriculum designers, decision makers, school administrations, supervisors, teachers, researchers, and students.

For Curriculum Designers and Decision Makers:

To improve the writing skill, the syllabus of English curriculum needs to emphasize the skill of writing in dealing with a large number of students in the Palestinian classrooms. Scrambled sentences and sentence combination should be brought into the classroom in various forms of activities, tasks or projects. They can benefit language teaching such as debates-problem solving and others which are available in many EFL settings. These affordable sources enable the EFL students to increase their opportunities in learning to write effectively, including the provision of the Internet interacting with native speakers on a variety of topics.

1. The curriculum designers need to develop well-organized materials that involve the use of scrambled sentences and sentence combination as a way for varying the teaching methods used in school.
2. Students need to be provided with models of good techniques and activities to participate in class.
3. The administrators of English lessons need to be increased per week in order to give the teachers the time to engage students in using scrambled sentences and sentence combination.
4. Teachers need to be trained on how to develop and present scrambled sentences and sentence combination for their students to create the suitable environment.

For Teachers:

1. Teachers are advised to establish a classroom learning climate to compensate for the authentic atmosphere in language learning using this strategy which helps in making the learning process successful.
2. Teachers need to encourage students to practice the strategy and use it in their writing lessons.
3. The teacher need to learn how to enhance students' ability in teaching English and to be creative to apply various techniques in teaching writing so that the students are interested in learning writing.
4. Teachers need to provide motives for the students who keep participating in class.
5. Teachers need to give every student an equal opportunity to practice the strategy.
6. Teachers should maximize strategy learning; use a variety of cooperative learning structure.
7. Teachers need to make the reflection practices as a part of every classroom experience and every assignment.

For Further Studies:

To other researchers who want to conduct research on the same subject, the researcher hopes that this study may be useful as a reference:

1. More researches could work on the factors that may increase students' curiosity and eagerness to have good writing skill.
2. Conduct a study entitled "A suggested program for training teachers on how to adapt scrambled sentences and sentence combination activities to develop language skills".
3. Conduct an analytical study to the Palestinian English curriculum to identify the main writing skills that should be focused on during the writing lessons.

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Appendices

Appendix (1): Questionnaire

Al-Quds University
Faculty of Educational Sciences
Department of Education



Questionnaire

Dear students:

This questionnaire has been designed to collect information with regard to 7th graders' motivation for learning English grammar. This questionnaire aims at collecting your opinions. There is no “right” or “wrong” responses to the statements that follow. A response is only “right” if it reflects your personal reaction, and the strength of your reaction, as accurately as possible

The researcher assures you that the information will be strictly confidential and will only be used for the purpose of this study.

Thank you for your cooperation

Researcher

Please put (√) in the box that indicates the level of your agreement with the questions about writing skills:

Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I'm highly motivated to learn English Grammar.					
2. Sometimes I do not feel highly motivated to learn English grammar.					
3. Some teachers use interesting techniques to motivate me to learn English grammar.					
4. When I am not highly motivated, learning English grammar becomes difficult for me.					
5. Since I like to meet and converse with different people whom speak English, I am highly motivated to learn English grammar.					
6. Studying English grammar is important to me because it will enable me to better understanding and appreciation of the English language.					
7. I like to participate more freely in the activities of other cultural groups; therefore, I am motivated to learn English grammar.					
8. The type of grammar I learn determines the degree of my motivation to learn it.					
9. Motivation positively affects my learning of English grammar.					
10. The more English grammar I learn, the more motivated to learn it become I.					
11. My need for English grammar in my future career motivates me to learn it.					
12. Because my aim is to become a knowledgeable person who knows English, I am motivated to learn English grammar.					

13. Learning English grammar will someday be helpful to me in getting a good job.					
14. Other people will respect me more if I use grammatically correct sentences in English.					
15. Learning English grammar will improve my writing skill.					
16. Learning English grammar will make me someday capable of effective communication in the language.					
17. Studying English grammar affects my school grades.					
18. Learning English grammar is very interesting and easy.					
19. Learning English grammar makes me fluent in the language.					
20. Learning English grammar helps me continue my education in English.					
21. Learning English grammar is important to me when I travel abroad; therefore, I am motivated to learn it.					
22. Learning English grammar makes me feel confident.					
23. Learning English grammar motivates me to read more stories, poetry and plays in English in the future.					
24. Learning English grammar makes me feel pleasant and happy, which in turn increases my motivation.					
25. Learning English grammar is very discouraging.					
26. Learning English grammar makes me depressed.					

Appendix (2): Scrambled Sentences Test

Dear students:

This is a test about the Scrambled Sentences that you have already learnt, please read the questions carefully then answer them correctly. The results will be used in order to carry out a study about the Effect of Using “Scrambled Sentences and Sentence Combination” Strategy on the Development of 7th Grader`s Writing Skills in Bethlehem District and their Motivation for Learning English Grammar.. The answers of these questions will be confidential and be used for academic purposes.

Thank you for your cooperation and support

Teacher:
Class: 7th grade
Section: C

Scrambled Test

Mark: 30
Time: 40
Date:

Q. 1: Put the sentences in their correct order?

(10 points)

1. sometimes / in a garage. / Mr Hodges / his car / parks

2. enjoys / very much / swimming / in our pool. / always / in the morning / She

3. meet / at the sports ground. / They / after dinner / always / their friends

4. a parking place / near the shops. / They / find / rarely

5. he / to town / after breakfast / often / Mrs Sam / takes

Q. 2: Write questions and answers?

(10 points)

1. the book?/ have/ finished/ you Yes/ have./ I

2. What/ visited/ have you/ in Jerusalem? I/ visited/ have/ many places.

3. the party/ has/ started? No/ hasn`t/ it/ started.

4. you/ Have/ to/ been/ Canada? Yes/ have./ I

5. have/ done/ your/ homework?/ you No/ haven`t/ I

Q.3: Write the words in the dialogue in the correct order? (10 points)

Aya: Hello Sawsan, you?/ how/ are

Sawsan: thank / I'm / fine, / you.

Aya: have/ you/ Do/ a/for/ time/ coffee?

Do/ shall/ we/ Where/ go?

Meet/ at/ Let`s/ Starbuks/ 15 minutes/ in

Appendix (3): Combining Sentences Test

Dear students:

This is a test about the Combining Sentences that you have already learnt, please read the questions carefully then answer them correctly. The results will be used in order to carry out a study about the Effect of Using “Scrambled Sentences and Sentence Combination” Strategy on the Development of 7th Grader`s Writing Skills in Bethlehem District and their Motivation for Learning English Grammar.. The answers of these questions will be confidential and be used for academic purposes.

Thank you for your cooperation and support

Teacher:
Class: 7th grade
Section: C

Combining Test

Mark: 30
Time: 40
Date:

Q.1: Combine the following sentences using a coordinating conjunction (because, but, so, and): (10 points)

1. She went to work. She did not want to go.

2. That movie looks great! I would love to come see it with you.

3. Polar bears are fierce, territorial animals. Grizzly bears are the same.

4. I simply cannot get out of bed. I am too tired.

5. My cat was hungry. It had not eaten since breakfast.

Q.2: Combine the two sentences by using words between brackets: (10 points)

1. I like cats. I hate dogs. (but)

2. Whales are beautiful. I think they are kind. (and)

3. The baby is crying. He`s hungry. (because)

Q.3: Choose the words to complete the sentences:

(10 points)

1. It was cold and/ so the wind was blowing.

2. He opened his umbrella but/ and the wind blew it backwards.

3. Did he take an umbrella because/ or did he wear his raincoat?

4. It was raining so/ but he opened his umbrella.

5. I left early and/ because I had an interview the next day.

The End

Appendix (4): Table (3.2): Pearson Correlations and Significant Level for the questionnaire

#	Items	Pearson Correlations	Significant Level
1	I'm highly motivated to learn English grammar.	0.294	0.129
2	Sometimes I do not feel highly motivated to learn English grammar.	-0.367	0.055
3	Some teachers use interesting techniques to motivate me to learn English grammar.	0.547**	0.003
4	When I am not highly motivated, learning English grammar becomes difficult for me.	-0.066	0.739
5	Since I like to meet and converse with different people whom speak English, I am highly motivated to learn English grammar.	0.607**	0.001
6	Studying English grammar is important to me because it will enable me to better understanding and appreciation of the English language.	0.683**	0.000
7	I like to participate more freely in the activities of other cultural groups; therefore, I am motivated to learn English grammar.	0.773**	0.000
8	The type of grammar I learn determines the degree of my motivation to learn it.	0.516**	0.005
9	Motivation positively affects my learning of English grammar.	0.181	0.357

10	The more English grammar I learn, the more motivated to learn it become I.	0.551**	0.002
11	My need for English grammar in my future career motivates me to learn it.	0.415*	0.028
12	Because my aim is to become a knowledgeable person who knows English, I am motivated to learn English grammar.	0.188	0.337
13	Learning English grammar will someday be helpful to me in getting a good job.	0.465*	0.013
14	Other people will respect me more if I use grammatically correct sentences in English.	0.404*	0.033
15	Learning English grammar will improve my writing skill.	0.415*	0.028
16	Learning English grammar will make me someday capable of effective communication in the language.	0.406*	0.032
17	Studying English grammar affects my school grades.	0.322	0.095
18	Learning English grammar is very interesting and easy.	0.462*	0.013
19	Learning English grammar makes me fluent in the language.	0.462*	0.013
20	Learning English grammar helps me continue my education in English.	0.563**	0.002
21	Learning English grammar is important to me when I travel abroad; therefore, I am motivated to learn it.	0.535**	0.003
22	Learning English grammar makes me feel	0.633**	0.000

	confident.		
23	Learning English grammar motivates me to read more stories, poetry and plays in English in the future.	0.699**	0.000
24	Learning English grammar makes me feel pleasant and happy, which in turn increases my motivation.	0.561**	0.002
25	Learning English grammar is very discouraging.	-0.188	0.337
26	Learning English grammar makes me depressed.	0.313	0.105

(*) the correlation coefficient is significant at (0.05) level.

(**) the correlation coefficient is significant at (0.01) level.

Appendix (4): Lesson Plans

<p style="text-align: center;">Lesson Plan 1 Where`s the conjunction? Combining Sentences</p>				
Date: // Class:7 th Grade Section: A/B Unit: Sixteen				
Introduction: Greet the class, say hello, how are you? Encourage and attract students' attention and respond by playing a game. Materials: blackboard, colored chalks, handouts for the sentences, worksheet. The teacher revises with the students the subject combining sentences in 5 minutes. Main Objectives: Students recognize the use of combination words with the teacher.				
Behavioral Objectives	Procedures, activities, technique, aids	Assessment	Time	Note
By the end of this lesson students will be able to:		It will be done through:		
1- Recognize the use of combination words. (Knowledge)	Activity: Students recognize the use of the combination words through reading sentences. Technique: Class Work. Tool of Evaluation: The skill of questions and answers.	-Class Work	10mts	
2- Identify the use of the combination words. (Understanding)	Activity: In pairs, the teacher asks students to highlight all the combination words in the sentences then identify the use of them. Technique: Pair works. Tool of Evaluation: question and answer.	Work Sheet	5 mts	
3- Complete the sentences with the correct combination words. (Application)	Activity: Students work in groups to complete sentences using the suitable combination words. Technique: group work. Tool of Evaluation: Presentation of pair work.	-Pair Work -Presentation of pair work - Handout	10 mts	
4- Distinguish	Activity: In groups, students read the	- Group work -worksheet	5 mts	

the combination words then match them with their meanings. (Analysis)	combination words then match them with their meanings in the worksheet. Technique: Group Work. Tool of evaluation: Presentation of group work.	-Presentation of group work		
5- Play a crossword game. (Synthesis)	Activity: In pairs, students complete the crossword game. Technique: Pair works. Tool of Evaluation: Presentation of pair work.	-Pair Work -Presentation of the pair work -Work sheet	5 mts	
6- Give opinion about the importance of the combination words. (Evaluation)	Activity: Students with the teacher discuss what they liked / didn't like about the combination words and the importance of them. Technique: Class Work. Tool of evaluation: The skill of questions and answers.	-Class Work -Questions and answers	3 mts	
<p>Conclusion: The students revise with the teacher the use of each combination word.</p> <p>Home Work: Write about five sentences using the combination words.</p>				

Lesson Plan 2
Post Card
Combining Sentences

Date: //
Class: 7th Grade
Section: A/B
Unit: Sixteen

Introduction:

Greet the class, say hello, how are you?

Encourage and attract students' attention and respond by playing a game.

Materials: blackboard, colored chalks, handouts for the text, worksheet. The teacher revises with the students the subject combining sentences in 5 minutes.

Main Objectives: Students recognize the use of combination words with the teacher.

Behavioral Objectives	Procedures, activities, technique, aids	Assessment	Time	Note
By the end of this lesson students will be able to:		It will be done through:		
1- Recognize the use of combination words. (Knowledge)	Activity: Students recognize the use of the combination words through reading the post card. Technique: Class Work. Tool of Evaluation: The skill of questions and answers.	-Class Work	10mts	
2- Identify the use of the combination words. (Understanding)	Activity: In pairs, the teacher asks students to highlight all the combination words in the postcard. Pair works. Tool of Evaluation: question and answer.	Work Sheet	5 mts	
3- Read the combination sentences in the postcard. (Application)	Activity: Students read the sentences having the combination words. Technique: class work. Tool of Evaluation: question and answer.	-Class Work -Q and A	10 mts	
4- Distinguish the combination words then match them with their meanings. (Analysis)	Activity: In groups, students read the combination words then match them with their meanings in the worksheet. Technique: Group Work. Tool of evaluation:	- Group work -worksheet -Presentation of group work	5 mts	

	Presentation of group work.			
5- Write meaningful sentences using the suitable combination words. (Synthesis)	Activity: In pairs, students write meaningful sentences using the suitable combination words. Technique: Pair works. Tool of Evaluation: Presentation of pair work.	-Pair Work -Presentation of the pair work -Work sheet	5 mts	
6- Give opinion about the importance of the combination words. (Evaluation)	Activity: Students with the teacher discuss what they liked / didn't like about the combination words and the importance of them. Technique: Class Work. Tool of evaluation: The skill of questions and answers.	-Class Work -Questions and answers	3 mts	
<p>Conclusion: The students revise with the teacher the use of each combination word.</p> <p>Home Work: Write about five sentences using the combination words.</p>				

Lesson Plan 3
Welcome to the Pizzeria
Combining Sentences

Date: //
Class: 7th Grade
Section: A/B
Unit: Sixteen

Introduction:

Greet the class, say hello, how are you?

Encourage and attract students' attention and respond by playing a game.

Materials: blackboard, colored chalks, handouts for the text, worksheet. The teacher revises with the students the subject combining sentences in 5 minutes.

Main Objectives: Students recognize the use of combination words with the teacher.

Behavioral Objectives	Procedures, activities, technique, aids	Assessment	Time	Note
By the end of this lesson students will be able to:		It will be done through:		
1- Recognize the use of combination words. (Knowledge)	Activity: Students recognize the use of the combination words through reading the text. Technique: Class Work. Tool of Evaluation: The skill of questions and answers.	-Class Work	10mts	
2- Identify the use of the combination words. (Understanding)	Activity: In pairs, the teacher asks students to highlight all the combination words in the text. Technique: Pair works. Tool of Evaluation: question and answer.	Work Sheet	5 mts	
3-complete the sentences. (Application)	Activity: Students complete the sentences on the blackboard. Technique: class work. Tool of Evaluation: question and answer.	-Class Work -chalks -blackboard -Q and A	10 mts	
4- Do an information gap activity. (Analysis)	Activity: In pairs, the teacher asks students to circle the correct combination word in the worksheet. Technique: Pair Work. Tool of evaluation: Presentation of group work.	- Pair work -worksheet -Presentation of group work	5 mts	

<p>5- Write meaningful sentences using the suitable combination words. (Synthesis)</p>	<p>Activity: In pairs, students join the sentences using the suitable combination words. Technique: Pair works. Tool of Evaluation: Presentation of pair work.</p>	<p>-Pair Work -Presentation of the pair work -Work sheet</p>	<p>5 mts</p>	
<p>6- Give opinion about the importance of the combination words. (Evaluation)</p>	<p>Activity: Students with the teacher discuss what they liked / didn't like about the combination words and the importance of them. Technique: Class Work. Tool of evaluation: The skill of questions and answers.</p>	<p>-Class Work -Questions and answers</p>	<p>3 mts</p>	
<p>Conclusion: The students revise with the teacher the use of each combination word.</p> <p>Home Work: Write about five sentences using the combination words.</p>				

Lesson Plan 4
Dialogue
Scrambled Sentences

Date: //
Class: 7th Grade
Section: A/B
Unit: Sixteen

Introduction:

Greet the class, say hello, how are you?

Encourage and attract students' attention and respond by playing a game.

Materials: blackboard, colored chalks, handouts for the text, worksheet. The teacher revises with the students the subject scrambled sentences in 5 minutes.

Main Objectives: Students recognize the use of scrambled sentences with the teacher.

Behavioral Objectives	Procedures, activities, technique, aids	Assessment	Time	Note
By the end of this lesson students will be able to:		It will be done through:		
1- Recognize the use of scrambled sentences. (Knowledge)	Activity: Students recognize the use of the scrambled sentences through listening to the dialogue on the CD. Technique: Class Work. Tool of Evaluation: The skill of questions and answers.	-Class Work -CD -Handout	10mts	
2- Identify the rule of writing the scrambled sentences throughout the dialogue. (Understanding)	Activity: In pairs, the teacher asks students to identify the rule of writing the scrambled sentences on the blackboard. Technique: Pair works. Tool of Evaluation: question and answer.	-Blackboard	5 mts	
3-Write meaningful unscrambled sentences. (Application)	Activity: Students write meaningful unscrambled sentences on the blackboard. Technique: group work. Tool of Evaluation: qu Students work in pairs to act out a dialogue using the question and answer.	-group Work -chalks -blackboard -Q and A	10 mts	
4- Act out a dialogue using unscrambled sentences. (Analysis)	Activity: Students work in pairs to act out a dialogue using unscrambled sentences. Technique: Pair Work. Tool of evaluation: Presentation of pair work.	- Pair work -Presentation of pair work	5 mts	
5- Complete the	Activity: In pairs, students	-Pair Work	5 mts	

dialogue. (Synthesis)	write the sentences in the dialogue using the suitable order in the worksheet. Technique: Pair works. Tool of Evaluation: Presentation of pair work.	-Presentation of the pair work -Work sheet		
6- Give opinion about the importance of the scrambled sentences. (Evaluation)	Activity: Students with the teacher discuss what they liked / didn't like about scrambled sentences and the importance of them. Technique: Class Work. Tool of evaluation: The skill of questions and answers.	-Class Work -Questions and answers	3 mts	
<p>Conclusion: The students revise with the teacher the rule of writing scrambled sentences.</p> <p>Home Work: Write about five meaningful sentences with the correct order.</p>				

Lesson Plan 5
Report
Scrambled Sentences

Date: //
Class: 7th Grade
Section: A/B
Unit: Sixteen

Introduction:

Warming up the students by asking questions and answers as: Hello! How are you? Then asking them to stand up and sit down.

Encourage and attract students' attention and respond by playing a game.

Materials: poster, blackboard, colored chalks, handouts for the report, worksheet. The teacher revises with the students the subject scrambled sentences in 5 minutes.

Main Objectives: Students recognize the use of scrambled sentences with the teacher.

Behavioral Objectives	Procedures, activities, technique, aids	Assessment	Time	Note
By the end of this lesson students will be able to:		It will be done through:		
1- Mention the events which occurred in the report. (Knowledge)	Activity: Students describe the poster with the teacher shows the main events of the report. Technique: Class Work. Tool of Evaluation: The skill of questions and answers.	-Class Work -Poster	10mts	
2- Recognize the rule of writing the scrambled sentences throughout the report. (Understanding)	Activity: In pairs, the teacher asks students to read the report silently. Then the teacher reads the text loudly after asking the students to identify the rule of writing the scrambled sentences on the blackboard. Technique: Group work. Tool of Evaluation: presentations of the group work. .	-Blackboard -Group Work -Presentation of group work	5 mts	
3-Write meaningful unscrambled sentences. (Application)	Activity: In groups, the teacher asks students to use the rule of scrambled sentences to write meaningful	-group Work -chalks -blackboard -Q and A	10 mts	

	sentences on the board. Technique: group work. Tool of Evaluation: Students work in pairs to act out a dialogue using the question and answer.			
4- Distinguish the correct order of the sentences. (Analysis)	Activity: Students on the board order the words to form correct sentences. Technique: Pair Work. Tool of evaluation: Presentation of pair work.	-Blackboard -color chalks	5 mts	
5- Form the questions and answers of the worksheet. (Synthesis)	Activity: Work in groups to order the questions and their answers in the worksheet. Tool of Evaluation: Presentation of group work.	-Group Work -Presentation of the group work -Work sheet	5 mts	
6- Give opinion about the importance of the scrambled sentences. (Evaluation)	Activity: Students with the teacher discuss what they liked / didn't like about scrambled sentences and the importance of them. Technique: Class Work. Tool of evaluation: The skill of questions and answers.	-Class Work -Questions and answers	3 mts	
<p>Conclusion: The students revise with the teacher the rule of writing scrambled sentences.</p> <p>Home Work: Write about five meaningful questions and their answers with the correct order.</p>				

Lesson Plan 6
Email
Scrambled Sentences

Date: //
Class: 7th Grade
Section: A/B
Unit: Sixteen

Introduction:

Warming up the students by asking questions and answers as: Hello! How are you? Then asking them to stand up and sit down.

Encourage and attract students' attention and respond by playing a game.

Materials: poster, blackboard, colored chalks, handouts for the report, worksheet. The teacher revises with the students the subject scrambled sentences in 5 minutes.

Main Objectives: Students recognize the use of scrambled sentences with the teacher.

Behavioral Objectives	Procedures, activities, technique, aids	Assessment It will be done through:	Time	Note
By the end of this lesson students will be able to:				
1- Mention the details which are in the email. (Knowledge)	Activity: Students describe the poster with the teacher shows the main events of the email. Technique: Class Work. Tool of Evaluation: The skill of questions and answers.	-Class Work -Poster	10mts	
2- Recognize the rule of writing the scrambled sentences throughout the email. (Understanding)	Activity: In pairs, the teacher asks students to read the email silently. Then the teacher reads the text loudly after asking the students to identify the rule of writing the scrambled sentences on the blackboard. Technique: Group work. Tool of Evaluation: presentations of the group work. .	-Blackboard -Group Work -Presentation of group work	5 mts	
3-Write meaningful unscrambled sentences. (Application)	Activity: In groups, the teacher asks students to use the rule of scrambled sentences to write meaningful sentences	-group Work -chalks -blackboard -Q and A	10 mts	

	<p>on the board. Technique: group work. Tool of Evaluation: Students work in pairs to act out a dialogue using the question and answer.</p>			
<p>4- Distinguish the correct order of the sentences. (Analysis)</p>	<p>Activity: Students on the board order the words to form correct sentences. Technique: Pair Work. Tool of evaluation: Presentation of pair work.</p>	<p>-Blackboard -color chalks</p>	5 mts	
<p>5- Form the sentences of the worksheet. (Synthesis)</p>	<p>Activity: Work in groups to order the sentences in the worksheet. Tool of Evaluation: Presentation of group work.</p>	<p>-Group Work -Presentation of the group work -Work sheet</p>	5 mts	
<p>6- Give opinion about the importance of the scrambled sentences. (Evaluation)</p>	<p>Activity: Students with the teacher discuss what they liked / didn't like about scrambled sentences and the importance of them. Technique: Class Work. Tool of evaluation: The skill of questions and answers.</p>	<p>-Class Work -Questions and answers</p>	3 mts	
<p>Conclusion: The students revise with the teacher the rule of writing scrambled sentences.</p> <p>Home Work: Write about five meaningful questions and their answers with the correct order.</p>				

Appendix (5): Teaching Materials

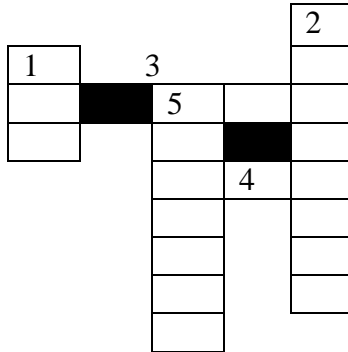
Where's the Conjunction?

(5 points)

Read each sentence and underline the conjunction.

1. My son likes to play baseball, but his favorite sport is basketball.
2. Maria drew a picture of her mother and her father.
3. Although she lost the race, she still felt very proud.
4. I was scared because the lion roared.
5. Jason is not only a Marine, but also a carpenter.
6. He was sick, so he couldn't come.

Conjunctions Crossword



But So Although And Because (5 points)

Across

4. He was sick, ___ he couldn't come.
5. John wanted to stay, ___ his sister persuaded him to go.

Down

1. His two favorite sports are football _____ tennis.
2. ___ it was cold, he went out without a sweater.
3. John had to go to the doctor ___ he was not feeling well.

This is a handmade post-card from the art studio of

Post

Dear ChartBloggerers,

Having a lovely time, quite glad you are not here, truth be told, but only because there would not be room.

I have had fish and chips and a stick of rock, and now I feel a bit sick.

Mum says I've got to go and bang the sand out of my flip-flops, so I am writing this v-e-r-y s-l-o-w-l-y. 😊

uh, better go...



ChartBloggerers

Where They Live

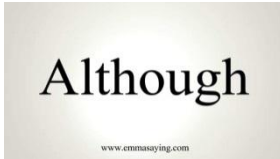
The World

See you in
THE AUTUMN.

Fraser (ChartBlog)

Identify the conjunctions?

(points)



AND



BUT..

1. Showing additional information _____.
2. Showing contrast _____.
3. Showing a result _____.
4. Showing two opposite statements _____.
5. Showing a reason _____.

Read the paragraph, then circle the combination words:

(5 points)

Welcome to the Pizzeria

You may choose from black olives, onions, green peppers, and mushrooms. The vegetarian special has tomatoes and mushrooms. Today's special is one large pizza or two small pizzas for \$9.99. Each Pizza comes with free pasta or free garlic bread. Although we specialize in pizza, we offer salads. When you are finished, we will happily box up the leftovers for you to take home. After we prep the ingredients, we begin to make the pizza. Because we use a secret sauce, our pizzas taste great. Enjoy a salad while you wait for your pizza. We use only the freshest ingredients whenever we make a pizza. Whether you order one topping or ten, you'll receive double portions! Both thick and thin crusts are the same price. We offer not only large pizzas but also extra-large pizzas!

You can either dine in or take out.



Conjunctions

A. Choose the conjunction which fits best?

(5 points)

1. I haven't really studied for this exam, _____ I feel a little nervous.

- a) so b) unless c) but

2. I told him not to come, _____ he came anyway.

- a) since b) unless c) but

3. _____ he wasn't a good player, he had a great game.

- a) Since b) Because c) Although

4. James was sad _____ his football team had lost the match.

- a) and b) so c) because

5. Paul dropped the cup _____ it broke.

- a) although b) and c) but

B. Use each conjunction to join these sentences?

(5 points)

Because - but - so - although - and

1. John was happy. There was a holiday.

2. Susan went into the park. She had a ride on the swing.

3. We wanted to go to the beach. It rained.

4. It was a sunny day. They went for a walk.

5. He's young, he has a grey beard.

Dialogue

Majed: Hello Dad. I can see you well, can you see me?

Father: No, Majed. There's a problem. I can hear you very well but I can't see you.

Majed: Sorry – I made a mistake! I didn't turn on the camera. Can you see me now?

Father: Yes, that's good. How are you, Majed? How's your mother?

Majed: We're all well – and you?

Father: I'm fine although the weather is very bad here. There are terrible winds, rain and snow outside but I'm warm inside the house. Tell your mother that I'm well. She'll worry when she hears about the weather.

Majed: I'll do that.

Father: Are you doing well at school?

Majed: Yes, we are doing work on communications now. We're learning about modern communications – home phones, mobile phones, computers and things like that.

Father: Very good – so this video call is a good example of modern communications.

Majed: Yes, I know. This is part of my homework!

Write the words in the dialogue in their correct order?

(6 points)

Jane: Hi! / are you?! / How/ haven't seen/ I /you/ for ages! / Family? / How's your

Anne: Hello! / great! / You look/ We're/ fine/All/ How/ your parents?/ are

Jane: very/ they're/ well, thank you! Oh, I'm so/ to see/ surprised/ you here!

Report

Class 7 A Traditional Crafts show A report by Noor and Ghada

The traditional craft show has just finished. It was amazing!
All of the pupils in 7A worked hard over the last few weeks and we all made something. We also had loads of fun doing it! We got everything ready last night. We made a sign and tidied up.

Many parents came to the school today to see the crafts. We are sure they all went home very pleased with what they saw.

We all think that Amani made the best ceramics. She made some amazing bowls from clay. They had lovely shapes and she painted loads of little flowers on the bowls. She used beautiful colors. They were fascinating to look at and all the parents wanted to buy one.

We all think Amani is going to be a great artist. She has been to Jerusalem to look at the ceramics they make there. One of the artists is going to teach her more.

Write questions and answers in the correct order: (5 points)

1. worked/ Who/ hard?

In/ The pupils/ 7A

2. wrote/ the report/ Who?

The report/ Noor and Ghada/ wrote

3. where/ Amani/ has/been?

Has been/ Amani/ to/ Jerusalem

4. school/ who/ came/ to?

Came/ many parents/to/ school

5. did/ Amani/ what/ make?

Made/ Amani/ceramic

The End

Email

Dear Amir and Rania,

I'm in Washington with some friends! I've found a computer games competition. I've already played – and won – loads of matches. I usually play on the Internet but at this competition we play in a team and meet the other players – that's interesting! I'm doing well so I'm really excited!

It's freezing here in the US now so it is excellent that I have something interesting to do. I have already made some visits to other cities and places in the US. Last week I went to a strange but fascinating city (I can't remember its name!).

I saw some old streets and I went to the Chinese part of the city. See my photos. When the weather is warm again, I'm planning to go on a hike to see some famous trees. They're enormous! I'll send a photo I've found so you can see how big they are.

Be good both of you. You should help your mother in the home so she has time to have a rest.

Bye for now,

Uncle Bilal

Unscramble the following words so as to form meaningful sentences: (5 points)

1. Washington/ Bilal/ is/n

2. Play/ Bilal/ in/ the/ a team/ and/ other players/ meet

3. US/ the weather/ in the/ is freezing

4. Saw/ Bilal/ old/ some/ streets

5. Competition/ in the/ won/ Bila

The End

Appendix (6): List of Arbitrators

#	Arbitrator's Name	Academic Rank	Institution	Test Arbitration	Questionnaire Arbitration
1	Dr. Hasan Hamad	Assistant Professor	Al-Quds University	√	√
2	Dr. Inas Naser	Assistant Professor	Al-Quds University	√	√
3	Dr. Mohammed Farrah	Assistant Professor	An-najah University	√	√
4	Dr. Nimer Abu-Zahra	Associate Professor	Hebron University	√	√
5	Dr. Raghad Dweik	Assistant Professor	Hebron University	√	√
6	Dr. Salah Shroof	Assistant Professor	Al-Quds University	√	√
7	Dr. Suad Al Abed	Assistant Professor	Al-Quds Open University	√	√
8	Dr. Ziad Qabaja	Assistant Professor	Al-Quds University	√	√
9	Mr. Nael Nofal	Lecturer	Al-Quds University	√	√
Total number of arbitrators		9		9	9

Appendix (7): Facilitating Letters

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs



جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

التاريخ: 2017/3/4

حضرة السيد مدير التربية والتعليم / جناب / استاذكم
حضرة السادة / مدرسة بنات الفردوس الثانوية

تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة: الاء عدنان محمد عايش ورقمه الجامعي (21420314)، باجراء دراسة بعنوان :

" أثر استخدام استراتيجية "الجمال المبعثرة وتركيب الجمال " في تطوير مهارات الكتابة لدى طالبات الصف السابع في منطقة بيت لحم ودافعتهم لتعلم قواعد اللغة الانجليزية "

يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة والتعاون معها باعطائها البيانات اللازمة.

شاكرين لكم حسن تعاونكم

د. ايناس ناصر
منسقة برنامج اساليب التدريس



Tel 02-2799753 Fax 02-2796960 Jerusalem P.O. Box 20002

تلفون 02-2799753 فاكس 02-2796960 القدس ص.ب. 20002

دولة فلسطين

State of Palestine

Ministry of Education & Higher Education
Directorate of Education \Bethlehem



دولة فلسطين
وزارة التربية والتعليم العالي
مديرية التربية والتعليم/بيت لحم

الرقم: ت/ب/ 1 / 3 / 759

التاريخ: 2017/03/07

الموافق: 9 جمادى الثانية 1438

مديرة مدرسة بنات العامرية الاساسية المحترمة
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

لا مانع من تسهيل مهمة الطالبة " آلاء عدنان محمد عايش " تخصص اساليب تدريس

اللغة الانجليزية بجامعة القدس، والسماح لها بإجراء دراسة بعنوان: " أثر استخدام استراتيجية الجمل

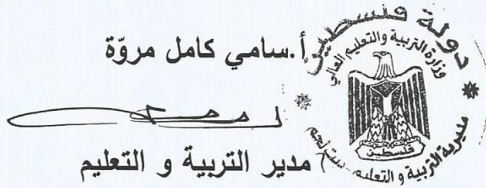
المبعثرة وتركيب الجمل في تطوير مهارات الكتابة لدى طالبات الصف السابع في منطقة بيت لحم

ودافعيتهم لتعلم قواعد اللغة الانجليزية"، خلال الفصل الدراسي الثاني لعام 2016/2017 دون ان يؤثر

ذلك على سير العملية التعليمية.

مع الاحترام

دولة فلسطين
وزارة التربية والتعليم العالي
مديرية التربية والتعليم/بيت لحم



مدير التربية و التعليم

- التعليم العام
ن.ح.ز



الرقم: 759 / 1 / 3 / 2017/03/07

التاريخ: 2017/03/07

الموافق: 9 جمادى الثانية 1438

مديرة مدرسة بنات الفردوس الثانوية المحترمة
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

لا مانع من تسهيل مهمة الطالبة " آلاء عدنان محمد عايش " تخصص اساليب تدريس

اللغة الانجليزية بجامعة القدس، والسماح لها بإجراء دراسة بعنوان: " أثر استخدام استراتيجية الجمل

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ودافعيتهم لتعلم قواعد اللغة الانجليزية"، خلال الفصل الدراسي الثاني لعام 2016/2017 دون ان يؤثر

ذلك على سير العملية التعليمية.

مع الاحترام

أ.سامي كامل مروة

مدير التربية و التعليم



- التعليم العام
ن.ح/ج.ز

Appendix (6): Abstract in Arabic

أثر استخدام الجمل المبعثرة والجمل المترابطة في تطوير مهارات الكتابة لدى طلبة الصف السابع الأساسي و
دافعتهم نحو تعلم قواعد اللغة الانجليزية.

إعداد : الاء عدنان محمد عايش

إشراف الدكتور : جمال صبحي اسماعيل نافع

هدفت الدراسة إلى توضيح أثر استخدام الجمل المبعثرة والجمل المترابطة في تطوير مهارات الكتابة لدى طلبة الصف السابع الأساسي و دافعتهم نحو تعلم قواعد اللغة الانجليزية في محافظة بيت لحم خلال العام الدراسي 2016_2017. تم اختيار العينة بشكل قصدي من طالبات الصف السابع من مدرسة بنات العامرية الثانوية . تكونت العينة من(55) طالبة من المدرسة. تم اختيار المجموعة الضابطة والمجموعة التجريبية بالطريقة العشوائية البسيطة حيث درست المجموعة التجريبية من خلال استخدام مجموعة من دروس الجمل المبعثرة والجمل المترابطة والمجموعة الضابطة بالطريقة العادية من كتاب اللغة الانجليزية (*English for Palestine*). أعدت الباحثة اختبار لقياس مستوى الطلبة في الكتابة واستبيان لقياس مستوى الدافعية للطلبة. وتم التأكد من صدق وثبات الادوات. وقد بلغت نسبة الثبات 0.907 لاختبار الجمل المبعثرة و0.924 لاختبار الجمل المترابطة، وقد بلغت نسبة الثبات للاستبانة 0.770. واستمر تطبيق الاستراتيجية مدة 5 أسابيع. تم تطبيق اختبار تحصيلي لقياس مستوى الكتابة للطلبة واستبيان لقياس الدافعية ومن ثم تم جمع البيانات ومعالجتها باستخدام المتوسطات الحسابية والانحرافات المعيارية، والتكرار والنسب المئوية، تحليل Pearson Correlation Coefficient and Cronbach Alpa.

وجاءت النتائج على النحو الآتي توجد فروق ذات دلالة احصائية عند مستوى تحصيل طلبة الصف السابع الاساسي في مهارة الكتابة باللغة الانجليزية تعزى الى طريقة التدريس لصالح المجموعة التجريبية. كما وتوجد فروق ذات دالة إحصائية في مدى دافعية طلبة الصف السابع الأساسي نحو تعلم قواعد اللغة الانجليزية تعزى الى الطريقة. توصي هذه الدراسة بضرورة توظيف برامج تدريبية لتدريب المعلمين على استخدام استراتيجية الجمل المبعثرة والجمل المترابطة وضرورة توفير الفرصة للطلبة للتدريب على هذه المهارة وبناء على هذه النتائج توصي الباحثة بضرورة تطبيق أسلوب الجمل المبعثرة والجمل المترابطة أثناء تدريس اللغة الانجليزية وذلك للحصول على نتائج أفضل فيما يخص مهارات الكتابة عند الطلبة، وكما وتوصي الباحثة بإجراء دراسات جديدة تقوم على استخدام القصص القصيرة أسلوب الجمل المبعثرة والجمل المترابطة على متغيرات اخرى.