Al-Quds University

Graduate Studies

Department of Education

The preferred Approach to learning English by the 10th and 11th - Grade students at Hebron Schools

Master Thesis

Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Methodology at Al-Quds University

By

Adel Khalil Hassn Hosheih

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Dedication

To my parents , brothers and sisters

To my wife and sons

To my advisor professor "Ahmad Fahim Jabr "

To all the martyrs of Palestine

I dedicate this work

Acknowledgement

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Abstract

The Preferred Approach to Learning English by the 10th and 11th-Grade Students at Hebron Schools

1 Prepared by Adel Hosheih.

2 Supervised by Prof. Ahmed Fahim Jabr.

Students   learning of the English   language depends   on   the approach they prefer in learning it, and on the environment   where they live.

The present study investigated the 10th and 11th -grade students' preference approach in learning English. It examined also the effect of level (10th or 11th), gender, stream (scientific   or   literary), directorate (Hebron Directorate or Southern Directorate) on students preferred approach   in learning English language.

An available stratified sample was chosen from students of both grades. It consisted of (383) respondents (183 males, 200 females) from   Hebron   government   schools.   The   researcher   adapted   a questionnaire of seventy two items designed by Waugh (2000).

The questionnaire has eight dimensions, four dimensions for the deep approach and another four for the surface one. Descriptive statistics   were   used   including the means, standard   deviations, and t - test analysis.

The results indicated that students of both grades preferred the deep approach in learning English (t = 14.78). They also showed that students enrolled in the scientific stream preferred the deep approach in learning English (t = 2.5), while those of the literary stream preferred the surface approach (t = 4.4).

Neither gender nor level (10th or 11th) had significant effect on students preferred approach. Both males and females have similar attitudes toward deep and surface approaches in learning English (deep t = 0.03) , (surface t = 0.04).

With regard to directorates, the results indicated that students of southern Hebron preferred the deep approach in learning English (t = 2.49), while those of the Hebron directorate preferred the surface one (t = 3.2).

The researcher recommended that English curriculum designers in Palestine should present curricula that encourage meaningful learning among students. Additionally, English teachers should be trained enough to apply different teaching strategies to help students speak English fluently, and teachers should be aware of the fact that they teach a foreign language rather than a school subject. That means cooperative learning is needed when teaching English.

ملخص الدراسة

"المنحى المفضل لدى طلاب الصفين العاشر والحادي عشر في تعلم اللغة الانجليزية في مدارس الخليل " .

إعداد :– عادل حوشية

اشراف : الأستاذ الدكتور أحمد فهيم جبر :–

تسمى الطريقة التي يتعامل بها الطالب مع المادة التعليمية منحى التعلمLearning approach حيث أن هذه الدراسة تطرقت إلى عدة أبعاد يعتقد أن لها علاقة بالمنحى الذي يفضله طلاب الصفين العاشر والحادي عشر في تعلم اللغة الإنجليزية .

كان الهدف من وراء هذه الدراسة هو التعرف على المنحى المفضل في تعلم اللغة الإنجليزية لدى طلاب العاشر و الحادي عشر في المدارس الحكومية في الخليل (المنحى السطحي أو المنحى المتعمق) . و هدفت الدراسة ايضا الى التعرف على اثر بعض المتغيرات مثل الجنس , الصف , التخصص (علمي او ادبي), المديرية(جنوب الخليل , الخليل) على مدى تفضيلهم لمنحى التعلم لمادة اللغة الانجليزية .

اختار الباحث عينة طبقية متوفرة (متيسرة) تكونت من(383) طالب , (183) من الذكور , (200) من الإناث . استجابت العينة على استبانة من تصميم (2000)Waugh. اشتملت الاستبانة على (72) فقرة تقيس ثمانية ابعاد.

تم استخدام الإحصاء الوصفي و اختبا ر(t-test) للكشف عن المنحى المفضل في تعلم اللغة الانجليزية , اظهرت النتائج انه لاتوجد فروق ذات دلالة احصائية في اتجاهات الطلاب نحو المنحى السطحي و المنحى المتعمق تعزى الى الصف كذلك لا توجد فروق تعزى الى الجنس . لكن اظهرت النتائج ان طلاب الفرع العلمي يفضلون المنحى المتعمق في تعلم اللغة الانجليزية ($t = 2.5$), بينما يميل طلاب الفرع الادبي الى استخدام المنحى السطحي ($t = 4.4$) . كما و اشارت النتائج الى ان طلاب مديرية جنوب الخليل يفضلون المنحى المتعمق في تعلم اللغة الانجليزية($t = 2.49$) بينما يفضل طلاب مديرة شمال الخليل المنحى السطحي ($t = 3.2$).

وعليه يوصي الباحث بضرورة تصميم مناهج للغة الإنجليزية تحث الطلاب على تحدث اللغة اكثر من كتابتها على ورق . من الضروري الاخذ بعين الاعتبار اننا نتعامل مع لغة اكثر منها موضوع مدرسة اذا ما اريد تحدث اللغة بطلاقة . بالاضافة الى ذلك لابد من عقد دورات لمعلمي اللغة الانجليزية ترفع من كفاياتهم في تدريس المادة كلغة , و هذا يعني قدرة المعلمين على استخدام استراتيجيات متنوعة اثناء تعليم اللغة الانجليزية تتناسب مع الفروق الفردية لدى الطلاب الى جانب وجود نوع من المرونة و التحرر من التدريس التقليدي لهذه اللغة .

<u>Chapter One</u>

Introduction

     Nowadays teachers are blamed because of the low level of the secondary school students in English. Here and there we hear that teachers of English do not teach students well, or they have poor English. To make teaching English more effective, and to help students at secondary schools be good language speakers, the Ministry of Education holds training courses for English teachers every year. But it seems that this step is not workable or helpful enough since the preference and thoughts of students are ignored. In addition to that, and as Chagrin Falls(1997),comments it is better if teachers recognize that students differ in their physical, emotional, intellectual and social growth.

     Researchers have shown that various variables influence language acquisition. Ellis(1994) for instance, indicated that learning style is a very important factor that affects the language learning." Learning style is a consistent way of functioning that reflects the underlying causes of behaviors." Ellis.(P,499). He indicated that there are four perceptual (approaches) classified by Ried (1987). First, the visual

learning involving reading and studying chart. Second, auditory learning, which involving listening to tapes.   Third, kinaesthetic learning involving physical responses, and fourth the tactile learning. The approach that the learner of second language follows in learning English indicates that, he is oriented toward problem –solving or processing the educational situations.   Many studies have been made to investigate the preferred approaches in second language learning. Ellis argued that second language learners' preferences differed significantly from those of native speakers of American English. The Japanese learners showed that they preferred tactical style in learning English. In his famous book "<u>The study of second language acquisition</u>," Ellis referred that there were two sets of factors that may affect second language acquisition. First, the individual learners' differences which include the learners beliefs, affective states and learning experience. Second, the situational and social factors which include, target language, task, performance and sex. On the other hand, Ellis argues that the following factors may influence the second language acquisition. First, the level of the learner's linguistic competence. Second the transfer of rules from first language to second language (from L1 to L2).   Third the learner's status, the learner may not participate communicatively in learning English because of the social position (status) in the native speaker community. He argues that, there are three main aspects that may influence second language acquisition.   First the external environment (social factors), like school and society.   Second the existing knowledge and the internal mechanisms. Third the individual learner's factors like age and motivation. These sets of factors are interrelated in some ways, for instance a social factor like a learner's ethnic background may influence the learner's motivation to learn a particular language (a special factor). Also, the personality of the learner (individual factor) may affect his social condition (social factor).

With regard to some variables, Ellis referred that younger learners are more successful than older ones in learning English. In the case of sex, male learners

seemed to have positive attitudes toward classroom learning, while female learners are better in listening to vocabulary when learning English. Also a cultural distance influences the approach preferences in learning English. This to say, learners who are closed to targeted language do better than those who are distant.

So, social, internal mechanism and the individual factors are interrelated, and Ellis (1994) argued that there are analytic learners who learn deeply and critically, they link the previous information with the new one, this means they are deep learners. On the other hand, there are sentence learners who use the language to name things, this means they are surface learners. With regard to the external and internal factors that are mentioned by Ellis (1994), and with relation to Attari's study which examined the approach that the students prefer in the learning process (the deep approach or the surface approach), and with relation to Willing's study (presented by Nunan,1991)who examined the effect of age, level of previous education, speaking proficiency, and the effect of the type of learning program on the preferred way of learning English, I aimed to investigate the effect of some mixed factors on the approach preferences in learning English among the 10th and the 11th-grade students at Hebron area. These variables are the students' level, gender, stream and directorate.

The various variables suggested and analyzed by researchers in the field of second language acquisition show that, learning English as a foreign Language is not an easy task, that's to say, students should learn to get the mind and body ready for learning. Learners here find it difficult to have an opportunity to communicate in English, in particular with native English speakers. Why shouldn't we take into consideration the students preference since they are the target of the educational process? Christopher (1996) refers to the fact that letting people experience the foreign language is really a challenge especially when they know very little about it. Thus, students approach preference in learning English is very important. Bruce

Joyce and Marsha Weil (1996) say "it's the learner who does the learning," (P5). This means that, the aim of the educational process is to create powerful learners who use the resources of learning effectively. English is an international language, it is the window of the world. We need it in many fields in our daily lives. For example, English is required for most academic subjects in universities .

Education is a lifelong process, so it is necessary to give our students the opportunity to examine critically the approach preferred by them in learning English . In other words , to make decisions about how they learn. Also, schools should let students understand the community they live in. Chargin(1999), points out that, school should educate students toward responsiveness and responsibilities. On the other hand, teaching is not only the knowledge that teachers send and students receive, but, as David (2003) says, teachers have to create an emotional need for the language inside the students. This means that, students should be sufficiently motivated . So, initiative does not only come from teachers, it is better if students do that initiative. The role of teachers is to be a best learning resource for learners.

Students' preferences are very important for the development of individuals and society, since this preference should be taken into consideration in the language planning and policy(Tauroza, 1997). In addition to that, studies about students' preference for the deep and surface approaches in learning English are not so many in Palestine, although they may play an important role in choosing the suitable approach in learning English (deep approach or surface approach) as a foreign language. So if the need to English is developed inside the students, a strong basis for the process of learning for longer term may be found. And this supports some teachers perspectives that students who follow deep approach in learning English are much easier and more enjoyable to teach than those who have negative ones.

When we listen to students we encourage them to express their real feelings without fear. Furthermore, teaching students according to the approach they prefer in learning English is more workable and beneficial for them. So if the students feel that they have an important role in learning, they will like studying the language. Usually, students do not approach learning English in the same way. Some of them adopt surface learning since they focus on passing the given assessments and tests. On the other hand, students who adopt a deep learning approach, pay more attention to finding connections between the given subjects. Also deep learners focus on the overall meaning of the material and how it integrates with other knowledge.

Statement of the problem

As a teacher of English at Hebron directorate, the researcher noticed that many students in this stage, work hard to fulfill the commands of the English teachers and the requirements of the course. But they do not develop positive needs toward English, and many of them even hate the subject. Furthermore, many of the students try to pass the English course by developing a surface approach to the study of English. Instead of thinking critically, the students memorize what they learn. They do not try to understand and connect the new information with the previous one. So the problem of this study is to examine whether the students of the 10th and 11th grades in Hebron and Southern Hebron directorates prefer deep or surface approach to English.

Purpose of the study

1- Determining the preference of the 10th and 11th grades in Hebron area towards deep approach and surface approach in learning English.

2 – Investigating the effects of gender, stream, level and directorate on students preference approach in learning English.

The questions of the study

The main question of this study were :

1- What is the preferred approach in learning English for the 10th and 11th grades in Hebron area (deep approach or surface)?

2- Are there any significant differences between the means of students scores in the preferred approach in learning English due to the grade level (10th or 11th grades)?

3- Are there any significant differences between the means of students scores in deep and surface approaches in learning English due to students' stream (scientific stream or literary stream)?

4- Are there any significant differences between the means of students scores in deep and surface approaches due to students gender?

5- Are there any significant differences between the means of students scores in deep and surface approaches in learning English due to directorate (north directorate and south directorate)?

6- How do students respond to the items of the questionnaire? (Or on which items have high means been scored by students ?)

Hypotheses of the Study:

In order to answer the questions of the study, the researcher transformed them from (1 - 5) into null hypotheses on a significant level ($\alpha = 0.05$):

1- There is no statistically significant difference at ($\alpha = 0.05$) level between the means of students scores in deep and surface approaches in learning English due to level.

2- There is no statistically significant difference at ($\alpha = 0.05$) level between the means of students scores in deep and surface approaches in learning English due to students' stream (scientific stream or literary stream).

3- There is no statistically significant difference at $(\alpha = 0.05)$ level between the means of students scores in deep and surface approaches in learning English due to gender.

4- There is no statistically significant difference at $(\alpha = 0.05)$ level between the means of students scores in deep and surface approaches in learning English due to directorate.

Significance of the study :

The study drew its significance from the following considerations:

1. It is never too late to improve an approach for learning English that meets the students needs and reduces anxiety over learning English .

2. According to the researcher knowledge, this is the first study in Palestine that deal with the students preferable approach in learning English .

3. The study showed the influence of some external and internal variables on the approach the students of 10th and 11th grades prefer in learning English.

4. Depending on students preferred approach, this study may come out with the approach that students in Hebron area prefer in learning English. This, of course, helps the Ministry to meet the students strategies of learning English by encouraging deep and communicative learning.

Definition of Terms

- Learning: Rich and Kevin knight (1991) describe learning as a change occurring in the students behaviors as a result of experience.

- Approach: it is a method of doing something, or as Atari (1999) says, it is a group of strategies that are used to deal with the subjects (materials). In other words it is related to materials.

- Deep Approach: The approach that links the previous knowledge with the new one and as (Atari ,1999) says, it helps students to think critically.

- Surface Approach: An approach that is used to complete the given subject without focusing on linking   previous information with the present one.

- Learning style (approach):" The idea of learning style comes from general psychology, it refers to the characteristic ways in which individuals orientate to problem-solving." Ellis.(1994),P (499).

- Learning strategy: " it refers to both general approaches and specific actions or techniques used in learning second language , the learner deploys a strategy to overcome some particular learning problems ." Ellis. (1994), P (532).

Limitations of the study

The preferred   approach in learning English can be affected by several factors, but this study will identify the effects of four variables on the preference toward learning English. These variables are gender, grades (11th grade or 10th grade), stream (scientific or literary), and directorate (Hebron Directorate, South Directorate). Also, the study is limited to 10th and 11th grades students at Hebron area.

Summary

This chapter presented a general introduction to the reader. It shed the light on a first study in Palestine that takes into consideration the approach the students prefer in learning English, (deep approach or surface approach)

Finally, this chapter presented the study's problem, purposes, questions, hypotheses, significance, and limitations   to the reader.

Chapter Two

Literature Review

In this chapter the researcher will present some studies concerning students ' preference for the deep approach and the surface approach in learning English. This review will cover both the literature as well the research that is related to the deep as well as the surface approach to learning .

Theories of approaches to learning were formulated when Shmeck (1983) talked about learning strategies. He referred to the " Deep Processing Approach " which encourages comparative and critical learning among students and improves the ability of connecting new information with the previous one. Marton and Saljo (1976) classified the approaches to learning into the Deep Approach by which students learn critically when they compare and connect new information with old one, and the surface

approach by which students concentrate on rote learning and do not care about criticizing different educational situations. Ellis (1992) refers that some second language learners are analytic, they think deeply of what they learn . Others are gestalt, they are sentence learners who do not pay greater concern to speak the language. This means, some learners use the language to name things, which means they surface learners. On the other hand, deep learners use the language to indicate needs feelings and social forms.

Robert Kennely (2002), conducted a study to investigate if teaching tactics improve students orientation to deep learning. This study aimed to seek further information about the relationship between teaching tactics, students ' interest, and students deep orientation to learning. The results of this study indicated that no change was found in the average "deep orientation" score, nor in the average "surface orientation" score due to the teaching tactics .

Mattheo , H (2002): investigated if changes made on the learning environment encourage accounting students to adopt deep learning approaches. Data was collected from the first year accounting undergraduates at Manash University in Australia. (158) students answered all questions related to the deep learning approaches at both trials, the first week and the last week of the second semester (2001). (157) students answered all questions related to the surface learning approaches at both trials. The researcher used a questionnaire developed by Biggs (1987). The study aimed to describe specific changes to the learning environment of an introductory financial accounting subject, that were designed to encourage higher quality learning outcomes for accounting students, such as improving analytical and conceptual thinking skills, and greater engagement with the subject. Also the study aimed to assess the effectiveness of the changed learning environment by examining the overall change in students approaches to learning over the course of the subject. Results of the study indicated that accounting students

increased their deep learning approaches and reduced their surface approaches. The results also indicated that deep surface approaches were independent of student age, academic ability, and prior accounting educators.

Hativa and Birenbaum (2000), conducted a study showing that the students specializations affect their approaches to learning. For example, the students who study engineering acquire solving problems and practical works which means they adopt deep approach in learning. So they follow the approaches that help them in the subjects they choose to study .

(**Ramburuth 2000),** conducted a study which aimed to investigate the approaches to learning in order to develop more accurate understanding of how students learn. The study identified similarities and differences in the approaches to learning of international students who mainly come from Asia with Australian students. The sample of the study consisted of 1232 first year students enrolled in the faculty of Commerce and Economics. The undergraduate cohort comprised of 719 local students and (248) international students. The postgraduate student cohort consisted of (166) local students and (102) international ones. The instrument of the study was a questionnaire developed by Biggs (1987). The results of the study showed that international undergraduate students demonstrated a higher mean for the deep approach to learning and a lower mean for the surface approach to learning. Also the results indicated that there were significant differences between the international students and the Australian students in their deep approach to learning. However the undergraduate international students were significantly different from the Australian students in all dimensions of the surface approach. They showed higher group means for the surface approach to learning, surface motivation and use of surface strategies. The findings of the study indicated more frequent use of both the deep and surface approaches by the international students.

Atari (1999), in his study which was conducted in the international Islamic University in Malaysia showed the attitudes of the first – year students (1999 - 2000) toward the approach they prefer and the approach they use in learning. The instrument of the study was a questionnaire of Waugh, the population of the study was (7919) students, and he chose a sample consisting of (363) males and females randomly. The results of the study showed that the students prefer and use the strategic approach firstly , where they organize their learning by using both approaches (the deep and surface ones) where   needed, the deep approach secondly, then the surface approach as a third choice. Also the findings of the study showed significant differences between the approaches the students prefer in learning   different subjects .

Scouller (1996), examined the influence of assessment method on students learning approaches. The sample consisted of (140) first-year sociology students at the university of Sydney. Students were asked to complete a three-part questionnaire based on Biggs (1979).

-Part (A) examined surface and deep strategies and motives.

-Part (B) examined the perceptions of both lower and higher level students' abilities .

-Part (C)   required students to complete one of two incomplete sentences representing how they preferred a sociology course.

The results of the study indicated that students were more likely to employ surface strategies when preparing for short answers examinations while they employ deep strategies when preparing their assignment essays. Also, students were significantly more likely to report surface motives when preparing their short answers examinations, and they were more likely to report deep motives in the preparation of their assignments essay. The results of the study indicated that students were more likely to perceive the short answer examinations as assessing lower levels of intellectual abilities and skills, in

contrast students were more likely to perceive the assignment essay as assessing higher levels of intellectual abilities and skills such as analysis and synthesis. In addition to that, the students preferred to have their knowledge assessed by the assignment essays than by short answers examinations. The main findings of the study suggest that assessment method has a clear influence on students learning strategies, their motives and their perceptions of the cognitive abilities being assessed.

Ellis(1994), referred to some studies investigating the approach preferences in second language acquisition . Wendon (1987), conducted a study with a sample consisted of (25) adults enrolled at an American university. He used a questionnaire categorized into three parts. The first part included the use and the importance of the language, living and practicing the language when it is spoken . The second part involved learning about the language, learning grammar and vocabulary. The third part included the importance of personal factors, like the self concept and the learning aptitude for learning second language . She found that, each learner preferred a set of beliefs related to one of the three parts (categories). This means the learners were varied enormously .

In addition to that Ellis pointed out to a study conducted by Hortwitz (1987). He aimed to elicit the beliefs about language learning inventory. The sample consisted of (32) intermediate level student who were studying on an intensive university English program in the USA. The results indicated that most learners where borne with a special aptitude for learning foreign languages. Also the learners beliefs that some languages are more difficult than others. They beliefs that the best way to learn English is memorizing its grammar rules and vocabulary . Beside that , the learners showed, in order to speak English well we need to know something about English speaking cultures. Most of the learners showed that speaking English language fluently was the main reason for learning English.

Tang (1994), conducted a study that aimed of enabling the students to develop their potential as self-directed and motivated learners through

questioning and critical approach to learning. The subjects of the study were (158) third-year students in Hong Kong. The study was divided into two parts. First, the quantitive study involved the students general study approaches at the beginning of the academic year. A questionnaire developed by Biggs (1987) was used in this study to investigate the surface, deep, and achieving approaches. -Second the qualitative study consisted of (39) randomly selected students from the sample to explore their perceptions of assessment demand and effects of the adoption of preparation strategies. Each student was interviewed twice, once after the test, and once after the assessment.

The findings of the study indicated that students who were surface-oriented were more likely to employ low levels strategies when studying for the test. While those who were deep-oriented had a higher tendency to employ high level preparation strategies. But those who were achievement motivated, their choice of strategies seemed to depend on what they perceived as a requirement for the assessment. In other words they responded accordingly. Also the findings of the study showed that surface approach is an effective way of studying for the test. While adopting deep strategies is counterproductive.

   Entwistle and Ramsden (1991), conducted many studies indicating that there is a strong relationship between the deep approaches and the results of examinations. The results of the study showed that the students who adopt the deep approaches not only passed all examinations but also had honor degrees. In addition to that they retained the information for a long time after the examinations. The results of the study indicated that the students who adopt surface approaches don't have high marks (high achievement), especially in the essays examinations. Also Ramsden (1991) showed in his study that students who follow deep approaches take care of the time and keep promises while those who implement surface approaches

don't care about the time and they are usually boring, and delay doing things.

Ramsden α Biggs (1992), referred in their studies that the approaches that students adopt in learning is affected by the assessment methods of the teachers especially at universities. The results showed that the students may adopt approaches that depend on their teachers' methods of assessment although they don't have positive attitudes toward those approaches. They showed that learning will be more active and fruitable if teachers adopt the same approach. For example, the students who adopted the deep approaches in learning, preferred the methods that improve the critical thinking, and liked challenges during the educational process while those who followed the surface approaches preferred the methods that help them to pass the exams only.

Change (1989), conducted a study which aimed to investigate the dominant approach used by secondary students in learning different academic subjects (English, Chinese, mathematics, and Science). The study aimed to investigate the motive-strategy accommodation in the learning of different academic subjects in grades 8 , 10 , and 12. Also the study aimed to find out the different learning approaches employed by the better and weak students. The sample of the study consisted of (495) students from only two government co-educational schools. The sample is limited to the 8th , 10th , and 12ths grades. The instrument of the study was a questionnaire developed by Biggs (1988). Three sets of questionnaires were used and each questionnaire has three sections. In section (A) there are 6 items for each subscale on surface motive, surface strategy, deep motive, deep strategy, achieving motive, and achieving strategy. The result of the study indicated that for younger pupils at the 8th and the 10th grades the surface motive scores were the highest while the deep motive scores were the lowest in learning English. The achieving approach seemed to be favored by the

younger pupils. But for the 12 grades students, the picture was quite different. They preferred the deep approach, deep strategy, and the deep approach scores topped the list in all the sub-scale categories. Also, the results showed for the 8th-grade level, that achievements motive correlated significantly with all the strategies, while the deep motive showed strong relationship with both the deep and achieving strategies. For the 10th grade, the pattern of correlation was rather similar to that of the 8th grades except that the correlation between achieved motive and surface strategy was not significant in learning English. But for the 12th grade, the results indicated that the achieving motive had a significant relationship only with the a achieving strategy. At the end, the findings of the study showed that the weaker students preferred the surface approach in learning English .

Nunan (1989), presented a study conducted by Willing (1989) investigated the relationship between learning preferences and biographical variables. He obtained a questionnaire distributed to (517) learners . Low proficiency learners were interviewed in their first language . The results of the study showed that error correction by the teachers was highly valued by almost all the learners, while student-self discovery of errors was given a low rating. The researcher referred that one of the most surprising finding was that non of the biographical variables correlated significantly with any of the learning preferences. Also the results showed that personal factors were significant than socio-cultural variables and educational background for learning strategy preferences.

Biggs (1988), referred in their studies that students who adopt deep approaches in their studies have high academic achievement. Also they have more competence to solve different problems in different situations. In other words deep approach develops critical thinking inside the students toward subjects they learn. On the other hand, those who adopt surface approaches only know (recognize) some facts and individual skills which are not linked with each other. The two researchers referred that surface approaches create

a limited-thinking and students who are usually unable to face and solve different problems in their lives.

Murad and Salam (1987), conducted a study that investigated the approach teachers of different nationalities in United Arab Emirates prefer. The researcher referred to the cognitive styles, the left hemisphere which stands for the deep approach, and the right hemisphere which stands for the surface approach in learning. The sample of the study consisted of 80 Egyptian teachers who work in Egypt, 30 male teachers and 50 female teaches. 53 Egyptian teachers who work in the United Arab Imarets (16 males, 37 females), and 82 teachers from different nationalities (36 males, 46 females). The total is 282 teachers from different nationalities. The findings of the study indicated the following :

1- The Egyptian teachers prefer the left hemisphere (deep approach) first, then both halves (deep and surface approaches) second, then the right hemisphere (surface approach).

2- Egyptian teachers who work at the United Arab Imarets prefer, the left hemisphere (deep approach), then a sum of both, deep and surface approaches.

3- Imaret teachers prefer both approaches (deep and surface).

4- Teachers of different nationalities preferred deep approaches first, then both, deep and surface approaches second, and the surface approach as a third one.

Tikham (1989), presented a comparison of the preference of Japanese and American students toward both rote learning (surface learning) and creative learning (deep learning), and a comparison of the same students performances, giving similar rote learning task. The sample of the study consisted of 136 students, 47 girls in Hamamatsu, Japan; 42 boys in Kyoto, Japan, and a combination of 47 boys and girls in Central Point, Oregon, U.S.A. Students completed a four-page test of their acceptance and

performance of rote learning in a language learning situation. The first page intended to discover students' preferences toward two tasks:

(a) memorizing 10 new words in a new language.

(b) writing a short description in a new language.

The second page of the test presented each student with 12 small pictures, each matched with a corresponding word, while the words were unfamiliar to both Japanese and English speakers. The third page was a recall test. The 12 pictures were presented and students were directed to recall and write the corresponding new words. The fourth page was a test of recognition with the 12 pictures presented, but with all 12 new words listed at the top of the page. Two versions of the test were administered, one in Japanese and the other in English. The findings of the study showed that , there appears to be a significant difference between Japanese and American high school students in their preference toward rote learning and in their performance in tasks requiring rote learning. Japanese students showed positive attitudes toward rote learning more than did their American counterparts. Also Japanese students performed significantly better in both recalling and recognizing new words in a new situation. On the other hand the American students showed positive attitudes toward writing short description more than did their Japanese counter- parts.

   Brown (2000), investigated the teachers' views on studying. The sample of the study consisted of 81 teachers from six schools in New Zealand. The teachers are from the three core departments (26 English, 29 mathematics, and 26 science). The researcher investigated also the students preferences in learning surface or deep approach. A questionnaire is used to investigate both teachers and the students preferences. The results of the study indicated that teachers prefer deep views of learning while students prefer surface views of learning. Multiple analysis of variance (MANOVA) showed no differences are found by teachers' gender, nor did it find any

statistical differences between subjects on the surface view of learning. In contrast, the findings of the study indicated that there were statistical significant differences between the teachers due to the subjects they teach in deep learning. The results showed that there were only statistically significant differences between English and mathematics teachers on the deep learning. English teachers showed more concern to deep views of learning than their mathematics counterparts. But there was no statistically significant difference between mathematics and science teachers.

The researcher believes that by presenting different studies applied in different countries, dealing with students preference approach in learning English, it will be easier to shed the light on the approach that students prefer in learning English as a foreign language.

Chapter Three

Methodology :

In this chapter, the researcher will present the selection of the subjects, the design of the study instrument, the collection of data and the questionnaire.

The population of the study consisted of (1600) EFL learners at the 10th and 11th in Hebron and south Hebron government schools. The sample of the study consisted of (383) respondents .

Table number (1) shows the population of the study by directorate, gender and grade :

Directorate	Class / Gender	10th grade	11th grade	Total
Hebron	Male	2739	1767	4506
	Female	3071	2243	5314
South Hebron	Male	1836	1239	3075
	Female	1876	1352	3228
Total		9522	6601	16123

As mentioned above, 10th-grade males were (4575), 10th-grade females were (4947), 11th-grade males were (3006) and 11th-grade females were (3595). It should be noted that private schools were not included in this study. Tenth and eleventh grades were chosen to be the population of this study because they are the most two important grades before the 12th grade students. Altawjihi students were not included in this study, because of the high level of anxiety as a result of the Ministry Exams by the end of the academic year. So they will not report validly on their own preferred approach in learning English.

Because the population of the study was very big beside the hard circumstances under which we live especially the barriers on the road, the researcher obtained a permission from his supervisor to use an available stratified sample which consisted of (383) respondents.

Instrument:-

The researcher adapted a questionnaire designed by Waugh (2000) which examines the preferences for deep and surface approaches in learning English. The researcher modified the questionnaire in order to suit the Palestinian learners of English as second language by inserting some words related to learning English. Each student was asked to express his \ her preference for approaches in learning English .

The questionnaire contained eight different dimensions ,represented by seventy two items, four dimensions for the deep approach and the others for the surface approach. In other words four dimensions for each approach with a four- point Likert scale, response option ranging from " strongly agree " to "strongly disagree." The dimensions of the study are ordered in the questionnaire as the following :

The deep approach dimensions are :-

-Looking for meaning (1-9) .like :

* (No.1)"I can phrase out the main idea when reading a comprehension passage."

* (No.3) " When listening I can understand most of what is being said."

-Taking a critical stance or position(10-18).

*(No.10) " I frankly comment on what is being said."

*(No.12) " I understand English grammar rules better when discussed with others."

-Connecting and organizing ideas (19-28).

* (No.19) " I can join English sentences using the suitable relative pronoun."

* (No.24)"I can put a number of English sentences in a paragraph correctly."

-Using logic and prompts (means), (29-37).

*(No.32) " I try to create a mental image for the meaning of words."

*(No.33)" I prefer learning new information through pictures and maps."

The surface approach dimensions :

-Depending on memory (38-47).

*(43)" Repetition is the method of learning and memorizing the material."

*(45)" I prefer learning theoretical material .-Difficulty (inability) to get meaning(48-58).

*(52)"I am mostly mistaken in guessing the meaning of some words in a reading passage."

*(53)"I feel that it is useless to think in meaning when I read."

-Inability to connect and organize English ideas (59-66).

*(65)"I don't care about connecting new information with old one."

*(66)" I cant put sentences in the proper order to form a coherent paragraph."

-Anxiety (67-72).

*(68)"I feel anxious about the exams results."

*(67)"I feel anxious about finishing the required material."

Means within each scale group were significant. Cronbach alpha international- consistency reliability within subscale reliabilities ranged from (0.60 to 0.90.) In this study, the researcher found that the reliability assessment using Cronbach alpha was (0.89) for the deep approach items, and (0.87) for the surface approach items. This high score of reliability gave the study enough significance to be used in the educational research.

The researcher first wrote the items of the questionnaire in English , then translated them into Arabic in order to avoid language problems. After that the Arabic copy was translated into English by an English teacher who has a Master Degree in translation. Then the researcher compared the two copies and made the final English form of the questionnaire. Before distributing the Arabic copy, it was given to two Arabic language experts who corrected its

grammatical mistakes and gave some suggestions and comments on the format of some items.

The researcher administered his study using the following steps :

1- The researcher obtained permission from the Ministry of Education and Higher Education which agreed to distribute the instrument to a sample consisting of (383) students from the 10th and 11th –grades in Hebron and South Hebron Directorates.

2- The data were distributed by teachers who teach English in schools.

3- The students (subjects) were told to   read the instructions on the questionnaire first page carefully, and they were also told that, their responses will only be used for research purposes.

4- The data were collected by   English teachers in each school.

Results of statistical analysis

The results of this present survey study were considered statistically at the alpha level of (0.05) using t-test. The first purpose of the study was to determine

the preferred language learning approach of the 10th and 11th-grades students at Hebron and south Hebron schools.

1- Hypothesis (1) : There is no significant difference at ($\alpha = 0.05$) level between the means of students scores in deep and surface approaches in learning English. Sample t – test was used to testify the hypothesis. The result indicated that there was statistically significant difference in students preference toward the approach in learning English in favor of deep approach ($\alpha = 0.001$). This means that the null hypothesis was rejected, and the alternative one was used. So in both 10th and 11th grades, students preferred deep approach in learning English. Table (2).

Table (2) : The t – test result of approach preference

Approach	Mean	S.D	t	d.f	Sig
Deep	3.79	0.49			
Surface	3.15	0.56	14.78	383	0.001

2 -Hypothesis (2) :There is no significant difference at ($\alpha = 0.05$) level between the means of students scores in the deep and surface approaches due to level (10th and 11th grades). Paired sample t-test was used to testify the hypothesis . The result showed that, there was no significant difference , (deep approach $\alpha = 0.13$, surface approach $\alpha = 0.81$). Table (3).

Table (3) shows the t-test results of level difference

Approach	Grade	M	S.D	t	d.f	Sig
	10th	3.82	0.49			

Deep	**11ᵗʰ**	**3.74**	**0.48**	**1.5**	**282**	**0.13**
	10ᵗʰ	**3.15**	**0.53**			
Surface	**11ᵗʰ**	**3.14**	**0.59**	**0.23**	**282**	**0.81**

3 – Hypothesis (3) : There is no statistically significant difference at ($\alpha = 0.05$) level between the means of students scores in deep and surface approaches due to gender. Paired sample t – test was used to testify the hypothesis. The result indicated that there was no significant difference ,(deep $\alpha = .076$, surface $\alpha = 0.96$).

Table (4) the t-test results of gender difference:

Approach	Gender	M	S.D	t	d.f	Sig
Deep	**Male**	**3079**	**0.47**			
	Female	**3.78**	**0.50**	**0.30**	**382**	**0.76**
Surface	**Male**	**3.14**	**0.54**			
	Female	**3.14**	**0.57**	**0.04**		**0.96**

Table (5) : the students responses to the items of the questionnaire .

Statements	Mean	S.D
36- I prefer to be realistic towards what I learn .	4.4271	0.8333
27- I prefer the teacher who connects the learning situations to each other .	4.3151	1.0282
9- I make my best to understand the gist of the topic in the class .	4.3047	.8987
8- I use different comprehension techniques to answer the comprehension questions	4.2187	1.0811
30- I mean to see the effect of what I learn in my ever day life .	4.2031	.9534
37- I prefer using a lot of means and media during the lesson .	4.1927	.9957
12- I understand English grammar rules better when discussed with others .	4.1146	1.1299
21- I prefer using a lot of means and instruments since they help me in organizing the ideas .	4.1146	1.0129
69- I get anxious about inability to understand the material .	4.1094	1.0976
35- I use logical thinking in processing the learning situation , eg . I match the example to the rule	4.0703	1.0027
29- I try on my own to come up with the logical conclusion of the text I read .	4.0625	1.0302
43- Repetition is the best method of learning and memorizing the material .	4.0469	1.2083
14- In dialogue I openly tell my opinion about the learning situation being discussed .	4.0339	1.0798
31- Through argumentation and discussion , I intend to get the reason behind every learning situation .	3.9714	1.0920
32- I create a mental image for the meaning of words .	3.9635	1.1212
47- I prefer learning new material being presented as pieces of advice from the teacher .	3.9349	.9847
58- The reason behind the mistakes made in filling-the gap exercises is inability to know the correct meaning of	3.9349	1.2064

the sentence .		
2- I can understand the meaning of a sentence and fill in the suitable word in the space .	3.9141	1.0273
34- When looking at the wall pictures , I prefer remembering the picture along with the meaning .	3.9141	1.0913
15- I can distinguish among the various verb forms.	3.9141	1.1898
39- I repeat the words of the comprehension passage several times to make sure that I have memorized them .	3.8854	1.1818
46- memorizing the teaching material leads to success in exams .	3.8750	1.2157
19- I can join English sentences using the suitable relative pronoun(who, which,what,etc..).	3.8698	1.2151
23- I put the sentences constituents in the right order when changed into passive voice.	3.8490	1.1116
70- Inability to know the objectives behind every learning situation makes me anxious .	3.8229	1.1874
1- I can phrase out the main idea when reading a comprehension passage .	3.7839	.9012
11- I comment about information presented .	3.7656	1.0632
10- I frankly comment about the lesson objectives .	3.7292	1.1492
67- I feel anxious about finishing the required material	3.7109	1.3373
18- I think we pay attention to English rules more than the native speakers of English .	3.6823	1.3666
22- Throughout teaching a story in English I think in the stream of ideas and actions then I phrase out the main idea .	3.6510	1.1733
71- I feel anxious about my future due to my weakness in English .	3.6224	1.5450
7- I can sump up what the teacher presents throughout the class.	3.6049	1.1668
17- Criticizing the learning material helps me to understand it better .	3.6016	1.2114
3- When listening , I can understand most of what is	3.5990	1.1221

being said .		
24- I can put a number of English sentences in a paragraph correctly .	3.5964	1.2183
33- I prefer learning new information through pictures and maps .	3.5885	1.2795
16- I can distinguish between correct and wrong sentences relevant to reading comprehension .	3.5599	1.1592
52- I'm mostly mistaken in guessing the meaning of some words in reading passage .	3.5339	1.1847
42- I can easily remember the things I memorize .	3.5313	1.2471
20- I can follow the flow of ideas in a reading passage .	3.5313	.9850
25- I can write a letter in English following the correct format.	3.4141	1.2018
13- I can compare among the learning situations using the comparative and superlative forms.	3.4010	1.2560
6- I can guess the meaning of words from the context .	3.3828	1.2078
28- I can spot the possible point of interconnectedness and match the contradictory when rise through learning .	3.3776	1.0770
26- I concentrate on relations among things, rather than on the thing themselves .	3.3464	1.0508
4- I don't face difficulty in figuring out the meaning of the questions about a comprehension passage .	3.3359	1.2045
48- I face difficulty in getting the main idea when reading a comprehension passage .	3.5747	1.2950
45- I prefer learning theoretical material .	3.2656	1.4002
5- I can distinguish among the various meaning of the conditional sentences .	3.2578	1.2532
51- I depend on the teacher in explaining the reading passage questions in Arabic .	3.1562	1.4512

57- I face difficulty in phrasing out the main idea of a reading passage.	3.0781	1.3004
55- I find it difficult to draw a mental image for the flow of ideas in a reading passage.	3.0339	1.3133
64- There is a contradiction between new information and already present ideas .	2.9896	1.1874
50- I prefer information to be presented in statement or in instruction form .	2.9609	1.2748
49- I pay attention to what I want to memorize .	2.9479	1.3373
63- Trying to connect new material with already presented ideas disturbs my thinking .	2.9375	1.3620
56- I face difficulty in understanding the teacher explanation of grammar rules .	2.9089	1.4177
72- The family bad treatment due to my weakness in English makes me anxious .	2.8698	1.5910
66- I cant put sentences in the proper order to form a coherent paragraph .	2.8464	1.3918
44- I prefer depending on the teacher rather than looking for information on my own .	2.021	1.4389
59- I face difficulty in joining two sentences using the suitable relative pronoun .	2.7856	1.4156
40- I prefer learning and memorizing theoretical topics without paying attention to enhancing creativity .	2.7578	1.2871
61- I concentrate on what is written only.	2.6641	1.3784
62- I prefer memorizing what the teacher says about a wall picture without understanding the picture itself.	2.4844	1.2091
38- I concentrate on memorizing the rules of structure without paying attention to understanding them.	2.4531	1.4925
60- in the class, I write down whatever I can without distinguishing between what is important and what is not .	2.4505	1.3549
41- when I read a story I memorize the main idea without paying attention to the stream of actions.	2.4349	1.2246

65- I don't care about connecting new information with previous one.	**2.4271**	**1.2284**
53- I feel that is useless to think in meaning when I read	**2.3568**	**1.3148**
54- looking for a meaning while learning is a waste of time.	**2.0573**	**1.2461**

This table presents the scored mean for each item. It indicates that all items of high means and high significances are from the deep approach dimensions except items number (39, 43, 46, 47, 58, 68, 69), are from the surface approach dimensions.

The above table (table 5) also indicated that all low means' Items are from surface approach dimensions .

4 – Hypothesis (4) : There was no statistically significant difference at ($\alpha = 0.05$) level between the means of students scores in the deep and surface approaches due to the stream. Paired sample t- test was used to testify the hypothesis, the result showed that there was a significant difference (deep $\alpha = 0.01$, surface $\alpha = 0.001$). This revealed that scientific stream students preferred deep approach in learning English while those of literary stream preferred surface approach. Table (6).

Table (6):The effect of stream on the approaches in learning English .

Approach	Stream	M	S.D	t	d.f	Sig
Deep	Scientific	3.83	0.47	2.5	176	0.01
	Arts	2.65	0.47			
Surface	Scientific	2.95	0.61	4.4	176	0.001
	Arts	3.35	0.53			

5 – Hypothesis (5) : There was no statistically significant difference at (α = 0.05) between the means of students scores in deep and surface approaches due to directorate. Paired sample t – test was used to testify the hypothesis. The results indicated that, there was statistically significant difference in students preference for the deep approach at alpha (0.05) in favor of students of Southern Hebron Directorate. In other words students in South Hebron preferred the deep approach in learning English (α = 0.01). In contrast, students enrolled at Hebron Directorate schools preferred the surface approach in learning English (α = 0.001). Table(7).

Table (7)The effect of directorate on the approach in learning English

Approach	Directorate	M	S.D	t	d.f	Sig
Deep	North	3.75	0.51	2.49	382	0.01
	South	3.86	0.45			
Surface	North	3.22	0.54	3.2	382	0.001
	South	3.03	0.57			

Chapter Four

Discussion of the Results

The results in previous chapter were discussed in this chapter. The first question of the study was, which learning approach is preferred by 10th and 11th -grade students in Hebron ? the findings of the study indicated that 10th and 11th -grade students preferred the deep approach in learning English. This is because training courses are organized for teachers that encourage cooperative learning when teaching English. Students could work in groups to solve the taught educational situation which directs students toward meaningful learning.

When a specific English lesson is discussed in groups, students express their feelings and preference frankly, shy students had the chance to say their opinions in front of their classmates. Because, most students seemed to be embarrassed when discussing things with their teacher. This result was consisted with Joyce and Weil (1996) who referred that, it is the learner who does learning. Teachers teach students how to mine information in the talk and make it their own. So deep approach need to apply deep methods inside the class, that enhance group working between students. This means that the role of teaching is to create a powerful leaner. The job of teacher in the learning process is to help students develop skills to react productively in presented educational situation. Psychologists refer, while applying deep approach among students, we shouldn't reject the ideas they develop, since they may come up with ideas that teachers had not thought of. So, I think we have to expect mistakes from students because they try to learn new information.

Preferring deep approach in learning English revealed that students like to gather around learning problems and learn how to think more effectively. Such result is consistent with the findings of Attari (1999) which indicated, students preferred deep approach in learning, then comes the surface approach. In addition, Palestinian students preferred getting involved in information like working in groups and projects. On the other

hand , students see sitting in desks and listening to teachers in English classes is really boring. This means students prefer informal setting. I see that students learning will be more active by projects and working in groups. Exchanging point of views about the presented subject helps students to understand it better. Additionally, assessment method and the procedures which applied by English teachers may encourage students to follow the deep approach.

The result also indicated that there was no statistically significant difference between males and females toward the preferred approach in learning English, deep approach ($\alpha = 0.96$), surface approach ($\alpha = 0.76$) . This means that both males and females in both directorates preferred approach in learning English. This simply because the majority of students learn mostly under the same situation. They have the same curriculum, beside that, males and females are taught English by mostly the same methods used by English teachers. English teachers may use similar strategies when teaching, because they required to finish the needed material following their annual plans. Also, there was no statistically significant difference in the environment where students used to live.

The results of the study showed that there was statistically significant difference between students toward deep and surface approach in learning English due to the school streams (literary stream and scientific stream). Students of literary stream preferred surface approach In learning English ($\alpha = 0.001$). While those of scientific stream prefer deep approach in learning English ($\alpha = 0.01$). This result was consisted with those reported by Biggs (1988) which indicated, the weaker students preferred surface approach in learning. And we notice that the majority of weak students enrolled to literary streams in our schools, so that is why they preferred surface approach in learning

English. There are also weak students in scientific streams but very few, and they may use surface approach in learning English to have high grades like those brilliant ones. I see there is a logic in this result since students of literary streams follow the surface approach in learning English under the effect of approaches used in learning other subjects like History and Geography. This means that there are subjects in literary streams ,in which students apply surface approach to get high grades in the given exams. Such approaches influenced the preferred approach in learning English, because high grades are their top concern . Beside that low -academic level exists among students in literary streams that may directs them toward the surface approach in learning English.

Additionally, Knapper (1998) refers, surface learning consists mainly of reproducing knowledge which is often forgotten by students after the course has ended. Surface approach learners are usually motivated by grades, they are eager to know what to study for the next exam. Beside that, James (1995) indicated, many students didn't get the point of what they were reading, because they were not looking for it. They were looking for the fact that they thought to be tested on. This means they were not looking for the deep meaning of the text, on the contrary they were looking for the surface one. This supports the point that literary stream students are looking for marks which orient them toward the surface approach in learning English. This means they like to memorize the taught lessons. Jame (1995) referred to several factors that may push students toward surface approach in learning English :-

- An excessive amount of material in curriculum.
- A lake of opportunity to learn subjects in depth.

- A lake of choice over subjects, and a lake of a choice over the method of study.
- Anxiety provoking by assessment system.
- The students perceptions of the teaching requirements.

I think our students are affected by the above factors, for example the required material in History and Geography provokes anxiety to the literary – stream students.

On the contrary, the scientific -stream students preferred the deep approach in learning English simply because they learn other subjects like physics, maths and chemistry, which impose on them to use deep approaches in learning. So students may transfer this approach to English.

In other words, they may follow the deep approach in learning English under the effect of used approaches in other subjects. It's clear that such subjects require from students to think deeply and analyze in order to understand what they learn. In addition, students enrolled at scientific streams are usually of high-academic level, that's why they may choose scientific streams. This goes with what was reported by Knapper (1998) who referred, deep learning requires high order cognitive thinking skills such as analysis. These students show high quality learning outcomes such as analytical, critical and conceptual thinking which will not be achieved by students unless they have adopted the deep learning approach.

The results of the study revealed that, there was statistically significant differences in students preferences toward deep approach in learning English in favor of Southern Directorate of Hebron. In other words, students of schools in Southern Hebron preferred the deep approach in leaning English (t = 2.4). While students of Hebron's schools preferred surface approach in learning English. In order to

examine this result the researcher organized two focus groups, one for each directorate.

The first focus group was organized in Hebron. It consisted of two English teachers, two English directors, and one headmaster. After interviewing the group's members, they referred students of Hebron are not very much interested in learning. This may be due to the environment in which they live. It encourages male students to work in markets and gain money more than learning. This habit is clearly seen in Hebron markets, where we see even younger pupils imitate their parents and like to be good sellers. In addition, English teachers are not encouraged enough to use cooperative learning when teaching English, because of the large number of students in classes, and the mess made when students work in groups.

The second focus group which was organized in Southern Hebron consisted of two English teachers, two English directors, and one headmaster. After the groups' members were interviewed, they indicated, students of southern Hebron preferred deep approach in learning English, simply because they are interested in learning in general and students are encouraged to use cooperative learning in English lessons. In other words, English teachers help students to work in groups during English lessons. Beside that, students in Southern Hebron pay more attention to learning in order to work after being graduated. Additionally, most of rural people like to work in the academic fields, this is because they don't have enough experience for working in markets. Lidsey (1994) referred to the influence of students general orientation in the learning process. So the in general orientation between the students in the two directorates might explain the difference in the learning approaches between these two groups of students.

The results showed that, the items with high means are from the deep approach dimensions except the following ones (number : 39, 43, 46 47, 58, 68, 69), which are from the surface approach dimensions.

Item number (39) states " I repeat the word of the comprehension passage several times to make sure that I have memorized them." students of 10th and 11th grades scored high mean and high correlation on this statement simply because they have lots of English vocabulary and structures. Furthermore, in order to do well in English exams they memorize the required material. Additionally ,English teachers advise students to have plenty of vocabulary and English structures if they want to be good language speakers. Also, English teachers usually ask students to revise the words and their meanings that were taught in the previous class. So it is noticed that 10th and 11th –grade students like abstract ideas, they are rarely given the opportunity to participate in inducting the new knowledge. This means there is a logic in scoring a high mean on item number (39) from the surface approach.

A high mean was scored on item (43) which states " Repetition is the best method of learning and memorizing the material." I think, under the effect of the assessment style students score a high mean on this item. They are asked to memorize more and more English vocabulary and structures to succeed in exams. So some strategies applied by English teachers encourage students to use drill learning. Knapper (1998) thinks that, students like to pick simple answers by their nature. They don't want to be confused by many details and explanations. I see students are oriented toward such item from the surface approach since by memorizing the given information, they will be better equipped to achieve their goals.

Item (46) states " Memorizing the teaching material leads to success in exams." students scored a high mean on this item, simply

because of the traditional styles of learning used by them. Students' top concern is to have high grades in English, and traditional learning is imposed on them to memorize the teaching material to get high marks. This result is consistent to that reported by Hall (2002) "A surface approach to learning is characterized by an attention to acquire only sufficient knowledge to complete the task or pass the subject "(p.3). Besides that, English language is not commonly spoken, that is why it is not easy to be understood. So, in learning English , students do not seek further connections, or the implications of what they learn . Amy (1996) states that, by repetition and drilling information, students have text-book oriented work, which is designed to be completed independently in traditional classrooms.

Students scored high means on item number (47) which states " I prefer learning new material being presented as a piece of a advice by the teacher." I think, this is because students consider the English teacher as the only source of information. Hogis (1990) refers to fact that, teaching in schools centers around traditional instructions presented by the teacher, and followed by an assessment on students' mastery of the objectives. So traditional teachers lecture the English lesson and students just listen to them. In other words teacher and textbook are considered as the authority inside the classroom. 10th and 11th -grade students preferred the English material being presented by the teacher depending on the teacher and textbook-centered learning. There is some logic in this point of view, because students will have English exams that depend on an English text and the teachers notes.

The results showed high means scored on item number (58) which states "the reason behind the mistakes made in (filling-the-gap) exercises is inability to know the meaning of the sentence." Filling the gap is a common question in English language especially for 10th and 11th

grades. Such type of questions requires a deep understanding of the sentence's meaning. Additionally, English language is rarely practiced in our daily lives, that makes it more difficult to be understood. Besides that, English is a second language and for better understanding of it we need to speak it. So it's not strange to score higher means on item number (58) from the surface approach dimensions. Also 10th and 11th -grade students began learning English in a later stage, when they were at the fifth grade.

The students also scored higher means on two items :

*Item (68) :" I feel anxious about the exam results. "

*Item (69) :" I get anxious about inability to understand the material. "

These two items talk about the psychological side of the body, that says anxiety exists inside both low and high –academic level students. By nature , students feel anxious about the understanding of the English material, which leads to an anxiety about exams results. We as English teachers notice such habit every day when students ask about ambiguous points in English, especially passive voice and conditional sentences. Even students of high –academic level feel anxious about understanding the given material, and they may be confused and have low grades in some English exams. On the other hand, English is one of the most important subjects in schools. Males and females, literary and scientific students are required to pass English if they want to succeed in Al - Tawjihi exams. That's why anxiety has high scores among 10th and 11th –grade students.

To conclude, it seams that, most of 10th and 11th – grade students are anxious about English. Besides, the preference approach in learning English depends on the academic level (10th or 11th grade), and stream (scientific or literary). Scientific-stream students were more interested in applying deep approach in learning English, whereas those of literary streams were more interested in applying the surface approach.

Comparing the students of Hebron with the students of Southern Hebron, it appears that, the students of Hebron schools prefer surface approach in learning English, while those of Southern Hebron prefer the deep one.

Chapter five

Implications :-

      Learning English is different from learning other school subjects, since it is a foreign language. Mathematics, religion and history are taught in Arabic. The problem here is arising from applying the same strategies by all teachers teaching different subjects. Clide (1997) indicated, students are treated with the same learning approach which had a bad influence on students' achievement.

The Palestinian curriculum :-

      Materials presented in English textbooks should be based on individual differences that exist among students. This is because students by nature haven't the same characteristics. So learning requires to present different English subjects that nearly suit the students' levels. Such material could help students to explore issues, propose explanations and solutions that will be helpful in the learning process. In other words, it's better if the English curriculum is based first on students' needs by which students develop the needed skills to react productively with the given lessons.

The role of the English teachers :-

      English teachers need a kind of flexibility when teaching, and they should be aware that English is not only a school subject but also a foreign language. Holic (1990) indicated, teachers must learn what each strategy is, how it is carried out, and under which conditions the strategy is effective. If English teachers do so, students will be well prepared for learning English as a second language. So teachers role shouldn't be ignored in the learning process. The modern educational principle says student is the core (center) of

the learning process, I think the teacher is another core (center) too. Teachers should be well trained since learning task requires to link a new knowledge with a previous one, in order to achieve meaningful learning. On the other hand, teachers should design exams that fulfill students needs. Different kinds of questions are required to suit different levels of students. That says there are students of low and high -academic ability involved in learning English. So English assessment method should be based on the needs of the students, not follow the annual routine to give grades only. English teachers should encourage cooperative learning among students, since they teach them a language which requires more and more communication. Holic (1990) referred, the learner doesn't define his need before, but he works them out empirically as he goes along. English teachers should teach students to speak the language rather than writing it. Marsha (1996) referred real teaching is teaching kids how to learn, so English teacher has to arrange well for the learning experience, and organizes instructions that facilitate learning for students. Learners should know they can't depend on teachers forever, and teachers are not the only source of knowledge.

Recommendations

The researcher suggests the following recommendations at the end of this study :-

First, curriculum designers in Palestine should be aware of the fact that teaching English language is different from teaching other school's subjects, in other words, we need English lessons by which we practice the language. Joyce (1996) refers for younger learners, material should be concrete instead of symbolic. For example, we should say one pen, two pens instead of saying one and two when teaching English numbers. Besides that, English lessons should talk about Palestinian sights in order to attract the learners attention. Constructive curriculum also should provide opportunities for students to work cooperatively with each other.

Second , English teachers shouldn't be traditional ones. Teaching will be more fruitful when they teach students how to speak the language. Also they should be qualified enough in order to use different strategies while teaching English. That is to suit the individual differences among students. Perfect English teachers should show their students that, they are not only dealing with right and wrong when teaching English language (black or white). This means that, English teachers should accept mistakes made by students, and consider those who make mistakes could easily learn. Additionally teachers shouldn't be considered as the only source of knowledge. Since they teach second language to students they have to communicate with them honestly.

Third, students are the core of the learning process, and they are human beings too. This to say students are partners with there teachers inside the classroom. they shouldn't only be the ones who usually receive information. On the contrary the learner is considered as a source of knowledge since he may come up with thoughts that teachers don't think about. In other words, a student – centered learning is needed. Aruther (1997)

indicated, instead of an emphasis on rote learning, students should be encouraged toward applying cooperative learning styles. For example working in groups when learning English teaches students to think and explore ideas and thoughts which will be helpful in the learning process.

Fourth, flexibility is needed from the Ministry of Education toward teachers. By such flexibility, teacher will pay more attention to students' academic and physiological problems .Instead of being anxious about when to finish the required material in its time. In other words, English teachers have to think how to develop students skills to accommodate previous knowledge with new one. So more flexibility is needed in teaching English language.

Fifth, assessment method of English exams need to be developed since we are teaching a language, means of communication between people Pencil-paper test is not enough to measure the students different levels in English we need to practice and speak the language in order to understand it well, rather than write it on a paper and get marks on that. English traditional assessment methods affect the students' preferred approaches in learning the language. For example pencil – paper exam requires drilling and memorizing the given English vocabulary and structures. This says, by such traditional method students are oriented toward surface approach when learning English .On the other hand practical exams that need working in groups, dialogues, and presentations make students more interested in applying deep approaches when learning English. So we need more communicative English exams if we want to be good language speakers.

Sixth, school has to play a great role in making leaning English more productive. Calene (1990) indicated, the classroom has great influence on how students feel about themselves, how they interact and how they learn. This means, school affects the way students prefer to use in learning English. For

example, it promotes deep learning approaches, if it makes classroom rich with equipment's needed, for both teachers and students.

Seventh, exams and learning procedures must be designed in the way that encourages students to use the deep approach in learning English.

Eight, English teachers should be encouraged to exhibit a range of learning styles which help students to learn and apply different learning approaches .

Finally, the researcher suggests carrying out more studies investigating the relationship between learning English and the schools' environment. More studies are needed to find the preferred approach in learning English in other cities in Palestine. Further studies could be made examining the effect of learning experience on the students' preferences toward the preferred approach in learning English . Variables like the general achievement of students at schools mainly the achievement in English may be examined in further studies.

Conclusion

During the last decade, it has been noticed that many studies have been carried out describing how students learn and what styles are preferred for them. It is clear that most of these studies focus on learners (students). However, when we try to describe student's preferred approach in learning we shouldn't forget that he is a human being with feelings and different preference. This indicates it is not realistic to impose a certain model when teaching English simply because of the individual differences exist among students. I sea, it is a mercy from mighty God to have such differences by which we have different people occupying different positions in societies. Suppose that all people are the same, and all of them are doctors for example it is really a problem.

In schools, there are surface approach learners who aim to succeed in exams only. Such applied approach results in a lack of engagement with the subject, accumulation of unrelated pieces of information that ends with a temporary learning outcomes. On the other hand, deep approach learners pay more attention to meaningful and cooperative learning. More importantly, deep learners care about the ego enhancement.

So most studies aim to meet the new educational requirements and a wise continuing in maintaining a high academic orientation. I think we need to solve the paradox of learners by which we enhance students receptiveness to school learning. Additionally, we need to encourage cooperative learning when teaching English since it is a language, and many strategies seem to be essential for learning it, because they have more impact in students' learning than single ones.

With regard to the modern educational principles, we should encourage and promote deep learning approaches rather than surface ones. We should encourage faculty –student interaction, student – student interaction,

using active and interactive learning methods like working in groups, and we should try to link course topics to students lives and career aspiration.

Finally, English is very important since it is a language rather than a school subject. Researchers need to do the best in order to develop the learners needed skills for being good language speakers, because their success and failure has important implications between people around. Additionally English is international language, it is the key of knowledge since it is the modern science language, that is why the school has to overcome the unpleasant feelings of students toward English.

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بسم الله الرحمن الرحيم

جامعة القدس
كلية الدراسات العليا
قسم التربية

الزميل الفاضل

بعد التحية :

يقوم الباحث بإعداد دراسة علمية للحصول على درجة الماجستير في التربية تخصص أساليب "لغة إنجليزية"

بعنوان – **''The preferred approach to learning English by the 10th and 11th**

grade students at Hebron schools ''.

(المنحى المفضل لدى طلاب صفوف العاشر والحادي عشر لتعلم اللغة الإنجليزية في مدارس الخليل).

نظرا لما نعهده فيكم من سمعة وخبرة علمية وتربوية طيبة , يرجى التفضل بقراءة فقرات الاستبانة ووضع علامة

(X) في المكان المناسب كما يلي :-

- **مدى صلاحية الفقرات (صالحة , غير صالحة) .**

- **تأييد أو تعديل انتماء الفقرة إلى المجال المرشحه له في الاستبانة.**

- **إبداء التعديلات أو الملاحظات المقترحة في حال احتياج الفقرة إلى تعديل .**

- **بالمكان إضافة فقرات أخرى ترونها ضرورية ولم ترد في الاستبانة .**

مع خالص الشكر

الباحث: عادل حوشية

أسماء أعضاء لجنة تحكيم الاستبانة

الجامعة	الاسم
جامعة القدس	الدكتور تيسير عبد الله
جامعة القدس	الدكتور محمود أبو سمرة
جامعة القدس	الدكتور عفيف زيدان
جامعة القدس المفتوحة	الدكتور محمد شاهين
جامعة القدس المفتوحة	الدكتور كمال خليل
جامعة الخليل	الدكتور نبيل الجندي

بسم الله الرحمن الرحيم

بعد التحية:

يقوم الباحث بإجراء دراسة وذلك للحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية في جامعة القدس, ولهذا يرجى التكرم بالاستجابة عن بنود الاستبانة بصدق وأمانة, علماً بأن ما ستدلون به من آراء سوف لا يستخدم إلا للبحث العلمي.

ملاحظة: لا داعي لذكر الاسم.

البيانات الأولية:

*** الجنس:**	ذكر	☐	أنثى ☐
*** الصف:**	العاشر	☐	الحادي عشر ☐
*** التخصص:**	علمي	☐	أدبي ☐
*** المديرية:**	الخليل	☐	جنوب الخليل ☐

الباحث : عادل حوشية

*ملاحظة: ضع إشارة (×) بجانب الفقرة التي تعبر عن وجهة نظرك.

معارض جداً	معارض	لا رأي	موافق	موافق جداً	الفقرة	الرقم
					المجال الأول: البحث عن المعنى	**أ.**
					أستطيع صياغة الفكرة الرئيسة أثناء قراءة قطعة الاستيعاب الـ (comprehension).	1.
					أفهم معنى الجملة بحيث أستطيع وضع الكلمة المناسبة في الفراغ المناسب.	2.
					أثناء أداء مهارة الاستماع (listening) أعرف معنى معظم ما يُقال.	3.
					لا أواجه صعوبة في معرفة معنى أسئلة قطعة الاستيعاب الـ (comprehension) عند الإجابة عليها.	4.
					أميز بين الدلالات المختلفة للجملة الشرطية الـ (conditional sentences).	5.
					لدي القدرة على تخمين معاني الكلمات الصعبة من خلال السياق.	6.
					أستطيع تلخيص ما يقوله المعلم أثناء الحصة.	7.
					أدخل إلى أسئلة القطعة من عدة جوانب حتى أتمكن من حلها.	8.
					أحرص على استيعاب لب الموضوع أثناء الحصة.	9.
					المجال الثاني: اتخاذ موقف نقدي.	**ب.**
					أعلق على أهداف الدرس بكل صراحة.	10.
					أعلق على المعلومات التي يتم طرحها.	11.
					أفهم قواعد اللغة الإنجليزية أكثر عند مناقشتها مع الآخرين.	12.
					أستطيع المقارنة بين المواقف التعليمية مستخدماً صيغة التفضيل المناسبة (superlative or comparative).	13.
					أثناء الحوار مع الآخرين (dialogue) أقول رأيي بصراحة في الموقف التعليمي قيد البحث.	14.
					أميز بين أنواع الأفعال المختلفة etc… present – past.	15.
					أميز بين الجملة الخاطئة والجملة الصحيحة بخصوص قطعة الاستيعاب الـ (comprehension).	16.
					نقد المادة التعليمية يثبت الفكرة لدي.	17.
					أرى بأننا نهتم بقواعد اللغة الإنجليزية أكثر من أهلها.	18.
					المجال الثالث: ربط الأفكار وتنظيمها.	**ج.**
					أستطيع الربط بين الجمل باللغة الإنجليزية مستخدماً الاسم الموصول المناسب (Who, which, that or whose).	19.
					أستطيع الوقوف على تسلسل أفكار قطعة الاستيعاب الـ (comprehension).	20.
					أفضل استخدام كثير من الوسائل أثناء التعليم كون الربط بين الوسائل التعليمية يساعدني على تنظيم الأفكار.	21.
					أثناء قراءة القصة باللغة الإنجليزية أفكر في تسلسل الأحداث ثم أصوغ الفكرة الرئيسة.	22.
					أرتب الجملة بالصورة الصحيحة عند تحويلها إلى المبني للمجهول (Passive voice).	23.
					أستطيع أن أركب عدداً من الجمل باللغة الإنجليزية على شكل فقرة (paragraph) بالصورة الصحيحة.	24.
					أستطيع صياغة رسالة باللغة الإنجليزية مراعياً الترتيب السليم.	25.
					أركز على العلاقات بين الأشياء وليس على الأشياء نفسها.	26.
					أفضل المعلم الذي يحرص على ربط المواقف التعليمية بعضها ببعض.	27.
					أستطيع الوقوف على مواقع الارتباطات الممكنة والتوفيق بين التناقضات أثناء التعلم.	28.
					المجال الرابع: استخدام المنطق والشواهد	**د.**
					أحاول أن أصل بنفسي إلى النتائج المنطقية للنص الذي أقرأه.	29.
					أهدف إلى التعرف على أثر ما أتعلمه في الحياة اليومية.	30.

						البيان	الرقم
						أهدف من وراء الجدل والنقاش إلى معرفة السبب الذي يقف وراء كل قضية تعليمية.	31.
						أكون صور في ذهني عن معاني كلمات اللغة الإنجليزية.	32.
						أفضل تعلم المعلومات الجديدة على شكل صور وخرائط.	33.
						عند النظر إلى ألـ (wall picture) أفضل تذكر الصورة بجانب المعنى.	34.
						أستخدم المنطق في معالجة الموقف التعليمي حيث أطبق المثال على القاعدة	35.
						أفضل أن أكون واقعياً فيما أتعلمه.	36.
						أفضل استخدام كثير من الوسائل التعليمية أثناء الحصة.	37.
						المجال الخامس: الاعتماد على الحفظ	**هـ**
						أركز على حفظ قواعد اللغة الإنجليزية الـ (structures) دون الاكتراث بفهمها.	38.
						أقوم بتكرار كلمات قطع الاستيعاب الـ (comprehension) عدة مرات حتى أتمن من حفظها.	39.
						أفضل تعلم وحفظ الأمور النظرية دون الاهتمام بالابتكار.	40.
						عند قراءة القصة باللغة الإنجليزية أحفظ الفكرة الرئيسة دون فهم تسلسل الأحداث.	41.
						من السهل علي أن أتذكر الأشياء التي أحفظها.	42.
						التكرار هو أفضل وسيلة للتعلم والحفظ.	43.
						أفضل أخذ المعلومة من المدرس دون قضاء الوقت في اكتشافها بنفسي.	44.
						أفضل تعلم ما هو نظري.	45.
						حفظ المادة التعليمية يقود إلى النجاح في الاختبارات.	46.
						أفضل تعلم ما هو جديد على شكل إرشادات موجهة من قبل المعلم.	47.
						المجال السادس: صعوبة (عدم) التوصل إلى معنى	**و.**
						عند قراءة قطعة الـ (comprehension) أجد صعوبة في معرفة الفكرة الرئيسة.	48.
						أكترث بما أريد حفظه فقط.	49.
						أفضل أن تكون المعلومات على شكل عبارات وتوجيهات فقط.	50.
						أعتمد على المعلم في تفسير أسئلة القطعة باللغة العربية.	51.
						غالباً ما أخطئ في تخمين معاني بعض كلمات القطعة.	52.
						أشعر بأنه من غير المجدي التفكير بالمعنى عندما أقرأ.	53.
						البحث عن معنى ما أتعلمه مضيعة للوقت.	54.
						أجد صعوبة في رسم صورة في ذهني حول تسلسل أحداث قطعة الـ (comprehension).	55.
						أواجه صعوبة في فهم ما يشرحه المعلم حول قواعد اللغة الإنجليزية.	56.
						أواجه صعوبة في صياغة الفكرة الرئيسة للقطعة.	57.
						تعود الأخطاء التي ارتكبها في تمرين أملأ الفراغات إلى عدم معرفتي للمعنى الصحيح للجملة.	58.
						المجال السابع: عدم الترابط	**ع.**
						أجد صعوبة في ربط جملتين باللغة الإنجليزية مستخدماً الاسم الموصول المناسب (who, which, that, whose).	59.
						أكتب في الحصة قدر استطاعتي دون معرفة ما هو مهم.	60.
						أركز على ما هو مكتوب فقط.	61.
						أفضل تذكر ما يقوله المعلم حول الـ (wall picture) دون فهم الصورة نفسها.	62.
						ربط المعلومات الجديدة بالسابقة يشتت أفكاري.	63.
						هناك تناقض بين المعلومات الجديدة والمعارف السابقة.	64.
						لا أهتم بربط المعلومة الجديدة بالسابقة.	65.
						لا أستطيع ترتيب عدد من الجمل باللغة الإنجليزية مكوناً فقرة ذات معنى.	66.
						المجال الثامن: القلق	**غ.**
						أشعر بالقلق حول إنهاء المادة المطلوبة.	67.
						أشعر بالقلق حول نتائج الامتحانات.	68.

					أشعر بالقلق من عدم فهم المادة التعليمية.	69.
					يقلقني عدم معرفة الهدف من وراء كل موقف تعليمي.	70.
					أشعر بقلق حول مستقبلي نتيجة ضعفي في مادة اللغة الإنجليزية.	71.
					يقلقني تعامل الأسرة السيئ معي نتيجة ضعفي في مادة اللغة الإنجليزية.	72.

Appendix (3)

The questionnaire translated into English

No	Statements	Agree	Strongly agree	Neutral	Disagree	trongly disagree
	A – Looking for meaning					
1.	I can phrase out the main idea when reading a comprehension passage .					
2.	I can understand the meaning of a sentence and fill in the suitable word in the space .					
3.	When listening , I can understand most of what is being said .					
4.	I don't face difficulty in figuring out the meaning of the questions about a comprehension passage .					
5.	I can distinguish among the various meaning of the conditional sentences .					
6.	I can guess the meaning of words from the context.					
7.	I can sum up what the teacher presents through out the class .					
8.	I use different comprehension techniques to answer the comprehension questions .					
9.	I make my best to understand the gist of the topic in class .					
	B . Taking a critical stance (position) .					
10-	I frankly comment abut the lesson objectives .					
11-	I comment about information presented .					
12-	I understand English grammar rules better when discussed with others .					
13-	I can compare among the learning situations using the comparative and superlative forms					
14-	In dialogues I openly tell my opinion about the learning situation being discussed .					

15.	I can distinguish among the various verb forms .					
16.	I can distinguish between correct and wrong sentences relevant to reading comprehension .					
17.	Criticizing the learning material helps me to understand it better .					
18.	I think we pay attention to English rules more than the native speakers of English .					
	C. Connecting and organizing ideas .					
19.	I can join English sentences using the suitable relative pronoun (who ,which ,whose or that).					
20.	I can follow the flow of ideas in a reading passage.					
21.	I prefer using a lot of means and instruments since they help me in organizing the ideas .					
22.	Throughout teaching a story in English I think in the stream of ideas and actions then I phrase out the main idea					
23.	I put the sentence constituents in the right order when changed into passive voice .					
24.	I can put a number of English sentences in a paragraph correctly .					
25.	I can write a letter in English following the correct format.					
26.	I concentrate on relations among things , rather than on the things themselves .					
27.	I prefer the teacher who connects the learning situations to each other.					
28.	I can spot the possible point of interconnectedness and match the contradictory when arise through learning .					
	D . Using logic and prompts (means) .					
29.	I try on my own to come up with the logical					

	conclusion of the text I read .					
30.	I mean to see the effect of what I learn in my every day life .					
31.	Through argumentation and discussion , I intend to get the reason behind every learning situation .					
32.	I create a mental image for the meanings of words					
33.	I prefer learning new information through pictures and maps.					
34.	When looking at the wall pictures , I prefer remembering the picture along with the meaning .					
35.	I use logical thinking in processing the learning situation , e.g. I match the example to the rule .					
36.	I prefer to be realistic towards what I learn .					
37.	I prefer using a lot of means and media during the lesson .					
	E . Depending on meaning					
38.	I concentrate on memorizing the rules of structure without paying attention to understanding them .					
39.	I repeat the words of the comprehension passage several times to make sure that I have memorized them .					
40.	I prefer learning and memorizing theoretical topics without paying attention to enhancing creativity .					
41.	When I read a story , I memorize the main idea without paying attention to the stream of actions .					
42.	I can easily remember the things I memorize					
43.	Repetition is the best method of leaning and memorizing the material .					

44.	I prefer depending on the teacher rather than looking for information on my own .					
45.	I prefer learning theoretical material .					
46.	Memorizing the teaching material leads to success in exams .					
47.	I prefer learning new material being presented as pieces of advice from the teacher .					
	F. Difficulty (inability) to get the meaning .					
48.	I face difficulty in getting the main idea when reading a comprehension passage .					
49	I pay attention to what I want to memorize only.					
50.	I prefer information to be presented in statement or in instruction forms .					
51.	I depend on the teacher in explaining the reading passage questions in Arabic .					
52.	I mostly mistaken in guessing the meaning of some words in reading passage .					
53.	I feel that it is useless to think in meaning when I read .					
54.	Looking for a meaning while learning is a time waste .					
55.	I find it difficult to draw a mental image for the flow of ideas (actions) of a reading passage .					
56.	I face a difficulty in understanding the teacher's explanation of grammar rules .					
57.	I face difficulty in phrasing out the main idea of a reading passage .					
58.	The reason behind the mistakes made in "Filling – the –gap) exercises is inability to know the correct meaning of the sentence .					
	G . Inability to connect and organize English					

	ideas .					
59.	I face difficulty in joining two sentences using the suitable relative pronoun (e.g who ,which, that) .					
60.	In the class , I write down whatever I can without distinguishing between what is important and what it is not.					
61.	I concentrate on what is written only.					
62.	I prefer memorizing what the teacher says about a wall picture without understanding the picture itself .					
63.	Trying to connect new material with already presented ideas disturbs my thinking .					
64.	There is a contradiction between new information and already present ideas .					
65.	I don't care about connecting new information with previous one .					
66.	I cant put sentences in the proper order to form a coherent paragraph .					
	H . Anxiety					
67.	I feel anxious about finishing the required material					
68.	I feel anxious about the exam results.					
69.	I get anxious about in ability to understand the material .					
70.	Inability to know the object behind every learning situation makes me anxious .					
71.	I feel anxious about my future due to my weakness in English.					
72.	The family bad treatment due to my weakness in English makes me anxious .					