

Effectiveness Of The Marzano And Therese Models In The Achievement Of Grammar Among Literary Students

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Abstract

This research investigated the effectiveness of the Marzano and Therese models in achieving grammar among literary students. In this study, the researcher selected three preparatory schools for boys, such as Ali bin Abi Talib Primary School, to achieve the aim of the study. The sample included (32) students from Ali bin Abi Talib Preparatory School, (32) students from Abu Hanifa al-Numan Preparatory School, and (31) students from Al-Miqdadiya Primary School. This study used the Marzano model, which was applied to the first experimental group. The researcher designed equal groups with partial control and prepared teaching plans and the multiple-choice test for the three groups. The number of test items was (30, in which appropriate statistical methods were used to conduct the research. The results of the research showed the superiority of the second experimental group that studied according to Therese model over the first experimental group studied according to the model and over the control group that studied traditionally, the superiority of the experimental group that looked traditionally, and the superiority of the experimental group over the control group in the post achievement test.

Keywords: Marzano; Model; Learning; Grammar; Arabic

INTRODUCTION

It is noted that the teaching of Arabic grammar in our schools is still far and weak from achieving the goals of education for our students due to the poor performance of some of those who teach it and their lack of following modern teaching styles and methods (Mahdi: 2009: p. 220). This is what the Ministry of Education indicated that there is a weakness in the teaching staff in a way that does not advance the educational process (Iraqi Ministry of Education: 2014: p. 25). Thus, the problem of the low level of achievement among some learners in the subject of Arabic grammar became an existing problem to some extent due to the weakness of the teachers' ability to raise students' motivation towards the subject (Zayer and Iman: 2011: p. Arabic (Al-Waeli: 2004: p. 55). Hence, the researcher sees a reconsideration of the use of the latest methods and exciting methods to improve students' motivation towards the subject by following effective and effective educational models in improving the level of their academic achievement.

Therefore, the current research problem is embodied in a question what is the effectiveness of the Marzano and Therese models in the collection of grammar for students in the fourth literary grade? When referring to the importance of grammar in any language, it represents the infallibility of the tongue from error and slip because it represents speech in its movements and dwellings and its connection to the elements of the noun and verb and the temporal and spatial events related to them (Taher: 2010: p. 327). Paying attention to grammatical rules contributes to the development of the mind

to comprehend the linguistic styles and structures according to the understanding of the grammar of the Arabic language. Thus, educational institutions have taken an interest in achievement, as it is a clear indicator towards achieving the desired educational goals (Allam: 2006: p. 55). Thus, the teacher is constantly searching for educational methods, methods, and models that aim to bring about desirable changes in the behavior of learners towards an optimal education for students (Qatami: 2016: p. 54).

The models concerned with teaching Arabic grammar are the (Marzano and Therese) model. The Marzano model was a classroom teaching model that works on how to plan the lesson, raise the level of achievement, and develop multiple intelligences among students (Marzano: 1999: p. 169). Its objectives are: 1. developing and developing mental abilities in the classroom, 2. paying attention to awareness and thinking, 3. avoiding the method of memorization and indoctrination in teaching and learning situations (Saleh and Huda: 2015: p. 145).

The educational steps according to the (Marzano) model: 1. paying attention to knowledge and focusing on it in order to help them reach a correct understanding of the topic of the lesson, 2. focusing on topics and issues related to the topic to be the focus of discussion, 3. focusing on the behavior and exploration of the student through activities and questions related to the subject (Marzano: 2000: pp. 18-20).

On the other hand, Therese's model works to increase motivation and develop imagination and creativity in perceiving and processing information to solve educational problems. (Abdulaziz: 2014: pg. 91). Its objectives are: 1. focusing on the complementary relationship between subjects, 2. using the conscious method in solving problems in a creative way, according to organized steps, 3. focusing on the possibility of teaching subjects and overcoming the obstacles of inertia (Al-Tamimi: 2021: p. 29).

The educational steps according to the (Therese) model: 1. planning, which is the ability of the learner's skill according to sequential steps to solve any educational problem with some hints, explanation and interpretation by the teacher to preserve time and set specific goals to control the grammar and achieve them within the classroom. 2. Using the directed discovery to observe the learner's motivation by setting goals for the subject of the lesson. 3. Utilizing the explanation, clarification and statement of the main rule of the subject of the lesson. 4. Providing an opportunity for participation, interpretation, discussion, and only organized steps with the learners within the topic of the lesson (Jamil Wasfa: 2017: p. 65).

These two models are among the structural philosophy models based on the learner's change of educational phenomena and the extent of their response in the light of previous experience in formulating sentences and how to pronounce them, taking into account the use of inflectional movements in their correct form (Zayer and others: 2014: p. 392). Hence the importance of the current research: the importance of grammar as a branch of the Arabic language. The importance of grammar in the infallibility of the tongue. The importance of teaching modern educational models, including (Marzano and Therese), to make the student the focus of the educational process in the process of thinking and finding appropriate solutions. The importance of models in bringing about changes in student behavior towards optimal learning.

The study aims: There is no statistically significant difference at the level (0.05) between the mean scores of the first experimental group who studied grammar according to the (Marzano) model, and the mean scores of the second experimental group who

studied grammar according to the (Therese) model in the post-test. There is no statistically significant difference at the level (0.05) between the mean scores of the first experimental group who studied grammar according to the model (Marzano) and the mean scores of the control groups who studied grammar in the traditional way in the post-test. There is no statistically significant difference at the level (0.05) between the mean scores of the second experimental group who studied grammar according to (Therese) model, and the mean scores of the control groups who studied grammar in the traditional way in the post-test.

METHOD

It is that a systematic process precedes the implementation of the plan in solving the problem, and that the type of design depends on the nature of the problem and the circumstances of the selected sample. (Abu Jweij: 2001 p. 17). Therefore, equal groups with partial control were chosen from the post-test type, which is the selection of two independent variables, namely (Marzano's model) and (Therese's model) for the first and second experimental groups. As for the third control group, it is taught in the traditional way, and then an achievement test for the grammar subject is applied to the students of the three groups. Table 1 shows this.

Table 1. Experimental Design

Groups	Independent Variable	Followed Variable	Management
First Experimental Group	Marzano model	Achievement	Post-test
Second Experimental Group	Therese model		
Controller Group			

The research sample consisted of students in the fourth literary grade from preparatory schools for boys in the daytime in the Muqdadiya district of the General Directorate of Diyala Education for the academic year (2022/2023). The researcher determined the schools for the purpose of conducting the experiment, so they were Ali bin Abi Talib preparatory school, Abu Hanifa al-Numan junior high school, and Al-Muqdadiya junior high school in an intentional manner. In the random drawing method, Ali bin Abi Talib Preparatory School represented the first experimental group taught according to (Marzano's model) and the number of students was (33) students, Abi Hanifa Al-Nu'man Preparatory School was the second experimental group taught according to (Therese model) and the number of students reached (36) students, and Al-Muqdadiya High School was the control group that taught according to the traditional method, and the number of students was (34) students. After excluding the (9) students who failed in the previous year, the number of students in the three groups became (94), and Table 2 shows this.

Table 2. Students Of The Three Groups Before And After Exclusion

Groups	Students No. before the exclusion	Failed Students No.	Students No. after the exclusion
First Experimental Group	33	2	31
Second Experimental Group	36	4	32
Controller Group	34	3	31
Total	103	9	91

RESULTS AND DISCUSSION

Although the research groups were chosen randomly, and this achieves an acceptable amount of equivalence, the researcher rewarded the research groups in the grades of the Arabic language subject for the previous year (2021/2022) for the purpose of establishing the integrity of equivalence, after obtaining the grades from the students' records, and using the one-way analysis of variance.

When conducting the budget, it was found that the average score of the first experimental group (58.34), the average score of the second experimental group (62.13), and the average score of the control group (57.63), and Table 3 shows this.

Table 3. The Arithmetic Mean And Standard Deviation Of The Three Research Students Of The Arabic Language Course For The Previous Year

Groups	Sample	Arithmetic mean	Standard deviation
First Experimental Group	31	58,33	10,09
Second Experimental Group	32	62,13	8,19
Controller Group	31	57,63	8,21

After analyzing the results of the three research groups using one-way analysis of variance, it was found that there were no statistically significant differences in the scores of Arabic language students for the previous year. The calculated t-value was (0.114), which is less than the tabulated t-value (3,718) at the level of significance (0.05), with two degrees of freedom (2-92). Table (4) shows this.

Table 4. The Results Of The One-Way Analysis Of Variance For The Three Students Of The Arabic Language Course Last Year

Source of contrast	Sum of squares	Degrees of freedom	Mean of squares	T-Vakue		Significance level
				Calculated	Tabular	
Between squares	243,39	2	243,39			Not Statistically Significant
Inside the squares	9198,5	92	78,46	0,114	3,0718	0.05
Total	6441,88	194				

1. Determine the academic subject

They are the subjects to be taught in the first semester, and they amounted to (5) topics according to the decisions of the Arabic grammar book for the fourth literary grade, and according to their sequence, which are (past tense - present tense - imperative verb - imperative and transitive verb - subject).

2. Formulating behavioral goals

It provides the teacher with a sound basis for preparing appropriate tests and tools for evaluating student achievement (Al-Husari: 2000: p. 39). Therefore, the researcher formulated (30) behavioral goals according to Bloom's classification (knowledge, understanding, application), so it was (12) goals for the level of knowledge, (11) goals for the level of understanding, and (7) goals for the level of application, after presenting them to a group of experts and specialists in the Arabic language and teaching methods.

3. Preparing teaching plans

It is a system that the teacher follows without wasting time and effort in what he throws at the students (Abdul-Halim and others: 2000: p. 4), and he is responsible for implementing the plans in the appropriate manner or manner with effecting their behavior in a better way towards the subject (Salem: 2000: p. 264). Accordingly, the researcher prepared (5) teaching plans from the Arabic language book for the fourth

literary grade for each of the three research groups, after presenting them to a group of specialized experts.

Data is collected through research questions in an objective, regulated manner (Abu Jada: 2006: p. 398).

1. Constructing the achievement test

The researcher designed an achievement test that is characterized by honesty and reliability to measure the grammar information for the three research groups and to know the effectiveness of the two models (Marzano, Therese) in the achievement of the fourth grade literary students, based on the behavioral goals, the content of the study material and the time spent in teaching it, and then presented it to a group of experts and specialists to make sure The validity of the test items consisting of (30) multiple choice items in the light of the test map for the first three levels in the cognitive domain of Bloom's classification. Table (5) shows this.

Table (5): The Test Map, The Number Of Behavioral Goals, The Test Items, And The Relative Importance

Themes	Pages No.	Content ratio	Knowledge 40%	Understanding 36.66%	Application 23,33%	Goals No.
1	4	15,97	2	2	1	5
2	3	15,79	2	2	1	5
3	4	15,97	3	2	2	7
4	3	15,79	2	2	1	5
5	5	26,31	3	3	2	8
Total	19	100%	12	11	7	30

2. Applying the test to a survey sample

The researcher applied to an exploratory sample of (100) fourth-grade students in two divisions of Al-Tamouh Preparatory School for Boys, which is one of the schools in Al-Muqdadia District, for the purpose of determining the test time that it takes. The answer time for all students for the test items was (40) minutes, calculated from the first student to the last student, divided by the number of students according to the equation.

The time of the first student + the second + the third ...

$$\frac{\text{Students Total NO.}}{\text{100}} = 40 \text{ minutes}$$

3. Application of the test on the original research sample

The researcher applied the achievement test to the three research groups after completing the subjects designated for study in the first semester, on Thursday (12/1/2022) at nine o'clock in the morning and at one time. The researcher sought the help of the subject teacher in each school when applying the test.

By analyzing the data, it appeared that the average score of the students of the first experimental group was (35,613) degrees, the average score of the students of the second experimental group was (93,041), and the average score of the students of the control group was (28,490) degrees. Table (6) shows this.

Table 6. The arithmetic mean and standard deviation of the students of the three research groups in the post achievement test

Groups	Arithmetic mean	Standard deviation
First Experimental Group	35,613	8,103
Second Experimental Group	39,041	5,910
Controller Group	28,490	7,614

For the purpose of confirming the validity of the research hypotheses, and to find out the significance of the statistical differences between the averages, the researcher used one-way analysis of variance. It was found that there is a statistically significant difference at the level (0.05) between the scores of the students of the three groups, as the calculated t-value (32,918) is greater than the t-value. Tabular (3,0718) with two degrees of freedom (2-92).

Table 7. Analysis of variance for the scores of students of the three groups in the achievement test

Variance	Sum of squares	Degrees of freedom	Mean of squares	T-Value		Significance level
				Calculated	Tabular	
Between squares	79,236	2	79,236			Not Statistically Significant at 0.05
Inside the squares	6709,917	92	45,033	32,918	3,0718	
Total	6789,153	94				

Through the results of the variance analysis in the above table, the zero research hypotheses are rejected, which states (there is no statistically significant difference at the level (0.05) between the average scores of the students of the three research groups in the collection of Arabic grammar, and to find out the differences between the average scores of the students of the three groups The study used the researcher's method, table (8) shows that.

Table 8. The computed, tabular and critical values for students of the research groups in the achievement test of Arabic grammar

Balancing groups	Calculated Schiff value	Schiff critical value
First and Second Experimental Group	3,828	3.682
First Experiment and Controller Group	7,122	
Second Experimental and Controller Group	10,550	

The mean scores of the second experimental students with whom the (Therese) model was used differed with a statistical significance from the average scores of the first experimental students with whom the (Marzano) model was used, so the calculated Scheffie value (3,228) was greater than the Scheffie critical value of (3,982). In favor of the students of the second experimental group.

1. The average scores of the first experimental students with whom the (Marzano) model was used differed with a statistical significance from the average scores of the students of the control group with whom the traditional method was used. The first experimental group.
2. The mean scores of the second experimental students with whom the (Therese) model was used differed with a statistical significance from the average scores of the students of the control group with whom the traditional method was used. The second experimental group.

The results showed that the students of the second experimental group who studied according to the (Therese) model excelled over the students of the first

experimental group and the students of the control group, as evidenced by the high scores of students of the second experimental group in the post achievement test of Arabic grammar.

CONCLUSION

The students of the first experimental group who studied according to the (Marzano) model excelled over the students of the control group, due to the following reasons:

1. The effectiveness of the models (Marzano and Therese) in raising the literary fourth students' achievement in the subject of Arabic grammar, due to the ability to link new experiences with previous experiences in the structure of the learner, which aims at meaningful learning.
2. The use of the (Therese) model in the teaching process requires students to actively participate in the collective by employing new information and linking it to previous information and experiences, and this leads to generating constructive ideas in the learning process.
3. The (Therese) model organizes their learning with steps that stimulate their impulse towards retrieving previous information and linking it to new information through discussion and participation in generating ideas according to the explanation and interpretation of the examples that are presented to them.
4. The (Therese) model works to educate students from monotony and repetition to an accurate interpretation of the linguistic meanings of grammar, and this reflects positively on raising their achievement of the topics that have been taught.
5. The (Therese) model works on the logical analysis to be able to understand the essence of the problem and remove the contradictions of the Arabic grammar subject according to the course of the lesson.

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