

The effectiveness of a program based on constructive learning in developing the grammatical and morphological skills of secondary school students in the capital Sana'a

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Summary

The research aimed to find out the effectiveness of a program based on constructivist learning in developing grammatical and morphological skills among secondary school students in the capital Sana'a in the second semester of the academic year 2021-2022 AD, adopting the descriptive approach and the experimental approach designing the experimental and control groups with two measurements before and after.

In order to achieve the objectives of the research, the researcher prepared a list of grammatical and morphological skills from the second part of the book (Grammar and Morphology) prescribed for students of the first secondary grade in the second semester of the academic year 2021-2022 AD. According to constructive learning for the purpose of developing these skills among students, and in light of the list of grammatical and morphological skills and the program, the researcher prepared the pre- and post-test of grammatical and morphological skills.

The research was limited to an intentional sample of first year secondary students from two of the government basic schools for students in the capital Sana'a (Sana'a), consisting of (60) students, divided equally into two groups: an experimental group that

represented a class of first year secondary students at (Qutaiba bin Muslim)) in the Shaoub educational region, grammatical and morphological skills were studied through the prepared program, and a control group that represented a study division from the (November Thirty) school from the same educational region studied the same skills in the traditional way in the second semester of the academic year 2021-2022 AD.

The research reached the following results:

1 -Preparing a list of grammatical and morphological skills targeted for development among first year secondary students by teaching them using the constructive learning strategy, consisting of (70) skill indicators, distributed among the five skills (understanding, application, analysis, synthesis, and evaluation) with (31) grammatical skills, and (39) morphological skill. It was distributed as follows: Comprehension: it included (19) skills, (8) grammatical skills, and (11) morphological skills. Application: It included (18) skills, (8) grammatical skills, and (10) morphological skills. Analysis: It included (11) skills, (5) grammatical skills, and (6) morphological skills. Composition: It included (11) skills, (5) grammatical skills, and (6) morphological skills. Assessment: It included (11) skills, (5) grammatical skills, and (6) morphological skills.

2 -Preparing a program to teach first-year secondary students the skills included in the list of grammatical and morphological skills in the constructive learning strategy. The program is a teacher's guide to teaching it.

3 -Preparing a grammatical and morphological skills test for first year secondary students.

4 -There is a statistically significant difference at the level of significance (0.05) between the averages of the experimental and control groups in the post application of the grammatical skills test in favor of the experimental group, and this difference is attributed to the program based on constructive learning, as the effect size was (0.48)

5 -There are statistically significant differences at the significance level (0.05) between the averages of the experimental group and the averages of the control group in the post application of the skills and morphological test in favor of the experimental group, and this difference is attributed to the program based on constructive learning, as the effect size was (0.46)

The research recommended several recommendations, the most important of which is the benefit of the Arabic language teacher from the program designed with the constructivist learning strategy in

teaching grammatical and morphological skills to first year secondary students.

The research suggested some complementary studies, the most important of which is conducting a similar and extensive study on the first secondary grade, in which new variables are included, such as: gender, educational area (or governorate), previous level of achievement, years of teacher experience, qualification of the teacher, gender of the teaching teacher, and all levels of education. Bloom's cognitive domain, and the trend towards learning grammar and morphology.