

مجلة جامعة الأنبار للعلوم الإنسانية

مجلة علمية دورية محكمة فصلية

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بسم الله الرحمن الرحيم

افتتاحية العدد

هل كنوزنا بين ايدينا... ام انها في جوف ارضنا...؟!
 وهل حبانا الله عز وجل بتلك الثروة لنعيش اغنياء.. ام ماذا؟
 فهذه اسئلة قد نستحضر اجابتها بشكل مباشر فنقول: نعم، وكيف ننسى ان ارض
 العرب هي ارض النفط والغاز وغيرها من المعادن التي سكنت في باطن ارضنا ولا مكان آخر
 لها يذكر.

ولكن وأنا اقلب هذا البحث او تلك المقالة باحثاً عما يستهوي فكري من الآراء الجديدة
 استررتي كلمات للدكتور (فاروق القاسم) العالم الجيولوجي البصري، كلمات كتبها في مقال
 عنوانه او مستهله على ما يبدو:

(وما زال الاغبياء يسألونك من أي قبيلة انت)

والذي استهواني ليس اسلوب التهكم الذي عقده بلفظة القبيلة فهو لا يعني ذلك مطلقاً،
 وعلناً ننتمي الى قبائل ويطون ونعتز بانتسابنا لهذه الامة المباركة..

ولكنه اشار الى قضية مهمة جداً وهي ان الاعتقاد بأن الكنوز في باطن الارض
 اعتقاد خاطئ علينا تداركه لأنه لا يوصلنا الى رؤية عميقة للأشياء بشكل صحيح.

فإنما الكنوز خبأها عز وجل في جمجمة البشر... فالعقل اذن هو الكنز الحقيقي لأنه
 استطاع ان يطوع الكون كله لتحقيق غايته الخلاقة، ومن خلال استقراء حاجة الانسان
 استطاع الذهن المبدع ان يصنع التقدم بل والتأثير في طريقة العيش والاستمرار بالحياة.
 وقد ضرب كاتب المقال امثلة حية منها التقدم الصناعي الذي احرزته اليابان في اقل
 من خمسين عاماً عند خروجها مهزومة في الحرب العالمية الثانية.

كما اشار الى المحمول الذي لا تعدو كلفته سوى بضعة دولارات ولكن الطلب
 والحاجة الانسانية رفعت سعره الى مئات الدولارات بما جعل مبيعاته تتفوق على حقول النفط
 المليئة بالوقود.

وهكذا يجب ان نلفت الانتباه الى اي جهة علينا اطلاق الخطو وما المسار الصحيح
 الذي يجب ان نتبعه في المرحلة القادمة، فالبشر هم من يصنع المال، وهم من يصنع

الحضارة، وهم من يعطوا القيمة للأشياء، "فإنما يتذكر اولو الالباب"، وهم من يحملون الكنز الذي علينا استثماره بشكل صحيح.

فهذا رأي اردت ان ابسطه متأثراً بما قرأت ونحن نخرج هذا العدد القيم من مجلة جامعة الانبار للعلوم الانسانية التي حملت شموع البابكم المتقدة لننشر عددنا الثاني لهذه السنة.

فأسأله تعالى ان يبقي منارة العلم راسخة الى ان يرث الله الارض ومن عليها

ا.د. فراس عبدالرحمن احمد

رئيس التحرير

تعليمات النشر في مجلة جامعة الأنبار للعلوم الإنسانية

- الاجراءات والمواصفات العامة للبحث:
- مجلة جامعة الانبار للعلوم الانسانية، مجلة علمية دورية محكمة، لنشر الأبحاث العلمية في مجال العلوم الانسانية الاتية: التاريخ، والجغرافيا، والعلوم التربوية والنفسية، والاجتماع، والاعلام، والعلوم السياسية، والفلسفة، وتصدر بواقع ٤ اعداد سنوياً.
- يقدم الباحث على الموقع الالكتروني للمجلة وفق المواصفات الاتية: حجم الورق 4 A، وبمسافتين بما في ذلك الحواشي الهوامش والمراجع والجداول والملاحق، وبحواشي واسعة ٢,٥ سم او اكثر اعلى واسفل وعلى جانبي الصفحة .
- يقدم الباحث خطابا مرافقا يفيد ان البحث او ما يشابهه لم يسبق نشره، ولم يقدم لأي جهة اخرى داخل العراق او خارجه، ولحين انتهاء اجراءات البحث.
- يكون الحد الاقصى لعدد صفحات البحث ٢٥ صفحة.
- يكون البحث مكتوبا بلغة سليمة باللغة العربية او اللغة الانكليزية ومطبوع على الالة الحاسبة بخط Simplified Arabic حجم ١٤، على ان يتم تمييز العناوين الرئيسة والفرعية.
- تكتب الهوامش والمراجع وفق نظام شيكاغو للتوثيق، بخط حجم ١٤، على ان يتم ترتيبها بالتتابع كما وردت في المتن، ويكون تنظيم المراجع هجائياً حسب المنهجية العلمية المعتمدة وباللغتين العربية والانكليزية.
- لا تعاد البحوث الى اصحابها سواء نشرت ام لم تنشر، وسيتم اتلاف كافة اوراق البحث بعد نشره وظهوره، ولا يحق للباحث المطالبة بها.
- تؤول كافة حقوق النشر الى المجلة.
- تعبر البحوث عن اراء اصحابها، ولا تعبر بالضرورة عن رأي المجلة.
- **بيانات الباحث والملخص:**
- يلزم الباحث بتقديم البيانات الخاصة به وبيحثه، وباللغتين العربية والانكليزية، وتشمل الاتي: عنوان البحث، أسماء وعناوين الباحثين، ورقم الهاتف النقال، والبريد الالكتروني، وملخصين - عربي وانكليزي - بحد اقصى ١٥٠ كلمة يحتويان الكلمات المفتاحية للبحث، والهدف من البحث، والمنهج المتبع بالبحث، وفحوى النتائج التي توصل اليها.
- **ادوات البحث والجداول:**
- اذا استخدم الباحث استبانة او غيرها من ادوات جمع المعلومات، فعلى الباحث ان يقدم نسخة كاملة من تلك الاداة، ان لم يكن قد تم ورودها في صلب البحث او ملاحقه.

- اذا تضمن البحث جداول او اشكال يفضل ان لا يزيد عرضها عن حجم الصفحة 4 A، على ان تطبع ضمن المتن.
- يوضع الشكل بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اسفله.
- يوضع الجدول بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اعلاه.
- **تقويم البحوث:**
- تخضع جميع البحوث المرسلة الى المجلة الى فحص اولي من قبل هيئة التحرير لتقرير اهليتها للتحكيم، ويحق لها ان تعذر عن قبول البحث دون بيان الاسباب.
- تخضع جميع البحوث للتقويم العلمي بما يضمن رصانتها العلمية، وقد يطلب من الباحث اذا اقتضى الامر مراجعة بحثه لإجراء تعديلات عليه.
- **المستلآت:**
- يمنح صاحب البحث المنشور نسختين مستلة عن بحثه، ترسل الى عنوان الباحث المثبت بالبحث.
- **اجور النشر:**
- يقوم الباحث بتسديد اجور النشر، والبالغة ١٠٠,٠٠٠ مائة الف دينار عراقي، واذا زادت صفحات البحث عن ٢٥ صفحة تضاف ٥,٠٠٠ خمسة الاف دينار عراقي عن كل صفحة.
- الباحثون من خارج العراق تنشر نتائجهم العلمية مجاناً.
- **الاشتراك السنوي :**
- الافراد داخل العراق ١٢٥,٠٠٠ مائة الف دينار عراقي.
- المؤسسات داخل العراق ١٥٠,٠٠٠ مائة وخمسون الف دينار عراقي.
- خارج العراق ١٥٠ مائة وخمسون دولار او ما يعادلها.
- **المراسلات :**
- توجه المراسلات الى : جمهورية العراق - جامعة الأنبار - مجلة جامعة الأنبار للعلوم الإنسانية
- الموقع الالكتروني للمجلة [/https://www.juah.uoanbar.edu.iq](https://www.juah.uoanbar.edu.iq)
- هاتف رئيس التحرير: ٠٧٩٠٥٧٥٦٦٢٣
- هاتف مدير التحرير : ٠٧٨٢٩٠٧٣١١٠
- **E-mail : juah@uoanbar.edu.iq**

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**The Impact of the Modified Learning Cycle (7E'S) on the EFL Iraqi Students'
Knowledge of English Language Grammar Concepts and Autonomous Learning**

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Abstract:

This study examines the impact of adopting the Modified Learning Cycle (7E'S) on the Knowledge of English Language Grammar Concepts and Autonomous Learning among EFL Iraqi Students. The experimental approach is employed to accomplish these goals in which the grammar achievement test and Autonomy questionnaire are used in a pretest-posttest design. 50 students were split into two equivalent groups, chosen from the total population randomly. The findings showed that the 7E Model was positive in developing Iraqi Students' English Grammar knowledge and enhancing their Autonomy. The findings indicated significant differences attributed to the effectiveness of the 7E Model.

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اثر نموذج دورة التعلم المعدلة (7E'S) على معرفة المفاهيم النحوية للغة الإنجليزية والتعلم المستقل بين الطلاب العراقيين الدارسين اللغة الإنجليزية كلفة أجنبية

أ.م.د. سناء خليفة صالح
المديرة العامة لتربية الانبار

الملخص:

تبحث هذه الدراسة في تأثير استخدام نموذج دورة التعلم المعدلة على معرفة المفاهيم النحوية للغة الإنجليزية والتعلم الذاتي بين الطالبات الدارسات اللغة الإنجليزية لغة أجنبية في العراق. لتحقيق هذه الأهداف، تم توظيف النهج التجريبي الذي استخدم فيه اختبار التحصيل النحوي واستبيان الاستقلالية في تصميم الاختبار القبلي والبعدي. تم تقسيم خمسون طالبا إلى مجموعتين متكافئتين، تم اختيارها عشوائياً من المجتمع الكلي. أظهرت النتائج أن نموذج دورة التعلم المعدلة كان إيجابياً في تطوير تعلم قواعد اللغة الإنجليزية للطلاب العراقيين وفي تعزيز استقلاليتهم. أشارت النتائج الى وجود فروقات كبيرة تعزى إلى فاعلية نموذج دورة التعلم المعدلة.

الكلمات المفتاحية: التعلم المعدل، نموذج الدورة، المفاهيم النحوية، التعلم الذاتي

1. Introduction

All human beings need to know the grammar of the target language to communicate with others easily as the ultimate goal of teaching and learning (Fromkin & Rodman,1993: 13). Moreover, grammar is the basis for developing language skills and producing appropriate spoken words (Corder,1988: 123-145). The problem in teaching grammar is in the teachers' beliefs, some educators feel that their responsibility is to clarify the grammatical rules and the learners produce valid writing of the grammatical items as shown in their books (Lewis, 1986: 18; Palmer, 1995: 2). Furthermore, many teachers and students treat grammar in isolation and teach it separately (Amogne, 2014: 3). As a result, students struggle to apply grammatical concepts and structures in authentic situations. In teaching grammar, teachers' efforts should embrace language structures, meaning, and use (Saker, 2015: 2).

Learning English Grammatical Concepts is not an easy task for Iraqi students. Based on her experience in teaching, the researcher has noted that EFL Iraqi students cannot comprehend grammatical



concepts which is manifested in their exam results. Many problems such as traditional methods of teaching hinder students' involvement and autonomy as independent learners. Most teachers of English mainly depend on memorizing rules and structures without using language in meaningful contexts. Hence, new techniques and models are needed to achieve active and lifelong learning. Consequently, the current study examines the impact of the 7E cycle on the developing of the knowledge of English Grammar Concepts and Autonomous Learning of the EFL Iraqi Students.

1.1 Research questions

The following major questions tackle the study's problem:

1. How does the Modified Learning Cycle Model (7E'S) affect Iraqi EFL students' knowledge of English Language Grammar Concepts?
2. How does the Modified Learning Cycle Model (7E'S) affect Iraqi EFL students' Autonomous Learning?

1.2 Research Hypotheses

The following hypotheses were formulated in light of the key questions:

1. There are no statistically significant differences between the experimental group and the control group in the post-grammar test mean scores.
2. There are no statistically significant differences between the experimental group and the control group in the post- Autonomous Learning test mean scores.

1.3 Study Limitations

The current study was conducted within these limitations:

1. The present study was applied in Al- Anbar governorate, at the Fine Art Institute for Girls, during the academic year 2021- 2022.
2. First graders from the Fine Art Institute made up the sample.
3. The English grammar content found in the Iraqi textbook "English Language " designed for the Fine Art Institute.

1.4 Definitions of Basic Terms

The impact is the modification in the student's level of achievement in the grammar test and learner autonomy that may be attributed to applying the 7E Model.

The 7E instructional model " is a student-oriented model that consists of seven stages of organized activities to help students learn by active role-playing. These stages are: "elicit, engage, explore, explain,



elaborate, evaluate, and extend" (Fitri & Nur, 2018: 18).

Grammar is known as the study of a language's forms and structures, as well as the explanation of the rules that control how sentences are formed (Thornbury, 2004: 1).

According to Little, autonomy is the ability to be detached, to think critically, make decisions, and take autonomous action (1991: 4).

Autonomous learners are those who have succeeded despite challenges posed by their educational background, cultural expectations, and past experiences. (Cotterall, 1995: 200).

2. Theoretical Framework & Previous Studies

2.1 Grammar

As a multidimensional term, grammar is defined differently by scholars of different ages. It is used to refer to the linguist's construction of explicit theory and the speaker's competence (Chomsky, 1986: 9). According to Scrivener (2011: 156), grammar is a collection of rules governing verb tenses, phrases, and verb patterns as well as exercises to encourage a practice that is gradually taught through the presentation of isolated forms evolving into speech production. In the light of the mechanism of language used in communicating with other people, Leech et al. (1982: 3-4) defines grammar as a link between sound and meaning. And the formal study of grammar involves describing how words are arranged in constructs in a meaningful way (Williams, 2005: 27). Scholars divided grammar into two different areas of study morphology and syntax. Morphology focuses on the small units which form words while syntax is the study of phrases and sentences formed out of words (Radford, 1997:1-2). Grammar encompasses grammatical meaning and usage as a whole, not just a collection of grammatical forms. (Yu, 2005: 10). Moreover, there are two knowledge systems, the first one is the acquired system which is developed through the communicative use of language subconsciously. The second one is the learned system which is stimulated by the conscious memorization of grammar rules. As a result, the method to achieve the acquired system is through implicit teaching, and the way to embody the learned system is through explicit teaching. (Wu, 2007: 26).

2.2 Grammar Types

The following list summarizes the distinctive types of grammar:

2.2 .1 Prescriptive Grammar

It is a traditional type of English grammar that focuses on the



language rules and how the speaker or writer uses these rules appropriately and accurately (Eyres, 2000: 5). Prescriptive grammar focuses on the language rules and the correct use of an immutable set of these rules (Kohli,1999: 140; Woods,1995: 5).

2.2 .2 Descriptive grammar

The language speakers have an internal knowledge known as mental grammar which is the ability to speak a particular language subconsciously and automatically by their internalized " generative grammar" known as mental grammar (Hawkins, 2001:4). The learners' internal knowledge of grammar works naturally and the shared knowledge enables them to communicate with each other. Descriptive grammar does not explain how speakers speak the language; rather, it describes the fundamental linguistic information they possess (Yule, 1996: 87)

2.2 .3 Transformational Generative Grammar

This type of grammar is an accurate explanation of the way a language works as a system of rules that works at the deep structure level to produce an infinite number of structures (Rajan, 1995: 220).

2.2 .4 Cognitive Grammar

Cognitive grammar refers to the symbolic nature of language. It is a means that relates sound and meaning (Taylor, 2002: 20) . There are three assumptions related to this type: 1) "Language is not a self-contained system, 2) grammar is the symbolization of conceptual content, and 3) meaning is not described according to the logic of truth" (Tarifa (2003: 48).

2.2 .5 Communicative Grammar

It is a modern approach that focuses on using the language communicatively and it is against structural and its emphasis on memorizing the structures and tenses without using them in communicative situations (Ishtawi, 2011: 26).

2.2 .6 Functional Grammar

Functional grammar is the kind of grammar in which language use comes before language rules. As a system, language is not regarded as independent rules and the use of these rules is determined by certain conditions (Tarifa, 2003: 46). It is designed in the light of language uses and function (Woods,1995: 9).

2.2 .7 Universal Grammar

It is the system of rules that the speakers can use in all languages (Cook & Newson, 1996: 2-3). And part of all human beings'



knowledge of the language is shared regardless of which language they speak (Haegeman, 1994: 13).

2.3 Deductive Vs Inductive Approaches

There are two approaches to teaching grammatical structures directly or indirectly. A deductive approach as a direct way begins with the presentation of a rule and how to apply it by different examples. And an inductive or indirect approach begins with some examples and the inference of these rules from examples given (Thornbury, 1999: 9).

These approaches play a basic role in learning and teaching a certain language (Davison and Dowson, 1998:188). The deductive approach is used to teach learners in lower classes which require less inference and self-autonomy. Whereas, the inductive one needs more understanding and discovery required with the higher classes. In the deductive approach, the rules are demonstrated by examples directly to save time and effort. In addition, it enables learners to analyse and compare learning (Thornbury, 1999:29-30).

On the other hand, in the inductive approach, the examples are given first and learners infer the rule from these examples by reinforcing higher mental skills and the role of memory. It fosters learner-centeredness and autonomy to discover learning rather than receiving information passively with a low level of motivation and interest in learning (Thornbury, 1999: 49).

2.4 The Communicative Approach

As a teaching approach, communicative grammar was taught by functional teaching techniques such as games, dramatizations, role plays, and songs. These techniques engage students through authentic and interactive tasks and meaningful communication in real-life contexts. Fostering fluency initially is achieved by acquiring the rules of grammar and using them effectively (Brown, 2007: 378).

2.5 Constructivist Learning and Teaching

According to Jonassen, Cernusca & Ionas (2007: 46), constructivists assert that each learner individually creates knowledge, which is represented by perceptions, imaginations, human experience, and mental and social constructs. Five constructivism guiding principles are suggested by Brooks & Brooks (1999) to give students a worthwhile educational experience. These guidelines consist of:

1. Students being presented with relevant problems: According to Brooks & Brooks (1999:36), teacher intervention before or after the topic can make problems that are initially irrelevant to students



relevant.

2. Organizing lessons around key ideas: When knowledge is given holistically rather than in discrete chunks, learners are more engaged (Brooks & Brooks, 1999: 49).

3. Finding and valuing students' points of view is important because it helps teachers understand how students think and educators who fail to take into account the viewpoints of their students frequently subject learners to uninteresting, irrelevant experiences and even failure (Brooks & Brooks, 1999: 60).

4. Curriculum adaptation to address students' presumptions: According to Brooks & Brooks (1999: 69), "Learning is maximized when the curriculum's cognitive, social, and emotional demands are accessible to the learner".

5. When evaluating student learning in the classroom, educators should avoid assigning "right" or "wrong" answers because doing so harms learners and makes them feel unimportant and less information about student learning is provided by tests and other externally created assessment activities than by teaching, seeing students interact with ideas and resources, participating in student-teacher interactions, and witnessing student-student interactions (Brooks & Brooks, 1999:97). The comparison between constructivism versus traditional method is illustrated in the following table.

Table (1) Compares classes using constructivism versus classes using traditional methods

Constructivist Approach	Traditional Approach
<ul style="list-style-type: none"> Places value on student concepts Students working in groups Activities that rely on manipulation Teacher Interaction With Students Assessment of students' understanding through concepts 	<ul style="list-style-type: none"> Focuses on the fixed skills Students working alone Activities that rely on textbooks and workbooks Teacher Didacticism Assessment through a test

Source of the data (Brooks & Brooks, 1999:17)

2.6 The 7E Model and Its Key Phases

As an instructional model, the second version 5E is built on the constructivist theory in which new concepts are constructed by drawing on the old ones. 5E model consists of 5 phases and each one start with the letter "E": "Engage, Explore, Explain, Elaborate, and



Evaluate". A student-centered paradigm with seven phases of planned activities is the third modified cycle (7E educational model) which encourages students to learn via active role-playing. The seven stages are: "elicit, engage, explore, explain, elaborate, evaluate, and extend" (Fitri & Nur, 2018:18).

2.6 .1 Elicit

In this phase, prior understandings are examined by teachers to identify any misconceptions and to attract the student's attention to the given subject. Video films and demonstrations are essential in this stage to motivate students (Balta& Sarac, 2016: 62). The basic aim of this phase is to unfold past experiences to create a solid background necessary for the following stages. By relating new issues with old ones, students develop their thinking abilities (Yenilmez & Ersoy, 2008: 50).

2.6 .2 Engage

During this phase, teachers raise questions to make students think and engage their minds and access the initial knowledge (Balta& Sarac. 2016: 62; Marfilinda, et al.2020: 79). The engage phase is fulfilled by accessing learners' previous knowledge and creating interest and eagerness for the subject and teachers may learn their students without finding out what prior knowledge they bring to the classroom. Teachers should know what students know before a lesson. Adding the elicit component is necessary and imperative (Eisenkraft, 2003:57). And learners take initiative in learning and engage with their peers collectively through immediate feedback (Rappel, 2017: 6).

2.5 .3 Explore

Throughout this stage, students have the chance to collect information, specify variables, design experiments, develop graphs, evaluate outcomes, formulate hypotheses, and arrange their findings as explained by (Eisenkraft, 2003: 57). Raising questions is utilized to make students investigate and revise the subject. By applying brainstorming, hypotheses are formulated within the activity related to the subject (Balta& Sarac. 2016: 62). Moreover, students investigate, collect and record data on worksheets to make conclusions independently from the teacher (Marfilinda, et al.2020: 79-80).

2.5 .4 Explain

In this phase, students summarize and interpret the results found in the exploration phase (Suardana, et al. 3018: 402), and "the teacher guides students toward coherent and consistent generalizations, helps

students with distinct scientific vocabulary, and provides questions that help students use this vocabulary to explain the results of their explorations” (Eisenkraft, 2003: 58). The explanation of theories and principles are made by the teacher with the use of concept maps, presentations, video films or lectures.

2.5.5 Elaborate

Within this phase, students apply their comprehension to new areas by raising questions and hypotheses to discover and solve problems (Balta& Sarac. 2016: 62) Moreover, the students use the new knowledge and draw detailed conclusions to analyze another case and create new issues for the subsequent inquiry (Suardana, 2018: 402).

2.5.6 Evaluate

Formative evaluation and summative evaluation are conducted to evaluate the student's learning by using multiple-choice, quizzes, true-false questions and puzzles, etc. (Balta& Hakan Sarac. 2016: 62). In this phase, any technique is used to evaluate students' knowledge after learning (Suardana, et al.,2018: 402).

2.5.7 Extend

By transferring their understandings to a new context, students apply concepts and theories learned in everyday life (Balta& Sarac. 2016: 62; Suardana, et al., 2018: 402). (See figure 1).

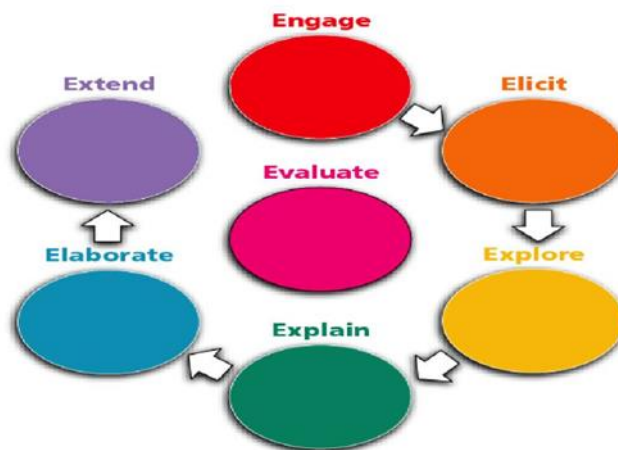


Figure 1: 7E learning Cycle Stages

2.6 Autonomy

Autonomy is a notion that refers to the capacity to direct learning. According to Dickinson (1987: 11), "Autonomy is a capacity for detachment, critical reflection, decision-making, and independent

action". Because students will not always be with their teachers, autonomous learning is the process of learning without their teachers' guidance (Littlewood, 1999: 73). The "natural tendency" of learners to take charge of their education is the source of autonomy (Benson, 2001: 2). And "to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning " (Holec,1981: 3). According to Deci& Ryan (2000: 254), it includes "experience of integrity, volition, and vitality that accompanies self-regulated actions". Autonomy is a complex concept that falls into three versions "the technical, the psychological, and the socio-political", the technically autonomous, learners can learn without a teacher and they possess the necessary skills to learn a language without a formal institution. Psychologically autonomous learners are those who take ownership of their education and, in the political sense, manage both the learning process and its content is a distinctive feature (Benson, 1997: 25).

Cotterall (2008: 119) asserts that learners' unique experiences, psychological relation to language learning and strategies should be taken into account in an autonomy-fostering approach. Autonomy is a social construct that leads to the enhancement of the relationship between education and culture as supported by Raz's words (1986: 83) in which autonomy is socially defined in the light of individuals' goals and values derived from the shared social matrix.

According to Iimuro and Berger's program (2010:129) which was designed with specific criteria that make them dominate their learning. Students were asked to make strategies and goals for their studies, use time outside of class, choose study materials according to their needs and consult the teacher when they need help.

Littlewood (1996:427-428) defines autonomy as an independent capacity necessary for making choices that dominate the learner's actions. There are two main components within this capacity "ability and willingness" The first component "ability" includes possessing knowledge and selecting the necessary skills for implementing choices made in the learning task. Willingness is the motivation to take responsibility for carrying out appropriate choices.

All students may achieve some amount of autonomy, according to Nunan (2000), who lists the following five levels of autonomy:

*Level 1: learners' awareness of the instructional objectives, the learning content, and the learning strategies employed in the tasks.

*Level 2: learners' involvement in selecting goals, contents, and



activities

*Level 3: learners' intervention in adjusting goals, contents, and learning tasks.

*Level 4: learners' formulation of objectives, materials, and learning activities.

*Level 5: learners' transcendence in which they make a connection between the classroom content and the world beyond it and utilize what they have learned formally in everyday life contexts (Onozawa, 2010: 133).

2.6.1 Autonomy in Language Learning

Umeda (2000: 61-69) explains three reasons for the importance of autonomy; it enhances the learner's individuality, develops his capacity to face rapid social changes, and celebrates the diversity of background culturally and educationally. The development of Learner autonomy is justified pedagogically for two reasons: 1) students learn effectively if they are consulted about the method of teaching, pace, sequence, and content of learning materials, and 2) they feel more secure if they make decisions about the course of study they are engaged in (Candy 1988:75). Other justifications on practical grounds have also been proposed for promoting learner's-autonomy, an independent attitude towards learning and decision making to attain more active learning (Dickinson, 1995:165).

2.7 Previous Studies

The major goal of the Myint& Nyunt study (2018) is to determine whether a learning cycle model improves middle school students' understanding of science. The 7E Learning Cycle Model used contains seven phases of elicitation, engagement, exploration, explanation, elaborateness, evaluation, and extension. Six lesson samples of learning materials were built using the experimental framework. The intended population consisted of Grade 8 students from Basic Education High Schools. Simple random sampling techniques were employed. As a result, it was attended by (120) pupils and (4) science teachers. A posttest was the instrument employed in this investigation. The study's hypotheses were examined by the independent samples t-test. A considerable achievement gap was between grade eight pupils who learned science by the 7E Learning Model and those who learned using formal education. Thus, it is confirmed that the Learning Cycle has a favorable impact on the learning of science. Because of this, integrating the Learning Cycle



Model into science instruction is possible.

The Marfilinda, et al. (2020) study intends to ascertain the impact of adopting the 7E Learning Cycle on the learning outcomes for second-grade elementary school students who are studying fundamental science topics. The investigation was carried out in a quasi-experimental environment and employed a randomized pretest-posttest control group design. The study's target population was made up of all Primary Teacher Education students enrolled at the Padang private institution. The sample included 24 from the control class and 28 from the experimental one. The experimental class uses the 7E model, whereas the control class adopts the conventional strategy. A learning outcome test is used as the method of data gathering (cognitive). According to this study, there were differences between conventional learning and the learning model Cycle 7E in terms of student learning results. The 7E Learning Cycle has a 72% (moderate) impact on the advancement of student learning in the Basic Science Concept Course.

A study by Juliana et al. (2021) compared the impacts of the "7E Learning Cycle Model and Conventional Instructional Method on students' academic progress in Biology. A sample of 346 pupils was selected for the quasi-experimental design. The Biology Achievement Test served as a tool for gathering data. Two biologists who specialize in biology education assessed the test validity. The reliability of the instrument was assessed using the test-retest technique. The study discovered a statistically significant difference between students who got the 7E Learning Cycle and those who received traditional techniques.

Khan, et al (2020:151) examine the academic performance of students which is negatively impacted by the uneven temperament of the educational system. And experts are committed to coming up with solutions to deal with this challenge. It demands that our educational system alter its course to prepare the next generation with the necessary information and abilities. This research, which is experimental, is built around the constructivist theory of learning and the 7E teaching model. The key goals were to compare the study groups before and after the test to determine how well the 7E instructional model's instructions affected students' academic performance. According to the study's findings, 7E's instructional model-based lessons are considerably successful in raising students' academic accomplishment in the field of



physical education.

3. Method and Materials

3.1 Research Design

A quasi-experimental approach was used, with two equal groups, to evaluate the study hypotheses. The modified learning cycle (7E'S) was delivered to the experimental group of students whereas the conventional approach was used with the control group.

(2)The Design of the Research

Groups	Dependent Variables (Pre-test)	Independent Variables	Dependent Variables
Experimental	Grammar Test	The 7E Cycle	Grammar Test
Control	Learner Autonomy Questionnaire	—	Learner Autonomy Questionnaire

3.2 Population and Sample

All students with English on their course schedules who are enrolled in the Fine Art Institute and between the ages of 16 and 17 make up the population in Al-Anbar Governorate. Three variables have been controlled by using T-test to ensure better equivalence of the two groups including (age, intelligence, and previous knowledge) and the differences are not significant. (50) students were distributed into two equivalent groups randomly. (25) participants are in the experimental group and (25) in the control one.

3.3 Instruments

To collect the data, the following tools are used:

3.4.1 Grammar Achievement Test

The researcher who designed the test took considerable care to provide an unambiguous test. The test was exposed to ten experts in language teaching for ensuring its face validity and content validity. They approved items with minor changes. Then, it administered to 30 female students who enrolled in the Fine Art Institute in Baghdad as a pilot test. The test's results were statistically examined, and the test's items were modified in response to the results. Cronbach's Alpha was obtained to be 0.85 which shows an acceptable range of reliability. The test's validity was confirmed, and the Richardson (K-R20) coefficient is (0.834). The difficulty coefficient fluctuated between (0.32-0.69), meaning that each question is acceptable or falls within the typical range of difficulty. All items are acceptable or within the permitted

limit of discrimination (0.36 to 0.73). After that, the final version was applied to both groups separately as a pre-test which was built following the test specification criteria as in Table (3). It consists of four major questions and (40) items that fell into four domains: (Knowledge, comprehension, application, and analysis) according to Bloom levels, see Appendix 1.

(3) Table of the Test Specifications

Bloom Level	Skill weight	Knowledge	Comprehension	Applying	Analyzing	Total
		25% Q1	25%	25% Q3	25% Q4	
Present simple	10%	1	1	1	1	4
Present perfect	17.5 %	2	2	2	1	7
Past simple	12.5 %	1	1	1	2	5
Past perfect	17.5 %	1	2	2	2	7
Future simple	12.5%	2	1	1	1	5
Future present perfect	12.5%	1	2	1	1	5
Future perfect continuous	17.5 %	2	1	2	2	7
Total		10	10	10	10	40

3.5 Learner Autonomy Questionnaire

The questionnaire consists of 31 items and eight domains: (1) "Readiness for self-direction", (2) "Independent work in language learning", (3) "Importance of class/ teacher", (4) "Language learning activities outside the class", (5) "Selecting content", (6) "Intrinsic motivation", (7) "Assessment", and (8) "Interest in other cultures" (See Appendix 3). The students' responses on the five-point Likert scale were varied between "always true", "mostly true", "sometimes true", "rarely true", and "never true". Each item in the questionnaire expresses one idea specifically to examine students' autonomous learning. It was given to 30 students from The Fine Art Institute for Boys in a random pilot sample to confirm the items' clarity. After that, it was exposed to some experts in language teaching. The items of the learner autonomy questionnaire were modified and some items were omitted according to their recommendations, To calculate the reliability of the eight domains of the questionnaire by Alpha Cronbach, the reliability was (0.84). This value indicates the suitability of the questionnaire being used in this study.

3.6 Procedures

The researcher identified the grammar content in the Iraqi

textbook "English Language" designed for the Fine Art Institute, the first graders. And she prepared the pre-posttest according to the table of specifications. The grammar test and the autonomous learner questionnaire were exposed to specialists in English language teaching and evaluation (See Appendix 1 and 3). The pre-test was administrated to the groups once the study instruments' validity and reliability were confirmed. The experiment group was then instructed using the modified 7E Model by the developed plan (See Appendix 2), whilst the control group got conventional teaching. Finally, The post-test was used, and the collected data were examined to answer the research questions.

4. Finding and Discussion

4.1 The First Hypothesis-related Result

Regarding the first aim which is: " How does the Modified Learning Cycle Model (7E'S) affect Iraqi EFL students' knowledge of English Language Grammar Concepts? ", the mean scores on the Grammar Test for the two groups have been compared to test the first hypothesis. According to the findings in Table 4, the experimental group's mean score (29.56) is more than the control group's mean score (19.48).

(4): "Means and Standard Deviations of the Post Grammar Test"

Domain	Groups	No. of Subjects	Mean	Standard Deviation
Knowledge of Grammatical Concepts	Experimental	25	29.56	2.86
	Control	25	19.48	3.55

In comparison to the control group, Figure 2 shows the high mean score on the post-administration of the experimental group's grammar concepts test.

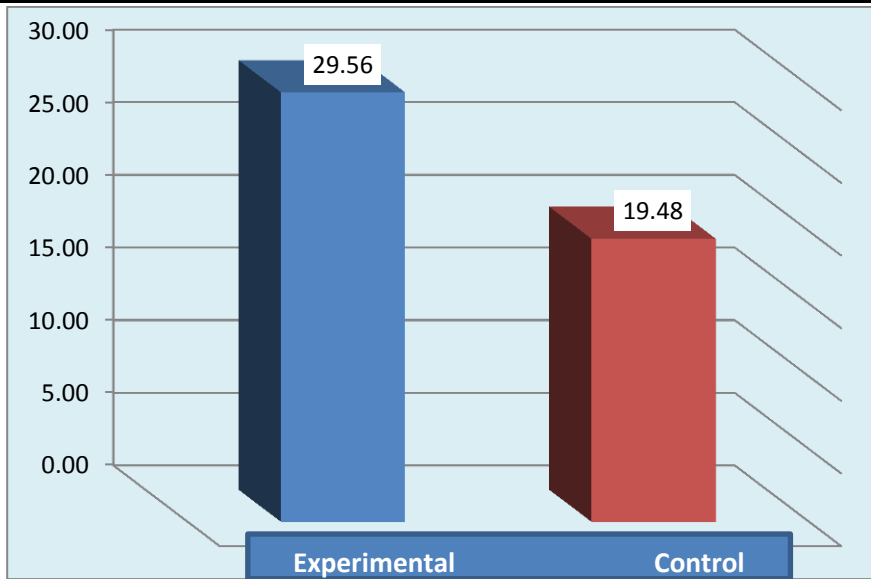


Figure 2. The two groups' mean score on the grammar post-test

The significance of the apparent difference between the two groups' mean scores was then investigated using the t-test technique for two separate samples. A substantial difference between the two groups is shown in Table (5) with 48 degrees of freedom and a 0.05 level of significance, with the computed t-value (13.47) being larger than the tabular t-value (2.01).

(5) T-test Findings of the Differences between the Two Groups on the Grammar Post-test

Groups	No	Mean	Std	Variance	df	T Value*		Sig. at 0.05 level
						Computed	Table	
Exp. G	25	29.56	2.86	5.144	48	13.47	2.01	
CG.	25	19.48	3.55	7.734				

The experimental group scored higher on the grammar test as a result of this outcome. The first hypothesis, "There are no statistically significant differences between the post-grammar test mean scores of the experimental group and those of the control group" is rejected. This finding suggests that the modified learning cycle model (7E'S) was superior to the conventional approach in helping students increase their understanding of grammatical concepts. The results are consistent with those of Pulat (2009: iv), who discovered that applying the 5E learning cycle as a teaching technique improved students' mathematics achievement significantly. And according to Uğur's study (2017:20), using simulations in conjunction with the 5E teaching paradigm may

help students studying physics in the eleventh grade perform better academically and develop more positive attitudes. Additionally, Myint & Nyunt (2018: 387), found that the Learning Cycle improved students' scientific learning, and the experimental group performed better in addressing knowledge-, comprehension-, and application-level scientific challenges. And Balta & Sarac (2016: 67) discovered that the 7E learning model is successful in the classroom and has a very significant impact size. Similarly, Khan, et al. (2020) found that the educational paradigm used by 7E is significantly beneficial in raising students' academic accomplishments in the field of physical education. When given instructions utilizing the instructional model created by the 7E cycle, the experimental group did much better compared to the control one.

After that, the Effect Size technique as "a simple way of quantifying the difference between two groups that has many advantages over the use of tests of statistical significance alone" (Coe, 2002:2) is used to show the size of the 7E Learning cycle's impact on the grammar concepts posttest. Using two statistical measures "Cohen's d and Eta squared 2", the size of the 7E cycle's effect on the experimental group is determined. According to Cohen's Relation Power Index Cohen (1988: 25) as in Table (6), the d value obtained (3.8) is big. Eta squared 2 is also employed and the value obtained (0.93) is large and strong (Affana, 2000: 42).

(6): The Relation Power Index for Each Measure of the Effect Size

Statistical Measures Used	The Effect Size		
	Small	Medium	Large
d	0.2	0.5	0.8
Eta squared μ^2	0.01	0.06	0.14

A new hypothesis has been formed from the first hypothesis, and it is as follows: "There are no statistically significant differences between the experimental group's mean scores and those of the control group in the major skills of the post-grammar test." The Analysis domain produced the experimental group's highest mean (7.68) in comparison to the control group (4.60), as indicated in Table (7). The t-computed value, which was (9.78) was significantly higher than the t-tabulated value (2.01), indicating that the two groups' differences in the analysis domain were the most significant. In addition, in the

knowledge domain, the experimental group's mean score was (7.64), compared to the control group's mean score (5.04). The t-calculated result (7.21) showed that there was a significant difference between the two groups.

(7): T. test findings of differences in each grammar post-test domain between the Two groups

Domain	Groups	No.	Mean	S D	Variance	df	T Value*		Sig.at 0.05 Level
							Computed	Tabulated	
Knowledge	Exp. G	25	7.64	1.25	1.56	48	7.21	2.01	0.000
	CG.	25	5.04	1.27	1.61				
Comprehension	Exp. G	25	7.04	1.02	1.04	48	7.23	2.01	0.000
	CG.	25	4.76	1.20	1.44				
Application	Exp. G	25	7.20	1.19	1.42	48	6.30	2.01	0.000
	CG.	25	5.08	1.19	1.42				
Analysis	Exp. G	25	7.68	0.99	0.98	48	9.78	2.01	0.000
	CG.	25	4.60	1.22	1.49				
Sum	Exp. G	25	29.56	2.86	5.144	48	13.47	2.01	0.000
	CG.	25	19.48	3.55	7.734				

Furthermore, in the application and comprehension domains, the mean scores of the experimental group, (7.20; 7.04) were also greater than those of the control group (5.08; 4.76), and the t-computed values were (6.30; 7.23), indicating significant differences in these domains of English grammar learning between the two groups. Similarly, the experimental group's post-test average was (29.56), while the control group's average was (19.48). This finding shows that the experimental group's use of the 7E learning was more successful than the control group's use of the conventional approach in developing students' knowledge of grammatical concepts. And the " η^2 " and "d" values provided in Table (8) show a significant impact of the 7E cycle technique on the experimental group students' skills measured in the test of grammar concepts.

(8): The Size of the 7E Cycle's Effect on the Experimental group's posttest of Grammar

Skills	t value	D	η^2	Effect Size
Knowledge	7.21	2.03	0.52	Large
Comprehension	7.23	2.04	0.521	Large
Application	6.30	1.78	0.45	Large
Analysis	9.78	2.76	0.45	Large
Sum	13.47	3.8	0.93	Large

Table (8) demonstrates that the 7E cycle method had a high impact on improving students' grammar acquisition. According to Cohen's Relation Power Index, the d values obtained across all skills in the grammar test are high. The " η^2 " values in all skills are high and indicate that the 7E cycle technique has a considerable impact on students' knowledge of grammatical concepts as revealed in their achievement in the grammar test. And the basic steps of the 7E learning and teaching cycle develop students' grammar learning.

4.2 The Second Hypothesis-related Result

To answer the second question and to verify the second hypothesis "There are no statistically significant differences between the experimental group's mean scores and those of the control group in the post-test of Autonomous Learning.", the mean and standard deviation of students' scores are calculated as a basis for identifying students' autonomous learning level in both group as shown in Table (9).

(9) "Means and Standard Deviations of the Total Score on the Post- Administration of Learner Autonomy Questionnaire"

Domain	Groups	No. of Subjects	Mean	Standard Deviation
Autonomous Learning	Experimental	25	128.84	3.61
	Control	25	85.08	7.85

In Figure 3, the mean score on the post-administration of Learner Autonomy questionnaire of the experimental group (128.84) is greater than that of the control group (85.08).

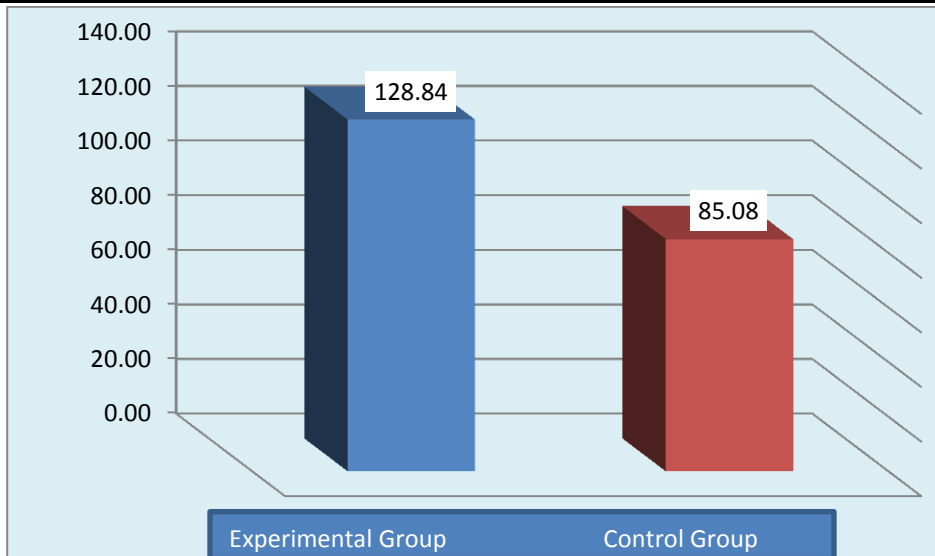


Figure 3. The mean score of the two groups in the post-Administration of Learner Autonomy Questionnaire

As seen in Table (10), the computed t- value (24.90) is larger than the tabular t-value (2.01). The significant difference demonstrates the high degree of autonomous learning in the experimental group. The second hypothesis is rejected. The outcomes are consistent with those of Fauzi1& Mustadi (2019), who discovered that the 5E learning cycle had an impact on students' autonomy.

(10) Means, Standard Deviations, and T -Value of the Total Score on the Post –Administration of Learner Autonomy Questionnaire

Groups	No	Mean	Standard Deviation	Variance	df	T Value*		Sig. at 0.05 Level
						Computed	Table Value	
Exp. G	25	128.84	3.61	13.03	48	24.90	2.01	0.000
CG.	25	85.08	7.85	61.62				

Then, to determine the size of the learning cycle effect on (Learner Autonomy) in the post-test, Cohen's d and Eta squared 2 are used. The value of d (7.09), is large and the obtained value of Eta squared 2 (0.930) is also big. Consequently, the learning 7E cycle has a significant impact on the experimental group's total score of autonomous learning.

Based on the second Hypothesis, the following hypothesis is also

derived as follows: "There are no statistically significant differences between the experimental group's mean scores and those of the control group in the major domains of the Autonomous Learning post-test". For both groups, the posttest's means and standard deviations were computed. The significance of the differences was evaluated by T-test independent samples. These findings are described in Table (11).

(11) T. test Findings of Differences in Each Domain of the Post –Administration of Learner Autonomy Questionnaire Between the Two Groups

Domain	Groups	N o.	Mean	SD.	Variance	df	T Value*		Sig. at 0.05
							Computed	Tabulated	
Readiness for Self-direction	Exp. G	25	24.160	1.9079	3.64	48	14.11	2.01	Significant
	CG.	25	16.360	1.9975	3.99				
Independent Work	Exp. G	25	25.520	2.32	5.43	48	15.79	2.01	Significant
	CG.	25	15.200	2.29	5.25				
importance of Class/Teacher	Exp. G	25	16.520	1.584	2.51	48	8.72	2.01	Significant
	CG.	25	10.840	2.853	8.14				
Learning Activities Outside	Exp. G	25	16.440	0.768	0.59	48	7.68	2.01	Significant
	CG.	25	11.440	3.163	10.01				
Selecting Content	Exp. G	25	12.000	0.763	0.58	48	7.78	2.01	Significant
	CG.	25	8.920	1.800	3.24				
Intrinsic motivation	Exp. G	25	8.120	1.166	1.36	48	4.57	2.01	Significant
	CG.	25	6.440	1.416	2.01				
Assessment	Exp. G	25	8.920	1.077	1.16	48	8.39	2.01	Significant
	CG.	25	5.680	1.600	2.56				
Interest in other Cultures	Exp. G	25	17.160	0.624	0.39	48	17.45	2.01	Significant
	CG.	25	10.200	1.893	3.58				
Sum	Exp. G	25	128.84	3.61	13.03	48	24.90	2.01	Significant
	CG.	25	85.08	7.85	61.62				

To calculate the size of the 7E learning cycle on the experimental group's Learner Autonomy domains, the measures used were illustrated in Table (12).

(12) The Size of the 7 E Cycle's Effect on Each Domain of the Post –Administration of Learner Autonomy Questionnaire in the Experimental Group

Domain	t value	D	η^2	Effect Size
Readiness for Self-direction	14.11	3.99	0.80	Large
Independent Work	15.79	4.49	0.83	Large
importance of Class/Teacher	8.72	2.24	0.61	Large
Learning Activities Outside	7.68	2.17	0.55	Large
Selecting Content	7.87	2.27	0.56	Large
Intrinsic motivation	4.57	2.39	0.59	Large
Assessment	8.39	2.39	0.59	Large
Interest in other Cultures	17.45	4.93	0.86	Large
Sum	24.90	7.09	0.930	Large

Table (12) demonstrates that the 7E cycle technique had a significant effect size on improving students' autonomous learning where the effect size was large. The d values obtained in all domains are large according to Cohen's Relation Power Index. Moreover, all domains have high values of η^2 , therefore each of them exceeds the "large effect size of η^2 " (0.14). The large size of the 7E cycle effect on the experimental group's autonomous learning was due to its basic phases that encourage independent learning and self-direction on the part of students.

Conclusions

The modified learning model 7E's has a significant effect on developing English grammar concepts and autonomous learning due to the effectiveness of 7E's modified instructional cycle. Before any new concepts are introduced or applied in new situations, using the 7E learning paradigm, students are permitted to investigate and explore the materials independently. And the teacher is a facilitator by giving them the right materials. Students have the chance to see how what they have just learned relates to their own lives during the Extend phase. After developing their achievement in the grammar test, the Fine Art students

feel motivated to speak and communicate confidently with other students. The 7E instructional model changes the atmosphere to be more enjoyable and flexible to reduce students' foreign language anxiety and unwillingness to learn and to overcome their passivity to be more autonomous learners and take responsibility for their learning. For these reasons, the 7E instructional model can be integrated into the Fine Art Institute undergraduate courses.

Suggestions

The researcher recommends the following topics for further study:

1. Examining how the 7E model affects the development of other language skills and concept retention
2. Investigating the effect of incorporating the 7E instructional model with other models and technology-based systems on developing students' reading and academic writing skills.
3. Studies could be done to find out how education using the 7E instructional paradigm affects self-efficacy, motivation, and attitude in addition to autonomous learning.
4. The instructional model of 7E may be followed by authors of curricula and textbooks. The directorate of education may set up additional training courses and workshops to provide English language instructors working in different institutions with newly developed instructional strategies. Additionally, it will enable instructors or trainers to raise their level of teaching.

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(Appendix 1)**The Grammar Test****Q1 Choose the correct answer.****(10 marks)**

1. At the end of the movie, we ----- the theater and went home.
left leave have left leaving
2. Take your umbrella. It will ----- when you return.
raining be raining being raining have raining
3. "Mary won't be at home when you arrive" Really Where will she -----
-----?
had gone go have gone went
4. He will be tired when he arrives. He will have ----- for 24
hours.
been traveling be travelling travel travelling
5. I am living with my sister until I -----an apartment.
find found find finding
6. I went to see him because his wife ----- me to.
has asked asks asked had asked
7. Will you ----- at work tomorrow?
been be being were
8. It's ridiculous for him to be driving in central Athens at his age.
driving drive has driven drives
9. We ----- never eaten caviar.
has be had have
10. I have decided I am going ----- to be a doctor.
study studying study to study

Q2 Correct the verbs if necessary. (10 marks)

1. Will you (change) the oil before we collect our car?
2. Rita (write, not) has not written a letter to Paul since the beginning of the semester.
3. I don't like scary movies. I can't (sleep) afterwards.
4. When you call me I will (find out) the information.
5. I took the decision after I (speak) to John.
6. Ali was eating dinner when I (call) him.
7. I (hope) to talk to him but he was too busy to listen.
8. If I have lots of money, I (buy) a racehorse.
9. She had not(be) rude with the customers.
10. This time next week I will (fly) to London.



Q3) Do as required**(10 marks)**

1. They work here. (Change it into question by using How long + present perfect)
2. She writes six letters. (Change it into Negative by using past simple)
3. Zeki wrote to his fathe. (Change it into past perfect)
4. I will fly to France. (Change it into Future continuous)
5. You will need your passport. (Change it into question)
6. We will fly to London tomorrow. (Change it into Future continuous)
7. I forget my key. (Change it into present perfect)
8. He was not tired. (Change it into past perfect)
9. When did Susan paint the portrait? (Change it into future perfect)
10. She likes horror films? (Change it into question)

Q4. Analyze the following sentences. (10 marks)

1. The car exploded while I was walking past it.
short action -----; the connector -----
2. I could smell cigarettes. Somebody had been smoking.
Past simple: ----- ; Past Perfect Continuous:-----
3. They will not have slept for a long time.
Auxiliaries -----; Main verb -----
4. I think England will win 3-0.
The tense is ----- ; used for -----
5. I won't have been working too hard, so I will be able to come to your party.
The tense is ----- ; used for -----
6. She was angry because she had been sacked from her job.
The tense is ----- ; used for -----
7. Have you ever been to France?
The adverb is -----, the tense is -----.
8. This afternoon she will be writing the final report.
The adverb of time is -----; the tense is -----
9. If I had known about her problem, I would have lent her some



money.

The connector is -----; the tense in the first clause is -----

10. When did you buy the camera?

The auxiliary is -----; the tense is -----

(Appendix 2)

Unit 2

Present Perfect & Present Perfect Continuous

Learning Objectives:

After completing this lesson, students should be able to:

- Use the present perfect tense and present perfect continuous forms correctly.
- Use the present perfect and present perfect continuous in meaningful contexts.

Key Structure:

The present perfect & present perfect continuous with "has" or "have" + p.p" and "has" or "have" + been+ v+ ing"

Key Vocabulary:

(for, ever, never)

Teaching Aids:

(Board – cards - worksheet)

Headings	Time	Sign	Procedures
Warming up	3 mins.	T/s	- Greeting Students - Asking questions
Elicitation	7 mins.	Ss.	In this phase, prior understandings are examined by teachers to identify any misconceptions and to attract the students' attention to the given subject. Video films and demonstrations are essential in this stage to motivate students. Class, who among you has an idea bout Present perfect?" Okay very good! How about present perfect continuous?, wha t is the relationship between Present perfect and present perfect continuous?

Engagement	5 mins.	Ss	<p>On the board, the teacher introduces the subject.</p> <p>-The issue is examined and discussed with the students.</p> <p>The teacher connects the students' prior knowledge with the new experience by providing two instances using the forms "have + p,p" and "have +been +verb+ing".</p> <p>-The students generate ideas and create information about the examples.</p>
Exploration	5 mins.	Ss	<p>-Students collaborate in groups or couples to share ideas.</p> <p>-Teacher serves as a facilitator, assisting students in concentrating on the activity.</p> <p>- Raising questions is utilized to make students investigate and revise the subject. By applying brainstorming, hypotheses are formulated within the activity related to the subject</p> <p>The teacher instructs the class to record their responses in their notebooks so they can be discussed later. Moreover, students investigate, collect and record data on worksheets to make conclusions independently from the teacher.</p>

Explanation	5 mins.	T/s	<p>-The teacher encourages the class to share their responses as she shares what they have learned from the exploration phase.</p> <p>-Through a reflective activity, the teacher encourages students to talk about any false information they may have heard.</p> <p>- students summarize and interpret the results found in the exploration phase</p> <p>-In addition to providing questions that encourage students to utilize specific vocabulary to explain the findings of their explorations, the teacher also directs students toward generalizations that are logical and consistent and assists them with vocabulary.</p> <p>- the teacher uses concept maps, presentations, video films, or lectures to explain the rules.</p>
Elaboration	10 mins	T/S	<p>During this stage, the teacher checks the answers of the students and fills in any missing gaps or errors.</p> <p>-Open your students' books and have them look at exercise (1.)</p> <p>-Students apply what they have learned and complete the sentences in pairs or groups.</p> <p>-The teacher then invites the class to share their responses and write them on the board.</p> <p>-At the conclusion of the phase, the students can be required to read aloud, respond to questions, or write brief summaries to help them connect what they have learned to actual situations.</p>

Evaluation	5 mins	Ss.	-The teacher instructs the class to complete exercise 2. -Students do exercises 3 and 4 at home. -Students are instructed to summarize five lines using the two present perfect tenses. -Multiple choice, quiz, true-false questions, and puzzle are used to evaluate students' knowledge after learning.
Extension	5 mins	Ss.	-students transfer their understandings to a new context and apply grammatical concepts learned in everyday life situations.

Confirmation

- Teacher identifies the main difficulties faced by students.
- Teacher gives positive feedback and reinforcement for the students' success.

Post-Activities

1. Teacher checks the learners' production.
2. Teacher makes a reflection on the material learned.

(Appendix 3)

Learner Autonomy Questionnaire

Below is a list of statements dealing with your Autonomy in learning Check the response that best fits your actual circumstances for the following questions. I appreciate your support and tolerance so much.

- 5= Always True
- 4= Mostly True
- 3= Sometimes True
- 2= Rarely True
- 1= Never True

Field	No.	Items	1	2	3	4	5
Read iness	1	I usually set my own goal for each semester.					

	2	When I hear someone talking in English, I listen very carefully.				
	3	I want to talk in English with my family or friends.				
	4	In the future, I would like to continue learning English on my own/without a teacher.				
	5	If I haven't learnt something in my English lesson, I am responsible for it.				
	6	I know my weaknesses and go for them.				
Independent Work in Language Learning	7	I use my own methods to learn vocabulary in English Independent				
	8	I use other English books and resources on my own will.				
	9	I enjoy learning a grammatical point on my own.				
	10	While learning English, I like activities in which I can learn on my own.				
	11	I like learning English words by looking them up in a dictionary.				
Importance of the Class/ Teacher	12	I think that I learn English better when I work on my own.				
	13	I can learn English grammar on my own/ without needing a teacher.				
	14	If I cannot learn English in the classroom, I can learn by working on my own.				
	15	I know how I can learn English the best.				
Learning Outside the Classroom	16	My language learning success depends on what I do in the classroom.				
	17	In the English lesson, I like projects where I can work with other students.				
	18	I would like to use cassettes/ videos/ CDs in the foreign language, outside of the classroom.				
	10	I like to listen and read in English outside of the classroom				
	20	I find it more useful to work with my friends than working on my own for the				

		English lesson.				
Selecting Content	21	I would like to select the materials for my foreign language lessons.				
	22	I would like to share the responsibility of deciding what to do in the English lesson.				
	23	I would like to choose the content of what is to be taught in the English lesson.				
Intrinsic motivation	24	I like English because I like to speak English.				
	25	I believe that I will reach a good level in the English language.				
Assessment	26	I have my own ways of testing how much I have learned.				
	27	The teacher should not give me regular tests.				
Interest in other Cultures	28	I try to understand the jokes and riddles of the foreign language.				
	29	I also investigate the culture of the foreign language I am learning.				
	30	I also investigate the idioms and sayings of the foreign language I am learning.				
	31	I ask people who have lived abroad about the lifestyles of the people living there.				