

The Effect of using the sequencing and priority identification Approach in teaching syntactical structures to secondary stage student and their writing performance and some thinking skills

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INTRODUCTION

The objective of this research is to view a summary of the study, but the most important steps and procedures carried out by the researcher to achieve the objectives of the study, and display the highlighted findings, recommendations and proposals, with the following breakdown

According to linguists, thought and expression are two aspects to one mental process as the growth of each one and its ascent almost connected with the other, as students are trained to think and to express and also a lot of psychologists and education experts have found that thinking was a model of education and the development of many of students skills knowledge.(25).

Learning information and understanding of subject well will not be achieved through the rapid teaching of subject, or by using ineffective learning method, but by a deliberate strategy that emphasizes thinking as a way for the development of accurate scientific understanding .In other words, learning of thinking depends on a strategy based on decisions targeting specific arrangements and lead to the fulfillment of pre-planned aims.

Arabic language is full of many various techniques because of its good form, wording, and the beautiful meaning that makes the language user – a speaker or a writer – prefer to use it rather than other forms or structures. These techniques make their user a rich material, from which he can choose as he wants, to build his linguistic product either poetry or prose . Grammatical techniques represent different meanings and it is better for learners to use to express these meanings as these techniques based on the complete sentence that has a full meaning in its context.

In addition, these techniques are used a lot by Arabic speakers, and increasingly frequent handled by the educated of them - especially in adolescence – which is represented by the secondary stage. This is related to taking language as a show for themselves, and their interest in speaking, expressing what they prefer, and what they look forward to.(9).

Hence, the importance of these grammatical techniques in teaching them to these students; aiming at developing their productive skills, and this is the aim of this study, in order to develop the language skills in general and especially the oral linguistic productive skills. Therefore, this study provided a program prepared in the light of the grammatical techniques; to provide a procedural way of what the language skills development programs should be like (10).

Based on the foregoing and in response to the recommendations of the previous studies' results, which are related to the use of the sequencing and priority identification approach of linguistic structures teaching for high school students' writing performance and some thinking skills as a modern method of editorial expressing. This

method could contribute to the development of students' thinking skills and prompt the researcher to choose the Current search.(5 : 6-92).

THE STUDY PROBLEM:

The study problem can be defined in the following main question:

What is the effectiveness of using the sequencing and priority identification approach in teaching the grammatical rules for first year secondary students on the achievement and development of some thinking skills? (1) , (3) , (7) , (8) , (10) , (11) , (12)

The previous question is analyzed into the following questions:

1 – What are the necessary thinking skills to use the sequencing approach in teaching grammar and written expression for first year secondary students?

2 - How can be a unit organized by using the sequencing and priority identification approach for achievement and development of some thinking skills?

3 - What is the impact of using the sequencing and priority approach on the students' understanding (the sample) of grammatical rules and structures that are in their curriculum? (14 : 427) , (15)

AIMS OF THE STUDY:

The current study aimed to identify:

- The effectiveness of the sequencing approach in teaching grammatical rules for first grade secondary students on developing

some thinking skills and improving their writing performance.

- The extent of the understanding and thinking growth to study some grammatical subjects and writing expression of the first year secondary students.(23 : 239)

THE IMPORTANCE OF THE STUDY:

This study can benefit:

1 – Those who are responsible for the preparation of curricula in the light of the sequencing and priority identification approach in the Arabic language curricula. (19) , (24) , (30) , (31) , (32) , (34) , (35) .

2 - Providing teaching strategy by using sequencing and priority identification approach in teaching Arabic. (17) , (22) , (23) (26 : 604-618) , (29) , (31) .

3 - Providing procedural models for students and Arabic language teachers in the form of lessons according to the sequencing and priority identification approach, which could lead to the development of some thinking skills in achievement (for students) and teaching (for teachers) in terms of syntactic structures .(6) , (14 :427) , (29) , (30) , (36) , (20 : 515) , (33 : 63 – 72) .

THE LIMITS OF THE STUDY:

The current study was limited to:

1 - A sample of Arabic language teachers for first grade secondary students in Sports Secondary School for Girls and Fayoum Secondary School for Gils ,Fayoum in the academic year 2012/2013.

2-A sample of first year secondary students in Sports Secondary School for Girls and Fayoum Secondary School for Gils ,Fayoum in the academic year 2012/2013.

3-Some necessary thinking skills, which are defined from the study.

4- A sample of first year secondary students in Ain Shams School and Fayoum Secondary School for Girls 2012/2013.

5-This study was carried out in the first term of the academic year 2012/2013.

6-The remedial unit of the syllabus that based on the sequencing and priority identification approach of the linguistic structures.

The unit was limited to the following topics as:

- Linguistic structures
- Dual and what follows it.
- Masculine plural and what follows it.
- Feminine plural and what follows it.
- Changing plural
- Exclusive elongated undiminished - Tnatha and collected unscathed
- The difference between bound ta and tied ta distraction Muftouhho masculine and feminine
- Blocked exchange
- Localized and built of nouns and verbs
- Underemployment and full acts
- Exclaiming appeal and appeal style

Since it is one of the matters that the sequencing and priority identification approach was not used in studying grammar before .

STUDY APPROACH:

The analytical descriptive approach was used to achieve the statistic aims of the study and to analyze the results of the students' responses (the study sample) to the study tool: the test of using and applying sequencing approach and priority identification and thinking skills to understand syntax. The quasi-experimental approach was used to define the effectiveness of sequencing approach and priority identification on developing the thinking skills to understand syntax of the first year secondary students.

THE STUDY SAMPLE:

The research was limited to a sample of Arabic language teachers for first year general secondary students, and a sample of first grade public secondary students as researcher choose students from the Sports Secondary School for Girls; enrolled in the academic year 2012-2013 AD and Fayoum Secondary School for Girls. The sample was divided into two groups, one experimental group using the sequencing and priority identification approach in syntactic structures and a control group studying syntactic structures in the traditional way.

STUDY TOOLS:

The researcher divided them in to:

A-The preparation requirements of experimental tools:

-A questionnaire was prepared to define the necessary thinking skills for teaching syntax for the general first year secondary students and being certain of its reliability, validity and subjectivity.

B-The preparation requirements of educational tools:

-A remedial unit was prepared consisting of the syllabus of syntactic topics for the general first year secondary students based on the sequencing and priority identification and thinking skills.

-A guide was prepared for the training of the teachers on the necessary thinking skills for teaching syntax for the general first year secondary students in the light of the necessary thinking skills for teaching syntax for the general first year secondary students.

- A guide was prepared for the training of the students on using and applying the sequencing and priority identification approach and the necessary thinking skills in understanding syntax.

C- The preparation requirements of measurement tools:

-An observation sheet for identifying the Arabic language teachers' levels of using thinking skills in teaching Arabic for the general first year secondary students.

-A thinking skills test for defining the general first year secondary students' levels of syntactic understanding and being certain of its reliability, validity, subjectivity and being scientific controlled.

STUDY HYPOTHESES:

The present study will test the reality of the following two hypotheses:

1 - There are significant syntactic differences between the original and expected frequencies between experimental and control groups in the pre and post applications of Arabic language teachers (sample) in favor of the experimental group as shown in test Ka 2.

2 - There are significant syntactic differences between the mean scores of experimental and control groups in the posttest of thinking skills in favor of the experimental group.

STEPS OF THE STUDY:

This study tries to answer its questions according to the following steps:

To answer the first question:

What are the necessary thinking skills to use the sequencing approach in teaching syntax and writing expressing to first year secondary students?

The researcher applied the following:

1-A questionnaire of the necessary thinking skills for teaching grammatical rules for the general first year secondary students and this to define these skills in the light of the "Ka 2" test's results of the opinions of teachers ,students and Arabic language supervisors.

2-An observation sheet of the necessary thinking skills for teaching grammatical rules based on sequencing and priority identification approach for the general first year secondary students to define these skills in the light of "ka 2 " test's results of the opinions of teachers, students and Arabic language supervisors.

To answer the second question:

How can be a unit organized by using the sequencing and priority identification approach for achievement and development of some thinking skills?

The unit is organized according to the following:

1- Sixty students from Fayoum Secondary School for Girls and Sports Secondary School for Girls, Fayoum were asked to write down some topics, 2012/2013.

2- Analysis of the students' marks, the writing sample, to identify the desired topics for remedy that students think about.

3- Ordering the units in a list of the syntactic topics in its primary form; according to the proportional value of each topic .Then, showing them for the referees of experts, Arabic language supervisors and head teachers to modify them in the light of their suggestions to prepare a final list.

4- Building a unit of the syllabus of the grammatical lessons for the general first year secondary students by using sequencing and priority identification approach in achievement and developing some thinking skills.

A – Defining the unit title.

B- Defining the objectives of the unit.

C - Defining the content of the unit (as grammatical topics are organized and some writing topics).

D- Defining the necessary teaching aids in the teaching the unit subjects.

E- Defining how to use the sequencing approach in teaching these subjects.

F-Preparing a booklet for students and a guide for teachers ;to identify how to understand, use and apply the sequencing and priority identification approach in syntactic structures and developing general first year secondary students' thinking skills and showing them for a group of referees .

G- A test is designed to evaluate understanding, thinking, and some thinking skills of general first year secondary students in understanding these grammatical topics and some writing topics

To answer the third question:

What is the impact of using the sequencing and priority approach on the students' understanding (the sample) of grammatical rules and structures that are in their curriculum?

A - A test is designed to measure understanding, using and applying the linguistic structures and thinking skills and then scientifically controlled and applying it as a pre-test on the general first year secondary students.

B – Teaching a unit; using sequencing and priority identification approach.

C - Applying the post-test.

D- Processing, analyzing and explaining the results to make recommendations and proposals.

In light of the procedures followed by the researcher: the following conclusions were found:

1 - There are syntactically significant differences between the original and expected frequencies between experimental and control groups in the pre and post applications of the Arabic language student- teachers (the study sample) in favor of the experimental group in the teaching performance part of the observation sheet.

2 - There are syntactically significant differences between the mean scores of the general first year secondary students in the thinking skills of linguistic information achievement in the pre and post applications of the thinking skills test.

Comment on the results of the study:

- Pre application note card:

The researcher applied observation card application tribal teacher's research sample, where the account duplicates the original, and duplicates the expected degree of research sample of students received in the vocabulary observation card. These seven fields: (observation and description, and comparison and discrimination, and the conclusion, and inference, and classification, and interpretation, and Calendar and sentencing linguistic rules) and applied researcher Test (Ka) 2, and the results were as outlined for each area of note with the following:

1- observation and description skill:

Table No. (1) follows the original frequencies, and values (CHI2) and percentages, teacher performance levels - research sample - in terms of the extent to which teachers necessary thinking skills for teaching grammar for first grade students general secondary .

Table (1)

the original frequencies , the values of (CHI2), and percentages, the levels of student performance - sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
1		2.86	1	2.86	6	17.14	6	17.14	21	60.00	38.57
2		2.86	1	2.86	4	11.43	9	25.71	19	54.29	31.14
3		2.86	2	5.71	5	14.29	12	34.29	13	37.14	19.14
4		2.86	1	2.86	10	28.57	11	31.43	17	48.57	27.43
5		2.86	1	2.86	9	25.71	11	31.43	12	34.29	17.43
6		2.86	3	8.57	8	22.86	15	42.86	6	17.14	15.71
7		5.71	3	8.57	4	11.43	17	48.57	5	14.29	20.86
8		5.71	1	2.86	4	11.43	9	25.71	20	57.14	36.29
9		2.86	1	2.86	9	25.71	11	31.43	13	37.14	18.29

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28) .

And this can be seen from Table No. (1) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases:

(1, 8, 2, 4, 7, 3, 9, 5, 6)

This means the following:

1 The level of teachers' performance - sample - in terms of how the practice of teachers necessary thinking skills for teaching grammar for students first grade of secondary, skills of observation and description - did not live up to the level (Excellent), or (very good), or well.

2 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students - the research sample was acceptable in two skills of observation and description only and are: (6, 7)

6 - Examples of configuration grammar concept modeled on the pre-prepared examples.

7 - Adjust words grammar concept contained in linguistic structures.

3 - The level of teachers' performance sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students - the research sample was weak in the skills of observation and description of the following: only they -: (1,2,4, 8)

1 - Note the gradual linguistic structures from the simple to the complex 0

2 - identifying characteristics of grammar concept gradually from the part to the whole and vice versa .

4 - identify functional meanings of words understood grammar within the syntax .

8 - Note whether the sentence or phrase, is the word grammar concept or word of his belongings

4 - The level of teachers' performance - sample - in terms of in terms of how the practice of teachers thinking skills necessary for teaching grammar for students first grade of secondary skills of observation and description - did not live up to the low level of skills of observation and description of the following: only they -: (3, 5, 9)

3 - Note the order of linguistic structures as sequence and identify priorities .

5 - taking into account the sequence in writing linguistic structures.

9 - Get Changes in terms which belong to a particular grammatical concept.

2 - Skill comparison and discrimination:

Table No. (2) follows the original frequencies, and values (Ca 2) and percentages, the levels of students performance - sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar for first grade students general secondary.

Table (2)

the original frequencies, and the values of (CHI2), and percentages, for teachers' performance levels - research sample - in terms of the extent to which teachers thinking skills necessary to teach first grade year.

Secondary

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
10		5.71	4	11.43	6	17.14	7	20.00	16	45.71	16.57
11		8.57	3	8.57	6	17.14	8	22.86	15	42.86	14.00
12		5.71	5	11.43	5	11.43	9	25.71	14	40.00	12.29
13		2.86	1	2.86	4	11.43	9	25.71	20	57.14	36.29
14		8.57	4	11.43	17	48.57	6	17.14	5	11.43	18.75
15	2	5.71	3	8.57	8	22.86	17	48.57	5	11.43	20.86
16	2	5.71	3	8.57	9	25.71	15	42.86	6	17.14	15.71
17	3	8.57	3	8.57	8	22.86	14	40.00	7	20.00	11.71

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28).

And this can be seen from Table No. (2) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases: (13, 15, 14, 10, 16, 11, 17)

This means the following:

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students in the comparison and discrimination - did not live up to the level (Excellent), or (very good).

2 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students - the research sample was good in the skill only comparison and discrimination: 14

14 - determine relationships between linguistic structures together 0

3 - The level of teachers' performance - sample - in terms of in terms of how the practice of teachers thinking skills necessary for teaching grammar for students first grade general secondary - research sample was acceptable in the skills of comparison and discrimination following: They are -: (15, 16, 17)

15 - identifying inconsistencies between words concept uses grammar in linguistic structures .

16 - To clarify the differences between two concepts belong to a specific grammatical concept.

17 - To distinguish between evidence that related to the subject and not related by .

4 - The level of teachers' performance - sample - in terms of in terms of how much exercise teacher –necessary thinking skills to teach Arabic to first year secondary students - was weak in comparison and discrimination following: They are: (13,10, 11, 12)

13 - determine the order of the ideas of expression in accordance with the principles of the sequence and set priorities 0

10 - identify similarities between the concept of grammar and related in the syntax.

11 - To distinguish between what the grammatical sense and what does not regard it according to the principles of sequencing and prioritization.

12 - Examples of configuration concept of grammar in new linguistic structures.

3 - Skill conclusion:

Table No. (3) follows the original frequencies, and values (CHI2) and percentages, teacher performance levels - research sample - in terms of how much exercise students thinking skills necessary for teaching grammar for first grade students general secondary .

Table (3)

the original frequencies, and the values of (CHI2), and percentages, the levels of student performance parameters - sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
18		2.86	2	5.71	3	8.57	10	28.57	19	54.29	32.86
19		5.71	2	5.71	8	22.86	9	25.71	14	40.00	14.86
20		5.71	2	5.71	2	5.71	12	34.29	17	48.57	28.57
21		2.86	1	2.86	5	11.43	8	22.86	20	57.14	35.14
22		8.57	4	11.43	17	48.57	6	17.14	5	11.43	18.75
23		2.86	1	2.86	4	11.43	20	57.14	9	25.71	36.29
24		2.86	1	2.86	3	8.57	5	11.43	25	71.43	59.43

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28) .

And this can be seen from Table No. (3) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases: (24, 23, 21,20,18, 22, 19)

This means the following:

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar for first grade students of secondary conclusion skills - did not live up to the 2 The level of teachers' performance - sample - in terms of where the practice of female teachers thinking skills necessary for teaching grammar to first year secondary students - the research sample was (well) in the skill of one of the skills a conclusion: (22)

22 - finding common characteristics between the grammatical concept and related .

3 - The level of teachers' performance - sample - in terms of where the practice of female teachers thinking skills necessary for teaching grammar to first year secondary students - research sample (acceptable) in the skill of one of the skills a conclusion: (23)

23 - hire the best linguistic structures utilize true in writing linguistic structures sequentially and prioritization .

3 - The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students - the research sample was weak in the skills of the conclusion they (24, 21,20,18, 19)

24 - Conclusion principles sequence and prioritization used.

21 - To formulate an appropriate definition of the concept of grammar unnoticed through.

18 - Conclusion understood grammar information actress and employee of the molecules that make up.

20 - Conclusion principles sequencing and setting priorities.

19 - To reach molecules lacking in the words of grammar concept lose its job.

4 – Reasoning skill:

Table No. (4) follows the original frequencies, and values (CHI2) and percentages, teacher performance levels - research sample - in terms of how teachers thinking skills necessary for teaching grammar for first grade students in general secondary

Table (4)

the original frequencies, and the values of (CHI2), and percentages, for teachers' performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%									
25		2.86	5	11.43	2	5.71	10	28.57	19	54.29	32.86
26		2.86	5	11.43	2	5.71	9	25.71	19	54.29	31.14
27		2.86	6	17.14	1	2.86	9	25.71	20	57.14	36.29
28	1	2.86	2	5.71	1	2.86	9	25.71	18	51.43	28.29
29		17.14	5	11.43	4	11.43	15	44.29	4	11.43	11.71
30		8.57	5	11.43	4	11.43	15	44.29	7	20.00	12.57
31		17.14	6	17.14	6	17.14	14	40.00	3	8.57	9.71

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28) .

And this can be seen from Table No. (4) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases:

(27, 25, 26, 28, 30, 29, 31)

This means the following:

1 The level of teachers' performance - sample - in terms of in terms of how the practice of teachers thinking skills necessary to teach Arabic language to students first grade of secondary reasoning skills - did not live up to the level (Excellent), or (very good), or (good)

2 The level of teachers' performance - sample - in terms of where the practice of female teachers thinking skills that are necessary for teaching grammar to first year secondary students - the research sample was acceptable in the reasoning skills they (29, 30, 31)

29 - Male evidence to determine the characteristics of the term grammar and its properties.

30 - Male plural underlying grammatical relationships between concepts.

31 - Male linguistic structures similar concept in grammar plays a certain meaning.

3 The performance level of the students sample parameters - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students - the research sample was weak in reasoning skills are: (27, 25, 26, 28)

27 - drawn linguistic structures include culturally, apply or please apply in real life to prove the concept of certain grammatical .

25 - Male grammatical base certain to prove expressing word or phrase, and the relationship with other syntax

26 - Flag inference representative of the Linguistic through the use of the entrance of the relay and prioritization 0

28 - inference made the relationship between a word or phrase, and its function in the syntax.

5 - Skill category:

Table No. (5) follows the original frequencies, values (CHI2) and percentages, teacher performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar for first grade students general secondary .

Table (5)

the original frequencies , the values of (CHI2), and percentages, for teachers' performance levels - research sample - in terms of the extent to which teachers necessary thinking skills for teaching grammar to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
32		2.86	1	2.86	5	14.29	8	22.86	20	57.14	35.14
33		2.86	1	2.86	4	11.43	8	22.86	21	60.00	39.71
34		2.86	1	2.86	3	8.57	25	71.43	5	14.29	59.43
35		2.86	3	8.57	4	11.43	11	31.43	15	42.86	18.57
36		5.71	4	11.43	6	17.14	7	20.00	15	42.86	12.86
37		8.57	2	5.71	5	14.29	8	22.86	19	54.29	30.00

If we go back to the table CHI2 when the degree of freedom equal to two degrees at the ratio of 0.05 CHI2 must reach 5.991 to be statistically significant, and at the rate of 0.01 must be up to 9.210 to be statistically significant (28) . And this can be seen from Table No. (5) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases: (34, 33, 32, 37, 35, 36)

This means the following:

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar for first grade students of secondary reasoning skills - did not live up to the (excellent), or (very good) or (good).

2 The level of teachers' performance - sample - in terms of how teachers necessary thinking skills for teaching grammar to first year secondary students - the research sample was acceptable in only one skill of reasoning skills which (34)

34 - determine the uses of words understood grammar in different linguistic structures.

3 - The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary to teach secondary first grade year - the research sample was weak in reasoning skills are: (33, 32, 37, 35, 36)

33 - Configuration linguistic structures of molecules that make up a

32 - Order compositions arrangement takes into account the relay and set priorities 0

37 - identify sections that make up a particular grammatical concept.

35 - Classification of grammatical concepts depending on language used in the compositions.

36 - Classification of ideas and opinions in support of the concept and ideas or opinions opposition to him.

6 – Interpretation skill:

Table No. (6) follows the original frequencies, and values (CHI2) and percentages, teacher performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar for first grade students general secondary.

Table (6)

the original frequencies and the values of (CHI2), and percentages, for teachers' performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%									
38		2.86	1	2.86	4	11.43	9	25.71	20	57.14	36.29
39		2.86	2	5.71	4	11.43	10	28.57	18	51.43	28.57
40		11.43	5	14.29	5	14.29	16	45.71	5	14.29	14.57
41		8.57	4	11.43	6	17.14	15	42.86	7	20.00	12.86
42		2.86	2	5.71	4	11.43	9	25.71	19	54.29	31.14
43		11.43	4	11.43	5	14.29	7	20.00	15	42.86	12.29
44		5.71	4	11.43	5	14.29	9	25.71	15	42.86	15.14
45		2.86	3	8.57	7	20.00	9	25.71	15	42.86	17.14
46		11.43	5	14.29	5	14.29	7	20.00	15	42.86	11.71

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28).

And this can be seen from Table No. (6) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases: (38, 42, 39, 45, 44, 40, 45, 41, 46)

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students in the skills of interpretation - did not live up to the (excellent), or (very good).

2 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students - the research sample was acceptable in the skills of interpretation and they (40, 41)

40 - Linking Environment student linguistic and grammatical concept of Single 0

41 - the interpretation of the exclusion of the words do not express the grammatical concepts in specific language structures.

3 - The level of teachers' performance - sample - in terms of in terms of how the practice of teachers thinking skills necessary for teaching grammar for students first grade general secondary - research sample - was weak in the skills of interpretation are: (38, 42, 39, 45, 44, 45, 46)

38 - identify wrong interpretations of some words grammatical concepts in linguistic structures .

42 - to explain the exclusion of certain grammatical concept for reasons related to his health linguistic.

39 - to explain why there is the term is understood in containing grammar syntax.

45 - Explanations of grammatical errors when you use words the concept of a particular language in speech.

44 - The reasons that led to the widespread use of the term concept for a particular language in attitudes linguistic.

45 - Explanations of grammatical errors when you use words the concept of a particular language in speech.

46 - Determine cause and effect in the relationship between the grammatical concepts and related.

7 – Evaluating and judgment skills:

Table No. (7) follows the original frequencies, and values (CHI2) and percentages, teacher performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar for first grade students general secondary.

Table (7)

the original frequencies , the values of (CHI2), and percentages, for teachers' performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar to firstyear secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
47		2.86	1	2.86	4	11.43	9	25.71	20	57.14	36.29
48		8.57	5	14.29	6	17.14	6	17.14	15	42.86	12.29
49		2.86	2	5.71	6	17.14	10	28.57	16	45.71	21.71
50		2.86	1	2.86	5	14.29	12	34.29	16	45.71	26.00
51		5.71	2	5.71	4	11.43	9	25.71	18	51.43	26.29
52		8.57	3	8.57	5	14.29	7	20.00	17	48.57	19.43
53		5.71	2	5.71	6	17.14	7	20.00	18	51.43	24.57

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28) .

And this can be seen from Table No. (7) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases:

(47, 51, 50, 53, 49, 52, 48) and the meaning of the following:

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students in the skills of interpretation - did not live up to the (excellent), or (very good). (Or acceptable)

2 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students - the research sample was weak in the skills of interpretation are: (47, 51, 50, 53, 49, 52, 48)

47 - Modify the syntax as required particular concept Grammar.

51 - Criteria for development and decision criteria for sentencing linguistic 0

50 - correct grammatical errors contained in the linguistic structures.

53 - Choosing the correct expression of the proposed expressions to use words particular concept Grammar.

49 - Government to observe the relay and setting priorities in the installation or not.

52 - to defer judgment on the concept of word grammar knowledge in the syntax 0

48 - Provide proof of the validity or accuracy of grammatical sentences in linguistic structures

B - the results of the post card note:

The researcher applied observation card application teachers research sample, where the account duplicates the original and the expected frequencies degree of research sample of teachers who obtained the vocabulary observation card seven fields:

(observation ,description, and comparison, discrimination, the conclusion, inference, classification, interpretation, evaluation and sentencing linguistic rules) and applied researcher Test CHI2, and the results were as outlined for each area of note with the following:

1- observation and description skills:

Table No. (8) follows the original frequencies and the values of (CHI2) and percentages, the performance levels of teachers - sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar for students first grade general secondary 0 Table (8) the original frequencies and the values of (CHI2), and percentages, for teachers' performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%									
1		51.43	10	28.57	4	11.43	2	5.71	1	2.86	28.57
2		57.14	9	25.71	4	11.43	1	2.86	1	2.86	36.29
3		71.43	5	14.29	3	8.57	1	2.86	1	2.86	59.43
4		54.29	10	28.57	3	8.57	2	5.71	1	2.86	32.86
5		38.57	19	54.29	1	2.86	2	5.71	3	8.57	32.86
6		48.57	12	34.29	2	5.71	2	5.71	2	5.71	28.57
7		2.86	1	2.86	20	57.14	9	25.71	4	11.43	36.29
8		51.43	10	28.57	4	11.43	2	5.71	1	2.86	28.57
9		71.43	5	14.29	3	8.57	1	2.86	1	2.86	59.43

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28) .

And this can be seen from Table No. (8) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases:

3.9, 2, 7, 4, 5.1, 6, 8

This means the following:

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students (excellent) in the skill of observation and description are: (3.9, 2, 4, 1, 8, 6)

3 - identifying characteristics of the linguistic concept.

9 - Note the accuracy of the sentence, which includes rude to the concept of a particular language.

2 - Determine the functional meanings of words understood language.

4 - Get Changes in terms which belong to the concept of a particular language.

1 - Adjust the words linguistic concept contained in linguistic structures.

8 - Get language uses words concept in different linguistic attitudes.

6 - Examples of configuration linguistic concept modeled on the pre-prepared examples.

2 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students was (very good) in the skill of one of the skills of observation and description, namely: (5)

5 - Get linguistic concept particles which make up.

3 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for

teaching grammar to first year secondary students was (well) in the skill of one of the skills of observation and description, namely: (7)

7 - Note whether the sentence or phrase, is the word linguistic concept or word of his belongings.

2 - Comparison and discrimination skills

Table No. (9) follows the original and values frequencies (CHI2) and percentages, teacher performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar for first grade students general secondary .

Table (9)

the original frequencies, and the values of (CHI2), and percentages, the levels of student performance - sample - in terms of the extent to which teachers thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
10		25.71	18	51.43	1	2.86	1	2.86	6	17.14	28.29
11		28.57	18	51.43	1	2.86	2	5.71	4	11.43	28.57
12		71.43	5	11.43	3	8.57	1	2.86	1	2.86	59.43
13		71.43	5	11.43	3	8.57	1	2.86	1	2.86	59.43
14	10	28.57	19	54.29	2	5.71	2	5.71	3	8.75	32.86
15		25.71	14	40.00	2	5.71	2	5.71	8	22.86	14.86
16		34.29	17	48.57	5	11.43	2	5.71	2	5.71	28.57
17		22.86	20	57.14	1	2.86	1	2.86	5	11.43	35.14

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28) .

And this can be seen from Table No. (9) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases:

13, 12, 17, 14, 10, 11, 16, 15 and the meaning of the following:

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students (excellent) in two skills comparison and discrimination, namely:). 12, 13)

12 - identify inconsistencies between words concept uses linguistic attitudes I0

13 - Examples of configuration linguistic concept in modern linguistic contexts new.

2 - The level of teachers' performance - sample - in terms of in terms of how the practice of teachers thinking skills necessary for teaching grammar for students first grade general secondary was (very good) in the skill of comparison and discrimination are) 17, 14, 10, 11, 16, 15)

17 - Iron linguistic relationship between the concept and other linguistic concepts

14 - to determine whether the limits of the linguistic concept featured in the example or not.

10 - to clarify the differences between the Governors belong to a specific concept of a linguistic

11 - to distinguish between what the linguistic sense and what does not respect it

16 - Identify similarities between the concept of linguistic and related.

15 - Determine relationships between words to each other within the framework of one sentence.

3 – Conclusion skill:

Table No. (10) follows the original frequencies, values (CHI2) and percentages, teacher performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar for first grade students general secondary .

Table (10)

the original frequencies , and the values of (CHI2), and percentages, for teachers' performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
18		2.86	20	57.14	1	2.86	8	22.86	5	14.29	35.14
19		5.71	14	40.00	2	5.71	9	25.71	8	22.86	14.86
20		5.71	17	48.57	2	5.71	12	34.29	2	5.71	28.57
21		2.86	19	54.29	2	5.71	10	28.57	3	8.57	32.86
22		57.14	1	2.86	1	2.86	9	25.71	4	11.43	36.29
23		71.43	1	2.86	1	2.86	5	14.29	3	8.57	59.43
24		2.86	18	51.43	2	5.71	10	28.57	4	11.43	28.57

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28) .

And this can be seen from Table No. (10) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases:

(23, 22, 18, 21, 24, 20, 19)

This means the following:

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar for first grade students of secondary skills conclusion - elevated to the level of the (excellent) two skills: (22, 23).

22 - Employ linguistic concept in linguistic structures utilize true.

23 - Functional meanings conclusion of words understood language in linguistic structures.

2 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary to teach Arabic to first year secondary students - the research sample was very good in the skills of the conclusion they (18, 21, 24, 20, 19)

23 - functional meanings conclusion of words understood language in linguistic structures.

22 - Employ linguistic concept in linguistic structures utilize true.

18 - to formulate an appropriate definition of the concept of linguistic unnoticed through.

21 - Conclusion concept of linguistic information actress and employee of the molecules that make up.

24 - finding common characteristics between the linguistic concept and related .

20 - Conclusion Criteria and Standards Special linguistic concept from other language concepts

19 - to reach molecules lacking in the words of the linguistic concept lose his job.

4 -Reasoning skill:

Table No. (11) follows the original frequencies, and values (CHI2) and percentages, teacher performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar for first grade students general secondary.

Table (11)

the original frequencies, and the values of (CHI2), and percentages, for teachers' performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
25		28.57	18	51.43	1	2.86	2	5.71	4	11.43	28.57
26		57.14	9	25.71	1	2.86	1	2.86	4	11.43	36.29
27		71.43	5	14.29	1	2.86	1	2.86	3	8.57	59.43
28		28.57	19	54.29	2	5.71	2	5.71	3	8.57	32.86
29		25.71	14	40.00	2	5.71	2	5.71	8	22.86	14.86
30		34.29	17	48.57	1	2.86	2	5.71	2	5.71	28.57
31		57.14	8	22.86	1	2.86	1	2.86	5	14.29	35.14

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28) .

And this can be seen from Table No. (11) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases:

27, 26, 31, 28, 30, 25, 29 and the meaning of the following:

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar for first grade students of secondary reasoning skills - (excellent) in reasoning skills are (27, 26, 31)

27 - Male plural underlying relationships between linguistic concepts.

26 - Get evidence concept in the syntax 0

31 - elicit examples include culturally, or please apply applied in real life to prove the concept of a linguistic

2 - The level of teachers' performance - sample - in terms of in terms of how the practice of teachers thinking skills necessary for teaching grammar for students first grade of secondary reasoning skills - was (very good) in the reasoning skills they (28, 30,25, 29)

28 - Male specific language base to prove expressing word or phrase, and the relationship with other syntax

30 - a statement of the relationship between inference word or phrase, and its function in the syntax

25 - Male evidence, or evidence of a similar concept of language play a certain meaning.

29 - Male evidence to determine the characteristics of the term linguistic characteristics.

5 – Category skill:

Table No. (12) follows the original frequencies, values (CHI2) and percentages, teacher performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar for first grade students general secondary .

Table (12)

the original frequencies ,the values of (CHI2), and percentages, for teachers' performance levels - research sample - in terms of the extent to which teachers thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%									
32		8.57	4	11.43	15	42.86	7	20.00	6	17.14	12.86
33		71.43	1	2.86	1	2.86	5	14.29	3	8.57	59.43
34		57.14	1	2.86	1	2.86	8	22.86	5	14.29	35.14
35		5.71	15	42.86	3	8.57	11	31.43	4	11.43	18.57
36		2.86	15	42.86	2	5.71	8	22.86	5	14.29	30.00
37		60.00	1	2.86	1	2.86	8	22.86	4	11.43	39.71

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28) .

And this can be seen from Table No. (12) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases:

33, 37, 34, 36, 35, 32 and the meaning of the following:

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar for first grade students of secondary reasoning skills - (excellent) in reasoning skills are: (33, 37, 34)

33 - identify uses words linguistic concept in different linguistic structures.

37 - Rated language and concepts in accordance with the existing relations between them.

34 - Configuration examples of molecules that make up the concept of a particular language.

2 - The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar for first grade students of secondary reasoning skills - was very good at reasoning skills they (50.1986, 230)

36 - Classification of linguistic concepts depend on language used in the compositions.

35 - identify sections that make up the concept of a particular language

3 - The level of teachers' performance - sample - in terms of where the practice of female teachers thinking skills necessary for teaching grammar for first grade students of secondary reasoning skills - he was good at one skill skills reasoning skills, namely: (32)

32 - Classification of examples and in accordance with the concept of the language to which it belongs

6 – Interpretation skill:

Table No. (13) follows the original frequencies, values (CHI2) and percentages, teacher performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar for first grade students general secondary .

Table (13)

the original frequencies , the values of (CHI2), and percentages, for teachers' performance levels - research sample - in terms of the extent to which teachers thinking skills that are necessary for teaching grammar to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%									
38		28.57	18	51.43	4	11.43	1	2.86	2	5.71	28.57
39		42.86	6	17.14	5	14.29	4	11.43	5	14.29	11.71
40	16	45.71	5	14.29	5	14.29	4	11.43	5	14.29	14.57
41		28.57	18	51.43	4	11.43	1	2.86	2	5.71	28.57
42		25.71	15	42.86	7	20.00	1	2.86	3	8.57	17.14
43		28.57	18	51.43	4	11.43	1	2.86	2	5.71	28.57
44		45.71	5	14.29	5	14.29	4	11.43	5	14.29	14.57
45		22.86	20	57.14	1	2.86	1	2.86	5	14.29	35.14
46		5.71	3	8.57	15	42.86	11	31.43	4	11.43	18.57

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28).

And this can be seen from Table No. (13) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases:

45, 38, 41, 43, 46, 42, 41.40, 39

This means the following:

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students in the skills of interpretation - was excellent in the skills of interpretation and they (40, 44, 39)

40 - to explain the exclusion of certain linguistic concept for reasons related to its linguistic honesty.

44 - Interpretation of relations between the words to each other in the syntax.

39 - To explain the exclusion of certain linguistic concept for reasons related to its linguistic honesty.

2 The level of teachers' performance sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students - the research sample was very good in the skills of interpretation and they (45, 38, 41, 43, 42)

45 - the interpretation of the exclusion of words not linguistic concepts in specific language structures

38 - to explain why there is the term linguistic concept in the example given.

41 - Linking Environment student linguistic and linguistic concept of Single.

43 - the reasons that led to the widespread use of the term concept for a particular language in linguistic attitudes

42 - explanations of grammatical errors when you use words the concept of a particular language in speech 0

3 - The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students - the research sample was good at one skill of interpretation skills, namely: (46)

46 - identify wrong interpretations of some words linguistic concepts in the examples

7 – Evaluating and judgment skills:

Table No. (14) follows the original frequencies, values (CHI2) and percentages, teacher performance levels - research sample - in terms of the extent to which teachers thinking skills necessary for teaching grammar for first grade students general secondary .

Table (14)

the original frequencies, the values of (CHI2), and percentages, for teachers' performance levels - research sample - in terms of the extent to which teachers thinking skills that are necessary for teaching grammar to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		CHI2
	Repetition	%									
47		2.86	2	5.71	19	42.29	8	22.86	5	11.43	30.00
48		51.43	10	28.57	4	11.43	2	5.71	1	2.86	28.57
49		52.71	20	57.14	1	2.86	1	2.86	4	5.71	36.29
50		57.14	8	22.86	5	11.43	1	2.86	1	2.86	35.14
51		42.86	6	17.14	5	11.43	4	5.71	5	11.43	11.71
52		45.71	5	11.43	5	11.43	4	5.71	1	2.86	14.57
53		5.71	3	8.57	15	42.86	11	31.43	4	5.71	18.57

If we go back to the table CHI2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach CHI2 to 9.488 even be statistically significant, and when 0.01 per must reach CHI2 to 13.277 even be statistically significant (28) .

And this can be seen from Table No. (14) previously described in this research as follows:

CHI2 statistically significant for each number of digits following phrases: (49, 50, 47, 48, 53, 52, 51)

This means the following:

1 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students in the skills of interpretation - was excellent in the skills of interpretation and they (50, 48, 52, 51)

50 - correct grammatical errors contained in the linguistic structures.

48 - Provide proof of the validity or accuracy of grammatical sentences in linguistic structures

52 - to defer judgment on the concept of grammar pronunciation know the syntax.

51 - Criteria for development and decision criteria for sentencing linguistic.

2 The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students - the research sample was very good in one skill of interpretation skills, namely: (49)

49 - observe the sequence and setting priorities in the installation or not

3 - The level of teachers' performance - sample - in terms of where the practice of teachers thinking skills necessary for teaching grammar to first year secondary students - the research sample was good in the skills of interpretation and they (49, 47)

53 - Choosing the correct expression of the proposed expressions to use words particular concept Grammar.

47 - Modify the syntax as required particular concept Grammar.

Table (15)

the mean scores of students experimental and control groups in the post stratification test.

Skill	Statistic al data	Number (N)	Average Arithmetic (M)	Deviation Standard (P) Deviation Standard (P)	The degree of freedom	Value (V) Tabulated		Value (V) Calculated	Value (V) Calculated Value (V) Calculated	Effect size
						0.05	0.01			
1-Skill of observation and description		35	1.30	0.71	34	2.03	2.72	14.477	0.05	0.921
			3.60	0.60						
2- Skill comparison and discrimination		35	0.72	0.99	34	2.03	2.72	15.045	0.05	0.940
			0.77	3.71						
3-Skill conclusion Skill conclusion		35	1.9	0.83	34	2.03	2.72	19.869	0.05	1.081
			6.9	1.21						
4-Reasoning skills		35	1.82	0.81	34	2.03	2.72	20.496	0.05	1098
			6.88	1.19						
5- Skill rating		35	1.9	0.70	34	2.03	2.72	15.445	0.05	0.953
			4.9	0.89						
6-Skill of interpretation		35	3.25	1.54	34	2.03	2.72	19.445	0.05	1.069
			9.25	0.95						
7-Calendar skill and judgment		35	4.05	1.6	34	2.03	2.72	16.692	0.05	0.990
			9.25	0.86						

There are significant differences between the mean scores of students experimental and control groups in the post stratification test thinking skills in favor of the experimental group.

Steps of the study:

This study goes try to answer her questions and in accordance with the following steps:

To answer the first question, which is: What thinking skills necessary to use the entrance to the relay in teaching grammar and writing to first year secondary

The researcher:

- (V) the previous survey of the literature in the field of search
- (W) the preparation of a preliminary list of thinking skills through reference to previous studies, references and specialists in this field.
- (C) Offer based on a set of arbitrators to determine the suitability of these skills in the teaching of linguistic structures for first grade students general secondary
- (D) the application of the list after reassuring to the sincerity and persistence on a sample search of supervisors, teachers and

Students sample:

To answer the second question, which is: How can the organization and using the entrance to the relay unit and setting priorities in the collection and the development of some thinking skills?

The unit is organized according to the following:

- 1 - Clear the previous literature, studies and research related to organizing units
 - 2 - building units in grammatical lessons planned first year secondary students using relay input and setting priorities in the achievement and the development of some thinking skills
- A - unit Thdidanoan.

- Determine the objectives of the unit.

C - determine the content of the unit (where topics are organized and some grammatical topics written expression)

D - determine the necessary teaching aids in the teaching of subjects unity.

E - define how to use the entrance to the relay in the teaching of these subjects.

- Test is designed to evaluate the understanding, thinking, and some thinking skills among students in first grade secondary public in understanding these issues and some grammatical topics written expression.

To answer the third question, which is: What is the effect of the use of the entrance to the relay and set priorities on the students' understanding (sample) of grammatical rules and structures established language for them?

A - The test is designed to measure achievement and understanding of linguistic structures and thinking skills and set scientifically then applied on tribal first year secondary students.

B - teaching unit using relay input and setting priorities.

C - test application Uday.

D - Maaljhalenta^٥j, Othalilha and interpretation and make recommendations and proposals.

In light of the procedures followed by the researcher: come to the following conclusions:

1 - There are significant differences between the original and duplicates duplicates expected between experimental and control groups in the pre and post two applications in Arabic language teachers (sample) in favor of the experimental group as shown in test Ka 2

2 - There are significant differences between the mean scores of students experimental and control groups in the post stratification test thinking skills for the experimental group.

Comment on the results of the study:

By reviewing the results of the previous study shows the following:

1 - succeeded teacher's guide using the relay and in the teaching of thinking skills as first grade students of secondary development Mehrat thinking among teachers; which reflected on the experimental group of students in the first grade of secondary

2 - booklet helped the student to understand and employ the relay and thinking skills in the collection of classes as students ABG pilot secondary grade students year

3 - Easy to deal with the relay and after thinking skills teachers them;, which had a positive impact on the understanding and use of the relay and thinking skills to students the experimental group of students in the first grade of secondary

4 - The study note card thinking skills necessary for teaching grammar entrance relay and setting priorities; to prepare a generation realizes walks of life

• Recommendations

In the light of what has been reached from the results of this research, it may be useful to provide the researcher the following recommendations and suggestions:

For curriculum makers and observers of the technicians (direct)

1 Based on the results that have been reached in the table (37) in this research researcher recommends reconsideration of the note card to follow the teachers in the skills of observation and description in the following sub-skills:

3 - identifying characteristics of the linguistic concept.

9 - Note the accuracy of the sentence, which includes rude to the concept of a particular language.

2 - Determine the functional meanings of words understood language.

7 - Note whether the sentence or phrase, is the word linguistic concept or word of his belongings.

4 - Get Changes in terms which belong to the concept of a particular linguistic.

5 - Get linguistic concept particles which make up ..

1 - Adjust the words linguistic concept contained in linguistic structures

2 Based on the results that have been reached in the table (38) in this research researcher recommends reconsideration of the note card to follow teachers in skills

Comparison and discrimination in the following sub-skills:

13 - Examples of configuration linguistic concept in modern linguistic contexts new.

12 - identifying inconsistencies between words concept uses linguistic language in attitudes

17 - Iron linguistic relationship between the concept and other linguistic concepts

14 - to determine whether the limits of the linguistic concept featured in the example or not.

10 - to clarify the differences between the Governors belong to a specific concept of a linguistic

11 - to distinguish between what the linguistic sense and what does not respect him.

16 - identify similarities between the concept of linguistic and related.

15 - determine relationships between words to each other within the framework of one sentence.

1 –A successful teacher's guide by using the sequencing in teaching of thinking skills for the first grade secondary students and development of the teachers' thinking skills. This was reflected on the experimental group of the first year secondary students.

2 -The booklet helped the student to understand and use thinking skills in the pilot group of classes first year secondary students.

3 –It is easy to deal with the sequencing and the thinking skills which had a positive impact on the understanding of the experimental group of the first year secondary students.

4 - The study of the observation sheet of the necessary thinking skills for teaching grammar and sequencing and priority identification approach is to prepare a generation realizes walks of life .

Recommendations and suggestions:

In the light of what has been found from the research results, it may be useful to provide the following recommendations and suggestions:

- For curriculum makers and observers of the technicians (supervision)

1 – Taking the sequencing and priority identification approach in consideration while writing books.

2- Paying their attention to focus on sequencing sides and to define priorities during their field visit to schools.

3-School books and curricula should include questions and educational activities focusing on sequencing sides.

- For the teacher

1 – Help the teacher to use thinking skills in teaching grammar.

2 - Provide the teacher with evaluating questions that develop students' thinking skills.

3 - Provide an opportunity for students to practice the educational activities that develop some thinking skills.

4 – Help them to understand the different learning styles and consider this in the teaching-learning process

5 - Prepare basic themes of the sequencing that the teacher focuses on in teaching the grammatical rules.

6 - Make the teaching process an interesting one and to be accomplished through participation and cooperation between them and the students.

7 – Reduce the emphasis on recitation process of the subject; because students enjoy various educational activities through which they can acquire the knowledge, skills and wanted attitudes.

8 –Increase the teacher's spirit and self-confidence, which are reflected positively on the performance of students and their various activities.

- For the students of the school

1 – Preparation of activities booklets for students focused on sequencing sides.

2 - Focusing on the main thinking sides in learning grammar courses.

3 - Training students on sequencing and priorities identification in understanding the language courses of the Arabic language branches.

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