The Effect of the Independent Learning Strategy on the Achievement of Grammar Subject for Students of the College of Islamic Sciences

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Abstract

The present analysis targets to recognize the influence of the separate teaching approach on the accomplishment of grammar for scholars of the College of Islamic Sciences. The target of attaining this target led the investigations developing the subsequent null theories: 1. No statistically substantial variance is happened at the consequence level of 0.05 between the mean scores of the scholars in the investigational category who learnt consistent with the separate learning approach and the mean scores of the scholars in the control category who learnt in the conventional method in the accomplishment test. 2. No statistically substantial variance has been observed at the consequence level of 0.05 in the mean differences between the scores of the pre-tests and post-tests in the accomplishment test among the scholars of the investigational assemblage. The present investigation was restrained to a sample of third-stage scholars in the Arabic Language Department at the College of Islamic Sciences, University of Baghdad, for the academic year 2022-2023 AD. The pre-test (separate learning) was utilized to the first-stage scholars in the department, who numbered (120) male and female scholars. They were allocated between two categories: an investigational category with (60) male and female scholars and a control category with (60) male and female scholars. The investigational category examined benefiting the separate learning approach, while the control category studied benefiting the conventional method. At the finish of the investigation, a t-test was utilized for two separate and interconnected samples. The outcomes presented what follows: 1. A statistically major variance was noticed between the mean scores of the investigational collection scholars who learned grammar based on the separate learning approach and the averages of the control category scholars who learned the same topic in the traditional manner in the post-test and in support of the investigational category. 2. A statistically substantial variance was recorded between the mean scores of the investigational category scholars who learned grammar consistent with the separate learning approach and the scores of the investigational category scholars in the pre-test and their scores in the post-test, and this requires higher accomplishment among the investigational category scholars.

Keywords: *Separate Learning, Accomplishment, Grammar.*

CHAPTER ONE

INTRODUCTION

Investigation Problem

The educational progression is based on the teacher and the student, the educational content and method, and the academic environment. It is a crucial necessity for decision-makers in educational institutions, universities, and colleges to keep pace with everything new in them. All components of the educational process and its development integrate to produce a student capable of keeping pace with the labor market. In order for association to become advanced, sophisticated educational trends depend on enhancing the teaching process by benefiting teaching methods that reflect on the student's performance and enhance his cognitive abilities, skills, uses, and attitudes by providing an effective and active educational environment to connect him to the external environment. Educational organizations must take care of this and pay attention to increasing the student's experiences for advancement in the educational process. Thus, universities must adopt a new visualization and different methods of teaching, in which roles are exchanged between the student and the university professor to provide an appropriate space for scholars to practice a set of tasks and activities, relying on themselves somewhat amethod from their teachers (Al-Qatawi & Al-Aidi, 2016). Among the basic

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philosophies are for the accomplishment of the education scheme, the beginner must be considered the focus and center of the educational process (Ghanem et al., 2020).

Informative institutions have tended to develop modern educational strategies that encourage obtaining information separately to raise their educational level. The hypothesis of separate learning emerged, which developed from active learning strategies, which help the student's independence, build his abilities, and participate in taking responsibility for learning and making his decisions, so the student develops a partner in the educational process and then influences the process of setting goals and choosing educational content. The teacher plays the role of a facilitator who keeps the conditions and meets the needs of the student (Alyan, 2016). Education is a fundamental pillar of human development (Hussain & Farhan, 2023)

The student's liberation for learning is not only in education but also in his role in cultural, social, and political matters. Being self-sufficient is not an easy matter. It needs a supportive environment from educational institutions that provides special skills and experience for the teacher, encourages the student to be separate, and bears responsibility for his learning. Scholars in Universities are in dire demand of them to learn separately by providing them with assistance and access to separate learning effectively (Obaid, 2020).

The educational curriculum established by universities and relied upon in teaching the Arabic language is still focused in terms of goals on the pure and rigid linguistic aspects, and the difficulty of the rules and evidence that lead to scholars' aversion and hatred of the topic, and this does not signify what scholars need to be qualified to learn the sciences of the Arabic language. The displays of the flaw of the Arabic language appeared clear, as it recorded our minds that the Arabic language is complex, compound, with many rules, with dissimilar opinions about it, which constitutes a significant obstacle and a primary thought for people's flaw in benefiting the language correctly and the extent of illiteracy, and the extent of colloquialism is one of the precise reasons for the weakness of the language (Ghanem et al., 2020). What is surprising is that the effort to overcome this problem is straightforward and slow, and there are many reasons for it. Today's grammar lesson should include studying the meanings of grammar and revealing what is behind its difficulty and complexity, which has dominated it and obscured many of its truths. Morality should be investigated. The spirit of its material and meaning is that it follows the path of Arabic in expressing ideas and feelings, precision, delicacy, luxury, and beauty (Al-Dulaimi, 2009).

The modern opinion believes that science is not only a dynamic, evolving body of knowledge, but rather, it is a human activity that does not know stability or stagnation and extends beyond that to the technique in which this information is learned. The definite value of knowledge remains in its capability to clarify phenomena and actions, and this can be realized by abstracting the proofs correspondences and their connection in the arrangement of scientific thoughts (Al-Tamimi & Ghanem, 2021).

The occurrence of weakness in grammar is perhaps the most complex of problems facing those responsible for teaching the Arabic language, especially at the university level, as grammatical rules have become one of the topics that scholars are alienated. Certainty, the hatred of a number of scholars for insignificant grammatical rules is the reason for their aversion to learning and studying the Arabic language and joining its departments in universities. Suppose we talk about the grammatical rules used. In that case, they are entirely far removed from the experience of contemporary linguistic use, as well as the educational material represented in several grammatical books does not take into account the reality of modern linguistic and grammatical studies, so the educational content has become merely examples and evidence of unknown poets, or their words are unknown or familiar, despite the loudness of the voices of development, which have not subsided, for more than two centuries (Ismail, 2013). Then, it has developed essential to use more practical and more progressive systems to harmonize the beginner, and in order to achieve a learner free from backwardness, who is self-assured in his information and cultural standard (Al-Tamimi & Ghanem, 2021).

From the above, the problem of the present investigation becomes clear by responding the subsequent inquiry:

What is the impact of the individual knowledge approach on the accomplishment of grammar among scholars of the College of Islamic Sciences?

Investigation Importance

Grammar dominants a prominent place in almost all languages, so much so that it is rare to find a language that is devoid of it. If a language is lacking of grammar despite its speech, its thought fades amethod, and it becomes ambiguous to those who decide or hear it. Moreover, for this aim, grammar becomes necessary because it represents speech in its movements and silences, in addition to its direct connection to the elements of the noun and verb and the temporal and spatial events related to them, and it has an influence. It is essential in maintaining the language from decay and corruption, as it preserves its authenticity and enables it to stand firm against other languages or different dialects (Taher, 2010).

Grammatical regulations are concepts that are more complex than the grammatical concepts themselves and include more than one concept, in addition to several relationships that govern the behavior of the concepts among themselves within the structure, which expresses a grammatical rule (Zayer & Samaa , 2013), and based on the interaction of language and society, as well as regulating the standards that govern a society's actual use of language (Farhan & Jassim, 2023).

The association between grammar and other branches of the Arabic language, including dictation, texts, reading, and expression, is close. As grammar is a means to a greater target, which is to straighten the tongue and control expression, and the modern trend in teaching grammar requires that it be taught in the error of language and literature (Al-Jaafra, 2014).

The features of linguistic and non-linguistic interaction can be traced back to clarity (be precise) and politeness (be polite) (Salim & Farhan, 2023).

The self-governing learning approach is unique essential effective strategies for effective learning, an example of which is where the learner becomes able to read books himself and write short stories while benefiting the explanatory methods he deems appropriate so that scholars become highly responsible and have a genuine request to fully concentrate when answering questions. Operating instructive investigation in accordance with the logical technique and what this needs of organizing reports in an prearranged conduct and organizing this investigation to colleagues in the classroom, in addition to participating in different educational competitions and preparing paradigms benefiting the available inhabitant environment or preparing determined educational developments constructed on the separate learning approach that gives scholars the chance to repeat self-learning and acquire their psychological skills in investigation, examination, and working in a team spirit. Among the extents in which the separate learning approach has emerged is the use of distance learning technology in education, as it is noted that the use of all technical systems is a continuous movement of progress. Information knowledge has now provided new educational platforms that reshape the method. Through which scholars study to access information across the world is constantly evolving (Alyan, 2016).

Consistent with the theory of the separate learning approach, self-learning is considered separate education. Self-learning is described as a process that aims to increase the student's ability to take responsibility for his learning, help him become a self-learner, whether under direct or indirect guidance, provide him with methods of thinking, and build positive attitudes towards separate learning, towards independence of mental work and allows Separate learning is the opportunity to develop investigation in front of the learner in the education process to develop his skills and abilities consistent with his speed and comprehension. Consistent with his time and power and through it, the student interacts with every educational situation positively. He is not a receptionist of information but rather a participant and collector of this information that smiles in its diversity and multiple sources, so the student controls and corrects the level of the material being learned. What is called skill does not allow the student to move on from the unit he started before confirming his mastery of it, which gives immediate reinforcement and feedback that the learner gets after taking tests or answering some questions through which the student verifies the extent of his mastery of the part he studied and the extent of his accomplishment to attain the goal and achieve the required level (Alyan, 2016).

Throughout the previous philosophies of separate learning, it is possible to develop skills for separate learning, such as the ability to communicate with others, coexists with them, innovate, be creative, encourage critical thinking and make appropriate decisions, develop the individual's sense of self-worth, adapt to changing circumstances, and make it a context in which learning or contributing to matters related to what a person

learns in the society in which he lives and his role in that. Self-determining education differs from direct education in the area of free access to the information that scholars possess. At the same time, they obey the separate education approach and the degree to which scholars judge the importance of the information, so the teacher becomes closer to a reference to verify the veracity of the information. Its substance is that the teacher is neither a source of information nor a guide to the education process, as mentioned previously, in distinction to direct education in which the teacher is one of the sources of education and the guide and reference for the method of obtaining information (Mota & Scott, 2014).

The self-directed and endless learning method is the essential feature of separate learning. The beginner is a method from his teacher and stands responsibility for his learning benefiting different visual, audio, and reading educational materials that suit the nature of the learners and their varying abilities when preparing them. The educational resources are transferred through different technological means, and the freedom of obtaining information leads to following various strategies and methods in the learner's self-teaching, as it is the focus of the education process and the factor influencing it. The function of the teacher in the separate education approach can usually be secondary. Succeeding this approach in education can result in the learner's understanding of the scientific material in a different method from his teacher's understanding of the material itself. Also, freedom of access to information means the presence of sharing of information and in the manner obtaining it, a category of learners can follow the same method or style, and they can refine the information they have among themselves without referring to the teacher (Alyan, 2016). University schooling is reflected the highest of the instructive pyramid in all republics of the planet, and the consequence of this category of schooling remains in that it performs a role. It is vital in offering society in all its subdivisions with high-quality people capable of managing and running these sectors efficiently (Al-Tamimi & Ghanem, 2021).

Additionally to all of the above, the consequence of the current investigation can be demonstrated through the subsequent:

1. Offering scholars with the opportunity to learn in new and effective methods and develop a more creative outlook in solving the problems they face in grammar.

2. Changing scholars into separate thinkers is a must these days.

3. The importance of the present investigation appears through its theoretical and applied importance because the importance of any investigation is usually evident in the extent to which it adds to knowledge from both the theoretical and applied aspects (Al-Kubaisi, 1995); in addition to the occurrence that the current investigation is the first analysis to the greatest of the investigators' information that includes the impact of a approach separate education in the acquisition of grammar, while the practical importance is evident in helping investigators' choose the most appropriate method of learning.

Investigation Objective and Assumptions

The recent investigation targets to recognize (the impact of the separate learning approach on the attainment of grammar for scholars of the College of Islamic Sciences). For the principle of achieving this goal, the investigators developed the subsequent null assumptions:

1. No statistically meaningful change has been observed at the consequence level (0.05) between the mean scores of the scholars in the investigational category who studied consistent with the separate learning approach and the mean scores of the scholars in the control category who learned in the conventional method in the accomplishment test.

2. No statistically significant variance has been noticed at the consequence level (0.05) in the mean differences between the scores of the pre-and post-tests in the accomplishment test among the scholars of the investigational category.

Investigation Limits

The present investigation is restrained to reviewing the topics of grammar in the College of Islamic Sciences / Department of Arabic Language at the University of Baghdad for the academic year 2022-2023 AD.

Definition of Terms

First: The influence linguistically: The impact linguistically: Ibn Manzur: "The impact is the residue of the thing, and the plural is athar and athaur. Moreover, I appeared in its wake, that is, after it. Moreover, the influence means moving: what remains of the drawing of the thing, and the impact: preserving the trace in the thing, and impact in the thing: leaving a trace in it." (Ibn Manzur , 2005).

Impact is a vocabulary defined by Ibrahim, 2009 AD: It is "the power of the factor that is the topic of the investigation to achieve a positive result, but if this result is not achieved and is not achieved, then the influence may be one of the direct causes of the occurrence of negative repercussions." (Ibrahim, , 2009)

Issa, 2012 AD described it as "a cognitive or psychomotor product that is generated as a result of human action, represented by the topic of the investigation and affected by it intentionally." (Issa, 2012)

The practical description of the influence: It is the total change that the separate learning approach causes among the investigation sample, the investigational category, and the control category as an outcome of their experience to the separate variable, and it is measured by the score that scholars obtain in the accomplishment test.

Second: Method

Muhammad and Majeed 1991 described it as: "a methodical and sequential sequence of steps in the teacher's teaching." (Muhammad & Majeed, 1991).

Al-Khawaldeh and others, 1995, expressed it as: "the category of movements and activities that the teacher uses when teaching." (Al-Khawaldeh & Others, 1995).

The routine definition is procedures for teaching grammar consistent with the stages identified in self-determining learning schemes and preparing instructive actions to grow the level of theoretical accomplishment in grammar.

Third: Separate Learning

As explained by Saadeh (2011), "The separate education approach is one of the strategies for effective, self-reliant education, as the learner relies on himself without seeking help from the teacher as a source of information. The learner examines for information about the scientific topic and what is related to it benefiting separate sources and with effort especially from the beginners" (Saadah, 2011).

As outlined by Holec (1981), "It is the learner's request and ability to assume responsibility, plan, apply, monitor and evaluate his learning process while performing various learning tasks" (Holec, 1981).

CHAPTER TWO

Theoretical Outline and Previous Studies

About Self-Governing Learning

Opinions That Explained Separate Learning

First, the Constructivist School

Separate learning is a band of varying degrees, which increases the complexity of the process of interpreting the concept and can vary depending on the context through which it is interpreted, as this context can change the learner's position on this continuum, which is something that must be taken into consideration when studying this concept.

In its explanation of the learning process, the constructivist school relies on the idea that learners must select and transfer complex information, acquire it as self-knowledge, and integrate it with their mental plans (Qi, 2012).

It is reflected that good learning happens as a result of self-learning and that one of the main pillars in proving separate learning is the personality building theory, which explains that separate learners are able to alter information processing processes to suit learning tasks and the importance of distinguishing between theoretical information and applied knowledge and that the constructivist theory of learning stresses the importance of the learner instead of the teacher by encouraging learners to develop their perceptions and find explanations to the problems they face in the learning progression. In addition, he emphasized that the constructivist school considers separate learning an internal ability of the learner, just like other cognitive concepts, tendencies, and varying abilities that affect the learning process as a whole; consistent with Independence, learning is an internal ability. There must be prospects that allow this ability to emerge. Then, separate learning can be progressed in the educational context or suppressed dependent on the descriptions of the educational context governing the learning process that the learner goes through. Dimensions of separate learning denote that there are dimensions of separate learning which are (Issa I. , 2019)

First: Learning supervision control refers to the cognitive factors and trends involved in planning, organizing, and evaluating the learning process, learning strategies, and procedural knowledge that can be learned and trained.

Second: Controlling cognitive processes, which mean scheming the cognitive competencies that result in the observed educational behavior, which is included in the dimension of previous learning management. It also includes consideration directed towards the primary and internal goals in the learning progression, conscious contemplation during the learning process, and awareness of the cognitive processes accompanying the learning process.

Third: Controlling the learning content, which denotes to what and how learning is, what the learner will learn, how the learning process occurs, and who will decide all of these matters?

He directs out that in conventional educational institutions with curricula and educational content previously updated by the relevant authorities, separate learning is the ability of learners to control methods that contain the substance and various methods of dealing with it in light of the goals set by the educational institutions (Benson, 2011).

Model (Littlewood, 1996)

(Littlewood, 1996) explains separate learning through a continuum of the learner's internal ability, which is divided into three levels that describe the level at which the learner makes a choice. These levels are:

First: The communicative level, and the beginner is able to make decisions related to employing learning content and choose appropriate strategies for communicating the meaning of learning with different situations and tasks.

Second: The level of learning, which denotes to the employment that is considered appropriate for learning strategies in its separate form.

Third: The personal level, in which the learner is able to make decisions regarding the learning process in a broader context through a personal learning context that is appropriate to the learner's needs. Concurring to this model consisting of the previous three levels, separate learning consists of three levels of ability, starting from the ability to make decisions related to the learning process and reaching autonomy and independence in life in general. Separate learning, as he indicates, means the learner enjoying a degree of independence. However, it does not require isolated learning isolated from the support of the teacher or the educational system. It represents cooperative learning approaches and strategies. Social is one of the most important types of strategies that the beginner, who has his personality, employs through knowledge of how to employ interactive relationships with peers and those around him with the aim of achieving more interactive learning as well as a source of cognitive input (Littlewood, 1996).

In addition, learning often appears through a social context, and this is at the spatial and temporal levels associated to the development of learning theories and methods and cognitive diversity. There are methods others who contribute either directly or indirectly in the learning process, and they also influence the decision-making process. All of the above invented a trend. In the field of applied studies in education to determine separate learning in the realistic educational context and measure learners' readiness for separate learning and its various levels among learners, despite the apparent difficulty of the matter, it indicates the possibility of computing separate learning as well as by measuring changes and differences between the functioning of the learners themselves, and the performance of learners to each other and the impact of various factors on separate learning, such as teaching materials (Littlewood, 1996).

Separate Learning Schemes

The self-governing learning process is considered one of the applicable procedures of functioning learning so that learners become highly responsible and have a genuine aspiration to completely concentrate when explaining grammar aerobics or operating educational investigation in accordance with the systematic process and what it needs of displaying information in an logical manner, and displaying this investigation to colleagues within the classroom, in addition to their participation in various educational activities, preparing paradigms benefiting the accessible inhabitant environment, or organizing determined educational projects, rely on the active learning approach, which delivers the opportunity for scholars to practice self-learning, acquire their psychological talents in investigation, investigation, and work in a team spirit.

Thus, the teacher should keep sufficient classes and appropriate times to practice separate learning by presenting the following matters, activities, and events:

1. Arranging or preparing purposeful, inclusive, and thorough trainings, actions, and proceedings in order for scholars to allocate with them.

2. Providing or generating a suitable learning atmosphere that inspires scholars' love of curiosity and exploration.

3. Gathering or offering distinct and appropriate instructive resources, including books, vocabularies, references, stories, bulletins, educational and systematic magazines, and different educational means.

4. Involving report together and working to employ it in scholars' daily lives.

5. Priming purposeful educational activities and giving appropriate homework assignments that take into account children's abilities and needs.

6. Promoting scholars to communicate themselves spontaneously and work to rise their linguistic knowledge with many and varied verses through purposeful educational involvements while serving them discover what they do not know.

In brief, scholars of all ages, specifically young ones, are in dire demand of learning separately, with the need to provide them with help and assistance from time to time for active and practical learning, individually or within categories, while emphasizing the importance of productive and positive cooperation, to prepare an atmosphere characterized by security, safety and non-threats, and the preparation of appropriate and enjoyable activities pointed towards the desired goal or goals, with the necessity of constant attention to scholars' feelings, needs, interests and inclinations (Saadah, 2011).

Separate Learning Skills

Brid (2009) suggests that separate learning requires the learner to possess a set of skills, such as:

1. The ability to connect effectively, be flexible, and keep up with the surrounding environment and the material and moral data it contains.

2. The ability to make assessments and manage information and knowledge resources.

3. The ability to be innovative and modern.

4. Realistic self-esteem and positive philosophy (Brid, 2009)

Pros of Separate Learning

Separate learning provides adequate freedom to acquire information from the learners, as there is no direct inspiration on the teacher, which guides to the learners' affection for examination and detection, and in turn, leads to examining for various informants and altered educational means, which creates the learner relate the report to each other and use that information in regular life and invest it in a explanation. The problematic he confronts and he frequently updates his data thoroughly. Among the positives of self-governing studying are the following:

1. **Flexibility:** Learners can better classify and schedule their time consistent with their personal and professional needs.

2. **Self-motivation:** Separate learning supports personal responsibility and self-motivation in learners.

3. **Diversity of media:** Separate learning admits learners to use a change of media and technologies to enhance the studying process.

4. **Encouraging critical thinking:** Separate learning keeps the ability to think critically, investigate, and analyze (Obaid, 2020).

Disadvantages of Separate Acquiring

In 1915 AD, (Barhoush, 2015) confirmed some of the drawbacks of separate education, such as the learner's lack of immediate feedback, this approach's lack of collaboration between the learner and the teacher, the necessity of expensive modern equipment and good communications network within this approach, the high cost of establishing the communications network and supporting it with the necessary equipment, and among the drawbacks. Separate learning:

1. Lack of guidance: Separate acquiring may lack guidance and close monitoring from teachers.

2. Poor social support: Some beginners who learn separately may feel isolated and lack social support.

3. Difficulty in organization: Separate learning involves good personal organization and time management ability.

4. Lack of precise evaluation: It may be exciting to determine evaluation criteria and progress in separate learning without direct counseling from the teacher (Barhoush, 2015).

Previous Studies

Rahman's Study 2016 AD

The analysis targeted to expose the effect of the separate learning approach on developing the reading comprehension skills of second-semester scholars in the STIBA program in Al-Raya. This study utilized quantitative investigation and the investigational method. To accomplish the purposes of the analysis, the investigator applies the reading comprehension test method, which tests reading skills, including literal comprehension skills (my literal understanding skill), deductive comprehension skills (my deductive understanding skill), critical comprehension skills (my critical understanding skills), and comprehension skills, linguistic skills (Fahmi Al-Tadzuki-Skills), and knowledge comprehension skills (my creative understanding skills). Tests were organized in the reading comprehension technique to understand the alteration between the investigational category and the control category. The analysis was requested on a sample of 30 female scholars in the second semester. The study sample was distributed among a category of 15 scholars who reviewed the separate learning approach and an investigational category of 15 scholars who studied consistent with the conventional method. The study reached the subsequent results: benefiting the separate learning approach has an impact on developing reading comprehension skills at Setiba Al-Raya School. Controlling the basic approach should be taken into account when preparing educational activities aimed at developing reading comprehension skills (Al-Rahman, 2016).

Obaid Analysis 2020 AD

The study targeted to recognize the character of the teaching staff in enhancing self-governing learning talents for university scholars - Palestine Technical University, Kadoorie, as a model from the purpose of view of the teaching staff and scholars at Palestine Technical University, Kadoorie - Ramallah Division. The individual of the teaching staff is identified consistent with the variables: gender, academic qualification, and job title. The role of scholars is described consistent with variables: gender, academic level, and place of residence. The investigator created two questionnaires, the first for the instruction staff, which consisted of (33) items. The study sample involved of (40) members of the teaching staff, who were chosen in a simple, arbitrary method. The second questionnaire was guided to the scholars and consisted of (26) items. The study sample entailed of (260) scholars. The outcomes presented that the responses of the faculty and scholars at Palestine Technical University, Kadoorie - Ramallah Branch, were moderate, with a percentage of 76.2. It also illustrated that there were no significant alterations in the opinions of faculty members regarding their role in enhancing separate learning skills for university scholars consistent with the variables of gender, educational qualification, and job title. It also showed that there were no significant variances in scholars' opinions of the function of faculty members in enhancing separate learning talents for university scholars consistent with the variables of gender and circumstance of residence. There were differences consistent with the academic level changeable between diploma and bachelor's degree scholars in support of bachelor's scholars. The study also presented a remarkable convergence between the opinions of faculty and scholars regarding improving self-governing learning skills, and the study advised the necessity of providing a sympathetic environment for fulfilling self-governing learning in universities (Obaid, 2020).

Analysis by Al-Milabi and Al-Zahrani, 2022 AD

The study aimed to recognize the impact of benefiting Google virtual classrooms on supporting separate learning amongst first-year secondary school scholars in Jeddah. The investigation obeyed the investigational method, and the analysis sample involved of (60) scholars from the first year of secondary school. The sample was distributed into two categories: a category that studied in the conventional method and numbered (30) scholars and a category that studied through Google virtual classes and numbered (30) scholars. To realize the objectives of the investigation, the investigator prepared a scale consisting of three axes (organizational support, procedural support, and cognitive support) to measure separate learning skills. The results specified that there was a statistically substantial variance at the level (0.01) between the mean scores of the investigational investigation sample in the pre-and post-functions of the separate learning support scale. Approving of the post-measurement, there are statistically significant variances at the level of (0.01) between the mean scores of the scholars of the investigational category who studied benefiting Google virtual classrooms, and the scores of the scholars of the control category who revised in the traditional approach in the post-application of the measure of supporting separate learning skills in support of the investigational category, which specifies that training scholars on Google virtual classrooms contributed positively to supporting their separate learning and training scholars on it had a significant impact on enhancing their skills in independence in choosing educational tasks or content. In light of the outcomes, a number of suggestions were reached that included general goals and procedural objectives. The various academic topics have objectives guided towards developing separate learning, training teachers on mechanisms and strategies that allow the learner's self-development and independence, to building the learner's personality in a method that allows him to keep pace with developments and the labor market (Al-Milabi & Al-Zahrani, 2022).

CHAPTER THREE

Investigation Procedure and Processes

The present chapter incorporates the investigation procedure and techniques in terms of selecting the suitable investigational design, defining the investigation variables, explaining the investigation population, its sample, and the technique of selecting it, the techniques for determining the pre-test and post-test, then expressing the tool utilized in this investigation, and the application techniques, as well as outlining the statistical evaluation

that was utilized to maintain the aims of investigation and test its hypotheses. The investigators obeyed the investigational method through which the investigation purposes can be attained by the succeeding steps:

First: Investigational Design

The investigators assumed the design that assumes the pre- and post-test for the two identical categories, the investigational and the control, and Table (1) shows the investigational scheme of the investigation.

Table 1. Investigational investigation design with pre-test and post-test for two equal categories.

Category	Test	Separate variable	Test	Dependent variable
Trail	Prior	Separate learning approach	Following	Accomplishment test
Tested	Prior	Normal method	Following	Accomplishment test

Second: The investigation population: The investigation community denotes the scholars of the College of Islamic Sciences at the University of Baghdad for the academic year (2022-2023), who number (4587) male and female scholars distributed including the scientific departments in the college.

Third: The investigation sample: The investigation sample was selected from the Arabic Language Department (third stage). The pre-test (the accomplishment test in grammar) was applied to all the third-stage scholars, numbering (120) male and female scholars in the Arabic Language Department. They were then distributed into two categories; the first was an investigational trial with a number of associates of (60) male and female scholars. The second was a control test with a number of associates of (60) male and female scholars.

Correspondence of the investigation categories: The investigators directed equivalence between the investigational and control categories in the categorical variables related to the traits and features of the investigational individuals before conducting it. These variables were governed depending on the outcomes of preceding analyses, which are:

The Chronological Age of Scholars Computed in Months

After presenting the t-test for consecutive phase computed in months between the investigational and control categories, the test outcomes were as they are in Table (2).

Table 2. T-test results for the mean consecutive phase between the trial and tested categories.

Category	Number	Mean	Standard deviation	T value Calculated	Tabulated	Consequence level (0.05)
Trail	60	241.6333	1.20685	1.083	1.976	No differences
Tested	60	241.4000	1.15274			

It is observed from Table (2) that the computed T value (1.083) is less than its tabulated value (1.976), which indicates that the alterations are not significant in the mean consecutive phase between the two categories.

Previous Accomplishment Scores in Grammar

This was approved by controlling a t-test for the average scores of the accomplishment test in the grammar topic.

Table 3. T-test results for the average scores of the accomplishment test in the grammar topic in the pre-test between the investigational and control categories.

Category	Number	Mean	Standard deviation	T value Calculated	Tabulated	Consequence level (0.05)
Trail	60	11.0000	0.82239	0.331	1.976	No differences
Tested	60	10.9500	0.83209			

It is observed from Table (3) that the computed T-value (0.331) is less than the tabulated value (1.976). Hence, there are no statistically significant differences in the scores on the accomplishment test grammar between the two categories. For this reason, equivalence was attained between them in the scores of the accomplishment test in grammar.

IQ Test

The investigators depended on the Raven intelligence test, as it is one of the tests that were consistent with the Iraqi conditions, to confirm the equality of the two investigation categories, as the test involved of sixty questions, which were allocated to scholars. The two investigation categories, investigational and control, were recorded at a rate of one point for each question, and Table (4) shows that.

Table 4. T-test outcomes for the mean IQ test records in the pre-test between the investigational and control categories.

Category	Number	Mean	Standard deviation	T value		Consequence level (0.05)
				Calculated	Tabulated	
Trail	60	27.1667	0.88618	0.620	1.976	No differences
Tested	60	27.0667	0.88042			

Internal and External Protection

The subsequent are action techniques to decrease the influence of these impacts, including:

Length of the experiment: The investigational was set to begin on Sunday, 11/6/2022 AD, and the investigational ended for the control and investigational category on Thursday, 12/20/2022 AD.

Extinction during the investigation: There was no case of student release in both the investigational and control categories.

Study topic: The two categories were educated the same scientific topic as part of the grammar vocabulary for the academic year 2022-2023 AD.

Topic professor: One of the investigators taught the investigational and control categories for the duration of the investigation also as not to assume the personal features of the teachers and the changes in teaching techniques.

The place where the investigational was performed: The investigational was related to the investigational and control categories in the College of Islamic Sciences/Arabic Language Department. Based on the above, the internal protection of the investigation investigational was attained, and the external safety was realized through the sample's representation of the investigation population.

Fourth: Identifying the scientific material: The investigators detected the scientific substantial that will be educated to the scholars of the investigation categories throughout the investigational in accordance with the terms of the prescribed curriculum.

Fifth: Preparing behavioral objectives: The investigators expressed (20) interactive purposes depending on the overall points and the substance of the subjects that will be considered in the experiment, arranged among the six levels in Bloom's cataloging (information, thoughtful, function, examination, creation, and assessment) to verify their legitimacy and fulfillment of the substance. The study material was denoted to a category of grammar specialists and experts. After analyzing the experts' replies, some of the objectives were altered based on the fraction of agreement approved by the investigators, which is (80%) of the authorities' agreement. Accordingly, the number of social goals in their final form became (20).

Sixth: Structuring an accomplishment test in the grammar topic: Since this investigation needed preparing a test to measure the accomplishment in the grammar topic for the scholars of the investigational and control category, the investigation sample, and because of the lack of a ready-made test appropriate for this investigation, the investigators arranged a test, based on the instructive subject of the study topic and characterized by honesty, consistency, and objectivity.

Preparing the test items: When formulating the test items, the investigators assumed objective paragraphs because they are characterized by objectivity in marking, are not influenced by the topic features of the grader, and are considered by honesty, stability, and comprehensiveness, as they were developed on scientific foundations, and their description enables them to cover the parts of the study material and its objectives. The investigators selected one of the following: Its categories are multiple choices because it is more familiar and widely utilized and decreases the guessing factor. The investigators formulated a test to compute the three levels of thought acquisition, and the number of test items became (20) items.

Arranging answer commands: Answer commands must be as well-defined and brief as workable and explain to the beginners what is needed of them, the method of verifying responses, and the time chosen for answering. The instructions for the test and how to respond it were verbalized, contributing an impression of the total number of items and the answer time. The time acquired to respond the test items was (35) minutes.

Instructions for modifying the test: I advanced a model response for the test items and allocated one point to the item indicating the accurate response, zero to the wrong response, and the items that were left out, and the ones that had more than one option, were treated as the wrong item, and the highest score the scholars achieved was (20) degree.

Investigation of Test Items

Statistical examination of test items: The reason of analyzing items is to enhance the superiority of the test by identifying weak items, re-analyzing them, and deleting unacceptable sections from them:

1. The item difficulty factor

2. The item differentiating factor.

To attain this, the subsequent techniques were obeyed:

1. Correcting scholars' responses.

2. Organize the scores in decedent order from the maximum grade to the lowest grade.

3- Select two categories of scores. The first category contains the scores of the scholars who obtained the maximum scores, and the second includes the scores of the scholars who obtained the minimum scores. The proportion of scores in the higher and lower categories should be 27% of the whole scores because it offers two categories with the best achievable size and differentiation. The idea of locating the difficulty factor of a section is to choose sections with proper difficulty and delete the extreme sections (very easy, complicated). After computing the difficulty factor for each paragraph, we observed that it values between (0.44-0.61) and Table (5) identifies:

Table 5. Difficulty factor for accomplishment test items.

No.	Difficulty factor	No.	Difficulty factor	No.	Difficulty factor	No.	Difficulty factor
1	0.61	6	0.43	11	0.44	16	0.56
2	0.45	7	0.56	12	0.51	17	0.46
3	0.50	8	0.56	13	0.50	18	0.44
4	0.61	9	0.49	14	0.45	19	0.59
5	0.44	10	0.47	15	0.58	20	0.54

Bloom designated that the test is counted good if the complexity of its paragraphs is between (0.20-0.80) (Bloom & Others, 1971). Once performing the differentiating coefficient equation, all values were more significant than (0.44), and Table (6) presents this:

Table 6. Differentiating coefficient for accomplishment test items.

No.	Differentiating factor	No.	Differentiating factor	No.	Differentiating factor	No.	Differentiating factor
1	0.41	6	0.38	11	0.45	16	0.41
2	0.51	7	0.44	12	0.32	17	0.88
3	0.46	8	0.37	13	0.42	18	0.39
4	0.56	9	0.39	14	0.36	19	0.36
5	0.48	10	0.34	15	0.58	20	0.45

From displaying the outcomes in Table (6), it is clear that all results are more than (0.30), and this is dependable with the standard found by Ebil, as he specifies that a paragraph is well differentiated if its differentiating power is (0.30) or more, so all paragraphs are characterized by the ability to differentiate among scholars.

Validity of the test: The greatest method to obtain evident validity is to report the scale items to a category of specialists and experts in tests and standards and take their estimations on the limit to which the scale items realize the characteristic to be computed. In the present investigation, the test articles were obtainable to a

category of professionals and specialists in appendix (2) for the idea of knowing their opinions. Regarding the rationality of the items, the test with all its items achieved expert agreement, with percentages varying between 80-100% for the items.

Scale Stability

Retest scheme: The investigators related the test to (60) male and female scholars from the third stage in the College of Islamic Sciences, and the time between the first and second requests was (15) days, as the time between the two requests should not be so long that the learner studies different subjects or they ignores subject they studied, and they are not short, so they retain the responses to the first scale, so the period ranges between (10-20) days, and this depends on the age of the scholar and the number of test inquires. Utilizing the Pearson correlation coefficient, the test reliability coefficient was discovered to be (0.82), which is a high-reliability coefficient.

Investigational Function

In applying the experiment, the investigators obeyed the following:

1. He started implementing the investigational on members of the two investigation categories on Sunday, 11/6/2022, by educating two hours per week to each category, and the teaching continued until Tuesday, 12/20/2022.

2. One of the investigators studied the two investigation categories. The investigators utilized separate learning approaches to teach the scholars of the investigational category and the conventional (standard) method to teach the scholars of the control category.

3. The accomplishment test was functional to the scholars of the investigational and control categories at the same time.

Statistical Methods

1. Pearson correlation coefficient: This method was utilized to quantify the reliability of the test benefiting the re-trail scheme.

2. Paragraph difficulty factor: This method was utilized to obtain complication factors for test items.

3. Item differentiate coefficient: To obtain the differentiating power coefficients for the test items

4. T-Test for two separate and associated samples: to compute the correspondence between two categories, investigation the variables, and also use it to test hypotheses.

CHAPTER FOUR

Demonstration and interpretation of results

Results identification

The first hypothesis: There is no statistically weighty variance at the level of consequence (0.05) between the average scores of the scholars in the investigational category that learnt depending on the separate learning approach and the mean scores of the scholars in the control category that studied in the conventional method in the accomplishment test. By associating the post-test for the two categories, it was found that the mean scores of the scholars in the investigational category reached (17.1167) with a standard deviation of (0.16318). In contrast, the mean number of the control category reached (12.7667) with a standard deviation of (0.72174). Employing the T-test for two separate samples to verify the consequence of the changes between these two averages, it was revealed that there were statistically weighty variances between the two categories, and Table (7) shows this:

Table 7. T-test outcomes for two separate samples in the post-accomplishment test.

Category	Number	Mean	Standard deviation	Degree of freedom	T value Calculated	Tabulated	Consequence level
Trail	60	17.1167	0.16318	118	35.579	1.976	0.05
Tested	60	12.7667	0.72174				

It is well-defined from Table (7) that the computed T-value (35.579) is greater than the tabulated T-value (1.976) with a degree of freedom (118) and at a consequence level (0.05), which proves that there is a statistically weighty variance between the average scores of scholars in the two investigation categories and support of the investigational category. Consequently, the null postulate is rejected, and the substitute hypothesis is accepted, which states that there is a statistically weighty difference between the average scores of the investigational category scholars who learned concurring to separate learning strategies and the average scores of the control category scholars who educated the same topic in the traditional approach in the post-test.

The second hypothesis: No statistically weighty change at the consequence level (0.05) in the mean changes between the scores of the pre-and post-tests in the accomplishment test among the scholars of the investigational category.

To prove this postulate, the T-test was utilized for two correlated samples to decide whether there was an accomplishment of well-formed notions amongst the scholars of the investigational category that was taught benefiting separate learning strategies. The mean changes between the scores of the category's scholars in the post-accomplishment test reached (18.1857) with a standard deviation. Its value is (0.72817), and the mean difference between the scores of scholars in a category in the pre-accomplishment test was (12.9714), with a standard deviation of (0.88418), and Table (8) shows this:

Table 8. Outcomes of the two-sample t-test for the pre- and post-application in the accomplishment test for the investigational category.

Category	Number	Mean	Standard deviation	Degree of freedom	T value Calculated	Tabulated	Consequence level
Trail	60	18.1857	0.72817	138	38.087	1.976	0.05
Tested	60	12.9714	0.88418				

It is well-defined from Table (8) that the computed T-value (38.087) is greater than the tabulated T-value (1.976) with a degree of freedom (118) and at a consequence level (0.05), indicating that the outcome is statistically weighty and in support of the post-test. Accordingly, the null postulate was excluded, and the substitute postulate was that there was a statistically weighty difference between the average scores of the investigational category scholars in the pre-application of the hypothesis attainment test and their mean scores in the post-application of the test. It identifies that separate learning schemes have an impact on accomplishment in the investigation procedures topic for the investigational category scholars.

CONCLUSIONS

In light of the outcomes of the current investigation, the investigators concluded the following:

Separate learning approaches have an impact on the accomplishment in grammar among the scholars of the investigational category, as they are one of the methods that supported the scholars' independence and positively affected their accomplishment in grammar.

The progression of employing separate learning strategies in teaching and paying attention might conduct a greater thoughtful of the substance of the academic topic.

RECOMMENDATIONS

Based on the outcomes of the present investigation, the investigators recommend the subsequent:

Benefiting separate learning approaches on higher samples and at distinctive ages and educational levels, starting from the major stage to the university stage.

The need for teachers to pay attention to separate learning schemes because they help scholars obtain the necessary knowledge and participate effectively in the classroom

The purposes of general and developmental academic topics must include strategies for separate learning.

SUGGESTIONS

Based on the outcomes of the present investigation, the investigators suggest the upcoming points:

Controlling investigations comparable to the present analysis on academic topics and other phases and for both genders.

Organizing extra surveys to determine the consequences of benefiting separate learning approaches on obtaining philological thoughts.

Performing a survey aimed to recognizing the difficulties scholars face in separate learning.

Performing a survey on the association of separate learning alongside extra variables represented by thoughtful types.

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