

**An-Najah National University**

**Faculty of Graduate Studies**

**The Effectiveness of Using Open Ended Questions on  
Improving Seventh Graders' Motivation and Achievement in  
Reading Comprehension from the Perspectives of English  
Language Teachers in Qalqilia District.**

**By**

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the Degree of Master in Methods of Teaching English Language,  
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## **Dedication**

I dedicate this work to:

To my mother who nourishes my way in life and offers respect, sympathy  
and advice

To my father who gives me his life to achieve my dreams.

To my wife who is largest source of happiness, inspiration and peace.

To my brothers, sisters, uncles, friends, cousins and colleagues

To the Palestinian martyrs

To anyone who reads and appreciates this thesis

## الإقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

**The Effectiveness of Using Open Ended Questions on Improving  
Seventh Graders' Motivation and Achievement in Reading  
Comprehension from the Perspectives of English language  
Teachers District**

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## Declaration

The work provided in this thesis is the researcher's own work, and has not  
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**Ahmad Awad**

**Abstract**

This study aimed to investigate the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district by using a descriptive study. The study came to examine the effectiveness of using open-ended questions on the following variables:(gender, qualification, years of experience, training sessions and specialization) from the perspectives of English language teachers. The study population consisted of all teachers of English who taught at Qalqilia governorate schools during in the scholastic year 2018-2019. The researcher used four tools which were (12) classroom observation, interview, questionnaire and reading comprehension exams.

After examining the collected data by using means, T-test and one way ANOVA, the researcher found out that the results of the classroom observations were harmonious with results of the questionnaire, interviews, and reading comprehension exams. The afore-mentioned results showed that teachers' specialization and gender influenced positively towards using open-ended questions in the classroom. Moreover, experience and training sessions demonstrated that the teachers of English who had longer training

sessions and more experience had the power to use open - ended questions than other teachers of less training sessions and fewer years of experience . The findings of the questionnaire showed that the total degree of effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension was (4.13) which clarified that students have strong tendency to learn English language through using open-ended questions. The findings of classroom observation were as the following: Students' performance of those who were engaged in the second and third week was more than those the first week. That meant learners needed enough time to be familiar with the strategy of asking open-ended questions.

The outcomes of the independent variables were as the following: there were no statistical significant differences at ( $\alpha=0.05$ ) of the effectiveness of using open ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district attributed to the variables of qualification, specialization, gender, training courses and years of experience. The results of the study showed that the majority of the students and teachers had a strong tendency to use open-ended questions in the classroom. Accordingly, the researcher advised English language teachers to apply open-ended questions as an essential part in the educational process in order to motivate students to interact enthusiastically with questions, remove shyness and develop their personality. Moreover, the researcher recommended Palestinian curriculum designers to set up

training courses for enabling teacher how to pose-open ended questions that motivate students' performance and give them a chance to create convincing answers and responses. Finally, researchers are recommended to clarify the importance of using open-ended questions in the shape of enhancing students' abilities to write meaningful answers and construct their self-confidence.

## **Chapter One**

### **Introduction and Theoretical Background**

#### **1.1. Introduction**

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##### **1.2.1 What is the Importance of Using Effective Questions in Learning?**

##### **1.2.2. What are the Types of Questions according to Levels ?**

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## **Chapter One**

### **Introduction and Theoretical Background**

#### **1. Introduction**

Susan Farrel (2016) stated that asking the question is one of the most important techniques that measure students' comprehension within instructional content. Questions consist of two basic types which are open-ended questions and closed-ended questions. In this research, the emphasis is placed on open-ended questions. He emphasized that open-ended questions are defined as a linguistic form that can be used for eliciting information and they begin with "WH" questions like What...?How...? and Why...?. Basically, open ended questions are used in the instructional field to improve student's ability in critical thinking skills to give various answers and several responses. Moreover, Epstein,(2003) remarked that open-ended questions are considered as fundamental pillars that play an important role for activating the knowledge or background of the students. Foddy (1993) found out that using open-ended questions gives students the opportunity to expand and exchange their own knowledge with other people. Without using open-ended questions, students are going to be unenthusiastic and inactive towards the educational process. In this field, Crespo (2003) said that there should be appropriateness in the way of asking questions, and they must be based on the educational objectives and students' levels and prior knowledge.

Learning by using open-ended questions is an integral part of the teaching of materials, in other words, if open ended-questions are used in the way of enhancing the mental processes, students become able to gain the instructional content in a good way. The use of pen-ended questions has a positive impact on the students' performance. For example, Attali and Powers (2010) placed the great emphasis on the significance of open-ended question that functions as feedback on the correctness of students' answers to open-ended questions, then students are likely to be familiar with mistakes and avoid them in the future. Therefore, open ended questions require knowledgeable and intelligent students in the classroom. These questions require students to pursue a systematic process by relating ideas to each other in order to answer the questions correctly.

Gorry (2011) explained that open-ended questions are originally rooted in Socratic questioning. In other words, Socratic approach enables students to think critically by placing great emphasis on the way of thinking and students are asked to slow down and examine their own mental processes. Socratic questioning gives students the chance to construct their knowledge with classmates, and this approach enables learners to exchange their ideas or concepts with other interlocutors about different topics. Besides, Ball and Brewer (2000) said that open-ended questions can be achieved in oral communication or written form. In oral form, students are likely to improve their oral proficiency and self-confidence. As a result, classroom discussion involves effective questions that activate discussion and oral communication. Socratic method recommends teacher and students to



create formal discussion or dialogue in the shape of circles, as a result, the main goal of using this strategy is to test students' background and forcing them to learn what is important in instructional content by using open-ended questions. Scaltases (1990) found out that Socratic questioning can be applied in terms of dialogue. This approach asks the speaker to examine the underlying criteria for accomplishing Socratic dialogue. To construct knowledge and experiences, students should be exposed to open-ended questions. In written form, learners are given several texts including open-ended questions to check their own critical thinking skills through understanding the text and providing convincing responses.

Additionally, Armstrong (2010) stated that motivation is a significant term that must be included in appropriate circumstances in the classroom. Motivation is a force or power where its function is to achieve observable and measurable goals. In other words, this abstract concept can be seen as a fuel that gives students a good stimulation to be sociable and initiative. To achieve this point, Dessier (2003) emphasized on rewards and positive expression shouldn't be ignored for attracting student's attention. In schools, teachers always look for dynamic methods to activate the student's motivation. For example, open-ended questions stimulate students' critical thinking skills because they are asked to give good responses. Students who have a low level of motivation can't deal with conditions of the classroom, curriculum and barriers of the education consistently and systematically. Motivation has a strong rapport with traditional method and active method, majority of the teachers have a strong tendency to use

educational games, technology or effective strategies for arousing students' energy and power in order to make them as good members in the classroom. On the other hand, the traditional way is an undesirable strategy because it makes students frustrated and bored. Due to the above-mentioned points, students are in need of stimulating their minds in order to accomplish tasks and works in an active way and activating their roles to make the classroom more dynamic.

There is a strong relationship between social constructivism and open-ended questions. Social constructivism greatly concentrates on students' potentials in problem solving and drawing conclusions. In addition, Social constructivism consists of interaction or oral discussion that develops the personality of the students in real-life situations, and also knowledge or background can be improved and activated in accordance with effective strategies. To develop the above - mentioned points, Koc and Demirel (2008) clarified that social constructivism can be useful for students in high-level knowledge and intellectual abilities as critical thinking. In other words, sociable students are likely to generate unlimited responses towards open-ended questions, then students are likely to build their ideas and concepts effectively and appropriately. As a result, Fosnot (1996) assured that cultural and social aspects play an important role in the way of building and constructing knowledge. Fer and Cirik (2007) remarked that social constructivism greatly concentrates on interaction and social connections which assist the learner to apply knowledge for answering the questions in real-life situations. In social studies classes,

Tarman and Acun (2010) concluded that students have a great opportunity to gain culture, knowledge, and information through the social environment that basically involves posing questions.

In the English language, Van den Broek and Espin (2012) assured that reading comprehension is considered as the basic skill for enabling students to get vocabulary and knowledge. In other words, reading comprehension basically refers to cognitive processes that enhance students' mental processes about the text. In reading comprehension, Yavanoff, Dusebery, Alonzo, and Tindal (2005) stated that students can advance effectively from the stage of learning to the main goal of reading useful contents. English language learners should be exposed to different types of the texts in order to help them to understand main idea of the text.

In conclusion, in the educational framework, the teacher is described as a facilitator and guide who is responsible for formulating open-ended questions that require the process of testing, conceptualizing and simplifying the information instead of using closed-ended questions that ask students to answer "Yes/No" questions. Moreover, open-ended questions are an integral part that plays an important role in motivating and energizing the performance of the learners in classroom and create oral communication between teachers and students, and also they reinforce rapport between students and teachers in the classroom. The aforementioned aspects develop the personality of learners in the instructional process. No one can deny the significance of using open-ended questions in the teaching and learning process. Closed-ended

questions, students aren't likely to experience useful information and place them in depth of understanding, so active questions must be open to help learners to create unlimited answers or responses. Finally, open-ended questions should be brief and clear which means using simple words must be taken in consideration when the teacher starts to write questions on papers and they should be free of grammatical mistakes, then students become capable of understanding questions without any difficulties.

## **1.2. Theoretical Background:**

### **1.2.1. What is the Importance of Using Open-Ended Questions in Learning?**

Morgan and Saxton (1991) stressed the importance of using open-ended questions on the teaching process and clarified reasons for posing effective questions by the teacher in the classroom. In other words, teachers pose questions for different reasons. First, posing an open-ended question keeps students actively interested in the classroom, and it allows them to express their ideas or opinions and hear some interpretations from classmates in the classroom. Teachers ask many open-ended questions to evaluate and check the student's understanding. Using open- questions grants students to use knowledge and experience to create understanding.

### **1.2.2. What are the Types of Questions According to Students' thinking level?**

Ghazali's (1998) indicated that most of the teachers have problems in the way of using the domain of questions (low-high level thinking, convergent, divergent inferential and literal questions). Low-high level thinking questions refer to the low cognitive processes such as memorization ideas, information and facts and they are very beneficial for students who don't have enough information and need to deal with easy questions before moving to critical thinking. Moreover, convergent and literal questions are low level. In other words, literal questions require the reader to recall knowledge directly from the content, and also convergent questions deal with complex information, logic facts, and abstract ideas. For example, "who wrote the play, Hamlet?". On the other hand, divergent and inferential questions belong to high-level thinking. Inferential questions ask the reader to use their prior knowledge and background for comprehending text, and divergent questions are open-ended that require a variety of responses and wide opinions.

### **1.2.3. What are the Categories of Open-Ended Questions?**

In the area of fundamental classifications of open-ended questions. Moor (1995) remarked that open-ended questions are classified into four basic categories: factual, empirical, productive, and evaluative. Factual and empirical questions are considered low-level while evaluative and productive are high level. Good and Brophy (2003) said that factual

questions require the reader to find out an answer to the question and the answer is drawn directly from the instructional text. Moreover, Brown and Moor (2001) stated that empirical questions involve the way of observing and recalling the facts, in other words, students are in need of analysis instructional content in order to provide good answers, and also Moor (1995) identified that Productive questions are open-ended questions with unlimited responses and require students to think critically and creatively to give an appropriate responses due to well-organized context while Kauchak and Eggen (1998) concluded that evaluative questions require students to make judgment depending on some criteria.

#### **1.2.4. What are the Strategies and techniques of Questioning?**

Davis and Caram (2005) showed some strategies and techniques for questioning supervised by the teacher. An effective question is formulated clearly and carefully by using simple words to enable students to perceive the questions very well. Using a suitable level of questioning which is based on students' capabilities and needs is another strategy that activates students' role in the classroom, and also questioning strategy involves avoiding ambiguous questions that require yes or no answers because they make students more confused and hesitant. Another strategy that can be used by the teacher which is creating dialogue or formal conversations between students for exchanging their own ideas and knowledge.

### **1.2.5. What are the Characteristics of Open- Ended Questions?**

Morgan and saxton (1991) focused on norms of good questions that play an important role in activating students' minds in the educational framework. They said that there are characteristics of good questions. In other words, good questions are clear and brief where students can comprehend questions for giving responses. They are challenging and give students the chance to think critically and creatively, and active questions address students' feelings and thoughts for helping them to express their persuasions and opinions. Good questions create formal discussions between speakers in the classroom and they should be within students' capabilities and give students enough time to produce unlimited responses.

### **1.2.6. How can Open-Ended Questions be Used in the Instructional Process by the Teacher?**

Ayuduray and Jacobs (1997) placed great emphasis on the responsibility of teachers to deal with questions in a good way, there are several teachers' duties for managing effective questions in the classroom. Teachers should be flexible by giving students the opportunity to ask teachers some questions, and also they should give students a chance to interact with each other in the shape of discussion. Teachers need to make students more aware that their ideas and knowledge can be valued.

### **1.2.7. What are the Principles of Open-Ended Questions?**

Richard and L.Loughlin (1991) offered several guidelines which develop strategies of questioning. First, thought-provoking and factual questions are balanced. Encouraging long answers and unlimited responses that are accomplished by using mental processes. They placed great emphasis on critical thinking skills by asking "why?", "How?", "Compare or contrast?" Moreover, questions are distributed to all students including non-volunteers where students should be an active members of responding to some questions. It is very essential to encourage students to comment on their classmates' answers and allow students sufficient time to think and speak. Making sure that students are good listeners to some questions. In other words, students need to listen to some questions accurately in order to write well -organized answers. In large classes, students have the right to listen to questions and answers repeated several times by the teachers.

### **1.2.8. What are the Differences between Closed -Ended Questions and Open-Ended Questions?**

Michael R Hyman and Jeremy J .Sierra (2016) remarked that closed-ended questions require quick and short responses. Students don't need great efforts or critical thinking for answering these questions. In the use of closed ended questions, students don't have the opportunity to communicate with their teachers and classmates for exchanging ideas and giving some points of view, then communication skills are minimized in real-life situations. Closed-ended questions don't test students' potentials in



the way of analyzing and comprehending the instructional content in accordance with their attitudes and perceptions. On the other hand, open-ended questions require students to provide a broad range of responses. Students are in need of answering questions creatively by critical thinking. By using open-ended questions, students' oral proficiency is reinforced when they are asked to interact with their teachers and classmates

The researcher's study placed great emphasis on the significance of using open-ended questions in the instructional field. Therefore, this strategy has a positive effect on improving student's motivation and achievement. By using open-ended questions, teachers became as facilitators and managers in the classroom. In other words, the teachers were competent in terms of formulating questions that attract students' attention and reinforces their mental processes. The use of open-ended questions was the core of the educational framework by which students have preparation to think critically and creatively. It gave students the opportunity to construct vocabulary and develop their own perceptions towards different topics. Due to using open-ended questions, learners became capable of providing points of view that reflect their critical thinking abilities, then students improved their own self-confidence in this activity. This study was the academic core that should be used in the classroom because it brought many advantages and benefits to the instructional context.

### **1.3. Statement of the problem**

According to the researcher, he observed that students were bored and inactive in the classroom because they weren't exposed to useful questions that make them enthusiastic and energetic. So, the traditional way which doesn't involve learning by using open-ended is a major reason for making students uncomfortable and inactive. To overcome this problem, the researcher conducts this study for helping students to be more dynamic and able to produce unlimited responses towards open-ended questions.

### **1.4. Objectives of the study**

This study aims to investigate the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district.

### **1.5. Questions of the study**

**There are four questions of the study:**

1\_What is the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district?

2\_Are there statistically significant differences at ( $\alpha=0.05$ ) in the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district due to the

variables of gender, academic qualification, experience, training sessions ,and specialization?

3\_ Are there statistically significant differences at ( $\alpha = 0.05$ ) in the effectiveness of using open- ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district due to period of time (weeks) ?

4. Are there statistically significant differences at ( $\alpha = 0.05$ ) in the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district due to reading comprehension exams?

### **1.6. Significance of the study**

Although there are many analytical studies that are concerned with general questions, but they are still inadequate. Due to the importance of open-ended questions in a flipping classroom atmosphere, the researcher conducts this study for enhancing or motivating students' performance in order to think critically and creatively and giving students the opportunity to learn the material at their own pace which maximizes the teaching and learning process. Open-ended questions basically reflect teachers' practice when they are trying to impart the information and knowledge and help students to be stuck with some instructions through answering questions. By using questions, the teachers can integrate reading comprehension with

questions. As a result, posing questions that require a high-level of thinking develop the personality of the learners, especially when they are required to persuade other people by giving their own points of view.

### **1.7. Limitations of the study**

There are four basic limitations which are taken into consideration in this study:

1. Locative limitation: This study was performed at governmental schools in Qalqilia district.
2. Time limitations: This study was carried out during the first and second semester of the scholastic year 2018 – 2019.
3. Human limitation: The sample of the study consisted of 53 English language teachers at Qalqilia district.
4. Topical limitation: To enhance the effectiveness of using open-ended questions on improving students' motivation of seventh graders and achievement in reading comprehension from teachers' perspectives at Qalqilia district.

### **1.8. Definition of Terms**

In this study, there are theoretical and operational definitions for each term:

Open ended questions are a linguistic form that begins with “WH” questions where they require more than single words, several responses or

unlimited answers, so they are unlike questions that require “yes or no” answers. Open-ended questions usually are used to encourage students to produce deep expressions and ideas and enhance their own critical thinking. (Susan Farrel, 2016)

The operational definition is a statement that asks respondents to answer some questions based on their own knowledge, beliefs, understanding, and feeling due to text. It involves “WH” questions such as what, how, why... where. Open-ended questions measure student's critical thinking and give students the chance to unlimited responses.

Motivation is an abstract concept that involves the act of stimulating interest, enthusiasm, and concentration of the students. It can be defined as the enjoyment of academic learning that is characterized by curiosity, dynamism, and energy (Gottfried,1990), and also motivation is basically associated with some terms such as paying attention, monitoring, and activation. (Turner,1995)

The operational definition: It is a desire or force which enables students to accomplish the observable and measurable objectives. It is the act of energizing students' competence in order to get the desired goals.

Achievement: is a way of accomplishing tasks, assignment and works by using great efforts, skills, and experiences. Achievement basically has psychological characteristics that can be improved by the social environment. (Roda.2003)

The operational Definition: It basically refers to the capabilities of the students to adapt to instructional difficulties, learn academic content, perform better and achieve the desired goals.

Reading comprehension: is the systematic process of analyzing the words or constructing meaning to understand text critically (Durkin,1993). Reading comprehension basically refers to cognitive processes that enhance students' mental processes about the text. (Van den Broek and Espin ,2012)

The operational Definition: It refers to students' potential to conceptualize or understand every single word from the text. In reading comprehension, students are in need of associating their knowledge and feeling with ideas of the text in order to comprehend the content in an active way .

Seventh graders: is the seventh of the scholastic year. Students are usually 12 to 13 years of age. Seventh graders are a sample of the study and taught by asking open-ended about the actual texts through reading comprehension. (Collins English Dictionary).

## **1.9. Summary**

This chapter provided a general overview of the thesis. In fact, it gave an interpretation on the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension, the advantages of using open-ended questions in the teaching process, a statement of the research problem, objective, questions,

significance and limitations of the study. Finally, key terms were defined in the research.

## **Chapter Two**

### **Literature Review**

#### **2.1. Introduction**

**2.2. Studies that are related to the importance of using active open-ended questions in the instructional process.**

**2.3. Studies related to motivation and achievement due to open-ended questions**

**2.4. Studies that are related to the importance of using reading comprehension due to open-ended questions**

#### **2.5. Summary**



## **Chapter Two**

### **Literature Review**

#### **2. Literature Review**

##### **2.1. Introduction**

In this part, the researcher summarizes some previous studies that support the effectiveness of using open-ended questions on improving students' motivation and achievement in reading comprehension. This part consists of three basic titles. First, studies that are related to the importance of using active open-ended questions in the instructional process. Second, studies related to motivation and achievement due to open-ended questions. Third, studies that are related to the importance of using reading comprehension due to open ended questions. These studies demonstrate the effectiveness of using open-ended questions on enhancing students' mental processes. In other words, this study places a great emphasis on the role of the students in making the classroom more dynamic and exciting. This point can be achieved by the teacher's competence in using open-ended questions.

##### **2.2. Studies that are Related to the Importance of Using Open-Ended Questions in the Instructional Process:**

In the area of classroom management by using active questions, Waterhouse (1990) remarked that questioning strategy is very helpful and gives male and female teachers chance to set up and manage large groups,

then teachers have a great opportunity to construct and formulate open-ended questions in an active way. He concluded that teaching by using open-ended questions can be carried out in the shape of group work for enabling students to participate in a comfortable classroom. Students become capable of being active members if they are put under the strategy and comfortable environment.

McNamara (1994) placed great emphasis on speaking ability. Oral communication or discussion is considered a fundamental pillar that gives students the chance to get self-confidence. They stated that the art of questioning gives students a chance to express their points of view orally, and also, the use of questioning should involve various aims or purposes that maximize the potential of the students in the classroom. So, listing different purposes in the questioning skills can be so beneficial to students' abilities.

Kauchak and Eggen, (1998) absolutely talked about teacher's use of oral questioning in the group. As a result, all male and female teachers have a strong tendency to apply this strategy in the classroom. There are two basic purposes of using oral questioning in the classroom. Oral questioning is used to check student's understanding. Besides, it is essential for posing brief and clear questions (free from typical errors). Thus, this technique enhances cooperation between students by handing out oral questions in a group.

Another study that focused on situating experimental study, there are lots of experimental studies that confirmed advantage of using open-ended questions on motivating students' performance. For example, Smith and Gall (2000) carried out an experimental study on the experimental group and control group by using active questions, after that they found out that there were many major differences between the two groups, and the performance of the experimental group was better than the control group towards the questions.

Wilén (2001) stressed on the importance of using the questioning techniques in the instructional field. Questioning skill plays an important role of arousing students' interaction, learning and thinking, whereas (Perrott,1990) remarked that low-level questions absolutely discourages and frustrates high – thinking process between learners, they kill creativity and productivity of something related to topics. It is very important to use questions that enable participants to be well-educated

In the area of the significance of improving questioning strategies, It's very necessary to develop skills of posing open-ended questions. In other words, the teachers should consider on what type of questions and how it affects the learner's brain. For example, Brown (2001) overstressed on constructing qualitative questions that have great influences on the knowledge or background of the students. The teachers should be trained enough to construct well-organized questions by training sessions.

Another advantage of using open-ended questions in the educational process. For example, Moyer and Milewicz (2002) found out that effective questions play an important role of examining knowledge of the teachers about instructional content and how well the learner processes or analyzes information. So, teachers' proficiency is connected with years of experience. The researchers confirmed that years of experience played an important role in making instructors more qualified to use strategies in real-life situations.

In the area of the questioning dimensions, there are three types of questions that can be utilized in the environmental classroom. First, Good and Brophy (2003) identified academic questions that are basically connected with the content of the lesson. Second, Wragg and Brown (2001) remarked that non-academic questions are used for management rather than eliciting answers from student's minds, for example, the teacher asks "Do you agree? ". Finally, Harrop and Swinson (2003) said that pseudo questions are used when the teacher asks a question to the learners then they give an answer to the question. The researchers recommended to connect open-ended questions with the above mentioned questions for teaching material systematically.

In addition, Rowell and Ebbers (2004) remarked that asking questions allows students to express a sophisticated level of judgment on ideas or concepts, and learners need to evaluate and criticize data for looking for the most important keywords that give an aesthetic way to answers. As a result, the process of criticizing and conceptualizing data enhances the creativity

and productivity of the students and gives them the chance to activate and construct knowledge or background. On the other hand, the researchers showed certain studies that don't support the use of questions in the classroom. For example, (McNeil,2010) concluded that the use of specific questions basically belongs to a lower-cognitive level that requires students to memorize information many times and recall concepts or ideas without engaging in the dimension of deep understanding or analyzing of the instructional content. In this point, the way of using questions become inactive methods that don't address students mental process and forces them to try to store information in short-term memory. Walsh and Sattes (2005) remarked that open-ended questions are used to provide something related to the way of constructing concepts. For example, all teachers require students to elaborate, analyze and clarify their ideas. On the other hand, Moor (1995) stated that some teachers should ask specific questions that don't give students opportunities to produce unfixed opinions or unlimited responses towards argumentative questions. These questions can be described as low-level questions that don't challenge capabilities of the learners for generating some useful answers.

Moreover, the question is a useful technique that forces students to relate and connect ideas or concepts with each other for giving an ideal answer. Vogler (2005) remarked that learners are charged to invest the way of understanding and connecting ideas to provide a reasonable response. This point clearly helps students to develop their critical thinking and

cognitive growth through conceptualizing and constructing information, and then students are likely to give logical and unlimited answers.

In the role of using Bloom's Taxonomy to form questions according to different types of levels. Some teachers have a strong tendency to write questions due to Bloom Taxonomy. It's very important to focus on analysis and synthesis levels when teachers want to write some questions because they are more advanced and place student's in-depth interpretations and formal discussion. Erginer (2008) basically concentrated on the cognitive domain because it involves the reinforcement of the intellectual capabilities which requires the way of recognizing certain facts and recalling or mentioning logical information. As a result, the aforementioned experts claimed that questions should be part of the cognitive domain.

Messy (2008) discussed the clear difference between closed-ended questions and open-ended questions. Closed-ended questions concentrate on conceptual knowledge which refers to facts, ideas, and dates. On the other hand, open-ended questions are associated with concrete information in accordance with a high level of mental processes. As a result, the researcher found out that open-ended questions have many responses involving different main concepts and complicated sentences while closed-ended questions contain short answers like single words and few words.

Moreover, Anderson and Krathwohl (2001). indicated that the main goal of using Bloom Taxonomy is to test and check cognitive categories of questions that should be asked to students in the social environment, and

also they remarked that asking a set of good questions is an effective technique and has a great impact on the student's performance regardless of years of experience.

In the area of comparison between open-ended questions and closed-ended questions. Rothstein and Santana (2011) said that open-ended question focuses on critical thinking that is higher on Bloom taxonomy as opposed to the closed-ended question that is categorized under a low cognitive domain. As a result, in the use of open-ended questions, students are required to provide many thoughtful responses.

This study points out the great importance of using an effective question and its role in the way of placing students in a deeper level of understanding or eliciting their own ideas towards argumentative questions. For example, Adedoyin (2010) stated that questions are an essential part that makes the student more engaged in instructional content. In other words, students are likely to be exposed with an advanced level of decoding, analyzing and comprehending of the materials when the teacher asks students smart questions.

Brog and Zuell (2012) stated that there is a big difference between unsatisfied respondents and satisfied respondents in accordance with open-ended questions. In other words, satisfied respondents don't have a strong tendency to answer open-ended questions whereas unsatisfied respondents are more likely to formulate their own answers towards open-ended

questions and they need to express ideas and concepts to satisfy their desires and needs.

### **2.3. Studies that Match Motivation and Achievement with Open-Ended Questions:**

In the area of motivating students' potential in the educational process, Crasser and MaCHanen (1993) remarked that student questioning is a vital part that forces students to seek facts and fill gaps of the knowledge. Students sometimes need to satisfy their own desires by seeking out knowledge and facts, then students are likely to be more motivated to be a good member of the classroom. Beside, Smyth (2009) remarked that respondents can be motivated if they have a valuable chance to read a text and answer the questions that require unlimited responses and ideas.

According to the social determination "theory of Rayan and Deci"(2002) found out that intrinsic motivation will be reinforced if the students are able to perceive their competence and autonomy in the instructional process. In other words, Scardamalia and Bereiter (1991) claimed that it is very necessary for the students to learn how to ask important questions in the classroom because it fosters students' motivation and enhances their self-confidence.

Elouchukwa (2001) stated that there was a strong relationship between teachers' capability in the way of asking open-ended questions and academic achievement of the students. He revealed that the instructional



processes deal with facts, beliefs, knowledge, and skills that are taught by the teachers to their students by asking many open-ended questions. He stated that teachers' oral proficiency is associated with how much students can acquire fundamental elements of the instructional content, then students' achievement is completed when they are tested. Finally, he assured that teachers' academic field whether method or literature don't have a great influence on teachers' potentials because they can apply strategy in the classroom without any problems.

Dessier (2003) stated that teachers always look for dynamic methods to activate the student's motivation. Students who have a low level of motivation, they aren't likely able to deal with conditions of the classroom, curriculum, and barriers of learning. He assured that teachers' responsibility must be taken into consideration to enable students who have a low level of motivation to adapt to responding to open-ended questions gradually.

Bangbade (2004) revealed that teachers' characteristics have a strong rapport with the academic achievement of the students. Teachers' personality consists of strong personality, background of the subject matter, good human and oral proficiency. In other words, teachers who possess these attributes can help the students to achieve their goal through learning ideas from the subject matter and responding to many active questions. On the other hand, teachers who don't possess the above-mentioned attributes, teachers are not likely to perform the educational tasks according to systematic steps. He added that teachers whether they are specialized in the

field of literature or methods showed that all students are engaged in the learning process as they can express their points of view and ideas.

In the area of the relationship between motivation and open-ended question. Open-ended questions have a positive impact on arousing student's motivation. For example, Yan (2006) remarked that open-ended questions can be described as motivational instruments that energize the student's mental processes by challenging their own critical thinking. He stated that students always look for opportunities that motivate and activate their own mental processes to interpret, analyze and create an ideal response towards different good questions.

There is a strong relationship between questions and motivation. Motivation is a significant term that must be included in appropriate circumstances in the classroom. Motivation is a force or power where its function is to achieve observable and measurable goals. In other words, by using active questions, students will be more fueled, Armstong (2010) described motivation as a fuel that gives the students a good stimulation to be sociable and initiative. In schools, teachers always look for dynamic methods to activate student's motivation. Students who have a high level of motivation, they are likely able to deal with conditions of the classroom, curriculum and barriers of the education consistently and systematically.

Gilakjani, Leong ,and Sabouri (2012) remarked that students don't have the motivation for learning second learning in accordance with different reasons. First, students don't experience the input of the second

language daily. Therefore, They are likely to be unfamiliar with the language, and also Students are exposed to practice the language in real-life situations, then the students aren't able to deal with questions effectively if they don't have knowledge about the second language.

#### **2.4. Studies that are Related to the Importance of Using Reading Comprehension due to open-ended questions:**

Langer (1990) basically talked about reading comprehension strategies. In order to get enough information, readers need to correlate their own background with ideas from the text to step into the vision of the author. Therefore, the readers use their beliefs and lives to understand the content of the text, and then they will be able to interact with different types of questions.

Mikulecky and Jeffries (1996) emphasized reading techniques that enable the reader to understand the content of the text without great efforts. For example, when the readers have one question to answer due to text, they don't need to decode every single word for responding to this question, so they need to read specific words that can answer this question. Teachers are responsible to train students to read and look for some words that may answer questions.

In the area of the relationship between the vocabulary and reading comprehension, Berg, Cressman and Pfanz, T (2006) placed great emphasis on the importance of using the vocabulary within reading strategies. In other words, vocabulary improves the proficiency of the students when

they need to understand the main idea of the text and answer the questions in a good way.

The area of application of inferring strategy in reading comprehension, NRP(2000) stated that role of the teacher is to train students to use inferring strategy for drawing conclusions when they start to read the passage. Inferring is associated with reading between lines, so students are in need of using their own knowledge and background to draw conclusions.

Additionally, Alder (2001) concluded that reading comprehension requires students not only responding to active questions but also summarizing the text. The summary is a process of determining what is essential and important in the content, and then students will be able to differentiate main ideas from other unnecessary components.

Another study that confirms the importance of using reading strategy, Duke and Pearson ( 2002) concluded that reading skill increases students' perception or interest, and also the actual text gives students the opportunity to make predictions about the texts and improves students' perception for responding to several open-ended questions. Without actual texts, students will never be able to expand their own beliefs, background, knowledge and interest.

In the area of using prior knowledge and experience due to reading strategy. Block and Israel (2005) found out active readers are able to use their experiences and knowledge to make expectations and form ideas

towards well-organized texts, then they easily will decode the letters and understand the main concepts correctly. Moreover, Rowe (2005) remarked that there are many studies that clarify the significance of using reading strategy in the classroom. For example, students who don't have prior knowledge and background will find difficulty in the way of comprehending the texts and answering the questions.

Wasik and Colleagues (2006) trained teachers to pose the open-ended question and concentrated on intangible language skills such as conceptualizing, analyzing and deducing through the reading of storybook. The results offered that students in the experimental classroom involved with conversational aspects, and also they elaborated and illustrated on their own beliefs, ideas, and feelings due to reading of the instructional content. At the end of the year, students in the experimental classroom were better than students in the classroom on both expressive and receptive language tests.

Another reading strategy that should be taken into consideration is the way of guessing difficult words. Prichard (2008) stated that the reader encounters many words which are so ambiguous to understand. In other words, the reader can decipher or guess the meaning of unknown vocabulary by the context without depending on the dictionary if they find complex words. Students must be trained on how to decode unknown words in order to understand the main idea of the topic, then they will be able to answer active questions.

Depending on the previous literature review, all the aforementioned studies related to open-ended questions and its relationship with motivation and achievement offered students' preparation toward the educational field. The researchers such as Brog and Zuell (2012), Adedoyin (2010), Rothstein and Santana, (2011) Smyth (2009), Senses,(2008) McHill and Dunkin,(2008), Massy et al (2008), Erginer, (2008) Vogler (2005), Walsh and Sattes (2005 ), Rowell and Ebbers (2004), Moyer and Milewicz (2002), Good and Brophy (2003), Wragg and Brown( 2001), Harrop and Swinson ( 2003), Brown (2001), Wilen (2001), Smith and Gall (2000), McNamara (1994),Gilakjani ,Leong and Sabouri (2012) Armstorng (2010), Yan (2006), Bangbade (2004) Dessier (2003), "theory of Rayan and Deci"(2002), Scardamalia and Bereiter (1992) Crasser and MacHanen (1993), Prichard (2008), Wasilk and colleagues (2006), Best and Rowe (2005), Block and Israel, (2005) Duke and Pearson,( 2005) Alder, (2001) NRP,(2000) Berg Cressman and Pfanz (1998) Mikulecky and Jeffries (1996) were harmonious. They offered that teachers and students were prepared to learn through using open ended questions in the instructional process. On the other hand, (Perrott, 1990), Moore(1995) and (McNeil,2010) don't agree with using open ended questions in the classroom. According to this study, the researcher found out that open-ended questions have a positive impact on the male and female students' performance. He came to fill the gap and invented new ideas to teach students through open-ended questions. In other words, creativity critical thinking, well-organized responses towards open-ended questions were taken into consideration in this study.

## **2.5. Summary**

In conclusion, there many previous studies that clarify the positive effectiveness of open-ended questions for teaching students the diverse subjects for many decades. This chapter emphasizes the positive effectiveness of using open-ended questions for enabling students to think critically and produce wide answers. Some studies basically focused on the significance of using effective questions which activate students' minds and give them the opportunity to employ facts, data, and knowledge in the real-life situation through answering some questions. Therefore, the current study comes to fill the gap and invent a new idea to teach students by using open-ended questions. This can be achieved by investigating the effectiveness of using open-ended questions on improving seventh graders' motivation and their achievements in reading comprehension.

## **Chapter Three**

### **Methodology and Procedures**

#### **3. Introduction**

##### **3.1. Research Methodology**

##### **3.2. Study Population and Sample**

##### **3.3. Instrumentation**

##### **3.4. Credibility**

##### **3.5. Reliability**

##### **3.6. Research Procedures**

##### **3.7. Statistical processing**

##### **3.8. Study Variables**

##### **3.9. Statistical Analysis**

##### **3.10. Summary**



## **Chapter Three**

### **Methodology and Procedures**

#### **3. Introduction**

This chapter deals with the study method, population and sample, tool, credibility, reliability, variables, procedures, and statistical processes.

In order to achieve the purposes of the study, it was used surveying, descriptive and analytic methods.

#### **3.1. Research Methodology**

The researcher followed a descriptive study in order to achieve the main objective of the study and answer the research questions. This research was described by the application of two research approaches classified into four tools.

The first tool was the questionnaire, which is quantitative, and was distributed among teachers of English while the other three tools were qualitative like teachers' observation inside the classroom, interview and reading comprehension exam.

### 3.2. Study Population and Sample

The study population consisted of all teachers of English for the seventh graders at Qalqilia district during the scholastic year 2018-2019. The study sample consisted of all male and female English language teachers who were chosen randomly. Table (1) shows the number and distribution of the study sample.

**Table (1): The distribution of the study sample (Teachers)**

Variable	Classification	Frequency	Percentage
<b>Gender</b>	Male	21	39.6
	Female	32	60.4
<b>Qualification</b>	B.A	42	79.2
	M.A	11	20.8
<b>Experience</b>	Less than 5 years	15	28.3
	5-10 years	15	28.3
	More than 10 years	23	43.4
<b>Training sessions</b>	1-3	18	34.0
	4-6	14	26.4
	More	21	39.6
<b>Specialization</b>	Literature	30	56.6
	Methods	23	43.4
<b>Total</b>		53	100.0

Table 1 showed the distribution of the study sample according to the variable of respondent

### 3.3. Instrumentation

To obtain information about effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from English language teachers' points of view.

Here are details about the tools used by the researcher:

### **A) A questionnaire**

The questionnaire consisted of (21) items and an introductory paragraph which aimed to help sample of the study to respond frankly to the study questions. The researcher distributed it among teachers of the English language who taught at Qalqilia schools. The researcher utilized a Likerts' 5 point scale to evaluate the agreement level with items in the questionnaire:

- Very high = with means that range between 4-5.
- High = with means that range between 3.5 – 3.99
- Moderate = with means that range between 3 – 3.49
- Low = with means that range between 2.25 – 2.99
- Very low = with means that range between 1.0 – 2.49

### **B) Classroom observation**

The researcher designed criteria depending on the activities from students' books and additional readings from different resources to observe respondents' performance by using open-ended questions. The classroom observations consisted of (22) items. The researcher observed the performance of the students during the lessons which lasted three weeks.

### **C) Interview**

The researcher interviewed (4) English language teachers who were chosen randomly from different schools at Qalqilia district. The interview included (5) open-ended questions that were related to the study mainly and teachers of English were required to answer the questions about the study. The interviews were formulated by the researcher who met each one separately at school. Each interview lasted for (20-30) minutes.

### **D) Reading comprehension exams**

The researcher designed reading comprehension exams which consisted of three levels (Simple, Moderate and Complex). The reading comprehension exams contained five open-ended questions and distributed to male and female students from different schools at Qalqilia district. The researcher observed the performance of the students during the exams which lasted three weeks.

The scores of responses to each item were calculated according to a five-point Likert scale as the following :

1. Teachers' tool: Excellent =5 points, Very Good=4 points, Good = 3, Medium = 2 points and weak = 1 point.
2. Students' tool: (Classroom Observation) strongly agree=5 points, agree=4 points, Medium = 3, disagree = 2 points and strongly disagree = 1 point.

3. Thematic analyses for the teachers' interview.
4. Ten marks for the reading comprehension exam.

### 3.4. Credibility

In order to determine the credibility of the study, the study tools were submitted to a jury in the field of TEFL at An- Najah National University. They suggested some modifications which were taken into consideration in the new copy of the questionnaire.

### 3.5. Reliability

It was tested by using Cronbach Alpha formula. The following tables show the results.

**Table (2): The results of Cronbach Alpha formula of the study tool ( Teachers' questionnaire )**

Questionnaire	Items	Chronapach Alpha
Teachers' tool	20	88.4

Table 2 showed the result for the teachers' tool (88.4). This result was good and acceptable for conducting the study.

**Table (3): The results of Cronbach Alpha formula of Classroom observation**

Classroom observation	Items	Chronapach Alpha
First week	22	91.2
Second week	22	88.0
Third week	22	62.7
Total	22	93.6

Table 3 revealed the highest result was for the first week (91.2 ) while the lowest was for third week (62.7). The total result was (93.6).These results were acceptable for the study purposes.

### **3.6. Procedures**

The study has been made according to the following procedure in order to collect data for this study:

- Consultation meetings were held with the supervisor of the research before the beginning of the research to formulate some instructions and guidelines for applying the research. The title of the study was acceptable by the supervisor.
- Obtaining agreement from the supervisor of the research and the Deanship of Graduate Studies at An-Najah National University for applying the study.
- Identifying a sample of the study: all teachers of English and students from Qalqilia intermediate Boy' and Girls' school.
- Taking approval from the education directorate in Qalqilia in order to distribute the questionnaires and make the interviews with English language teachers at Qalqilia district.
- Distributing of the (53) questionnaire, conducting (12) classroom observations lasted for three weeks, interviewing the teachers and conducting three reading comprehension exams with three levels( simple, moderate and complex).

- Gathering the questionnaire, class observations and the interviews.
- Statistically processing data by using the Statistical Package for Social Science (SPSS).

### **3.7. Statistical Processing**

After gathering the responses, they have been codified, entered the computer and statically processed by using the statistical package for social science (SPSS)

The statistical procedures used in the study were:

- Frequencies, means, standard deviations and percentages.
- Independent Sample t- test .
- One Way ANOVA test.
- Post Hoc (LSD) of Multiple Comparison test.
- Paired t- test to compare the scores of the three exams
- Cronbach Alpha formula.

### **3.8. Variables of the study**

The study consisted of the following variables:

#### **Independent variables of the study**

**These variables are:**

1. Gender: a. Male b. female.
2. Qualification: a. B.A b. M.A c. Others
3. Experience: a. 1-5 b. 6-10 c. More
4. Training Sessions: a.1-3 b.4-6 c. More
5. Specialization: a. English literature b. Methods of teaching English

#### **Dependent variables:**

The degree of the domain students' roles and achievements.

### **3.9. Statistical Analysis**

In order to treat the data, the (SPSS) Statistical packages for social Science have been used by these statistical treatments.

- 1- Using Independent Sample I- test.
- 2- Using One Way ANOVA
- 3- Applying Cronbach alpha to find out the reliability of the questionnaire.



### **3.10. Summary**

In this chapter, the researcher determined the research methodology, study population and sample due to variables of the study. Besides, instrumentation, credibility, reliability, research methodology, as well as statistical analysis, were interpreted.

## **Chapter Four**

### **Results of the study**

#### **4. Introduction**

##### **4.1. Results of the study**

###### **4.1.2. Results Related to the First Questions**

###### **4.1.3. Classroom Observation**

##### **4.2. Results Related to the Second Question**

###### **4.2.1. Results of the First Hypothesis**

###### **4.2.2. Results of the Second Hypothesis**

###### **4.2.3. Results of the Third Hypothesis**

###### **4.2.4. Results of the Fourth Hypothesis**

###### **4.2.5. Results of the Fifth Hypothesis**

###### **4.2.6. Results of the Sixth Hypothesis**

##### **4.3. Results of the Interview**

##### **4.4. Results of the Reading Comprehension Exams**

##### **4.5. Summary**

## **Chapter Four**

### **Results of the study**

#### **4. Introduction**

This chapter deals with the results of the study taken from the study tools: the questionnaire, classroom observation, interview, and reading comprehension exams. The results were classified as follow:

1. the results of the major question.
2. the results of the hypotheses of the study
3. the results of the interviews
4. the results of reading comprehension exams.

#### **4.1. Results of the study**

This study aims to investigate the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district. To achieve this objective, the researcher used four basic study instruments where were (a questionnaire, classroom observation, interview and reading comprehension exams), the results were as follow:

#### 4.1.2. Results Related to the First Question: "What is the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers?"

Fifty-three male and female teachers answered the questionnaire items about the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension as shown in table (4).

**Table (4): Means, Standard Deviations, Percentages and Estimation Level for the teachers of according to the Mean of the questionnaire**

No .	No . in the questioner	Item	Mean	standard deviations	Percentage	Estimation Level
I think that open ended questions ...						
1.	2	increase students' interaction in the classroom	4.33	0.61	86.6	Very High
2.	1	enable the students to elicit particular structures or vocabulary items	4.30	0.46	86.0	Very High
3.	9	enable teachers to check students' understanding	4.28	0.66	85.6	Very High
4.	15	provide an opportunity for pupils to assimilate and reflect upon information	4.26	0.52	85.2	Very High
5.	19	pay attention on a particular issue or concept	4.24	0.73	84.8	Very High
6.	16	encourage student to participate and interact in a lesson conversations	4.22	0.72	84.4	Very High
7.	13	give students opportunity to express their ideas and feelings	4.22	0.69	84.4	Very High
8.	17	help students produce longer and more syntactical complex responses	4.16	0.72	83.2	Very High

9.	11	give students more freedom to learn language	4.15	0.88	83.0	Very High
10.	3	develop an active approach for learning	4.13	0.55	82.6	Very High
11.	10	create motivation and resulting in greater active participation in lessons	4.13	0.65	82.6	Very High
12.	4	stimulate and maintain students' interest	4.13	0.76	82.6	Very High
13	12	encourage students to think and focus on the content of the lesson	4.11	0.77	82.2	Very High
14	7	stimulate pupils to ask questions themselves and others	4.09	0.76	81.8	Very High
15.	5	enable a student to clarify what a teacher has said	4.09	0.71	81.8	Very High
16.	14	help both teacher and student to exchange more ideas in English classroom.	4.05	0.71	81.0	Very High
17.	20	enhance students' skills like problem solving	4.01	0.74	80.2	Very High
18.	6	shift students from boring school to new methods of learning	3.98	1.00	79.6	High
19.	8	diagnose specific difficulties inhibiting student learning	3.96	0.85	79.2	High
20.	16	enable lower level language learners to participate	3.84	0.90	78.8	High
Total			4.13	0.39	82.6	Very High

Table (4) pointed out that the total degree of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district was (4.13) which suggested very high level of perception. The highest mean was given to the item (Open-ended questions increase students' interaction in the classroom) which scored (4.33w). On the other hand, The lowest percentage was given to the item (Open-ended questions enable lower-level language learners to interact and participate) which scored (3.84).

Table (4) pointed out that the total degree of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district was (4.13) which suggested very high level of perception. The highest mean was given to the item (Open-ended questions increase students' interaction in the classroom) which scored (4.33w). On the other hand, The lowest percentage was given to the item (Open-ended questions enable lower-level language learners to interact and participate) which scored (3.84).

#### **4.1.3. Classroom Observation**

To answer the items of the rubrics, means, standard deviations, percentages and estimation level. Classroom observations were divided into three weeks. The researcher built classroom observations to emphasize the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia. The means were transformed to percentages in accordance with the following scale:

- More than 80.0 : Very High
- From 70-79.9 : High
- From 60-69.9 : Medium
- From 50-59.9 : Low
- Less than 50 : Very Low

The following tables showed the study results according to the items classroom observations:

**Table (5) Means, Standard Deviations, Percentages and Estimation Level according to the Means of the First Week Observation**

No .	No . in the questioner	Item	Mean	standard deviations	Percentage	Estimation Level
Do you think open-ended questions help learners to						
1.	1	participate actively in the classroom oral and written exams	4.50	0.57	90.0	Very High
2.	16	share ideas about answers	4.25	0.95	85.0	Very High
3.	7	display enthusiasm about English language reading comprehension topics	4.25	0.50	85.0	Very High
4.	3	express excitement in reading comprehension activities	4.25	0.50	85.0	Very High
5.	2	appear to be happy in the English language class when understand the text	4.25	0.50	80.0	Very High
6.	17	interact positively with the subject	4.00	0.81	80.0	Very High
7.	13	answer creatively	4.00	0.81	80.0	Very High
8.	11	act differently in reading comprehension activities	4.00	0.00	80.0	Very High
9.	10	make use of information sources when directed by teacher	4.00	0.00	80.0	Very High
10 .	9	do extra work in their own	4.00	0.81	80.0	Very High
11 .	6	respond seriously when they are asked about reading comprehension activities	4.00	0.00	80.0	Very High
12 .	4	stay on task and complete assignments without being bored	4.00	0.00	80.0	Very High
13 .	22	answer without fear of being wrong	3.75	0.50	75.0	High
14 .	21	have an ample room to answer freely	3.75	0.50	75.0	High
15 .	14	ask questions and volunteers give answer	3.75	0.50	75.0	High
16 .	8	involve in active learning tasks about reading comprehension activities.	3.75	0.50	75.0	High
17 .	5	remove their shyness in the classroom reading comprehension activities	3.75	0.50	75.0	High
18 .	20	eradicate their writing mistakes	3.50	1.00	70.0	High

19	19	develop their linguistic competence	3.50	1.00	70.0	High
20	18	ask questions which reflect creativity	3.50	1.00	70.0	High
21	15	reach reading comprehension information independently	3.50	0.57	70.0	High
22	12	work independently	3.50	0.57	70.0	High
Total degree of the first teachers' perspectives ( First week observation)			3.89	0.36	77.8	High

Table (5) indicated that the total degree of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district for the (First-week observation) was (3.89) which suggested high level of positive attitudes. The highest mean was given to the item (Learners participate actively in the classroom oral and written exams) which scored ( 4.50). On the other hand, The lowest percentage was given to the item (Learners work independently ) which scored (3.50). This indicates that students still needed to be encouraged and supported by the teacher's material and strategy.

**Table (6): Means, Standard Deviations ,Percentages and Estimation Level according to the Means of the Second Week Observation**

No .	No . in the questioner	Item	Mean	standard deviations	Percentage	Estimation Level
Do you think open-ended questions help learners to						
1.	18	ask questions which reflect creativity	4.75	0.50	95.0	Very High
2.	16	share ideas about answers	4.75	0.50	95.0	Very High
3.	1	participate actively in the classroom oral and written exams	4.75	0.50	95.0	Very High
4.	17	interact positively with the subject	4.50	0.57	90.0	Very High
5.	6	respond seriously when they are asked about reading comprehension activities	4.50	0.57	90.0	Very High
6.	2	appear to be happy in the English language class when understand the text	4.50	0.57	90.0	Very High



7.	22	answer without fear of being wrong	4.25	0.50	85.0	Very High
8.	21	have an ample room to answer freely	4.25	0.50	85.0	Very High
9.	11	act differently in reading comprehension activities	4.25	0.95	85.0	Very High
10.	8	involve in active learning tasks about reading comprehension activities	4.25	0.50	85.0	Very High
11.	4	stay on task and complete assignments without being bored	4.25	0.50	85.0	Very High
12.	3	express excitement in reading comprehension activities	4.25	0.50	85.0	Very High
13.	20	eradicate their writing mistakes	4.00	0.00	80.0	Very High
14.	19	develop their linguistic competence	4.00	0.00	80.0	Very High
15.	15	reach reading comprehension information independently	4.00	.81	80.0	Very High
16.	14	ask questions and volunteers give answer	4.00	0.81	80.0	Very High
17.	12	work independently	4.00	1.15	80.0	Very High
18.	10	make use of information sources when directed by teacher	4.00	0.81	80.0	Very High
19.	9	to do extra work in their own	4.00	0.81	80.0	Very High
20.	7	display enthusiasm about English language reading comprehension topics	4.00	0.00	80.0	Very High
21.	5	remove their shyness in the classroom reading comprehension activities	3.75	0.50	75.0	High
22.	13	answer creatively	3.50	1.29	75.0	High
Total degree of the second teachers' perspectives ( Second week observation)			4.20	0.34	84.0	Very High

Table (5) showed that the total degree of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district for the (Second-week observation ) was (4.20) which suggested very high level of positive attitudes towards using open-ended questions in the classroom. The highest mean was given to the item (Learners answer questions which reflect creativity) which scored (4.75). This showed that using open-ended questions gave students the chance to formulate well-organized answers in different situations. On the other hand, The lowest percentage was given to the item (Learners answer creatively ) which scored (3.50).

**Table (7): Means, Standard Deviations, Percentages and Estimation Level in Descending order according to the Means of the Third Week**

No .	No . in the questioner	Item	Mean	standard deviations	Percentage	Estimation Level
Do you think open-ended questions help learners to						
1.	20	eradicate their writing mistakes.	5.00	0.00	100.0	Very High
2.	13	answer creatively	5.00	0.00	100.0	Very High
3.	12	work independently	5.00	0.00	100.0	Very High
4.	11	act differently in reading comprehension activities	5.00	0.00	100.0	Very High
5.	1	participate actively in the classroom oral and written exams	5.00	0.00	100.0	Very High
6.	22	answer without fear of being wrong.	4.75	0.50	95.0	Very High
7.	21	have an ample room to answer freely	4.75	0.50	95.0	Very High
8.	17	interact positively with the subject	4.75	0.50	95.0	Very High
9.	10	make use of information sources when directed by teacher.	4.75	0.50	95.0	Very High
10	8	involve in active learning tasks about reading comprehension activities.	4.75	0.50	95.0	Very High
11	5	remove their shyness in the classroom reading comprehension activities	4.75	0.50	95.0	Very High
12	4	stay on task and complete assignments without being bored	4.75	0.50	95.0	Very High
13	2	appear to be happy in the English language class when understand the text	4.75	0.50	95.0	Very High
14	18	ask questions which reflect creativity	4.50	0.57	90.0	Very High
15	15	reach reading comprehension information independently	4.50	0.57	90.0	Very High
16	14	ask questions and volunteers give answer	4.50	0.57	90.0	Very High
17	9	do extra work in their own	4.50	0.57	90.0	Very High
18	7	display enthusiasm about English language reading comprehension topics	4.50	0.57	90.0	Very High
19	6	respond seriously when they are asked about reading comprehension activities	4.50	0.57	90.0	Very High
20	19	develop their linguistic competence	4.25	0.50	90.0	Very High
21	16	share ideas about answers	4.25	0.50	90.0	Very High
22	3	express excitement in reading comprehension activities	4.25	0.50	90.0	Very High
Total degree of the third teachers' perspectivesn ( Second week observation)			4.67	0.15	93.4	Very High

Table (7) pointed that the total degree of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district for the (Third-week observation ) was (4.67) which indicated very high level of positive attitudes between students. The highest mean was given to the item (Learners eradicate their writing mistakes.) which scored (4.75). This indicated that students became more active and creative in the way of responding to some questions than previous weeks. On the other hand, The lowest percentage was given to the item (Learners express excitement in reading comprehension activities) which scored (4.25).

**Table (8): Means, Standard Deviations, Percentages and Estimation Level in Descending Order according to the Mean of the Total Observations**

No .	No . in the questioner	Item	Mean	standard deviations	Percentage	Estimation Level
Do you think open-ended questions help learners to ....						
1.	1	participate actively in the classroom oral and written exams	4.75	0.45	95.0	Very High
2.	2	appear to be happy in the English language class when understand the text	4.50	0.52	90.0	Very High
3.	17	interact positively with the subject	4.41	0.66	88.2	Very High
4.	16	share ideas about answers	4.41	0.66	88.2	Very High
5.	11	act differently in reading comprehension activities	4.41	0.66	88.2	Very High
6.	6	respond seriously when they are asked about reading comprehension activities	4.33	0.49	86.6	Very High

7.	4	stay on task and complete assignments without being bored	4.33	0.49	86.6	Very High
8.	3	express excitement in reading comprehension activities	4.25	0.45	85.0	Very High
9.	22	answer without fear of being wrong	4.25	0.62	85.0	Very High
10.	21	have an ample room to answer freely	4.25	0.62	85.0	Very High
11.	18	ask questions which reflect creativity	4.25	0.86	85.0	Very High
12.	7	display enthusiasm about English language reading comprehension topics	4.25	0.45	85.0	Very High
13.	10	make use of information sources when directed by teacher	4.25	0.62	85.0	Very High
14.	8	involve in active learning tasks about reading comprehension activities.	4.25	0.62	85.0	Very High
15.	20	eradicate their writing mistakes	4.16	0.83	83.2	Very High
16.	13	answer creatively	4.16	1.02	83.2	Very High
17.	12	work independently	4.16	0.93	83.2	Very High
18.	9	do extra work in their own	4.16	0.71	83.2	Very High
19.	14	ask questions and volunteers give answer	4.08	0.66	81.6	Very High
20.	5	remove their shyness in the classroom reading comprehension activities	4.08	0.66	81.6	Very High
21.	15	reach reading comprehension information independently	4.00	0.73	80.0	Very High
22.	19	develop their linguistic competence and language dictation	3.91	0.66	78.2	High
Total degree of the teachers' perspectives ( Total observations)			4.25	0.43	85.0	Very High

Table (8) revealed that the total degree of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district for the (Total observation) was (4.25) which suggests a very high level of attitudes. The highest mean was given to the item (Learners participate actively in the classroom oral and written

exams.) which scored (4.75). On the other hand, The lowest percentage was given to the item (Learners develop their linguistic competence and language dictation )which scored (3.91). This showed that students were engaged in the use of open-ended questions.

**4.2. Results related to the Second Question: "Are there statistical significant differences at ( $\alpha = 0.05$ ) level of the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district in accordance with the variable of gender, qualification, years of experience, training sessions and specialization?"**

In this study - Test for Independent Samples and One Way ANOVA and post hoc tests were used to test the research hypothesis. This test was based on assuming the null hypothesis ( $H_0$ ) of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district due to the variable of gender, qualification, years of experience, training sessions and specialization. As a result, the null hypotheses were rejected because significance is less than (0.05) which meant there were statistically significant differences at ( $\alpha = 0.05$ ) level of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district due to the variable of gender, qualification, years of experience, training sessions and

specialization. To test the findings of this question, the researcher analyzed the hypotheses as follow:

**4.2.1. Results of the first Hypotheses "There are no statistically significant differences at ( $\alpha = 0.05$ ) level of the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district in accordance with the variable of gender.**

To test the first hypotheses, the t- Test for Independent Samples was used and tables (10 and 11) showed the results.

**Table (9): T-test for Independent Samples of Teacher' s Perspectives attributed to Gender**

effectiveness of using open – ended questions on improving seventh graders motivation and achievement in reading	Gender	N	Mean	S. D	T	Sig.*
Total	Male	21	4.26	0.33	1.991	0.052
	Female	32	4.05	0.41		

**\*The mean difference is significant at the 0.05 level.**

Table (9) clarified that teachers who used open-ended questions either male or females had almost the same results. In other words, males and females were both motivated to use open-ended questions in the instructional field. Therefore, there were no statistically significant differences at ( $\alpha = 0.05$ ) of the effectiveness of using open-ended questions

on improving seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district attributed to the variable of gender. The significant level is (0.052) which is more than (0.05) .

**4.2.2. Results of the second Hypothesis "There are no statistically significant differences at ( $\alpha = 0.05$ ) level of the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district attributed to the variable of qualification.**

To test the second hypotheses, the t- Test for Independent Samples was used and table (10) showed the results.

**Table (10): T-test for Independent Samples of Teacher s Perspectives attributed to Qualification**

The effectiveness of using open ended questions on improving seventh' graders motivation and achievement in reading comprehension	Qualification	N	Mean	S. D	t	Sig.*
Total	B. A	42	4.17	0.41	1.134	0.262
	M. A	11	4.01	0.31		

**\*The mean difference is significant at the 0.05 level.**

Table (10) showed that the variable of qualification didn't have an influence on the effectiveness of using open-ended questions on improving

seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district because there were no statically significant differences at ( $\alpha = 0.05$ ). So, a Significant level is (0.262) which is more than (0.05).

**4.2.3.Results of the third Hypothesis:" There are no statistically significant differences at ( $\alpha = 0.05$ ) level of the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers at Qalqilia district attributed to the variable of experience.**

To test the third hypothesis, One Way ANOVA test was used, and tables (11 and 12) show the results.

**Table (11) :Means and standard deviations for the levels of the variable of experience**

<b>Total Degree</b>	<b>Experience</b>	<b>N</b>	<b>Mean</b>	<b>S. D</b>
	Less than 5 years	15	4.07	0.33
	5-10 years	15	4.29	0.41
	More than 10 years	23	4.08	0.41
	Total	53	4.13	0.39

Table (11) indicated that the way of using open-ended questions is different from one teacher to another in accordance with their years of experience. In other words, the older they become the more increased consciousness for applying open-ended questions in the classroom. As a result, there are differences in the means of the variable of experience. In



order to identify the significant differences, One Way ANOVA Test was used and table (12) below showed the results.

**Table (12): One Way ANOVA Test for the variable of experience**

<b>The effectiveness of using open ended questions on improving seventh' graders motivation and achievement in reading comprehension</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Total	Between Groups	0.502	2	0.251	1.630	.206
	Within Groups	7.696	50	.1540		
	Total	8.198	52			

**\*. The mean difference is significant at the 0.05 level**

Table(12) showed that the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from the perspectives of English Language teachers at Qalqilia district attributed to the variable of experience. The significant level is (0.206) which is more than (0.05).

**4.2.4. Results of the Fourth Hypothesis: "There are no statistically significant differences at ( $\alpha = 0.05$ ) level of the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers at Qalqilia district attributed to the variable of training sessions."**

To test the third hypothesis, One Way ANOVA test was used, and tables (13, and 14) showed the results.

**Table (13): Means and standard deviations for the levels of the variable of training sessions**

Total Degree	Training sessions	N	Mean	S. D
	1-3	18	4.19	0.36
	4-6	14	4.08	0.39
	More	21	4.12	0.43
	Total	53	4.13	0.39

Table (13) illustrated that there are differences in the means of the variable of training sessions. To identify the significant differences, One Way ANOVA Test was used and table (14) below shows the results.

**Table (14): One Way ANOVA Test for the variable of training sessions**

The effectiveness of using open ended questions on improving seventh 'graders motivation and achievement in reading comprehension.		Sum of Squares	Df	Mean Square	F	Sig.
Total	Between Groups	.088	2	0.044	0.271	0.764
	Within Groups	8.110	50	.1620		
	Total	8.198	52			

**\*. The mean difference is significant at the 0.05 level**

Table (14) showed that there were no statistically significant differences at ( $\alpha = 0.05$ ) of the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district attributed to the variable of training sessions. The significant level is (0.764) which is more than (0.05).

**4.2.5. Results of the Fifth Hypothesis: "There are no statistically significant differences at ( $\alpha = 0.05$ ) level of the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district attributed to the variable of specialization.**

To test the fifth hypotheses, the t- Test for Independent Samples was used and table (15) showed the results.

**Table (15): T-test for Independent Samples of Teacher s Perspectives attributed to Specialization**

the effectiveness of using open ended questions on improving seventh' graders motivation and	Specialization	N	Mean	S. D	T	Sig.*
Total	Literature	30	4.09	0.42	-0.913	0.365
	Methods	23	4.19	0.35		

**\*The mean difference is significant at the 0.05 level.**

Table (15) clarified that there were no statistical significant differences at ( $\alpha = 0.05$ ) of the effectiveness of using open ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district attributed to the variable of specialization. Significant level was (0.764) which is more than (0.05).

**4.2.6. Results of the Sixth Hypothesis: "** There are no statistically significant differences at ( $\alpha = 0.05$ ) level of the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district attributed to the variable of time ( weeks )."To test the third hypothesis, One Way ANOVA test was used, and tables (19, 20 and 21) show the results.

**Table (16): Means and Standard Deviations for the Teachers' Perspectives (classroom observation) attributed to the Variable of Time (weeks)**

<b>Weeks</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Week 1	4	3.89	0.36
Week 2	4	4.20	0.34
Week 3	4	4.67	0.15
Total	12	4.25	0.43

Table (16) displayed that there are differences between the means of the week's observations. In order to clarify the differences, One Way ANOVA test.

**Table (17) :One Way ANOVA Test for the Teachers' Perspectives ( classroom observation) attributed to the Variable of Time ( weeks )**

<b>Teachers' perspectives ( classroom observation)</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Total	Between Groups	1.211	2	0.606	6.586	0.017*
	Within Groups	0.827	9	0.092		
	Total	2.039	11			

\*. The mean difference is significant at the 0.05 level.

Table (17) exhibited that there were statistically significant differences at ( $\alpha=0.05$ ) level about the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district attributed to the variable of time (weeks). The significant value was (0.017) which is less than (0.05). In order to know the differences, LSD post hoc was used and the following table showed the results:

**Table (18): LSD post hoc for Teachers' Perspectives ( classroom observation) attributed to the Variable of Weeks.**

<b>Weeks</b>	First	Second	Third
First		0.30682	0.77273*
Second			0.46591

\* The mean difference is significant at the 0.05 level.

Table (18) showed that There are differences between (First week) and (second and third) in favor of (second and third).

#### **4.3. Results of the Interview**

To collect data and get information about the study problem. So, structured interviews were constructed actively. To achieve the procedures of the interview, the researcher interviewed three teachers from different governmental schools. The interview consisted of five main questions that were related to teachers' abilities and students' potentials in the teaching process. There are the following fifth questions directed to three teachers of English:

- First Question: How can open- ended questions enhance students' potentials in teaching?
- Second Question: How can open- ended questions enhance teachers 'abilities in teaching?
- Third Question : How can open- ended questions can improve curriculum in the educational process ?
- Fourth Question: How can open ended questions develop in the students' personality ?
- Fifth Question : How can open ended questions develop in the student's personality and attitudes towards English languages ?

There are following results and interviewees' responses towards questions:

1. According to the first question, the first teacher stated that open-ended questions encourage students to think and answer in a good way, motivate students to give their points of view, and reinforce students' mental process. The second teacher said that open-ended questions encourage students to participate in the classroom, and they give students the chance to answer freely and develop their critical thinking skills. The third teacher agreed with his colleagues that open-ended questions increase students' interaction in the classroom and encourage them to focus on the content of the lesson.
2. In accordance with the second question. Three teachers responded to this question directly, the first teacher revealed that open-ended questions can

be considered as a good strategy of teaching which breaks the classroom routine by avoiding the traditional way of teaching and make teachers' roles active instead of passive. The second teacher remarked that open-ended questions test students' understanding and assess students' thinking. The third teacher confirmed that those open-ended questions diagnose the learning difficulties of the students, test students' understanding and save teachers' efforts and time.

3. For the third question. The first teacher stated that open-ended questions give students' chance to produce unlimited answers, assess students' understanding and activate curriculum in real-life situations. The second teacher found out that open-ended questions give teachers various solutions in educational positions. The third teacher said that the use of open-ended question are an effective tool for exchanging ideas and help students to express their ideas, and they are described as a kind of ice-breaker strategy.

4. Due to the fourth question, all teachers assured that open-ended questions give students self-confidence, an active role in the classroom and independence in learning, and also they allow students to participate in the classroom activities. Besides, teachers agreed that open-ended questions enable the student to express their feelings towards learning and motivate them to solve problems. Moreover, the open-ended question facilitates students to build self-confidence.

5. According to the last question, the interviewed teachers stated that open-ended questions give students a chance to build their personalities and

express their points of view, and also they make students more aware of different topics and develop critical thinking skills, communication skills, creativity, and imagination. Open-ended questions break the barriers between students and the materials and give students the opportunity to build self-confidence for inhibiting learning difficulties.

#### 4.4. Results of the Reading Comprehension Exams.

The reading comprehension exams which consisted of three levels (Simple, Moderate and Complex) were conducted by four teachers in different schools. The reading comprehension exams contained five open-ended questions and distributed to male and female students from different schools at Qalqilia district. The following tables (19) (20) (21) showed the differences between the three exams.

**Table (19) Paired t test result of the students' scores between the first and second exam**

	Mean	S.D	d.f	T	Sig.*	Differences	Improvement
<b>Exam 1 (n=111)</b>	6.9009	3.30827	110	-1.039	0.301	0.36	5%
<b>Exam 2 (n=111)</b>	7.2703	2.50435	110				

Table (19) showed that there were no statistical differences between the first exam and the second one. The significant value was (0.301) which was more than (0.05). This result improvement of (5%) was in favor of the second test.



**Table (20): Paired t test result of the students' scores between the first and third exam**

	Mean	S.D	d.f	T	Sig.*	Differences	Improvement
<b>Exam 1</b> <b>(n=111)</b>	6.9009	3.30827	110	-.57658	0.114	0.57	8%
<b>Exam 2</b> <b>(n=111)</b>	7.2703	2.48	110				

Table (20) showed that there were no statistical differences between the first exam and the third one. The significant value was (0.114) which was more than (0.05). This results improvement of (8%) was in favor of the second test.

**Table (21): Paired t test result of the students' scores between the second and third exam.**

	Mean	S.D	d.f	T	Sig.*	Differences	Improvement
<b>Exam 2</b> <b>(n=111)</b>	7.27	2.48	110	-0.601	0.549	0.20	2%
<b>Exam 3</b> <b>(n=111)</b>	7.47	2.48	110				

Table (21) showed that there were no statistical differences between the second exam and the third one. The significant value was (0.245) which is more than (0.05). This results improvement of (2%) was in favor of the third test.

#### **4.5. Summary**

The previous chapter pointed out the results extracted after the statistical processing of the researchers' study. Each table was followed by comments to show the results. There were several procedures and instruments used for analyzing the results to reveal the effect of variables on the study

## **Chapter Five**

### **Discussion of the findings, conclusion and recommendations**

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## **Chapter Five**

### **Discussion of the findings, conclusion and recommendations**

#### **5. Introduction**

This chapter discussed the findings of hypotheses, classroom observation, teachers' interviews, and reading comprehension exams, and also it discussed the conclusion of the research and recommendations that were abstracted depending on the study results.

#### **5.1. Discussion of the Findings**

##### **5.2.1 Based on the findings of the first question:" What is the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district?"**

The aforementioned results showed students' preparation to learn the English language by using open-ended questions. In other words, the findings of the items from (1) through (20) revealed that all English language teachers agreed with using open-ended questions in the classroom because they reinforced students' critical thinking to write unlimited answers or give points of view. The highest mean was (4.33) which suggested that open-ended questions made students more engaged in the way of elaborating ideas to write responses critically whereas the lowest percentage was (3.84) which stated that enabled lower level.

language learners to interact and participate in the classroom. These findings nearly agreed with Adedoyin (2010), Smyth (2009), Erginer (2008) and Wilen (2001) who emphasized on the importance of applying open ended question in the classroom. The finding of this research also agreed with Walsh and Sattes (2005 ), Walsh and Sattes (2005 ) and Moyer and Milewicz (2002). The findings of the study were harmonious with some studies Rowell and Ebbers (2004) Wilen (2001), Smith and Gall (2000), McNamara(1994), Waterhouse(1990), Kauchak and Eggen (1998) who emphasized that open ended questions play an important role in the way of enhancing students' critical thinking and oral proficiency in order to provide convincing responses.

**5.2.2 Based on the findings of the second question:" Are there statistical significant differences at ( $\alpha = 0.05$ ) in the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district attributed to the variables of gender, academic qualification, experience, training sessions, and specialization?**

The researcher analyzed hypotheses of the study by using a T-test for independent Samples, One-Way ANOVA and post hoc tests. Tables (9-18) the following results:

**5.3.2 Based on the first hypothesis: "There are no statistical significant differences at ( $\alpha = 0.05$ ) in the effectiveness of using open ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district attributed to the variable of gender.**

By examining the results of the first hypothesis according to the T-test for independent samples, they showed that there were no statistically significant differences at ( $\alpha = 0.05$ ) of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district attributed to the variable of gender. The significance level was (0.052) which was more than (0.05). The findings revealed that English language teachers either male or female supported using open-ended questions as a teaching strategy in the educational process. This finding agreed with Kauchak and Eggen, Waterhouse,(1990) and van Kleeck (2008).

**5.2.4. Based on the findings of the second hypothesis: "There are no statistically significant differences at ( $\alpha = 0.05$ ) in the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district attributed to the variable of academic qualification.**

After analyzing table (10) by using the T-test for independent samples, the researcher revealed that there were no statically significant differences at ( $\alpha = 0.05$ ) of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district attributed to the variable of qualification. The significant level was (0.262) which was more than (0.05) which meant that English language teachers who had B.A or M.A used open-ended questions as a major strategy for increasing interaction of the students and developing analytical skills. These findings agreed with Block and Israel (2005), Duke and Pearson(2005), and Mikulecky and Jeffries (1996) who emphasized that teachers' qualifications had a positive impact on the application of analytical skills to respond open-ended questions creatively.



**5.2.5. Based on the findings of the third hypothesis:" There are no statistically significant differences at ( $\alpha = 0.05$ ) in the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district attributed to the variable of experience.**

By examining tables (11-12) using the One –Way ANOVA test, the responses showed the significant level was (0.206) which was more than (0.05). That meant that years of experience had a great influence on using open-ended questions in the educational process. It also meant that English language teachers who had experience 5-10 years used open-ended questions more than those who had less than 5 years whereas teachers who had experienced more than 10 years are the least. The researcher found out that the use of open-ended questions in the classroom is associated with the enthusiasm of the teacher because, during the first ten years in teaching, teachers give great effort. The aforementioned findings were in harmony with Moyer and Milewicz (2002) while they disagreed with Senses and Dunkin (2008) who found out that the use of open-ended questions did not depend on teachers' experience.

**5.2.6. Based on the findings of the fourth hypothesis: "There are no statistically significant differences at ( $\alpha = 0.05$ ) in the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district attributed to the variable of training sessions.**

After analyzing the findings of fourth hypothesis using One-Way ANOVA test, the researcher found out that there were no statistically significant differences at ( $\alpha = 0.05$ ) of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district attributed to the variable of training sessions. The significant level was (0.764) which was more than (0.05). The above-mentioned findings agreed with Brown (2001) who placed great emphasis on the importance of training sessions for making teachers more proficient in the way of formulating open-ended questions which meant that the more teachers of English who had longer training sessions had the power to use open-ended questions than who those who had less training sessions.

**5.2.7. Based on the findings of the fifth hypothesis:" There are no statistically significant differences at ( $\alpha = 0.05$ ) in the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district attributed to the variable of specialization.**

After testing the hypothesis by using a T-test for Independent Samples. According to the table (15), the responses stated that there were no statistically significant differences at ( $\alpha=0.05$ ) of the effectiveness of using open-ended questions on improving seventh' graders motivation and achievement in reading comprehension from perspectives of English language teachers in Qalqilia district attributed to the variable of specialization. The significant level was (0.764) which was more than (0.05). These findings agreed with Elouchukwa (2001) and Bangbade (2004) who remarked that the way of posing open-ended questions needed only teachers who had the potential to apply the strategy of using open-ended questions creatively regardless of his specialization.

**5.2.8. Based on the findings of the sixth hypothesis: "There are no statistically significant differences at ( $\alpha=0.05$ ) in the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers in Qalqilia district due to period of time (weeks).**

Analysis of the results clarified that students' attitudes were satisfied with the use of open-ended questions in the classroom. Using open-ended questions became an indispensable strategy because they positively influenced students' critical thinking for giving good ideas and well-organized answers. Table (5, 6, 7 and 8) in chapter four showed the following results for the teachers' classroom observation for the:

A) First week: Students' responses to the following items (1, 16, 7, 3, 2, 17, 13, 11, 10, 9, 6 and 4 ) were very high whereas items ( 22, 21, 14, 8 5, 20, 19, 18, 15 and 12) were high. The highest means were for items (1, 16, 7, 3, 2, 17 and 13). That meant learners participated actively in the classroom oral and written exams, shared ideas about answers, displayed enthusiasm about English language reading comprehension topics, expressed excitement in reading comprehension activities, appeared to be happy in the English language class. The total mean for the teachers' observation during the first week was (3.89 ) which meant that teachers were satisfied to use open-ended questions. The findings were in harmony with Gilakjani, Leong and Sabouri(2012), Armstorng (2010) and Dessier (2003) who remarked that students enthusiastically interacted with responding open-

ended questions and they felt happiness in the way of exchanging ideas and answers with their teachers.

B) Second week: Students' responses to the following items (18, 16, 17, 6, 2, 22, 21, 11, 8, 4, 3, 20, 19, 15, 14, 12, 10, 9 and 7) were very high whereas items (5, 13) were high. The highest means were for items (18, 16 and 17) which meant that students asked questions that reflect creativity, shared ideas about answers and participated actively in the classroom oral and written exams. The total mean for the teachers' observation during the second week was (4.20) which meant that teachers were enthusiastic to use open-ended questions either oral discussion or written exam. The findings agreed with Bangbade (2004), Duke and Pearson, (2005) and NRP, (2000) who emphasized on the importance of using reading comprehension exams through enhancing students' critical thinking in order to give well-organized responses

C) Third week : Students' responses to the following items ( 20, 13, 12, 11, 1, 22, 21, 17, 10, 8, 5, 4, 2, 18, 15, 14, 9, 7, 6, 19, 16 and 3) were very high. The highest means were for the following items (20, 13, 12, 11, 1, 22, 21 and 17) which meant that students eradicated their writing mistakes, answered creatively, worked independently, acted differently in reading comprehension activities, participated actively in the classroom oral and written exams and answered without fear of being wrong. The total mean for the teachers' observation during the third week was (4.67) which meant that teachers had a strong tendency of using open-ended questions for activating and enhancing students' mental skills to give a logical answer.

The aforementioned findings agreed with Block and Israel, (2005), Wilen (2001), Vogler (2005) and Adedoyin (2010) who stated that students were excited to achieve reading comprehension exams which involved many active questions to address students' mental skills for giving unlimited responses or acceptable answers.

Responses for items (1, 2, 17, 16, 11, 6, 4, 3, 22, 21, 18, 7, 10, 8, 20, 13, 12, 9, 14, 5 and 15) were very high whereas responses for the item (19) was high. The highest mean for the item (1) was (4.75) which meant that learners participated actively in the classroom oral and written exams whereas the item (19) scored (3.91). The researcher that the total observations were satisfying and students became more proficient when they are exposed to answer open-ended questions.

In accordance with the findings of the table (16) the researcher found out that there were differences between the means of weeks' observation. During the first week the mean was (3.89), the second week was (4.20), the third week was (4.67). The total mean for responses (12) classroom observations were (4.25). The researcher analyzed responses by using One Way ANOVA and LSD post hoc test. Tables (17 and 18) in chapter four showed that students were engaged in the second and third weeks more than the first week. That meant learners needed enough time to be familiar with the strategy of posing open-ended questions.

The researcher concluded that the above-mentioned results agreed with Adedoyin (2010), Brog and Zuell (2012), Vogler (2005), Walsh and Sattes (2005 ), Moyer and Milewicz (2002), Brown (2001) and Wilen (2001) who revealed that the use of open-ended questions was a useful strategy that made students more mature through thinking and writing convincing

answers. Thus, there were positive attitudes and beliefs towards using open-ended questions daily in the instructional context which meant learners participated actively in the classroom oral and written exams and they needed more time to be familiar with this method of teaching, and also students became more capable of exchanging their ideas with the teacher in the classroom. The findings also agreed with Prichard (2008), Best and Rowe (2005), Block and Israel (2005), Duke and Pearson ( 2005), NRP(2000), Mikulecky and Jeffries (1996) and Langer (1990) who stated that reading comprehension exam was the best way that evaluates students' competence through writing the convincing answers. Indeed, students were able to answer the questions creatively and independently. That meant students were familiar with open-ended questions.

#### **5.2.9. Based on the findings of teachers' interviews**

In chapter four, three English language teachers were interviewed by the researcher. The researcher asked five open-ended questions which were basically related to using open-ended questions in the instructional context and its role of enhancing teachers' strategies, students' potentials, and curriculum. As a result, There were results and interviewees' responses

towards questions. According to the first question, the first teacher stated that open-ended questions encouraged students to think and answer in a good way, motivated students to give their points of view, and reinforced students' mental process. The second teacher said that open-ended questions encouraged students to participate in the classroom, and they gave students the chance to answer freely and developed their critical thinking skills. The third teacher agreed with his colleagues that open-ended questions increased students' interaction in the classroom and encouraged them to focus on the content of the lesson. In accordance with the second question. Three teachers responded to this question directly, the first teacher revealed that open-ended questions. could be considered as a good strategy of teaching which breaks classroom routine by avoiding traditional way of teaching and made teachers' roles more active instead of passive. The second teacher remarked that open-ended questions tested students' understanding and assessed students' thinking. The third teacher confirmed that that open-ended questions diagnosed learning difficulties of the students tested students' understanding and save teachers' efforts and time. For the third question. The first teacher stated that open-ended questions gave students' chance to produce unlimited answers, assessed students' understanding and activated curriculum in real-life situations. The second teacher found out that open-ended questions gave teachers various solutions in educational positions. The third teacher said that open-ended question was an effective technique for exchanging ideas and helped students to express their ideas, and they were described as a kind of ice-breaker strategy. Due to the fourth question. , all teachers assured that



open-ended questions gave students self-confidence, an active role in the classroom, and independence in learning, and also they provided students the opportunity to participate in the classroom activities. Besides, teachers agreed that open-ended questions enabled the student to express their feelings towards learning and motivated them to solve problems. Moreover, open-ended questions facilitated students for building self-confidence. According to the last question, the interviewed teachers stated that open-ended gave students a chance to build their own personalities and express their points of view, and also they made students more conscious about different topics and developed critical thinking skills, communication skills, creativity, and imagination. Open-ended questions broke the barriers between students and the materials and gave students the opportunity to build self-confidence for inhibiting learning difficulties.

The findings of teachers' responses towards open-ended question were in harmony with Brog and Zuell (2012), Adedoyin (2010), Smyth (2009), Vogler (2005), Moyer and Milewicz (2002), Brown (2001) Rayan and Deci"(2002) and Armstoring (2010). They agreed that using open ended questions played an important role of activating performance of the students in classroom. In other words, students were able to express their points of view or logical responses, motivated to achieve tasks enthusiastically , exchanged ideas with teacher and solved the problems .The use of open ended question enhanced students' critical thinking and built self-confidence. On the other hand, using open ended questions facilitated role of the teachers for teaching the students in a good way.

While, teachers' interview findings contracted with Moon (1995) who confirmed that teacher should use specific questions without depending on using open ended questions in the classroom because this strategy wastes students' time and effort.

#### **5.2.10. Based on the findings of reading comprehension Exams.**

After analyzing tables (19, 20, 21) by using the Paired t-test, the researcher showed the differences between the three exams. In the table (19), the researcher found out that there were no statistical differences between the first exam and the second one. The significant value was (0.301) which was more than (0.05). Table (20) showed that there were no statistical differences between the first exam and the third one. The significant value was (0.114) which was more than (0.05). In the table, the researcher revealed that there were no statistical differences between the second exam and the third one. The significant value was (0.245) which is more than (0.05). The aforementioned findings showed some improvements between three exams due to several periods. In other words, there was that the improvement of (5%) was in favor of the second test and the improvement of (2%) was in favor of the third test. The findings were in harmony with Langer (1990), Mikulecky and Jeffries (1996), Berg, Cressman and Pfanz, T (2006), NRP(2000), Wasik and Colleagues (2006) Alder (2001), Block and Israel (2005) and Prichard (2008) who emphasized that reading comprehension gave students opportunity to guess and acquire new vocabulary, correlate their knowledge with ideas of the

content, reach information independently, answer without fear of being wrong and develop their linguistic competence.

### **5.3. Conclusion**

The research tried to check the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement in reading comprehension from the perspectives of English language teachers. Fortunately, The results of the classroom observations were in harmony with the results of the questionnaire, interview and reading comprehension exams. Therefore, the findings of the study revealed that English language teachers were satisfied with using open-ended questions in the classroom because they improved students' capabilities in the way of understanding the instructional content and providing convincing responses. Depending on the results of the study, the researcher showed that male and female students were engaged in the strategy of learning by asking open-ended questions. In other words, using open-ended questions made students answer creatively and independently, exchange their ideas with others, build self-confidence and learn a lot of vocabulary. As a result, students were enthusiastic and happy with this strategy and they became capable of thinking critically and creatively.

The findings of the research clarified that teachers' specialization and gender influenced their points of view toward using open-ended questions whereas teachers' training sessions and years of experience had a positive impact on their attitudes towards using drama in favor of more than 6

sessions and 5-10 experience years respectively. As a result, perspectives of English language teachers assured that open-ended improved students' motivation and achievement due to many activities. This study recommended teachers of English to apply open-ended questions in the educational framework regardless of their years of experience, specialization, gender, and training session.

According to the results of the classroom observations, teachers of English had positive beliefs in accordance with learning by asking open-ended questions. They assured that both female and male students felt enthusiastic and excited in order to learn through activities that involve open-ended questions like reading comprehension exams, the formal discussion between teachers and students and various tasks. In other words, students interacted together in meaningful situations, constructed the knowledge, removed their shyness, and answer the questions creatively and independently. There was an obvious development of students' performance which passed on for three weeks. During the first week, students did not provide convincing responses or answers to posing open-ended questions. After the second and third weeks, they became capable of answering the questions creatively and independently, shifting classroom boring classrooms to the situational context that involved new methods of learning. During the first week observation, teachers' attitude was very high for the item (Learners participate actively in the classroom oral and written exams) whereas (Learners answer questions which reflect creativity) appeared very high in the second week, and teachers' attitude was very high

for the item (Learners eradicate their writing mistakes). As a result, the total degree of classroom observations showed that the effectiveness of using open-ended questions on improving seventh graders' motivation and achievement was very high. This meant that using open-ended questions played an important role in activating students' performance to respond to different types of questions and learn a lot of vocabulary through oral communication and reading comprehension exams.

Indeed, learning by asking open-ended questions was the most significant strategy that enabled students to improve their linguistic proficiency.

#### **5.4. Recommendations**

In accordance with the outcomes of the study, the researcher suggested some recommendations to the Palestinian curriculum designer, teachers of English language, parents and researchers:

##### **5.4.1. Recommendations for the Palestinian Curriculum Designers**

**They are advised to**

1. Set up training courses for enabling teachers on how to pose open-ended questions that motivate students' performance and give them the chance to create convincing answers and responses.
2. Design a lot of activities and exercises which make students more familiar with open-ended questions like reading comprehension texts and

formal discussion between teachers and students about topics in the Palestinian curriculum.

3. Make teaching by asking open-ended questions in the instructional process to be compulsory in the educational programs for activating students' mental processes in the future.

4. Consult specialists to participate in designing and developing of Palestinian curriculum that should be based on the strategy of learning by asking open-ended questions.

#### **5.4.2. Recommendations for Teachers of English Language.**

They are advised to:

1. Formulate open-ended questions for improving creative thinking skills and activating communicative situations between students and teachers.

2. Apply the strategy of using open-ended questions as an essential part of the educational process.

3. Provide students a lot of reading comprehension texts to allow them to be exposed to many active questions.

4. Help students to know the advantages of using open-ended questions for motivating them to participate in the classroom.

### **5.4.3. Recommendations for parents They are advised to**

1. Encourage their children to read short stories and instructional texts to understand and get ideas that help them to respond correctly in the future.
2. Motivate their children to write well-organized paragraphs about different topics to develop their writing skills because this enables students to write answers creatively due to open-ended questions.
3. Encourage their children to create several activities that clarify the significant role of using open-ended questions in the classroom.

### **5.4.4. Recommendations for the researchers. They are advised to**

1. Compare between the uses of open-ended questions and closed-ended questions and how they can be used in the situational context appropriately.
2. Clarify the importance of using open-ended questions in the shape of enhancing students' abilities to write meaningful answers and constructing their self-confidence.
3. Carry open-ended questions due to systematic processes and gradual steps to satisfy students' desires and needs.
4. Study the impact of applying open-ended questions by connecting it with different languages like Arabic and French.

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## Appendix

State of Palestinian  
Ministry of Education & Higher Education  
Ras Ateyah Secondary Girl's School



دولة فلسطين  
وزارة التربية والتعليم العالي  
مدرسة بنات راس عطية الثانوية

Permission from Ras Ateyah Secondary Girls' School

التاريخ: ٢٠١٩-٣-٢٧

الى من يهمه الامر

تشهد ادارة مدرسة بنات راس عطية الثانوية ان المعلم " قاسم عادل قاسم مرداوي " قام بتطبيق دراسته على  
طلاب الصف السابع اثناء الفصل الدراسي الثاني ٢٠١٨-٢٠١٩ بعنوان :

The Effectiveness of Using Open-Ended Questions on Improving seventh Graders in  
Reading Comprehension from the Perspectives of English Language Teachers in  
Qaqilia District

مدى فاعلية استخدام الاسئلة المفتوحة على تحسين الحافز والتحصيل لدى طلبة الصف السابع في مهارة  
الاستيعاب القراءة من وجهة نظر معلمي اللغة الانجليزية في محافظة قلقيلية

اسم مدير/ة المدرسة :  
مدير/ة المدرسة  
توقيع مدير/ة المدرسة  
[Signature]

ختم المدرسة





State of Palestinian  
Ministry of Education & Higher Education  
Fatima Ghazal Basic Girls' School



دولة فلسطين  
وزارة التربية والتعليم العالي  
مدرسة فاطمة غزال الأساسية للبنات

Permission from Fatima Ghazal Basic Girls' School

التاريخ: ٢٠١٩-٣-٢٧

الى من يهمه الامر

تشهد مدرسة فاطمة غزال الأساسية للبنات ان المعلم " قاسم عادل قاسم مرداوي " قام بتطبيق دراسته على  
طلاب الصف السابع اثناء الفصل الدراسي الثاني ٢٠١٨-٢٠١٩ بعنوان :

The Effectiveness of Using Open-Ended Questions on Improving seventh Graders in  
Reading Comprehension from the Perspectives of English Language Teachers in  
Qaqilia District

مدى فاعلية استخدام الاسئلة المفتوحة على تحسين الحافز والتحصيل لدى طلبة الصف السابع في مهارة  
الاستيعاب القراءة من وجهة نظر معلمي اللغة الانجليزية في محافظة قلقيلية

اسم مدير/ة المدرسة :

ر.م. عود

توقيع مدير/ة المدرسة



State of Palestinian  
Ministry of Education & Higher Education  
Al- Qadesya Basic Boys School



دولة فلسطين  
وزارة التربية والتعليم العالي  
مدرسة ذكور القادسية الأساسية

Permission from Al- Qadesya Basic Boys School

التاريخ : ٢٧-٣-٢٠١٩

الى من يهمه الامر

تشهد ادارة مدرسة ذكور القادسية الاساسية ان المعلم " قاسم عادل قاسم مرداوي " قام بتطبيق دراسته على طلاب الصف السابع اثناء الفصل الدراسي الثاني ٢٠١٨-٢٠١٩ بعنوان :

The Effectiveness of Using Open-Ended Questions on Improving Seventh Graders in Reading Comprehension from the Perspective of English Language Teachers in Qalqilia District

مدى فاعلية استخدام الاسئلة المفتوحة على تحسين الحافز والتحصيل لدى طلبة الصف السابع في مهارة القراءة والاستيعاب من وجهة نظر معلمي اللغة الانجليزية في محافظة قلقيلية

اسم المدير/ة المدرسة : ب. عيسى الزمر

ختم المدرسة

توقيع مدير/ة المدرسة :



State of Palestinian  
Ministry of Education & Higher Education  
Azzone intermediate Basic Boys School



دولة فلسطين  
وزارة التربية والتعليم العالي  
مدرسة ذكور عزون الاساسية المتوسطة

Permission from Azzone intermediate Basic Boys School

التاريخ: ٢٧-٣-٢٠١٩

الى من يهمه الامر

تشهد مدرسة ذكور عزون الاساسية المتوسطة ان المعلم " قاسم عادل قاسم مرداوي " قام بتطبيق دراسته على طلاب الصف السابع اثناء الفصل الدراسي الثاني ٢٠١٨-٢٠١٩ بعنوان :

The Effectiveness of Using Open-Ended Questions on Improving seventh Graders in Reading Comprehension from the Perspectives of English Language Teachers in Qaqilia District

مدى فاعلية استخدام الاسئلة المفتوحة على تحسين الحافز والتحصيل لدى طلبة الصف السابع في مهارة الاستيعاب القراءة من وجهة نظر معلمي اللغة الانجليزية في محافظة قلقيلية

ختم المدرسة

اسم مديرة المدرسة: م. ن. ع. ع. ع.

توقيع مدير / ة المدرسة



An-Najah  
National University  
Faculty of Graduate Studies  
Dean's Office



جامعة  
النجاح الوطنية  
كلية الدراسات العليا  
مكتب العميد

التاريخ: 2018/11/25

حضرة الدكتور سهيل صالحه المحترم  
منسق برامج ماجستير المناهج وأساليب التدريس

تحية طيبة وبعد،

الموضوع: الموافقة على عنوان الأطروحة وتحديد المشرف

قرر مجلس كلية الدراسات العليا في جلسته رقم (367)، الممثلة بتاريخ 2018/11/22، الموافقة على مشروع الأطروحة المقدم من الطالب/ة قاسم عادل قاسم مرداوي، رقم تسجيل 11558999، تخصص ماجستير أساليب تدريس لغة إنجليزية، عنوان الأطروحة:

(مدى فاعلية استخدام الاسئلة المفتوحة على تحسين الحافز والتحصيل لدى طلبة الصف السابع في مهارة استيعاب  
القرء من وجهة نظر معلمي اللغة الانجليزية في محافظة قلقيلية)  
(The Effectiveness of using Open – Ended Questions on Improving Seventh  
Graders' Motivation and Achievement in Reading Comprehension from the  
Perspectives of English Language Teachers in Qalqilia Governorate)

بإشراف: د. احمد عوض

يرجى اعلام المشرف والطالب بضرورة تسجيل الأطروحة خلال اسبوعين من تاريخ اصدار الكتاب. وفي حال عدم تسجيل  
الطالب/ة للأطروحة في الفترة المحددة له/ا ستقوم كلية الدراسات العليا بإلغاء اعتماد العنوان والمشرف

وتفضلوا بقبول وافر الاحترام،،،

د. علي عبد الحميد

عميد كلية الدراسات العليا



نسخة : د. رئيس قسم الدراسات العليا للعلوم الانسانية المحتسب

: ق.أ.ع. القبول والتسجيل المحترم

: مشرف الطالب

: ملف الطالب

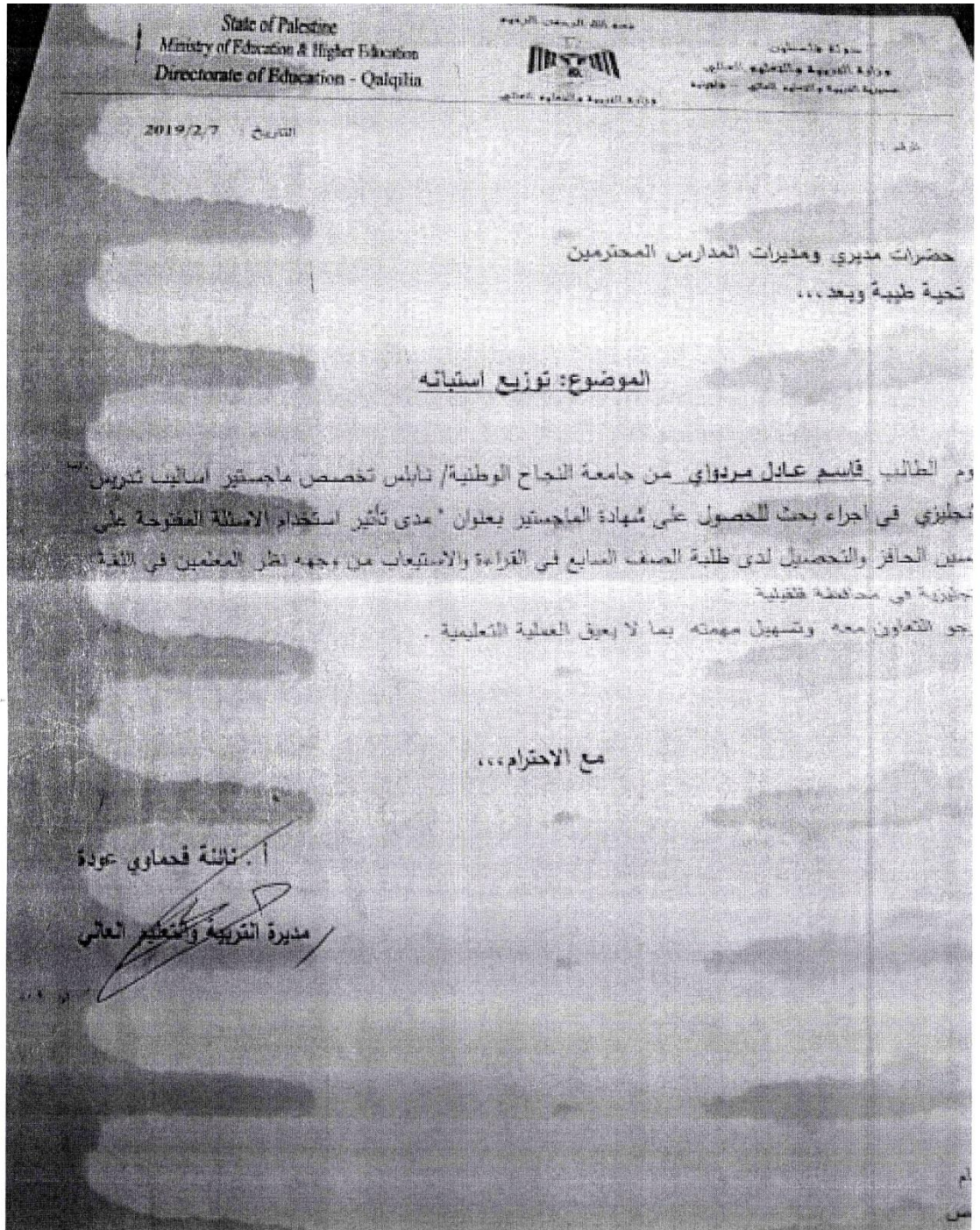
ملاحظة: على الطالب/ة مراجعة الدائرة المالية (محاسبة الطلبة) قبل دفع رسوم تسجيل الأطروحة للضرورة

فلسطين، نابلس، ص.ب 7.707 هاتف: 2345115، 2345114، 2345113 (09) 2345113 \* فاكس: (09) 2342907 (972)

Nablus, P. O. Box (7) \*Tel. 972 9 2345113, 2345114, 2345115 هاتف داخلي (5) 3200

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جامعة النجاح الوطنية

كلية الدراسات العليا

اثر استخدام الاسئلة المفتوحة على تحسين الحافز والتحصيل لدى طلبة  
الصف السابع في مهارة القراءة والاستيعاب من وجهة نظر المعلمين اللغة  
الانجليزية في محافظة قلقيلية

إعداد

قاسم مرداوي

إشراف

د. أحمد عوض

قُدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس  
اللغة الإنجليزية، بكلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين.

2019

ب

اثر استخدام الاسئلة المفتوحة على تحسين الحافز والتحصيل لدى طلبة الصف السابع في مهارة القراءة والاستيعاب من وجهة نظر المعلمين اللغة الانجليزية في محافظة قلقيلية.

اعداد

قاسم مرداوي

اشراف

د. احمد عوض

الملخص

هدفت هذه الدراسة الى التحقق من اثر استخدام الاسئلة المفتوحة على تحسين الحافز والتحصيل لدى طلبة الصف السابع في مهارة القراءة والاستيعاب من وجهة نظر المعلمين اللغة الانجليزية في محافظة قلقيلية من خلال استخدام الدراسة وصفية. وقد تناولت الدراسة اثر استخدام الاسئلة المفتوحة على المتغيرات التالية: (الجنس، المؤهل، سنوات الخبرة، الدورات التدريبية، التخصص) من وجهة نظر المعلمين. تكون المجتمع الدراسي من مدرسي اللغة الانجليزية الذين يدرسون في مدارس محافظة قلقيلية خلال العام الدراسي 2018-2019. تكونت عينة الدراسة من جميع معلمي ومعلمات حيث تم اخيارهم بشكل عشوائي.

استخدم الباحث اربع ادوات دراسية وهي 12 ملاحظات صفية لمدرسي ومدرسات اللغة الانجليزية لصف السابع الاساسي في المدارس الحكومية والمقابلات والتي تمت مع اربع معلمين ومعلمات بالإضافة الى الاستبانة التي تكونت 21 بند وزعت على 53 معلمي ومعلمات اللغة الانجليزية لصف الاسابيع الاساسي بشكل عشوائي واما بخصوص الاداة الرابعة التي استخدمها الباحث وهي عبارة عن اختبار للقراءة والاستيعاب تضمن ثلاث مستويات: بسيط متوسط وصعب.

بعد التحقق من البيانات التي تم جمعها باستخدام الوسط الحسابي واختبار T وتحليل التباين الاحادي توصل الباحث الى النتائج الملاحظات الصفية المنسجمة مع نتائج المقابلات والاستبانة واختبارات قراءة والاستيعاب. بينت النتائج المذكورة سابقا بان الاسئلة المفتوحة بوجود اثر ايجابي لمتغير الجنس والتخصص. وكذلك كان لمتغير الخبرة والخبرة اثر فيما يتعلق باستخدام الأسئلة

وكما اظهرت نتائج اثرا استخدام الاسئلة المفتوحة على تحسين الحافز والتحصيل لدى طلبة الصف السابع في مهارة القراءة والاستيعاب 4.13 التي فسرت رغبة الطلاب في تعلم اللغة الانجليزية من خلال استخدام الاسئلة المفتوحة اما بالنسبة لنتائج الملاحظة الصفية فقد اظهرت ان الطلاب كانوا اكثر انخراط في اسبوع الثاني والثالث وهذا يفسر بان الطلاب يحتاجون وقت كافي حتى يتفاعلوا مع طرح الاسئلة المفتوحة.

اما نتائج المتغيرات المستقلة فكانت كما يلي: لا يوجد فروق ذات دلالة إحصائية عند المستوى الدلالة (5 0.0=a) لأثر استخدام الاسئلة المفتوحة على تحسين حافز وتحصيل لدى طلبة الصف السابع في مهارة القراءة والاستيعاب من وجهة نظر المعلمين اللغة الانجليزية في محافظة قلقيلية تعزى المتغيرات المؤهل العلمي والتخصص والجنس ودورات التدريبية وسنوات الخبرة.

كما توصل الباحث الى ان غالبية الطلاب والمعلمين لديهم الرغبة في استخدام الاسئلة المفتوحة في غرفة الصف. وفق ذلك نصح الباحث معلمي اللغة الانجليزية الى تطبيق الاسئلة المفتوحة كجزء ضروري في العملية التعليمية وذلك من اجل تحفيز الطلاب وايضا التفاعل مع الاسئلة بشكل حماسي وازالة الخجل وتحسين الشخصية الطلاب. وكذلك نصح الباحث مصممي مناهج الفلسطينية الى انشاء دورات تدريبية لتأهيل المعلمين ليتعلمو كيفية طرح الاسئلة المفتوحة وذلك من تفعيل اداء الطلبة واعطاءهم فرصة لإعطاء الاجوبة المقنعة. وكذلك يجب على الباحثين توضيح اهمية استخدام الاسئلة المفتوحة في تعزيز قدرات الطلاب من اجل كتابة الاجابات ذو معنى وبناء الثقة بالنفس الخاص بهم.