

## **the effectiveness of functional teaching of literary texts to eighth grade students (Basic Education) in raising their achievement level.**

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The problem of this research disclosed eighth grade students' comprehension and their inability to memorize literal subjects and texts has significantly increased, causing them not to understand what they are memorizing, in addition to being incapable of enjoying literature and expressing their feeling with correct phrases and expressions.

The researcher proposes functional procedures as a solution to avoid these negativities and students weaknesses in Arabic language material especially literature and literary texts.

The importance of this research emerged from its attempt to:

- Disclose the effectiveness of functional teaching through applying it on a randomly selected sample frame eighth grade students from Damascus intermediate schools (Basic Education).
- Apply the functional method in teaching literary texts to the eighth grade students and its effect in raising their knowledge achievement level as compared with the traditional method the researcher has adopted the experimental method, by designing a teaching program based on the functional experiment in correspondence with the proposed program by the Belgian researcher "Michael Mandir".
- Design prior and post (direct and deferred) achievement tests for all experimental and control groups related to each literary lesson and literary text.
- All tests were evaluated by the referees from the College of Education, Ministry of Education and its administrations in Damascus. Also, an exploratory experiment was held to ensure the effectiveness and credibility of the materials.

The number of the control group was (304) students both males and females. The number of the selected experimental group was (302) students both males and females. The total number of the experimental test group was (606) students both males and females.

The findings of the research were as following

There were significant statistical differences between scores of members of the two groups in post-test for the direct experimental control group.

- There were significant statistical differences between scores of students in the deferred post-test in the experimental group and control group in favor of the experimental group.
- There were significant statistical differences between scores of the experimental group in the prior and post test .