opción

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The Impact Of The Strategy Of The Five-Year Learning Cycle In The Achievement Of Fourth-Grade Students In The Subject Of Arabic Grammar And The Development Of Their Literary Trends

Assist.Prof. Dr. Mohsen Mouloud Salman Al Nuaimi
University of Tikrit / College of Education for Women

Abstract
The objective of the current research is to identify the impact of the five-year learning strategy in the achievement of fourth grade students in the Arabic grammar and the development of their literary trends. The sample consisted of (50) students, randomly distributed to two groups, one experimental and the other an officer. The researcher used many statistical methods such as T-test for two independent samples, which resulted in the superiority of the students of the experimental group on the students of the group of officers In the achievement test and in the measure of literary trends, and the researcher came out with some conclusions, recommendations and suggestions.

El Impacto De La Estrategia Del Ciclo De Aprendizaje De Cinco Años En El Logro De Los Estudiantes De Cuarto Grado En La Asignatura De Gramática Árabe Y El Desarrollo De Sus Tendencias Literarias.

Resumen

El objetivo de la investigación actual es identificar el impacto de la estrategia de aprendizaje de cinco años en el logro de los estudiantes de cuarto grado en la gramática árabe y el desarrollo de sus tendencias literarias. La muestra consistió en (50) estudiantes, distribuidos aleatoriamente en dos grupos, uno experimental y otro un oficial. El investigador utilizó muchos métodos estadísticos, como la prueba T para dos muestras independientes, lo que resultó en la superioridad de los estudiantes del grupo experimental sobre los estudiantes del grupo de oficiales en la prueba de rendimiento y en la medida de las tendencias literarias, y El investigador sacó algunas conclusiones, recomendaciones y sugerencias.

Definition of research

Research problem:

The Arabic grammar has received a large share of the general weakness in the Arabic language, and this is reflected in the inability to absorb them understanding and application, with what it occupies among the subjects of the Arabic language of great importance and high status, the researcher has clearly noted the low level of female students in the Arabic language materials. In general, and in the Arabic grammar in particular, where students have become averse to the study of the Arabic language and do not like it and consider it difficult, and that dealing with it is difficult, and thus teaching Arabic grammar is a problem for teachers and students, and this problem still persists despite the role Who performs E Many educators, and researchers in the field of curricula and teaching methods in general, and specialists in Arabic language teaching in particular.

Several seminars have been held and many studies have been presented both in Iraq and in various Arab countries to discuss the causes of weakness in the Arabic language. This phenomenon shows a clear indication that language education needs to change the methodological framework that it organizes and the circumstances that surround it, because the various educational activities organized by the school and make them educational

attitudes do not go according to an educational methodology. Integration.

The researcher agrees with the opinion that makes a large part of the problem lies on the teaching method followed, as the problem is not due to the existence of real difficulty in the substance of grammatical rules, but in the method or method used in the delivery and facilitation of these rules and despite the multiplicity of modern teaching methods and strategies such as investigation and discovery Problems and models of education, and then expanded use and use of learning and educational attitudes in the Arab world and the world, but they did not reflect - as it seems - on the interest of teachers in our schools, which led to a weak knowledge of teachers in modern teaching methods, and although Educational field presented a lot of literature in this area and the efforts of educational researchers through their experimental research, but it is noticeable that the method of explanation and presentation remained one of the most prevalent methods among teachers, especially teachers of Arabic language, resulting in the weakness of female students in the branches of the Arabic language.

The main problem in the current research is to answer the following question: (Is there a trace of the five-cycle learning strategy in the achievement of fourth grade students in the Arabic grammar and in the development of their literary trends?)

research importance:

This indicates that the honor of the Arabic language is guaranteed by God Almighty to preserve it, and that God Almighty promised to memorize his book, and in the preservation of the Koran to preserve its language, the Almighty said:) We have mentioned and we have to keep the verse (, (9).

The interest in Arabic stems from religious belief, national emotion, and cultural and civilizational values. In its revival, it preserves the Holy Qur'an and neglects the neglect of the rituals of religion and this has ensured its survival through the ages. (Al-Kharmani, 2011: 4)

Arabic grammar is the backbone of this subject. Creation, reading, literature, rhetoric and criticism remain incapable of performing its mission unless it is read and written in a sound language free of grammatical errors, and the process of linguistic communication between the speaker and the addressee is subject to the integrity of those rules (Al-Kakhn, 1992: 16).

Here, we must differentiate between grammar and grammar. Grammar is the science in which the conditions of late speech are expressed in a constructive and constructive manner. The Arabic grammar is a general phrase that expands the rules of grammar, morphology, rhetoric, sounds, and writ-

ing, but the Arabic language while dealing with textbooks includes grammar and morphology. (2009: 194)

The importance of grammatical rules comes from the importance of the language itself, it is a branch of the Arabic language is important if not the president, as (grammatical rules are not merely information understood and added to the mental repertoire of the colors of knowledge, but a means to the end, is a way to straighten the tongue on certain methods, patterns In particular, if this method is not taken for continuous training and repeated practice, the tongue will not be straightened and these expressive templates will not find its way to pronunciation, so the grammar will not have any manifestation of life.) (Abraham, 1985: 35) in the sense that it is linked to sound syntax and is a means of mastering language skills as understanding the language is linked to understanding the rules governing its system and give it the formula that leads the intended meaning, because it is the most branches of language based on thinking and from which learners proceed to the rest The arts of speech and its branches are able to read and write correctly and have a linguistic mental sport that adopts measurement methodology, reasoning and conclusion in order to achieve a sense of linguistic that enables them to understand the language and express and proceed from them (Jubouri, 2003: 75)

Research in Arabic grammar must lead us to the methods of teaching, which, if we take it seriously because we find it does not achieve the objectives set for it;

The process of selecting effective teaching methods is an important general basis in education. Its modern concept reveals that it is a flexible and integrated process in which the effort of the teacher and the learner in the framework of educational attitudes is a variable system that adapts and responds to each change, because it is a set of organized and integrated steps to reach the desired goal in education. Less time and effort to enable the learner to participate in the lesson. (Said, 1990: 121)

Constructivist theory has been supportive and complementary to the cognitive theory as it was interested in changing the role of both the teacher and the student, the role of the teacher is no longer a carrier of knowledge, and the student is just a recipient, but provided a lot of educational strategies that make the center of the cognitive process and activate its role as a researcher The teacher is a mentor, facilitator and supporter of knowledge (Al-Dhafiri, 2010: 5).

A set of strategies that emerged from the constructivist theory emerged, including a learning cycle strategy that took multiple, three-phase, four-

stage, and five-stage forms (Al-Tinawi, 2001: 19).

The learning cycle strategy goes beyond mere interest in the content of the scientific material to focus on the scientific aspect and the way in which the student learns, a method that exposes learners to examine and experiment with the scientific material, which makes them discover and then build on them, and then interested in the development of thinking skills, and practical skills of the learner, It is consistent with how students learn, and through this course, students undertake the survey process leading to learning in new situations based on constructivist theory (Jawawdeh, 2006: 201).

Modifications have been made to this strategy, including by the Biological Sciences Curriculum Committee in 1993 and by Bybee to develop the learning cycle, adding two new phases to the learning cycle, and the learning cycle consists of five stages: busy, exploration and interpretation The modified five-year learning cycle is referred to as 5Es, because each of the five phases begins with a foreign letter (E) and each specific function stage contributes to the learning process. (Zeitoun, 2007: 443)
Bybee believes that the preoccupation stage is used to stimulate the students' motivation towards the subject. The exploration stage encourages students to test and examine the subject in small groups, and the interpretation phase allows the students to present their findings in their groups to their other classmates. The conceptual understanding of the students, while the evaluation phase provides students with means to evaluate their work, and provides teachers with opportunities to evaluate the progress of students towards the achievement of the objectives. (Khawaldeh, 2006: 333)

Thus, the five-year learning cycle became a teaching strategy based on the active interaction between the school and the student centered exploratory activities in order to develop patterns of sensory and formal reasoning among students. (Abdul Salam, 2001: 45)

It is necessary that the teaching strategy corresponds with the trends and tendencies of students in order to achieve a level of teaching that corresponds to the educational goals that we seek to reach and achieve, and hence the attention to the formation of positive attitudes as a component of personality, and therefore it is one of the objectives of education because education does not bear unless it produces learning, Education is possible only if there is a response from the learner (Lahibi, 2001: 9).

Creating and developing positive attitudes towards literary subjects has become an educational goal because most educators consider that educa-

tion that leads to the formation of attitudes desired by the student is more feasible than education that leads to gaining knowledge only (Al-Kiswani et al., 2007: 229-230).

In light of the above, the importance and need for research can be elaborated with the following:

1. The use of the five-year learning cycle strategy (5Es) is a response to the recommendations of previous studies that recommended the use of various teaching methods in the Arabic language.

2. To draw the attention of teachers and specialists in Arabic to the importance of innovation in the use of different strategies and methods in the teaching of Arabic grammar such as the five-cycle learning strategy.

3. The current study may benefit Arabic teachers in developing their teaching skills.

4. The importance of literary trends as the development of attitudes towards the material of the most important educational goals.

5. Lack of a similar study - to the knowledge of the researcher - dealt with the impact of the strategy of the five-year learning cycle in the achievement and development of literary trends among the fourth scientific students of the Arabic grammar.

Research Objectives:

The present research aims to know the impact of the five-year learning cycle strategy in:

1. Achieving fourth grade students in Arabic grammar.

2. Develop their literary trends.

research assumes:

1. There is no statistically significant difference between the average scores of the experimental group students who will study Arabic grammar in the five-year learning cycle strategy, and the average scores of the control group students who will study the same subject in the normal way in the achievement test at the level of significance (0.05).

2. There is no statistically significant difference between the average grades of the experimental group that will study the Arabic grammar in the five-year learning cycle strategy, and the average grades of the control group students who will study the same material in the usual way in the scale of literary trends and at the level of significance (0.05)

search limits:

Current search is limited to:

1.The fourth grade students in Tikrit secondary schools / Salahuddin province for the academic year 2018-2019.

2. A number of Arabic grammar topics to be taught for the fourth grade of the second semester of 2018-2019

3. The second semester of the academic year 2018-2019

Define terms:

First: The five-year learning cycle:

1. (Zaytoun, 2007) "It is a teaching strategy developed from the triple learning cycle to be used in teaching, and consists of five stages used by the teacher with his students in the classroom and aims to build the student's scientific knowledge himself." (Zeitoun, 2007: 447)

2. (Kharmani, 2011) "As a five-cycle cycle consisting of five phases: the stage of preoccupation, (attracting attention), the exploration stage, and the stage of interpretation, and the expansion phase, and the evaluation phase, Bybee increased on the four stages in the previous model stage Fifth, before the stage of exploration, which is the stage of preoccupation, and attract attention is the stage where students recognize the educational task for the first time, and is the link between past experiences and current experiences, and this is done by asking exciting questions, or problem and defined, which is the enrichment stage for students, make the student He is preoccupied with the task of mentally focused learning and makes him confused. For Khrmani 2011: 39)

Procedural definition: The teaching method used by the researcher as a modern strategy in teaching Arabic grammar with the students of the experimental group of research, which aims to know the impact on the achievement where the researcher provided the appropriate educational learning conditions for the students to build knowledge of the Arabic grammar themselves through the existing collective participation On the dialogue and interaction between them and the teacher (researcher) and the subject.

Second: Collection: Known both: -

1. (Barakat, 2005) "As a cognitive ability of a learner on a particular subject by taking a test that includes a set of questions to measure this subject." (Barakat, 2005: 108)

2. (Arakawi, 2008) "Achievement is the achievement of female students in achieving the objectives of the school education subject and that achievement is measured in the aggregate score in the achievement test performed by the students after reading the required material." (Arakawi, 2008: 14)

Procedural Definition: The amount of information gained and knowledge of the students of the subjects of the Arabic grammar for the fourth grade

of science that we studied using the five-year learning cycle and measured by the degree obtained by students in the achievement test prepared by the researcher to find out the impact of this strategy.

Third: Arabic Grammar: Known by:

1. (Al-Azzawi, 1988) "It covers all aspects of language including sound, formula, syntax, and significance, and no other aspects are seen." (Al-Azzawi, 1988: 114).

2. (Toaima, 2000) "It is a set of standards and norms derived from the Holy Quran and Hadith and from the language of Arabs whose language is not interpreted, it is judged on the validity and control of the language." (Toaima, 2000: 53).

Procedural Definition: It is the set of topics included in the Arabic grammar book for the fourth grade scientific edition 2018, which the teacher (researcher) taught to the students of the research sample during the duration of the experiment.

Fourth: Scientific fourth: is the first grade in the secondary stage after the intermediate stage and the students of this grade have passed the ministerial exam for the intermediate stage, the fourth scientific students study literary and scientific material only, and the function of this stage is to prepare students for a higher study stage is the university stage.

Fifth: Literary Trends: Known both

1. (ZQ, 2006) "It is a belief or feeling that prepares an individual to respond in a certain way to things, individuals, events." (ZQ, 2006: 273)

2. (Atoum, 2009) "as a negative, positive or neutral assessment of things, people and attitudes, or the tendency and orientation of individuals to make a judgment of support, opposition or impartiality towards objects, persons, and attitudes" (Al-Atoum, 2009: 196)

The procedural definition of literary trends: The amount of positive and negative feeling towards the Arabic grammar material they study during the duration of the experiment and is measured through the scales prepared for this purpose.

Theoretical framework and previous studies

5Es Course Strategy

The researcher will review the five-year learning course he has employed in the current research:

1 - Engagement stage: The goal at this stage to stimulate students and arouse their curiosity and interest and involvement in the subject of study, and the role of the teacher to create excitement and generate curiosity and ask thought-provoking questions, to raise questions and responses reveal

what they have from previous information and experience, and how they think about the subject or concept And use it to focus students' attention on subsequent assignments (Sadeq, 2003: 21).

2. Exploration: Exploration The activities of the exploration stage are designed to provide students with a basic basis to enable them to continue to explore the structure of concepts, processes and skills. At this stage, they should provide concrete materials and direct experiences as much as possible. The teacher is responsible for providing adequate guidance and appropriate materials related to the activity, and providing sufficient time and opportunities to investigate the subject matter, based on the students 'ideas about the phenomena and as a result of the students' intellectual and physical immersion. Activity They develop relationships, see patterns, identify variables, and inquire about events. This may be appropriate to guide students' thinking by the teacher when they begin to construct or re-interpret their interpretations, if needed, on the other hand. (Khawaldeh, 2006: 224)

3 - Explanation: aims to make the teacher guide the thinking of the students so that the students build the concept in a cooperative manner, and to achieve this the teacher creates the required classroom environment, and then the teacher requests students to provide him with the information collected, and help them to process and organize mentally, and then provide language The students here focus on their initial results from the exploration they carried out (Al Dhafiri, 2010: 24).

4 - Elabration: The expansion is centered around the student, and aims to help her to organize the mental experiences gained by linking them with similar previous experiences, as they reveal new applications of what has been learned, and the concepts that have been built must be linked to other ideas and experiences to make students think Beyond their current thinking, students should be asked to use the concept language to add another dimension and this stage is appropriate to help students apply what they have learned by enriching examples or providing them with additional expertise to provoke other investigative skills they have, and the teacher should give enough time for the student to apply They learned what they learned in new situations, and linked the concept with other concepts or themes (Khataybeh, 2005: 350).

The evaluation phase can be conducted in each phase of the five-year learning cycle and not only at the end of it. The role of the teacher is to observe the students in the application of new concepts and skills, and to assess the students' knowledge and skills and allow them to assess their knowledge

and practical and collective skills. (Fiancee: 2005: 351).

Advantages of the five-year learning cycle:

The five-year learning cycle is distinct from other strategies in the following aspects:

1. Take into account the mental abilities of the requests, it is not provided to the student of the concepts only what can learn.

2. The progress of science as a research method as learning goes from part to whole, and this corresponds to the nature of the student, which depends on the inductive method when learning new concepts.

3. The student pays to think through the use of the concept of loss of equilibrium, which is a major motivation towards the search for more scientific knowledge.

4. Interested in the development of thinking skills of students and working skill commensurate with how students learn. (Asmar, 2008: 31)

Other characteristics (Jabr, 2010) in that the five-year learning cycle is characterized by being successful learning strategies in engaging students in meaningful surveys to learn the basic concepts, and give positive results in the development of concepts, in addition to that it develops students' attitudes towards material That they are learning. (Jabr, 2010: 34)

Literary Trends:

The concept of direction and its components: -

Trends play an important role in the individual responses to the different stimuli that are exposed in his daily life, and these responses may be positive or negative stimuli based on acceptance or rejection of those stimuli, and trends include emotional, cognitive and cognitive processes on the one hand and direct the individual to take appropriate and acceptable behavior The group helps the group to make decisions in certain social and psychological situations with full confidence and without hesitation on the other hand (Al-Zubaidi 2004: 109)

Stages of formation of trends

The formation of trends passes through three basic stages:

1- The cognitive stage: - The trend at this stage is a cognitive or cognitive phenomenon, which includes the individual's direct identification of some elements of the natural environment and the social environment, which is of the nature of the general content of the nature of the society in which he lives (Al-Gharbawi, 2007: 10).

2 - the stage of growth towards a certain thing: - A stage in which the individual evaluates the outcome of interactive with these stimuli and elements, and is based in this evaluation process based on that cognitive

framework, including objective variables, such as the characteristics of objects and components and subjective variables such as self-images, and is characterized This phase of the individual's tendency towards a certain thing, and more precisely this stage of the emergence of the trend is based on a mixture of objective logic and feelings and subjective feelings.

3 - the stage of stability and stability: - The stability and inclination of different types and degrees settles and stabilizes something when it develops into a psychological direction, Valbbot is the last stage in the formation of direction. (Gharbawi, 2007: 11)

Stages of formation of trends

1- The cognitive component: It is the component that represents the first phase of forming a trend.

1- The emotional component: It represents the second stage in the formation of the trend, and refers to the feelings of love and hatred faced by the individual towards the subject of direction, as it is linked to its emotional composition, and this leads to a receptive attitude to the subject of the direction (love, hatred, support, rejection .. .)

2 - Behavioral component: It represents the third stage in the formation of direction, and the behavioral component refers to the procedural steps that are related to human behavior on the subject of the trend, which indicates acceptance or rejection based on stereotypical thinking about him and his emotional sense of it, so the behavioral implication is the final outcome and practical translation of thinking Man and his emotions about the triggers of this topic, forming the general trend towards him, whether positive or negative. (Al-Zubaidi, 2004: 113-114)

Measure trends

Measuring trends is a topic that has found great interest from both social scientists, because of its importance in many fields of public life (Zubaidi, 2004: 132), and one of the most important reasons for measuring psychosocial trends is that it facilitates the prediction of behavior, and contains containment The validity or error of existing theoretical studies, and provides the researcher with different experimental fields, and thus increase his knowledge of the factors that affect the emergence of the trend and its composition, stability and reliability, transformation and development and change slow gradual or sudden rapid. (Zahran, 1984: 143)

There are several scientific methods to measure trends, including: -

1- Likert scale: - (1933 Likert)

Likert criticized the Thirststone scale for its difficulty and complexity,

and the need to start with a large number of phrases, and the use of a large number of arbitrators, and felt that it is better to build a standard measure of support and rejection considering the trend, as it is connected to determine the two extremes poles and points between these poles such as (very OK, OK This is in the case of the five-point scale and is set for each point score, for example from (5-1) in the case of the positive statement and (1-5) in the case of negative terms, studies and research have indicated that Likert's method is more comprehensive and more The accuracy and results are more consistent, and the Likert style is not needed for a large jury to Iron weights of each paragraph of the scale, as well as they contain the responses of acceptance and rejection -astjabat is specific when unable Screened for its opinion on one of the paragraphs, as well as objectivity.

2 - Guttman scale: - (1947 Guttman)

Guttman tried to create a gradual aggregate scale in which he fulfilled an important condition. If he or she agrees to a particular phrase, it must mean that he or she agrees with the statements that are lower than them. The lower terms he agreed to, the higher he did not approve, and thus two individuals in one grade do not participate in this scale unless they have chosen the same phrases, while the method of testing the same phrases is similar to the Likert method, as well as the step-by-step scale, usually with five-point scores. Phrase.

The following is a model of the Jettmann scale to measure the trend of individuals towards the part that should be obtained from the culture:

1- The end of university level is not enough to educate the individual. Yes No

2 - the end of the secondary level is not enough to educate the individual. Yes No

3 - The end of the preparatory level is not enough to educate the individual

4 - The end of the primary level is not enough to educate the individual. Yes No

5. The culture of the individual should be more than just reading and writing. Yes No

3- Test differentiation meanings of concepts: - The Semantic Differential

Osgood et al. (1962) began this method mainly for perception and trends, but it is now a general tool used in personality studies and other social and political studies, according to the researcher's purpose and there is no known test And coordinator called (test differentiation of meanings of concepts) but there is a method developed by (Osgood and colleagues), and each researcher can build a test according to this method, and must

take into account what comes in the test of concepts: -
Have meaning and importance for the sample members.
2. Have a subject of varying personal attitudes.
3. Individual differences in responses should be clear.

Then arrange the paragraphs, and the way to get the maximum number of different concepts and different metrics between the repetition of each concept and another measurement, and most researchers have used the following format for this test as each concept appears on the same line with the scale in order to get the maximum number of different concepts. (Zahran, 1984: 149-156)

previous studies

First: Studies on the five-year learning cycle strategy

1. Study of Hanuscin (2008), citing (Al-Khodari, 2009)

The study aimed to teach the oxygen breathing cell using the five-cycle learning cycle (5Es). The study sample consisted of two classes of secondary school, one of the control group and the other experimental group. The researcher prepared an achievement test. (86%) and the average score of the control group was (80%). (Al-Khudari, 2009: 54)

2. Study (Radwan and Sawatafh, 2014)

This study was conducted in Saudi Arabia and aimed to (investigate the impact of the five - cycle learning cycle based on the system of e - learning management "Blackboard" and interactive software in the achievement of physics among engineering students at King Saud University compared to the use of the usual method).

The study sample consisted of (50) students divided into three groups: The first group included (19) students who studied physics using the five-cycle learning strategy based on the e-learning management system "Blackboard", and the second group included (15) students studied using the strategy of the learning cycle. The quintet is based on interactive software, and the third group includes (16) students who studied physics in the usual way.

The researcher followed the design of equivalent groups with partial control of the type of post-test three groups (two experimental and one control), and the results of the analysis of the uneven variation of the scores of the sample on the achievement test revealed the superiority of the students of the first group and the students of the second group on the students of the third group in a statistical significance, The first group of students in the second group is statistically significant (Radwan and Sawatfeh, 2014: 61)

Second: Studies dealing with trends

1. Study (Louisei, 2006)

This study was conducted in Iraq / University of Mosul, and aimed to identify (the impact of the methods of induction and measurement in the acquisition of fifth grade literary concepts and rhetorical attitudes towards rhetoric), the researcher used experimental design with equal groups, where the research sample consisted of (89) students distributed between The experimental group consisted of (49) students studied according to the inductive method. The duration of the experiment lasted one semester. The equivalence process was conducted for the two research groups in the variables (chronological age and grades).The researcher used the task of teaching Arabic teachers in the schools where the experiment was conducted after they had enough among them. The researcher also prepared teaching plans to be presented to the arbitrators and experts. The first tool was a test to measure the acquisition of rhetorical concepts, consisting of the final version of (30) paragraphs, while the other tool was a tool to measure the trend towards rhetoric and application and consisted in its final form of (30) paragraphs. Using the two tools presented by the researcher to a group of arbitrators to identify the apparent sincerity of them, and then applied to an external exploratory sample to measure the level of difficulty and discriminatory power for the tool to acquire rhetorical concepts to determine the validity of their use. (0,82) For the tool towards the rhetoric was extracted by the method of re-testing (0.83) and these two factors are good for the test, the researcher applied the experiment on 2/10/2005 and lasted (13) weeks after data processing Statistically using The results showed that there were statistically significant differences at the level of (0.05) between the average scores of the first experimental group studied according to the standard method and the average of the second experimental group studied according to the inductive method of acquisition. Rhetorical concepts for the benefit of the first experimental group.

There were statistically significant differences at the level (0.05) between the average scores of the first experimental group studied according to the standard method, and the average scores of the second experimental group studied according to the inductive method in the direction of rhetoric and application for the benefit of the second experimental group. (Louise, 2006: a)

2. Study (Noor, 2013)

The research aimed to know the impact of using the strategy of reciprocal

teaching in the achievement of fifth grade students in literature and texts
and the development of literary trends in them, chose experimental design
with the achievement of the post-test for the variable achievement and the
test before and after the variable of literary trends and for the two groups,
two schools were chosen intentionally from secondary schools Which in-
cludes one division for the fifth grade of scientific, the first (high school
for girls) and the second (secondary school for girls) and the final sample
consisted of (50) students (25) students in the total Experimental and of
(25) students in the control group.

The experimental and control groups were rewarded in the follow-
ing variables (intelligence, literary trends, previous year achievement in
Arabic language, chronological age calculated in months, parents' edu-
cational attainment, monthly income), the researcher identified the topics
to be studied in the experiment and formulated (132) behavioral goals,
presented to Experts and specialists to judge its validity and truthfulness,
the researcher prepared a post-test achievement in the light of behavioral
objectives and the content of the subject consisted of (50) items of mul-
tiple choice. The validity of the test was found, and analysis of the test
paragraphs to extract the level of difficulty and discriminatory power For
each paragraph and then calculate the coefficient of stability of the test in a
half-fractional method and the coefficient of stability (0.82) and corrected
the equation Spearman Brown became (0.86) and the researcher prepared
a measure of literary trends consists of (32) paragraphs include a set of
negative and positive paragraphs, and put to answer them weights The
respondents were asked to read the paragraph and then choose the answer
that applies to them more than the other. Become (0,86).

The researcher prepared teaching plans for each lesson of the experimen-
tal group and the control group, the duration of the experiment lasted a
whole chapter as it started on (20/2/2013) and ended on (6/5/2013) and the
researcher was studying the experimental group and control itself, and at
the end of the experiment was applied The researcher tested post-achieve-
ment on the students of the two groups, and then applied the post-scale of
literary trends and the pre-scale was applied at the beginning of the exper-
iment, and using the Mann-Whitney test for the large sample, the results
showed the following: -

1- The experimental group that studied the material using the interactive
teaching strategy is superior to the control group that studied the same
subject in the usual way in the achievement test.

2- The experimental group students outperformed the students of the con-

trol group in the literary trends scale. (Noor, 2013: A.C.)

Research Methodology and Procedures:

1 - Research Methodology: The researcher followed the experimental method because it has the ability to control the various factors affecting the phenomenon to be studied, as the research methodology is based on scientific method.

2. Research Procedures:

First: Experimental Design: The researcher chose experimental design with the following two equal groups:

Post-test	Independent variable	Tribal Test	Groups
Achievement and literary trends	Five - year learning course	Literary trends	The group Experimental
	-------------------------------		The group Control

Scheme (1) experimental design of research

Second: The research community and its sample: The current research community represents the fourth grade students in preparatory and secondary schools in the center of Tikrit city.

A - Schools sample: The researcher chose the secondary statement intentionally to represent the research sample for the following reasons:

1- The school administration is ready to cooperate with the researcher and assist him in completing the research experience.

2 - The presence of two divisions of the fourth grade of science in the secondary statement.

3 - The students of the school from one residential neighborhood with a level of economic and cultural convergence.

B - sample of students: After the researcher identified the school in which the application of the research experience, the researcher visited that school and with him a task facilitation issued by the Directorate General of Education Salah al-Din, and included two divisions for the fourth grade of science, the researcher chose Division (A) randomly to represent the experimental group that The female students will be exposed to the independent variable (five-cycle learning strategy), while the Division (B) represented the control group whose students will study the same article in the usual way, the number of students of the experimental group (30) students,

while the students of the control group was (25) students, and after exclusion Female students from the sample Rob and their number (5) students from the experimental group became the final sample size (50 students) by (25) students the experimental group and 25 students in the control group.

Third: - Equivalence of the two research groups: The researcher was keen before the experiment to equal the two research groups (experimental and control) statistically in some of the variables that are believed to affect the results of the experiment has been conducted parity between the two groups in the variables as shown in Table (1)

Table (1)

Statistical description of the experimental and control groups in equivalence variables

T value		The degree of freedom	Control group(25)		Experimental(25)		The group
Calculated	Table		standard deviation	Arithmetic mean	standard deviation	Arithmetic mean	Variables
1,46	2,021		6,87	29,92	7,22	32,84	Intelligence
0,79			10,20	65,48	11,44	67,92	Literary trends
1,06	At a level of 48 significance 0,05		1,95	5,60	1,77	6,16	Previous knowledge
0,49			5,73	193,40	5,78	192,60	The chronological age

Fourth: Identifying and controlling the extraneous variables: In order to make sure that the results are safe and return to the independent variable has tried the best effort to control the extraneous variables that are believed to affect the integrity of the experiment, and the following is a presentation of the most important variables that can threaten the internal and external integrity of the design, namely: -

Internal safety

1 - Accompanying Accidents: The members of the experimental and control groups were not exposed to any emergency or accident that impedes the progress of the experiment and has an impact on the dependent variable besides the impact of the independent variable, so this factor was avoided.

2 - Experimental extinction: The experience of such a factor was only individual cases of absence in the research groups and in small proportions and almost equal.

3 - Selection of sample members: The researcher ruled out the impact of

this factor by conducting statistical parity between students of the two groups in some variables as well as the two groups belong to a converging social, economic and cultural environment.

4. Maturity-related processes: This factor was controlled by taking a control group alongside an experimental group. Moreover, the duration of the experiment is short and specific as it started on 20/2/2019 and ended on 6/5/2019, and the researcher achieved parity in the chronological age of female students. The two groups which would reduce the effect of this factor.

5 - Measurement tools: The researcher used in the study two uniform tools between the experimental and control groups (the achievement test) and the (literary trends scale), which was characterized by objectivity, honesty and comprehensiveness.

External safety

To achieve the external integrity of the experimental design, and to disseminate the results of the experiment outside the scope of the research sample, the experiment requires some experimental procedures, namely:

1- Research Confidentiality: The researcher agreed with the school administration on the necessity of confidentiality of research and not to inform the students of the nature of the research and its objectives to ensure the continuation of their activity and dealing with the experience naturally does not affect the integrity of the results and accuracy.

2 - subject: The study material was specific to the experiment unified for the two research groups, the researcher has adopted (12) subject as the researcher was able to control this factor.

3 - Teacher: To reduce the impact of this factor in the safety of the experiment and its results the researcher himself taught students of the two research groups, and this adds a degree of accuracy and objectivity, because the members of the teacher of each group make it difficult to accept the results may be due to the ability of one of the teachers of the material more than His other colleague.

4 - Educational environment: The students of both groups received their lessons in almost one educational environment, where classrooms were similar in terms of lighting, temperature and ventilation, and the organization of classrooms.

5 - Distribution of classes: To control this variable the researcher agreed with the school administration on the equal distribution of lessons between the two research groups so that take into account the teaching of experimental and control groups on the same day.

6 - Pollution of the experiment: The researcher did not allow either group to overlap or mix in the presence of the lesson in the other group throughout the duration of the experiment.

Fifth: - Experience requirements

- Determination of educational material: The subject is defined within the limits of the research to five topics in the book of Arabic grammar for fourth grade students scientific edition 2018.

- Determining behavioral goals: The researcher formulated behavioral objectives in the light of the general objectives of the specific subject and in accordance with the nature of the content of the subject covered by the research experiment.

   In order to confirm the achievement of the behavioral objectives of the content of the article, the safety of its derivation from the content of the study material, and the correctness of its construction, the researcher presented with the content of the article to a group of experts and specialists in education, psychology and the Arabic language and methods of teaching, and in the light of their observations and suggestions amended some goals and reformulated other goals until Taken finalized.

- Teaching aids: The researcher used in the presentation of the teaching methods similar between the experimental and control groups in terms of similarity of blackboards and the use of black and colored blackboard pens, textbook decision, and color cards for some subjects.

- Preparation of study plans: The researcher prepared appropriate teaching plans, models have been presented to experts with expertise in the field of teaching methods, educational and psychological sciences and supervisors specialized in the Arabic language and its teachers, and necessary adjustments were made in the light of their observations and guidance.

Sixth: - Research tools

   Achieving the objectives and hypotheses of the research requires the preparation of two tools: achievement test, and a measure of literary trends.

The first tool: achievement test

   Because of the requirements of the current research preparation of an achievement test used to measure the achievement of students at the end of the experiment and according to Bloom's classification in its six levels (remembering, understanding, application, analysis, synthesis, evaluation), in the light of scientific material and specific behavioral objectives and taking into account the test conditions to achieve Honesty, consistency, comprehensiveness and objectivity, the researcher has prepared an achievement test after the following steps:

1- Table of specifications (test map): The researcher identified (45) paragraphs and formulated according to the weight of the importance of each content and behavioral objectives, according to the six levels of Bloom's classification in the cognitive domain (remembering, understanding, application, analysis, synthesis and evaluation) as follows:
- Content weight = number of topic pages x 100
             the total number
- Weight of behavioral goals = number of goals per level × 100
             Total number of goals
- Number of questions per level = weight of content x weight of goals x total number of goals

2 - Formulation of test paragraphs: For the purpose of measuring the achievement of students of the experimental and control groups in the Arabic grammar, the researcher prepared an achievement test in the light of behavioral objectives and levels and what contains the specific article of the experiment, the initial form of the test included (45) paragraphs as it made the number of paragraphs more Of the number you specified in the test map, precaution to the lack of some paragraphs to obtain the approval of experts and arbitrators, or lack of appropriate coefficient of difficulty or a good discriminatory force, the researcher has formulated paragraphs of test multiple-choice type where this type of most objective tests a Scientific and widely used because of the possibility of drafting his questions and use in measuring various aspects.

3. Validity of the test: To verify the validity of the test, the researcher adopted the virtual validity and the validity of the content that indicates the extent to which the test content is representative of the comprehensive behavioral range.

The researcher has verified this kind of honesty through the actions he has taken from formulating the behavioral objectives of the content and building the test paragraphs in the light, and then presented to a committee of experts and arbitrators in the Arabic language and methods of teaching, and educational psychology and measurement and evaluation and Arabic language supervisors and teachers, for their views Their observations regarding the validity of the paragraphs by measuring and covering what they were prepared for, and the soundness of building paragraphs and determine the target that measures it.

After analyzing the responses of experts and arbitrators, some paragraphs were amended and 4 paragraphs were deleted because they did not receive 80% of the approval of experts and arbitrators to reach the remaining 41

paragraphs.

Statistical analysis of the test items

A - the sample of the exploratory: To find out the duration of the test, and the clarity of its paragraphs and the difficulty and effectiveness of its alternatives, the researcher applied the test on a survey sample of (50) students, after the test day was determined by agreement with the two schools of the material in the two schools were tested on 29/4/2019 Then, according to the time taken to answer the paragraphs of the test by recording the time taken by the first student who finished the answer was (40) minutes and the time taken by the last student who finished the answer is (50) minutes and the average time (45) minutes, which is the time specified for the answer.

B - Sample Analysis: In order to identify the level of difficulty and discriminatory strength of the test paragraphs, the researcher applied the test to a second sample. In order to analyze the test paragraphs, the sample consisted of (250) students. It was agreed with the school administrations and their schools to determine the test days. The papers and the collection of grades, and then arranged in descending order, and took the upper 27%, and 27% minimum, as the best two groups to represent the whole society, and the number of female students in each group (67) students.

Statistical analyzes were then carried out as follows:

1. Parameters difficulty factor: The researcher extracted the difficulty level of each paragraph of the test paragraphs and found that it ranges between (0,32 - 0,79) and since the test paragraphs are good paragraphs if the level of difficulty ranged between (0,20 - 0,80). Therefore, the paragraphs are good and their level of difficulty is acceptable.

2. Paragraph recognition strength: To calculate the differential strength of each test paragraph, the researcher used T-test for two independent samples (T- test) at the level of (0.001). 2,67 - 10,63) This means that all test paragraphs are good and distinctive.

4. Stability of the test: To find stability, the achievement test was applied to the respondents of the sample (50) students, the researcher used the Pearson correlation coefficient (Person), because it is one of the most important correlation coefficients in this field. (Odeh, 2002: 117), to find out the relationship between individual and even paragraphs in the half-way segmentation of the achievement test was (0.63) and after correction correlation coefficient with Spearman-Brown equation test coefficient of stability (0.77), It is a good indicator, as the test is good if the coefficient of stability (75%) and above. (Abu Libdeh, 1979: 261)

Literary Trends Scale

The second objective of the current research is to know the impact of the use of the five-cycle learning strategy in the development of literary trends, and it was necessary to create a scale that measures this aspect applied before and after the members of the research sample, and through the researcher on a set of literature, programs and metrics related to literary trends, After consulting a number of relevant specialists and expertise in this area, the researcher prepared a set of situations or problems in the form of paragraphs with three weights of assessment are (always apply to me, sometimes apply to me, do not apply to me) and ask the respondent to read the paragraph and then choose The answer that applies to them more than the other and find suitable for them, and the number of paragraphs developed by the researcher in its initial form (40) paragraph half positive and half negative.

Validity of the scale: For the purpose of verifying the validity of the scale presented by the researcher to a number of arbitrators with competence in this area, and in the light of their opinions and observations have been redrafted some paragraphs and adjustments have been made to others, the researcher considered the paragraph valid as it got a percentage (80%) Arbitrators' opinions Accordingly, some paragraphs were amended to be 40 items before finding the discriminatory power of the test items.

The researcher sample: To show the clarity of the paragraphs of the scale and its instructions, and to know the time taken to answer its paragraphs, the researcher selected (50) female students from the fourth grade of science in Al-Khansaa secondary school for girls, and applied the scale on them (17/2/2019). According to the time taken to answer the average response time for paragraphs of the scale (30) minutes

The discriminatory power of the paragraphs of the scale: For the purpose of finding the discriminatory power of the paragraphs of literary trends, the researcher applied the scale to a sample of high school students and preparations of the Directorate General of Education Salahuddin, which includes the fourth grade of scientific and the sample consisted of (250) students.

After correcting the answers of the students, the researcher gave (3) scores on the answer (always applies to me), (2) two scores on the answer (sometimes applied to me) and (1) one score on the answer (does not apply to me) to the positive paragraphs, but if the paragraphs are negative (1) scores on the answer (always apply to me), (2) two scores on the answer (sometimes apply to me) and (3) on the answer (not applicable to me). The highest and (27%) minimum, and then carried out statistical operations to

find the discriminatory force for all paragraphs of the scale, has fallen (8)
paragraphs for not getting the percentage of acceptable discrimination to
become the number of paragraphs Scale (32).

Stability of the Scale: To find the stability of the scale, the researcher used
the mid-segmentation method by applying it to the members of the sur-
vey sample of (40) students. 76) Then corrected the equation (Spearman
- Brown) and reached (0,86), a coefficient of good stability and is a sign of
the stability of the scale.

View and interpret results

This chapter presents the results of the research in the light of its objectives
and hypotheses and then interpreted, as follows:

First: The first hypothesis: There is no statistically significant difference
between the average scores of the experimental group students who will
study the Arabic grammar in the five-cycle learning strategy, and the aver-
age scores of the control group students who will study the same material
in the usual way in the achievement test at the level of significance (0, 05).

After applying the post-achievement test to the members of both
groups at the end of the experiment, the scores of the students were treated
statistically to determine the differences between the mean scores of the
two groups in the academic achievement, the average of the experimental
group scores (27.12) and the average of the control group scores (22.04).
Significance of differences The researcher used T- test for two independent
samples. The results were as shown in Table (2).

Table (2)

T-test results to indicate the difference between the average scores of stu-
dents of the two research groups

In the achievement test

At a level of significance 0,05	T value		The degree of freedom	standard deviation	Arithmetic mean	Number of sample members	The group
	Calculated	Table					
Statistical function	2,02	3,88	48	4,64	27,12	25	Experimental
				4,58	22,04	25	Control group

It is clear from Table (2) that the calculated T value was (3.88) is greater
than the tabular value (2.02) at the level of (0.05) and the degree of free-
dom (48) This means that there is a statistically significant difference be-

tween the average scores The experimental group students and the average score of the control group students in favor of the experimental group, thus rejecting the first zero hypothesis.

Interpretation of the result: The researcher attributes the result of the superiority of the experimental group students who studied Arabic grammar using the five-cycle learning strategy over their peers in the control group who studied the same material using the traditional method, because this strategy and its implementation procedures make the students the center of the educational learning process, because they By building their own knowledge through active and active participation in the learning process, teaching using a five-cycle learning strategy involves five phases: preoccupation, exploration, interpretation, and learning. In the form of activities, attitudes and problems that increase the interaction of students with the content provided by the teacher, and in the light of these stages and procedures there was a learning environment and educational attitudes that helped students to get better than the usual method, which was limited in the direct action of the content and evaluation methods The researcher believes that this result was identical with the results of previous studies.

Second: The second hypothesis: There is no statistically significant difference between the average grades of the experimental group students who will study the Arabic grammar in the strategy of the five-year learning cycle, and the average grades of the control group students who will study the same material in the usual way in the scale of literary trends and at the level of significance. , 05).

It is clear from table (3) that the calculated T value was (), which is greater than the tabular value, which was () at the level of significance (0.05) and this means that there is a statistically significant difference between the mean of the experimental group and the average of the control group and for the benefit of the experimental total. Thus, the second null hypothesis is rejected and Table (3) illustrates this.

Table (3)

T-test results to indicate the difference between the average scores of students of the two research groups

In the scale of literary trends

At a level of significance 0,05	T value		The degree of freedom	standard deviation	Arithmetic mean	Number of sample members	The group
	Calculated	Table					
Statistical function	2,02	2,78	48	10,52	72,36	25	Experimental
				10,11	64,24	25	Control group

Explanation: The results of the post-test of the literary trends scale show the superiority of the experimental group in the literary trends scale over the control group. The researcher attributes this superiority to the fact that the duration of the experiment was sufficient to show a statistically significant effect between the two groups.

 This confirms the impact of teaching the strategy of the five-year learning cycle, which gives the learner a major role in the educational process, it reads, participates and interacts, all this will create a new study atmosphere for the student encourages them to continue learning, Creating positive opportunities for students to interact between them, and aroused the desire and enthusiasm and encourages them to learn and study The researcher has used the strategy of the five-year learning cycle to develop literary trends for students of the experimental group Valvm new procedures and the division of students into m Groups and the leader of each group and the five-year cycle steps learning strategy contributed to the increased collection also contributed to the further development of literary trends among students of the experimental group and this study are consistent with a study (Alloizi, 2006) and study (Nour, 2013).

Conclusions

 In light of the findings of the current study, the researcher concludes the following:

1. The strategy of the five-year learning cycle had an advantage over the traditional method, where it had a clear effectiveness and statistically significant in raising the level of achievement of fourth grade students in Arabic grammar.

2. The five-year learning cycle strategy has been instrumental in making the role of students active in learning. Students conduct many activities in groups that are intellectually involved in the activity so that meaningful learning is based on understanding.

3. The structured steps of this strategy make it easier for the teacher to

develop appropriate and organized lesson planning and help to save effort rather than trying in ways that may be ineffective.

4. Teaching in accordance with this strategy shows the interaction of students with each other and with the teacher on the other hand, where students have an active role leading to increased motivation towards learning, and this was evident through the commitment of students to the dates of lessons and attendance in the classroom and the provision of teaching aids and assignments Required of them.

Recommendations

In the light of the findings of the present study, the researcher recommends the following:

1- Introducing the students of the institutes and faculties of education during their preparation and training of the five-year learning cycle strategy and how to prepare teaching plans in the light thereof.

2 - Attention to learning meaningful based on understanding and away from memorization in the teaching of Arabic grammar, by linking new information with appropriate information existing in the learner's cognitive structure, through the use of strategies based on constructive learning such as the five-year learning cycle.

3- The necessity of using Arabic language teachers for the five-year learning cycle strategy in teaching Arabic language in general and Arabic grammar in particular, because of its scientific and educational benefits in raising the level of female students' achievement in the Arabic grammar that has been proven by the current study.

4 - Preparing a guide for the teacher, including guidance on how to deal with the Arabic language materials in a variety of methods and strategies, including the five-cycle learning strategy.

Proposals

As a continuation of the current study and in order to develop the teaching of Arabic grammar, the researcher proposes to conduct other studies, including:

1. Conducting a similar study using different strategies based on constructivist theory such as: triple learning cycle strategy, constructive learning model (7Es), problem-centered learning model, and studying its impact on academic achievement and on developing literary trends.

2. Conducting similar studies using the five-year learning cycle strategy in teaching Arabic grammar and dealing with variables other than those dealt with in this study such as creative thinking, acquiring problem solving skills and dialogue skills.

3. Study similar to the current study on students of different stages of study.

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