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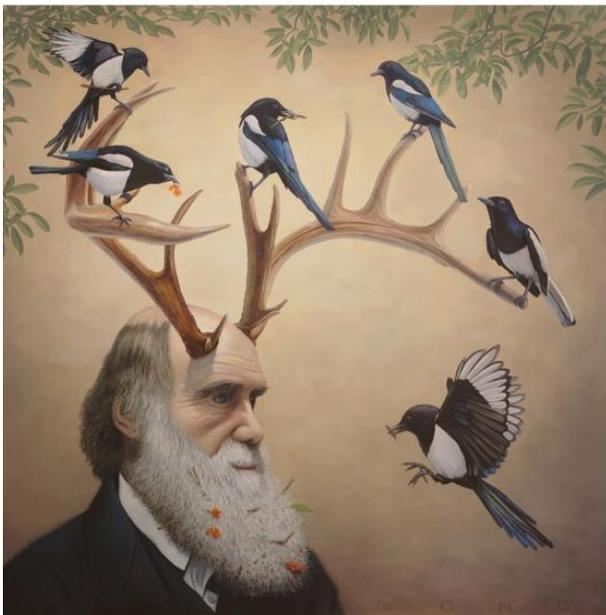
The Effect Of Using Introductory And Patient Questions On Developing Expressive Performance Among Middle School Students

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Abstract
Education is an essential force in directing the current of change and taking advantage of the renewed and enlightened means of knowledge in the service of humanity in our time so it aims to develop the individual with a comprehensive and integrated development and prepare him for life by providing him with knowledge, skills and information and employing and developing them in order to achieve the educational goals that he drew in light of many studies and researches I found that there is weakness in verbal, written and verbal expression at all levels of education, which creates in them a sense of fear and confusion, and separates them from the language they learn practically, technically and skillfully while they use the language. The Arabic language and its implications and derivations are also considered to be one of the richest and most abundant languages, and the broadest is what goes under the sense or goes into mind to achieve language sciences, good laws and organization of ideas, and depicting its imagination through the use of expression, which generates educational and learning benefits as it develops the ability of students to Noticing things with an artistic sense, and analyzing ideas in a way. The use of classroom questions in light of the school curriculum of the Arabic language and the method in a meaningful and effective way that helps to develop self-confidence through the students 'taste of success taste when answering the teacher's various and purposeful questions. The school should provide more opportunities for students to know their abilities for their sense of educational success and the learner sees the researcher there are types Different questions that reveal the students 'abilities towards learning and learning understanding in light of the diversity of questions.

The researcher used an expressive test of expressive performance to apply to three groups of students, the first is an experimental one, with which the introductory questions were used, and the second also a pilot that used the sounding and the third questions, a traditional one that was used with them, and the number of groups was three. The research goal: - The current research aims to know the effect of using introductory and patient questions on developing expressive performance among middle school students

El Efecto Del Uso De Preguntas Introductorias Y Pacientes Sobre El Desarrollo Del Desempeño Expresivo Entre Los Estudiantes De Secundaria

Resumen

La educación es una fuerza esencial para dirigir la corriente de cambio y aprovechar los medios de conocimiento renovados e ilustrados al servicio de la humanidad en nuestro tiempo, por lo que su objetivo es desarrollar al individuo con un desarrollo integral e integrado y prepararlo para la vida al proporcionarle con conocimiento, habilidades e información, y empleándolos y desarrollándolos para lograr los objetivos educativos que dibujó a la luz de muchos estudios e investigaciones, descubrí que hay debilidad en la expresión verbal, escrita y verbal en todos los niveles de la educación, lo que crea en ellos una sensación de miedo y confusión, y los separa del idioma que aprenden práctica, técnica y hábilmente mientras usan el idioma.

El idioma árabe y sus implicaciones y derivaciones también se consideran uno de los idiomas más ricos y abundantes, y el más amplio es lo que se entiende o se tiene en cuenta para lograr las ciencias del lenguaje, las buenas leyes y la organización de ideas, y representar su imaginación a través del uso de la expresión, que genera beneficios educativos y de aprendizaje a medida que desarrolla la capacidad de los estudiantes para darse cuenta de las cosas con un sentido artístico y analizar ideas de una manera.. El uso de preguntas en el aula a la luz del currículo escolar del idioma árabe y el método de una manera significativa y efectiva que ayuda a desarrollar la autoconfianza a través del gusto del éxito de los estudiantes al responder las preguntas variadas y útiles del maestro. La escuela debe proporcionar más oportunidades para que los estudiantes conozcan sus habilidades para su sentido de éxito educativo y el alumno ve al investigador que hay diferentes tipos de preguntas que revelan las habilidades de los estudiantes para aprender y aprender a la luz de la diversidad de preguntas.

El investigador usó una prueba expresiva de desempeño expresivo para aplicar a tres grupos de estudiantes, el primero es experimental, con el cual se usaron las preguntas introductorias, y el segundo también un piloto que usó las preguntas de sondeo y el tercero, uno tradicional. eso se usó con ellos, y el número de grupos fue de tres. El objetivo de la investigación: - La investigación actual tiene como objetivo conocer el efecto del uso de preguntas introductorias y de pacientes en el desarrollo del rendimiento expresivo entre los estudiantes de secundaria

Research problem: Many studies and research have revealed that they are students and their weakness in verbal, written, verbal and stylistic expression at all levels of study, which generates in them a feeling of fear and confusion, and separates them and the language they learn practically and technically, and then leads to students aversion to learn the language and deviate from it And their despair at mastery and learning, and that this problem of weakness confronts education men and their apparent blatant manifestations, including those related to ideas and related to phrase and event, which caused a problem that has seriousness in relation to the importance of the most important process of language communication (Mujawar, 2000, 222).

There are many reasons behind weak expressive performance, including what is attributed to the teacher and what is due to the student himself. A number of teachers do not grow the eloquent linguistic outcome for students and do not train them to speak, write and formulate the idea to reveal their experiences and observations in clear and clear language as well as teachers impose topics on students that do not represent their needs They do not express their real and practical tendencies (Al-Hawamdeh, Ashour, 2003, 212). These topics may be far from their world and are not indicative of them in their contemporary lives, so they baffle them and complicate the situation for them, so they appear weak in expression or declare their dissatisfaction with the lesson and hate it (Taher, 1984 (40) Likewise, the lack of interest in creating opportunities that stimulate technical and skillful speech, and a difference between two situations: a situation in which students find an incentive that motivates them to articulate and tempts them to achieve a psychological goal, and a rigid position in which they are forced to speak a passing lamb and thus their enthusiasm for expression is less, and they are ascetic in it and the students feel They perform a job that does not have grace or beauty, in addition to the lack of teachers 'at-

2902

Intisar. K. Jawad
Opcion, Año 35, Especial Nº 22 (2019): 2899-2921

tention to correction, and the lack of specific criteria for measuring female students' performance (Ibrahim, 1992, 176). The problem is represented by the following question: What is the effect of using introductory and patient questions in developing expressive performance among middle school students?

The importance of research: Education is a fundamental force in directing the current of change and benefiting from the ways of renewed and enlightened knowledge in the service of humanity in our time so it aims to develop the individual with a comprehensive and integrated development and prepare him for life by providing him with knowledge, skills and information and employing and developing them in order to achieve the goals set by the thinkers (Selim and others, 108,2006), which made it a targeted and targeted process in which educators create educational attitudes to bring about intentional changes in human behavior desirable for the individual to interact with them, and thus education became more general and comprehensive and not synonymous with it because it deals with the personality of the individual as a beneficiary N the results of all science, it is true that the process of education of education and learning at the same time education is an integral part of it is its means mission and its tool to achieve its objectives of creative and innovative and practical (Zayer, and Want 2011, 16).

The human language for communication is an essential difference between man and animal. Although the animal has a means by which it can communicate with the other animal, the human language is more delicate, flexible, organized, significant and expressive. Moreover, the human language is characterized by what is known as the temporal link, meaning that what a generation learns can be transferred To another generation by way of language, a person by means of language can gradually transfer knowledge from one generation to another and every generation adds to the pyramid of this knowledge something that has reached it, for man is the only creature capable of temporal linking, and this comes to him thanks to language (Black, 2000, 14-15) From the above, you wait The researcher c has that the language has important functions that emerge in being the language of thinking, the tool of expression as well as the tool of teaching and learning. It is through its path that transmits science and mixes civilizations, cultures and ideas, and it is the tool that enables the talented and geniuses to highlight their talents to be the leaders and thinkers of the nation.

Talking about the language in a general way leads us to talk about the

Arabic language and its connotations and derivations, as it is one of the richest and most abundant languages, and the widest is what goes around under the sense or goes into mind to achieve language science, good laws and organization of ideas, and depicting its imagination, it is the language of illiterate people who were not the wisdom of Greece And not the workmanship of China, they seemed and remained after them growing in progress with each generation appropriate for every time, place and event, and the Arabs were very proud of their beautiful language, keen to be appreciated and described in the most honorable and best image, this eagerness and pride is reflected in their attention to quality of speech and good talk and in their aversion to Yesh defect By pronouncing or distorting the expression (Shusha, 1982, 13).

And God Almighty honored her by making her the language of his noble Qur'an, which was revealed by an Arabic tongue, which is stated in the Almighty saying: "(We have revealed it to an Arabic Qur'an, so that you may understand you.") 1 Thus, the Arabs were gathered through the Qur'an in spite of their differing dialects, and so they differed between them, so they were united. Arabic and the Qur'an are unrelated links or ties that are cut off, they are his voice and his image, and they include her literary model and her ideal expressive artistic style (Abu Al-Haija, 11,2001). The Arabic language is an ancient language characterized by the character of expression, the abundance of vocabulary, the diversity of its meanings, meanings and names, and the widening methods of expression in it. The French orientalist (Arsenet Renan) stood amazed at its superiority over other languages, and he said: One of the strangest amazes is that this strong and discreet language grows to a degree of perfection among deserts. There is a nomadic nation, a language that has surpassed its sisters, with its numerous vocabulary and precise meanings, and its semantic system of linguistic and phonological buildings (Mustafa, 16,2008).

Arabic is also taught in our schools in branches, and each branch is assigned one or more classes in the weekly study schedule and these branches are reading (reading), literature, texts and grammar of the Arabic language, spelling, expression, rhetoric and literary criticism in secondary schools, and this does not mean that it is separate Or disjointed, rather, it is a coherent unit, especially in the educational learning situation (Al-Shammari, Al-Samouk, 30,2005). Rather, specialists are accustomed to this in the educational curricula, as dividing the Arabic language does not mean that the basis of its teaching is the organic separation between its branches, but its goal is to simplify and facilitate And coordinate work in the ocean

DRA In the curriculum, in addition to that each branch of the language has different goals and teaching methods, for example, the method of teaching expression differs from the methods of teaching other branches of language, so the Arabic language is eventually returned to relate to each other, and to the unity of the language and its integration and ultimately reaching the general goal From its teaching understanding and expression (Jubouri, 2001, 6).

And the expression, the most prominent branch of the Arabic language, comes from being the final outcome of all branches, and it is the desired goals of studying other languages because it is a means of understanding and understanding, and it is one of the sides of the process of understanding and linguistic communication (Al-Rawi, 39,2010), which is the basis of all branches, and it is the primary means of man to disclose what is going on. In his mind, there are feelings, feelings, and perceptions of communication with the community in which he lives, and do not allow the field to see them, and benefit from them unless they are translated into words by means of expression. The branches of the language are all means of correct expression with both verbal and written forms (Muharram, 1,2006), which is the goal that the branches of language seek All Arabic To improve and improve it, and due to its importance among all branches of language, linguists have made it at the top of its branches, it is an end and other means for achieving this goal, and it is the final fruit at a time when the other branches constitute tributaries that construct its structure and straighten its corners, as it is like the arteries of the body providing blood to remain intact, unblemished Its mastery is an end in itself (Al-Bajah, 381,2000).

Expression has educational and learning benefits. It develops the ability of female students to observe things, a note of a technical sense of view, and to analyze ideas in a systematic way, in addition to the topics of expression that help them visual, linguistic, creative, and semantic imaginative, and have even become an important exercise in terms of education and difficult lessons in terms of education. (Al-Hosary, 1953, 110-128). Therefore, its importance is evident in the Arabic language curriculum, because the aim of this curriculum is to reach students to the ability to express their ideas and easily communicate with others and interact with them (Mahjoub, 1986, 54). From the above it appears to the researcher that he is very studying Linguistic matters, and that the person's acquisition of expression skills reflects his culture, so he can digress in his speech to expand an idea, clarify it, or formulate it. Some topics need to be discussed and dialogue in a smooth and coherent way and the ability to focus on the

main idea. To achieve this, our students must possess the basic skills of expression and develop them to be armed with them. In the face of linguistic problems that challenge their abilities and distance their ideas and hinder the achievement of their prose, rhetorical and clerical aspirations, we find many teachers have a huge amount of information and scientific expertise, but they lack the method or strategy that delivers these For experiences, facts and information to their students, and then this negatively affects their achievement of other subjects, so the best teaching methods should be taken and used for the benefit of female students and not be seen as rigid templates that the school cannot move or pass but rather easy and flexible, the successful method is that the school itself can choose from The reality of the subject matter given and the direction, the level of female students, and the general atmosphere surrounding it, provided that this choice is adapted in the interest of the common objective between the subject of the lesson and their understanding and understanding of it (Shuaib, 2008, 89).

   It is noted that the use of classroom questions in the light of the curriculum and method in a purposeful and effective way possible helps to develop self-confidence through the students 'taste of the taste of success when answering the teacher's varied and meaningful questions and the school should provide more opportunities for students to know their potential and capabilities for their sense of educational learning success because such feeling It leads to raising the level of their ambition and enabling them to achieve the best achievement at the achievement and psychological level that the school directs to its students that require multiple answers in order to raise their potential for their growth not only from an academic point of view but also for the growth of other talents such as innovation and expression Skills creativity, decision-making, and the growth of love for polling (Abu Hilal, 1979, p. 9). In addition to the importance of class questions to students 'learning process, we note that they represent a large part of the time allotted to the lesson because the school uses them in different educational situations, as they use them at the beginning of the lesson to learn their past experiences and to stimulate their interest Towards education and uses it during education to maintain the continuity of the purposeful educational activity and its orientation towards achieving the goals set for the material or to link between different fields of systematic materials or to interpret facts and information based on knowledge, and uses it at the end of the lesson to identify The outcome of students' knowledge and skills of the lesson, which stomiy review or retrieval (Jader, 1991, p. 82).

   The researcher sees there are different types of questions that reveal the

2906

Intisar. K. Jawad
Opcion, Año 35, Especial N° 22 (2019): 2899-2921

students 'abilities to learn and learn with understanding in light of diversity and manipulation of questions.

The research goal: - The current research aims to know the effect of using introductory and patient questions on developing expressive performance among middle school students?

Research hypothesis: 1- There are no statistically significant differences at the level of significance (0,05) between the average achievement of students of the first experimental group who study expressive performance using introductory questions, and the average achievement of students of the control group who study expressive performance in the traditional way (inductive).

2- There are no statistically significant differences at the level of significance (0,05) between the average achievement of students of the second experimental group who study expressive performance using sounding questions, and the average achievement of students of the control group who study expressive performance in the traditional way (inductive).

3- There are no statistically significant differences at the level of significance (0.05) between the average achievement of students of the first experimental group who are studying expressive performance using introductory questions, and the average achievement of students of the second experimental group who are studying expressive performance using questions (sabra.)

This research is limited to: - Second-grade middle school students in the day and middle schools affiliated to the General Directorate for the Education of the First Karkh, represented by the Al-Mansour School for Girls.

Time limits: - The first semester of the academic year (2020-2019)

Scientific limits: - A number of topics in written expression and include seven topics.

Defining terms: - Impact: Language: taken from the one who influenced the object by opening the triangular hamza and taha, meaning: it was transmitted or followed by, and its meaning among the people of the language. 75).

Questions: Define it: 1- (Webster 1971) as: an interrogative expression for testing information as in the oral and written test of the learner (WebsterS, 1971: 63)

2- Hussein 1977 as: a way to estimate the information, ideas and concepts that students have acquired that are reflected in their educational behavioral aspects (Hussein, 1977, p. 201).

Introductory questions: Define it: 1- Websters 1971 as: initial questions

or they are presented at the beginning of the lesson related to the subject of the lesson directed to students to prepare the academic climate for the success of the interview in light of the circle of questions (Websters, 1971: 70).

2- Banks 1977: It is: The questions that are intended to know the structural outcome of the new lesson, which is given when preparing for the lesson in a professional technical way (Banks, 1977: 55)

In the light of the previous definitions, the researcher defines them procedurally for the purposes of this research as the questions that the researcher will ask at the beginning of each lesson for the second intermediate grade the first experimental group and they are general questions and have an intellectual indication that uses their answers in preparing the minds of students to study in a way of communication and review.

The sounding questions: He defined it: 1- Surreal 1978: These are the questions that the school asks the students when their answer to a previous question is wrong or when it does not give any answer in order to encourage them to give an answer of a kind in which it takes into account the individual differences to lead them to the correct answer (Sorial, 1978, p. 2).

2- Al-Khatib 1987: It is the question that is asked to encourage female students to think more deeply about their initial response to express themselves more clearly and to give examples, clarifications, and educated justifications (Al-Khatib, 1987, p. 17).

In light of the previous definitions, the researcher defines them procedurally for the purposes of this research as: a series of rounded questions that you use during their teaching in the light of expressive performance with second-grade middle school students, the second experimental group, and track the response of the initial students with the intent to crystallize their unclear or incomplete answer, justify it, and clarify it in a guiding thinking way Unbiased creativity while enhancing the second good answer.

Performance: Language: In the lexicon of language metrics: (Addi) The hamza, the signifier, and the guardian are the same and it is the delivery of the thing or its arrival on its own. Abu Ubaid said: The Arabs say to the coffee if it reaches the state of compassion and that if it clot, it may lead to perform a performance Hebron: So and so do what he has to do as a tool and performance. So and so says so and so to the Secretariat from you (Zechariah, 2002, Part 1, Adi Article 74).

The performance was defined by 1- (Al-Hefny) as: The amount of change in the dependent variable after its exposure to the effect of the independent variable in light of the experiment (Al-Hefny, 1991, 253).

2- (Abdullah) that it is: a process by which the competence of learners and the extent of their contribution to the accomplishment of the work assigned to them are determined in the light of the educational lesson (Abdullah, 1985, 46).

- Expression: defined by (verbal, camel) that: the verbal, semantic or skillful behavior that comes from an individual is based on a cognitive, emotional, and kinetic background, and this performance is usually at a certain level from which they show their ability or inability to perform an educated work (al-qalani, and camel , 1996, 10).

 - Theoretical definition of expression: the disclosure of the second intermediate-grade (research sample) students about their feelings and thoughts in the subjects presented to them in a proper language and language performance.

Intermediate second-grade students: They are students who have succeeded from the first intermediate grade and study various study materials approved by the Ministry of Education and reach the age of 14 years without delay and are characterized by an imaginative, imaginative, parallel, intellectually, scientifically, and skillful psychology (Ministry of Education, 1985, p. 6).

Chapter Two: Theoretical framework Classroom questions: Classroom questions are one of the teaching requirements and they are no less important than the teaching strategy in the education of female students, as it is one of the old and updated methods and methods by which learners can be guided, prepared, and motivated for study and education, and they facilitate the education process in the light of their job Introductory or anticipatory by providing them with a general idea or a comprehensive perspective of what will be taught to them in class (Kemp, 1971, P: 73).

Classroom questions occupy a large part of the time allocated to the teaching process in the classroom, and many researches and studies have indicated the high use of questions posed to obtain the correct answer from female students, and therefore it is one of the foundations on which the teaching process is based, and this has become at the forefront of the attention of scholars, researchers and educators at the time The present, as John Dewey states that the question posed is the spirit of the teaching process or is everything in education (Khattab, 1989, p. 14) and that the behavioral and cognitive schools have attached great importance to questions as Skinner emphasizes in his educational cognitive beliefs the principles Chief in education on the importance of questions as strong motivated and educated stimuli for educational and teaching processes, in addition

to the fact that knowledge people like (Piaget, Bruner Ouzbel) stressed the contribution of the questions to stimulating students 'motivation for discussion and dialogue and how to reach new ideas themselves and that the questions are an important communication skills between the school and the student, which is A basic ingredient in effective teaching, so Kiosk has identified various different functions and steps for questions, including: -
1- Development of students 'language thinking processes.
2- Defining the learned information that the learner starts with.
3- The possibility of knowing their tendencies and needs in order to take them into account while teaching.
4- Providing an active motivation for learning in the light of curriculum and method (1982, p: 6 Kissock).
Given the importance of the various questions in teaching and sometimes their difficulty, it is not possible for every school, regardless of its sufficiency, to formulate good questions, but some of them cannot express the material that they want to teach in the form of good questions because it lacks some of the necessary requirements that ensure the success of their questions because he understood the question half of the answer, which is Represented by the following steps: -
1- Quick and clear thinking: Mastering the educational material helps a lot in formulating good and purposeful questions, and his success in his questions depends on the speed of his reaching the results and judging them.
2- The power of distinction in relative values: A successful school is one that can distinguish between questions, their importance and their role, so they emphasize the important ones and pass on the unimportant quickly.
3- Skill in formulating questions: It is very necessary in the success of the school in teaching it, because no matter how clear and logical the school is in its thinking, it does not succeed in formulating expressive questions if it is not able to express well.
4- Self-confidence: The school must be self-confident and not afraid to stand in front of the students because the school's loss of this confidence is not clear and not quick thinking, but it is hesitant to stutter because of the necessity of the moral courage of the school. (Al-Dorij, 1994, p. 142)
Sources of deriving questions: - Educational questions are derived as one of the cognitive mental cognitive means from the school-based educational system and the female-dependent educational system and is called the cognitive strategy system included, while the educational system that relies on female students is called the separate cognitive strategy system and the cognitive strategy is defined by the school Or the curriculum developer

or educational person in charge and how to use it in appropriate situations, such as if the school asks students to answer the oral questions that you ask in the classroom or to answer questions that Thesis in the textbook, according to the material for the lesson.

The questions asked: The questions were classified into several categories, as follows: -

1-: Classification (Sorial, 1978): - It was classified into: -

A- Direct sounding: It refers to the learned questions that the school asks the students when their answer to a previous question is a wrong answer or when it does not give an answer in order to encourage them to give an answer of some kind to lead them to the correct and modified answer.

B- Transferring sounding: The school poses this type of question when a specific student is unable to give the final health answer, as the question is directed or transferred to another student.

C- Connective sounding: It is meant to link the student's previous knowledge with the subsequent knowledge and to obtain generalizations of interconnected particles, as the students represent what they learned and applied in subsequent situations of education (Sorial, 1978, p. 2).

Rating (Richie, Robert 1982) He classified the questions into: -

First: Special questions: These are the ones that expect the best solution for them in that the number of possible answers to them is specific and brief and is usually reached using the lowest levels of thinking if compared to general questions during the lesson and has divided them into two types: -

A- Reminders of cognitive questions: They are specific and directed questions that address the lower levels, and they require giving facts, definitions, names, or any information or concepts that require recall while they depend on memorizing and memorizing operations according to Bloom's classification.

B- Convergent thinking questions: This type of question is the highest level of the previous type and it is less specific, so the student who answers questions of this type must know specific information, link them, or compare facts from the path of knowledge.

 The general questions: These are the ones that allow the presence of correct alternative compensatory answers. They are the open questions that allow the existence of answers that are characterized by the depth of thinking of the learner. They were divided into two types as well:

A- Divergent thinking questions: They are the questions that require the learner to organize the learning elements in new patterns, and they are questions that require free thinking. The school that prefers this type of

question provides opportunities for its students to innovate and create.
B - Evaluation questions: In this type of question, students are asked to
make a judgment, value, justification, or choose a specific position or de-
fend it, and this is the highest level of questions because it requires the use
of higher levels of thinking for the learner (Richie, Robert, 1982, p. 146).
Classification (Moamni, 1989): It did not differ in its classification from
(Sorial) and with the same names that exist, namely: direct sounding -
transformed sounding - associative sounding.
Previous studies: 1 - Al-Nuaimi Study 2001: - This study was conducted at
the University of Baghdad / College of Education - Ibn Rushd and aimed
to know the effect of three tribal strategies for teaching reading in reading
comprehension and expressive performance when students in the fourth
preparatory year and to achieve the goal of the research, the researcher
chose the research sample and adopted The stratified random method, as
the sample of the research, was taken from the General Directorate for the
Education of the First Karkh. The research sample reached (140) students
for the first school and (150) students for the second school. It was divided
into three experimental groups and four control subjects, the first was stud-
ied using tribal tests, the second using behavioral goals, and the third using
general summaries and the fourth was studied in the usual way. Thus, the
total sample of the study reached (290) students, and the researcher adopt-
ed the partial design as it rewarded between the groups in variables.
- Arabic language grades in the third intermediate class for the academic
year 1999-2000.
- Language ability test scores.
- Pre-test scores in expression.
The researcher used the two tools to measure (reading comprehension
test and expression test) and the researcher adopted the analysis of bina-
ry variance, whose results showed the presence of statistically significant
differences at the level of significance (0, 05). Thus, the research results
showed the superiority of the experimental groups that were studied using
tribal tests, behavioral goals and general summaries on the group. Control
in reading comprehension and expressive performance (Al-Nuaimi, 2001,
pp. 2-65).
2 - Aziz 2002 study: - This study was conducted at the University of Bagh-
dad / College of Education and aimed to know the effect of using sound
questions in acquiring scientific concepts for first-year students in the In-
stitute of Teachers Preparation / Diyala in the subject of science.
  To achieve the goal of the research, the researcher chose a sample of (72)

2912

Intisar. K. Jawad
Opcion, Año 35, Especial Nº 22 (2019): 2899-2921

students divided into two experimental groups that were studied using the questions asked and an officer studied in the traditional way and rewarded the researcher between the two groups in variables: time age, achievement and intelligence test and the previous information test The researcher prepared an achievement test of the type of multiple choice as Of (60) items, after applying it, I processed the data using the T-test, and I found that there are statistically significant differences in the acquisition of scientific concepts for the benefit of the experimental group (Aziz, 2002, pp. 7-79) Chapter Three: First: Research Methodology: - The researcher adopted the experimental approach, because it is the appropriate approach to achieve the goal of the current research in light of the independent and dependent variables.

Second: the experimental design: - The experimental design has two main objectives: to provide the researcher with answers to the questions asked and help them to adjust the various variables (KerLinger, 1939, P: 300). Therefore, before conducting any research, a suitable experimental design must be chosen to test the validity of the results derived from its hypotheses. (Touq, 1984, p. 36) Design is a method that helps researchers to reach goals and through it the researcher tests the acceptance or rejection of its assumptions and measures the extent of change in one of the factors as a result of the change of one of them and the extent of some influence, along with proven variables or other factors (David and Anwar, 1990, p. 254) The choice of design Experimental is one of the most dangerous tasks that researchers have when carrying out a scientific experiment, as the integrity and validity of the design are the basic guarantee to reach reliable results (Al-Zobaie and Muhammad, 1981, p. 95) and that choosing the appropriate experimental design to experiment with a course of action challenges the researcher's intelligence and skill (Van Dalen , 1969, p. 227). Therefore, the researcher chose a design with partial control, and found it appropriate to the circumstances of her research to reach accurate results, and figure (1) illustrates this.

Figure (1) experimental design of the research

the tool	Dependent variable	Independent variable	the group
Post-test	Expressive performance	Introductory questions	The first pilot
Post-test	Expressive performance	Last questions	The second experience
Post-test	Inductive	Traditional method	Control

1 - Research Society: The identification of society is a basic process not in experimental research but rather in all types of research. The current research requires selecting one school from among the middle or high schools, provided that the number of people in the second middle class is not less than three people, and the researcher has intentionally chosen the General Directorate of Education in Baghdad / The first Rusafa is among the general directorates of the Baghdad Education.

2- The research sample: It is not necessary for the research sample to apply to the whole society in order to be useful from a scientific and practical point of view. It may be limited to one school that enables the researcher to conduct a research that addresses a scientific problem or an apparent study related to this school (Dawood and Anwar, 1990, p. 71) To achieve the aims of the research, the researcher intentionally selected Al-Mansour School for Girls from among the schools affiliated to the General Directorate of Education in Baghdad / Rusafa Al-Awal

And I found that it includes five people for the second intermediate grade of the academic year 2018/2019, which is (A - B - C - D - E). In a random drawing method, Division (A) was chosen to represent the first experimental group whose students will be exposed to the first independent variable - the introductory questions and represented a division (B) The second experimental group whose students will be exposed to the second variable - the questions asked, while Division (d) represented the control group - whose students will study in the traditional way without exposure to an independent variable.

 As the number of the three female students reached (90) students by (30) students in Division (A), which is the first experimental group, (30) students in Division (B), which is the second experimental group, and (30) students in Division (D), which is the group The control, and since there are no female students failing in the three groups, the researcher did not exclude any students from the experiment and table (1) clarifies this.

Number of students of research groups

No. of student female	Division	the group
30	A	The first pilot
30	B	The second pilot
30	D	Control
90	3	Total

Equivalence of research groups: - The equivalence of research groups (experimental and control) largely guarantees controlling factors that affect the dependent variable achievement (Al-Rashidi, 2000, p. 113). The researcher may affect the integrity of the experiment and these variables are: -

1- The female student's age is calculated in months.

2- Academic achievement of parents.

3- The academic achievement of mothers.

4- Arabic language grammar scores in the mid-year test for the academic year 2018/2019. The researcher obtained data on the first, second and third variable in the light of the information form prepared by the researcher for this purpose, while the data of the third variable was obtained from the record of female students 'scores in cooperation with the school administration

Control of exotic (non-experimental) variables: The experimental approach to research encompasses multiple difficulties like that of other research methods, with regard to testing the purpose through experimentation and because educational phenomena are complex to the point where it is difficult to control the factors and variables surrounding them, so researchers resort to using The two groups (experimental and controlling) and the use of statistical means in educational experiments to achieve the greatest possible equivalence between the two groups in order to reduce the impact of non-experimental factors as the foreign factors as they threaten the internal and external integrity of the experimental design (Al-Zobaie and Muhammad , 1981, p. 144) Despite the development of educational and psychological sciences and their attempt to catch up with natural sciences in the accuracy of procedures, they are fully aware of the difficulties they face in isolating the variables of phenomena that they study or control because behavioral phenomena are physical phenomena in which factors overlap and intertwine behaviorally.

Conditions of the experiment and the accompanying accidents: - The experiment, including the students of the three research groups (experimental and controlling), was not exposed to any accident or emergency condition that impedes the course of the experiment and has an effect on the dependent variable beside the effect of the independent variable, so it was possible to avoid the effect of this factor.

Differences in sample selection: The researcher attempted to avoid the effect of this variable in the research results by conducting statistical equivalence between the students of the three research groups in three variables

whose interaction with the independent variable could have an impact on the dependent variable, as well as the homogeneity of the group students in social aspects And cultural.

Measurement tool: The researcher used a standardized tool to measure the achievement of expression among students of the three research groups, as it built a test of expressive performance for the purposes of the current research, applied to the three research groups (experimental and control) at one time.

4- Experimental extinction: - What is meant by experimental extinction: the effect generated by leaving or interrupting a number of students subjected to the experiment, as this abandonment or interruption has an effect on the results (Al-Zobaie, Muhammad, 1981, p. 98). No interruption occurred to the research sample during the experiment.

Keenness on the confidentiality of the research: - The researcher was keen on the confidentiality of the research in light of the agreement between her and the school administration that the students are not informed of the nature of the research and its goals, in order to reach accurate results so that the students do not attempt to change their behavior and scientific activity during the period of the experiment.

B - School: - The school is one of the variables that may affect somewhat in the results of the experiment (Al-Zobaie, and Muhammad, 1981, p. 94), so the researcher studied the three research groups themselves (experimental and control) and this gives a degree of accuracy and objectivity because individual school for each group It makes it difficult to return the results to the independent variable, because the reason is that one of the teachers is able to more than the other.

A- The academic subject: The study subject specific to the experiment was standardized for the three research groups (experimental and controlling), which is a number of topics of expression to be taught to the second year middle school students for the academic year 2002019/2020. Research (Melhem, 2000, p. 363).

- The distribution of shares: - Control over this factor took place in the light of equal distribution of lessons between the three research groups, as the researcher taught six lessons per week at the rate of two lessons per group according to the approach of the Ministry of Education for the subject of expression, as it agreed with the school administration and the school of the subject in the school to organize a schedule The distribution of lessons, as the subject matter of expression is on Monday and Tuesday, and Table (2) illustrates this.

Distribution of the lessons of expression material to students of research groups

the lesson	hour	Today	the group
the first	8 ,00	Monday	The first pilot
The second	8 ,40		The second pilot
the third	9 ,30		Control
the third	9 ,30	Tuesday	The first pilot
The second	8 ,40		The second pilot
the first	8 ,00		Control

E- Duration of the experiment: The same trial period was for the three re-search groups students, as it started on 2/8/2018 and ended on 27/4/2019. School building: - The researcher applied the test in the school itself, because its classes are contiguous and equal in terms of area, number of windows, number of seats, type, size and color, as well as in terms of lighting and ventilation.

Determining the scientific subject: The researcher determined the scientific subject that you will study during the experiment, which are seven of the following topics: - Patriotism. Faith. Friendship, Brothers. The Internet. Environmental protection, mental and physical health, science in developing the mind, the study material specific to the experiment was unified for the two experimental groups (experimental and control), which are (7) subjects chosen from among (17) subjects presented to a group of specialists and experts.

Formulating behavioral goals: - Behavioral goals are a description of the outcomes intended in the education process (Hamdan, 1981, p. 129). It is a standard for actual behavior or a noticeable description of measurable behavior (Bahri and Ayyef, 1985, p. 40) and works to determine the type of behavior that students demonstrate after learning The academic subject (Ibrahim and Rajab, 1986, p. 88) In light of the content of the approved subject approved in the teaching of the subject of expression, the research-er formulated (79) a behavioral goal based on the classification of (Bloom) in the cognitive domain and was limited to the first three levels (knowledge, understanding and application) because the nature of the vocabulary Included in the expression focus on this aspect Then the behavioral goals were presented to a group of experts specialized in the field of education, psychology, and methods of teaching the Arabic language, after which the researcher modified the formulation of some of the goals referred to by the experts and became (72) behavioral goals by relying on an agreement rate (80%) between the arbitrators as a criterion for the validity of the goal And

its relevance clarifies the behavioral goals in their final form, in the light of which the preparation of the teaching plans and the preparation of test items.

Teaching plans: The plans were prepared according to the introductory questions method in which students of the first experimental group are taught and according to the method of sounding questions for the students of the second experimental group and according to the traditional questions method for the students of the control group. The researcher presented samples of these plans to a group of experts and specialists In teaching the methods of teaching Arabic and Triage to solicit their opinions, observations and suggestions to improve the formulation of these plans and make them sound guarantee the success of the experiment and in light of what the experts showed, some necessary adjustments were made to them, and they are ready to Executing.

Truthfulness of the test: It is that the expressive performance test actually measures the ability or attribute that has been developed to measure it (Al-Issawi, 1999, p. 45). The researcher verified the validity of the test by relying on: -

A-   Content honesty: The test that is characterized by the truthfulness of the content is that test whose paragraphs are a sample representative of the range of behavior to be measured and then choosing a number of various questions that are supposed to represent this range correctly (Al-Dulaimi and Adnan, 2000, p. 75). The content refers to the internal characteristics of the test (Qattami and others, 2000, p. 89). Building the test map is an indicator of the validity of the content in light of formulating questions (Ghanem, 1997, p. 102). Thus, the researcher has verified this validity in light of building the test map.

B-   Apparent honesty: - The test is characterized by apparent honesty, if its appearance indicates that it measures an attribute or its external image in the light of the type of paragraphs (Al-Dulaimi and Adnan, 2000, p. 75). A group of experts to explore their opinions on it and indicate the validity of the test items for the behavioral goals that the paragraphs were set to measure, so the approval rate for the test was (80%). Thus, the researcher prepared it as a criterion for accepting the paragraph and all the paragraphs got this percentage, and the opinions and observations of experts were taken and adjusted Some a For the paragraphs to which they referred (Ghanem, 1997, p. 15).

C-   Research tool: The researcher has adopted a unified tool to measure the level of students of the two research groups in expressive perfor-

mance, and it is a post-test to see the effect of both methods: experimental and traditional control on expressive performance. Correction of written expression topics:

D-   A- Correction Criteria: The researcher adopted ready correction criteria to correct the writings of students of the experimental and controlling research groups due to the importance of this in reaching accurate results, and to limit the subjectivity that might make a group of correctors differ in estimating the degree when correcting a standardized expressive subject and the criteria adopted by the researcher in this The research is the benchmarks for Al-Rubaie's correction that he built in (1998), and the researcher relied on these criteria for the following reasons:

E-   A- It was used in many of the previous studies that dealt with expressive performance because of its honesty and agreed consistency.

F-   B- It was built to measure expressive performance in the intermediate stage, especially.

G-   T - The approval of a number of experts and specialists in the Arabic language and methods of teaching it for use for the purposes of this research.

H-   B - Correction method: After the students of the two research groups have finished writing the specified topic, and collecting the books, the correction will be carried out outside the class according to the approved correction criteria and its paragraphs for the students before writing in the first topic, and the researcher will take the correction process by itself and start reading the female students 'writings to determine the maximum limit of mistakes on According to the criteria of correction and the degree is distributed among them.

I-   The researcher relied on the coded correction method when correcting female students 'writings because of the importance of this type of correction in developing the linguistic mental activity of students and searching for righteousness themselves. The researcher agreed with students of the two research groups before writing the first topic on specific symbols, including:

J-   M = spelling mistake x = mistake in the line n = grammatical mistake k = slackness in style g = false idea l = linguistic mistake s = mistake in punctuation p = general mistake i = scientific mistake

K-   After correcting the corrected notebooks for female students in the later expression lesson, the researcher stresses the need to search for and write the right in order to benefit from him in writing subsequent topics and before starting to correct the new topic, the students 'mistakes in

the previous topic have receded and their attempts to correct it.

L-   C- Correctness of Correction: To extract correction of correction according to the correction criteria adopted by the researcher, the researcher randomly withdrew (25) papers from the writings of students of the two research groups, and adopted two types of agreement, the researcher's agreement with itself over time, and her agreement with another corrector 1 trained by the researcher on correction According to the approved criteria, as the papers were corrected twice with an interval of (12) days, and using the Pearson correlation coefficient, the correction constant coefficient between the two researchers' attempts over time (0.96), and the correction stability coefficient between the researcher and another correction amounted to (0.93).

1- The other corrected is the school of the subject itself, specialized in the Arabic language.

Eighth: Applying the experiment: The researcher started applying the experiment to the students of the two research groups, in Al-Yamamah Intermediate School for Girls on Sunday, 2/11/2019, until Sunday 4/1/2020.

Ninth: Statistical means: The researcher used the statistical bag of sciences (spss) to extract the results of her research and analyze his data. The following methods were used:

1- Kai square (K2) in order to find out the equal educational achievement of the parents.

2- The T value of two independent samples in extracting the research results.

3 - Pearson correlation coefficient, in order to know the stability of the correction.

Presentation of the results: - After the researcher applied the achievement test to the students of the three research groups, the scores were recorded and the averages were extracted. , (42) degrees of standard deviation (65, 2), while the mean of the mean of the control group (36, 53) degrees of standard deviation (61, 1), and when using the mono-variance analysis, it appeared that the calculated F value (62,989) is greater than the value The table attributes of (9201, 3), which means that there is a statistically significant difference at the level of significance (0 05) and 87 degrees of freedom and table (3) j Explain this

Arithmetic Averages and Standard deviations for the degrees of students of the three research groups in expressive performance (3)

standard deviation	SMA	s	the group
3 ,12	43 ,50	30	The first pilot
2 ,65	42 ,07	30	The second pilot
1 ,61	36 ,53	30	Control

Results of the analysis of variance for the grades of students of groups to discuss the three in the achievement test

Significance (0,05) level	Value f		Average squares	Degree of free	Sum of squares	Source of contrast
	table	calculate				
Statistically significant	3 ,9201	62 ,989	406,033	2	812 ,067	Between groups
			6 ,446	87	560 ,833	Within groups
				89	1372·9	Kidney

The following table is noted as follows: - The presence of a statistically significant difference at the level of significance (0,05) between the three research groups. .

Results of the least significant difference (L.S.D) test for the mean of the three groups in the achievement test

Control	The second pilot	The first pilot	Groups
*6,97	*1,43	-	The first pilot
*5,53	-	1 ·43-	The second pilot
-	5,53 -	6,97 -	Control

The difference in media D is at the significance level (0, 05)

From Table (3) it was found that the difference between the media between the first experimental group (start-up questions) with the second experimental group (questions asked) and (the control group) was significant in favor of the first experimental group (start-up questions), which indicates that it came first in the collection and followed by The second experimental group (the questions asked), ranked second, and the control group came third, which means that the values of the media difference was greater than the LSD value.

With this result, it rejects the null hypotheses and accepts their substitutions in light of the following final results:

1- There are statistically significant differences between the average achievement of students of the first experimental group who are studying Arabic grammar using introductory questions and the average achievement of female students of the control group who are studying the grammar of

the Arabic language in the traditional way at the level of significance (0 05) in favor of the first experimental group.

2- There are statistically significant differences between the average achievement of students of the second experimental group who are studying Arabic grammar using sounding questions and the average achievement of female students of the control group who are studying Arabic grammar in the traditional way at the level of significance (0 05) in favor of the second experimental group.

3- There are statistically significant differences between the average achievement of students of the first experimental group who are studying the grammar of the Arabic language using introductory questions and the average achievement of students of the second experimental group who are studying the rules of the Arabic language using the questions asked at the level of significance (0, 05) in the achievement test for the benefit of the experimental group The first.

Second: Interpretation of the results: In light of the current research results, which showed a statistically significant difference between the two groups (the experimental and the control) and in the interest of the first experimental group that was studied using introductory questions, then the second experimental group that studied using the questions asked in the traditional way and the researcher believes that these results It is attributed to several reasons, most notably the following:

1- These two types of class questions (introductory and patient) have been accepted by female students as good forms of learning that differ from the traditional form, as they have been given the opportunity to participate and face the anxiety and turmoil felt by students who face difficulties towards the material.

2- These two types of the above-mentioned classroom questions are among the modern teaching methods that transfer students from recipients to participants, actors, and activists, and they have a presence inside the classroom, especially if they are well used (Qattami, 2000, 297).

3- These two types of questions helped to make the information organized, sequential, and specific within the classroom, which prompted the students to actually participate, raise questions, clarify, and discuss.

4- These two types of questions helped to break the psychological barrier for all students and at all levels of achievement in light of their participation in the questions raised in the classroom.

Conclusions: - In light of the research results, the researcher can conclude the following: -

1- The introductory questions used with the students of the first experimental group and the patient questions used with the students of the second experimental group had an impact on the achievement of female students in the second intermediate stage towards understanding, analysis and thinking.

2- These types of questions give good results if they are best used and they are essential to educational class activity.

3- The effectiveness of classroom questions makes the students in a positive attitude interacting with the lesson depending on good listening rather than the negative attitude in which it depends on the teacher. 4.

Recommendations: In light of the research results and conclusions, the researcher recommends the following: -

1- Confirmation of the use of the types of class questions when teaching the Arabic grammar course, as this has the effect of attracting the attention of students during their use in teaching.

2- Confirming the multiplication of introductory and patient questions because of its impact in expanding the students' horizon and increasing expressive linguistic.

3- Confirm the training of male and female teachers in how to use the types of class questions from specialized experts prepared by the Ministry of Education.

Proposals: In light of the results of the current research, the researcher suggests the following: -

1- Conducting a study similar to the current one on male students.

2- Conducting a study similar to the current one in other subjects.

3- Conducting a study to know the effect of types of class questions on other variables such as critical thinking and introductory thinking.

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