The Impact of Who am I strategy in acquiring grammatical concepts to the fifth primary grade students

By

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Abstract

The current research aims to know: "The impact of the Who am I strategy in acquiring grammatical concepts to the fifth primary grade students".The researchers followed the experimental method, being the appropriate method for the nature and purpose of her research, and chose one of the partially controlled designs, which is the design of the non-randomized control group, chose the post-test design only.The researchers identified the research community as the current research community with female students from primary day schools for girls in the center of Babylon Governorate for the academic year (2021-2022 AD); The researchers chose a sample of their research by the simple random method, which consisted of (60) female students in (Ariha Primary School for Girls), which is affiliated with the Babylon Education Directorate / Kutha District. They were randomly distributed to two groups (control and experimental), with (30) female students in the experimental group and (30) female students in the control group.One of the researchers studied the same two research groups, which started on Tuesday 16/11/2021, with two sessions per week for each group. The experiment lasted for 9 weeks, ending on Wednesday 12/1/2022.And to measure the acquisition of grammatical concepts for the fifth-grade female students (the research sample), the two researchers prepared a test to measure the acquisition of grammatical concepts consisting of (18) items distributed on objective questions, it was applied to the experimental and control groups at the end of the experiment, and the test was characterized by honesty, reliability and objectivity.The researchers dealt with the research data and results by using the statistical bag (spss) and by using the following equations: the test (t-test for two independent samples), (chi-square), (difficulty coefficient), (discrimination coefficient), (effectiveness of alternatives) and (Kueder-Richardson equation (20). The search yielded the following results:There is a statistically significant difference at the level of significance (0.05), between the mean scores of the experimental group students and the average scores of the control group in favor of the experimental group.

Keywords: Who am I strategy, acquiring grammatical concepts, fifth primary grade.

Research Introducing

First: the research problem

The problem of studying grammatical concepts still exists despite the scientific progress that the world is witnessing today, as grammatical concepts in the Arabic language are still difficult and complaints about them continue. The weakness of the learners in grammatical concepts is almost comprehensive and general, as it is not determined in one school stage without another or one class without another (Abdul-Hadi et al., 2006: 312-313).

The researchers conducted an open questionnaire about the method used in teaching grammar in Arabic language and the level of students in acquiring grammatical concepts, It included two questions directed to Arabic language teachers for the fifth grade of primary school for a number of schools affiliated to the General Directorate / Babylon, the number of female teachers was (7), and the answers indicated 80% of the teachers adhere to the usual method, and with regard to the second question, the answer of 87% of the teachers indicated that there is a weakness in the level of female students in acquiring grammatical concepts, which made them prepare for the Grammar Arabic Language lesson and did not like it.

The researchers see the need to search for modern methods and strategies that are consistent with the requirements of the age and cognitive development, and this means that the teaching methods that depend on memorization are no longer appropriate for teaching Grammar Arabic Language, therefore, the researchers see the necessity of adopting modern teaching methods and strategies, and working on employing it in the grammatical rules of the Grammar Arabic Language, and based on the foregoing, the researchers decided to conduct a study to identify the impact of the (Who am I) strategy in acquiring grammatical concepts, as the researchers did not find any study that included the (Who am I) strategy, and on this basis, the research problem can be identified in the following question:

What is the impact of Who am I strategy in acquiring grammatical concepts for fifth primary graders?

Secondly
Research Importance:
Arabic has the ability to fascinate the minds and captivate the eyes with its beauty, the grace of its structures, the sweetness of its words and the accuracy of its meanings, it is no wonder that (Ibn Jinni)*, a linguist who does not find fault with him, who is the producer of language, the lover of its structures and the creator of research in its issues in Arabic and its beauty, he says in Arabic

"If I contemplate the state of this honorable, honorable, gentle language, I will find in its wisdom, accuracy, sensuality and tenderness that does not possess the aspect of thinking (Ibn Jinni, 1913; Al-Rashidi et al., 2021)

And the Arabic language has grammatical rules that are laid out with great precision and accuracy, which helps to protect the tongue from slipping, and mastering the grammatical rules of the Arabic language leads to controlling the language and mastering its skill, the grammatical rules of the Arabic language are one of the precursors to correct communication, the error in the use of these grammatical rules affects the transfer of the intended meaning, and then leads to the inability to understand it, also, this extension has an impact on understanding the grammatical rules of the language and the correct use of it improves the individual's ability to comprehend good reading, and increases his ability to express in both its oral and written forms (Rawashdeh, 2004; Carter, 2020).

The grammatical rules of the language help the learner to know the characteristics of the Arabic language and the effect of its forms, because these grammatical rules reveal the different situations of the language, its various forms, and the changes that occur in its words and structures, grammar rules are the shield that protects the tongue from error, and ward off missteps from knowledge, it regulates the laws of the phonetic language, and the structures of the word and sentence, which is an indispensable necessity, and on it the study in each language is based, as the language grows, it expands and the need to study these grammatical rules

increases (Al-Arnosi, 2016; Filipponi & Oommen, 2021).

There is no doubt that knowing the grammatical rules is an inevitable necessity, and it cannot be dispensed with, not to mention that it helps to distinguish between equivalent words in terms of the syntactic meaning, since if the rules are not put into practice and that they become knowledge without action, and thus there is no benefit from it (Abu Al-Daba'at, 188: 2007)

There are many different methods for teaching grammatical rules, and the reason for this diversity is due to the diversity of subjects and the difference between them in terms of their nature and their handling in teaching, the teacher's extensive knowledge of teaching methods and strategies undoubtedly helps him to know the appropriate teaching conditions and the appropriate method for each subject or item, so that the teaching process becomes interesting and enjoyable (Al-Dulaimi and Suad, 2005: 79).

Active learning strategies are one of the contemporary educational and psychological trends that have a significant positive impact on the learning process inside and outside the classroom, it helps to develop and develop learners' ability to higher-order thinking skills, as it is based on interaction and active participation on the part of the learner and continuous guidance under the supervision of the teacher (Badawi, 2010: 247).

The importance of active learning is to involve learners in learning, instead of seeing themselves as passive recipients, and it positively affects their attitudes towards themselves and their peers, also, active learning increases their interest, and makes their attention continual for a longer period, due to their preoccupation with activities, and their interaction with them, and leads to an increase in their acquisition of what they learn, and the learner benefits from it in his life, and applies it in reality, and involves the learners directly and subjectively (Badir, 2008: 55)

The Who am I strategy is one of the active learning strategies emanating from the cognitive theory, this strategy develops the skill of asking questions and skills of prediction and conclusion, which helps to create an atmosphere of excitement and suspense during the lesson, through the teacher presenting the lesson in a puzzle style, the goal of this strategy is to increase the learner's linguistic and logical intelligence, by presenting a set of questions to identify the idea of the lesson or the character, this method is also used to prepare the lesson, review the lesson, conclude the lesson, and make the final evaluation of the lesson (Al-Shammari, 2011:51).

Concepts are of great importance to the learner because they increase his ability to remember information and keep learning and perpetuate it for a long time, as well as increase the learner's ability to retain the material more, it is the basis for understanding and developing science, so it is considered a driving force for the learner to acquire more new concepts, as understanding and acquiring the concept leads to another new concept, hence, acquiring concepts has become one of the general goals that education seeks to achieve by teaching subjects at all educational levels (Qatawi, 2007: 208).

The primary grade is also one of the important stages, as it is the basis for the later stages, the stronger the foundation, the more robust the educational system will be to meet the requirements of the times, therefore, attention must be paid to that stage, making the learners know a lot about their lives and developing their scientific trends, therefore, the world witnessed in the latter a remarkable development that included all areas of life, and progress

became a major title for this development in society (Al-Saadi, 2020: 132).

Third
Research Objective and Hypothesis

The current research aims to know: "The Impact of Who Am I strategy in imparting grammatical concepts to the fifth primary grade students."

To verify the objective of the research, the researchers formulated the following null hypothesis:

(There is no statistically significant difference between the average scores of the experimental group students who studied Arabic grammar topics using the Who am I strategy, and the average scores of the control group students who studied Arabic grammar topics in the usual way in the post grammatical concepts acquisition test).

Fourthly
Research limits

Fifth primary grade girls in the governmental primary day schools for girls affiliated to the General Directorate of Education / Babylon.

The first semester of the academic year (2021-2022).

Topics to be taught for the first semester in the Arabic grammar book for the fifth grade of primary school (sections of the verb - subject - object - subject and predicate - Kaana and her sisters - Ina and her sisters)

Fifth: Define terminology

The two researchers will define the terms mentioned in the title of their research

Who am I strategy?
Idiomatically:

(Al-Shammari, 2011) "One of the active learning strategies emanating from the cognitive theory, and this strategy develops the skills of asking questions and skills of prediction and conclusion" (Al-Shammari, 2011: 50).

Procedural definition

It is the plan that the researchers follow with the experimental group for the fifth-grade students, this strategy is based on developing skills of prediction, conclusion and asking questions.

Acquiring
A- **Language:** "It is mentioned in the Al-Muheet Dictionary: "Gain, hit, and earn act and strive" (Al-Fayrouzabadi, 1978: 124).
B- **Idiomatically:** defined by:
 (Abu Jadu, 2003) that: (The first stages of learning in which the object represents the new behavior to become part of its behavioral outcome). (Abu Jadu, 2003, p. 424)
C- **Procedural definition:** It is the quantity of educational inputs that the fifth-grade students can learn through the activity performed by the researchers and the students during the Arabic grammar lessons for the first semester of the academic year 2021-2022.
Grammatical concepts: Language: Grammar: "The way and the intent, it may be a

noun, and it is a grammarian, which is a grammarian, so it was originally carved into a grammar as you said I meant intentionally, then it was also singled out for this type of science (Ibn Mandhur, 2011, Madt Naha, c. 15: 360).

Idiomatically / defined by

(Al-Khawaldeh, 2001): "a mental image formed in the individual as a result of understanding or generalizing qualities, and characteristics that were deduced through similar things to new things that will be recognized in the future (faith, predestination, Hajj, fasting)" (Khawaldeh, 134: 2001).

***Procedural definition*:** It is a set of concepts selected from some topics of Arabic grammar to be taught to fifth grade students in the academic year (2022-2021).

Fifth grade primary: It is one of the grades of the primary stage, in which the study period is six years, and its function is to prepare students, male and female, to the intermediate stage, in which students study subjects (Arabic grammar, Arabic in its branches mathematics, social etc.) (Ministry of Education, 2018: 36)

Theoretical framework and previous studies
A-   Theoretical framework

The first axis: active learning and the strategy of who am I
- ***Active learning concept***

In light of the information revolution and the rapid and successive explosion of knowledge that characterize our current era, it has become imperative for the educational system with all its components to keep pace with this rapid change, due to the necessity of changing the philosophy and objectives of education from traditional education based on the teacher and his competencies only, from a passive learner who receives only what the teacher presents to active learning centered around the learner (Ali, 2011: 233).

- ***Active learning philosophy***
1-   It is related to the learner's reality, needs and interests.
2-   It occurs through the interaction of the learner with the community.
3-   It is based on the learner's abilities and the speed of his growth.
4-   Puts the learner at the center of the educational process.
5-   Active learning takes place in all places (home-school-club-neighborhood) through deep thinking sessions in the academic subjects.
6-   It ensures the self-initiatives of the learner. (Ramadan, 2016: 31).
- ***Who am I strategy:***
It is one of the active learning strategies emanating from the cognitive theory. This strategy develops the skill of asking questions and skills of prediction and conclusion.

Strategy steps:
1-   The teacher distributes cards containing concepts that are attached with tape or tape.
2-   The teacher asks all learners to divide into peers so that each learner proves a card.
His colleague is at the top of the back so that others can see him only, while the card holder cannot see it.
3-   The learners move, and each of them carries the card behind his back throughout the class, and each learner asks only two questions to his colleague opposite him, where the questions help him discover the concept.
4-   They exchange roles so that the other colleague asks two questions also to discover the

concept, and then they search for other colleagues.

5-   The other learner who receives the questions should answer the questions and not give him the answer directly, i.e., the questions should not be in the following way: What is the concept written in the card? Or what is the topic related to the concept written on the card? Rather, they are questions that link what he has learned from the previous lessons so that they help him at first to identify the topic related to the concept, and then ask other questions through which he can communicate to the concept.

6-   The teacher must ensure that each learner listens to his colleague who will meet him.

7-   The teacher encourages learners to link the information provided to them in constructing relevant questions.

8-   When the learner finds the answer, he returns to his seat.

9-   The quickest learner is the one who wins.

10-   It continues until all learners have finished or as decided by the teacher. (Al-Shammari: 2011: 51).

The role of the teacher and the learner in Who am I strategy:

Although the learner bears the greatest burden in the learning process, the teacher has an important role in taking into account the individual differences between learners, and taking into account the values, trends, tendencies and interests of the learners, in addition to helping the learners to discover knowledge and information on their own and taking into account the integration between different study subjects and enrich the learning environment with modern means and methods, in order for the learning process to be completed effectively and successfully, it is not limited to the successful teacher playing the important and basic role in it by providing him with many and varied educational opportunities only, rather, the learner should pay attention to the most important and vital role in taking responsibility for self-education under the supervision of his teacher (Badir, 2008: 45).

The second axis: the acquisition of concepts:

The process of acquiring concepts takes place in gradual and slowly stages, and this process begins before the child enters school, as he discovers concepts and learns them from the environment in which he lives through sensory perception and mental awareness (Al-Sherbiny, Yusra, 2000: 45).

He also learns it from the school in which he receives his formal education and learns it himself from the situations he is going through, and these educational situations all lead to the formation of his conceptual environment, and thus differ from one learner to another (Al-Shahrani, 1996: 8).

Acquisition is called acquisition because the learner, with his vitality and effectiveness, is in the educational situation, and his organization according to the structure of his conception and the process that symbolizes it, and giving it a distinctive characteristic, makes it ready to be stored, the process of coding (classification) and organization is affected by the teacher's method of processing, and the patterns of interaction that he experiences with the learner because of the situations, events and experiences he faces, so there is nothing in the process that can be added in order to be called acquisition. It can be called parts of the processing process, which is the process of formulating and organizing knowledge. (Qatami, et al., 2001: 392).

B-   previous studies

A study (Al-Jubouri, 2001) The study aimed to know "the impact of Brunner's model on the acquisition of grammatical concepts for primary school students." This study was

conducted in Iraq, Teachers College, Al-Mustansiriya University, and the researcher chose the experimental method., the study sample consisted of (64) males and females, the researcher prepared a test for acquiring grammatical concepts, the researcher used the following statistical methods: The z-test for two independent samples - the chi-square chi-test - the item difficulty coefficient - the item discrimination equation - the effectiveness of the wrong alternatives, the study found that the students of the experimental group who studied the grammar subject according to Brunner's model outperformed the students of the control group who studied the same subject in the usual way in (Acquisition of Grammar Concepts Test) (Al-Jubouri, 2001: 12-81).

A study (Al-Samarrai, 2019) The study aimed to know "the effect of the directed exchange questions strategy in imparting grammatical concepts to fifth grade female students." this study was conducted in Iraq, College of Basic Education / Al-Mustansiriya University, the two researchers chose the experimental method, and the sample consisted of (60) female students, with (30) female students in the experimental group who study the rules using the strategy of directed exchange questions, and (30) female students in the control group. Which studies the rules in the usual way and the researchers chose the people in a random way, the researchers prepared a test for acquiring grammatical concepts, the researchers used the following statistical methods: T-test for two independent samples. Chi-square test - item difficulty coefficient - item discrimination equation - Effectiveness of wrong alternatives, the study found the superiority of the students of the experimental group who studied the grammar subject by the strategy of exchange questions, and the average scores of the students of the control group who studied the same subject in the usual way in (a test of acquiring grammatical concepts) in favor of the experimental group (Al-Samarrai, 2016: 17-82).

Research Methodology and Procedures

In this chapter, the two researchers present the procedures followed in this research, which depends on the appropriate experimental design, the research community, the method of sample selection, the methods of equivalence of the two groups, and a presentation of the research requirements and tools, how to apply it, and the statistical methods used in presenting the results.

First: Research Methodology:

To achieve the goal of the research, the researchers adopted the procedures of the experimental method in the research, as it is the best way by which the causes of phenomena and problems that appear or are discovered in any field of life can be known (Al-Jubouri, 2012: 194).

Second: Experimental Design

Determining the experimental design of the research is one of the basic requirements for experimental research, as it is a scheme in which the independent and dependent variables are accurately determined, the number of experimental groups, the size of each group and the tools for measuring the dependent variable (Abdul Rahman and Adnan, 2007: 487).

The researchers used the experimental method with partial control in their research procedures, and the design of the non-random control group was chosen with the post-test only to test the acquisition of grammatical concepts of Arabic grammar for the fifth grade students, the research also includes two groups, the experimental group that is exposed to the impact of the independent variable strategy (Who am I), while the (controlling) group is not exposed to the effect of the independent variable, and scheme (1) shows the experimental design used in the research.

Scheme 1 *Experimental Research Design*

Group	Independent variable	Dependent variable	Tool
Experimental	Who am I strategy	Acquire grammatical concepts	Post-grammar acquisition test
Control	Standard traditional method		

Third: Research Community

It means the vocabulary of all the phenomenon studied by the researcher, which is the individuals and all the people who make up the research problem. (Abdul Rahman and Adnan, 2007: 206), and the current research community consists of primary day schools for girls in the center of Babylon Governorate for the academic year (2021-2022 AD), for this reason, the two researchers visited the General Directorate of Education in Babylon Governorate (Statistics Division) according to the book issued by the book Facilitating the Mission issued by the College of Basic Education / Al-Mustansiriya University, the researchers found that the number of primary schools for girls is (85) schools distributed over (6) sectors, as shown in Table (1):

Table (1). *Names of the sectors and the number of their schools*

S.	District	Schools number
1	Al-Hilla	25
2	Al-Hamza	10
3	Al-Hashemite	12
4	Al-Muhaweel	8
5	Kutha	5
6	Al-Musayyab	25

The researchers randomly chose* "Kutha district, which included (5) day schools for the primary stage for girls, and table (2) shows this.

Table (2) *Names of the primary schools for girls in the government daytime affiliated to the General Directorate in the governorate of Babylon / Kutha district*

S.	School name	Region	Division number	Students number
1	Al-Razi primary school for girls	Al-Dubla	2	56
2	Zalga primary school for girls	Al-Dubla	2	48
3	Ariha primary school for girls	Al-Dubla	2	60
4	Rihana primary school for girls	Al-Dubla	1	111
5	Al-Nuha primary school for girls	Al-Dubla	3	74

Fourth: Research Sample
The current research sample was:

A-   The first exploratory sample: (50) female students from the fifth grade of primary school in (Al-Razi Primary School for Girls) affiliated to the Directorate of Education in Babel / Kutha District.

B-   The second exploratory sample: (100) female students from the fifth grade of primary school in (Al-Rehana Primary School for Girls) affiliated to the Babylon Education Directorate / Kutha District.

C-   The basic sample: The researchers chose (Ariha Primary School for Girls), which is affiliated with the Babylon Education Directorate / Kutha District. To represent the

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* The researcher wrote the names of the districts on small papers, put them in a bag, and pulled out a piece of paper, and the choice fell on the district of Kutha.

research sample in a simple random swipe method*, for the purpose of applying the experiment.

The two researchers visited the school according to the book issued by the General Directorate of Education in the province of Babylon / Kutha district, to facilitate its mission. The school administration showed great cooperation with the researchers, and found that it included (60) students, with (2) classes for the fifth grade of primary school (A, B), distributed over (30) A female student in class (A), and (30) female students in class (B) by random swipe method*. Division (B) has become the experimental group that studies Arabic grammar using the (Who am I strategy), and Division (A) represents the control group that studies Arabic grammar in the usual (standard) way. No female students were excluded from the two research groups due to the absence of female students who failed. Table (3) shows this.

Table 3. *Distribution of the students to the two research groups*

Group	Division	Students number
Experimental	B	30
Control	A	30
Total		60

Fifth: Equivalence of the two research groups

One of the necessities of conducting empirical research is that the research sample has the objective conditions to control the extraneous variables in the experiment, which may affect its results, before starting the experiment, the researchers were keen on the statistical parity between the two research groups in the variables that are believed to be interfering in the influence of the independent variable on the dependent variable, which affect the results of the experiment referred to in the literature and previous studies. These variables are:

1- The chronological age of the students, calculated in months.
2- The educational attainment of the fathers the educational attainment of the mothers.
3- Grades of the Arabic language subject for the previous academic year 2020-2021.

The researchers obtained information about the chronological age, the academic achievement of the fathers, and the academic achievement of the mothers from the school card and by taking data and verifying it from the students themselves using an information form distributed to them, as for the fourth variable, it obtained the required data from the school's grades record.

Table (4). *Equivalence variables using t-test for two independent samples*

variable	experimental group			Control group			Degree of freedom	T-value		Significance level (0.05)
	Number	Arithmetic mean	Standard deviation	Number	Arithmetic mean	Standard deviation		calculated	tabular	
Chronological age	30	129.47	3.267	30	129.10	3.289	58	0.408	2	nonfunctional
previous age		7.57	1.501		7.17	1.555		1.013		nonfunctional

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* The researcher wrote the names of the schools on small papers, put them in a bag, and pulled out a piece of paper, and the choice was made on Ariha Primary School for Girls.

* The researcher wrote the names of division (A, B) on small papers and put them in a bag, and pulled once, and the first time was Division (B) representing the experimental group, and Division (A) representing the control group.

Table 5 *Equivalence variables using chi-square*

variable	experimental group				Control group				Degree of freedom	chi-square - value		Significance level (0.05)
	Primary	Intermediate	Preparatory	Bachelor's	Primary	Intermediate	Preparatory	Bachelor's		calculated	tabular	
Fathers' academic achievement	7	9	7	7	9	5	9	7		1.643		nonfunctional
									3		7.82	
Mothers' academic achievement	9	5	9	7	7	10	6	7		2.517		nonfunctional

Sixth: Adjusting the extraneous variables

In addition to the above procedures of statistical equivalence between the two research groups in some variables that affect the dependent variable, the researchers tried to control some of the extraneous variables that they believe affect the integrity of the experiment, so they felt the need to identify and control these variables, which are as follows:

Maturity

This variable had no effect on the current research, as the students of the two research groups are in the same developmental stage, and they are within the same ages, as evidenced by the equivalence of the two groups according to the age variable.

Differences in the choice of the two groups

If the researchers tried to avoid the effect of this variable by random selection of the two research groups, in addition to that, the equivalence procedures carried out by the researchers between the students of the two research groups in the equivalence variables.

Associated accidents

The accompanying accidents mean the natural accidents that can occur during the experiment (disasters, floods, hurricanes, wars, disturbances, etc.), which impede the experiment. For each group, the experiment continued for 9 weeks, ending on Wednesday 12/1/2022, so it can be said that this coefficient had no effect.

Experimental extinction

It did not happen that one of the students of the two research groups left or interrupted attendance or moved to another school for the duration of the experiment, except for the individual absences to which the two research groups were almost equally exposed.

The impact of the experimental procedures

In order to protect the experiment from some measures that could affect the dependent variable, the researchers worked as much as possible to reduce the impact of this coefficient on the course of the experiment, and this was represented in:

A- *Confidentiality of the research*: The two researchers were keen to keep the research confidential in agreement with the school administration and the Arabic language teacher in it.

B- *Subject:* The two researchers controlled this coefficient with the equality of the two groups of research in Arabic grammar topics in terms of their number and type, as the first topics for the first semester to be taught in the Arabic grammar subject for the fifth grade of primary school, for the academic year 2022/2021 AD were adopted, which are (verb sections - the subject - the object - the subject and the predicate - Kanna and her

sisters - Inna and Ka'an).

C- **The teacher:** To avoid the influence of this coefficient on the results of the experiment, the researchers themselves studied the students of the experimental and control groups, and this gives the results of the experiment a degree of accuracy and objectivity. Because singling out a parameter for each group makes it difficult to return the results to the independent variable, it may be attributed to one of the two parameters being more proficient in the subject than the other, or to her personal characteristics, or to other coefficient.

D- **Distribution of classes**: In order to control this variable, the researchers agreed with the school administration regarding the symmetrical distribution of classes. One of the researchers studied (4) classes per week in which the two research groups study lessons on Tuesday and Wednesday, as shown in Table (6).

Table (6). *Weekly distribution of Arabic grammar lessons for the two research groups (experimental and control)*

Group	Day	Period	Time
Experimental	Tuesday	Second	8:30 a.m.
Control	Wednesday	Third	9:15 a.m.
Experimental	Tuesday	Third	9:15 a.m.
Control	Wednesday	Second	8:30 a.m.

E- **Teaching aids:** The researchers were keen to present the same teaching aids for the experimental and control groups, which are the blackboard and colored pencils.

F- **School building:** The experiment was applied in one school, in the same conditions and adjacent and similar classrooms in terms of area, lighting, ventilation, number of windows, seats, type and size, to avoid the influence of this coefficient on the results as much as possible.

G- **Duration of the experiment:** The duration of the experiment was unified and equal for the students of the experimental and control groups, as it started on Tuesday (16/11/2021), with two lessons per week for each group, and the experiment lasted for (9) weeks, ending on Wednesday (1/1/2022).).

Seventh: Research Requirements
A- **Determining the scientific subject**

The researchers identified the scientific subject that the students of the two research groups will study during the experiment, which is six topics from the Arabic grammar book to be taught for the fifth grade of primary school for the academic year (2021-2022) and Table No. (7) shows this

Table (7). *Grammar topics of the Arabic language for the fifth primary grade that were covered by the experiment*

S.	Subject	Concepts Number	Pages number
1	Verb divisions	3	6
2	Subject	3	8
3	Object	1	6
4	Subject and predicate	2	7
5	Kanna and her sisters	1	8
6	Inna and Kaana	1	7

B- **Formulating behavioral goals**

In formulating the behavioral goals, the researchers relied on the three concept acquisition processes (defining the concept, distinguishing the concept, applying the concept).

In order to verify its validity and fulfillment of the content of the study, it was included in a questionnaire prepared for this purpose and then presented to a group of arbitrators in the methods of teaching Arabic language, measurement and evaluation, this clarifies.

According to their notes, none of them were deleted, the researchers adopted an agreement percentage (80%) between the arbitrators as a basis for accepting the objective, thus, the number of behavioral goals in its final form reached (53) behavioral goals, with (18) behavioral goals for the level of definition of the concept, (16) behavioral goals for the level of recognition of the concept, (16) behavioral goals for the level of application of the concept, and table (8) illustrates this.

Table (8) *Distribution of behavioral goals at the levels of the cognitive domain and topics*

S.	Subject	definition	Discrimination	Application	Total
1	Verb divisions	4	3	3	10
2	Subject	2	2	4	8
3	Object	3	3	3	9
4	Subject and predicate	3	2	3	8
5	Kanna and her sisters	3	3	3	9
6	Inna and Kaana	3	3	2	9
	Total	18	16	19	53

C-   *Preparing teaching plans*

The researchers prepared exemplary teaching plans for the (six) subjects that you will study during the experiment in light of the academic content and behavioral objectives, which are (12) plans, with (6) plans for the students of the experimental group according to the strategy (Who am I) and (6) plans for the students of the control group According to the traditional method

The researchers presented two models of these plans to a group of arbitrators in the methods of teaching Arabic and the Arabic language to solicit their opinions, observations and suggestions for the purpose of improving the formulation of those plans and making them sound to ensure the success of the experiment, in light of what the specialists have shown, the necessary modifications have been made to it, and it is ready for implementation.

Eighth: Research tool:

And since the current research requires building a test in the acquisition of grammatical concepts for the students of an experimental and control group, and to know the effect of an independent variable the strategy (Who am I) on the dependent variable (acquiring concepts) compared to the traditional method.

The absence of a ready-made test that is characterized by honesty and stability and includes the concepts contained in the specific topics from the Arabic grammar book for the fifth grade of primary school, the researchers found it necessary to prepare this test in line with the nature and objective of the research, and they decided that the test items should be of a multiple-choice type, because it is one of the most flexible types of tests, and it can be used in evaluating and verifying educational goals from different levels of knowledge (Allam, 2006: 97).

To prepare the research tool, the researchers followed the following procedures:
1-   *Determining the objective of the test:*
The objective of this test is to measure the acquisition of grammatical concepts by the

students of the two research groups (experimental and control) after completing the experiment, and to know the effect of teaching according to the (Who am I strategy) in acquiring grammatical concepts.

2-   *Determining the levels of concepts measured by the test:*

After taking into account the opinions of specialists in measurement and evaluation and the methods of teaching the Arabic language, the researchers decided that the concept acquisition test should include the measurement of the three levels of concept acquisition, which are (definition, discrimination, and application), due to their relevance to the nature of cognitive development for fifth grade students.

A-   Definition:
B-   Discrimination
C-   Application (Salim et al., 2006: 141).

Table (9) *of the grammatical concepts (main and sub-concepts) in the Arabic grammar book for the fifth grade of primary school*

S.	Subject	Main Concepts	Sub Concepts
1	Verb divisions	Verb (definition and signs)	past tense, present tense, imperative)
2	Subject	Al -Marfoat	Definition, syntax, and its types
3	Object	Al -Mansoubat	Definition, syntax
4	Subject and predicate	Al -Marfoat	Definition, syntax Predicate types (singular, sentence, semi-sentence)
5	Kanna and her sisters	Transcribers (Al –Marfoat)	Syntax, number, action, use
6	Inna and Kaana	Transcribers (Al –Mansoubat)	Syntax, number, use

3-   *Determine the type of test items:*

The researchers formulated the test items according to objective tests based on what is recommended by measurement and evaluation experts, because of the advantages of these tests compared to the essay tests, and its ability to measure educational outcomes with multiple mental and skill levels, in addition to its accuracy, objectivity, comprehensiveness, economy in time and its high degree of honesty and stability, as well as being the most easy and easy type of tests that evaluate the objectives of the subject, despite the effort expended in preparing and designing them (Allam, 2006: 81).

The researchers chose a multiple-choice test that consisted of (18) test items. It measures the acquisition of (18) concepts and levels (defining, distinguishing, applying) in each of the topics of Arabic grammar.

4-   *Test instructions:*

The instructions for the test were formulated after preparing the test items in a clear way for the students in order to avoid errors that affect the grades, as these instructions included the name, the division, the time allotted for the answer, and the way in which the answer is done by means of an illustrative example so that the students can answer the test items easily and clearly, and the student does not leave any item without an answer, and the correction instructions if one point is allocated to each item that is Its answer is correct, zero for the item whose answer is incorrect, and the item that is left out or that contains more than one answer is treated as the incorrect item.

5-   Honesty of the test
In order to verify the honesty of the test, the researchers relied on the apparent honesty and to extract the apparent honesty index, to express their observations in knowing its ability to measure in its initial or apparent form, after analyzing the arbitrators' answers, the researchers made the necessary modifications to some of the test items based on 80% of the experts' approval, so the tool became in its final form.

6-   Validity of the test:
The researchers applied the achievement test to a pilot sample, and it was in two stages:

The first stage: the first exploratory trial of the test
The researchers applied the test on a sample of (50) female students of the fifth grade of primary school in (Al-Razi Primary School for Girls) affiliated to the Directorate of Education of Babel / Kutha District, on the third date of (12/26/2022) corresponding to Wednesday to reveal the clarity of the test instructions and the extent of clarity the formulation of its items and the time taken to answer these items, and by supervising the application of the test, the necessary notes were recorded, and the researchers used the following equation to extract the answer time for the test.

Average time = The sum of the time of the first student + the sum of the time of the second student + the time of the fifty students
Total number of students,
Average time = 40 minutes

The second stage: the second exploratory experiment of the test
The researchers applied the test to a second sample of (100) female students from the fifth grade of primary school in (Al-Rehana Primary School for Girls) affiliated to the Babylon Education Directorate / Kutha District, after ensuring the clarity of the test instructions and the clarity of the wording of its items, and the time taken to answer these items.

The purpose of this application is to know its psychometric properties and to ensure the validity of the items, as the researchers reached the students a week before the date after making sure that the students had completed (Verb divisions - Subject - Object - Subject and predicate - Kanna and her sisters - Inna and Kaana), the researchers personally supervised the application of the test on (12/2022/30), corresponding to Thursday, and after applying the test to the exploratory sample, the researchers did the following:

7-   Correct answers.
The data were arranged in descending order and divided between two groups (high group and low group).

The students' answer sheets took the highest 27% and the lowest 27% of the total of the students, on this basis, the items were analyzed to find the coefficient of difficulty, the strength of item discrimination, and the effectiveness.

8-   Statistical analysis of the achievement test items:
Item analysis: It is a process of examining or testing individuals' responses to each test, and this process includes revealing the level of (discrimination power), (item difficulty), and (effectiveness of wrong alternatives) in the test items, the following is an explanation of the statistical analysis procedures for test items:

A-   The power of distinguishing between items:
After calculating the discrimination power of each of the test items, it was found that it

ranges between (0.33-0.70) for the items, and Elbe (1972) considers that the test items are good if their discrimination power is (0.30) or more (406: Elbe1972). Table (10) shows this.

Difficulty coefficient for the items: The difficulty coefficient for the test items was calculated, as the difficulty coefficient for items ranged (0.31-0.74) and Table (13) shows that, (Al-Fiqi, 2014) stated that the difficulty coefficient for the test items is acceptable if it ranges between (0.20-0.80) (Al-Fiqi, 2014: 98), as a result, all items were kept, because they fell within the aforementioned range.

Table (10). *Difficulty and discrimination coefficient for the objective items for the correct answers in the upper group and the lower group with a percentage of 27%*

S.	Number of answers		Discrimination coefficient	Difficulty coefficient	S.	Number of answers		Discrimination coefficient	Difficulty coefficient
	Upper	Lowest				Upper	Lowest		
1	13	4	0.330	0.31	10	26	14	0.44	0.74
2	18	4	0.52	0.41	11	23	10	0.48	0.61
3	17	3	0.52	0.37	12	20	2	0.67	0.41
4	17	5	0.44	0.41	13	22	13	0.33	0.65
5	19	2	0.63	0.39	14	22	12	0.37	0.63
6	13	4	0.33	0.31	15	15	2	0.48	0.31
7	19	3	0.59	0.41	16	21	2	0.70	0.43
8	16	6	0.37	0.41	17	21	8	0.48	0.54
9	24	11	0.48	0.65	18	14	5	0.33	0.35

B- Effectiveness of the wrong alternatives

And when calculating the effectiveness of the incorrect alternatives for each of the multiple-choice items that consisted of the grammatical concepts test items, the researchers found that it was between (-0.37) and (-0.185), which means that the incorrect alternatives have attracted a number of the lower group students to it, accordingly, it was decided to keep the incorrect alternatives without deleting or changing, and Table (11) shows that.

Table (11). *The effectiveness of the wrong alternatives for items to test the acquisition of grammatical concepts*

Item number	Alternative A	Alternative B	Alternative C	Item number	Alternative A	Alternative B	Alternative C
1	✓	0.074-	0.37-	10	✓	0.37-	0.111-
2	0.37-	✓	0.148-	11	0.111-	0.185-	✓
3	0.111-	0.148-	✓	12	0.074-	✓	0.37-
4	0.074-	✓	0.37-	13	0.148-	0.111-	✓
5	✓	0.111-	0.185-	14	0.185-	0.074-	✓
6	0.0.37-	✓	0.074-	15	0.074-	✓	0.148-
7	✓	0.37-	0.111-	16	✓	0.37-	0.111-
8	0.148-	✓	0.185-	17	0.111-	0.148-	✓
9	0.37-	0.74-	✓	18	0.37-	✓	0.074-

9- Stability of the test

For the stability of correcting the items of the grammatical concepts acquisition test in the objective part, the researchers used to calculate the test stability coefficient, which is (Kueder-Richardson equation 20), it is called the internal consistency method, and this method depends on the statistics of the items and assumes that all the items agree in measuring a common coefficient, and it depends on the coefficients of the items' difficulty, ease and total variance (Melhem, 2000: 265,)

In order to calculate the test stability coefficient for the objective items (multiple choice) in this way, the researchers randomly selected the answers of (20) female students from the exploratory sample to whom the test was applied, through their answers, the researchers extracted the coefficient of ease and difficulty for each item, and according to the total variance of the sample scores, and based on the Kueder -Richardson equation 20, the stability coefficient reached (0.85), which is a high and good stability coefficient for unregulated tests that if its stability coefficient reached (0.67) or above t is good (Hedges, 1966, 22)

10-   *The final version of the test*

After completing the procedures and statistics for the test and its paragraphs, the researchers prepared the test in its final form as follows:

The cover page contains the students' data, as well as the test instructions.
Test item pages: It included (18) multiple-choice items with three alternatives.

Ninth: Application of the experience

The researchers' procedures during the application of the experiment are as follows
1-   The researchers began applying the experiment to the students of the two research groups, which started on 16/11/2021, with two sessions per week for each group, the experiment continued for 9 weeks, ending on Wednesday 12/1/2022.
2-   One of the researchers taught the students of the two research groups the reading material according to the teaching plans prepared to achieve the goal of her research.
3-   The researchers applied the grammatical concepts acquisition test on the students of the two research groups at the same time, as they used the subject teacher, and that was in the first lesson (8:00) on Wednesday (1/12/2022).

Tenth: Statistical Means

The researchers used the appropriate statistical methods in the current research with the help of the statistical program (spss) and my agencies:

1-   T-test for two independent samples:
The researchers used the t-test for two independent samples to find out the significance of the difference between the experimental group and the control group:
A-   The chronological age is calculated in months.
B-   The scores of the Arabic language subject in the final exam for the previous year 2020-2021
2-   Chi-square: The researchers used this method to find out the significance of the difference between the experimental group and the control group in:
A-   The educational attainment of the parents.
B-   The educational attainment of the mothers.
3-   The discriminative power equation for the items: to calculate the discriminatory power from the discrete data (items of the grammatical concepts acquisition test).
4-   Difficulty coefficient: to calculate the coefficient of difficulty from discrete data (paragraphs of the grammatical concepts test).
5-   The effectiveness of the wrong alternatives: The researchers used this method to find out the effectiveness of the wrong alternatives for the test paragraphs of acquiring grammatical concepts and their usefulness in attracting students from the lower group more than the higher group.
6-   Kueder -Richardson equation (20): The researchers used this method to prove the test of acquiring grammatical concepts.
7-   Impact size equation: to calculate the effect size of the independent variable in the dependent.

Presentation and Interpretation of Results

First: Results
The results will be presented according to the research hypothesis as follows:

It states that (there is no statistically significant difference between the average scores of the experimental group students who studied using the (Who am I strategy) and the average scores of the control group students who study in the traditional way in acquiring grammatical concepts.), after correcting the answers of the students of the two research groups about the grammatical concepts acquisition test, the scores of the students of the experimental and control groups were calculated, the average score of the experimental group was (14.23), while the average score of the control group was (10.63), it is noted that there is a difference between the two averages for the benefit of the experimental group, and to examine the significance of the difference between the two means, the researchers used the t-test for two independent samples. 0.05) and a degree of freedom (58), as shown in Table (15).

Table (15) *The results of the t-test for the difference between the mean scores of the experimental and control groups in the post-test for acquisition of grammatical concepts*

Group	Number	Arithmetic average	standard deviation	degree of freedom	T value		Significance level 0.05 Statistical significance
					calculated	tabular	Statistical significance
Experimental	30	14.23	2.473	58	6.666	2	
Control	30	10.93	1.112				

This means that the performance of the students of the experimental group who studied according to the strategic steps (Who am I) outperformed the performance of the students of the control group who studied according to the usual method in the grammatical concepts acquisition test, thus, this null hypothesis is rejected, and we accept the alternative and the form.

Second: Interpretation

The results indicated the superiority of the students of the experimental group who study Arabic grammar according to the (Who am I) strategy in the test of acquiring grammatical concepts over the students of the control group, and this is attributed to the reasons, including:

1- The "Who am I" strategy steps provide students with opportunities to discover their academic abilities, by following the democratic method, allowing them the freedom to express their opinions and taking into account individual differences.
2- The (Who am I) strategy leads to arousing the interests of the students, and their interest in the subject, and increases their desire to learn, and their integration with the school, which led to an increase in the level of acquisition of grammatical concepts.
3- The steps of the (Who am I strategy) move the teacher from the role of the prompter to the role of the mentor, supervisor, reinforce and interlocutor, which gave the students a feeling that they are important sources of information and facts exchanged between them, which positively affected in raising the level of acquisition of grammatical concepts.

Third: The Conclusions
1- The (Who am I) strategy helped raise the level of acquisition of grammatical concepts and organize the process of teaching Arabic grammar in a coherent, sequential and

integrated manner.

2-   The application of the steps strategy of (who am I) in teaching Arabic grammar inspires the students with enthusiasm, vitality and activity, and spreads the spirit of cooperation among them.

3-   The (Who am I strategy) encourages the students to actively interact with the subject and gives them autonomy.

Fourth: Recommendations

In light of the results obtained, the following can be recommended:

1-   Benefiting from the (Who am I strategy) in teaching Arabic grammar in the primary stage, because of its impact on raising the level of acquisition of grammatical concepts.

2-   Conducting continuous training courses for teachers of Arabic language, on how to employ strategies and models based on active learning in teaching, including (who am I strategy).

3-   Providing Arabic language teachers with a booklet that includes active learning strategies, because this helps the teacher to choose the strategy that suits the learners and takes into account their individual differences.

Fifth: Suggestions

To complement this research, the two researchers suggest benefiting from the (Who am I strategy) in conducting a number of the following studies:

1-   Conducting studies comparing the effect of the "Who am I" strategy with other strategies in acquiring grammatical concepts.

2-   Conducting studies to find out the impact of (who am I) strategy in other subjects with different stages.

3-   Conducting a study to know the effect of (Who am I strategy) on the achievement of Arabic grammar for female primary school pupils of the fifth grade of primary school.

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