



فاعلية انموذج كولب في تنمية مهارات الفهم العميق لدى تلاميذ الصف الرابع الابتدائي في مادة اللغة الانكليزية

م.م غادة عبد الستار احمد

مكان العمل : (مديرية تربية نينوى /ابتدائية يارمجة للبنات)

التخصص : طرائق تدريس اللغة الانكليزية

رقم الهاتف :-07703852097

ملخص البحث:

يهدف البحث الحالي الى فاعلية انموذج كولب في تنمية مهارات الفهم العميق لدى تلاميذ الصف الرابع الابتدائي في مادة اللغة الانكليزية، إذ اعتمدت الباحثة التصميم التجريبي ذو المجموعتين المتكافئتين، وقد تكونت عينة البحث من (56) تلميذاً بواقع (28) تلميذاً في كل مجموعة، ولتحقيق هدف البحث اعدت الباحثة اختباراً لمهارات الفهم العميق وقد تحققت الباحثة من صدقه وتميزه وثباته الذي بلغ (0,886): وقد تكون بصيغته النهائية من (30) فقرة موضوعية (اختيار من متعدد)، وبعد معالجة البيانات احصائياً باستخدام نظام الرزم الاحصائية ال spss اظهرت النتائج تفوق المجموعة التجريبية التي درست لأنموذج كولب على المجموعة الضابطة التي درست باستخدام الطريقة الاعتيادية.

الكلمات المفتاحية: انموذج، كولب، الفهم العميق، اللغة الانكليزية، المرحلة الابتدائية.

The effectiveness of Kolb's model in developing deep understanding skills among fourth-grade primary school students in the English language subject

A.L. Ghada Abdul Sattar Ahmed

Workplace: (Nineveh Education Directorate / Yarmejah Elementary School for Girls)

Phone Number: 07703852097

Specialization: English Language Teaching Methods

Abstract

The current research aims to investigate the effectiveness of Kolb's model in developing deep comprehension skills among fourth-grade primary school students in the English language subject. The researcher adopted an experimental design with two equal groups. The research sample consisted of (56) students, with (28) students in each group. To achieve the goal of the research, the researcher prepared a test for deep comprehension skills, and the researcher verified its validity, discrimination, and reliability, which reached (0.886), In its final form, it consists of (30) thematic items (multiple choice), and after processing the data statistically using the SPSS statistical package system, the results showed the superiority of the experimental group that studied using the Kolb model over the control group that studied using the usual method.

Keywords: Model, Kolb, deep understanding, English language, primary stage.

First - Research Problem:

The job of an English teacher is not just to impart what is included in the English language book to the students , but rather it is a cumulative building of al and social skills. The teacher's job is to teach the student information and emotion

how to think and apply what he has learned in life, and to employ the information he has acquired in solving the problems he encounters , and to develop a love for and instill in her a love of knowledge through his love the English language subject .for the teacher and the practical method he follows

The problem of the current research is that the teachers English language on Many of them still follow teaching methods and techniques that depend memorization and rote learning, and thus the teacher is the focus of the educational process and the teacher is a recipient of information and skills, and thus his role becomes negative, which leads to him feeling bored and lacking interest in the n. All of this leads to forgetting what the student has learned after he has a less stock of information without investing it or connecting it with each other, which does not contribute to benefiting from it well in his daily life, which is reflected in line in students' understanding of the English language subject . From the the dec above, it can be said that there is an educational problem related to teaching English for the fourth grade of primary school , which is negatively reflected in the erstanding among students . Therefore, the researcher seeks to use low level of und modern educational models in teaching English, as the model is one of the clear and limited models. It is one of the models of analogies emerging from methods of ly creative thinking derived from the constructivist learning thinking, especial philosophy, which is based on facilitating unfamiliar abstract concepts that may contribute to raising the level of academic understanding of the student , thus material and helping in addressing some leading to increased understanding of the of the difficulties and problems facing teachers, male or female. And students alike, and in light of the above, the problem of the current research can be formulated effectiveness of Kolb's model in developing The **what** : with the following question grade primary school students in the -deep understanding skills among fourth ? English language subject

:Second: The importance of the research

r creatures God Almighty has blessed man and distinguished him from othe He has subjected him to lead . and understanding with the gift of reason, thought creation to build a better life throughout the ages extending from the beginning of sed on humanity to the present day. His scientific and cognitive achievements were ba defining goals, charting the path and setting plans that are easy to achieve through the process of thinking, which leads to drawing the future features of a better life. If we nfirms the return to the Holy Quran, we will find the preponderant evidence that co

importance of thinking in the life of the individual as the nucleus of the family and the family is the nucleus of society. God Almighty said in His perfect Noble Book: ((And all -the earth He has subjected to you whatever is in the heavens and whatever is on .from Him. Indeed in that are signs for a people who give thought)) (Jathiya -Surat Al (30-Attia, 2015: 29) .(13 verse -

the Accordingly, the current century has witnessed a great interest in teaching The interest of all peoples has focused on the methods of teaching . English language which ‘ English language subject it and their diversity due to the nature of the for the purpose of achieving and understanding depends on scientific thinking lar and the goals of society in general. It has worked to educational goals in particu develop the content, teaching methods and techniques, evaluation methods and the .process of assessing both the learner and the teacher who teaches the subject

(12 :2018 ‘Ambo Saidi and Al Balushi)

on how individuals prepare themselves educationally and pedagogically, depends and there is growing interest not only in education itself, but also in education that prepares the individual and society for the realities and dynamics of the era of the -Al) . technological revolution, which relies on advanced scientific knowledge third (Juwaili, 2001: 96

Therefore, education is an organized and purposeful process that aims to prepare the individual to live a happy life in the society, environment and era in ich he lives, according to planned teaching, learning and training programs and wh processes intended to provide him with experiences under the supervision of educational institutions and their cooperation with the family, society and its social, d media institutions. It is based on the needs of the individual and the political an .society in which he lives and the requirements and developments of the era (Attia, 2013: 25)

ching and education has The concept of education has been linked to tea .become an integral part From education and its means, as it was considered Its important tool for achieving its goals is the educational institutions it possesses that ct with the provide the learner with sound thinking, enabling him to intera environment in which he lives and surround himself with a wealth of knowledge (Azzawi, 3:2012-Al) .and science

In order for education to be able to meet the needs of education, it must face rners capable of meeting the many challenges to prepare a new type of lea .requirements of the present time And the future, through building modern curricula

that keep pace with our modern era.
13:2007(

Marai Hila, -and Al

In order for education to achieve its educational objectives well in society, there must be a curriculum that keeps pace with societal developments, because the curriculum is the main axis of the educational process. The curriculum is the mong the various learning methods that translate educational effective means a philosophies and policies into the reality of life, which is translated into the curriculum. It is the mediating element between the teacher and the student, and equired and desired behaviorsrepresents in itself the set of r. Zand and -Al) (Obaidat, 2010: 17

Therefore, curricula are the means adopted by education to prepare individuals and realize the hopes and aspirations of society for its children, so that they have heir roles in all fields. This can only be achieved by the opportunity to perform t working to activate their mental processes and making them rely on their own minds, not on the minds of others, if continuous renewal is to be achieved in the (40-Jaber et al., 2001: 39) .educational process

curricula are the primary field of study for humans and their English language relationship with both the natural and human environment. They are also an ith information and facts important field that contributes to providing learners w about their country, the nature of life, and the social relationships between (Qatami, 2013: 119) .individuals in their own society and other societies

The second half of the twentieth century witnessed radical changes in curricula and teaching English language curricula and teaching methods in general, and in methods in particular, in most countries of the world. In Arab countries, the primary stage in the early 1970s and extended to the modernization began in .primary stage

(Abu Zeina and Ababneh, 24:2007)

and is one of ‘ English is a contributor to any scientific progress It is considered d skills that help the most important and vital subjects, as it contains concepts an learners think properly to face different situations, as it occupies a prominent .position among other subjects For requirements Many, the most important of and linguistic thinking which is that studying it contributes to developing the mental abilities of its students and provides them with certain skills that help them study other subjects, in addition to its direct or indirect applications in various life (Farah, 2003: 47) .situations

of paramount importance in Since teaching methods and techniques are of importance for learning and retention, it is necessary for the teacher to be familiar with language learning general and specific teaching methods and with effective methods and models that engage them in the aim to increase educators' awareness of how to teach students, explain a lesson, motivate them, and increase their love for the subject. Among these models, which is based on general systems theory. Its model educational models is Kolb's changing idea is that the teacher is the designer of the educational situation, sets teaching strategies, organizes work groups, determines the time required for each strategy and its distribution, allocates the space, prepares its capabilities, and organizes it, as well as selects learning resources. He also works with evaluation, whether formative or summative. In light of the latter, the extent to which the objectives of this situation have been achieved can be inferred through feedback and analysis of the results obtained from the final evaluation (Abu Sarhan, 2006: 134).

traditional methods and approaches that English Despite this interest in teaching, which rely on memorization and indoctrination remain the focus of teachers' educational and process. These teaching methods accustom students to listening and receiving, discourage them from the spirit of research, investigation, creativity, thinking, analysis, and deduction (Khalayleh, 2016: 36-Al).

understanding as Therefore, many educational projects have focused on deep one of the learning outcomes aimed at achieving for students. One such project is Project Zero, launched by the Harvard Graduate School of Education years ago. of This project is based on the philosophy of learning to understand. The results of extensive research in this project have indicated that a normal level of understanding is lacking among many students, even among the best students who appear to understand the material taught in class. A large percentage of these students have the levels of deep understanding of the material taught in students fail to achieve in class, despite their high scores on school exams (Abdul Latif et al., 2020: 323).

There is no doubt that deep understanding is a mental process that goes beyond the edge to indicate exploring the depths of the beyond the learner's superficial knowledge. learner's thinking in an integrated, multidimensional, and complex manner within his conceptual framework. The apparent perspective of deep understanding is that the teacher has two important roles: attributed to the role of the student himself, but the first: presenting new ideas and strategies to students in an interactive manner,

providing support and guidance while providing the appropriate educational diagnosing the depth environment. The second role: is represented in revealing and of knowledge available to the student and what he already knows, revealing the means by which activities are interpreted, and exploring to form a further and (Jahouri, 2012: 28-deeper understanding . (Al

ary to conduct studies and experimental Therefore, it has become necess research to apply modern teaching methods that make the student the focus of the as the grade of primary school fourth the educational process. The researcher chose which is the cornerstone in ' stage primary field of her research, as it is part of the adding some experience in the scientific ' students' talents refining and developing and cognitive field, and instilling in them the values of society, its cultural patterns, the ant characteristics of this stage is behaviors and ethics. One of the most import to practice mental processes and understand what they read, and to student's ability .interpret, analyze, criticize, evaluate and issue judgments on the results

Based on the above, the importance of the current research is represented by:

- 1- has addressed Kolb's that To the researcher's knowledge, this is the first study English among primary school students in the deep comprehension skills model of language.
- 2- by the sample that the researcher The importance of the study is highlighted grade primary school students, who represent the dividing - fourth is studied, which line for moving from the oral examination stage to the written examination stage ther academic subjects in addition to the academic subjects that and studying o were studied in the first three grades.
- 3- It represents a modest scientific addition to the library of educational and psychological sciences, which researchers in this field can use.

:Research objective :Third

The effectiveness of Kolb's model in developing " The research aims to identify grade primary school students in the -deep understanding skills among fourth . English language subject

hypothesis Research :Fourth

erehT“ :objective, the following hypothesis was formulated To achieve the research are no statistically significant differences at a significance level of (0.05) between the mean difference (development) of the scores of the experimental group taught the mean difference (development) of the scores of according to Kolb's model and

-and post -the control group taught according to the traditional method in the pre deep comprehension skills.” test of

:The current research is limited to : **Fifth: Research Limits**

- 1- daytime primary schools in Mosul for the academic year Fourth grade students in .(2024-2023)
- 2- .(2024-First semester of the academic year (2023
- 3- for the fourth grade of primary school, English language book of the The three units .th edition, 20194

:Sixth: Defining terms

:Kolb's model - First

Kinsella : defined it as It is an individual's natural way and preferred habits of Quoted from) ".absorbing, processing and retrieving new information (Qalladah, 1998: 14

A cycle based on experiential learning consisting of four **:Operational definition** stages: sensory experience, reflective observation, abstract concepts, and active English language experimentation. The content of the first three chapters of the y school was reformulated to be consistent with for the fourth grade of primar book these stages in a set of lessons included in a teacher’s guide prepared to teach these . units

Deep : SecondUnderstanding

laicifrepus dnoyeb seog taht ssecorp latnem a“ **Jahouri (2012) defined it as-Al** knowledge of science and refers to exploring the depths of the student’s thinking in integrated and multidimensional forms within his conceptual framework. It is based primarily on thinking about the academic tasks assigned to students, in which they late, interpret, and conclude, and all of these processes push them towards trans (Jahouri, 2012: 28-deep understanding . ” (Al

Mental ability performed **:Operational definition of gaining deep understanding** ed by the degree that The by fourth grade primary school students , and is measur student obtains it by answering the deep understanding test prepared by the . researcher for this purpose

:Theoretical background

:introduction

Kolb developed a model to explain the learning process based on Experiential Learning Theory. relied on three models called the traditional models of He :experiential learning or learning through experience. These models are

- Dewey's model: the importance of previous experiences in learning, as well as observation and personal judgments
- Lewin It focuses on the necessity of the learner's activity during the learning process. It believes that the learning process depends on the following elements: concrete experience, observation, and the formulation of abstract concepts with the ability to generalize and the ability to apply them in new situations
- Piaget's model : It focuses on the fact that intelligence is not innate, but rather the result of interaction between the individual and the environment, and that there are four stages of cognitive development for the individual: the sensorimotor stage, the pre-concrete operations stage, the concrete operations stage, and the abstract operations stage
- He theorized that there are three important factors that modify each person's learning styles. These three factors are heredity, life experiences, and the demands of our environment.
- Experience is the Source of Learning Kolb presented his theory through his book *Learning and Development*.
(Razouqi et al., 2005: 184)

Stages of Kolb's model

Kolb developed his model as a learning cycle that includes four stages, which he explains as follows

First Concrete an individual's way of perceiving. This means that **Experiences** information is based on sensory experience, and that these individuals learn best by immersing themselves in examples. They also tend to discuss the learning process with their teacher. They benefit from discussion with their peers rather than relying on the authority of their teacher. They benefit from discussion with their peers and external feedback, and are socially positive toward others. However, they view theoretical approaches to learning as ineffective.

- **Secondly Reflective** action, objectivity, Individuals rely on reflection : **Observation** and careful observation in analyzing the learning situation to perceive and process information. They prefer educational situations that allow them the opportunity to be involved. But they are introverted. They play the role of an objective, unbiased observer.

Third Abstract Concepts Here, the reliance is on analyzing the learning situation, abstract thinking, and logical evaluation. Individuals who tend toward this focus on theories, organized analysis

learning through authority, and an orientation toward things, while their orientation toward other people is weak

Fourth: Active Experimentation Individuals here rely on active experimentation : ideas and participation in of the learning situation through practical application of i school work and small groups to accomplish a specific task. They are not inclined towards theoretical lectures but are characterized by an active orientation towards .work

(Masoudi, 2018: 97-Al)

:Second: Deep understanding skills

Deep understanding is a mental process that goes beyond the superficial knowledge of learning and moves to the student's multidimensional thinking within the conceptual framework. Although the apparent perspective of deep understanding is f the student himself, the teacher has a distinct role in presenting due to the role o new strategies to students in an interactive manner, providing support and guidance -while providing the appropriate learning environment. (Al

(28 :2012 ‘Jahouri

Therefore, developing deep understanding among students is considered a primary goal at various stages of education. Achieving this level of understanding contributes to creating generations who are aware and cognizant of their capable of acting in various situations. Deep understanding also surroundings and based scientific thinking skills. It also -paves the way for acquiring meaning -provides learners with the ability to organize and plan information and self information, interpret scientific concepts and reflection, enabling them to retain (ideas, and apply them to new situations. (Abdul Latif et al., 2020: 320

: Features of deep understanding

Borich (:identified the characteristics of deep understanding as (2001

rstanding the materialA. Insistence on unde

.Critically interact with others regarding the content of the material .2

.Linking new ideas and knowledge with previous experiences .3

.Examine logical discussions and the hypotheses that follow .4

.Forecasting and decision making .5

.Use deep questions while learning .6

.Use organizational methods to integrate ideas .7

)2007: 36 ‘Borich (

:The importance of deep understanding

Zouin, 2018) explained the importance of deep understanding in the following) :points

and results, as it requires awareness of the processes of planning, Linking causes -1 exploration, monitoring and control, which provide great opportunities between .processes, strategies, ideas and final results

resulting knowledge Focus on meaningful cognitive patterns, so that the -2 becomes more relevant and more likely to be remembered, retrieved, used, and .applied in new fields

Achieving learning in meaning, and linking new knowledge with previous -3 in the learner's knowledge within a conceptual framework of existing knowledge cognitive structure, which leads to the interconnection of ideas, the ability to .compare and distinguish, and the understanding of contradictory ideas

ouin, Employing mental effort and the ability to learn . (Z -4 (159 :2018

:Previous studies

1- The study was conducted in Saudi Arabia and aimed **:(Shahri, 2018-Study (Al** .patterns to reveal learning Favorites according to Model Kolb Students I have stage High school In the governorate Namas and its relationship Some Variables such as specialization and gender, and the study used the descriptive approach, ‘ and the study sample consisted of (252) male and female students. The researcher also prepared a scale of learning styles consisting of (15) paragraphs. analyzing the data statistically using statistical methods (arithmetic means, After way variance -Pearson's correlation coefficient, standard deviations, two ‘analysis SPSS The study reached a set of results, the most important of which (istically significant differences in the pattern of the are: the absence of stat auditory and reading/writing variables attributable to the same variable, the absence of statistically significant differences attributable to the scientific . (ficspecialization variable (literary, scienti

1- The study was conducted in Iraq, and aimed to **:(Hasnawi's study (2019-Al**) teaching using the The effectiveness of knowPECS strategy in achieving (‘ grade middle school students-science and deep understanding among second as the study relied on the experimental design with two equivalent groups, and the study sample consisted of (90) students, distributed into two groups, control and experimental, with (40) control groups and (40) experimental applied to them the deep understanding test and the groups, the researcher

achievement test, and after analyzing the data statistically, the study resulted in the presence of statistically significant differences in the achievement test and experimental group deep understanding in favor of the experimental group.

:Indicators and implications from previous studies

a model Shahri's study (2018) aimed to investigate-Al **:Objective -1** Kolb I have Students stage High school In the governorate Namas and its relationship Some : (Hasnawi's study (2019-Al while 'such as specialization and gender ' Variables teaching The study was conducted in Iraq, and aimed to know the effectiveness of) using the PECS strategy in achieving science and deep understanding among (. students grade middle school-second

Previous studies relied on samples of varying numbers ranging **:The sample -2** and gender, males and females. However, the current research (252-90) between .students (56) grade primary school students, numbering-was applied to fourth The results of previous studies proved that the experimental group **:Results -3** outperformed the control group. As for the current study, its results will be reviewed after the experiment is completed and the sample members are exposed to .test-the post

and Procedures pter Three / Research MethodologyCha

First: Experimental Design: design with researcher adopted the experimental The .experimental and control ' two equivalent groups

) **Second: The research community and its samplePopulation & Sample of The Research** grade primary school students -The research community includes all fourth : (.(2024-in daytime primary schools in the city of Mosul for the academic year (2023 ts in the grade primary school studen-The research sample was represented by fourth Durra School for Boys, which consisted of (71) students. After -Martyr Muhammad Al the sample, its size reached (56) students, and they from excluding the failing students ion (A), and were distributed into two groups: the first was experimental, which is Sect the number of its members reached (28) students. The second group was a control .group, which is Section (B), and the number of its members reached (28) students

Third: Equivalent of the research groups :

domly divided into two groups and before After the sample was selected and ran conducted the equivalence process the researcher 'starting to implement the experiment between the two groups in a number of variables (chronological age, general average English the ,2023-e academic year 2022For the third grade of primary school for th

2023-score for the third grade of primary school for the academic year 2022 language .and Table (1) shows that (for deep understanding skills test-the pre

(Table (1

lesResults of equivalence of the two groups in variab

value-T Tableau	value-T The calculat	deviation Standard	Average Arithmetic	numbe Individ Sample	The gro	Variables
2,006	0.619	6,00650	112,3214	28	empiricis	Chronological a
		4,70899	113,2143	28	The offic	By months
	1,886	0.83766	9,5354	28	empiricis	General average
		0.37756	9,8629	28	The offic	
	0.403	1,36228	9,3214	28	empiricis	degree English l
		1,29048	9,4643	28	The offic	
	0.765	2,412	11,733	28	empiricis	test-Pre
		1,950	11,300	28	The offic	

value for all variables is less than the -It is clear from Table (1) that the calculated t and a degree of freedom of (0.05) at a significance level of (2.006) tabular value of he which means that the two groups are equivalent in all these variables. T (54) researcher also conducted equivalence between the two research groups in the square as a -educational level of fathers and the educational level of mothers using Chi statistical method after obtaining data related to the educational level of fathers and mothers in both groups by referring to the school card of each student. This data was classified into three categories for each group according to the educational levels elementary and below, secondary, institute and university). It was found that there) ere no statistically significant differences between the two research groups in these w) square for the educational level of fathers reached-two variables, as the value of Chi) dsquare for the educational level of mothers reache-while the value of Chi (1,251 at a (square, which is (5.99-which are both less than the tabular value of Chi (2,558 significance level of (0.05) and a degree of freedom of (2), which indicates the .equivalence of the two groups in these two variables, and Table (2) shows that

(Table (2

square test results for the difference between the two groups in the -Chi educational level variable of parents

square value-chi		Parents' educational level			nu mb er	The group
-Table chi square value	-chi Calculated square value	institu te College	High school	Element ary and below		
99 , 5	1,251	11	12	5	28	empiricis m
		14	8	6	28	The officer
square value-chi		Mothers' educational level			nu mb er	The group
square-Chi table value	-Calculated chi square value	institu te College	High school	Element ary and below		
99 , 5	2,558	6	14	8	28	empiricis m
		11	9	8	28	The officer

:Research requirements :Fourth

The researcher formulated (96) : **Formulating behavioral objectives -1** behavioral objectives in their initial form, and presented these objectives with the content of the subject to a number of professors specializing in the English gical sciences, language and its teaching methods, educational and psycholo Appendix (1), to state their opinion on their soundness and the extent to which they suitability of the fulfilled the conditions for formulating behavioral objectives and ed professors, the their cognitive levels. In light of the observations of the specializ the necessary amendments, as a portion of them was deleted due made researcher behavioral (88) to their inappropriateness, and the behavioral objectives became . objectives

teaching plans for researcher prepared the The : **Preparing the teaching plans -2** the Kolb model , and the plans for the traditional method, and in order to verify their formulation and preparation, they their correctness and soundness in terms of Appendix (1)) were presented to a group of experts in the field of teaching methods and no modification, deletion or addition was made to them, and they were ‘ .(% approved by them at a rate of more than (80

Tool :Fifthof the Research The researcher built a deep comprehension test : dealt with deep comprehension skills due to based on the relevant literature, which the lack of a suitable test for the current study. In its initial form, it may have consisted of (26) paragraphs , with each test situation having three answer .rsalternatives, one correct and two incorrect answe

To verify the validity of the test, the researcher relied on apparent :**Test validity - 1** validity. The test was presented to a group of arbitrators and specialists in the field and a ((1)) of teaching methods, educational and psychological sciences (Appendix researcher obtained an the English language . The number of specialists in agreement rate of (80%) or more, and no paragraph was deleted or modified from .of the test validity apparent the its paragraphs. Thus, the researcher verified

deep the applied The researcher : **y application of the toolExplorator - 2** to a survey sample consisting of (100) students from outside comprehension test -Alusi and Al-grade primary school students in the Al-the research sample of fourth r boys on Tuesday, corresponding to Arabi primary schools fo-Faris Al to ensure the clarity of the paragraphs and answer instructions, and to ‘,(2023/24/10) identify the ambiguous paragraphs to reformulate them and estimate the time were clear to the members required to answer. It was found that the test paragraphs of the survey sample and that the time taken to answer was (45) minutes, which is . deep comprehension skills test an appropriate time to answer the paragraphs of the difficulty coefficient The : **Determining the difficulty coefficient for the items - 3** was determined for each item of the test according to the difficulty equation, which This indicates that all items of the test are . (0.689 - ranged between (0.425 if the difficulty acceptable and valid for application, as the test is good and valid (Abbasi, 2018: 321-Al) . (0.80 -coefficient ranges between (0.20

In order to identify the validity of the :**The discriminating power of the items -4** test and the clarity of its items, and after calculating the discriminating power of item of the objective test and correcting the answers, the students were each divided into two groups (50) students, an upper group, and (50) students, a lower

group. Then, the discriminating power of each item of the test was calculated and) weenfound to range bet0.278 This indicates that all the test items are : (0.7125- acceptable and distinctive, meaning that they distinguish between the upper group as most of the items fall within this acceptable range of ‘ and the lower group no item was deleted from ‘ thus and ‘and above, as the researcher extracted (0.20) (the items. (Alam, 2009: 325

1- The effectiveness of the alternatives for the :**Effectiveness of the alternatives** items was verified by statistically treating the results, as the alternative is test considered effective if it is negative and less than (0.05). All the alternatives were negative and acceptable in percentage, as their percentage was within the e, which means that the alternatives were misleading to the acceptable rang (Nabhan, 2004: 203-Al) .students

The test was applied to : **deep comprehension skills test The reliability of the - 6** The .Boys Janaen School for-grade students at Al-a sample of (30) fourth to calculate the reliability of (20 -researcher used the equation (Kuder Richardson -test, as the method of correcting the test is (zero deep comprehension skills the lity degree in addition to the ease and difficulty. It was found that the reliabi ‘ (one reached (0.886), and thus the reliability rate is considered acceptable, and thus the .test became ready to be applied to the members of the basic sample

Execution : Sixthof the experiment

the equivalence made ‘After the researcher completed the research tools and supplies of a number of variables, prepared the educational plans and means, and obtained the Durra -at the Martyr Muhammad Al English language teacher class schedule, the r Boys (the main research sample) began implementing the experiment School fo actually on Sunday (10/28/2023) and ended by exposing the two groups (experimental .(on Tuesday (1/26/2024 deep understanding skills test of-and control) to the post

Seventh : Statisticalmeans The :researcher following statistical package **the** used)SPSS) square 2, equation of the coefficient of ease -to analyze the data : (Chi and difficulty of the paragraphs, equation of discrimination of the paragraph, t- test -for two independent samples, equation of effectiveness of alternatives, Corder ((Richardson equation (20

:Presentation and discussion of results

After obtaining the students’ answers to the research tool, the data were statistically the research hypothesis: “There are no statistically analyzed according to significant differences at a significance level of (0.05) between the mean difference

development) of the scores of the experimental group that is taught according to)
ce (development) of the scores of the control Kolb's model and the mean differen
test of-and post -group that is taught according to the traditional method in the pre
deep understanding skills."

standard ' mean arithmetic the To verify this hypothesis, the researcher extracted
value for the students' score in the two groups. The results -and calculated t 'deviation
:were included in Table (3) as follows

**-Table (3) The arithmetic mean, standard deviation, and calculated t
deep value of the scores of the students of the two groups in
.nding skillsundersta**

Significanc e level	value-T		standar d deviatio n	arithmeti c mean	Number of individual s	The group
	Tablea u	The calculate d				
Statisticall y significant at the level (0.05) of and degree of freedom (54)	2,006	05 ' 7	3,757	17,866	28	empiricis m
			1,716	12,545	28	The officer

experimental the It is clear from Table (3) that the arithmetic mean of the scores of
while the '(3,757) standard deviation of with a (17,866) group students was
with a (12,545) arithmetic mean of the scores of the control group students was
which is '(7,05) value was-The calculated t . (1,716) standard deviation of
nd a at a significance level of (0,05) a (value of (2,006-greater than the tabular t
degree of freedom of (54), which indicates the presence of a statistically significant
deep understanding difference between the results of the two research groups in the
ected in favor of the experimental group. Thus, the null hypothesis is rej skills test
.and the alternative hypothesis is accepted

Effect Size - 2: deep in model In order to identify the effect size of Kolb's
) equation researcher used the Eta square understanding skills, then ² to extract ()
) the effect sizeD then the ' deep skills test for the independent variable in the (

results were compared with the standard values set by Cohen, as shown in Table .(4)

(Table (4
deep understanding skills Effect size of Kolb's model on

Impact	Standards			calculated value	The worker	variable The follower	Strategy
	big	Medium	small				
big	0.14	0.06	0.01	0.852	Eta square	Deep understanding skills	Kolb's model
big	0.8	0.5	0.2	4,801	Effect size		

) It is clear from the table above that the value of the effect sizeD for the (deep) independent variable (Kolb's model) on the dependent variable reached (4.801), which is a suitable value to explain the (understanding skills effect size and to a large extent, by comparing the calculated value with the) ohenstandards set by CCohen, 1988 in favor of the experimental group, and (thus the results of this research are consistent with the results of all previous .studies

diversity of teaching The researcher attributes this result to the fact that the procedures included in Kolb's model led to the superiority of the experimental group over the control group, because this model eliminated the boring routine procedures in the lesson when following the usual methods, which led to racting the students' attention and urging them to communicate and follow the att progress of the lesson, in addition to the fact that the students represented the focus of the educational process, and this had a positive and active impact. Also, the model, which began with presenting broad ideas, then moving to the steps of the second stage of detailed ideas, then removing obstacles, and finally diversity, had a great impact on the accuracy of the information and its importance for that serve students inside and outside the g skillsdeep understandin developing

classroom to be an effective element in society, and this is what the model .focused on

Conclusions, recommendations and suggestions

: Conclusions

- 1- The research results proved the superiority of Kolb's model over the -among fourth deep understanding skills traditional method in developing It Because it is .English language subject grade primary school students in the .allenge and enthusiasm among studentscreates a spirit of competition, ch
- 2- provide direct positive feedback and encouraged Kolb's model helped .students to continue providing answers and creating new solutions
- 3- has facilitated the process of English The students' increased desire to learn obtaining information and knowledge, making the teaching of science .enjoyable and effective

: Recommendations

- 1- language teachers on how to employ Kolb's model in their teaching English conducted by 'of the subject through annual training programs for teachers the Preparation and Training Department in the General Directorates of .Education in all governorates
- 2- by adopting deep understanding skills 'Focus on developing learners English language classroom and extracurricular activities designed by and not focusing on students' memorization and recitation of cherstea .scientific information
- 3- Focusing on making the learner the focus of the educational process by focusing on equipping them with the ability to discover and develop their general .knowledge, with guidance and advice from teachers only scientific

: Suggestions

- 1- A study of the effect of Kolb's model on developing future thinking at different .educational levels and for different subjects
- 2- English language A study of the effectiveness of using Kolb's model in the on developing the learner's emotional aspects, such as: scientific trends, subject .scientific inclinations, scientific sense, and scientific values
- 3- A comparative study of the impact of Kolb's model strategy with other modern ght of other dependent variables such as: analytical thinking, in li models .creative thinking, and others

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APPENDIX (1)

THE JURY MEMBERS

	Names	Academic Status and Specialization	The Job Place
1	Dr. Wayis Jallod Ibrahim	Prof. Applied Linguistics	University of Mosul/ College of Basic Education
2	Dr. A.S. Hussein Ali Ahmed Al- Jarjary	Prof. Applied Linguistics	University of Dohuk/ College of Languages Newroz
3	Dr. A.S. Shuaib Saeed Abdulfattah	Assist. Prof. Methodology	University of Mosul/ College of Education
4	Dr. A.S. Ansam Ali Al-	Assist. Prof. Methods of	University of Mosul/ College

	Names	Academic Status and Specialization	The Job Place
	Hlwaj	teaching English.	of Basic Education
5	Dr. A.S. Khalid Ibrahim Al-Ahmed	Assist. Prof. Applied Linguistics	University of Mosul/ College of Education
6	Dr. A.S. Omar Ali Elias	Assist. Prof. Applied Linguistics	University of Mosul/ College of Arts