The Impact of Teaching on The Skills of Visual Thinking, Psychological Effect and The Development of The Tendency of Pupils in The First Intermediate Students

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ABSTRACT: *The present research aims at identifying the impact of Buxton and Yager on the acquisition of dictation skills, and to achieve that goal the researcher put the zero hypothesis which states that there is no difference of statistical significance at the level of (0.05) among the average of the marks of the students of the first experimental group that shall study according to the Buxton model, the average of the second experimental group that shall study according to Yager model and the average of the standard group that shall study according to the common method. The researcher randomly chose Al Shuhada'a secondary school for boys at the center of Tal'aafer/ Nineveh governorate, the specimen included 59 students from the first intermediate year divided into 20 students for the first group, 20 for the second and 19 for the standard group. The students of the three groups were chosen similar in the following variants: time age, final marks and the educational level of the parents. The psychometric characteristics of the test were set and after processing the data statistically via mono- variation analysis and at the end of the experiment the researcher performed the dimensional test*

Key words: *Buxton and Yager models, students of the first intermediate year, Arabic language, acquisition.*

i. INTRODUCTION

Development is a fact of life and the interaction with this concept is required, the world nowadays is witnessing a notable progress in every field; nations and societies are distinguished for what they posses of knowledge, science and educated human resources capable of reviving themselves with their own potentials to shape their future in a way matching the modern trends. Hence the educational rising should review itself from time to time going back to fields of self-criticism to obtain the finest novelty in the field of enhancing the didactic process. One who follows the didactic process will find a notable change appeared in the last quarter of the twentieth century on the studies related to education and knowledge; psychologists and scientists of education changed their focus in the early seventies from the principles of behavioral theory to theories of structural knowledge in their interpretation of the processes of learning and teaching [9] .No doubt that linguistic communication is an essential aspect in our daily life as it represents everything to us, socially, economically and politically. Hence, developing the linguistic communication capabilities is a basic function. Language is such an important social and psychological phenomenon in the human being's life, it is the greatest human achievement on earth; it works on developing one's soul and intellect as well as achieving fun and relaxation since he/she shapes his/her feelings with it, and that is the literary function of language. Linguistic communication has two aspects: receiving, represented by listening and reading, and transmitting, represented by

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speech and writing. Writing is a necessary process for modern life for both the individual and the society, and proper writing is an important aspect in teaching language, being an essential element of education and a social prerequisite to transfer and express ideas and to fathom the thoughts of others. This all means that the student must be capable of the correct delineation of letters otherwise symbols would be disturbed and become impossible to read. The student should be capable of writing words in the same way people agreed to, otherwise rendering them to their meanings would not be possible. The student should also be capable of choosing the proper words and putting them in a certain order or it would be impossible to understand the meanings and thought they embody [5]. Incompetency of dictation constitutes a significant problem for the future of the student, complains of this clear incompetency became common among most of the educational and other communities and; parents complain from their sons' dictation incompetency, teachers suffer from their students weakness in Arabic language and particularly in dictation and professors of Arabic language announce their upset from the low level of university students in this language [1]. Students' mistakes in dictation might be attributed to many reasons, some related to the teacher, the student, the characteristics of written language and others to the method of teaching [2]. Arabic language in general and dictation in particular as well as its teaching, need modern ways and methods, the current educational process needs development and enhancement, the reality of this process in comparison to modern and recent trends is still bound by the nature of stereotyped exercises and measures used by Arabic language teachers during their teaching, represented by their reliance on typical teaching methods and ways as well as the limited use of the means and technicalities that are also inflexible [3], so it became necessary to think of using new methods for teaching dictation after it became an essential problem of teaching the Arabic language in different stages of schools. This confirms the need to perform a study in the field of dictation, having in mind what contribution it might give to confront the problem, treat it and search for new ways and methods to solve to make the Arabic language lesson an enjoyable one to attract the student. Accordingly, the researcher shaped the problem in the form of a question: What is the impact of Buxton and Yager models on the acquisition of dictation skills of the Arabic language book for the first intermediate year students. The present research aims at identifying the impact of Buxton and Yager models on acquiring dictation skills of the Arabic language book for the first intermediate year students.

Table 1. The number of the final specimen

up	cimen before exclusion	nber of students repeating	cimen after exclusion
experimental			
nd experimental			
dard group			
l			

Parity of the groups of the research:

Although all the students in the specimen are of the same school and from a somehow similar social and economic environment and their distribution on the classes was random, the researcher was keen to maintain parity among the groups statistically in the following variables: (time age of the students in months, grades of the students of the three groups for the Arabic language subject of the first intermediate year in the first term examination for the year (2018-2019), and the learning level of the parents). The results showed equivalence among the three groups and the researcher started implementation.

Adjustment of extraneous variables

The researcher tried to adjust some extraneous variables which he thought may affect the integrity of the test and the accuracy of results; he worked on avoiding some variables like collateral incidents, the test did not witness factors hindering its progress. Regarding the maturity factor, the period of experiment was the same for all the groups. As for

the experimental depreciation, no absence was seen during the experiment period. Finally, regarding the subject matter, it was the same for all the groups so the researcher avoided the effect of all these variables.

ii.   REQUIREMENTS OF THE RESEARCH:

The researcher determined the scientific material that the students of the three groups would study during the experiment according to the syllabus of reading and the texts of the Arabic language textbook for the first intermediate year students, as well as a number of dictation skills, then seen by some experts specialized in sciences of Arabic language and its methods of teaching to make sure it was suitable for the first intermediate year students, and in light of their opinions some of the dictation skills were amended, then approved by them.

Formation of behavioral objectives:

The researcher formed behavioral objectives for the subjects of his research from the general objectives and from the subject matter of the first intermediate year Arabic language book, based on the six levels of cognitive domain in Bloom's classification of the behavioral objectives (remembering, understanding, applying, analyzing, evaluating and creating) then reviewed by a group of specialized experts in Arabic language, psychology and methods of teaching Arabic language to give their opinion and they approved them by more than 80% with some linguistic adjustments, the behavioral objectives in their final form reached (129) objectives.

Preparation of teaching plans:

The researcher prepared (8) teaching plans for the first experimental group, (8) teaching plans for the second experimental group and (8) teaching plans for the standard group. The total number of teaching plans reached (24) plans, and samples of the plans accompanied with an introduction clarifying the steps of (Buxton and Yager) models were seen by a group of specialized experts in the fields of education, psychology, methods of teaching sciences and in Arabic language, to give their opinions of them and their suitability to the method of teaching and the subject matter.

Research instrument:

One of the requirements of the present research is to prepare an instrument to measure the dependant variable, so the researcher set a test for acquisition of didactic skills to determine how much the targets of the research and its hypothesis were achieved. In the following we find a clarification of the steps of forming this instrument:

-      Specifying the goal of the test: the researcher set a test to measure the acquisition of didactic skills included by the experiment, by the students subjected to the study.

-      Setting the test items: The researcher set a number of test items to measure the degree of acquisition made by the students of the three groups under study, for the skills included in their study subject- matter, and these items were (30) test items.

-      Credibility of the test: to check the credibility of the test, the following steps were adopted:

a- Formal credibility:

The researcher showed the test, accompanied by a list of dictation skills, to a number of experts in Arabic language, methods of teaching Arabic and psychology, and a percentage of approval of more than 80% was realized by the experts. Some items were adjusted in light of the experts' opinions to reach the final shape.

b- Credibility of content:

The researcher showed the items of the test and the study subject matter, to a group of experts and specialized people in the Arabic language, methods of teaching Arabic language and psychology, to know their opinion of how much the test matches and realizes the subject matter studied by the students. Therefore, the test prepared by the researcher to measure the acquisition achieved by the test students of the dictation skills is considered credible regarding the content as it matches what was said.

Formation of test instructions:

The researcher put the instructions for answering the test and they include general information about the student and the way of answering the items. After putting the test items in their preliminary formulation and the instructions for answering the test they were checked by a group of specialized experts in Arabic language and its methods of teaching and they were asked to estimate the extent of measuring of each test item, to the goal it was designed for, and in light of their notes and opinions some adjustments were made to a number of items. In this stage, items were ready for the preliminary implementation on the exploratory specimen.

Evaluation of the answers:

Evaluation of the answers was based on (0-1) for each item of the test i.e. the correct answer was awarded 1 mark whereas wrong answer, skipped answer or choosing more than one answer was given 0 mark. These procedures were seen, approved and agreed upon by a number of specialized experts.

Implementation of the test on the exploratory specimen:

To check the period for answering the test, the clarity of the instructions for answering, the confirmation of its items' transparency and diagnosis of easy, difficult or vague items to reconstruct them, the researcher performed the test on an exploratory specimen of (100) students. The time required to answer, varied between (35-55) minutes with an average of (45) minuets

Statistical analysis of the test's items:

After the implementation of the test on the exploratory specimen and the evaluation of answers, the researcher chose two extreme groups of marks; the highest (27%) to represent the upper group and the lowest (27%) to represent the lower group. The researcher took the highest and the lowest (27%) marks being the best percentage to compare two different groups from the total number dedicated to study the characteristics of the items. Hence, the number of students was (27) in each of the two groups, the lower and the upper, then the level of difficulty, distinction and the efficiency of false alternatives were calculated as follows:

-      **Difficulty of the test items**: the factor of difficulty was calculated for each item and was found to be between (0.29-0.74) and the items were considered good.

-      **Strength of distinction of the items**: after calculating the strength of distinction for each item, the researcher found they vary between (0.33- 0.59) and were accepted.

-      **Efficiency of false alternatives (camouflages):** After calculating the efficiency of the false alternatives for each item it was found to be between (0.33- 0.03) and the decision was to keep them.

-      **Test stability**: Based on the data obtained from implementing (Kuder-Richardson 20) formula which is the most common method to find the inner congruence, since all its items include one possibility of two (0 or 1) i.e. one mark for the correct answer and zero for the wrong one. The stability factor calculated via this method was (0.84).

-      **Final shape of the test**: after finishing the statistical steps of the test, it reached its final shape consisting of three questions.

-      **Implementing the instrument of research**: the same material was given to each of the three experimental groups and the researcher had taught all the groups personally, each one according to its allocated method and he had informed the specimen students with the date of the final test one week before it came.

<u>**Statistical means:**</u>

Mono-variation analysis: used to test the immaterial differences among the three groups when statistical equivalence occurs in some variables, and in testing hypothesis of the research among the three groups in the acquisition test.

The Scheffe test: this means was used to know the direction of statistical differences among the three groups in the acquisition test.

iii. RESULTS AND DISCUSION

To verify the validity of the research hypothesis and to recognize the signification of statistical differences among the averages, the researcher used mono- variation analysis and a difference with a statistical significance appeared at level (0,05) among the averages of marks of the students in the three groups. The calculated F- value was (36.16) and this is greater than the tabular F-value (3.19) with two degrees of allowece (56, 2) as shown in table (3). This implies the existence of differences of statistical significations among the averages of the marks in the three groups under study, and this result leads to refute the zero hypothesis which states that (There is no difference of statistical significance among the three groups in the test of acquisition of dictation skills), and accepting the alternate hypothesis that suggests (there is a difference of statistical significance among the three groups in the test of acquisition of dictation skills). This goes with Roth study to confirm the sublimity of the students of the experimental groups that studied according to the models of Buxton and Yager over the students of the standard group that studied according to the traditional method as shown in tables (3) and (4).

Table (2) Results of analysis for variation in marks of the three groups in the dimensional test of cquiring dictation skill

ation source	ree of allowance	mation of squares	rage of squares	ulated F-value		el of significance
				ulated	ular	
veen groups		3	7	6		significance at 0.05)
hin each group		9				
l						

To determine the differences among the averages of the three groups and to mark which group has different average for its students' achieved learning with a statistical significance, the researcher used Scheffe test, table (4) illustrate that:

Table (3) Calculated and critical Scheffe values

nce between groups	ulated Scheffe value	cal Scheffe value
and second	4	
and third	3	
nd and third	6	

iv.   CONCLUSION

From the results of Scheffe test in the above table we conclude: The average of first experimental group's marks which were subjected to Buxton model has statically significant variation from the average of the second experimental group's marks which were subjected to Yager model. The calculated Scheffe value was (7.804) i.e. larger than the critical Scheffe value (6.38) and in favor of the second group's students. The average of the first group's marks which were subjected to Buxton model has statically significant variation from the average of the standard group's marks .which were subjected to the traditional method. The calculated Scheffe value was (7.813) i.e. larger than the critical Scheffe value (6.38) and in favor of the first experimental group. The average of the second experimental group's marks which were subjected to Yager model has statistically significant variation from the average of the standard group's marks which were subjected to the traditional method. The calculated Scheffe value was (6.756) and this larger than the critical Scheffe value (6.38) and in favor of the second experimental group.

Financial disclosure

There is no financial disclosure.

Conflict of interest

None to declare.

Ethical Clearance

All experimental protocols were approved under the University of Babylon- Basic Education College, Iraq and all experiments were carried out in accordance with approved guidelines.

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