Effectiveness of the Numbered Head Strategy in Improving Readers' Understanding of Fifth Grade Primary Pupils in English

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Abstract

The current research aims to identify the effectiveness of the numbered head strategy in improving the readership of the fifth grade primary pupils in English. The research group consisted of 58 pupils from the fifth grade with the design of the control and experimental groups, the sample was selected in the intentional way, and the search tool was produced, a test consisting of (20) paragraph and applied to the individuals of the reconnaissance sample and obtained honesty and stability, and then applied to the individuals of the sample, the data was analyzed through the program (spss) The results resulted in statistically significant differences between tribal and postgraduate testing in elementary fifth graders as well as statistically significant differences between pilot and control group students following the implementation of the numbered head strategy to improve the readership of primary school pupils, In the interest of the pilot group, the researcher considers that the experimental group's superiority over the control group is due to the effectiveness of the numbered head strategy and recommends a number of recommendations and a number of proposals.

Keywords: *Strategic, Numbered Heads, Understanding of the Country, English, Grade 5 Primary*

INTRODUCTION

First: Research Problem

Reading is the tourism of the mind, the food of the soul, the building of thought, the basis of knowledge and the path of progress and development, through which the individual receives human knowledge and experiences, the path of excellence and success, the making of sophistication, consciousness and civilization (Harthy, 194: 2014) The researcher believes through her experience in education for primary school pupils that the pupil's failure to read entails a desire to leave school and a distaste. His inability to read is one of the reasons for dropping out. The problem of poor reading understanding is one of the most influential problems for pupils, which is experienced by the majority of learners at all levels of school. This is due to the insufficient perception of the concept of reading. Many teachers consider the concept of reading to be the conversion of written symbols to spoken, Some of them do not develop an effective plan to ensure a state of interaction with the readable text, and others do not advertise its subject without prejudice. (Abdelhamid, 52:2006) In the researcher's view, reading understanding is a complex process that requires identifying written material and linking new facts or knowledge to previous experiences he has learned. It involves building a knowledge fabric to build an integrated reading text, so it is the basis of the reading process and without it, the reading loses its true value. It transforms from a cognitive process to a physiological process that aims to identify symbols in order to develop critical skills, reading understanding must be made a major objective of reading education, Creativity and the extraction of ideas and meanings is a complex process based on several factors, including: The text and content, and the information contained therein, the reader's background and interaction with each other will lead the reader to conclude that the reasons for readership weakness are due to several factors, including: Teacher, learner, subject, method, family and society These variables cause a weakness in the literacy skills of readers. Among the most notable are teaching methods, which are important factors influencing students' level of literacy (Ministry of Education, 44: 2010) The researcher asserts that most teachers focus on not using modern teaching methods that enable them to understand Reading, assimilation and motivation increase because they place the teacher at the centre of the educational process and the recipient passively relies solely on preservation and retrieval. This is reinforced by the fact that many studies emphasize pupils' lack of

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understanding of the reader. Furthermore, the researcher saw the use of a modern strategy of active learning, which makes the pupil the focus of the educational process and the teacher a guide and motivation At the educational levels, especially at the primary level, which is a major source of reading and knowledge. education outcomes and their educational attainment. (Hashemi and Mason, 2010:33) The level of primary students is low, and most have difficulty reading and understanding what reads, It can be difficult for many of them to read and understand a single line, indicating that they have not reached the literal level of literary understanding. They cannot come to understand the meaning of phrases or sentences, analyse them, understand the context and come up with the idea that the writer wants to communicate, (Attiya, 2010:25)

Second The research Significance

The present era is characterized by spectacular and accelerated scientific growth and development. In this age, the individual cannot live unless he can achieve the essentials of scientific and practical life. Therefore, real investment in all countries is the investment of the human mind and the preparation of the individual capable of thinking right. The educational system is the basis of this development and progress in the areas of life as a pest (Ja 'afari, 8: 2017) Since education has for many centuries been based on the learning and filling of his mind with information received from adults until the last century when those interested in education felt that the methods prevailing at the time were no longer sufficient to cope with the evolution and progress of life. (CF2009: 19) The teacher must ensure the different circumstances surrounding the learner as he promotes the process of learning him properly. Sometimes, as in the early stages of education, it must constantly plan for this task with attention to detail and taking into account their abilities and attainability. Learning is one of the most distinctive and fertile areas of theory, research and the practice of education. We ensure that the same adjustment does not occur consecutively in similar situations in the future Here is an active participant in the educational process and helps the learner develop his thoughts and increase his confidence and motivation to develop his mind and thoughts. (Asaad, 2017:9) They also play an important role in achieving educational goals because learners perform most of the work. (Activity) themselves use their minds, study ideas, solve problems, apply what they have learned. Active learning is fun and supportive and makes each of them engage you in activity to learn better. It helps other learners listen, observe, discuss and effectively share others, provide examples of what they have learned, use many skills, accomplish tasks based on their expertise and educate them on what they have learned. (Al-Shammari, 2011:14)

In The Light of The Foregoing, The Importance Of Research Is Reflected In The Following

Teaching methods are a fundamental pillar of the educational process and are an important component of the curriculum in its modern and comprehensive sense and are of great importance in developing and developing learners' literacy skills.

Primary school, particularly in the fifth grade, as it represents a qualitative shift in the pupil's life.

Reading understanding. Understanding is the purpose of reading education. It is the most important skill of reading skills. It is the fundamental objective of reading skills. We understand the meaning of the word and the meaning of the sentence within the context, what the writer intends to do in the text and clarify the ideas referred to in the written texts.

Third Search Objective Objections of the Study

The current research aims to know the effectiveness of using the numbered head strategy to improve the readership of elementary students in English.

Fourth: Ypotheses of The Research

1- There is no statistically significant difference at the level of (0.05) between average tribal and postgraduate test scores to test readership skills of pilot group students studying in accordance with the numbered head strategy

2- There is no statistically significant difference at the level of (0.05) between the average scores of students of the experimental group studying according to the numbered head strategy and the average scores of students of the control group studying according to the usual method of the reading understanding test.

Fifth: Limits of the Study

Current search is determined

Human threshold: sample of fifth grade primary pupils in schools of the Directorate General of Dhu Qar Education

Substantive Limit: First Three Units of English Subject Grade V Primary

Timeline: First semester of the academic year 2023.2024

Spatial limit One of the elementary schools of the General Directorate of Education of Dhi Qar governorate, which was chosen deliberately

THEORETICAL ASPECTS

First: Numbered Head Strategy

is a collaborative learning strategy in which students work together; To ensure that each element of the group knows the correct answer to the question or questions asked by the teacher, where the teacher asks the question and when the groups hear the question, they put their heads together, talk to each other and agree to answer the question provided that all members of the group know it (Zaier and others 67: 2017) is one of the collaborative learning strategies where the teacher implements this strategy by dividing students into groups and distributing individuals (Students) Within (4-5) students in each group, the teacher gives a number to each student in the whole group and groups. The teacher explains the concept/task to be studied using the bulletin and pre-prepared working papers. The teacher asks a question and asks the students to discuss it together in each group so as to ensure that each individual in the group is learned and know the answer ,zaiton, 571:2007)

Importance of the Numbered Head Strategy

Attract learners' attention to the activities and actions performed by the teacher during the course of the lesson as it reduces all learners of the class in each activity to 6 learners according to their figures.

Move away from the tradition based on names and subsequent focus on specific names that are distinct or weak.

Encourages cooperation and work in understanding groups that develop social coexistence skills.

Paid to think about the correct answer when an individual is selected to answer the question. (Al-Aterbi, 145:2019)

Objectives Of the Numbered Head Strategy: the Numbered Head Strategy Aims at All of The Following: -

Eliminate intellectual stalemate and develop creative thinking and scientific thinking skills.

Developing the capabilities of expression and verbal persuasion.

Stimulate learners' energies and provide opportunities for everyone and more space for reflection. (Ambo Said, Suleiman, 117:2009)

Spread the spirit of cooperation and one team for each group and excel at the collective level

Integrate vulnerable students with outstanding students unembarrassingly and prompt them to participate (Al-Saadi, 152: 2020-153)

Second: Concept of Reading Understanding

Reader understanding is the basis of the reading process or is the main purpose of the reading lesson. This understanding requires the reader to interact with the reader. The reader adds meaning to the reading text in line with the nature of the information contained in the text on the one hand, and the reader's cognitive background and experience with the stylistic characteristics of the writer on the other. (Abdelbari, 23:2010)

Reading understanding is central to the reading process that the educational system seeks to give students a degree of awareness and cognition. The student is a reader who possesses the actual reading skills that enable him to absorb the linguistic units at advanced levels, which lead him to a degree of awareness and ability to accurately understand the reader's understanding of the vocabulary and perception of the near meaning and the distant meaning. (Al Khafaji, 19:2016)

Reader understanding is a complex process designed to demonstrate ideas and link them to experience. A student must possess basic principles that enable him or her to do reading and mental methods that enable him or her to assimilate, as he or she needs reason, language and experience. (Al-Abdullah, 75:2007), a fundamental factor in controlling the arts of language, because it is the peak of reading skills, the basis of all reading processes, is the reader's ability to understand literally the reader, to infer his implicit meanings and the ability to criticize him, and to develop new knowledge to add to him. (Al-Busaisi, 61:2011) The reader's interaction with the text is demonstrated by his ability to identify the main axes of the text and understand the relationships between them, to clarify the basic ideas it contains, and to try to correct the use of these ideas in diverse activities. (Present or future), it is a mental process that begins with the deciphering of symbols and then gradually the understanding of written words, the understanding of their meaning and the understanding of the sentence, and thus the understanding of the piece in what constitutes an interconnected and integrated knowledge system, which is stored in the reader's mind and can be called out whenever it is needed in educational situations or otherwise (Zaire and ohoud, 2015:74), When the reader interacts with the reading material and understands the text thoroughly, he/she shares with the writer thoughts, mood, emotions and feelings, generates a vivid imagination and a spacious world that increases his/her experience and experience, and invests the reader's ability to use his/her cognitive aspects that result in a comprehensive understanding of the material read through this interaction, adding, modifying or modifying it. (Al-Jabouri and Hamza, 2013:283) Literary understanding has taken on new dimensions, expanding its many aspects and encompassing all lower and higher mental abilities, From a direct and frank craftsmanship level to creativity, literary understanding skills indicate a learner's ability to understand the general text and his or her ability to conclude and analyze. as well as his craftsmanship, the broader prospects of his text thinking through the production of inferences and the creation of conclusions, With the ability to link events with special experiences clearly (Al-Basisi, 2011: 62) Thus, the researcher found that the objective of reading and the development of the ability to understand readers is called reading education goals, but rather the peak of reading skills and the fundamentals of the reading process. The researcher devised that reading is not one-sided, but a skill that included an integrated and interconnected set of skills) cognitive, linguistic, non-linguistic and perceptive. The researcher considers that reader understanding is a set of mental processes carried out by fifth-grade primary students interacting with readable book pieces using their previous experiences to infer the meaning involved in the subjects and evidences it through answers to test questions prepared for this purpose (interpretative, conclusive, critical, creative), reflecting on the development of understanding skills and reading speed.

The Foundations of Readers' Understanding

Readers' Understanding Depends on A Range of Foundations, The Most Important of Which Are

The proper reader's motivation, and his previous background of readership skills.

Reader's awareness of the strategies needed to interpret the text.

The reader's awareness of the mental process that enables him to observe understanding.

Ability to guide the mental process to the desired end.

Using context in understanding the meaning of the reader.

Take into account the time the reader needs to read a particular text.

Level of reader understanding to achieve the goal of reading.

Focus attention on the main idea. (Amnesty, 113, 2012)

The Importance of Reading Understanding

Readers' understanding is a linguistic, educational and educational requirement and requires continuous training in specific skills that can be called readers' understanding skills. The importance of readers' understanding is as follows:

1- Gives him a deep sense of control over his thinking, upgrading his intellectual competence and making him more adventurous with his ideas

2- It makes its response longer, more supportive and mastered, and its call for knowledge easier and easier.

3- Increases the degree of excitement and attraction of class bounties making its role positive and more effective, thereby raising its cognitive attainment

4- Makes it distinct from others in language skills, and in seeing the possibilities others do not see (Al-Sharif, 90:2022)

Levels of Reading Understanding

Knowledge of levels of reading understanding is a necessary and necessary condition for designing and choosing appropriate strategies to help students cope well with texts to improve their reading efficiency and that reading understanding has several levels under the umbrella of each level of skills required by each level ". Some researchers and scholars have divided reading understanding according to the size of the reading unit, This is what can be called horizontal levels of understanding.

Ali Jaballah 1996 Divided Reading Understanding into The Following Levels

1- Word level: This level includes the skills of determining the meaning of the word, understanding its connotation, knowing the scope of the word, understanding the relationship between two words, and being able to classify words into similar groups.

2- Sentence level: Includes setting the sentence's objective, understanding its connotation, linking the sentence to its appropriate meanings, understanding the correct relationship between two sentences, the type of relationship, and the ability to categorize sentences according to their opinions and ideas.

3- Paragraph level: includes understanding of the paragraph's objective, such as identifying the basic idea of the paragraph and the ability to define and evaluate the appropriate title of the paragraph according to the ideas and opinions it contains, and understanding the implicit ideas between the lines (Abdullah, 2015: 39-40). **The classifications of the paragraph are multiple (vacca * vacca 2005 to three levels:**

Literal (reading the lines) is an explicit reading of what is written in the text, that is to say, identifying the meanings of words and understanding their connotation, identifying word multipliers, classifying them into similar groups, that is, obtaining explicit information from the text by practicing some simple thought processes

The interpretative level Interpretive (reading between the lines), which is to understand what is meant by the text, i.e. the reader goes beyond direct meanings (implied meanings and the author's purposes not directly stated in the text, i.e. to realize the correct relationships between this information by linking past and new information to build meaning, and then to formulate ideas and concepts in the light of the new meaning.

Applying (reading behind the lines) is how to take advantage of existing information by text by asking questions about the text and making predictions and opinions about this information, formulating vision and formulating

new ideas, including the reader's conscious perception and ability to control, control and guide his knowledge processes (Abdullah, 31, 2014)

Principles of Reading Understanding

There are a number of principles that contribute significantly to stimulating reading understanding and should be taken into account by those involved in reading education:

1- Reader understanding is a cognitive process: This means that reader understanding requires the use of language in the reader's mental processes in order to gain access to meanings in the sense that the reader cannot think or realize meanings unless he or she can know the words and language compositions contained in the readable text.

2- Readers' understanding is a process of thinking: this means that reading itself is a kind of problem directed by the reader. If it is also reading, it requires reflection in the reader and the conclusion of what is included in the reader and behind its lines, thus making reading a meaningful mental activity.

3- Readers' understanding requires active interaction between reader and reader. This means that the reader is positive in interacting with the text using its knowledge structure in dealing with the information contained in the text in order to understand and be able to understand it.

4- Readers' understanding requires mental fluency: mental fluency means the reader's ability to quickly recognize and read readable words and compositions and uninterrupted continuous reading with the ability to detect the meanings inherent in the paragraphs of the read text (Attia, 78: 2014-79)

Objective of Determining Levels of Reading Understanding

The reader does not feel that he is moving from one level to another but this identification challenges his understanding of ascendancy and depth, which is one of the most important necessities in reading and reading learning specifically. The aim of determining the levels of understanding of the reading material is not to establish the boundaries between the reading processes, because the reader does not search for the lower levels) explicit meanings) first of all and then of the higher levels, but it blends processes and levels, the objective of determining levels of reading understanding can be accomplished as follows:

Facilitate the teacher's task in preparing reading goals) the pupil or even his or her own teacher.

Use a method that helps to develop the reader's ability to understand the reader.

Determine the real experience the reader needs to improve his ability to understand readers.

Formulate sound questions commensurate with the result or purpose of reading. (Zair & ohoud, 85: 2015-86)

The Stages of Readers' Understanding: That Readers' Understanding Goes Through Multiple Stages

Sensory//Sensory perception involves identifying letters, words and text surface indicators, meaning deciphering words by extracting spelling and grammatical features of the readable text.

Activation process ://related to memory search for information, this activity is present at all levels of text processing; The process of identifying a letter requires a process of cognitive identification, and activation is not carried out by a letter after a letter, Or a clip after a clip, and the process develops comprehensively, when the retrieval occurs in memory by searching for the meaning of the word or a set of words that have been deconstructed, and so the activation is heard by placing appropriate reader information at the disposal of the

Inference//is a cognitive strategy that uses the reader's information to enrich, complement or transform the information contained in the text so that it is easy to understand and preserve and to infer critical importance in the detection of logical incoherence (Delimi, Saad, 23:2009)

Prediction//is a cognitive activity based on the search for information that is still not available, and its objective is to arrive at the determination of the true meaning of the reader, which provides indicators that facilitate the choice of the best interpretation for the pursuit of reading.

Conservation activity//That long-term conservation is achieved more with a semantic perception, the whole text is decreasing more rapidly than the attributable remembrance of the meaning. The information stored in memory is prone to forgetting and there are three factors affecting conservation: the modernity of information, its relative importance and its emotional value.

The retrieval activity and presentation//is the retrieval of information stored in memory after certain processing, as the retrieval of information is largely subject to the processing pattern, and the factors affecting the preservation (Zayer and Usud, 87: 2016-88)

Factors Influencing Readers

understanding are influenced by a number of factors. Although there is a diversity of views on factors influencing readers' understanding, these views, in their entirety, emphasize the importance of the following factors:

Reading characteristics: refers to the base composition of sentences within the text, the meanings and connotations of the vocabulary. The reader's knowledge of different grammatical rules and issues improves his ability to understand the texts before him.

The reader's extensive experience of the vocabulary and his knowledge of its meaning and significance must be made available in order to be able to understand the texts that present it with the difficulty of the vocabulary have a significant impact on impeding the process of reading understanding. A sentence with unknown vocabulary is more difficult to understand than one without such vocabulary.

Reader characteristics: This means the reader's intelligence and cognitive background, enabling him or her to language and its rules, his or her motivation towards the reader, his or her ability to concentrate, analyze, investigate, adjust and pronounce words.

Reading type and means silent reading, and photosynthesis, silent reading is the best option when the goal is reading assimilation.

Conditions for Developing Readership Skills

"The teacher's ability to provide information and ideas in seamless language formulations and compositions and various renewed theories that are compatible with different mental and cultural levels and in line with scientific life and its evolution, the learners feel the vitality and effectiveness of the language, intensify it, attract their interest and inspire themselves to develop their abilities in it and enrich their yields of vocabulary and compositions." (Shoaib, 2011:42). The teacher draws on the learners' experience and makes it the cornerstone of his activity in teaching the principles of reading. He must also reveal this experience, know how different it is from one learner to another, and strive to bring their experiences closer together. (Al-Khafaji, 2016:59). A learner needs to employ all reading skills in everything he reads. A successful teacher helps learners to employ suitability skills in the appropriate situation (Abdul Hamid, 2006:101).

The researcher finds that the numbered head strategy increases the learner's confidence in himself and the members of his class with whom he cooperates and gives students the opportunity to creativity, think, exchange the ray and hold knowledge longer in the minds of learners. The use of such learning strategies reduces boredom and ensures that learners' atmosphere of activity is clear.

The researcher has adopted previous studies on numbered head strategy and studies on propulsion.

Third: Previous Studies

Study results	Statistic means	Study tools	Curriculum user	scientific level and sample siz	Dependent variable	Independent variable	Aim of the study	Researcher's name, school year and country
Superiority of students group experimental who studied using the numbered head Strategy and the four arks on students of the control group in development habits of reason	T test for two independent samples burson binding coefficient	Test habits of mind	Pilot curriculum through the part-tuned pilot design of the control and experimental groups	The research sample consisted of 50 students in the sixth grade primary school in one of Mosul governorates schools	Develop some habits of mind	Numbered head strategy	The impact of numbered headand for pillarstrate gieson the developm ent of certain mind habitat the sixth grade primary in science	Ibrahim 2021 Iraq

Studies on Readers' Understanding

Study result	Statistic means	Study tool	Curriculum user	scientific level and sample siz	Dependent variable	Independent variabl	Aim of the stud	Researcher's name, school year and country
Female superiority over male	Kai square Equating ease and difficulty Effective Alternatives Differentiation Factor Alfa Crewe Stabilization Formula T-test	Audiovisual Skills Test After Me Test for Reader Understanding	descriptive metho	The research sample consisted of 52 students in the fifth grade primary school in one of the schools in Babylon governorate	reading comprehen sion	Vocal Awareness Skills	The availability of vocal awareness skills of elementary third graders and their relationship to readership	Alhajjar 2020 Iraq

Research Methodology and Procedures

Research curriculum: The researcher has adopted the experimental curriculum to determine (the effectiveness of the numbered head strategy in improving the readership understanding of elementary fifth grade pupils in English) as the appropriate scientific curriculum for the nature of research

Fifth: Experimental Design

is the best way to study the majority of human phenomena if it is accurate and appropriate to the phenomenon studied and the pilot curriculum is an approved and controlled change of the specific conditions that are the subject of study and observe what results from this change in reality or phenomenon. The researcher identifies the different circumstances and variables that appear in the investigation of information relevant to the phenomenon as well as the control and control of such circumstances and variables. (Al-Mahmoudi, 65:2019) The experimental group means that its pupils are exposed to the independent variable (numbered head strategy) and the control group whose pupils study in the usual way in teaching and motivation is the subordinate variable measured by the tribal and distance scale that the researcher built to see the impact of the independent variable in the study

Sixth: The Research Community and Its Appointment

Society means "all the vocabulary of the phenomenon being studied by the researcher and because the study of the entire indigenous community requires a long time, hard effort and high material costs, so the researcher selects a representative sample of the research community so that it achieves the research goals and helps him to accomplish his mission". (Al-Amrani, 94:2013) The current community includes all students in the fifth grade of elementary in the Dhi Qar Education Day Primary Mars for the school year (2023-2024). The researcher selected the sample of Al-Manhal Primary School intentionally where the Division chose (c) pilot group to be studied using (numbered head strategy) and division (b) for the control group to be studied using the usual method by drawing and the number of students of the pilot group (35) Student and number of control group (34) Student, bringing the total of the search sample (69) Student, after the exclusion of the students who failed from the research sample and their number (11) Student (6) students from the pilot group and (5) students from the control group, thus becoming the final sample size (58) Student (29) Student for the pilot group and (29) Student for the control group. The table shows this

Total count	Final count	Excluded	Number of learners	Division	Group
58	29	6	35	C	Experimental
	29	5	34	B	Control

Seven: Parity of the two research groups Equivalence of the Research Groups

The researcher was rewarded before the start of the experiment between the two groups in variables that may affect the integrity of the experiment even though they are of a single environment and gender, the researcher identified these variables and then tried to adjust them by statistical parity as follows.

Time age calculated by months

Raven's IQ test

Parents' collection

Test previous information

Month Age Calculated the Age of Subject (Measured in Month)

The researcher took the information from the school card but did not get enough information, and then distributed an information form to the search sample containing information related to the research (Student's name, date of birth day, month, year and parents' collection) Through the information obtained by the researcher, the researcher calculated the age of the students of the two groups. (experimental and control) until 15/10/2023 and a table showing that average arithmetic, standard deviation, value (T-Test) calculated and tabular, to find average differences for students of the two research groups in the time variable calculated by months.

Statistoical significanc	T value		Free degree	Standard deviation	Average arithmetic	Sample size	Group
	Tubular	Calculated					
0.95	2	0,39	56	2,47848	123,000	29	Experimental
				4,05747	123,0345	29	Control

Raven Intelligence Test

In order to achieve parity between the two research groups in the IQ variable, the researcher chose to test IQ for (Raven) As this test of intelligence suited to the age of the elementary students can be applied to them to compare the intelligence of their individuals and after applying the Raven test of intelligence on Monday, 2023/10/16 to the students of the research sample, the researcher collected the answer papers and then corrected each student's answers.

Statistoical significance	T value		Free degree	Standard deviation	Average arithmetic	Sample size	Group
	Tabula	Ccalculated					
0،95	2,3	1,680	56	7.16691	21,6897	29	**Experimental**
				6.14861	20,6552	29	

3-4-3 Parents' Educational Achievement

Information on parents' educational attainment was obtained from the source of the school card but not enough information, after which it distributed an information form to the search sample containing information related to the research (Student

Name, Date of Birth Day, Month, Year and Parental Attainment) And through the information obtained by the researcher, the researcher recorded the academic achievement of the students of both groups of research (experimental and control),

then divided the parental attainment level into four categories (mom, reading and writing -elementary-secondary-institute and above) as shown in the table

Mother attainment				Father attainment			
Control	Experimental		Group	Control		Experimental	Group
29	29	Number	Sample	29	29	Number	Sample size
6	4	illiterate Reading and writin	Educational attainment	1	3	illiterate Reading and writing	Educational attainment
6	8	Primary		7	6	Primary	
6	4	Secondary		9	3	Secondary	
11	13	Institute above		12	17	Institute above	
2		Free degree		2		Free degree	
1,252	Calculated	Kai square value		1,252		Calculated	Kai square value
5,991	Tabular			5,991		Tabular	
1,259		Potential p valu		1,259		Potential p value	
Not statistically significant		Significance levels(0,05)		Not statistically significant		Significance levels(0,05)	

PREVIOUS KNOWLEDGE

For the purpose of ascertaining the parity of the two research groups (experimental and control) in their previous information about English, the researcher prepared the test of the previous information. This test consisted of (20) Test paragraph, from multiple selection paragraphs, presented to a group of experts and arbitrators, experts agreed in proportion (80%) on the validity of the test, and after the researcher has made appropriate adjustments in the light of the observations given to it by the experts, This test was applied in its final form on Monday 10/10/2023, and the test was corrected by giving one score for each correct answer and zero for each wrong answer. According to the model responses, the researcher corrected the students' answers, Collecting the grades obtained by students to clarify the students' scores in the previous information test, the researcher used (t-test) for two separate samples to determine the difference between the grades of the students of the two groups and a table showing details

Statistical indication0,5.	T value		Free degree	Standard deviation	Average arithmetic	Sample size	Group
	Tabular	Calculated					
0،95	2	1,680	56	1.85031	6.9310	29	**Experimental**
				3،05209	6.6207	29	**Control**

Eighth: Instrument Research

One of the requirements of the current research is the preparation of a tool, which is a test for measuring the subordinate variable (reading understanding) at the end of the experiment to see how the independent variable (numbered heads) affects this variable, while clarifying the procedures used in the numbers of this tool

Measuring Instrument 3-5-5

The researcher prepared a standardized test for measuring the variable (reader's understanding test) for students of the experimental and control groups in English, which was presented to experts and specialists in general teaching methods and English teaching methods, as well as a scale for measuring students' motivation towards English.

3.7.1. Reading Compression Readers' Understanding Test

The current research requires the preparation of a test after me in the reading understanding of the two research groups after the expiration of the duration of the experiment to determine the impact of the independent variable numbered head strategy on the readership understanding of the pilot group's students and balancing in the usual way, The researcher has therefore prepared a test of readership understanding appropriate to the level of absorption in the English book for the fifth grade primary. The researcher has adopted the skills specified in the curriculum referred to in the teacher's manual (Guide) issued by the Ministry of Education of Iraq. The researcher presented the piece prepared for the test to a number of arbitrators specializing in English language and its teaching methods to ascertain the validity of the test and make the necessary adjustments to it. The number of questions Q. Reader understanding was four questions distributed by multiple choice, correctness, error, completion paragraphs and conformity paragraphs

Formulation Items Test

The current research aims to measure the effectiveness of numbered heads in improving reading understanding in the light of the content of the material taught to the two research groups according to the skills specified in the English curriculum of the fifth grade and the test is good and has two types of characteristics:

1- The Basic Characteristics are Both

A-Honesty Validity

One of the most important features of the test is the test's honesty indicates the accuracy by which the test measures what any test should measure if it achieves the goal for which it is designed. Honesty is an important feature in the field of psychological measurements and tests, where the test is honest if it measures what it's put for well, since the test's honesty is related to what the test measures or what it's put to measure. (Tailor, 157, 2010) To verify the veracity of the test, the researcher adopted virtual honesty and truthfulness of the content

Ostensible HonestyFace Validity

To ascertain the validity of the Reader's Understanding Test paragraphs, the researcher presented the test paragraphs to a group of experts and specialists in general teaching methods and English teaching methods with a view to knowing their views on the validity of the paragraphs and levels that measure behavioural goals and their suitability for the level of students in the fifth grade. (Sample research) As in Supplement (6) the researcher ensured that 80% of the consensus agreement between the arbitrators on the validity of the paragraph was adopted to a lesser extent to accept the paragraph. In the light of this, the researcher deleted some paragraphs and amended others that did not receive the percentage agreement (80%) of opinions thus enabled the researcher to ascertain the apparent truthfulness and validity of the test paragraphs.

Believe Content Validity

It can be obtained by presenting the test to a number of faculty professors at universities to take their views on the content of the tool and the extent to which it meets the elements of the study, the adequacy of the questions, the need to modify or delete and the clarity of the formulation of the questions (Al Bayati, 243: 2018) To verify the authenticity of the content, the researcher presented the test paragraphs and the content of the study material to professors and highly English specialists, their curricula, teaching methods, education and psychology Annex No. (3) to express their views and observations on the integrity of the construction of the test paragraphs and on the basis of observations, some paragraphs were redrafted and amended to others

3-4-6 Experimental Procedures

The researcher has worked to ensure that the procedures do not affect the course of the experiment, as stated

3.5.6.a Research Confidentiality

The researcher agreed with the school administration and the teacher of the subject to conduct the experiment as a new teacher and not a researcher so that their activity or handling of the experiment does not falter, and thus reflects the experience

3.5.6.b.The Researcher

studied the two research groups himself, not to give objectivity to the experience of the personal and scientific differences between individuals or other factors that may affect the results

3.5.6.c Duration of the Experiment

The duration of the trial was one for the two groups where it started from 15/11/2023 and ended a day

16/1/2024

3.5.6.d Quota Distribution

The researcher adopted the equal distribution of lessons for the two groups, namely, four lessons for the pilot group and four lessons for the control group

Experience Procedures

The researcher applied the dimensional test end of the experiment on Monday 15/1/2024 to the experimental and control groups at the same time with the help of the material teacher, after which the scores were recorded in the lists.

The impulse scale test was applied to the research groups (experimental and control) on Thursday, 11/1/2024. The answers were then dispersed in preparation for statistical processing to the search results.

Eighth Statistical Tools

T-Test for two independent samples

T-Test equation for two related samples

Spermann-Brown Binding Coefficient

Equation of Differentiation Equation

Test (C2) Box Kai

Presentation and interpretation of results

Presentation and interpretation of results:

This chapter contains a comprehensive overview of the results of the research reached, in accordance with the presumptions and scientific interpretation of these findings, their discussion, the conclusions reached and a number of recommendations and proposals as follows:

PRESENTATION AND DISCUSSION OF RESULTS

The Result of The First Hypothesis

For the purpose of verifying the first hypothesis, which reads: "There are no statistically significant differences at 0.05 between the average tribal and postgraduate test scores to test the readership skills of the students of the experimental group to determine the effectiveness of the numbered head strategy in improving the reading understanding of the elementary fifth grade pupils in English and their motivation towards them who study in

accordance with the numbered head strategy". Shows the average arithmetic and standard deviation of the two research groups

Statistidal evidence	T value		Free degree	Standard deviation	Average differences	Sample size	Group
	Tabular	Calculated					
Function	1.7	16	28	.5·8650	3,15838	29	Before
							After

The results of table (16) show statistical differences in the reading understanding test as the calculated ratio (16) is greater than the value of the table (1.7) indicating that there are moral differences between the two groups in the averages of differences to test the reading understanding, i.e. rejects the zero hypothesis and accepts the alternative hypothesis,

The Second Zero Hypothesis, Which Reads: "There are no statistically significant differences at 0.05 between the average scores of experimental group students studying according to the numbered head strategy and the average scores of control group students studying according to the usual method of reading understanding test and to verify the validity of the hypothesis, extracted the average computational researcher and standard deviation, and the degree of freedom reached (56) For both tests, the T value (calculated (4,837) and tabulation was (1,7) and table (17) This is illustrated. Average arithmetic, T value (calculated and tabular) and statistical indication of the grades of the students of the two research groups in the post-reading understanding test.

Significance levels	T value		Free degree	Standard deviation	Average arithmetic	Sample number	Experimental group
	Tabular	Ccalculated					
Function	1,7	4,837	56	2,68231	15,6364	29	Experimental
				2,02813	12,4483	29	Control

Given that the calculated T value is higher than the tabular value, the students of the experimental group are found to be superior to their own performance in the tribal test of reading understanding, due to the impact of the numbered head strategy that contributed to the development of students' performance in the two tests, thus rejecting the zero hypothesis and accepting the alternative hypothesis

SECOND: CONCLUSIONS

In the light of the research findings, the researcher has reached the following conclusions:

The use of the numbered head strategy reduces teachers' difficulties and efforts to make pupils interactive in the educational process and gives positive results in the development and development of learners' ideas and the revitalization of their memory.

The numbered head strategy plays a role in improving the educational level and developing their readership

The numbered head strategy plays an important role in the development of pupils' minds and takes into account individual differences between pupils.

Fourth: Recommendations

In the light of the researcher's findings, the researcher recommends that:

Instruct the Ministry of Education's English language teachers and teachers to familiarize themselves with the teaching mechanisms of the numbered head strategy in teaching English subjects and how to enumerate them in primary schools.

The Directorate of Preparation and Training in the Public Directorates of Education conducts training courses for English teachers and teachers to train them in the use of modern models and strategies in teaching, including the numbered head strategy.

The pupil should be the main focus of the educational process and give him the greatest role in the discussion and enquiry and in the search for answers and solutions and the development of the most creative ideas and their proper use.

The need to produce a manual from the Ministry of Education including how to teach with modern active learning strategies, including the numbered head strategy in which the various science processes are won and developed.

Fifth: Proposals

To complement the current research, the researcher proposes to undertake the following future studies:

Piloting the same study on other students from different categories (age, sex, class) to see if this strategy will give results an approach to current results.

Conduct a similar study to the current study to determine the impact of the numbered head strategy on other variables not covered by current research such as tendencies, attainment, critical thinking and trends towards English.

A descriptive study of English teachers' trends towards the use of the numbered head strategy.

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