



**Enhancing Academic Achievement and Divergent Thinking Through Peer
Teaching Strategies in Fifth grade students in English**

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Abstract

The present study was restricted to the academic grade of the Thi-Qar school (the Fifth-grade), Morning schools, in 2025-2026. The experiment was practiced on the first semester. The data was statistically processed to get its results with the help of two independent samples. In the light of this, research related proposals on the outcomes of the research. It concerns the two null hypotheses: 1. The average scores of the students did not differ statistically at (0.05) level. The achievement test involved the experimental group which learned the Exchange teaching strategy and the control group that learned the achievement test in the normal manner. 2. The average scores of the students in the experimental group who studied the Exchange teaching strategy and the control group who studied in the regular manner of Divergent thinking did not reveal any statistically significant difference at the level of significance (0.05).

Keywords: Peer Teaching, Reciprocal Teaching, Divergent Thinking, Academic Achievement



Chapter I

1. Introduction:

English Language is also significant in the development of the human economy, as it has grown to be extremely relevant in technology and science research, and the growth of nations is quantified by the growth of their educational produce at any level of education. The researcher identified by his simple experience in teaching the English language that there was a gap in the student performance in the English language as well as through the analysis of the findings of the monthly and quarterly tests and by meeting the parents of the students as confirmed by a panel of supervisors experts and teachers during a meeting with their researcher. The researcher feels that, the low student achievement might be attributed to application of non-teaching approaches to fulfill the objectives provided and the poor follow up of some teachers to the learning challenges presented by students, so the present dilemma of the research is focused in solving the deficiency of teaching according to the present teaching strategies:

1.1 Questions of the Study

- Do the teaching reciprocal strategy influence the performance of students on Fifth grade scientific in English?
- Does the strategy of reciprocal teaching have an influence on the thinking of Fifth grade in science of English students?

One of the significant aspects in the society and its development is the English language and an important aspect in scientific and technological advancements and the English curriculum is responsive to the development. The students require English to enable them to organize their lives and assist in preparing the students to face the challenges of future. They can be improved, which is a good way of



maintaining scientific and technological renaissance. Modern teaching is not an information transfer process; however, it is a premeditated process that is intended to bring about the intended educational outcomes on students. It implies that the task of the teacher as per the current perception of the teaching process will not be confined to the information provision. To be heard, but to be effective in order to get this benefit. (Ali, 23: 2002)

According to Zaitoun (2005), teaching science takes a high priority in the curriculum of the student, provided it is directed to acquiring scientific knowledge and techniques of science and science processes, advancing backward thinking, trends and scientific inclinations besides the desire to acquire the relevant scientific competencies and to develop them through scientific activities and laboratory experiments. (Zaitoun, 2005: 17)

Various studies in the sphere of teaching English showed that students do not want to study English and develop the negative attitudes to this material because of the traditional approach to teaching, the absence of the use of the educational material, and confining English to abstract concepts make the learning of this material more challenging (Khafaji, 2008 : 3).

Due to the possibility that the traditional instructional methodology is not relevant to contribute to the knowledge comprehension and heightened criticism of the English instruction, the need to find new and advanced approaches to teaching the English language becomes extremely important. To enable students learn, educators have devised new approaches based on the cognitive learning theories and the behavioural learning theories. (Qatamy and Naifah, 1998: 70)

The significance of the modern method of teaching is that the student should be the initial component in educational process, the students should be equipped to engage in a civil life and to become creative students so as to contribute to the economy of



the country, and the modern outlook of teaching English is to move towards teaching less and learning more. (Huwaidi, 2005: 49)

1.2 Significance of the Study

The significance of the current study is based on the fact that the current research is a novel addition in the teaching field that the researcher tries to probe on the impact of the teaching strategy as an experimental factor on the performance of Fifth-grade students in English. This phase plays a significant role in shaping personality of the student in its various dimensions in general and in enhancing his mental capacities. In specific, a greater student achievement and a rise in the functions of the goals of teaching English at any level of study. It is also important to learn how to think backwards:

- 1 - set the student free of his negative thinking.
- 2 - Beneficial role of student in the learning process.
- 3 - Cultivation of scientific tendencies and trends of students.
Assists in getting information, organizing and categorizing knowledge.
- 5 - Provide the student with a feeling of accomplishment and learn to honor himself and others. (Salama, 2002: 138)

According to the above, the significance of the present study is based on:

- 1 - Assist students to meet education objectives effortlessly.
- 2 - considering the difference among students.
Make an appropriate environment to teach students.
Testing of the innovative methods of teaching.
- 5 - Train the English teachers on modern techniques that may be applied in the teaching of English.



The following are the objectives of the current research:

- 1 - How the strategy of mutual teaching affects the performance of the fifth grade scientific in English students.
- 2 - the effect of the strategy of instruction in reciprocal thinking in the student in the fifth grade in English.

1.3 The research hypotheses:

To reach the aim of the research, the following two hypotheses were made:
The level of significance (0.05) did not reveal a statistically significant difference between the mean mark of the students of the experimental group who learned the reciprocal teaching strategy and the mean scores of the control group students who learned teaching strategy of the achievement test. In the regression test, the difference between the average score of the students of the experimental group, who studied the reciprocal teaching strategy, and the mean scores of the students of the experimental control group, who studied using the standard method, was not statistically relevant at the level of (0.05).

1.4 Research limits:

- 1 - Fifth grade scientific pupils of the preparatory schools of the Nasiriyah 2025-2026 Academic year Directorate of Education Thi-Qar (center).
- 2 - the introduction of the fifth grade scientific, I 6, in the year 2015.
- 3 - The academic year 2023-2024 semester one.

Chapter II

2. Literature Review



2.1 the reciprocal teaching strategy

The individual who plays the role of the student ends up being the teacher and the individual who plays the role of the teacher becomes the student. Such type of teaching is also important in classroom control and setting up classroom atmosphere that will facilitate contact and examining their learning and understanding of learning experiences and material they are receiving. (Ibadi, 2005: 181). Intercultural teaching is a process of learning, which may include a conversation between the teacher and the students or the students alone. They can be interchanged with the presence of a leader to each group who lead the group in an effort to understand the readable material. (Zaitoun, 2003: 223)

Interaction teaching refers to a learning strategy rather than a teaching strategy. This is a struggle with the student in this plan and the activity was targeting to carry out the strategy in the appropriate way. This strategy has no point of commencement. It is worn in the circular manner (Abdalbari, 2010: 162)

2.2 The Characteristics of the Interaction Teaching Strategy:

It Contributes to the better understanding of the common students and students with learning difficulties.

- Empowered and confident in students.
- Increase student motivation, motivation to read.
- Effective application with high numbers of students.
- Request feedback and enhance student response.
- Helps have a feeling of community and leadership.
- Care-giver eager in foremost, formal and terminal examination.
- Increase the concentration and concentration on the reading subject of



students.

- Teach the students to have the cognitive ability to manage their thoughts. (Abdalbari, 2010: 160), (Attia, 2010: 188)

2.3 Inter-disciplinary teaching:

Students should remember that the methods which imply the help of the supporting media help students in creation of their perception of what they read.

The educator must ensure that all the learners will be implicated in the activities involved and provide encouragement and feedback.

This is owing to the fact that the teacher plays the main role to play in education and their models are sub- strategies and the transfer of responsibility to the students should be gradual process.

Cross-teaching in terms of learning the sub-strategies was a shared responsibility of the teacher and the students.

(Jeffrey, 2000: 92)

2.4 the mutual teaching strategy is rationalized.

- Helps the student to think during his activity and work.
- Both introduces the preexisting knowledge of the student and stirs up his /her knowledge, knowledge and values.
- Comfort and comfortability in the classroom in a majority of the subjects.
- Learn how to talk and negotiate.
- Helps overcomes learning problems especially, the reading problems.
- Enhance student performance in subjects of all subjects.
- Helping students to become accountable and self-directed learners, and allocate their responsibility to their co-workers.



- Devoted to the student, contributing to his deed and his goodness.
- Helps develops the leadership skills and the feeling of belonging and loyalty to a group to which he is a member (Abdalbari, 2010: 160), (Zaitoun, 2003: 227).

2.5 Teaching Strategy Procedures, Interaction.

Prediction:

What the student thinks will happen and, in the view of his previous experience, he can guess, when the student guesses what is to be presented out of the other ideas after reading the text that he has and assists the process to comprehend the student of the things he read.

Question:

Learners develop inquiries about the topic to dig deeper and understand the context of the text whereby the learner concentrates on the development of a list of questions that concern the key notion of the topic.

Illustration:

The students are questioned regarding the challenging concepts and bizarre words in the topic. This is achieved through a sequence of actions in order to overcome these challenges.

Summary:

This is a complicated process of thinking which involves the student coordinating and organizing various concepts to summarize the topic and attempt to single out the basic versus non-basic and the key versus non-key issues of the topic and connect them with one another so as to provide a comprehensive summary about the topic.

(Jarwan 1999: 217), (Abdalbari, 2010: 174)



2.6 Reflection:

Guilford has described this way of thinking through the emphasis he puts on the variety of products and their production, creation and generation of new information, the constraints in this form of thinking and expand The process of research and production in abundance (Atom, 198: 2004)

The thought process is defined by fluency. The pattern of thinking is however defined as a flexible response in the case where the information available or presented is multiple in quantity and quality (Farah, 1997: 546).

2.6.1 elements of reflection:

fluency

It is described as the capacity to generate the most ideas in a particular ranking and within a specified time and is categorized into (5) types:

Fluency or word fluency: It is simple to produce word or word details that involve a single or various combination of spoken language and will invoke in a way that is appropriate to the educational - learning scenario (Saada, 2003: 277).

Expressive Fluency: The rate at which words are connected within some period of time as well as pronunciation of interrelated notions during some period of time.

Reciprocal Fluency: It is the consciousness of individuals about how they can present the ideas by integrating sense of meaning; in an easy and comfortable way (Nofal and Muhammad, 2011: 96).

Intellectual Fluency: this is the simplest to create as many ideas as possible regarding a certain topic.

Fluency shapes: are the power to create and generate a variety of shapes and drawings or re-formation on the foundations of a dramatic or visual formality. (Jarwan, 2002: 248)



Flexibility:

It is characterized as the capacity to reason in alternate multidimensionality of replies to incorporate the generation of various categories of ideas, and is further differentiated into two categories:

Automatic flexibility: There are numerous possible functions or types of classifications to imagine.

adaptive flexibility: is the process that involves the change of the face, which gazes upon the solution of a particular problem, which are as follows:

- 1) flexibility of forms, which are adaptive.
- 2) flexibility of meanings in an adaptive way. (Qatami, 1990: 655)

Originality:

The capacity to attract new ideas, which are indirectly associated with the position of the stimulant, and it is the capacity of the individual to generate and create new ideas in a restricted time span, which is distinctive to his ideas concerning other people and predisposition to resolve challenging problems (Noufal and Muhammad: 2011: 97).

Expansion :

Means the power to create ideas and elaborate them with some explanations to them that contribute to the way of making the basic idea clear and prominent.

Sense of problem:

Means the power to view numerous issues in a singular stance, concurrently that no one else views any issue and feeling of problem is a significant element to arrive at interpretations or generate fresh that address the issues.

2: Hypotheses of thinking (Solomon and Fouad, 1977: 9).

The process of reflective thinking contrasts with other forms of thinking since it relies on a number of hypotheses:



Launching:

This hypothesis supports the fact that imagination is abandoned in favor of going further than the familiar, the sources of new ideas are often the unconventional ones.

Inclusion of ideas:

This hypothesis proves that the person is awake to the rest of ideas, and might be in a position to arrive at new ideas, through association of various ideas here and there.

(Jarwan, 2002: 248)

Error of delay in judging of things:

This is a hypothesis that the judgment and evaluation are postponed until the end of the provision of the high number of possibilities and alternatives.

fermentation of ideas:

The purpose of this hypothesis is to put the problem on the backburner, and during this time, new notions could come to mind.

Pursuing your ideas:

This implies that when so many ideas are generated there is the risk of a specific idea (Khalil, 2007: 22).

2.6.2 Previous practical studies.

2.6.2.1 The Research articles were concerned with the cross-teaching strategy.

The Study of (Al-Harthy, 2008)

This research was carried out in the Kingdom of Saudi Arabia and sought to know. The usefulness of cross-teaching in training reading-in-the-knowledge skills among secondary students.

The sample of the study was (60) randomly chosen and divided into experiment and control groups. The researcher had prepared a level of skills of reading. The results of the analysis conducted after the necessary statistics revealed that the experimental



group was better than the control group (Al-Harthy, 2008: 2-1).

The Study of (Al-Bahadli, 2011)

The research paper was carried out in Iraq and the research question is (the impact of the strategy of cross-teaching in the collection of geography among the fifth grade students Institute of preparing teachers).

The sample used in the study was (56), randomly selected students grouped in experimental and control groups and achievement test prepared by the researcher. Upon carrying out the necessary statistics, it was discovered that the experimental group was better based on the mutual teaching strategies of the control group in the achievement test (Bahadli, 2011: a-h).

2.6.2.2 Research concerned the thinking of ascendant.

The Study of (Khalil, 2007)

This research paper was done in Jordan and it sought to establish (the influence of a training program on reflection thinking according to the Gilford model and the Bloom model on higher thinking skills).

The study population was made of (242) eighth and tenth grade students randomly split into experimental and control groups. The researcher challenged the higher thinking skills and after the outcomes of the statistics indicated the findings of the experimental group who studied as per the training program of backward thinking on the control group in higher thinking skills, the researcher tested the skills of higher thinking (Khalil, 2007: 95-91).

The Study of (Dakhel, 2011)

The research was done in Iraq and it sought to establish (the effect of the Karen model on the acquisition of grammatical concepts and reflective thinking in the fourth



grade students).

The sample used in the study was composed of (64) students who were randomly assigned to the experimental and control groups. The researcher made the test of grammatical concepts and measure of thinking (Dakhel, 2011: A-D).

2.6.3 Aspects of use of The past researches.

- 1- The comparison of the findings of the present study with the past studies.
 - 2 - Determination of methodology of research and processes used by the previous research
 - 3 - Determination of the statistical means used.
 - 4 - Find the means of implementing the strategy of teaching in the school plans.
- Discover and discuss the findings and draw the necessary conclusion.

2.6.4 Procedures in Chapter III search.

First: experimental design

The plan is a forecasting of the conditions and aspects of the phenomenon under examination in a certain manner and then to see what occurs. The experimental design has been adopted which has been partially controlled and remotely tested. The experimental design can be explained according to the following plan:

Planner (1)

Group	The variable Independent	The variable Dependent
Experimental	Strategy Teaching Reciprocal	Achievement and Reflection Thinking
Control	The normal way	

Second: the research community and its Sample

The Students of the fourth grade were randomly selected by the school administration and randomly selected (A) to be the pilot group and the number of itsmembers (53) students, who have been excluded statistically (6) students from



last year to have previous experience and thus the number of members of the group (48) students while the number Control of group members is (47) students.

Third: the equality of groups

1- The chronological age in months

The age of the students was calculated for the months until 2025/10/1 of the school records. The t-test did not show significant statistical differences at (0.05) Table (1) show that.

Table (1)

The t- test of the variable age in months for the two research groups

Group	Number	Arithmet mean	The standar d deviation	T- Calculate d	T- Tabl e	The degree of freedom	Statistical significance
Experimental	48	204.5	15.7	0.433	2	93	Non-D
Control	47	205.7	10.8				

2. Intelligence:

The Raven test to determine the intelligence of students of the research sample due to the high level of honesty and stability and to be applied to large groups simultaneously (Dabbagh,1983: 32-33) and administered the test to the two sets of research with t- test No significant differences were found at the significant level (0.05) and Table (2) shows that

Table (2)

T-test of scores of two groups in the Intelligence test

Group	Number	Arithmet icmean	The standar	T- calculate	T- Table	The degre	Statistical significan



			d deviati on	d		e of freedo m	ce
Experimental	48	39.2	5.7	1.371	2	93	Non-D
Control	47	37.5	6.4				

3. The Fifth grade average in achievement in English.

The fifth-grade school records in English got the scores of the students in the two research groups. The t-test further indicated that (0.05) did not have statistically significant differences and Table (3) show that.

Table (3)

T-test of the scores of the two groups of research in achievement in the English of the fifth grade average

Group	Number	Arithmet icmean	The standard deviatio n	T- calculated	T- Table	The degree of freedom	Statistical significance
Experimental	48	71.6	14.52	1.388	2	93	Non-D
Control	47	75.4	12.85				

Previous information:

The researcher drafted a test of the earlier information, which would be founded on what the students learnt in the intermediate level, to establish the past information that the students already have on the English language.

The test was to be administered by administering (30) multi-choice types of questions to guarantee that the test is not compromised. It was introduced to a panel of specialists in English and instruction procedures.

Table(4) Explains this, there were no statistically significant differences at (0.05) and



Table (4)

T-test of the scores of the two groups in the previous information test

Group	Number	Arithmetic mean	The standard deviation	T- calculate	T- Table	The degree of freedom	Statistical significance
Experimental	48	19.5	6.75	1.003	2	93	Non-D
Control	47	20.5	5.85				

Fourth: research requirements:

Scientific material: Determination of scientific material:

In the five first chapters was recognized the scientific material:

- 1- Chapter I: Parameters of its President in the English language.
- 2- Chapter II: Mechanical properties of the material.
- 3- Chapter 3: Fluids.
- 4- Chapter 4: Thermodynamic characteristics of matter.
- 5- Chapter 5: Solar Systems.
- 6-Based on the English book in the fifth grade of scientific year 2025-2026.

Determination of behavioral purposes:

- 1- Behavioral purposes (108) were identified as a behavioral purpose in the Bloom classification, and were handed over to a panel of experts (0) in the area of English, education and teaching practices.
- 2- Teaching plans preparation:
- 3- As per the contents of the thesis to be used in the research, 24 study plans were drawn in two research groups based on each of the reciprocal teaching strategies and the common method. These were introduced to the team of professionals in English, instruction and teaching processes.



Fifth: The current research:

1- Building achievement test:

2- The researcher has constructed an achievement test as per the following paragraphs:

a. Creation of the specifications table:

b- The table of specifications was drawn up where the themes of experimental material taught in the first five chapters of the course book were instructed to the fourth grade students and the behavioral goals of the five levels of the cognitive field of the Bloom classification (recall, absorption, application, analysis, composition).

Development of test paragraphs:

The paragraphs of the test were structured according to the specifications that have been already mentioned and the paragraphs of the objectivity of the building, since they are offering an acceptable level of honesty and objectivity. These paragraphs of the test that were reached (40) were a kind of multiple choice that considered the technical and linguistic aspects of safety and their comprehensiveness to the topic of the experiment and levels of appropriateness to the students.

Validation of the test:

Validity of the test was established through the comparison of the estimates of the experts who were administered the test in its preformative version with the concepts of content of the five chapters of the course book and behavioral purposes to state their view concerning the extent to which they covered the content and levels of the target objectives and their ability to measure levels of cognitive levels.

Application of the test to the sample of the survey:

Once the truthfulness of the content has been determined in the test, to determine



whether the test has the cytometric properties, and to compute the coefficient of difficulty and strength of discrimination and the margin of superiority of the alternatives and coefficient of stability and estimation of the time required in the response. The researcher also used the sample to make the test paragraphs and instructions clear by applying the test to a sample that was randomly chosen amongst the student population of the 3rd grade at Mohammed Al Baqer Preparatory school of boys.

Statistical test of the paragraphs of the test:

The difficulty aspect of the paragraph.

Calculation of the difficulty coefficient of the test paragraphs was done and it was discovered to range between (0.78 -0.25) and such values are considered to be good.

The discriminatory power of paragraphs:

The discriminant force of the test paragraphs was calculated as between (0.65- 0.30) and those with a discriminating force (0.20) were better.

Effectiveness of alternatives which are wrong:

The effectiveness of every erroneous option and every experimental section was estimated. Alternatives were discovered to appeal to larger number of people in the lower group than those in the upper group. Thus, it was determined not to change the wrong options.

Stability test:

The test stability coefficient was determined to be (0.85) and this is acceptable to non-tested tests.

Divergent thinking:

The researcher used the Gilford test in measuring the reflexive thinking. This test consists



of (5) events:

First Effect: It requires(4) minutes.

The student makes drawings as many as he can and needs in every drawing to have a circle.

Second Effect: It requires taking(5) minutes.

The student is provided with some forms and requests him to pick some or all of them to demonstrate him one or several.

Third Effect: takes (6) minutes.

The student is provided with 5 problems and he requests him to sketch things corresponding to each problem.

Fourth Effect : takes (4) minutes.

The student will be expected to write as many applications to a set of objects as possible within that period.

Effectiveness five: consists of (8) minutes.

The learner is requested to list some of the applications of two items. The sum total of the test time is the residual thinking (27) minutes.

Stability Divergent thinking:

Despite the high credibility and stability of the test, the researcher wished to introduce it to a team of experts (mentioned earlier) to assess the validity of the test paragraphs regarding their ability to measure the properties they were introduced on and the wholesomeness of the paragraphs. Upon gathering and analyzing the questionnaires. The application is expected to be prepared on the exploratory sample.

Survey sample applied with reflective thinking:



The sample used in the test was comprised of (50) students in the fourth grade students of Mohammed Al Baqer Preparatory School of Boys to determine the clarity of instructions and the development of the test paragraphs and the response time.

Thinking stability Divergent:

The alpha-cronbach coefficient was used to compute the stability of test with stability coefficient (0.87) being acceptable.

Sixth: Operating experience

1 - The experiment was opened at the beginning of the academic year (2025 - 2026) in the first semester.

The IQ test was conducted on Tuesday, 2025 10

3. The information test above had been enforced on Wednesday, 2025 / 10 / 4

4 - Effective teaching was implemented on Thursday in 2022/10/5.

5 - Sunday, 2025/1 /14 - test of achievement.

6 - used the thinking test on Tuesday in 2023/1/16.

Seventh: Statistical means

1- T-test:

I applied the equivalence between the two groups and the comparison of the average score of the two groups of research in the achievement test and the backward thinking (Kubisbi, 2010: 118).

2- The Alpha-Cronbach equation:

Used in determining the stability of the test of backward thinking. (Ouda and Khalil, 1988: 350)

3- Keoder-Richardson equation (20):



Used to determine the stability of the achievement test (Imam and others, 1988: 25)

4 - equation of the difficulty of paragraph:

Applied to determine the difficulty level of the test scores. (Allam, 2011: 251)

5- Discrimination Equation of paragraph discrimination:

Used to establish the discriminatory power of the test scores. (Al-Jalali, 2011: 44)

6 - equation of the effectiveness of alternatives:

Applied to determine the effectiveness of alternatives to the test scores. (Azzawi 2008: 83)

7- Volume equation:

To determine the extent of influence of an independent modulator. (Abu Hatab and Amal, 1996: 438)

Chapter IV

View and Interpretation of the Results

First: Display of the results

In order to verify the research hypotheses, t-test was applied to process the data



and to know the differences in the average grade of students in the achievement test between the two research groups, as shown in Table (5)

Table (5)

The results of the T-test to show the significance of the differences in the achievement test.

Group	Number	Arithmeti cmean	The standard deviatio n	T- calculated	T- Table	The degree of freedo m	Statistical significanc e
Experimental	48	35.6	6.8	5.716	2	93	D
Control	47	7.2	7.2				

Table (5) indicates that the calculated values are (5.716) which is higher than the table value(2). The implications of this are that the differences exist statistically significant between the two research groups and experimental group.

The effect size equation was applied in order to compute the effect size ES. (0.25) and high.

The regression test was also used to process data and differences between the mean scores of the two groups in the t-test as presented in Table (6).

Table (6)

The outcomes of the T-test to indicate the significance of the differences in the regression test.



Group	Number	Arithmeti cmean	The standard deviatio n	T- calculated	T- Table	The degree of freedo m	Statistical significanc e
Experimental	48	55.75	11.82	4.560	2	93	D
Control	47	46.25	8.45				

Table (6) allows us to clearly see that the value of the calculated margin of exaggeration (4.560) is greater than the table value (2). This implies that statistically significant differences exist among the two research groups, and, on the case of the experimental groupUp. The effect size equation was employed to obtain the effect size ES. (0.18) and high.

Second: discussion of the findings.

The search result presented the following:

1 -The achievement test and benefit of the experimental group differ statistically significantly between the experimental and control group. This may be attributed to several things including:

This strategy is the Exchanging teaching strategy which has been instrumental in promoting education.

Exchanging teaching strategy has resulted in the positive cooperation between students through the grouping of students into small groups.

The teaching strategy of Exchanging was involved in systematizing knowledge about science.

Exchanging teaching strategy is more efficient than the conventional strategy.

The Exchanging teaching technique has helped the students to be harmonious with each another as well as to boost their self-confidence.



2 - Test differences between the control and experimental are found to be significant.

parties in the Divergent thinking test and to the advantage of the experimental group.

This is explained by a number of reasons:

Cross-teaching strategy has helped in enhancing thinking of students.

Application of the interactive teaching strategy has helped students to appreciate the content of knowledge further.

The interactive teaching method has helped in the discovery of varied solutions in the classroom.

The interactive pedagogical approach has also helped in enhancing the variety of learning activities, as the students are able to assess the achievement that has been made.

The interactive teaching plan has aroused minds of students and the learning process.

Chapter V



Conclusions, Recommendations and Suggestions

First: Conclusions

The search results demonstrated the following:

- 1 - The teaching the teaching exchange work development strategy of teaching English.
- 2 - The teaching exchange plan resulted in higher student performance.
- 3 - Teaching based on the strategy of teaching exchange affects the growth of Divergent thinking inward students.
- 4 - The teaching exchange strategy helped to enhance the accessibility of students and their interest to learn.
- 5 - The teaching exchange strategy is raising awareness of students and awareness of their thinking.

Second: Recommendations

Based on the research findings, the researcher suggests the following to be suggested:

- 1 - It is necessary to employ the method of instruction in the swap of instruction in English.
- 2 - Educating the English teachers in the secondary level about the use of the teaching exchange strategy.
- 3 - The book of the guide of English should be included in the strategy of teaching exchange in the secondary stage.
- 4 - The necessity to formulate the thinking in general and in the Divergent thinking and to what degree the possibility to increase the level of students in Divergent thinking is possible.



5 - the necessity to take advantage of the contemporary approaches to both supporting the teaching practice and providing the material to the students.

Third: Suggestions

To accomplish the ongoing research, the researcher suggests the studies as follows:

Repeat the similar study to other subjects under study.

- 2 - Investigate the effect of the instructional exchange strategy and another strategy.
- 3 - examine the efficiency of the teaching exchange strategy among other forms of thought.
- 4- Examining the impact of teaching exchange strategy on other variables.
- 5 - Research the effect of teaching exchange strategy on students and students in various levels of study.

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