

# THE EFFECT OF THE MODERN AMERICAN LECTURE METHOD ON THE ACHIEVEMENT AND HISTORICAL CULTURE OF FOURTH GRADE LITERARY STUDENTS IN HISTORY

Wissam Aziz Obaid Al-Hamzawy

Dr. Zaid Alwan Abbas Al-Khikani

General Directorate of Education of Qadisiyah

zaid3204@gmail.com

ORCID /0000-0003-2284-8654

## Abstract

The research aims to learn about the impact of the modern American lecture method in historical culture and attainment among the fourth-grade literary students in history. The experimental curriculum with experimental design was adopted by the two researchers for two equal groups, and they were deliberately selected (prep Abi Dirt for Boys) where it was distributed to two divisions (a). b) The division (a) was selected in a random manner to represent the experimental group and the number of its students (31) students. In the same way, the division (b) was selected to represent the control group and the number of its students (33) students. The research sample reached 64 students. The two researchers were rewarded statistically among the members of the two groups in the following variables: (Chronological age calculated by months, last year's scores for history, intelligence test, historical culture scale) The researchers identified the course in the first four chapters of the History Book of the Fourth Literary Grade. The researchers then formulated behavioural goals, reaching their number. (140) A behavioural objective representing the six levels of knowledge of Bloom's cognitive classification, and for the two research tools, the two researchers prepared an attainment test consisting of (40) Objective test paragraph of multi-quadrilateral choice of alternatives according to (standard table), the historical culture scale of (30) paragraphs, and verification of the coefficient of honesty, the coefficient of discrimination, difficulty and stability; Its stability has been verified in a halfway form of fragmentation; The researchers used appropriate statistical means to extract data, and the results showed that the pilot group's students outperformed the control group's students.

**Keywords:** Modern American Lecture Method, Educational Achievement, History Subject.

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## **Introduction**

### **Chapter I: Definition of research**

#### **First: Research Problem:**

Teaching history courses still faces many problems, issues and challenges in spite of the importance of history study, among the problems is the dominance of theoretical and traditional methods and the absence of modern methods and methods of teaching, as well as the student's lack of interaction and participation in the classroom education ", which has had a clear negative impact on the educational process and students' educational attainment in those courses (Badawi, 2014:93).

This was confirmed by the researchers during their visits to some of the research community's secondary and preparatory schools Students have low attainment and substantially lower pass rates in preparatory and fourth literary grades in particular. And this is what their grade records showed in the final exams of the last four years taken from some schools of the research community, as in the following schemes.

Many recent Iraqi studies and research have confirmed that there is a decrease in the achievement of history in the preparatory stage, including: a study (Kamel and Hanin, 2017), and a study (Al-Alwani, 2018), where these studies confirmed that teachers use the usual method in teaching history, and this is one of the reasons for the low level of student achievement, and it was also noted that teachers did not allow students to think and motivate them towards the material, which made the student feel frustrated and thus led to a decrease in in collection.

As for historical culture, the researchers found there a weak interest in history and the reason behind this lies through the efforts of researchers in the field of history scattered because there is no institution that takes into account that project, and therefore this aspect must be given its due care and attention, and it is necessary to coordinate the efforts based on that project from institutions, individuals and the establishment of research centers concerned with history and the development of its culture to students.

So, there's a decrease in students' achievement in history. In addition, there are shortcomings among history teachers in modern methods and in the knowledge of teaching skills and how to use them in teaching history, These include the culture of history and how to develop it among students, which is in line with the orientations of modern education in the field of education and improve students' achievement The researchers therefore considered experimenting with the modern American lecture method to help raise students' attainment and historical culture.

***Hence, the problem of research is highlighted by the following questions:***

(What is the impact of the modern American lecture method on achievement and historical culture among the literary fourth graders in history?)

#### **Second: The importance of research: (Introduction to the importance lengthy)**

The era in which we live is the age of development, and it is known that the technical application of the various results of history has a clear impact on the increase of knowledge significantly in all aspects of life, as the world is going through a revolution of information in the branches of science until science and its applications have become associated with

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contemporary society, as the country that owns the reins of science and technology is undoubtedly the developed country (Saadeh, 2018: 29).

This technological and scientific development has been the responsibility of scientific education to prepare and develop a social teacher in general and a history teacher in particular, as it is the basic pillar of the class. (Al Mousavi, 2016:53), as history teacher has numerous and complex roles and perhaps the most important of these is the teaching and accompanying activities, And verbal and non-verbal interactions, and the teacher in modern school is no longer the same as he was in traditional school because he devoted his time and effort to stuffing students' minds with information, He repeats, returns, asks for chanting, tries to sharpen students' brain queens by beating and punishing, Now that the perception of education has changed into education and then education It has become the main focus of the educational process (Al-Khafaji et al., 2018:265).

This means that teaching is a deliberate process and an organization that interacts with the elements of the educational process. (Student, teacher, curriculum) which is conducted in accordance with planned scientific procedures and strives to achieve the desired goals and goals of students. Teaching is an important aspect by which the goals of the educational system are achieved. In order to achieve the goals for students, attention must be paid to modern methods that contribute to raising the students' scientific level (zgoul, 2012:301).

The modern American lecture method is designed to answer two questions:

- What does direct education look like when applied to teaching more reporting content than to developing procedures or skills?
- How to reflect the results of current brain research on facilitating the recollection of information contributes to the improvement of the traditional lecture format?

As the teacher develops and applies the modern American lecture, he builds new links, equips students with previous knowledge, designs an activity that draws students' attention to content, and also serves as a bridge that connects students' initial ideas to future content; The teacher organizes and teaches students how to gather information, providing students with a visual regulator showing the structure of the lecture's content; The teacher increases students' engagement, makes content memorable, uses remembering tools, and active participation techniques; The teacher helps his or her request to process and integrate information, conducting regular, thought-oriented reviews; The teacher helps his students to apply and evaluate their learning, providing them with synthetic and meditative activities; Every student during teaching has the ability to look at the problem from all sides and from all directions to reach the optimal solution, thus increasing their ability and raising their educational achievement (Al-Shawili et al., 2016:96)

One of the most important educational objectives in the student's life is to raise his level of educational achievement. Education system, which improves students' education system, is the fundamental criterion in the student's progress and transition from one stage to another. Not only is it so important, but the student uses the information and experience he has learned to meet the challenges and problems in daily life (Monthly, 2016: 38), and more recently researchers have been interested in finding out what factors can affect students' attainment, At various educational levels, several studies have been conducted to determine the

relationship between educational attainment and other changes, perhaps the foremost of which is historical culture. Historical culture gives students a range of knowledge, facts, values and experiences by studying history and interacting with the local community. Because historical culture gives the student a sense of reassurance that leads to the ability to rely on himself, this helps his mental development, which qualifies him for some experience, this depends on the type of experiences he is exposed to and the degree of maturity (Khudayr, 2018:51).

From the above, the importance of research is reflected in the following:

- 1) The importance of teaching in modern ways, especially in the modern American lecture method.
- 2) The importance of developing and increasing the historical culture of students in order to improve their learning and mature their perceptions in everyday situations within and outside the school.

**Third: The objective of the research and its two hypotheses:**

The research aims to know the impact of the modern American lecture method on achievement and historical culture among the students of the fourth literary grade in the material of history.

In light of the research's objective, the two researchers formulated the following zero hypotheses:

1. There is no statistically significant difference at an indicative level (0.05) between the average grades of the experimental group students who will study history according to the modern American lecture method and the average grades of the control group students who will study the same subject in the usual manner in the test of achievement prepared for the purposes of this research.
2. There is no statistically significant difference at an indicative level (0.05) between the average grades of experimental group students who will study history according to the modern American lecture method and the average grades of control group students who will study the same subject in the usual way in the measure of historical culture prepared for the purposes of this research.

**Forth: Limits of research:**

The search was limited to:

- A. Spatial boundaries: Government Boys' Secondary and Day Preparatory Schools of the Qadisiyah Education Directorate.
- B. Time limits: the first semester of the academic year (2022-2023).
- C. Human boundaries: literary fourth graders.
- D. Cognitive boundaries: the first four chapters of the history book of the fourth literary grade.

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**Fifth : Definition of terms:**

**1) Modern American lecture method is defined as :**

*(Al-Sulaiti, 2009):* A way to make the lecture interactive, remember able, and consistent with the work of the brain, engages students, makes content memorable and helps to process and integrate information" (Al-Sulaiti, 2009:52).

**Its procedurally defined by the two researchers as:** the sum of the researchers' activities, methods and possibilities to communicate information to students, by which the academic content is communicated in an interactive manner in order to achieve the lesson's objectives.

**2) Academic achievement:**

*(Tamimi et al., 2018)* The set of knowledge and skills obtained, developed during the course of study subjects, usually evidenced by test scores, grades allocated by teachers or both" (Tamimi et al., 2018:32).

**The two researchers procedurally define it as:**

how much literary fourth graders gained information in history as measured by the grades obtained in the researchers' examination for this purpose.

**3) The historical culture defined by**

*(Rajab, 2005):* "The knowledge of different historical aspects, ancient history - and mediator - and modern (Rajab, 2005:5).

**The researchers procedurally define it as:**

how much literary fourth graders possess historical knowledge within the dimensions of historical culture (cognitive, skilled, emotional) and its relationship to academic achievement.

## **Chapter II: Theoretical framework and previous studies**

### **Axis I: Theoretical framework**

#### **First: constructive theory:**

The educational research process has undergone a major shift in its vision of teaching and learning over the past two decades, in other words, it has shifted from focusing on external factors affecting learner learning, such as: Teacher variables (personality, enthusiasm, style), learning environment, curriculum, learning outputs, and other factors, to focus on internal factors affecting the learner, especially those within the learner's mind, such as: His past knowledge, his ability to process information, his motivation for learning, and this shift has been accompanied by the emergence of the so-called constructive theory, as constructive theory is a relatively modern theory of learning, based mainly on the theory of In learning and its view of the human mind, the search for a specific meaning or definition of constructionism is problematic. There is no specific definition of constructionism that contains its concepts of meaning or psychological processes. Therefore, the definitions of constructionism in pedagogical literature have varied and varied, but can be divided into two main sections: (Constructiveness is viewed as a theory of knowledge, as the learner builds his or her own knowledge, i.e. knowledge is only personal; The construction refers to the process of mental building (Nubi, 2016:37).

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**Second: Modern American Lecture Method:**

Modern American lecture: The lecture and strategy method is designed to answer two questions

(1) What does direct education look like when applied more to teaching the content of my report than to developing procedures or skills?

(2) How can the reflection of current brain research findings on facilitating information remembrance improve the traditional lecture format?

When a teacher begins to develop and apply a modern American lecture, he provides students with five types of support:

1. The teacher connects students with previous knowledge and builds new connections, designing an activity that draws students' attention to content, and a bridge that connects students' initial ideas to future content.
2. The teacher increases students' engagement, makes content memorable, it uses remembering tools, active engagement techniques.
3. The teacher helps his students to apply what they have learned, as he provides them with synthetic and meditative activities.
4. The teacher helps his students process information and integrate it, he does regular, thought-based reviews.
5. The teacher organizes and teaches students how to gather information, providing students with a visual regulator that shows the structure of the lecture's content. (Medhat, 2017:87)

**How to use the strategy**

- Provide students with the opportunity to evaluate and consider the content and process of the lesson.
- About every five minutes stop showing information. And give students the opportunity to review and process learning by asking questions that address different styles of thinking.
- Provide information using visual, audio and kinetic evidence, as this makes information easier to remember.
- Rate learning using a more traditional synthetic or technical task such as an assimilation test.
- Students were prepared to lecture on "abduction" of their attention with an exciting question or activity, to have the opportunity to register and compare their thoughts with a colleague, and then to build a "bridge" between the student's responses and the new content.
- Distributed to students - or established in collaboration with them - a visual organization. (Safar, 2011:66)

**Third: Educational achievement:**

Specialists in the fields of education are concerned with the attainment of great importance in the pupil's life, which means that the pupil attains himself at all stages of his life from childhood to the last age of the highest level of science or knowledge at all stages so that she

can move to the next stage (Ismaili, 2011:63); Thus, academic achievement is the kind of learning of history, different subjects and marks obtained by students in rationed examinations. The level of educational achievement depends not only on mental energy but is influenced by multiple factors, including motivation and economic and social impulses (Al-Jalali, 2011: 23), there are reasons for the low level of educational achievement, including: (health status such as illness of students, family pressure on the student to make a special effort to raise the level of cognitive attainment without attention to mental abilities, desires and tendencies, curricula, teaching methods and the educational system, all of which lead to low attainment of students);

The role of the teacher is to organize ideas that help to stabilize new information, to formulate the subject in a clear and understandable language, as well as to diversify questions in the student's test, in addition to creating a complementarity between meaningful learning and discovery-based learning to make the learning process effective and meaningful (Al-Sebaiy, 2009:94).

#### **IV: Historical culture**

Is the historical knowledge and skills an individual needs to be qualified to effectively influence the society in which he lives. It is to provide the individual with a certain amount of knowledge and skills that will make it easier for him to deal with historical knowledge and its applications (Al Sarai and Rahim, 2017:31)

There are three main aspects of historical culture:

1. Knowledge aspect: includes the nature of history, historical knowledge
2. Skill side: includes historical and artistic skills,
3. The emotional aspect: includes positive trends towards history.

Historical culture has become an essential factor in the historical preparation of every learner and it is difficult to imagine that the learner will perform his role at present without acquiring a minimum historical culture because historical culture is one of the foundation of human, social and economic development and the basis for the progress and prosperity of peoples. The form that enables it to be employed to know and address the difficulties facing the student. The dimensions of historical culture can be defined in three dimensions:

1. Cognitive knowledge : such as historical knowledge, the nature of history, the relationship between history and society and the problems created therein.
2. Skill dimension: measurement, classification, observation and handling of numbers.
3. The emotional dimension is the trend towards history (Ibn Khaldoun, 2007:51).

#### **Theme II: Previous studies:**

Previous studies are part of the terms of reference and theoretical frameworks for the study's problem. And it goes beyond trying to recognize other people's thoughts and related findings to try to criticize and analyze past knowledge and assess how they relate or relate to the research topic to be implemented, The review should be detailed and comprehensive to save time in writing the research later Because it's better to see past studies and other people's efforts before writing research and collecting its data, The researchers will review at some

point in time, preferably before they carry out the research and data collection (Manzil and Adnan, 2010: 71), after informing the researchers of previous studies and literature, no study of the independent variable was found, and only the dependent variable found two studies

**First: Study (Al-Omari, 2014)**

**The impact of the use of oral history as an input into the teaching of Jordan's modern and contemporary history on the achievement of students, the development of their national historical culture and the creation of a safe teaching environment**

The aim of Al Omari's study was to reveal the impact of the use of oral history as an input into the teaching of Jordan's modern and contemporary history in the achievement of students, the development of their national historical culture and the creation of a safe teaching environment; To achieve the objective, the curriculum was adopted as a pilot suspicion. Four study tools were built, namely, the achievement test, the National Historical Culture Development Test, the interview questions and the Safe Teaching Environment Scale; The tools were verified and applied to a pilot sample of 41 students and 46 female officers from the History Department of the University of Yarmouk; The results demonstrated the effects of oral history on collection in favour of the pilot group and of the pilot group in testing national historical culture. The results also demonstrated oral history in creating a safe and moderate school environment.

**Second: Study (Hamid, 2019)**

**Historical Culture of Fifth Grade Literary Students**

Recognizing the historical culture of fifth grade literary students was the goal of this research, and the sample consisted of (275) Randomly selected students from three schools at Qadisiyah Center for the academic year (2019 - 2020) The two researchers dated the measure of historical culture from (30) paragraphs distributed equally across three areas (cognitive, conscientious, skilled), with five alternatives (always applies to me, often, sometimes, rarely, never) The measure was applied to the sample and the data were analysed using the SPSS programme. In the light of the findings, the researchers developed a number of conclusions, recommendations and proposals.

**Chapter III: Research curriculum and procedures**

**First: Research curriculum:**

The two researchers followed the experimental approach because using the experiment to observe the effects of the independent variable on the dependent variable and thus adjust the experimental procedures, with no factors other than (the experimental variable) affecting the studied reality.

**Second: Experimental design:**

The two researchers used the partially tuned experimental design of two equal sets, one experimental and the other control and shape (1) to illustrate this:

**Form (1): Experimental design for research**

| Search tool                                                    | The dependent variable                          | The independent variable          | Group        | T |
|----------------------------------------------------------------|-------------------------------------------------|-----------------------------------|--------------|---|
| Academic achievement test+<br>measure of<br>historical culture | Academic achievement<br>+<br>historical culture | Modern American<br>Lecture Method | Experimental | 1 |
|                                                                |                                                 | The usual method                  | Control      | 2 |

#### Research community and its sample.

- 1) Research community: The research community includes the Government Boys' High and Day Preparatory Schools of the General Directorate of Education in Qadisiyah Holy Governorate for the academic year (2022-2023).
- 2) Search Sample: Research Sample Research Section in two sections:

#### School Sample

After identifying the names of the government high schools and preparatory day schools for boys affiliated to the General Directorate of Education in Qadisiyah governorate, the two researchers were chosen in the intentional manner (prep Abi Dirab for boys) to apply their research experience near the residence of researchers and the cooperation of the school administration with researchers and provide the possibilities to apply the experiment in these preparations.

#### Student Sample

After selecting the two researchers (prep Abi Dirt Boys) Who will conduct the experiment, the two researchers visited the school for the purpose of knowing the number of people in the fourth literary grade, with the total number of students in the fourth literary grade (69) Applicant, and by random appointment, the Division (a) was selected to represent the pilot group that will study the subject of history according to (Modern American lecture method), while Division B was represented by the control group that would study the same material in the same way (Usual), and in coordination with the school administration, information on the academic achievement of the fourth grade literary students was obtained, and it was found that there were two students in the division (a) Three students from Division B were statistically excluded from the experience data and kept in their classroom to maintain the school system, thus becoming the final number of the research sample (64) Demanded a student (31) for the pilot group and (33) for the control group, as in table (1).

**Table (1): Number of students in the two research groups before and after exclusion**

| N.O Of students |              |                  | Branch | Group        |
|-----------------|--------------|------------------|--------|--------------|
| after exclusion | The excluded | before exclusion |        |              |
| 31              | 2            | 33               | A      | Experimental |
| 33              | 3            | 36               | B      | Control      |
| 64              | 5            | 69               | Total  |              |

### Third: Parity of the two research groups:

The two researchers made sure that parity between the two research groups was conducted so that the results of the research would be more honest, so that the difference between the experimental group and the control would return to the independent variable, and to adjust the variables that might affect the results of the experiment, and table (2) shows this.

**Table (2): Parity of the two research groups**

| Statistical significance      | The tow T values |            | Degree of freedom | Contrast | SMA    | N.O of group sample | Groups       | Variable                         |
|-------------------------------|------------------|------------|-------------------|----------|--------|---------------------|--------------|----------------------------------|
|                               | Tabular          | Calculated |                   |          |        |                     |              |                                  |
| Not statistically significant | 2,000            | 0.431      | 62                | 32.03    | 209.3  | 31                  | Experimental | Chronologic age al               |
|                               |                  |            |                   | 96.37    | 208.28 | 33                  | Control      |                                  |
|                               |                  | 0.282      |                   | 218.45   | 61.19  | 31                  | Experimental | Previous educational achievement |
|                               |                  |            |                   | 275.56   | 62.3   | 33                  | Control      |                                  |
|                               |                  | 0.869      |                   | 36       | 29.03  | 31                  | Experimental | Danliz IQ Test                   |
|                               |                  |            |                   | 42.64    | 27.67  | 33                  | Control      |                                  |
|                               |                  | 0.678      |                   | 174.50   | 79.03  | 31                  | Experimental | Historical Culture Measure       |
|                               |                  |            |                   | 271.92   | 81.58  | 33                  | Control      |                                  |

### Forth: Control of extraneous variables:

To ensure the proper conduct of the experiment, the researchers attempted to control extraneous non-experimental variables, which the researchers believe could not lead to improper results. It is not possible to distinguish between their impact and that of the independent variable in the dependent variable: (experimental accidents, experimental extinguishment, maturity, measurement instruments, impact of experimental actions).

**Fifth: Research requirements:** For the purpose of carrying out the research procedures, the two researchers prepared certain requirements as follows:

**1).Identification of the scientific subject:** The researchers identified the scientific subject covered by the research to be studied for students of the two research groups in the course of the experiment in accordance with the terms of the history book for the first semester to be taught for students of the fourth literary grade for the academic year (2022-2023), and according to the following table:

**Table (3): Classes to be taught during the duration of the experiment for fourth grade literary students**

|                                               |                      |
|-----------------------------------------------|----------------------|
| The concept of civilization, city and culture | <b>Chapter one</b>   |
| Arab civilization before Islam                | <b>Chapter tow</b>   |
| Administrative institutions                   | <b>Chapter three</b> |
| Judiciary                                     | <b>Chapter four</b>  |

**2) Formulation of behavioral goals:** After examining the literature on how to formulate behavioral goals, the two researchers drafted (140) a behavioral goal in six areas (knowledge, understanding, application, analysis, composition, evaluation) according to the Bloom classification. These goals were presented to a group of experts and specialists in the field of history teaching methods. The results demonstrated the validity of all behavioral goals according to experts and specialists.

**3). Preparation of teaching plans:** The two researchers prepared daily teaching plans for the two research groups in accordance with the educational content of the four chapters of the history book. The preparation of the teaching plans went through the following steps:

- ❖ Access to literature and previous studies in this area.
- ❖ Preparing behavioral goals from the history book for the fourth literary grade.
- ❖ Preparation of daily teaching plans for the experimental group according to (modern American lecture method) and teaching plans for the control group according to (usual method).

The researchers presented the teaching plans to a number of experts and specialists in the field of education and psychology, to indicate their views and observations on them and their suitability for the teaching method and content of the subject. The results demonstrated the validity of the plans with some modifications, adopting an agreement ratio (80%) and above from the experts' opinions to the final plans.

#### **Sixth: Research tools:**

One of the requirements for achieving the research is to build two tools to measure the two variables of the research: one achievement test and one measure of historical culture, in order to learn about the achievement of the research's objectives and its mandates, as follows:

**1)Building the achievement test:** The two researchers did not find an attainment test ready, so they deliberately prepared an attainment test that is used to measure the study achievement of the research sample in the subject of history, so the researchers prepared an attainment test with the course of study that was taught, and after preparing the related behavioral objectives and in line with the level of the research sample. The researchers followed the following steps to prepare the attainment test, as follows:

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**1. Determining the objective of the test:**

The objective of this test is to measure the achievement of students of both groups in the subject during the period of the experiment from the history subject book for the fourth literary grade to be taught for the academic year (2022-2023).

**2. Content Selection:**

Content includes the first four chapters of History's book for the fourth literary grade.

**3. Determination of the number of test paragraphs:**

The two researchers used the opinions of a number of history teachers and specialists in the teaching methods of history after learning about the behavioural objectives of the content of the first four chapters of the history book of the fourth literary grade; It was agreed that the test paragraph should be defined as (40) test paragraph.

**4. Preparation of the specifications table:** The two researchers prepared the specifications table for the attainment test. The topics of the first four chapters of the history book for the fourth literary grade that the researchers taught and the behavioral objectives of the six levels within the field of knowledge of the classification (Bloom). The weights of the content of the subjects were calculated in the light of the number of pages of the chapters of the book and the following laws:

$$\text{Content weight per chapter} = \frac{\text{number of chapter pages}}{\text{total number of chapters pages}} \times 100$$

Determine the relative weight of the behavioral objective at each level according to the following relationship

$$\text{Target weight in level} = \frac{\text{number of behavioural targets per level}}{\text{total behavioural targets}} \times 100$$

After determining the test paragraphs by (40) paragraphs, the number of questions per cell was calculated in the specification table as follows:

$$\text{Number of questions per cell} = \text{Total number of questions} \times \text{Percentage of content} \times \text{Percentage of target at each level} \text{ (Schwahn, 2018:76)}$$

On the basis of this, the paragraphs of the achievement test were distributed and arranged between the classrooms of the subject and the levels of the field of knowledge (knowledge, understanding, application, analysis, composition, evaluation) more precisely, and a table (4) shows the details of this:

Table (4) The specification table of the collectible test

| Total<br>100<br>% | Behavioral goals weight |           |          |         |            |           | Relative<br>importance | N.o<br>of<br>pages | Chapter |
|-------------------|-------------------------|-----------|----------|---------|------------|-----------|------------------------|--------------------|---------|
|                   | Assessment              | Structure | Analysis | Apply   | Understand | Knowledge |                        |                    |         |
|                   | %6                      | %8        | %11      | 20<br>% | %23        | %32       |                        |                    |         |
| 10                | 1                       | 1         | 1        | 2       | 2          | 3         | %24                    | 14                 | First   |
| 12                | 1                       | 1         | 1        | 2       | 3          | 4         | %31                    | 18                 | Second  |
| 15                | 1                       | 1         | 2        | 3       | 4          | 4         | %35                    | 21                 | Third   |
| 3                 | 0                       | 0         | 0        | 1       | 1          | 1         | %10                    | 6                  | Fourth  |
| 40                | 3                       | 3         | 4        | 8       | 10         | 12        | %100                   | 59                 | Total   |

**Formulation of test paragraphs:**

After completion of the specification table, the two researchers (40) prepared an objective test paragraph (multiple selection) with four alternatives to measure Bloom levels.

**Drafting test instructions:** which include:

**Drafting Instructions for Answering Paragraphs of the Attainment Test:**

The two researchers prepared the instructions for answering paragraphs of the History Test, including how to answer the test paragraphs with an illustrative example of the answer.

**Drafting test correction instructions:**

The two researchers set a criterion for correcting the test paragraphs by giving the correct answer to paragraph (1) and (0) to the wrong or abandoned answer, thus determining their overall scores by the range (0 - 40). The test paragraphs are answered by a circle around the code, and the key to the typical answers of the test is relied upon.

**Sincerity:**

To verify the sincerity of the test, the researchers adopted two types of sincerity:

❖ **Apparent truthfulness:** The test paragraphs were presented to a group of arbitrators and educators and the methods of teaching history, to express their views and observations on the general form of the test and the validity of its vertebrae and the extent to which it represented the subjects of the book to suit the students of the fourth literary grade and the extent to which the behavioral goals were achieved. (80%) and above the total number of arbitrators, with the final test paragraphs (40) remaining.

❖ **Authenticity of content:** Accordingly, the two researchers adopted the specifications table in the construction of test paragraphs in order to ensure that the paragraphs represented the content of the subject and the behavioral objectives, thereby achieving the truthfulness of the content

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**Exploratory application of the test:**

It has been done through two stages

❖ **First survey application of the test:** the test was applied to a survey sample made up of (30) Student of the Fourth Literary Grade from the Republic's Enumeration of Boys The time taken to answer the test paragraphs was calculated by calculating the average time, by monitoring the expiration time of the first student, and after each student had completed the time recorded from the answer, the average time was calculated, showing that the time taken from the answer was (approximately 42 minutes).

❖ **Second survey application:** The test was applied to a second survey sample of fourth grade literary students in a school (Boys' Central Preparatory) made up of 100 literary fourth graders, grades were arranged downward from top to bottom and divided into two groups, taking higher (27%) of the student answers to represent the higher group and the lower (27%) of the student answers to represent the lower group, after which the researchers analyzed the responses of the higher and lower groups statistically to find the cycontrotic characteristics of the test as follows:

❖ **Difficulty factor:** The results showed that all the difficulty factors of the paragraphs ranged from 0.41 to 0.7.

❖ **Paragraph differentiation factor:** The paragraph differentiation factor was calculated for the test paragraphs and for each of the test paragraphs, it was found that the paragraphs' values ranged from 0.33 to 0.52; Therefore, the test paragraphs are acceptable and good in terms of their discriminatory capacity.

❖ **Effectiveness of false alternatives (camouflage):** After calculating the effectiveness of the wrong alternatives to all test paragraphs and calculating the effectiveness of each substitute for each paragraph, the results showed that the wrong alternatives were attracted to them by a number of lower group students more compared to those attracted by higher group students and this demonstrates their effectiveness, so it was decided to retain them.

**Stability of the test:**

To calculate the stability of the internal consistency of the paragraphs of the achievement test, the researchers used two methods as follows:

1. **Half-segmentation method:** The researchers deliberately extracted Pearson's correlation coefficient between the scores of the two halves of the test in odd and even sequence, reaching (0.81), and when corrected using the equation (Cyberman-Brown) amounted to (90, 0), which is a good and reliable stability coefficient.
2. **Method (Cauder-Richardson 20):** The researchers extracted the stability coefficient and found that it is equal to (80.0), and this is an acceptable stability coefficient.

**Preparing a measure of historical culture:**

Historical culture is the second variable of research, so the two researchers prepared a measure of historical culture for fourth grade literary students after reviewing previous studies and reviewing literature on historical culture. The two researchers did not find a measure commensurate with the sample and objectives of the research, so the researcher had

to build a measure of historical culture. In order to build the scale, there are specific scientific steps to prepare psychometric measures:

#### **Setting the target of the scale:**

This measure aims to measure the historical culture of the research sample and are the students of the fourth literary grade.

#### **Identification of the areas of the historical culture scale and the number of its poverty:**

After defining the concept and purpose of the measure, the scale contains (three) areas of historical culture, respectively: (The field of knowledge, the skill area, the conscientious area). In order to ensure the accuracy of the selection of these areas, the researchers presented them to a group of experts in the methods of teaching history, in order to verify the competence of the fields to measure historical culture. In the light of the experts' views and observations, all areas received the approval of the experts. The researchers relied on an agreement ratio of 80% and more experts to measure the validity of the field.

#### **Formulation of the paragraphs of the scale:**

After identifying the areas of the historical culture scale, the paragraphs of the scale were drafted for each of its three areas, as a set of paragraphs numbered Paragraph 30. Those paragraphs were then distributed to areas of the historical culture scale previously identified. The two researchers have ensured that these paragraphs are appropriate to the nature of the sample and have been reformulated more than once to be clear and understandable. Table 5 shows this:

**Table 5: Historical Culture Measurement Paragraphs According to Each Field**

| Paragraphs                                              | N.o of paragraphs | Field           | T |
|---------------------------------------------------------|-------------------|-----------------|---|
| (13 , 12 , 11 , 10 , 9 , 8 , 7 , 6 , 5 , 4 , 3 , 2 , 1) | 13                | Knowledge field | 1 |
| (22 , 21 , 20 , 19 , 18 , 17 , 16 , 15 , 14)            | 9                 | Skills field    | 2 |
| (30 , 29 , 28 , 27 , 26 , 25 , 24 , 23)                 | 8                 | Emotional field | 3 |

#### **Determining the alternatives of the scale:**

Five alternatives were put to answer in front of each paragraph, namely (always applies to me), (applies to me often), (applies to me to some extent) and (does not apply to me) (never applies to me), and grades (5, 4, 3, 2, 1) were given, as a score (5) is given to the alternative that always applies to me, and the degree (4) for the alternative often applies to me, and the degree (3) for the alternative (applies to me to some extent), and the degree (2) for the alternative does not apply to me, and the grade (1) for the alternative does not apply. Thus, the highest score that can be obtained by one of the students of the sample on the scale is

(150) degrees and the lowest score is (30) degrees, while the hypothetical average (theoretical) of the scale is (90) degrees

*Hypothetical mean*

$$\frac{\text{n.o.of paragraphs} \times \text{total wight of substitut}}{\text{n.o.of substitut}} \times 100$$

(Habib and Bilqis, 2018: 204)

### **Historical Culture Scale Instructions:**

The instructions for the Historical Culture Scale were developed by the two researchers. The instructions for the scale included the method of answering, how to encourage students to answer accurately, where students were asked to read the paragraphs of the scale carefully and accurately and mark (✓) the item of the alternative that fits their views and that students leave no paragraph unanswered, and give an example of how to answer his paragraphs.

### **Scale correction instructions:**

The two researchers chose the Likert method of correcting the scale, because this method is a common method of building psychometrics.

### **Sincerity of the test:**

The veracity of the scale was extracted by the apparent sincerity of it. The two researchers presented the scale to a group of experts and arbitrators specializing in measurement, evaluation and teaching methods, to express their views on its validity for use in this research and adopted an agreement ratio (80%) and more as a criterion for the validity of the measurement paragraphs; Therefore, the paragraphs of scale (30) remain.

### **Applying of the historical culture scale to the reconnaissance sample:**

#### **First reconnaissance sample:**

The Historical Culture Measure was applied by the two researchers to a preliminary survey sample of 30 students from the fourth literary grade of the School of the Republic for Boys, for the purpose of determining the time needed to answer the scale and the clarity of its paragraphs and instructions and diagnosis of the ambiguous paragraphs thereof, showing that the time taken by the answer was (approximately 39 minutes).

#### **Second exploratory application:**

The two researchers applied the historical culture scale to a second sample of literary fourth grade students in a school (central preparatory for boys) to a sample of 100 students before correction analyzed the test paragraphs. The higher and lower extreme samples (27%) were then selected as the two best groups to represent the whole sample.

### **Sincerity of Construction:**

The two researchers verified the sincerity of the construction of the Historical Culture Scale even though they verified the Scale's sincerity ostensibly. For this reason, the

researchers used the survey sample scores used in the statistical analysis of the scale to find the following:

**The subparagraph's degree relationship to the overall scale:**

in order to determine the degree of each paragraph to the overall grade of the scale, the researchers subjected the students of the second reconnaissance sample to the analysis of the paragraphs, which is the same as the discriminatory force of the scale paragraphs and the correlation factor of each paragraph to the overall grade of the scale using the Pearson correlation factor. coefficients ", which ranged from 0.25 to 0.85, all paragraphs being statistically relevant; Thus, all 30 paragraphs of the scale were retained, paragraph and table (6) indicating this:

**Table (6): Correlation factors between the paragraph and the scale's overall grade**

| correlation coefficient | T  | correlation coefficient | T  | correlation coefficient | T  |
|-------------------------|----|-------------------------|----|-------------------------|----|
| 0.56                    | 21 | 0.4                     | 11 | 0.48                    | 1  |
| 0.46                    | 22 | 0.66                    | 12 | 0.51                    | 2  |
| 0.39                    | 23 | 0.55                    | 13 | 0.63                    | 3  |
| 0.38                    | 24 | 0.38                    | 14 | 0.54                    | 4  |
| 0.6                     | 25 | 0.45                    | 15 | 0.25                    | 5  |
| 0.41                    | 26 | 0.71                    | 16 | 0.54                    | 6  |
| 0.47                    | 27 | 0.85                    | 17 | 0.43                    | 7  |
| 0.46                    | 28 | 0.27                    | 18 | 0.44                    | 8  |
| 0.64                    | 29 | 0.32                    | 19 | 0.46                    | 9  |
| 0.55                    | 30 | 0.44                    | 20 | 0.61                    | 10 |

**The subparagraph's degree relationship to the overall degree of the field:**

in order to establish the sincerity of the internal consistency of the scale statistically, the Pearson correlation coefficient and the level of statistical connectedness between the degree of each paragraph and the degree of the field, ranging from the correlation factors of the areas of the scale as follows: The area of knowledge (0.37 - 0.77), the skill area (0.46 - 0.8), and the field of conscience (0.51 - 0.7), which are good correlations, thus all correlations between the paragraph and the degree of the field are statistically relevant, meaning that these areas actually measure or reflect historical culture, thus distinguishing the measure of historical culture from constructive honesty, and a table (7) shows this:

Table (7): Correlation coefficients between paragraph grade and domain score

| Emotional field |    | Skills field |    | Knowledge field |    |
|-----------------|----|--------------|----|-----------------|----|
| Paragraph       | T  | Paragraph    | T  | Paragraph       | T  |
| 0.58            | 23 | 0.56         | 14 | 0.49            | 1  |
| 0.51            | 24 | 0.65         | 15 | 0.63            | 2  |
| 0.67            | 25 | 0.74         | 16 | 0.77            | 3  |
| 0.57            | 26 | 0.8          | 17 | 0.6             | 4  |
| 0.57            | 27 | 0.46         | 18 | 0.37            | 5  |
| 0.59            | 28 | 0.47         | 19 | 0.67            | 6  |
| 0.7             | 29 | 0.55         | 20 | 0.47            | 7  |
| 0.61            | 30 | 0.55         | 21 | 0.68            | 8  |
|                 |    | 0.6          | 22 | 0.6             | 9  |
|                 |    |              |    | 0.72            | 10 |
|                 |    |              |    | 0.66            | 11 |
|                 |    |              |    | 0.69            | 12 |
|                 |    |              |    | 0.62            | 13 |

#### The relationship of the degree of the field with the total degree of the scale:

The degree of each field must be correlated with the total score of the scale, the correlation coefficients between the degree of each field and the total degree of the scale were calculated using the Pearson correlation coefficient and Table (8) shows that:

Table (8) Correlation coefficients between the score of the domain and the overall score of the scale

| Confidence correlation | Field           | T |
|------------------------|-----------------|---|
| 0.83                   | Knowledge field | 1 |
| 0.79                   | Skills field    | 2 |
| 0.84                   | Emotional field | 3 |

**Scale Stability:** The facronbach coefficient was calculated to calculate the measure's internal consistency from the second reconnaissance sample score of 0.89, which is a good constant factor.

**Seventh: Statistical means:** The two researchers used the statistical pouch SPSS program for appropriate statistical analysis of data.

#### Chapter four: Presentation and interpretation of results

##### First: Presentation of results:

##### 1.Results for the first zero hypothesis:

To validate the zero hypothesis, the researchers extracted the computational average and variability of the students of the two research groups, showing that the average grades of the

experimental group students who studied in the modern American lecture method reached (28.35) that the variation reached (25.30), and that the average grades of control group students studied in the usual way were (22.42), that the variation was 40.32, and using the T-test) For two separate samples, the results showed a statistically different D for the experimental group, because the calculated T value (4.122) is greater than the tabular value (2,000) at an indicative level (0.05) and a degree of freedom (62), and table (9) shows this:

**Table (9): Arithmetic Average, Variability and Total Values (Calculated and Tabular) for Students' Grades of the Two Research Groups in the Achievement Test**

| Statistical significance  | The tow T values |            | Degree of freedom | Contrast | SMA   | N.o | Groups       |
|---------------------------|------------------|------------|-------------------|----------|-------|-----|--------------|
|                           | Tabular          | Calculated |                   |          |       |     |              |
| Statistically significant | 2.000            | 4,122      | 62                | 25,30    | 28,35 | 31  | Experimental |
|                           |                  |            |                   | 40,32    | 22,42 | 33  | Control      |

Through the previous table, it was noted that there was a statistically significant difference between the average scores of the students of the two research groups in the achievement test and in favor of the experimental group.

**Indication of the size of the effect of the independent variable in the dependent variable:**

The researchers used the equation of the square (ETA) in extracting the size of the effect of the independent variable (modern American lecture method) in the dependent variable (academic achievement) and the amount of the impact size (1.05) is an appropriate value to explain the size of the effect and a large amount of the teaching variable in the manner of the modern American lecture in the achievement test and for the benefit of the experimental group, and Table (10) shows that:

**Table (10): Size of the Effect of the Independent Variable in the Collection Variable**

| The magnitude of the effect | D value. Size of the effect | Dependent variable | the independent variable       |
|-----------------------------|-----------------------------|--------------------|--------------------------------|
| Large                       | 1.05                        | Achievement        | Modern American Lecture Method |

**Results relating to the second zero hypothesis:**

To verify the validity of the previous hypothesis, the two researchers extracted the computational average and variability of the students of the two research groups, showing that the average scores of the experimental group who studied in the modern American lecture method reached (97.32) that the variation reached (238.70), and that the average grades of control group students who studied in the usual way were (84.06), that the variation was (232.26), and when using the T-test) For two separate samples, statistical results showed a statistically different D in favour of the pilot group, because the calculated T value (3.456)

is greater than the tabular value of 2,000 at an indicative level (0.05) and a degree of freedom (62), and a table (11) shows this:

**Table (11): Computational Average, Variability and Total Values (Calculated and Tabular) for Students' Grades of the Two Research Groups in the Ultimate Historical Culture Scale**

| Statistical significance  | The tow T values |            | Degree of freedom | Contrast | SMA   | N.O | Groups       |
|---------------------------|------------------|------------|-------------------|----------|-------|-----|--------------|
|                           | Tabular          | Calculated |                   |          |       |     |              |
| Statistically significant | 2.000            | 3,456      | 62                | 238,70   | 97,32 | 31  | Experimental |
|                           |                  |            |                   | 232,26   | 84,06 | 33  | Control      |

From the previous table, it notes a statistically significant difference between the two research groups' average student scores in the historical culture scale and in the interest of the experimental group.

**Impact profile of the independent variable in the dependent variable:**

The two researchers used the equation Square (AITA) to extract the impact size of the independent variable (modern American lecture method) in the subordinate variable (historical culture). The amount of impact size (0.88) is an appropriate value for the interpretation of the impact size and a large amount of the teaching variable in the modern American lecture method in the measure of historical culture and for the benefit of the experimental group. A table (12) shows this:

**Table (12): Impact size of the independent variable in the historical culture variable**

| The magnitude of the effect | D.value | Dependant variable | Independent Variable           |
|-----------------------------|---------|--------------------|--------------------------------|
| Large                       | 0.88    | Historical culture | Modern American Lecture Method |

**Second: Interpretation of results**

**Interpretation of the result of the first hypothesis:**

❖ The modern American lecture method is designed to help students participate effectively during lessons. It increases students' self-reliance and enhances student confidence. This in turn will increase students' educational achievement.

❖ The modern American lecture method transfers students from the case of direct reception of information to researchers. It makes the student the center of the educational process. This is the opposite of the usual way in which the teacher is the centerpiece of the educational process and the student receiving information and his role is limited to the preservation and implementation of information.

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**Interpretation of findings on the second hypothesis:**

- ❖ The use of the modern American lecture method during the teaching of historical incidents gave the student a positive feeling of competing with other students, as the student began to introduce and organize ideas which increased the field (cognitive), and the continuous enhancement of the two researchers in exciting and positive terms enabled students to confront problems that get in the way of new situations in the application phase which helped to increase their historical culture.
- ❖ The modern American lecture method works to improve students' historical culture and develop positive relationships with colleagues, thus increasing the field of (consciousness). This has encouraged students to engage positively and interact with historical incidents within the classroom.
- ❖ The modern American lecture method has made the student look at himself and his historical ideas and this has increased the field of (skill), as well as helped students with historical thinking to the utmost in order to reach the level he is satisfied to reach.

**Third: Conclusions:**

Through the research findings, the following conclusions have been reached:

- ❖ The researchers concluded that teaching fourth-grade literary students according to the modern American lecture method had a positive impact on raising the attainment of experimental group students who studied according to the modern American lecture method compared to the attainment of control group students who studied according to the usual method.
- ❖ Teaching fourth grade literary students according to the modern American lecture method has had a positive impact on raising their historical culture.

**Fourth: Recommendations:**

In the light of the research's findings, the two researchers recommend the following:

- ❖ It is essential that the teaching authorities of the Ministry of Education learn about modern models and methods of teaching, especially (modern American lecture method), by holding courses or educational seminars and special publications.
- ❖ Educate teachers and teachers about historical culture so that they can train their students to prepare a teacher's manual on how to develop historical culture in teaching, and ensure that it practices in front of students, thereby having a positive impact on the way they think.

**Fifth: Proposals:**

To complement this research, the two researchers propose to undertake the following research:

- ❖ The researchers propose a comparative study between the modern American lecture method and other modern teaching methods to determine the difference between them in different age variables and stages.

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- ❖ Emphasize the effectiveness of the modern American lecture method in achieving and the scientific orientation of high school students.

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