

Bertram Bruce Model And Its Impact On The Collection Of Literature And Texts In Fifth Graders

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Abstract

The aim of this research is to **identify the impact of the Pratrarn Bruce model on the achievement of literature and texts among fifth grade scientific students.**

The researcher adopted the experimental approach, as he used the experimental design with partial control, and deliberately chose the research sample from the students of (Diwaniyah Preparatory School for Boys) in Diwaniyah Governorate - City Center, to be a place for the application of the experiment, and the research sample consisted of (71) students from the fifth grade scientific students for the academic year (2023-2024) for the first semester, and in a random way, Division (A) was chosen to represent the experimental group, which has (35) students, and Division (C) to represent the control group, whose number of students is (36) students.

The researcher prepared the research tool "Dimensional Collective Test". With regard to the attainment test, its final form consisted of two questions. The first question included 36 paragraphs of the choice type of multiple four alternatives, and the second question included (6) Article questions with restricted answer, the veracity of the test was verified, after it was presented to a group of experts and arbitrators, calculated the coefficient of stability and was acceptable, as found by the transactions of both difficulty and discrimination and the effectiveness of the wrong alternatives, of the test paragraphs and were all also acceptable.

In order to identify the results of the research, the researcher used the following statistical means: (t-test , for two separate samples, the kai box, the alpha-kronbach equation, the difficulty and ease of the paragraph, the equation of paragraph discrimination and the equation of the effectiveness of the wrong alternatives).

Keywords: Models Educational , Improving Arabic Language Learning , Bertram Bruce Model .

The researcher's findings are as follows:

There is a statistically significant difference at the indicative level (0.05) Between the average achievement of students of the experimental group who studied literary subjects and texts according to the Pratrarn Bruce model, and the average attainment of students of the control group who studied in the traditional method of the achievement test, and for the benefit of the experimental group.

In the light of the findings and interpretation shown by the research, the researcher drew a set of conclusions and developed a number of proposals and recommendations.

Chapter 1:

1- Research problem: Most schoolchildren experience difficulties in most branches of the Arabic language, especially literature. This has been found in literature and studies that address the problems of teaching literature and texts at all levels of education (Al-Obaidi, 2006:3).

Most students complain about poor achievement in literature and texts This is due to a number of reasons, and a problem experienced by literary and textual teachers is the reluctance of most students to memorize these selected literary texts because they prepare them from boring duties and because the learner considers preservation from difficult mental processes as well as the reason for the material to be saved from learners because they prepare it as a difficult and dry subject; Because some poems and some texts include strange parents or difficult vocabulary that they have never seen or heard. (Wali, 44:2004).

According to the researcher, students' weakness in literature and texts has many causes, including: The difficulty of subjects taught and traditional teaching methods in literature and texts where dependence is solely on the teacher The role of the learner is to preserve and capture information, which has a negative impact on students' attainment And this is confirmed by the studies that dealt with the problem of literature and texts such as the study (Aldahabi, 2007), study (Al-Marsoumi, 2011), study (Hussein, 2014) and study (Al-Bidani, 2022) at various levels, but they agreed that there

was a problem of poor attainment in literature and texts. The need to follow modern models of teaching in line with the important objectives to be achieved that may have an impact on raising the level of attainment of fifth-grade students in literature and texts. The problem of research is determined by the following question: What is the result of the Bertram Bruce model in the collection of literature and texts in fifth graders?

2- Research Significance

In the opinion of the researcher, education is: the process by which parents provide a healthy life for children that enables them to cohabit and interact with the society in which they live. Education is the basis for creating influences and behaviours that enable individuals to enhance their personality and skill. Language is one of the fundamental and important pillars of peoples' and nations' lives. Because it is an authentic civilization, it is a fundamental home of the culture of the nation and a strong bond in the cohesion of its generations, and an endless spring for the creations of its thought (Zaire, and Sama, 2016: 21), Arab literature takes a distinctive place and a high position enjoyed by each branch of the Arabic language, It is an integral unit. Literature contributes to the formation of one's personality and understanding of one's subjectivity and the world around it. With insight into previous experiences, he revealed what was going on in the souls. And literature has important importance for the learner at the secondary stage, as the individual feels that his desire is imbued with sense and independence (Hamadi, 2014: 122-123).

Due to the importance of teaching methods, modern methods and strategies in the lives of students and teachers, the concept of strategies has emerged as a result of the linkage to the knowledge aspects of learners at all different levels of school, and has increased attention to them as they encompass all aspects of education that learners can gain from the design and future perspectives of the educational process to make education and learning encompassed by a realistic scientific perspective (Zaier, Sama, 2015, 197), and the teacher's extensive knowledge of teaching methods and different teaching strategies, and his ability to use them, enables him to know all the appropriate teaching conditions for application, so that the teaching process is pleasant and difficult for learners, appropriate for their energies, and linked to their daily lives (Atiyah, 2006, 62).

Active learning models and strategies within contemporary educational and psychological trends have a positive and significant impact on the learning process both inside and outside the classroom, facilitating the development and improvement of learners' capacity for higher thinking skills. They are based on the active participation and interaction of students and permanent guidance under the supervision of the teacher (Badawi, 2010:247). Because of the importance of active learning and its active role in the educational process, the researcher chose one of the models of active learning, the model of Bertram Bruce, which is believed to be the most appropriate and appropriate for literature and texts.

3- Search Home

The current research aims to identify the impact of Bertram Bruce's model on the collection of literature and texts in fifth-grade scientific students.

To verify the research objective, the researcher formulated the following zero hypothesis:

There is no statistically significant difference at an indicative level (0.05) between the average achievement of students of the experimental group who will study literature and texts by adopting the Bertram Bruce model and the average achievement of students of the control group who will study the subject according to the traditional method of obtaining literature and texts for students of the scientific fifth grade.

4- Search Borders

1- Substantive limits: First semester subjects to be taught in the Arabic book of fifth grade for the academic year (2023-2024)

2- Spatial boundaries: preparatory and secondary schools (preparatory level) in Qadisiyah governorate.

3- Time limits: the first semester of the academic year (2023-2024).

4- Human boundaries: Students in the fifth grade of science in the Government daytime preparatory and secondary schools for boys of the General Directorate of Education in Qadisiyah governorate.

5- Definition of terms:

Terminology Defined by :-

The effect is known as: (Zaier, Sama, 2016): "The ability to achieve proven and desired results, or the impressions produced on the mind of the examiner and by design, the method followed, or the factor contributing to the achievement of the results, which makes a certain impression or enhances the tried design" (Zaire, Sama , 249:2016).

Second: Model: Bertram Bruce

(Bruce & Leo, 2012): A continuous research course consisting of five sequenced and interrelated phases of questioning, investigation, discussion and innovation, and then reflection on the outcome, providing an opportunity for learners to engage in active dialogue that helps them build meaning by entering practical training in learning activities (Bruce & Leo, 2012:194).

Third: Collection:

B: Terminology: Zaier and Sama, (2015): "Is the ability of the learner to possess the experiences and data that he can use to solve the greatest number of questions that are directed to him (Zaire and Sama, 2015:149)

Procedural definition of achievement:

The result of the knowledge acquired by students in the fifth grade of scientific subjects of literature and texts in the Arabic language book in the first half of the year (2023-2024) is the way in which the researcher teaches them both in his own way and is measured by the degree he receives in the test of achievement designed for this purpose.

B. Texts:

Term/known by Zaier, Raed: "Literary parts of poetry and prose have some artistic beauty and offer students a complete idea, or harmonious ideas. They can be used as a basis for training students in aesthetic tasting and can be emitted for training in the launch of literary monetary judgments" (Zair, Raed, 2012, 141).

Chapter 2- Theoretical aspects and previous studies:

Since there may be lengthy talk of constructive theory and the education entrusted to it, as well as the many studies and literature written on the theory, the researcher considered that he should speak about the model directly and address his steps in a brief manner; in order to give the researcher a complete perception.

First: Model Bruce Bertram Bruce:

Because of the many criticisms of the traditional perspective based on indoctrination, and the evolution of learning theories that derived their concepts from the theories of knowledge, behaviour and processing of information, education and educational systems have become increasingly interested in learning theories, including constructive theory. For its attention to teaching methods adopted simulation of the learner's thinking at different stages of life in addition to its interest in arranging and organizing ideas and information in different curricula and all stages of life (Katit, 2011: 17) and Bertram Bruce and his colleagues at the University of Linwi in the United States of America have prepared a general model (1996) in which the learner had the greatest role in discovering knowledge of himself from different stages of research, by which a learner's mind is raised about a particular idea, concept or problem and to encourage him to ask questions and inquiries about them, thereby answering them by collecting their own data and information (Bruce, Davidson-1996: 281) and the basic idea of this model is inspired by the fact that learning begins with a learner's curiosity and takes a spiral path (periodically): asking questions, exploring solutions, developing new ideas, discussing surveys, and then reflecting on the knowledge obtained by the learner, and that each stage of the Bertram Bruce model is linked to the next step.

(Bruce and Bishop, 2002: 709 – 710)

Stages of Bruce Model (Bertram Bruce):

Phase 1: Ask:

This stage requires learners to come:

- ❖ Think about concepts and ideas well, as well as give them enough time to do so.
- ❖ Ask questions and questions about the concepts and ideas that preceded.

The teacher then prepares a list of all questions posed by students, selecting questions directly related to the subject of the lesson, and presenting them to students to answer them through activities and research (Bruce and Bishop, 2002 706-714).

Phase 2: Investiture Survey:

At this stage, the teacher begins to divide learners into several cooperative groups. Each group carries out activities and research, encourages learners to work collectively within cooperative groups, and is based on the practice of processes, such as conclusion, interpretation, observation, data analysis and the formulation of mandates; With the aim of gathering information and knowledge that contributes to the answer to all the questions posed at the stage of the previous model, (Casey & et al, 2009:31)

Phase 3: Being new ideas Create:

At this stage, learners study the information and ideas they have studied at the previous stage and interact with each other; In order to define the relationship, the aim is to conclude the rule, develop important and new ideas and codify the most important recent conclusions that lead to the answer to all the questions raised at the previous stage "and to clarify the extent of the relationship between the ideas and knowledge discovered and the most important questions asked at the first stage (phase 1). (Atiyah, 2016:350)

Phase 4: Discuss Discuss:

Learners at this stage of the model exchange new ideas among themselves by asking The learner begins by asking learners about their own thoughts, activities and experiences as the discussion helps them to achieve common knowledge of the meaning. Through discussion, building shared knowledge is a process of gathering learners to share their ideas and learners ask about their own experiences, and the mission of this process is to contribute to building society (Casey & et al, 2009:32)

Phase 5: Consider Reflect

This stage gives learners time to reflect on the previous stages in terms of the questions that have been put on the subject of the lesson, and the way learners have done to answer questions, such as: Survey activities and disclosure of the extent of correlation between conclusions and questions raised. The teacher's role at this stage is as follows: Training learners on subjective questions to revitalize the meditation process by asking questions. (Bishop-2004-: 33).

The importance of learning with Bertram Bruce

- The learner is a key focus of the educational process.
- Develops research and discovery skills such as description, observation, reasoning and interpretation.
- Develops scientific thinking skills by creating conditions for the educational-learning process.
- Interest in the learner's self-continuity and motivation towards learning.
- Developing learners' innovative abilities by raising questions that require more than one correct answer.
- Developing self-confidence and perseverance to achieve educational tasks that challenge the student's mental and skill abilities.
- Learning with the Pratrarn Bruce model enhances the learner's efficiency and effectiveness, increases his ambition and develops his talents.
- The learner acquires different formats that enable him to access the decision and solve problems. - Model learning helps the learner represent information and employ it in problem-solving situations. (Kazim, 2021:558)

2- Previous studies:

First: studies on the Pratrarn Bruce model:

(Mohammed's Study (2018): This study was conducted in Iraq, with the aim of identifying: The periodic survey model influenced the reading understanding of middle-grade second-graders in reading material and texts. The researcher adopted the partial control experimental curriculum. The sample study was divided into two groups. The experimental group included 32 students and the control group included 31 students. The researcher was rewarded between the two groups in variables: (Chronological age calculated by months and academic achievement of parents, Arabic language grades in the first course exam 2016-2017 for the second grade intermediate and equal IQ test (Raven Matrices) The researcher seized extraneous variables that may affect this type of experimental design. The study tool was to prepare the researcher a test of reading understanding. The duration of the experiment was the second course of the 2018 academic year, and the researcher used statistical means. (Equation of the T test for two separate samples, the Pearson correlation coefficient, the Kai box, the paragraph differentiation coefficient and the paragraph difficulty coefficient) The study found that teaching in the periodic survey model resulted in students sensing the importance of study subjects. (Mohammed, 2018: Y-R)

Second: studies on the collection of literature and texts:

(Al-Bidani Study (2022): This study was conducted in Iraq - Department of Arabic Language and aimed at identifying: The impact of Fink's model on the collection of literature and texts in fifth-grade female scientific students, and the researcher followed the experimental curriculum with experimental and control groups, having reached the study appointment (71) Students (35) Students for the pilot group (36) Students for the control group and rewarded the researcher in variables (Age of students calculated by months, parents' academic achievement, mothers' academic achievement, Arabic language grades for the previous academic year and language ability test) And the study tool was that the researcher prepared a final corrupt test. (36) Paragraph and (30) substantive paragraph and (6) Article paragraphs with a restricted answer, the duration of the experiment (11) Week of the first semester, the researcher used statistical means (SPSS-28), the study findings found that Fink's model has the obvious effect of raising the attainment level of fifth-graders. (Al-Baidani, 2022: J-K)

Chapter 3:

1- Research methodology:

Chapter included a description of the actions taken by the researcher in identifying his current research community from (fifth graders), and the sample selection method, because the selection of a sample from a society requires that the selection be based on an accurate correct framework for that society. The sample is rarely representative of its community, as well as a presentation of the research curriculum, the control of extraneous variables of the experience, the preparation of research tools, the application of experiment and appropriate statistical means.

2- Selection of experimental design

The researcher selected the experimental partial control design, the single control group with a dimensional test to collect literature and texts for fifth-grade scientific students; Being the appropriate design for achieving research objectives, the research also includes the experimental group that is exposed to the impact of the independent variable (Pratrarn Bruce).

3- Research Community: The researcher identified a research community for fifth-grade scientific students in the high schools and government daytime preparatory schools of the Governorate Center for the academic year (2023-2024), for the purpose of identifying the sample of research from the original society identified by the researcher for his study, the

researcher visited the General Directorate of Education in Qadisiyah governorate, accompanying him with an important facilitation book issued by Baghdad University - Ibn Rushd Faculty of Education for Human Sciences, Annex No. (1) For the purpose of obtaining data on the names of high schools and government day preparatory schools in Qadisiyah governorate, the centre of the governorate is the research community of 2,943 students.

4- Sample research: The researcher chose the government's daytime enumeration (Diwaniyah) in Qadisiyah governorate in the intentional way to represent the research community.

5- Equity of the two research groups:

Before embarking on the experiment, the researcher ensured that the two research groups were statistically rewarded for variables that he thought interfered with the influence of the independent variable of the dependent variable and that influenced the results of the experiment, although the research sample students from a largely similar socioeconomic environment, studying in one school, and from one gender, these variables are:

- A. Age of students of both research groups calculated by months
- B. Parents' educational achievement.
- C. Arabic Language Grades for the previous academic year 2022-2023.
- D. Linguistic ability test (adversity).
- E. Intelligence test (Hennomon Nelson).

6- Control of extraneous variables:

The researcher deemed it necessary to identify and control these variables, including: experimental extinguishment, maturity and accompanying accidents, measurement tools and the most recent impact of experimental actions that the researcher tried to reduce the impact of this factor on the course of the experiment, as follows:

A. Confidentiality of research:

The researcher is keen to ensure the confidentiality of the research, by agreeing with the school administration and the teacher of Arabic, so that students are informed of the nature of the research and its aims and are told that he is a new teacher on the school's staff; To ensure that their activity and interaction with experience do not change, thereby negatively affecting their safety and the integrity of their results.

B. Distribution of quotas:

To facilitate the task of the researcher, it was agreed with the school administration to conduct an equal distribution of quotas between the two research groups through the weekly quota schedule. The researcher was studying two classes per week with one share per group according to the curriculum of the Ministry of Education for Arabic language quotas.

C. Course:

Following this factor, the researcher took control of the way in which the two research collections on literary subjects and texts were equal in number and type. The researcher relied on the Arabic language book The first part to be taught for the academic year (2023-2024)

D. Teacher:

In order to control this factor in the results of the experiment, the researcher was keen to teach the research groups (experimental and control); It lends the results of the experience a degree of accuracy and objectivity, since each teacher has his own personality and influential style in the minds of the learners, as students may be dispersed and less focused if a number of teachers teach the same subject.

E. Educational means:

The researcher was keen to provide the same educational means for the two research groups: the board, and the colored board pen.

H. School building: the experiment was applied in one school, in one environment and in adjacent and similar classrooms in terms of area, lighting, ventilation, seating, type and size; to avoid the effect of this factor on outcomes as much as possible.

G. Duration of the experiment:

The duration of application of the experiment was uniform and equal for the students of the two research groups, starting on Sunday (15/10/2023) and with one share per week for each group and ending on Sunday (7/1/2024).

Formulation of behavioral goals:

The researcher formulated behavioral objectives divided among the six levels of Bloom classification: (Memory, Understanding, Application, Analysis, Composition, Evaluation)

Preparation of study plans:

The researcher prepared teaching plans for the topics to be taught during the trial period in the light of the contents of the scheduled book and the behavioral objectives of the subject and in accordance with the steps of the model of Pratham Bruce in teaching the students of the experimental group and students of the control group study in the usual traditional way. The researcher presented models of plans to a group of arbitrators and experts specializing in teaching methods of Arabic language, psychology, measurement and evaluation; Their views, observations and suggestions with a view to valuing or improving those plans and making them sound to ensure the success of the experiment. In the light of the arbitrators' observations, the necessary adjustments have been made to the plans; to finalize and be ready for implementation.

Research tool:

One of the requirements of this research is to build a tool for measuring the dependent variable (post-achievement test), in order to verify the extent to which the independent variable (Pratham Bruce model) affects the attainable variable, the following are the procedures for the research tool:

A- Attainment test:

In the absence of a rated achievement test covering the subjects to be taught to students of the scientific grade, the researcher prepared an attainment test according to the following steps:

1. Objective: The objective of the test is to measure the achievement of fifth-grade students in literature and texts.
2. Determination of the scientific material measured by the test: The scientific material measured by the test in the current research of the subjects to be taught to the students of the fifth grade of science in the first semester of the academic year (2023-2024).
3. Test dimensions: Test dimensions are determined by the six levels of Bloom's cognitive field classification (knowledge, understanding, application, analysis, composition and evaluation); To match it to the level of the school level.

Preparation of the schedule of specifications (test map):

The researcher prepared a table of specifications that included the content of literary subjects and texts in the Arabic language book to be taught in the first semester of the academic year (2023-2024), determining the number of pages per subject, and the behavioral objectives of the six levels. The researcher specified the number of test paragraphs by (40) a paragraph distributed to the content of the subject and six levels.

The calculation researcher followed the content importance ratio and the importance of behavioral targets and the number of paragraphs per cell as follows:

Identification and drafting of test paragraphs:

The researcher prepared an attainment test. The test was characterized by substantive questions and other essays; His ability to measure most aspects of the subjects he addresses, diagnose the weaknesses of students, and the substantive paragraphs were questions of the type (multiple selection with four alternatives).

One of these alternatives is correct and the rest is wrong, and the essentials questions with a restricted answer.

1- Sincerity Test:

In order to verify the sincerity of the test, the researcher adopted two types of honesty:

- A. Apparent truthfulness: to verify the apparent honesty, offer the preliminary test with the behavioural objectives measured in its paragraphs to a group of experts and arbitrators specializing in the field of teaching Arabic, pedagogical and psychological sciences, measurement and evaluation, and literature supplement; To find out their opinions and observations on the validity of the collective test paragraphs and their coverage of the content, and their measurement of the levels of behavioral targets, the paragraphs have gained 80% honesty among the arbitrators with a set of notes in the presentation and retention of the paragraph without being deleted, thus distinguishing the test with prima facie honesty.
- B. Internal honesty (content) : The subject and behavioral objectives were confirmed by the researcher by the specification table as in table (12) to ensure that the test paragraphs represent the academic content.

1- Test validity:

The researcher applied the collection test in two stages.

Phase 1: The first exploratory experience of the test in order to identify the clarity of the test paragraphs and know what students need to answer them and the time taken to answer them, the researcher applied the test to a sample of (30) Students of the Fifth Grade of Science in the Government Boys' Excellence Bureau of the Qadisiyah Education Directorate) On 7/12/2023 Thursday, following an agreement with the school administration, Arabic Language School and Student Test Notification by Teacher And the researcher oversaw the application of the test himself, noting that the answer instructions and test paragraphs were clear by not asking students how to answer questions in abundance, The response time was calculated by recording the time each student took to answer questions on his/her paper, and the researcher used the following formula to extract the response time for the test

Average answer time = first student time + second student time +..... Last Student Time.

Total number of students

Average time = 45 (Al-Zubaei, Mohammed, 1981:74)

Phase 2: Second Test Survey Trial (Statistical Analysis Sample):

The researcher applied the test to a sample of 200 students from the fifth-grade scientific students in the First Boys Brigade of the Directorate of Qadisiyah Education on Thursday. (21/12/2023) to extract the Cykometric characteristics and verify the veracity of the paragraphs in agreement with the school administration and the teacher of Arabic language and inform the students of the test by the teacher of the subject a week before the researcher supervises the application of the test himself. After the application of the test the researcher has:

1. Correct answers.
2. The researcher arranged the students' grades downward and divided them into two groups (a higher group and a lower group).
3. The proportion representing 27% for higher grades and 27% for lower grades of total students' grades; For the purpose of analysing test paragraphs and finding a factor of difficulty, ease, power of paragraph distinction and effectiveness of wrong alternatives.

Statistical analysis of measurement test paragraphs:

The statistical analysis procedures of test paragraphs are explained:

The power of the distinction between paragraphs:

the researcher calculated the discriminatory force of each test paragraph using the differentiation equation of the substantive paragraphs and the article paragraphs and found that its value ranged from 0 to 30 - 0.70, and table (13) shows this and thus the test paragraphs are good and their differentiation factor is acceptable; Because the paragraph is good if its discriminatory force (0.30) and more (Ebel,1972; 406).

A-Difficulty factor for the paragraphs: The difficulty factor for the vertebrae was calculated, as the difficulty factor for the substantive paragraphs (0.37-0.61) ranged from 0.46 to 0.61, which means that all the test paragraphs are acceptable as described above.

B- The effectiveness of erroneous alternatives: calculating the effectiveness of incorrect alternatives for each of the multiple selection paragraphs that consisted of the first question of the attainment test, the researcher found that they were between (-0.09, -0.25). This means that incorrect substitutes attracted a number of lower group students, thus keeping incorrect alternatives without deletion or change.

Test stability:

The researcher has verified test stability in two ways:

A- Fixed correction of (substantive) paragraphs:

B- Stability of correction of test paragraphs (essays)

After the researcher did the statistics for the test and his vertebrae, the researcher took the final test.

1- Cover page with students' data with test instructions.

2- The pages of the test paragraphs contain two questions: one (34) is a test-type paragraph with a multiple selection of four alternatives, and the second consists of two articles with restricted answers.

8- Application of the experiment:

The procedures carried out by the researcher in the application of the experiment are: The researcher applied the achievement test to the students of the two research groups simultaneously using another teacher, which was in the second lesson from Monday 8/1/2024

9- Statistical means:

The Social Science Statistical Pouch (SPSS) has been used through spss23 as well as Microsoft Excel 2010 in data processing:

Chapter 4 : Research findings, interpretation, conclusions, suggestions and recommendations:

1- Zero hypothesis:

There are no statistically significant differences at a level, (0.05), between the average grades of experimental group students studying using the Bruce model and the average grades of control group students studying using the (normal) method in the postgraduate achievement test.

After the researcher built the achievement test and extracted all the characteristics for him, he became ready to measure the attainment in the two research groups. After the test was applied to the two groups and corrected the students' answers, the researcher arranged the grades of the students of the two groups, calculated the average calculation and standard deviation of the grades of the research students in the achievement test, and found the most computational average of the experimental group grades (32) with a standard deviation of (3,271), while the average computational score for female control group students was (25,857) with a standard deviation of (4,319), the calculated T value (6,129)

was at an indicative level (0.05) which is greater than the tabular value equal to (2), which means that the students of the experimental group who studied are outperformed by the model steps (Pratram Bruce), on the performance of the control group students who studied according to the usual method of the examination, thus rejecting the zero hypothesis.

2- Interpretation of the results:

from the results obtained, which showed the superiority of the students of the experimental group who studied literature and texts according to the model (Pratram Bruce) to the students of the control group who studied literature according to the traditional method. This superiority is attributable from the researcher's point of view for the following reasons:

- 1- Teaching with active learning models emanating from the constructive theory, which includes the Pratram Bruce model, emphasizes that learners are active thinkers who build the information themselves, thereby giving them an opportunity to discover their scientific abilities.
- 2- Teaching according to the Pratram Bruce model encourages students (research sample) to raise the level of academic achievement, since students with low and medium attainment have learned more than those with higher attainment, which we may not find in the traditional method.
- 3- The effectiveness of the Pratram Bruce model, because it makes students positive interactions with the lesson, because it makes them positively active competitors within the class, rather than the negativity that depends on the traditional way in which the teacher is the active element within the class.

3- Conclusions: Through the findings, the researcher concludes:

- 1- The Pratram Bruce model of teaching has helped to remove the stalemate and boredom associated with the use of traditional methods, contributing to the exchange of ideas between students themselves and the teacher, which has positively reflected the study's results.
- 2- The success achieved by students is due to the use of the Pratram Bruce model, which depends on the student's activity. Every success achieved by any student in the group means the success of the group and this success enhances the social spirit and active participation among students.
- 3- The steps of the Pratram Bruce model have a clear impact on raising the level of achievement of fifth-grade students in literature and texts and improving their levels.

4- Recommendations:

In the light of the researcher's findings on the following recommendations:

1. Introducing in-service Arabic language teachers and teachers training courses including the use of modern models of teaching and methods based on active learning, including the Pratram Bruce model.
2. Urge Arabic language teachers and teachers to learn about their students' past knowledge.

5- Proposals:

To complement the current research, the researcher has developed the following proposals:

1. The impact of Pratram Bruce's model with another model in the collection of literature and texts.
2. Conduct a similar study of the Pratram Bruce model in another branch of Arabic language.
3. Another study similar to the current study in other non-attainable subordinate variables such as: (thinking "acquisition, development).

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