

The effectiveness of the thelin model in achieving intermediate second-grade students in history

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Abstract--This research aims to identify the effectiveness of the theline model in the achievement of the second intermediate grade students in the subject of history and by checking the zero hypothesis there is no statistically significant difference between the average scores of students of the experimental group who are studying the subject of the Arab Islamic history using the thelin model and the average score of the control group students Those studying the same subject using the traditional method. For the purpose of achieving the research goal, the researcher prepared the measurement tool as the test consisted of (25) test items of a multiple choice type, its validity and stability were verified, and by statistically processing the data the results showed that the experimental group outperformed the control group in the achievement test, and in light of the research results the researcher recommends By paying attention to the use of modern strategies and models in teaching, including the thelene model in teaching Arabic-Islamic history for the second intermediate grade, and to complement the current study, the researcher suggested several proposals, including: Studying the effectiveness of the thelene model in other subjects and stages of study.

Keywords—Intermediate, Students.

I THE RESEARCH PROBLEM

Today, the world has faced many rapid and successive changes in all aspects of life, and in order for us to face them by raising our children with sound scientific education in order to be able to adapt to everything that is new, and these changes impose on educators to deal

with education as a process that calls for teaching the student how to learn And how he thinks, because of this importance, especially because it carries future implications of great importance, teaching methods have continued for several years in simulation, indoctrination and preservation, and students' mind filling with information and facts and the lack of harnessing this information in daily life and this is not in line with the development witnessed in the twentieth century if it did not The traditional teaching method has an

)**Attia, 2008: 19.**(impact on increasing student achievement The teacher is still adhering to the traditional methods that provide students with the most amount of information and facts without taking into account the mental, emotional, and skill benefits. Therefore, it has become obligatory for those in the field of education to leave the traditional methods and use modern strategies and models in teaching that help increase awareness of thinking processes And increase the achievement of students

)**Support 2011: 37 .**(Therefore, the urgent need for teaching has emerged with modern teaching methods and models. Traditional methods are no longer sufficient to achieve the goals of scientific education for the history

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course for the intermediate stage that the Curriculum Directorate in Iraq emphasizes by providing students with basic concepts of history, increasing achievement, and developing their thinking.

Accordingly, the researcher decided to experiment with the effectiveness of a Theline model by teaching the course of Arab-Islamic history scheduled for second-graders of the middle class because he believed that this procedure might help them to learn history material in depth and change their method of dealing with the information provided to them and an increase in achievement among students, and how to summon information when needed to solve Specific problem.

Hence the research problem crystallized with the researcher, and he sought to search for a teaching model suitable for the educational environment in Iraq and achieves effective learning that makes students more involved in the educational process and increases their achievement, and makes them more involved in scientific activities as well as increasing students' desire to develop historical thinking, and building Based on the foregoing, the problem of this research can be formulated with the following question:

Is the Theline model effective in achieving the second average student in history?

II THE IMPORTANCE OF RESEARCH

Education is the mirror that reflects the image of society, its philosophy, goals and concepts, and it is the good tool for its growth, defining its direction and achieving its goals. Therefore, the developed nations aim to develop their educational systems and methods to be in line with the great developments in the achievements of science and its applications, based on their belief that education is the best way to invest in human resources and from their true awareness that Science is a method of thinking and action that must be reflected in an individual's daily life in his thinking and work (Jarwan, 2002, p. 58.)

Education is the first responsible for preparing the individual to face challenges, and she takes responsibility for decision-making and building the integrated personality capable of participating in a society that dominates democratic life, so that the individual becomes able to defend his point of view and accept the views of others. (Mcfarland, 1985: p23)

In order for the teaching process to achieve its objectives, it must use modern educational strategies and models in teaching, and a set of educational strategies and models emerged that positively contributed to the learning process. These strategies and models are based on cooperative learning as a basis for them. (Olives, 2001, : 28).

The Thelin model (collective investigation) is an important educational model in cooperative learning that helps to increase their achievement and develop students' scientific thinking, as it focuses on interactions within small groups to bring about positive

) Knezek 2002 : 3..(academic and social changes and results

The importance of this model in teaching is highlighted as making students more effective and making them think about the dimensions of the lesson and its contents, and giving them the opportunity to express their opinions in a democratic and scientific spirit..

) Hargreave 2009: 27s

From the above, the importance of the current research can be highlighted by:

- The importance of teaching the course of Arab and Islamic history through modern teaching methods, methods and models.

•The importance of using the self-questioning strategy and the extent of its effect on the average second graders to reveal its effect on the achievement of history subject for the second intermediate grade students.

Third . search limits:

The current research is limited to:

- .A middle school day in the center of Diyala governorate.1
- .2. A sample of the second year middle school student in one of the day schools of the General Directorate of Diyala Education.
- .3. Topics from the book of Arab Islamic history for the second year of the medium to be taught for the academic year 2018-2019.

Fourthly . Defining terms:

Effectiveness1-

He defined it (Shehata and Al-Najjar, 2003): "The extent of the effect that experimental treatment can have as an independent variable in one of the dependent variables, as it is defined as the effect of one or some independent factors on one or some dependent factors." (Shehata and Al-Najjar, 2003: 230). (

Procedural definition of effectiveness

The researcher defined the efficacy procedurally as: measuring the expected effect of the thyline cooperative model in achievement among the second intermediate grade students (two research groups), and this is done by determining the size of the effect (d) statistically

. 2- Model (Joyce and Weil, 1980) defined it as "a plan that can be used to form curricula, or to plan the design of educational material and to guide the learning process in the classroom and in other educational settings." (Goyce& Weil, 1980, P.548)(

Procedural definition of the model-

The form is defined procedurally as: a set of educational procedures designed regularly and sequentially, followed by the researcher in teaching Islamic history for the second intermediate grade for students of the experimental group.

Thelen's Model: I knew it- :3

Maree and Al-Hailah (2011): "It is the model that seeks to develop the ideal society through achieving democracy, but in a collective manner and with a scientific inquiry, given that the classroom is a small community similar to the big society (Maree and Al-Hailah, 2011, p. 32)(

Procedural definition of the thyline model

It is a model of cooperative education, and a continuous and active construction process for middle school students, to help them pass the educational situations prepared by the teacher.

Achievement was defined b:4-

Hussein (2011) that the knowledge obtained by the student through a program or curriculum for a course of study in order to adapt it to the educational milieu This concept is limited to what the student gets from information according to a prepared program that aims to make the student more adaptive to the social milieu to which he belongs as well as preparing it To adapt to the study environment in general (**Hussein 2011, p. 176**)(

Procedural definition of achievement:

What the students of the two research groups obtain from the post-achievement achievement test prepared by the researcher after his teaching from the book of Arab Islamic history, to be taught to the second intermediate student, using the thelin model.

History was defined by5-

Hamida et al. (2000) It is a mental perception of the relationships that bind a group of events or things on the basis of common characteristics between them, and this perception is on a degree of abstraction and in a state of change and continuous development.” (**Hamida et al., 2000, p. 65**)(

“Procedural definition of history:

The set of facts, concepts, and historical information included in subjects from the second-year intermediate-grade Arab-Islamic history book approved by the Ministry of Education for the second intermediate grade in Iraq.

III THEORETICAL BACKGROUND AND PREVIOUS STUDIES

Theline model (group investigation):(

In the year (1960), Thelen relied on John Dewey's ideas which stem from his theory included in his book (Democracy and Education), as he recommended that organizing and interacting with the school on the basis that it is a small democratic society, as democracy requires creating a democratic culture with the following appropriate standards and procedures:

.Education should be in a democratic society.1

.Providing culture, democratic school.2

.That teachers be the first educators of democratic life (Joyce & Weil, 2009: 128.(3

Many of the basic features of this method were designed by Thelen and revised by Sharan and his group, and perhaps this method is the most complex and the most difficult group learning method in terms of application (**pumice, 2013: 96**)).(Thelin) meant the democratic foundations for building social relations and human interaction between members of society, and I assume that this model can be achieved by building education within the democratic process.

) **Katame and others, 2009: 408**(And based on what he mentioned, the students according to the model (Thelin) in the classroom are not only spectators, but they are active learners, because they are responsible for their own education, and teachers can adopt the role of facilitator, and gives them freedom and direct assistance to reach the conclusions and all this helps to make The

educational process is exciting and new.

□ Teaching planning and implementation within the framework of the mass investigation model (Thelen)

Teaching is planned and implemented within the framework of the collective investigation model in six stages, each element represents a step in the general structure of the model, the steps of this model can be explained in the following stages- :

The first stage: determining the subject of the investigation:

At this stage, the subject of the survey is determined through three steps:

- The teacher presents to the students the subject or problem under discussion in the form of a main question.
- The main question or topic is divided into sub-questions.
- Students are divided into cooperating groups, each group consisting of (2-6) individuals, sub-topics or sub-questions are distributed among these groups.

The second stage: planning the survey within the groups:

At this stage, members of each group formulate the topic or problem in the form of a question or several research questions, and together they plan the required research method to answer the question or questions.

The third stage: carrying out the research

At this stage, a survey or research is carried out, as each group implements the plan, which was previously agreed upon, and each member of the group collects the necessary information from its various sources, and they also use these results to solve the problem in question.

Fourth stage: preparing the final report

This step represents the cumulative outcome of the work of each group, which may be in the form of a written report, a practical presentation, or one of the forms, or an audio tape or video tape, and in this step the group members among them constitute a committee to coordinate the process of presenting the report or the final product after its presentation On their colleagues in the group.

Fifth stage: Presentation of the final report

Each group prepares its final report, and then presents it to all students of the class. Students or the teacher sets a set of criteria to judge the quality and presentation of the report.

The sixth stage: evaluation

This stage is accomplished through several methods, including:

- a. The teacher evaluates the research conducted by students in each group, i.e. he plans, the sources used by the group, and the conclusions they reached.
- B. The group can submit two or three questions, and these questions represent the basis on which a final test can be established for all students. In this case, each group based on the answers of students of the other groups to the questions it had formulated.

C. Each group should monitor and manage their own activities and provide a brief presentation of what they have learned and how students interact with this process.

Dr.. Assign students to make systematic reports on the adoption of a collective investigation model in problem solving (Ian & Samuel, 2005: 79 (2009: 8), Joyce & Weil.)

From the above, the researcher believes that the thelin model provides a positive educational environment for students through their cooperation and participation in accomplishing the tasks required of them, such as solutions and suggestions in solving and addressing new problems.

Previous studies

Studies examined (thelin model):

.)Al-Issawi Study (2010:(1-

"The effectiveness of the group investigation model in the achievement of second-graders middle school students in biology and their skill in scientific thinking"

The study was conducted in Iraq, Baghdad University, Ibn Al-Haytham College of Education, and aimed to know the effectiveness of the collective investigation model in the achievement of second-graders middle school students in biology and their skill in scientific thinking. The study sample consisted of (49) female students from the second intermediate-grade students. The researcher prepared an achievement test of the multiple choice type. Data were statistically processed using T-test for two independent samples. The study found the effectiveness of the group investigation model in achievement and scientific thinking skills for middle school students in the subject of biology (Al-Issawi, 2010: 60-61.(**Al-Mayahi Study (2013:(2-**

"Effectiveness of teaching with a thelene model in cognitive preference and inferential thought among students of the Department of Physics"

The study was conducted in Iraq, Al-Qadisiyah University, College of Education, and aimed to know the effectiveness of teaching with a thelin model in cognitive preference and inferential thought among students of the Department of Physics. The sample of the study consisted of (32) female students from the Physics Department. The researcher prepared an achievement test with a number of (30) objective paragraphs. Data were statistically processed using T-test for two independent samples. The study found that the students of the experimental group who studied according to the thylin model were superior to the students of the experimental group who studied according to the usual method (**Al-Mayahi, 2013: 61-62)**

Balance between previous studies

- **Objective:** Previous studies have varied in terms of their objectives, as Al-Essawi study (2010) aimed to:

"The effectiveness of the group investigation model in the achievement of second-graders middle school students in biology and their skill in scientific thinking," whereas the study of Al-Mayahi, the effectiveness of the teaching model with a thelin model in cognitive preference and inferential thinking among students of the Department of Physics.

Method: All studies adopted the experimental method-.

- **Academic stage:** Studies were conducted in various study stages, where Al-Issawi study was conducted, 2010 on the intermediate stage, and the Mayahi 2009 study was conducted at the university level.

1-The sample: In the previous studies, the sample ranged between (94) students in (Abu Al-Issawi 2010) study and (34) students in Al-Mayahi study 2009.

2- Gender of the sample: Most studies were conducted on females, while the current study was on males.

3- Statistical means: Previous studies varied in their statistical means.

4- Results: All studies demonstrated the superiority of the experimental group over control.

Aspects of benefit from previous studies:

The researcher has benefited from previous studies in several aspects:

Determine the aim of the research.1

2. Adopting the experimental design appropriate to the conditions and purpose of the current research.

.Determine the sample size and the method of its selection.3

4. Choosing the appropriate statistical means for the current research procedures and its purpose.

IV RESEARCH METHODOLOGY AND PROCEDURES

In this chapter, the researcher will address a presentation of the research method and procedures, as follows:

First: Research Methodology:

The researcher followed the experimental approach to get acquainted with (the effectiveness of the thelene model in the achievement of the second intermediate grade students in the subject of history) because it is the appropriate approach to the nature and purpose of the research, in addition to that it is one of the approaches used in educational and psychological research.

Choose the experimental design:1-

The experimental design known as the two-group equivalent method (experimental design with tight control) was chosen, i.e. each method is controlled for the second method due to its relevance to the nature of the research and its objectives, and experimentation is the deliberate and exact change of the specific conditions of an accident and the observation of the resulting changes in the incident itself and its interpretation and the reasons that influenced it. (Al-Kazemi 137, 2012)

And choosing the experimental design is the first steps that the researcher should take when conducting a scientific experiment, as the safety and validity of the design are the basic guarantee to reach sound and accurate results, and for this the researcher adopted an experimental design with partial control, and an achievement

the test	Independent variable	the group
Post test	Thelin model	Experimental
Post test	_____	Control

dimension test, and on what is shown in Figure1

Figure 1:Demonstration of experimental design

Research community:2-

The research community, intentionally chosen, consists of the day-to-day middle schools for boys in the Directorate of Education for the District of Khalis, affiliated to the General Directorate of Education in Diyala Governorate, and by random selection, a middle tournament for boys emerged as a field of research.

Research Sample3-

After the school randomly determined that the experiment would be applied, the middle researcher visited the research sample, and found that the second stage consisted of two divisions, and by way of random drawing, a branch of (A) with a number of (31) students became the experimental group and (B) the number of its students (30) A student representing the control group.

After excluding the students who failed (5) students, the final number of students (the research sample) became (56) female students and **Table (1) illustrates this**

Table 1:Students represent the two research groups

Number of female students	Division	the group
28	a	Experimental
28	B	Control
56		Total

Equivalence of the two research groups:4-

The researcher has statistically rewarded between the two research groups (experimental and control) in a number of variables because they may affect the integrity of the research experience.

A- The chronological age of students is calculated in months:

The mean of the experimental group was (107,173) and the control group (353,170) and the calculated T value (0,756) was less than the tabular value of (2,021) at a degree of freedom (54) This indicates that the two research groups are equivalent In chronological age and table (2) it shows:

Table 2: The mean, the variance, and the tabular and calculated value for the ages of the students of the two research groups

Significance level	T value		Degree of freedom	variance	Arithmetic mean	the number	Total
	Tabular	Calculated					
0.05	2,021	0,756	54	29,59	107,173	28	Experimental
				31,060	535,170	28	Control

B- Final grade middle school grades for the 2014-2015 academic year:

The mean of the experimental group was (82,215) and the control group (80,290) and the calculated T value (0,044) was less than the tabular of (2,022) at the degree of freedom (54) This indicates that the two research groups are equivalent in the degrees of the subject of history and a **table (3) This indicates**

Table 3: Shows the mean, variance, and calculated and calculated value

The scores for the history subject for the two groups in the final exam for the first grade are medium

Significance level	T value		1st degree freedom	variance	Arithmetic mean	the number	Total
	Tabular	Calculated					
0.05	2.022	0,044	58	6595,760	82,215	28	Experimental
				6445,68	80,290	28	Control

C- Academic achievement of the father:

Academic achievement of parents was obtained by means of the information form and school card, where the level of achievement was divided into four categories. To verify the equivalence of the two groups in this variable, use the quai square test and a table (4) shows that

Table 4: Shows the value of the square kai squared in the academic achievement of parents between the two

Significance level	The value of kai squared		Freedom Beat	the number	Father's academic achievement				the group
	Tabular	Calculated			College or above			Primary	
0,05	7,81	1.575	3	28	10		28	5	Experimental
				28	9	5	28	7	Control
				56	19	12	56	12	Total

Table (4) shows that a value such as any square (1.575) is less than the tabular value (7,81), and this indicates that it is not statistically significant, which confirms that the two research groups are equivalent in this variable.

E- The academic achievement of the mother:

Academic achievement of parents was obtained by means of the information form and school card, as the level of achievement was divided into four categories. To verify the parity of the two groups in this variable, a quay square test was used, and a table (5) shows that.:

table5 :Shows the value of the square kai squared in the academic achievement of the mother between the two research groups

Significance level	The value of kai squared		Freedom Beat	the number	Father's academic achievement				the group
	Tabular	Calculated			College or above			Primary	
0,05	81.7	0.516	3		9		28	3	Experimental
				28	9	6	28	7	Control
				56	18	14	56	10	Total

Table (5) shows that a value such as any squared (0.516) is less than the tabular value (7,81) and this indicates that it is not statistically significant, which confirms that the two research groups are equivalent in this variable.

5.- IQ test scores:

Before the experiment began, the researcher applied the intelligence test - Raven - the standardized test on the Iraqi environment to the students of the two research groups. The adult (2,024) at a degree of freedom (54). This indicates that the two research groups are equal in intelligence and table (6) shows that.

Table 6: The mean, the variance, and the calculated and tabular value of the test show intellig

Significance level	T value		Degree of freedom	variance	Arithmetic mean	the number	Total
		Calculated					
0.06	0.06	0.336	54	163,968	855,32	28	Experimental
				133,911	692.30	28	Control

Control of exotic variables: - In addition to the above mentioned statistical equivalence procedures between the two research groups, the researcher tried to avoid the impact of some exotic variables until they affect this type of experimental designs, and the exotic variables were set through a set of measures taken by the researcher.

-Distribution of classes: The researcher agreed with the school administration and the history teacher at the school to organize the schedule for the distribution of lessons so that the subject of Arab Islamic history will be in the days of (Sunday, Monday), and a table (7) explains that

Table 7: Distributing history classes for students of the two research groups

The time is 9.5	Time is 8.15	the days
Experimental	Control	Sunday
Control	Experimental	Monday

V RESEARCH REQUIREMENTS

A - Determining the scientific subject

•The researcher determined the scientific subject covered by the research that was studied for the students of the two groups (experimental and controlling) from the vocabulary of the book of Arab Islamic history, to be taught to students of the second intermediate grade, for the year (2018)

B- Behavioral goals

The researcher has formulated (56) behavioral goals based on the general objectives and content of the subjects to be studied during the experiment period, distributed on the first three levels of Bloom's taxonomy (knowledge, understanding, and application), and in order to verify its validity and fulfill the content of the study subject presented to a group of experts and specialists In the subject of history and its teaching methods, in measurement and evaluation, and a number of history subject teachers and their teachers at the secondary stage. After analyzing the responses of experts, some goals were modified, and the goals that did not reach the agreement approved by the researcher (80%) or more were deleted, thus the number of goals became behavior In its final form (50), it is a behavioral goal.

H- Preparing teaching plans

The researcher has prepared teaching plans for the topics that will be taught during the experiment period from the book of Arab Islamic history for the second intermediate grade, in light of the book's content and the formulated behavioral goals, and according to the Thelin model, and the traditional method, all these plans were presented to a group of experts and specialists in history and methods Teaching it to solicit their opinions, observations, and suggestions for the purpose of improving the formulation of these plans, making them sound and ensuring the success of the experiment, and in light of the opinions and observations expressed by experts, some necessary adjustments were made to them , and they became finalized

Search tool

The following is a description of the procedures for preparing the research tools- :

1- Achievement tes

That one of the requirements of the current research is the presence of an achievement test to measure the effect of the independent variable on the dependent variable and the absence of a ready achievement test, the researcher has prepared an achievement test based on the content of the material and the behavioral goals. The test has been prepared with the following step

A- Preparing the test map

The optional map is a detailed outline of the achievement test that includes a part of the study subject in which the goals and educational outcomes levels are determined with the relative weight of each level for each

topic so the researcher prepared an experimental map that includes the six subjects and the behavioral goals of the subjects.

Table 8: Shows an optional map of behavioral goals and the number of achievement test items broken down by the relative importance of the first three Bloom levels

Behavioral goals				Relative importance	Levels
Number of questions	30% application	They are 30%	Know 40%		
6	2	2	2	24%	Topics
4	1	1	2	16%	Mecca before Islam
3	1	1	1	12%	The secret role and migration to Abyssinia
5	1	2	2	20%	Immigration to Yathrib
3	1	1	1	12%	The Battle of Badr One
4	1	1	2	16%	Al Hudaybiyah Magistrate
25	7	8	10	100%	The Jews order the Arabs

The specification table is a detailed chart that includes the main headings of the content of the subject, the concentration ratio, the content and the number of questions assigned to each part, that the optional map numbers give great validity to the test and increases the learner's confidence in the fairness of the test. (أهـر، 2002: 80)

B- Formulation of test items

The researcher adopted the test from multiple basis in his test, and the number of optional paragraphs in their initial form reached (27) paragraphs, distributed over the three chapters to be taught, and covering the behavioral goals prepared by the researcher and relying on the optional map he prepared for this purpose.

C- Validity of the test

Honesty is one of the important conditions that must be met in the research tool and the tool is honest if it is capable of what was actually prepared for its measurement (Abu Awwad, Novell 2012, p. 187). In order to verify the sincerity of the test prepared by the researcher, he presented with the test map a number of experts and specialists in history, And in educational and psychological sciences to express their opinions and observations about the validity of the paragraphs in measuring what was put in order to measure it.

After the researcher obtained the experts' observations and opinions, some paragraphs were modified, others were rewritten, and some paragraphs were deleted, because they did not get the approval percentage that the researchers set (80%) or more of the total experts total, so the test became composed of (25) paragraphs.

The researcher relied on finding honesty on the following:

Achievement of the achievement test on a survey sample

To check the psychometric properties of the test, the clarity of its paragraphs, and estimate the appropriate time for an answer, the researcher applied the test to a sample of the second intermediate grade students from the same research community and has the same specification of the research sample as there were (20) students from Ibn Al-Haytham students for boys. Among students, the average time taken to answer is (20) minutes

Statistical analysis of the test items

.Discriminatory Power:1-

After the researcher calculated the discriminatory power of each of the test items, he found that it ranges between (33, 0) and (63, 0), and the paragraph is considered good if its distinguishing strength is (30%) or more (Odeh, 1999, 215) so the researcher kept on All paragraphs without deletion or amendment.

.Difficulty coefficient2-

After the researcher calculated the difficulty factor for each of the test items, he found that it ranges between (31, 0) and (68, 0), and this means that the test items are acceptable, as the test is good, as the difficulty rate of its paragraphs ranged between (20 - 80%) (Al-Fatlawi, 2006: 185) This means that all test items are acceptable.

3- The effectiveness of wrong alternatives

After the researcher conducted the necessary statistical operations for this, it appeared to him that the wrong alternatives to the achievement test clauses attracted more students from the lower group than the students of the higher group, as they ranged between (8% - 24%), so it was decided to keep all of them without Delete or edit.

Achievement of achievement test:

The consistency of the test is intended to reach the same results when it is applied to the same sample. Ebel (1970) sees that the stability of the test means the accuracy of its paragraphs and their consistency among themselves in measuring the characteristic to be measured (David, 1990: 122).

The researcher conducted the method of re-testing the exploratory sample to calculate the stability of the test. The first test for the second test was conducted after (14) days. When correcting the answers to the two tests, the researcher used the Pearson correlation coefficient, and the stability coefficient reached (0.92). The degree of stability is appropriate for the purposes of the research and its nature.

Search experience application

After the end of the experiment and in the first week after the end of the experiment, the researcher conducted a test in the subjects he studied and applied the test to the students of the two research groups

(experimental and controlling) on Sunday, 4/1/2018 at half past nine, after the students organized in the classrooms and the researcher supervised himself on The progress of the test and clarification of the purpose of the test and how to answer the test in order to maintain the integrity of the experiment.

Method of correction of the test

The researcher gave (1) scores for the correct answer for each of the test items and (zero) for the incorrect answer. The abandoned paragraphs, the paragraphs for which the answer was not clear, and the missing answers were treated as incorrect answers.

Statistical means:

Square Ka21-

Pearson correlation coefficient for extraction tool stability2-

Using the formula (difficulty, discrimination, effectiveness of alternatives(3-

T-test for two independent samples.5-

the fourth chapter

VI RESEARCH RESULTS

Presentation and interpretation of results

First: Presentation of the results

To learn about the effectiveness of the theline model in the achievement of second-graders intermediate in history subject, whose hypothesis states:

There is no statistically significant difference between the average score of the students of the experimental group who are studying the subject of Arab Islamic history using a thelin model and the average of the degrees of achievement of the students of the control group who are studying the same subject using the traditional method:

Table 9: The arithmetic mean, the standard deviation, the variance, and the calculated and tabular values for the two research groups in the subject of Arab Islamic history

Significance level	Degree of freedom	T	the value	variance	standard deviation	SMA	the number	the group
		Tabular	Calculated					
Statistically significant at (0.05(54	2.21		29.495	6.433	20.132	28	Experimental
				8.450	3.707	17.388	28	Control

From the note of the table, the average score for students of the experimental group who studied the subject of Arab Islamic history using the self-questioning strategy (20.132) with a variation of (29.495), and the average score of the control group students who studied the subject of Arab Islamic history in the traditional way (17.377) varies by the amount of (8.450) When using the T-test to find the difference between the two research

groups, there was a statistically significant difference at the level of (0.05) with a degree of freedom (54) for the benefit of students of the experimental group, as the calculated T value was (11.819) and it is greater than the tabular T-value of (2,021)) Thus the hypothesis rejects zero Yeh.

Second: Interpreting the results

Through the results of this research, which showed the superiority of the experimental group students who studied by the strategy of self-questioning over the students of the control group who studied the traditional way of acquiring concepts and this superiority can be attributed to:

1- The researcher sees the interest in the theline model for students and not canceling their role in the classroom, as well as giving him the role of leader and directed to the teacher and teacher in addition to his previous roles in directing students 'thinking, which led to achieving good educational results

2-The independence of students during the learning process, and their dependence on themselves to acquire knowledge, and interact with it directly through learning activities and conscious reading, which provided a favorable climate for reaching meaningful learning based on understanding and increasing their achievement. The self-inquiry strategy moved the student from the traditional style to A new style based on mental processes that made it the focus of the educational process.

Attia, 2008: 207

The researcher believes that the strategy of self-questioning led to creating an atmosphere of vitality between an answering student or an answering student and a student asking and a student answering and another analyzing and another following on his analysis, and all this leads to arousing thinking among students and helps them to gain facts on their own and develops the ability to form an opinion Personal organizer able to organize, arrange and classify information.

VII CONCLUSIONS, RECOMMENDATIONS AND PROPOSALS

First / conclusions

- 1- The preference of the thieline model in increasing the achievement of the subject of Arab and Islamic history among the second year middle school students, as it helped them to raise their level of achievement more than the traditional method
- 2- Steps (the thelin model) can be highly effective in developing a learner's skill capabilities by encouraging him to think and analyze problems and issues.
- 3- The Thelin Model contributes to giving the teacher a new role in reorganizing the content away from randomness and in proportion to what he wants to achieve from goals.

Second / recommendations

In light of the results of the current research and its conclusions, the researcher recommends the following:

- 1- Attention to modern strategies and models in teaching history subject and adopting it as possible by the teacher.
- Adopting a thieline model in teaching Arabic-Islamic history2-

3- Training history teachers to use the thelene model in teaching by engagin them in training sessions with this model so that they can help students increase their achievement.

Third / proposals

Complementing the results of the current study, the researcher suggests the following:

- 1- Conducting similar studies on the effectiveness of the thelene model in other variables such as critical thinking, creative imagination, and other academic stages.
- 2- Conducting a study similar to the current study of other educational stages such as: fourth and fifth preparatory grades in other subjects such as: geography, the Arabic language or other subjects.
- 3- Studying the effect of using the thelene model in developing historical thinkin skills

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