

## Employing Educational Poetic Songs as Grammatical Rules in the Achievement of Fifth Grade Students in Arabic Grammar and Measuring Their Concentration Intensity

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### Abstract

*The aim of the current study is to know "the employment of educational poetic songs as grammatical rules in the achievement of fifth-grade students in Arabic grammar and measuring the intensity of their concentration " by validating the follow null hypothesis: There is no statistical sign difference at the stage of sign (0.05) between average achievement of the grades of the experimental group students who study Arabic grammar with educational poetic songs as grammatical rules, and the average achievement of the grades of the control groups students who studied the same subjects in the usual way. There is no statistical sign difference at the stage of sign (0.05) between the average degrees of the experimental group students who study Arabic grammar with educational poetic songs as grammatical rules, and the average scores of the control group students who study Arabic grammar in the usual way of measuring the intensity of concentration (dimensional), to achieve the goal of the study, the researchers chose an experimental design with partial control of the two study groups (experimental and control), and the researchers intentionally chose a school (Khavla Bint Al-Azwar Primary School for Girls) of the Directorate of Education of Diyala Governorate / Khalis District and included three divisions for the fifth grade of primary school, and in a random withdrawal manner Division (A) was chosen to represent the students of the experimental group that studied according to the method of educational poetic songs, while the Division (C) represents the students of the control group that studied according to the usual method (inductive), and has reached The study sample is (54) pupils of the fifth grade of primary school by (27) students for the experimental group and (27) students for the control group. The researchers formulated (62) behavioral objectives covering the five topics specified for the experiment and scheduled to be taught in the second semester, and prepared teaching plans for the five topics and the number was (10) plans by five plans for the experimental groups and five plan for the control groups and presented two of them to a group of experts and specialist in language and method of teaching Arabic, and in the lights of their opinion, the researcher made the necessary adjustments and won the approval of experts. The researchers compared the experimental and control groups using the T-test in the variables (the chronological age of the students, the grades of the previous year in Arabic grammar, and the use of the chi-box in the academy achievement of parent). The studiers, with the assistance of another researcher, ensured that the students in the two study groups received instruction based on the study material's content, which included five topics from the Arabic grammar book for the second semester of the academic year (2023-2024). The researchers used the achievement test as a tool for study, which consisted of (30) items of the type (multiple choice in the blanks of the difference between two sentence order words), as well as the codified Vienna system test consisting of (30) items. The researchers also used statistic mean, including the law of T-test, for 2 independents models, and the chi-square, and the coefficient of difficulty, and discriminatory force, and Ahvakronbach) and after statistical processing it turned out that the result of the study is (the existence of a statistically significant difference in favor of the experimental groups at the stage of sign (0.05), and in lights of the result of the study was reached some conclusions, including: 1 - The use of the method of poetic songs educational rules grammatical in the teaching of student of the 5th stage of primary schools came with better results than the use of the usual method. The method of poetic songs and educational grammar rules helped to raise the levels of students with a low scientific level relatively required, i.e., stimulated their interaction, which led this method to raise the scientific level of them. In light of the results of the study, the researchers recommend several recommendations, including: The need for teachers of the Arabic language to use educational poetic songs as grammatical rules in the primary stage, especially for student of the 5th stage of primary schools because of their positive impact on the scientific level of students. Holding seminars or lectures for student.s of the College of Basic Education in the third and fourth stages on the modern methods and strategies that have been studied, as these two stages are ready for application in schools, to complement the requirements of the study, the researchers proposed several proposals, including: Conducting a study similar to the current study on other grades of the same stage. Conducting a study similar to the current study on variables other than achievement, such as development, acquisition, information retention, and others.*

**Keywords:** Grammatical Rules, Arabic Grammar, Employing Educational Poetic Songs.

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## Introduction

Either a shallow study in which the teacher does not mean what he says, there is no development or development, or a traditional study that is cumbersome and has no link with the reality of mental life, which for students is like a hard rock Zdrad tasteless and useless (Al-Jawari, 1984: 9). Aoun (2013) stated that the problem of difficulty is due to the teaching method used more than to the rules themselves, as learners complain about the dryness of the material and notice the many mistakes they fall into, or their inability to properly adjust the last words (Abed Aoun, 2013: 48-49). Therefore, the researchers stood on the existence of difficulties among fifth grade students in learning Arabic grammar, and when they returned to the Arabic language literature and teaching methods, they made sure of that, and it seemed to them that the means of delivering scientific material is the largest area for this problem, so the researchers decided that their study should be in Arabic grammar, This problem was confirmed by the questionnaire presented by the researchers to a sample of Arabic language teachers, as the questionnaire included two questions: (What are the difficulties that female students face in the subject of Arabic grammar? And what are their causes?), as the sample reached (35) male and female teachers from different regions, and after unifying the answers, the researchers concluded that the problem can be summarized as follows:

The students' inability to understand the grammatical rule, which prevents their comprehension.

Failure to apply the rule when speaking and writing.

Difficulty in parsing the sentence.

Difficulty controlling the movements at the ends of words.

Difficulty or dryness of the Arabic grammar material.

Frequent spelling errors among female students.

Difficulty in differentiating between similar grammatical signs such as the accusative and genitive signs of the dual and the sound masculine plural, as well as the students' failure to differentiate between the two nouns of the dual and the masculine plural. The reasons are summarized as follows:

The main reason: lies in the ability of the teacher to feed the recipient with the easiest ways leading to loving the subject, as well as who teaches it alike.

The students quickly forget the grammatical rule, which hinders the students from parsing the sentence correctly.

The students' attention is distracted.

The teaching method is not suitable for the students' level.

The teacher's lack of diversity in teaching methods.

The students' difficulty in pronouncing some words correctly. This problem has been reinforced by studies that dealt with the subject of Arabic grammar, including (Al-Khafaji's study, 2010 AD), (Al-Karkhi's study, 2017 AD), and (Al-Ajili's study, 2019 AD). Therefore, the researchers aimed to experiment with using a modern method, which is organizing poetic rules and turning them into educational poetic songs, to know its effect on the achievement of 5th-stage students in the subjects of Arabic grammar, so that they may reach results that contribute to solving some of the problems facing the students or reducing them. Therefore, the problem of the current study can be summarized by answering the following question: Is there an effect of educational poetic songs on the achievement of 5th-stage students in grammar of Arabic and measuring the intensity of concentration?

*Second: The Importance of the Study*

The study of poetry provides children with new vocabulary, structures and expressions that develop their linguistic balance, and enables them to use the language correctly, both in speech and in writing, as the student collects information and ideas from the poetic text, analyzes it, interprets it, and draws conclusions, all of which train the child to think accurately (Shahata, 1991: 22). Many educators have recommended the narration of poetry and explained its importance to children, such as Al-Ghazali, Ibn Hazm and others (Brigish, 1996: 234), in addition to what our ancestors paid attention to regarding the importance of the style of songs and singing, as in the Book of Songs by Abu Al-Faraj Al-Isfahani (d. 356 AH). Psychologists confirm that the sung poetic formulation remains in the child's conscience for a long time to come, and therefore many values should be formulated in poetic pieces that are easy for the child to repeat and memorize. The child learns through poetry and songs; Therefore, the philosophy of modern education emphasized the importance of songs in raising children, and called for the necessity of training them on them (Al-Hariri, 2005: 229). Poets also paid attention to the educational aspect, and from this standpoint we find that everything composed for children in poetry includes many educational and instructive values, and we find that educational poetry depends on the simplicity and clarity of the idea (Ahmed, 2011: 238). If adults enjoy reciting poetry, and are delighted to hear it, then children experience this state of enjoyment, pleasure, and harmony when they hear or repeat. Perhaps the most prominent types of songs are those that are connected to the student's reality and life, with the aim of upgrading feelings, refining the conscience, and developing the ability and efficiency of students' voices, as well as developing the skill of correct pronunciation (Zayed, 2013: 171). Songs are of utmost importance in the lives of children, as they bring them joy and make them feel energetic, and they also accustom them to listening and listening well, and help them to enjoy what is beautiful, as the words of the anthem require simplicity, ease, harmony, and suitability for the mental, psychological, and linguistic abilities of children, and taking into account their inclinations and age (Dani, 2019: 166). Therefore, poets of educational poetry composed their poems without additions or padding in order to facilitate their memorization by learners. Educational poetry is not specific to one meter over another, but most of what poets created was composed in the Rajaz meter because it is the smoothest and easiest meter to compose, as well as its ability to expand and include, and then the simplicity of its rhythm made it a flexible tool for expression (Saleh, 2021: 5). This poetry (children's poetry) came from the Rajaz meter, which is one of the meters of Arabic poetry and from the small sections; to meet the ability of children and their emotional and mental needs (Al-Moussawi and Senior, 2021: 223). The researchers agree with the previous texts on the importance of educational poetry and its chanting for primary school students, especially the late childhood stage, which represents the age of (9-12) years, including the fifth grade of primary school. The educational poetic chant attracts students, so they interact with the teacher. It also helps students remember information because it remains in the memory for a long period of time. We see many of those who have reached an advanced age remembering many of the chants they studied previously. Language is at the center of human events. Through it, humanity inherited the experience of previous generations of knowledge, discoveries, and others. The high literature that different cultures have adopted since the dawn of history has spread in the form of myths, stories, or poetry. Language plays the main role in communication between people. Language is also one of the most important human civilizational innovations. Without language, humans would not have been able to preserve civilization, culture, and heritage (Al-Ayasrah, 2011: 17). God Almighty honored the Arabic language and its people when He revealed His Noble Book in it, saying: {Indeed, We have sent it down as an Arabic Qur'an that you might understand} (Yusuf: 2), and He guaranteed its preservation and immortality as long as this Qur'an is recited, saying: {Indeed, it is We who sent down the Qur'an and indeed, We will be its guardian} (Al-Hijr: 9). The scholars of the nation realized the connection between the Arabic language and the Book of God Almighty and His eternal religion, so they rolled up their sleeves in serving it, and this was represented in collecting its words, writing them down, explaining its strange words, arranging its rules, absorbing its evidence, controlling its words and its scales, clarifying the linguistic differences between its vocabulary, and verifying the Arabized, the foreign, the eloquent, and the irregular in its words (Al-Harawi, 2000: 5). Language is the pillar of the nation and grammar is the pillar of language, there is no language without grammar, and Arabic grammar has been marred over the years by impurities that have obscured many of its features and concealed its merits, and in the view of most of our children, it is difficult to navigate, and this is only due to the accumulation of its difficulties and its failure to keep

pace with subsequent development in various aspects of our contemporary life, and the facilitation of grammar is achieved by renewing its teaching methods and renewing the language of this lesson, and updating its examples and linking them to modern life while taking into account their suitability for learners (Al-Nadri, 1994: 2-3). As for measuring the intensity of concentration, it is a test of the LVT type and is called the Visual Endeavour Test, which is one of the tests of the Vienna Test System for psychological examination and evaluation, which is one of the systems prepared on the computer and one of the most important systems of the contemporary psychological laboratory, which is abbreviated as the LVT system (Abdul-Ghani, 2018: 13). The Vienna Test System for Psychological Examination and Evaluation is one of the modern systems in the field of psychological and experimental measurement and can be used in various psychological, educational, sports, professional, diagnostic and therapeutic specializations at a global standard level with high accuracy and objectivity (Al-Naimi, 2021: 235).

*Third: The Aim of the Study and its Hypotheses*

The current study aims to know (the effect of employing educational poetic songs as grammatical rules on the achievement of fifth-grade primary school students in the subject of Arabic grammar and measuring their intensity of concentration) and to verify the aim of the current study, the researchers formulated the following two null hypotheses: - There is no statistically significant difference at a significance level of (0.05) between the average achievement of the scores of the experimental group students who study the subject of Arabic grammar using educational poetic songs as grammatical rules, and the average achievement of the scores of the control groups students who studied the same subjects by using the usual method. - There is no statistical sign difference at the significance level (0.05) between the average scores of the experimental group students who study Arabic grammar using educational poetic songs as grammar rules, and the average scores of the control group students who study grammar of Arabic by using the traditional method in measuring their concentration intensity (post-test).

*Fourth: Study Limit. The Current Research is Determine By*

Human limits: 5th grade primary school students in government morning primary schools.

Spatial limits: Government morning primary schools for girls in the General Directorate of Education in the Diyala Governorate / Al-Khalis District.

Temporal limit: The 2nd semester of the academy year 2023-2024.

Scientific limit: Five topics from the Arabic grammar book scheduled to be taught for the second semester of the academic year 2023-2024, which are: (Preposition and genitive, dual, sound masculine plural, sound feminine plural, and conjunction).

*Fifth: Defining The Terms the Current Study is Defined by the Following Terms*

Chants:

Linguistically: Al-Farahidi defined it as: (Chants: Poetry chanted among people, chanted by each other (Al-Farahidi, 1431 AH: 6/243).

Technically: Abdullah: It is a type of literature beloved by students, they accept to memorize it and chant it individually or in groups (Al-Abdullah, 2013 AD: 213).

Procedurally: Poetic verses composed by the poet (•) according to the rules specified in the grammar book for the fifth grade of primary school, specifically in the second semester of the school year, its idea is based on transforming the rule into an educational poetic hymn, composed by the poet according to a melody appropriate to the verses, and it is most similar to the verses of Ibn Malik's Alfyyah, but in a simple and clear way, it is taught to the students of the experimental group, so that the teacher proceeds according to steps that are (The teacher writes the anthem on the board, then reads it with the melody and movements,

then explains the verses, then gives examples and explains them until the rule is deduced, and repeats the anthem until the learners reach the stage of memorization and achieve the desired goals in the lesson.

Poetry: A - Language: The verse is defined by signs that it does not exceed, and it is called poetry because the poet is aware of it in a way that others do not (Al-Farahidi, 1431 AH: 1/251). B - Technically: Ahmed defined it as: It is a balanced speech with a musical sense, eloquent or colloquial, that includes ideas, feelings, imagination and meaning that proceeds according to specific rules and is characterized by four elements: fluency, flexibility, originality and continuity of effect (Ahmed, 2006 AD: 112). (•) The researchers sought the help of the poet Karim Al-Qaisi in organizing the topics of Arabic grammar rules that are to be taught in the second semester of the fifth grade of primary school. He is a poet and writer who belongs to the Diyala Writers and Authors Union and is a resident of Al-Khalis District.

T - Procedurally: A group of organized and balanced words composed by the poet in one of the poetic meters, which is the Rajaz meter, and which contains in its content the grammatical rule to facilitate the educational process. As for educational poetry: It is one of the types of poetry through which the teacher can instill moral and educational values in learners, and facilitate the educational process.

Measurement: A- Linguistically: Al-Farahidi defined it: "Qais: Al-Qais is the source of Qistu. Al-Qais is like the measure, and the stick of Qais is a finger, meaning the size of a finger, and measure this with that, Qiyasan and Qaysan, and the scale: the amount (Al-Farahidi, 1431 AH: 5/189). B- Technically: It was defined by: Al-Sayyid Ali: It is the process of estimating things and levels quantitatively according to a specific framework of standards, based on the idea that "everything that exists exists in a quantity, and every quantity can be measured" (Ali, 2011: 279). Measurement in general is based on this idea launched by Thorndike (Murad and Suleiman, 2005: 13). Al-Shajri and Al-Zuhairi: It is a description of data using numbers, or it is the process of obtaining a quantitative representation of the degree to which it reflects the presence of a trait in the learner (Al-Shajri and Al-Zuhairi, 2022: 30).

T - Procedurally: A description of the intensity of concentration on specific numbers for the students of my study group, and the Vienna system, through a game similar to the cube game.

Focus: A - Linguistically: Ibn Manzur defined it: Focus: Focusing: sticking something upright, such as a spear and the like. Focusing it in its center, and centers: the roots of the teeth. The center of the army: the place where they were ordered to stick to and were ordered not to leave. The center of a man: his place (Ibn Manzur, 1414 AH: 5/355). B - Technically: It was defined by: Abu Al-Nasr: It is the highest degree of attention, and it is the ability to ignore everything that distracts the mind and follow only important matters, and concentration is the opposite of distraction, and it is a difficult process due to the presence of many distractions around the person, whether from those around him or from various environmental influences (Abu Al-Nasr, 2009 AD: 157). C - Procedurally: The researchers defined the intensity of concentration: the extent of focusing attention on things, and neglecting other things, such as the cube game, where the student is given a cube model and there is an arrow pointing to a specific side of the model that is similar to the hidden one and under it are 4 alternatives, 1 of these alternatives represent the true drawing or the true answer for the hidden side, and this process requires the intensity of concentration of the students to know the correct answer.

### *Chapter Two Theoretical Aspects and Previous Studies*

The constructivist theory imposes new roles on the cognitive constructivist teacher in the changes in the teacher's roles from a direct teacher with authority to the role of the interactive constructivist teacher, negotiator, facilitator of learning, one of the (reserve) learning sources of knowledge, organizer of the learning environment, receptive to the students' subjectivity and their initiatives, encourager of dialogue and discussion, user of various strategies and nurturer of the nature of (innate) curiosity in the learner (Al-Dulaimi, 2014: 58). Constructivism is the process of continuously acquiring knowledge through the student's cognitive systems and structures. It is a theory based on learning real situations derived from reality so that learners absorb and build new knowledge based on previous experiences. Constructivist knowledge emphasizes the role of prior knowledge as one of the principles on which constructivist thought is based for meaningful learning to occur. Hence, priority must be given to the growth of meaning and understanding in the mental structure (Muhaimid et al., 2024: 71). Constructivist theory basically emphasizes the active role of the learner in the presence of the facilitating teacher who helps build meaning correctly and soundly in an environment that helps learning (Al-Khafaji et al., 2023: 19). Active learning is one of the most important principles on which the constructivist theory is based, as it emphasizes the



activity of the learner and his knowledge that he stores individually or collectively and building his current knowledge, as the learner modifies the cognitive concepts present within his mental structure, and processes those concepts and information to change this cognitive structure (Al-Saadi et al., 2021: 266). In 1983, Gardner published the theory of multiple intelligences through his book (*Frames of Mind: The Theory of Multiple Intelligences*), where he initially established seven intelligences, then added to them the eighth intelligence, which is natural intelligence, and then established the possibility of the existence of a ninth intelligence. Gardner defined intelligence as: a latent biological-psychological ability or potential to processes info that can be active in a cultural environment to solve problem or create product that have values in a culture (Shawahin, 2014: 1). Types of multiple intelligences: Gardner identified types of intelligences that were initially seven intelligences, and then he added two intelligences to them, so they became nine types, which are:

**Linguistic intelligence:** It is the ability to use words orally effectively, as is the case with a storyteller, orator, or politician, or in writing, as is the case with a poet, writer, or editor... This intelligence includes the ability to process the structure of the Arabic language, its sounds, meanings, and scientific uses, including persuasion, i.e. using language to convince others to take a certain course of action, as well as using language for information and education.

**Logical-mathematical intelligence:** It is the individual's ability to use numbers effectively, as is the case with mathematicians, tax accountants, or statisticians, and to deduce good reasoning (Jaber, 2003: 10). This intelligence emerges at the age of forty (Atiya, 2009: 297).

**Visual-spatial intelligence:** is the process of being able to know the visual world and arrange it in a mental and tangible way. This type of intelligence is represented by sensing the sense of sight, as the individual is able to imagine something and design images and perceptions from within.

**Bodily intelligence:** It is the experience and competence in the individual's use of his body as a whole to express ideas, feelings and ease In using his hands to produce or transform things, this intelligence includes specific or qualitative physical skills such as coordination, balance, skill, strength, flexibility and speed, as well as a sense of body movement and position (Al-Khafaf, 2011: 77).

**Musical intelligence:** It is the ability to perceive, distinguish and express musical formulas. This intelligence includes sensitivity to rhythm, pitch, melody or tone color of a piece of music. This mental ability allows its owner to accurately diagnose musical notes and sense musical scales, timbre and rhythm (Al-Khafaf, 2017: 220).

**Social intelligence:** It is the ability to perceive the mood, intention, motive and feelings of others and to distinguish between them. It includes sensitivity to facial expressions, gestures and voice.

**Personal intelligence:** It is the ability to know oneself and the ability to act in harmony based on that knowledge. This intelligence includes that the individual has an accurate picture of his strengths and limits and awareness of his inner moods and motivations (Hussein, 2014: 158).

**Natural intelligence:** It means the ability to identify and classify natural things such as plants and animals; as children who are distinguished by this type of intelligence are attracted to living beings and love to know a lot about them.

**Existential intelligence:** It includes the ability to contemplate basic problem like life, eternity with death. Gardner says that this intelligence imposes itself and will join the list of previous intelligences once the existence of the nerve cells in which it is located is confirmed (Suleiman and Salloum, 2013: 130-131). After talking about the types of multiple intelligences, the researchers decided to talk more broadly about one of the types of intelligences, which is musical intelligence, since educational poetic songs (the independent variable) are related to this intelligence. The researchers were unable to place it in the last sequence because the eighth and ninth intelligences were discovered after the existence of the seven intelligences. Musical Intelligence Music is one of the important types of arts that has a close relationship with educational

programs for students, in addition to the fact that it activates memory. Hence, attention has been paid to developing music and introducing it into the educational process, whether in terms of study or its use in various teaching curricula and seeking to develop students' abilities in this aspect. Music can also improve children's motor and athletic skills and other life and daily skills and experiences, especially if this music is presented to the child with beautiful words, i.e. what are called purposeful songs that help acquire multiple values and experiences (Al-Hayh, 2019: 15). Educational Poetry It appears that Aban bin Abdul Hamid Al-Lahiqli was the first to be interested in this art, i.e. educational poetry, in which poets follow the educational approach, until he bequeathed to us this educational system that we see in Ibn Malik's Alfiyyah and other systems that were memorized and studied at Al-Azhar until recently (Hussein, 1936: 286). Hanna Al-Fakhouri mentioned that educational poetry is that in which the poet aims to educate the mind and heart, as it indicates the interest of individuals and groups in knowledge and learning (Al-Fakhouri, 1953: 43). Children in Arabic poetry had a generous share of care and attention that came in the form of entertaining songs and improvised poetic passages, all in the Rajaz meter and small passages that are free of verbal artifice, exaggeration in imagination and strangeness in meanings. They are poems that are close in meaning, easy in words and easy in compositions... This special artistic nature requires poetic singing for children, and this means that poetry in basic education is presented in the form of songs and memorized songs with the aim of making children accept the language, as children at this stage tend to sing and chant, which increases the students' passion for it (Shahata, 1994: 212-216). Abeer Al-Masry (2016) mentioned the relationship between songs and grammar rules. The way of presenting grammar rules in a melodious and rhythmic form arouses joy and happiness in the students' souls, which makes studying grammar something that children love, and it helps to remember things easily, as the method of auditory recall facilitates the process of learning the language for young people, which makes studying grammar more enjoyable (Al-Masry, 2016: 25). Previous studies 1- Al-Masoudi's study 2020: This study was conducted in Iraq in Al-Hussainiya District, Karbala Governorate, and aimed to know (the effect of using educational poetry in treating the weakness of Arabic grammar among first-year middle school students). The researcher used the experimental design, and Al-Masoudi Middle School was randomly selected. It was found that the first grade contains four sections, from which the researcher chose two sections randomly. Section (A) was taught using educational poetry, and Section (C) was taught using the traditional method. The study was apply to a model of (79) student from the first middle school, with (39) students for the experimental group and (40) students for the control group. The idea of educational poetry is to organize the rule in the form of educational poetry. After preparing the teaching plans and behavioral objectives and presenting them to the experts, the researcher himself studied five topics of Arabic grammar, and then prepared a test consisting of (30) paragraphs. Using the T-test, the following result appeared: There are statistically significant differences between the average scores of the experimental group and the average scores of the control group in the post-test in favor of the experimental group. The researcher proposed a study like to his studies in other education stages and in other educational subjects as well as in other branches of the Arabic language. 2- Al-Khashab's study 2022 AD: This study was conducted in Iraq in the city of Mosul and aimed to identify (musical intelligence and its relationship to cognitive patterns among student of the Institute of Fine Arts in the city of Mosul). The researcher followed the experimental design. The study sample that was randomly selected amounted to (100) male and female students, with (26) male and female students from the Theater Department, second stage, and (24) male and female students from the same department of the fourth stage, and (26) male and female students from the Music Department, second stage, and (24) male and female students from the same department of the fourth stage, and after the researcher verified the apparent validity of the two study tools by presenting them to a group of experts and specialists in educational and psychological sciences. The researcher used appropriate statistical methods such as the Cronbach equation, Pearson's correlation coefficient, and the T-test, and then the following results appeared: - Students of the Institute of Fine Arts enjoyed a significant level of musical intelligence. - Males outperformed females and the Music Department outperformed Theater in the level of musical intelligence. - There is a significant correlation between musical intelligence and cognitive patterns (visual, auditory, and sensory). The researcher suggests conducting a similar study of the study variables at other academic stages. 3- Al-Jubouri's study 2023 AD: This study was conducted in Iraq in Kirkuk Governorate, and aimed to identify (the effect of using educational songs in acquiring language skills among third-grade primary school students), where the researcher used the experimental design. The researcher applied his experiment in Halwa Lower Mixed Primary School on a sample of (52) male and

female students from third-grade primary school students, where the sample was distributed into two groups, a control and an experimental group, so that the control group consisted of (26) male and female students and the experimental group (26) male and female students. The researcher prepared educational songs to teach reading to members of the experimental group, while he used the traditional method in teaching the control group, in the first semester, then the researcher prepared the study tool to obtain the necessary data. The data were analyzed and processed statistically using the T-test, and the following result appeared: There is a statistically significant difference between the average of the pre-test and post-test in the skills test Linguistic and for the benefit of the experimental group. The researcher suggested conducting a similar study on linguistic intelligence among primary school students. The researchers discussed a previous study on musical intelligence; since hymns are one of the strategies of musical intelligence. Aspects of benefit from previous studies:

Identifying how to formulate the problem.

How to formulate hypotheses.

Conducting statistical equivalence.

Identifying how to build the achievement test used in the current study.

Formulating behavioral objectives.

Writing teaching plans.

Choosing statistical methods.

Formulating conclusions, recommendations and suggestions. 9- Identifying many sources and references that achieve benefit in the current study

### *Chapter Three*

#### *Study Methodology and Procedures*

First: The researchers followed the experimental methods to achieve the study objective; because its compatible with the nature of the current study.

Second: The experimental design of the study

The current study includes one independent variable, which is (educational poetic songs) and two dependent variables, which are (achievement, and measuring the intensity of concentration). Therefore, the researchers adopted the experimental design with partial control; because it is appropriate for the conditions of the current study, and Figure (1) shows the experimental design.

| The tool  | Dependent variable  | independent variable        | group        |
|---|---|-----------------------------|--------------|
| Post-achievement test - and -<br>concentration test | Achievement - -<br>Measuring the<br>intensity of<br>concentration | Educational Poetry<br>Songs | Experimental |
|   |   | The usual method            | Control      |

Third: Study group and sample

Study community

The current study community includes the government morning primary schools for girls in Al-Khalis district, Diyala Governorate for the academic year (2023-2024 AD), affiliated with the General Directorate



of Education for Diyala Governorate. The researchers visited the Al-Khalis Education Directorate in Diyala Governorate according to the letter issued by the General Directorate of Education for Diyala Governorate to learn about the government primary schools for girls located in Al-Khalis district.

School sample: The researchers chose (Khawla bint Al-Azwar Primary School for Girls) intentionally to conduct their study for the following reasons:

Being a school dedicated to girls only.

Being that it includes three almost equal classes in number and other requirements of equality.

The cooperation of the school administration with the researchers, in terms of allocating the time that suits them, and organizing a special schedule for them, with their acceptance of every new idea and method through which the benefit can be achieved for the students.

Sample of female students: The researchers visited Khawla Bint Al-Azwar Elementary School for Girls located in the modern neighborhood of Al-Khalis District after issuing Book No. 33/3/4/85643 on 10/9/2023 AD issued by the General Directorate of Education in Diyala in the book, and they found that it contains three sections for the fifth grade of primary school, which are (A, B, C), as the researchers randomly chose Section (A) for the students of the experimental group, and Section (C) for the students of the control group, as the number of its students reached (57) students, and after excluding the failed students, the total number of the sample became (54) students, distributed to (27) students in group (A), and (27) students in group (C), and the exclusion occurred due to the researchers' perception that the failed students have academic experience that may affect the accuracy of the results. Fourth: Equivalence of the two groups

To verify the equivalence of the individuals of the two groups (experimental and control), statistical equivalence was conducted in some variables:

The chronological ages of the students of the 2 groups.

The academy achievement of the father.

The academy achievement of the mother.

The grade of the preview year.

Fifth: Study requirements

#### *Determining the Scientific Materials*

The researchers determined the scientific materials that will be taught to the 2 study groups during their experiment, which is (5) topics from the rules of the Arabic language scheduled to be taught to fifth-grade primary school students in the second semester of the academic year 2023-2024 AD.

#### *Formulating Behavioral Objective*

The studier formula (62) behavioral objective, with (20) behavioral objective for the knowledge level, (15) behavioral objectives for the understanding level, (14) behavioral objectives for the application level, (8) behavioral objectives for the analysis level, and (5) behavioral objectives for the synthesis level.

#### *Study Plans*

The researchers prepared (10) plans, (5) plans for the experimental group and (5) plans for the control group.

*Study Tools*

**Achievement test:** The researchers prepared an achievement test consisting of (30) paragraphs, distributed over the first question consisting of (15) multiple-choice paragraphs with four alternatives for each paragraph, the second question consisting of (5) supplementary paragraphs, the third question consisting of (5) multiple-choice paragraphs that fit the blank consisting of three alternatives for each paragraph, the fourth question consisting of (2) paragraphs from essay tests that show the difference between two sentences, and the fifth question consisting of (3) paragraphs of sentence rearrangement.

**Concentration intensity test:** It is a standardized test consisting of (30) paragraphs, each paragraph has (4) alternatives.

**Statistical analysis of the test paragraphs:** The researchers applied the test to the exploratory sample consisting of (100) female students from the fifth grade of primary school in (Al-Shumou School). After replay the answers, the grades were arranged in descending order, then the high and low (27%) grades were chosen, as adopting this percentage for the highest and lowest provides us with two groups with the maximum possible amount of differentiation. The answers of the highest and lowest groups were analyzed statistically, and the difficulty coefficient of the paragraphs was calculated, and it was found that it ranged between (0.42 - 0.79) and was considered acceptable. Then the discriminating power was calculated, and it was found that it ranged between (0.22 - 0.77). Sixth: Implementing the experiment

The researchers followed the following procedures in implementing the experiment:

A-After the researchers completed the requirements for conducting the experiment, which are represented by the equivalence of the two study groups, and preparing teaching requirements such as behavioral objectives and teaching plans after presenting them to experts, and after controlling the extraneous variables, the researchers began conducting their actual experiment on fifth-grade primary school students at (Khawla Bint Al-Azwar Primary School) on Sunday (18/2/2024). The researchers taught Arabic grammar topics to the experimental group according to educational poetic songs, while the researchers taught Arabic grammar topics to the control group according to the usual method. The experiment continued for a full semester, which is the second semester of the academic year (2023-2024), and the experiment ended on Monday (29/4/2024).

The researchers applied two tests to the 2 study groups (control and experimental), which are:

**The final achievement test:** The researchers applied the test to the two study groups on Sunday (4/28/2024) at (8:00) in the morning, after informing the students of the test date.

**Concentration intensity test:** The researchers informed the students of the two study groups about the test a week before as well, and the test was conducted on Monday (4/29/2024) by the researcher on a sample of (8) students in the experimental group and (8) in the control group, and the students were selected randomly.

The researchers corrected the students' answers in the two tests themselves.

*Seventh: Statistical Methods*

The researchers relied on the statistical package program (spss) to analyze the data and extract the results, as follows:

T-test for two independent samples Te-test

Chi-square

Cronbach's alpha

Effect size

#### Chapter Four

##### *Presentation and Interpretation of Results*

This chapter includes presenting the results reached by the researchers in the current study and their interpretation to know the sign of the statistical difference between the averages of the scores of the control and experimental study groups to verify the study hypotheses. The following is a detailed presentation of this:

##### *First: Presentation of the Results*

After the researchers completed the experimental procedures and after applying the final achievement test for the Arabic grammar subject to the students of the control and experimental study groups and correcting the answers through the correction keys, it became clear that the average scores of the students of the experimental groups were (24.9259), with a standard deviation of (4.73876), and the average scores of the students of the control group were (21.9259), with a standard deviation of (4.47150). Using the t-test for two independent samples, it became clear that the calculated t-value was (2.393), which is greater than the tabular t-value of (2.000) and with a degree of freedom of (52) at a significance level of (0.05), which indicates the rejection of the null hypothesis and the acceptance of the alternative hypothesis, and this indicates that The experimental group students outperformed the control group students in the final achievement test in Arabic grammar. Table (2) shows this.

| Statistical significance at level ((0.05) | Effect size  | Table T-value | Calculated T-value | Degree of freedom | Standard deviation | SMA            | Number of sample members | group        |
|---|--------------|---------------|--------------------|-------------------|--------------------|----------------|--------------------------|--------------|
| <b>statistically significant</b>          | <b>0.097</b> | <b>2.000</b>  | <b>2.393</b>       | <b>52</b>         | <b>4.73876</b>     | <b>24.9259</b> | <b>27</b>                | Experimental |
| =   | =            | =             | =                  | =                 | <b>4.47150</b>     | <b>21.9259</b> | <b>27</b>                | Control      |

Table (2) shows the t-test for comparing the average achievement scores between the experimental group and the control group, the standard deviation, the degree of freedom, the calculated and tabular t-value, and the effect size for the Arabic grammar subject. To verify the 2nd null hypothesis, which states that (there is no statistical sign difference between the ranks of the concentration intensity scores among fifth-grade primary school students at a significance level of (0.05) for the experimental and control groups, and after applying the concentration intensity test to a sample of the experimental and control groups, amounting to (8) female students from the experimental group and (8) female students from the control group, it was found that the value of the arithmetic mean for the experimental group was (26.0000), with a standard deviation of (1.85164), and the average ranks were (12.31), and the total ranks were (98.50), and the value of the arithmetic mean for the control group was (18.7500) with a standard deviation of (3.10530), and the value of the average ranks was (4.69) and the total ranks was (37.50). To test this The hypothesis: The Mann-Whitney U test was used to compare the concentration intensity scores of the experimental and control study groups. The calculated value of the test was (1.500), which is smaller than the tabular value of (13) at a significance level of (0.05), which means rejecting the null hypothesis and accepting the alternative hypothesis, i.e. there are statistically significant differences between the ranks of concentration intensity scores in favor of the experimental group, noting that the value of the t-test for two independent samples, which amounted to (5.672), was statistically significant at a significance level of (0.05), with an effect size of (0.143), and Table (3) shows this:

| Statistical significance at level ((0.05) | Effect size | Value | Standard deviation | SMA     | Mann-Whitney Value | Total Ranks | Average Ranks | Number of sample members | group        |
|---|-------------|-------|--------------------|---------|--------------------|-------------|---------------|--------------------------|--------------|
| statistically significant                 | 0.143       | 5.672 | 1.85164            | 26.0000 | 1.500              | 98.50       | 12.31         | 8                        | Experimental |
|   |             |       | 3.10530            | 18.7500 |                    | 37.50       | 4.69          | 8                        | Control      |

Table (3) shows the Mann-Whitney test to compare the ranks of the concentration intensity scores of a sample of female students from the two groups. Before proceeding to interpret the results, the researchers decided to talk about the effect size, as they used the effect size to confirm the accuracy and strength of the study results. In other words, the effect size provides us with information about the strength of the relationship and the size of the influence of the independent variable on the dependent variable, regardless of its moral significance or the confidence we give to the sample size. When the researchers reject the null hypothesis, they confirm the existence of an acceptable effect size that enabled them to reject the null hypothesis. This is called the strength of the test or relationship. The strength of the relationship here means the concept of practical significance or the effect size that indicates the size of the difference made by the independent variable with its different degrees in the dependent variable only and not in other variables. Accordingly, the effect size allows for making applied evaluative decisions without considering the sample size, as it is not affected by the sample size as is the case with the level of statistical significance. Therefore, the strength of practical significance or the effect size deepens the concept of external integrity of the experiment (Al-Naimi, 2021: 76). Interpretation of the results

In light of the results, it was found that the student of the experiment groups outperforms the student of the control groups in their achievement of grammar of Arabic, and also the student of the experimental groups outperforms the student of the control groups in the variable measuring their concentration intensity according to the Vienna systems, and this superiority is attributed, according to the researchers' opinions, to 1 or more of the following reasons:

The use of the method of educational poetic songs as grammar rules helps in attracting the students' attention to the subject of the current lesson, which leads to the interaction of all students, even those with low academic levels.

The use of educational poetic songs as grammar rules is one of the modern methods and techniques in teaching Arabic grammar.

The suitability of the method of educational poetic songs as grammar rules with the mental maturity of the students, and its being appropriate and beloved for this age group of late childhood.

Memorizing and understanding educational poetic songs as grammar rules helps the information stay in the students' minds for a longer period, so that the students can retrieve the information when needed, and this is what the researchers noticed during their experiment.

Educational poetic songs as grammar rules help eliminate the factor of shyness or hesitation, as all the students repeat the educational song in a collective manner.

6- The method of educational poetic songs as grammar rules has a clear effect on the students' comprehension of the scientific material in Arabic grammar rules.

Educational poetic songs as grammar rules help the students to focus on the Arabic grammar material, which helped to accustom them to accuracy or intensity of focus.

## Chapter Five

### Conclusions, Recommendations and Suggestions

#### First: Conclusions

Using the method of educational poetic songs as grammar rules in teaching fifth grade primary school students was better than using the usual method.

The method of educational poetic songs as grammar rules helped in making the students love the Arabic grammar subject and making it easier for the students in the experimental group.

The method of educational poetic songs as grammar rules helped in raising the levels of the students with a relatively low academic level in the required manner, i.e. it stimulated their interaction, which led to raising their academic level.

This method helped in eliminating the factors that affect raising the academic level of the students in the required manner, such as the factor of laziness, boredom and inattention.

The introduction of such a method (educational poetic songs as grammar rules) in teaching affects the students in these age groups positively; as they are methods that are beloved and close to the students in the childhood stage, so they interact with them.

The method of poetic songs as grammar rules helped in increasing the academic achievement and concentration of the fifth grade primary school students (the experimental group).

#### Second: Recommendations

In light of the results reached by the current study and the conclusions reached by the researchers, the researchers recommend the following:

The necessity of Arabic language teachers using educational poetic songs as grammar rules in the primary stage, especially fifth grade students, due to their positive impact on the academic level of the students.

Holding training courses for Arabic language lectures to provide them with latest method that have been studied and have yielded positive results, especially for primary school students, as it is an essential stage in building students' knowledge of Arabic grammar rules.

Holding seminars or lectures for students of the College of Basic Education in the third and fourth stages on the modern methods and strategies that have been studied; as these two stages are preparing for application in schools.

Benefiting from the songs and plans prepared by the researchers when teaching using educational poetic songs as grammar rules.

#### Third: Suggestions

In continuation of what the current study has reached, the researchers suggest the following:

Conducting a study similar to the current study on other classes of the same stage.



Conducting a study similar to the current study on variables other than achievement; such as development and acquisition, or information retention, etc.

Conducting a study similar to the current study on males.

Conducting a study similar to the current study on the intermediate stage.

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