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The impact of the strategy of multiple senses in the development of the trend towards learning English for fifth grade primary students

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Article Info

Abstract

The aim of theresearch is to influence the strategy of multiple senses in the development of the trend towards learning English for pupils of the fifth grade of primary school, where a single zero hypothesis was developed to achieve the goal of research: (there is no statistically significant difference at the level of significance (0.05) between the average grades of pupils of the experimental group taught in the strategy of multiple senses and the average grades of pupils of the control group that studies The researcher used the experimental curriculum, The research community is represented by all the fifth grades of the governmental primary schools affiliated to the Tal Kaif Education Directorate in Tal Kaif District / Nineveh Governorate, and the research sample consisted of (63) pupils of the fifth grade primary, and the sample was divided into two groups (experimental and officer) by (31) pupils of the group Experimental and (32) pupils of the control group, the research tool was formed from the trend scale for fifth grade primary students prepared by the researcher from previous studies such as the study (Kamarulzaman,2018), Addisu,2020 and Tasnim,2015) and theSufficient among the pupils of the two groups in the variables (time age, grades of the previous year, and educational achievement of parents) as well as the preparation of teaching plans, and after the application of the experiment and the conduct of statistical processes on it, the researcher found a statistically significant difference at the level of significance (0.05) between the average grades of pupils of the experimental group taught in the strategy of multiple senses and the average grades of pupils of the control group that is taught in the usual way in the development of the trend in the pupils of the fifth primary in English, and to complete the results of the results of the A number of proposals and recommendations have been developed.

Introduction
Research Problem

English is a widespread living language, which has made the objectives of its learning multiple and here comes attention to its curricula and methods, methods and plans to learn it, so that these methods and methods have a positive and effective role in shaping the trends of pupils towards them, where the researcher noted through his teaching of English to the fifth primary pupils for more than (10) years there are many problems facing the process of teaching this subject, some of which relate to the teaching of this subject, some of which relate toSome of them are

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related to the teacher and the curriculum and the lack of supporting materials at the same time, including problems of attention, perception, storage and recovery, as studies related to the development of teaching methods varied english, but many of these studies were limited to educational aspects only and many aspects related to the transfer of that knowledge to the nervous system and memory remained few, as learners despite their educational difficulties there are mental and mental problems that led toAs difficulties and from studies that confirmed the role of multisensory strategy and its impact on the education of primary school pupils, such as the Study (Jubran 2010) (Şule & Çiğdem 2018) (Novia and Michael 2021) (Kuhn and Schroeder 1971)). In addition to the researcher's sense of the problem of a trend towards English language in this category, this was a motivation for the researcher to conduct research to develop educational trends because the growth of the trend helps the academic and mental growth of this group, because this development serves as a gateway that helps learners to grow well and interact with the environment including the effects and effects and linking the subject matter to the surrounding environment, and from that the problem of research was formulated in the following question:

What is the impact of the multi-sensory strategy on the development of the trend towards learning English for fifth-grade primary students?

The importance of research

Education seeks to achieve its educational objectives in forming positive trends towards school and the various activities associated with it, as the tendency of learners to school and their love for school activities is diminished by the increase in the number of school years and may be due to the unpleasant experiences faced by the learner in his school life related to the teacher or curriculum or the nature of the school system ... Etc. & Shaw(McDonough,

As school success enhances satisfaction with school activities and increases the likelihood of future school success, therefore, psychological trends are mostly the result of schooling. Education within educational institutions leads to a change in attitudes towards things or subjects, so the teacher has the greatest burden of changing student attitudes(Thorne & Henley1997).

So that the teacher can gain the students desirable positive trends and so that the teacher can earn the students positive trends desirable so that he does not rely on cancellation and advice only cares about the experiences and behavior model on which to base, and what is worth noting that there may be a reverse effect to try to change direction especially if the wrong methods are used and exaggerated where we find that the response of individuals is negative and in a direction contrary to the intended direction (Oscamp1977)

Knowledge of a second language has become a necessity of modern life, no ego, as more than 1 billion people speak more than one language, and there are criteria for measuring the importance of language: the number of speakers, the geographical spread of the country, the number of countries in which it is used and the extent to which it is used to transmit science and knowledge, and the political and economic influence of its

speakers, and these measures place English in other living languages at the forefront, so attention must be paid to English in particular (Thurstone 1929).

It is also a manifestation of cultural and cultural sophistication, a feature of tremendous scientific and technical development, a cognitive explosion, the rapid growth and circulation of information, the development of forms of international, political and cultural cooperation and the growth of world trade, as it is a condition for mutual understanding and joint cooperation between nations (Reid2006).

The success of learning is largely linked to the success of the method, as the teaching method plays an important role in the level of academic achievement of pupils, as the success of the student in general depends on several factors, including: good teaching methods that rely on the student's inducement of remembrance, discussion and dialogue, which drive him to learn, research and explore (Eagly & Chaiken1993).

Teaching methods that do not suit the level of pupils are educational reasons that lead to low cumulative rates (Vygotsky 1978:126)

One of the objectives of learning English is to focus on the auxiliary use of language skills by pupils by providing students with communication skills and oral and written expression because teaching English is different from teaching any other subject (Karen, Alejandra & Carlos2017:83)

Therefore, we find that effective teaching methods must be adopted and their impact on raising achievement in general and developing the trend towards English language in particular, and achieving other educational objectives in the learning process through which the teacher can increase the motivation of his pupils in order to learn and help each other learn English (Piaget, 1965:96)

Based on what has been mentioned, the researcher considered the use of multisensory strategy, which is shortened by letters (VAKT) in which more than one sense of learning is used, the letter V refers to the use of visual sense of sight, and the letter A refers to the use of the hearing sense. Auditory, the letter (K) refers to the use of kinesthetic sense of movement, and the letter (T) refers to the use of tactile touch sense, and this strategy assumes the need of the pupil to use all sensory methods in the learning process. (Hood, 2014:105)

Although the majority of studies on the learning process focused on a single sensory input, the experiences we experience in our daily lives need us to use more than one sense, for example visual and sensory information is interlinked to perform many different tasks and therefore the human mind has evolved to grow, work and learn better in multisensory environments, so multisensory learning and training methods are more suitable for the conditions of pupils in general and fifth grade primary students. In particular, to develop their educational attitudes towards English. (Gardner, & Lambert,1972: 128)

Some studies have also demonstrated the effectiveness of the multi-sensory strategy in improving some psychological processes such as attention, perception and memory, which is positively reflected in improving the student's learning towards teaching materials, including (& Boulware 2002 Joshi), Kuhn and Schroeder 1971 (Bassano1982). Jenny, Catherine, Robert2008, Kelly, Rains2004 ,

This is a justification for using the multi-sensory strategy to develop the trend towards learning English.

Research Aims

The current research aims to identify the impact of the multi-sensory strategy in developing the trend towards learning English for fifth-grade primary students.

Research Hypothesis

(There is no statistically significant difference at the level of significance (0.05) between the average grades of pupils of the experimental group taught with a multisensory strategy and the average grades of pupils of the control group that are taught in the usual way in developing the trend towards learning English for fifth-grade primary students)

Research Limits

Human boundaries: pupils in the fifth grade of primary school.

Spatial boundaries: Tal Kaif District Education Directorate in Nineveh Governorate.

Time limits: first semester of the 2021-2022 academic year

Methodological boundaries: English/pupil's book, grade 5 primary.

Key Terms

Multi-Sensory Strategy

Reys 1971

- "A strategy based on the use of multiple entrances to the senses in the reading and writing process, focusing on activities that address the attention and awareness of the word's meanings, and the validity of its writing" Reys,1971:53) (

Piaget 1965

- "A strategy based on the use of visual, audio, motor and touch methods of learning and abbreviated to (to refer to the four senses, and includes a range of activities, tasks and exercises aimed at developing cognitive, attention and audiovisual memory skills." Piaget,1965:182)

- Knows procedurally: the use of all senses by pupils of the fifth primary school is employed to develop the trend in learning, storing and recalling english language material information.

Direction

Sarnoff,2006

- "A state of nervous mental readiness, organized through experience, and exerts a directed or dynamic effect on the individual's responses to all related topics or attitudes." (Sarnoff,1970:73)

Al-Omrani 2008

- "An acquired organization, which has the status of relative continuation of the beliefs that the individual believes, towards a subject or position, and prepares him to respond, with a response that has an advantage over him." Al-Omrani,2008:78) (

Al- Samadani & Ibnian 2015

- "Psychological or mental and neurological readiness to respond positively or negatively to people, objects, topics, attitudes or symbols in the environment that provokes this response" (Al-Samadani & Ibnian, 2015: 87)

- Procedural definition: a concept that reflects the outcome of the student's responses to the measure of the trend towards a controversial subject of a social nature, in terms of the student's support or opposition to this subject.

Theoretical Framework

Multi-Sensory Strategy

Its Concept: multisensory strategy, one of the most important learning strategies based on the use of the five senses of the learner, especially

in learners with learning difficulties, and that group of learners does not suffer from mental deficiencies, but they have normal mental abilities and natural intelligence, but they have low mental abilities in educational attainment, and the multiple senses of this learning are relied upon to raise their educational attainment level, provided that the learner does not have a lack of natural intelligence, or has a health problem in One of those senses (Kalivoda,1978:104)

Thornton, Jones, & Toohey, 1982 states omit that the Multi-Sensory Strategy is one of the strategies for treating learning problems and difficulties, especially among learners in the first grades of education, and following the strategy also known as vakt strategy, based on providing education, especially in the basics of reading and writing, and the basics of arithmetic using multiple senses starting from:

Visual sense of sight

Auditory hearing

Kinesthetic sensory and motor sense

Tactile Sense of Touch

The abbreviation of the name of the strategy came from the initials of the senses, and the method of multisensory in education is called multisensory, and this educational method is supposed to be based on the full assistance of the learner plus educational media and enhanced means to treat that attainment deficiency..

Implementing A multisensory Strategy

Moll,1990 (Bassano,1982) mentions important steps in implementing the strategy:

1. The teacher writes the skill by using the distinctive color of that skill, to make sure that the learner sees it

2. The teacher and learner jointly share the skill reading

3. The learner performs skill tracking by touching the finger to use the sense of touch, and in conjunction with the touch speaks the skill, word or educational process provided by the lab .

4. Do repeat it more often together.

5. The learner then writes the word or skill several times from the blackboard, or as the teacher wants on a paper or pamphlet in front of him with the name of the word spoken while writing

6. The learner writes, pronounces and names the word without the teacher providing him with help..

Direction

Its Concept: It is a state of psychological and neurological alert consisting of the experience of the person towards persons, topics, positions or symbols in terms of the individual's support or opposition to this subject (Bohner &Schwartz,2001:48)

Characteristics:

1. Trends are acquired and learned, not genetic. .

2. Trends are formed and linked to social influences and attitudes..

3. Trends do not form in a vacuum but always include a relationship between an individual and an environmental topic .

4. Trends vary and vary according to the thrills associated with them.

5. Trends have emotive properties .

6. Trends show a relationship between the individual and the subject of the trend.

7. The trend is between the individual's responses to social stimuli from consistency and agreement that allows the individual to

predict the individual's response to certain social stimuli.

8. Trend may be limited or general .

9. Trends are more subjective than objective. (Al-Faleet,2013:86-87)

Objectives Of Teaching English At The Primary Ievel

1. Learn the basics of English that will form the basis for its future mastery.
2. Use the infrastructure of English sentences.
3. Learn the basic vocabulary dedicated to this stage.
4. Listen and understand simple English.
5. Verbal self-expression using simple English.
6. Read and understand simple materials written in English.
7. Write simple sentences in English.
8. Appreciate the importance of English as an international language of communication, to introduce Islam, the culture of the Islamic nation and the cultural achievements of Muslims to other countries.
9. Appreciate the importance of English as an international language of communication to take advantage of the achievements of other cultures.
(Karen, Alejandra& Carlos,2017:108-109)

Literature Review

1.(Jubran2010)

"The purpose of this study is to investigate the effect of using Multi Sensory Approach for teaching English language skills on the tenth grade students' achievement in English at Jordanian public schools. To achieve the purpose of the study, a pre/post-test was constructed to measure students' achievement in English. The test consisted of thirty items. The sample of this study consisted of 122 students; fifty seven male students and sixty five female students from tenth grade students at Aisheh Bent el Rasoul secondary school for girls and Firas Al Ajlouni secondary school for boys in Amman the fifth Directorate of education during the second semester of the academic year 2010/2011.

The subjects of the study were distributed into two groups (experimental group and control group). The experimental group was taught English language using multi sensory approach while the control group was taught English language using the traditional way of teaching. The subjects were 31 male students for the experimental group and 26 male students for the control group, while the female students for the experimental and control group were 32 and 33 respectively. Those subjects were distributed into two purposefully selected sections at Aisheh Bent el Rasoul secondary school for girls and Firas Al Ajlouni secondary school for boys in Amman. Descriptive statistical analyses were used (means and standard deviation) for the pre and post- tests of students' English language test to experimental and control groups. Comparison statistical methods were used (Two Way ANOVA) analysis of variance to make a comparison between the control and the experimental groups and gender variable (male and female). The findings of the study indicated that there were statistically significant differences in the post- test between the control and the experimental groups in favor of the experimental group".

2. Kuhn and Schroeder (1971)

"conducted a study about involving the effect of a multi- sensory approach involved testing regular (non-special education) fourth and sixth graders' learning of spelling. Students

completed a series of six spelling lessons, which were followed by spelling tests in which they wrote down each word that the teacher pronounced. Each of the students graded their own tests by two different methods. Half of each student's tests were graded by hearing the teacher spell the words aloud. The other half of their tests was graded by comparing their spelling to a correct spelling list followed by the teacher spelling the words aloud. The students were given four post tests after a six week period, and the words graded by the multi-sensory method resulted in significantly higher scores than those graded by the strictly auditory method".

3. Novia and Michael 2021

"This paper introduces the multisensory approach as a way of teaching that promotes engagement by involving the learners' senses of sight, hearing, touch, and physical movement. This paper aims to describe the teachers' role in applying multisensory approach in Primary English Home-based learning, find the benefits and challenges in applying multisensory approach, and provide strategies to overcome the challenges. This study uses qualitative descriptive as the research method and the data was taken from the researcher's reflections, lesson plans, observation reports and mentor's feedback. This study shows that multisensory approach positively promoted engagement in primary English home-based learning. Several classroom activities that can be used in applying multisensory approach are Total Physical Response, color codes, storytelling, art & craft, and interactive PowerPoint. The challenges occurred from technicalities and monitoring the students' behavior. Therefore,

parents' involvement is highly required to monitor students' behavior in home-based learning process. For the next researcher, it is suggested to find ways to maximize home-based learning by maintaining social interaction among students".

4. Karen, Alejandra, and Carlos 2017

"This project was carried out in a 9th grade classroom from a public, mixed gender institution of the municipality of Dosquebradas within the department of Risaralda, Colombia to verify and advocate for the utility of multisensory instruction in one or various phases of instruction within an English language learning 7th grade classroom. All of this was done through the structured use of organized, sensorial stimulating activities that promote linking of sensorial memory by activating interconnectivity within multiple receptor channels".

5. Şule & Çiğdem 2018

"The present study aimed to investigate the effects of multisensory language teaching on 4th graders' achievement in English reading skills. Two intact groups were selected for the treatment: a control group which was taught through mainstream education, and an experimental group which was taught through MSLT including a variety of pictorial, auditory, and manipulative materials to be used in several gamelike reading activities such as matching, sticking, and coloring for a six-week period. The main data source was a 24-item reading achievement test. It was administered three times (pre-, post- and delayed post-tests). Besides, a semi-structured interview with the co-operating teacher, her blog entries and the pupils' diaries were presented as qualitative data. Initially no statistically significant

difference between the groups' pre reading achievement test scores had been found. However, both the Mann Whitney U test results of the post-test and the independent samples t-test results of the delayed post-test revealed statistically significant differences in favor of the experimental group. Based on the findings of the study, it can be inferred that learning through multi-sensory materials have not only made a long lasting impact on the learning experience, but also made learning more concrete and enjoyable; thus, it is more memorable"

Methodology And Research Procedures

Research Curriculum. The researcher used the experimental curriculum, Quasi Experimental Design" to find out the impact of the strategy of multiple senses in developing the trend towards learning English for fifth grade primary students, and the experimental control of the two groups (control and experimentation) was used, as the control group is the pupils who study English according to the usual teaching method, and the group Experimental students studying English subjects are in accordance with the multi-sensory strategy) as described in the figure below:

Search Group	Tribal application	Teaching strategy	Remote application
Experimental	Measure of the trend towards learning	Multi-sensory strategy	Measure of the trend towards learning
Officer		The usual way	

Form (1) experimental design of the two groups

Research Community. The research community consisted of students of the fifth grade of primary school, in all government schools in the Directorate of Education of Tal Kaif District / Nineveh Governorate, for the first semester (2021-2022)

Research Sample. The research was conducted on a sample (Purposive) of the fifth grade students in the district of Tal Kaif / Nineveh Governorate. He teaches in the experimental group and the control group. (Tal Adas Primary School) was chosen to represent the experimental group, and (Al-Manara Primary School) to represent the control group, and the sample size of the study was (63) students from the fifth grade students, with (31) students for the group Experimental group, and (32) students of the control group.

Search Tool.

Learning trend. The educational literature related to measuring the attitude towards learning English language was reviewed, and the measure of attitude towards learning English language was developed after reviewing previous studies, such as the study (Kamarulzaman, 2018), (Addisu, 2020) and Tasnim, 2015) which consisted of: The paragraphs of the scale consist of (40) paragraphs with four axes:

First Domain	Attitudes towards learning English
Second Domain	Attitudes towards enjoy learning English
The third domain	Attitudes towards English teacher and Methodology
The fourth domain	Attitudes towards learning English Grammar

The trend measure is a five-paragraph alternative to each specific weight alternative in sequence:

Strongly Agree=1	Agree=2	not sure=3	Disagree=4	strongly disagree=5

Honesty. To ensure the sincerity of the measure of the trend towards learning , the scale was presented and examined by a

committee of professors specialized in the field of educational and psychological sciences, curricula and teaching methods, at Mosul University and Hamdania University, and some observations were given about the scale of merging, deleting, adding and modifying paragraphs and supplement (2) showing the measure of the trend towards learning in its final form.

Stability. Stability was extracted in a retested manner, and stability was extracted from pearson's correlation factor of stability (0.79). **.**

Search Experience Implementation Procedures.

According to the following steps:

1. Learn about the theoretical framework and previous studies by looking at educational literature, which relates to the strategy of multiple senses.

2. The selection of the first and second unit of the student's book, in the English language subject scheduled for the fifth grade of primary school in the government schools of the Directorate of Education of The District of Tel aviv/ Nineveh province, to be taught by the members of the research sample, where the researcher himself taught as a teacher in (Tel Adas Elementary School) and to avoid any mistakes or extraneous factors during the course of the experiment.

3. The researcher equally controlled the control group and the experimental group in the following variables**:**

The student's time age is calculated in months.	Pupil's grade in the fourth grade of primary school
Pupils' grades in English for grade 4 primary school	Educational level for parents of pupils
Educational level of pupils' mothers	

4. Preparing lessons in the units scheduled in English in the light of the strategy of multiple senses, over a period of (12) classes, where the teaching plans were prepared according to the strategy of the multiple senses, where the experiment took (8) weeks.

5. Set up the trend scale, present it to a group of arbitrators for arbitration, and apply it to the search sample.

6. Start teaching the experimental group using the multi-sensory strategy, while the control group has been studied with regular teaching.

7. The scale was applied by observation and the teacher (researcher) answers the scale for each student of the two groups (officer and experiment) before and after the experiment.

8. Analyze and discuss the results and make recommendations.

Statistical Treatments.

The Pearson and Fa Kronbach correlation coefficient was used to extract the stability coefficient and the Kay box to test parity in the two research groups, and a t-test was used to show differences to show the differences between the two groups.

View search results discussed

Results of the answer to the research hypothesis: There is no statistically significant difference at the level of significance (0.05) between the average grades of pupils of the experimental group taught in the strategy of multiple senses and the average grades of pupils of the control group that is taught in the usual way in developing the trend towards learning English for pupils in the fifth grade of primary school.

The answers of the research sample of the control and experimental groups were corrected on the trend scale, where a t-test was used for two independent samples, to determine the differences between these

averages, and found that there was a statistically significant difference at the level (0.0. 05) And the degree of freedom (61) in favor of the experimental group as the calculated value (2.473) is higher than the scheduling value (2.101) and thus rejects the zero hypothesis and accepts the alternative hypothesis that states" There is a statistically significant difference at the level of significance (0.05) between the average grades of pupils of the experimental group taught in the strategy of multiple senses and the average grades of pupils of the control group that are taught in the usual way in developing the trend towards learning English for fifth grade primary students" as shown in table 2.

Table (2) Results of arithmetic average, standard deviation and results of the next test of pupils' grades in the two groups (experimental and controlled) in the trend scale

| Group | Number | Arithmetic average | | | Standard deviation In the growth difference. | T value | | Degree of freedom | Significance 0.05 |
		Tribal	Post	Growth difference		Calculated	Table		
experimental	61	65.634	84.642	19.126	6.244	2.473	2.101	61	Function in favor of experimental
Officer	62	65.423	73.445	7.024	8.521				

With regard to the outcome of the hypothesis, the results resulted in the acceptance of the alternative hypothesis, which means that the pupils of the experimental group studied in accordance with the strategy of multiple senses have developed more in their attitudes towards learning English than the control group studied according to the usual method.

This finding is consistent with the study of .(Jubran2010), (Kuhn and Schroeder ,1971), (Novia and Michael 2021, (Karen, Alejandra, and Carlos 2017), (Şule & Çiğdem 2018) which found the effectiveness of using the multi-sensory strategy for special education students.

Conclusions.

1. The effectiveness of using the multi-sensory strategy in the development of the trend among the fifth primary school pupils in English,

2. The current research results confirm what many theoretical frameworks have pointed out regarding the importance of using the multisensory strategy for learners where the trends of the research sample have been developed by using more than one sense of learning, and the concepts and terminology of English that require students to use the sense of hearing, sight and touch in the use of objects, because most educational activities are multisensory and require two or more senses, and the use of a multisensory strategy in English helps pupils To use their senses simultaneously, encourage them to collect and store information, and link ideas and the relationship between them.

3. The development of student trends in the current research is due to taking into account the use of the strategy, where trends have been divided into general objectives, including small procedural objectives that help students to better understand the subject, and employ the senses of pupils throughout the class so

that the response continues and the pupils remain positively interactive, 4. The use of the teacher (researcher) for various reinforcements in this strategy such as (putting a poster next to the name of the student, praise and praise, and not embarrassing the student when his answer is wrong, and helping them to reach the right answer, and the diversity of educational activities and means that make the exciting enter into memory in several sensory channels, and provoke those channels, and the absence of distractions) make the strategy successful and very effective.

Recommendations.

1. Introducing various activities based on (vision, hearing, touch, sense, movement) in English to improve and excite pupils' attitudes towards the educational subject.

2. Encouraging English teachers to use the strategy in the lesson.

3. Usiy of various educational methods by teachers stimulates the pupil's senses of skill.

Propositions.

1. The use of the multi-sensory strategy to improve the bass reading of the fifth primary school pupils in English.

2. A multi-sensory treatment programme has affected the treatment of speech difficulties for the fifth primary school student in" English.

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Appendix 1
Study Plan Model According to the Multi-Sensory Strategy in the English Language

Fifth grade primary, subject: English Student's book), subject: Unit2/Lesson1/About time

Behavioral Objectives:

1. That the students learn to write and pronounce the word (the hour). 2. That the students learn to write and pronounce the word (minutes).

3. The student writes the numbers that were displayed in the flash cards (from 1 to 60) in writing. 4. The student should indicate the number specified by the teacher.

Teaching aids: colored magic pens, clock pictures, flash cards, white paper.

Lesson steps:

Introduction: The teacher asks a set of questions about the topic of the lesson (hour, time, minute, and second).

Pupil: The clock expresses what time we are in.

Teacher: Who among you knows how to write the number 10?

Pupil: Ten.

Teacher: Who knows what time it is now?

Student: The time is now ten thirty minutes.

Presentation: The topic of the lesson will be presented according to the stages of the multi-sensory strategy, as the teacher will direct the students with the activities that you will assign them.

The first stage: Introducing students to how to write and pronounce the number number

The teacher: The subject of time and the clock is read by the teacher twice in order for the students to get a general idea about it.

Teacher: What do we make of the watch?

Student: We decide how long to write our daily homework.

Teacher: How do we write at 1:30 in writing?

Student: One hour and thirty minutes.

Teacher: Who can count the numbers to 60 for me?

Student: He reads the numbers and numbers related to the clock and the time.

Teacher: Is the watch important?

Student: Yes, because through it we determine the activities and duties that we are assigned to.

Teacher: Dear students, every student underlines the words and numbers that he cannot read and write and he wants to learn.

Student: I want to learn the word (twenty)

Teacher: The meaning of the word (twenty) is shown. Then the teacher sits next to a student and writes the word (twenty) on a white paper with a calligraphy pen. The size of the word is the size of the words on the board. While writing, each syllable of the word is pronounced separately (p) (u) (r). (f) (n) (Dear student, trace the word with your finger and say each syllable you place your finger on it aloud.

The second stage: Presentation of printed forms.

The student learns new words by looking at printed patterns and repeating them himself, silently reading and then writing the word. At this stage, a student writes the words as the teacher writes them as follows:

Pupil: put the model in front of him and follow the word with the pronunciation of the syllables and repeat the process several times until he memorizes the word.

Teacher: Write the word on a sheet of paper three times, quoting from a form. Are you done?

Student: Yes.

Teacher: Write the word in your mind by saying its syllables. Did you manage it?

Student: Yes, I wrote it.

The third stage: Gain visual and response skills and attract the attention of others.

A student identifies by himself new words that are similar to the words he has learned or there are parts of them in order to expand his reading ability.

The teacher: remove the form and write the word and number from memory. If the student is able to write it, encourage and stop a certain syllable. The teacher says dear, go back to the form and use it to write the word. The teacher asks the student to repeat the previous steps to memorize the word again, and so learn the other words and in the same way for each Pupil and dictate to them the next day.

The teacher repeats the lesson to see the extent to which they develop their awareness and attention towards the words and numbers they have learned. The teacher asks the student to put the words that were written in a box for each student. After a while, the teacher asks to extract the words for help in writing the important words in the lesson and to develop their ability to pay attention.

Evaluation: Through the teacher's observation of what happened in the classroom from the students' responses and discussions and putting forward different ideas about all the questions put to them

Homework: Do the exercises in the textbook for the English language.

No	Items First Domain: Attitudes towards learning English	Strongly Agree	Agree	not sure	disagree	strongly disagree
	Appendix (2) Scale of Attitude towards Learning English Language					
1	I think English is difficult and complicated.					
2	I plan to study English more and more					
3	I think that learning English is awaste of time.					
4	I think learning English helps me to get a career.					
5	learning English can					

	help me to complete the post- graduate studies abroad.				
6	Learning English facilitates dealing with technology and internet.				
7	Learning English helps me knowing other cultures around the world.				
8	I think that English is easily forgotten.				
9	Learning English will help me communicate with others				
10	I learn English because it is an international language.				
Second Domain: Attitudes towards enjoy learning English					
11	I feel happy when I learn English.				
12	I enjoy participating English in the class.				
13	I prefer English classes at school.				
14	I like speaking English in the class activities.				
55	I enjoy spending the free-time studying English.				
16	Studying English causes fear and unpleasant feelings.				
17	Learning English is interesting.				
18	I enjoy joining English club at school.				
19	like reading English novels and stories.				
20	I enjoy watching English films on TV.				
The third domain: Attitudes towards English teacher and Methodology					
21	I see that English teacher uses the language accurately.				
22	I Think that the English teacher uses clear method-ology during Explanation.				
23	English teacher gives students the opportunity to participate activities				

	in the class.					
24	I feel bored at English class.					
25	I would love that English language teacher is absent for lesson.					
26	I see that the English language teacher is authoritarian & does not respect the views of students.					
27	I love the English class because I love the English teacher.					
28	I prefer my teacher to use Arabic in English classes.					
29	I prefer to do activities with partners in Arabic.					
10	English teacher cares about students who are proficient in English language and neglects others.					
31	English teacher cares about homework and follow up.					
32	English teacher is keen to give the quizzes and follow-up with students.					
The fourth domain: Attitudes towards learning English Grammar						
33	I see that English language rules are clear and easy.					
34	I feel that the understanding of English grammar helps me to develop the English language.					
35	I prefer that English grammar is to be explained in lessons context.					
36	I find it is difficult to apply the rules of the English language while talking with my colleagues.					
37	I prefer using Arabic to explain English rules.					
38	The activities used by					

	the teacher in the class help in the understanding of English grammar well.				
39	I feel difficulty in solving grammar exercises in tests.				
40	I do not see a big difference between the Arabic language rules and the rules of the English language.				

(Addisu,2020) و ((Tasnim,2015)) وتم اجراء التكافؤ بين تلاميذ المجموعتين في المتغيرات (العمر الزمني، ودرجات العام السابق، والتحصيل الدراسي للوالدين) فضلاً عن اعداد الخطط التدريسية، وبعد تطبيق التجربة واجراء العمليات الاحصائية عليها توصل الباحث الى وجود فرق ذو دلالة احصائية عند مستوى الدلالة (0،05) بين متوسط درجات تلاميذ المجموعة التجريبية التي تدرس باستراتيجية الحواس المتعددة ومتوسط درجات تلاميذ المجموعة الضابطة التي تدرس بالطريقة الاعتيادية في تنمية الاتجاه لدى تلاميذ الخامس الابتدائي بمادة اللغة الانكليزية، واستكمالا لنتائج البحث تم وضع عددا من المقترحات والتوصيات.

الكلمات المفتاحية: استراتيجية الحواس المتعددة، تنمية الاتجاه، تلاميذ الخامس الابتدائي، مادة اللغة الانكليزية.

اثراستراتيجية الحواس المتعددة في تنمية الاتجاه نحو تعلم مادة اللغة الانكليزية لتلاميذ الصف الخامس الابتدائي

فارس جمعة محمد

المديرية العامة للتربية في محافظة نينوى

الملخص:

هدف البحث الى أثر استراتيجية الحواس المتعددة في تنمية الاتجاه نحو تعلم مادة اللغة الانكليزية لتلاميذ الصف الخامس الابتدائي، حيث تم وضع فرضية صفرية واحدة لتحقيق هدف البحث وهي (لايوجد فرق ذو دلالة احصائية عند مستوى الدلالة (0،05) بين متوسط درجات تلاميذ المجموعة التجريبية التي تدرس باستراتيجية الحواس المتعددة ومتوسط درجات تلاميذ المجموعة الضابطة التي تدرس بالطريقة الاعتيادية في تنمية الاتجاه نحو تعلم مادة اللغة الانكليزية لتلاميذ الخامس) واستخدم الباحث المنهج التجريبي، تمثل مجتمع البحث من جميع صفوف الخامس الابتدائي للمدارس الابتدائية الحكومية التابعة الى مديرية تربية تلكيف في قضاء تلكيف/ محافظة نينوى، وتكونت عينة البحث من (63) تلميذاً من تلاميذ الصف الخامس الابتدائي، وتم تقسيم العينة الى مجموعتين (التجريبية والضابطة) بواقع (31) تلميذ للمجموعة التجريبية و (32) تلميذ للمجموعة الضابطة، وتكونت اداة البحث من مقياس الاتجاه لتلاميذ الصف الخامس الابتدائي الذي اعده الباحث من الدراسات السابقة مثل دراسة (Kamarulzaman,2018) و