The Effectiveness of Using (Ideas Seeding & Educational Props) Strategies in the Achievement of English Language Grammar for Literary 5th Grade Students

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Abstract

The contemporary world is witnessing a great revolution of scientific progress that has led to radical changes in methods of teaching. Most of teachers rely on classical ones while recalling information because they are not aware of the modern educational strategies in teaching. Therefore, the researcher sought to identify the effectiveness of using Seeding and Props Educational Strategies in the achievement of English grammar to the fifth preparatory students. Seeding strategy ideas are a kind of collective thinking that aim at multiple ideas through their diversity and originality. Ideas can be obtained if judgment is delayed, especially when students are faced with problems that are difficult to solve individually. The importance of the current research stems from the knowledge which is more effective to the student‟s achievement. The researcher selected the study sample of the 59 students in the fifth grade, divided into two sections. The first experimental group (30) studied using the strategy of brainstorming and the second experimental group (29) students who study using the educational props strategy, The two groups in some variables, which are believed to affect the results of the experiment, the research tool, the researcher in the preparation of the paragraphs of the achievement test using the content of the study of the grammar of the English language for the fifth grade literary and the paragraphs of the test (60) paragraph of the type of multiple choice. The results include the first experimental group of students, who are taught according to the Seeding strategy, surpassed the second experimental group of students who are taught according to the Educational Props strategy.

Keywords: Seeding strategy, Props Educational Strategy, English Grammar Achievement, Fifth Preparatory Students

CHAPTER ONE

Research Problem:

The researcher found that many teachers rely on the classical method in teaching, which is usually limited to memorization & retrieval of the information. This is because most teachers are not aware of the modern teaching educational strategies which increase the achievement. This may reflect the fear of some of the teachers to try a different style of teaching due to the lack of enough support and encouragement from the head teacher or from the supervisors. In both cases, the result will be represented by: ineffective method of teaching which focus only on the content of the textbox more that the focus on the learner. The teacher usually prepare a template of answers which the students used to memories them instead of practicing how to look for the answer in a collective way which give them the chance to listen to others' answers and build on it and also adapt new ideas from the group.

Therefore, the researcher decided to conduct this research to identify the effectiveness of using the strategies of ideas seeding & educational props in the achievement of the English language grammar for 5th grade students (literary branch).

The problem can be identified by answering the following question:

What is the effectiveness of using ideas seeding & the educational props strategies in the achievement of the English language grammar for 5th grade literary students?

The Importance of the Study:

Today's world is witnessing a tremendous revolution of scientific and technical development that has led to dramatic changes in education. It also led to producing of a huge amount of knowledge and information in different fields. In order to keep up with this development, science education has received strong attention from the officials who are in charge of education. Seeking for modern and new teaching methods which make the student the focus of the educational process is a prerequisite, so that the student can live and cap up with this complex and accelerating world.

Seeding ideas strategy is considered as one kind of collective thinking that aims to multiple the ideas and increase their diversity and originality. Ideas can be obtained if the judgment is postponed, especially

when the "scientific" problems are presented to the students and it is difficult to solve individually (Al-Sheikhli, 2001:74- 75). Then, it is a technique used by a group of individuals as an attempt to solve a specific problem by gathering ideas that spontaneously comes to individuals' minds.

The educational props are one of the educational applications for constructivism theory of learning. Therefore, its roots are derived from this theory and it based on the same foundations which constructivism theory is based on. Moreover, the strategy of educational props advocated that learning is not occurs unless the identification of learners' previous experiences is acknowledged. For example, focusing on active learning and social learning whether it was with adults or with peers, then re-organizing learner's experiences to transfer him into the level that enable him to rely on himself in learning. This is to achieve continuity in learning through offering support to the learners (Razooqi, et, al. 2016:115-120).

Achievement whatever its kind or shape is counts one of educational goals which has crucial importance in individual's life and even for his family. Achievements is not only about succeeding year after year in the academic stage, and obtaining scores, but it is also has a very important aspects in students' life as it is the compulsory way which identifies study type and the profession. Consequently, it identified the social role of the individual, his social status, self-confidence, the sense of success, and the level of his ambition (Al-Majali, 2007:131).

Achievement is not only the results of the educational process, but it is one of the most significant outcomes of this process. Thus, it is seen as the basic criterion to identify the academic level of students and to judge the educational production (quantitative & qualitative) and to measure the update of the educational process through the results and then effectiveness in shaping students' personalities. (Abd Al-Rahman, 1991:94)

Research Goal:

The current research aims to identify the effectiveness of using (ideas seeding & educational props) strategies in the achievement of English language grammar for 5th grade literary students.

Research Hypothesis:

1. There is no statistically significant difference at (0.05) between the average scores of the first experimental group who study according to ideas

seeding strategy, and the average score of the second group of students who study according to the educational props strategy in the achievement of English language grammar.

Research Limits:

This research is limited to:

1 – The students of the fifth grade (literary branch) in one school of the General Directorate of Education in Baghdad / Karkh3.

2 - The first semester of the academic year 2018 - 2019.

Terms Definition:

Ideas Seeding Strategy:

Defined by (Al-Othman, 2007) as "an approach based on holding a meeting for a group of people have a problem and they are seeking for resolving it. Therefore, they present it in front of everyone or write it down on a paper or a plate, then one of the participants volunteer to record the ideas of other participants on the blackboard or on the paper without objection or criticism from anybody and they accept it at the end of the session, then, each idea is evaluated and discussed". (Al-Othman, 2007: 23)

Salama (2009) defined it as: "the method of teaching which based on the preparation of study units by dividing them into short problems that challenge the thinking of students. It requires an access to multiple ideas in a short period of time, and involving as large as possible of students and giving each student a chance to express his opinion and share it with others' ideas". (Salama, 2009: 264)

Educational Props Strategy:

Defined by Englert, et al. (1991) as "providing a temporary support that the learner needs at any time during learning to acquire some skills and abilities that enable him / her and qualify him/ her to continue learning on his / her own". (Englert, et al., 1991: 373-372)

Razooqi, et, al. (2016:115-120) has also defined it as "one application of constructivism theory aimed to provide learners with the support and guidance to achieve further learning that is difficult to reach without the help of the teacher. It targets to provide a temporary support to the learner in the learning area which cannot be exceeded without others' help. Then, the learner is left to complete the rest of his learning alone depending on his own abilities". (Razooqi, et, al., 2016: 129)

Achievement:

Defined by: Al-Zaghloul and Al-Mahamid (2007) "The outcome of what the student learns after passing through the educational experience, and it can be measured by the score that the student obtains in the achievement test, in order to know the success of the teaching method developed and planned by the teacher to achieve his goals and the knowledge obtained by the student which translated into marks" (Al-Zaghloul and Al-Mahamid, 2007: 183)

It is also defined by Alderman (2007) as: "demonstrating the ability to achieve what has been acquired from the educational experiences that have been developed for it" (Alderman, 2007: 10١.

CHAPTER TWO

Literature Review and Previous Studies

First: (Ideas Seeding Strategy)

Teaching by using this strategy aims to:

- Activating the role of the learner in educational situations.
- Motivating learners to generate ideas about a particular topic by seeking the right answers or possible solutions for issues or problems.
- Educating learners to respect and appreciate others' opinions.
- Educating learners to take advantage from others' ideas either by developing them or by building on them (e.g. merging two or more ideas to form one idea).
- Improving learners' abilities to think in a scientific way.
- Educating learners to share, respect, appreciate others' opinions, and benefit from them.
- Educating learners to critique and develop ideas.
- Educating learners to meditate.
- Solving the problems in an innovative way.
- Creating problems for opponent.
- Creating new problems or new projects (Nabhan, 2008: 7)

Procedures for Implementing the Ideas Seeding Strategy:

The procedures for implementing this strategy include:

1. First Stage: Preparation for Ideas Brainstorming "Brain Rain":

The teacher starts to divide the learners into (6-4) groups, and give them a problem from the subject associated with the topic they study. The main problem identifies accurately, and the learners are sitting in groups

that shaping a round circles. In this step, the teacher shows the learners the importance of the topic which will be discussed by the groups, Also, the benefits acquired from these discussions will be clarified by him.

Based on that, the teacher could do the following procedures to motivate and increase the attention of his students:

- Presenting the main idea of the topic which be discussed.
- Converting the problem into a question shape.
- Presenting some information associated with the topic.
- Instructing them to be restricted with the discussion rules.

2- Second Stage: Procedures for Implementing Ideas Seeding Strategy Session:

This stage can be accomplished by the following steps:

• Reminding the learners about the problem by letting them read the question which identifies the problem.

• Instructing the learners to ask their questions about the problem.

• Instructing the learners to come up with solutions to the problem, taking into consideration all offered ideas and solutions without underestimating those opinions.

• Suggested ideas will be classified by the teacher and the students, and then they will be discussed with the learners.

• Formulating instructions and suggesting solutions to the problem. These solutions are supposed to be creative and innovative.

3- Third Stage: Closing Of Ideas Seeding Strategy Session (Evaluation of Ideas):

This stage includes writing down the instructions and solutions that have been reached as a solution to the problem. It is worth noting to mention the main role of the teacher in this strategy. The teacher must be able to formulate questions associated with the subject or educational situation. In addition, the teacher should organize classroom environment, run the discussions and write the answers. Hence, there is a need to have a successful administrative teacher, as well as a good observer to learners' movements in the classroom and has the ability to adjust these movements and the outputs of the brain, and measures the level of ideas' ambiguity and link them to the subject. After that, generalizes the results and solutions related to the subject or problem.

Some pointed out that there are several procedural steps for ideas seeding session in order to achieve its objective in the light of the problems and the number of participants in these sessions, for that reason; there are four basic steps for ideas seeding session:

First Step:

This step is conducted ahead of ideas seeding at least one before the session and it has two parts:

The First Part: The strategy of ideas seeding session is explained in order to inform the participants so that they can participate effectively during the presentation of the person who is in charge of the session during the process of brainstorming.

The Second Part: is to review participants' opinions on some urgent issues so as to ensure the motivation of the participants in the session when these problems are related to their practical reality. In this case, the ideas seeding session is conducted to the most urgent problem that comes in the first order, and then the second one. Time factor is taken into consideration during the session.

Second Step:

This step is a preliminary to the process of ideas seeding to the raised problem. This step is carried out according to the following:

1- Session hall preparation, taking into consideration availability of teaching aids such as blackboards that support colour writing, and a board on which the rules of ideas seeding are written.
2- Carrying out some initiate activities for ideas seeding session by participants aims to transfer the participants from the ordinary thinking atmosphere into a new atmosphere of thinking which has a freedom in intellectual streaming.
3- Inform the participants about the results of their opinions regarding some urgent issues in their area of interest. Moreover, identify the problem that will be the focus of ideas seeding session.

The Third Step:

In this step, the ideas seeding process is carried out for the previous problem which is determined in the light of the survey which is distributed to the participant. The survey is conducted according to the following stages:

First: **Shaping the Problem (10 minutes):** The person who is in charge of the session will present the problem and explain its dimensions to the participants. Some means such as: Audio-visual means, Readings, can be used as supportive aids.

Second: **Forming And Reforming the Problem (10 min):** At this stage, the problem is formulated (identified) in a way that allows the researcher to search and find the solutions. Several methods can be used during this stage; however, the researcher must begin with these questions:

Q / How can.....?

Q / How many ways can you.....?

Of course, the problem which is shaped in this way requires the respondent to generate ideas freely.

Third: Ideas Seeding for One or More of Problem's Statements That Have Been Formulated: This part is the main part of the ideas seeding strategy session where a free flow of ideas is generated according to quantity criterion regardless of the quality. This stage is carried out according to the following steps:

1- Organizing a brief active session (warming-up session). This step is expected to take about (10 minutes).
2- Draw participants' attention to the four rules of the brainstorming strategy.
3- The members and participants in the session shall be divided into groups of (6-12 learners).
4- One participant is selected from each group to play the role of coordinator who will be responsible for recording group's ideas and leading the group to carry out the ideas seeding strategy.
5- The coordinator of each group asks the question or problem that has been chosen to do the brainstorming process.
6- The coordinator is responsible for recording the ideas of the group, and each learner in the group writes down these ideas in his own paper.
7- The person who is in charge of ideas seeding strategy session plays the role of the facilitator or the guide of session's groups during the process of idea generation.

Fourth: Reached Ideas Evaluation: this stage is one of the important stages that involve selecting the good ideas as a preliminary process for implementing them.

Second: Props Educational Strategy

The term of "educational props" is based on what Vygotsky (1978) come up with that young people, with the help of adults, can perform the tasks that they could not do independently. Educational props represent the regular sequence of content, materials, tasks, teacher, and peers in order to provide support to improve learning. Thus, it is a process by which learners can apply new skills and strategies independently. (Razooqi, et, al., 2016: 253).

Steps of Conducting Educational Props:

Educational props require identifying learners' prior knowledge and information and use them in order to make the content of the lesson meaningful to the learner. In addition, to make the content comes inside the learner's approximate growth area. Based on that, the strategy may not be useful if the learner does not have some basic knowledge related to study materials (Rosenshine & Merister, 1992: 26-33). Consequently, the teacher starts first with what the learner knows and then builds on it by using the following stages:

Stage One: Presenting the New Cognitive Strategy:

This stage contains the following steps:

1- Using sensations, clues, and inquiries.
2- Writing down a list of carried out steps.
3- Giving a sample of mental skills learning and targeted processes.
4- Thinking out loud whenever choosing an idea.

Stage Two: Group-Oriented Practice:

This stage requires the teacher to:

1- Starts with using simple materials and ideas and gradually increases difficulty.
2- Partly participates with the learners and when necessary complete the difficult parts of the task.
3- Uses some hints and clues like the reason, so that, this result, to complete this task I need to ... and etcetera.

4- Makes the learners work in small workgroups, and then make them work in peers as a preliminary process to let them working individually.

Stage Three: Preparing Various Content for Learners' Practice

1- Practicing tasks and activities of learners' groups under the supervision of the teacher;

2- The teacher engaged with the learners in an interchange teaching style.

Stage Four: Providing Feedback:

1- The teacher gives a corrected feedback to the learners.
2- The teacher uses corrections forms which include all steps which are well prepare as well as explaining them to the learners.
3- The teacher introduces pre-prepared models to the learners.
4- Asking the learner to use self-revision in order to increase his independence.

Stage Five: Increasing Learner Responsibility

This stage requires the teacher to practice the following:

1- Cancel all previous forms and hints as soon as the learner starts taking the entire responsibility for the task.
2- Increasing the materials and tasks gradually.
3- Cancel the provided support to the learner.
4- Enhancing learner practice for all steps.
5- Reviewing learner performance until perfection.

Stage six: Provide Independent Practice for each learner:

The teacher provides opportunities for learners to practice learning in an intensive and comprehensive way.

Previous Studies:

1. Collando (1997) study:

This study was conducted in the USA and it aimed to identify the effect of ideas seeding strategy and standard clues and instructions of the binary link on the thinking by words. All materials were included within this study. The sample of the study consisted of (100) students, including 49 males and 51 females from the intermediate stage. Pre-test and post-test design has been used as well as experimental group and verbal Torrance Tests, and pre-test measurement for fluency abilities, flexibility and originality. The outcomes of the study revealed that the instructions of

ideas seeding strategy and standard hits were more effective in increasing the fluency and originality. Furthermore, the results showed that binary link style does not reflect any effectiveness in ideas seeding strategy and clues on the originality (Collando, 1997:4202).

2- Al-Jundi & Ahmed (2004) Study:

The title of this study is "investigating the interaction between some learning methods and educational props strategy in the development of educational achievement and critical thinking and the trend of science material for 2nd grade students in the secondary school:

The objective of this study was to develop the academic achievement, critical thinking and trend through educational props strategy. This study was based on the experimental approach, where the tools were applied on the sample before and after. The sample of the study consisted of two semesters of a secondary school which located in Masr Aljadeeda area. One semester represents the control group which has 40 students, and the other represents the experimental group which consists of also 40 students. The researchers used learning style scale (surface / deep), achievement test, critical thinking skills test which contains (hypotheses, prediction in the light of given data, fluency, flexibility) and trend test towards studying nervous system. All of these tests prepared and conducted by the two researchers.

The study concluded that there were statistically significant differences between the experimental group in both the achievement test and the test of critical thinking and the trend to study the nervous system in favor of the experimental group. (Al-Jundi & Ahmed, 2004: 678-728)

CHAPTER THREE

Research Procedures:

This chapter deals with the procedures undertaken by the researcher to achieve the objective of the study, in terms of adopting appropriate experimental design, selection of the sample and groups equivalence in some effective variables. Also, determining the academic materials, formulating the behavioral purposes, and preparing the research tools by using the appropriate statistical means in analyzing the data as well as other aspects of related to the research procedures and its requirements which are explained below:

First: Experimental Design

The researcher adopted experimental design with partial control in two groups (experimental) which have post-test to measure the achievement. The experimental design can be clarified by the following: diagram.

First: Research Community:

The research community consists of 5th grade students (literary branch) at morning schools which belong to the Baghdad General Directorate of Karkh 3.

Second: Research Sample:

The researcher randomly selected Al-Mustafa Secondary School for Boys which belong to the Baghdad Directorate General / Al-Karkh 3, and the researcher observes the following notes regarding the school:

- There are three classrooms of 5th literary grade in the school which gives the researcher the chance to do the random selection of the two experimental groups.
- The school management and English teacher showed their willingness to offer the needed support to implement the experiment.
- The students of this school come from an environment relatively similar for all students in terms of social, economic, cultural background, which helps the researcher to observe some variables in the two groups for the purpose of equivalence.

Diagram (1) experimental design for the research

Groups	Equivalence	Dependent variable	Independent variable
First experimental group	Groups equivalence	Ideas seeding strategy	Achievement test for English language grammar
Second experimental group		Educational props strategy	

Two out of three classrooms have been chosen randomly in Al-Mustafa secondary school. Classroom (A) has been chosen to represent the experimental group (1) which includes (38) students, while classroom (B)

represents the second experimental group which consists of (37) students. The total number of the sample of this research represented by (75) student. Information about students' academic status was gathered from the official records of the school. There were previous cases of repetition in the 5th grade within the two experimental groups, and there were cases of drop out. There were four cases of repetition and two cases of drop out, and there were two "adult" students who exceeded the age of their peers in the first experimental group. What is more, there were three repetition cases and two adult students and three drop out students in the second experimental group.

The researcher dealt with cases like the above mentioned by removing the repetition cases from the experiment statistics, but keep them in their classrooms to ensure their teaching and learning. The reason of excluding those lies behind their prior experience in the academic subjects taught during experimental period. The total number of research sample became (59) students divided into (30) in the 1st experimental group, and (29) in the 2nd group.

Third: Equivalence of The Two Groups:

Although the random distribution would participate in achieving equivalence for the two groups, then verifying some variables which effect on the experiment, therefore, the averages of the following variables were determined: time sequence, previous achievement in English, applying former knowledge test and then calculate the variance and t-value. The two samples appeared to be equal within these variables.

Research Instrument:

The requirements of current research require preparing a tool for measuring the dependent variable: an achievement test designed to measure students' achievement in the subject of English grammar so as to identify the extent of achieving research goals and its hypotheses. The following will explain the procedures:

First - English Grammar Achievement Test:

1 - Building a Test English Grammar Achievement:

The researcher prepared test statements by using the content of the textbook of English grammar for the literary 5th grade students. The number of test statements were (60) represented by a multiple choice questions. Each statement consisted of four alternatives.

1. Test Validity:

Content Validity:

The researcher presented his test tool to a number of experts and specialists in English language pedagogy to verify its validity regarding the accuracy and achieving the goals of the research. The (66) statements have been reviewed by the experts to take advantages of their expertise and opinions. Some amendments made based on experts' recommendations. The researcher deleted few statements and edited some of them. The overall number of valid statements which achieve the goals of the research became (60). Each statement has (85%) approval ratio from experts. The test statements were considered ready to apply on exploratory samples to verify its reliability.

1- The Instructions of English Grammar Achievement Test

A- Answer Instructions:

After the finalization process of test statements by experts' recommendations, the researcher set instructions for answering the test statements, including the name of the student, the purpose of the test, the time for answering, and how to answer.

B- Correction Instructions:

In order to correct students' answers, the researcher conducted the following:

- The researcher prepared the typical answers for the test statements which include the typical key answer for the (60) statements.
- Students' papers were corrected on the basis of (0.1) for each of the test statements. The correct answer is given one degree while zero is given for the wrong or left blank answers. The test total score is therefore 60 degrees.

C - Exploratory Experience:

In order to confirm the clarity of test statements, answering instructions, and calculating the required time for fully answering the statements, the researcher applied the test on an exploratory sample selected randomly from fifth grade students. The sample consisted of (20) students out of the sample. To calculate the average of answering time, the researcher calculated the time taken by the first student who finishes answering all test statements, and for the last student who finishes

answering the statements. Then, the researcher found that the average time is 50 minutes.

D. Statistical Analysis of Test Statements:

The main purpose of analyzing test statements is to verify their validity and to improve them through identifying weak statements and work on the re-formulation them or omission. Analysis also reveals the extent whether the test is considers individual differences between students or not, by checking the easiness and difficulty of test statements and their ability to examine students with high and low. The test was carried out on an exploratory sample of 100 students from the fifth grade. Then, the papers were corrected and arranged in descending order. The researcher has taken the highest scores which represented by 27% of students' score that represent the higher group. Also, the minimum score of 27% which represents the lower group of students' score has been taken. Then the data statistically analyzed as shown below:

Statements' Difficulty Coefficient:

Most resources indicate that the statement which has a difficulty coefficient range between (0.20 - 0.80) is considered within the accepted limits. Whilst, statements which are classified outside that range are require modification, switching or omission. The difficulty coefficient of the test statements ranged between (0.20 - 0.80).

Distinguish Power of Test Statements:

In order to identify the ability of test statements to distinguish between students of the highest and lowest levels in relation to the attribute to be measured by the test, the marks of exploratory sample students have been ranked. Then, highest groups and lowest groups which represent (27%) have been taken from the exploratory sample. The distinguish power for test statements was calculated and it was between (0.22-0.56). According to Brown (1980), test statements which have distinguish power of (0.20) and more are considered good statements.

Test Reliability:

In order to calculate the test reliability, the half-split method was chosen to calculate the reliability coefficient. This method is considered the most common method for estimating the test reliability coefficient. The test was applied to 50 students. The answers were divided into two halves. The first half contains odd statements degrees while the second half consists of

binary statements degrees. Pearson correlation coefficient was used to calculate the correlation between the two halves, and it was (0.90). After that, it has been corrected by using (Spearman-Brown) to produce a reliability coefficient of (0.94).

CHAPTER FOUR

Results and Data Discussion

This chapter presents an overview of the results obtained by researcher, and their interpretation and discussing them in the light of the experiment conducted to achieve the goal of the research. Moreover, recommendations and suggestions will be included in this chapter.

First: - Presentation of The Results: It Includes The Following:

Achievement Test:

For the purpose of verifying the first hypothesis, which states that: There is no significant difference at level (0.05) between the average score of students of the first experimental group who study according the ideas seeding strategy, and the average score of second group students who study according to the educational props strategy in the achievement of English grammar. The mean and standard deviation of the scores for students in both experimental groups were calculated as shown in the table below:

Table (1)

Mean And Standard Deviation For The Scores Obtained By Both Groups Of Students In The Post-Test

Group	Mean	Standard Deviation	Variance	T-value		Freedom degree	Significance level	Statistical function
				Calculate	Scheduled			
1st group	47.066	7.890	62.262	3.991	2.021	75	0.05	significant
2nd group	38.758	8.101	65.631					

It is obvious that there are statistically significant differences between the means in favour of the first experimental group. In order to find out the significance of these differences, T-test was used and the calculated value was (3.991) which is higher than the scheduled value

(2.021) at the level (0.05) and freedom degree of (57). This means, there are statistically significant differences between the two study groups and in favour of the first experimental group in the achievement test. Thus, zero hypothesis is rejected and the alternative hypothesis is accepted.

Results Discussion:

1- The ideas seeding strategy encourages students to express their opinions and thoughts with ease and fluency, due to the availability of persistent reinforcement and welcoming new and un common thoughts (exotic), which encourages independence and freedom of opinion. This is suitable for high school students and compatible with their age and mental development.

2- The ideas seeding strategy is a teaching style that makes students practice different mental processes like observation, description, classification, conclusion, prediction and other learning processes. The student here does not taught full and ready experience of learning, but must spent an effort to acquire and obtain them. This is what enables them to focus their mental energies on finding solutions to what they are facing or doing. Piaget believes that "there is no real learning unless the individual is mentally engaged in learning the information.

3- Ideas seeding strategy makes the student the center of learning process. Since the technique of formulating questions by the teacher makes the student active all the time of the lesson and this is not common for student, which increased their achievement and developing their emotional intelligence.

4- Ideas seeding strategy take into consideration the psychological foundations through learning process, and it takes into account individual differences among students. In addition, encouraging group discussion; providing immediate reinforcement; and it gives students a positive role in participating in lesson management. This stimulates their minds to launch their thoughts without fear or hesitation. Thus increasing their capabilities for discovery and achievement.

5- Ideas seeding strategy provided a base of information for students that increased their awareness of what they were doing. Furthermore, postponing ideas criticism; the ability of building on others' ideas; cooperative assistance in decision-making; and evaluation of solutions have led to increase students' achievements due to they have obtained tangible amount of information.

Recommendations:

Based on the results, the researcher recommends the following:

1 – It is necessary to use modern teaching methods, or contemporary, including ideas seeding and other educational and psychological techniques in the secondary stage, and the need to introduce them in the curriculum.

2 - Using ideas seeding strategy for teaching the fifth grade literary students because it effects the achievement of students.

3 – It is necessary to urge teachers of English language to use ideas seeding strategy to teach some topics.

Suggestions:

To further current research, the researcher suggests the following:

1 - Conducting a similar study on intermediate school students to identify the impact of ideas seeding & educational props strategies on achievement.

2. Conducting a similar study but with different variables which are not covered in the study such as (sex - retention - motivation ... etc.).

3 - Conducting a study to examine the effectiveness of the ideas seeding strategy on the development of critical thinking in the English language.

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