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The Effect of Suchman Strategy as a Style in Cognitive Skill (TEOSSAASICS)

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Abstract

The goal current study is to determine how the Suchman strategy effects on EFL Iraqi intermediate pupils achievement. When implemented well, they will have real effect on pupils' performance and provide diversity in the method that pupils process new knowledge. In order to achieve the study aims, the following hypotheses have been formulated. In the post achievement test, there is no statistical significant difference between the mean scores of experimental group, which is taught using Suchman strategy and control group, which is taught using prescribed method. A sample of sixty pupils have been randomly selected from the first intermediate class at AL-Marab Intermediate School for Boys at Kirkuk City for the academic year 2022-2023 in order to carry out the

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pupils' and validate its assumptions. Both groups are equalized in some important factors including educational levels of the parents, the age of pupils', their test results from their previous schooling year, and their pretest scores for both groups. The researcher himself has taught both groups. The two groups are equally divided into the experimental group, group (A), that made up of (30) pupils which have been taught according to the Suchman strategies. The control group, group (B), made up of (30) pupils which have been taught according to the prescribed method. According to the results, there is a statistically significant difference between the mean scores of the experimental group in the pre-test achievement. Moreover, the pupils in the experimental group were guided by the Suchman strategy to attain better achievement at the post tests. Finally, appropriate conclusions, recommendations and suggestions for further studies are put forward.

Key Word : strategy, prescribed, scores, experimental group, control group.

اثر استراتيجية شومان على تحصيل طلبة المرحلة المتوسطة العراقيين متعلمي
اللغة الانكليزية بوصفها لغة أجنبية

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المستخلص

هدف الدراسة الحالية هو تحديد كيفية تأثير استراتيجية شومان على تحصيل التلاميذ العراقيين في اللغة الإنجليزية كلغة أجنبية. وعندما يتم تنفيذها بشكل جيد، سيكون لها تأثير حقيقي على أداء التلاميذ وتوفر التنوع في الطريقة التي يعالج بها التلاميذ المعرفة الجديدة. ولتحقيق أهداف الدراسة تم صياغة الفرضيات التالية: وفي الاختبار التحصيلي البعدي لا يوجد فرق ذو دلالة إحصائية بين متوسطي درجات المجموعة التجريبية التي تدرس باستخدام استراتيجية شومان والمجموعة الضابطة التي تدرس بالطريقة المقررة. تم اختيار عينة مكونة من ستين تلميذاً عشوائياً من الصف الأول المتوسط في مدرسة المعرب المتوسطة للبنين في مدينة كركوك للعام الدراسي 2022-2023 بهدف

تنفيذ فرضيات التلاميذ والتحقق من صحتها. وتتبادل المجموعتان في بعض العوامل المهمة بما في ذلك المستوى التعليمي للوالدين، وأعمار التلاميذ، ونتائج اختباراتهم من العام الدراسي السابق، ودرجاتهم في الاختبار القبلي لكلا المجموعتين. وقد قام الباحث نفسه بتدريس كلا المجموعتين. وقد انقسمت المجموعتان بالتساوي إلى المجموعة التجريبية (أ) المكونة من (30) تلميذاً والتي تم تدريسها على وفق إستراتيجيات سوشمان. المجموعة الضابطة المجموعة (ب) المكونة من (30) تلميذاً تم تدريسهم وفق الطريقة المقررة. وفي ضوء النتائج يوجد فرق ذو دلالة إحصائية بين متوسطي درجات المجموعة التجريبية في التحصيل القبلي. علاوة على ذلك، تم توجيه تلاميذ المجموعة التجريبية باستراتيجية سوشمان لتحقيق تحصيل أفضل في الاختبارات البعيدة. وأخيراً تم تقديم الاستنتاجات والتوصيات والمقترحات المناسبة لمزيد من الدراسات.

الكلمات الدالة: استراتيجية، المقررة، النتائج، المجموعة التجريبية، المجموعة الضابطة.

Introduction

Problem of Study

Teachers of the English language think that pupils' have trouble to learning the language because they spend their time on difficult tasks which make language learning boring.

The purpose of this study is to help teachers' learning a new strategy or skill and who they enable pupils to learn EFL by using up to date starter gies (Arends and kilcher,2010).

This study investigates the effect of Suchman strategy on the environment of the classroom and how to allow pupils exchange information between them through group work or with their teachers , ask questions, role playing, group problem-solving exercises and articulated projects , and have more interaction with each other (Joyce and Weil, 1996).

According to Amjah (2014) teacher will make sure the explanation and activities are interesting and enjoyable for pupils to follow. Teachers use demonstrations and colourful materials to support teaching method. Further, teachers ask pupils what kind of

activities they like to do for the next coming lesson. Teachers also use colourful materials, showed videos and also provided interesting activities to support teaching strategy. There is a need to investigate the possible relationship between the pupils' interest the learning English language and their language achievement.

Aims of Study

This study aims at:-

1- Investigating the effect of Suchman strategy on improving achievement of intermediate Iraqi EFL pupils ' .

Hypothesis of Study

This study hypothesized that:

1- There is no statistically significant difference between the mean scores of the control group, who are taught according to the prescribed method and the mean scores of the experimental group who are taught by using Suchman strategy.

Limits of Study

This study is limited to:

1- A sample of first – grade intermediate students in the AL-Marab intermediate School for Boys in Kirkuk Center.

2- 1,2,3,4 units of English for Iraq First Intermediate.

3- First semester model of the study in academic year 2022-2023.

Value of Study

The study is taught to be beneficial to:

1- Teachers need to implement new strategies in their teaching career.

2- Reaching the extent of the effectiveness of the Suchman strategy in developing critical thinking and conceptual change among first-grade students .

3- Researchers who will be working on finding new strategies in English.

Plan of study

The following procedures should be taken to fulfill the aims of the study:

1. Choosing a sample of students from Marab intermediate.
2. Divide the sample of students into experimental and control groups.
3. Teach Suchman strategy to the experimental group by use modern way in teaching while the control group is being taught, by the use of the traditional way in teaching.
- 4- Assigning randomly two groups: one is the experimental group and the other is the control group.

Literature Review

The Theoretical of Suchman Strategy

J. Richard Suchman presented and developed his model in U.S. in 1962. The Suchman model is considered to be one of the most important educational and learning models aimed at developing cognitive skills in research and information processing so as to enable students to investigate in a flexible and productive manner (Hussein,1999).

Hamdy (2009) states a teaching model that helps students learn how to look for information that users experience with different survey skills from observation, measurement, and conclusion, in which they discuss students by asking the teacher questions to help them provide possible explanations for problem solving, and validate those interpretations. As shows in figure (1).



Figure 1: Suchman Inquiry model Adapted from (Hamdy, 2009)

- 1- Discrepant Event:** This is a type of problem that the students may know little to nothing about that is introduced by the teacher. Example: Why doesn't the snail inside this sealed terrarium die?
- 2- Generation of Inferences:** This is a question and answer period where the students will ask mostly "yes" or "no" questions to get information. This information can help lead them into the next step of this process.
- 3- Concluding Activity:** The sky is the limit on what can be done here. Depending on the problem that was presented, you may want the students to test their hypothesis with some type of experiment. Assessment can be accomplished by the students presenting their findings either orally or a written document.
- 4- Research :** After a hypothesis has been formulated, the students can then attempt to validate their hypothesis. This can be accomplished with many different mediums. More questions and answer sessions. Using the Internet, books and/or periodicals.
- 5- Observation of a Likely Answer :** With the knowledge gathered in the question and answer period the students can start to make observations about the problem. With this information, the students can try to formulate an explanation of the observation. This is what is usually termed as a hypothesis.

Suchman and Inquiry Strategy

Atallah (2001) stated that the method of inquiry is based on the basic principle of the almost complete participation of pupil in the educational-learning process. The use of inquiry appeared as pointed out by Qatami and Qatami (1993) in the instructions of

(Socrates), which is concerned with preparing the Greek citizen with culture and ability in order to develop his intellectual abilities.

This strategy is developed by Richard Suchman in the sixties of the twentieth century, with the aim of using it to teach students research processes or scientific investigation of phenomena and to practice procedures similar to some extent - the procedures used by scientists to obtain knowledge, organize it, and generate hypotheses and theories. In other words, the main purpose of this strategy is to train on simulating the behavior of scientists when they are researching a specific phenomenon or addressing a specific problem (Zaitoun, 2001).

Characteristics of Suchman Strategy

Zaitoun (2001) believes that inquiry teaching is that type of teaching that has the following characteristics:

1-Lessons are organized in the form of scouting learning activities, such as students discussing a controversial issue or an open-ended question, practicing a scientific research activity, or exposing them to a problem or a confusing situation.

2-Emphasizes more on questions rather than answers meaning that the emphasis is not on finding the right answers as much as it is on how to find that answer.

3-The learning time is relatively open, so students take the time they need as much as possible to practice the learning activities until they finish them.

The Role of Teacher in Suchman Strategy

1-He takes into account individual differences during the discussion and accepts all opinions and does not restrict them.

2-It gives equal opportunities to all students during the discussion.

3-He strives to invest all the students' ideas and opinions in finding the correct interpretation of the problem.

Method and Procedures

This section of the study describes the methods used by the researcher . It covers the method of the study, population, sample, instrument, as well as its validity and reliability.

Method of the Study

In this study a descriptive analytical method was used. With use of this method, a problem or phenomenon investigated in order to collect data that provides answers to the study's questions without any bias from the researcher.

population of The Study

According to Arikunto (2006, p.108) a population is a set or collection of all elements possessing one or more attribute of interest.

It is difficult to have available data for all individuals in population, which can be defined as all individuals or interesting units. (Hanlon and Larget, 2011,p.2).

The population of the current study includes EFL Iraqi intermediate pupils of first grade in AL- Marab intermediate. The total number of first grade pupils' population is (313), as shown below in table (1).

Table(1)The Population of the Study

| N0. | Intermediate school | <i>Number of pupils</i> |
|--------------|---------------------------------|--------------------------------|
| 1. | AL-Marab Intermediate for Boys | 60 |
| 2. | AL-Berak Intermediate for Boys | 75 |
| 3. | AL-Noor Intermediate for Girls | 90 |
| 4. | AL-Parsh Intermediate for Girls | 88 |
| Total | | 313 |

The Sample of the Study

According to Burns (1981), a sample is a small and controlled group drawn from a larger population for the purpose of making statements about that sample.

For the study's sample, the researcher chose at random AL-Marab Intermediate School for Boy during the academic year 2022-2023. There are two groups(A, B) of first grade pupils from the scientific discipline. Section (A) has randomly been chosen to be the experimental group, which consists of (30) students. Additionally, Section (B) has been chosen randomly to be the control group, which includes (30) students. Therefore, a total number of the sample participants is (60) male students who represent (19%) of the original population, as can be seen in table (2).

Table (2)The sample of the study

| Groups | Section | Number of pupils |
|---------------|----------------|-------------------------|
| Experimental | A | 30 |
| Control | B | 30 |
| Total | | 60 |

The Validity of the Study

Davies (1990, p.21) refers to validity that connected with that fact of the test its ties to what it is supposed to test. Validity is the accuracy, significance and relevance of the relevant assumptions derived by test scores.

Reliability of the Study

Crocker and Algina (1986,p.10) define the internal consistency of the test results are the overall degree to which one can expect the constant deviation scores of individuals across testing situation with the same testing instrument. Thus, if reliability measurement is performed outside of literature measurement, it is acknowledged.

Discussion of the Result

The results of this study show that the using Suchman strategy have a positive effect on pupils' achievement. This exemplifies the efficient use of Suchman strategy in enhancing pupils' ability in vocabulary, grammar, ideas and spelling.

Figure (2) shows that there is a significant difference between the mean scores of the experimental group and that of the control group. The mean scores of the experimental group is 67.10 and the mean scores of the control group is 45.60. This clearly shows that the experimental group, which used the Suchman strategy, outperformed the control group, which used the prescribed method. As a result, the first hypothesis that states, "There is no statistically significant differences between the mean scores of the control group, who are taught according to the prescribed method and the mean scores of the experimental group who are taught by using Suchman strategy", as shown in figure (2) below:

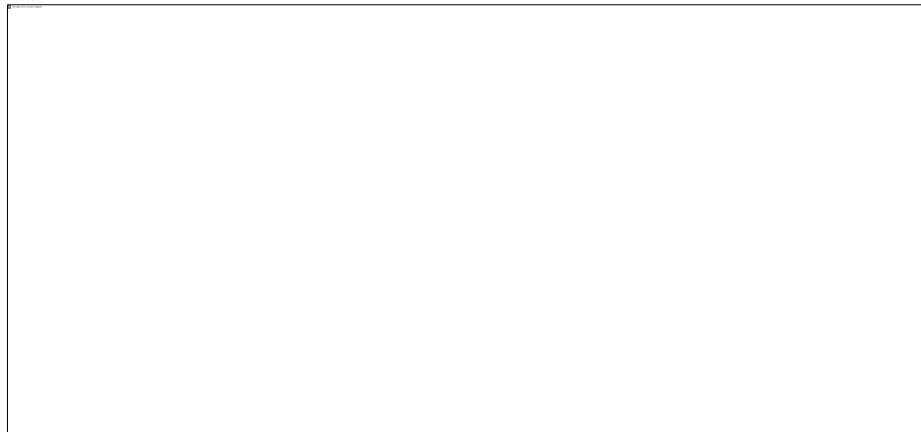


Figure (2) Pupils' Mean Scores and S.D. of the Experimental and Control

Conclusion

The most significant of the conclusions reached by the current study are as follows:

1-The application of the steps of the Scheman Strategy gives the students vitality and spreads a spirit of cooperation and love of participation in the lesson.

2- when Pupils are exposed to this new strategy, they become very motivation and desire to learn English. This is enough to ensure the process of teaching is a successful one.

3- The t-test results show that utilizing Suchman strategy in teaching has had an important effect on the achievement of Iraqi preparatory pupils'.

4- By employing a Suchman strategy, pupils can develop the ability to differentiate between important and unimportant concepts and information, which will help them put informational fragments into a coherent understanding component.

Recommendation

Based on the research findings, the researcher makes the following recommendations:

1- Provide training courses for teachers in the formulation and employment of educational objectives to suit the inquiry activities and sports activities and the potential of the school.

2- Conducting evaluation studies of courses in various stages of education and work on developing procedural solutions to develop them in a survey and modern teaching methods.

3- Employing Sachman's Strategy in teaching science to students because of their ability to increase students' motivation and excitement for learning.

4- Students are encouraged to express their opinions and concepts freely so that conceptual change can be detected.

Suggestions for Further Studies

The following points are suggestion for further research:

1. The role of Suchman's Strategy in teaching English on developing achievement and the skills of solving problems of the first year intermediate pupils.

2. The effect of using Suchman Strategy on vocabulary learning.

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