

The Effect of Grouping Strategy on the Achievement of Kurdish Grammar among Fifth-Grade secondary school students- Literary Stream in Iraq

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ABSTRACT

Objectives: This research endeavors to examine the impact of different grouping strategies on the proficiency in Kurdish grammar among fifth-grade students in the literary stream of secondary schools.

Methods: Employing an experimental methodology, this study involves a sample of 60 male and female students selected purposively from the study population. These participants are divided into two distinct groups for analysis. The experimental group that consists of (30) students and the control group that consists of (30) students. The two groups have studied the Kurdish grammar according to grouping strategy.

Results: To achieve the objectives of the study, an experimental approach has been used and an achievement test, of about (30 items) of multiple choice questing, is prepared and its validity and reliability are checked accordingly, after applying the Achievement test on the study sample and analyzing results statistically.

Conclusions: The study findings reveal that grouping strategy has a great effect on the experimental group on the achievement of Kurdish grammar as compared with the control group. Finally, the study ends with a bundle of conclusions, recommendations and suggestions for further research.

Keywords: The effect, strategy, grouping, achievement, Kurdish grammar.

1. INTRODUCTION

This chapter sheds light on the statement of the Problem, significance of the study, objectives of the study, hypothesis, delimitations of the study, and it ends with the definition of the terms.

1.1. Statement of the Problem

Teaching Kurdish Language for Non- native speakers requires employing and conducting new and modern methods of teaching, learning and acquisition. Thus, the secondary schools education witnesses drastic weakness and shortcomings in the whole branches of Kurdish Language for non-native speakers. Grammar is regarded the cornerstone of all branches of Kurdish language. Hence, there are still some serious problems in teaching Kurdish language. Accordingly, these problems affect the students & Proficiency in Kurdish Language .These Problems include: first of all, teachers use individualized explanation of Kurdish grammar without linking the rules of grammar together and therefore this may weaken the main ideas and content of the material. Secondly, Secondary school teachers adopt traditional methods of teaching such as Indoctrination, elocution and memorization of rules of grammar. Similarly, teachers raver use new and modem teaching strategies that highlight in the educational Process. For this reason, it is difficult for students to learn or memorize rules of grammar and therefore they consider these rules vary hard to memorize and think out of the box Above all, many field studies have confirmed that there is a decline in the students achievement in the Kurdish grammar in the secondary education, These Previous studies include: (Al-Saedi 2012) study, (Al-Kelaby 2023) study, and (Al-Tameemi, 2023) study. Hence, the current study highlights these problems and it suggests some solutions to overcome such Problems in secondary education. Accordingly, grouping strategy has been used as new teaching strategy that meets the criteria of Kurdish grammar for non- native speakers and this study raises the following question: What is the effect of grouping strategy on the achievement of Kurdish Grammar among the fifth-grade –secondary school students – literary straw in Iraq.

1.2 The importance of research

Education is the main pillar in human societies because it contributes to the creation of a civilized individual based on progress and scientific development, it is one of the important tools of civilization building, and an effective factor in the latest cultural and social changes in the world because it prepares the individual for life and makes him a participant in building his society, its development and advancement in all aspects of life by providing a suitable environment for his growth and building his personality integrated growth (Zayer, et al., 2016:P-32).

Education achieves its goals in any society only through a means of communication and communication so that it can implement educational systems, namely language, it is the main means that human beings have used since ancient times in the process of understanding, it is through it that their thoughts and experiences are transmitted to others, so they need language in various spheres of life.

Each of the human languages has its own characteristics that distinguish it from others, and the Kurdish language, like other languages, has its own components, existence and rules, as it is one of the most important links that bind its members to each other and the strongest factor of its factors, and therefore there must be several elements for the success of teaching it to non-native speakers, including a successful teacher, a good curriculum, methods, methods and appropriate strategies for teaching it and educational means . (Al-wandawy, 2007:P- 9).

The importance of grammar seems to be that it is the main branch among other branches of the language, as understanding the language requires understanding its rules that govern its system and give it the formula that leads it to the intended meaning, as it is the most dependent branch of the language on thinking, from which students proceed to the rest of the branches of the language .grammar is not an end in itself, but it is a means to control speech, correct methods and straighten the tongue, in addition, it organizes linguistic information for students to make it easier for them to use it The knowledge of linguistic rules functionally in terms of its principles , generalizations, and laws, enables the student to master the language and its various skills , and he can express his thoughts, understand and absorb the thoughts of others, so the use of linguistic rules in an integrated functional way allows its owner the correctness of linguistic control , and compose sentences and phrases free from linguistic error(Ismail , 2013 :P-106)

The researcher believes that the student faces a huge amount of information, as it is difficult to benefit from it unless it is presented in an organized manner, so there must be teaching strategies that help students develop their understanding and acquisition of information, because it cares about the student as the focus of the educational process, and this is what modern educational philosophy emphasizes, and that the teacher should be the mentor and guide instead of being the leader and executor of educational activities.

Active learning strategies represent a reflection of the ideas of Constructivist theory, which emphasizes the importance of the student building his knowledge through their interaction with his environment, and it is stipulated that the ideas in the student's cognitive structure are related to the ideas presented to him and that the student realizes them himself, and solves the cognitive conflicts that he faces through participation, dialogue and classroom interaction in organized groups .

One of the strategies emerging from active learning is the cluster strategy, which refers to the educational activity that takes place in the form of a dialogue between the teacher and the students. Or among the students themselves, they are strategies that rely on collaborative learning (Al-Heelah, 2008:P- 159).

It is one of the modern strategies and perhaps the most important thing that distinguishes this strategy from the traditional method is that it makes the student an active and effective element within the classroom, it gives the student more opportunities for practice and application, in which the student is part of an integrated block of elements in which each element plays its role actively without just listening and passive response with the teacher, as well as provides the student with time investment in what is useful and puts the content of the circular material in an attractive framework that can be understood and applied (AlSaleh, 2012:P- 38) it also helps to develop students 'self-skills and increase their motivation towards reading and learning, add some fun and fun to them, increase their academic achievement, develop their abilities for dialogue, discussion and expressing opinions, increase the ability to formulate questions, and develop the spirit of work in the group, for its effectiveness in students' acquisition of thinking skills (palincsar &brown,P- 1985).

The researcher has chosen the preparatory stage as a field for his research experience, as it is an important stage characterized by its specificity, represented by the age stage, which is characterized by bullying and youth, as well as the features of their personality are characterized by their intellectual and social development, and it is considered one of the important stages in the life of students, it is the stage of preparation for professional life and bearing responsibilities and actual contribution to society.

1.3 Significance of the Study

The study might be significant for the following reasons:

- 1 -The importance of education because it is the most important foundation for students and for the entire society
- 2 -The importance of language because it is a communication tool between human beings It is very important in the global world so that people can make others understand each other.
- 3The Importance of Kurdish language as the second National language in Iraq.
- 4 The importance of employing modern teaching strategies in teaching Kurdish rules of grammar including grouping strategy.
- 5The significance of secondary education lies in its pivotal role in shaping students' intellectual, social, and personal development.
- 6 The study's discoveries could assist curriculum designers in enhancing the English curriculum for fifth graders and providing teachers with a diverse array of activities and practices aligned with grouping strategies.

1.4 Objectives of the study

The study aims to:

- 1- Identify and investigate the effect of grouping strategy on the **achievement** of Kurdish grammar among fifth-grade secondary school Students - Literary stream In Iraq.
- 2- Find out suggested solutions to overcome the weakness in teaching and learning Kurdish rules of grammar from the point of view of Kurdish language teachers.

1.5 Hypothesis of the study

To achieve the objectives of the study, null hypothesis is formulated. There is no statistically significant difference of (0.05) between the mean scores of the experimental and group who study the Kurdish rules of grammar according to grouping strategy and the mean scores of the control group Who study the same subject according to the traditional method in the Post Achievement test.

1.6 Delimitations of the study

The current study is confined to the following aspects:

- 1- The temporal limitations. The first Term for the school year (2023-2022).
- 2 - The human limitations: A group of fifth Grade secondary school students/ literary stream in Baghdad governorate Karkh second directorate of Education – Baghdad.
- 3 -Spatial limitations:
Al-Thawar secondary school for boys_ Under the Karkh second directorate of Education – Baghdad
- 4 - The scientific limitations:-
Nine units of Kurdish grammar including Reading comprehension skill and Kurdish Literature. for fifth grade students .

1.7 Definition of Terms

The effect (Saleh ,2013 P- 22)

Defines it as " the ability of the agents under study, to achieve Positive result Yet, In case of failure the result would be that agent may be the direct cause of occurring negative consequences"

The operational definition:

The change that occurs among fifth- grade students literary stream (the sample of the study) after being exposed to independent variable (grouping strategy)

2 - Grouping strategy

(Al-Wandawy,2009, p-7) defines it as "teaching method in which a small Co-Parting groups of students of different Performance levels work together to achieve joint objectives. Each student should be evaluated according to the collective outcome".

Besides, each teacher acts as an observer or monitor of learning groups.

7 - The operational definition:

Grouping strategy is a group of Plans and Procedures which the researcher follow in teaching the Kurdish rules of grammar for the experimental group that relies on groupings in which students do about the concept certain Phenomenon that has been distributed randomly to the students.

3 - Achievement:

Learned Pama (Zayer and Samaa ,2013, p. 153) define it as " the main abilities or capabilities the learners possess out of experiences and information that may be employed in solving a large number of frequently asked Questions ".

The Operational definition

Achievement is a score which the sample of the study achieved out of postAchievement test in which the research has prepared after studying theNine units of Kurdish rules of grammar from the book of reading andKurdish literature. for Fifth grade students.

4 - Fifth Grade Secondary school literary stream

The Ministry of Education (Yamany,2012, P-12) defines the fifth grade in the secondary school literary stream as a part of the secondary education system in Iraq. This stage follows intermediate school and comprises three school years, including the fourth and fifth grades (Scientific and Literary streams), as well as the sixth grade (Scientific and Literary streams).

2. Review of Theoretical Literature and previous study

2.1 review of theoretical literature

2.1.1 Constructivist Theory

The constructivist theory is founded upon the cognitive structure of the student, which they construct themselves through prior experiences, ultimately leading to the development of mental self-awareness. Hence, the modern educational orientations highlight the importance of the active learning that is based on the students, Positiveness in self-learning. Also, teachers should work hard to understand the preexisting conceptions and understanding among students. Besides, teachers will need to adjust their teaching to match the leaners level of understanding. Accordingly, Students Previous Knowledge, experience, beliefs, and insights are all of high and great significant foundations for their continued learning.

2.1.2 Active Learning

Active learning is a teaching approach that involves students actively participating in the learning process, which includes activities such as talking, listening, reading, writing, and reflecting on the content of the study materials provided. Furthermore, active learning involves small group team building activities for work and Problem solving skills and decision making using modern tools- (Ali, 2011, P;233)

2.1.3 Characteristics of Active Learning

1 More importance is given to students exploring their own attitudes, values, and prior experiences.

2 In fact, the focus is centered on students as they take an active andengaged role in learning.

3 Active learning enhances the spirit of Cooperation among students.

4 Active learning fits with students. Potentials and capabilities(Ambusaid and Al-Hosaniya, 2016, P;27-29)

2.1.4 Foundations of Active Learning

1 - Encouraging students to ask questions in the classroom

2 - Interacting between students and the teacher inside and outside classroom.

3 - Students positively participate in the Process of learning.

4- Employing new student-centered instructional strategies

2.1.5 The student role in Active Learning

1 - The student takes the initiative to ask questions

2- Asking the teacher and students for help

3- Participating with Peers to work as a team and building a spirit of Cooperation and affiliation.

4- Students Perform self-organization that gives them an opportunity to correct and develop Personality Potentials within the framework of educational Process.

2.1.6 The teacher role in Active Learning

1. The teacher is a mentor and guide in that he helps students in the classroom and encourage them so that theycan take self-study and take responsibility for their Learning process.

2. The teacherencourage students to positively participate in achieving objectives including all educational activities.

3. The teacher can help create an enabling environment for students to perfrom different activities.

4. . The teacher can make an appropriate planning of Learning and teaching strategies

2.2 Grouping strategy

A grouping strategy is one strategy of active learning. It is an art of arranging students for group work. Working in groups help students to improve academic achievement. Students also enhance their learning through discussing and questioning each other's opinions and reasoning, which enables them to cultivate various perspectives on how to approach tasks. Thus, grouping strategy is used to assure that all students learn and to teach students how to work with others. Above all, it facilitates social interaction between students and improves students, self-confidence. (Ibrahim, 2009, P-25)

2.2.1 Significance of grouping strategy

- 1 - Grouping strategy provides students a basis for excellent instruction.
- 2 - Grouping strategy increases values of team work and responsibility.
- 3- Grouping strategies motivate students to fulfil their Potential and to focus their attention on a key goal or outcome.
- 4 - Grouping learning is an approach used to discover students tendencies and to satisfy their needs.
- 5 - Grouping strategy allows students to retrieve information out of the memory (Ambusaidand Huda, 2016,P-23).

2.2.2 Characteristics of Groups of This Strategy

1. Groups are heterogeneous.
2. Each Individual in the group is responsible for his / her own action and the group work as a whole.
3. Every Individual should provide support for other individuals in the group and in return he /she receive support.
4. The individuals of the group share sweetness of success and bitterness of failure.
5. Individuals distribute tasks among them equally to achieve the desired goals.
6. Teachers have an active and clear role including supervision, follow – up and main training the goal – oriented path. (Ibrahim 2009,P-:302).

2.2.3 Academic Achievement

Academic achievement pertains to the capability of fulfilling the criteria for success, typically assessed by teachers or through tests administered to students throughout the academic year.

In other words , it is mastery of a group of skills and expertise that the students possess after being exposed to educational experiences in a certain topic or a course of study or a group of subjects that are of relevance to a course of study in a specific time (Al-Heelah, 2008,p- 72).

Secondly: previous studies

The researcher has found a group of studies that are of relevance to his research in terms of methodology, aims and objective. The studies have been illustrated in table (1).

Serial No	The researcher	Year of study	Place of study	Aims of study	employed method	Stage of study	Sample Size	Sample of gender	Subjects	Tools	Statistical means	Results
1	Al-Hadaji	2019	Iraq	The effect of grouping strategy on the achievement of Arabic grammar among Second intermediate school students	Experimental	2 nd Intermediate	67 pupils (33) experimental group and (34) control group	Males	Kurdish Grammar	Reading comprehension Test	(T- Test) Chi-square Test, pearson correlation coefficient spearman correlation coefficient difficulty coefficient Discrimination Equation	There is a difference of statistical significance at (05.0) level in favor of exponential group
2	Al-Maliki	2023	Iraq	The effectiveness of numbered heads strategy on the achievement of Kurdish Reading and Literature among Fifth grade students	Experimental	Fifth grade	50 pupils (25) experimental group and (25) control group	Females	Kurdish Grammar	Achievement test	(T- Test) Chi-square Test, Pearson correlation coefficient spearman correlation coefficient Difficulty coefficient Discrimination Equation	There is a difference of statistical significance at (05.0) level in favor of exponential group
3	ElAMARasoomi	2023	Iraq	The effect Focused Listing strategy on the achievement of Kurdish Reading and Literature among Fifth grade Female students	Experimental	Fifth Grade	Pupils 68 (34) experimental group and (34) control group	Females	Kurdish Grammar	Achievement test	(T- Test) Chi-square Test, difficulty Coefficient	There is a difference of statistical significance at (05.0) level in favor of exponential group

Benefits of previous studies

The researcher benefited from the previous studies in the following aspects:

1. Identifying the types of modern strategies in teaching grammar.
2. Identifying the methodological procedures and taking suitable steps that fit this study.
3. Having examined the Achievement tests in previous studies.
4. Taking advantage of used statistical means.

3. Methodology and procedures

This chapter encompasses the research method, research design and the total Population of the study and the sample of the study. Also, it comprises the equivalence of the two groups of the study. Besides, it includes the Requirements of the study, data collection tools, reliability and validity of tools together with the Pilot study and Statistical Analysis of achievement test items.

Finally, it reviews the experimental practice and statistical means

3.1 Research method

For this study, the researcher has opted for experimental research using a quantitative approach. This type of research involves the analysis of numerical data and its statistical interpretation, contributing to the study's usefulness and accuracy.

3.2 Research Design

The experimental research design encompasses a structured set of protocols and procedures devised for conducting scientific research, employing two sets of variables. Thus experimental, research design is a planning of the factors surrounding the Phenomenon under study.

The researcher uses the quasi experimental research design which is a research design of position of experimental and control groups.

Table 2. shows the experimental and control groups with the independent and dependent variable .

group	Independent dependent	dependent Variable	Instrument
experimental	Grouping strategy	Achievement	post
Control			Achievement test

3.3 Population and sample of the study.

The population in this research is the fifth-grade - literary track students in the General Directorate of Education in Baghdad / Kurdish the second for the academic year (2023-2022) - (Al-Thouar secondary school).

The sample size is (60) students, of two sections (A,B) each section consists of 30 (students and section) (A) is the experimental group which studies the Kurdish grammar according to the grouping strategy and section (B) is the control and section is the control group which studies the same subject according to the traditional method

3.4 Equivalence between Experimental and control group.

The researcher takes care before implementing the experiment the equivalence between experimental and control group in some of the variables that do not affect in the reliability of the experiment. These variables include (Chronological age calculated), months, Raven IQ Test prior Knowledge test of the academic year(2022-2021) .As illustrated in the following table.

Table 3. shows the equivalence between experimental and controls group in the variable of chronologic

Group	No- of Students	Mean	significance degree	Degree of freedom	T-Test Value		significance Level at (0.05)
					Tubulched	Calculated	
experimental	30	202-366	12-532	58	2	1-439	Statistically significant
Control	30	198-400	7-467				

Table 4. shows the equivalence between experimental and controls group in the variable of iq test

Group	No- of Students	Mean	standard deviation	degree of freedom	T-Test Value		significance Level at(0.05)
					Tubulched	Calculated	
experimental	30		10-546	58	2	0-690	Statistically significant
Control	30		8-422				

Table 5. shows the equivalence of experimental and controls group in the variable of chronologic of prior knowledge

Group	No- of Students	Mean	standard deviation	degree of freedom	T-Test Value		significance Level at0.05
					Tubulched	Calculated	
experimental	30	67-466	9-198	58	2	1-178	Statistically significant
Control	30	70-266	9-211				

3.5 Requirements of the study

3.5.1 Defining Academic Material

Before implementing the experiments the serentific and academic. material has been defined during the period of the experiment . It consists of Nine Units of Kurdish grammar and literature that will be studied to the fifth grade literary trade students for the academic year(2022-2023).

3.5.2 Formulating behavioral objectives

The behavioral objectives have been formulated according to the contents of the cognitive field of the educational Material or coursebook. It amounts to (68) behavioral objectives according to Bloom's taxonomy in the cognitive field which comprises three domains. Knowledge, comprehension and application, these behavioral objectives have been faced- validated by a group of Board of referees or Panel of judges specialized in Methods of teaching Kurdish linguistics and literature.

3.5.3 A Preparing Training Plan

The researcher Prepares basic Plans for Kurdish grammar that will be studied during the experiment in the light of the content of academic coursebook and formulated behavioral objectives according to grouping strategy, As for the students of experimental group and As for the students of control group the academic course bode will be studies according to the traditional Method- A sample of these plans have been reviewed by a panel of judges Specialized in Methods of teaching Kurdish linguistoes and literature in order to investigate their opinions, remarks and suggestions for the purpose of improving the formulation. these Plans.

3.6 Instrument of the study

The researcher builds an Achievement test consisting of (30) items of Multiple choice of four-options because it is the most common used in Achievement measurement.

3.7 Test validity

The researcher used two types of Validity. They include:

3.7.1 Face Validity

The face Validity has been verified and validated by a group of referees and a panel of specialists in Methods of teaching Kurdish linguistics and literatus.

3.7.2 Content validity

The researcher properes a description.Table to identify the extent of representation items of the content.The material or course books and behavioral objectives and accordingly the content validity has been achieved and verified.

3.8 Pilot study

To make sure of the reliability of the clarity of Test items, together with the time limit of Answers when applying the test on the Pilot Sample of about(60) students of the fifth-grade literary track in Al-Al-Amiryra Secondary school It is found that the mean of time Answer is(45) minute.

Statistical Analysis of Achievement Test

For the purpose of identifying the difficulty of each item, discrimination Powers and effectiveness of alternatives and obtains. The Achievement test has been applied on.A Pilot sample consisting of (150) students of fifth-grade - literary track OSAMA Ibn Zaid for boys. After correcting Answers - Students marks have been arranged in the decreasing order and the top and down marks have been selected as being the best ratio of equivalence between different groups below is the statistical Analysis of a Test Items.

1 - Test Item discrimination

After calculating discrimination Power of each item out of Post Achievement test. It is found that they range from (0-39 to0-72).Thus, the test items deem to be good if their discrimination Power & ranges from (0-30) and more .

2 - The effectiveness of Wrong Alternatives.

After calculating the effectiveness of Wrong alternatives of each test item by means of the equation of the effectiveness of the wrong alternatives. It is found that it attracts the highest number of the lower group students as companel to the upergroup students. It ranges from (0-18) and(0-28-) accordingly, the alternatives remain unchanged-

3. Difficulty of Test Items

The level of Difficulty of Test items of Post Achievement test has been calculated. It is found that this difficulty ranges from (0-74 to 0-20) and this means it is approved and accepted and the test is regarded good if its items range from Co-go to0-20) .

3.9 Test Reliability

Test reliability has been calculated by split-half method and by Pearson Correlation coefficient. Thus, Reliability coefficient has been extracted between the two halvesIt my amounts to (0-76) and then it is corrected by spearman-BrownCorrelation coefficient. Thus, it amounts to (0-86) and it is a highReliability coefficient and accordingly this test is applicable and worked.

3.10 experiment practice

The experiment has been applied on the sample of the study on Monday, 9/10/2022 and lasts up to Wednesday 5/1/2023

3.11 Statistical means

The statistical means that have been employed in this study are the statistical Package for the Social Sciences and T- Test, Pearson correlation coefficient, Spearman Brown Correlation coefficient Difficulty coefficient - discrimination Coefficient, Equation of effectiveness of wrong Alternatives.

4. Reviewing Results and Discussion

The current chapter is dedicated to reporting the results, according to the objectives and hypothesis and then interpreting the findings arrived at by the researcher It Also draws conclusions, recommendations and suggestions for further research

4.1 Reviewing Results

To verify the null hypothesis which stipulates that (there is no statistically significant difference at (0-05) level between the mean of experience group degrees which

The mean scores of the experimental.Group with study that studies the

Kurdish grammar according to Grouping Strategy and Mean scores of the Control group that studier the Same material according to the trudfordd method in the post Achievement test) by using (T-Test) for two independent Samples. Results show met Superiority of the experimental group over the control group. (See Table 5)

Table 6

Group	No- of Students	Mean	standard deviation	degree of freedom	T-Test Value		significance Level at 0.05
					Tubulched	Calculated	
experimental	30	18-733	3-265	58	2	6-275	Statistically significant
Control	30	14-066	2-434				

Table (5) shows that the calculated T- value amounting to (6-275) is higher than the tabulated T-Value amounting to (2) at significant level of (65-0) and with degree of freedom of about (58) - Accordingly, it is found that the Null hypothesis is rejected and the Alternative hypothesis is accepted which stipulated " There is a statistically significant difference at significant levels of (0.05) between mean scores of the experimental group who studies the Kurdish grammar according to Grouping strategy and mean scores of the control group who studies the same material according to the traditional method in the post Achievement test.

4.2. Interpreting Results

The Results of the study reveal the effectiveness of grouping strategy which Unveil the superiority of the experimental group over the control group in the post achievement test due to the fact that grouping strategy is considered as one of unfamiliar strategies among students which motivates them to participate positively as compared to the traditional method. Moreover, this strategy helps students store information in their mind for a long time. Furthermore, this strategy motivates students to be more focused during inside classroom and it eliminates monotony.

4.3. Conclusions

In the light of the obtained Results, the study has come out of the following concluding points:

- 1 - Grouping strategy proves its ability to make students the axis of educational process, and Pillar as well as it reinforces their freedom by revealing their ideas without being restricted.
- 2-Using grouping strategy in teaching Kurdish grammar for Non-Native Speakers - fifth-grade - Literary Track students has a vital role in raising the level of academia Achievement as compared to the traditional method.

4.4. Recommendations

Based on the above-mentioned conclusions, the following recommendations have been proposed

- 1 - It is recommended to employ grouping strategy in teaching the Kurdish Reading comprehension - fifth grade literary track students due to its vital role in raising the academic level of students.
- 2-It is approved that Variation in using modern teaching strategies is very necessary.
- 3 - It is advisable to hold training.Courses for the teachers of the Kurdish Language in service education since these courses improved the academic level of teachers Kurdish longing for NON Native teachers.

4.5. Suggestions for further research

On the basis of the findings of the present study, the following to studies have been suggested for further research:

- 1 - A further study can be conducted to compare the effect of grouping strategy to other teaching strategies including the Snail strategy and Lead Time strategy in the Kurdish Grammar for faith grade - Literary track NON Native speakers
- 2 -A further research is required to Identify the effectiveness of grouping strategy with other Variables such as (attitude motivation and acquisition).

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