

## **The Effect of the Gibbs Model on the Achievement of Fifth-grade Literary Students in Arabic Language**

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**Abstract---** The current research aims to know the effect of the Gibbs model on the achievement of fifth-grade literary students in Arabic language, and for the purpose of achieving this goal, an experiment was conducted that extended for a period of (10) weeks in the first semester of the academic year (2021-2022 AD), as the researchers adopted the experimental method with Partial control with two groups (experimental and control) with a post test of achievement.

**Keywords---** Gibbs Model, Achievement.

### **I. Introduction**

No two disagree on the problems that the process of constantly changing and modifying the curricula generates in the educational reality, although the continuous modification and change indicates a good follow-up to the educational and educational process, but this needs at the same time a real study to correct the course of the educational process. To be more contributing to the development of the student and providing him with information and ideas that are consistent with his reality and his life, and despite all the repercussions that coincided with the change of curricula, if we looked at the positive side, we would find it a good step, but it needs to take into account some circumstances related to the student, the teacher and the school environment, And the matter becomes more important when looking at the Arabic language teachers for the fifth literary grade that the Arabic language curriculum has undergone a great development by integrating the subject of literature, grammar and reading in the same book, and this in turn requires a serious pause by teachers to address the difficulties facing students, especially their low achievement, which is a basic indicator of students' transition from one stage of study to another, or a determinant of their admission to various higher education institutions; Because our educational system neglected personal and performance tests and focused only on achievement tests. The researchers believe that the interest in literature and its teaching methods has become an urgent necessity that specialists must stand by in order to choose methods and models that help in deep understanding and clear analysis of its topics to link between Arab heritage and renewal in literature at the present time.

And based on the developments taking place in this period and for all aspects of life in terms of information, knowledge and various scientific facts, both quantitatively and qualitatively, the development of knowledge, the diversity of its methods and strategies, the multiplicity of models and the organization of its learning led to an increase in its requirements and the requirements of cognitive sciences, which calls for building models and Educational designs are more appropriate to the nature of that knowledge and its development, and there has become a tendency among scholars and educators to take upon themselves the design of modern models that keep pace with the times, so that they take into account that these models and teaching designs are more appropriate to the age and to address the knowledge that needs models and More advanced teaching designs, so the efforts of specialists in the field of education have joined forces to invent modern teaching models that aim to develop education and move away from traditional teaching methods that depend on memorization to models and strategies aimed at meaningful learning in line with the mental abilities of learners and The nature of the study material (Al-Samarrai and Raed, 2014).

The specialists in curricula and teaching methods were interested in understanding and improving the teaching and learning processes, and through the ideas, studies, research and experiments that they carried out, they were able to build different models of teaching, and these models organize and reflect to others the ideas of their owners and

the basics of learning and the factors that facilitate it (Zaytoon, 2001), and recent trends in teaching have focused on the so-called reflective teaching, which is based on abandoning the idea of training teachers on a set of rigid teaching practices that do not encourage them to think reflectively and critically in their teaching practices, to use what they find appropriate of teaching strategies, models and teaching materials that put aside the idea of a fixed curriculum that is implemented by all teachers using the same teaching materials and teaching models and strategies (Pushkin, 2001), and reflection during the practice of teaching is not a new thing in the educational field. In the traditional works of John Dewey, we find that reflective thinking means turning the subject around in the mind and giving it a kind of serious contemplative intellectual consideration, which is what enables us to work in a purposeful and intentional way, and when applying this is related to reflective teaching, as meditation means a critical examination of teaching practices from the person's perspective as well as from the perspective of others. It helps teachers to teach better and also helps in professional development (Murad, 2008).

The importance of the Gibbs model lies in the fact that it is one of the models of reflective teaching, and it is an investigative approach based on the constructivist theory and metacognition based on the basis of active learning and participation and focuses on the degree of teacher awareness of his experiences and his interest in the abilities and talents of students and the degree of awareness of students with their experiences they are going through. In which assessment and teaching are combined, theory is linked with practice, and the student is seen as a thinker, creator and organizer, and students are encouraged to use their experiences to discover learning for themselves; and that is by focusing on the role of the learner by contemplating the situation in front of him, analyzing it into its elements, and drawing the necessary plans to understand it, until he reaches the desired results in this situation, and then designing these results in light of the plans that were developed for it (Pollard, 2002).

The Gibbs model is one of the reflective teaching models developed by Professor Graham Gibbs in his published book *Learning by Doing: A Guide to Teaching and Learning Methods*, which was first published in (1988 AD), by the Additional Education Unit at Oxford Polytechnic, and was the result of a collaborative project between Graham Gibbs, Bob Farmer and Diana Eastcott. The reflective learning course enables students to link theory and practice by engaging in a cyclical sequence of activities: description, feelings, experience evaluation, analysis, conclusion, and conclusion of action planning. This model has been effective in teacher development programs and professional students. *Allied Medicine* (Gibbs, 2013).

It is a circular model that goes through six sequential steps:

#### ***Describe the Situation or Event***

In this step, the situation or event that is being contemplated is briefly described, and this step is one of the smallest steps of the model, and it aims to include important references to what happened, and a good description depends on the teacher's experiences, and his knowledge of what he describes, and on his skills and style in highlighting the main features of a situation or event.

#### ***Feelings or thoughts (Self-Awareness)***

In this step the teacher is given the opportunity to explore which thoughts or feelings the students have about the situation or event, which are in the mind, and in order to reach this, it is important that you do not include another description and do not attempt to evaluate or comment on their emotions, and make sure. Make a clear distinction between thoughts and feelings and also, not just use descriptive words about how you were feeling, and what you think about the event or situation (Barentsen & Malthouse, 2013).

#### ***Assessment of Expertise***

In this step there is an opportunity to explore what was good about the event and what did not go well. It is important that you try to consider both the good and the bad, even if the incident seems completely negative or positive. This includes what others have done or not done well. The previous step of the cycle relates to what happened, the next steps follow to understanding the incident and how the situation can be improved if it happens again (Jasper, 2003).

#### ***Analysis***

And in this step, the situation or event is analyzed into its components, until we discover the details, and it should be one of the largest sections of the contemplative cycle (McGregor & Cartwright, 2011).

#### ***Conclusion***

In this step, the issue is explored from a different point of view after a comparison between the options presented, determining what should be done, and being able to obtain a lot of information; for the purpose of relying on it in making judgments, here the learner's behavior is developed, and what should be done differently (Gibbs, 2013).

#### ***Creating an Action Plan***

And here is the reflection on experience for the purpose of determining what should be done when facing the situation if it happens again, and formulating plans, and whether we should act in a different way, or better to act in the same way (Jasper,2003).

The importance of the Gibbs model lies in the following points:

1. To challenge the students' assumptions.
2. To explore different ideas and new ways of doing or thinking about things.
3. To promote self-development (by identifying strengths and weaknesses and taking action to address them).
4. To link practice and theory (by combining doing or observing with thinking or applying knowledge).
5. This model emphasizes the role of emotions and acknowledges their importance in the thinking process.
6. Students are encouraged to re-live in past events, with an emphasis on developing a more effective action plan for any similar future events. (McGregor&Cartwright,2011).

Basic thinking to choose the best response from among a number of alternatives, collect the information required to cover a particular topic, compare the advantages and disadvantages of alternatives and identify additional information, and this enables students to get high marks in achievement tests (Mahmoud,2006). Academic achievement is one of the basic criteria on which the evaluation process depends, as it is the main means by which it is possible to judge the extent to which the student obtains scientific outputs, as educational institutions represented in schools in general at their various stages, institutes, and colleges give great importance. It is concerned with discovering the students' different preparations, and from this it becomes clear that achievement is one of the basic forms or aspects on which the evaluation process depends, as measuring the level of achievement means determining and estimating what students have achieved as a result of learning as a result of their experience Specific educational, which reveals to us the extent of students' progress towards achieving specific educational goals (Zaytoon,2001).

Attainment is one of the goals of education and education due to its educational importance in the life of the learner. Universities of higher education, and achievement is the basis for most educational decisions (methodological and administrative) in education (Al-Mashhadani, 2010). Therefore, the goal of education, as Piaget sees it, has become to find educated people who can do new things, not to repeat the old things that previous generations did, and to form minds that do not accept everything without scrutiny and analysis (Abdul-Sattar, 2011).

The researchers believe that the preparatory stage is one of the important stages in a learner's life;As it represents the stage of preparation and rehabilitation for the stage of higher education, and that the necessity of paying attention to the rehabilitation of the learner cognitively and mentally to face the advanced stages of knowledge in the future, on the one hand, and providing him with the appropriate educational skills that will facilitate him to face future life situations, on the other hand, has become one of the most important duties of the school.

## II. Methodology

The researchers adopted the experimental design with partial control with two equal groups (experimental taught according to the Gibbs model and control taught according to the usual method) with the post-test for achievement, and one of the research requirements is to determine the research community, which is one of the important steps, as it requires great accuracy to adopt the research procedures,And the design of its tools, and the research community is a group of individuals around whom the research problem revolves (Mahjoub,2005).

The current research community consists of all fifth-grade literary students in government (secondary and preparatory) day schools in the center of Babylon Governorate for the academic year (2021-2022 AD), which are (13) schools according to the statistics obtained by the researchers from the Statistics Division of the Directorate of Babylon Education, and defining the community is necessary to draw the sample, which focuses on reconciling between accuracy, time and the possibilities available to the researcher, which invests in data collection and analysis(Saunders et al,2007). The sample of the research was determined according to logical steps, including determining the sample of schools, as the researchers chose randomly (Al-Karar High School for Boys), and after identifying the school, the researchers visited it according to the book facilitating the task issued by the General Directorate of Education in Babylon, and they found four people in the fifth literary grade (A, B, C, D) and they chose Division (A) to represent the experimental group, whose number of students reached (25) students, and Division (B) to represent the control group, which numbered (25) students, and thus the total number of the research sample was (50) student.

## III. Results

Table 1: Shows the Results of a Test (T.Test) for Two Independent Samples of the Two Research Groups in the Achievement Test

The group	Number of	Arithmetic Mean	Standard Deviation	Degree of	T value		Indication level (0.05)
					Calculated	Tabular	

	students			freedom			
Experimental	25	23.0800	4.27	48	4.12	2	Statistical function
Control	25	18.16	4.17				

In Table (1), the arithmetic mean of the students' scores in the experimental group was (23,0800) and with a standard deviation of (4.27), while the control group had an arithmetic mean of (18.16) with a standard deviation of (4.17), and when Applying the t-test for two independent samples, it turns out that the calculated value (4,12) is higher than the tabular value (2) at the significance level (0.05) and the degree of freedom (48), which means that this difference is statistically significant, that is, the students of the groupThe experimental group, who studied according to the Gibbs model, excelled in the achievement test over the students of the control group who studied according to the usual method, and the null hypothesis is rejected and the alternative hypothesis is accepted.The experimental group who studied according to the Gibbs model, and the average scores of the students of the control group who studied according to the usual method in the achievement test.

#### IV. Discuss the Results

The results showed the superiority of the experimental group students who studied according to the Gibbs model over the students of the control group who studied according to the usual method in the achievement test. The reason can be due to:

1. Using the Gibbs model contributed to improving the students' abilities to describe situations and events, and this in turn developed their abilities in interpretation and understanding, which led to a meaningful understanding and thus increased their achievement.
2. Teaching with the Gibbs model enhances the opportunity for students to describe their feelings about the situations and events they face, which contributed to the development of their self-awareness and this was reflected in an increase in their desire to learn and an increase in their achievement, and this is what he referred to (McGregor & Cartwright, 2011).
3. Teaching with the Gibbs model allows students to discover the situations facing them from a different point of view and to compare the offered options and determine what should be done, and to be able to obtain a lot of information for the purpose of relying on it in making judgments and this is what he went to (Gibbs, 2013). (Gibbs, 2013), which increased the acquisition of literature as a result of the analysis of topics from different points of view.

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