BUILD A PROGRAM BASED ON THE THEORY OF TEACHING DIVERSIFICATION

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ABSTRACT

This research aims to know the effectiveness of proposed a program based on the theory of diversification of teaching in acquiring fifth literary students the grammatical concepts and the development of flexible thinking .For carrying out the study's goal the researcher has depended on an experimental design of partial control group is the only one with a post-test .The research sample was included (34)female students of literary fifth grade in the preparatory Baghdad school for girls in Mansour district of the Directorate of karkh first , they were randomly assigned to two groups (17) female students in the experimental group, and (17) female students for the control group the researcher has taught the experimental group according to the proposed program and taught the control group in the traditional program .The researcher has made equivalence between these two groups based on the following coefficients (age, calculated in months, the educational attainment of parents, the previous test scores in grammatical concepts, intelligence test and flexible thinking test .The researcher tried to control a number of extraneous variables that the sources and previous studies indicated that they affect this type of experimental designs, such as (experiment conditions, associated accidents, experimental extinction, differences in sample selection, maturity- related processes, measurement tool, statistical regression and the impact of experiment procedures.

After the researcher identified the scientific material that included (8) topics of the book of Arabic grammar to be taught to students of the fifth grade literary for the academic year (2018-2019) in Iraq, As well as identified grammatical concepts for each topic and the researcher prepared model lessons for each of the topics of the experience.

The researcher has prepared for measuring then a test to grammatical concepts three levels for each concept, namely (definition of the concept , distinguish the concept and generalize the concept.

The conceptual test consists of (36) paragraphs of multiple choice type, presented to a group of experts for the purpose of verifying his sincerity, the test was applied to are Exploratory sample to calculate the test time ,and identify the clarity of its paragraphs and to calculate the characteristics of Seiko metric (the discriminatory power of its paragraphs along with coefficient of difficulty and the effectiveness of their misplaced alternatives.

The stability of the test was found in (alpha – kronbach) method, where the coefficient of stability was (0.87) and the researcher adopted a deferred test to extract the effect size.

The experiment was applied in the first semester of the academic year (2018- 2019) and took a whole semester, with two classes for each experimental and control group.

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After applying the test ,data the following statistical means : (mannwatney , samernove – kulmuk equation , mac gogian, alpakronbach ,   alpha kronbachaquation)

CHAPTER ONE: RESEARCH PROBLEM:

Any building that does not consider its beautification until after the reassurance of its establishment, a solid foundation supported sound installation, as is the case in language, the integrity of the word and sentence, a foundation must precede all related research, like construction. Grammar is concerned with building a sound sentence, so as to control the words, and teach the system of authoring sentences, because the sentence is the first step in the process of structural installation to express the idea, and the function of grammar is limited to studying the level of the sentence, in terms of identifying the phenomena resulting from the composition of its elements, and indicate areas Change and stability in their installation. (Mahmoud, 1996, 31)

In spite of this importance, we find a significant weakness in the Arabic language, both spoken and written, and a decline in the linguistic output. Vocabulary, methods and structures. No one can deny this, and this has led to almost anti-grammatical use of speech, but also reflected the students' hatred of the Arabic language as a whole (Ashour, Mohammed, 2010, 106).

In spite of the great efforts made by these institutions, and with the quantitative and qualitative changes that have taken place, their curricula, activities and teaching methods are still relatively short of developing sound thinking methods among students, as their curricula and evaluation methods continue to adopt methods of teaching information and facts to students. The learner represents the negative role in the educational process, only to receive what is imposed on him in the textbooks and must accept everything that is presented without criticism or research. (Obeidi, 2005, 5-6)

It is noticeable on the teaching of grammar in educational institutions that it is still far from achieving the desired goals that are intended to end, as the grammatical article requires an employment aspect, to stabilize the grammatical concepts in the minds of students; So semantic grammar taught in schools does not achieve career goals in the lives of learners. The

phenomenon of preserving the rule is common and the learner cannot apply it, and this is far from the purpose for which the grammatical rules were established (Zayer, Samah, 2013, 58-59).

Perhaps one of the reasons for the difficulty of learning grammar in schools is that they have accumulated the doors of grammar in their curriculum, and that the attention of teachers is directed in addition to the theoretical ones, they did not concern with the practical application only to the extent that helps to understand the rule and memorized for the pass in an exam placed in a way that does not require more than that. (Shehata, 2000, 202)

The problem of Arabic grammar lies in several aspects and trends, including the curriculum or the method used by teachers, which relies on memorization and indoctrination and lack of interest in the activities of students on the one hand, and on the other hand, the many grammatical branches that are difficult for students to know and make them reluctant to grammar and make mistakes. With the most grammatical rules.

The methods and strategies of teaching; impacted on the emergence of this problem as indicated by several studies, including (spring, 1989). These studies attributed the weakness of students in the grammar rules to the teaching methods and strategies used in the teaching of the subject.

The problem of this research has crystallized in the following question:
Does the proposed program based on the theory of teaching diversification have an impact on the acquisition of fifth grade literary students grammatical concepts and the development of flexible thinking?

research importance:
Language The human world, and the limits of his language are the limits of his world, from loyalty, belonging, culture, homeland, and personality, aware of his existence, and identify his identity, and shape his personality, and preserve his heritage, a method of thinking and symbol and incubator for him in various

types and access to creativity, and mediates solutions to his immediate problems Futurism, as far as language is sophisticated, and sophisticated, thought is sophisticated and developed, and therefore the progress of nations is measured by the sophistication of their languages, their viability and development.

It is a complex and unique phenomenon, characterized by human beings from other creatures, as it represents a symbolic system of idiomatic significance, expression and communication, and this system includes a set of tools and means spoken and non-spoken, which together constitute the overall framework of language, and prevail language among members of society in the processes of interaction and communication . (Jaafara, 2014, 25), language is one of the means that connect individuals, groups and peoples, and by which the human society is organized.``Language goes deeply into people's thought, feeling and work as members of society, and language unites thought, feeling and action among its speakers, " Lewis said. (Lewis, 2003, 21)

The Arabic language has many features in its letters, in its vocabulary, in its expressions, in the accuracy of its expression and in its summary. In front of any other language it has contacted, and will preserve its existence in the future as it has in the past. (Mr., 2005, 12)

Arabic is characterized by a large number of vocabulary, and a wide range of methods of expression .Language is described only if it is an upscale language that has developed a great deal of development and maturity .Languages in general are rich in wealth, and their methods of expression and performance are varied if they are given the conditions for them to grow and provide them with opportunities for wealth. (Al-Azzawi, 2004, 40)

Rules, such as principles and laws, are an essential part of human knowledge, and an important educational goal in the stages of learning and education in human societies in general, but some researchers in this field that the concepts of learning is a basic goal and an important goal of education at all stages and levels (Al-Haila, 2003 , P. 346).

The researcher believes that the rules are important because they are the important center of the Arabic language, and the secret of eloquence and entity, due to the control of the tongue and pen of the melody, and therefore based on many of the controls, and the rules play a key role in keeping the language from corruption, remains on its authenticity, and enables the stability of the Other languages, and the color of the mental activity imposed by the nature of Arab life, and the development of society, if the language is devoid of rules clouded speech, and closed mind, and become vague to those who read or hear, so the rules are necessary for all languages. (Ismail, 2005, p. 327)

Grammar is an accurate measure by which words are placed in sentences to make sense, and the student's creative ability remains conditional on his knowledge of the laws that decipher their secrets and interpret them and help him to synthesize words in sentences that perform what he needs. The human mind and the conclusions of his thinking with the voices spoken by him, and the grammar is a distinct place among the other branches of the Arabic language, because the knowledge of its rules form a linguistic sense that helps students to understand their language (Jourani, 2009, 9).

The students of this stage are more stable, having achieved a degree of maturity and comprehensive physical and mental growth reflected in several cases through a more serious attitude towards work, and interest in preparing for the future, and they are now more than ever more willing to leave their freedom with guidance as long as Their goals are becoming more specific (Al-Shibli, 2000, 33).

Differences and differences between students are a major challenge for officials and those responsible for the educational process, because the mission of education is to provide equal educational opportunities for all individuals in order to better growth and meet the needs of learners and raise the quality and effectiveness of the educational system, and the adoption of a scientific base to address school waste, in addition to ensuring the rehabilitation of human outputs capable These challenges have pushed educators towards the need to adopt modern educational attitudes that make the learner the center of

the educational process. They take into account his inclinations, needs, interests and abilities.

Diversification is the locomotive through which learners reach the information, skills and concepts to be learned. Diversified teaching requires the active participation of students in planning, decision-making and assessment processes. (Kojak et al., 2008, 24)

The importance of this research is highlighted in the following:
The importance of language because it is a means of understanding and convergence of thoughts and expressions of emotions and feelings in a fascinating manner, and that language has an important role in the lives of peoples and transmits their experience over time and thus become the past does not miss no matter what ages.

The importance of diversifying the teaching of the teacher as it enables him to deal with the differences between students and achieve the multiple requirements of all pupils in all stages of education.

The importance of the preparatory stage because it; a vital stage in preparing the student and help him to rely on himself in research and follow-up and to continue the study in the later stages of study.

Research Objective:
This research aims to identify the effectiveness of a proposed program according to the theory of teaching diversification in the acquisition of fifth grade literary students grammatical concepts and the development of flexible thinking.

To achieve the research objective, the researcher formulated the following zero hypotheses:
_ There is no statistically significant difference between the average grades of students of the experimental group and the average grades of students of the control group in the test of the acquisition of grammatical concepts after.
There is no statistically significant difference between the average grades of the experimental group students and the average grades of the students of the control group in the post-flexible thinking test.

There was no statistically significant difference between the mean grades of the experimental group students in the experimental and postponed grammatical concepts tests.
There is no statistically significant difference between the average grades of students of the experimental group in the experimental and postponed flexible thinking tests.

TermsDetermination
Effectiveness
 (Good): as: the ability to achieve the desired results with the economy of time and effort.
 (Adas) as: "the extent of progress made by students towards the achievement of specific educational goals." Lentils, 1987)
(Adass: 1987, 46)
(Diwani) as: "the ability to do something, or make a change." (Diwani, 1997, 24)

Theoretical definition of effectiveness
It is the ability to achieve growth, development and positive change intended by a set of logical controls, to achieve the desired goals, and is increasing with increasing degree of convergence and convergence between the objectives set and the results achieved.

The program
Second: Idiom:
Known by:
(Webster): All planned school activities that include part of the lessons and events organized and limited time.(Webster, 1971,557))

Shaw)) that: A cycle of elements are interrelated and expressed by activities, interrelated with each other begins with general objectives, and ends with a set of evaluation strategies to achieve the extent of reaching the goals. (shaw, 1977,340)
(Good): A set of lessons and experiences planned by students under the supervision of the educational institution (Good, 1979, 157).

Third: The theoretical definition of the program:
A complete and comprehensive plan that includes objectives, educational content, special strategies or methods, activities carried out inside or outside the

school, and evaluation tools according to the specific objectives of the program.

The theory
First: Theory
A term defined by:
1 - Madkour as: "a set of interrelated principles, guide scientific research, and govern its paths." (Madkour, 1989, p. 26)
2 - Amira as: "a set of terms, assumptions, and other mental facilities, logically linked" (Amira, 1998, p. 109).
- Assaf as: "Logical assumptions, have the possibility of predicting new knowledge data, such as: (relative facts, laws) and can be subjected, ie the theory to the test, as well as acceptance of refutation or veto" (Al-Assaf, 2000, p. 81).

Third: Theoretical definition of theory:
A rational and logical study of the subject, in order to deduce a set of conclusions and findings that contribute to the promotion of the main idea on which the theory is based.

Fourth: the procedural definition of the theory:
It is a set of principles that link two or more principles, clarify and explain the rSecond: Teaching
A term defined by:
Robert Marzuano et al.: "Know the different needs of learners, their prior knowledge, their readiness to learn, their level of language, their preferences and their preferred learning styles, and then respond to all that in the teaching process. (Robert Marzano et al., 2004, 24)
Jaber: It is an educational philosophy built on the basis that the teacher must adapt his teaching according to the differences between learners. (Jaber, 2005, 66).

Relation ship between them, as well as fully clarify the teaching of different subjects.   Third: The theoretical definition of teaching diversification:
Diversifying the content of the curriculum, teaching methods and educational activities based on the learners' background, their learning patterns and their multiple intelligence through the active participation of the learner in order to achieve the educational goals.
Earning:
Second: Idiom: Everyone knew

Sane as: "Add a new response by learning." (Sane, 1988, 14)
Age as: "The extent of the learner's knowledge of what represents the concept and does not represent it through his attention to the activities of the teacher and activities, and then processes the information in its own way to be meaningful by linking them with information before he has memorized in his memory." (Age, 1990, 22)
"The amount of stimuli that a learner can gain by observing them once, and recovering them in the same way that they have gained them," he said. (Katami, 1998, 106)
Theoretical definition of earning
The amount of grammatical stimuli that the learner can gain by observing it once and recovering it in the same way as it has gained.
Fourth: Procedural definition of earning:
The ability of students of the fifth grade literary - the research sample - to (define, distinguish and generalize) the grammatical concepts contained in the book of Arabic grammar for the fifth grade literary and this ability is measured by the number of correct responses to the earning test prepared by the researcher for this purpose.

Grammar Concepts
First: the concept
Idiom:
Known by:
A) Defined by Hildataba as: A word or phrase indicating a category of information.
B - (Katami) that: "a mental idea linking two or more scientific truths of science."
(Katami, 1989, 157)
C - (Adel) as: "is the relationship between several facts or is an abstraction of the elements in common between several positions or facts and the concept is not limited to the form of the word but the content and what it means" (Adel, 1999, 22).
(Zaytoun) as: "The meaning and understanding of the individual associated with a particular word (term) or phrase" (Zaytoun, 2001, 78).
Second: Syntax
Idiom: Known by:
)(Zafer and Youssef) as "a set of rules governing the architecture of the sentence, and the locations of words

and their function in terms of meaning, and the associated expressive conditions".

)Zafer and Joseph, 1984, 281(

)(Ashmouni) that: "Science extracted by the standards derived from extrapolating the words of the Arabs connected to the knowledge of its parts, which I compose." (Ashmouni, 1998, 19(

)Shehata and Marwan) as "science that examines the words of the Arabs in his behavior of expressing and constructive and means the composition of the sentence and parts of speech, and forms of sentences, and defines the grammatical pattern of the sentence, and determines the different functions of each word within it, and this is through the use of linguistic, and the link between systems and meaning" (Shehata, and Marwan, 2012, 225.(

Al-Hashimi is known as "rules known by the late Arabic words that have been obtained by combining each other with expressions, constructs, and the following."

Third: Theoretical definition of grammatical concepts:
A group of grammatical variables or facts that have common normative properties and are linked by qualities that can be called a single name, such as actor, conscience, etc.
Development
Second: Idiom: Known by:
(Hurlok) as: A series of processes in which human progress on a regular and coherent. (Hurlok, 1972, 35)
(Tooq) as: "a fundamental change in traditional lifestyles, and addresses changing attitudes towards inherited values and the pursuit of new goals and means" (Took, 1978, 17)

(Abdul Majid) as: "Developing the human personality from immobility to movement, from tradition to progressive, from failure to hope" (Abdul Majid, 1990, 40).

Theoretical definition of development
Raise the level of cognitive and skill performance of learners in quantitative and qualitative terms, and increase them and improve them by subjecting them to useful educational programs. This change can be measured by achievement tests, observation tools or other measurement methods.

Flexible thinking:
Second: Idiom: Everyone knew
1. Guilford 1970: (the ability to create the flow of ideas while changing direction or correcting information) (Passig& Eden, 2000, p.3)
2. Torrance & Myers, 1972: (The ability to disseminate solutions, ideas or options and turn them into appropriate and appropriate ideas) (Taher, 2008, p. 33)
3. Sternberg, 1983: (a person's ability to look at things and life situations from different angles and modalities) (Passig& Eden, 2000, p. 3)

Third: The theoretical definition of flexible thinking:
Flexible thinking Flexibility takes a style, a person's ability to look at things and life situations from different angles and ways.

Fifth Literary Grade:
"Is the second grade in the preparatory stage, which consists of three classes (fourth, fifth and sixth) branches (scientific and literary), as a prelude to continue university study or include and prepare for productive scientific life"

CHAPTER TWO

First: a theoretical background
Diversification of teaching:
Is the process of comparing the content of the curriculum and methods of presentation of recipes and characteristics of different learners in a single class by identifying the diversity of learners backgrounds informatics, and their willingness to learn, and what materials they prefer to learn? What teaching methods do they learn best? They also know their tendencies, interests, learning styles and types of intelligence ... Then the teacher works to respond to these variables by providing the content of the curriculum in a variety of ways

Principles of Teaching Diversification
Teachers understand and appreciate student differences.
All students participate in work that appreciates and respects their differences.
Diversified teaching aims to maximize individual growth and success.

It depends on the calendar, and makes teaching and calendar two separate elements.

Divergent teaching varies some or all of the elements of the curriculum in response to students' variations in terms of one or all aspects of their variance.

The diversity of teaching depends on flexible assembly (Tuwairqi, 2013, 49).

View previous studies

Renick (1996)'s Education

The study was conducted in Chicago and aimed at determining the knowledge of first-year teachers of strategies to diversify teaching and their use in their classrooms, and to understand the conditions within school systems that support or hinder teachers' attempts to implement these strategies. The researcher used the case study, in which the participants included four teachers in the first year, one teacher and one trained teacher of middle school teachers, and one teacher and a trained teacher working in primary schools. The researcher used the personal observation of each participant and the semi-structured interview. (Renick 1996)

Ahmed's Study (2002):

The study was conducted in Africa and aimed at knowing the effectiveness of the diversification of teaching methods in achieving any subject objectives, and the extent of interest from the point of view of the instructors and teachers of the subject. The researcher followed the descriptive approach and the most important findings are: Diversification of the methods of the material achieves its objectives to a high degree, longer experience and educational qualification (Ahmad, 2002).

Volttz (2006)'s Education

The study was conducted in Birmingham and identified the impact of training on teaching diversification on teachers' understanding of the concept of teaching diversification, and their beliefs about standards-based development in teaching students with developmental difficulties through integration into the classroom (Volttz, 2006).

Ziegler (2010)'s Education

The study was conducted in Virginia and sought to understand the understanding and use of middle school teachers to diversify teaching, determine how middle school teachers bridge the reading achievement gap between students who have difficulties, learn with their peers who have no difficulties, what data is useful to make teaching decisions, and what considerations are needed to diversify Content, processes and learning outcomes by preparations and learning patterns (Ziegler, 2010)

Butler &lowe (2010):

The study, conducted in Texas, San Antonio, explored the effect of using teaching diversification on pre-service mathematics teacher preparation programs on their fractions and integers and their tendency towards teaching diversification. The researcher used the experimental method and adopted the design of the experimental and control groups. The research sample consisted of (39) students (19) in the control group and (20) students in the experimental group from Maria University students in San Antonio, Texas, (Butler &lowe, 2010).

Rayfield (2011)'s Education

The study was conducted in Carolina and sought to identify the extent to which agricultural education teachers use teaching diversification based on the needs of students in formal classes, and whether there is a difference between traditionally trained teachers and those engaged in teaching diversification (Rayfield, 2011).

Westbrook (2011) study:

The study was conducted in the state of Georgia in the United States of America. The study aimed to identify the impact of teaching diversification on developing problem solving skills and orientation towards them through cooperative working groups. The experimental method was used. (Westbrook, 2011)

Mutashar's study (2013):

The study was conducted in Baghdad, Iraq, and aimed to know the impact of using the strategies of diversification of teaching and individualization of education in raising the level of achievement of fourth grade preparatory students in geography. (Mutashar, 2013)

The Secret Study (2016):
The study was conducted in Gaza and aimed at identifying the effect of teaching diversification on the teaching decision and beliefs towards mathematics education in the light of the cognitive learning theories of the students of mathematics department at Al-Aqsa University in Gaza. (The Secret, 2016)

Indications and indications from previous studies:
1- There is no Iraqi study that adopted the theory of teaching diversification in teaching Arabic.
 Use the theory of teaching diversification as a teaching method, educational program, or proposed strategy based on
 Teaching Diversification Theory.

Clarity of vision for the preparation of research tools and scientific steps in their construction, and to ensure their validity for research.

Increase cognitive enrichment of all search variables and increase experience to achieve the best and most accurate results.

Access to relevant sources that benefit the researcher in her research procedures

Formulate behavioral goals more clearly and accurately.

CHAPTER THREE: RESEARCH METHODOLOGY AND PROCEDURES

This chapter includes the methodology adopted in this research and its procedures starting from the experimental design, the research community, its sample and its tools and ending with the appropriate statistical methods to analyze and process the data as follows:

Research Methodology
This research aims to identify the effectiveness of a proposed program according to the theory of teaching diversification in the acquisition of fifth grade literary students grammatical concepts and the development of flexible thinking. That lead to changes or facts (Kilani, and Nidal, 2007, 31); because it is based on the

scientific method, and begins with the existence of a problem facing the researcher, requiring him to search for the causes and circumstances of the active experiments. (David, Anwar, 1990, 247) The experimental approach includes the following actions:

Accordingly, the researcher relied on one of the semi-experimental designs with partial control, which is the design of the control group, not random selection with both pre- and post-test tests.
The experimental design adopted in this research
The researcher chose the preparatory students of Baghdad for girls and high school for girls of the Directorate General of Education Baghdad / Karkh I, located in the neighborhood of Mansour, in a random manner.
The researcher visited the two schools, along with the facilitation book issued by the General Directorate of Education in Baghdad Governorate / Al-Karkh First Appendix (1). Traditional program.

The number of female students in the two groups was (34), (17) in the experimental group, and (17) in the control group after the female students were statistically excluded from the research results

The researcher adopted the test of flexible thinking prepared by the executioner in 2014, and may be (32) paragraph multiple choice, and give the correct answer (1) and the wrong zero (executioner, 2014)

Teacher's Guide
The researcher has prepared a guide for the teacher to guide and guide him on how to implement the proposed program.

Student Book
The researcher prepared a book for the student, which included: eight topics, each topic is different from the other subject to take into account the theory of diversification in this program and behavioral objectives for each topic, the activities of tribal and constructive and final prepared for each topic. The researcher included the emotional, ethical and value aspects of the categories and the rule of the end of each topic, in addition to the benefits and alerts that pertains to the abnormal rules for each topic of the book, the researcher used suspense techniques to display pictures

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in some topics and schemes in other topics, as the researcher reported the meanings of difficult and new words, The number of pages of the student book (74) pages and color each topic color to excite the motivation of students.

activity book:

The researcher prepared the activity book for students taking into account the individual differences and tendencies and needs and taking into account each level of learning patterns (visual, auditory, reading and writing, motor,),

 Search tool

A test is a tool that is used to measure knowledge, understanding and skill in a particular subject, training or group of subjects. 25, 2012)

Test grammatical concepts after

Deferred grammatical concepts test

Flexible thinking (pre and post)

The researcher adopted the test of flexible thinking of the executioner, adapted to the Iraqi environment, consisting of (32) paragraphs prepared for undergraduate students, which was adjusted to suit the preparatory stage.

Application experience

The control of research tools and the analysis of its data necessitated the use of a number of statistical methods using the statistical program (SPSS) and the program (Excel) in data processing, as follows:

Statistical means

THE FOURTH CHAPTER: CONCLUSIONS, RECOMMENDATIONS AND PROPOSALS

This chapter includes a presentation of the research results reached by the researcher after statistical data processing, an explanation of those results, and the most prominent conclusions, recommendations, proposals and proposals

First: Search results

1. Interpretation and Discussion of the First Outcome

The results of the test of grammatical concepts resulted in the superiority of the experimental group students who studied the educational program according to the theory of teaching diversification than the control group students who studied according to the traditional program, in acquiring the grammatical concepts.

Interpretation and Discussion of the Second Outcome

The results of the post-test flexible thinking resulted in the superiority of the experimental group students who studied the Arabic grammar using the educational program prepared according to the variety of teaching. For the following reasons:

The educational program contributed to reducing the high amount of mental knowledge in the minds of students, which made learning seem fun, and then enjoy the students to learn to have fun, pleasure and pleasure, and this led to their high motivation to learn.

Interpretation and discussion of the third result:

The third result resulted in the effectiveness of the educational program prepared according to the theory of diversification teaching in the acquisition of grammatical concepts, among the experimental group students in the post-test and the postponement

4. Interpretation and Discussion of the Fourth Outcome

   The fourth result resulted in the effectiveness of the educational program prepared according to the theory of diversification teaching in the development of flexible thinking, among the students of the experimental group in the post and post- tests.

Second: Conclusions

In the light of the research results, the researcher concludes with the following:

The teaching program developed according to the theory of teaching diversification raises the abilities of students to learn how to think, and how to benefit from the way they think about life and not save information for exams.

The traditional method of teaching increases the level of academic achievement and motivation of students, but not the same level as the strategies of the theory of teaching diversification included in the educational program.

Third: Recommendations:

In the light of the findings and conclusions reached by this researcher recommends the following:

 Adopting the educational program according to the theory of teaching diversification in the teaching of Arabic grammar for the fifth grade literary, for its effectiveness in raising the performance of students, and the development of flexible thinking for them.

Fourth: Proposals:

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To complement this research, the researcher suggests conducting studies aimed at identifying

The effectiveness of a program based on the theory of teaching diversification in the achievement of rhetoric or reading

The extent to which Arabic teachers use strategies to diversify teaching.

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