

The effectiveness of the four corners strategy on correcting erroneous historical concepts and acquiring communication skills for fifth literary grade female students.

1. Hadeel Kazem Hamza

2. Assist Prof: Mahdi Gader Habib

3. Assist Prof: Majed Abdul Zaid Al-Khazraji
Babylon University / College of Basic Education

Abstract : The current research aims to investigate “the effectiveness of the four corners strategy in correcting erroneous historical concepts and acquiring communication skills for the fifth literary grade students.”The current study is conducted in Iraq, Babylon Governorate. The researcher followed the experimental method with the adoption of the experimental design with partial control. The research population is limited to secondary and preparatory schools in the province of Babylon (the city center of Hilla). The researcher chose the literary fifth grade students as a sample for the current research. Their number was (60) students, with two divisions, experimental and control. The researcher equalized between the two research groups in some variables that may affect the impact of the experiment, and the results were that the two groups are statistically equivalent. The researcher used the appropriate statistical methods for the research procedures, including (T-test for two independent samples, chi-square, Pearson correlation coefficient, ease coefficient, discrimination coefficient, and the effectiveness of alternatives) The results of the research showed that the experimental group outperformed the control group in the achievement test and communication skills scale. In light of the results of the research, the researcher came out with a set of conclusions, recommendations and suggestions for further studies.

Keywords (the four corners, historical concepts, communication skills, fifth literary students)

1. **Introduction** : Education is a planned and intentional process that aims to bring about desirable positive changes (educationally and socially) in the learner’s behaviour, thinking and conscience.) (Zaitoon, 1999: 5)Curriculum is a means of education that emphasizes the importance of the learner and his positivity, urges him to cooperate, trains him to criticize, taking into account individual differences among students, trains them on democratic methods, and develops their skills and tendencies (Ibrahim, 1984: 25). Time and place contribute to the development of many thinking skills of students because they analyze, compare, link and interpret scientifically the controversial issues and help them to balance different opinions (Al-Sayed and Abdel-Hameed, 2007: 56)History is one of the social subjects that tries to understand the significance of events and study the factors and circumstances that lie behind the course of those events. It is not satisfied with information, facts and historical knowledge that students memorize only, but also trains them in the skills of historical thinking and the use of many educational skills such as the ability to link cause to effect and the ability to realize and know the motives (internal and external) and their impact on the course of events, their interpretation and analysis. This means that good teaching of history provides students with the skills of scientific thinking (Al-Fiqi and Fayed, 2007: 12)The process of teaching history is seen as an applied social process that varies in its formulas, principles and theories from one situation to another, and the implementation of the methods of teaching history and its success depends on the teacher as he is responsible for achieving the desired goals (Al-Sakran, 2000: 5). Teaching methods, which are concerned with self-evaluation methods, are an attractive way for the students to express their views of the information and issues he is studying.(S, Flaherty, 2012:20) It was called the four corners strategy in relation to the division of the classroom into four corners, each corner of which represents an expression of the student’s rejection or acceptance

of what the teacher presents to her of life situations and problems that need be studied and examined. The questions raised from the teacher and the four corners represent the direction and opinion of the student who accepts the opinions and information presented to her from her rejection. The first pillar (strongly agree), the second pillar (agree), the third pillar (strongly opposed), and the fourth pillar (opposing). (udorn,wan-a-rom, 2010:323)"Since the interest in recent decades has focused on learning concepts, educators in educational institutions have tended to direct the educational process to conform with this interest, which emphasizes the need to learn concepts in various subjects and educational stages because it is a basic goal of school education (Rajab, 2005: 93). The process of communication varies according to the means used, so we find that face-to-face communication is often more difficult than communication at a distance. (Hey Gerson, 2015 , 45) Communication skills are those that are used in the process by which a person conveys ideas and meanings of information or written or oral messages accompanied by facial expressions and body language and through a means of communication that transmits these ideas to another person and in turn responds to this message according to his understanding (Al-Haleebi, 2009, 32)Communication skills make a good impression on the other side, as they are the basis for the effective communication process for expressing ideas and transferring information from one person to another (Hegazy, 2014, 56), despite the existence of approved teaching methods and modern strategies in teaching that have proven effective in teaching through the results of research and studies. However, the educational nature of teaching is still dominated by memorization and information retrieval, which is one of the traditional methods of teaching. The researcher noticed a low level of female students' achievement, because the student may be burdened with information from one stage to another without a change in the method of teaching, and the history course contains facts, concepts and scientific information that are many and important for learners in the preparatory stage (Al-Jabr, 2000: 95)It is worth noting that many of those interested in studying history have emphasized that the problem of teaching history is due to two main factors: the first is a lack of conscious understanding of the nature of history, and the other is the (traditional) teaching methods and strategies used by the teacher. The concepts are neglected, which doubles the size of the material that the students are supposed to read, and that some students are unable to properly comprehend historical concepts.This was confirmed by some specialists in the field of history and its teaching methods in my interview with them about the existence of a weakness in the students' abilities in acquiring historical concepts, which is that teaching based on narration and recitation and not giving various exercises, giving many unconnected facts and failure to link information related to each other make it difficult for students to learn concepts, and hence conceptual errors occur among students.In addition, students come to schools with inherited and cumulative cognitive experiences and at different mental levels. As a result of work in the field of teaching, students have erroneous concepts. The origin of these erroneous concepts is either the improper transmission of information or the result of the environment and the inaccurate concepts it leaves in individuals which negatively affected their low grades in this subject and the use of some teaching methods that could not diagnose and address erroneous concepts. Some researchers emphasized the existence of several erroneous concepts acquired at an early age, and these concepts are not easily abandoned by students and resist modification and development, so many errors arise in the concepts and levels of students, which was confirmed by specialists that individuals come up with erroneous concepts that need a proper treatment process (Sa'ada, 1985: 12) Thus, the researcher seeks to answer the following question: (What is the

effectiveness of the strategy of the four corners correcting erroneous historical concepts and acquiring communication skills for female students of the fifth literary grade?)

Aims

The current research aims to identify:

- The effectiveness of the four corners strategy on correcting erroneous historical concepts among female students of the fifth literary grade.
- The effectiveness of the four corners strategy on acquiring the communication skills of the fifth literary grade female students.

Hypotheses of the Research

- There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study European history according to the four corners strategy and the control group students who study European history according to the traditional method in the test of correcting erroneous historical concepts.
- There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study European history according to the four corners strategy and the control group students who study European history according to the traditional method in the test of communication skills.

Limitation of the Research

The current search is limited to:

1. Subject limits: the historical concepts contained in the content of chapters (third, fourth, fifth and sixth) of the European history book for the fifth literary grade, which is scheduled to be taught by the Ministry of Education, Republic of Iraq, authored by: a committee from the Ministry of Education, edition 33, for the year 2014.
2. Human limits: the students of the fifth literary class.
3. Place limits: all preparatory schools that are located in Babylon Governorate.
4. Time limits: the second semester of the academic year 2020-2021

Definition of the terms

Effectiveness

It is defined by:

- (Ibrahim, 1997) as "the desired or expected effect that serves a specific purpose."

The researcher defines it as: the effort made to achieve an educational goal

The Strategy of the Four Corners

It is defined by:

- (Al-Busaidi and Huda, 2016): "A plan for teaching based on the idea that the student is actively taught knowledge so that an atmosphere of enthusiasm and joy prevails in the educational classes so that the student knows that the subject has other, non-static perceptions" (Al-Busaidi and Huda, 2016: 469)

The researcher defines it procedurally: the school uses it to assess the students' understanding of what has been learned and to determine the views of opinions issues that have been taught to the students related to European history for the fifth literary class.

Correcting erroneous historical concepts

It is defined by:

- (Abdul Salam, 2006) that "it is the process of substituting a scientifically acceptable perception for a wrong perception." (Abdul Salam, 2006: 232)

The researcher defines it procedurally: the students correcting erroneous historical concepts with correct historical concepts after studying the four corners strategy, as a measure compared to the grades they obtain after their response to the test that is applied at the end of the experiment.

Historical Concepts :(Hamida et al., 2000)define it as: A mental perception of the relationships that link a group of events or things that are classified on the basis of common characteristics among them, and this perception is on a degree of abstraction and in a state of continuous change and development. (Hamida et al., 48, 2000)The researcher defines it procedurally: a word that denotes a set of facts and events contained in the history book, which the researcher aims to communicate to the students (the research sample) after presenting them with a set of facts and information related to them that help them acquire them.

Acquisition : It is defined by:• (Shehata and Zainab, 2003): "Increasing the individual's ideas or information, or teaching him new patterns of response orThe procedural definition of the researcher: the ability of the students of

the research sample to define, distinguish and apply the historical concepts contained in the Arab-Islamic history book, which includes the material included in the experiment. The students' ability to acquire the concept is measured by the test prepared by the researcher.

Communication skills It is defined by: (Abdul Kafi, 2019): These are the skills used in practical life, according to which a person conveys ideas, concepts or information to another person through written or oral messages accompanied by facial expressions and body language and through one of the means of communication (Abdel Kafi, 2019: 42) It is procedurally defined as the ability of fifth year preparatory school students to deal with their peers, understand and transfer ideas and exchange information between them. It included communication skills (facial expressions, hand movements and touch, sitting arrangement, appearance, distance) and it is indicated by the total score obtained by the students when answering the test items that It was prepared for this purpose.

History It is defined by: (Al-Hashemi and Mohsen, 2009): "Studying and analyzing human relations and what is on the surface of the earth in terms of their similarities and differences and the factors that explain that" (Al-Hashemi and Mohsen, 2009, 9).

• Procedural definition of history: it is the set of facts, concepts, information and skills included in the last four chapters (third, fourth, fifth and sixth) of the European history book for the fifth literary grade, which the Ministry of Education decided to teach for this stage for the academic year (2020/2021).

- 2. Theoretical background and previous studies :** Constructivist theory: The constructivist theory is initially a theory of knowledge or epistemology, and then turned into a theory of learning. Through which the learner has special meanings in his mind only, but rather discussing these meanings and negotiating and negotiating them with others through the so-called four corners (social negotiation) (which leads to its growth and modification in its cognitive structures (Zaytoun, 2007: 41)The philosophical foundations of the four corners strategyThe Four Corners or Four Corners strategy is one of the best and most important educational methods through which students can be taught, evaluated, and measured their academic progress through fun and dynamic steps for male and female students.

Four corners strateg : The four corners strategy can be applied in the classroom through the following steps:

- The teacher defines four clear corners or corners in the classroom during the lesson.
- After that, he asks one of the questions in a multiple-choice system, provided that this question has four options for the answer or four possibilities for the solution according to the nature of the study material.
- Then the teacher writes the four answers on stickers, and puts each sticker in one of the four corners that were identified in the first step.
- Then he gives the students three to five minutes to think about the answer to the question and the choices that have been made.
- Each student writes his answer on a small piece of paper without any of his peers seeing it.
- Then the teacher asks the students to go to the corner containing the answer they chose.

Thus; The teacher will be able to evaluate each student in a clear and easy way, and this will also contribute to increasing the student's degree of interest in the educational process and be loving to permanent participation in the class.

Features of the Four Corners Strategy : There are many positive points that education experts see when applying the theory of the four corners, such as:A very enjoyable kinetic method for male and female students that helps to raise the rate of activity and alertness in the classroom.

It is also an easy and quick way to help the teacher evaluate the student in any subject, and it is also an assessment method for the student's personality, inclinations, opinions and ideas when applied to social issues, the future profession and others.It does not take long and does not require presets; Whereas, identifying the corners, placing posters on them, asking the question and identifying the students' answers does not take more than 10 to 15 minutes.

Communication skills :The concept of communication refers to the process of interaction and communication between two parties, or more within many factors and influences, and includes the ability to explain ideas, and

present them to the other party clearly and understandably, taking into account the difference and contrast between individuals or other parties, and the concept of communication refers to the process of transferring Thoughts, information, feelings, and feelings for others, it is a process of exchanging ideas, and the concept of communication, according to Webster's dictionary, indicates that it is a process through which information is exchanged between people, through symbols, signs, or behaviors. Expressive skills: They are the skills related to facial expressions while conveying information and ideas to others, and they are skills that help convey information that we cannot communicate only with words. Listening and listening skills: It includes good listening to the other party's words, without interrupting him, so that he can fully convey what he wants, and avoid confusion in understanding due to interrupting his speech. It is the foundation of effective communication. Expressing ideas accurately, citing evidence, and proofs. Use body language well. Avoid being irritable, trying to control yourself, and being restrained

Previous studies : 1 -Candler (2002)The role of discussions and the four corners (rethinking reading) on the content of school stories on a sample of students aged between (9-14) years ‘ This study was conducted in the United States of America, which aimed to identify the role of discussions and the four corners on the content of school stories on a sample of students between the ages of (9-14) years, and the sample was (80) students who were equal in the cultural and economic level of the two groups Where the balance between two methods followed by the teacher, the first method is far from the four corners; The teacher reads and explains parts of the story, focusing on the words, their writing and their pronunciation. As for the second, it takes place through discussion and the four corners between the students and each other with each other and between the teacher who leads the reading and writing workshop

After the end of the experiment, a final test was conducted, the researcher used the following statistical methods (zest test, and Pearson correlation coefficient).

1. **(Rajab, 2005)**It is conducted in Egypt, and aimed at identifying the effect of using the four corners strategy and portfolio approach on developing creative expression skills and attitude towards the subject among first year secondary students. The study sample consisted of (96) students from the first year of secondary school, the study sample was divided into three groups, two of them are experimental, the first studied the creative expression using the four-corners approach, and the portfolio approach, and the second was studied the creative expression using the four-corners approach, the traditional assessment approach and the third Controllers studied creative expression, and evaluated it in the traditional way, with (32) students per group. The researcher prepared:
 - A list of creative expression skills.
 - Preparing a proposed conception for teaching creative expression topics in light of the four corners approach and the portfolio method.
 - Building a test of creative expression skills. Appropriate statistical methods were used in analyzing the results such as one-way analysis of variance, T-test for two independent samples, Alpha-Cro-Nbach equation, and Cooper's equation.

The study found that:There is a statistically significant difference between the mean scores of the students of the first experimental group and the control group in the creative expression skills test in favor of the first experimental group.

- There is a statistically significant difference between the mean scores of the students of the second experimental group and the control group in the creative expression skills test in favor of the second experimental group.
 - There is a statistically significant difference between the mean scores of the students of the first experimental group and the second experimental group in the test of creative expression skills in favor of the first experimental group. (Rajab, 2005)
2. **(Husam El-Din, 2010):**The study is conducted in Egypt, and aimed at knowing the effectiveness of the four corners strategy in developing the nature of science and the appreciation of scientists among the female student teacher at the College of Girls. The study sample consisted of (35) female students from the third year of the College of Girls. The study sample was divided into two groups, one experimental group consisting of (19) female students from the Natural History Department, and the other control group consisting of (16) female students from the science department. The researcher prepared:
 1. Preparing the nature of science test.
 2. Preparing a scale of appreciation for scholars.

The data of the study was analyzed using the t-test for two correlated samples and the Pearson correlation coefficient

The study found:a. There is a statistically significant improvement in the dimensions of the nature of science (except aspects of science) among the students of the experimental group when compared with the students of the control group ‘ b. There is a statistically significant improvement in the dimensions of the nature of science among the experimental group students before and after teaching in favor of the post application. (Husam El Din, 2010).

3. **Research Methodology :** The researcher followed the experimental method with the aim of her research because it is the most accurate type of research methodologies, as the researcher takes a neutral position on the phenomenon and uses the experiment mainly to study the problem in question (Al-Ghalayni and Nidhal, 2007: 31) ‘Experimental design: The experimental design with partial control (the control group and the experimental group with a post-test) were chosen to modify the erroneous historical concepts and reflective thinking. The design can be clarified.

Group	Test	Independent variable	Dependent variable	Test
EG		Four Corners strategy	A test to correct erroneous historical concepts and communication skills	A test to correct erroneous historical concepts and communication skills
CG		-----		

Figure No. 1 illustrates this

Third: The research population and sample:

The research population consisted of secondary and preparatory schools for girls in the Aziziyah District Center, Wasit Governorate for the academic year 2020-2021.

School sample: The researcher chose Shatt Al-Arab preparatory school for girls randomly to conduct the experiment.

B_ Sample of female students: After the researcher determined the school in which the experiment will be conducted, she visited the school with a book facilitating the task issued by the General Directorate of Education in Wasit Governorate. (33) female students in section (A) and (32) female students in (B) section, by random drawing method, the researcher chose section (A) table (1)

Distribution of the research sample students between the two groups (experimental and control), after which students who failed were excluded.

N	Group	Total number after exclusion
1	Experimental	30
2	Control	30
Sum		60

Equivalence of the two research groups in the variables

(Students' age measured in months, intelligence, diagnostic test, pre- application of communication skills test, parents' academic achievement, grades for the history of Arab-Islamic civilization for the literary fourth grade)

The results showed that the experimental and control groups are statistically equivalent in the mentioned variables after using the appropriate statistical methods.

Research requirements and sources of information:Defining the educational material: The educational material has been identified, and it represents the concepts of historical common with the previous school stages, which will be studied in the second semester and as specified, as the number of concepts reached (14) concepts, after verifying them by presenting them to a group of experts and arbitrators with geographical specialization and teaching methods Sociology and educational psychology.

Preparation of teaching plans and behavioral goals: The researcher prepared teaching plans for the two research groups depending on the number of concepts. (14) plans were prepared for each of the two research groups, and they correspond in number to the number of wrong historical concepts targeted in the research experience. These plans included behavioral goals related to teaching these concepts if The number reached (42) behavioral goals

to achieve the processes of acquiring concepts at the level of concept definition, the concept was distinguished, the concept was applied.

Research tools:The first research tool: the test to modify erroneous historical concepts

The researcher designed a test to modify erroneous historical concepts based on the content, including the identified concepts and the list of specific behavioral goals. The preparation of the test went through several stages: Number of test items: The researcher built test items that correspond to measuring the processes of definition, discrimination, application of the concept, and the objective pattern was chosen from the multiple choice test formula. Since the number of concepts was (14) a concept, test items were prepared covering the three operations for each concept, and thus the total of the items Exams (42) items, including (14) items to measure the definition of the concept, (14) items to measure discrimination and (14) items to measure the application of the concept.

Validity of the test: The researcher presented the concept acquisition test to a number of experts in educational and psychological sciences and methods of social teaching, numbering (15) experts, and all of the test items were accepted. Correction of the test to amend erroneous historical concepts: Specific and model answers were set for all test items for approval in correcting them, and one point was given for each of the test items if the answer was correct, and a score of zero was given if the answer was left or wrong. The first exploratory experiment: The researcher applied the test to an exploratory sample of the literary fifth grade students in Umm Salma School.

Statistical analysis of the test: The researcher applied the test to an exploratory sample of fifth-grade literary students in Umm Salma School. The exploratory sample consisted of (80) fifth-grade students with the same specifications as the research sample.

Difficulty coefficient: The researcher calculated the difficulty of each of the test items using its own equation, and it ranged between (0.41-0.64) and these test items are considered acceptable.

The discriminatory strength of the items:

The researcher calculated the difficulty of each of the test items using its own equation, and it ranged between (0.33-0.57). The literature of educational measurement and evaluation indicates that the paragraph whose discrimination coefficient is less than (20%) is preferred to be deleted or modified.

The effectiveness of the wrong alternatives:

The equation for the effectiveness of the wrong alternatives was used for all test items, and it was found that all of them were negative, and thus all the wrong alternatives were considered effective.

The reliability of the test:

The reliability of the test was calculated using (Kuder-Richardson-20) because the reliability coefficient extracted by this equation is an internal reliability coefficient, which means the consistency of the items among them was the reliability coefficient of the items (0.87)

The third research tool:

The Historical Empathy Scale

The process of building the communication skills test proceeded as follows:

- a. The objective of the test: To measure the extent to which the fifth literary grade students possess communication skills.
- b. Determining the dimensions of the test: After reviewing the previous studies, communication skills tests, historical literature, and building on the theoretical aspects of the current research, the researcher did the following:
 1. Determining the main communication skills that are suitable for the literary fifth grade students
 2. The researcher organized the skills of communication skills with an initial list that includes a definition for each of the four skills, and an explanation of the mental processes included in each skill.
 3. The researcher presented a questionnaire representing the initial picture of communication skills to a number of experts and specialists in teaching history, teaching methods, measurement and evaluation in order to express their opinions
 4. Drafting the items of the communication skills test: The researcher identified the test items that make up the reflective thinking test, amounting to (30) items, by reviewing the curricula of the history subject

for the middle and preparatory stages, and on a set of communication skills scale, which fit the thinking level of this stage.

5. Test answer instructions: The test instructions were developed in order to clarify what is required of the student to perform and also clarify the purpose of the test, the number of test items, and the method of answering the test.
6. Correcting the items of the communication skills test: the objective paragraph with the correct answer is given one mark, and the paragraph with the wrong or left answer is given zero, as for the field items with the correct answer, two marks are given, and the missing answer is given one point, and as for the wrong or left answer, it is given zero and this is constructive On the correction standard that was presented to a group of experts and specialists

Validity of the communication skills scaleFace validity: The researcher has adopted an agreement percentage (80%) of the experts’ opinions as a minimum, and the paragraph that gets less than that is deleted, and in light of their observations, the researcher made some modifications to some items, and no test paragraph was deleted.

The first exploratory experiment: The researcher applied the test to an exploratory sample of the literary fifth grade students at Umm Salma Taleb School. The exploratory sample consisted of 15 female students of the fifth literary class. After applying the test, it was found that the time taken to answer the test was (45) minutes.

Statistical analysis of the Communication Skills Scale: The researcher applied the test to an exploratory sample of fifth-grade literary students in Umm Salma School. The exploratory sample consisted of (100) fifth-grade students with the same specifications as the research sample.
 Difficulty coefficient: The researcher calculated the difficulty of each of the test items using its own equation, and it ranged between (0.51-0.67) and these test items are considered acceptable.
 The discriminatory strength of the items: The researcher calculated the difficulty of each of the test items using its own equation, and it ranged between 0.31-0.56) and the literature of educational measurement and evaluation indicates that the paragraph whose discrimination coefficient is less than (20%) is preferred to be deleted or modified.

The reliability of the communication skills scale: The reliability of the test was calculated using (Kuder-Richardson-20) because the reliability coefficient extracted by this equation is an internal reliability coefficient, which means the consistency of the items among them. The reliability coefficient of the items was (0.87)

Application of the two research tools: After the completion of teaching the content of the subject to the two research groups (experimental and control), the test of modifying erroneous historical concepts and the test of communication skills was applied to the students of the two research groups, and the students’ answers were corrected on the test in preparation for conducting statistical treatments

Statistical tools

Statistical means were relied on using the SPSS program

4. **Presentation and interpretation of results** : After statistical processing of the data using the SPSS program, according to the research hypotheses

First hypothesis There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study erroneous historical concepts using the Four Corners strategy and the average scores of the control group students who study the same subject according to the traditional method in the test of amending erroneous historical concepts.

To verify the validity of this hypothesis, the researcher used the t-test for two independent samples to verify the significance of the difference between the mean scores of the experimental and control groups as shown in Table (2).

Table (2)

The arithmetic mean, the variance and the calculated (t) value obtained by the students of the two groups in the test to modify the wrong historical concepts

Groups	Sample	Mean	SD	D. of Freedom	t-value		Significance
					Calculated	Tabulated	Statistically

					4.4	2.000	significant
Experimental	30	40.51	2.88	58			
Control	30	31.06	2.88				

Whereas, the arithmetic mean of the experimental group that was studied (with the listening difference strategy) was (40.51) and its standard deviation was (2.88), while the arithmetic mean of the control group that was studied (by the usual method) was (31.06) and its standard deviation was (2.88), and this indicates that there are indicators of differences. The arithmetic mean and the variance of the scores of the two groups (experimental and control) in the test of acquiring geographical concepts that was conducted after the end of the experiment and after statistical treatment, it appeared that the calculated T-value (4,343) is greater than the tabular value of (2,000) at the significance level (0.05) and with a degree of freedom (58). The results indicate the superiority of the members of the experimental group that studied the concepts using the four corners strategy over the members of the control group that studied the same concepts using the usual method.

The second hypothesis : There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study the historical concepts wrong with the four corners strategy and the average scores of the control group students who study the same subject according to the traditional method in the communication skills scale. The researcher used the t-test for two independent samples to verify the significance of the difference between the mean scores of the experimental and control groups as shown in the table.

Table (2)

Groups	Sample	Mean	SD	D. of Freedom	t-value		Significance
					Calculated	Tabulated	
					8.56	2.000	Statistically significant
Experimental	30	98.66	3.45	58			
Control	30	83.42	4.42				

Whereas, the arithmetic mean of the experimental group that was studied (with the listening difference strategy) was (98.66) and its standard deviation was (2.88), while the arithmetic mean of the control group that was studied (by the usual method) was (83.42) and its standard deviation was (31,92), and this indicates that there are indicators of differences. The arithmetic mean and variance of the scores of the two groups (experimental and control) in the communication skills scale that was conducted after the end of the experiment and after the statistical treatment, it appeared that the calculated T-value (8.56) is greater than the tabular value of (2,000) at the significance level (0.05) and with a degree of freedom (58).)

5. Conclusions: In light of the research results, the researcher concluded the following:

1. The strategy of the four corners had a clear effect in correcting erroneous historical concepts among female students of the fifth literary grade and was able to gain them the correct concepts instead of the erroneous ones.
2. The traditional method had a very limited effect on correcting some erroneous historical concepts among female students of the fifth literary grade.
3. The researcher noticed, during the period of application of the experiment, that there is a clear desire and cooperation from the students to use modern strategies, including the strategy of the four corners strategy
4. The four corners strategy makes the learners more positive in the educational process and in the classroom environment, and accustoms them to active, cooperative learning that develops their reflective thinking.

References

1. Abdullah, Sami Mahmoud and others: "Teaching Arabic - Contemporary Trends in Teaching and Evaluation", Al-Ikhlaf Foundation, Banha, 2004.
2. Abdullah, Suhair Mahmoud: The Psychology of the Four Pillars, Journal of Educational and Social Studies, Volume IX, Issue III, Cairo, 2003.
3. Abu Allam, Raja Mahmoud: Educational Psychology, Dar Al-Qalam, Kuwait, fourth edition., 1986.
4. Ahmed, Essam Mohamed: "The Effectiveness of Some Teaching Strategies in Developing Linguistic Creativity Skills for One-Semester School Students," an unpublished Ph.D. thesis, Faculty of Education, Al-Azhar University, Cairo, 2003.
5. Al-Azzawi, Muhammad Adnan Muhammad: Evaluating the performance of history teachers for the preparatory stage in the light of historical thinking skills, an unpublished MA thesis, College of Education for Human Sciences, University of Diyala, 2012.
6. Al-Bayati, Abdul-Jabbar Tawfiq and Zakaria Athanasius: Descriptive and Inferential Statistics in Education and Psychology, Al-Thaqafia Institution Press, Baghdad, 1977.
7. Al-Douri, Abdel Aziz, Research on the Rise of History among the Arabs, Catholic Press, Beirut, 1960 AD
8. Al-Flou, Asaad: The effectiveness of a training program in cooperative learning according to the concepts of holistic education, College of Education, Damascus University, Syria, unpublished doctoral thesis, 2005.
9. Al-Imam, Mustafa Mahmoud and others, Calendar and Measurement, Dar Al-Hikma for Printing and Publishing, Baghdad, 1990.
10. Al-Jabr, Suleiman Muhammad Sir Al-Khatim Othman Ali: Modern Trends in Teaching Social Studies, Dar Al-Marikh, Riyadh, 2000.
11. Al-Kalza, Rajab Ahmed, and Hassan Ali Mukhtar, Social Materials between Theorization and Application, 1st Edition, Kuwait, Dar Al-Ilm Library, 1989.
12. Al-Khalili, Khalil Yousef, Academic Achievement of Preparatory Education Students, Ministry of Education, Bahrain, 1997.
13. Al-Laqani, Ahmed Hussein and Ali Ahmed Al-Jamal: "A Dictionary of Educational Terms Known in Curricula and Teaching Methods", 2nd Edition, Alam Al-Kutub, Cairo, 1999.
14. Al-Najjar, Fayez Juma and others (2009), methods of scientific research, an applied perspective, Dar Al-Hamid for Publishing and Distribution, Amman.
15. Al-Sukran, Muhammad: Methods of Teaching Social Studies, 1st Edition, Amman, Dar Al-Shorouk for Publishing and Distribution, Amman, 2002.
16. Al-Talawi, Suhaila Kazem: The Educational Curriculum and Effective Teaching, 1st Edition, Dar Al-Shorouk for Publishing and Distribution, Amman, 2006.
17. Al-Tantawi, Effat Mustafa: "Teaching and learning methods and their applications in educational research" Anglo-Egyptian Library, Cairo, 2002.
18. Al-Zahir, Zakaria Muhammad and others, 1999, Principles of Measurement and Evaluation in Education, Amman, House of Culture for Publishing and Distribution, 1999.
19. Arafa, Salah El-Din: "The Uniqueness of Learning Teaching Skills between Theory and Practice", Alam Al-Kutub, Cairo, 2005.
20. Attia, Attia Al-Sayed, "Learning by Contract, Capacity Development Project for Faculty Members and Leaders, Modern Trends in Teaching", Ministry of Higher Education, Cairo, 2005.
21. Awad, Fayza Al-Sayed: Modern Entries and Trends in Teaching Arabic and Islamic Education, Dar Al-Jazeera for Printing and Publishing, Cairo, 2009.
22. Bloom, B.S Hastings, J.T, and Maolaus G.F. Hand book on Formative and Summative Evaluation of Student Learning, New York Mc Grow Hill, (1971).
23. Blosser, P.E.: Using cooperative Learning in science education, the science outlook, Columbus, OH: ERIC. Clearing house for science mathematics, and Environmental Education(2002)
24. Bourne, E.L. etal: , Cognitive processes, prentice- Hall- Inc, Englewod, Newgersy, Second edition(1986).
25. Candier, K. R The role of discussion and negotiation, (2002).
26. Christine, C.: Learning in science, How do deep and surface Approaches Differ? Paper presented at the Annual Association Montereal, Canada, April(1999), 19-23.

27. Cross, Roger, T. & Price, R.F: Teaching science for social responsibility, Sidney: st. Louis press(1992).
28. Daoud, Aziz Hanna, and Anwar Hussein: Educational Research Methods, Baghdad, Dar Al-Hikma, for printing and publishing, 1990.
29. Edward, Carr: What is History, translated by Ahmed Hamdy, Arab Record Press, Cairo, 1962.
30. El-Feki, Abdel-Raouf Mohamed and Samia El-Mohammadi Fayed: A suggested teaching strategy using historical texts to develop reading comprehension among students of the History Division, Faculty of Education, Tanta University, Journal of the Faculty of Education, Egypt, 2004.
31. El-Sayed, Jihan Kamal and Abdel-Hamid Sabry Abdel-Hamid: Modern Strategies for Teaching Social Studies in Theoretical Classroom, Al-Kitab Center for Publishing and Distribution, Cairo, 2007.
32. Ghanem, Mahmoud Muhammad (1997), Measurement and Calendar, Dar Al-Andalus, Beirut, Lebanon
33. Good, G.V. Dictionary of Education, 2nd ed, New York, 1973.
34. Hammoud, Muthanna Falhi: Holistic thinking and its relationship to the generation of ideas among university students, unpublished MA thesis, College of Arts, University of Baghdad, 2008.
35. Harman, W.: Thinking styles, New york(2003).<http://www.Norton.com>
36. Hassard, Jack: Teaching students to think globally, Georgia state university, Journal of Humanistic psychology Vol. 37, No. 1. (2007).
37. Husam El-Din, Laila Abdullah: "The Effectiveness of the Four Pillars of Approach in Developing the Nature of Science and the Appreciation of Scientists for the Female Student Teacher at the College of Girls", Journal of Studies in Curricula and Teaching Methods, Egyptian Association of Curricula and Teaching Methods, No. 154, January, Cairo. 2010.
38. Ibn Khaldun, Introduction to Ibn Khaldun, 2nd Edition, Arab Bayan Committee, Cairo, d.T.
39. Ibn Mandhoor, Abu Al-Fadl Jamal Al-Din Muhammad bin Makram, Lisan Al-Arab, Volume Six and Eleven, Dar Sader for Printing and Publishing, Beirut, 1956 AD.
40. Ibrahim, Abdel-Taif Fouad: Curricula: its foundations, organization, evaluation of its impact, 6th edition, Egyptian Renaissance Library, Cairo, 1984.
41. Jizani, Firas Zaboon Shalash: Evaluating the content of history books for the preparatory stage from the point of view of teachers and supervisors, an unpublished master's thesis, Ibn Rushd College of Education, Baghdad 2012.
42. Obaid, William: Teaching and Learning Strategies in the Context of Quality Culture, Dar Al-Maysara for Publishing and Distribution, Amman, 2009.
43. Odeh, Ahmed Suleiman: Measurement and Evaluation in the Teaching Process, 2nd Edition, Dar Al-Amal for Publishing and Distribution, Irbid, 1998.
44. Qatami, Youssef: Active Learning Strategies, 1st Edition, Dar Al Masirah for Publishing and Distribution, Amman, Jordan, 2013.
45. Rajab, Thana Abdel Moneim: "The Impact of Using the Four Pillars of Approach and Portfolio Approach on the Development of Creative Expression Skills and Attitude toward Subject among First Year Secondary Students", Journal of Studies in Curricula and Teaching Methods, Egyptian Association for Curricula and Teaching Methods, No. 100, January, Cairo, 2005.
46. Saadeh, Jawdat Ahmed: Teaching Thinking Skills (with hundreds of applied examples), 1st Edition, Dar Al-Shorouk for Publishing and Distribution, Amman, 2003.
47. Saadeh, Youssef Jaafar: The Role of External Readings in Teaching History, Arab Gulf Publishing Corporation, Cairo, 1985.
48. Shawky, Tarif: The argument, methods of its measurement and methods of development, Center for the Development of Graduate Studies, Cairo, 2006.
49. Shehata, Hassan: "Modern Teaching and Learning Strategies and the Making of the Arab Mind", Egyptian Lebanese House, Cairo, 2008.
50. Sternberg, R.J. & Gvigorenko, F.: 'Thinking and the gifted', Rocper, Review vol. 16, Cambridge university pres(1993).
51. Wajih, Hassan Muhammad: An Introduction to the Science of the Social and Political Four Pillars, The World of Knowledge, The National Council for Culture, Arts, Kuwait, 1994.
52. Zaitoun, Ayesah Mahmoud: Constructivist Theory and Strategies for Teaching Science, Dar Al-Shorouk for Publishing and Distribution, Amman, 2007.
53. Zaitoun, Ayesah Mahmoud: Methods of Teaching Science, 3rd Edition, Dar Al-Shorouk for Publishing and Distribution, Amman, 1999.

54. Zeitoun, Hassan Hussein: "Teaching Strategies - A Contemporary View of Teaching and Learning Methods", World of Books, Cairo, 2008.
55. Zobaie, Abdul Jalil. Psychological Tests and Measures, Dar Al-Kutub for Printing and Publishing, University of Mosul, Iraq, 1981.
56. Zureik, Constantine, We and History, 1st Edition, House of Science for Millions, Beirut, 1959 AD.