

The Impact of Sixth Thinking Hats Strategy of intermediate School Students Reading Comprehension

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Abstract

Reading involves more than just creating sounds from the printed symbols; it also involves understanding the meaning of the text. As a result, reading helps people learn new words, gain information, and other things. As a result, reading comprehension is a critical skill for readers to master. It is an active process that generates meaning for printed language before turning its attention to new words

The study's goal is to determine whether or whether there is a noticeable improvement in the reading comprehension of second -grade pupils who get instruction utilising the sixth thinking hats technique compared to those who do not. The researcher used a quasi-experimental design to perform the study and hence employed the experimental technique. There were experimental and control groups in this design. second-class Section A served as the experimental group, while second-class Section B served as the control group. Purposive sampling is used to choose the two courses, which are chosen based on their similar proficiency levels and issues with learning English. The pre-test and post-test of a reading comprehension exam serve as the instrument for gathering data. The outcome demonstrates a substantial change in the students' reading comprehension while using the sixth thinking hats technique. According to the independent sample t-test analysis, the significant level is determined to be 0.0000.05. It suggests that children in fifth grade who are taught utilising the sixth thinking hats technique and those who are not experience substantial differences in their reading comprehension of narrative texts for students.

Keywords: The Impact, Sixth Thinking Hats, Iraqi EFL intermediate School Students, Reading Comprehension

أثر استراتيجية القبعات الستة على الاستيعاب القرآني لدى طلبة المدارس المتوسطة

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المستخلص

اللغة الإنجليزية هي لغة عالمية ضرورية لتحقيق أهداف التنمية في عصر المنافسة العالمية الشديدة. تعمل اللغة الإنجليزية كأداة حاسمة للتوسط في التواصل بين الأشخاص في التفاعلات اليومية. تؤثر هذه العوامل على مشاركة العديد من الطلاب، التي لغتها الأولى ليست الإنجليزية، في عملية تحسين اللغة الإنجليزية. تشمل إندونيسيا اللغة الإنجليزية كأحد التخصصات في المناهج الدراسية للتعامل مع نمو اللغة الإنجليزية. واحدة من القدرات الأساسية في تعلم اللغة هي القراءة. إنه يقوي القدرات التي يتعلمها الأطفال في التحدث والاستماع والكتابة لأن معظم الأفراد يقرؤون الكتب والمقالات والصحف وأنواع أخرى من الوسائط بشكل منتظم. يتطلب الأمر بعض المعرفة لفهم هذا النشاط. ومع ذلك، فإن بعض الأفراد لديهم مهارات قراءة ضعيفة. ومع ذلك، غالباً ما يقوم المعلمون بتدريس القراءة باستخدام نفس الأساليب التي استخدمها معلومهم عندما كانوا طلاباً.

ومع ذلك، فإن القراءة تنطوي على أكثر من مجرد إنشاء أصوات من الرموز المطبوعة. كما أنه ينطوي على فهم معنى النص. نتيجة لذلك، تساعد القراءة الناس على تعلم كلمات جديدة واكتساب المعلومات وأشياء أخرى. نتيجة لذلك، يعد فهم القراءة مهارة حاسمة يجب على القراء إتقانها. إنها عملية نشطة تولد معنى للغة المطبوعة قبل تحويل انتباهها إلى كلمات جديدة.

تقدم استراتيجية قبعات التفكير الستة خطوات بسيطة لنشاط القراءة من خلال صياغة المعرفة السابقة، وأشياء مثيرة للاهتمام في النص لمساعدة الطلاب على فهم النص وإتمامه. الهدف من الدراسة هو معرفة ما إذا كان هناك أي اختلاف كبير في الاستيعاب القرآني بين طلاب الصف الثاني متوسط الذين يتم تدريسهم باستخدام استراتيجية

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قبعات التفكير الستة وأولئك الذين ليسوا كذلك. في إجراء الدراسة طبق الباحث المنهج التجريبي باستخدام التصميم شبه التجريبي. يتكون هذا التصميم من مجموعات تجريبية وضابطة. أصبح شعبة المرحلة الثانية (أ) المجموعة الضابطة وشعبة المرحلة الثانية (ب) أصبح المجموعة التجريبية. يتم اختيار الفصلين باستخدام أسلوب أخذ العينات الهادف وبالنظر إلى أن لديهم نفس المستوى ومشكلة الكفاءة في تعلم اللغة الإنجليزية. تم جمع البيانات باستخدام اختبار الفهم القرائي التي يتم اجراءها مرتين، الاختبار القبلي والاختبار البعدي. تظهر النتيجة أن استراتيجيات قبعات التفكير الستة لها اختلاف كبير في فهم القراءة لدى الطلاب. بناءً على تحليل اختبار t المستقل للعينات، وجد أن المستوى المعنوي هو $0.000 < 0.05$. ويشير إلى وجود اختلاف كبير في فهم القراءة لدى الطلاب في الاستيعاب القرائي بين طلاب الصف الثاني الذين يتم تدريسهم باستخدام استراتيجيات قبعات التفكير الستة وأولئك الذين لا يتم تدريسهم بها.

الكلمات المفتاحية: التأثير، قبعات التفكير الست، طلاب المدارس المتوسطة، والفهم القرائي

Introduction

1.1 Statement of the Problem

Language is a tool that people use to engage with one another and communicate verbally as well as via auditory feelings and thoughts. When you speak, your voice tone either enhances or detracts from what you are saying. According to the authors, language serves as the primary means of communication, and this social environment is virtually always present when it does (Vause,10). We express our own ideas through language, as well as the cultural practises and beliefs of the communities to which we belong, such as our families, relationships, and other affiliations.

English is a universal language that is essential for achieving development goals in the age of intense global competition. English serves as a crucial tool for mediating interpersonal communication in everyday interactions. These factors influence the participation of many nations, including Indonesia, whose first language is not English, in the process of English improvement. Indonesia includes English as one of the disciplines in the curriculum to deal with the growth of English.

One of the nations where English is taught as a second language and as a core topic at all educational levels is Iraq. Beginning in kindergarten and continuing through the upper

grades of the university levels, English language instruction is provided. Iraqi EFL students typically lack the ability to utilise the target language to communicate smoothly, despite spending several years learning it in the classroom (Al-Salihi,4).

One of the fundamental English abilities is reading. Reading is a linguistic ability that gives people the ability to cope with and comprehend information clearly. According to (Stoller,98), reading is the process of creating meaning from printed materials and developing the capacity to evaluate information effectively and culturally. It is obvious that reading is a linguistic ability that affects one's comprehension of a certain topic. The core of reading activity is comprehension, as well. It necessitates the readers' deliberate efforts to deepen comprehension, assess the data, and determine the author's intentions from specific sections. According to (Liu,20), reading comprehension involves motivation, a solid conceptual framework, focus, and effective study habits.

However, some people lack interest in reading because they lack interesting topics to read about or because they believe reading to be a monotonous activity. The writer discovered that kids' reading comprehension is still below average after speaking with the English instructor at the preparatory school. The fact that the pupils' scores

fell short of the required 70 is demonstrated. The teacher informs the class that the kids are still having trouble understanding the material. It was brought on by students who were unable to comprehend the content. The author also discovered that pupils had trouble understanding English, particularly when reading English-language texts. Additionally, due to these challenges, the pupils did not devote full attention to studying English, which caused them to lack this proficiency.

The purpose of this study is to test the six thinking hats technique for teaching reading in order to see how it affects students' reading comprehension. The results of such a study might contribute to the related literature in a positive way.

1.2 Aims of the Study

This study aims at finding out:

The effect of the sixth thinking hats strategy on of intermediate school students reading comprehension.

1.3 Hypothesis of the Study

1. There is no statistically significant difference in post-test achievement between the mean scores of the experimental group, which is taught using the Sixth Thinking Hats Strategy, and the mean scores of the control group, which is taught using the conventional technique.
2. There is no statistically significant difference in the experimental group's mean reading comprehension scores between the pre- and post-tests.

1.4 Scope of The Study

The following are the study's restrictions:

1. second intermediate school students in AL-Marwaa school for Girls'.
2. The academic year 2022–2023.
3. The second and third units of the textbook English for Iraq.
4. The application of the sixth thinking hats strategy.

1.5 The Value of the Study

1. EFL teachers who want to shift from a perspective of teaching as static with simple rules to teaching as dynamic would find value in the current study. In order to do this, use the Sixth Thinking Hats Strategy, which truly motivates students to take an active role in their education.
2. intermediate students; realistically by fostering engaging learning environments that will improve the students' English reading comprehension.
3. The creator of the curriculum should have some expertise of how to utilise the Sixth Thinking Hats Strategy at various textbook levels.

1.6 Procedures of the Study

The researcher employs the subsequent techniques to carry out this investigation as follows:

1. Randomly choosing the experimental group and the control group.
2. To ensure equality between the two groups, provide a pre-test to each.
3. imparting English language instruction to the two student groups. The experimental group will be taught utilising the Sixth Thinking Hats Strategy, whereas the control group will be taught using the conventional way.

4. Giving the two groups of students a post-test to determine the effects of the sixth thinking hat strategy on their ability to comprehend English-language reading.
5. Gathering and statistically analysing the necessary data.

1.7 Definitions of Basic Terms

1.7.1 Impact

Peersm defines impact as the direct or indirect, intentional or unforeseen, change that a development intervention creates in the context of its environment as it interacts with the many elements that drive development change.

Impact is defined operationally as "showing how the Sixth Thinking Hats Strategy as a teaching strategy affects the students' reading comprehension."

1.7.2 Sixth Thinking Hats Strategy

According to Bilton, the STH approach is meant to encourage students, instructors, and educational leaders to think critically and communicate effectively. He also thinks that a lot of prosperous individuals have extremely sensible, optimistic viewpoints. People could overlook taking an emotive, intuitive, creative, or unfavourable perspective on a situation. This might imply that they misjudge public opposition to plans, avoid taking risky risks, or neglect to prepare for necessary emergencies.

Operational definition of Sixth Thinking Hats Strategy: is a method that enables kids to improve their vocabulary-building skills. It refers to a process of learning that students follow as they acquire the desired information or skill.

1.7.3 Strategy

The broad meaning of strategy, according to (Oxford,524), is a plan of procedure to achieve a primary or overall goal. This term stems from an earlier military definition, which called it a general's action plan.

Operational definition: a strategy, plan, or series of actions put in place to accomplish a certain educational goal that helps a teacher find a solution and improves students' skills to learn and teach English.

2. Literature Review

2.1 The Structural Dimension of the Six Thinking Hats

One of the most well-known strategies for inspiring original thought in groups is Edward de Bono's STH. The six different coloured hats represent various ways of thinking or doing (Bilton,54). Although each colour is printed independently, they all come together in the end. The hats are instruments that help focus thought and consider other viewpoints. They are actual objects that represent certain roles to play in order to encourage children to think outside of the box. Because each hat triggers a distinct way of thinking, donning one requires conscious effort (4).

According to (Nosratinia,443), the six hats reflect six different ways of thinking and are more like instructions for thinking than labels for thinking. The hats are therefore applied proactively as opposed to reactively.

The advantages of de Bono's method include, obviously, that the person or group will cover all the bases, or at least attack them from a variety of angles. According to (Ghonsooly,55), De Bono does imply that groups may decide on an agenda and a certain order for the hats. The STH approach

is also effective in encouraging creativity in a variety of mental models (Enever,76).

However, a thorough examination of each STH will show how each of these hats functions independently as a tool:

1. The White Hat (Neutrality, Think about the facts)

White hat thinking is the practise of requesting that data be presented in a neutral manner. It challenges the mind to distinguish between reality and interpretation. People will think more clearly and act more appropriately when they have more knowledge (Nosratinia,554).

This hat is typically worn at the start of a session to provide context for the thinking that will occur. The white hat looks for known and missing information. It deals with objective factual and statistical findings that are presented without bias (Gonzales,76).

2. The Red Hat (Emotions, examine a topic through emotions and feelings)

According to Gross, the colour red represents emotion and passion. There is no need for logic.Red hat thinking can support or undermine a concept based on unfiltered, personal opinions (4).People are required to use the red hat to express their emotions on this idea. For instance, some people may claim that they feel frightened or afraid by this concept. Some people could claim to be enthusiastic (Koçak,54).

Thinkers are encouraged to add to the emotional components of the issue or concept being discussed, (Koçak,87).

3. The Black Hat (Critical, judgmental, think about the negative aspects of a topic)

The black hat represents caution and evaluates how the facts, experience, system, law, policy, and ethics "fit." It means criticism that is helpful. According to (Koçak,21), on page 150, this kind of thinking entails investigating the issues with a subject or idea, seeing faults, hazards, and difficulties, and exercising judgement and prudence.

The survival hat is the black hat. An unhealthy pessimism where individuals only appear to find fault with everything may result from the overuse of the black hat.

4. The Yellow Hat (Optimistic, think about the positive aspects of a topic)

According to McGregor, the yellow hat concentrates on pointing out the virtues, benefits, or advantages of anything. It is the headgear of optimism. Each person must briefly highlight one positive aspect of the suggestion or concept. Even if one believes the concept is flawed, he or she must still be able to see its positive aspects and redeeming features (Gonzales,43).

People use yellow hats because they are optimistic and want to discover solutions to problems. When they are donning their yellow hats, they are imaginative. Their thoughts are centred on what can be done to reap the rewards.

5. The Green Hat (Creativity, New ideas, Brainstorming, Prediction)

The green hat represents original thought.It is utilised to speculate, research, make decisions, and in doing so, it allows for unrestrained thinking (Shaimaa',43).According to (Gross,43), the goal of creative thinking is to expand one's range of vision and generate ideas.

The green hat gives the okay to come up with alternatives and investigate concepts. Green hat thinkers would assert, "We need to explore new possibilities" (Malone,54).

This way of thinking, according to Burns, offers provocations, novel insights, and absurd alternatives without making any attempt to question or assess the value of these concepts. To change things up and go in a different path, one might apply "green hat" thinking.

This way of thinking entails the cognitive processes of identification, clarification, solution production, prognostication of outcomes, and assessment of solution efficacy (Gonzales,54).

6. The Blue Hat: (reflect, think metacognitively, and try to grasp the big picture, summary of topic)

The control hat, often known as the blue hat, is in charge of summaries, overviews, and conclusions. It emphasises thinking on the thinking required to investigate the topic. The Blue Hat Thinker asks for the employment of different headgear and organises the thinking itself (4). The blue hat may be used for process control at both the beginning (for planning) and the end (for summarising) of each session.

2.2The Concept of Reading Comprehension

One of the fundamental abilities in learning a language is reading. It strengthens the abilities that kids learn in speaking, listening, and writing because most individuals read books, articles, newspapers, and other types of media on a regular basis. It takes some knowledge to comprehend this activity. Some individuals, however, have poor reading skills (2).

However, according to (1) instructors often teach reading using the same methods that their own teachers used when they were students.

However, reading involves more than just creating sounds from the printed symbols; it also involves understanding the meaning of the text. As a result, reading helps people learn new words, gain information, and other things. As a result, reading comprehension is a critical skill for readers to master. It is an active process that generates meaning for printed language before turning its attention to new words (Lo,32).

Additionally, Gillet and Temple contend that comprehension refers to how well readers comprehend the text's content by drawing on their past knowledge, understanding of its structure, and active looking for information (Peersman,24).

Reading comprehension, in the words of Kintsch, is the process of deriving meaning from text (Abbas,35).

The act of creating meaning through the coordination of several complicated processes, such as word reading, word and world knowledge, and fluency, is what Janette defines as reading comprehension (Carroll,65).

Students must actively process what they read in order to succeed in reading comprehension. Reading comprehension is a complex cognitive skill that necessitates the ability to combine text information with prior knowledge of the listener/reader and results in the development of a mental representation (Nosratinia,654). As a result, processing skill demands that students have automatic reading skills and fluency, necessary vocabulary, and background knowledge relevant to the text (Bilton,34).

Additionally, Guthrie claims that reading comprehension involves the processes of constructing conceptual knowledge from the readers' cognitive ability and motivation in the text. Good reading comprehension, however,

facilitates the acquisition of great knowledge, but most people still struggle with it due to infrequent reading practise. As a result, reading comprehension can be acquired by reading a variety of sources (McGregor,96).

Reading cannot reverse understanding because the goal of reading is to comprehend what has been read; otherwise, reading is pointless. Readers should be able to comprehend the text in order to understand the message and information contained in the text. Based on the aforementioned statement, it can be concluded that reading comprehension is the understanding of the content of written text.

2.2.1 The Kind of Reading Comprehension

Literal reading comprehension, interpretative reading comprehension, critical reading comprehension, and creative reading comprehension are the four categories that Pearson and (Nicholson,261) divided reading comprehension into.

1) Literal Reading Comprehension

The first group excludes critical thinking abilities. On this, teachers don't require any particular assistance. It is the ability to understand a word, concept, or statement in context and determine its basic, direct literal meaning. This style of reading lacks depth.

2) Interpretative Reading Comprehension

Reading instruction should place a strong emphasis on the category of thinking abilities known as interpretative, which is particularly useful. This phrase might be interpreted in a way that encompasses all forms of thought. Interpretation, in general, searches for deeper levels of understanding than literal comprehension.

3) Critical Reading Comprehension

While literal understanding and interpretation are included in critical reading, according to Smith, it goes beyond both of these concepts in that the reader also assesses and renders a judgement on the content's worth, usefulness, correctness, and veracity.

4) Creative Reading Comprehension

The phrase "creative reading" is widely used to refer to any reading-related mental processes in the same broad sense as "inferences," "critical reading," and other contemporary popular words. Literal comprehension, interpretation, and critical reading all support and develop from creative reading, but it is distinct from each of them (Vilà,13).

2.2.2. The Model of Reading Comprehension

There are several models of reading as follows:

1) The Top-down Model

Top-down approaches place a lot of emphasis on the reader's past knowledge as well as their cognitive and linguistic abilities for constructing meaning.

2) The Bottom-up Model

The Bottom-up paradigm proposes that a reader examines the words, sentences, and text organisation (without comparing it to experience or prior knowledge) in order to generate meaning from what is written in the text. Meaning depends both on vocabulary knowledge and syntax knowledge.

3) The Interactive Model

According to the Interactive Model, when a person reads a text, both top-down and bottom-up

processes take place. A single chain of the reading process might be derived from the two models mentioned above (Gurning,192).

2.2.3 The Strategies of Reading Comprehension

The following are some tactics that readers can employ (Crossley,410).

1) Activating Prior Knowledge

According to Serravallo, good readers connect their thoughts about the information related to the text's structure and topics before reading. They also connect the text to their lives, other written sources, and the outside world. Finally, they connect these thoughts once they have finished reading the text (Gross,87).

2) Prediction

By using the readers' prior knowledge and the information they have learned from reading the book, predictions are made about what will happen in the text (Nosratinia,434).

3) Skimming

Skimming is a type of quick reading that is used to quickly determine the broad subject matter or substance of the text (Oxford,523).

4) Scanning

The reader's action is described by Brown as looking for specific information from the text without reading the entire text; in other words, the reader merely reads a portion of the text in order to find that specific information (Enever,32).

5) Guessing Meaning of Unknown Word using Contextual Clues

Since they lack a dictionary, readers must infer the meaning of words when they are unfamiliar with

the text's content. There are several methods for figuring out unknown vocabularies, including looking for prefixes that can serve as hints, looking for suffixes that can reveal the vocabulary's part of speech, looking for well-known roots, looking for grammatical content that can reveal information, and looking for the semantic context or topic to obtain hints .

6) Identifying Topics and Main Ideas

The majority of comprehension tests require readers to identify the passage's or text's primary concept. Getting the topic from a list of vocabulary words, determining the topic of a text, and determining the primary concept of a passage are three exercises Mikukecky in Farrel suggests the student practise for improving cognitive exercise (4).

7) Use of Questions

Dreher and Gambrell in Guthrie explain that questioning refers to pupils asking themselves questions in writing before and throughout reading to better understand the book and its subject (Jhon, 39).

3.METHODOLOGY

3.1 The Experimental Design

The current study's objectives and hypotheses call for the implementation of a "Non-Randomized Pre-test-Post-test Design." The two sets of fifth-grade kids at the scientific preparatory school serve as the study's sample.

3.2 The population and the Sample of the Study

3.2.1 The Population

EFL Iraqi Preparatory pupils in the fifth scientific stage for females in the city of Baghdad

Governorate make up the population of the current study. Twenty preparatory schools for girls in Baghdad City have a total enrollment of (587) fifth-class students, all of whom are female.

3.2.2 The Sample

A sample is a portion of the population that has been chosen to take part in the research project (Ghonsooly,54). It is a subset of the population that has been chosen to engage in the study.

(44) students from Baghdad's Al-Marwaa Preparatory Schools for Girls make up the sample for this study. There are two sections in the fifth scientific level. The experimental group, Section A, has been picked at random, and the control group, Section (B), has been chosen as well. The number of pupils in each section is (Nicholson,260).

3.3Equalization

It is important to take into account a few factors that might affect how well pupils understand what they are reading in order to avoid having an impact on the findings of the study. The following factors have been compared between the experimental and control groups: age of the students, mother's academic standing, father's academic standing, students' performance in the English subject last year, and students' reading comprehension on the pretest.

3.4 Application of the Experiment

On October 15th, 2023, the experiment's application got underway. The pre-test has been used as of that date. The trial ended on February 16, 2023. Secondary school sessions are scheduled for every Sunday, Tuesday, and Wednesday. conducted the test on the class's students, The sixth

thinking hats strategy was taught to the experimental group, while the standard teaching methods were used to impart the identical lessons to the control group. The researcher used the following process to teach the sixth thinking hats strategy:

1. The working methods are made clear so that the pupils are sufficiently familiar with the context of what they will be doing. The sixth thinking hat technique, which is descriptive, has been applied to the study project.
 2. The researcher explains to the students how to use a graphic organiser and the sixth thinking hats approach to acquire new language. The sixth thinking hats technique, which should be made clear, will help pupils think.
 3. The researcher selects a notion that all pupils ought to be acquainted with. Although it may be a technical phrase from a prior lesson, it is frequently a wise decision to use something straightforward that might spark debate about the traits.
 - 4- Create a huge version of the sixth thinking hats method so all students can view. You may do this by drawing the model on the board, using a PowerPoint slide, or by writing it on chart paper.
 - 5- The lessons are delivered with a colour pen or colour card to enrich the content and stimulate the pupils' intellectual curiosity.
 - 6-By using their past knowledge and directing their thinking, the researcher offers the sixth thinking hats technique to the students. Show the sample to the entire class and briefly go through what each component contains.
- By forcing students to first analyse the items via definition and attributes and then to synthesise or apply this knowledge by thinking of instances and non-examples, teachers may help students grasp

words within the greater context of a reading selection.

8- The researcher assigns the students to argue their words in pairs or small groups.

3.5 Lesson Planning

The majority of lesson plans are likely to include at least some of the following: student level, lesson duration, objectives for the instructor or students to achieve, target language, interaction, time for each activity, and procedures. The use of lesson plans helps teachers consider what to do, how to accomplish it, and why. Teachers must consider two essential elements of clear and feasible realistic goals if they hope to provide an effective session. The main objectives of the lessons are to explain the rationale behind each instructional component (Koçak,24).

The fundamental lesson plan is already written. The teacher's guide's instructions are followed in developing the lesson plan for the control group. While, The teaching Frayer Model technique is used to create the experimental group lesson plan.

3.6 Final Administration of Instruments

The experimental and control groups are given the post-test, which is given on the same day, at two different locations, at two different times. The exam has an 80-minute time restriction, during which you must complete all of the questions. The researcher received help from two instructors from the preparatory school in observing the lesson and guiding the pupils through the questions.

4. Analysis of Data and Discussion of Results

4.1 Discussion of Results

The goal of the current study is to determine how the sixth thinking hats method affects EFL

students' reading comprehension. It also makes an effort to demonstrate if the experimental group and the control group's academic accomplishment differ significantly from one another.

When compared to the control group, which received instruction using the conventional technique, the experimental group's kids who have been exposed to the sixth thinking hats strategy do better academically. The study finds that using the sixth thinking hats technique helps students acquire higher levels of proficiency in the four competencies.

The t-test method for two independent groups was used to determine differences between the two groups' mean scores. The estimated t-value, which has a degree of freedom of 58 and a threshold of significance of 0.05, is (9.54), greater than the tabulated t-test value, which is (2.00).

Additionally, it has been noted that the experimental group is impacted by the sixth thinking hats technique for teaching English, as indicated by the computed t-value (14.14) which is larger than the tabulated t-value (2.04). By developing numerous exercises, the sixth thinking hats method helped to raise students' success. This is accomplished by employing a variety of tools in the classroom setting.

The present study's objective has been achieved, and the researcher may state that the experimental group may be affected by the teaching of the six thinking hats technique. The hypothesis is disproved because it claims that there is no statistically significant difference between the post-test mean scores of the experimental group—taught using the six thinking hats strategy—and the control group—taught using the standard technique. Furthermore, the second hypothesis, which claimed that there was no statistically

significant change between the experimental group's mean scores on the pre- and post-test, is also disproved. The experimental group's kids improved in their reading comprehension, achieving the second goal. In light of the present study and in connection to the researcher's observation of the six thinking hats approach throughout the experiment, the following may be ascribed to the results:

1. This technique asks students to study the idea (definition and characteristics), then synthesise or apply the knowledge by taking into account instances and non-examples, in order to help them understand words in the context of a reading selection. converting complicated and challenging words into shorter, more readily understood words or phrases.
- 2- When students share their examples and are introduced to the word many times during the lesson, repetition occurs.
- 3- Students start to love the six thinking hats method.

Conclusions

The following conclusions have been formed based on the current study's findings:

1. Using the six thinking hats concept as a teaching method, the study finds, will assist students by making learning dynamic, entertaining, and engaging. On the reading comprehension exam, the experimental group that is taught using the six thinking hats strategy outperforms the control group that is taught using traditional methods.
2. Using the six thinking hats technique as an evaluation tool to discover how to plan out the following phases. The researcher was able to conclude from the data that successful

teaching happens when students' talents and weaknesses are recognised.

3. The six thinking hats method trains pupils to approach problems strategically. The six thinking hats technique uses visuals to help pupils think more clearly. The students can arrange their ideas and analyse the information in the question using the graphic organiser. Additionally, it could help kids remember the meaning of words.
4. The six thinking hats approach is a cognitively based teaching style.
5. The Sixthinking approach classes feature a great deal more student-teacher interaction, which may have enhanced learning and comprehension.

Recommendations

Following the application of the study's findings, the following suggestions might be made:

1. The Six Thinking Teaching Strategy is encouraged for use by English language instructors in Iraq.
2. The use of graphics in the classroom should be used to improve students' analytical, communicative, and cognitive skills.
3. EFL teachers need to be taught on how to utilise social media and digital tools to teach foreign languages since it speeds up the learning process.
4. When developing the curricular activities included in Iraqi preparatory textbooks, curriculum designers and decision-makers should take the Six Thinking Strategy into consideration to activate students' prior knowledge...

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