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The Effect of Hot Seat Strategy on the Achievement of Fifth Primary Pupils in English and the Development of their Smart Thinking

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Abstract

This research aims at investigating the effect of the hot seat strategy on fifth primary pupils' achievement in English and the development of their smart thinking. To bring about this aim, the researcher has set four null hypotheses. The population of the study consists of fifth grade female pupils at primary stage in the city of Mosul during the academic year 2024-2025. The sample of the study subsumes 74 female pupils; 38 pupils representing the experimental group, taught according to the hot seat strategy, and 36 pupils representing the control group, taught according to the conventional method. The pretest- posttest equivalent groups have been used as the experimental design. To validate the research hypotheses, the researcher has prepared the achievement and smart thinking tests. Following the application of the T-test of two distinct groups to the collected data, the results indicate statistically significant differences between the two groups, with the experimental group outperforming the control group in the achievement and smart thinking tests.

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أثر استراتيجية الكرسي الساخن في تحصيل تلميذات الصف الخامس الابتدائي في مادة اللغة الانكليزية وتنمية تفكيرهن الحاذق

ريم حازم سليمان

قسم اللغة الإنكليزية، كلية التربية الأساسية، جامعة الموصل، الموصل، العراق.

المستخلص

يهدف البحث الحالي الى تحديد أثر إستراتيجية الكرسي الساخن في تحصيل تلميذات الصف الخامس الابتدائي في مادة اللغة الانكليزية وتنمية تفكيرهن الحاذق. ولتحقيق هذا الهدف، تم وضع أربع فرضيات صفرية. يتألف مجتمع البحث من تلميذات الصف الخامس الابتدائي في مركز مدينة الموصل للعام الدراسي 2024-2025. تكونت عينة البحث من 74 تلميذة: 38 تلميذة يمثلن المجموعة التجريبية التي جرى تدريسها طبقا لاستراتيجية الكرسي الساخن و36 تلميذة يمثلن المجموعة الضابطة التي درست باستخدام الطريقة التقليدية. تبنت الباحثة التصميم التجريبي ذي المجموعتين المتكافئتين ذات الاختبار القبلي والبعدي. كما أعدت الباحثة اختباري التحصيل والتفكير الحاذق لاختبار فرضيات البحث. وبعد معالجة البيانات احصائيا باستخدام الاختبار التائي لعينتين مستقلتين، اظهرت النتائج وجود فروق ذات دالة احصائية بين المجموعتين لصالح المجموعة التجريبية في الاختبارين التحصيلي والتفكير الحاذق .

الكلمات المفتاحية: الكرسي الساخن، التفكير الحاذق، التحصيل.

1. Introduction

"Active learning is an educational philosophy that focuses on learning processes more than learning outcomes. It further emphasizes the positive role of the learners in the educational situation" (Al-Ali, 2020: 1443). One of the strategies of active learning is the hot seat strategy, which is provided the learners a suitable opportunity to practice role-play and use the process of asking questions during the lesson. This strategy focuses on developing the learners' ability to express themselves and think critically. It helps break the barrier of fear among learners and motivates them to use English in realistic conversational situations, which increases their level of active participation in the classroom. It is also considered a useful tool for assessing comprehension and speaking skills in an unconventional way that promotes a spirit of cooperation and interaction among learners.

2. Statement of the Problem

The subject of English faces problems that stand in the way of teaching it correctly. This may be due to the methods and techniques of teaching the language, represented by heavy reliance on memorization and indoctrination in such a way that leads to lower achievement and does not develop learners' thinking skills. Hence, there is an urgent need to adopt modern teaching methods that make the learners be the focus of the educational process and work seriously to boost their level of thinking skills, including smart thinking.

3. Significance of the Study

This study is expected to be of some benefit to English language teachers as they are supposed to familiarize themselves with hot seat strategy to make the

already used teaching methods more effective, and to adopt the hot seat strategy in teaching English so as to increase the achievement and develop their pupils' smart thinking. As for pupils, they can benefit from the current research as it highlights the importance of smart thinking and its close relationship with their success in studying and life.

4. The Aim of the Study

This study aims to investigate the effect of hot seat strategy on fifth primary pupils' achievement in English and the development of their smart thinking.

5. Hypotheses

This study hypothesizes that

1. "There is no statistically significant difference between the mean scores of the experimental group taught according to the hot seat strategy and the control group taught on the basis of the conventional method on the achievement test".
2. "There is no statistically significant difference between the mean scores of the experimental group taught according to the hot seat strategy on the pre- and post-tests in smart thinking".
3. "There is no statistically significant difference between the mean scores of the control group taught according to conventional methods on the pre- and post-tests in smart thinking".
4. "There is no statistically significant difference between the mean scores of the experimental group taught according to the hot seat strategy and the control group taught by using the conventional method on the smart thinking test".

6. Scope of the Study

This research is limited to a sample of fifth primary female pupils in the city of Mosul, during the academic year (2024-2025). The teaching material is limited to units 2 and 3 of Pupil's Book for Fifth Primary of English for Iraq.

7. Determinations of Terms

In this section presents some definitions related to the study and as follows:

- Hot Seat Strategy

Zayer (2014: 242) defines the hot seat strategy as "an educational strategy based on a questionnaire between students, who sits on the hot seat and on teachers who play different topics. This strategy is used to develop various mental and cognitive skills, including: reading, building questions, exchanging ideas, and deepen in values, personalities and their souls".

Alharbi (2019: 6) views the hot seat strategy as " one of the active learning strategies that includes a set of procedural steps that consist of steps to play roles, namely the identification of the student answering the questions and the roles of other students in asking questions after defining a specific topic by the teacher according to the plans he prepared for this procedure".

Hot seat strategy can be operationally defined a strategy used to teach fifth primary pupils (research sample). It relies on building questions and conducting joint group work according to specific sequential procedural steps. It is carried out by having a volunteer of the fifth primary pupils sitting on the hot seat in the middle of the class, and the other pupils surrounding her and asking her questions about the lesson topic. The roles are also exchanged among the pupils,

so that all the pupils sit on the hot seat and exchange questions and discussions under the guidance and supervision of the teacher.

- Smart Thinking

Zaitoun (2003: 86) states that smart thinking is "the style of thinking represented by both comparative thinking processes, imagination and reasoning, and higher-order thinking process such as problem-solving, decision-making, and metacognition".

According to Costa & Kallick (2009: 28), smart thinking is a "type of intelligent behaviour that leads to productive actions in the face of a dilemma. It refers to employing intelligent behaviour when the individual does not know the answer or the most appropriate solution".

Smart thinking can be operationally defined as a mental activity used by fifth primary pupils (research sample) to answer the items of the smart thinking test used in the current research.

- Achievement

Good (1973: 7) states that achievement is "the knowledge attained or skills developed in the school subject, usually designed by test scores or by marks assigned by teaching or by both".

An achievement test is, according to Hourani (2011: 27), "the student's progress in achieving the goals of the studied educational subject, which is measured by his score obtained in the achievement test".

8. Hot Seat Strategy: Theoretical Background

This section subsumes some important issues related to the topics hot seat strategy and smart thinking followed by some previous studies that are closely related to the researched topics.

8.1 Hot Seat Strategy: Definition and Function

"The hot seat strategy is one of the active learning applications that calls for the learner to be an effective participant in the learning process and emphasizes their positivity. It grants the learners a distinct role in the learning process to the extent that enables them to lead the learning process in some situations" (Le Si, 2017 cited in Al-Ali, 2020: 1446).

8.2 Benefits of Hot Seat Strategy

Borich (2004), Alafoon & Maykhan (2018), and Al-Ali (2020) indicate that the hot seat strategy is beneficial as it

- enhances learners self-confidence,
- motivates learners to speak, express and clarify their thoughts and ideas,
- gives learners the opportunity to ask questions and interact with each other,
- develops the spirit of cooperation among learners when formulating questions,
- encourages learners to practice activities that develop their thinking skills, and
- encourages learners to play roles in an interactive way.

8.3 Procedure of Hot Seat Strategy

Afifah (2020) points out the following procedure as far as the hot seat strategy is concerned:

- 1- Topics selection: Determine the topic or question to be discussed in the session. The topic should be interesting and relevant to the lesson content.
- 2- Student selection: Choose a student to sit on the hot seat. The selection can be random or based on the student's willingness to participate.
- 3- Questioning: Students or the teacher begin by asking questions of the students on the hot seat. The questions should be open-ended and encourage thought and discussion.
- 4- Interaction and discussion: The student is encouraged to interact with the questions and provide clear and justified answers. Other students can provide comments or follow-up questions.
- 5- Evaluation and feedback: The teacher and other students provide feedback to the students on the hot seat, pointing out strengths and opportunities for improvement.

9. Smart Thinking: Theoretical Background

"There are many words associated with what is termed thinking. Individuals are often told to think about the issues, to analyse in more depth, to use reasoning, or to be rational. They are sometimes told to be logical. To be more specific, learners are told that they must think critically if they are after success" (Allen, 2004: 1).

Additionally, individuals practice various and multiple thinking skills, ranging in level from simple to complex, all of which may be the components of intelligent behaviour. Scientists have named the person who possesses such a skill, the smart or expert thinker.

9.1 Smart Thinking: Definition and Function

Smartness means speed and smoothness, or motor skill, which usually characterizes the fingers, hand, and arm. Sometimes, it may mean the skill in dealing with people, handling difficult matters, and getting out of a predicament (Al-Hijazi, 2012: 173).

As for smart thinking, it means knowing how to

- work out and express one's main ideas,
- plan communication of ideas so that they can be clearly understood, and
- check to see if all the important parts of one's topic have been covered (Costa & Kallick, 2009: 6)

10. Previous Studies on Hot Seat Strategy and Smart Thinking:

This section presents some previous studies related to the current study in one way or another.

Afifah (2020) investigated the effect of hot seat strategy to improve the speaking skill at the eight-grade students of SMP NEGERI 3. The researcher used a pre-experimental research design. The sample consisted of 31 students with 12 boys and 19 girls. The instrument of the test was the oral speaking test. T-test was used to compare the data from pre-test and post-test. The results

showed that there was significantly effective to improve students' speaking skills.

Al-Nuaimi & Hameed study (2021) identified the impact of research and investigations strategy in developing smart thinking among fifth-grade literary female students in History. To achieve the research objective, the researcher formulated the null hypothesis. The sample was 88 students, with 45 students represented the experimental group and 43 students represented the control group. The researcher adopted the smart thinking test prepared by Al-Arrak (2018) in Iraq, and its validity and reliability were confirmed by using the re-test method. The findings showed that the experimental group outperformed the control group in smart thinking test.

11. Methodology

This section presents a detailed account of the methodology adopted in the current study.

11.1 The Empirical Design

Van Dalen (1979: 232) states that "selecting an appropriate design for a research work is one of the most important decisions that a researcher should make". Therefore, the researcher has adopted the experimental design by building the current research on the design of pretest-posttest equivalent groups (Best, 1981: 70).

11.2 Population of the Study

The population of the present research includes the female pupils in the fifth primary class in Mosul city-center during the academic year 2024-2025.

11.3 Sample of the Study

The fifth primary pupils of Al-Bashaer school for females was chosen to be the sample of this study. Group A was selected as the experimental group, i.e. the group taught by using hot seat strategy, while group B was nominated as the control group, i.e. the group taught by using the conventional method.

11.4 Equivalence of the Groups

The researcher has made parity between the two groups before applying the experiment. Such a procedure attends to a number of variables, namely pupils' age in months, mark in English for the preceding year, intelligence, and mark of smart thinking got on the pre-test.

Table (1) The Calculated T Value of Equivalence Variables for the Two Groups

Variables	Groups	No.	Means	SD.	T- Value		Significance level at 0.05
					Calculated	Tabulated	
pupils' age in months	Experimental	38	133.05	11.42	0.520	1.99	Equal
	Control	36	133.86	11.47			
Mark in English for the Preceding year	Experimental	38	9.44	3.20	0.125		Equal
	Control	36	9.60	3.10			
Mark of Intelligence	Experimental	38	38.89	4.75	0.154		Equal
	Control	36	39.00	5.01			
Mark of smart thinking on the pre-test	Experimental	38	60.20	8.64	1.080		Equal
	Control	36	61.00	8.24			

No = 74 T-tabulated value at (0.05) level, (72) df = 1.99 (Ferguson, 1981:487)

Since the T- calculated value is less than the T-tabulated value, 1.99, this means that the two groups were equivalent in all variables.

12. Research Tools

To collect the data required for the study, the following research tools have been utilized:

12.1 Lesson Plan

In this study, every lesson plan has been created using two different teaching strategies: the conventional method for the control group and the hot seat strategy for the experimental group (See Appendix 1). Two designs were presented to a group of referees specialized in methods of teaching and education. The designs were approved by the specialists, who also stated some modification that were considered by the researcher.

12.2 Achievement and Smart Thinking Tests

The researcher herself prepared the achievement test by relying on the textbook of the English for Iraq/ 5th Primary (See Appendix 2). The achievement test items were presented to some jury members specialized in education and methods of teaching to approve their validity.

The researcher also prepared the 20-item smart thinking test by relying on the available literature (See Appendix 3).

12.2.1 Validity

Al-Hamash (1986: 63) says that "test is valid if it measures what it is supposed to measure". Face validity has been considered by the researcher in this study. The achievement and smart thinking tests were also submitted a group of experts to judge whether they are applicable as far as the current research is concerned. 90% of the specialists consulted agreed that the tests are valid.

12.2.2 Reliability

Van Dalen (1979: 1380) states that "test is reliable if it consistently yields the same results when repeated measurement of a property is taken of the same

entities under the same conditions". By using the test-retest reliability method and Person Correlation Coefficient with Spearman-Brown prophecy formula, the reliability coefficients came out to be 86 %.

12.2.3 The Pilot Study

After the researcher finished preparing the items for the achievement and smart thinking tests, she piloted the tools on a group consisting of 36 pupils in the fifth class/ section (c). The tools were found out to be comprehensible and acceptable by the pupils.

13. The Experiment

The nominated teacher started teaching English to both groups according to the daily plans prepared by the researcher. The experiment started on 20th, October, 2024 and ended on 19th, December, 2024.

On 22nd of December 2024, both the post-tests of achievement and smart thinking test were administered to the two groups.

14. Data Analysis and Discussion of Results

This section presents the results arrived at after analyzing the collected data, followed by the discussion of such results on the basis of the hypotheses of the study.

14.1 "There is no statistically significant difference between the mean scores of the experimental group taught by using the hot seat strategy and the control group taught by using the conventional method on the achievement test".

The results are presented in Table 2.

Table (2): T-Test Results of the Achievement Test for the Experimental and Control Groups

Groups	No.	Mean	SD.	T- Calculated	T- Tabulated	Significance level at 0.05
Experimental	38	88.35	25.70	6.75	1.99	There is a statistically significant difference
Control	36	71.12	22.30			

The results presented in table (2) indicate that the first hypothesis is rejected because the calculated- T value, viz. 6.75 is higher than the tabulated- T value 1.99. Such a result is due to the efficiency of the hot seat strategy and its positive and effective characteristics that increased pupils' motivation to learn English and duly their achievement.

14.2 "There is no statistically significant difference between the mean scores of the experimental group taught by using hot seat strategy on the pre and post-tests in smart thinking", see Table 3.

Table (3): T-Test Results of the Differences between Pretest and Posttest Scores for the Experimental Group on the Smart Thinking Test

Experimental Group	No.	Mean	SD.	T- Calculated	T – Tabulated	Significance level at 0.05
Pretest	38	60.20	8.64	3.10	1.99	There is a statistically significant difference
Posttest	38	82.23	13.33			

According to the result presented in Table 3, the second hypothesis is also rejected. This is due to the application of the hot seat strategy procedures that

created a state of interaction among the pupils, and duly led to an increase in their smart thinking.

14.3 "There is no statistically significant difference between the mean scores of the control group taught by using conventional methods on the pre and post-tests in smart thinking", the scores of pre-and post-tests were calculated and tested as demonstrated in table 4.

Table (4): T-Test Results of the Differences between the Pretest and Posttest Scores of the Control Group on the Smart Thinking Test

Control Group	No.	Mean	SD.	T-Calculated	T-Tabulated	Significance level at 0.05
Pretest	36	61	8.24	1.67	1.99	No statistically significant difference
Posttest	36	62.15	11.24			

The values presented above indicate that there is no difference between the pre & post-tests of the control group on the smart thinking test. Hence, this hypothesis is accepted.

14.4 "There is no statistically significant difference between the mean scores of the experimental group taught by using the hot seat strategy and the control group taught by using the conventional method on the smart thinking test", the T- values were calculated as presented in Table 5.

**Table (5): T-Test Results of the Post-test of the Smart Thinking Test
of the Experimental and Control Groups**

Groups	No.	Mean	SD.	T- Calculated	T- Tabulated	Significance level at 0.05
Experimental	38	83.23	13.33	8.65	1.99	There is a statistically significant difference
Control	36	62.15	11.24			

Based on Table 5, it is clear that the T- calculated value is higher than the T- tabulated one. Therefore, the fourth hypothesis is rejected.

Based on the results so far presented and discussed, it can be stated that the experimental group outperformance compared to that of the control group on the smart thinking test is due to the effectiveness of the hot seat strategy in making pupils active in the classroom and more motivated to think, as this strategy contains processes and activities for developing pupils' thinking at large and their smart thinking in particular.

15. Conclusions

On the basis of the results arrived at, it can be concluded that the hot seat strategy is effective in teaching English, making learners focus more on the teaching and learning process, and giving them a crucial role so as to acquire more information and duly strengthen their cognitive structure. It has also been proved that the hot seat strategy contributes to pupils' level of acquisition, involvement in the subject, and development of their smart thinking. This is so as the hot seat strategy stimulates pupils' minds and their actions by offering the largest possible number of smart solutions in their attempt to reach the correct solution. Finally, the hot seat strategy depends on learners' involvement in the

activities since their success in performing such activities means the success of the entire group.

16. Recommendations

In light of the findings of the current research, the following recommendations have been forwarded:

- 1- Holding training courses for English language teachers so as to familiarize them with the use of the updated strategies in teaching, including the hot seat strategy so as to raise their pupils' achievement.
- 2- Focusing on the learners as a main participant in the use of the modern teaching strategies and in the teaching-learning process since the final aim to add to learners' acquisition of knowledge about the teaching material.
- 3- Attracting the attention of the teachers of English to the development of their pupils' thinking skills since, as a cognitive activity, such skills help in transferring the impact of learning to the realm of application in practical life.

17. Suggestions for Further Studies

For further future studies, the researcher suggests the following as topics for further studies:

- 1- Reflective thinking.
- 2- Using a teaching strategy other than smart thinking.
- 3- Using the hot seat strategy with a sample of pupils of the intermediate stage.

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Appendix 1

The Validity of Teaching Plans

University of Mosul

College of Basic Education

Department of English

Teaching Plans

Honourable professor

Good Greeting,

The researcher is conducting a study titled "The Effect of Hot Seat Strategy on the Achievement of Fifth Primary Pupils in English and the Development of their Smart Thinking". To achieve the aim of the study, the researcher has prepared a daily lesson plan. In the light of your experience, know-how, and scientific outlook in this field, they have nominated you to go through the plan, add, delete and/or modify the items so as to prove the validity of the plan.

Your effort and time are highly appreciated.

The Researcher

A Daily Lesson Plan / The Experimental Group

Day: Material: English

Date: Unit: 2

Class: Fifth Primary Lesson: 1

Subject: About time

Structure: time, o'clock, fifteen, thirty, forty-five.

(1) General objectives: Enable the pupil to express the time.

(2) Behavioural objectives: Enable the pupils is to:

1- Practice telling the time with digital watches/ clocks.

2- Talk about everyday routines.

3- Practice word stress in –teen and –ty numbers

(3) Teaching Aids: whiteboard and coloured pens, digital watch, chair.

(4) Presentation of the Lesson:

Before starting the lesson, the teacher places in advance a chair in the middle, surrounded by a group of chairs for the participating pupils. A volunteer pupil is randomly

chosen to sit on the middle chair and perform the assigned tasks, which are determined by the lesson topic.

The participating pupils direct questions to the pupil sitting on the hot seat, and she has the right to answer them or pass them on to another pupil. After the seated pupil finishes, she is replaced by another pupil, which allows for an exchange of roles between the pupils.

- Introduction

Before starting the topic, the teacher prepares the pupils' minds to accept the new topic. Then she asks them about the time they wake up, the time of school, and lunch time.

- Presentation

The lesson begins by randomly choosing one of the pupils to sit on the hot seat. The teacher begins by asking her:

Q What time is it?

The pupil answers: It's nine o'clock.

The teacher: Correct answer.

Q What time do you wake up?

The pupil: At six o'clock.

The teacher: Good, correct answer, who has another answer?

If the pupils do not add anything, the teacher continues the lesson.

The teacher offers to replace the pupil sitting on the hot seat with another pupil in order for the pupils to swap roles.

Q. What time do you go to school?

The pupil: At eight o'clock.

The teacher: Well, done, excellent.

Q What time do you finish school?

The pupil: At twelve thirty.

The teacher: Good, can you write the time on the board?

The pupil writes the time on the board.

Then another pupil sits on the hot seat and the teacher asks her:

Q. What time do you have lunch?

The pupil: At two thirty.

Q What time do you go to bed?

The pupil: At eight forty-five.

The teacher: Well, done.

Then the teacher writes the questions directed to the pupils on the board, writes the times in numbers and in words, and uses the digital clock when writing the times for clarity.

- Homework: the teacher asks her pupils to learn the time on the clock and memorize the times of everyday routines.

Appendix 2

The Validity of the Achievement Test

University of Mosul

College of Basic Education

Department of English

The Achievement Test

Honourable professor

Good Greeting,

The researcher is conducting a study titled "The Effect of Hot Seat Strategy on the Achievement of Fifth Primary Pupils in English and the Development of their Smart Thinking". To achieve the aim of the study, the researcher has prepared an achievement test. In the light of your experience, know-how, and scientific outlook in this field, they have nominated you to go through the test, add, delete and/or modify the items so as to prove the validity of the test.

Your effort and time are highly appreciated.

The Researcher:

Q1/ Read the following passage then answer with (Yes) or (No): (20 Marks)

Butterflies are insects. They have four wings. Before you see a butterfly, it starts its life as an egg and then changes into a caterpillar. After that, the caterpillar slowly changes into a beautiful adult butterfly. Most caterpillars eat plants and most butterflies eat the nectar from flowers.

- 1- Butterflies have six wings.
- 2- Butterfly after eggs changes into caterpillar.
- 3- A butterfly starts its life as an egg.
- 4- Butterflies eat the nectar from grass.
- 5- Butterflies are insects



Q2/ Choose the correct answer between the brackets: (20 Marks)

- 1- She..... the house on Tuesday. (clean – cleans – is cleaning)
- 2- There are 7 days in a (month – week - hours)
- 3- is your favorite sport? (When – What - Why)
- 4- you play football? (Do – Does - Have)
- 5- A cat Playful. (is – are- were)

Q3/ Match the sentences in list (A) with their responses in list (B): (20 Marks)

List A	List B
1- What time do you get up?	a- fast
2- A lion is	b-She sees her friends
3- The time 10:00 is	c- at 7:00
4- What does she do on Saturday?	d- a dangerous animal
5- A horse is	e- Ten o'clock

Q4/ Write the appropriate words under each picture:

(20 Marks)

(hen – four thirty – washing machine – lazy – lion)



1..... 2..... 3..... 4 5.....

Q5/ Fill in the blanks the missing letters of the words for these sports:(20 Marks)



1- S.....g 2- b.....ll 3- r.....g 4- b.....g
5- ke

Appendix 3

The Validity of the Smart Thinking Test

University of Mosul

College of Basic Education

Department of English

The Smart Thinking Test

Honourable professor

Good Greeting,

The researcher is conducting a study titled "The Effect of Hot Seat Strategy on the Achievement of Fifth Primary Pupils in English and the Development of their Smart Thinking". To achieve the aim of the study, the researcher has prepared the smart thinking test. In the light of your experience, know-how, and scientific outlook in this field, you have been nominated to go through the test, add, delete and/or modify the items so as to prove the validity of the test.

Your effort and time are highly appreciated.

The Researcher:

The Smart Thinking Test

Dear

It is my pleasure to kindly ask you to go through the items of the following questionnaire and state the extent of their application to you on the basis of the five options given opposite to each item. Please tick with (✓) in the square that applies to you.

	Items	Always Applies to me	Applies to me mostly	Applies to me sometimes	Applies to me rarely	Don't apply to me
1	I listen carefully when others speak.					
2	Adventure is not my hobby.					
3	I complete my work.					
4	I make many mistakes in my daily life.					
5	I have correct and excellent ideas.					
6	I do not know how to organize my daily tasks.					
7	I can reframe my colleagues' ideas in a new way.					
8	I feel scared when I do something.					
9	I do my work tirelessly.					
10	I feel I have scattered information.					
11	I like solving difficult puzzles.					
12	I consider exploration a waste of time.					

13	I correct my thoughts by consulting others.					
14	I have difficulty in organizing my thoughts when I get into trouble.					
15	I avoid competing with others.					
16	I accept criticism from others with pleasure.					
17	I solve my current problems by going back to situations I went through in the past.					
18	I reject the ideas of anyone who disagrees with my thinking and doubts it.					
19	I form my ideas after thinking deeply about the subject.					
20	My previous knowledge is irrelevant to what I am learning now.					