

Summary of the research

This research aims to identify the impact of the strategy of cognitive acceleration in acquiring the rhetorical concepts of the fifth grade literary students. To achieve this goal, the researcher formulated the following zero hypothesis: There are no statistically significant differences at the level of (0,05) (Using the strategy of cognitive acceleration) and the average score of the students of the control group who study the language of rhetoric (in the usual way) in the test of post-rhetorical concepts, and chose a experimental design with partial control, the researcher rewarded between the two research groups in a number of variables, The researcher prepared the test of the acquisition of rhetorical concepts from (39) paragraphs of the type of multi-test, the researcher confirmed his honesty, and stability, and at the end of the application of the experiment, which lasted ten weeks, the researcher applied the test of acquisition of rhetorical concepts Post.