

The Effect of Using Verbal Thinking Skills on Enhancing Effective Verbal Communication Among Ninth-Grade Female Students in Jordan

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Abstract—This research examined how students' levels of verbal thinking correlated with their ability to communicate effectively in ninth grade among Jordanian females. A control group and an experimental group were established in accordance with a semi-experimental design. The students were recruited from Yarmouk University Model School utilizing a preexisting strategy. The research included 40 students, with 20 in the experimental group getting training in verbal thinking abilities and the other 20 in the control group receiving teaching in traditional ways. A validated and reliability-assessed 30-item multiple-choice test was used to accomplish the study's goals. The experimental and control groups were evaluated at the beginning and end of the trial, respectively, using this instrument. The study's results showed statistically significant differences, demonstrating the beneficial influence of training verbal thinking skills on developing competent oral communication.

Index Terms—verbal thinking skills, effective oral communication skills, Jordan

I. BACKGROUND AND IMPORTANCE OF THE STUDY

Oral linguistic communication is a key indicator of cognitive development and kinesthetic perception, distinguishing humans from other living beings (Al-Hawamdeh & Al-Khanji, 2017). It functions as a tool for thinking, envisioning, and remembering, connecting abstract and concrete meanings. Oral communication, which is precise and all-encompassing, incorporates auditory symbols and non-verbal language to bolster arguments and win over listeners (Abdel-Bary, 2011a). Human communication relies on language, comprising expressive and receptive parts (AlHawamdeh, 2006).

AlHawamdeh argues that the value of language goes beyond individuals and into language groups. As a reflection of thought and sentiment, language shapes and communicates ideas, shaping learners' experiences and facilitating their academic and practical endeavours. Words and other phonetic symbols allow instructors and students to communicate effectively by sharing their experiences and thoughts (Al-Hawamdeh & Al-Khanji, 2017).

According to AlHawamdeh, language serves as a means of expression and communication (Al-Hawamdeh & Al-Khanji, 2017). Abdel Bary (2011a) stresses the significance of language learning in comprehending human history and customs (Abdel-Bary, 2011a). While Flanders et al. (as mentioned in Rashid, 2007) highlight the relevance of interpersonal skills in enhancing learners' engagement and cognitive ability, effective language communication requires the appropriate transmission of information and meanings from instructor to student (Rashid, 2007).

Effective verbal and nonverbal communication skills facilitate a cordial teacher-student relationship and enhance the learning experience (Taima, 2004). "Communication skills" refers to more than just the ability to express oneself in words; it also includes the ability to apply that performance in particular situations. The development of linguistic abilities, such as listening and speaking, is deeply entwined with the environment in which they are used and is a mental activity requiring focus, understanding, and information processing (Asr, 2005).

Speech, one of the productive language skills, requires precise utilization of language sounds and their morphological arrangement within an educational framework (Abdel-Bary, 2011b). Its goal is to transmit meaning and ease communication. Hence, concepts and ideas must be articulated clearly to avoid misunderstandings (Abdel-Bary, 2011a).

Vocabulary, a fundamental language component, allows people to articulate their innermost feelings and beliefs (Steven A. Stahl, 2006). Conversations and listening are significant in vocabulary development, and context-based interactions are also important (Johnson, 2008). The capacity to construct and organize words fluently is developed via linguistic thinking, which aids communication, self-expression, and knowledge presentation ((Moussaoui, 2012).

Al-Subaie (2009) argues that a systematic strategy is necessary for teaching students to think critically (Al-Subaie, 2009). Sentence construction and context-based arrangement are the logical conclusions of linguistic thinking,

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heightening students' attunement to words' sounds, meanings, structures, and functions (Al-Totajji, 2013).

Even though the Arabic language is constantly developing, teachers tend to place less value on oral communication abilities, instead focusing on the final auditory form without encouraging comprehension. Vocabulary acquisition is a complicated process inextricably linked to thinking; it serves as a tool for communicating thoughts and performing cognitive duties (Abdel-Bary, 2011a).

Haarmann et al. (2012) and Willis (2008), among others, stress the need to teach students critical thinking abilities in language classes, which includes developing a wider vocabulary and a deeper appreciation of context (Henk J. Haarmann, 2012; Willis, 2008). Haynes and Zacarian (2010) distinguish between direct and indirect approaches to teaching vocabulary, while Stratton (2001) highlights the importance of verbal interaction in shaping students' conceptualizations (Stratton, 1999; Zachariah, 2010).

In addition, Al-Houli and Al-Hayat (2012) argue that verbal thinking abilities comprise three primary features. To begin, "Biased Questions" refer to situations in which a teacher's personal preference for a certain response frames the question in a good or negative light. Second, "Verbal Delicacy" refers to substituting tactful and nice words for negative or challenging ones, providing a constructive tone while conveying an unfavourable message. Third, "Harshness of Words" alludes to a negative verbal style that expresses a positive mood by the calculated use of harsh words to convey a positive message. This nuanced view highlights the complexity of verbal thinking abilities and their potential effect on communication dynamics (Al-Houli, 2012).

Al-Fayoumi (2012) added to the conversation on powerful oral communication by investigating the impact of linguistic communication activities on the maturation of oral expression abilities among ninth-graders. The research looked at language-based activities that aim to improve oral expression abilities using a semi-experimental methodology. The results showed that the students who participated in the most beneficial language activities had the highest scores in oral writing (Fayoumi, 2012).

Samara and Al-Assaf (2013) investigated whether or not students perceive a high level of communicative competence among Arabic language instructors in UNRWA schools. Using a semi-experimental design and a questionnaire based on Likert scales, this research found that educators, especially those working with students in the upper basic grades, put into practice a high degree of effective communication abilities. This points to the possible beneficial effects of effective communication on students' educational experiences (Samara, 2013).

Similarly, Haniyeh and Al-Haddad (2019) set out to investigate the effects of a curriculum built on the tenets of civilized discourse on the maturation of students' oral communication abilities in Arabic throughout the tenth grade. Researchers used a semi-experimental strategy using a test of oral communication skills to discover statistically significant variations in test takers' performance after exposure to polite conversation principles. This demonstrates the importance of cultivating strong oral communication via fundamental communication practices (Haddad, 2019).

Musleh (2019) investigated the effect of "the four pillars" active learning technique on third-grade girls' progress in developing their oral communication abilities. The research used a semi-experimental design, with participants taking listening comprehension tests and using notecards to record their oral presentations. It found that the active learning technique improved participants' ability to put their knowledge into practice. These results highlight the promise of cutting-edge instructional approaches to bettering students' communication skills (Mosleh, 2019).

In addition, Al-Khalidi and Bani Issa (2021) focused on fostering linguistic intelligence using a criteria-driven curriculum. Researchers used a semi-experimental design to evaluate the program's effect on kids' linguistic intelligence and ability to think creatively in middle school. The research results showed statistically significant changes that could be ascribed to the training program, proving the importance of methods based on organized thinking for improving performance (Al-Khalidi, 2021).

These studies, taken as a whole, highlight the significance of strong verbal communication and logical reasoning in the classroom. Other research highlights the need to develop verbal and linguistic thinking abilities (Al-Khalidi, 2021), while others stress the importance of teaching good communication skills (Haddad, 2019; Mosleh, 2019; Samara, 2013). These results support the argument that Arabic speakers might benefit from concerted efforts to strengthen their oral communication skills.

The current study explores how teaching advanced verbal thinking skills to female students in Jordan's ninth grade might improve their students' ability to express themselves clearly in conversation. This research intends to contribute to the educational discussion by investigating how verbal reasoning and communication skills are intertwined, with the hope of shedding light on successful pedagogical strategies and stimulating new developments in Arabic language teaching.

A. Study Problem

This research focuses on the underemphasized teaching of Vocabulary and the development of verbal reasoning skills, which are essential components of effective oral communication. Instructors often ignore these abilities despite their significance, limiting comprehension and expression. Previous studies, such as Jaafar's (2018), illustrate the significance of verbal language intelligence shaped by the classroom setting. However, there is still a significant disconnect between the importance of developing strong written and spoken communication skills within the school (Jaafar, 2018). To help close this achievement gap, researchers in Jordan examined how ninth-grade girls may benefit from developing their verbal thinking abilities to improve their oral communication.

B. Research Question

- Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the arithmetic means of the performance of the ninth-grade female students in employing verbal thinking skills in the type of skill (biased questions, verbal delicacy, harshness of words) related to the teaching method (the traditional thinking skills verbal, the usual)?
- Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic means of the performance of the ninth-grade female students in improving effective oral communication skills due to the teaching method (the traditional verbal thinking skills)?

II. METHODOLOGY

A. Research Design

According to the objectives of the investigation, a quasi-experimental design was implemented.

B. Participants

Researchers used a convenience sample of 40 female Yarmouk University Model School ninth graders. 20 students were split evenly between two groups: an experimental group and a control group.

C. Study Tool

The theoretical literature and previous research were the basis for developing the study tool. A test was developed to evaluate the ability to effectively communicate orally on four levels of understanding: literal, logical, evaluative, and creative. There were seven paragraphs on the literal level, eight on the logical level, eight on the evaluative level, and seven at the creative level.

D. Tool Creation Process

Speech communication and deductive reasoning were analyzed concerning theoretical literature and previous research skills (Al-Khalidi, 2021; Haddad, 2019; Mosleh, 2019). Researchers evaluated the listening skill resources for the ninth grade in the Arabic language curriculum to create pre-and post-tests for the four comprehension levels and their corresponding side skills.

E. Validity of the Tool

To ensure the tool's validity, it was first shown to professionals and specialists in Arabic language and teaching techniques for feedback. The Irbid Directorate of Education's Arabic language supervisors offered further input on the text's readability and comprehension. The supervisors also gave their opinions on the deletion and modification of items or anything about the items of the study tool. Both researchers considered the notes and guidance obtained unanimously from the supervisors at a rate of (85%) or more. Their suggestions informed the changes made to the tool and ultimately led to its completion.

F. Tool Stability

A (Test-Retest) strategy was used to establish the reliability of the evaluation instrument by administering it twice to 20 female students who were not part of the original study's sample. The test's clarity and participant appropriateness were validated after adjustments were made based on comments from supervisors. Using a 'Likert scale' to rate each of the eight factors' importance, we used the model response to inform our corrections. The resultant score ranged from 1 to 4 for most goods and 1 to 10 after adjustments were made for some things. Strong test score stability was shown by a Pearson correlation value of 0.91, which increases the trustworthiness of the research. The tool's robustness and validity were further enhanced by the study of answers from 20 female students. This allowed for estimating difficulty and discrimination coefficients for each question (**Table 1**).

TABLE 1
ILLUSTRATES EACH TEST ITEM'S DIFFICULTY AND DISCRIMINATION COEFFICIENTS

Item Number	Difficulty coefficient	Discrimination Coefficient
1	0.35	0.62**
2	0.25	0.75**
3	0.25	0.88**
4	0.40	0.57.**
5	0.70	0.53*
6	0.25	0.79**
7	0.20	**0.85
8	0.40	**0.84

*Statistically significant at the significance level of 0.05

**Statistically significant at the significance level of 0.01

According to Table 1, the difficulty coefficients of the items range between (0.20-0.70), and the discrimination coefficients range between (0.53-0.88). This is an appropriate value for the study, and thus, none of the test items were

omitted based on the difficulty and discrimination coefficients.

G. Equivalence Groups

To verify the equivalence of the groups, the arithmetic averages, standard deviations of the skills and the total score of the grades of the ninth-grade female students in each skill (biased questions, verbal delicacy, harshness of words) according to the variable of the two study groups (experimental and control). To illustrate the statistical differences between the arithmetic means, the t-test was employed, as shown in **Table 2**.

TABLE 2
MEANS, STANDARD DEVIATIONS, AND THE "T" TEST, ACCORDING TO THE GROUP VARIABLE ON THE SCORES OF NINTH-GRADE STUDENTS IN THE EFFECTIVE ORAL COMMUNICATION SKILLS TEST

Dimension	Group	Number	The arithmetic mean	The Standard Deviation	Value "T"	Degree of freedom	Statistical significance
Biased Questions	Experimental	20	3.35	.671	-1.616	38	114
	control	20	3.65	.489			
Verbal Delicacy	Experimental	20	2.60	.821	.384	38	703
	control	20	2.50	.827			
Harshness of Words	Experimental	20	2.60	.598	-2.451	38	019
	control	20	2.95	.224			
Pre / Total Degree	Experimental	20	6.75	1.372	-2.186	38	035
	control	20	7.50	.688			

According to Table 2, it is clear that there are no statistically significant differences at ($\alpha = 0.05$) attributed to the group in the biased questions, verbal delicacy. There are statistically significant differences at ($\alpha = 0.05$) attributed to the group in the harshness of words and the total score of the effective oral communication skills test. This result shows the equivalence of the groups in the skills of biased questions and verbal delicacy, while it is not equivalence in the skill of the harshness of words and the total score. Therefore, an analysis of variance was adopted to remove the effect of tribal differences.

H. Statistical Processors

To answer the two questions of the study, the arithmetic means and standard deviations were calculated for the performance of the two study groups on the pre-and post-scales in testing effective oral communication skills according to the teaching method (the traditional verbal thinking skills). Multiple analysis of variance (One Wey MANCOVA) was used to verify the significance of the apparent differences between the two measures, and (One Wey ANCOVA) was used for the post-measurement to test effective oral communication skills as a whole after determining the effect of the pre-measurement for them. Eta square (η^2) was adopted to discover the size of the effect of teaching method verbal thinking skills.

III. RESULTS

The study's overarching objective was to compare the effectiveness of two approaches to teaching students critical thinking skills (using verbal thinking skills versus traditional skills) by analyzing the mean performance scores of ninth-grade female students in these areas: biased questioning, verbal delicacy, and harshness of words. Data from pre- and post-tests on the abilities mentioned above were collected from groups of ninth graders taught in different ways, and the averages and standard deviations were calculated. These findings are shown in Table 3.

TABLE 3
ARITHMETIC MEANS, STANDARD DEVIATIONS, AND THE ADJUSTED ARITHMETIC MEAN OF THE PRE AND POST-MEASUREMENTS OF NINTH-GRADE FEMALE STUDENTS IN SKILLS (BIASED QUESTIONS, VERBAL DELICACY, HARSHNESS OF WORDS) ACCORDING TO THE TEACHING METHOD

Dimensions	Teaching methods	Number	Pre-measurement		Telemetry		arithmetic average Average	Standard Error
			Arithmetic mean	Arithmetic mean	Arithmetic mean	Arithmetic mean		
Biased Questions	Verbal Thinking Skills	20	3.35	.671	3.90	.447	3.940	.202
	The usual	20	3.65	.489	3.15	1.089	3.110	.202
verbal delicacy	Verbal Thinking Skills	20	2.60	.821	3.00	.000	3.002	.116
	The usual	20	2.50	.827	2.80	.695	2.798	.116
harshness of words	Verbal Thinking Skills	20	2.60	.598	2.95	.224	2.929	.142
	The usual	20	2.95	.224	2.45	.826	2.471	.142

According to Table 3, there are obvious differences between the arithmetic means. The adjusted arithmetic means in the pre-and post-measurements of the scores of the ninth-grade female students in each skill (biased questions, verbal

delicacy, harshness of words) result from the difference in the teaching method (verbal and regular thinking skills). A One-Way MANCOVA analysis was conducted in **Table 4** to verify the importance of the obvious differences.

TABLE 4
ONE-WAY MULTIPLE VARIANCE ANALYSIS (MANCOVA) OF THE IMPACT OF THE TEACHING METHOD ON THE TELEMTRY OF THE SCORES OF THE NINTH-GRADE STUDENTS IN EACH SKILL (BIASED QUESTIONS, VERBAL DELICACY, HARSHNESS OF WORDS) AFTER DETERMINING THE EFFECT OF THE PRE-MEASUREMENT FOR THEM

Source of Discrepancy		Sum of Squares	Degrees of Freedom	The mean of squares sum	F	Error Probability	Effect size η^2
Biased Questions pre -measurements	Biased Questions post measurements	.029	1	.029	.040	.843	.001
verbal delicacy pre-measurements	verbal delicacy measurements	.002	1	.002	.008	.929	.000
Harshness of words Pre- measurements	Harshness of words Post- measurements	.742	1	.742	2.051	.161	.055
Teaching methods	Biased Questions Post- measurements	5.584	1	5.584	7.610	.009	.179
Hoteling = 0.315	verbal delicacy Post- measurements	.335	1	.335	1.398	.245	.038
h = 0.027	Harshness of words Post-measurement	1.706	1	1.706	4.716	.037	.119
The error	Biased Questions Post-measurement	25.684	35	.734			
	verbal delicacy post-measurement	8.382	35	.239			
	Harshness of words Post-measurement	12.660	35	.362			
Total correction	Biased Questions Post-measurement	31.975	39				
	verbal delicacy post-measurement	9.600	39				
	Harshness of words Post-measurement	16.400	39				

According to Table 4, there are statistically significant differences at the level of significance ($\alpha = 0.05$) according to the effect of the teaching method (verbal thinking skills, the traditional) in all skills except for the skill of verbal delicacy. The differences were in favour of the female students who received a teaching method that activates verbal thinking skills compared to the ones who received a traditional teaching method, considering that the effect size of the dimensions may range between (3.8%-17.9%).

The purpose of this study was to compare the effectiveness of two different approaches to teaching oral communication to ninth-grade female students and to determine whether or not there were statistically significant differences between the mean performance scores of the two groups at the significance level of $\alpha = 0.05$. Means, standard deviations, and adjusted means were calculated for the Effective Oral Communication Skills Test administered to female ninth graders before and after instruction in either verbal thinking skills or the more traditional style of instruction **Table 5**.

TABLE 5
THE ARITHMETIC MEANS, STANDARD DEVIATIONS, AND THE ADJUSTED ARITHMETIC MEAN OF THE SCORES OF THE NINTH-GRADE STUDENTS IN THE TEST OF EFFECTIVE ORAL COMMUNICATION SKILLS AS A WHOLE FOR THE PRE AND POST-MEASUREMENTS ACCORDING TO THE TEACHING METHOD (VERBAL THINKING SKILLS, THE USUAL).

Teaching Method	Number	pre-measurement		Post-measurement		arithmetic average	Standard Error
		arithmetic average	standard deviation	arithmetic average	standard deviation		
Verbal thinking skills	20	6.75	1.372	7.85	1.278	7.877	.302
The usual	20	7.50	.688	6.52	4.765	6.473	.302

According to **Table 5**, there are obvious differences between the arithmetic mean and the adjusted arithmetic average of the scores of ninth-grade female students in the test of effective oral communication skills in the pre-and post-measurements according to the teaching method (verbal, regular thinking skills). To see whether these apparent differences are significant statistically, One Way ANCOVA was used for post-measurement to test oral communication skills according to the teaching method (verbal thinking skills, usual) after determining the effect of pre-measurement for them. The following is a presentation of these results, as shown in **Table 6**.

TABLE 6
RESULTS OF ONE WAY ANOVA FOR THE POST-MEASUREMENT OF THE SCORES OF THE NINTH-GRADE STUDENTS IN THE EFFECTIVE ORAL COMMUNICATION SKILLS TEST AS A WHOLE ACCORDING TO THE TEACHING METHOD (VERBAL THINKING SKILLS, THE USUAL) AFTER DETERMINING THE EFFECT OF THE PRE-MEASUREMENT ON THEM

source of discrepancy	Sum squares	of Degrees of freedom	Average of squares sum	F value	significance level	Eta-squared η^2
Pre-measurement	.236	1	.236	.138	.712	.004
Teaching method	17.523	1	17.523	10.240	.003	.217
Error	63.314	37	1.711			
Total	81.775	39				

According to Table 6, there are statistically significant differences at the significance level ($\alpha = 0.05$) in the scores of the ninth-grade students in the effective oral communication skills test according to the teaching method (verbal thinking skills, the traditional), as the value of (F) reached to (10.240) with a statistical significance of (0.003), which is a statistically significant value and the differences were all for the teaching method for the female students that received verbal thinking skills in comparison with the students that received the traditional teaching method.

Table 6 shows that the influence of the teaching method was huge; the value of the ETA squared illustrated (η^2) equals (21.7%) of the illustrated (predicted) variance in the dependent variable, which is the effective oral communication skills test.

IV. DISCUSSION

The results showed that there were statistically significant differences at the significance level ($\alpha = 0.05$) between the average performance of the participants of the study on the verbal thinking skills scale in favor of the experimental group, which was taught through thinking skills that shows the effectiveness of these skills and their influencing on enhancing oral communication skills among the female students.

Both researchers relate the progress of the experimental group over the control group, in each verbal thinking skill separately and collectively, like the performance of the study participants, to its influence on enhancing effective oral communication skills and its ability to help the learners realize the meanings of Vocabulary, differentiate them, and know the meanings of words according to the context through recalling them and making the Vocabulary present and prominent in mind during educational events.

This asserts the importance of teaching vocabulary and thinking skills by linking language to thinking. Both researchers attribute the statistical differences at the significance level ($\alpha = 0.05$) in the sub-skills. The skill of ‘harshness of words’ is offered to the rest of the skills because it creates a positive meaning in the learner’s mind within the communicative contexts. Such a matter was affirmed by Al-Hooly and Al-Khayyat (2012); they clarified that the skill of harshness of words is a deliberate expression of harsh words to convey a positive meaning; thus, it is a harsh verbal style that conveys a positive meaning (Al-Houli, 2012).

In addition, both researchers associate the decrease in the statistical result with teaching verbal thinking skills to the control group.

The participants' performance compared with the prescale shows a lack of attention of teachers and learners concerning these skills and a lack of awareness of the importance and role of these skills in enhancing effective oral communication skills. One of the researchers noticed this while working in the educational field: lack of interest of learners in these skills, lack of interaction with them, and the teacher’s failure to teach and employ them in the educational contexts.

These results are consistent with those of the following studies (Fayoumi, 2012; Mosleh, 2019; Samara, 2013). This result is consistent with previous studies emphasizing the importance of teaching linguistic thinking skills. These skills provided an opportunity for the teachers and learners to employ several verbal thinking skills, which are supposed to improve effective oral communication skills by developing the learners' verbal thinking skills and encouraging them to employ ineffective communicative linguistic contexts.

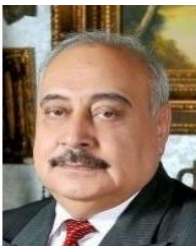
V. RECOMMENDATIONS

The findings of this research support the need for more attention to critical thinking skills in Arabic language textbooks, especially in the context of listening comprehension. This may be accomplished by providing seminars for Arabic language teachers on effectively instructing students in verbal thinking during face-to-face discussions. The impact of developing verbal thinking skills on students' communication ability should be studied in future studies with a wide range of student populations.

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Iman Muhaidat is a hardworking doctoral candidate at the College of Education at Yarmouk University, where she studies Arabic language curricula and teaching methods. She is now furthering her education in the profession by enrolling at the Department of Curriculum and Teaching Methods. Iman is dedicated to making significant contributions to the fields of curriculum creation and teaching approaches, with a particular emphasis on Arabic language instruction. Her desire to further her studies by earning a doctorate reflects her passion for discovery and dedication to bettering the world of academia. Iman's academic trajectory displays a genuine devotion to enhancing the knowledge and practice of Arabic language education.