



RESEARCH ARTICLE

The Effect of the Guiding Question Strategy on Acquiring Grammatical Concepts and Improving Speaking Skills Among Seventh Grade Female Students

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| ARTICLE INFO | ABSTRACT |
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| Received: Oct 8, 2024 | <p>The study aimed to reveal the effect of the guiding question strategy on acquiring grammatical concepts and improving speaking skills among seventh grade female students. It followed the experimental method with its quasi-experimental design. The study sample consisted of (50) seventh-grade female students at Doqra Girls' Secondary School in Jordan. Both researchers prepared a test for the acquisition of grammatical concepts, which consisted of (30) multiple-choice items, a situational test in speaking skills, and a note card consisting of (20) skills, distributed over four areas (intellectual, linguistic, phonetic, and semantic). The results of the study showed that there were statistically significant differences in the acquisition of grammatical concepts and improvement of speaking skills among the study sample due to the teaching method in favor of the experimental group sample who studied grammatical concepts and speaking skills according to the guiding question strategy.</p> |
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BACKGROUND AND IMPORTANCE OF THE STUDY

Language is the mirror of thought, the tool of communication and societal, human interaction, the identity of human, and the basis of his awareness about his historical roots as well as his being. Language has always been a field of research and study by scholars and thinkers to identify its nature, its mechanism, and what is related to it. The Arabic language was the first language to receive great attention for being honored by conveying the sacred divine text, and God has promised to keep preserving and immortalizing it until He inherits the earth and what is thereon.

The Arabic language is distinguished by its expressiveness, extensive vocabulary, richness of words, consistency of meters, eloquence, and brevity in conveying meaning (Al-Salim, 2016). The Arabic grammar is considered the law of speech production, as it is what protects the tongue and pen from making mistakes. Grammar is the means of controlling any spoken or written linguistic production (Al-Tamimi, 2015). The importance of grammar stems from its distinctive position among the branches of language, as it is a great discipline that takes precedence over many other disciplines, and is a measure of the correctness and soundness of speech, and the formation of the correct linguistic faculty (Madkour, 2008).

Grammatical concepts are defined as: abstract terms that have specific meanings linked to each other by relationships that help in acquiring and learning them. The new concept is the product of a previous concept that complements it in characteristics and attributes, which indicates the grammatical section (Al-Tamimi, 2015). From the above, both researchers believe that the grammatical concept is a mental image that expresses a specific term, carries a verbal meaning about it and its function, and is governed by a rule that controls its components and characteristics and distinguishes it from other concepts.

Concepts are of great importance in learning grammar, as grammar rules are coherent, well-structured components whose basic building blocks are grammatical concepts (Ashour and Al-Hawamdeh, 2014). They deepen the understanding of the structure of Arabic grammar and provide students with solid knowledge that helps them transfer the impact of learning from one concept to another easily and smoothly (Al-Bari, 2016). The process of acquiring concepts is regarded as the first stage of proper learning of grammar rules; it deepens the understanding of the grammatical material, narrows the gap between the previous and subsequent concepts, develops students' ability to link, balance, interpret, analyze, and distinguish, achieves the functional goal of grammar, and eliminates the method of memorization and recitation (Ashour and Al-Hawamdeh, 2014). There is a group of elements that operate together to form the grammatical concept, namely: the name of the concept, examples of the concept, characteristics of the concept, value of the concept, and the base of the concept. Each of these elements performs a function that forms the complete features of the grammatical concept (Qatami et al., 2000).

Teaching grammatical concepts is based on a set of foundations indicated by Khalaf Allah (2021), which are: function, which means the extent to which the grammatical concept is applied in life contexts; motivation, which means providing the stimulus that makes students apply the grammatical concept correctly; preparation, which means paying attention to the functional aspect rather than the formal aspect; integration, which means its integration with the various branches of the language; coherence, which means constructivism and relying on the previous concept to learn the new concept; and modernity, which means paying attention to everything new in the field of teaching concepts.

Despite the efforts made to raise students' grammatical proficiency, the phenomenon of grammatical weakness still worries many specialists, and this was confirmed by the results of many recent studies, such as the study of Zian (2022), Hamad (2019), and Al-Sulaiti (2018), which showed a clear weakness among students in grammatical achievement. For instance, Al-Sulaiti (2018) stated that there are several reasons for this weakness. The present study add that there are reasons associated to the surrounding environment in which the colloquial dialect is practiced in social interactions and transactions; which makes it a means of free expression close to the soul.

Speaking is the primary goal of learning a language, and it is a means for a person to adapt to his society, achieve harmony, and interact, and his need for it is an indispensable necessity; due to the multiplicity of life's areas, it is a tool for stimulating the mind, translating thought, using language, its words, and pronouncing it (Fadlallah, 2003), and it is an organized mental process that expresses thought, and what goes on in the mind of feelings, sensations, and needs that highlight the individual's personality and level of culture (Mujawar, 2000). Speaking skills are defined as one of the productive skills, and is represented by using language orally through pronunciation to present ideas, information, and interact with others in society (Wahyudi, 2017), and the researchers believe that speaking skills are a form of human communication that depends on spoken language and on its use as a means to achieve communication and interaction with others in different life situations.

The speaking process as a linguistic skill includes four elements referred to by Al-Bari (2011), which are: voice, language, thinking, and performance, and each of these elements plays an important role in the speaking process. Speaking skills belong to several areas that fall under them in the form of

indicative behavioral indicators, which are: the intellectual area, which includes the production of ideas and their coherence, logical sequence, accurate description, and deducing results; the linguistic area, which includes the use of eloquent language, correct structures, diverse and direct sentences, and words that convey meaning; the vocal area, which includes clarity of voice, correct pronunciation of letters from their points of articulation, taking into account the points of connection and separation, vocal intonation, and appropriate speed; and the allusive area, which includes physical gestures, facial expressions that suggest meaning, eye contact, showing confidence and comfort, and interacting with the topic (Ta'ima, 2006; Hazaima and Alimat, 2012). Speaking skills are characterized by several characteristics: it is a psychological process related to the stimulus that motivates speaking, a thinking process related to the mental image of ideas, a linguistic process related to the use of the linguistic inventory, and an interactive structural process related to how ideas are constructed and conveyed to the listener (Pawlak, et al, 2011; Al-Bari, 2011).

The main goal of teaching speaking skills is to enhance the ability to interact in comprehending and producing the language. Many studies have confirmed the clear weakness of students in speaking skills, such as the study of Al-Azamat (2018) and the study of Sahl (2013). This weakness is represented in their inability to use correct classical Arabic to express their thoughts and feelings, which limits their motivation to discuss and interact in classes. This weakness may be attributed, as stated by Ashour and Muqaddadi (2013) and Al-Suwaikri (2007), to several reasons. The relationship between grammar and speaking skills is a interactive one. The goal of acquiring grammatical concepts is to help students express themselves correctly (Fadlallah, 2003). In order that our expression will be correct, it is necessary to correct our tongues through controlling speech and correct pronunciation. This is done by learning grammar in a functional way that is based on building linguistic abilities and practicing them in life functions correctly (Al-Hashemi et al., 2011).

Attention is currently focused on modern trends in language teaching because they are reflected in the level of students' understanding of the rest of the academic subjects (Abu Al-Haija, 2001). The question-based teaching method is considered an important criterion that indicates the teacher's success and ability to create classroom interaction (Atiya and Abdul Rahman, 2008).

The guiding questioning strategy is defined as: educational cues and prompts that enable students to transfer the material to be learned, and directions for what they should do, and how to do it, and in theory it helps them to review information, check their understanding, and encourage creativity, critical thinking, and judgment in classroom activities (Milawati, & Surgati, 2019).

The researchers define it as: an organized plan that the teacher follows in educational situations, based on directing questions within Bloom's levels, which works to stimulate thinking in order to help seventh grade female students to achieve positive educational outcomes in acquiring grammatical concepts and improving speaking skills.

The philosophical basis of guiding questions is based on constructivist theory, which emphasizes that human learning is structured learning, and that students are the creators of knowledge through directed discoveries, where the teacher avoids direct generalizations, and directs his students to new knowledge through guiding questions, discussion, and reinforcement (Sharaf, 2022). Bloom's taxonomy of questions in the cognitive domain is a living application of constructivist theory, as it divides the levels of questions within a hierarchy that begins with lower thinking skills, represented by remembering previous knowledge, and ends with higher thinking skills that rise to the levels of evaluation and judgment (Fing, 2013).

The current study adopted Bloom's taxonomy of cognitive objectives in formulating guiding questions, due to its suitability to the study topic and its objectives, as Ghanem (2020) indicated that acquiring grammatical concepts in an ideal and meaningful way requires developing students' ability to interpret, analyze, compare, perceive relationships, classify, and distinguish. Developing students'

mental abilities when teaching grammatical concepts also contributes to reaching common features that clarify the grammatical concept; Which enables students to use it in correct oral linguistic communication. The levels of questions according to Bloom's classification are as follows (Sulaiman and Khalaf Allah, 2013):

Knowledge and Memory. Questions of this level are related to presenting new information and retrieving previous knowledge, such as remembering some grammatical concepts, identifying new concepts and their grammatical status, or remembering the etiquette of speaking that the speaker and listener must adhere to, or identifying characters, events, and details related to an audible or visual text.

Understanding: the questions of this level are related to understanding the meaning, and by answering them, students prove the extent to which they have acquired the necessary understanding to organize the material they have learned, such as identifying the type of grammatical concept, explaining its relationships, or understanding the steps of preparing a presentation.

Application: the examples of this level aim to use the concept in new situations, and apply what students have learned, such as parsing, or converting the grammatical concept from the indefinite to the definite, or summarizing a text in an oral way according to specific instructions.

Analysis: the questions of this level fall within the higher levels of thinking, where students must break down ideas, absorb them, and realize the connections between them, and think deeply to reach a new conclusion, such as analyzing sentences, extracting the grammatical concept and classifying it, or comparing the original text with the summarized text in terms of the type of ideas and the inclusion of elements.

Synthesis: the questions of this level help in reaching new ideas, based on the initial information, and thinking creatively, such as designing activities that deepen the acquisition of the grammatical concept, or designing a model that facilitates oral summarization.

Evaluation: The questions of this level measure students' ability to make judgments according to specific and clear criteria, such as controlling or correcting the grammatical concept, or evaluating students' performance when giving a presentation, and identifying strengths and weaknesses (Al-Salakhi, 2013; Shanmugavelu, et al, 2020).

Boyd (2015) confirms that there is a close relationship between the teacher's diverse questions and the students' speaking style in the class. Diverse questions lead to diverse oral responses, encourage discussion and interaction, and enhance knowledge construction at higher levels of thinking.

The researchers believe that the strategy of guiding questions develops sound thinking, makes learning concepts based on understanding and application within life contexts, spoken and written, and encourages students to speak and think out loud, and express their opinions, feelings, and ideas in clear and correct language.

Kazem (2022) conducted a study aimed at knowing the effect of using the question generator strategy on the achievement of first-year middle school students in the subject of Arabic grammar. The researcher used the experimental method with its quasi-experimental design, and used a pre- and post-test to evaluate students' performance. The sample was also randomly selected from Al-Zamakhshari Secondary School in Iraq. The study sample amounted to (60) students, distributed randomly and equally into two classes. The study reached several results, the most important of which are: the presence of statistically significant differences in favor of the experimental group that studied Arabic grammar using the question generator strategy.

Yasim (2019) conducted a study that aimed to find out whether using guiding questions improves students' speaking ability. The researcher used the experimental method, and the study community

consisted of (737) students, and the study sample was (25) students who were intentionally selected from an English language course in the Maksara region in Indonesia. Data were collected through pre- and post-test, interview, and observation card. The study reached several results, the most important of which are: that guiding questions significantly improve students' speaking ability through the use of appropriate vocabulary, speaking fluently, and avoiding grammatical mistakes.

Abu Muqibl (2015) conducted a study that aimed to explore the effect of teaching Arabic grammar using encouraging and justifying probing questions on the achievement and oral language ability of seventh grade students in Jordan. The researcher used the experimental method, prepared an achievement test, and a language ability test. The study sample consisted of (94) female students, who were divided into three groups that studied using three different methods: encouraging probing questions, justifying probing questions, and the traditional method. The study reached several results, the most important of which are: the existence of statistically significant differences in achievement and in improving oral language ability in favor of the encouraging and justifying strategies compared to the traditional method.

Previous studies related to the current study dealt with questioning strategies in teaching grammar, speaking skills, oral ability, the quality of students' speech, their interaction patterns, and their responses to guiding questions. Both researchers benefited from them in determining the study's methodology, its tools, and theoretical literature, preparing the teacher's guideline, and outlining the procedures and steps followed to implement the guiding questions strategy. The results of these studies constituted important indications to support and interpret the results of the current study. Perhaps what distinguishes this study is its adoption of Bloom's taxonomy of cognitive objectives in formulating guiding questions in teaching grammatical concepts, improving speaking skills, and reaching a deep and meaningful understanding by stimulating higher levels of thinking, and arousing motivation towards speaking, discussion, and classroom interaction.

This study is considered the first in Jordan that addressed the strategy of guiding questions in acquiring grammatical concepts and improving speaking skills, within the limits of the researchers' knowledge.

PROBLEM OF THE STUDY

The teacher's guiding questions are one of the most important strategies for stimulating thinking among students and attracting their attention. They give them the opportunity to express their ideas and opinions, and use their linguistic stock in different contexts. They contribute to building the student's personality and developing his spirit of participation. The use of guiding questions may also show positive indicators in students' acquisition of new knowledge in their cognitive structure and developing their conceptual readiness (Qatami, 2004).

The study problem emerged through the researchers' field experience in teaching, where they noticed that there is a weakness in students' acquisition of grammatical material, which negatively affects their performance in speaking skills and expressing their thoughts and feelings in clear, eloquent language free of errors. Grammar is not limited to linguistics only, but is closely linked to various types of knowledge, and students' inability to understand the syntactic system leads to an inability to reach meaning and understanding (Ismail, 2011). This study comes in an attempt to reach results that highlight "the effect of using the guiding questions strategy in acquiring grammatical concepts and improving speaking skills among seventh-grade female students." To the best of the researchers' knowledge, previous studies that have addressed this topic are few, almost non-existent. This study attempts to answer the following two questions:

1. What is the effect of the guiding questions strategy on acquiring grammatical concepts among seventh grade female students compared to the traditional method?

2. What is the effect of the guiding questions strategy on improving speaking skills among seventh grade female students compared to the traditional method?

Objective of the Study:

The objective is to identify the effect of the guiding questions strategy on acquiring grammatical concepts and improving speaking skills among seventh grade female students.

Importance of the Study

The importance of the study comes from the following theoretical, applied and research aspects:

Theoretical Importance: This study provides a theoretical background on the effect of the guiding questions strategy on acquiring grammatical concepts and improving speaking skills, and may be an introduction to employing this strategy in other educational contexts, and provides a new view on the importance of guiding questions in improving students' level of language skills; This will benefit teachers in the educational field.

Practical Importance: This study is in line with the modern trend in selecting teaching strategies and models and applying them in order to raise the cognitive level of students. It is expected that the strategy of guiding questions will contribute to providing students with the main and secondary grammatical concepts, improving their speaking skills, and reducing the method of memorization and recitation. This study came to provide clear and organized steps that the teacher follows to improve the performance of his students and achieve positive results that develop his awareness of the need to diversify teaching strategies to raise his efficiency and skills inside the classroom.

Research Importance:

The importance of this study lies in its treatment of an important topic and a general phenomenon that occupies researchers and educators in the field, which is the weakness of students in acquiring grammatical concepts and speaking skills. It also provides a scientific addition in the use of guiding questions and opens a window for new future studies in this field.

TECHNICAL AND PROCEDURAL DEFINITIONS

Guiding questions are technically defined as: a linguistically complex interrogative sentence that has the function of interrogation, and is a means of collecting information and exploring ambiguous situations to make them appear clear (Hussein, 2009).

It is procedurally defined as: an organized plan that researchers follow in educational situations with the aim of achieving outcomes, by guiding questions that stimulate thinking and progress through the levels of knowledge within Bloom's pyramid to provide seventh grade female students with grammatical concepts and improve speaking skills.

Grammatical Concepts are technically defined as: abstract and specific terms that carry specific meanings, linked together by relationships that help students understand and learn them. Every new concept results from a previous concept that complements it in the features and characteristics that indicate the grammatical chapter (Al-Tamimi, 2015).

Both researchers define them as: specific terms, agreed upon by grammarians, linked together to indicate sound meanings through their position in sentences. Every concept depends on several previous concepts that the student acquires in a constructive way, and employs them correctly.

Speaking Skills are technically defined as: the art of conveying ideas, feelings, beliefs, information, knowledge, experiences, and opinions from one person to another in a way that is clear, understandable, and interactive (Shahata et al., 2008).

Both researchers define it as the ability of seventh-grade female students to use their linguistic stock, employ it in producing correct and eloquent speech, and answer cognitive questions directed in a correct language that expresses what is going on in their minds in terms of feelings, opinions, and points of view regarding the topic at hand.

Limits of the Study:

Objective Limits: The study was limited to two lessons in Arabic grammar from the book "Arabic is My Language" for the seventh grade, part two, which are (definite and indefinite (definite with addition), active and passive verbs), and two lessons in speaking from the same book, which are (presentation and oral summary).

Human and Spatial Limits: The study was limited to two classes of seventh grade female students, with (25) students in each class in one of the schools affiliated with the Education Directorate in Irbid District, which is Doqara Secondary School for Girls.

Temporal Limits: This study was conducted in the second semester of the year (2024).

Participants:

The number of study members was (50) female students from the seventh grade at "Duqara Secondary School for Girls" affiliated to the Directorate of Education for the Irbid District, during the second semester of the year (2023-2024).

The school was selected intentionally, and included two classes for the seventh grade (A, B), and class (A) was selected randomly to include the control group, and consisted of (25) female students who were taught grammatical concepts and speaking skills in the usual way, while class (B) represented the experimental group, and consisted of (25) female students who were taught grammatical concepts and the same speaking skills using the guiding questions strategy.

Equivalence of the Two Study Groups:

First: Test of Grammatical Concepts: To verify the equivalence of the groups, the arithmetic means and standard deviations of the students' scores on the pre-test of grammatical concepts were extracted according to the group variable (experimental, control), and to show the statistical differences between the arithmetic means, the "t" test was used, and Table (1) shows this.

Table (1) Arithmetic means, standard deviations, and t-test according to the group variable on the scores of seventh-grade female students on the grammatical concepts test.

| Group | Number | Arithmetic Mean | Standard Deviation | T-Value | Degrees of Freedom | Statistical Significance |
|--------------|--------|-----------------|--------------------|---------|--------------------|--------------------------|
| Experimental | 25 | 11.8 | 3.926 | .357 | 48 | .723 |
| Control | 25 | 10.64 | 4.751 | | | |

Table (1) illustrates that there are no statistically significant differences ($\alpha = 0.05$) attributed to the group in the pre-test of grammatical concepts, and this result indicates the equivalence of the groups.

Second: Speaking Skills Test: To verify the equivalence of the groups, the arithmetic means, standard deviations of the dimensions, and the total score of the students' scores on the pre-test of speaking skills were extracted according to the group variable (experimental, control), and to show the statistical differences between the arithmetic means, the "t" test was used, and Table (2) shows this.

Table (2) Arithmetic means, standard deviations, and “t” test according to the group variable on the dimensions and the total score of the seventh grade female students’ scores on the speaking skills test

| | Group | Number | Arithmetic Mean | Standard Deviation | T-Value | Degrees of Freedom | Statistical Significance |
|-------------------------|--------------|--------|-----------------|--------------------|---------|--------------------|--------------------------|
| Pre-intellectual aspect | Experimental | 25 | 2.08 | .497 | .793 | 48 | .432 |
| | Control | 25 | 1.95 | .636 | | | |
| Pre-linguistic aspect | Experimental | 25 | 2.46 | .534 | .263 | 48 | .794 |
| | Control | 25 | 2.41 | .740 | | | |
| Pre-phonological aspect | Experimental | 25 | 3.16 | .557 | -.752 | 48 | .456 |
| | Control | 25 | 3.29 | .643 | | | |
| Pre-visual aspect | Experimental | 25 | 2.48 | .739 | 1.267 | 48 | .211 |
| | Control | 25 | 2.22 | .689 | | | |
| Pre-speaking test | Experimental | 25 | 2.22 | .689 | .467 | 48 | .643 |
| | Control | 25 | 2.22 | .689 | | | |

Table (2) shows that there are no statistically significant differences ($\alpha = 0.05$) attributed to the group in all dimensions and in the total score of the pre-speaking skills test, and this result indicates the equivalence of the groups.

TOOLS OF THE STUDY

First: Test of Acquiring Grammatical Concepts: To achieve the objectives of the study, a test of grammatical concepts was prepared, consisting of (30) multiple-choice items according to the following procedures:

(Sources for Making the Test): Both researchers reviewed a group of sources to prepare the test in its initial form, including: the prescribed textbook “Arabic is my language” for the seventh grade, previous studies that addressed the topic of acquiring grammatical concepts, in addition to the teacher's guideline to determine the grammatical concepts to be measured, the opinions of some university professors with experience and expertise, and reviewing some sources specialized in grammar and test construction.

(Initial Version of the Test): The test in its initial version consists of (30) multiple-choice paragraphs, each paragraph has four alternatives, one of which is correct. Both researchers took into account that the test includes all the grammatical concepts included in the two prescribed study units. The test was also built according to Bloom's classification of cognitive objectives at its six levels, which are: knowledge and memory, understanding, application, analysis, synthesis, evaluation.

(Test Content Validity): Both researchers presented the grammatical concepts acquisition test in its initial version to a group of arbitrators with experience and specialization in the field of Arabic language curricula and teaching methods; to express their observations and opinions regarding the integrity of the test, its linguistic formulation, its instructions, and its inclusion of the grammatical

concepts to be measured, and in a way that raises the level of the test towards the required validity. Modifications were made according to their observations.

(Difficulty and Discrimination Coefficients for the Test): Using the (SPSS) program, the responses of a group from outside the study sample consisting of (25) female students were analyzed; To calculate the difficulty and discrimination coefficients of the test items, the percentage of students who answered the item incorrectly was adopted as a difficulty coefficient for each item of the test, while the discrimination coefficient for each item was calculated in the form of the item's correlation with the total score. The item difficulty coefficients ranged between (0.20-0.76), and the discrimination coefficients ranged between (0.44-0.83). Accordingly, none of the items were deleted according to the difficulty coefficient or discrimination coefficient.

(Final Form of the Test): The test in its final form consisted of (30) multiple-choice paragraphs, each paragraph had four alternatives, and the test time was set at (60) minutes. The pre-test was applied to the experimental and control groups before starting to teach grammatical concepts according to the strategy of questions directed to the experimental group, and the usual method for the control group.

(Test Reliability): To ensure the test reliability, it was verified using the (test-retest) method, by applying the test and reapplying it two weeks later to a survey group from outside the study sample consisting of (25) female students, and then the Pearson correlation coefficient was calculated between their estimates in the two times, which amounted to (0.87) for the test as a whole. The reliability coefficient was also calculated using the internal consistency method according to the Kuder-Richardson equation -20, which amounted to (0.82) for the test as a whole, and these values were considered appropriate for the purposes of this study.

(Procedures of Test Application): The pre- and post-test were applied to the participants after the parents' approval, while adhering to all test instructions, which are: preparing the classroom environment, ensuring that a complete copy containing (30) paragraphs is obtained, answering all questions on the answer sheet, and reading the paragraphs carefully and accurately. The researchers also explained the purpose of the test, which is for scientific research purposes, and has no effect on the final grade for the Arabic language subject, and is completely confidential. - (Test correction): The researchers determined one grade for each of the test paragraphs, which number (30), as the test papers were corrected twice to ensure accuracy, and the students' grades were recorded.

Second: Speaking Test

Both researchers prepared a situational speaking test, and an observation card that included the necessary speaking skills, and the behavioral indicators that indicate them.

(Sources for Making the Test): Asma Al-Azzam reviewed a group of sources to prepare the speaking skills test in its initial form, including: the prescribed textbook Arabic is my language for the seventh grade, previous studies that dealt with speaking skills, in addition to the general framework for Arabic language curricula issued by the National Center for Curriculum Development (Al-Bashir et al., 2022).

(Initial Form of the Test): The test in its initial form consisted of four situations, through which the students' performance could be evaluated, which are (telling a short story through visual images, oral summary of an audible text, describing a trip, expressing personal experiences), and an observation card that included (twenty skills) distributed over four main aspects, which are: the intellectual aspect, the linguistic aspect, the phonetic aspect, and the visual aspect.

(Test Content Validity): Both researchers presented the speaking skills test in its initial form to a group of experienced and specialized arbitrators in the Arabic language curricula and teaching methods; to express their opinions and observations regarding the suitability of the topics presented

for the students' age group, and to choose the most appropriate topic from among them, and to express their observations on the observation card and ensure its clarity and linguistic correctness.

(Final Form of the Test and Observation Card): The test in its final form consisted of the topic (Describing a trip), where the following letter was addressed to the students: "Dear student: Describe a trip you took to one of the regions in Jordan, taking into account the organized sequence of ideas and events, using the following elements: Name of the place - People you were with - Events - Food and drink - Activities - An event situation that you will not forget." The final list of the speaking card concluded with (twenty) skills, distributed over four aspects: the intellectual aspect, the linguistic aspect, the phonetic aspect, and the visual aspect. Each of them has skills and sub-indicators that measure each of these aspects.

(Reviewing the Test and Observation Card in their Final Form): For further verification, the speaking skills test and observation card were presented to some of the judges who judged the test and observation card in their initial form, where they agreed on their suitability in revealing speaking skills and the behavioral indicators indicating them.

Difficulty and Discrimination Coefficients (Test):

Using the (SPSS) program, the responses of a group from outside the study sample consisting of (twenty-five) female students were analyzed to calculate the difficulty and discrimination coefficients for the test paragraphs, where the percentage of female students who answered the paragraph incorrectly was adopted as a difficulty coefficient for each paragraph of the test paragraphs, while according to the discrimination coefficient for each paragraph in the form of the paragraph's correlation with the total score, the difficulty coefficients of the paragraphs ranged between (0.28-0.80), and the discrimination coefficients ranged between (0.64-0.93). Accordingly, none of the paragraphs were deleted according to the difficulty coefficient or discrimination coefficient.

(Test and Observation Card Stability): To ensure the test stability, it was verified using the (test-retest) method by applying the test, and reapplying it after two weeks on a survey sample from outside the study sample consisting of (25) female students, and then the Pearson correlation coefficient was calculated between their estimates in the two times, which amounted to (0.92) for the test as a whole. The stability coefficient was also calculated using the internal consistency method according to the Kuder-Richardson equation -20, which amounted to (0.89) for the test as a whole, and these values were considered appropriate for the purposes of this study.

(Test Application Procedures): The pre- and post-test of speaking skills were administered to the study members after the approval of the parents, and the students were informed that this test would be used for scientific research purposes, and would not affect their final grade in the Arabic language subject. The classroom was prepared, a calm atmosphere was provided, and then the mark due to each student was recorded in light of her performance in the test, by placing her grades on a five-point scale from one to five, and keeping the observation cards for statistical processing.

(Test Correction): Both researchers relied on the five-point Likert scale to evaluate the students' performance in each skill and record the deserved mark.

Learning and Teaching Procedures According to the Strategy of Guiding Questions in Acquiring Grammatical Concepts Among Seventh Grade Female Students

Both researchers referred to the sources that dealt with the strategy of guiding questions, in terms of their types, classifications, and construction, and some modern models in teaching grammatical concepts, and derived cognitive questions according to the levels of Bloom's pyramid, according to the following steps:

First: The Introductory Stage: It is the stage of stimulating thinking and attracting attention to the topic of the lesson, as it begins with a guiding question about a specific issue that expresses the grammatical concept and its use within the context of the student's life environment.

Second: The Group Work Stage: It is the stage of cooperation, participation, discussion, and determining prior knowledge. The students work in an organized group and participate in solving the worksheet, which contains questions of the type (knowledge, recollection, and understanding), within the teacher's instructions and her movement between the groups.

Third: Peer Education Stage: In this stage, students work in pairs under the supervision of the teacher in dividing the students in a homogeneous manner, where questions of the type (application and analysis) are directed, and thus the student's cooperation with her partner ensures a kind of deep focus and effective discussion. The results of the study by Al-Jarrah and Al-Tal (2019) confirmed the effectiveness of using the question and answer strategy in pairs in developing internal motivation and self-efficacy among students.

Fourth: Individual Learning Stage: In this stage, the student works individually so that the teacher can verify her learning outcomes and what she needs in terms of support and guidance through a worksheet containing questions of the type (synthesis and evaluation).

Fifth: Feedback Stage: The teacher reviews the most important information included in the lesson by guiding questions and discussing them with the students. Abune (2019) indicated that feedback enhances students' self-confidence and motivation to acquire concepts, and reveals areas of strength and weakness.

Sixth: Evaluation Stage: In this stage, the teacher evaluates the students' performance using appropriate evaluation strategies and tools, identifying and developing areas of strength, and addressing areas of weakness.

Learning and Teaching Procedures according to the Traditional Method in Acquiring Grammatical Concepts

Both researchers followed the inductive method with the control group according to the following procedures:

1. Introduction: The teacher starts with introducing the lesson by writing its title, and providing feedback on the previous information related to it.

2. Presenting Examples: The teacher writes examples from the textbook, underlines the grammatical concept, and assigns the students to read the examples.

3. Explanation and Discussion: The teacher explains the grammatical concept in terms of its definition, function in the sentence, and grammatical case, and provides the opportunity for discussion, asking questions, and answering them.

4. Writing the Rule: After covering everything related to the grammatical concept, the teacher and the students derive the grammatical rule and write it on the board.

5. Application: The students apply the grammatical rule and create examples of it, and solve the questions from the prescribed book.

6. Evaluation: the teacher evaluates the students' performance using appropriate evaluation strategies and tools, identifying and developing areas of strength, and addressing areas of weakness.

Learning and Teaching Procedures According to the Strategy of Guiding Questions in Improving Speaking Skills Among Seventh-Grade Female Students

Both researchers referred to the sources that dealt with the strategy of guiding questions, and reviewed their types, classifications, and structure, and modern models in teaching speaking skills, and derived the guiding questions according to Bloom's pyramid of cognitive objectives, according to the following steps:

First: The Introductory Stage: The teacher prepares for the lesson topic by presenting a situation about a life issue related to the speaking lesson, and directing questions that aim to integrate the student into that issue, and make the educational situation closer and more connected to reality.

Second: The Group Work Stage: A set of questions are posed about the lesson topic, and the groups are assigned to discuss them, and work in the spirit of one team, with the teacher's monitoring and roaming around; to listen to the type of conversation, ideas, correct linguistic errors, and emphasize the need to speak in a correct and eloquent language, and choose appropriate words and phrases.

Third: The Peer Learning Stage: At this stage, the students work in pairs, and more in-depth questions are posed, so that the two students exchange points of view, then answer the questions orally.

Fourth: Individual Learning Stage: In this stage, in-depth questions are posed and they require critical and creative thinking skills for the student to answer individually in correct language after she has gone through three stages in which she interacted with others and collected sufficient information about the topic of the conversation.

Fifth: Feedback Stage: In this stage, the teacher and students interact and discuss the most important ideas covered in the lesson through question and answer. This stage makes the students feel the value of what they have learned and their active role in expressing and talking about the topic.

Sixth: Evaluation Stage: This is a final stage to ensure that learning outcomes are achieved, using appropriate evaluation strategies and tools, identifying and developing strengths, and addressing weaknesses.

Learning and Teaching Procedures According to the Traditional Method to Improve Speaking Skills:

Both researchers followed the steps of the prescribed book to teach the control group speaking skills, according to the following steps (Al-Bashir et al., 2023):

I prepare to speak: This is the introductory stage where the teacher provides the means that motivate the students to the topic of speaking (story, text, picture...), and discusses it with the students, and adheres to the etiquette of dialogue and discussion.

I build speaking content: At this stage, the teacher presents the topic of speaking, and chooses the appropriate strategies for the topic of the lesson, so that the student can recall ideas and phrases, and link her experience and knowledge to the topic of the lesson, and the teacher emphasizes the necessity of language integrity, taking into account tone and intonation, and eye contact in this stage and subsequent stages.

I express orally: The teacher gives each student the opportunity to speak about the topic presented, and apply what she planned in the previous stage so that she expresses her feelings, ideas, experiences, and the values and information she has acquired.

Evaluation: The teacher evaluates the students' performance through evaluation strategies and tools, aiming at developing strengths and addressing weaknesses.

Procedures of the Study

Both researchers followed these procedures to accomplish the study:

- Reviewing the theoretical literature and previous studies related to the study's variables in order to prepare their tools and the teacher's guideline.
- Determining the educational content of grammatical concepts and speaking skills from the textbook to apply the strategy of guiding questions.
- Constructing the study's tests as both researchers relied on Bloom's classification of cognitive objectives to construct the grammatical concepts test, according to the following levels: (knowledge, understanding, application, analysis, synthesis, and evaluation), and preparing the behavioral indicators showing them, and building the table of specifications. Both researchers also prepared the speaking test, and the observation card for the students' performance, which consisted of (20) skills distributed over four aspects: the intellectual aspect, the linguistic aspect, the phonetic aspect, and the structural aspect.
- Preparing the teacher's guideline by studying the literature related to the strategy of guiding questions; to be a guide in planning lessons on grammatical concepts, speaking skills, and achieving integration between theory and application.
- Presenting the test in its initial form to a group of specialized arbitrators to express their opinions about it.
- Determine the school in which the study will be conducted, which is: Doqara Secondary School for Girls affiliated with the Directorate of Education for the Irbid District.
- Apply the two tests to a survey sample from outside the study participants to ensure the validity of the structure through its applying and reapplying after two weeks.
- Determine the study participants as (50) female students from the seventh grade, in two groups: an experimental group consisting of (25) students, and a control group consisting of (25) students from the same grade in the relevant school.
- Determine the time period for applying the study starting from 4/1/2024 - 5/26/2024.
- Prepare the necessary educational materials and tools, and prepare the evaluation strategies and tools.
- Apply the pre-test to the experimental and control groups to verify the equivalence of the two groups.
- Start teaching grammatical concepts and speaking skills to the experimental and control groups.
- Apply the post-test to the experimental and control groups after completing the teaching of grammatical concepts and speaking skills.
- Correcting the post-test, re-correcting it again to ensure accuracy, and entering the scores into the table prepared for that purpose.
- Analyzing the results statistically, interpreting them, and providing recommendations in light of the results.

VARIABLES OF THE STUDY

The study included the following variables:

First: The Independent Variable: the teaching method which has two levels (the strategy of guiding questions, and the usual method).

Second: The Dependent Variable: it is represented by the variables: (acquiring grammatical concepts, and improving speaking skills).

Statistical Processing

To verify the equivalence of the two study groups, the (Test-t) was used for independent samples, and the one-way analysis of variance (One Way ANCOVA) was used to examine the significance of the differences between the dimensional arithmetic means according to the variable of the teaching method, and the one-way analysis of variance (One Way ANCOVA) for each dimension of the speaking test.

RESULTS AND DISCUSSION OF THE STUDY

Results of the first question: What is the effect of the strategy of guiding questions on the acquisition of grammatical concepts among seventh grade female students compared to the usual method?

To answer this question, the arithmetic means, standard deviations, and adjusted arithmetic mean of the scores of seventh-grade female students on the grammatical concepts test in the pre- and post-tests were calculated according to the group (experimental, control), as shown in Table No. (3):

Table (3) Arithmetic means, standard deviations, and adjusted arithmetic mean of the scores of seventh-grade female students on the grammatical concepts test as a whole for the pre- and post-tests according to the group (experimental, control)

| Stand ard Error | Average Arithmetic Mean | Post-measurement | | Pre-measurement | | Numbe r | Group |
|-----------------------|-------------------------------|-------------------------------|------------------------|-------------------------------|------------------------|------------|------------------|
| | | Standa rd Deviati on | Arithmeti c Mean | Standar d Deviati on | Arithmeti c Mean | | |
| .907 | 19.960 | 4.096 | 20.12 | 3.926 | 11.08 | 25 | Experimen tal |
| .907 | 15.400 | 6.604 | 15.24 | 4.751 | 10.64 | 25 | Control |

Table (3) shows that there are apparent differences between the arithmetic means and the adjusted arithmetic mean of the scores of seventh grade female students on the grammatical concepts test in the pre- and post-measurements according to the group (experimental, control). To find out whether these apparent differences are statistically significant, the one-way analysis of variance (One way ANCOVA) was used for the post-measurement of the grammatical concepts test as a whole according to the group (experimental, control) after neutralizing the effect of their pre-measurement. The following is a presentation of these results as shown in Table (4):

Table (4) Results of the one-way ANCOVA for the post-measurement of the scores of seventh-grade female students on the grammatical concepts test as a whole according to the group (experimental, control) after neutralizing the effect of their pre-measurement

| Source of Variance | Sum of Squares | Degrees of Freedom | Mean Sum of Squares | Value F | Significance Level | Eta Square H2 |
|-----------------------|-------------------|--------------------------|---------------------------|---------|-----------------------|---------------------|
| Pre- measurement | 483.534 | 1 | 483.534 | 23.534 | .000 | .334 |
| Group | 259.180 | 1 | 259.180 | 12.615 | .001 | .212 |
| Error | 965.666 | 47 | 20.546 | | | |
| Total | 1746.880 | 49 | | | | |

Table (4) shows that there are statistically significant differences at a significance level of ($\alpha = 0.05$) in the scores of seventh grade female students on the grammatical concepts test according to the group (experimental, control), as the value of (F) reached (12.615) with a statistical significance of (0.001), which is a statistically significant value, and the differences were in favor of the experimental group who were exposed to the strategy of guiding questions compared to individuals of the regular strategy. Table (4) also shows that the size of the effect of the teaching method was large; the value of Eta square (η^2) explained (21.2%) of the explained (predicted) variance in the dependent variable, which is the grammatical concepts test. The results related to this question showed statistically significant differences in the acquisition of grammatical concepts among the study individuals attributed to the teaching method, in favor of the experimental group that studied grammatical concepts using the guiding questions strategy, compared to the control group that studied the same grammatical concepts employing the usual method. According to the researchers, these results may be attributed to:

- The method of teaching grammatical concepts according to guiding questions relied on effective preparation, by guiding questions which link the grammatical concept to life situations which require thinking, using the mind, and analysis, and a series of brainstorming stages that expand perceptions towards learning and using the concept, and make it related to daily life.

-The role of the student is important and essential in the strategy of guiding questions. She participates in group work, shares with her peers in building knowledge, and shares with the teacher in feedback. Then, she is alone in a certain stage, and develops her knowledge by answering questions that require higher-level thinking skills such as composition and evaluation. She is subjected to a gradual series of questions with cognitive levels in each stage of the strategy, starting with knowledge and memorization and ending with evaluation. Thus, she acquires the grammatical concept effectively and retains it. The results of Feng's study (2013) confirmed the functions of the teacher's questions in addition to Bloom's taxonomy of questions in enhancing students' ability to think critically and stimulate high-level cognitive processes.

Results of the second question: What is the effect of the guiding questions strategy in improving the speaking skills of seventh grade female students compared to the traditional method?

To answer this question, the arithmetic means, standard deviations, and adjusted arithmetic mean of the scores of seventh grade female students on the speaking skills test in the pre- and post-measurements were calculated according to the group (experimental, control), as shown in Table No. (5)

Table (5) Arithmetic means, standard deviations, and adjusted arithmetic mean of the scores of seventh-grade female students on the speaking skills test as a whole for the pre- and post-measurements according to the group (experimental, control)

| Standard Error | Average Arithmetic Mean | Post-measurement | | Pre-measurement | | Number | Group |
|----------------|-------------------------|--------------------|-----------------|--------------------|-----------------|--------|--------------|
| | | Standard Deviation | Arithmetic Mean | Standard Deviation | Arithmetic Mean | | |
| .051 | 3.248 | .466 | 3.28 | .531 | 2.54 | 25 | Experimental |
| .051 | 2.746 | .624 | 2.71 | .618 | 2.47 | 25 | Control |

Table (5) shows that there are apparent differences between the arithmetic means and the adjusted arithmetic mean of the scores of seventh grade female students on the speaking skills test in the pre-

and post-measurements according to the group (experimental, control). To find out whether these apparent differences are statistically significant, the one-way analysis of variance (One way ANCOVA) was used for the post-measurement of the speaking skills test as a whole according to the group (experimental, control) after neutralizing the effect of their pre-measurement. The following is a presentation of these results as shown in Table(6):

Table (6) Results of the one-way ANCOVA for the post-measurement of the scores of seventh-grade female students on the speaking skills test as a whole according to the group (experimental, control) after neutralizing the effect of their pre-measurement

| Source of Variance | Sum of Squares | Degrees of Freedom | Mean Sum of Squares | Value F | Significance Level | Eta Square H2 |
|--------------------|----------------|--------------------|---------------------|---------|--------------------|---------------|
| Pre-measurement | 11.511 | 1 | 11.511 | 177.609 | .000 | .791 |
| Group | 3.128 | 1 | 3.128 | 48.260 | .000 | .507 |
| Error | 3.046 | 47 | .065 | | | |
| Total | 18.562 | 49 | 11.511 | | | |

Table (6) shows that there are statistically significant differences at a significance level of ($\alpha = 0.05$) in the scores of seventh grade female students on the speaking skills test according to the group (experimental, control), as the value of (F) reached (48.260) with a statistical significance of (0.000), which is a statistically significant value, and the differences were in favor of the experimental group who were exposed to the guiding questions strategy compared to individuals of the regular strategy.

It is also clear from Table (6) that the size of the effect of the teaching method was large; the value of the square of Eta (η^2) explained (50.7%) of the explained (predicted) variance in the dependent variable, which is the speaking skills test.

The arithmetic means, standard deviations, and adjusted arithmetic mean were calculated for the pre- and post-measurements of the dimensions of the speaking skills test according to the group (experimental, control), as shown in Table (7).

Table (7) Arithmetic means, standard deviations, and adjusted arithmetic mean for the pre- and post-measurements of the dimensions of the speaking skills test according to the group

| Dimensions | Group | Number | Pre-Measurement | | Post-Measurement | | Average Arithmetic Mean | Standard Error |
|-------------------------|--------------|--------|--------------------|-----------------|--------------------|-----------------|-------------------------|----------------|
| | | | Standard Deviation | Arithmetic Mean | Standard Deviation | Arithmetic Mean | | |
| Pre-intellectual aspect | Experimental | 25 | 2.08 | .497 | 2.78 | .501 | 2.744 | .061 |
| | Control | 25 | 1.95 | .636 | 2.18 | .663 | 2.216 | .061 |
| Pre-linguistic aspect | Experimental | 25 | 2.46 | .534 | 3.24 | .603 | 3.225 | .075 |

| | | | | | | | | |
|-------------------------|--------------|----|------|------|------|------|-------|------|
| | Control | 25 | 2.41 | .740 | 2.65 | .735 | 2.663 | .075 |
| Pre-phonological aspect | Experimental | 25 | 3.16 | .557 | 3.68 | .520 | 3.716 | .049 |
| | Control | 25 | 3.29 | .643 | 3.38 | .612 | 3.340 | .049 |
| Pre-visual aspect | Experimental | 25 | 2.48 | .739 | 3.42 | .639 | 3.359 | .112 |
| | Control | 25 | 2.22 | .689 | 2.65 | .767 | 2.713 | .112 |

It is noted from Table (7) that there are apparent differences between the arithmetic means and the adjusted arithmetic mean in the pre- and post-measurements of the dimensions of the speaking skills test resulting from the difference in the group (experimental, control), and in order to verify the significance of the apparent differences, the one-way MANCOVA was applied, as shown in Table (8).

Table (8) One way MANCOVA for the effect of the group on the post-measurement of each dimension of the speaking skills test after neutralizing the effect of their pre-measurement

| Source of Variance | | Sum of Squares | Degree of Freedom | Mean Sum of Squares | F | Probability of Error | Effect Size H2 |
|---------------------------------------|--------------------------|----------------|-------------------|---------------------|--------|----------------------|----------------|
| Pre-intellectual aspect (accompanied) | Post-intellectual aspect | 703 | 1 | 703 | 8.331 | 006 | 159 |
| Pre-linguistic aspect (accompanied) | Post-linguistic aspect | 2.771 | 1 | 2.771 | 22.023 | 000 | 334 |
| Pre-phonological aspect (accompanied) | Post-phonological aspect | 4.006 | 1 | 4.006 | 74.678 | 000 | 629 |
| Pre-visual aspect (accompanied) | Post-visual aspect | 1.798 | 1 | 1.798 | 6.323 | 016 | 126 |

| | | | | | | | |
|------------------------------------|---------------------------------|--------|------|-------|--------|------|------|
| Group Hotling = 1.235 H=.000 | Post- intellectual aspect | 2.890 | 1 | 2.890 | 34.242 | .000 | .438 |
| | | 3.277 | 1 | 3.277 | 26.043 | .000 | .372 |
| | Post- linguistic aspect | 1.462 | 1 | 1.462 | 27.264 | .000 | .383 |
| | Post- phonological aspect | 4.336 | 1 | 4.336 | 15.253 | .000 | .257 |
| | Post- visual aspect | | | | | | |
| Error | Post- intellectual aspect | 44 | .084 | | | | |
| | Post- linguistic aspect | 44 | .126 | | | | |
| | Post- phonological aspect | 44 | .054 | | | | |
| | Post- visual aspect | 44 | .284 | | | | |
| Corrected total | Post- intellectual aspect | 20.960 | 49 | | | | |
| | Post- linguistic aspect | 26.083 | 49 | | | | |
| | Post- phonological aspect | 16.621 | 49 | | | | |
| | Post- visual aspect | 31.415 | 49 | | | | |

Table (8) shows that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) according to the effect of the group (experimental, control) in all dimensions, and the differences were in favor of the individuals of the experimental group who were exposed to the strategy of guiding questions compared to the individuals of the regular strategy, noting that the size of the effect for the dimensions ranged between (25.7%-43.8%). The results related to this question showed statistically significant differences in improving the speaking skills of the study individuals attributed to the teaching method in favor of the experimental group that studied speaking skills using the

guiding questions strategy compared to the control group that studied the same speaking skills in the usual way. According to both researchers, these results may be attributed to:

- The teaching method employed in the guiding questions strategy depends on careful planning by formulating appropriate questions for each stage, and different methods of work, such as group work, peer learning, and individual learning. The student's role is effective at each stage, which develops his ability to think, interact, discuss, and use appropriate structures and phrases. This was confirmed by the results of Boyd's study (2015), which showed a close relationship between the diverse use of questions by the teacher and the students' speaking style in the classroom, as the different types of questions lead to different patterns of students' speaking, and they also enhance the building of understanding, thinking within higher levels of thinking, and encourage them to speak and participate.

- Introducing the lesson topic in an interesting and effective way, as the strategy of guiding questions relied on an attractive introduction by presenting a situation within the context of the student's life, and in which she integrates, presenting solutions and appropriate opinions related to the environment and the reality in which she lives; which contributes to improving speaking skills.

- Adopting the strategy of guiding questions based on Bloom's taxonomy of cognitive objectives, and grading in levels from knowledge and memorization to higher thinking skills, such as composition, evaluation and creativity, and thus the students' responses to the questions did not stop at answering with a specific word or phrase, but rather went beyond that to keeping the conversation, which resulted in taking into account the logical and organized sequence of ideas, and using correct eloquent language appropriate to the context. Yasim's study (2019) confirms the role of guiding questions in significantly improving students' ability to speak, use appropriate words, and avoid grammatical errors.

The results of the study showed positive indicators in acquiring grammatical concepts and improving speaking skills, due to the close relationship between them, as grammar is the essence of language, and the basis for mastering every linguistic skill, and Issa and Jassim's study (2023) confirms that learning grammatical concepts helps in understanding the grammatical system, mastering parsing, understanding grammatical structures and vocabulary, and thus understanding the language, and mastering it in pronunciation and writing. All studies agreed with the case study on the impact of guiding questions in raising the student's efficiency in learning and acquiring grammatical concepts and improving students' speaking skills. They also agreed with each other in the methodology followed, which is the experimental methodology and all or some of the data collection tools, such as the study of Kazem (2022), Abu Muqbil (2015), Wahidi (2017), and Yassim (2019). The differences between the current study and previous studies lie in their discussion of the effect of the guiding questions strategy on two variables that have a close relationship, which are the acquisition of grammatical concepts and the improvement of speaking skills, while previous studies discussed the effect of guiding questions on one of these two variables, in addition to their difference in the adopted methodology and methods of data collection, and their difference in the place and time in which the study was conducted.

RECOMMENDATIONS:

- Activating the strategy of guiding questions in the classroom, and planning it in advance by the teacher; because of its positive impact in increasing participation, classroom interaction, and effective integration into the educational content, and thus developing the skills of expression and correct speaking among learners.
- Employing the strategy of guiding questions in teaching grammatical concepts because of its great impact in recalling the learner's previous experiences, building new knowledge, and revealing the outcomes achieved during the learning process.

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