

UNIVERSITY OF SOUTHERN QUEENSLAND

An investigation of pedagogy and assessment for encouraging
the creative use of
the Arabic language in post-basic school students in the
Sultanate of Oman

A Dissertation Submitted by

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Abstract

Creativity in language use is one of the most important aspects of proficiency that allows individuals to use language in a more sophisticated way which is represented in the capacity to produce fluent, spontaneous discourse, to use metaphors and critical discuss (Davies, 2003). According to Craft (2005), the pedagogical implications of teaching the creative use of language involve being able to describe and understand classroom practice in schools, and being able to construct and develop the language for understanding and the promotion of its creative use.

This study focussed on the development of the creative use of the Arabic language among post-basic school students in Oman. In all Arab states, including the Sultanate of Oman, education systems aim to educate students to use the Arabic language creatively by the end of school learning (Alharrasi, 2002). The creative use of Arabic language is very important because it provides students with opportunities to improve their basic language skills, and research skills, and prepare them for the various vital positions that require a fluent tongue. Thus, this study investigated the pedagogy and assessment of encouraging the creative use of the Arabic language in post-basic school students in the Sultanate of Oman. The Creative Use of the Arabic Language (CUAL) is necessary to achieve full potential, educationally, and for lifelong learning. In addition, it aims to provide insights into students' acquisition of skills that enable critical reading; conscious listening, interpersonal communication, and effective expression in both speaking and writing, as well as the ability to participate in classroom learning and develop independent learning strategies to improve communication skills. (Alharrasi, 2002). The study used a mixed methods design. Its data were collected through observing Arabic language teachers (Observational Schedule), administering a questionnaire about their assessment methods, interviewing Arabic language curriculum developers and testing students creative use of Arabic language (CUAL-T, developed by the researcher).

The study found that the students' CUAL performance was very low and there was a need to provide professional development for teachers to improve their CUAL pedagogy and practice. While they demonstrated some skills in encouraging students' CUAL there were also serious gaps. It was also found that teachers needed more support for teaching CUAL. Recommendations are made, including development of training plans for Arabic language teachers to encourage students' CUAL, and the uptake of students' continuous assessment of their linguistic performance. The study also suggests further research is needed into the design of professional development for Arabic language teachers, and the continued review and evaluation of the impact of pedagogical change on Arabic language learning outcomes and particularly CUAL for post-basic students. It also advises on the need to evaluate Arabic language curricula at various educational stages, and gauge Arabic language teachers' and students' attitude towards CUAL teaching and learning.

CERTIFICATION OF Dissertation

I certify that the ideas, experimental work, results, analyses, software and conclusions reported in this dissertation are entirely my own effort, except where otherwise acknowledged. I also certify that the work is original and has not been previously submitted for any other award, except where otherwise acknowledged.

Signature of Candidate

Date

ENDORSEMENT

Signature of Supervisor/s

Date

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Chapter 1

Introduction

1.1 Background to the study

Although the Creative Use of the Arabic Language (CUAL) is very important in life because it provides speakers with the skills to become fluent and spontaneous in their language use and in turn provides the opportunity for people to accept challenges and apply their higher thinking skills, some language teachers do not provide their students with this opportunity (Fadhil Allah, 2001). They may believe that encouraging students to use Arabic more creatively may be a waste of class time. As a result, they prefer to use traditional teaching methods that prepare students to achieve the desired examination results (Al-Fukaha, 2008). Yet it has been shown that teaching for tests and examinations prevents learners from thinking in an independent and flexible way. Typically such teachers usually use assessment methods which primarily focus on students' memorization skills and neglect the teaching of communication skills that require more creative or sophisticated use of the language (Fadhil Allah, 2001). However, contemporary language education focuses on teaching the individual how to learn and how to think, as these skills are some of the most important priorities, in order to have the ability to adapt to cognitive and social changes (Debra, 2007). If teachers want their students to be good thinkers, they must teach them thinking skills through clear processes appropriate to the stage of their cognitive growth. This is because the ability to think is acquired or learned rather than being innate. Teaching thinking skills has positive impacts on students' language performance, and increases their confidence (Debra, 2007).

On the other hand, Cropley (2001) claims that some teachers dislike students who display higher level thinking skills because they prefer students who respect just their teachers' ideas and have no ability in critical thinking or in independent decision making. In addition, some teachers believe that students who are more fluent in the language inherited their skills (Khalaf, 2006), such that these skills are confined to certain families and not others. They also believe that the impact of the learning environment is limited in its ability to improve higher level language use. Moreover, those teachers believe that talent is sufficient without training for the creative use of language. There are also a large number of teachers who have negative attitudes towards students who do demonstrate higher level of language skills and [in addition] these teachers do not realize that appropriate teaching and assessment methods can encourage students' creative use of Arabic (Khalaf, 2006). Because of these factors there have been numerous complaints from students in the Arab world. Teachers' pedagogical approaches for teaching Arabic have been seen as inadequate in modern terms although there are expectations for teachers to update their practice in Arabic countries. While they are expected to adapt their language pedagogy to suit the intellectual levels of students, according to Amasha (2007) the inadequacy of the current teaching is reflected in students' low achievement in the use of the Arabic language.

Furthermore, the basic teaching method of rote learning abounds in the Arab world. This approach results in students having very low critical thinking skills and a lack of creative use of their first language of Arabic (Zahrah, 2007). As a result, there is a negative effect on the students' ability to communicate about knowledge and information that is necessary for them to operate in real life. In other words, they face many problems when required to express themselves with regards to more critical communication, more descriptive and sophisticated use of the language, and more creative use of the language. For example, in teaching the Arabic language, Zahrah found that the reality of students applying the vocabularies they have learned is that they simply memorized them for examinations without understanding their meanings, and without caring about applying them in

speaking and writing or in other skills. For instance, their annual progress is limited with little change evident over the year in genre, ideas and vocabularies. This means that they have low verbal production and they ignore language vocabulary sources and methods of using these sources (Zahra, 2007). Therefore, this affects them in the future, especially when they have an interview, for example, in order to get a job (Assageer, Al-Hashmi, Al-Ghatami, Al-Mandhari, & Al-Busaidi, 2004). Additionally, Al-Esawi (2005), by referring to the findings of several Arabic surveys, points out that it can be confirmed that Arab countries suffer from many problems in relation to their students' language skills acquisition. These surveys showed that after many years of learning Arabic, students are still unable to express their ideas, generate them and write a topic without making simple linguistic errors. For example, the results of a study, carried out by the government's Joint Working Group (JWG, 2002) in the Sultanate of Oman to determine the level of comprehension skills in students during the first stage of their basic education, indicated that students' ability to link ideas within any text or gain a basic understanding when reading a text was very low. This study also emphasized that the main cause of these problems is Arabic language teachers' lack of knowledge of suitable teaching methods, particularly the teaching of reading skills. Other studies have concluded that greater attention needs to be given to training students on how to improve their language fluency, their expressive skills, and abilities to generate and organize their ideas (Yunis, 1997, as cited in Al- Esawi, 2005). These studies also emphasized the importance of providing teachers and students with standards and levels of language skills to focus on during the assessment of students (Al-Esawi, 2002). Some studies also found that the way teachers teach students lately has contributed to their problems in trying to improve their Arabic language skills (Bader, 2007).

Moreover, in an interview with a group of supervisors of the Arabic language teachers in Al Al-Dhahirah region—conducted by the researcher of this study in March 2008 about the overall level of post-basic school students' creative use of the Arabic language in Oman—it was found that they agreed that the students' Arabic language was poor, and students' verbal production contained many

errors. In addition to their inability to use words in the correct position, they were also unable to generate new ideas in the expression of a subject. Thus, this research contributes to confirming that Omani students appear to have a problem learning the creative use of Arabic. This is in spite of the aim of the Sultanate's education system that is to have students achieve mastery and develop habits in critical thinking, and creativity through interconnecting education with practical skills and experience. Furthermore, the educational philosophy in Oman is based on a student-centred education that encourages critical thinking and exchange of opinions with teachers (Al-Esawi, Mosa, & Al-Shizawi, 2006). So it is essential to investigate teaching and assessment methods that are used by Arabic language teachers in Oman and whether or not teachers encourage students' creative use of the Arabic language because this will allow them to realize their training requirements and contribute to development of programs which can provide them with suitable plans and strategies for their teaching. Additionally, assessing students' ability to use the Arabic language creatively will provide important feedback to teachers regarding their students' skills and the effectiveness of their pedagogy.

1.2. Research questions

In the light of the need to improve Omani post-basic school students' creative use of the Arabic language, this research was confined to the teaching of the Arabic language in the Sultanate of Oman and focused on the following research questions with respect to the teaching of the Arabic language in the Sultanate of Oman:

1. To what extent do Arabic language teachers apply CUAL in post-basic school students?

This question will be answered by the following four sub-questions:

- 1.1. To what extent do Arabic language teaching methods encourage creativity in the use of the Arabic language in post-basic school students?

- 1.2. Is there a correlation between teaching skills used by Arabic language teachers and students' CUAL performance?
- 1.3. To what extent do Arabic language assessment methods encourage creativity in Arabic language use in post-basic school students?
- 1.4. Is there a correlation between assessment methods used by Arabic language teachers and students' CUAL performance?
2. How well are Omani post-basic school students learning to use the Arabic language creatively?
3. To what extent, if at all, do male and female post-basic school students differ in their learning and achievement with respect to CUAL?

1.3. Study Assumptions

This study assumes three assumptions. First, encouraging creativity in Arabic language in secondary school students is weak. Second, the level of creativity in Arabic language in secondary school students is low. Third, there are differences in the level of creativity in the Arabic language between secondary school male and female students in the Sultanate of Oman.

1.4. Limitations of the study

The present study is limited to Arabic language teachers of secondary schools in three regions in the Sultanate of Oman; Muscat, Al-Dhahirah and North of Al-Batinah because these regions represent three different parts of the Sultanate of Oman: Oman's capital, and its north and west, which allow the researcher to circulate the results of the study to all the Sultanate. It is also limited to post-basic school students who are studying in class 11 in those regions Because this class represents the class before the last stage of education in schools in the Sultanate of Oman and, in which it is supposed to achieve the aims of teaching Arabic language. Furthermore, it cannot be applied on the class 12 (the last stage of education) because the Ministry of Education does not allow it.

1.5. Significances of the Study

This study is significant because it investigates whether or not there is a match between the policy of teaching the Arabic language and how it is implemented in practice, and its implications in Oman. It also evaluates teaching and assessment methods that are used by Arabic language teachers in Oman and whether or not teachers encourage students' creative use of the Arabic language. This allowed the training requirements of teachers to be assessed and strategic advice to be constructed on developing programs that will provide suitable plans and strategies for effective learning and teaching. Moreover, assessing students' ability to use the Arabic language creatively provides important feedback to teachers and the system regarding their post-basic students' language skills and the effectiveness of their current pedagogical approach. The study also developed a test of CUAL which may be used in the future to measure and compare students' progress and Arabic language learning outcomes as well as a classroom observation schedule for assessing Arabic language pedagogical practice and also for the future purpose of teacher self-assessment and/or critical, constructive discussion. The research also has application to the teaching of Arabic in other Middle Eastern Arabic speaking countries where the status of Arabic language teaching and learning is experiencing similar challenges (Al-Wahidi, 2001).

In addition, the study aimed to:

1. Provide Arabic language teachers in post-basic schools with a list of creative teaching skills which can be used to encourage creativity in the Arabic language in students;
2. Provide Arabic language teachers in post-basic schools with creative standards which should be considered in choosing the suitable assessment methods;
3. Provide the Ministry of Education with an overview of the status of teaching and assessment methods to encourage creativity in Arabic language use among post-basic school students;

4. Provide the Ministry of Education with level descriptions of the CUAL applicable to post-basic school student learning outcomes; and
5. Contribute to changing the culture that prevents teachers from teaching CUAL; and encourage teachers to change their language teaching patterns and teach students how to use Arabic creatively.

Additionally, this study has the potential to facilitate the improvement of the students' CUAL over time. Ultimately, the provision of resources to support students' CUAL and curriculum change should contribute to the change in attitudes that teachers need to have towards the teaching of Arabic which currently tends to view preparing students for tests as paramount.

1.6. Outlines of the Chapters

There are five chapters in this dissertation. Chapter One presents the background of the study, its central questions, and an outline of the dissertation. Chapter Two provides the literature review relevant to the research questions and presents the underpinning research theoretical framework. It outlines the system of education in Oman and its aims. It illustrates how students develop their mother tongue and it also discusses the concept of the creative use of language and its applicable standards, the skills involved in creative language use, and its importance in post-basic school students' literacy education and related language and literacy pedagogy. Furthermore, this chapter explores research on gender differences in the creative use of language, the relevance of language assessment to effective CUAL pedagogy and learning, and issues related to assessing students' creative use of Arabic as their first language.

Chapter Three explains the research design and methodology. It outlines the stages of the research and the development of the data collection instruments: observational schedule, questionnaire,

interview schedules and Arabic language tests. It concludes with a justification of the approach adopted in this study with respect to investigating post-basic school students' CUAL, teachers' pedagogical approach and students' performance on the test of Arabic.

Chapter Four presents the research results. It reports the findings from each stage of data collection and its analysis. It presents the Arabic language teachers' current CUAL approach in teaching Arabic by showing how they used the approach in assessment for encouraging students' CUAL. Additionally, it provides some examples of challenges faced by an Arabic speaker using Arabic creatively in different ways. It also shows how the differences in students' gender and regional variables might impact on how teachers encouraged CUAL in their students. Furthermore, this chapter illustrates the levels of students' use of Arabic language according to their language skills and gender differences. This is important in providing the Ministry of Education in Oman with information about students' weakness and strengths in learning and their gender differences in order to develop the policy for teaching the Arabic language in Oman that more effectively matches students' learning needs.

Chapter Five interprets the findings of the study. It explains the differences between teachers in encouraging the creative use of Arabic in students according to their gender and regional differences. It also discusses the issues that emerged with regard to the students' CUAL test results and the implications for policy, pedagogy and language learning. Moreover, it draws conclusions from the research for the future teaching and assessment of CUAL in Oman with regard to post-basic school students. It also discusses the findings in relation to Omani language education policy and curriculum and the education system overall in developing a more highly literate Omani society. In addition, it makes recommendations for policy, curriculum, pedagogy and assessment. Finally, it makes suggestions for further research in the light of this study's findings.

1.7. Summary

This chapter has provided background information about the study. It has outlined the research problem and provided an overview of the chapters of the dissertation. It includes the research questions and the significance of the study. The next chapter presents the literature review relevant to the study research framework and the theories of the first language acquisition, language assessment, and language pedagogy underpinning the research field.

Chapter 2

Literature Review

This chapter provides the literature review relevant to the research questions and presents the underpinning research theoretical framework (Figure 2.1). It outlines the system of education in Oman and its aims. It illustrates how students develop their mother tongue and it also discusses the concept of the creative use of language and its applicable standards, the skills involved in creative language use, and its importance in post-basic school students' literacy education and related language and literacy pedagogy. Furthermore, this chapter explores research on gender differences in the creative use of language, the relevance of language assessment to effective CUAL pedagogy and learning, and issues related to assessing students' creative use of Arabic as their first language.

Thus, this chapter provides an appropriate context for the research questions in the study and focuses on some points which are linked to the area of the creative use of language in general, and the Arabic language in particular. It presents an overview about the new roles of teachers and students, and the relationship between language and cognition. It also shows the basis of the pedagogy of the creative use of language by illustrating the theories of first language acquisition and its development and explaining the pedagogy of teaching the creative use of language in general, and the Arabic language in particular. Lastly, this chapter discusses methods to assess language and the approaches to measure the creative use of the Arabic language.

2.1 Introduction

It is important for any study to identify the key theories that underpin the research. For this study the literature review is guided by the theoretical framework that is shown in Figure 2.1. It outlines the underpinning theoretical considerations that impact on the research area and the research design. It draws attention to the need to consider the research context which pertains to the system of education in Oman, the theory of first language acquisition and development of literacy in Arabic, and the

nature of Arabic language and the significance of historical considerations on contemporary Arabic language learning. It also draws attention to the fact that the research sets out to investigate the creative use of Arabic language in particular in terms of teachers' pedagogical approach and sets out to test post-basic students' Arabic language skills in the creative use of the language for which a test is developed.

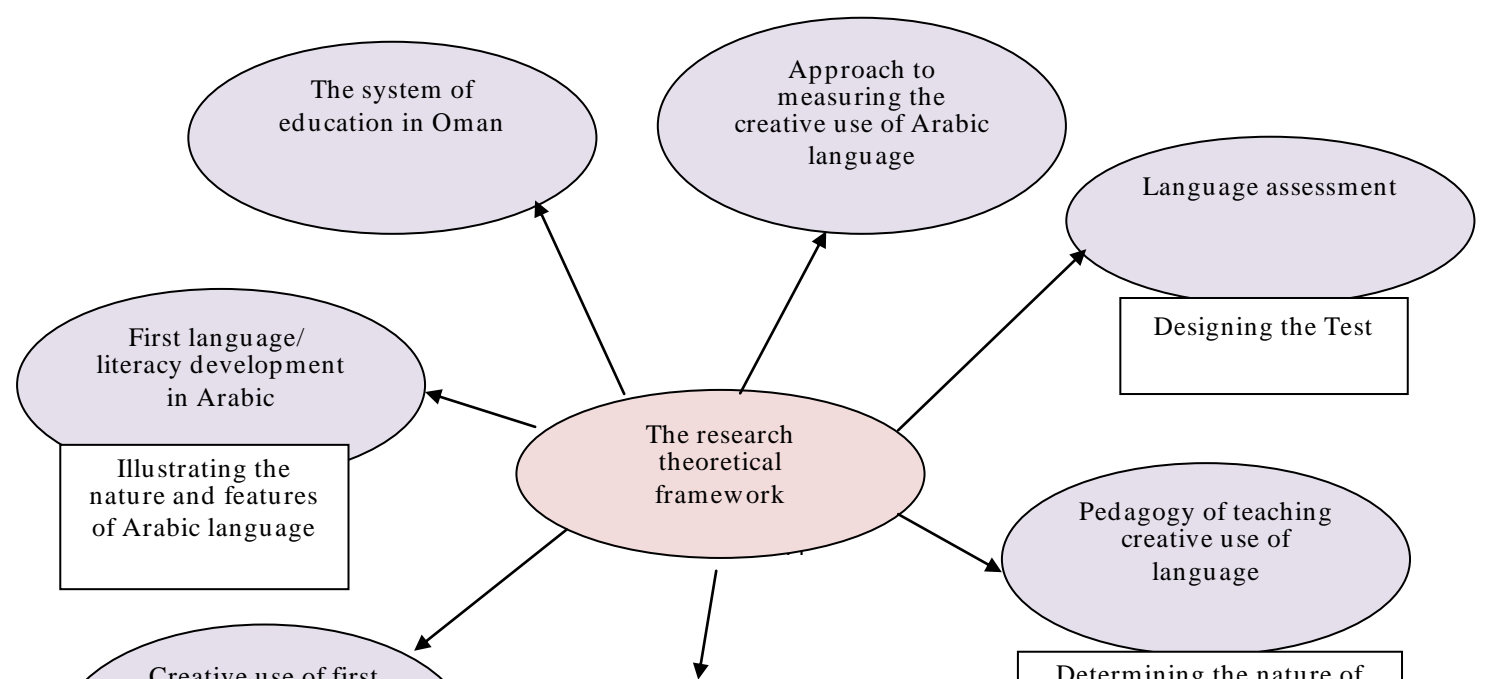


Figure 2.1: Overview of the research theoretical framework

2.2 Background

Traditionally, Arabic language teachers have implemented language learning experiences in the classroom using a pedagogical approach in which students were considered as just listeners. However, today approaches in the literature show that pedagogical expectations have changed. In other words, perceptions of the roles of teachers and students have changed compared with those of the past (Abu Zaid, 2007). Modern curriculum focuses on students' roles and their ultimate independence as lifelong learners. It encourages students' research, exploration and application as a basis for their learning. The role of teachers has also changed. It focuses on explaining the basic concepts and new learning experiences for students. In other words, they are now a guide for students because their students have become participants in the learning and teaching process (Quraa, 2006).

Because of these new roles, the new learning experiences involve innovative teaching methods, such as problem solving and brainstorming which encourage creativity in students which is very important for their skills and abilities, such as listening, speaking and contribution to teamwork. Woods (1996, p.187) points out that "language has been seen as knowledge, but also as abilities". In

other words, language involves four discrete abilities: the four macro skills of listening, speaking, reading and writing, and has a large number of micro skills (such as articulating sounds, guessing meanings from contexts or using composite skills such as those required in note-taking). There is a strong relationship between these four macro skills. For example, students' development of effective listening is followed by that of the ability to speak, and then by that of the ability to read and write, though with ongoing integration. The impact of listening ability on speaking ability is profound because it is difficult for anyone to pronounce vocabulary unless he/she has a model upon which to relate. Through listening, students can master the spoken language and become fluent in speaking. This is because listening provides students with meanings and sentences which can be used in speaking and writing (Hani, 2009). Furthermore, the ability to read effectively leads to the ability to write effectively. This means that the good reader, in most cases, is also a reasonable writer. Reading also leads to speaking a language fluently. So, fluency is a feature of an effective language user or literate person (Mohammed, n.d). In addition, Al-Hallak (2007) claims that modern theories suggest that thinking is the basis of language. For example, a person's language use can be expected to reflect his/her attitude to life and be influenced by his/her culture, learning experience and motivation. Language and thinking also are considered as two media in the process of social communication, which help individuals to understand others. This was referred to in a study constructed by Carlos and others which stressed that the skills of listening, speaking and reading depend on the thinking processes (Al-Hallak, 2007). Brown (2007, p.43) emphasizes that "cognitive and linguistic developments are inextricably intertwined with dependencies in both directions". He also points out that language interacts simultaneously with feelings and thoughts.

In general, language helps to shape thinking and thinking helps to shape language (Brown, 2007). In the Arabic language, for example, there are many creative characteristics, like:

1. Differences in the interpretation of words with multiple meanings, which reflect the ability of the Arabic language to develop itself.

2. The phenomenon of text interpretation, which means the use of new meanings for words used by a person according to his/her particular beliefs that may be associated with an intellectual format or experience.

3. "Joint verbal", which means using more than an indication of a single word, for example, the word "eye", can mean the act of seeing things, the spring of water or the spy (Fadhl Allah, 2001). Another example is the word "head", which can mean the head of the human body, or the "boss".

Therefore, Arabic language teachers should not focus on the skill of memorization only. If they want their students' Arabic language use to reflect its full capacity in expression it is argued here that they need to employ a variety of other teaching and assessment methods that relate to language use for real-life (authentic) purposes where making meaning is at the centre of the learning experiences. On the basis of the above discussion it would seem that they should consider strategies that develop students' Creative Use of Arabic Language (CUAL) and provide opportunities to develop their higher-order thinking skills.

2.3 The system and aims of education in the Sultanate of Oman

Before explaining the theoretical bases of Arabic first language acquisition and development, and discussing the pedagogy of teaching the CUAL, it is important to understand the current educational content and the issues involved with regard to the approach of teaching the Arabic language in Oman.

There are two main stages of education in Oman. First, the basic education period of a duration of 10 years consists of two sub-stages: sub-stage one: grades 1 to 4, and sub-stage two: grades 5 to 10.

Second, after this basic education students spend a further two years at school (post-basic education) where the aim is to continue the development of their basic skills, job skills and career planning.

During this time it is expected that students will be prepared to become active members of society and be able to benefit from opportunities of learning and training after they finish their schooling (The Ministry of Education, 2008)

Education in the Sultanate of Oman also aims to provide learners with the skills needed for life by improving their communication and self-learning skills, their ability to use the scientific method and critical thinking for dealing with contemporary sciences and technologies. In addition, education in Oman aims to teach learners the values of work, of being productive, and proficient in Arabic, as well as the desire to participate in public life and the ability to adapt to society and to deal with its problems. Furthermore, one of the most important aims of education in the Sultanate is to improve all kinds of thinking, the ability to solve problems, effective use of the self-learning skills, continuous learning and the search for knowledge. Among the models of skills which are emphasized by basic education are: communication skills, problem-solving skills, personal and social skills (The Ministry of Education, 2008).

Regarding teaching the Arabic language, education in Oman in all its stages aims to provide students with the various basic skills in the language: listening, speaking, reading and writing. It also aims to help students to implement these skills in their life. In addition, it aims to ensure that students are able to acquire critical reading skills; conscious listening, speaking skills, skills for writing clearly, skills for good expression, as well as having the ability to participate in the various activities in the language classroom, so that they are able to improve their communication skills (Al-Harrasi, 2002).

Teaching the Arabic language at the post-basic education stage is particularly focused on developing students' skills to improve their capabilities and talents in the language through learning experiences that encourage creativity. This requires Arabic language teachers to focus on providing their students with activities to improve their knowledge and skills. These are expected to be characterized by

innovation and challenge, with a focus on diversification of assessment methods between the oral and written activities (The Ministry of Education, 2007 a).

To sum up, the policy of teaching in Oman in general and the Arabic language in particular, focuses on encouraging students' creative use of the language. So, achieving all of these aims requires Arabic language teachers to be highly skilled in teaching and assessment and to have high levels of Arabic proficiency themselves as well as knowledge of the Arabic language for the effective performance of these duties. However, according to Al-Harrasi (2002) these aims were deemed unachievable unless teachers did indeed acquire both pedagogical skills and linguistic skills for Arabic.

2.4 The first language acquisition and development

2.4.1 Theories of first language acquisition

Language is the system that contains tens of thousands of units, all generated from a small set of materials. These units, in turn, can be assembled into an infinite number of combinations. Although only a subset of those combinations is correct, the subset itself is for all practical purposes infinite. The units of the system are words, the materials are the small sets of sounds from which they are constructed, and the combinations are the sentences into which they can be assembled. Given the complexity of this system, it seems improbable that children could discover its underlying structure and use it to communicate. Yet most do so with eagerness and ease, all within the first few years of life (Trueswell, Senghas, & Saffran, 2001).

The first words uttered by infants and their early language- learning mechanisms can be examined by recording their subtle responses to new combinations of sounds. When children begin to link words together, experiments using real-time measures of language processing can reveal the ways linguistic and non-linguistic information are integrated during listening. Natural experiments in which children

are faced with minimal language exposure can reveal the extent of inborn language-learning capacities and their effect on language creation and change (Trueswell, Senghas, & Saffran, 2001).

According to Bochner and Jones (2003), the process of language acquisition is often described in terms of a continuum or a process of gradual change. It begins soon after birth at a point that precedes intentional communication and continues to the level where children are able to use language in more complex ways, for example, asking questions and indicating plurality. But this process does not always proceed evenly. When change is very rapid, there are often growth spurts, as well as plateaus, when progress seems to slow and little change in skills is evident. Moerk (2000) claims that at each step in the long learning process, the children's tasks are relatively simple; children perceive one input utterance at a time and can – but do not need to – compare it with a preceding one. In addition, they can produce an utterance and observe the adult's reactions to it – and those are not reactions to any of the potentially infinite varieties of the utterance. "Extensive evidence on mother – child reaction has shown that input is generally provided as 'intelligent text presentation'. This means that utterances are closely tuned to the child's previously demonstrated competence. If not tuned well enough, the child provides feedback lack of mastery, and the mother makes simplifying adjustments or provides corrections in order to re-establish effective interactions. The adult's feedback to filial utterances is almost necessarily tuned to them and therefore easy to process. In all these cases, the general task could be defined for the child: recognize familiar patterns and notice the few new elements that are presented in an optimum – level – of – discrepancy format" (p. 14).

Contemporary research on the issue of first language acquisition could be traced to the late eighteenth century when the German philosopher Dietrich Tiedman noted his observations about the linguistic and psychological development of his young child. However, the real serious studies in this field started later in the mid-twentieth century; researchers started to analyse children's language

systematically trying to explore the nature of the psychological and linguistic processes that enable humans to get command of this sophisticated communicative system (Ammar, 2005).

These researchers show that children's ability to communicate is in the spotlight. In the nursing period infants make some noises, cry, send and receive many verbal and non-verbal messages. Then they start to utter their first words by the end of the first year, and more words by the end of the following six months. The process continues until they start forming short sentences. The more they interact with elders, the faster their word production becomes until they become able to understand the linguistic behaviour at the age of three. In the pre-school period, they speak fluently and develop sophisticated linguistic ability. When they go to school, they become able to distinguish between what could be said and what is not (Ammar, 2005).

Fayyad (2005) claims that Chomsky (1972) emphasizes creativity in language acquisition, and he distinguished it from animal's acquisition of language which is a pure imitation process. Infant's acquisition of language is not a complete imitation process; it is rather a natural creative process. The proof is that when we acquire a language, we become able to understand sentences that we have never heard before, that is, unfamiliar sentences. A speaker of any language has the ability to produce, interpret, and judge such new sentences in his/her language. This indicates that acquiring a language is not just imitation. Education should not include a list of sentences made by others for students to memorize and recall like parrots.

In general, the process of first language acquisition has many stages that are very necessary for children in order to be able to develop their language in the future. The following figure illustrates the six main stages of first language acquisition which have been discussed above.

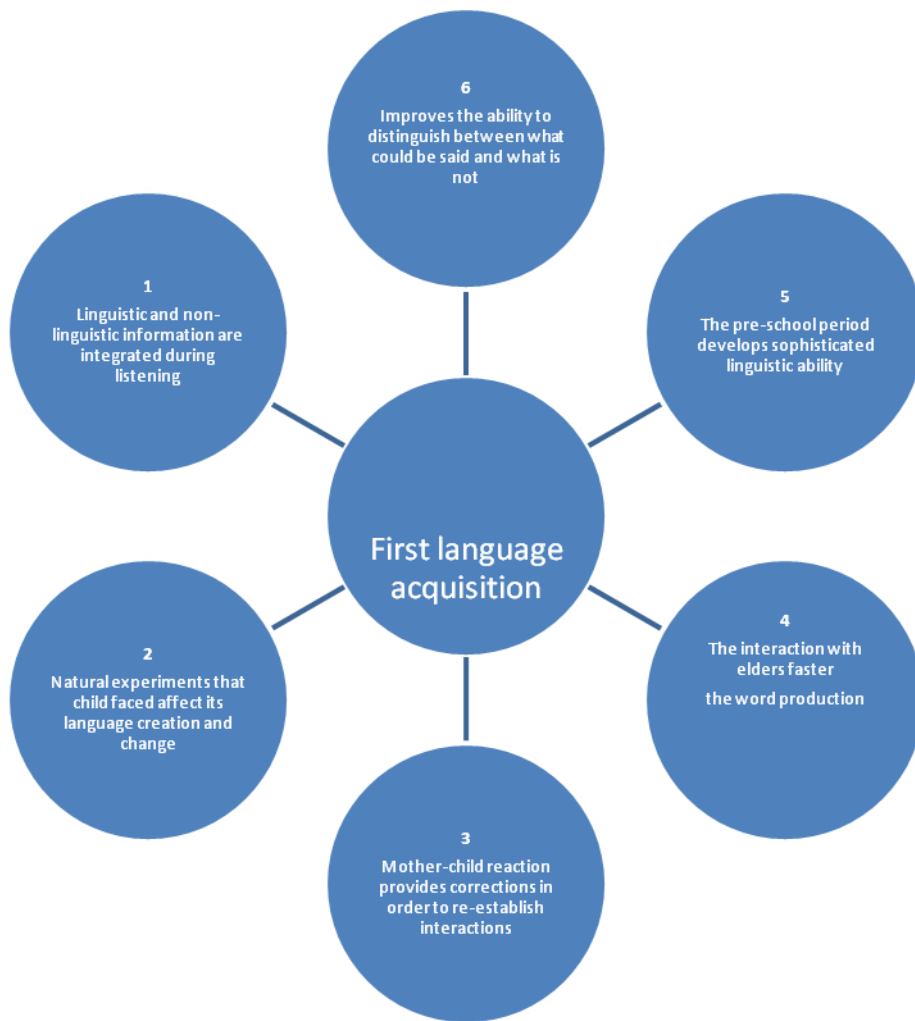


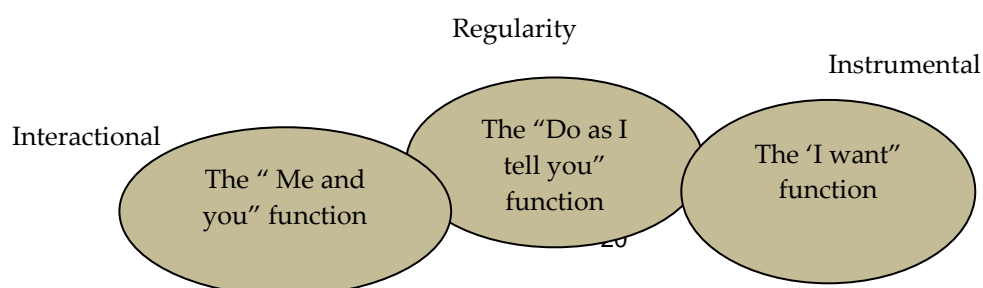
Figure 2.2: Bases of first language acquisition

2.4.2 First language development

Language development is frequently described in terms of a sequential set of milestones, steps or stages of achievement, such as the pre-verbal stage or the single-word stage. These labels refer to a cluster of related behaviours that tend to occur together. For example, in the pre-verbal stage, children often begin to use both consistent sounds and gestures. Later, in the single-word stage, they begin to label objects, actions and people. Ages are often attached to these stages, which can then be described as a developmental calendar (Kent & Miolo, 1995, as cited in Bochner & Jones, 2003).

Developmental theories consider semantic development within the wider context of the child's unfolding social, cognitive and linguistic skills. Drawing on skills in multiple domains is the way of learning the meanings of words by children. Infants are reliant upon the foundation for language development before they actually begin producing words during the first few months of life (Clark, 1993, as cited in Gleason & Ratner, 2009).

According to Clark (1993, as cited in Gleason & Ratner, 2009), by the time all children start learning language, they have developed a set of ontological categories (conceptions about how the world is organized). These ontological categories include object, actions, events, relations, states and properties. These are the basic categories in all languages that speakers refer to when they use language. In the recent years, it has become clear that the issue of linguistic function goes beyond the knowledge intellect and structure of human's memory. Currently, scientific research related to children's language focuses on the most sophisticated issues such as the linguistic functions of written texts and oral conversations. This tendency is natural since language is used as a means of communication. Halliday (1975, as cited in Baker & Campbell, 1996) provided a coherent view of children's development of language. He explained seven language functions which rely up on the active and supportive assistance of adults in all of the social contexts that represent the culture in which the child is growing (See Figure 2.3).



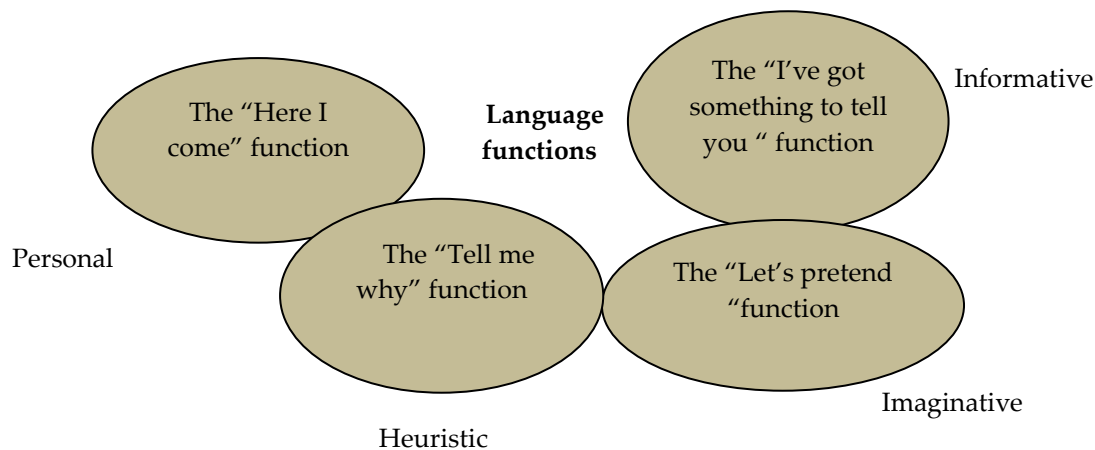


Figure 2.3: Seven language functions of Halliday's model

Figure 2.3 illustrates that, according to Halliday's (1975, as cited in Baker & Campbell, 1996) model, there are seven functions of language which can be used in encouraging the creative use of the language in students. For example, the "Me and you" function demands teachers focus on the interaction between them and their students inside the classroom. The "Here I come" function, which uses language to express awareness of self and personal feelings, demands teachers provide students with activities that allow them to express their feelings towards specific events or texts using their own language. In another example, the "Tell me why" function provides opportunities for students to seek knowledge about any event and express it using specific language formations. Regarding the "Let's pretend" function, teachers can use it to encourage students to create new expressions about an event or to analyse stories. While the "I've got something to tell you" function allows teachers to encourage students to express their views towards specific issues, the "I want" function allows teachers to use language to satisfy students' learning needs, like catering for a diversity of needs and interests in assessment presentations. But the "Do as I tell you" function requires teachers to encourage students to manage discussions in order to train them how to control the behaviour of others. So, teaching Arabic language should be also founded upon these bases of first language acquisition which means that improving students' Arabic language skills requires different

interactions between students and teachers. Bases of first language acquisition focus on providing children with opportunities to naturally experiment with language and teachers should provide strong stimulators for children to improve their language production. These experiments and stimulators can be provided by organising different learning experiences inside the classroom which enhance the interaction between students and teachers. Halliday's model (1975, as cited in Baker & Campbell, 1996) explains these activities within the seven language functions. So, it can be considered, as the researcher claims, a universal model which can represent the functions of any language. This is because the seven language functions are based on the social aspect which represents the culture in which the child is growing up and links children's language improvement to the active and supportive assistance of adults.

Even today the remarkable intellectual process that starts with a baby's spontaneous cries and ends with a sophisticated mastery of the language continues to impress (Ammar, 2005). Knowledge and understanding of children's language development provides a foundation for literacy teaching in any language. In contemporary times language development has been considered on the basis of the behavioural theory, the natural theory, and the functional theory as shown in Figure 2.4.

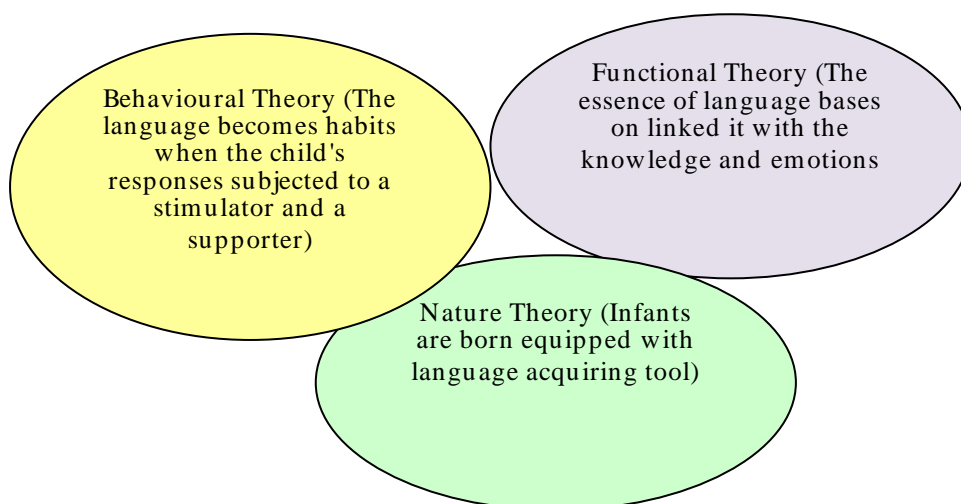


Figure 2.4: Language development theories

According to Ammar (2005), the behaviourist views children's linguistic development as their behaviour changing in response to the stimuli around them such as their mother's repetitive talk to them. When a certain response is supported, it becomes conditional or recurring. Based on this children develop their linguistic habits that are encouraged. In other words, when children are subjected to a stimulus, they respond to it linguistically, and the response is supported, then it becomes possible for such responses to occur again because it becomes a habit. In other words they 'parrot' what their parents say.

The Naturalistic Theory focuses on the rational aspect in the way children deal with language. It tries to find clearer interpretations of the mystery of acquiring language. It assumes that acquiring a language takes place naturally, as infants are born equipped with language-acquiring tools that help them develop a systematic understanding of the language which in turn produces a comprehensive structure of the applicable language system. Availability of language-acquiring tools provides interpretation of many relevant complicated issues such as meaning and creativity (Ammar, 2005).

Nature Theory also focuses on children's language (at each age stage) as an integrated system that has exemplifies natural features at each stage. Nature linguists started studying children's first language development from the early stages of making noises to the sophisticated stages at the age of 5-6 years. They used one of the significant bases of the Behavioural School which had reviewed information related to children's language without relying on previous information, then searched for integrated and coordinated systems.

The Functional Theory tries to make use of the positive contribution of the previous two theories in understanding language acquisition. It gives new understanding of First Language acquisition, which is considered a deeper attempt in knowing the essence of language. According to this theory, scholars started to view language as a reflection of a general concept about the human's perspective, and as one of the aspects of the knowledge and emotional ability in dealing with the self and the world.

Scholars also started to realize the difficulty of separating the language from the knowledge and emotions of humans, and that the written language grammar in the form of mathematical equations failed to interpret one of the most significant aspects of language i.e. the meaning (Ammar, 2005).

Viagih (cited in Ammar, 2005), for example, described the linguistic development process as a result of children's interactions with the environment that co-occurs with the interaction of knowledge and comprehension development with the growth of the linguistic experience. What a child learns about a language is predetermined by what the child knows about the world around him/her. This is the essence of the Viagih's interaction theory about language acquisition. Thus, linguistics could not deal with the deep structure and grammar of a language without considering the details of the daily linguistic performance that was neglected in past considerations (Ammar, 2005).

2.4.3 Arabic language acquisition and development

According to Al-Dannan (2000), language psychologists (Chomsky, 1965), and (Ervin, 1964) and (Lenneberg, 1967) have argued for nearly forty years that a child has in his brain a tremendous capacity to acquire language. In addition, they have argued that this ability enables the child to acquire language rules of creativity, and then apply these rules to become proficient in two or three languages at the same time. It is strange that after detecting the rules a child, at this stage, uses them widely even with words to which these rules do not apply (over-extension, O'Neill, 2009). The child eventually corrects these wrong applications of the rules by himself/herself as his or her language develops.

According to Lenneberg (1967) as cited in Al-Dannan (2000), the ability of children to acquire language begins to atrophy after the age of six, and the programming of the brain experiences a biological change from learning languages to learning knowledge. Therefore, it can be said that prior to age six the child is dedicated to the acquisition of language, but the post-age six years is dedicated

to the acquisition of knowledge. Consequently, because of the nature of the creation of humans, the child devotes the period after six years of age to learning knowledge, after learning his or her native language and is on the road to reading for a variety of purposes.

The researcher claims that first language acquisition is also affected by child's environment. This means that children who have stimulations in their environment are better in language production than those who do not have a language rich environment that provides them with real experiences that improve language and communication.

In general, learning the language after the age of six requires an effort from the learner, because he/she needs a teacher to reveal to him/her the new rules of the language. It needs long term efforts in training to apply these rules with the exposure to errors and their correction by the teacher, compared with the child who does the process automatically before the age of six.

Al-Dannan (2000) claims that there are two stages to acquiring Arabic language. Firstly, before the age of six, a fungal stage allows the child to detect the language rules, and apply them without conscious knowledge of them. This means that children, before the age of six, do not have the real ability of using the language rules correctly. For example, children, at this stage, tend to express everything by using any sentence that they have heard before without thinking about its structure or organisation.

Secondly, after the age of six, there is an awareness and knowledgeable stage that is necessary for the child to detect the rules and practice them within a systematic plan (See Figure 2.5).

So, children in this stage become aware about language rules step-by-step. This becomes clear when we observe that children, after the age of six, improve their expression by formulating and organising clear sentences with regard to the CUAL. It is, therefore, necessary in the first stage to incorporate children's input through experiments that allow them to produce their language without caring about the rules. The main thing at this stage is to encourage language production without focusing on its rules. However, in the second stage (after the age of six), it is necessary to focus on the language rules

during the encouragement of the CUAL. For example, children should be provided with different activities that enhance the improvement of using language creatively including consideration of grammar and spelling rules, and the structures of expressions.

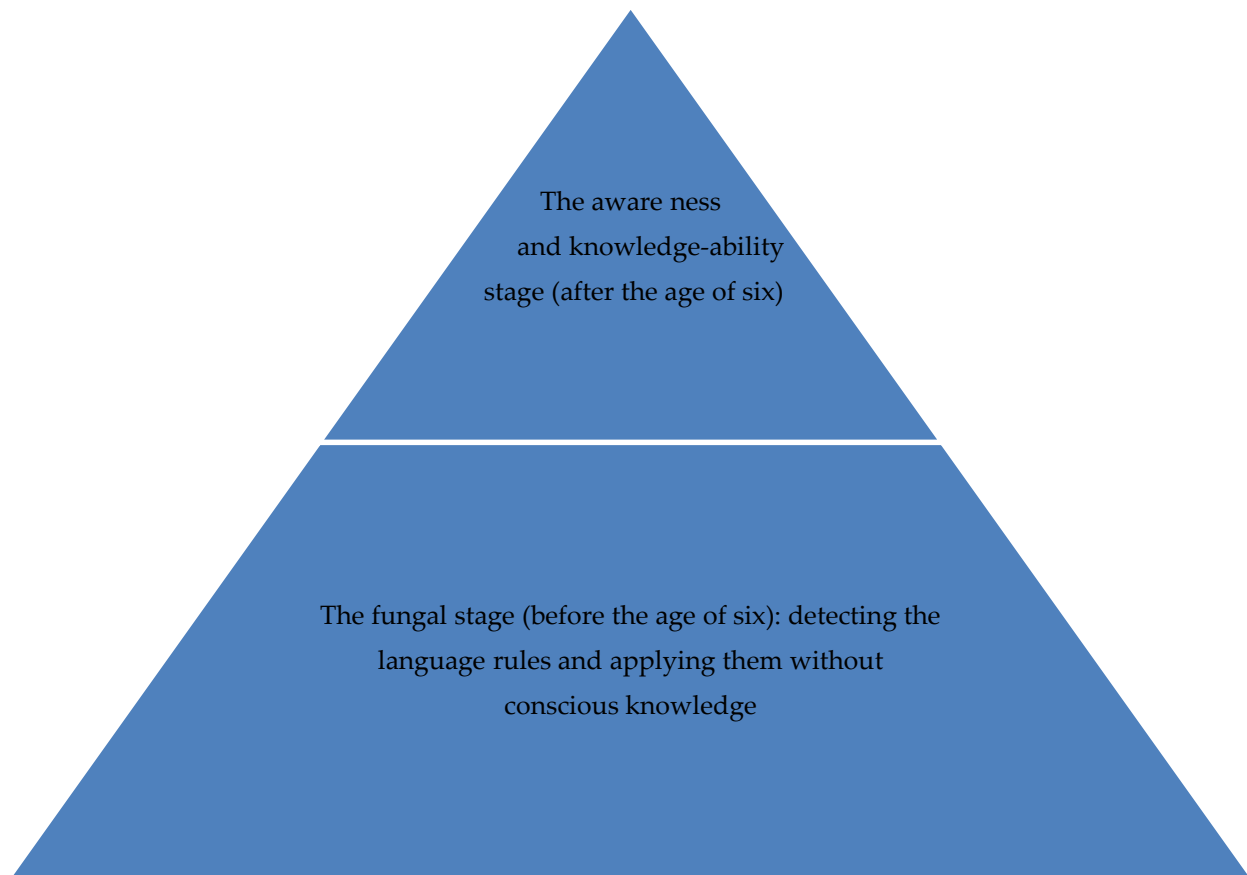


Figure 2.5: Two stages of Arabic language acquisition (Al-Dannan, 2002)

If we compare the methods of learning language in the above two stages, we note the following:

1. The first one (awareness) is called the acquisition of language in the mother tongue, whereas after the age of six language cannot be acquired using this method.
2. The first one takes place without effort, whereas the second one requires considerable effort.
3. In the first one, the language is mixed with emotions. This means that the speaker does not feel that he/she can express his/her honest emotions without the first language, whereas, the second language remains in the second place in terms of emotional expression.

4. In the first language, native speakers and writers show accuracy and conformity in their understanding of the words they use, whereas in the second one they do not do so well for the second language.

5. In the first language, there is mastery in all of its details (grammatical and morphological); whereas in the second one there are still some inadequacies in mastering the language, even though these may be minor ones.

6. A sense of the beauty of language, its eloquence and its sweetness in the first one is automatically felt without the need to explain; whereas for the second language, it needs to be explained, and therefore, much of its value is lost.

7. The allocated time to master the first language cannot be spent doing something else with the child, and understanding the learning of the second language [after the age of six] needs a longer time that can be used for learning other things.

8. The process of learning the first language negatively interferes with the process of learning second languages [after age six] in the areas of language structures and knowledge about concepts.

9. The first method enables the child to acquire more than one language at the same time without effort; whereas after age six the child cannot learn more than one language at the same time as easily.

In summary, there are two stages or ways of acquiring the classical Arabic language as the first language: the fungal stage, and the awareness and knowledgeable stage. However, it is necessary to note that all of these issues involved in Arabic language acquisition relate to the national standard of

Arabic (classical Arabic) but not to the various Arabic dialects. The next section illustrates more about this point (See Figure 2.6).

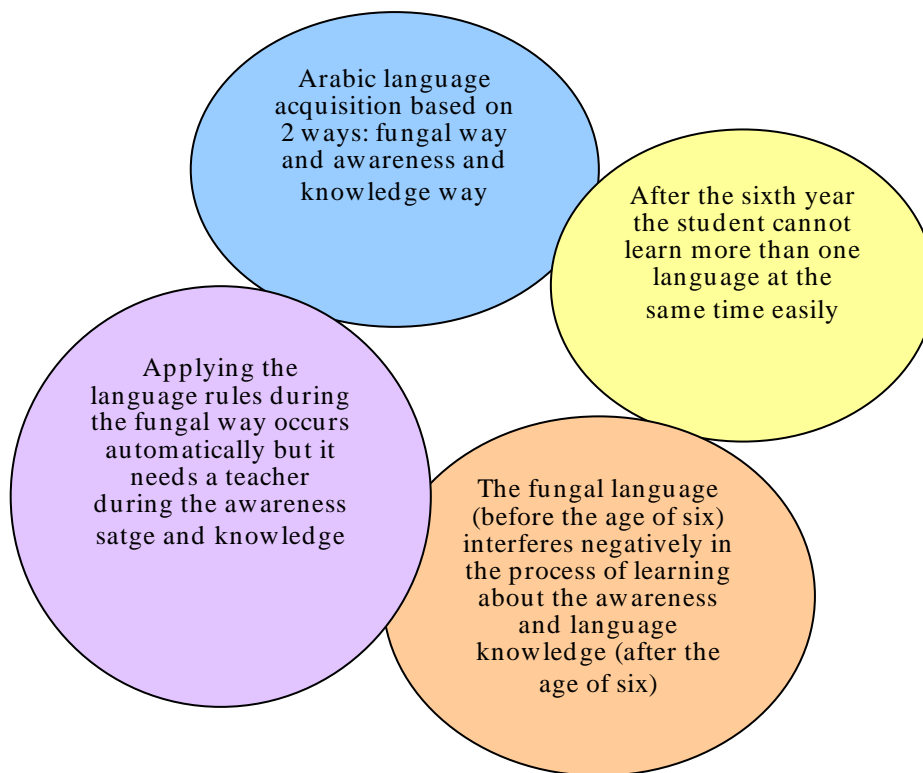


Figure 2.6: Main bases of Arabic language acquisition and development

It is not surprising that the Qur'an and the pre-Islamic poems were written to play a crucial role in the standardization and development of the Arabic language. This is because, at the beginning of the Islamic period, both were the only two sources of literary Arabic. It is not surprising, either, that the text of the Qur'an, which had to be transmitted and explained, was the main source of the first scholarly activity in Islam, both on the level of the text and contents.

. The transmission of both 'texts' had since taken place orally and informally; however, it could not be trusted in the rapidly expanding empire (Versteegh, 2005).

Versteegh (2005) claims that the language itself has undergone a process of standardization. Regarding variations in the Arabic language, the Bedouin who considered themselves as members of

one speech community in a pre-Islamic period did not face a great deal of variation in the language—whether in its single linguistic norm, or even in the language of poetry—which was supposed to be supra-tribal. The need to standardize the Arabic language began when Arabic became the language of an empire after the conquests of foreign lands for three reasons (Versteegh, 2005). First, the communication in the empire was threatened by the diversity present among the language of the Bedouin, and the various colloquial varieties that emerged. Second, the policy of the central government, in Damascus and later in Baghdad, aimed at controlling the subjects, not only in economical and religious but also in linguistic matters. Obviously, Arabic had to be standardized, in order to be used as the language of the central administration. Third, the rapid expansion of the lexicon, which had to be regulated in order to achieve some measure of uniformity, was highlighted in this changed situation. In other words, Arabic language is developed and standardized to avoid the negative impacts of the colloquial variations on the communication language between Arabic peoples. This standardization had other impacts which were related to the economical and religious areas. So, this was the real beginning of the classical Arabic language which has been identified as the main factor of Arab unification (Versteegh, 2005).

Versteegh (2005) claims that the most important prerequisite for the written codification of the language was the invention of orthography, or rather the adaptation of existing scribal practices to the new situation. Then a standardized norm for the language was elaborated, and the lexicon was invented and expanded using Ingram and Wylie's (1977). Subsequently, when these requirements had been met, a stylistic standard was developed. The existing Bedouin model was instrumental in the development of a stylistic standard for poetry, but the emergence of an Arabic prose style marked the real beginning of Classical Arabic as we know it today" (Versteegh, 2005).

So, when we are talking about the Arabic language, we can say that Arabic is the identity of the Arab society that is distinguished from other societies. It is a recipient of intellect and culture, and it reflects

the intellectual level of the Arabic nations. Arabic is also a social means of communication which made its function important in Arab life. Arabic language education aimed at developing the linguistic skills of the student that enables him or her to correctly practice it with its natural scientific functions. Language is interconnected to the intellect, as it provides children with the communication tools for dealing with environment. Such tools are vocabulary and meanings. It also helps children to generate new ideas. Some see that Arabic is not just a subject; it is a mean to study other subjects. Others see that mastery of Arabic by Arab students helps them to deal with knowledge at all educational stages. Arabic is a mean of expressing ideas, emotions and reactions. It is the human way of communicating meanings. From the previous discussion, it can be said that encouraging the creative use of any language is not easy because it requires a big effort which should be based on the various aspects of Arabic first language acquisition and development. The CUAL, in particular, is a substantial challenge because of the importance of Arabic language in the Arab world and its creative features that demand special consideration from all Arabs but especially from Arabic language teachers.

2.4.4 Teaching Arabic language as the first language

Arabic belongs to the Semitic family of languages. Arabic, like English, is described as a world language—it is ranked fifth among the world's languages. It has 28 letters (Al Khalil & Palfreyman, 2003). In the Arabic community, the classical variety of the language is regarded as the one that carries prestige, in comparison with the local variety. Since the classical variety is mainly restricted to religious usage, the prestige value of classical Arabic has been transferred to Modern Standard Arabic (MSA). In fact, MSA constitutes a standard variety across the international community of educated individuals in the Arab world, but within each Arab country there is a regional variety of the language that functions as the standard (Elgibali, 1996). In other words, Arabic vernaculars display a very wide geographic distribution (Egyptian Arabic in Egypt; Levantine Arabic in Syria, Lebanon,

Jordan and Palestine; Gulf Arabic in Southern Iraq and the Gulf region to which Oman belongs) (Al Khalil & Palfreyman, 2003).

"The Arabian Peninsula and the Gulf witnessed considerable urbanization following the oil boom of the 1970s. In the Gulf States, this urbanization has reinforced long-standing contact with non-Arabic languages such as Hindi/ Urdu, English, as well as with various Arabic dialects spoken by the native population or by the Arab expatriates" (Holes, 2006, as cited in Miller, et al, 2007, p. 17). Urbanization has also caused the formation of the variety of Arabic dialects which are spoken by the native population. As a result, various degrees of levelling between the local dialects have been formed (Miller, Al-Wer, Caubet & Watson, 2007). Regarding Oman, there is a very rich national treasure under the name of "intangible heritage". It not only includes customs, traditions and values, but it also contains a linguistic heritage of the forms of rich accents in different regions of the Sultanate which differ in sounds, meanings and social contexts (Al-Darmaky, 2010). In addition, Al-Saidi (2006) claims that there are currently more than three languages other than Arabic in Oman. Each of the linguistic minority groups is trying to be a society of its own, but because of the fact that Arabic is the official language in the country, everyone is obliged to know the Arabic language so that each minority can adapt to, and live and participate in, social life. These languages are:

1. Baluchi language: As is known, the Baluch origin is located in the province of Baluchistan in Pakistan.
2. Swahili language: the origin of this language is in East Africa.
3. Aljebalia Language: This language is used by people who live in mountains in Dhofar in the south of Oman.
4. Shahouh language: this language is used by people who live in Masandam in the far north of Oman.

Al-Dannan (2000) claims that because of Arabic language variation, the Arab student enters school after he/she masters the Arabic vernacular. This represents the enormous language capacity that the human brain has to acquire languages. In other words, Arabic students have been provided with the language by which they are supposed to acquire the appropriate knowledge depending on its nature and composition; however, the student is surprised that the language for acquiring knowledge is not the language that he/she has acquired, but it is the language that he/she must learn and master in order to be able to understand the material pertaining to other knowledge (Al-Dannan, 2000).

According to Elgibali (1996, p.120), "Modern Standard Arabic is learned through formal education (although the medium of instruction is generally the colloquial dialect, even in the teaching of MSA), whereas colloquial Arabic is acquired natively." While all Arabs necessarily speak at least one of these vernaculars in their daily communication, an educated Arab must add to that a fair mastery of MSA, which is the official language of some 20 Arab countries and the written language that students have to learn, although verbal communication in the classroom is usually conducted in the local vernacular (Al Khalil & Palfreyman, 2003).

To sum up, there are two prestigious standards for speakers of Arabic. The first one is the national standard, known as Modern Standard Arabic (MSA), which is like a classical, written variety. The second one is the local colloquial standard variety, which represents the prestigious variety of common use for the speakers of all dialects in Arab countries; this variety is generally not written (Elgibali, 1996). Because of this, the classical Arabic language must be adopted to be the only communicated language in Arabic schools throughout the school day in the classroom and outside. This is because the classical Arabic language is the written language of the school books in all Arab countries.

Generally, the aim of teaching Arabic for students is to master its basic skills to achieve a linguistic level that enables them to use Arabic successfully through speaking, reading and writing (Ibrahim, 2004). However, there are some factors that cause difficulties in achieving this aim.

Figure 2.7 summarises the issues outlined above which can be considered as factors of Arabic language variation that affect teaching Arabic language as a first language.

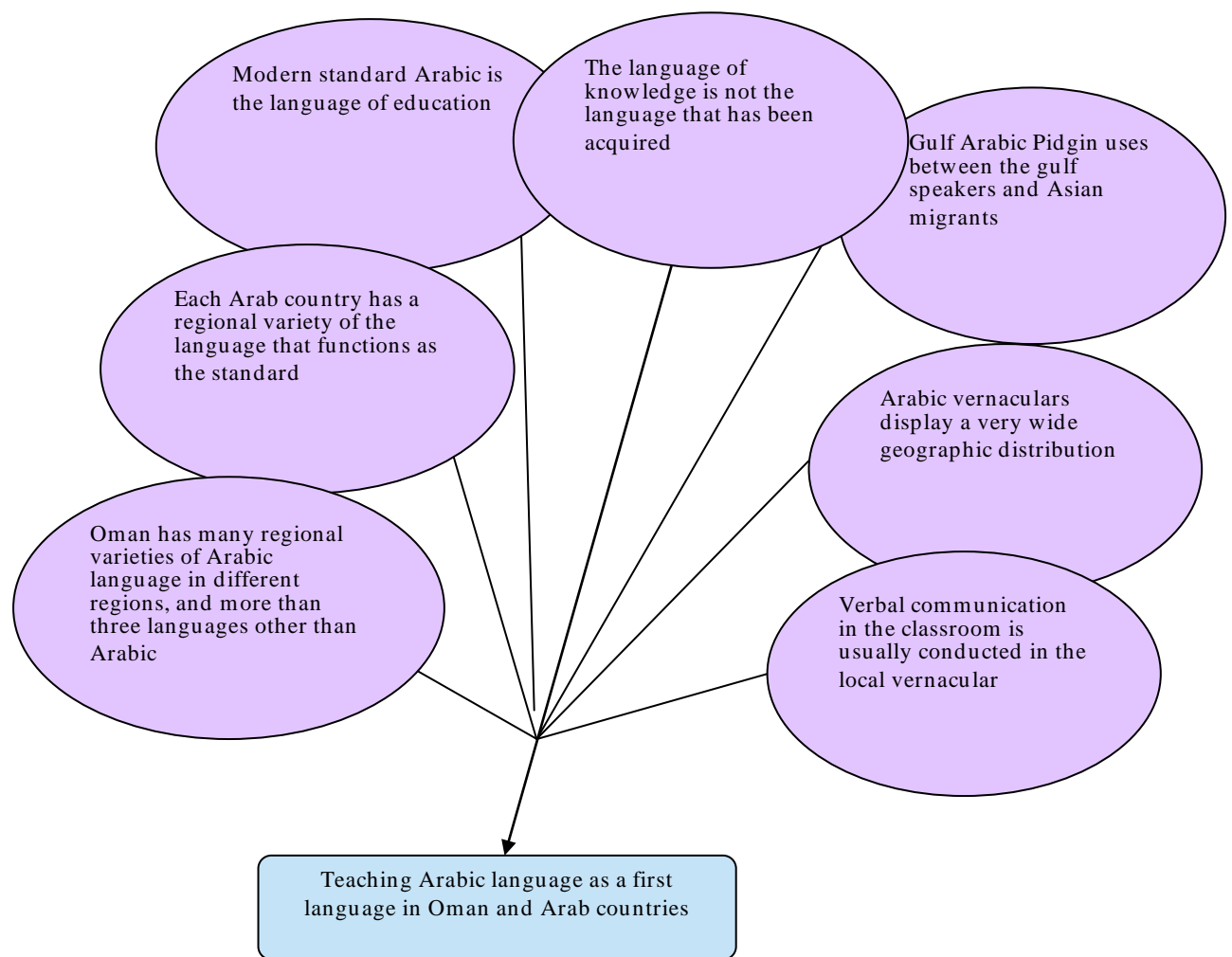


Figure 2.7: Main factors that affect teaching Arabic language in Oman and other Arab countries

Consequently, the Arab student is in the worst situation, a situation that can be described as the opposite of the natural process. This is because the student begins to lose the natural ability to learn language as in the early years at a time when he/she needs to learn new knowledge by using that language that he/she has not yet mastered. If we compare his/her situation with the English speaking situation, for example, we find that the Arab student has to learn the knowledge and language of knowledge at the same time, but the English speaking learns the knowledge by using the same language that he/she has already mastered. Furthermore, the thing that makes matters worse is that

the language of communication and the language of explanation of scientific subjects is in the vernacular so the student does not practise classical Arabic except when he/she reads or writes. As a result, the teacher is placed in a very difficult position because he/she explains the scientific material using the vernacular because of his/her lack of proficiency in using the classical Arabic to explain on the one hand, and the need to ensure that students understand this explanation on the other. The difficulty is further exacerbated for the students because they are asked to go back to the book that is written in the classical language and they also are required to take their exams using MSA (Al-Dannan, 2000). Mohammed (n.d) claims that Arab students' weakness in Arabic is a very big and chronic problem that is aggravated day after day. Many graduates are not able to complete one or two lines using the classical Arabic correctly. The main cause of this problem is the overlapping of the vernacular with classical Arabic and of Arabic with foreign languages. As a result, the teacher continues to complain about the lack of understanding of his/her students and the weakness of their linguistic knowledge, while the students also complain about the difficulty of the Arabic language and their lack of understanding of learning materials written in this classical Arabic (Al-Dannan, 2000).

In addition, Omani students, like students in the Arab world, learn the English language besides the Arabic language from the primary stage. According to Al-Mutawaa (n.d), some educators claim that learning another language is a very complex process involving all the mental, muscular and emotional efforts of an individual, which is a hard process for students, especially Arab students who are challenge actually learning a second language. This language is the classical Arabic language which differs in one form or another from the first language of the child (vernacular). Furthermore, the pre-school and kindergarten (3-6 years olds) in psychology represent the early childhood stage, where children need to learn at first their mother language. This can cause difficulties for children in learning the English language at the same time. Additionally, they need to be able to speak Arabic and use it to express their views and feelings. The English language also does not use the same

language units and elements carried by the Arabic language in terms of voice, grammar and semantics; this discrepancy has a negative impact on the mother tongue (Al-Mutawaa, n.d).

Additionally, Al-Dhufairy's (2007) study showed that students who did not study English alongside Arabic excelled in achievement in the Arabic language and there were significant differences between the achievement of the two groups (the first one studied English alongside Arabic, but the second one studied only the Arabic language). As a result, as Al-Dannan (2000) notes, learning English alongside Arabic causes negative implications for learning MSA. For example, the student listens to the explanation of the scientific material presented in colloquial Arabic and when trying to refer to the book he/she finds that he/she has a limited understanding of the material, so he/she resorts to a private teacher for explaining the material again. After understanding the material, the student finds some difficulties in expressing their thoughts in the writing exam, so he/she resorts to memorise the material without understanding. As a result, this causes negative trends in the habits of reading in Arabic among Arab students. The main evidence for this finding was based on publishers' complaints, who just sell a limited number of copies not exceeding three thousand copies of each book. As a result, these trends in the habits of reading in Arabic affect negatively the trends in the habits of reading in English or other languages. According to Mohammed (n.d), weakness in reading may also be caused by health problems, like sight or hearing problems. It may be caused by the readers' lack of vocabulary or some other learning environment problems like the huge number of students in each classroom (on average 35 students per class) which prevents students from finding enough opportunities for learning to read. Besides Arab students reading problems being related to linguistic confusion they may also relate to the lack of experience they bring to the reading situation and also lack of learning strategies and higher order thinking skills since effective reading requires thinking skills and thinking about thinking (meta cognitive skills). Consequently, this situation creates a wrong idea towards the Arabic language. The students and teachers think that Arabic is very difficult. As a result of students' memorisation of material in learning Arabic without a deep

understanding, the logical and cognitive growth of students becomes limited, and this is reflected in their lack of ability to solve problems which is a missed benefit for the students and for the community and the nation. From the above discussion, it is clear that the majority of educational problems faced by students at all stages of their study, including the university level, are due to the lack of proficiency in classical Arabic language.

Based on the current reality (general weakness observed in the performance of students in Arabic and other materials, and the difficulty in needing to wait until the classical Arabic language has been mastered by students in education to change this reality) and on the latest language acquisition and scientific applications, the two most important issues that should be considered for teaching languages are, namely:

1. The innate ability to learn languages is not strong in a child in primary school as it begin to atrophy, but there is still capacity left in the child being able to detect the rules of the language to which he/she is exposed, and that the application of these rules and this ability can be activated and exploited. So, teachers have to find ways to activate learners' ability to learn language rules.
2. The latest method of language learning is a method of Functional Communicative Approach which includes the career practice of the target language. So, teachers have to stimulate this aspect in students by organising suitable activities which provide them with wide opportunities to improve it.

Thus, one has to be proud of Arabic, not through rhetorical poems and speeches, but through the practical application of its skills, encouraging its speakers, developing their linguistic skills, and teaching them systematic thinking in their mother tongue so that when they graduate they may get suitable jobs (Al-Dhabib, 2001).

Another issue that can be discussed in regard to Arabic language teaching is the importance of acquiring Arabic language skills for Arabic language teachers. Arabic language has multiple linguistic areas (e.g., grammar, rhetoric, literacy,) and a variety of skills, and knowledge of these skills in each area of the Arabic language is essential for Arabic language teachers to succeed in their performance of teaching. For example, when we look at the grammar, the knowledge of its skills, such as the ability to control the words, the ability to formulate sentences, and the ability to extract rules through various examples, can help teachers to be able to explain the rules and implement them with their students using suitable methods and activities that make Arabic language learning fun for students. So, these abilities allow teaching students be able to understand the subject easily because of the use of efficient ways which support students' learning. So, it is essential for teachers to be proficient in the Arabic language skills and knowledge to be able to facilitate and enhance students' acquisition (Afenshy, 2008).

It is, therefore, essential that colleges of education in Arab countries give their attention to preparation programs for their Arabic language teachers', to ensure they acquire the Arabic language skills and knowledge that will help them in the future in their mastery of teaching Arabic (MSA) (Al-Dannan, 2000).

Another issue that can be discussed here is the Arabic language curricula design. Moussa (2010) claims that Arabic language curricula and objectives are based on the combination of the Arabic language and heritage. So, the methodologies of teaching the Arabic language are drawn up according to the firm association between the Arabic language and the Holy Qur'an; as it is the way to understand the divine revelation and taste its inimitability, and it is a way to understand the Hadith's rhetoric. Arabic language curricula also include the Arab proverbs and the wisdom and poetry of different eras. Thus, Arabic, in its historical character painted on the example of the Arab tongue in which the Holy Qur'an was revealed, retained the phonetic, morphological, syntactic rules as well as a part of its lexical and stylistic rules with a common fixed linguistic level over this prolonged time.

In the Sultanate of Oman in particular, the curricula of Arabic language is stipulated to be rich in highlighting the bright aspects in the Arab and Islamic heritage and should take into account choice of texts in literature, reading, and language texts and applications from our nations' inherent heritage (Moussa, 2010). So, there is a need to construct a balance between the proportion of heritage texts and the contemporary texts.

2.5 Pedagogy of teaching the creative use of language

2.5.1 The concept of the creative use of language theory

Creativity in dictionaries means the ability for creativity, invention, creation, training, planning and creativeness (Hamdawi, 2007). In the scientific field, for example, creativity means invention and discovery whereas its meaning intended in the area of literature, art and philosophy is to create theories, concepts and principles of intellectual consideration. In contrast, creativity in the field of linguistics is the human's ability to create and generate an unlimited number of sentences and use vocabulary to express their ideas. It replaces all of the Arabic tradition by mental planning, production of ideas, and theories through thinking in the present and the future (Hamdawi, 2007). There is no doubt that the mother tongue has an essential role in the development of thought and absorbs everything around us. It is the means of the exercise of human creativity in our daily lives because it helps us to innovate in adopting new words and expand in the use of words for the purpose of clarification, or persuasion or evasion (Ali, 2007). Accordingly, the renowned report of UNESCO (1996), 'Education is the hidden treasure' identified four basic goals for the education in the information era. These are: learning to know, learning to work, learning to be and learning to share with others. All of these goals have a strong link to the ability to use language creatively. For example, work in this era means creative work and it depends on the development of the individual's ability to communicate with others at a sophisticated level.

To sum up, the creative use of language is based on producing language in a creative way which is to avoid repetition and reproduction of what has already been said. It relies on using language in original and innovative ways which in turn relates to thinking skills.

2.5.2 Creativity in language and language skills

2.5.2.1 Language and cognition

Psychologists claim that there is a relationship between language and thought because speech, for example, can be adopted to measure the growth and progress of thought. According to Abu Jabeen (2007), Saussure (1916) believes that the relationship between language and thought resembles a paper—one side of the page is thought, and the other is language. He also claims that as we cannot isolate one side from the other side of the paper, we also cannot isolate language from thought. Furthermore, a large number of scientists emphasize that there is an organic relationship between language and thought (Abu Jabeen, 2007). For example, if anyone needs to express his/her ideas or views about any issues he/she should think about the suitable expressions which reflect his/her view. So, language use is based on thinking processes. This means that we cannot use language without thinking at first about its expressions. There is also a relationship between language and intellect.

According to Ashoor and Alhawamda (2003), Vygotsky claims that the relation between language and intellect is not primary; it appears through growth. He distinguishes between two levels of speech:

1. The internal semantics goes from general to specific, from overall to part, and from sentence to word.
2. The external phonetics start from a word, then makes connections between two or three words, and then form short sentences (i.e., it goes from specific to general, part to overall, and word to sentence).

Vygotsky noticed that the internal speech is the person talking to himself/ herself, while the external speech represents the relation of the person with the others. In the internal speech, speaking is transformed into thinking. On the contrary, in external speech, thinking is transformed into speaking. So, thinking is considered as the means to acquire basic knowledge, and the process leads to upgrading the language skills of thinking. The relationship between language and thought is also emphasized by Watson, the leader of the school of thought, who claims that ' thought is language' (Abu Jabeen, 2007).

Clark (1993, p.173) claims that there are six fundamental aspects in which language can function as a tool to enhance, extend and facilitate thought. These are:

1. Memory augmentation: the acquisition of a public language is powerful means of systematically processing data (not simply in written language, but also in communicated oral traditions).
2. Environmental simplification: applying linguistic labels is one way in which the perceived environment can be broken down into persisting objects and properties.
3. Coordination of language permits the mutual control of attention and resource allocation in coordinated activities.
4. Transcending path – dependent learning: the learning patterns of linguistic creatures are not constrained by the particular cognitive paths they have followed since linguistic communication allows ordinary learning patterns to be circumvented and short-circuited.
5. Control loops: language allows us to create control loops for future behaviour (by writing down plans that might be too complicated to keep in one's head, for example) as well as to register and respond to the instruction and regulation of others.
6. Data manipulation and representation: “extended intellectual arguments and theses are almost always the product of brains acting in concert with multiple

external resources. These resources enable us to pursue manipulations and juxtapositions of ideas and data which would quickly baffle the un-augmented brain".

The previous six aspects illustrate the language role in motivating thought. They, in other words, confirm the strong relationship between language and thought by providing some specific examples. In addition, Bermudez (2003) claims that "language does not enable us to perceive an environment composed of discrete and continuously existing objects in the way that many philosophers have argued. What it allows us to do is to impose a simplified pattern that will allow us to make sense of the discrete and continuously existing objects that we encounter in perception and action". So the reality of language is the way symbols combine with each other to express and support thoughts, taking thoughts to be complex entities that can be assessed for truth or falsity (Bermudez, 2003). To explain the relationship between language and cognition more deeply, it has been claimed that people who have no language will have an impaired mental life (Kiel & Bloom, 2001). Accordingly, it is clear that much of the content of our minds exists because of information conveyed through the medium of language. Kiel and Bloom also believed that the language we learn enables us to perform abstract inferences (as in the domain of theory of mind), and helps us carve the external world into distinct categories. Kiel and Bloom (2001, p. 358) claim that "the acquisition of a natural language—any language—gives rise to an alternative representational medium with which to think". They also claim that if anyone has acquired a language she/she can talk to himself/herself in this language. The most obvious use of this language would be for cognitive tasks, such as planning what to write, or imagining what someone would say in the course of a conversation. Additionally, they claim that language affects thought not by creating a new format for mental computation and memory but by actually creating new concepts. In general, "people use language to think, so language will tend to shape the thoughts of the peoples who use them" (Marlowe, 2004, p. 8). In other words, languages help their users to make sense of the world in diverse ways.

2.5.2.2 The creative use of language skills

Creativity skills in general vary within and among people and across disciplines. No one person possesses all the skills, nor does anyone display them all the time (Cindy, et al, 2002). According to Treffinger, Young, Selby and Shepardson (2002), Creativity skills can be classified into four groups. The first is the generation ideas group that includes the cognitive characteristics commonly referred to as divergent thinking or creative thinking abilities and metaphorical thinking. The specific characteristics in this category include fluency, flexibility, originality, elaboration and metaphorical thinking. The second group is the digging deeper into ideas which includes cognitive characteristics commonly referred to as convergent thinking or critical thinking. The characteristics in this group include analysing, synthesizing, reorganizing or redefining, evaluating, seeing relationships, desiring to resolve ambiguity or bringing order to disorder, and preferring complexity or understanding complexity. The third group is the openness and courage to explore ideas which includes some personality traits that relate to one's interests, experiences, attitudes and self-confidence. The characteristics in this group include problem sensitivity, aesthetic sensitivity, curiosity, sense of humour, playfulness, fantasy and imagination, risk taking, tolerance for ambiguity, tenacity, openness to experience, emotional sensitivity, adaptability, intuition, willingness to grow, unwillingness to accept authoritarian assertions without critical examination, and integration of dichotomies or opposites. The last group of creativity skills is the listening to one's "inner voice" which includes traits that involve a personal understanding of who you are, a vision of where you want to go, and a commitment to do whatever it takes to get there. The characteristics in this group include awareness of creativeness, persistence or perseverance, self-direction, internal locus of control, introspective, freedom from stereotyping, concentration, energy, and work ethics (Cindy, et al, 2002) (See Figure 2.8).

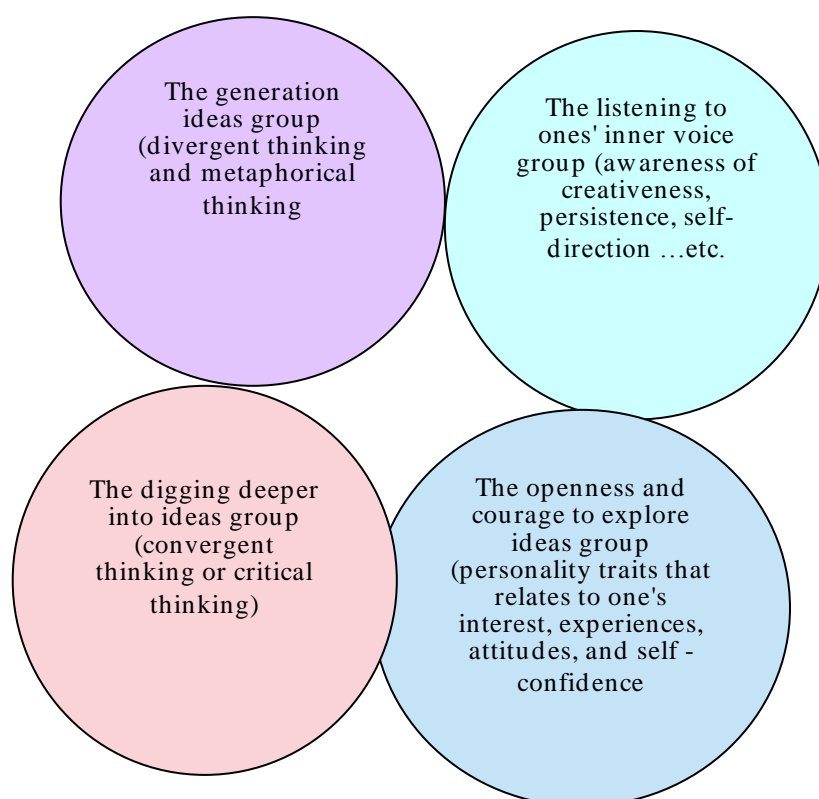


Figure 2.8: Four groups of creativity skills

Regarding creativity in language, Qasem (2005) divided the levels of the CUAL into four categories according to the nature of the ability in each macro language skill (listening, speaking, reading, and writing). The four categories of the CUAL are the low level (not yet evident), the medium level (emerging), the good level (expressing), and the excellent level (excelling). Each level includes standards of measuring the ability. For example, students who belong to the expressing level in listening have a good ability to use clear criteria in analysing any listening text compared with students of the not yet evident level who have a weak ability to analyse any listening text. Furthermore, students who are in the not yet evident level of reading skill have a weak ability to generate metaphorically phrases to express a meaning from the reading text. But students who are in the emerging level have a satisfactory ability to generate metaphorically phrases to express a meaning from the reading text. (See Appendices G, H, I, and J which illustrate the criteria of the CUAL levels for all the four macro language skills).

Mahmud (2003) claims that the creative appearance of language is linked practically with the availability of the basic language skills in everyone who speaks the language. In other words, people who know their own language can express an unlimited number of new appropriate ideas to new circumstances, so that people are capable of producing many of sentences through a limited number of vocabulary and linguistic rules that constitute the verbal performance of individuals. Creativity in the language, then, is the ability to produce an unspecified number of renewed sentences permanently. It is also at the same time the ability to understand these sentences. Furthermore, it can be said that creativity in language is a compilation of familiar vocabulary in a new unprecedented formula. For example, individual can put a word in an infinite number of sentences. This also happens in many cases when any usual formulation is generated, but conducive to the meaning. The source of creativity in the language attributed to the human nature of language itself; it is composed of endless groups of linguistic structures, as well as being flexible and variable. As Chomsky said: "language is however, an innovative creative process" (Mahmud, 2003, p.116).

Zawada (2005) also points out that the creativity in language is due to the openness of language (i.e., the ability to create new lexical items), as well as its recursive nature (i.e., the re-use of syntactic patterns within larger patterns, as well as the re-use of syntactic patterns for new instances). For example, creativity in speaking is known as the activity of making new meaning by a speaker (in the broadest sense of the use of language in all forms and in all mediums), and the re-creation and re-interpretation of meaning (s) by a receiver. It is also a graded phenomenon ranging from the more conventional and predictable to the less conventional and unpredictable, and it is manifested in all domains of language (lexis, grammar, text and discourse) (Zawada, 2005).

It can be also known by putting it in the form of questions: 'How can a speaker know what a sentence he has never encountered before means? 'and 'how can such a finite mind come to know the meanings of infinitely many sentences?' (Fischer, 1997, as cited in Zawada, 2005, p. 11). So, it is the ability of human beings to create frames, schemas, scripts, and other forms of cognitive

expression—for example, people can use metaphors to create new constructions, new meanings, new categories and new semantic domains; there is also the use of prepositions and verb participles and how they operate in language to contend with (Clair, 2002).

Table 2.1 Example of metaphorical language that creates new constructions (Clair, 2002)

Source Pattern:	They broke the house
Metaphorical Extension:	They broke up the house
New Verbs:	They broke the house up

In Arabic language, metaphor can be used when anyone, for example, needs to express his/her feelings about being unsuccessful. He/she can say: “My lack of success destroyed my future” or “I sank in the black sea”.

Regarding the creative skills in language, Abu Jabeen (2007) claims that students who use language creatively can generate ideas and think flexibly. In addition, they can use sensory images and are fluent. They also can give multiple alternatives and express different ideas. Moreover, they have an abundant vocabulary.

According to McCarthy and Carter (2004), the Cambridge and Nottingham Corpus of Discourse in English (CANCODE) identified key features for creativity in language use, such as metaphor, simile, metonymy, idiom, slang expressions, proverbs and hyperbole. They claim that, for example, creativity in language of everyday speech can include: offering some new way of seeing the content of the message; making humorous remarks; underlining what is communicated; expressing a particular attitude and making the speaker's identity more manifest. The following conversation can illustrate some of the above mentioned features:

1. (S 02) (Laughs) cos you came home.

(S 03) I came home.

(S 02) You came home to us.

2. (S 03) Sunday is a really nice day I think.

(S 02) It certainly is.

(S 03) It's a really nice relaxing day.

3. (S 03) I reckon it looks better like that.

(S 02) And it has another bit as well, another dangly bit.

(S 03) What, is it attached to.

(S 02) The top bit.

(S 03) That one.

(S 02) Yeah. So it was even.

(S 03) Mobile earrings.

(S 01) I like it like that. It looks better like that (Carter, 2004, p.8).

As it is observed, the word ' mobile ' is metaphorically linked with the word ' earrings'. There is a pun on the meaning of 'mobile' (with its semantics of movement) and the fixture of a mobile meaning either a brightly coloured dangling object which is normally placed over a child's bed or cot to provide distraction or entertainment (McCarthy & Carter, 2004).

Arabic language, like any language, includes four basic skills (Saada, 2003) (See Figure 2.9).

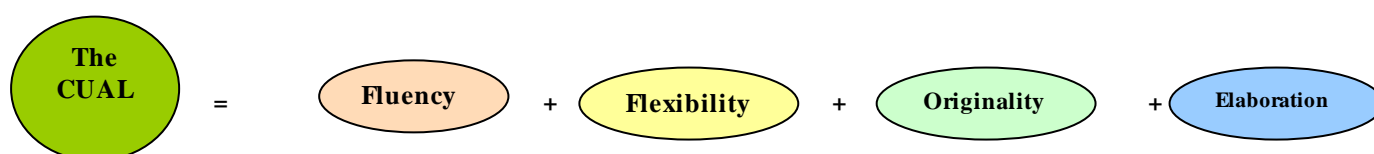


Figure 2.9: Basic skills of the CUAL

I. Fluency

Fluency means the student's ability to produce the largest number of appropriate linguistic responses (words, ideas, phrases, structures, linguistic expressions and meanings) in a specified period of time, in response to a linguistic problem, such as generating the greatest possible number of appropriate titles for a subject, or imagining the largest possible number of appropriate endings to a story, or composing the largest possible number of appropriate linguistic expressions to express any event (Mahmud, 2003).

Saada (2003) claims that there are five types of fluency:

1. Verbal fluency or words fluency: it is the fast ability to produce words and spoken expressive units such as giving the largest number of words that consist of four letters or start with the letter (O).
2. Meaning fluency or intellectual fluency: it is the ability to add a large number of ideas in a limited time disregarding the type and level of these ideas, such as giving the largest number of titles for a short story.
3. Forms fluency: the ability to change forms by making slight additions and to sketch examples for responses of a visual stimulator.
4. Association fluency: the ability to produce a large number of words that have the same or common meaning as education, revising or studying.
5. Expressive fluency: easiness of expressing and forming ideas in connected words, such as giving the largest number of different five-word sentences provided that no word is used twice.

In order to develop this skill, a teacher has to encourage his students by asking them questions that require them to think of writing a report to jot down their ideas, and by making them participate in the discussion. The teacher also has to encourage them to discuss and argue in a certain issue, and giving them opportunity to express themselves. He/she could also ask them to use some words in the largest number of meaningful sentences.

II. Flexibility

Flexibility is the skill through which new types of vocabulary and expressions are generated and used. In this case, the teacher has to give his students room for creativity and imagination of things, and expressing such things in different ways. Generating different forms of some words is an example of flexibility (Saada, 2003). In addition, Mahmud (2003) points out that flexibility means the student's ability to produce the largest number of varied linguistic responses with the ease in changing the response to another within a specified period of time in response to a linguistic problem, such as using some synonyms for vocabulary in a variety of linguistic contexts, or expressing some ideas using diverse and flexible linguistic expressions.

III. Originality

Saada (2003) points out that originality is the ability to think and respond in unusual or unique ways, such as reading the beginning of a story and asking students to think and find a possible end for it or another end of that of the real story, encouraging them to write a dialogue of a new story, or connecting between non-related words. Moreover, it is the student's ability to produce new and non-common linguistic response in a specified period of time in response to a linguistic problem, such as innovation of suitable titles for a topic, generation of synonyms for vocabulary contained in the text, or the expression of certain ideas using new language (Mahmud, 2003).

III. Elaboration

Elaboration or Expansion is the ability to use new elements and ideas of a certain idea that help to improve the idea. For example, interpreting a certain situation that is mentioned in a text, or confirming a certain idea in different ways (A'saliti, 2005).

Mahmud (2003) also defined it as the student's ability to add appropriate, new and diverse details for an idea in a specified period of time, such as adding new and cute ideas for a story, or completing certain stories and putting an appropriate end for them, or forming a particular text or paragraph to express an event.

Regarding the creative use of the Arabic language, Fadhl Allah (2001) claims that the Arabic language itself has the characteristics of creativity, and can refer to some of these characteristics as follows:

1. Differences in the interpretation of words with their multiple meanings, reflecting the ability of the Arabic language to develop itself.
2. Interpretation of the text: Interpretation does not mean here to provide another meaning of a word, but it means to provide its new uses that emerge from the beliefs, and can be linked to the essence of intellectual aspect.
3. Synonymy and joint verbal: The tandem was the launching of more than one word to signify one object, such as using multiple names Wallace, camels, honey.

4.The joint involvement of verbal means more than an indication of the utterance of a single word, such as eye, which means the medium of seeing things, the spring of water, or the spy .

5. Metaphor expression: a metaphor is the use of the word in an unusual position like using the word “head” to describe the leader of a group. Arab linguists divided the Arab metaphors into mental metaphors, linguistic metaphors and absolute metaphors. The use of metaphors in any language opens a wider way for encouraging creation and creativity. This means that the nature of Arabic language provides opportunities for the speakers to use it in a creative way. Therefore, Arabic language teachers' use of it for improving students' skills is consistent with its nature and features. So, the application and use of the Arabic language in the learning and teaching process can be linked to the creative aspects. This is because the use of the Arabic language is based on constructing new and flexible sentences which express new ideas. Therefore, Arabic language teachers should encourage creative skills and avoid focusing on the memorisation skills only. This can be achieved by diversifying teaching strategies and assessment methods which provide wide opportunities for students to improve their higher thinking skills.

2.5.3 The importance of the creative use of language

In the past, life was very simple and development in various areas was very slow. Nowadays, the world has become like a small village because of various social relationships among people, different types of knowledge and technology which encourage people especially students to gain a very strong experience in their life (Girl and chong, 2004). So creativity is important to keep up with modern developments in the information age because information and scientific knowledge distributed by technology today stormed all areas of life and at all levels and segments of human society. It also became essential because it is a process of exchanging ideas, information and experiences.

In addition, as everyone knows, the effective development of a society is the only investment for all the human and material resources and those resources in Arab societies will achieve economic and social returns only through real human and material development to serve the community. Therefore, it is necessary to keep up with scientific development and its impact on the way of life in all modern societies, through the modernization of the educational process, means of explanation and modern educational methods. As a result, generations will be professional (Abu Zaid, 2007). Creative learning is also gaining a new dimension of accelerating processes of education in the implementation of a series of activities leading to positive changes in the mental aspects (knowledge, skills, thinking and learning, analysis and synthesis, reasoning and problem solving, creativity) or in skills of performance like skills of writing and reading, painting and manual skills. Since that teaching is a process of thinking that involves the use of prior knowledge of special educational strategies for understanding students ideas, their performance can be amended through the provision of appropriate expertise of training (Al-Dhafr, 2007).

With regard to the teaching of the creative use of language in general and of Arabic in particular, it is very important because it opens the ways for the student to satisfy the learning requirements and needs efficiently and effectively, and assists him/her in the exploitation of his/her capacity for imagination and creativity, and also helps to think of himself/herself and for himself/herself (Hanafy, 2010). For example, if students mastered the Arabic language from a young age, their language would become alive in their feelings and emotions, and they would be able to read everything, and understand its meaning, and be able to think and propose, discuss and innovate, which can bring them to their community, so that they will be able to understand science and knowledge in the language used for learning and teaching, because thinking should be done in the language of science (Faggal, 2008).

The creative use of the Arabic language is also important in training the students how to order their ideas, organize them, and tie them together in phrases. Furthermore, it prepares the students for the various vital positions that require a fluent tongue, as well as trains them on how to express what they read in their own style. Moreover, it is important in training them to select words that represent the meanings and ideas, structures and expressions, and accustoms them to think and express their thoughts fast, and deal with situations of surprise (Al-Shereef, 2004).

To sum up, it is necessary to prepare students at the pre-university stages to think logically and acquire cognitive and analytical skills and to lead them away from memorization and retention of factual knowledge so they may continue at undergraduate and postgraduate stages to use language creatively and innovatively (Al-Feely, 2007).

2.5.4 How to encourage the creative use of language in students?

Creativity in language use cannot occur in a vacuum. It requires several factors to encourage it, like technologies, teaching and learning strategies (Giri & Chong, 2004). Teachers, for example, should acquire creative skills and sufficient knowledge of the language. Furthermore, they should improve their teaching skills (e.g., planning lessons, choosing suitable teaching models and managing behaviours). In addition, they should gain support from their superiors to develop their professionalism (Giri, 2004).

Moreover, teachers can help their students by valuing their students' own ideas and experiences which they bring with them to the classroom. Teachers can do that by developing a strong relationship between them and their students and give them opportunities to plan their own activities (Richardson, 2007). So, during the teaching of the thinking process the role of teachers should not be as a dispenser of knowledge. They should not give students information but teach them how to think. They should teach them more as a facilitator of learning and help them to accept challenges. For

example, ideas should be borne in the students' minds and teachers must act only as a supportive facilitator (Nickerson, Perkins, & Smith 1985).

Language is a social phenomenon and a living entity that needs to grow and develop to adapt to the development of life. This requires the generation of vocabulary and meanings that can express the requirements of this era (Al-Garrary, 2006). Contemporary education emphasizes that language has functional and social importance. As Al-Rikabi (1986, as cited in Ali, 2004) points out the basis of this perception consists of two points about language:

1. Language is a social means between individuals.
2. Language must be taught as its functional importance in life.

According to Campbell and Green (2006), language learning is “cultural” rather than ‘natural’. This shifts language away from the realm of personal development. Instead, language learning becomes ‘cultural capital’. In particular, culturally determined ways of doing things are not the only ways, but the ways that happened to be valued by dominant groups in society. So, language is not a set of cognitive skills that we either have or do not have but is a form of behaviour that always takes place in a social and cultural context—“discourses”. So the importance of any language in general is that it is not only a means of communication and networking among the groups and individuals, but it is also the symbol of identity that discriminates people from one another and allows them to adapt to the development of life (Al-Ayubi, 2005).

In this era, called the 'era of globalization', the Arabic language, in particular, faces rapid changes, where new knowledge is evolving all the time. These changes affect the Arabic language by encouraging it to adapt to the changes. For example, because the Arabic language is flexible (its vocabulary can be used in different meanings or contexts) it can express the requirements of the new era by generating new terminologies and vocabulary required in all fields of knowledge. So, this

feature of Arabic language helps it to deal with the challenges of this era (Assayed & Rahmu, n.d). Arabic language teachers agree that many Arab students using the current curricula are able to memorize a lot of information without acquiring the minimum limit of language proficiency that can help them to express their ideas (Ali, 2004). So, most educators agree on the need to link teachers' preparation with what should be done after their graduation, and the requirements of their profession according to the development of this era. In other words, their preparation must be linked to their roles for the future. This attitude or perception returns us to the great development witnessed by teaching and learning language in the past. In other words, language was seen as a set of facts that should be memorized but now it is viewed as a set of skills, and knowledge alone does not lead to acquisition of these skills. Because of that, it is necessary for students to practise the language based on their understanding and awareness of these relationships (Afenshy, 2008). According to Afenshy (2008), a linguistic skill means a certain level of linguistic performance which requires a period of training and practice. It has a knowledge part and a performance part that allows students to generate language. So if teachers need to teach any linguistic skill to their students they should acquire this skill at first to allow them to teach it to their students. For example, the knowledge skills in grammar of Arabic language teachers allow them to teach these rules of grammar to their students. Another example, the literature skills of teachers allow them to explain texts and analyse them with their students who can then become creative in analysing other texts. In general, Afenshy claims that it is essential that teachers acquire the Arabic language skills that will be taught to their students because this will help their students to deal more easily and accurately with the Arabic language and acquire higher level skills.

Furthermore, creative use of language represents language learning growth, and we can find it in all humans. It motivates us to introduce creative thinking skills to the school curricula, and train students to manage their minds in being able to solve problems that they may face in the future, and how to deal with them and negotiate with people. The need for creative use of language becomes

more pressing in the current reality in which we live today because education now focuses on thinking skills. As a result, more work is being done on the education of students as good thinkers, as it is reflected in their work, and on their performance, thus contributing to the development of their society where the goal of education in the present era focuses on thinking, and organizing knowledge (Abu Jabeen, 2007). If we talk about the creative use of language in particular, we know it cannot be improved randomly. The social interaction involved in language encounters is the main factor in language learning experiences that will lead to improvement. In other words, the social encounters between people can enhance the use and the practising of skills as for instance today's online communication which requires the formation of different interactive practices between people (Carter, 2007). In addition, researchers and thinkers need language to formulate their theories and ideas. As Thorndike once said: "language is the greatest thing that was created by humans" (Abu Jabeen, 2007).

According to Kabilan (2000), in order to have proficient students in language, they need to use creative and critical thinking through the target language. In other words, using the language and learning the meaning is not enough and this is the real challenge for language teaching approaches. Kabilan claims that learners can only become proficient in language use if, besides using the language and knowing the meaning, they use it to display creative and critical thinking. For instance, students should be able to generate ideas and support them with logical explanations, details and examples. In addition, they should be able to combine responses or ideas in unusual ways (Smith, Ward & Finke, 1995, as cited in Kabilan, 2000). They also should be able to use elaborate, intricate, and complex stimuli and thinking skills (Feldman, 1997, as cited in Kabilan, 2000).

So we may ask what the requirements are for achieving these aims. In order to have creative and critical language users/learners, teachers need to adopt roles where they are responsible for deciding on strategies to be implemented in the classroom that meet the needs of the students. For instance, if

teachers are pressured to produce learners who will obtain good results in pencil and paper examinations, then their teaching content, activities and strategies would differ from the ones who teach to produce creative and critical language users (Kabilan, 2000).

In other words, according to the literature (e.g. Kabilan, 2000) many teachers, in general, should change their attitudes towards students and pedagogy. This means that some teachers ignore the individuality of students. They fail to understand the students' own experiences, views and concepts. As a result, this leads to a boring and unimaginative language classroom because of the minimal participation and involvement of learners. Teachers need to consider learners as individuals who are equals in a situation of genuine two-way communication by listening to their opinions and beliefs (Kabilan, 2000). Further, teachers need to be aware of particular teaching strategies. Students' creative and critical use of language can be improved through teachers engaging them in the pedagogy of questioning. This pedagogy requires asking learners questions and listening to learners' questions. However, some teachers misunderstand this pedagogy. They ask questions and also answer them without giving their students any chance to think about them. So teachers should give their students opportunities to stimulate their thoughts and accept challenges, which Kabilan (2000) sees as an attitudinal change.

According to Davies (2006, p.42), teachers need to be able to recognize and support creative acts that can involve learners in:

1. Using imagination, often to make unusual connections or see unusual relationship between objects, ideas or situations;
2. Having targets and reasons for working which are capable of resulting in new purposes being discovered;

3. Being comparatively original in relation to the work of a small, closed community, such as peers or family, or uniquely original in comparison with those working historically or currently in a field or discipline;
4. Judging value, which demands critical evaluation and reflection, standing back and gaining an overview position.

In addition, because of assessment methods link up with teaching methods and school curricula, there needs to be a system of measurement tools which does not consider language as just as a group of words or vocabularies that can be memorized (Ali, 2004). According to the Vygotskian approach, Campbell and Green (2006) claim that teachers cannot have a predetermined program into which each child must fit. "Predetermined programs lead inevitably to "deficit theories" where the child's failure to learn is seen as the fault of the child, or the child's family. Such theories prevent us looking at the curricular or the classroom Discourse as a source of the problem. Because of this, it is necessary to have a program that begins where each child is and goes from there".

All of the previous views that are linked with the teaching of the creative use of language are consistent with two new approaches of learning: a learner-centred approach and the explicit learning approach. The learner-centred approach is very demanding on both students and teachers. This involves using such strategies as task-based learning and project-based learning (Monsour, n.d). Brown and McDaniel (2001) claim that the learner centred approach involves changes from the traditional teacher centred approach with which many of us are more familiar from our school days. "First, the role of the trainer changes from being the source of all knowledge for the trainees. Instead, the trainer is seen more as a facilitator or guide to the learning process. As their guide you create opportunities for learning to occur. Although the term "empowerment" has been so overused

recently as to render it almost meaningless, you are to a very real extent empowering the learner" (p.8).

Generally, adult learners are now assumed to learn most effectively when:

1. Use is made of 'authentic' learning tasks seen as meaningful by the learner.
2. Use is made of discovery learning methods where the learner constructs his/her own understanding, rather than instruction by the teacher.
3. There is an emphasis on learning how to solve problems rather than learning facts.
4. There is support for collaborative learning and problem solving (Brown and McDaniel, 2001).

With regards to the explicit teaching approach, it is an effective approach to literacy pedagogy that directly influences literacy learning. It illustrates how the social dimension of classroom life (through the context of classroom interactions) enters the pedagogy of literacy and constructs the learning environment (Edwards-Groves, 2001). According to Campbell and King (1993, as cited in Green & Campbell, 2006), explicit learning is more than making the learning clear to the students. It also involves consideration of all the information needed for learning, and that information includes access to the teacher's expectations in terms of the processes of acquiring the knowledge from the lesson. Several researchers emphasize that effective classroom interaction leads to successful learning when it is explicit and student-centred. Opportunities for learning are enhanced when classroom talk is clearly focused on learning about aspects of literacy and directly responds to the learning needs of the students. This enables students to know what is of primary relevance and what is secondary for this lesson at this time, and they will know what is useful and relevant to take to new learning situations (Edwards-Groves, 2001).

Literacy needs to be taught explicitly from kindergarten to year 12 and beyond because the social and cognitive demands of literacy are constantly changing, evolving and expanding. In each context students need to know what they know, the relevance of new learning and how to apply their knowledge to make active connections to their world with greater precision. This is consistent with language teaching when we talk about functional language, which means applying the language skills and connecting them to real life. This aspect is the main aim of teaching the Arabic language in Oman which encourages students to implement Arabic skills in their life (Al-Harrasi, 2002). For example, Arabic language teachers have to link the material presented in the Arabic lessons with everyday life, like showing students a movie about the negative impacts of the uselessness of the Internet or telling them a story about the advantages of reading. They can also include in the tests the attitudes of daily life to be analysed by their students.

In addition, Edwards-Groves (2001) claims that explicit learning encourages teachers to know what students can do in order to respond authentically and explicitly to their learning needs. This is an essential component of explicit teaching that is linked to collecting definitive assessment evidence of students' learning. If we link this aspect to the teaching of the Arabic language, Arabic language teachers have to cater for a diversity of needs and interests of students when assessing their presentations.

Cooperative learning is one of the main bases of explicit learning because it is vital for teachers, within the explicit learning paradigm to use explicit talk in both whole class and small focused group teaching sessions to effectively maximise learning outcomes for all students. This provides opportunities for meaningful interactions that motivate learners to engage with their learning in an enjoyable, interesting and reflective way. For example, Arabic language teachers can use the strategy of cooperative reading, which is based on dividing students into small groups and on asking each group to read a text together in order to analyse it. So, within this strategy students are provided with

opportunities to take on different roles which assist them to construct the meaning of text through reading and focused talking and listening, and significantly they are not only encouraged to do most of the talking, but students are explicitly taught to self-reflect and generate meaningful questions and statements (Edwards-Groves, 2001).

In general, explicit learning is a powerful way to create a classroom environment that not only values but also demonstrates that learning is the focal point of the talk encountered in classroom literacy lessons. It enables students' new learning to be informed by what they know by enhancing the transfer and application of skills and knowledge across the key curriculum. Therefore, explicit learning can be linked with the pedagogy of the creative use of language in general and Arabic language in particular. It can be used as a theoretical base for teaching the creative use of language which is also based on the interaction between students and teachers, and the encouragement of students' roles inside the classroom.

Additionally, another basis that can provide the main tasks of Arabic language teachers in order to encourage the CUAL in students is from the findings of some Arabic studies. For example, Mahmud (2003) points out that, Arabic language teachers can encourage their students to use Arabic creatively through the following:

1. Training students to generate the largest number of synonyms for vocabulary. (e.g., generating the largest number of synonyms for the word 'fear').
2. Training students to develop vocabulary in the largest number of useful sentences and put them in the largest number of new combinations of language. (e.g., put the word 'proud' in sentences using metaphor language).
3. Helping students to express their opinions by writing articles and stories.
4. Training students to use vocabulary and sentences in forming the largest number of stories.
5. Posing an absurd problems to students and train them to develop solutions using a variety of

linguistic expressions. (e.g., asking students to suggest some solutions for the environment pollution).

6. Training students to ask questions or make suggestions or additions to any discussions that occur within the classroom.

In addition, Hidayat (2005) claims that the following skills are considered as the most important skills of creative use of the Arabic language:

1. Generating a lot of synonyms, and opposites of some vocabulary, and leaving some of them to students without explanation, to allow them to participate in reaching the meanings of the language.
2. Encouraging students to use brainstorming, to reach the largest possible number of vocabulary, or the synonyms, or opposites, or beautiful expressions. (e.g., showing students a picture and asking them to describe it using the largest possible number of expression).
3. Demanding students to generate the greatest possible number of new uses of certain words. (e.g., generating new uses of the word 'power').
4. Demanding students to distinguish between thoughts and ideas, and to express them in a variety of forms of language.
5. Showing students some ambiguous language forms to interpret them in various ways after the addition of some amendments. (e.g., interpreting the term 'globalisation' in different sentences' forms).
6. Extracting some innovative graphic images from the viewpoints of students that could be translated into paintings. (e.g., asking students to design a mind map of the relationship between some vocabularies).

To sum up, according to North (2007, p.539), "the creative process involves the ability to combine elements to produce a structure, to combine the old in new ways". So, the creative use of language requires a big effort from teachers, in order to encourage this aspect in students. Language teachers' performance can be evaluated by observing them inside the classroom. The Scaffolding Interaction

Cycle which is made up of three main 'moves'—prepare, identify and elaborate is a suitable method to observe teachers and raise their awareness about the importance and nature of classroom discourse for explicit literacy teaching and learning. The three main moves of this method keep the interaction going and are enacted verbally by the teacher through a series of sentence stems that make up the discourse pattern (Culican, 2007). According to Culican (2007), the “prepare” move is made up of two main sub-moves: “sentence preparation”, which paraphrases the general meaning of the sentence, and “position and meaning cues”, which gives students prompts to identify sentence wordings. Only at the end of the “prepare” move after the teacher has given students information about the text in the sub-moves does the teacher pose a question asking students to identify sentence wordings. The teacher-student interaction in the “elaborate” move can unfold in slightly different ways, depending on the nature of the text and meanings being discussed. More than others, this move requires teachers to “think on their feet” and to work with what students offer. It may be this open-endedness that sees teachers fail to exploit the potential of the move and commonly revert to more familiar questioning routines.

In the Arabic language lessons, the process of examining and discussing a written transcript of the lesson led teachers to identify particular trends and patterns in their practice and to evaluate aspects such as the use of unprepared questions and the underplaying of the “elaborate” move.

Figure 2.10 below illustrates the main bases of Arabic language teachers’ tasks that can be used in teaching the creative use of the Arabic language that have emerged from the previous sections.

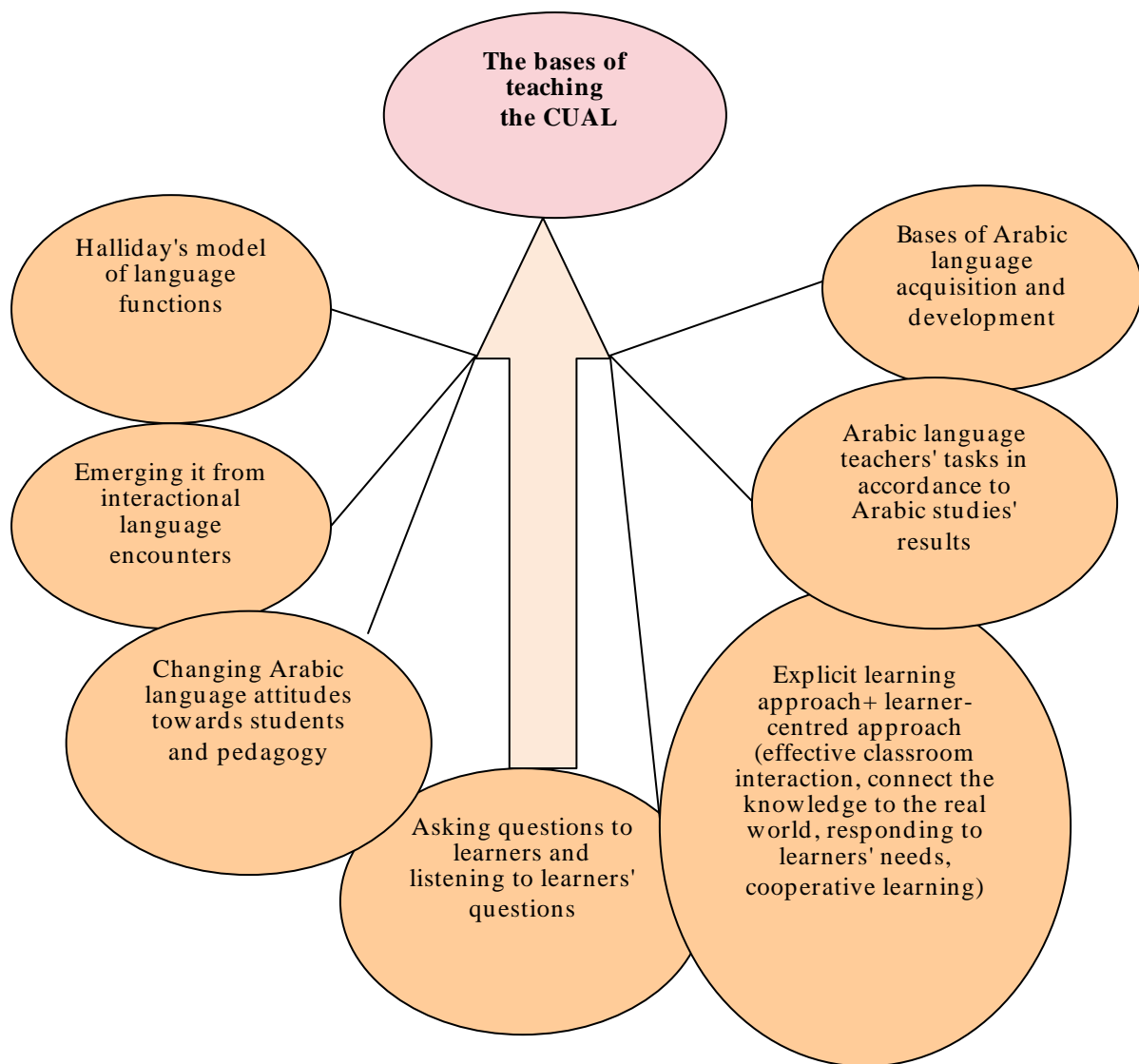


Figure 2.10: Main bases of teaching the CUAL in this study

2.6 Creative use of the first language and gender differences

Before talking about the creative use of language and gender differences, it is necessary here to note that creativity, in general, has no real identity or nationality because its value does not rely on the basis of gender. Al-Essa (2005) claims that no one needs to make very much effort to see the lack of creative production for women throughout the ages in quantitative terms compared with the creative production of men, and if we want to deepen our understanding of this issue, it should not be confined to only its quantity but also its quality. In addition, creative areas of women differ from

creative areas of men. According to Al-Hugailan, 2008, there are those who believe that women's creativity is lower in qualitative terms, especially when studying creative works in humans in the timeless art or sculpture or in engineering or in philosophy and other theoretical sciences. This observation may be based on the belief that creativity links up with men more than with women, and this is a general remark that raises questions such as: Is human creativity influenced by gender? That is, are there specific elements of creativity that could be linked to gender?

According to Al-Hugailan (2008), several studies have been conducted on a sample of males and females to determine the impact of socialization received by the two sexes on the development of mental capacity, and concluded that there is a significant number of females who lack independence and originality of thought. For example, it is noted that boys are trained to be independent when they are very young by parents encouraging them. As a result, they are performing this without fear and excel in areas that require greater independence from females who are trained at the early age to the need for affiliation rather than the need for independence on the basis that the independent behaviour of girls is incompatible with their social roles as females, and this in turn is reflected on their mental abilities and perhaps become a deterrent to the development of their creative skills. Al-Essa (2005) points out that the findings of these studies emphasized that females lack the independence of thought and originality, and males are trained at the early age to be independent because parents encourage them to conduct independent. In addition, Al-Essa argues that the fear of females to lose a sense of security provided to them by society if they change the pattern of their social role weakens their behaviour for achievement. This is because achievement requires a bit of competition, and competition is regarded by society as a form of aggression that is not commensurate with the female social role, and that the females may feel rejected because of their social departure from the traditional female role to which they belong to an unusual role.

Al-Essa (2005) also points out that most females are often described as emotional, social, negative, less rational, and non-independent. Some research indicates that intelligent females achieve less in assessments than do male workers and they show lower performance than their actual work. They are also more influenced by the views of others and have a tendency to be changed by their leaders. As they tend to avoid hard work whose success is not guaranteed, whereas males consider that these actions serve as a challenge to their abilities. For example, from 1030 state of excelling who Ales studied find only 55 women excelled mostly in the areas of particular were confined to women alone. Anastase (as cited in Al-Essa, 2005) also finds only 55 women working in the field of mental work, and only 2.1% of women working in the field of natural sciences among 2607 scientists, and such proportion rises to reach the maximum of 22% in the area of psychology. Al-Essa claims that the findings about these ratios and the characteristics of creative personality showed evidence that the personal characteristics of men resemble their creative characteristics more than do the personal characteristics of women. Hoffman & Hoffman (1973, as cited in Al-Essa, 2005) claim that creativity requires certain features that can be found in both men and women, but by virtue of the characteristics of creativity they coincide with more masculine features than the feminine traits. It is therefore natural to see creativity in males more than in females; this means that creativity can be found in women when these women have male features.

Regarding the language use and gender differences, Melville (2006) points out that gender is an important factor in the acquisition and use of language. He claims that females mainly use a system that is based on memorizing words and associations between them, whereas males rely primarily on a system that governs the rules of language. Kohler (2008) emphasizes that men and women use language differently and the different use and understanding of language is due to the fact that language is socialized. According to McConnell-Ginet & Eckert (2003), research showed overwhelmingly that females' language development is faster than males', and that their language abilities are superior to those of males.

According to Pennebaker et al. (2008), from 70 separate studies gender differences in language use were examined using standardized categories to analyse a database of over 14,000 text files. The results showed that women used more words related to psychological and social processes compared with men who referred more to object properties and impersonal topics.

Some studies' findings (e.g., Brownlow, Rosamon, & Parker, 2003; Colley et al., 2004; Herring, 1993) showed that men tended to use language more for the instrumental purpose of conveying information compared with women who were more likely to use verbal interaction for social purposes with verbal communication serving as an end itself (Pennebaker et al., 2008).

A study of e-mail communication constructed by Thomson and Murachver's (2001) found that men and women were equally likely to ask questions; offer compliments, apologies, and opinions. On the other hand, significant differences between males and females have been reported in a study constructed by Mulac, Seibold, and Farris (2000). The results found that men used significantly more negations and asked more questions compared with women who used more directives. However, this study did confirm that men used more words overall, but women used longer sentences.

McNamara, McCarthy, and Bell (2006) constructed a study to examine differences in language use in light of the biological and social construction theories of gender. A corpus of 54 texts, 27 by males and 27 by females were analysed using the Language Inquiry and Word Count Analysis tool that examines written text and classifies it along 70 dimensions such as *self-references*, *social words*, *positive emotions*, and *negative emotions*. The results indicated that there were not significant differences between genders for the number of social words, positive emotion, and negative emotion words.

Regarding the creative use of language, it is interesting that females have the ability and flexibility in the use of language and speech to express thoughts and feelings. This is also due to biological reasons. In the depth of the brains of men and women, a part (known as Amygdala) is responsible for the growth and swing feelings. However, the differences in the nature of the brain between the genders allows women to surpass men in the strength of the link between this part and part responsible for the linguistic expression, which in turn gives the distinctive characteristics of women in this area (Gharees, 2005).

The results of Al-Suleiman's (n.d) study showed also that there were statistically significant differences between males and females in their responses to the tests of creative verbal abilities (fluency and flexibility) in favour of females.

The researcher argues that females, especially in using language, have more opportunities to interact with others than males. The wider opportunities of interaction is because of the nature of females' roles which allows them to communicate with others inside or outside the home compare with males who spend most of the time in their works.

2.7 Language assessment

After discussing the issue of gender differences in the creative use of language, it is necessary to provide a discussion about language assessment and considerations with regard to the testing of students' creative use of Arabic. This is necessary in order to outline the issue involved and provide a rationale for the development of a suitable instrument since such a test and the skills involved are not readily available.

Regarding language assessment, Hall (2009, p.1) claims the following:

Language testing is an uncertain and approximate business at the best of times, even if, to the outsider, this may be camouflaged by its impressive, even daunting, technical (and

technological) trappings, not to mention the authority of the institutions whose goals tests serve. Every test is vulnerable to good questions (p.1).

It can be said that tests are inevitably political since what they do is to sort and select people to meet society's needs. Tests cannot expect that their work will not have a political dimension. The proper reaction to such concern is surely to act with professional skills and rectitude within the contexts in which they work (Hall, 2009). All language tests are a form of assessment, but there are also many forms of assessment (e.g., checklists used in continuous assessment; informal teacher observations) which would not be described as tests. Evaluation is a term which is again though related to different from assessment. It can be said that any assessment is a form of evaluation, but in a language program a number of things are evaluated other than learner proficiency. These may include the effectiveness of particular methods or materials, the kind and quality of discourse actually produced in the program, learner/teacher satisfaction, teaching effectiveness, and so forth (Council of Europe, 2001).

The nature of testing as a form of assessment has changed in recent times. It has become an imposition yet more humanistic. In other words, it does not aim to catch people out on what they do not know, but it typically should be able to assess what they do. So language tests can be considered as a procedure for gathering evidence of general or specific language skills from performance on tasks designed to provide a basis for predictions about an individual's use of those skills in real world contexts (McNamara, 2000). According to McGinley (2006), it is clear that the nature of tests has changed from early forms to those that are in use today. There are three generations of language testing: in the first generation, there was the use of non-authentic texts and tasks which lacked context, and the scoring was subjective. Second generation tests corrected the 'subjectivity' of the earlier tests through the use of objective-type questions on discrete aspects of language. This, however, made the language even more disembodied and more divorced from the way real-life

language works. Third generation tests were a reaction against previous tests and tasks and are more authentic from real-world sources and contextualized simulate real tasks. Additionally, Taylor (2006) points out that language assessment has moved away from the traditional 'deficit' style based on how 'far away' someone is from the 'top of the scale'. A deficit style penalizes test takers for what they cannot do, or cannot do well; current assessment criteria and performance descriptors more often focus on what someone can do, giving credit for positive aspects of performance while acknowledging where there is scope for improvement (normally for diagnostic purposes). The focus of language assessment has changed from knowledge and form in language teaching/learning towards function and communication.

Assessing writing performance, for example, will involve considering a number of different criteria and their interaction. Accuracy, including spelling and punctuation, remains relevant but is only part of the assessment focus; content, organization and cohesion, range of structures and vocabulary, register and format, and effects on the target reader are equally salient features of performance to be taken into account. Multiple factors will be taken into account in assessment of a speaking test. These factors include: range, accuracy and appropriateness of grammar and vocabulary; coherence, extent, and relevance of a speaker's contribution (discourse management); ability to produce comprehensible utterances, in terms of stress and rhythm, intonation and individual sounds; and ability to use interactive strategies to achieve meaningful communication. Examiners of speaking and writing can be trained and regularly standardized to apply assessment criteria and scales in a consistent manner and to give credit on a range of salient features rather than simply counting up 'deficiencies' to determine the degree of 'correctness'. This approach can be illustrated with some extracts from oral examiner training materials for Cambridge ESOL's speaking tests. Examiners learn to apply the assessment standard by watching benchmark speaking performances on video and considering criteria analytic aspects such as grammar and vocabulary, pronunciation, discourse management and interactive communication (Taylor, 2006). As a result, the development of language tests involves

producing several of their types. For instance, students may be asked to build up a portfolio of written or recorded oral performance for assessment. They may also be observed in their normal activities of communication in the language classroom on routine pedagogical tasks. Pairs of students may be asked to carry out activities outside the classroom context and provide evidence of their performance (McNamara, 2000).

Language tests differ according to their purpose. Taylor (2006, p. 56) claims that, “the content and format of any test are shaped by its purpose and the test is only useful if it is capable fulfilling its intended purpose”. For example, achievement tests differ from proficiency tests. If a test aims to assess the progress of students in any course, then a proficiency test aims to look at the future situation of language use without necessarily making any reference to the previous process of teaching (McNamara, 2000).

As already mentioned above, (Taylor, 2006), language tests are usually designed with a specific purpose in mind. The concept of ‘examination usefulness’ has appeared in the language testing literature since the late 1980s, particularly in the work of Messick (1989) and Bachman and Palmer (1996). Certain test qualities are essential for a test to achieve usefulness and Cambridge ESOL test found helpful to conceptualize these qualities according to the four dimensions of validity, reliability, impact and practicality:

1. Validity—the evidence that test scores are a true reflection of underlying ability.
2. Reliability—the evidence that test's scores are consistent, accurate, and therefore dependable for decision making.
3. Impact—the effect (preferably positive) a test has on candidates and other test users, including wider society.
4. Practicality —the evidence that a test is practicable in terms of resources needed.

Brindley (1995) claims that it is necessary to provide good models of spoken and written language to students in order to function effectively in and outside the classroom. Therefore, the first step is to ascertain precisely what these skills are and what is expected of teachers by colleagues, parents, students and the outside world in general. According to Bachman and Palmer (1996), to design a language test it is necessary to determine its usefulness. Their nature of usefulness can be expressed as the combination between reliability, constructs validity, authenticity, instructiveness, impact, and practicality. Accordingly, the term reliability refers to consistency of measurement. Elaborately, they go on to say that a reliable test score is consistent across different characteristics of the testing situation.

A test's reliability and validity are strongly correlated. Any valid test is considered a reliable test; however, not all reliable tests can be considered valid (Alderson, 2000). Recently, according to Alderson (2000), "the term construct validity is used to refer to the general, overarching notion of validity".

According to Bachman and Palmer (1996), the term construct validity refers to the extent to which people can interpret a given test score as an indicator of the abilities or constructs that people want to measure. However, no test is entirely valid because validation is an ongoing process (Weir, 2005).

Bachman (1991) defines authenticity as the appropriateness of a language user's response to language as communication. However, this definition was too general. Therefore, Bachman and Palmer divided this idea into two parts. The first relates to the target language's use, which they refer to as authenticity; and they define the second one according to its relation to the learners involved in the test.

Interactiveness, according to Bachman and Palmer (1996), is "the extent and type of involvement of the test taker's individual characteristics in accomplishing a test task" (p. 25). For example, if the test motivate students or not, if the language used in the test's questions and instructions appropriate for

the students' level, and if the test's items represent the language used in the classroom, as well as the target language. All these characteristics represent the crucial elements that affect a test's interactiveness. Many recent views consider this notion the core of language teaching and learning. According to Bachman and Palmer, impact can be defined broadly in terms of the various ways a test's use affects society, an educational system, and the individuals within them.

“Practicality is the relationship between the resources that will be required in design, development, and use of the test and the resources that will be available for these activities” (Bachman & Palmer, 1996, p. 36). They illustrate that this quality is unlike the others because it focuses on how the test is conducted. Based on this definition, practicality can be measured by the availability of the resources required to develop and conduct the test. Therefore, our judgment of the language test is whether it is practical or impractical. Bachman and Palmer (1996) claim that authenticity, instructiveness, and construct validity depend upon defining the construct 'language ability' for a give test situation. They also believe that the use of language tests is governed by three principles:

1. 'It is the overall usefulness of the test that is to be maximized, rather than the individual qualities that affect usefulness.
2. 'The individual test qualities cannot be evaluated independently, but must be evaluated in terms of their combined effect on the overall usefulness of the test.
3. 'Test usefulness and the appropriate balance among the different qualities cannot be prescribed in general, but must be determined for each specific testing situation (p. 18).

In general, Bachman and Palmer (1996) claim that usefulness of a language test is the most important consideration in designing and developing it. They note that this may seem so obvious that it need not to be stated and ask the questions: But what makes a test useful? How do we know if a test will be

useful before we use it? Or if it has been useful after we have used it? Stating the question of usefulness this way implies that simply using a test does not make it useful (p. 17).

2.8 Approaches to measuring students' creative use of the Arabic language

Nagel (2001) claims that measuring creativity is may be useful for hiring university faculty or corporate executives. For example, when admitting students to graduate research in Ph.D. programs academia should have some objective grounds that these students will be productive scholars. It may also be useful in research situations where one is attempting to determine the causes of creativity or the factors that improves it across different types of people or in before-after situations.

Nagel (2001) also claims that the best way to measure creativity is not with any kind of a pencil-paper or interviewing test like a knowledge or intelligence test. Perhaps the best way is to ask the test taker what have you done that might be considered creative? Or what have you published, assuming publications indicate creativity, especially books. Or what have you composed, painted, sculptured, or otherwise designed for which there is a commercial market or what have you invented, discovered, or developed that might be considered innovatively useful. Questions like those might be much more meaningful in indicating a person's creativity and might be a good indicator for the levels of creativity. Accordingly, there is considerable subjectivity in evaluating the answers. But the answers could be used to rank order people or to classify people as high, medium, or low even though such questions and answers would not be likely to generate a creativity quotient analogous to the traditional intelligence quotient. As mentioned before, one of the objectives of this study is to measure creativity in Arabic language students by designing a test. So what is the suitable test for achieving this objective? Creativity tests are somewhat discipline-specific. Some different approaches include, for example, testing of personality features that creative people are supposed to have e.g., selecting adjectives that describe which kind of social skills that people have.

Jono (2005) claims that creativity is something that can be only seen in some contexts. In other words, others tried to measure the creativity actually 'in' an object, for example, how creative is this alarm clock versus that other clock. This is understandably difficult. This is because it depends on who is evaluating it and for what purpose—removing subjectivity is very hard, if not impossible. It does not really make sense to ask “Is that creative?” – it is always “Is that creative for/to whom/something in a certain context?” Asking for an absolute measure of creativity does not really make sense.

The most widely used tests to measure creativity are the Torrance Creative thinking tests. A big battery of questions to be answered by respondents is a bit like an IQ test. One of the criticisms of these is that it can always be argued that you do not test creativity, just how well you do on these tests. Just as you can train on IQ tests, you can train on these. At some point in the grading of these tests a certain degree of subjective assessment is also used (Jono, 2005).

Regarding measuring the creative use of Arabic language, there are several Arabic studies which focus on this aspect. Those studies use specific instruments to measure the creative use of Arabic language as first language. For example, a study constructed by Al-Shereef (2004) aimed to design a program of improving the creative oral expression skills and used a test to measure the skills of fluency, originality, flexibility and elaboration. Mahmud (2003) also conducted a study in designing a program to improve the linguistic creativity through the stories of science fiction in preparatory schools. She used a scale of the linguistic creativity skills to assess the performance of students. This scale included some linguistic creativity skills of fluency, flexibility, originality, and elaboration. Another study focused on the aspect of the creative use of the Arabic language was conducted by Al-Esawi (2005). This study aimed to investigate the effectiveness of brainstorming in improving the Arabic language fluency skills and treating the spelling mistakes in female students in the UAE. The researcher designed a test to measure the levels of the Arabic language fluency skills in students. The test included four categories that represented the four types of fluency; verbal fluency, meaning fluency, association fluency, and expressive fluency.

In addition, Al-Suleiman (n.d) conducted a study to measure the creative ability (fluency, originality, flexibility, and elaboration) in students. This study used two types of tests:

1. Verbal tests based on measuring the ability of generating vocabularies, flexibility in using them in different ways, fluency in using an ultimate number when expressing some meanings.
2. Formal Tests based on drawing pictures.

Regarding the verbal test, they were three types; the test of stories' titles, the test of uses, and the test of unusual uses. The test of stories' titles measures the ability of originality and fluency in this test presents two stories, each story consists of several lines without a title, and requested from students to mention the largest number of titles for the story provided. The degree of originality was determined in according to the characteristics of titles; if they were innovative or not. The degree of fluency was determined according to the number of titles. But the test of uses measured the ability of fluency and flexibility. It included familiar names, and requested from students to mention the largest possible number of its uses. Regarding the test of unusual uses, it measured the ability of originality and flexibility. The originality requested from students to generate new uses for anything. The flexibility required from students to change the view towards things and change their idea about them. It is necessary here to note that the scale of Mahmud's study (2003), the test of Al-Esawi's study (2005), and the verbal tests of Al- Suleiman study (n.d) were used as a basis of the test's specifications of the current study.

In general, from the previous studies, it is clear that tests are the suitable instruments for measuring the creative use of the Arabic language. To sum up, tests are effective and suitable for measuring the creative use of the Arabic language in students. However, they should include unusual questions which provide suitable opportunities for students to use language in innovative ways.

2.9 Summary

This Chapter has provided a literature review which can be useful for designing the tools in this study. It has identified the concept of creative theory in language in general and in Arabic language learning in particular. It has also defined the creative use of the Arabic language which means the ability of to produce an unspecified number of renewed sentences permanently, and the ability to understand these sentences. It also means the compilation of familiar vocabulary in a new unprecedented formula. It includes four basic skills which can be used as the main components of the CUAL test of the current study (See Figure 2. 11):

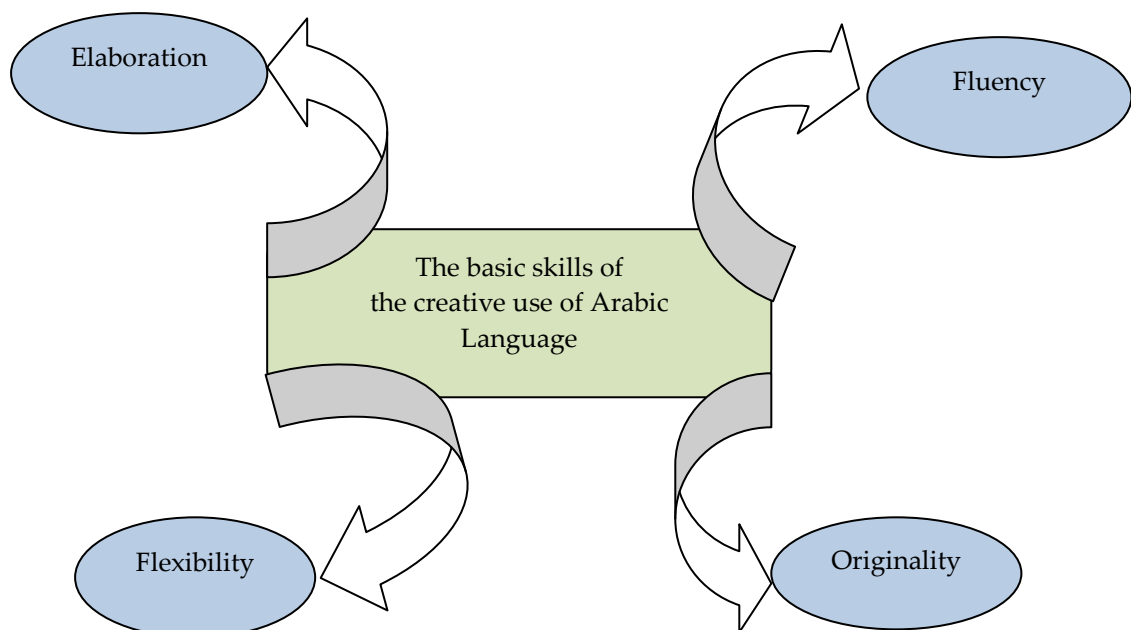


Figure2.11: Overview of the four CUAL basic skills (Saada, 2003)

Arabic studies (e.g., Fadhl Allah (2001), Manhmoud (2003), and Al-Suleiman (n.d)) emphasized that these four skills are the basic components of the CUAL. So, the current study adopted these components as the main skills of the CUAL that should be encouraged by Arabic language teachers who teach Arab students.

In addition, this chapter has presented the main tasks of teachers in encouraging the creative use of the Arabic language for students. This will be useful in precisely designing the observational schedule and the questionnaire. This chapter has also provided the main characteristics of students' creative use of Arabic language, and in particular, identified the issues involved in test design.

It is clear from this chapter that encouraging the creative use of language in general, and of the Arabic language in particular, is very important for students. This is because it prepares them at the pre-university stages and for their life in general. It is also clear that post-basic education in Oman, in particular, aims at teaching learners the values of work, of being productive and proficient in Arabic, as well as the desire to participate in public life (e.g. communicating skills) and the ability to adapt to society and to deal with its problems. Furthermore, one of the most important aims of education in the Sultanate is to improve all kinds of thinking, the ability to solve problems (research skills which allow them to solve some problems), effective use of the self-learning skills (e.g., self-assessment, and participating in different discussions), continuous learning (e.g., improving of personal skills by participating in specific workshops) and the search for knowledge.

Teaching the Arabic language in the post-basic stage in Oman is particularly focused on developing the Arabic language skills in students, where the most important principles of evaluating students in the Arabic language are the improvement of their capabilities and talents in the language through activities to encourage creativity. So, it is essential to investigate whether or not there is a match between the philosophy of teaching the Arabic language in Oman and its implementation. Because of that, this study will investigate the pedagogy and assessment for encouraging the creative use of the Arabic language in post-basic schools in Oman. The next chapter presents the procedures of designing the study tools and the procedures of data collection.

Chapter 3 Methodology

This chapter describes the research design and methodology. It presents the theoretical framework that underpins the research in line with the theme and central questions of the study. It includes details of the sample selection, the data collection instruments, and the approach to data analysis as well as ethical considerations. Tables of this chapter show the stages of data collection and the statistics of this study sample. With regard to figures of this chapter, they illustrate the stage of designing the study instruments.

3.1 Research design

3.1.1 The methodology

This study used a mixed methods design which "involves philosophical assumptions that guide the direction of the collection and analysis of data and a mixture of qualitative and quantitative approaches" (Creswell & Plano Clark, 2007, p. 5). Creswell and Plano Clark (2007) claim that the approach to mixed methods designs includes four major types of method: the triangulation design, the embedded design, the explanatory design and the exploratory design. In this study, the explanatory design is used. This is because qualitative data helps explain initial quantitative results (Creswell, et al, 2003). In other words, this design is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. The priority, typically, is given to the quantitative data, and the two methods are integrated during the interpretation phase of the study (Creswell, 2003). This is in order to explain the data in accordance with the nature of the research questions which are about investigating the match between the policy of teaching the creative use of Arabic in Oman and its implementation. The explanatory design is also seen as being able to enhance the quality and credibility of findings. In this study, the design of the instruments was for collecting quantitative data (the observational schedule, the questionnaire and the test) and the

qualitative data with subsequent follow-up research (the interviews). Furthermore, the quantitative participant characteristics were used to guide purposeful sampling for a qualitative phase (the observational schedule, the questionnaire and the test). Table 3.1 presents an overview of the stages of data collection and how each stage was linked to providing data to answer the research questions.

Table 3.1 Overview of the stages of data collection

	Stage 1	Stage 2	Stage 3
Instruments	Classroom Observational Schedule	Teacher Questionnaire	A test to assess students' creative use of the Arabic language
Research questions			
1. To what extent do Arabic language teachers apply CUAL in post-basic school students?			
1.1. To what extent do Arabic language teaching methods encourage creativity in the use of Arabic language in post-basic school students?	√		
1.2. Is there a correlation between teaching skills used by Arabic language teachers and students' CUAL performance?	√		√
1.3. To what extent do Arabic language assessment methods encourage creativity in Arabic language use in post-basic school students?		√	
1.4. Is there a correlation between assessment methods used by Arabic language teachers and students' CUAL performance?		√	√
2. How well are Omani post-basic school students learning to use the Arabic language creatively?			√
3. To what extent, if at all, do male and female post-basic school students differ in their learning and achievement with respect to the CUAL?			√

3.1.2 Data collection instruments

Data collection involved administration of four different instruments to participants, including teachers, curriculum developers and students: a Classroom Observation Schedule (OS), a Questionnaire, an Interview Schedule (IS) and a test of students' creative use of the Arabic language (CUAL-T).

The Observational Schedule (OS) was used to investigate the extent to which post-basic year 11 students' CUAL was encouraged during Arabic language lessons. The researcher used the OS to observe the post-basic Arabic language teachers' pedagogy and practice, including the teaching and learning strategies and resources in use, and also the nature of the teachers' interactions with students. The data of observation were analysed by calculating the means and standard deviations of frequencies of each skill for each lesson and then calculating the average of each skill for all the lessons using the SPSS program. The second instrument, the questionnaire for Arabic language teachers, was used to collect data on the teachers' self-report about their teaching and assessment practices and how they encouraged post-basic year 11 students' CUAL. The data of the questionnaire was analysed by calculating the means and standard deviations of teachers' responses according to their self-assessment. The third instrument, the Interviews Schedule (IS), was used in the interviews with Omani curriculum development officers to investigate their opinions about the extent of the match between: (1) the policy and pedagogy of teaching and assessment for the Arabic language learning in Oman, and (2) the reality of their implementation in the school classrooms. Finally, a test of the Arabic language (CUAL-T) was developed and administered to students to ascertain their level of proficiency in Arabic, including their CUAL. These data was analysed by identifying the level of creative use of Arabic according to the criteria of the CUAL which were determined in the literature review (See Appendices G, H, I and J which illustrate the criteria of each CUAL level for each macro language skill) and comparing the CUAL levels between male and female students in all the Arabic language micro skills (listening, reading, writing and speaking) using the SPSS program.

3.1.3 Sample selection

3.1.3.1 Arabic language teachers sample selection

The Sultanate of Oman comprises nine regions. The various regions may be differentiated on the basis of population size, cultural and linguistic diversity. Table 3.2 below shows the population of Omani regions, their languages and accents, and number of schools which include class 11 in the academic year 2008/2009 according to the Ministry of Education statistics (The Ministry of Education, 2009).

Table 3.2 Population of Omani regions and their languages and accents*

Region	Area	Population 2009*	Number of schools which include class 11* in the academic year 2008/2009	Languages and accents
Muscat	3,900	949,694	39	Arabic + Baluchi, Swahili languages
Dhofar	99,300	307,834	18	Arabic + Aljebalia language
Masandam	1,800	40,460	3	Arabic + Shahouh language
Al-Batinah	12,500	818,650	75	Arabic + Baluchi language
Al-Dhahirah+ Al-Buraimi	44,000	289,325	20	Arabic + different Arabic accents
Al-dakhiliyah	31,900	332,772	32	Arabic + different Arabic accents
Al-Sharqiyah	36,400	402,425	40	Arabic + different Arabic accents
Al-Wusta	79,700	32,757	3	Arabic + different Arabic accents

* The Ministry of National Economy

The sample of this study was selected from three regions: Muscat, Al-Dhahirah and North of Al-Batinah. These regions represented three different parts of the Sultanate of Oman: Oman's capital, and its north and west, which allowed the researcher to circulate the results of the study to all the Sultanate. Furthermore, Muscat region includes teachers and students from different regions of the Sultanate because it is the capital of Oman. It also includes people who speak other languages besides Arabic, like Baluchi language and Swahili language. Regarding the North of Al-Batinah, it has a very high population of teachers and students compared with other regions.

Table 3.3 shows that a purposive sample of 133 Arabic language teachers who taught post-basic year 11 students was selected from 48 schools (20.4% of all schools in Oman) in the three regions: Al-

Dhahirah, Muscat and North of Al-Batinah. The sample of schools within each region was representative of the particular region because school participation was voluntary/ self-selection since all schools with Year 11 post-basic classes were invited to participate in the study in each of the three regions. Then, the samples of teachers were also volunteers in the schools.

Table 3.3 Representative sample sizes of post-basic school teachers of Arabic language

Regions	Number of teachers of Arabic in the region	Number of teachers of Arabic who participated In the study	Number of female teachers of Arabic in the region	Number of male teachers of Arabic in the region	Number of female teachers of Arabic in the participating schools	Number of male teachers of Arabic in the participating schools
Al- Dhahirah	16+29=45	43 (95%)	16 (35%)	29 (65%)	15 (94%)	28 (96%)
Muscat	97+91=188	40 (21%)	97 (52%)	91 (48%)	22 (23%)	18 (20%)
North of Al-Batinah	78+60=138	50 (36%)	78 (56%)	60 (44%)	23 (29%)	27 (45%)

The following table shows the 73 male and 60 female teachers in the sample across the three regions of the Sultanate (14 % of all the Arabic language teachers of the Sultanate and 35.9% of all the Arabic language of the three regions)

Table 3.4 Representative sample sizes of post-basic school teachers of Arabic language according to region and gender

		Number of schools which include class 11*	Number of Arabic language teachers who teach class 11		Sample size of Arabic language teachers		Total
			Male	Female	Male	female	
Region	Al- Dhahirah	25	29	16	28	15	43
	Muscat	39	91	97	18	22	40
	North of Al- Batinah	52	60	78	27	23	50
Total		109	174	191	73	60	133

*The Ministry of Education (2009)

In choosing the sample of teachers of Arabic the researcher was unable to choose a random, stratified sample because of her inability to access the names of all teachers or accommodate for the size of school and geographical location. However, the sample selection was closely representative of the total population of teachers of Arabic from three out of nine regions to accommodate the major variables of population size, linguistic and cultural diversity. Sample selection was also constrained by the need to keep travel to a minimum. By choosing regions that were relatively close together the researcher was better able to accommodate for changes to teachers' timetables by ensuring that she could move between schools on the same day if necessary. Furthermore, those regions which are close together allowed the researcher to implement the instruments in a flexible way (e.g., sometimes the timetable of teachers' lessons may be changed, so she was able to move easily to another school or region on the same day).

Within the constraints of distance to travel, project size feasibility, time available to collect the data and access to schools the sample of regions, schools, teachers and students may be considered as reasonably representative of the Sultanate of Oman. While the sampling of regions was purposive the research was conducted in 3 of the 9 regions to take into account the variables of size, geographic location, socio-economic and language background.

3.1.3.2. Year 11 student sample selection

A total of 458 post-basic year 11 students were randomly selected for this study by requesting the lists of their names and serial numbers in each class which had been observed. Then, the researcher with the help of the head of Arabic language teaching in each school chose selected sample of students in an effort to draw a representative sample as explained below. Students were selected from the three regions of the Sultanate: Al-Dhahirah, Muscat and North of Al-Batinah to complete the CUAL test. The following table, Table 3.5, shows the representative groups in the sample of students that varied according to their gender and those regions that were closest to their personal location (The Ministry of Education, 2009).

Table 3.5 Sample size of post-basic Year 11 students

Regions	Number of schools with Year 11	Number of participating schools	Number of Y11 classes in participating schools	Number of Y11 classes who participated in the study	Number of students in year 11 in the region	Average number of students per school in the region	Estimated number of year 11 students in the participating schools (using average number per school per region – 5% to allow for differences in school size)	Number of Y 11 students who participated in the study
Al-Dhahirah	25	19 (76%)	38	38 (100%)	3111	124	19x124 2356 less 5%=2238	154 (6.54%)
Muscat	39	14 (35%)	47	40 (85%)	8496	218	14x218 3052 less 5%=2899	135 (4.42%)
North of Al-Batinah	52	15 (29%)	45	36 (80%)	10771	207	15x207 3105 less 5%=2950	169 (5.44%)

The table above shows that the regional average number of post-basic Year 11 students per school (minus 5% to allow for differences in school size) was used as an estimate to calculate the numbers of post-basic Year 11 students in all participating schools within and across the three regions. So, the total number of post-basic Year 11 students (458) who participated as a proportion of those in all participating schools in the three selected regions (8087) was 5.7%.

The following table illustrates the representative groups in the sample of students that varied according to their gender and those regions that were closest to their personal location (The Ministry of Education, 2009).

Table 3.6 Sample size of post-basic Year 11 students according to region and gender

		Number of schools which include class 11*	Sample size of post-basic class 11 students		Total
			Male	Female	
Region	Al- Dhahirah	18	77	77	154
	Muscat	39	60	75	135
	North of Al- Batinah	52	102	67	169
Total		109	239	219	458

3.1.3.3. Selection of Arabic language curriculum developers

Four Arabic language curriculum developers in the Ministry of Education were interviewed separately to gather data on their individual opinions about their philosophy of teaching the Arabic language in Oman. These four members of the national curriculum development team represented around 50% of the total of nine curriculum officers of the department. Table 3.7 shows the positions of the four Arabic language curriculum developers who participated in the study.

Table 3.7 Positions of the sample of Arabic language curriculum developers

Curriculum Developer	Position
1	The head of Arabic language curriculum department
2	Arabic language curriculum development team member
3	Arabic language curriculum development team member
4	Arabic language curriculum development team member

The researcher chose those developers because when she visited the department, she only found those developers and the others were out of their office. In addition, the philosophy of teaching the Arabic language in Oman does not differ from one opinion to another. Despite this, the researcher interviewed these four developers in order to investigate their views about their philosophy. It is necessary here to note that while it was essential to interview these curriculum officers, the researcher acknowledge that they have a vested interest in the implementation of the government policy. The department of Arabic language curriculum is in charge of the process of designing and developing the national Arabic language curriculum. The process of curriculum development includes the following steps:

1. Preparing the Arabic language curriculum according to students' needs which are illustrated in the educational literature.
2. Implementing the curriculum to gather teachers' and students' views.
3. Developing the curriculum according to the feedback of teachers and students by answering a special questionnaire which assesses the curriculum.

3.2 The procedures of designing and finalizing of study instruments

As mentioned, four instruments were used to collect the data of this study. These instruments were: the observational schedule, the questionnaire, the interview schedule and the CUAL test for students. The following section explains their designs and development.

3.2.1 The observational schedule

The observational schedule aimed to investigate the extent to which post-basic year 11 students' CUAL was encouraged during Arabic language lessons. It was used to observe the post-basic Arabic language teachers' pedagogy and practice, including the teaching and learning strategies and the resources in use and also the nature of the teachers' interactions with their students. Four stages were involved in the development of the observational schedule (See Figure 3.1).

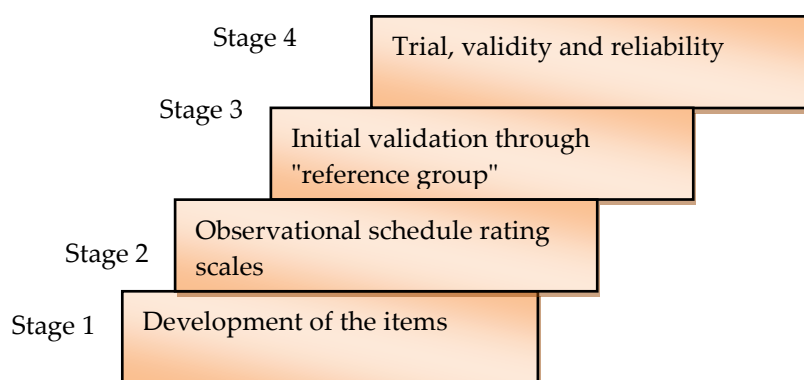


Figure 3.1: Stages of designing the observational schedule

Figure 3.1 shows that in Stage 1 the researcher chose the items of the observational schedule (OS) from the literature review according to the skills of teaching the CUAL. Then, in Stage 2 the researcher determined the rating scales of observation according to some previous studies which used the OS as an instrument for collecting data. This scale also suited the nature of the skills and involved observing the frequency of using these skills in their classroom. Then, in Stage 3, in order to measure the initial validation, the researcher obtained the feedback on the items from the Arabic language specialists (the reference group). Finally, in Stage 4 the researcher selected a sample of Arabic language teachers similar to those in the representative sample of the study to observe them using the OS, in order to measure its reliability.

3.2.1.1 Development of the items

The researcher prepared the observational schedule according to the following steps:

Initially, a list of skills that Arabic language teachers would be expected to use to teach the creative use of the Arabic language was developed in keeping with the theoretical and pedagogical bases as shown in Figure 2.10 in the literature review of Chapter 2. The list was based on Halliday's (1975) model of language functions, interactional language encounters, changing Arabic language attitudes towards students and pedagogy, requirement for asking learners some questions and listening to

their questions, explicit learning, Arabic language teachers' tasks in accordance with the results of previous Arabic language studies, and Arabic language acquisition and development.

Halliday (1975) categorizes language use into seven functions (See Figure 2.3 in Chapter 2) which were used as a check list in this study to identify whether the students demonstrated their use and/or the teacher taught them. These seven functions included students' ability to *express their views about linguistic issues* ("I've got something to tell you" function put the number), *justify their responses* (by "telling why" function) and through involvement in interactional language encounters, *experience opportunities to manage discussions, or engage in discussions*. In addition, Halliday's model would expect teachers to *activate the role of each of the students and encourage them to participate in the classroom language interactions*. This would need teachers to use *a range of teaching aids which would present learning experiences* that motivate students and involve them in communicating in Arabic for real-life meaningful purposes. This would also involve them in asking learners questions and encouraging them to ask their peers and their teachers questions. Teachers, for example, would be expected to be *encouraging students to ask questions, or use higher-order thinking skills in their language learning experiences*. Furthermore, teachers would be expected to be explicitly teaching the Arabic language through *cooperative learning group work, and linking the learning materials to everyday life where their strategies would be motivating and encouraging students' CUAL*. Moreover, it would be expected that teachers would introduce their Arabic language lessons using a variety of motivators to encourage students' interest (e.g., *using an exciting introduction before presenting the material, or encouraging and supporting students*).

Items were also developed for the observational schedule based on both general teaching skills that teachers use to encourage the CUAL in students as well so those particularly necessary skills which are linked immediately to the nature of the Arabic language (Feldman, 1997; Kabilan, 2000; Saada 2003; Mahmud, 2003; Hidayat, 2005; Davies, 2006; Al-Garrary, 2006; Richardson, 2007). These involved, for example, *encouraging students to complete incomplete stories or poems using their own*

language and imagination, stimulating students to produce new words and phrases during the expression of their ideas, and encouraging students to use metaphors in language (See 2.4.2.2 "The creative use of language skills in Chapter 2').

The items were divided into two categories of teaching skills in accordance with the nature of the overall pedagogical skills for teaching the creative use of Arabic language (CUAL) (See Figure 3.2).

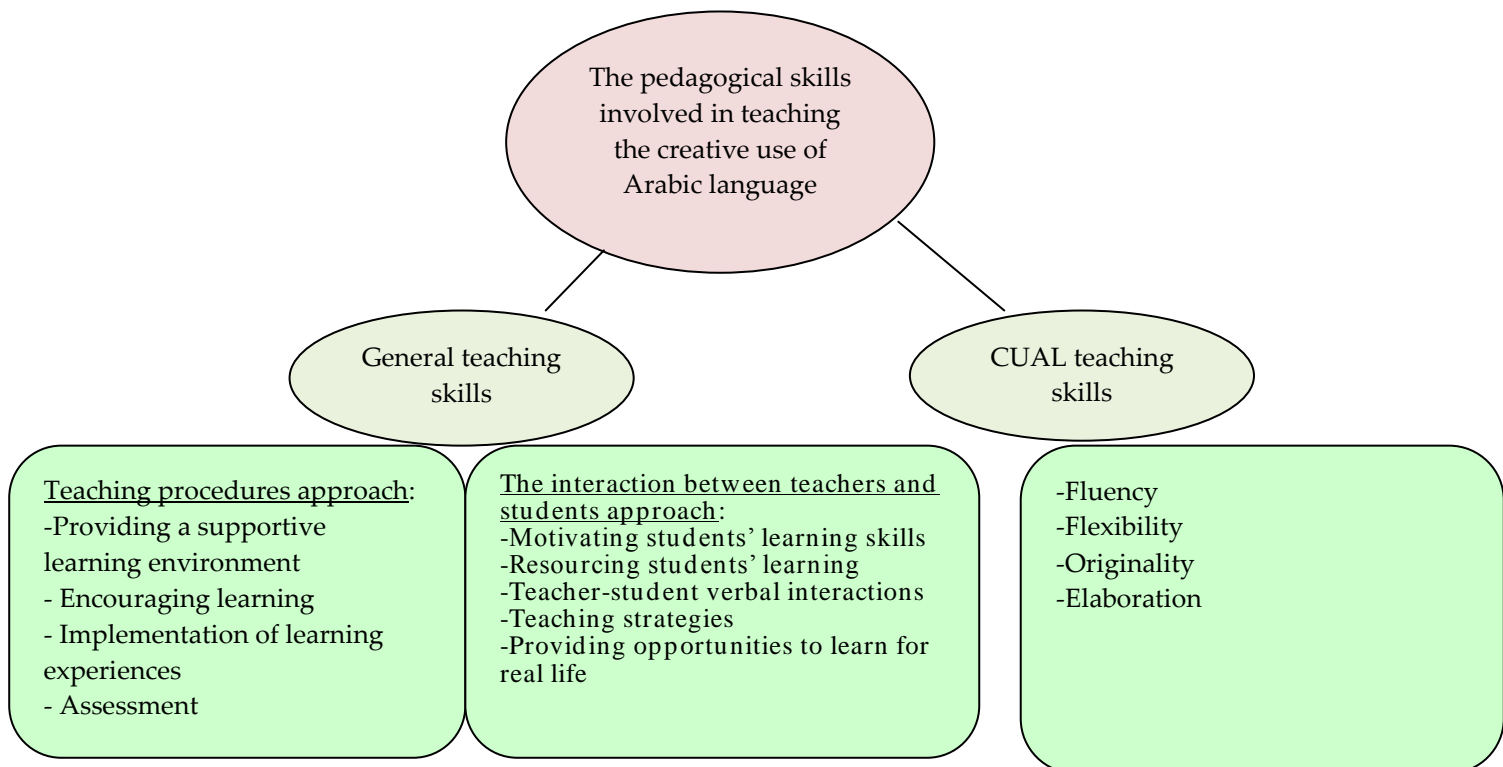


Figure 3.2: Pedagogy skills of the CUAL in the observational schedule

(A)General teaching skills:

The general teaching skills were divided according to two approaches: teaching procedures approach and the interaction between teachers and students approach. The teaching procedures approach was divided into four subcategories according to the steps of the teaching process inside the classroom and the equality in the average time of using in the classroom (The Ministry of Education, 2007).

These steps are:

1. Supportive learning environment: preparing students for learning (e.g., *creating the physical environment for the classroom—lighting, ventilation and arrangement of student seats, and using an exciting introduction before presenting the material*).
- 2- Using suitable presentation skills: teaching strategies and resources which are used to present the material (e.g., *diversifying teaching methods used to explain the lesson, problem solving and brainstorming, and linking the material presented with everyday life*).
3. Implementation of students' activities: the methods which are used to implement the learning activities for students (e.g., *encouraging students to prepare a particular activity which is linked to the material and answer the related questions, and supporting and encouraging students to select the preferred activities and answer them*).
4. Assessment of students: all the methods that are used to assess the students' understanding of the lesson (e.g., *providing opportunities for students to use peer assessment techniques, and requiring students to justify their responses*).

Regarding the approach of the interaction between teachers and students, it was another way of dividing the teaching skills included in the schedule according to the views of the reference group of this study. This approach included five categories; motivating students' learning skills, resourcing students' learning, teacher-student verbal interactions, teaching strategies, and providing opportunities to learn for real life.

(B) CUAL teaching skills:

These skills are divided in four subcategories in accordance with the main creative skills of Arabic language use (Saada, 2003). The subcategories are:

1. **Fluency:** the student's ability to produce the largest number of appropriate linguistic responses (words, ideas, phrases, structures, linguistic expressions and meanings) in a

specified period of time (e.g., *encouraging students to use brainstorming, to reach the largest possible number of vocabulary, synonyms, opposites or beautiful expressions*).

2. Originality: the student's ability to produce new and non-common linguistic responses in a specified period of time in response to a linguistic problem (e.g., *asking students to describe new meanings*).

3. Flexibility: the skill for generating and using new types of vocabulary and expressions. In this case, the teacher has to give students room for creativity and imagination of things, and expression (e.g., *asking students to generate the largest number of synonyms for vocabulary*).

4. Elaboration: the ability to use new elements or details for a certain idea that help to improve it (e.g., *encouraging students to complete incomplete stories or poems by using their own language and imagination*). In other words, elaboration is the ability to add appropriate, new and diverse details for an idea in a specified period of time.

3.2.1.2 Observation Schedule rating scale

The completed Observation Schedule is shown in Appendix B. A four-point rating scale was used to observe the frequency of each teacher's skill-use during each of three separate lessons observed over a period of 12 weeks. This scale was selected according to the opinions of the reference group of this study (specialists in Arabic language teaching and assessment methods, and supervisors). This scale also suited the nature of the skills which involved observing the number of opportunities of using these skills.

Teachers were rated according to the frequency of using each skill during the lesson: *always* (4), *often* (3), *sometimes* (2), *rarely* (1) or *never* (0). These ratings and their values are explained below (See Appendix B):

Always (4): means that teachers apply the skill in clearly and frankly ways at every opportunity appropriate to the nature of the lesson.

Often (3): means that teachers apply the skill often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.

Sometimes (2): means that teachers apply the skill sometimes in situations appropriate to the nature of the classroom lesson, so they would miss quite a number of opportunities.

Rarely (1): means that teachers are lacking in applying the skill in situations appropriate to the nature of the classroom lesson, so they would miss a lot of opportunities.

Never (0): means that teachers never apply the skill in situations appropriate to the nature of the classroom lesson.

It is necessary to note here that the ratings described above were suitable for all the teaching skills included in the observational schedule, except the teachers' ability to provide a *supporting learning environment*. This was because this skill could only be applied once in the classroom compared with the others which could be applied more than one time in each lesson (See appendix B1A).

3.2.1.3 Initial validation through preview by 'the reference group'

As part of the developmental process, the first draft observation schedule was previewed by the reference group (specialists in Arabic language teaching and assessment methods, and supervisors) who expressed their opinions and selected appropriate phrases and words for the observational schedule that could best serve the purpose of the study (See Appendix B which shows the observational schedule of Arabic language pedagogy).

3.2.1.4 Trial, validity and reliability issues

In order to make sure that the observational schedule was suitable for investigating the extent to which post-basic year 11 students' CUAL was encouraged by their teachers during Arabic language lessons, issues of its validity were first considered by gaining feedback from the reference group described in the previous sections. They were asked to express their opinion on the following four criteria:

1. Appropriateness of the quantitative scale.
2. Appropriateness of the items (addition or deletion).
3. Clarification of the language and concepts.
4. Formulation of the linguistic expressions of the items.

Based on their views which were concentrated on clarification of the language and concepts and formulation of the linguistic expressions of the items, the schedule was edited and finalized for implementation. On the basis of their feedback modifications were made. Firstly, the general teaching skill of *"Providing organized activities to students"* was modified to *"Providing a range of activities that support students' application and reflection on input"*. Secondly, two skills were added to the CUAL skills set. These were *"Encouraging students to express their views by drawing maps or using modern linguistic expressions like poems"* and *"Asking students to extract some innovative graphical images from the viewpoint of students that could be translated into paintings"*.

3.2.1.3 Trial observational schedule

To ensure the reliability of the observational schedule, the researcher selected the method of observers' agreement for the verification of reliability. An Arabic language educational supervisor, who supervised Arabic language teachers in post-basic schools and had 17 years experience, was trained to implement the OS. She then implemented the OS to observing 17 Arabic language teachers during their post-basic year 11 classes from 06/12/2008 to 19/12/2008. Each teacher was observed for

one lesson. Both the researcher and the supervisor independently rated each teacher at the same time. Then the degree of reliability of the two observers' ratings was calculated using Cronbach's Alpha consistency coefficient. The result is shown in Table 3.8:

Table 3.8 Reliability degree for the subcategories of the observational schedule

Subcategory	Reliability degree (Cronbach's Alpha reliability coefficient; $n = 17$)
Supportive learning environment skills	0.82
Using suitable presentation skills	0.89
Implementation of activities skills	0.88
Assessment skills	.74
Motivating students' learning skills,	0.90
Resourcing students' learning skills	0.78
Teacher-student verbal interactions	0.84
Teaching strategies	0.84
Providing opportunities to learn for real life	0.89
Total of general teaching skills	0.96
Fluency skills	0.88
Subcategory	Reliability degree

	(Cronbach's Alpha reliability coefficient; $n = 17$)
Originality skills	0.91
Flexibility skills	0.87
Elaboration skills	0.83
Total of Arabic language creative skills	0.97
<i>Total reliability of the whole schedule</i>	0.98

The degree of reliability in terms of Cronbach's Alpha reliability coefficient values ranged from 0.74 for "Assessment skills" to 0.98 for "the whole schedule", thus providing very good evidence for the reliability of the observational schedule. This is because the degree of "good reliability" should be between 0.70 and 0.90 (Bland, 1997).

3.2.2 The questionnaire

In order to collect data on the teachers' self-report about their teaching and assessment practices and how they encouraged students' CUAL, the researcher designed a questionnaire. It included a variety of assessments methods which were related to the aspects of encouraging the CUAL in students. The researcher prepared the questionnaire according to the steps in the following sections.

3.2.2.1 Designing the questionnaire

In step one a preliminary list of assessment methods that Arabic language teacher would be expected to use to encourage the CUAL in students was developed using the same rationale as for the design of the observational schedule which was based on Halliday's (1975) model of language functions. Other bases for the questionnaire development were: interactional language encounters, changing Arabic language attitudes towards students and pedagogy, asking questions to learners and listening to their

questions, explicit teaching, Arabic language teachers' tasks in accordance to the results of previous Arabic language studies, and Arabic language acquisition and development (See Figure 2.10 in Chapter 2).

Then, in step 2, the assessment skills were divided to two categories in accordance with the official categories for assessing Arabic language use (The Ministry of Education, 2007). Figure 3.3 shows the division of the assessment methods.

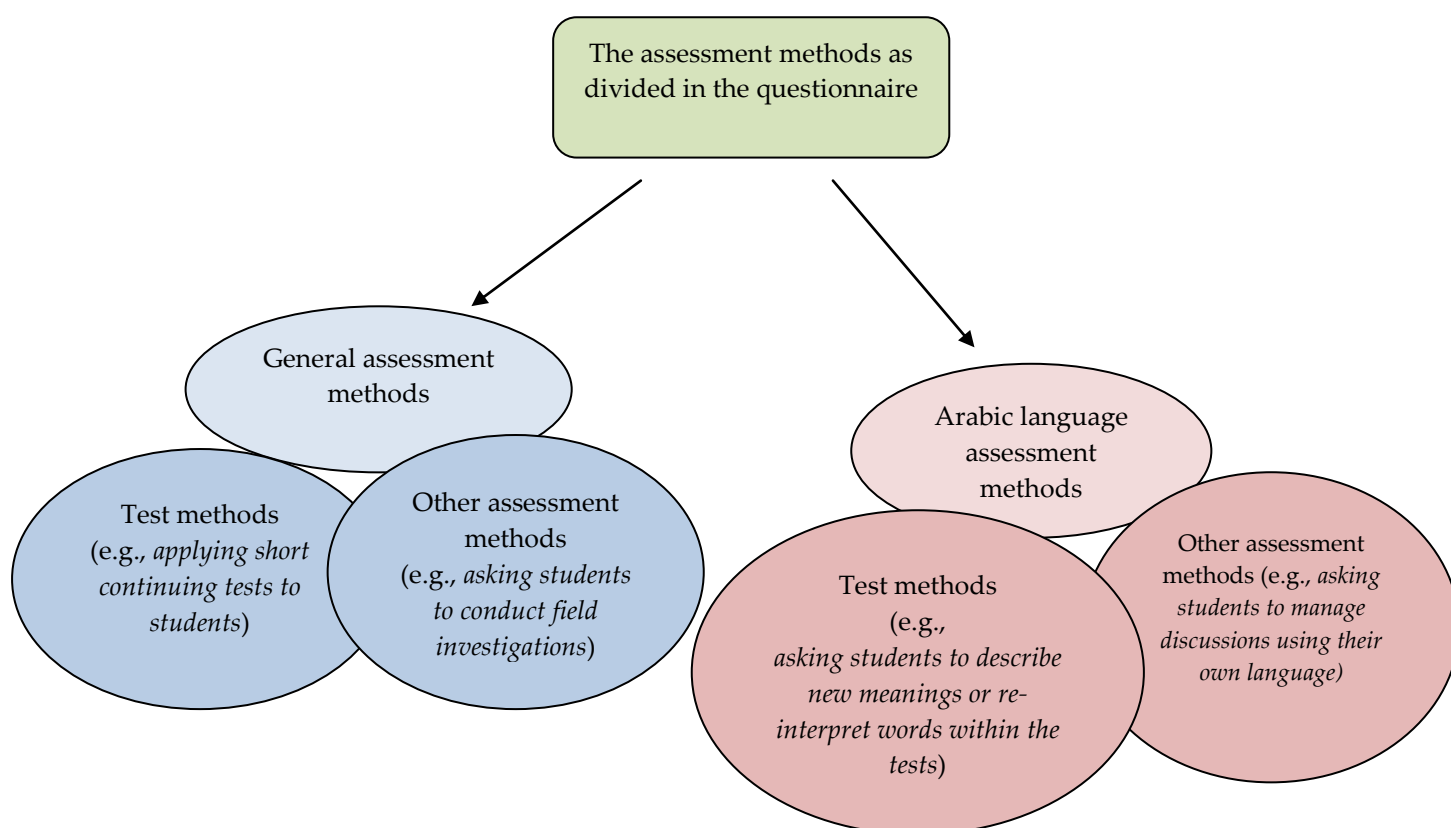


Figure 3.3: Language structure and assessment content of the questionnaire

As shown in Figure 3.3, the two main categories of the questionnaire (general assessment methods, and Arabic language assessment methods) were divided into four subcategories (two for each into category): general test methods, other general assessment methods, Arabic language test methods, and other Arabic language assessment methods. After that, each method was described using short words, couched in a singular present tense, and placed before each performance the level of teacher

performance according to the criteria (always, often, sometimes, rarely or never) which have the following meanings and values (in parentheses):

Always (4): means that teachers apply the skill in clearly and frankly ways at every opportunity appropriate to the nature of the lesson.

Often (3): means that teachers apply the skill often in situations appropriate to the nature of the classroom lesson, so they would miss some opportunities.

Sometimes (2): means that teachers apply the skill in sometimes in situations appropriate to the nature of the classroom lesson, so they would miss quite a number of opportunities.

Rarely(1): means that teachers are lacking in applying the skill in situations appropriate to the nature of the classroom lesson, so they would miss a lot of opportunities.

Never (0): means that teachers never apply the skill in situations appropriate to the nature of the classroom lesson.

Finally, the questionnaire was previewed by the reference group (specialists in Arabic language teaching and assessment methods, and supervisors) who expressed their opinions and selected the appropriate phrases and words for the questionnaire that could best serve the study (See Appendix C which illustrates the questionnaire).

3.2.2.2 Validity of the questionnaire

The validity of the questionnaire was checked and reviewed from 06/12/2008 to 19/12/2008 by the reference group (specialists in Arabic language teaching and assessment methods, and supervisors) who expressed their opinions on the following points:

1. Appropriateness of the quantitative scale.
2. Appropriateness of the items (addition or deletion)
3. Clarification of the language and concepts.
4. Formulation of the linguistic expressions.

Based on their views the questionnaire was edited and finalised for implementation. For example, the Arabic language specialists suggested reformulation of one method *“Assessing my students by using activities that encourage them to identify their attitudes and analyse them in accordance with the reality of daily life”* to *“Including test the attitudes of daily life and analyse them by students”*.

3.2.2.3 Reliability of the questionnaire

To ensure the reliability of the questionnaire and to be ready for the actual application, the researcher trialled the questionnaire by administrating it to a sample of 40 Arabic language teachers who were similar to those in the actual sample of the research study. Then, the researcher administered it again to the same sample two weeks later (03/01/2009). After that, the reliability was calculated using the Cronbach’s Alpha method (See Table 3.9).

Table 3.9 Reliability degree for subcategories of the questionnaire

Subcategory	Reliability degree (Cronbach’s Alpha reliability coefficient; $n = 40$)
General test methods	0.85
Other general assessment methods	0.87
Total of general assessment methods	0.93
Arabic language test methods	0.83
Other Arabic language assessment methods	0.84
Total of Arabic language assessment methods	0.91
<i>Total reliability of the whole questionnaire</i>	0.96

As it is clear, Table 3.9 shows that the results provided strong evidence for the reliability of the questionnaire since the range of degree of reliability was between 0.83 and 0.96.

3.2.3 Interviews with Omani curriculum development officers

In order to investigate the extent of the match between: (1) the policy and pedagogy of teaching and assessment for Arabic language learning in Oman, and (2) the reality of their implementation in school classrooms, the researcher prepared the interview schedule according to the following steps:

1. Preparing the questions according to the aim of the interviews.
2. Previewing of the questions by the reference group who expressed their opinions and selected appropriate phrases and words for the interview questions that could best serve the study (See Appendix E which shows the interview's questions).

3.2.3.1 Validity of the interview questions

The validity of the interview questions was checked and reviewed from 06/12/2008 to 19/12/2008 by the reference group (specialists in Arabic language teaching and assessment methods, and supervisors) who expressed their opinions on the following points:

1. Formulation of linguistic expressions in the questions.
2. Clarity of words.
3. Whether or not the questions were appropriate for the aim of the interview.
4. Addition or deletion of what they deemed appropriate or inappropriate.

The specialists were in agreement with the researcher in the formulation of the interview questions, so that there was no need for editing the questions.

3.2.3.2 Reliability of the interview questions

Because the interview schedule was considered as a qualitative instrument, the researcher enhanced its reliability by analysing the responses to the questions with a cooperative educational supervisor from the Ministry of Education. The analyses were done separately, so the researcher compared her results of analyses with those of the co-operative supervisor and determined the extent of the agreement between them. There was agreement between them in the following:

1. The whole idea of each response.
2. The main important issues for each interviewee.
3. The formulation the language of most responses.

For example, both of the researcher and the cooperative supervisor agreed in their analyses of one response to Question 1 (*What is the most important objective of teaching the Arabic language in post-basic schools in Oman?*). Both of them agreed on the main ideas of the responses which focused on *considering the students as not just a consumer of the language, but a producer*. They also agreed that the main ideas of the responses also focused on *the knowledge of laws and regulations through which runs the case of language*.

3.2.4 The CUAL test

3.2.4.1. The aim of the CUAL test

The test aimed to measure the levels of the creative use of the Arabic language in post-basic year 11, including aspects of the macro Arabic language skills: listening, reading, writing and speaking.

3.2.4.1 Designing the CUAL test

After identifying the aim of the test, the researcher prepared it according to the following steps. In step 1, the basic skills of the creative use of the Arabic language (CUAL) were identified based on the following:

1. The four elements identified in the literature review framework which was related to the creative skills of language use in general and the Arabic language in particular.
2. Findings of some previous studies which indicated these skills that were described in the items of fluency, flexibility, originality and elaboration (See Appendix F which illustrates the basic skills of the CUAL).

Then, in step 2, the levels of the CUAL were identified according to the following:

(A) The characteristics of students' creative Arabic language use which were mentioned in the literature review in Chapter 2 e.g., generating the greatest possible number of appropriate titles for a subject, or imagining the largest possible number of appropriate endings to a story, composing the largest possible number of appropriate linguistic expressions of any event, using a number of words in the largest number of sentences, using some synonyms for vocabulary in a linguistic variety of contexts, and expressing some ideas using diverse and flexible linguistic expressions.

(B) Treffinger, Young, Selby, and Shepardson's (2002) explanation of the levels of the creative use of language, and Qasem's (2005) study in determining different four levels for the creative use of Arabic, as well as other previous studies on these levels, which are: *excelling, expressing, emerging and not yet evident* (See Appendices G, H, I and J which show the levels of the creative use of listening speaking, reading, and writing).

In step 3, the test specifications were designed by identifying the necessary content. The test contained a set of open questions in Arabic language skills: listening, reading, writing and speaking, which measured the skills of the creative use of the Arabic language: fluency, originality, flexibility and elaboration.

The test was divided into four sections, each section represented one skill of the Arabic language (listening, reading, writing and speaking), and included a series of questions which measured the skills of fluency, originality, flexibility and elaboration. This test was mainly written, except for the section on speaking which included oral questions. This speaking test was implemented as interviews with the students and the interviews were audio-recorded and then transcribed for analyses. The design of the test relied on the basic skills of the creative use of the Arabic language (See Appendices F, G, H, I, and J), developed by the researcher based on the Arab educational literature (See Appendix K which illustrates the content of the CUAL test). Finally, in accordance with the four levels of the creative use of the Arabic language, the researcher then prepared the marking key (See Appendix L which illustrates the marking key of the CUAL test's questions). It was based on the nature of each skill measured in each test question.

3.2.4.2 Test validity

In order to ensure the basic skills and four levels of the CUAL in the test being designed are suitable for measuring the CUAL performance in students, their validity was checked by submitting the test to the group of specialists in language teaching, Arabic or English (the reference group). The validity of the test was checked from 06/12/2008 to 19/12/2008 and the reference group then provided their views and feedback on the following points:

1. Appropriateness of the quantitative scale.
2. Appropriateness of the items (addition or deletion).
3. Clarification of the language and concepts.
4. Formulation of the linguistic expressions.

Based on the views of the language specialists in the reference group the test was edited and finalised for implementation. Their views focused on clarifying the language and concepts and reformulating the linguistic expressions, for example, *reformulation of some sentences in the reading texts*. Another example is *deleting Question 8 from the listening section, in order to shorten this section so that the time for answering it was suitable and to ensure the balance among the four sections: listening, reading, writing and*

speaking. In addition, the researcher asked some post-basic year 11 students to express their opinions about the content of the test when they answered it during the stage of measuring its reliability. This step ensured that the test was suitable for post-basic year 11 level.

3.2.4.3 Test reliability

The test reliability was measured by trialling the test on a sample of 39 post-basic year 11 students who were representative of the actual study sample. On the basis of the test results, the questions were reviewed and modified by the researcher and an Arabic language teacher supervisor (with 17 years of experience). The review and modification of the test were done after the researchers had explained to the supervisor all the criteria for ensuring that the students' grades could be obtained in the test according to the fair judgement of their language skills. The reliability was then calculated using Cronbach's Alpha consistency coefficient to compare the three observers' ratings. The results were as follows:

Table 3.10 Reliability degree of the CUAL test

Skill	Reliability degree (Cronbach's Alpha reliability coefficient; $n = 40$)
Listening	0.85
Speaking	0.84
Reading	0.88
Writing	0.87
<i>The whole test</i>	0.93

The reliability degree, as Table 3.10 shows, provided good evidence for the reliability of the test. This means that the test was consistent across different characteristics of the testing situation (Bachman, 1996).

3.2.4.4 Determining the time of the test

The time for the test was determined during the reliability procedure, by calculating the average of the time for the first student who completed it (90 minutes) and that for the last one who completed it (120 minutes). So, the average was 105 minutes (1 hour 45 minutes) which was then allocated to the different sections of the test as follows:

Listening: 30 minutes

Reading: 30 minutes

Writing: 30 minutes

Speaking: 15 minutes

3.2.4.5 Test marking

The test was marked in two different ways. First, in order to determine the students' performance in the four macro Arabic language skills (listening, speaking, reading, and writing) students' total score on all the questions about the macro skills was calculated. For example, regarding listening skill, the researcher calculated the total score on all the listening questions for each student and determined his/ her level according to the CUAL levels (1= not yet evident level, 2= emerging level, 3= expressing level, and 4= excelling level). Second, in order to determine the students' performance in the four CUAL skills (Fluency, Originality, Flexibility and Elaboration) student's total score of all the questions which deal with each CUAL skill was calculated. For example, regarding the fluency skill, the researcher calculated the total score of all the questions which deal with this skill (in listening, speaking, reading or writing) and determine his/her level according to the CUAL levels (1= not yet

evident level, 2= emerging level, 3= expressing level, and 4= excelling level). By completing all these procedures, all the study instruments were ready for use in collecting the data.

3.3 The procedures of data collection

3.3.1 Introduction

After completing the design of the study instruments and measuring their validity and reliability, the researcher began to collect the data for the study on February 15, 2009 in the three regions of the Sultanate of Oman: North of Al-Batinah, Al-Dhahirah and Muscat.

Prior to the actual data collection, it had been agreed that the study was to take place in the post-basic schools of the three regions, and that the three male educational supervisors were to implement the instruments in the male post-basic schools with one supervisor for each region. This was because females are prevented from entering the male schools in Oman (See Appendix N which illustrates the names of supervisors who participated in data collection).

All of the educational supervisors had been supervising the Arabic language teachers in post-basic schools, and therefore they had sufficient experience in the observation of teachers. Official letters from the University of Sultan Qaboos (the workplace of the researcher) was sent to the principals of the male and female post-basic schools in the three regions asking for their approval to participate in the project.

Then, the researcher met the educational supervisors and explained to them the objectives of the project and the method of implementing the study instruments through a brief guide on how to implement each one. It is necessary here to note that Arabic language teachers were observed by determining how often they applied each skill in their teaching. This method was suitable in terms of the nature of Arabic language teaching which is based on democratizing literacy practice by

equipping all learners equally with the knowledge resources required to participate successfully in classroom discourse. This method was also consistent with the Scaffolding Interaction Cycle, as mentioned in the literature review, which is made up of three main 'moves'—prepare, identify and elaborate.

3.3.2 Collecting data from female schools

The researcher herself collected data from the female schools in the three regions. She started from the North of Al-Batinah schools (See Appendix O which illustrates the female schools of different regions in Oman which participated in the study). She observed Arabic language teachers who taught post-basic year 11 students, with two lessons for each teacher; to ensure justice in the observation, and to give them adequate opportunity to show their skills. Twenty-three teachers in this region were observed and given questionnaires to evaluate the extent of their evaluation methods in encouraging the creative use of the Arabic language in their students.

Then a random sample of their students was chosen to be tested. This is because the test could not be applied to everyone because of time constraints. The size of the sample was 67 post-basic year 11 students; where the application of the written part of the test (listening, reading and writing) was in a specific hall. The test took one hour and 45 minutes, while interviews were being conducted in another room. Each student was allowed a quarter of an hour for answering the speaking questions of which each student had to select three. The data collection in the first region took 30 days.

After the collection of data from the first region, the researcher moved to the next one, Al-Dhahirah region. She carried out the same steps and actions in the schools of this region. The total sample size of female teachers was 15, whereas the sample size of female students was 77, and the duration of data collection was 30 days (See Appendix O which illustrates the female schools of different regions in Oman which participated in the study). Finally, the researcher moved to the last region, Muscat.

She carried out the same steps and actions in its schools. The total size of the female teachers was 22, whereas the sample size of female students was 75, and the duration of application was 30 days (See Appendix O which illustrates the female schools which participated in the study).

3.3.3 Collecting data from male schools

Regarding the male sample, the total size of the male teachers in North of Al-Batinah region was 27, whereas the sample size of male students was 102, and the duration of data collection was 30 days. The total sample size of the male teachers of Al-Dhahirah region was 28, whereas the sample size of male students was 77, and the duration of data collection was 30 days. The total sample size of the male teachers of Muscat region was 18, whereas the sample size of students was 60, and the duration of application was 30 days (See Appendix P which illustrates the male schools which participated in the study).

It should be noted here that the lessons had not been audio-recorded or video-recorded because teachers did not agree to be recorded. This was an essential condition for teachers' acceptance to participate in this study in addition to confidentiality and anonymity of the participants.

3.3.4 Interviewing the Arabic language curriculum developers

After the completion of data collection in the three regions, the researcher went to the Department curriculum development in the Ministry of Education, and conducted some interviews with officials of the Arabic language curriculum, according to the interview questions prepared specifically to determine the relationship between the policy of teaching the Arabic language and its implementation. The interviews were conducted with four members as shown in Table 3.11.

Table 3.11 Sample of Arabic language curriculum developers

Name of developer	Position
Mohammed Al-Gabri	The head of Arabic language curriculum department
Dr. Abdel-Azizi A.Jelassi	Arabic language curriculum member
Dr. Atta Abu Jabeen	Arabic language curriculum member
Dr. Fatma Al-Shidi	Arabic language curriculum member

The interviews took 3 days, whereas the entire duration of the implementation took three months. Then, the stage of explaining and analysing the findings of the study began. It is necessary here to note that the researcher herself marked the test answers by the students. In order to avoid bias during the test marking process, the researcher marked the test according to the criteria of each level of the CUAL which were explained above. As mentioned, the validity of these criteria was checked by Arabic language specialists (the reference group) to ensure that they were suitable indicators for the students' CUAL performance (Bachman & Palmer, 1996).

3.4 Summary

This chapter has described the procedures of designing the study instruments: the observational schedule, the questionnaire, the interview questions and the Arabic language test. It has explained their contents and evidence for their validities and reliabilities. In addition, this chapter shows the procedures of data collection by illustrating the schools that participated in this study and the study samples of teachers and students. It also explains the step of collecting data from schools. The next chapter presents the study findings according to the data obtained from the schools and analyses the findings according to the research questions of the study.

Chapter 4 Results

This chapter presents the results of the study. It reports on findings in relation to the research questions and various data collection instruments, including an overview of teaching the Arabic language in Oman and post-basic students' creative use of the Arabic language (CUAL).

Tables of this chapter are presented to show the results of each question of this study. Regarding figures of this chapter, they are designed to clarify the results presented in each table.

4.1 Overview of teaching the Arabic language in Oman

According to the Arabic Language Syllabus, teaching the Arabic language in Oman at all its stages aims to provide students with the basic skills in the various arts of language: listening, speaking, reading and writing in order to help students to apply these skills in their everyday life. Furthermore, it aims to ensure that students were able to acquire critical reading skills, active listening skills, and the ability to speak tactfully and write clearly. It requires them to be able to express themselves in Arabic and have the appropriate skills to participate in a variety of Arabic language communicative experiences in the classroom. So they are expected to improve their communication skills prior to and during post-basic Year 11 (Al-Harrasi, 2002). In addition, teaching the Arabic language in the post-basic education stage is particularly focused on developing students' Arabic language skills, training them to think critically and providing them with opportunities to express their ideas and views in both oral and written activities. They are expected to master the basic skills of constructing and reading written texts on a wide range of subjects (e.g., choosing a suitable title, choosing good ideas, and writing a suitable introduction or ending), and writing functional expressions (e.g., formulating questions for interviews, writing curriculum vitae and advertisements) (The Ministry of Education, 2007 b, pp. 22-23).

It is important to understand that the language taught inside the classroom is MSA. A textbook is in use and it focuses on MSA. According to the official Document of Assessment Students in the Arabic Language in the Classes (10-12) (The Ministry of Education, 2007 b), there are two categories of teaching skills for teaching Arabic language: first, general teaching skills which include the basic skills of teaching in general that can be used for teaching all other subjects and second, Arabic language teaching skills which are related to the nature of the Arabic language that should be acquired by students in particular. According to the Ministry of Education (2007 b), the main aim of teaching the Arabic language in Oman is to improve students' abilities and their talents in the subject through activities that encourage their creative use of the language. Furthermore, according to the Ministry of Education (2007), teaching the Arabic language in Oman is based on encouraging students' self - assessment, providing a variety of readings, and varying the assessment methods.

4.2 Data Collection

The current study focused on answering four main research questions and subsidiary research questions as given in Chapter 1. These were:

1. To what extent do Arabic language teachers apply CUAL in post-basic school students?
 - 1.1. To what extent do Arabic language teaching methods encourage creativity in the use of the Arabic language in post-basic school students?
 - 1.2. Is there a correlation between teaching skills used by Arabic language teachers and students' CUAL performance?
 - 1.3. To what extent do Arabic language assessment methods encourage creativity in Arabic language use in post-basic school students?
 - 1.4. Is there a correlation between assessment methods used by Arabic language teachers and students' CUAL performance?
2. How well are Omani post-basic school students learning to use the Arabic language creatively?

3. To what extent, if at all, do male and female post-basic school students differ in their learning and achievement with respect to the CUAL?

Data were collected through employment of four research instruments: an Observation Schedule (OS) to observe the post-basic school Arabic language teachers' pedagogy and practice; a Questionnaire to collect data on the teachers' self-reports about their teaching and assessment practices; an Interview Schedule (IS) to investigate the extent of the match between (1) the policy and pedagogy of teaching and assessment for Arabic language learning in Oman, and (2) the reality of school classroom implementation; and a CUAL test (CUAL-T) to ascertain students' level of proficiency in Arabic including their CUAL. The results were organised according to Figure 4.1.

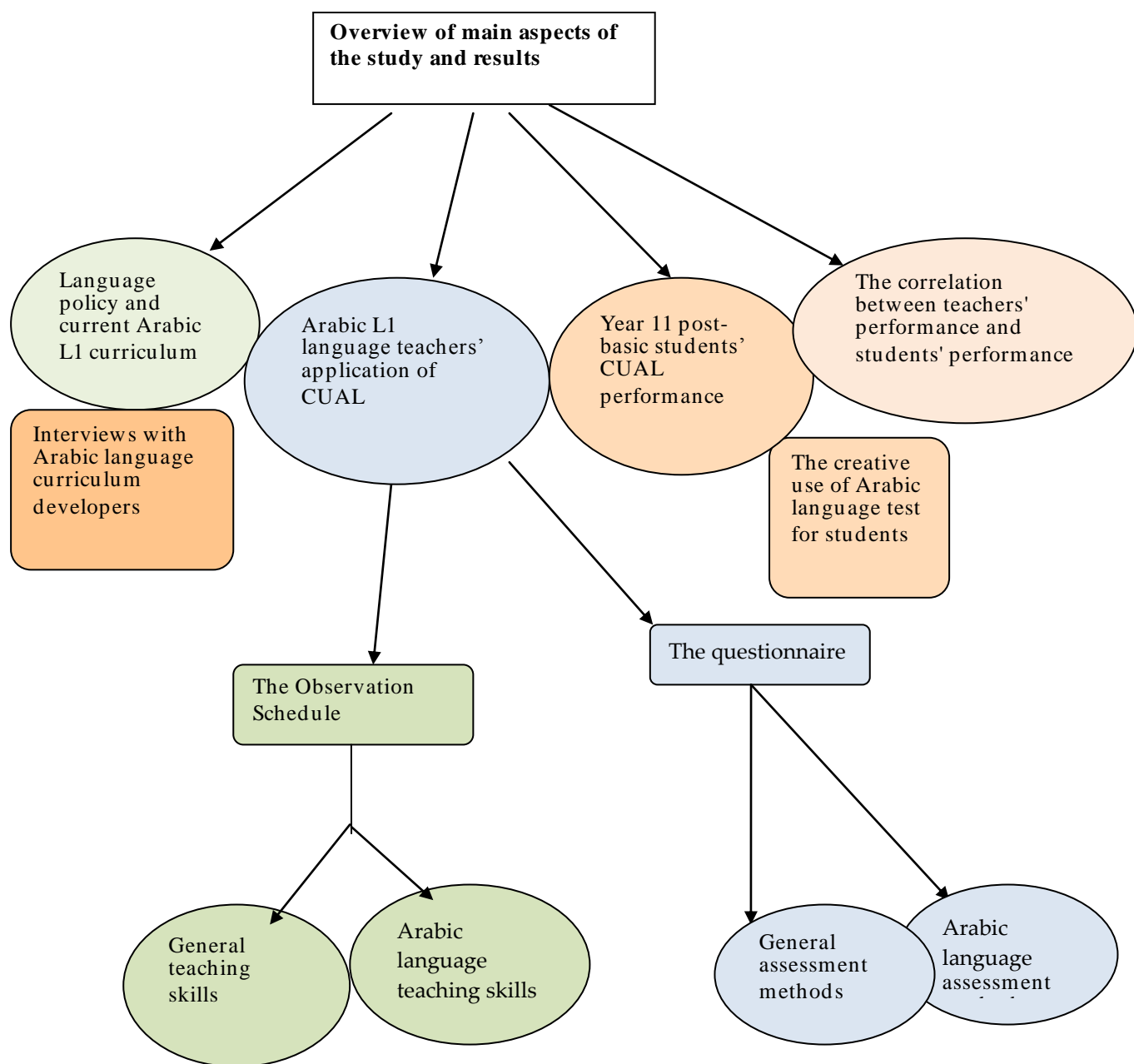


Figure 4.1: Overview of the main aspects of the study and its results

4.3 Arabic L1 language policy and current Arabic L1 curriculum

Interviews were conducted with four of the Omani Ministry of Education's nine key Arabic L1 curriculum developers to investigate how Arabic L1 policy and curriculum were developed, their views about the way the CUAL should be taught and monitored, and their personal opinions on the CUAL as a skill for Year 11 post-basic students. The responses of the interviewees were analysed by determining the match between their individual views and to identify any points of agreement or

disagreement. The interviews questions were related to the objectives of teaching the Arabic language, the influence and impact of policy on teaching the CUAL, the importance of encouraging the CUAL in students, and Arabic L1 language teachers' pedagogy for the CUAL.

The results showed that the attention to encouraging students' CUAL was still needed to support a more in depth focus. The details of the interviews' results are illustrated in the following part:

4.3.1 Objectives of teaching the Arabic language in Oman

All four officers individually voiced the opinion that the objectives of teaching Arabic in Oman focus on ensuring that students learn about the knowledge and rules of the language, and that the student is not just a consumer of the language, but a producer, so the focus should be on expressive skills such as being able to interact in interviews, and write reports and articles. For example, Arabic language officer one claimed that *the practical aspect of the aims at the stage of post-basic education focused on using the classical Arabic language as the only language of communication between the teacher and students. However, the officer said that the attention to improving reading skills in particular still needs more support. This is because reading skills are still below the prevailing level in the world.*

4.3.2 Influence of policy on teaching CUAL

Three of the four officers agreed that the Arabic language curriculum at the stage of post-basic education in the Sultanate should focus on practice skills. They noted that there is interest in developing students' Arabic language skills through the content of the curriculum; they had begun to focus on the slogan, "the classical Arabic language within the schools is the only language that should be used for communication"; and they had started implementation in the first stage of basic education, and graduation would be on this side of the stage of post-primary education. But they stressed that attention was still needed to support a stronger focus on using the classical Arabic language. For example, they noted that Year 11 post-basic students' interest or performance in reading was still very simple and lower than the required international level, that is, *"the text given at*

the post-primary education level are not more than 800 words". They argued that there was a need to increase the length of written texts and the quantity of reading, and to gradually expand their scope to further develop students' reading skills. They also noted that the subjects available in the textbook were based on ancient heritage and history and with only some interest related to simple contemporary issues that reflected the reality of students' language problems.

In addition, the same previous officers said that the Ministry of Education held a lot of teacher training courses on how to encourage the creative side in Arabic language students, as well as a creative guide which was designed for teachers in all subjects. This was a guide for teachers in the skills of creativity and how to implement them. Therefore, attention was currently given to the design of a variety of methods to feed the creative side of skills in the use of the Arabic language.

4.3.3 Importance of encouraging CUAL in students

The four officers emphasized that encouraging the creative use of the Arabic language is very important in the refinement of a student's language proficiency, raising his/her ability to use it in everyday life, including skills for use over his/ her entire life. The creative side in the use of the Arabic language is important in the understanding of other subjects; where it opens up the area to employ the creative use of Arabic language in science and the humanities. The Ministry considered that the promotion of this aspect was the way to the future. However, in spite of the importance of the creative use of the Arabic language, two officers (50%) claimed that *the attention to the policy of encouraging the creative use of the Arabic language started just recently by organizing workshops and courses that focused on the development of the aspects of creative thinking in various materials including Arabic.*

4.3.4 Evaluation of the Arabic language program

Three officers (75%) explained that a follow-up on the performance of teachers and the application of the objectives of teaching the Arabic language was occurring during the meetings held between curriculum designers and teachers who represented the post-basic schools of the Sultanate. During these meetings, curriculum designers listened to teachers' comments and views about the curriculum design. In addition, in each region of the Sultanate there was a training centre which organised all the training courses and workshops for teachers. However, those three officers argued that *"there is a need to pay more attention and support to the training aspect which is inadequate because it relies too heavily on the textbook; and therefore, the professional development workshops for teachers need to be more focused on teaching skills"*.

It is clear from these results that the curriculum officers are familiar with and supportive of the syllabus and policy for teaching the Arabic language and giving attention to students' learning of the CUAL. Clearly, the curriculum was intended to focus on considering the student not just as a consumer of the language, but also a producer. In addition, it supported a pedagogical approach that was able to develop students' Arabic language skills through the use of the content across the curriculum. However, some skills were still needed to support more and more focus, like the interest in reading skills which was still very simple, and lower than the required international level. Furthermore, the interviews showed that the attention to the creative use of the Arabic language was currently in the design of a variety of strategies to feed this aspect. The interviews also indicated that there was a training centre which organised all the training courses and workshops for teachers. However, the skills in which they should be trained did not receive sufficient attention. Whereas the curriculum policy and syllabus clearly reflected an intention to teach the creative use of the Arabic language, the next section reports on the outcomes of classroom observations that sought to identify whether there was a match between this policy and the teachers' practice.

4.4 Arabic L1 language teachers' pedagogy for CUAL

4.4.1 Arabic language teachers' current approach to teaching the creative use of the Arabic language

This issue was addressed by using the classroom observation schedule (OS). A total of 133 Arabic language teachers who taught Year 11 post-basic students were observed and rated by the researcher or an educational supervisor on their frequency of using pedagogical strategies that were recognized as encouraging students' creative use of the Arabic language (See appendix A "Classroom Observation Schedule"). As shown in Table 4.1, there were 73 male and 60 female teachers who were distributed across the following three regions of the Sultanate: Al-Dhahirah, Muscat and Al-Batinah. It should be noted that each teacher was observed in two classes as permitted by the time frame for the researcher's or an educational supervisor's access to the classes. The period of each class was 45 minutes, so each teacher was observed for 90 minutes.

Table 4.1 Sample of post-basic school teachers of the Arabic language by gender and by region

Region	Arabic Language Teachers		Totals
	GENDER		
	male	Female	
Al-Dhahirah	28	15	43
Muscat	18	22	40
Al-Batinah	27	23	50
Total	73	60	133

The researcher or an educational supervisor then observed how frequently each of the teachers demonstrated each skill listed in the Observation Schedule (rating 0 for the skill not being observed at all; rating 1 for rarely observed; rating 2 for sometimes observed; rating 3 for often observed; and rating 4 for always observed according to their performance in the classroom) (See Appendix B which illustrates the observational schedule). Each teacher was observed in more than one lesson and the final frequency of using each skill for each teacher was derived from calculating the average frequencies across the lessons. For example, if a teacher's rating was "2" in any skill in the first lesson, "4" in the same skill during the second lesson, then the average rating "3" would be the teacher's final frequency.

The items of the (OS) were divided into subcategories of skills according to the definition of the creative use of the Arabic language (CUAL), which was defined in Chapter 2. Figure 4.2 illustrates the divisions of the items according to the CUAL definition, and the Oman Syllabus of general teaching skills and Arabic language skills, including their subcategories.

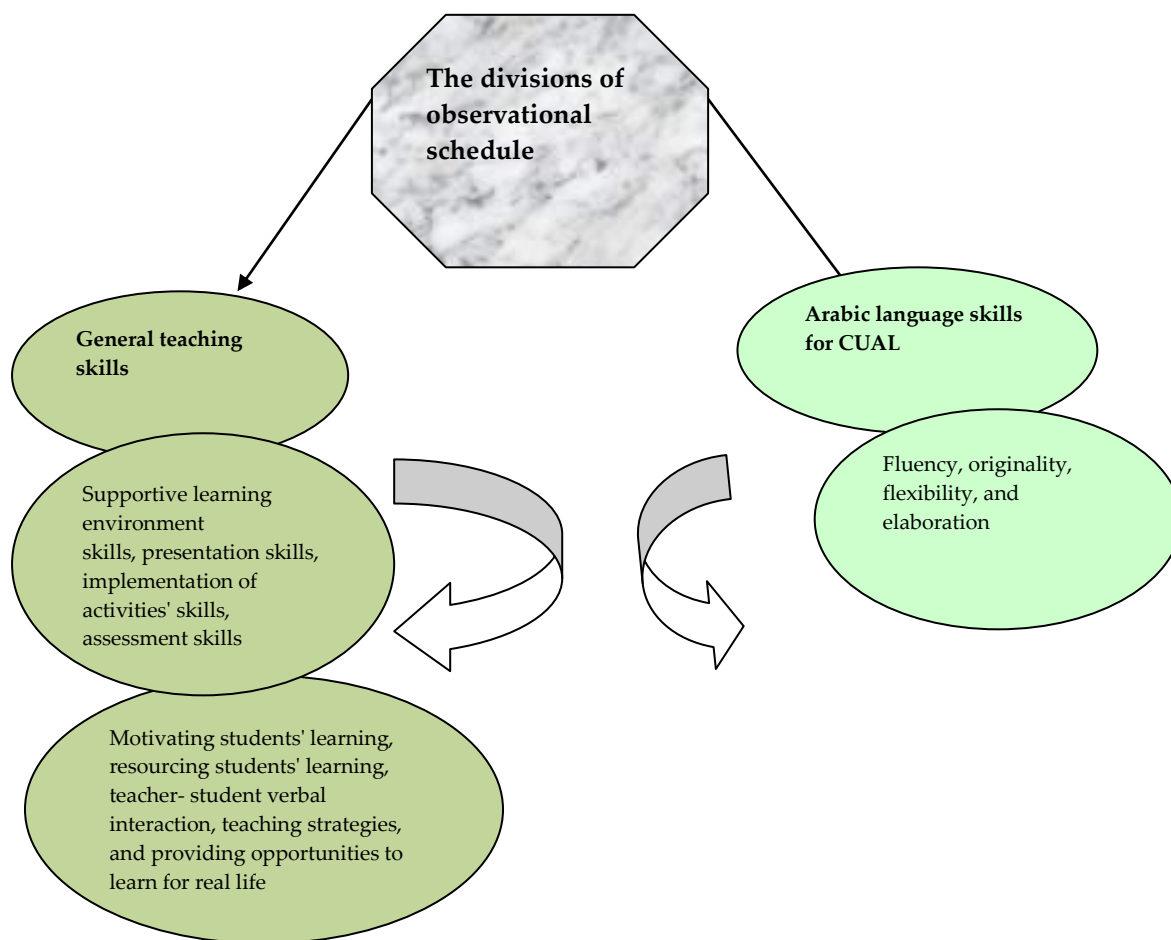


Figure 4.2: Overview of the approach to the CUAL teaching

4.4.1.1 Arabic language teachers' general teaching skills and Arabic language teachers' pedagogical skills

This section first reports on the observation about the teachers' use of general teaching skills and then the observation about the teachers' use of Arabic language teaching skills.

4.4.1.1.1 General teaching skills

The general teaching skills were divided according to two approaches: teaching procedures approach and the interaction between teachers and students approach. The first approach (teaching procedures) included four subcategories; supportive learning environment skills, suitable presentation skills, implementation of students' activities skills, and students' assessment skills). The second approach (interaction between teachers and students) included five subcategories: motivating students'

learning skills, resourcing students' learning, teacher-student verbal interactions, teaching strategies, and providing opportunities to learn for real life. Each subcategory includes different teaching skills.

4.4.1.1.1 Teaching procedures approach

According to the documentation for preparing new contract teachers (The Ministry of Education, 2007), four subcategories were included in the teaching approach inside the classroom. This approach included:

4.4.1.1.1.1. Supportive learning environment: preparing students for learning.

4.4.1.1.1.1.2. Using suitable presentation skills: the skills which were used to present the materials.

4.4.1.1.1.1.3. Implementation of students' activities: the skills which were used to implement the activities for students.

4.4.1.1.1.1.4. Assessment of students: all the skills that were used for assessing the students' understanding of the lesson.

The results showed that Arabic language teachers paid more attention to the supporting learning environment and using assessment skills. In contrast, they paid less attention to using suitable presentation skills and implementing suitable activities for students.

4.4.1.1.1.1 Supportive learning environment

Teachers were observed in order to explore the extent to which they provided a supportive learning environment. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.2.

Table 4.2 Percentages of Arabic language teachers' ratings in using supportive learning environment skills

Item no.	Percentage ratings rank	The skill	A	O	A+O	S	R	N	R+N
1	1	Preparing a suitable physical environment for the classroom (lighting, ventilation, arranging student seats)	45.9	41.3	87.2	9.7	0.8	2.3	3.1
2	2	Using an exciting introduction before presenting the material	22.5	33.1	55.6	33.8	6.8	3.8	10.6
25	3	Encouraging students to read from different resources, in order to support the material.	12.8	28.6	41.4	17.3	15.8	25.5	41.3
19	4	Using a variety of sources for the material instead of relying on school books only.	6.8	36.8	43.6	25.6	15.0	15.8	30.8

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

On the five-point observational scale of “Always”, “Often”, “Sometimes”, “Rarely” and “Never”, less than half (45.9%) of the teachers were rated as always taking account of the physical environment of the classroom at the start of the lesson (See Table 4.2). Similarly, less than half (41.3%) of the teachers were rated as often taking account of the physical environment of the classroom at the start of the lesson. The former group of teachers took account of all the aspects identified in the schedule (switch on the light, open the windows, organise the students' seats to allow them participate in discussions, provide effective board pens, provide suitable teaching aids) whereas the latter group considered at least three of these five aspects of the physical environment. Ratings for the remaining teachers (12.9%) suggested a need to pay more attention to making the physical environment of the classroom more conducive to learning with respect to these aspects.

The results also showed that more than half (55.6%) of the teachers were considered as always using an exciting introduction which ensured that all students were encouraged to interact with the teachers, and their teaching was supported by visual or audio aids, linked to the real-life communication needs. This contrasted with less than half (44.4%) of the teachers who needed to pay more attention to using an exciting introduction before presenting the material.

On the other hand, only 6.8% of the teachers were rated as always using a variety of sources for the material instead of relying on school books only, and 36.8% of the teachers were rated as often paying their attention to using this skill. In contrast, 30.8% of the teachers showed a need to pay more attention to using this skill.

A minority (12.8%) of the teachers were rated as *always* encouraging students to read from different resources (encouraging students to read from different resources, in order to support the material for each activity implemented in the classroom) compared with 28.6% of the teachers who were considered as *often* encouraging students to read from different resources. On the other hand, more than half (58.7%) of the teachers needed to pay more attention to encouraging students to read from different resources in order to support the material (See Table 4.2).

In summary, the Arabic language teachers in this study focused on using the first skill (*Preparing a suitable physical environment for the classroom (lighting, ventilation, and arranging student seats)*) compared with using other skills. The teachers used this skill more frequently than the other three skills. So, from Table 4.2, it can be said that this study showed that the majority of the Arabic language teachers focused on preparing a suitable learning environment for students before teaching the lesson in the classroom (See Figure 4.3)

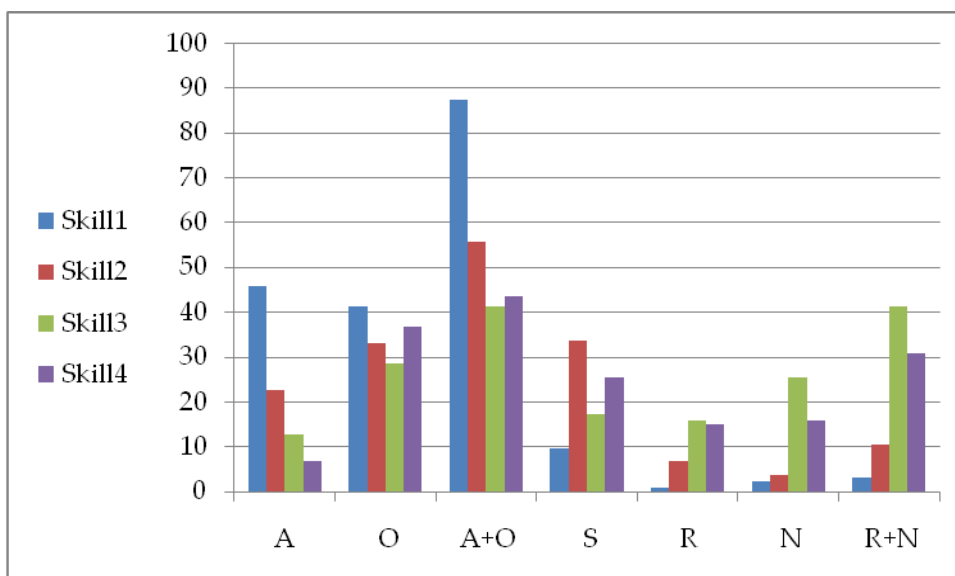


Figure 4.3: Arabic language teachers' use of skills to prepare a supportive language learning environment

4.4.1.1.1.1.2 Suitable presentation skills

Teachers were observed to explore the extent to which they used nine presentation skills. The items of the OS that were applied to observing this are shown in Table 4.3. It is necessary here to note the meaning of scales and its value for rating (See 3.2.1.2 in Chapter 3) as follows:

Always (4) (applying the skill clearly and frankly at every opportunity appropriate to the nature of the lesson).

Often (3) (applying the skill often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities).

Sometimes (2) (applying the skill sometimes in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities).

Rarely (1) (applying the skill in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities).

Never (0) (never applying the skill in situations appropriate to the nature of the classroom lesson).

Table 4.3 Percentages of Arabic language teachers' ratings in each scale of using suitable presentation skills

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
10	1	Listening to students views in a flexible manner	34.6	42.1	76.7	16.5	2.3	4.5	6.8
5	2	Varying voice and movement within the classroom during the presentation of the material.	27.8	44.4	72.2	18.0	9.0	0.8	9.8
8	3	Activating the role of each student, and their attention and participation in the classroom	21.8	44.4	66.2	23.3	9.0	1.5	10.5
20	4	Linking the material presented with everyday life	15.0	29.4	44.4	31.6	12.0	12.0	24.0
6	5	Using cooperative learning group work	11.3	28.6	39.9	24.7	9.8	25.6	35.4
15	6	Encouraging students to link their views with their attitudes	9.8	23.3	33.1	29.3	12.8	24.8	37.6
4	7	Supporting the material with audio and visual aids like, maps, video and pictures.	8.3	24.8	33.1	15.8	15.8	35.3	51.1
7	8	Using a range of teaching aids to present the material	5.3	30.1	35.4	19.5	12.0	31.1	43.1
11	9	Diversifying teaching methods used to explain the material (e.g. problem solving, and brainstorming)	4.5	35.3	39.8	35.4	19.5	5.3	24.8
17	10	Using problem-solving approaches.	2.3	39.1	41.4	31.6	20.3	6.8	27.1

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

From Table 4.3, it is clear that the majority (76.7%) of the teachers were considered as paying more attention to listening to students' views in a flexible manner. In contrast, the remaining group (23.3%) of teachers were rated as paying less frequent attention (the combined proportion of teachers who were rated "Sometimes", "Rarely", and "Never"). Table 4.3 also shows that more than half (72.2%) of the teachers varied their voice and movement within the classroom during the presentation of the material. On the other hand, more than a quarter (27.8%) of the teachers needed to pay more attention to varying their voices and movements within the classroom during the presentation of the material.

It is also clear that close to two thirds (66.2%) of the teachers were rated as frequently (the combined proportion of teachers who rated always and often) activating the role of each student as learner and their attention and participation in the classroom. This contrasted with the remaining group (33.8%) of teachers who showed a need to care much more about activating the role of each student, and their attention to student participation in the classroom. Furthermore, while 44.4% of the teachers paid more attention to linking the material presented with everyday life, 31.6% of the teachers were rated as sometimes applying this skill. This compared with less than about a quarter (24%) of the teachers who were rarely or never applying this skill. On the other hand, only 2.3% of the teachers were rated as always using problem-solving approaches. In contrast, 31.6% of the teachers sometimes used this skill, and more than a quarter (27.1%) of the teachers were rated as rarely or never using this skill.

Table 4.3 also illustrates that 39.8% of the teachers were frequently diversifying teaching methods to explain the material (e.g., problem solving, and brainstorming). In contrast, more than half (60.2%) of the teachers were less frequently diversifying teaching methods used to explain the material (e.g., problem solving, and brainstorming).

The results also showed that only approximately one third of the teachers (35.4%) frequently used a range of teaching aids in their pedagogical approach in presenting the material. Ratings for the remaining majority of the teachers (62.6%) showed that they needed to enhance their pedagogical approach by using more teaching aids other than the textbook

In summary, Arabic language teachers focused on *encouraging their students to express their views in a flexible manner verbally and in writing* (76.7% of the teachers using it frequently) and they also focused on *attracting their students' attention by varying their voice and movement within the classroom during the teaching of the lesson* (72.2% of the teachers using it frequently). Because they paid attention to listening to students' views in a flexible manner, they *allowed them to activate their role and attention to participate*

in the classroom (66.2% of the teachers using it frequently). On the other hand, 33.1% and 39.8% of the teachers paid less attention to *supporting their teaching with audio and visual aids* and to *diversifying teaching methods used to explain the material*, respectively. This means that they preferred to use the traditional methods based on just using oral discussions without supporting them with modern aids (See Figure 4.4).

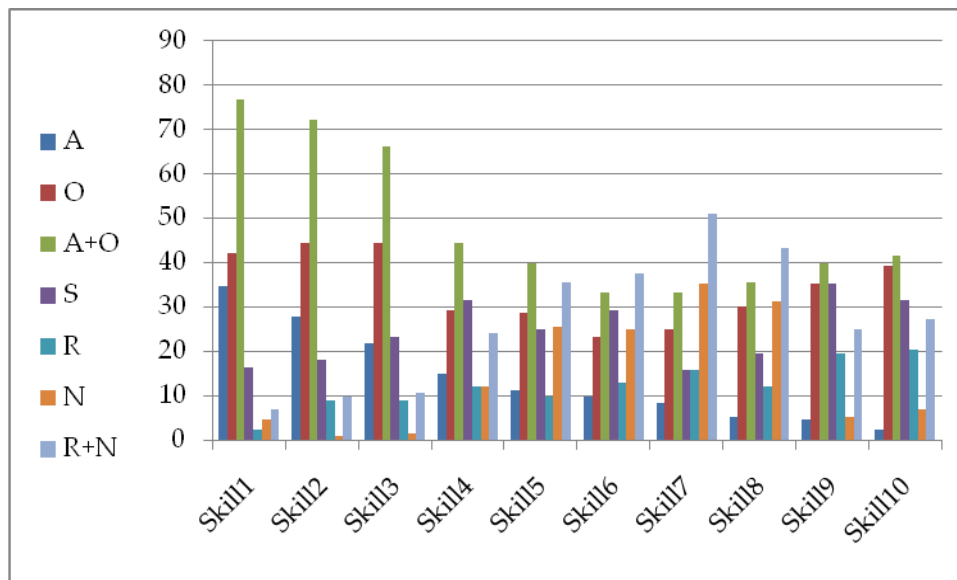


Figure 4.4: Arabic language teachers' use of suitable presentation skills

4.4.1.1.1.3 Implementation of lesson activities

Teachers were observed to explore the extent to which they used skills in the implementation of lesson activities. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.4.

Table 4.4 Percentages of Arabic language teachers' ratings in each scale of using the skills in implementation of lesson activities

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
3	1	Presenting organized activities	14.3	50.4	64.7	23.3	6.0	6.0	12.0
26	2	Encouraging and supporting students	14.3	45.9	60.2	23.6	11.4	4.8	16.2
24	3	Catering for a diversity of needs and interests in assessment presentations.	9.8	18.8	28.6	24.0	9.8	37.6	47.4
16	4	Providing a range of activities that support students' application and reflection on input.	8.3	39.8	48.1	28.6	16.5	6.8	23.3
29	5	Encouraging and supporting students to identify and resolve problems related to the knowledge and skills being sought.	8.3	39.1	47.4	33.1	14.3	5.3	19.6
22	6	Encouraging students to prepare a particular activity which is linked to the material and answer it.	7.5	22.6	30.1	26.3	16.5	27.1	43.6
30	7	Using higher order thinking activities	6.8	27.1	33.9	30.8	21.8	13.5	35.3
28	8	Providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets.	4.5	25.6	30.1	21.8	13.5	34.6	48.1
21	9	Supporting and encouraging students to select the preferred activities and answer them	4.5	21.8	26.3	30.8	19.5	23.3	42.8

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

Table 4.4 indicates that 64.7% of the teachers either always or often paid attention to presenting organized activities compared with the remaining teachers 23.3% of whom sometimes used this skill and 12% of whom who rarely or never demonstrated this skill.

The results also show that more than half (60.2%) of the teachers frequently encouraged and supported students compared with just 39.8% who paid less attention to applying this skill. In addition, most of the teachers (71.4%) less frequently cared about catering for a diversity of needs and

interests of students in the assessment of their presentations. This contrasted with more than a quarter (28.6%) of the teachers who paid more attention to applying this skill.

On the other hand, only 26.3% of the teachers paid more attention to supporting and encouraging students to select the preferred activities and answer them. Furthermore, 30.1% of the teachers were rated as frequently providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets compared with more than half (69.9%) of the teachers who were rated as less frequently applying this skill.

In general, Arabic language teachers paid more attention to *presenting organized activities* (64.7% of teachers used it frequently) and *encouraging and supporting students* (60.2% of the teachers used it frequently) and catering for a diversity of needs and interests of students in assessing their presentations (28.6% of the teachers used it frequently). But, on the other hand, teachers did not care about *supporting and encouraging students to select the preferred activities and answer them* (73.6% of the teachers used it less frequently than other skills) and also about *providing practical hands-on and exploratory activities* (69.9% of the teachers used it less frequently than other skills) (See Figure 4.5).

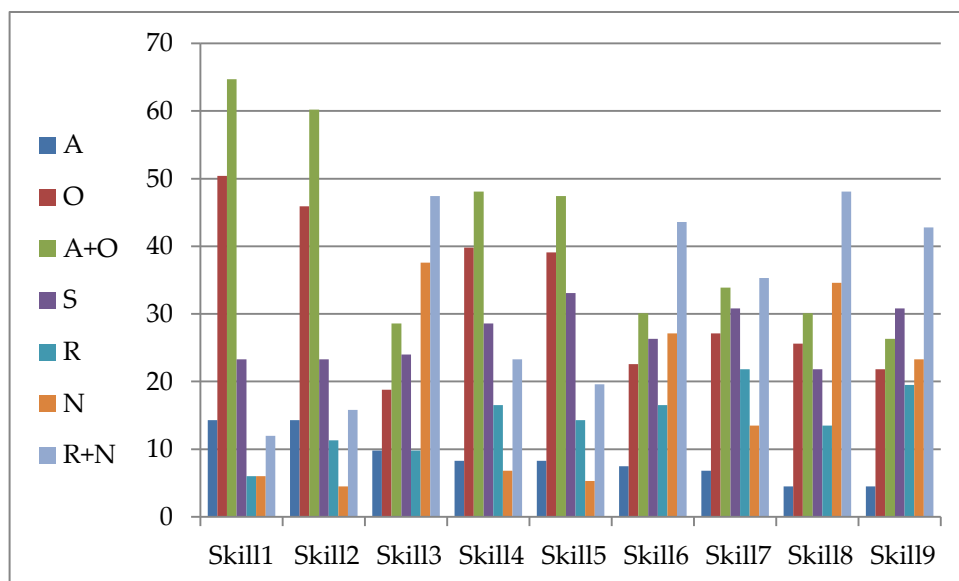


Figure 4.5: Arabic language teachers' use of skills to implement lesson activities

4.4.1.1.1.4 Assessment skills

Teachers were observed to explore the extent to which they used the assessment's skills. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.5.

Table 4.5 Percentages of Arabic language teachers' ratings in each scale of using assessment skills

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
27	1	Encouraging and supporting students to risk take when they respond in class	25.6	38.3	63.9	24.0	6.8	5.3	12.1
9	2	Encouraging students to participate in discussions or ask questions	23.3	52.6	75.9	16.5	4.5	3.0	7.5
18	3	Requiring students to justify their responses	12.8	48.9	61.7	24.1	11.3	3.0	14.3
14	4	Asking questions dealing with higher thinking skills	12.0	29.3	41.3	34.6	19.5	4.5	24.0
13	5	Avoiding criticizing students' answers	6.0	21.8	27.8	23.3	44.4	4.5	48.9
23	6	Providing opportunities for students to use peer assessment techniques	6.8	35.3	42.1	30.1	15.8	12.0	27.8
12	7	Presenting open issues for discussion with students	5.3	30.8	36.1	25.6	13.5	24.8	38.3

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

The table showed that more than half (63.9%) of the teachers frequently encouraged and supported students to take risk when they responded in class. Ratings for the remaining teachers (36.1%) showed a need to pay more attention to this skill.

The majority (75.9%) of the teachers showed paying more attention to encouraging students to participate in discussions or ask questions. In contrast, less than a quarter (24%) of the teachers showed a need to pay less attention to applying this skill. It is also clear that more than half (61.7%) of the teachers were rated as always and often paying more attention to requiring students to justify

their responses. This contrasted with less than a quarter (24.1% and 11.3% respectively) of the teachers who sometimes and rarely applied this skill.

On the other hand, a minority (5.3%) of the teachers were considered as always presenting open issues for discussion with students and 30.8% of the teachers were rated as often applying this skill. This contrasted with the remaining teachers (63.9%) who showed a need to pay more attention to presenting open issues for discussion with students. Some skills were less frequently used. For instance, 44.4% of the teachers rarely *avoided criticizing students' answers*, and 15.8% *provided opportunities for students to use peer assessment techniques*. Additionally, the skill of *presenting open issues for discussion with students* was never used by 24.8% of the teachers.

Generally, teachers assessed their students by allowing them to use their language skills, especially speaking. The results showed that teachers paid more attention to *encouraging their students to participate in discussions* (75.9% of the teachers used it frequently) and *justifying their responses* (61.7% of the teachers used it frequently). In contrast, teachers were still used traditional assessment methods based on *giving students direct comments to their answers* (48.9% of the teachers used it less frequently than other skills) and *ignoring using open issues for discussions with them* (63.9% of the teachers used it less frequently than other skills) (See Figure 4.6).

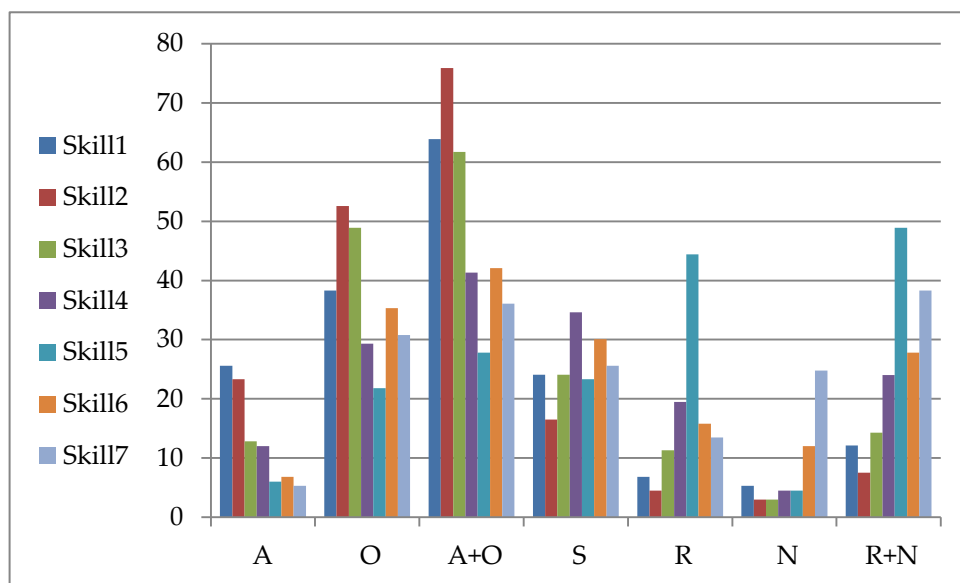


Figure 4.6: Arabic language teachers' use of skills to assess students

The results also showed the Arabic language teachers' attentions to using the general teaching skills subcategories. Table 4.6 illustrates that teachers paid more attention to using the *Supportive learning environment skills*. This means that teachers encouraged the creative use of the Arabic language (CUAL) in students by concentrating on preparing a suitable learning environment which was represented in their use of skills for the supportive learning environment. Teachers also focused on changing their usual skills for the assessment of students, in order to encourage their CUAL. On the other hand, teachers paid less attention to using the skills in activating students' roles and implementation of lessons activities which encouraged the CUAL in students. Actually, this was normal because the nature of this kind of skills differed from others. In other words, skills for the supportive learning environment were applied just once during each lesson compared with others which could be applied more than once according to the nature of each situation in the classroom. Therefore, teachers might not find enough time for applying these skills.

Table 4.6 Arabic language teachers' use of general teaching skills in descending order of four subcategories

The Subcategory	N	Mean	Std. Deviation
Supportive learning environment	133	2.4568	.081621
Assessment	133	2.3008	.68721
Suitable presentation skills	133	2.2008	.75040
Implementation of lessons' activities	133	2.0100	.80094
Valid N (listwise)	133		

To sum up, with regard to the general teaching skills, Arabic language teachers encouraged the CUAL through focusing on the supportive learning environment skills and assessment skills. But they paid less attention to using the skills for presenting material, and implementation of activities in spite of their high importance (See Figure 4.7).

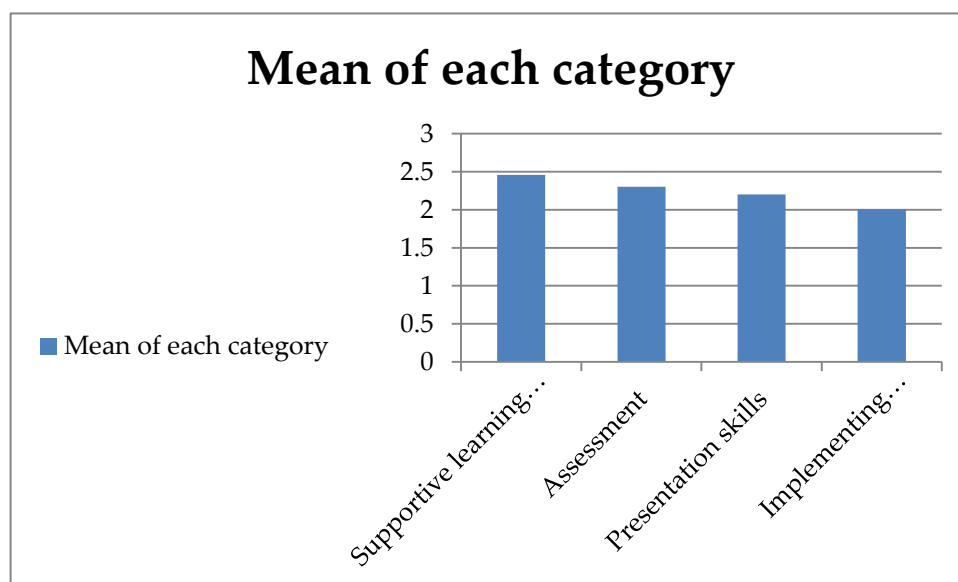


Figure 4.7: Arabic language teachers' use of teaching procedures approach

4.1.1.1.2 Interaction between teachers and students approach

The general teaching skills of the observational schedule were classified in another way. This was because it was necessary to determine the teachers' performance according to the interaction between teachers and students approach. The classification was constructed in accordance to some language specialists' perspectives. The approach of the interaction between teachers and students included five categories: *motivating students' learning skills, resourcing students' learning skills, teacher-student verbal interactions, teaching strategies, and providing opportunities to learn for real life.*

The results showed that Arabic language teachers paid more attention to using *teacher-student verbal interactions*, and *motivating students' learning skills*. However, Arabic language teachers were still needed more support in using *teaching strategies*, *providing opportunities to learn for real life*, and *resourcing students' learning skills*. The following part illustrates these results in details:

4.1.1.1.2.1 Motivating students' learning skills

Teachers were observed to explore the extent to which they motivated their students' learning. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.7

Table 4.7 Percentages of Arabic language teachers' ratings in each scale of using motivating students' learning skills

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
1	1	Preparing a suitable physical environment for the classroom (lighting, ventilation, arranging student seats)	45.8	41.4	87.2	9.8	0.8	2.2	3.0
2	2	Using an exciting introduction before presenting the material.	22.6	33.1	55.7	33.8	6.8	3.8	10.6
26	3	Encouraging and supporting students – generally – to participate in different lesson activities.	14.3	45.9	60.2	23.3	11.3	4.5	15.8
6	4	Using cooperative learning group work	11.3	28.6	39.9	24.8	9.8	25.6	35.4
29	5	Encouraging and supporting students to identify and resolve problems related to the knowledge and skills being sought	8.3	39.1	47.4	33.1	14.3	5.3	19.6
22	6	Encouraging students to prepare a particular activity which is linked to the material and answer it.	7.5	22.6	30.1	26.3	16.5	27.1	43.6
21	7	Supporting and encouraging students to select the preferred activities and answer them.	4.5	21.8	26.3	30.8	19.5	23.3	42.8

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

The results showed that most (87.2%) of the teachers paid their attention to preparing a suitable physical environment for the classroom (lighting, ventilation, and arranging student seats). In contrast, the remaining group (12.8%) of the teachers showed a need to pay more attention to taking account of the physical environment of the classroom at the start of the lesson. In addition, less than a quarter (22.6%) of the teachers were rated as always using an exciting introduction before presenting the material, and 33.1% of the teachers were rated as often applying this skill. In comparison, only 10.6% of the teachers were rated as rarely or never applying this skill.

Furthermore, the results illustrated that more close to two thirds (60.2%) of the teachers were frequently encouraged and supported students – generally – to participate in different lesson activities. In contrast, less than a quarter of the teachers (23.3%) were rated as sometimes encouraged and supported students. The remaining group (15.8%) of the teachers were rated as rarely or never paying their attention to applying this skill.

On the other hand, only 4.5% of the teachers were rated as always paying their attention to supporting and encouraging students to select the preferred activities and answer them and less than a quarter of the teachers (21.8%) often paid their attention to applying this skill. The remaining group (73.6%) of teachers showed a need to pay their attention to supporting and encouraging students to select the preferred activities and answer them.

In addition, 30.1% of the teachers paid their attention to encouraging students to prepare a particular activity which is linked to the material and answer it. In contrast, the remaining group (69.9%) of the teachers showed a need to pay more attention to taking account of applying this skill.

To sum up, Arabic language teachers motivated their students' learning by paying more attention to preparing a suitable physical environment for the classroom (87.3% of the teachers used it frequently),

and using an exciting introduction before presenting the material (55.7% of the teachers used it frequently). On the other hand, teachers paid less attention to supporting and encouraging students to select the preferred activities and answer them (73.6% of the teachers used it less frequently), and encouraging students to prepare a particular activity which was linked to the material and answer the questions (69.9% of the teachers used it less frequently)(See Figure 4.8).

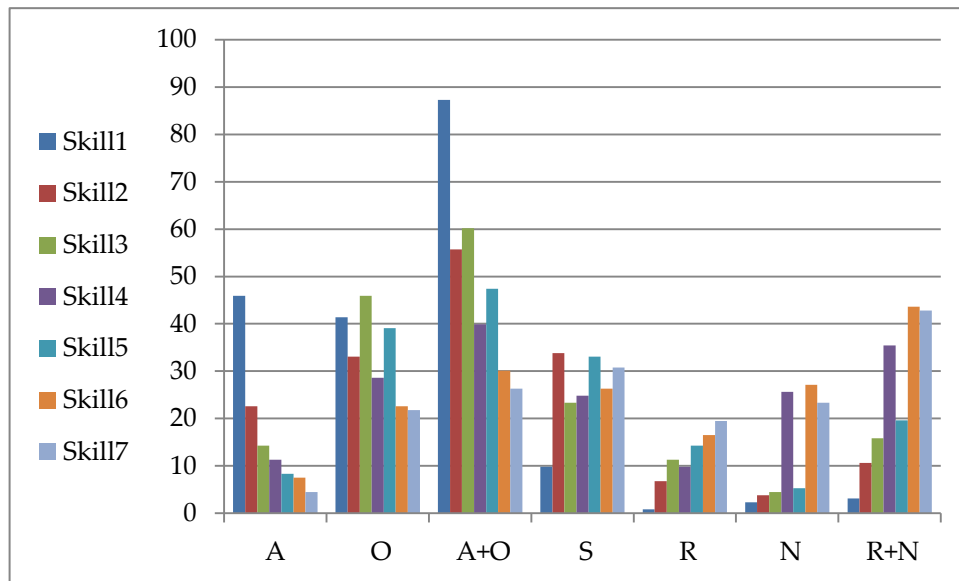


Figure 4.8: Percentages of Arabic language teachers' ratings in each scale of using motivating students' learning skills

4.1.1.1.2.2 Resourcing students' learning skills

Teachers were observed to explore the extent to which they resourced their students' learning. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.8.

Table 4.8 Percentages of Arabic language teachers' ratings in each scale of using skills to resource students' learning

Item no.	Percentage ratings rank		Skill	A	O	A+O	S	R	N	R+N
25	1		Encouraging students to read from different resources, in order to support the material.	12.8	28.5	41.3	17.3	15.8	25.6	41.4
4	2		Supporting the material with audio and visual aids like, maps, video and pictures.	8.3	24.8	33.1	15.8	15.8	35.3	51.1
19	3		Using a variety of sources for the material instead of relying on school books only.	6.8	36.8	43.6	25.6	15.0	15.8	30.8
7	4		Using a range of teaching aids to present the material.	5.3	30.1	35.4	19.5	12.0	31.1	43.1

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

Table 4.8 illustrates that teachers in general paid less attention to using skills to resourcing students' learning. This was because regarding the skill (encouraging students to read from different resources, in order to support the material) which ranked first in this category, only 12.8% of the teachers were rated as always using it. But more than half (58.7%) of the teachers applied it less frequently. Additionally, only 8.3% of the teachers were rated as always paying their attention to supporting the material with audio and visual aids like maps, video and pictures, and less than a quarter (24.8%) were rated as often applying this skill. In contrast, closed to two thirds (66.9%) of the teachers showed a need to pay more attention to applying this skill.

On the other hand, a minority (5.3%) of the teachers always used a range of teaching aids to present the material, and 30.1% of the teachers often applied this skill. The remaining group (62.6%) of teachers showed a need to take account of using a range of teaching aids to present the material. Additionally, 43.6% of the teachers paid their more attention to using a variety of sources for the material instead of relying on school books only. In contrast, more than half (56.4%) of the teachers were paid their less attention to applying this skill.

Generally, teachers showed a need to pay more attention to resourcing their students' learning. This was clear from the low percentages of teachers who paid their attention to applying the skills which enhanced this aspect (See Figure 4.9).

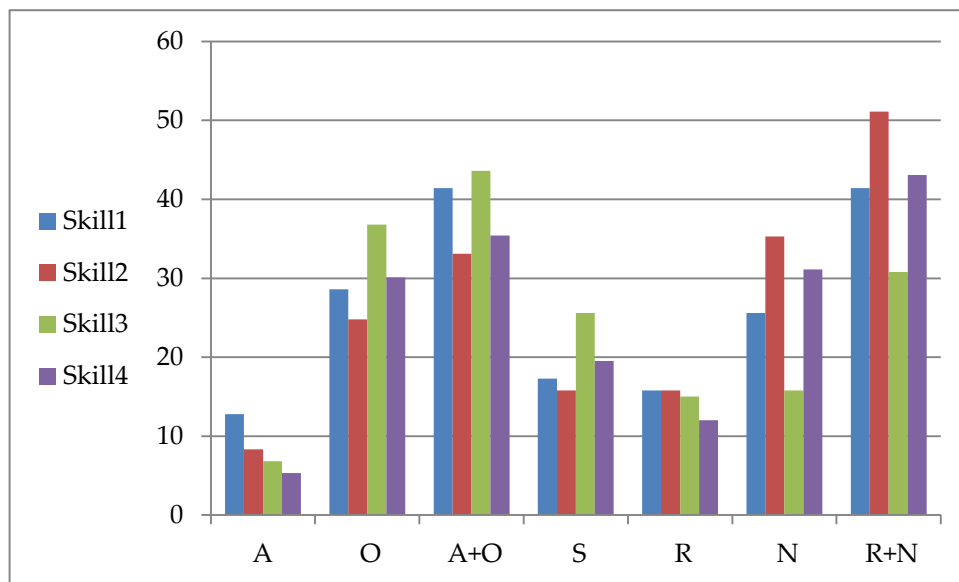


Figure 4.9: Percentages of Arabic language teachers' ratings in using skills to resource students' learning

4.1.1.1.2.3 Teacher-student verbal interactions

Teachers were observed to explore the extent to which they encouraged their students' verbal interaction. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.9

The results indicated that the majority (76.7%) of the teachers paid more attention to listening to students views in a flexible manner. The remaining group (23.3%) of teachers showed a need to pay their attention to listening their students' views in a flexible manner. Additionally, 72.2% of the teachers took account of varying their voices and movements within the classroom during the presentation of the material. In contrast, 9.8% of the teachers were rarely or never paid their attention to applying this skill.

Table 4.9 Percentages of Arabic language teachers' ratings in each scale of using teacher-student verbal interactions

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
10	1	Listening to students views in a flexible manner	34.6	42.1	76.7	16.5	2.3	4.5	6.8
5	2	Varying voice and movement within the classroom during the presentation of the material.	27.8	44.4	72.2	18.0	9.0	0.8	9.8
27	3	Encouraging and supporting students to risk take when they respond in class.	25.6	38.3	63.9	24.1	6.8	5.3	12.1
9	4	Encouraging students to participate in discussions or ask questions.	23.3	52.6	75.9	16.5	4.5	3.0	7.5
18	5	Requiring students to justify their responses	12.8	48.9	61.7	24.1	11.3	3.0	14.3
14	6	Asking questions dealing higher thinking skills.	12.0	29.3	41.3	34.6	19.5	4.5	24.0
23	7	Providing opportunities for students to use peer assessment techniques	6.8	35.3	42.1	30.1	15.8	12.0	27.8
13	8	Avoiding criticizing students' answers.	6.0	21.8	27.8	23.3	44.4	4.5	48.9
12	9	Presenting open issues for discussion with students	5.3	30.8	36.1	25.6	13.5	24.8	38.3
17	10	Using problem solving approach.	2.3	39.1	41.4	31.6	20.3	6.8	27.1

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

The results also showed that more than a quarter (25.6%) of the teachers were rated as always encouraging and supporting students to risk take when they respond in class, 38.3% of the teachers were often applied this skill. In comparison, the remaining group (36.2%) of teachers showed a need to pay more attention to using this skill. Furthermore, the majority (75.9%) of the teachers were frequently encouraging students to participate in discussions or ask questions. But only 16.5% of the teachers were rated as sometimes applying this skill, and a minority (7.5%) of the teachers were rated as rarely or never taking account of using this skill.

On the other hand, 31.6% of the teachers sometimes used problem-solving approaches compared with just 2.3% of the teachers who were rated as always applying these approaches, and 27.1% of the teachers rated as rarely or never using these approaches. In addition, with regard to the skill of presenting open issues for discussion with students, only 5.3% of the teachers were rated as always taking account of using it, and 30.8% of the teachers were often using it. This contrasted with close to two thirds (63.9%) of the teachers who were less frequently used it.

Furthermore, only 6% of the teachers always paid their attention to avoiding criticism of students' answers compared with less than half (48.9%) of the teachers who rarely or never applied this skill. This means that teachers paid less attention to using this skill.

In general, Arabic language teachers paid their attention to encouraging teachers-students verbal interactions by taking account of listening to students' views in a flexible manner, varying their voices and movements within the classroom during the presentation of the material, and encouraging and supporting students to risk take when they responded in class. In comparison, teachers paid less attention to using problem-solving approaches, presenting open issues for discussion with students, and avoiding criticism of students' answers (See Figure 4.10).

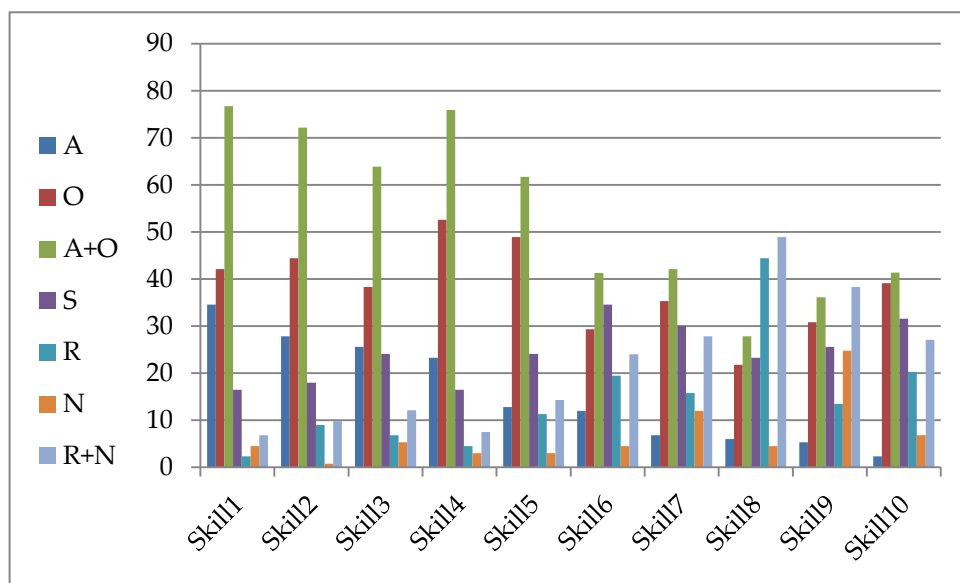


Figure 4.10: Percentages of Arabic language teachers' ratings in each scale of using teacher-student verbal interactions

4.1.1.1.2.4 Teaching strategies

Teachers were observed to explore the extent to which they used teaching strategies. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.10

The results in Table 4.10 indicated that close to two thirds (66.2%) of the teachers paid more attention to activating the role of each of the students, and their attention and participation in the classroom. The remaining group (33.8%) of teachers showed a need to pay more attention to activating their students' roles and their participation in the classroom's activities. In addition, 15% of the teachers always linked the material presented with everyday life, close to one third (29.3%) of the teachers were rated as often applying this strategy. In contrast, 12% of the teachers rarely applied this strategy. Similarly, the same proportion (12%) of teachers never applied this strategy.

The results also indicated that 64.7% of the teachers frequently presented organized activities inside the classroom but the remaining group (35.3%) of teachers showed a need to pay more attention to applying this strategy. Furthermore, it is clear that the same proportion (9.8%) of the teachers were

rated as always using two strategies: encouraging students to link their views with their attitudes, and catering for a diversity of needs and interests in assessment presentations.

Table 4.10 Percentages of Arabic language teachers' ratings in each scale of using teaching strategies

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
8	1	Activating the role of each student, and their attention and participation in the classroom.	21.8	44.4	66.2	23.3	9.0	1.5	10.5
20	2	Linking the material presented with everyday life.	15.0	29.3	44.3	31.6	12.0	12.0	24
3	3	Presenting organized activities	14.3	50.4	64.7	23.3	6.0	6.0	12.0
15	4	Encouraging students to link their views with their attitudes	9.8	23.3	33.1	29.3	12.8	24.8	37.6
24	5	Catering for a diversity of needs and interests in assessment strategies.	9.8	18.8	28.6	24.1	9.8	37.6	47.4
16	6	Providing a range of activities that support students' application and reflection on input.	8.3	39.8	48.1	28.6	16.5	6.8	23.3
30	7	Using higher order thinking activities	6.8	27.1	33.9	30.8	21.8	13.5	35.3
11	8	Diversifying teaching methods used to explain the material (problem solving, and brainstorming)	4.5	35.3	39.8	35.3	19.5	5.3	24.8
28	9	Providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets.	4.5	25.6	30.1	21.8	13.5	34.6	48.1

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

On the other hand, only 4.5% of the teachers were considered as always providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets, and more than a quarter (25.6%) of the teachers were rated as often using this strategy. In contrast, less than a quarter (21.8%) of teachers were rated as sometimes taking account of applying this strategy, and 48.1% of the teachers were rated as rarely or never paying their attention to applying it.

Additionally, 39.8% of the teachers were rated as always and often paid their attention to diversifying teaching methods used to explain the material (e.g., problem solving, and brainstorming.). The remaining group (60.1%) of teachers showed a need to pay more attention to applying this strategy.

The results also illustrated that only 6.8% of the teachers were always used higher-order thinking activities with their students compared with 35.3% of the teachers who were rarely or never applied this strategy.

To sum up, Arabic language teachers paid their attention to the strategies based on activating the role of each of the students, and their attention and participation in the classroom, linking the material presented with everyday life, and presenting organized activities. On the other hand, teachers paid less attention to the strategies based on providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets, diversifying teaching methods used to explain the material (problem solving, and brainstorming), and using higher-order thinking activities (See Figure 4.11).

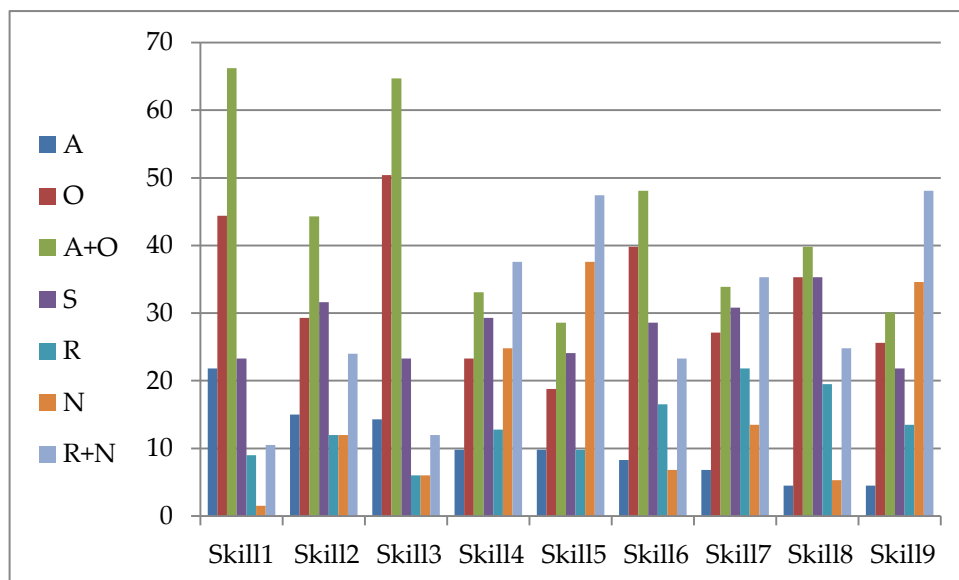


Figure 4.11: Percentages of Arabic language teachers' ratings in each scale of using teaching strategies

4.1.1.1.2.5 Providing opportunities to learn for real life

Teachers were observed to explore the extent to which they provided opportunities to learn for real life. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.11.

Table 4.11 Percentages of Arabic language teachers' ratings in each scale of providing opportunities to learn for real life

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
20	1	Linking the material presented with everyday life.	15.0	29.4	44.4	31.6	12.0	12.0	24.0
18	2	Requiring students to justify their responses	12.8	48.9	61.7	24.1	11.3	3.0	14.3
15	3	Encouraging students to link their views with their attitudes	9.8	23.3	33.1	29.3	12.8	24.8	37.6
24	4	Catering for a diversity of needs and interests in assessment strategies.	9.8	18.8	28.6	24.1	9.8	37.6	47.4
22	5	Encouraging students to prepare a particular activity which is linked to the material and answer it.	7.5	22.6	30.1	26.3	16.5	27.1	43.6
30	6	Using higher order thinking activities	6.8	27.1	33.9	30.8	21.8	13.5	35.3
11	7	Diversifying teaching methods used to explain the material (problem solving, and brainstorming)	4.5	35.3	39.8	35.3	19.5	5.3	24.8
28	8	Providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets.	4.5	25.6	30.1	21.8	13.5	34.6	48.1
21	9	Supporting and encouraging students to select the preferred activities and answer them.	4.5	21.8	26.3	30.8	19.5	23.3	42.8

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

Table 4.11 shows that teachers provided opportunities for students to learn for real life by paying their more attention to linking the material presented with everyday life. This is because 44.4% of the teachers always and often took account of applying this skill. In contrast, less than a quarter (24%) of

the teachers paid less attention to applying this skill. In addition, the results showed that 61.7% of the teachers frequently paid more attention to requiring students to justify their responses. This contrasted with 38.4% of the teachers who paid less attention to applying this skill. Furthermore, the same proportion (9.8%) of teachers always encouraged students to link their views with their attitudes, and catered for a diversity of needs and interests of students in assessment strategies.

On the other hand, the same proportion (4.5%) of teachers were rated as always paying attention to using three skills: diversifying teaching methods used to explain the material (e.g., problem solving, and brainstorming), providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets, and supporting and encouraging students to select the preferred activities and answer them. So, teachers showed a need to pay more attention to using these skills. This also is clear from the high proportion of teachers who less frequently used these skills (60.1%, 69.9% and 73.6%, respectively).

In summary, these results, in general, illustrated that Arabic language teachers paid less attention to providing opportunities for students to learn for real life. This is clear from the low proportion of teachers who paid their attention to using the skills on this aspect (See Figure 4. 12).

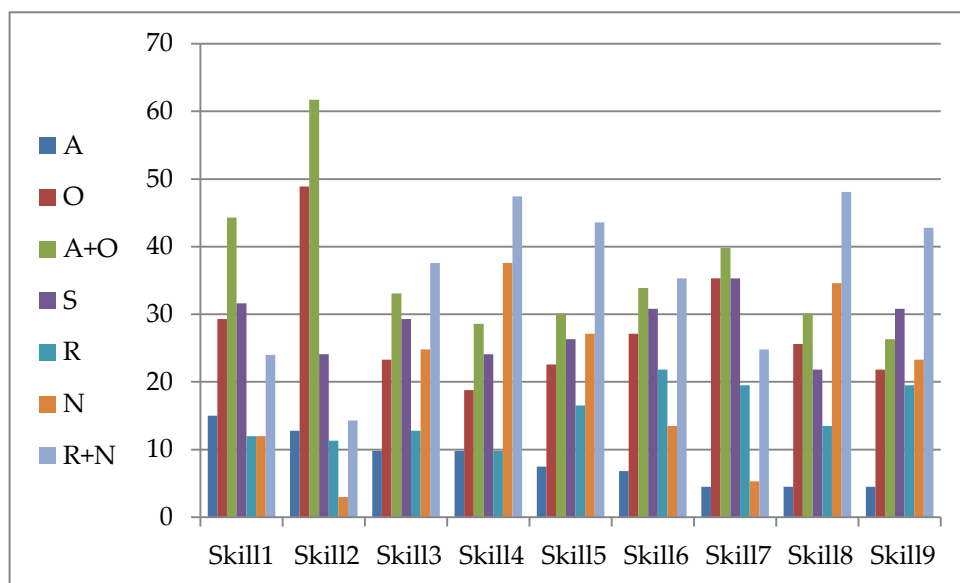


Figure 4.12: Percentages of Arabic language teachers' ratings in each scale of providing opportunities to learn for real life

With regard to the five subcategories of the interaction between teachers and students approach, the results also showed that Arabic language teachers, in general, paid more attention to encouraging the verbal interactions between them and their students, and motivating students' learning. On the other hand, teachers showed a need to pay more attention to resourcing students' learning and providing opportunities for them to learn for real life.

Table 4.12 and Figure 4.13 show the means of the teachers' ratings in descending order of their use of the skills of the interaction between teachers and students approach. (Teachers were rated according to the frequency of using each skill during the lesson: *always* (4), *often* (3), *sometimes* (2), *rarely* (1) or *never* (0)) (See 3.2.1.2 in Chapter 3).

Table 4.12 Arabic language teachers' use of skills in the interaction between teachers and students approach in descending order of subcategories

The subcategory	N	Mean	Std. Deviation
Teacher-student verbal interactions	133	2.4098	0.63543
Motivating students' learning	133	2.2954	0.69658
Teaching strategies	133	2.0869	0.78010
Providing opportunities to learn for real life	133	1.9833	0.80641
Resourcing students' learning	133	1.7707	1.11296
Valid N (list wise)	133		

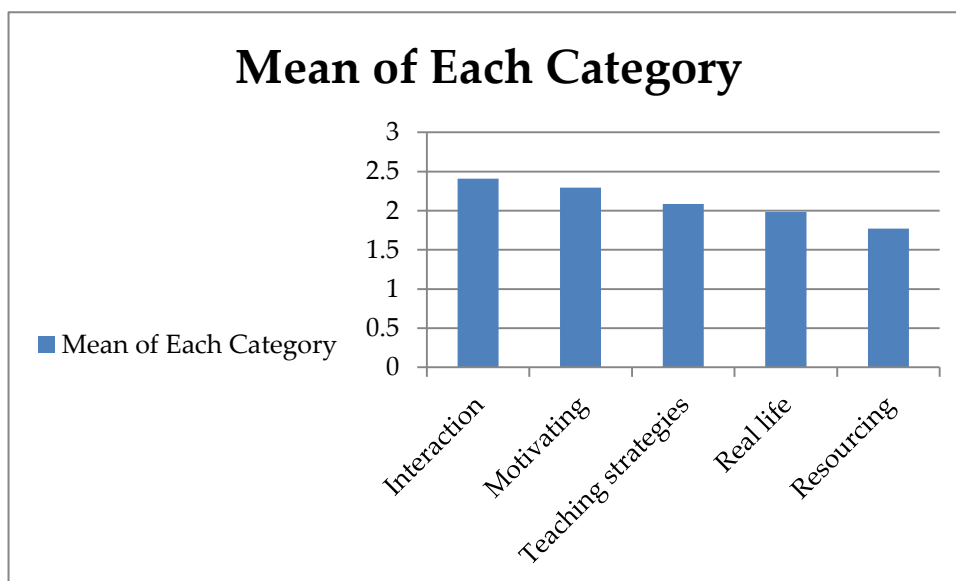


Figure 4.13: Mean of Arabic language teachers' use of the interaction between teachers and students approach

4.4.1.1.2 Arabic language teaching skills

Regarding the Arabic language teaching skills, they were divided into four subcategories according to the main creative skills of language used (Saada, 2003). Each subcategory included different teaching skills. The subcategories were:

4.4.1.1.2.1. Fluency: the student's ability to produce the largest number of appropriate linguistic responses (words, ideas, phrases, structures, linguistic expressions and meanings) in a specified period of time.

4.4.1.1.2.2. Originality: the student's ability to produce new and non-common linguistic responses in a specified period of time in response to a linguistic problem.

4.4.1.1.2.3. Flexibility: the skill for generating and using new types of vocabulary and expressions. In this case, the teacher has to give students room for creativity and imagination of things, and expressing new ideas.

4.4.1.1.2.4. Elaboration: the ability to use new elements and details in a certain idea that help to improve it.

The main results showed that Arabic language teachers paid more attention to encouraging the CUAL in students through improving their elaboration and fluency skills but they were still needed more support in improving their students' originality and flexibility skills. The following part illustrates these results:

4.4.1.1.2.1 Fluency

Teachers were observed to explore the extent to which they encouraged their students' fluency skills. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.13. It appears that more than half (71.4%) of the teachers frequently allowed students to engage in discussions (discussions allow students to generate different vocabulary, expressions, and phrases) compared with only 28.6% of the teachers who needed to pay more attention to allowing students to engage in discussions.

A very small percentage (11.3%) of the teachers were rated as always asking students to analyse poems or stories, and express their views about them during the lesson, in contrast with more than a quarter (27.1%) of the teachers who were rated as often applying this skill. Ratings for the remaining teachers (61.7%) who showed a need to pay more attention to asking students to analyse poems or stories, and express their views about them during the lesson.

Table 4.13 Percentages of Arabic language teachers' ratings in each scale of using the fluency skills

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
35	1	Allowing students to engage in discussions	17.3	54.1	71.4	17.3	7.5	3.8	11.3
34	2	Asking students to analyse poems or stories, and express their views about them during the lesson.	11.3	27.1	38.4	22.6	12.8	26.3	39.1
38	3	Giving students opportunities to manage the discussions	10.5	27.8	38.3	24.8	15.0	21.8	36.8
39	4	Training students to express their views about any linguistic issue	9.0	22.6	31.6	21.8	27.8	18.8	46.6
53	5	Encouraging students to use brainstorming to reach the largest possible number of sentences and expressions to describe anything	5.3	15.8	21.1	30.1	18.8	30.1	48.9
54	6	Demanding students to generate the greatest possible number of new uses of certain words.	4.5	19.5	24.0	24.1	14.3	37.6	51.9
52	7	Asking students to generate synonyms and opposites, leaving some of them to students without explanation, to allow them participating in clarifying their meanings	2.3	16.5	18.8	22.6	20.3	38.3	58.6

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

Additionally, close to 40% (38.3%) of the teachers were considered as always and often giving students opportunities to manage the discussions but close to a quarter (24.8%) of the teachers were rated as sometimes applying this skill. In contrast, 36.8% of the teachers showed a need to pay more attention to applying this skill.

On the other hand, only 2.3% of the teachers were rated as always asking students to generate synonyms and opposites, and leaving some vocabulary to students without explanation to allow

them to participate in clarifying their meanings; and 16.5% were rated as often using this skill. In comparison, less than a quarter of the teachers (22.6%) sometimes used this skill, and more than half (58.6%) of the teachers showed a need to pay more attention to using it.

The results also showed that a minority (4.5%) of the teachers were rated as always demanding students to generate the greatest possible number of new uses of certain words. This contrasted with 19.5% of the teachers who often applied this skill. In contrast, the majority (76%) of the teachers less frequently demanded students to generate the greatest possible number of new uses of certain words.

Furthermore, it is clear that less than a quarter (21.1%) of the teachers frequently encouraged students to use brainstorming to reach the largest possible number of sentences and expressions to describe anything. Ratings for the remaining teachers (79%) showed that they needed to pay more attention to encouraging students to use brainstorming to reach the largest possible number of sentences and expressions to describe anything.

Generally, Arabic language teachers paid more attention to *encouraging students to participate in discussions and express their views* (71.4% of the teachers used it frequently). This allowed students to improve their speaking and listening skills creatively. On the other hand, teachers less cared about encouraging their students to be more fluent in *generating a lot of synonyms, and opposites of some vocabulary, and leaving some vocabulary to students without explanation to allow them to participate in clarifying their meanings* (81.2% of the teachers used it less frequently), *generating vocabulary, synonyms and expressions* (79% of the teachers used it less frequently), and *demanding students to generate the greatest possible number of new uses of certain words* (76% of the teachers used it less frequently) (See Figure 4.14)

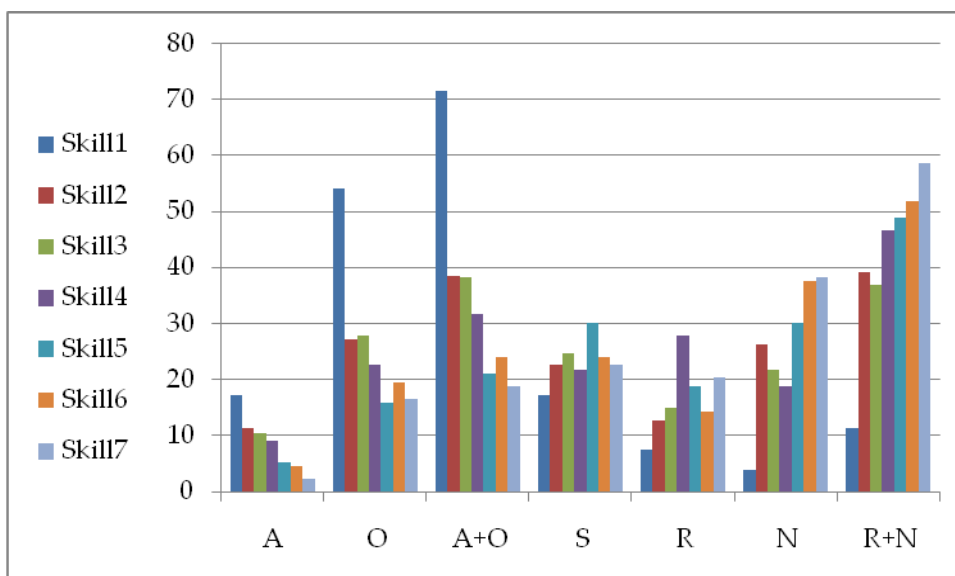


Figure 4.14: Arabic language teachers' use of the fluency skills

4.4.1.1.2.2 Originality

Teachers were observed to explore the extent to which they encouraged their students' originality skills. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.14 which illustrates that, in general, all of the skills were less frequently used. For example, only 9% of the teachers were always encouraging students to ask questions or make suggestions in discussions by using their own language but more than half (59.4%) of the teachers less frequently used this skill.

The results also showed that 30.8% of the teachers frequently stimulated students to produce new words and phrases during the expression of their ideas compared with more than half (69.1%) of the teachers who showed a need to pay more attention to stimulating students to produce new words and phrases when expressing their ideas. In addition, more than half (57.9%) of the teachers frequently paid more attention to asking students to choose keywords in different language texts. Ratings for the remaining teachers (42.1%) showed that they needed to pay more attention to applying this skill.

Table 4.14 Percentages of Arabic language teachers' ratings in using the originality skills

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
51	1	Asking students to ask questions or make suggestions in discussions by using their own language	9.0	31.6	40.6	34.6	12.0	12.8	24.8
37	2	Stimulating students to produce new words and phrases during the expression of their ideas	7.5	23.3	30.8	26.3	18.0	24.8	42.8
40	3	Asking students to choose keywords in different language texts.	6.8	51.1	57.9	17.3	9.0	15.8	24.8
43	4	Asking students to describe new meanings	6.8	28.6	35.4	26.3	14.3	23.3	37.6
45	7	Encouraging students to use metaphors in language	6.8	15.8	22.6	19.5	10.5	47.4	57.9
36	5	Allowing students to think and imagine at each response.	6.0	27.1	33.1	25.9	14.3	26.3	40.6
42	6	Asking students some questions which involve imagination and giving them opportunities to answer the questions by using specific language forms. (e.g., metaphorical language).	6.0	21.8	27.8	17.3	12.8	42.1	54.9
57	8	Asking students to express their views and attitudes towards some linguistic issues by using their talents like drawing.	6.0	15.8	21.8	18.0	10.5	49.6	60.1
49	9	Asking students to use vocabulary and sentences in forming the largest number of stories	2.3	15.0	17.3	18.0	6.0	58.6	64.6

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

On the other hand, a minority (2.3%) of the teachers were rated as always asking students to use vocabulary and sentences in forming the largest number of stories and 15% of the teachers often applied this skill. This contrasted with the majority (82.6%) of the teachers who paid less attention to asking students to use vocabulary and sentences in forming the largest number of stories.

A small proportion (21.8%) of the teachers frequently asked students to express their views and attitudes towards some linguistic issues by using their talents like drawing but most of the teachers

(78.1%) showed a need to care about applying this skill. The same proportion (6%) of teachers were considered as always using three skills: asking students to express their views and attitudes towards some linguistic issues by using their talents like drawing, asking students some questions which involve imagination and giving them opportunities to answer the questions by using specific language forms (e.g., metaphors), and allowing students to think and imagine at each response.

In summary, Arabic language teachers encouraged their students to improve their originality skills which concentrated on *encouraging students to ask questions or make suggestions in discussions by using their own language (e.g., metaphorical language), stimulating them to produce new words and phrases during the expression of their ideas*. While, teachers paid less attention to encouraging students to *form the largest number of stories using specific vocabulary and sentences* (82.6% of the teachers used it less frequently), and *asking students to express their views and attitudes towards some linguistic issues by using their talents like drawing* (78.1% of the teachers used it less frequently) (See Figure 4.15).

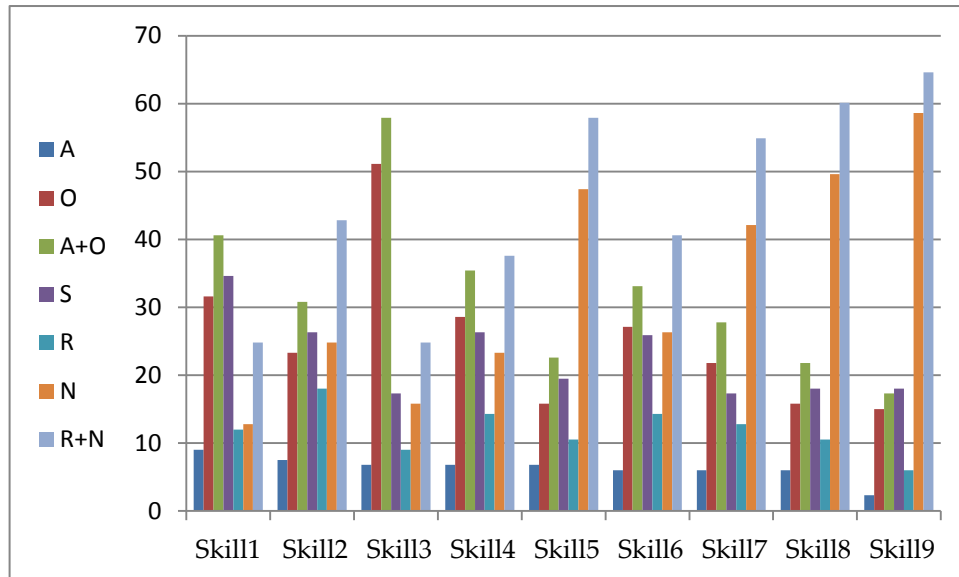


Figure 4.15: Arabic language teachers' use of the originality skills

4.4.1.1.2.3 Flexibility

Teachers were observed to explore the extent to which they encouraged their students' flexibility skills. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.15.

As in the case of using the originality skills, flexibility skills in general, were less frequently used by the teachers. It appears that a minority (7.5%) of the teachers were rated as always asking students to generate the largest number of synonyms for vocabulary and 18% of the teachers were rated as often applying this skill. Ratings for the remaining teachers (74.5%) showed a need to pay more attention to asking students to generate the largest number of synonyms for vocabulary. Moreover, the results showed that whereas 33.1% of the teachers were rated as sometimes asking students to put forward some absurd problems and training students to develop solutions for these problems using a variety of linguistic expressions, only 6.0% of the teachers were rated as always applying this skill. In contrast, 45.2% of the teachers showed a need to pay more attention to applying this skill.

Table 4.15 Percentages of Arabic language teachers' ratings in each scale of using the flexibility skills

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
47	1	Asking students to generate the largest number of synonyms for vocabulary.	7.5	18.0	25.5	25.6	15.8	33.1	48.9
50	2	Asking students to put forward some absurd problems and training students to develop solutions for these problems using a variety of linguistic expressions.	6.0	15.8	21.8	33.1	24.1	21.1	45.2
48	3	Asking students to develop vocabulary in the largest number of useful sentences and put them in the largest number of new combinations of language.	5.3	24.8	30.1	23.3	13.5	33.1	46.6
55	4	Demanding students to distinguish between thoughts and ideas, and express them in a variety of language forms.	5.3	20.3	25.6	23.3	16.5	34.6	51.1

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

On the other hand, a minority (53%) of the teachers were considered as always demanding students to distinguish between thoughts and ideas, and express them in a variety of language forms. Similarly, the same proportion of teachers were rated as always asking students to develop vocabulary in the largest number of useful sentences and put them in the largest number of new combinations of language compared with more than half (74.4% and 69.9%, respectively) of the teachers who less frequently used these two skills.

To sum up, Arabic language teachers were focused on *generating the largest number of synonyms for vocabulary*, and *encouraging students to develop solutions for specific problems using a variety of linguistic expressions and develop vocabulary in the largest number of useful sentences*. On the other hand, teachers did not care to *encourage students to distinguish between thoughts and ideas, and express them in a variety of language forms* (74.4% of the teachers used it less frequently) (See Figure 4.16).

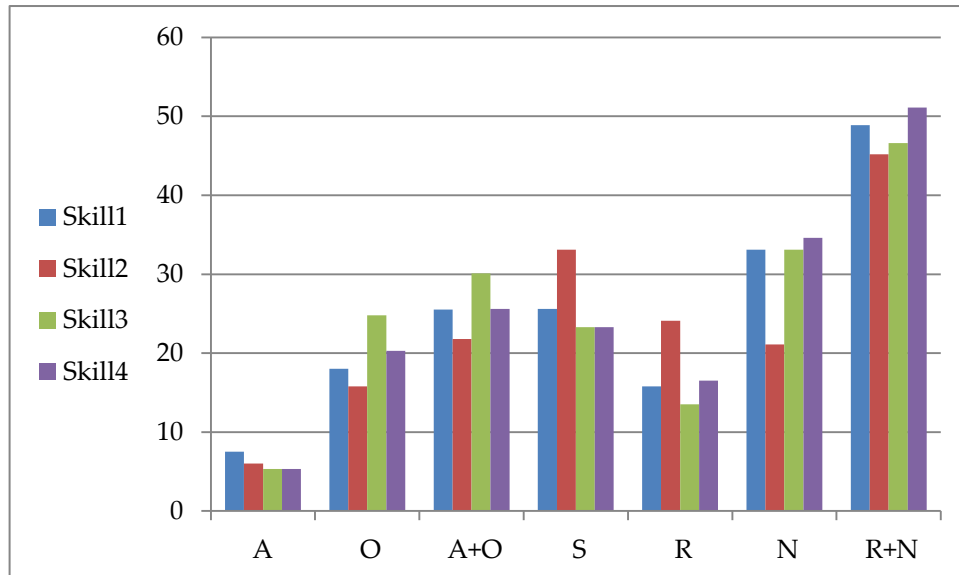


Figure 4.16: Arabic language teachers' use of skills to apply the flexibility skills

4.4.1.1.2.4 Elaboration

Teachers were observed to explore the extent to which they encouraged their students' elaboration skills. The items of the OS that were applied to observing this and the results of the observations are shown in Table 4.16 which illustrates that most (74.4%) of the teachers frequently left an opportunity for students to explain some parts of the material in their own language compared with just 25.5% of the teachers who showed a need to pay more attention to applying this skill. The results also showed that more than half (54.9%) of the teachers frequently cared about sharing with students in classifying phrases, words and ideas. Ratings for the remaining teachers (45.1%) showed paying less attention to applying this skill.

Table 4.16 Percentages of Arabic language teachers' ratings in using the elaboration skills

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
31	1	Leaving an opportunity for students to explain some parts of the material in their own language	27.8	46.6	74.4	16.5	6.0	3.0	9.0
41	2	Sharing with students in classifying phrases, words and ideas.	9.0	45.9	54.9	28.6	9.0	7.5	16.5
33	3	Encouraging students to support their views from their different own readings	7.5	24.8	32.3	23.3	15.0	29.3	44.3
44	4	Asking students to re-interpret words and ask unfamiliar questions.	5.3	23.3	28.6	27.8	20.3	23.3	43.6
32	5	Encouraging students to complete incomplete stories or poems by using their own language and imagination	5.3	16.5	21.8	15.0	6.8	56.4	63.2
46	6	Encouraging students to use verbal and non-verbal expression	3.8	24.8	28.6	24.8	32.3	14.3	43.6
56	7	Showing students some ambiguous language forms to interpret them in various ways	2.3	18.8	21.1	23.3	18.8	27.8	46.6

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

Additionally, a minority (7.5%) of the teachers were rated as always encouraging students to support their views from their own different readings. But less than a quarter of the teachers were rated as often and sometimes applying this skill (24.8% and 23.3%, respectively). In contrast, 44.3% of the teachers showed a need to pay more attention to applying this skill. Whereas, less than a quarter (21.1%) of the teachers frequently showed students some ambiguous language forms and interpret them in various ways, most of the teachers (69.9%) paid less attention to applying this skill.

Furthermore, a minority (3.8%) of teachers were rated as always encouraging students to use verbal and non-verbal expressions. This contrasted with less than half (43.6%) of teachers who never applied this skill.

In summary, Arabic language teachers were more focused on *encourage students to improve their elaboration skills* which concentrate on *using their own language to explain some parts of the material* (74.4% of the teachers used it frequently) and *classify phrases, words and ideas* (54.9% of the teachers used it frequently). On the other hand, teachers did not pay enough attention to *encouraging students to use verbal and non-verbal expressions* (68.4% of the teachers used it less frequently). Teachers also did not care to *show students some ambiguous language forms and to interpret them in various ways* (69.9% of the teachers used it less frequently) (See Figure 4.17). The results also showed descending order of the frequent use of four subcategories of the Arabic language teaching skills used by the teachers (See Table 4.17).

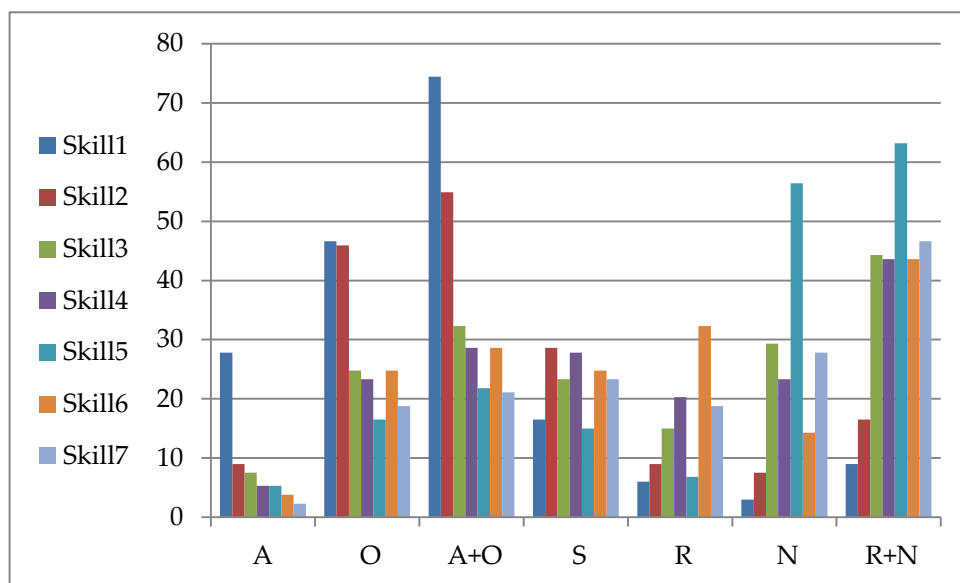


Figure 4.17: Arabic language teachers' use of the elaboration skills

Table 4.17 Arabic language teachers' performance in using the Arabic language teaching skills in descending order of subcategories

The subcategory	N	Mean	Std. Deviation
Elaboration	133	1.8443	.82356
Fluency	133	1.7626	.94922
Originality	133	1.5948	.96237
Flexibility	133	1.5338	1.02515
Valid N (listwise)	133		

The table above showed that Arabic language teachers were more focused on encouraging students to improve their elaboration and fluency skills compared with originality and flexibility skills (See Figure 4.18).

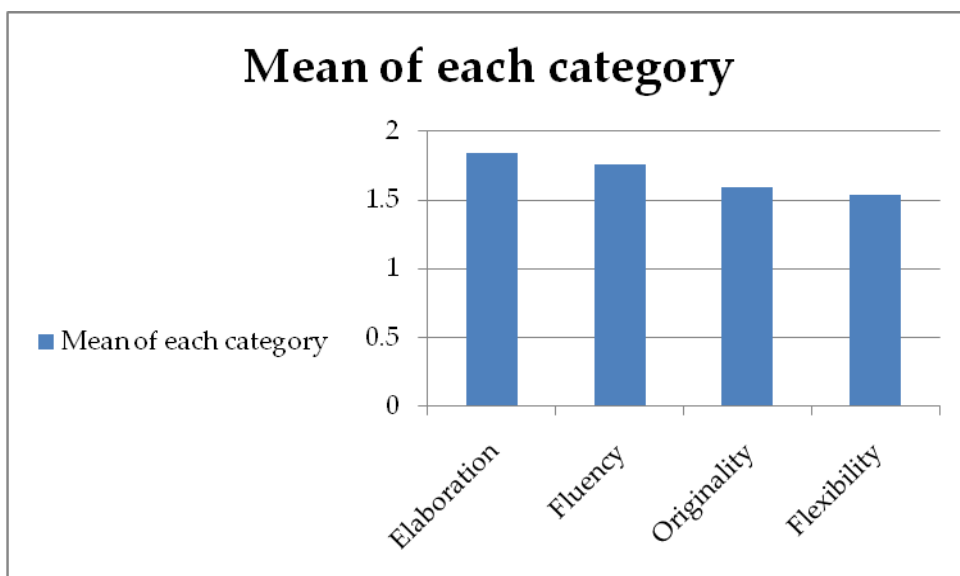


Figure 4.18: Comparison between means of Arabic language teachers' performance in using the four Arabic language teaching skills

In summary, with regard to general teaching skills, Arabic language teachers, in the approach of teaching in particular, paid more attention to *using the supportive learning environment skills* in preparing a suitable physical environment for the classroom (lighting, ventilation, arranging student seats, using an exciting introduction before presenting the material, and providing a variety of student readings) than to the other general teaching skills (assessment skills, presentation skills and implementation of lesson activities skills). So, Arabic language teachers encouraged the CUAL in students through focusing on the supportive learning environment skills. But they paid less attention to using the skills of presenting material, and implementing activities in spite of their high importance.

Regarding the approach of the interaction between teachers and students, Arabic language teachers paid more attention to encouraging the verbal interactions with their students and motivating their learning. On the other hand, teachers showed a need to pay their attention to resourcing students' learning and providing opportunities to learn for real life.

With regard to the Arabic language teaching skills, Arabic language teachers focused on *encouraging elaboration skills* (e.g., leaving an opportunity for students to explain some parts of the material in their own language, and sharing with students in classifying phrases, words and ideas) in students compared with the other Arabic language teaching skills: fluency, originality and flexibility.

4.4.2 Arabic language teachers' current approach to assessment for encouraging students' creative use of the Arabic language

The second question (*To what extent do Arabic language assessment methods encourage creativity in Arabic language use in post-basic school students?*) was addressed by using the questionnaire which contained a set of appropriate assessment methods applied by teachers to encourage students' creativity in using Arabic. The questionnaire also included a scale to investigate the extent of encouraging creativity in Arabic and its values for rating each of the five responses of the teachers: never (0), rarely (1), sometimes (2), often (4) and always (5) (See 3.2.2.1 in Chapter 3 and Appendix D). The data was analysed by calculating the means and standard deviations of frequencies. Furthermore, the same interview schedule with curriculum development officers were used to investigate whether or not there was a match between (1) the policy, pedagogy and assessment of Arabic in Oman; and (2) the reality of implementing them.

To answer this question, the questionnaire which was prepared by the researcher was administered to the Arabic language teachers that had been observed in accordance with the observation schedule to elicit their responses. The means and standard deviations were then calculated using the SPSS program. The assessment methods included in the questionnaire were divided into two subcategories: *general assessment methods* and *Arabic language assessment methods*. Each subcategory was further divided in two subcategories:

1. *Test methods.*
2. *Other assessment methods.*

4.4.2.1 General assessment methods

4.4.2.1.1 Test methods

The questionnaire for Arabic language teachers was used to collect data on the teachers' self-reports about their teaching and assessment practices and how they encouraged post-basic year 11 students' CUAL. The items of the questionnaire and the results of the teachers' responses are shown in Table 4.18 which shows that most of the teachers (78.9%) frequently applied short continuing tests to students compared with the remaining teachers (21%) who less frequently paid their attention to applying this assessment method. In addition, close to two thirds of the teachers (74.4%) paid more attention to encouraging students to use their talents in answering test questions and activities. Ratings for the remaining teachers (25.6%) showed a need to pay more attention to encouraging students to use their talents in answering test questions and activities.

Furthermore, more than half (64.6%) of the teachers were frequently avoided focusing on the questions that encourage conservation and memorization but 35.3% of the teachers were considered as applying this method less frequently. On the other hand, a minority (8.3%) of the teachers self-reported that they always used open-book exams as a method of assessment and 18.8% of them often applying this method. Ratings for the remaining teachers (72.9%) showed a need to pay more attention to using open-book exams as a method of assessment.

Table 4.18 Percentages of Arabic language teachers' ratings in using the general test methods

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
4	1	Applying short continuing tests to students	49.6	29.3	78.9	15.0	3.0	3.0	6.0
10	2	Encouraging students to use their talents in answering test questions and activities	33.8	40.6	74.4	15.0	6.8	3.8	10.6
9	3	Avoiding focusing on the questions that encourage conservation and memorization	27.8	36.8	64.6	23.3	7.5	4.5	12.0
7	4	Diversifying questions in order to achieve various levels of Bloom objectives.	24.1	40.6	64.7	21.1	7.5	6.8	14.3
8	5	Using questions that encourage students to use their higher thinking skills	21.1	47.4	68.5	21.1	4.5	6.0	10.5
5	6	Including tests open-ended questions that encourage students to express their views.	8.3	33.1	41.4	27.8	16.5	14.3	30.8
13	7	Using open-book exams as a method of assessment	8.3	18.8	27.1	23.3	27.8	21.8	49.6

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

It also appears that 41.4% of the teachers were considered as frequently including tests open-ended questions that encourage students to express their views compared with more than half (58.6%) of the teachers who applied this method less frequently.

While 21.1% of the teachers sometimes used questions that encourage students to use their higher-order thinking skills, close to two thirds (68.5%) of the teachers frequently paid more attention to applying this skill. In contrast, a minority of the teachers self-reported that they rarely or never applying this skill (4.5% and 6%, respectively).

Generally, Arabic language teachers paid their attention to assessing their students by *using short continuing tests* (78.9% of the teachers used it frequently), *encouraging them to use their talents in answering test questions* (74.4% of the teachers used it frequently), and *avoiding focusing on the questions*

that encourage conservation and memorization (64.6% of the teachers used it frequently). On the other hand, teachers did not care to include tests with open-ended questions or use open-book exams (72.9% of teachers used it less frequently). They were still using the usual closed-book exams (See Figure 4.19).

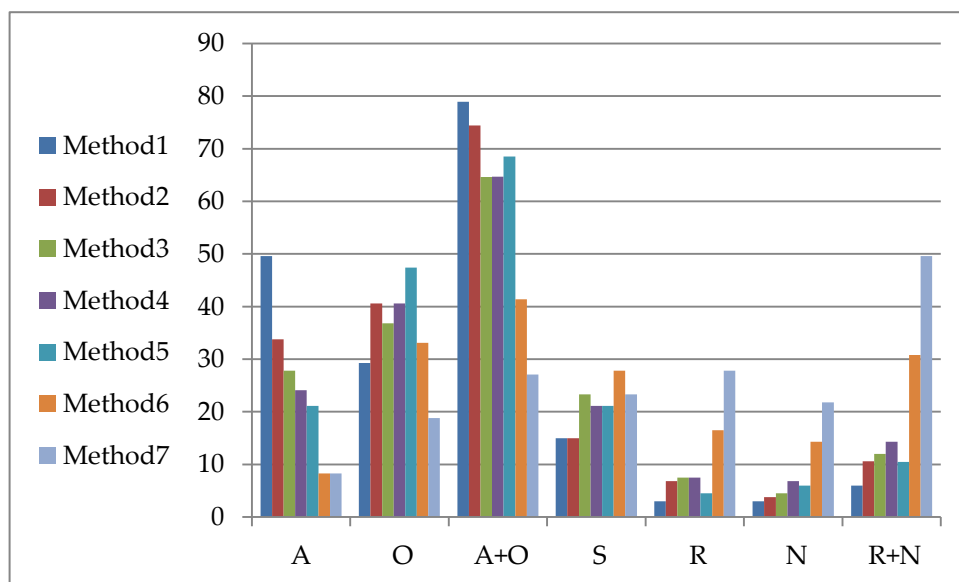


Figure 4.19: Arabic language teachers' use of general test methods

4.3.2.1.2 Other assessment methods

The questionnaire for Arabic language teachers was used to collect data on the teachers' self-reports about their teaching and assessment practices and how they encouraged post-basic year 11 students' CUAL. The items of the questionnaire and the results of the results of teachers' responses are shown in Table 4.19.

Table 4.19 Percentages of Arabic language teachers' questionnaire responses on using other general assessment methods

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
17	1	Distributing grades of the assessment in a balanced way to all activities	52.6	30.1	82.7	11.3	3.8	2.3	6.1
1	2	Diversifying methods of evaluation during the semester and avoiding relying on tests only	45.9	36.1	82.0	16.5	0.8	0.8	1.6
11	3	Considering student activities during the lesson as a major standard of assessment	28.6	39.8	68.4	23.3	5.3	3.0	8.3
15	4	Asking them to prepare presentations in topics related to the subject.	27.8	33.1	60.9	23.3	12.0	3.8	15.8
3	5	Leaving students to assess themselves	24.8	44.1	68.9	26.3	3.0	1.5	4.5
6	6	Including tests the attitudes of daily life analyse them by students.	24.1	41.4	65.5	23.3	6.8	4.5	11.3
16	7	Encouraging students to establish training workshops about the content of the subject for their colleagues.	21.8	36.8	58.6	24.1	10.5	6.8	17.3
2	8	Asking students to construct field researches, or researching reports linked with the subject	20.3	28.6	48.9	25.6	20.3	5.3	25.6
12	9	Giving students opportunities to choose the appropriate way to assess them	16.5	33.8	50.3	30.8	14.3	4.5	18.8
14	10	Asking them to conduct field investigations	9.0	13.5	22.5	22.6	36.1	18.8	54.9

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

From Table 4.19, it is clear that the majority (82.7%) of the teachers frequently distributed grades of the assessment in a balanced way across all activities. In contrasts, only 17.4% of the teachers less frequently applied this method. Additionally, more than half (82%) of the teachers frequently paid more attention to diversifying methods of evaluation during the semester and avoiding relying on tests only. Self-reports of the remaining teachers (18.1%) showed paying less attention to using this method.

Additionally, 28.6% of the teachers always considered students activities during the lesson as a major standard of assessment and 39.8% of the teachers were often applied this skill. This compared with less than quarter (23.3%) of the teachers who self-reported that they sometimes applied this skill. The self-reports of the remaining group (8.3%) of the teachers showed a need for teachers to pay more attention to applying this skill.

The results also showed that 60.9% of the teachers frequently asked students to prepare presentations in topics related to the subject. But the remaining group (39.1%) of teachers were less frequently used this method.

On the other hand, a minority (9%) of the teachers self-reported that they always asked students to conduct field investigations and 13.5% of the teachers self-reported that they often paid more attention to using this method. Results for the remaining teachers (77.5%) showed a need to pay more attention to asking students to conduct field investigations.

Furthermore, 50.3% of the teachers were considered as frequently giving students opportunities to choose the appropriate way to assess them compared with 49.6% of the teachers who less frequently used this method.

Arabic language teachers, besides using the test methods, paid more attention to *assessing their students by distributing grades of the assessment in a balanced way to all activities* (82.7% of the teachers used it frequently), *diversifying methods of evaluation* (82% of the teachers used it frequently) and *considering students' activities as a major standard of assessment* (68.4% of the teachers used it frequently). But teachers did not care about on *encouraging the research skills* as an assessment method of students.

They showed a need to pay more attention to *asking their students to construct field researches, reports, and field investigations* (more than half of the teachers (77.5%) used it less frequently) (See Figure 4.20).

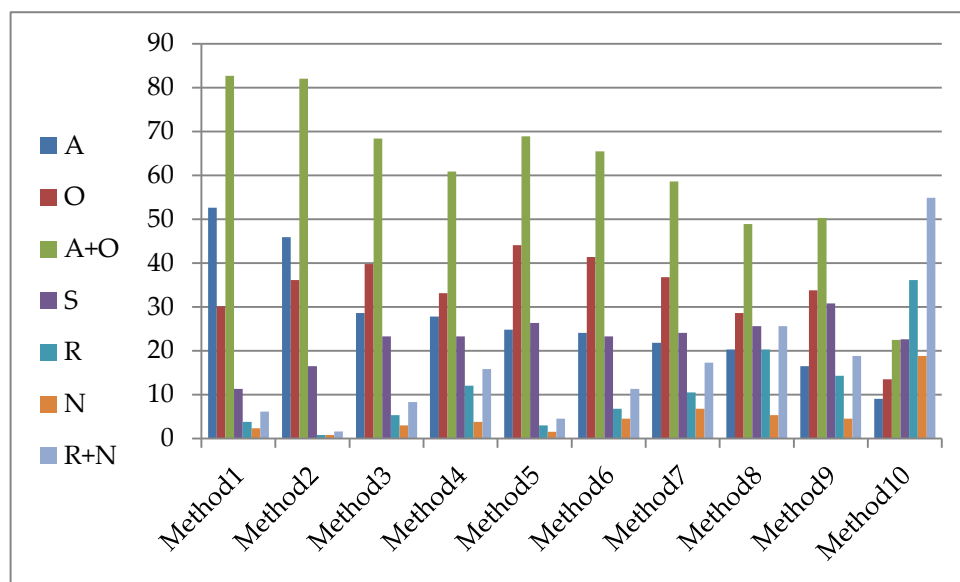


Figure 4.20: Arabic language teachers' use of other general assessment methods

The results also showed the Arabic language teachers' attentions to using the general assessment methods' subcategories as below (See Table 4.20).

Table 4.20 Arabic language teachers' use of general assessment methods in two subcategories

The subcategory	N	Mean	Std. Deviation
Other general assessment methods	133	2.6654	.63497
General test methods	133	2.3598	.72024
Valid N (list wise)	133		

The results showed that the assessment methods of students in Oman were changed. Assessment did not rely on using just exams only, but it was also based on using a variety of other methods. This emphasized that Arabic language teachers paid more attention to using the assessment methods which encourage the CUAL in students (See Figure 4.21).

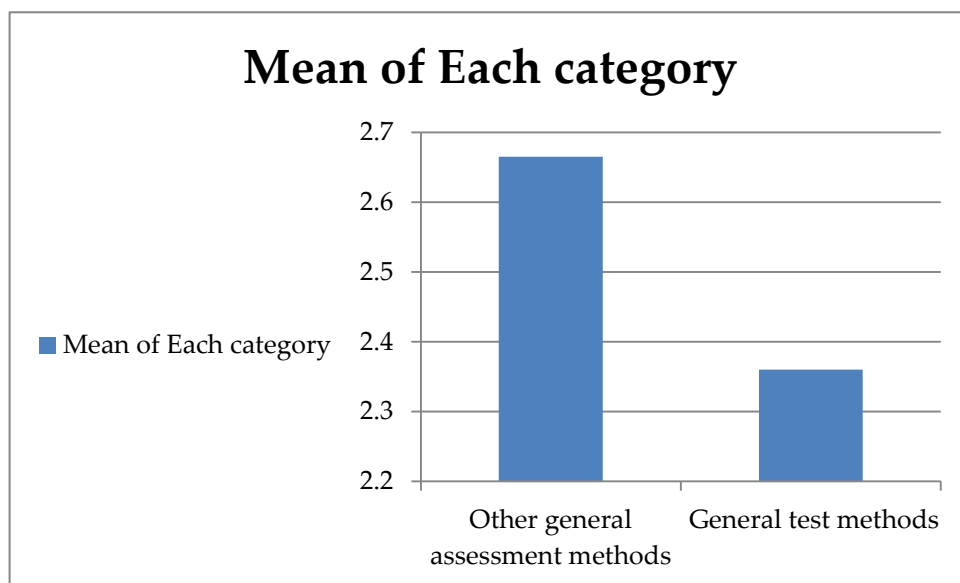


Figure 4.21: Means of Arabic language teachers' use of general assessment methods

4.4.2.2 Arabic language assessment methods

4.4.2.2.1 Test methods

The questionnaire for Arabic language teachers was used to collect data on the teachers' self-reports about their test methods. The items of the questionnaire and the results of the results of teachers' responses are shown in Table 4.21.

Table 4.21 illustrates that more than half (63.9%) of the teachers frequently asked students to describe new meanings or re-interpret words within the tests. In contrast, less than half (36.1%) of the teachers less frequently used this method. The results also showed that a minority (10.5%) of the teachers self-reported that they always asked students to criticize some texts or complete stories within the tests and less than a quarter (26.3%) of the teachers self-reported that they often used this method. Ratings for the remaining teachers (63.1%) showed a need to pay more attention to asking students to criticize some texts or complete stories within the tests.

Table 4.21 Percentages of Arabic language teachers' responses to each scale of using the Arabic language test methods

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
10	1	Asking students to describe new meanings or re-interpret words within the tests	28.6	35.3	63.9	18.8	14.3	3.0	17.3
9	2	Asking students to criticize some texts or complete stories within the tests	10.5	26.3	36.8	29.3	19.5	14.3	33.8
1	3	Including questions pictures and maps linked with the subject and allowing students to analyse them using their own language	7.5	18.0	25.5	15.8	32.3	26.3	58.9

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

Table 4.21 also illustrates that less than a quarter (25.5%) of the teachers frequently included questions pictures and maps linked with the subject and allowed students to analyse them using their own language. This contrasted with most of the teachers (74.7%) who used this method less frequently.

Generally, Arabic language teachers used three Arabic language assessment methods which focused on: (1) *asking students to describe new meanings or re- interpret words within the tests* (63.9% of the teachers used it frequently); (2) *criticize some texts or complete stories within the tests* (36.8% of the teachers used it frequently). But most of the teachers avoided (3) *including questions pictures and maps to allow students to analyse them using their own language* (74.7% of the teachers used it less frequently) (See Figure 4.22).

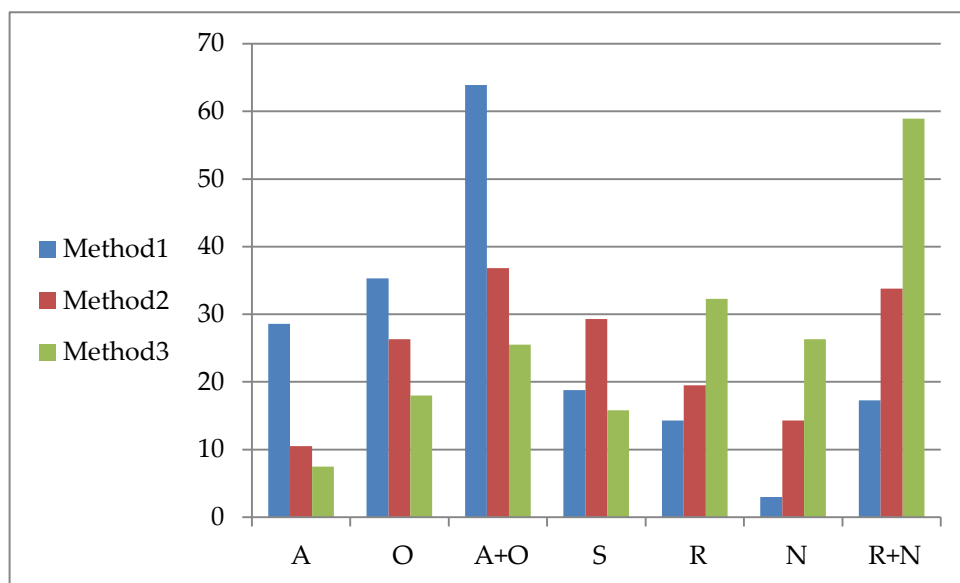


Figure 4.22: Arabic language teachers' use of the Arabic language test methods

4.4.2.2.2 Other assessment methods

The questionnaire for Arabic language teachers was used to collect data on the teachers' self-reports about other assessment methods. The items of the questionnaire and the results of the results of teachers' responses are shown in Table 4.22.

The results shown in Table 4.22 indicated that most of the teachers (84.2%) frequently used oral method of assessment. But only 15.8% of the teachers less frequently used this method. Additionally, more than half (60.9%) of the teachers were considered as frequently asking students to manage discussions using their own language. Self-reported results for the remaining teachers (39%) showed a need to pay more attention to asking students to manage discussions using their own language.

Furthermore, more than half (59.3%) of the teachers frequently paid more attention to encouraging students to complete stories, novels and poems related to the content of the subject to assess their performance about some of the issues associated with the subject. In contrast, 40.6% of the teachers paid less attention to using this method.

On the other hand, less than half (48.1%) of the teachers were considered as frequently organizing some competitions for students in generating the largest number of synonyms for vocabulary. The results showed that the remaining teachers (51.8%) less frequently used this method. In addition, less than half (46.6%) of the teachers frequently implemented a variety of competitions in reading and creative writing, as a criterion for evaluating students compared with more than half (53.3%) of the teachers who less frequently used this method.

Table 4.22 Percentages of Arabic language teachers' responses to each scale of using other Arabic language assessment methods

Item no.	Percentage ratings rank	Skill	A	O	A+O	S	R	N	R+N
2	1	Using oral method of assessment	46.6	37.6	84.2	12.0	3.0	0.8	3.8
8	2	Asking students to manage discussions using their own language	30.8	30.1	60.9	18.0	16.5	4.5	21.0
4	3	Encouraging them to the formation of stories, novels and poems related to the content of the subject to assess their performance about some of the issues associated with the subject.	19.5	39.8	59.3	21.8	11.3	7.5	18.8
3	4	Leaving students with an opportunity to formulate questions and answer them.	19.5	36.8	56.3	17.3	19.5	6.8	26.3
6	5	Asking students to express their opinion by writing an articles or stories	18.8	32.3	51.1	23.3	15.8	9.8	25.6
5	6	Implementing a variety of competitions in reading and creative writing, as a criterion for evaluating student	17.3	29.3	46.6	27.8	18.0	7.5	25.5
7	7	Organizing some competitions for students in generating the largest number of synonyms for vocabulary	14.3	33.8	48.1	27.8	16.5	7.5	24.0

Note: A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

In summary, Arabic language teachers encouraged students to improve their oral skills by using oral assessment methods (82.2% of the teachers used it frequently) and *managing discussions* (60.9% of the

teachers used it frequently) much more frequently than encouraging them to *improve their reading and creative writing or generating the largest number of synonyms for vocabulary* (See Figure 4.23).

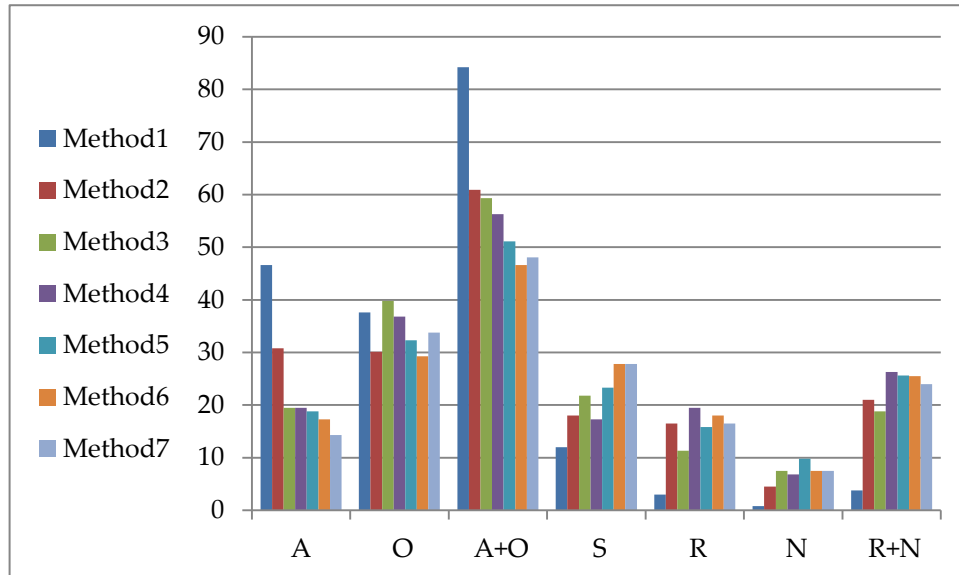


Figure 4.23: Arabic language teachers' use of other Arabic language assessment methods

As shown in Table 4.23, the results also indicated the focuses of the subcategories of the Arabic language assessment methods. The table above shows that the Arabic language assessment methods were changed than previous methods which were relying on using just tests (See Figure 4.24).

Table 4.23 Results of Arabic language teachers' use of the Arabic language assessment methods in two subcategories

The subcategory	N	Mean	Std. Deviation
Other Arabic language assessment methods	133	2.5489	.78025
Arabic language test methods	133	2.0652	.91329
Valid N (list wise)	133		

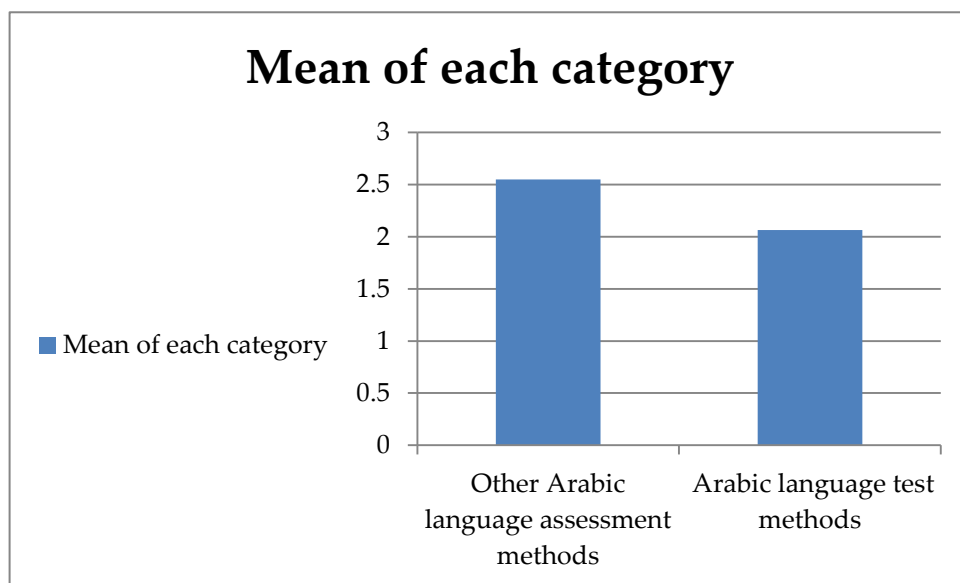


Figure 4.24: Means of Arabic language teachers' use of the Arabic language assessment methods

4.4.3 Arabic language pedagogy and assessment and gender differences

The results from both observations and questionnaire responses showed that male teachers used the teaching skills which encourage the creative use of the Arabic language in students more frequently than did female teachers, but female teachers used the assessment methods which encourage the creative use of the Arabic language in students more frequently than did male teachers (See Table 4.24).

Table 4.24 Arabic teachers' use of teaching skills and assessment methods for CUAL by gender

	Gender			
	Male		Female	
	Mean	S.D	Mean	S.D
Teaching	2.1310	0.81941	1.7538	0.57265
Assessing	2.5560	0.69870	2.7108	0.38341

This means that male teachers paid more attention to encouraging the CUAL in students through the teaching process than did female teachers. But female teachers paid more attention to encouraging the CUAL in students through the assessment process than did male teachers (See Figure 4.25).

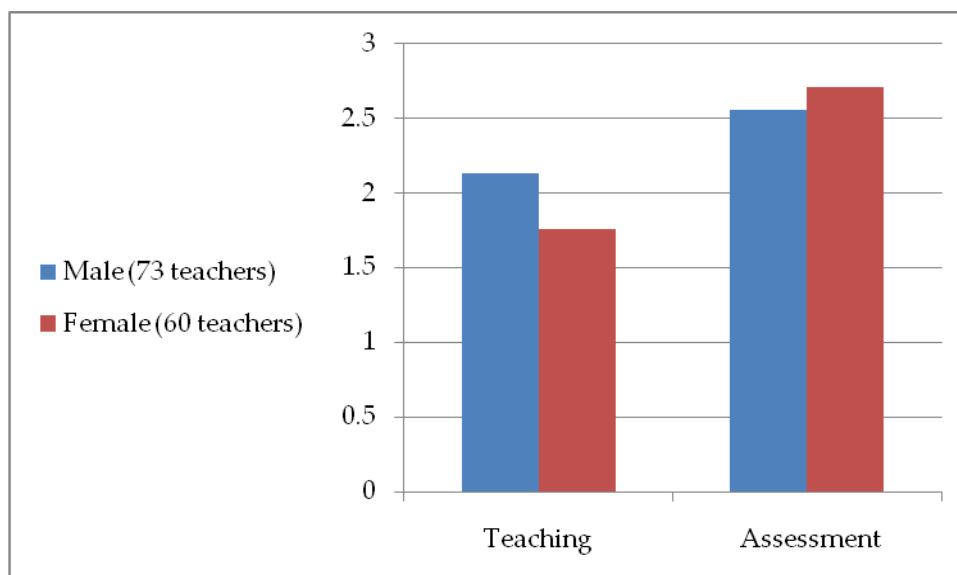


Figure 4.25: Comparison between means of male and female teachers 'use of teaching skills and assessment methods

To sum up, the results showed that, in spite of the differences in the Arabic language teachers' attention to using the teaching and assessment methods that encourage the CUAL in students, there was awareness among the Arabic language teachers in some aspects of encouraging the CUAL in students. This means that Arabic language teachers paid their attention to implementing some aims of teaching Arabic language in Oman which focused on encouraging the CUAL in students.

In summary, with regard to the general assessment methods, Arabic language teachers paid more attention to using the other assessment methods e.g., distributing grades of the assessment in a balanced way to all activities, diversifying methods of evaluation during the semester and avoiding relying on tests only, and considering student activities during the lesson as a major standard of assessment compared with test methods (e.g., applying short continuing tests to students, encouraging students to use their talents in answering test questions and activities, and avoiding

focusing on the questions that encourage conservation and memorization). Regarding the Arabic language assessment methods, Arabic language teachers also paid more attention to using other assessment methods (e.g., using oral method of assessment, asking students to manage discussions using their own language, and encouraging them in the formation of stories, novels and poems related to the content of the subject to assess their performance about some of the issues associated with the subject) compared with test methods (e.g., asking students to describe new meanings or re-interpret words within the tests, asking students to criticize some texts or complete stories within the tests, and including questions pictures and maps linked with the subject and allowing students to analyse them using their own language). Furthermore, male teachers paid more attention than did female teachers to using the teaching skills which encourage the CUAL in students, whereas female teachers paid more attention to using the assessment methods which encourage the CUAL in students than did male teachers.

4.4.4 Arabic language teaching skills and the interaction between gender and regional variables

The means of Arabic language teachers' performance ratings—in using the teaching skills which encourage the creative use of the Arabic language—were calculated to determine effects of the gender and regional variables on their performance and the possible interaction between them. The results are illustrated in Table 4.25 and Table 4.26.

Table 4.25 Arabic language teachers' performance in using the teaching skills for CUAL by region

Region	Abilities	N	Mean	SD
Al-Dhahirah	(general teaching skills)	43	2.2085	.59246
	(Arabic language skills)	43	1.6779	.84687
Muscat	(general teaching skills)	40	1.8950	.64156
	(Arabic language skills)	40	1.1778	.61560
North of Al-Batinah	(General teaching skills)	50	2.4393	.70716
	(Arabic language skills)	50	2.1207	.61560

Table 4.26 Arabic language teachers' performance in using the teaching skills for CUAL by gender

Gender	Abilities	N	Mean	SD
Male	(general teaching skills)	73	2.3183	0.73782
	(Arabic language skills)	73	1.9229	0.99597
Female	(general teaching skills)	60	2.0583	0.58896
	(Arabic language skills)	60	1.4154	0.65111

Table 4.27 Arabic language teachers' pedagogical performance by region and by gender

Region	Abilities	Male			Female		
		N	Mean	SD	N	Mean	SD
Al-Dhahirah	(general teaching skills)	28	2.2488	.55180	15	2.1333	.67565
	(Arabic language skills)	28	1.7884	.84083	15	1.4716	.84741
Muscat	(general teaching skills)	18	1.8500	.80124	22	1.9318	.49146
	(Arabic language skills)	18	1.1399	.81338	22	1.2088	.40741
North of Al-Batinah	(general teaching skills)	27	2.7025	.67917	23	2.1304	.61962
	(Arabic language skills)	27	2.5844	.82577	23	1.5765	.67047

Table 4.28 Wilks' Lambda test of interaction between regional and gender variables on teachers using teaching skills for CUAL

Effect	Value	F	Hypothesis df	Error df	Sig.
Region	.795	7.647	4.000	252.000	.000
Gender	.924	5.196	2.000	126.000	.007
Region × Gender	.914	2.897	4.000	252.000	.023

The alpha levels were set at $p < .05$

As shown in Table 4.28, Wilks' Lambda test was used to determine the interaction between gender and the region in the use of creative methods to encourage CUAL in students, the results showed that the regional effect and gender effect, and the interaction between them were statistically significant. This means that there was a significant impact ($p < .05$) of demographic variables—for the regional variable, (Wilks' Lambda = .795 , $F = 7.647$, $p = 0.000$); and for gender (Wilks' Lambda = .924 , $F = 5.196$, $p = .007$ —and a significant impact ($p < .05$) for the interaction between region and gender of the teachers (Wilks' Lambda = .914, $F = 2.897$, $p = .023$) on the teachers' use of language skills to encourage the creative use of Arabic language in students.

After the determination of the significant impacts of regional and gender variables, and interaction between them on the teaching methods of the teachers, multi-bilateral analysis of variance was used and the results showed that significant effects were found in the *regional variable* on both general teaching skills and Arabic language skills in teachers' performance, gender variable on Arabic language skills only, and the interaction between region and gender was on both general teaching skills and Arabic language skills (See Table 4.29).

Table 4.29 Tests of Between-Subjects Effects of interaction between regional and gender variables on teachers' pedagogical performance

Source	Dependent Variable	Sum of Squares	Df	Mean Square	F	Sig.
Region	(general teaching skills)	6.088	2	3.044	7.574	.001
	(Arabic language skills)	18.155	2	9.078	16.125	.000
Gender	(general teaching skills)	1.292	1	1.292	3.215	.075
	(Arabic language skills)	5.555	1	5.555	9.867	.002
Region × Gender	(general teaching skills)	2.544	2	1.272	3.165	.046
	(Arabic language skills)	6.696	2	3.348	5.948	.003
Error	(general teaching skills)	51.038	127	.402		
	(Arabic language skills)	71.494	127	.563		
Total	(general teaching skills)	706.193	133			
	(Arabic language skills)	486.556	133			

The alpha levels were set at $p < .05$

Table 4.29 illustrates that there were only some significant effects ($p \leq .05$) of regional variable and gender variable, and the interaction between regional and gender variables on teachers' use of language skills. To determine the direction of the significant effects on teaching skills, more statistical tests were conducted. The following sections describe these steps.

4.4.4.1 Regional differences

Since there were three levels of regional variable (Muscat, Al-Batinah, Al-Dhahirah), LSD Tests were conducted to make *a posteriori* multiple comparisons where there were bilateral comparisons between each two, and thus these tests were used in all three comparisons for each skill (six comparisons), and

the results revealed five significant comparisons only, namely, as follows (See Table 4.30).

1 - In general teaching skills, there were two significant comparisons:

(a) Between Muscat and Al- Dhahirah for Al- Dhahirah. This means that teachers of Al- Dhahirah region paid significantly higher attention ($p < .05$) to using the general teaching skills which encourage the CUAL in students than did the teachers of Muscat region.

(b) Between Muscat and North of Al- Batinah for North of Al- Batinah. This means that the teachers of Al-Batinah region paid significantly higher attention ($p < .05$) to using the general teaching skills which encourage the CUAL in students than did the teachers of Muscat region.

2 - In the skills of teaching the Arabic language three comparisons were significant, namely:

(a) Between Al-Dhahirah and Muscat for Al-Dhahirah. This means that the teachers of Al-Dhahirah region were significantly more interested ($p < .05$) in using the Arabic language skills which encourage the CUAL in students than were the teachers of Muscat region.

(b) Between Al-Dhahirah and North of -Al-Batinah for North of Al-Batinah. This means that the teachers of Al-Batinah region paid significantly higher attention ($p < .05$) to using the Arabic language skills which encourage the CUAL in students than did the teachers of Al-Dhahirah region.

(c) Between Muscat and North of Al-Batinah for North of Al-Batinah. This means that the teachers of Al-Batinah region paid significantly higher attention ($p < .05$) to using the Arabic language skills which encourage the CUAL in students than did the teachers of Muscat region.

Table 4.30 LSD Tests (Region), Multiple Comparisons between regions in teachers' use of general teaching skills and the Arabic language teaching skills

Dependent Variable	(I) Region	(J) Region	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
General teaching skills	Al-Dhahirah	Muscat	.3135*	.13926	.026	.0380	.5891
		North of Al-Batinah	-.2308	.13185	.082	-.4917	.0301
	Muscat	Al-Dhahirah	-.3135	.13926	.026	-.5891	-.0380
		North of Al-Batinah	-.5443**	.13448	.000	-.8104	-.2782
	North of Al-Batinah	Al-Dhahirah	.2308	.13185	.082	-.0301	.4917
		Muscat	.5443**	.13448	.000	.2782	.8104
Arabic language teaching skills	Al-Dhahirah	Muscat	.5001*	.16482	.003	.1739	.8262
		North of Al-Batinah	-.4429**	.15605	.005	-.7517	-.1341
	Muscat	Al-Dhahirah	-.5001*	.16482	.003	-.8262	-.1739
		North of Al-Batinah	-.9430**	.15916	.000	-1.2579	-.6280
	North of Al-Batinah	Al-Dhahirah	.4429**	.15605	.005	.1341	.7517
		Muscat	.9430**	.15916	.000	.6280	1.2579

* The alpha levels were set at $p < .05$

4.4.4.2 Gender differences

Since there were two levels of gender variable (male and female), the comparison was made between the means of male and female teachers' teaching skills by statistical tests (See Table 4.28 and Table 4.29). The mean of male teachers' scores was higher than those of female teachers but only statistically significant for Arabic language skills ($p < .05$). Thus, it can be said that male teachers paid significantly more attention to using the Arabic language teaching skills that encourage the CUAL in students than did female teachers.

4.4.4.3 Interaction between regional and gender variables

A graph was used to determine the direction of the differences in the teaching skills. Figure 4.26 below reveals that the male teachers in the region of North of Al-Batinah comprised the highest skilled group whereas the male teachers in Muscat were the group with the lowest skills. This means that the teachers of North of Al-Batinah paid more attention to using the general teaching skills which encourage the creative use of the Arabic language in students compared with the male teachers of Muscat.

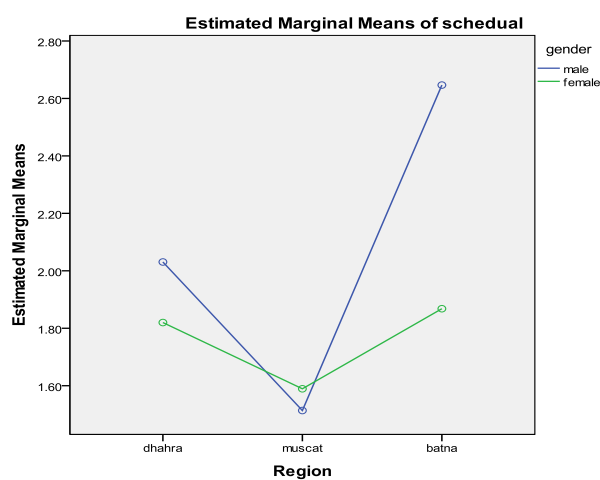


Figure 4.26: Interaction between regional and gender variables in using general teaching skills which encourage the creative use of the Arabic language

In addition, the results show that the female teachers in Muscat region were the group with the highest skills whereas the male teachers in Muscat were the group with the lowest skills. This means that the female teachers of Muscat paid more attention to using the Arabic language skills which encourage the creative use of the Arabic language in students compared with the male teachers of Muscat (See Figure 4.27).

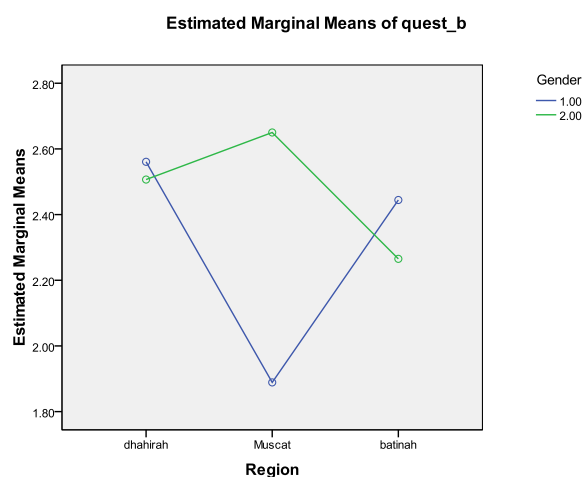


Figure 4.27: Interaction between regional and gender variables in using the Arabic language skills which encourage the creative use of the Arabic language

4.4.5 Arabic language assessment methods and the interaction between regional and gender variables

The means of the assessment methods used by teachers were calculated by region and by gender, to determine the extent of interaction between them, and they are illustrated by the following tables (See Table 4.31, Table 4.32, Table 4.33 and Table 4.34).

Table 4.31 Arabic language teachers' use of assessment methods for the CUAL by region

Region	Abilities	N	Mean	SD
Al-Dhahirah	General assessment methods	43	2.7743	.62133
	Arabic language assessment methods	43	2.5419	.73265
Muscat	General assessment methods	40	2.4853	.56637
	Arabic language assessment methods	40	2.3075	.79530
North of Al-Batinah	General assessment methods	50	2.6106	.53714
	Arabic language assessment methods	50	2.3620	.75102

Table 4.32 Arabic language teachers' use of assessment methods which encourage the CUAL by gender

Gender	Abilities	N	Mean	SD
Male	General assessment methods	73	2.5560	.69870
	Arabic language assessment methods	73	2.3521	.87862
Female	General assessment methods	60	2.7108	.38341
	Arabic language assessment methods	60	2.4667	.58387

Table 4.33 Interaction between regional and gender variables on Arabic language teachers' use of assessment methods which encourage the CUAL

Region	Abilities	Male			Female		
		N	Mean	SD	N	Mean	SD
Al-Dhahirah	General assessment methods	28	2.7626	.70543	15	2.7961	.44459
	Arabic language assessment methods	28	2.5607	.71613	15	2.5067	.78692
Muscat	General assessment methods	18	2.1078	.60605	22	2.7941	.27635
	Arabic language assessment methods	18	1.8889	.92666	22	2.6500	.45434
North of Al-Batinah	General assessment methods	27	2.6405	.63446	23	2.5754	.40559
	Arabic language assessment methods	27	2.4444	.91624	23	2.2652	.49599

Table 4.34 Wilks' Lambda test of interaction between regional and gender variables in teachers' assessment performance

Effect	Value	F	Hypothesis df	Error df	Sig.
Region	0.946	2.788	4	252	0.032
Gender	0.962	2.517	2	126	0.035
Region × Gender	0.907	3.153	4	252	0.015

The alpha levels were set at $p < .05$

As shown in Table 4.34, Wilks' Lambda test results showed that the regional effect and gender effect, and the interaction between them were statistically significant. This means that there was a significant impact ($p < .05$) of demographic variables—for the regional variable, (Wilks' Lambda = .946, $F = 2.788$, $p = 0.032$); and for gender (Wilks' Lambda = .962, $F = 2.517$, $p = .035$ —and a significant impact ($p < .05$))

of the interaction between region and gender of the teachers (Wilks' Lambda = .907, $F = 3.153$, $p = .015$) on the teachers' use of assessment performance.

After the determination of the impacts of region, gender and interaction between comparisons on the assessment methods of teachers, a multi-bilateral analysis of variance was conducted and the results showed significant effects of both the regional variable and gender variable for general assessment methods only. But a significant effect of the interaction between the region and gender was found on both assessment methods (See Table 4.35).

Table 4.35 Tests of Between-Subjects Effects of interaction between regional and gender variables in teachers' use of assessment methods for the CUAL

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Region	General assessment methods	2.122	2	1.061	3.533	.032
	Arabic language assessment methods	1.437	2	.719	1.329	.268
Gender	General assessment methods	1.510	1	1.510	5.027	.027
	Arabic language assessment methods	.981	1	.981	1.814	.180
Region × Gender	General assessment methods	3.484	2	1.742	5.802	.004
	Arabic language assessment methods	5.450	2	2.725	5.038	.008
Error	General assessment methods	38.136	127	.300		
	Arabic language assessment methods	68.688	127	.541		
Total	General assessment methods	961.644	133			
	Arabic language assessment methods	844.610	133			

The alpha levels were set at $p < .05$

To determine the direction of the significant effects on assessment methods, more statistical tests were conducted. The following sections describe these steps.

4.4.5.1 Regional differences

Since there were three regional variables (Muscat, North of Al-Batinah and Al-Dhahirah), LSD Tests were conducted to make *a posteriori* multiple comparisons where bilateral comparisons were made between each two, and thus these tests were used in all three comparisons for each type of assessment

method (six comparisons). The results showed that only the comparison between Al-Dhahirah and Muscat was significant. This means that the teachers of Al-Dhahirah region were significantly better ($p < .05$) in using the general assessment methods which encourage the CUAL in students than were the teachers of Muscat region (See Table 4.36).

Table 4.36 LSD Tests (Region), Multiple Comparisons between teachers' use of general assessment methods by region

Dependent Variable	(I) Region	(J) Region	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
General assessment methods	Al-Dhahirah	Muscat	.2890 *	.12038	.018	.0508	.5272
		North of Al-Batinah	.1637	.11397	.153	-.0618	.3892
	Muscat	Al-Dhahirah	-.2890 *	.12038	.018	-.5272	-.0508
		North of Al-Batinah	-.1253	.11624	.283	-.3553	.1047
	North of Al-Batinah	Al-Dhahirah	-.1637	.11397	.153	-.3892	.0618
		Muscat	.1253	.11624	.283	-.1047	.3553
Arabic language assessment methods	Al-Dhahirah	Muscat	.2344	.16155	.149	-.0853	.5540
		North of Al-Batinah	.1799	.15295	.242	-.1228	.4825
	Muscat	Al-Dhahirah	-.2344	.16155	.149	-.5540	.0853
		North of Al-Batinah	-.0545	.15601	.727	-.3632	.2542
	North of Al-Batinah	Al-Dhahirah	-.1799	.15295	.242	-.4825	.1228
		Muscat	.0545	.15601	.727	-.2542	.3632

* The alpha levels were set at $p < .05$

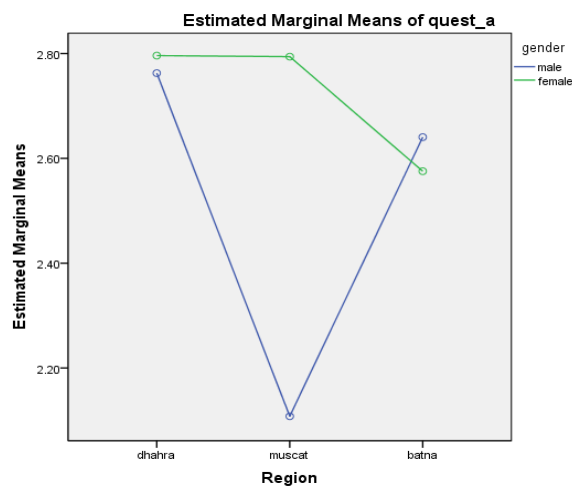
4.4.5.2 Gender differences

Since there were two levels of the gender variable (male and female), statistical tests were conducted to compare the means of males and females teachers' use of assessment methods. The means of female teachers were higher than those of male teachers in using the assessment methods which encourage students' CUAL than did male teachers but such difference was only statistically

significant for general assessment methods ($p < .05$). Thus, it can be said that female teachers paid significantly more attention to using the general assessment methods that encourage the CUAL in students than did female teachers.

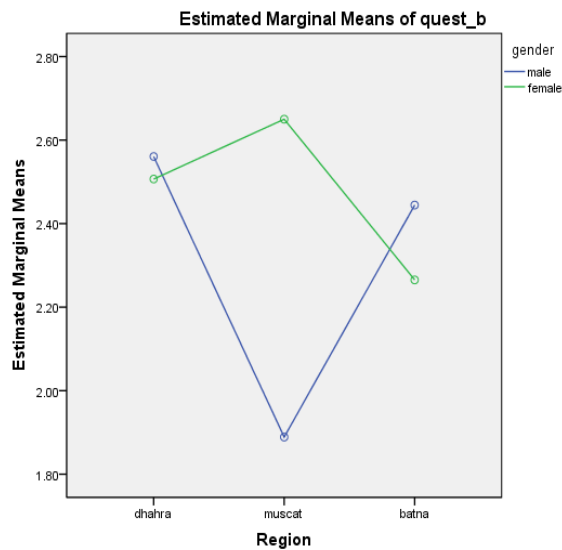
4.4.5.3 Interaction between regional and gender variables

A graph was used to determine the direction of the differences in the two types of assessment methods: the general assessment methods and assessment methods for Arabic language. According to the graph the performance of the female teachers in Al-Dhahirah were the highest, and that the male teachers in Muscat were the lowest. This means that the female teachers of Al-Dhahirah region used the general assessment methods which encourage students' creative use of the Arabic language more frequently than did the male teachers in Muscat region (See Figure 4.28). On the other hand, the female teachers in Muscat used the Arabic language assessment methods which encourage students' creative use of the Arabic language more frequently than did the male teachers in Muscat. (See Figure 4.29)



Note: Questa represents general assessment methods

Figure 4.28: Interaction between regional and gender variables on teachers using the general assessment methods which encourage the creative use of the Arabic language



Note: quest_b represents Arabic language assessment methods

Figure 4.29: Interaction between regional and gender variables on teachers using the Arabic language assessment methods which encourage the creative use of the Arabic language

In summary, with regard to the interaction between regional and gender variables of Arabic language teachers on their assessment methods, there were two interactions: between Muscat and North of Al-Batinah for North of Al-Batinah, and between Muscat and Al-Dhahirah for Al-Dhahirah. But on the Arabic language assessment methods, there are three interactions, namely:

1. Between Al-Dhahirah and Muscat for Al-Dhahirah.
2. Between Al-Dhahirah and North of Al-Batinah for North of Al-Batinah.
3. Between Muscat and North of Al-Batinah for North of Al-Batinah.

Furthermore, male teachers were more interested in using the methods of encouraging the creative use of the Arabic language in students than female teachers in the Sultanate of Oman. Additionally, the teachers located north of Al-Batinah paid more attention to using the general teaching skills which encourage the creative use of the Arabic language in students compared with the teachers of Muscat.

Moreover, female teachers paid more attention to using the general assessment methods that encourage the CUAL in students than did male teachers. Furthermore, the female teachers in Al-Dhahirah had the highest use, and that the male teachers in Muscat had the lowest use. This means that female teachers of Al-Dhahirah regional used the general assessment methods which encourage the creative use of the Arabic language in students more frequently than did the male teachers in Muscat region. On the other hand, the female teachers in Muscat used the Arabic language assessment methods which encourage the creative use of Arabic language in students more frequently than did the male teachers in Muscat.

To sum up, the results showed that, in spite of the differences in the Arabic language teachers' attentions given to using the teaching skills and assessment methods that encourage the CUAL in students, there was awareness among Arabic language teachers in the need to encourage students' CUAL. This means that Arabic language teachers paid attention to implementing the aims of teaching the Arabic language in Oman which focused to some extent on encouraging students' CUAL.

4.5 Year 11 post-basic students' performance in Arabic L1

The third question of the study (*How well were Omani post-basic school students learning to use the Arabic language creatively?*) was answered by the results of a students' test to be described in the following sections.

4.5.1 Year 11 post-basic students' performance in the creative use of the Arabic language

A test was designed by the researcher according to the skills of creativity in Arabic. The test for the Year 11 post-basic students included questions in the four language skills: listening, reading, writing and speaking. Then, the researcher revised and improved the questions according to the criteria of the skill required by each question for determining the level of the CUAL of each student.

As has been described in Chapter 3, a total of 458 post-basic Year 11 students from the three Omani regions of the Sultanate: Al-Dhahirah, Muscat, Al-Batinah completed the CUAL test. The sample size of the respective groups varied according to gender as shown in Table 4.37.

Table 4.37 Sample size of Year 11 post-basic students by region and by gender

		GENDER		Total
		male	female	
Region	Al-Dhahirah	77	77	154
	Muscat	60	75	135
	North of Al-Batinah	102	67	169
Total		239	219	458

The researcher first marked the students' answers by analysing them according to the creative scale consisting of the creative use of language at four levels: 1, 2, 3 and 4. Each student was then assigned a level in each of the four language skills: listening, reading, writing and speaking and by calculating the mean score for each of the four skills each student was allocated a total grade. The grades of the test were already explained in the methodology section in Chapter 3. They represented the four levels of the creative use of the Arabic language: *not yet evident* (1), *emerging* (2), *expressing* (3), *excelling* (4). Each level has a specific description related to the Arabic language macro skills: listening, reading, writing, and speaking besides the nature of the basic skills of the creative use of the Arabic language: fluency, originality, flexibility and elaboration (See Appendix G, H, I, and J).

The means of the students' grades of the four Arab language skills: listening, reading, writing and speaking were calculated with the statistical program SPSS. The results in terms of the four skills of the CUAL: fluency, originality, flexibility, and elaboration were also calculated. Table 4.38 below shows students' performance in both categories: the macro Arabic language skills and the CUAL skills.

Table 4.38 Percentages of students in each level of the macro Arabic language skills and the CUAL skills

Level	Macro Arabic language skills				CUAL skills			
	Listening	Speaking	Reading	Writing	Fluency	Originality	flexibility	Elaboration
Not yet evident	42.6	42.1	51.5	62.4	66.2	72.5	79.7	62.9
Emerging	28.8	36.5	31.9	22.7	20.5	19.9	11.8	23.1
Expressing	22.5	21.2	15.3	12.9	7.2	6.3	6.6	13.8
Excelling	6.1	0.2	1.3	2	6.1	1.3	2	2

4.5.1.1 Students' performance in the macro Arabic language skills

The results, in general, showed that students' CUAL performance was very low in all of the macro Arabic language skills; listening, speaking, reading, and writing. The following part illustrates these results in details.

4.5.1.1 Listening skill

From the above table, it is clear that less than half (42.6%) of the students were on the *not yet evident* level (weak ability to: use clear criteria in the analysis of the listening text, use logical arguments to support his/her interpretation of any idea related to the text, generate the largest possible number of endings to an open story, generate a variety of phrases containing various uses for some words of the listening text, summarize the listening text using his private language text without the use of its terms, generate the largest possible number of synonyms, opposites and plurals of some words contained in the listening text, and add other new events or elements for the listening text using specific kinds of formulas) of the creative use of listening skill. For example, in answering the third question: *Put all the possible opposites of the word "deteriorate",* one of the male students wrote the following answer:

(Improved developed) / (تحسنت، تطورت)*

* The students' responses are presented in Arabic as they wrote them and the researcher translated them into English. So, the English interpretation may not reflect fully the Arabic meaning

It is clear that this answer was very limited, especially if the question requests all the possible opposites. So, the generation of the opposites here showed that the student was very much lacking in the CUAL skills (fluency). In addition, both opposites: *improved* and *developed* are almost of the same meaning, so there was no variety in the students' use of these opposites (flexibility). The student also chose past tense when the stimulus word was in the imperative. For these reasons the level assigned to this student's CUAL was *not yet evident* for this question.

The results also showed that more than a quarter (28.8%) of the students were in the *emerging* level (satisfactory ability to: use clear criteria in the analysis of the listening text, use logical arguments to support his/her interpretation of any idea related to the text, generate the largest possible number of endings to an open story, generate a variety of phrases containing various uses for some words of the listening text, summarize the listening text using his private language text without the use of its terms, generate the largest possible number of synonyms, opposites and plurals of some words contained in the listening text, and add other new events or elements of the listening text using specific kinds of formulas). For example, in response to question 6: *Write all the suitable titles for this story* (See Appendix K), a female student wrote the following answer:

- الطلب الغريب
- شيخ وشباب
- بطاطس بدايتها لذينة ونهايتها راحة كريهة

-The strange request
-The Sheikh and youth
-Potato that has a delicious beginning and a bad ending

It appears that these titles were suitable to the content of the text in that they satisfied the requirement for quantity (fluency), but they were non-innovative in their formulation because they were very direct (originality). Furthermore, these titles were not exciting, especially the second one *The Sheikh and youth* (elaboration). So, the CAUL performance of the student here was judged as *emerging*.

Furthermore, Table 4.38 shows that less than a quarter (22.5%) of the students were on the *expressing* level (good ability to: use clear criteria in the analysis of the listening text, use logical arguments to support his/her interpretation of any idea related to the text, generate the largest possible number of endings to an open story, generate a variety of phrases containing various uses for some words of the listening text, summarize the listening text using his private language text without the use of its terms, generate the largest possible number of synonyms, opposites and plurals of some words contained in the listening text, and add other new events or elements for the listening text using specific kinds of formulas). For example, if we look at another answer of the previous question: *Write all the suitable alternative titles for this text*, we find that one of the male students wrote this answer:

<p>- دعك من ما مضى</p> <p>- لا تجعل الهموم تدمر حياتك</p> <p>- حكمة الزمان</p> <p>-Forget the past</p> <p>- Do not let worries ruin your life</p> <p>- The wisdom of time</p>
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This answer included exciting titles because the student used the metaphorical language (e.g., *the wisdom of the time*) (originality). They were also varying in their formulation. But they were still not satisfactory for their quantity (fluency). Because of this, the CUAL level for the student here was *expressing*.

In contrast, only 6.1% of the students were on the *excelling* level (strong ability to: use clear criteria in the analysis of the listening text, use logical arguments to support his/her interpretation of any idea

related to the text, generate the largest possible number of endings to an open story, generate a variety of phrases containing various uses for some words of the listening text, summarise the listening text using his private language text without the use of its terms, generate the largest possible number of synonyms, opposites and plurals of some words contained in the listening text, add other new events or elements for the listening text using specific kinds of formulas) (See figure 4.29). For example, the last question in listening part was: *Write a suitable introduction for this story.* A female student responded to this question by writing two introductions as follows:

The first introduction was:

من منا لا يمر بلحظة مرة وذكريات قاسية وهموم كملكة الظلام لا يود الإنسان استرجاعها فكأنه عندما يسترجع تلك الذكريات المؤلمة يموت تارة ويحيا تارة أخرى ولكن على الإنسان لا بد عليه أن يواجه المحنة بالصبر والتجلد.

Is there anyone who does not experience difficult moments, painful memories, and dark worries? No one likes to recall these kinds of moments because if anyone recalls them he/she will live sometimes and die at other times. So, the human should face problems with patience.

The second introduction was:

تتوالى الأيام وتتوالى معها المصائب وقد تمر بالإنسان لحظات مؤلمة لا يستطيع أن ينسها يا ترى كيف يستطيع الإنسان التخلص من تلك الذكريات؟ وهل من الممكن القضاء عليها؟ وإلى متى سيستمر الإنسان بحمل عبء الذكريات المؤلمة؟

The days coming in and the problems coming in with them, and sometimes no one can forget the painful moments. So, how can anyone get rid of those memories? Is it possible to eliminate them? And how long can anyone carry the burden of such painful memories?

Both of these introductions were excellent in the formulation of their sentences (variation, using metaphorical language) (originality). In addition, they were exciting, and the ideas were linked to each other strongly (elaboration). Figure 4.30 shows the Year 11 post-basic students' performance in listening.

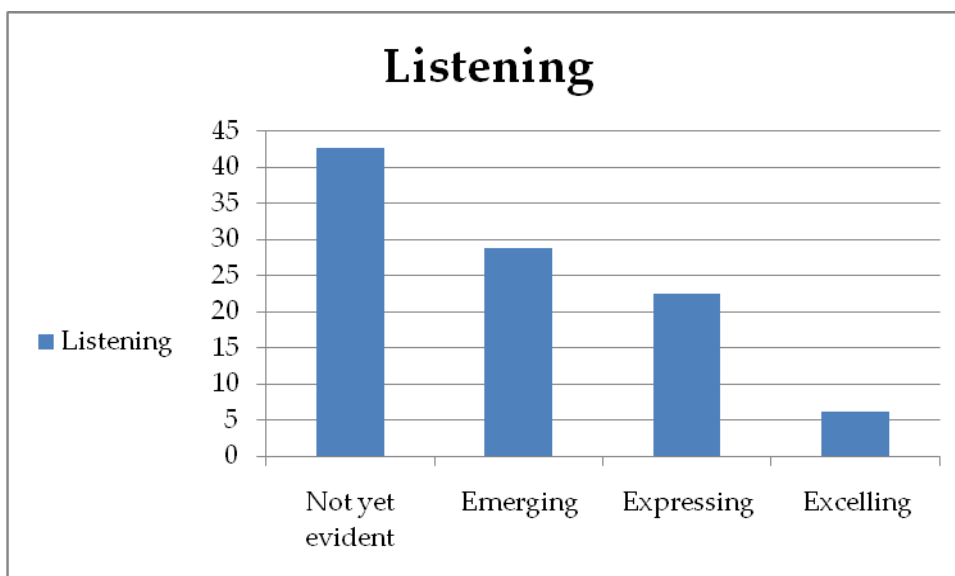


Figure 4.30: Year 11 post-basic students' CUAL performance in listening

From the previous examples of students' answers, it can be said that Year 11 post-basic students had some substantial problems with listening when Arabic language was used creatively. Table 4.39 shows some examples of these problems.

Table 4.39 Examples of main problems of the CUAL in students' listening performance

Fluency	Originality	Flexibility	Elaboration
- Lack in generating opposites for some vocabularies, and titles.	- Difficulty in using metaphorical language. (e.g., difficulty in re-formulating some sentences or expressions using metaphorical language) - Using non-innovative formulations of sentences. (e.g., difficulty in generating innovative solutions for an issue)	- Difficulty in using variety formulations of sentences. (e.g., difficulty in generating variety opposites for a vocabulary)	-Using non-suitable titles for the text. (e.g., difficulty in formulating suitable titles for a given story)

Typically the order of discussing the four macro skills in the Arabic language lessons was first listening/speaking, and then reading and writing (comprehension/production). The following section is about speaking skills.

4.5.1.2 Speaking skill

Table 4.38 also showed that less than half (42.1%) of the students were in the *not yet evident* level (weak ability to: add a lot of events for a particular story offered to him, use metaphorical language during speaking, generate the largest number of words that were linked by some relationships, such as using them in the same field, formulating the largest possible number of suitable and innovative questions when he/she was asked to construct an interview, use a single word in variety of meanings during his/her speaking, and generate the largest possible number of ideas during the expression of his/her opinion about a subject) of the creative use of speaking skill. For example, in responding to question1: *Express the pictures using all the possible sentences which include the passive and active voice formulae*, a female student said the following:

الصورة الأولى عبارة عن شباب يمارسون الرياضة أما الصورة الثانية فهي عبارة
عن دمار وهي استخدام التدخين

*The first picture is about young people exercising, but the second
picture is about the danger of smoking.*

Although this answer was correct, it was very limited in quantity with respect to the CUAL demands, especially when the question required them to be involved in all the possible sentences (fluency). Furthermore, there was no variety in the formulation of sentences (very direct) (flexibility and originality). The answer also did not include the passive voice formula.

The results as shown in Table 4.38 also indicated that 36.5% of the students were on the *emerging* level (satisfactory ability to: add a lot of events for a particular story offered to him, use the metaphorical language during his speaking, generate the largest number of words that were linked by some

relationships, such as using them in the same field, formulate the largest possible number of suitable and innovative questions when he/she has been asked to construct an interview, use a single word in variety of meanings during his/her speaking, and generate the largest possible number of ideas during the expression of his/her opinion about a subject). For example, in answering question 4: *What is your opinion in this issue: students were non-interested in reading?* A male student said the following:

القراءة شيء مهم ويجب على كل فرد إنه يكون ملم بالقراءة سواء القراءة أو الكتابة القراءة هي التي تعطي دافع للكتابة
فالقراءة تساعدك على كل شيء فحياتك مثلاً كمسلمين يعني كقراءة القرآن وإن كنت ما تقدر تقرأ إلا إذا عرفت القراءة طبعاً
فالقراءة في عصرنا الحالي الحمد لله إن القراءة يعني بالعكس عن العصور أو الفترة الماضية كان نسبة الأميين أكثر بس مع
التطور وتتوفر المدارس وكذا قلت نسبة الأميين وزيادة القراء

Reading is important and every individual should be reading. Reading can give the reader a motivation for writing. It also helps you with everything of your life. For example Muslims have to read the Quran and you cannot do that unless you know how to read, of course reading takes time. Thank God that reading means vice versa for the ages or the last period. Furthermore, illiteracy is more prevalent now than before but with the development and the availability of schools, the percentage of illiteracy decreases when reading Increases.

(fluency and

elaboration). On the other hand, it did not include suitable links between some ideas (e.g., *reading in our time .Thank God that reading means vice versa for the ages or the last period*) (originality). Furthermore, the student here used some vocabularies from a dialect (originality) (e.g., “Bus (بس)” which means “only”, and “ma (ما)” which means “not”).

In addition, as shown in Table 4.38, less than a quarter (21.2%) of the students were on the *expressing* level (good ability to: add a lot of events for a particular story offered to him, use the metaphorical language during his speaking, generate the largest number of words that were linked by some relationships, such as using them in the same field, formulate the largest possible number of suitable and innovative questions when he/she was asked to construct an interview, use a single word in a variety of meanings during his/her speaking, and generate the largest possible number of ideas during the expression of his/her opinion about a subject). For example, in response to question 6: *Produce all the suitable sentences using some metaphorical language expression to express the problem which is illustrated in the picture, a male student said the following:*

إن المخدرات أمر قاتل يؤدي إلى ضياع القلب وتشوش الصدر وهو الضياع يؤدي للأسرة حتى إنه هذا
المرض أمور قاتلة تؤدي إلى تدهور في الحالة المادية والمعنوية بشكل عام حيث إن المخدرات لها
أسباب كثيرة منها الرفقة الفاسدة من الأصدقاء وحالة الأسرة بعدم الاهتمام بالفرد الذي في الأسرة

The drugs were a killer because they lead to the loss of the heart and cluttered-

إن المخدرات أمر قاتل يؤدي إلى ضياع القلب وتشوش الصدر وهو الضياع يؤدي للأسرة حتى إنه هذا المرض أمور قاتلة تؤدي إلى تدهور في الحالة المادية والمعنوية بشكل عام حيث إن المخدرات لها أسباب كثيرة منها الرفقة الفاسدة من الأصدقاء وحالة الأسرة بعدم الاهتمام بالفرد الذي في الأسرة

The drugs were a killer because they lead to the loss of the heart and cluttered-chest, a loss that leads to the family. They were like a fatal disease that leads to deterioration in physical and moral condition in general. Drugs have many causes, including companionship of corrupt friends and bad family situation which neglects the individual who belongs to this family.

e problem and its impacts

(elaboration and originality). It also included metaphorical language (e.g., *the drugs were a killer*)

(originality). It had also a good quantity of sentences (fluency).

In contrast, as Table 4.38 shows, only 0.2% of the students were on the *excelling* level (strong ability to: add a lot of events for a particular story offered to him, use the metaphorical language during his speaking, generate the largest number of words that were linked by some relationships, such as using them in the same field, formulate the largest possible number of suitable and innovative questions when he/she has been asked to construct an interview, use a single word in variety of meanings during his/her speaking, and generate the largest possible number of ideas during the expression of his/her opinion about a subject) (See Figure 4.31). For example, in answering question 5: *Give me all the possible complete sentences to express these feelings: pride, sadness, happiness, and fear*, a male student said the following:

الفخر: الوالد يفتخر بنجاح أبنائه
المدرّب يفتخر بفوز فريقه
الطالب يفتخر بنفسه عند النجاح في الامتحانات
الحزن: المتباريين يحزنون عند خسارة المباراة
الأهل تحزن على فراق الأقارب
السعادة: عند قدوم العيد يشعر الأطفال بالسعادة
النجاح في الامتحانات يشعر الطالب بالسعادة
الخوف: الطفل الصغير يحس بالخوف في الظلمة
الإنسان يشعر بالخوف تجاه الموت

Pride: father is proud of his son's success

The coach is proud of his team's victory

The student is proud of himself when successful in exams

Grief: the contenders grieve when they lose the game

Parents grieve at the parting of relatives

Happiness: On the advent of Eid, children feel happy

The student here had a high fluency in generating sentences or expressions. The quantity of expressions was excellent. The answer also had a variety in the formulation of sentences (flexibility). It included suitable opposites as well (fluency).

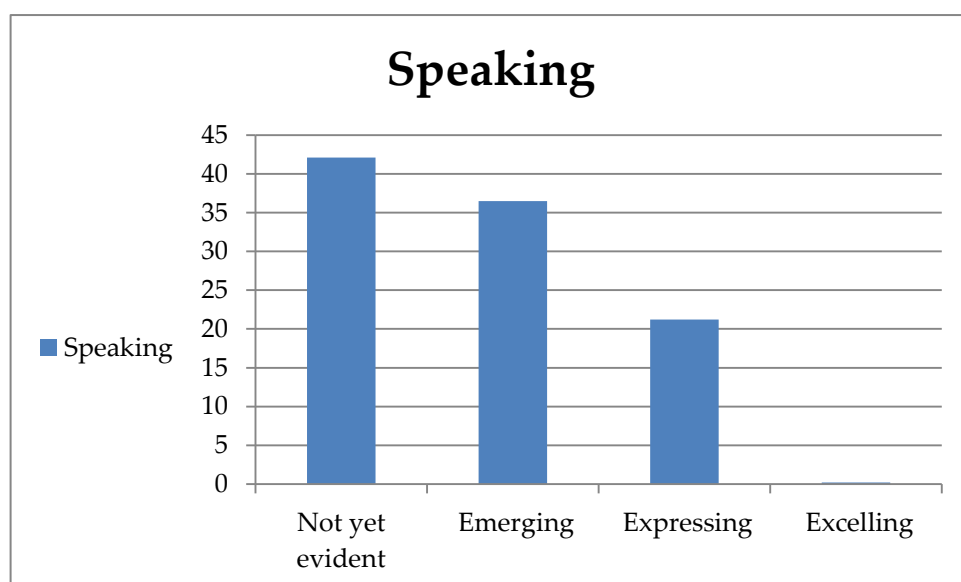


Figure 4.31: Year 11 post-basic students' CUAL performance in speaking

From the previous examples of students' answers, it can be said that there were some main problems in the creative use of speaking in Year 11 post-basic students. Table 4.40 below shows some examples of these problems.

Table 4.40 Examples of main problems of the CUAL in students' speaking performance

Fluency	Originality	Flexibility	Elaboration
- Lacking in ability to generate ideas or	- Difficulty in generating a suitable and exciting	- Difficulty in using variety formulations of sentences. (e.g.,	- Difficulty in generating suitable ideas in expressing

expressions. - Lacking in ability to generate the comparison language.	introduction for a text. -Difficulty in using specific language formulations. (e.g., metaphorical language) - Difficulty in using vocabularies from the MSA. (e.g., using vocabulary from the colloquial Arabic)	difficulty in re-formulating some sentences using passive voice)	an event or issue.
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4.5.13 Reading Skills

Regarding the creative use of reading skill, Table 4.38 shows that more than half (51.5%) of the students were on the *not yet evident* level (weak ability to: generate metaphorical phrases to express a meaning from the text, interpret a term from the reading text using several interpretations, generate the largest possible number of synonyms, plurals and opposites for some words contained in the text, add other events or elements to the reading text using specific kinds of formulas or verb, and give his/her opinion about reading the text using a specific type of formulas or verbs.). For example; One of the female students answered this question: (*Write all your own suitable solutions for the problem of unemployment using the passive voice*) by writing:

- محاولة الجهات المعنية بأن توظف اكبر عدد ممكن من الشباب العازفين عن العمل سنويا .
- محاوله ان تكون أغلب المهن لا يعمل بها الوافدون فالمواطنون أولى بهذا .

- All the governmental and private sectors should try to employ the largest possible number of youth who are looking for jobs.
- The priority of jobs opportunities should be for the citizens not for the new arrivals.

These solutions were very limited in their quantity (fluency), and non-innovative in their formulation (very direct sentences) (originality). They also included direct solutions (non-innovative) (elaboration

and originality). Furthermore, the student here did not use the passive voice formula as the question requested (originality).

The results (see Table 4.38) also showed that 31.9% of the students were on the *emerging* level (satisfactory ability to: generate metaphorical phrases to express a meaning from the text, interpret a term from the reading text using several interpretations, generate the largest possible number of synonyms, plurals and opposites for some words contained in the text, add other events or elements to reading text using specific kinds of formulas or verbs, and give his/her opinion about reading the text using a specific type of formulas or verbs.). For example, question 7 was: *What were the meanings that can be excited in your mind by the title of the text?*

If we look to the answer of a female student, we have the following:

- إنه يجب على كل جهة مختصة النظر إلى مشاكل الشباب التي تحولت إلى كابوس في نظر كل شاب عازف عن العمل.
- كابوس العمل يقضي على مضجع الشباب ويقتال طموحاتهم.
- اغتيال ظالم لطموحات الشباب.

-It is the duty of every authority of different sectors to solve the problems that were considered as a nightmare in the eyes of youths who are reluctant to work.
- The nightmare of work eliminates youths' comfort and fights for their ambitions.
- Unfair assassination of the aspirations of youth.

It is clear that these meanings were satisfactory for their quantity (fluency). They also included metaphorical language (e.g., nightmare, assassination) (originality). But the student here used some vocabularies of the text (e.g., the nightmare of work, fights for their ambitions), so he/she did not use his/her own creative expressions or formulations (originality).

In comparison, as Table 4.38 shows, just 15.3% of the students were on the *expressing* level (good ability to: generate metaphorical phrases to express a meaning from the text, interpret a term from the

reading text using several interpretations, generate the largest possible number of synonyms, plurals and opposites for some words contained in the text, add other events or elements to reading text using specific kinds of formulas or verbs, and give his/her opinion about reading the text using a specific type of formulas or verbs.). For example; a male student answered this question: *Write all the suitable other titles for this text by writing:*

- | |
|---|
| <ul style="list-style-type: none"> - البحث عن عمل يذق ناقوس الخطر. - كابوس البحث عن العمل. - اهم مشكلات القرن الحادي والعشرين. - التعلم يجلب المشكل!
<ul style="list-style-type: none"> - <i>Searching for work beats the alarm of danger</i> - <i>A nightmare of searching for work.</i> - <i>The most important problems of the twenty-first century</i> - <i>Learning brings the problem.</i> |
|---|

This answer included a good quantity of titles (fluency). It also included metaphorical language (e.g., *searching for work beats the alarm of danger*) (originality). The titles also were exciting and they had a variety in the formulation (originality). But the student here used an expression of the text in the second title (*A nightmare of searching for work*). Furthermore, the meaning of the last title was not suitable (elaboration).

As Table 4.38 shows, only 1.3% of the students were on the *excelling* level (strong ability to: generate metaphoric phrases to express a meaning from the text, interpret a term from the reading text using several interpretations, generate the largest possible number of synonyms, plurals and opposites for some words contained in the text, add other events or elements to reading text using specific kinds of formulas or verbs, and give his/her opinion about reading the text using a specific type of formulas or verbs) (See Figure 4.32). For example, a female student answered this question: *What were the meanings that can be excited in your mind by the title of the text?* by writing the following:

- | |
|---|
| <ul style="list-style-type: none"> - زيادة البطالة في الدول. - مشكلات العمل لا تزال تقف كعائق أمام الشباب لتحقيق طموحاتهم. - عدم الاكتراث للشباب في الدولة. - جهد الطلبة بضيق والدولة تقف مكتوفة الأيدي. - الحاجة الماسة للعمل قد تجعل الشباب ينحرفون عن طريق المستقيم.
<ul style="list-style-type: none"> - <i>The increase of unemployment in the countries.</i> |
|---|

These meanings of the student’s writing were excellent in their quantity (fluency), and had a variety in their formulation. They also included metaphorical language (e.g., *stands idly, deviation from the straight path*) (originality). The meanings also were very exciting and innovative (originality).

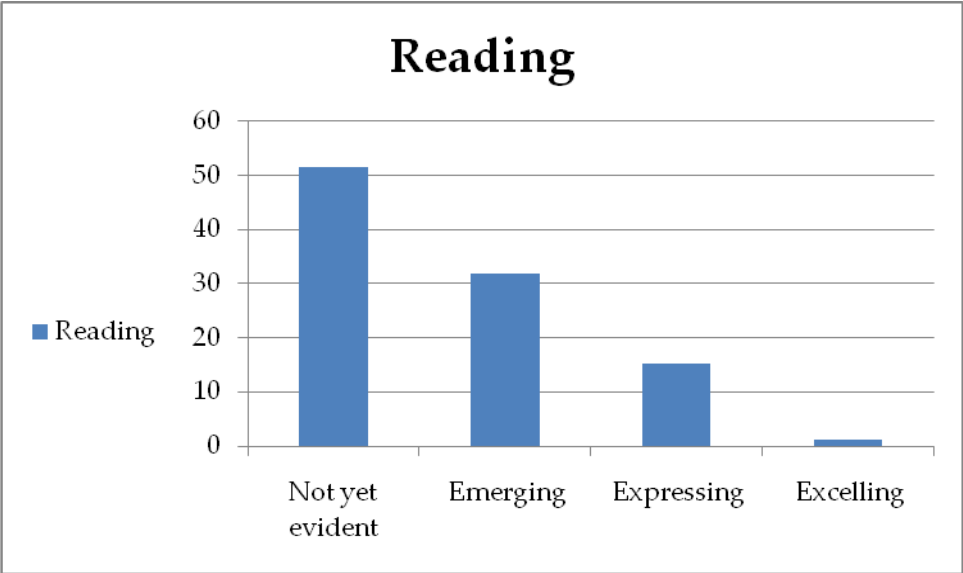


Figure 4.32: Year 11 post-basic students’ CUAL performance in reading

From the previous examples of students’ answers it can be observed that there were some main problems in the creative use of reading in Year 11 post-basic students. The following table shows some examples of these problems:

Table 4.41 Examples of main problems of the CUAL in students’ reading performance

Fluency	Originality	Flexibility	Elaboration
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- Lacking in ability to generate solutions to problems.	- Difficulty in using specific language formulations. - Difficulty in generating own creative expressions or formulations. - Difficulty in using non-innovative formulations of sentences.	- Difficulty in using variety formulations of sentences	Difficulty in using innovative solutions to problems. Difficulty in generating suitable titles for a text.
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4.5.1.4 Writing skill

As Table 4.38 shows, more than half (62.4%) of the students were on the *not yet evident* level (weak ability to: express a picture offered to him/her by writing a story which reflects its content, analyse an event using a variety of linguistic formulations, write suitable ends for a story with the use of certain metaphorical language, write an article about a problem, so that contains the largest number of proposed solutions to address it using a variety of formulations, and write a dialogue from his/her imagination, talking about a purposeful subject) of the creative use of writing skill. For example, question 1 was: *Write a short report to express the chart which illustrates the percentages of the Internet users in different countries.* One of the female students wrote the following report:

الإنترنت هو من أبرز اختراعات العصر ؛ فاستخدامه مهم بالنسبة إلينا وإلى الجميع في هذا العالم ؛ فالإنترنت ساعد الإنسان على التعرف على أشياء عديدة لم يكن يعرفها من قبل ففي الولايات المتحدة الأمريكية يوجد أكبر عدد من مستخدمي الإنترنت من الأشخاص بنسبة 46% كما موضح في الشكل ، أما في أستراليا أقل عدد من الأشخاص الذين يستخدمون الإنترنت بنسبة 3%.

The Internet is the most prominent invention of our era; its use is important to us and to everyone in this world. The Internet has helped humans to recognize many things that were not known before. In the United States of America there is the largest number of Internet users with a percentage of 46%, as shown in the figure. But in Australia there is the least number of users who use the Internet at a rate of 3%.

We can see that this report was lacking very much in its ideas and sentences (fluency, flexibility and elaboration). Furthermore, it did not include all or the main details of the chart (elaboration). Additionally, it did not have formulation of a variety of sentences (flexibility, and originality).

On the other hand, just under a quarter (22.7%) of the students, as shown in Table 4.38, were on the *emerging* level (satisfactory ability to: express a picture offered to him/her by writing a story which reflects its content, analyse an event using a variety of linguistic formulations, write suitable ends for a story with the use of certain metaphorical language, write an article about a problem, so that contains the largest number of proposed solutions to address it using a variety of formulations, and write a dialogue from his/her imagination, talking about a purposeful subject). For example, if we look at question 2: *Write an article about the effect of teaching the English language in schools on learning the Arabic language in the students using a variety of sentences between real sentences and metaphorical sentences*, we will find that a female student's answer to this question was as follows:

اللغة الإنجليزية هي لغة العصر كما يعرف الآن ولكن هذا لا يعني أن نتخلي عن اللغة العربية وهي لغة القرآن الكريم فالدين الإسلامي امرنا بأن نستفيد من ثقافات الغير ولكن لا يعني ذلك أن نتخلي عن عادات وتقاليدنا ولغتنا فهم نشروا لغتهم إلينا ولكن أليس من الأجدر بنا أن ننشر ثقافتنا إليها كذلك؟ لا بد علينا أن نتعلم لغتهم ولكن هذا لا يعني أن ننسى ثقافتنا. من هنا لا بد أن تعلم من ثقافة غيرنا ولكن من غير أن نغير من عاداتنا ولغتنا ولا بد علينا أن نحافظ على ثقافتنا.

English is the language of the era as it is known now, but this does not mean to abandon Arabic. Arabic is the language of the Qur'an. The Islamic religion requests from us to take advantage of the cultures of others, but that does not mean to abandon our customs, traditions and language. They spread their language to us, but is it better for us to publish our culture as well? So, we have to learn their language, but this does not mean that we forget our culture. We have to understand the culture of others, but without changing of our habit, our language, and we must save our culture.

This answer had a suitable linking between ideas and includes a suitable introduction (elaboration and originality). Additionally, it did not include metaphorical language (originality). The student here also focused on cultures and issues about traditions but ignored the main point which concentrates on the impacts of teaching the English language besides Arabic in schools (elaboration).

In comparison, as Table 4.38 shows, just 12.9% of the students were on the *expressing* level (good ability to: express a picture offered to him/her by writing a story which reflects its content, analyse an event using a variety of linguistic formulations, write suitable ends for a story with the use of certain metaphorical language, write an article about a problem, so that contains the largest number of proposed solutions to address it using a variety of formulations, and write a dialogue from his/her imagination, talking about a purposeful subject.) For example, another answer of this question by a male student: *Write a short report to express the chart which illustrates the percentages of the Internet users in different countries* was as follows:

وهب الله سبحانه وتعالى الإنسان بنعم عديدة حيث انها لا تعد ولا تحصى .. ومنها العقل الذي به يبين طريق الصواب والخطأ. وإن الانترنت سلاح ذو حدين يمكن ان تستعمله في الخير في التوعية والارشاد والمناقشة ويعتبر من إحدى أسرع وسائل البحث في هذا العصر ويمكن استخدامة سلبياً لمضياع الاوقات واللعب والدراسة وغيرها من السلبيات التي تضر المجتمع وتؤدي إلى تفكك المجتمع والاسر ويكون كالنقطة السوداء في المجتمع.

نسب مستخدمي الإنترنت لبعض الدول الولايات المتحدة 46% ، اليابان 13% ، المانيا 11% ، المملكة المتحدة 8% ، وفرنسا 6% ، إيطاليا 5% ، البرازيل 4% ، اسبانيا 4% ، استراليا 3% ربما يستخدم هذا الناس في السلب أو إيجاب.

God gave humans many advantages that cannot be counted. Including the mind that shows us the right and wrong way. The Internet is a double-edged weapon that can be used for good in raising awareness and guidance, discussion, and is considered one of the fastest means of research in this age. On the other hand, it can be used negatively to waste time, playing, chatting, and other negatives that are harmful to society and lead to the disintegration of society and families. It can be as the black point of the community. Rates of Internet users vary across countries the United States 46%, Japan 13%, Germany 11%, UK 8%, France 6%, Italy 5%, Brazil 4%, Spain 4%, Australia 3%. People may be used it negatively or positively.

This report was judged to be better than the previous one because it had a very good introduction (originality). Additionally, it had a variety in the sentences' formulation (flexibility). But it did not focus on the differences between countries in the percentages of the Internet users in depth (elaboration). It also lost the comparison language which is suitable to express the differences between countries (originality).

As Table 4.38 shows, a very few (2.0%) of the students were in the *excelling* level (strong ability to: express a picture offered to him/her by writing a story which reflects its content, analyse an event

using a variety of linguistic formulations, write suitable ends for a story with the use of certain metaphorical language, write an article about a problem, so that contains the largest number of proposed solutions to address it using a variety of formulations, and write a dialogue from his/her imagination, talking about a purposeful subject) (See Figure 4.33). For example, another answer to the question by a male student: *Write an article about the effect of teaching the English language in schools on learning the Arabic language in students using variety sentences between real sentences and metaphorical sentence*, was:

إن اللغة هي ملك الأمة والناطقة بها والمتحدثة عنها وهي أساس حفظ كيانتها. واللغة العربية هي أساس الحوار والتحدث ولغة القرآن الكريم المنزل من عند الله عز وجل عبر نبيه الجليل. فلا بد أن يعلم الناس عن هذه اللغة العظيمة الجليلة؟ فظهرت مدارس لتعلم شتى العلوم ومن بينها اللغة العربية وذلك لأهميتها. ولكن لوحظ وجود لغات أخرى غير اللغة العربية ألا وهي اللغة الإنجليزية. فشيئا فشيئا بدأت تظهر وتطغى على اللغة العربية وذلك بسبب استخدامها في الدول المتقدمة وبالتالي تأثر الحال عندنا باستخدامها فبدأ الناس يميلون على تعلمها واستخدامها لأنها اللغة المرغوب بها حاليا. فلا مانع من استخدامها ولكن لا يجب إهمال لغة القرآن الكريم لغة رسولنا الكريم. فيجب أن تكون هناك حدود في ما بين اللغتين ولا تتعدى أحدهما على الأخرى كما هو الحال في عصرنا حيث يتم تدريس اللغتين معا فيجب الموازنة بين اللغتين لأن كلاهما مهم لمجتمعنا وأفرادنا.

Language is owned by the nation and its speakers. Language is the basis for keeping the nation's existence. Arabic is the basis of dialogue and talk, it is the language of the Quran. People must know about this great and venerable language. So, a lot of schools give their big attention to teach the Arabic because of its significance. But it is necessary to note that there is a presence of other languages than Arabic. For example, English became a very important language in Arabic schools besides the Arabic language. Because of this, people tend to learn and use it as it is the desired language now. We know that it is necessary to learn other languages but we should not neglect the language Quran and Prophet Mohammed. There must be boundaries between languages and no one should exceed the other as is the case in our schools where they were taught both languages. There must be a balance between the two languages, because they were important to our society and our people.

This article had an excellent introduction (originality). It also focused on the main issue in depth and provides some solutions for it (elaboration and fluency). Additionally, it had an excellent link between ideas. It also included a variety of sentences' formulation (flexibility). The student also used here metaphorical language (e.g., *language is the basis of the nation's existence*) (originality).

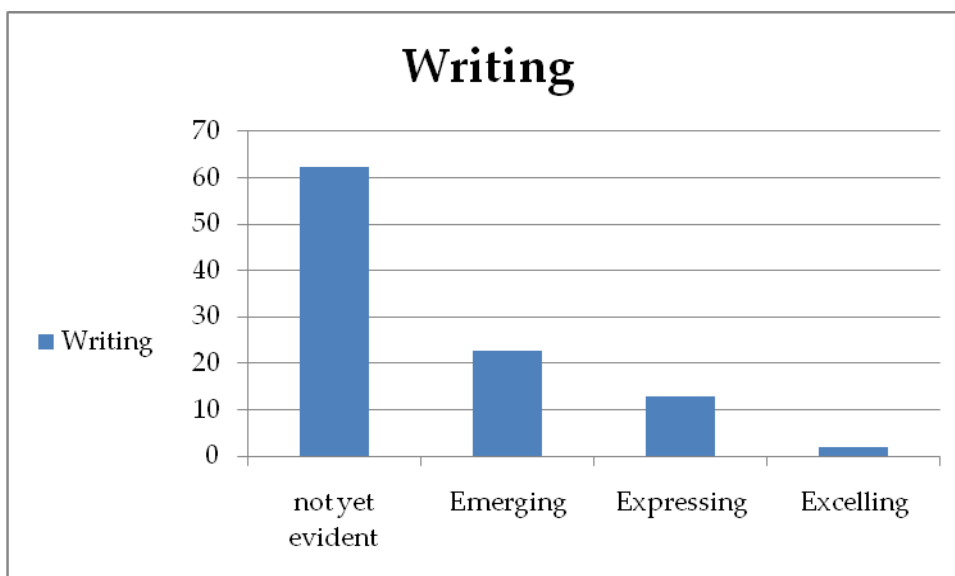


Figure 4.33: Year 11 post-basic students' CUAL performance in writing

From the previous examples of students' answers, it can be said that there were some main problems in the creative use of writing in Year 11 post-basic students. Table 4.42 below shows some examples of these problems.

Table 4.42 Examples of main problems of the CUAL in students' writing performance

Fluency	Originality	Flexibility	Elaboration
<ul style="list-style-type: none"> - Lacking in ability to generate ideas or expressions. - Lacking in ability to generate the comparison language. 	<ul style="list-style-type: none"> - Difficulty in generating a suitable and exciting introduction for a text. - Difficulty in using metaphorical language. - Difficulty in using innovative formulations of sentences. (e.g., using metaphorical language) 	<ul style="list-style-type: none"> - Difficulty in using variety formulations of sentences 	<ul style="list-style-type: none"> - Difficulty in focusing on the main issue of a text in depth. - Difficulty in explaining all the details of a diagram. - Difficulty in generating a suitable introduction for a text.

4.5.1.2 Students' performance in the CUAL skills

The results of the students' performance of the basic skills of the CUAL were also calculated in terms of the four CUAL skills of fluency, originality, flexibility and elaboration.

4.5.1.2.1 Fluency

As shown in Table 4.38, the results indicated that the students' fluency was very low. This was because more than half (66.2%) of the students were on the *not yet evident* level which means that the majority of them did not have enough skills which allowed them to use the Arabic language fluently (like the ability to, generate the greatest possible number of appropriate titles for a topic, imagine the largest possible number of appropriate endings to a story, and generate the largest number of synonyms for vocabulary).

Furthermore, as Tale 4.38 shows, 20.5% of the students were on the *emerging* level. This means that those students just had satisfactory ability to use the Arabic language fluently. On the other hand, only minorities of the students, 7.2% were on the *expressing* level (had a good ability to use the Arabic language fluently) and 6.1 % on the *excelling* level (had excellent ability to use the Arabic language fluently) (See Figure 4.34).

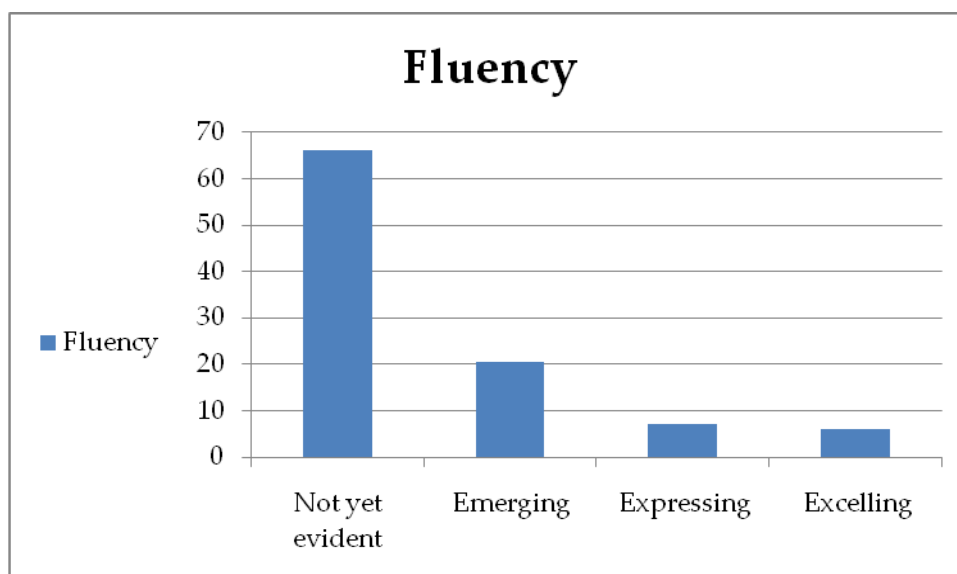


Figure 4.34: Percentages of students in each level of fluency skill

4.5.1.2.2 Originality

The results in Table 4.38 also indicated that the performance of the students in originality was very low. This could be emphasized that most of the students (72.5%) who showed this CUAL skill were those on the *not yet evident* level. This mean that most students had a weak ability to use the Arabic language originally (like the ability to write a suitable end to a story, express the personal opinion by writing an article or story, and write a dialogue of a new story).

Additionally, 19.9% of the students were in the *emerging* level (see Table 4.38). This group of students had a satisfactory ability to use the Arabic language originally. In contrast, only 6.3% of the students were in the *expressing* level (had a good ability to use the Arabic language originally) and only 1.3% of them were in the *excelling* level (had an excellent ability to use the Arabic language originally). These results confirmed that only a very small proportion of the students were on the top level which means that the remaining students had very low performance in the originality skill (See Figure 4.35).

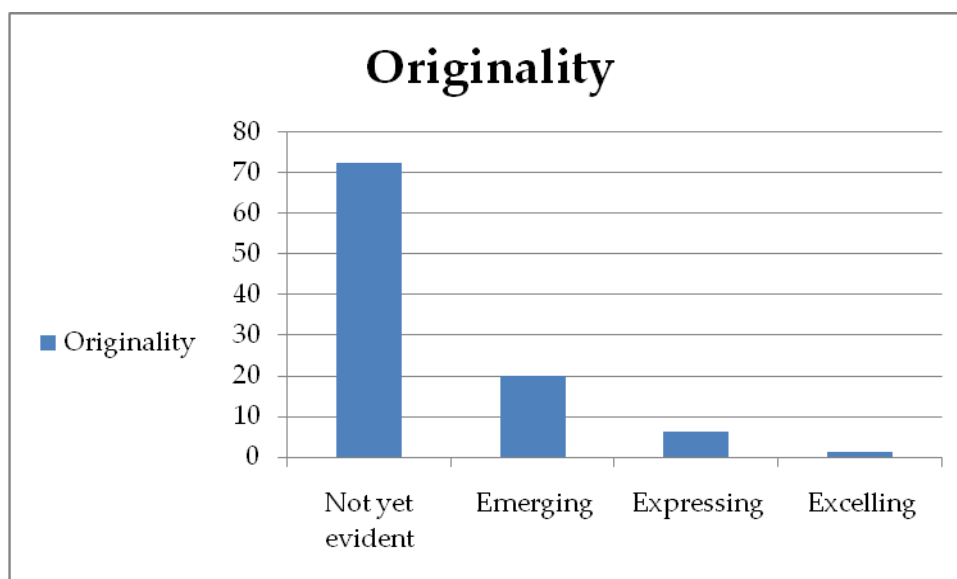


Figure 4.35: Percentages of students in each level of originality skill

4.5.1.2.3 Flexibility

The results of students who displayed the flexibility skill also confirmed that their performance in the CUAL skills was generally weak. As shown in Table 4.38, the majority of the students (79.7%) were on the *not yet evident* level. This group of students had a weak ability to use the Arabic language flexibly (like the ability to express some ideas using diverse and flexible linguistic expressions, distinguish between thoughts and ideas and express them in a variety of language forms, and develop solutions for a problem using a variety linguistic expressions).

The results in Table 4.38 also showed that 11.8% of the students had a satisfactory ability to use the Arabic language flexibly (*emerging* level). Furthermore, only 6.6% of the students were on the *expressing* level (had a good ability to use the Arabic language flexibly), a minority of them (2%) were on the *excelling* level (had an excellent ability to use the Arabic language flexibly). So, most students were on the low level of using the Arabic language flexibly (See Figure 4.36).

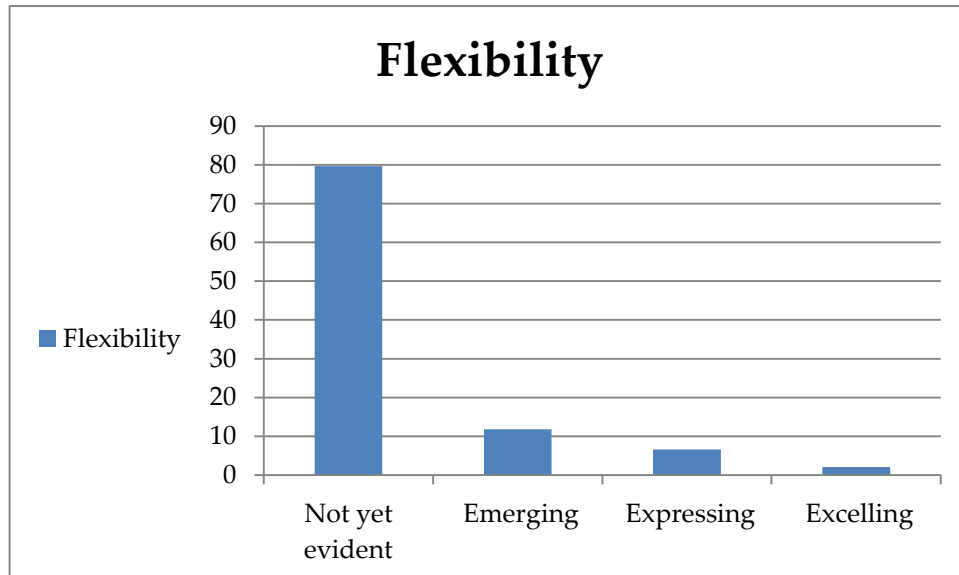


Figure 4.36: Percentages of students in each level of flexibility skill

4.5.1.2.4 Elaboration

The results of students' performance in the elaboration skill were not better than those of the previous skills. As it is clear in Table 4.38, more than half of the students (62.9%) were on the *not yet evident* level. This mean that they had a weak ability to use the Arabic language in an elaborate way (like the ability to add new ideas or events to a story, ask questions or provide suggestions or additions to any discussion, and interpret some ambiguous language forms in various ways after the addition of some amendments).

Additionally, as shown in Table 4.38, less than a quarter of the students (23.1%) were on the *emerging* level (had a satisfactory ability to use the Arabic language in an elaborate way). This was comparable with the proportion of 13.8 % of the students on the *expressing* level (had a good ability to use the Arabic language in an elaborate way) and 2% on the *excelling* level (had an excellent ability to use the Arabic language in an elaborate way) (See Figure 4.37).

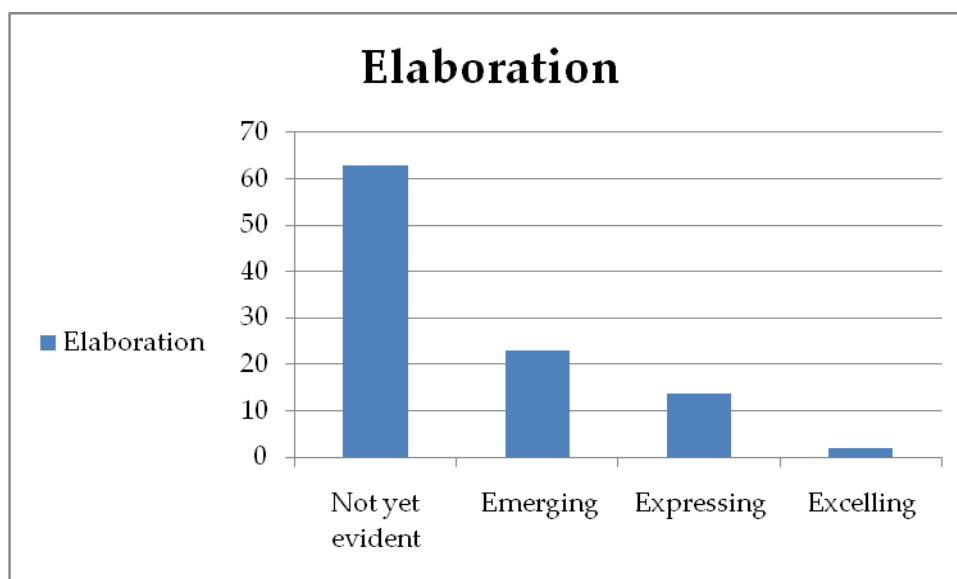


Figure 4.37: Percentages of students in each level of elaboration skill

To sum up, very small percentages of Year 11 post-basic students in Oman were on the *excelling* level of the CUAL in all the Arabic language skills. These findings illustrated that the general level of Year 11 post-basic students' CUAL was still in need of more support and encouragement. This was

consistent with the results of the interviews which emphasized the same point. Figure 4.38 and Figure 4.39 illustrate all the previous results of students' performance respectively in macro Arabic language skills and in the CUAL skills.

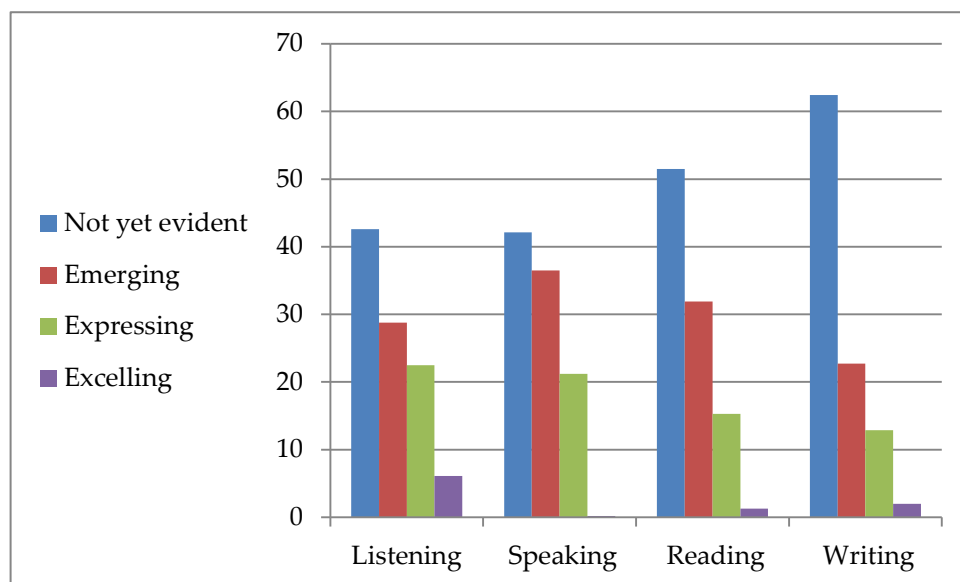


Figure 4.38: Percentages of students in each level of the macro Arabic language skills

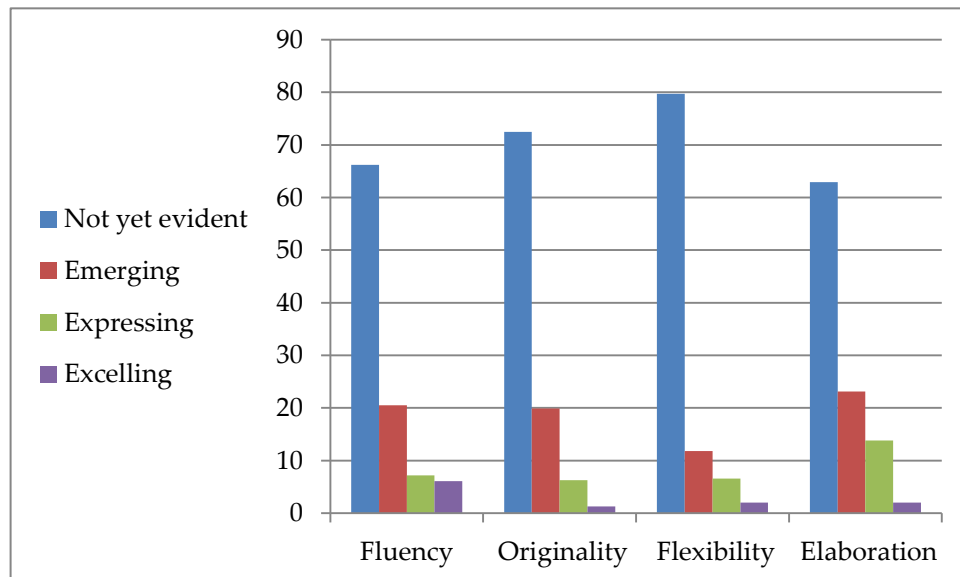


Figure 4.39: Percentages of students in each level of the CUAL skills

Furthermore, the results of the test also showed the main problems of Year 11 post-basic students' CUAL performance according to the examples of their answers. Table 4.43 illustrates some examples of these problems.

Table 4.43 Some examples of main problems of Year 11 post-basic students' CUAL performance in Arabic macro skills

CUAL basic skills	Fluency	Originality	Flexibility	Elaboration
Macro Arabic language skills				
Listening	<ul style="list-style-type: none"> - Lacking in ability to generate opposites for some vocabularies, and titles. 	<ul style="list-style-type: none"> - Difficulty in using metaphorical language. - Using non-innovative formulations of sentences. 	<ul style="list-style-type: none"> - Difficulty in using variety formulations of sentences 	<ul style="list-style-type: none"> - Difficulty in using suitable titles for the text
Speaking	<ul style="list-style-type: none"> - Lacking in ability to generate ideas or expressions. - Lacking in ability to generate the comparison language. 	<ul style="list-style-type: none"> - Difficulty in generating a suitable and exciting introduction for a text. - Difficulty using specific language formulations. - Difficulty in using vocabularies from the colloquial Arabic. 	<ul style="list-style-type: none"> - Difficulty in using variety formulations of sentences 	<ul style="list-style-type: none"> - Difficulty in generating suitable ideas in expressing an event or issue.
Reading	<ul style="list-style-type: none"> - Lacking in ability to generate problems' solutions. 	<ul style="list-style-type: none"> - Difficulty in using specific language formulations. - Difficulty in generating own creative expressions or formulations. - Difficulty in using innovative formulations of sentences. 	<ul style="list-style-type: none"> - Difficulty in using variety formulations of sentences 	<ul style="list-style-type: none"> - Difficulty in using innovative problems' solutions. - Difficulty in generating suitable titles for a text.

CUAL basic skills	Fluency	Originality	Flexibility	Elaboration
Macro Arabic language skills				
Writing	<ul style="list-style-type: none"> - Lacking in ability to generate ideas or expressions. - Lacking in ability to generate the comparison language. 	<ul style="list-style-type: none"> - Difficulty in generating a suitable and exciting introduction for a text. - Difficulty in using metaphorical language. - Difficulty in using innovative formulations of sentences. 	<ul style="list-style-type: none"> - Difficulty in using variety formulations of sentences 	<ul style="list-style-type: none"> - Difficulty in focusing on the main issue of a text in depth. - Difficulty in explaining all the details of a diagram. - Difficulty in generating non-suitable introduction for a text.

4.5.2 Year 11 post-basic school students' performance and gender differences

4.5.2.1 Gender Differences in macro Arabic language skills

Table 4.44 below showed the differences between male and female students in their performances of the four macro Arabic language skills (listening, reading, writing and speaking).

Table 4.44 Year 11 post-basic students' performance in the macro Arabic language skills by gender

The macro Arabic language skills	Gender			
	Male		Female	
	Mean	SD	Mean	SD
Listening	1.67	0.882	2.20	0.932
Speaking	1.44	0.625	2.18	0.742
Reading	1.56	0.736	1.78	0.811
Writing	1.33	0.631	1.78	0.878

Table 4.44 shows that Year 11 post-basic male students were more creative in using the listening skill, and the reading skill. However, they were less creative in using the speaking skill and the writing

skill which came in the lowest rank order. Regarding the Year 11 post-basic female students, they were more creative in using the listening skill and the speaking skill, but less creative in using the reading and writing skills which were on the same level.

A two-tailed independent sample t-test was conducted to determine if there were significant differences between male and female students in using the macro Arabic language skills creatively. The results showed that there were significant differences between male and female students in all the four macro skills of the Arabic language (listening, reading, writing, and speaking) (See Table 4.45).

Table 4.45 Test for significant differences between male and female Year 11 post-basic students' in four macro skills of the Arabic language (mean scores are from Table 4.44)

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
T1a Equal variances assumed	.139	.710	-6.320	456	.000	-.536	.085	-.702	-.369
Equal variances not assumed			-6.305	447.014	.000	-.536	.085	-.703	-.369
T1b Equal variances assumed	.812	.368	-3.103	456	.002	-.224	.072	-.366	-.082
Equal variances not assumed			-3.089	441.077	.002	-.224	.073	-.367	-.082
T1c Equal variances assumed	41.871	.000	-6.275	456	.000	-.446	.071	-.585	-.306
Equal variances not assumed			-6.188	392.792	.000	-.446	.072	-.587	-.304
T1d Equal variances assumed	3.423	.065	-11.489	456	.000	-.735	.064	-.860	-.609
Equal variances not assumed			-11.404	427.920	.000	-.735	.064	-.861	-.608
T1a: Listening		T1b: Reading		T1c: Writing			T1d: Speaking		

The alpha levels were set at $p < .05$

The test results in Table 4.45 indicated that female students significantly outperformed the male students in the creative use of the Arabic language in all the four macro skills (listening, reading,

writing, and speaking) ($p < .05$). This can be explained by saying that female students were more creative in using the Arabic language than male students (See Figure 4.40).

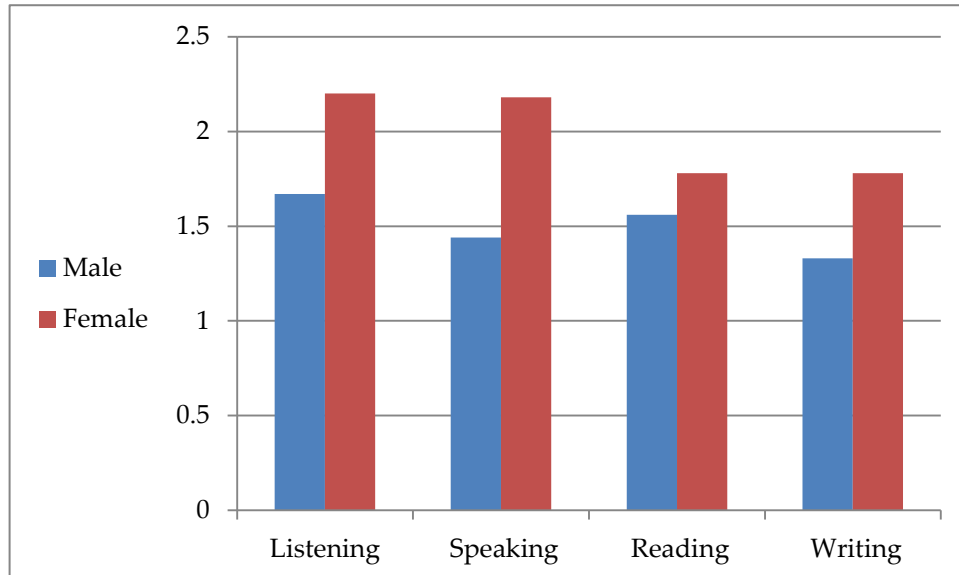


Figure 4.40: Comparison between males and females students in the creative use of the Arabic language across the four macro skills

4.5.2.2 Gender differences in CUAL skills

Table 4.46 below shows the differences between male and female students in their performance in the four CUAL skills (fluency, originality, flexibility, and elaboration).

Table 4.46 Year 11 post-basic students' performance in the CUAL skills by gender

CUAL skills	Mean		Std. Deviation	
	Male	Female	Male	Female
Fluency	1.3305	1.7534	.72439	.96423
Originality	1.2636	1.4749	.56655	.73763
Flexibility	1.1674	1.4612	.49069	.81393
Elaboration	1.2050	1.8493	.48919	.80716

Table 4.46 shows that male students were more creative in using fluency skills compared with originality, flexibility, and elaboration. In contrast, female students were more creative in using elaboration skill compared with fluency, originality, and flexibility. This is clear from the means of their performances in the four skills.

The t-test results also showed that there were significant differences between males and females in their performances of the four CUAL skills. Table 4.47 below illustrates these differences.

Table 4.47 Test for significant difference between male and female Year 11 post-basic students' performance in four CUAL skills (their mean scores are from Table 4.46)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Fluency	Equal variances assumed	33.129	.000	-5.334	456	.000	-.42288	.07928	-.57869	-.26707-
	Equal variances not assumed			-5.269	403.047	.000	-.42288	.08026	-.58065	-.26511-
Originality	Equal variances assumed	28.824	.000	-3.454	456	.001	-.21129	.06117	-.33150	-.09107
	Equal variances not assumed			-3.415	408.147	.001	-.21129	.06187	-.33290	-.08967
Flexibility	Equal variances assumed	76.442	.000	-4.723	456	.000	-.29382	.06222	-.41609	-.17156
	Equal variances not assumed			-4.627	351.658	.000	-.29382	.06350	-.41871-	-.16893
Elaboration	Equal variances assumed	95.016	.000	-10.427	456	.000	-.64429	.06179	-.76573	-.52286
	Equal variances not assumed			-10.218	352.830	.000	-.64429	.06306	-.76831-	-.52028-

The alpha levels were set at $p < .05$

From Table 4.47, it is clear that there were significant differences ($p \leq .05$) between male and female students in the four CUAL skills in favour of female students in their performances in all of the four CUAL skills (Also see Table 4.38). This result was consistent with the previous results of the gender differences in their performances of the macro Arabic language (listening, reading, writing, and speaking) (See Figure 4.41).

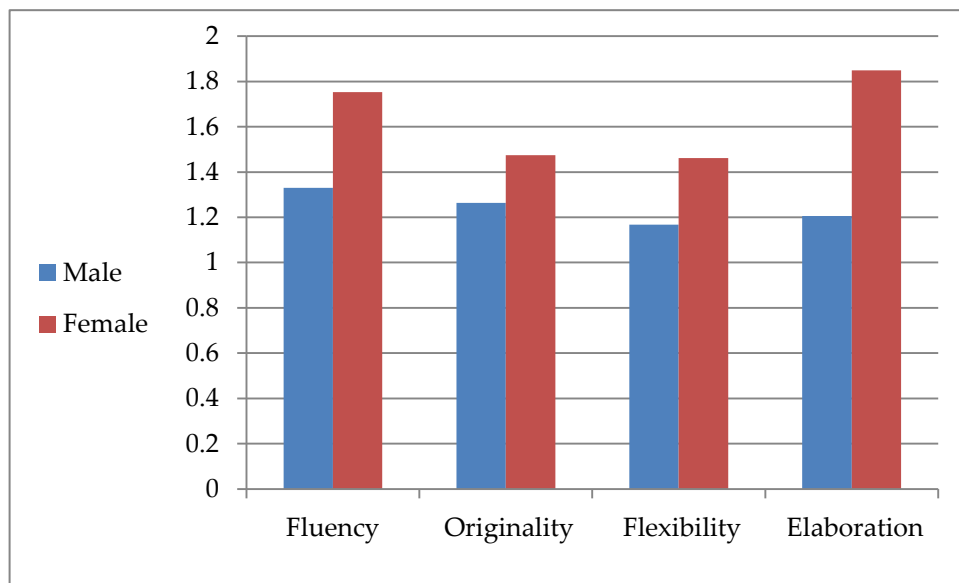


Figure 4.41: Differences between male and female students in the CUAL performance

4.5.3 Year 11 post-basic students' CUAL performance and the interaction between gender and regional variables

4.5.3.1 Macro Arabic language skills

Results of the interaction between gender and regional variables on students' skills in the creative use of the Arabic language are shown in the Tables 4.48, Table 4.49 and Table 4.50 below.

Table 4.48 Year 11 post-basic students' creative use of the four macro skills of the Arabic language by region

Region	Arabic Language skills	N	Mean	SD
Al-Dhahirah	(Listening)	154	1.94	1.005
	(Speaking)	154	1.84	0.742
	(Reading)	154	1.66	0.717
	(Writing)	154	1.68	0.830
Muscat	(Listening)	135	1.75	0.844
	(Speaking)	135	1.62	0.752
	(Reading)	135	1.54	0.731
	(Writing)	135	1.42	0.748
North of Al-Batinah	(Listening)	169	2.04	0.947
	(Speaking)	169	1.89	0.805
	(Reading)	169	1.77	0.859
	(Writing)	169	1.51	0.772

Table 4.49 Year 11 post-basic students' creative use of the four macro skills in the Arabic language by region and by gender

Region	Arabic Language skills	Male			Female		
		N	Mean	SD	N	Mean	SD
Al-Dhahirah	(Listening)	77	1.34	0.620	77	2.55	0.953
	(Speaking)	77	1.48	0.576	77	2.21	0.713
	(Reading)	77	1.45	0.619	77	1.86	0.756
	(Writing)	77	1.39	0.672	77	1.97	0.873
Muscat	(Listening)	60	1.43	0.722	75	2.00	0.854
	(Speaking)	60	1.15	0.481	75	2.00	0.717
	(Reading)	60	1.33	0.601	75	1.71	0.785
	(Writing)	60	1.10	0.303	75	1.68	0.888
North of Al-Batinah	(Listening)	102	2.05	0.989	67	2.03	0.887
	(Speaking)	102	1.59	0.680	67	2.34	0.770
	(Reading)	102	1.76	0.835	67	1.78	0.902
	(Writing)	102	1.42	0.710	67	1.66	0.845

Table 4.50 Wilks' Lambda test of interaction between regional and gender variables on students' performance in the macro Arabic language skills (based on the statistics in Table 4.49)

Effect	Value	F	Hypothesis df	Error df	Sig.
Region	0.920	4.788	8	898	0.001*
Gender	0.730	41.537	4	449	0.001*
Region × Gender	0.881	7.315	8	898	0.001*

The alpha levels were set at $p < .05$

*The significant values are not similar to each other but the system of SPSS program closed them to the nearest decimal rank.

As shown in Table 4.50, Wilks' Lambda test showed that the regional effect and gender effect, and the interaction between them were statistically significant. This means that there were a significant impact ($p < .05$) of demographic variables—for regional variable, (Wilks' Lambda = .920, $F = 4.788$, $p = 0.001$); and for gender (Wilks' Lambda = .730, $F = 41.537$, $p = .0001$)—and a significant impact ($p < .05$) of the interaction between region and gender of the students (Wilks' Lambda = .881, $F = 7.315$, $p = .0001$) on their performance in macro Arabic language skills.

After the determination of the impacts of region, gender and interaction between them on the students' macro Arabic language skills, multi-bilateral analysis of variance was conducted and the results showed that significant effects of both the regional variable and gender variable were found in all four macro Arabic language skills, but a significant effect of the interaction between the region and gender was only found in two of the macro Arabic language skills, namely, listening and reading (See Table 4.51).

Table 4.51 Tests of between-subjects effects of interaction between regional and gender variables on students' performance in the four macro Arabic language skills

Source	Dependent Variable	Sum of Squares	Df	Mean Square	F	Sig.
Region	(Listening)	7.847	2	3.923	5.314	0.005
	(Speaking)	11.466	2	5.733	12.869	0.001
	(Reading)	4.583	2	2.292	3.933	0.020
	(Writing)	6.091	2	3.045	5.420	0.005
Gender	(Listening)	38.177	1	38.177	51.705	0.001
	(Speaking)	67.404	1	67.404	151.307	0.001
	(Reading)	7.681	1	7.681	13.182	0.001
	(Writing)	24.271	1	24.271	43.199	0.001
Region × Gender	(Listening)	29.695	2	14.847	20.108	0.001
	(Speaking)	0.291	2	0.146	0.327	0.721
	(Reading)	3.704	2	1.852	3.178	0.043
	(Writing)	3.120	2	1.560	2.776	0.063
Error	(Listening)	333.740	452	0.738		
	(Speaking)	201.356	452	0.445		
	(Reading)	263.394	452	0.583		
	(Writing)	253.957	452	0.562		
Total	(Listening)	2098.000	458			
	(Speaking)	1750.000	458			
	(Reading)	1546.000	458			
	(Writing)	1377.000	458			

The alpha levels were set at $p < .05$

Table 4.51 shows that there were some significant effects ($p \leq 0.05$) of regional variable and gender variables, and the interaction between regional and gender variables on students' performance in macro Arabic language skills. To determine the direction of the significant effects on students' performance in macro Arabic language skills, more statistical tests were conducted. The following sections describe these steps.

4.5.3.1.1 Regional differences

Since there were three levels of regional variable (Muscat, Al-Batinah and Al-Dhahirah), Scheffe Post Hoc Tests were used to conduct test a posteriori multiple comparisons where bilateral comparisons were made between each two, and thus all three comparisons of the ability by the four macro skills (12 comparisons) were made, and the results revealed five significant comparisons only, namely:

1.The Listening skill: the comparison was only significant between Muscat and North of Al-Batinah for North of Al-Batinah, which means that North of Al-Batinah students were significantly more creative ($p < .05$) in using listening skills than were Muscat students.

2. Comparisons of speaking were significant between:

(a) Between Al-Dhahirah and Muscat for Al-Dhahirah. This means that Al-Dhahirah students were significantly more creative ($p < .05$) in using speaking skills than were did Muscat students.

(b) Between Muscat and North of Al-Batinah for North of Al-Batinah. This means that Al-Batinah students were significantly more creative ($p < .05$) in using speaking skills than were Muscat students (See Table 4.52).

3. In the reading skill, the comparison was significant between Muscat and North of Al-Batinah for North of Al-Batinah, which means that North of Al-Batinah students were significantly more creative ($p < .05$) in using reading skills than were Muscat students.

4. The writing skill: the comparison was significant between Al-Dhahirah and Muscat for Al-Dhahirah, which means that Al-Dhahirah students were significantly more creative ($p < .05$) in using writing skills than were Muscat students.

Table 4.52 Scheffe Post Hoc Tests (Region), Multiple Mean Comparisons between students' macro Arabic language skills by region

Dependent Variable	(I) Region	(J) Region	Mean Difference (I-J)	Std. Error	Sig.
(Listening)	Al-Dhahirah	Muscat	0.19	0.10	0.163
	Al-Dhahirah	Al-Batinah	-0.0099	0.0096	0.581
	Muscat	Al-Batinah	-0.29 ^(*)	0.0099	0.013
Speaking	Al-Dhahirah	Muscat	0.22 ^(*)	0.0079	0.019
	Al-Dhahirah	Al-Batinah	-4.34E-02	0.0074	0.843
	Muscat	Al-Batinah	-0.27 ^(*)	0.0077	0.003
(Reading)	Al-Dhahirah	Muscat	0.12	0.0090	0.442
	Al-Dhahirah	Al-Batinah	-0.11	0.0085	0.412
	Muscat	Al-Batinah	-0.23 ^(*)	0.0088	0.036
(Writing)	Al-Dhahirah	Muscat	0.26 ^(*)	0.0088	0.014
	Al-Dhahirah	Al-Batinah	0.17	0.0084	0.136
	Muscat	Al-Batinah	-0.0093	0.0087	0.565
(*) The mean difference is significant at the .05 level.					

4.5.3.1.2 Interaction between region and gender

Table 4.52 illustrated that the effect of interaction between region and gender was significant on students using listening and reading skill. A graph was used to determine the direction of the interaction on the two macro skills (listening, and reading). According to the graph for the first ability (listening), the female students in Al-Dhahirah were the highest group, whereas the male students of Al-Dhahirah were the lowest group (See Figure 4.42). Another similar graph was created for the second ability (reading) and showed that females in Al-Dhahirah were the highest group because their means were the higher, whereas the male students in Muscat were the lowest (See Figure 4.43).

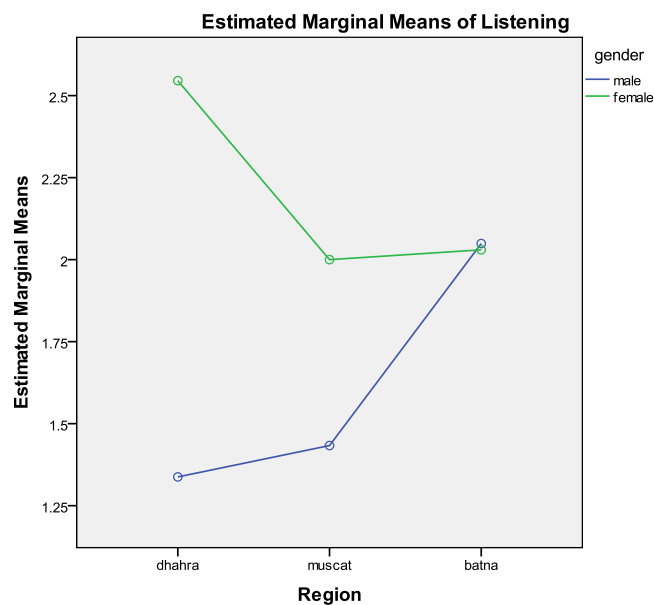


Figure 4.42: Interaction between region and gender in the listening skill

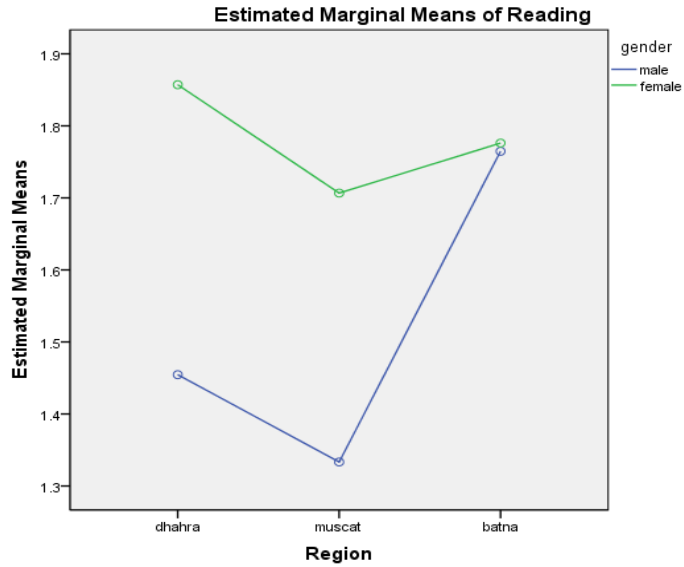


Figure 4.43: Interaction between region and gender in the reading skill

4.5.3.2 The CUAL skills

Results of the interaction between gender and regional variables on students' skills in the creative use of the Arabic language are shown in the following tables: Table 4.53, Table 4.54 and Table 4.55.

Table 4.53 Year 11 post-basic students' creative use of the CUAL skills by region

Region	Arabic Language skills	N	Mean	SD
Al-Dhahirah	Fluency	154	1.5974	.94640
	Originality	154	1.3117	.55448
	Flexibility	154	1.3636	.72146
	Elaboration	154	1.5000	.73431
Muscat	Fluency	135	1.4000	.75508
	Originality	135	1.2815	.60658
	Flexibility	135	1.2222	.60676
	Elaboration	135	1.4296	.68612
North of Al-Batinah	Fluency	169	1.5799	.88362
	Originality	169	1.4793	.77220
	Flexibility	169	1.3254	.69480
	Elaboration	169	1.5917	.76698

Table 4.54 Interaction between regional and gender variables on students' creative use of the CUAL skills

Region	Arabic Language skills	Male			Female		
		N	Mean	SD	N	Mean	SD
Al-Dhahirah	Fluency	77	1.1039	0.34734	77	2.0909	1.09041
	Originality	77	1.1429	0.35222	77	1.4805	0.66115
	Flexibility	77	1.1688	0.52321	77	1.5584	0.83498
	Elaboration	77	1.1558	0.38850	77	1.8442	0.82820
Muscat	Fluency	60	1.1500	0.51503	75	1.6000	0.51503
	Originality	60	1.1333	0.43048	75	1.4000	0.69749
	Flexibility	60	1.0333	0.18102	75	1.3733	0.76712
	Elaboration	60	1.1000	0.39915	75	1.6933	0.75289
North of Al-Batinah	Fluency	102	1.6078	0.92444	67	1.5373	0.82257
	Originality	102	1.4314	0.71074	67	1.5522	0.85783
	Flexibility	102	1.2451	0.57050	67	1.4478	0.83998
	Elaboration	102	1.3039	0.57659	67	2.0299	0.81584

Table 4.55 Wilks' Lambda test of interaction between regional and gender variables on students' CUAL skills' performance

Effect	Value	F	Hypothesis df	Error df	Sig.
Region	0.941	3.438	8.000	898.000	0.001
Gender	0.788	30.226	4.000	449.000	.000
Region × Gender	0.906	5.705	8.000	898.000	.000

The alpha levels were set at $p < .05$

As shown in Table 4.55, Wilks' Lambda test showed that the regional effect and gender effect, and the interaction between them were statistically significant. This means that there were a significant impact ($p < .01$) of demographic variables—for regional variable, (Wilks' Lambda = .941, $F = 3.438$, $p = 0.001$); and for gender (Wilks' Lambda = .788, $F = 30.226$, $p = .0000$)—and a significant impact ($p < .005$) of the interaction between region and gender of the students (Wilks' Lambda = .906, $F = 5.705$, $p = .0000$) on the CUAL skills of the students.

After the determination of the impacts of region, gender and interaction between them on the students' CUAL skills, multi-bilateral analysis of variance was conducted and the results showed that a significant effect of the regional variable was found on two of the CUAL skills, namely, originality

and elaboration but a significant effect of gender variable was found on all four CUAL skills , whereas a significant effect of the interaction between the region and gender was only found in one of CUAL skills, namely, fluency (see in Table 4.56).

Table 4.56 Tests of between-subjects effects of interaction between regional and gender variables on students' performance in the CUAL skills

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Region	Fluency	4.170	2	2.085	3.140	.044
	Originality	4.326	2	2.163	5.169	.006
	Flexibility	2.175	2	1.087	2.473	.085
	Elaboration	5.540	2	2.770	6.483	.002
Gender	Fluency	23.138	1	23.138	34.843	.000
	Originality	6.517	1	6.517	15.571	.000
	Flexibility	10.769	1	10.769	24.497	.000
	Elaboration	49.940	1	49.940	116.883	.000
Region × Gender	Fluency	22.058	2	11.029	16.609	.000
	Originality	.965	2	.482	1.152	.317
	Flexibility	.739	2	.370	.841	.432
	Elaboration	.334	2	.167	.391	.677
Error	Fluency	300.153	452	.664		
	Originality	189.169	452	.419		
	Flexibility	198.712	452	.440		
	Elaboration	193.125	452	.427		
Total	Fluency	1424.000	458			
	Originality	1053.000	458			
	Flexibility	995.000	458			
	Elaboration	1295.000	458			

The alpha levels were set at $p < .05$

Table 4.56 shows that there were some significant effects ($p \leq 0.05$) of regional variable and gender variables, and the interaction between regional and gender variables on students' performance in the CUAL skills. To determine the direction of the significant effects on students' performance in the CUAL skills, more statistical tests were conducted. The following sections describe these steps.

4.5.3.2.1 Regional differences

Since there were three levels of regional variable (Muscat, North of Al-Batinah, Al-Dhahirah), LSD Tests were used to conduct *a posteriori* multiple comparisons where bilateral comparisons were made between each two, and thus all three comparisons by the four CUAL skills (12 comparisons) were made, and the results revealed four significant comparisons only, namely:

1 – The Fluency skill: the comparison was only significant between Al-Dhahirah and Muscat for Al-Dhahirah, which means that Al-Dhahirah students were significantly more creative ($p < .05$) in using Arabic fluently than were Muscat students.

2 - In the Originality skill, the comparison was two significant differences:

(a) Between Al-Dhahirah and North of Al-Batinah for North of Al-Batinah, this means that North of Al-Batinah students were significantly more creative ($p < .05$) in using Arabic originally than were Muscat students.

(b) Between Muscat and North of Al-Batinah for North of Al-Batinah. This means that North of Al-Batinah students were significantly more creative ($p < .05$) in using Arabic originally than were Muscat students.

3 - Comparisons of Elaboration were significant between Muscat and for North of Al-Batinah. This means that North of Al-Batinah students were significantly more creative ($p < .05$) in using the Arabic language in an elaborative way than were Muscat students.

Table 4.57 LSD Tests (Region), Multiple Mean Comparisons in students' four CUAL skills by region

Dependent Variable	(I) Region	(J) Region	Mean Difference (I-J)	Std. Error	Sig.
Fluency	Al-Dhahirah	Muscat	0.1974	0.09608	0.040
	Al-Dhahirah	North of Al-Batinah	0.0175	0.09078	0.847
	Muscat	North of Al-Batinah	-1.799	0.09407	0.056
Originality	Al-Dhahirah	Muscat	0.0302	0.07627	0.692
	Al-Dhahirah	North of Al-Batinah	-1.676	0.07207	0.020
	Muscat	North of Al-Batinah	-.1978	0.07468	0.008
Flexibility	Al-Dhahirah	Muscat	0.1414	0.07817	0.071
	Al-Dhahirah	North of Al-Batinah	0.0382	0.07387	0.605
	Muscat	North of Al-Batinah	-.1032	0.07654	0.178
Elaboration	Al-Dhahirah	Muscat	0.704	0.07707	0.362
	Al-Dhahirah	North of Al-Batinah	-.0917	0.07282	0.209
	Muscat	North of Al-Batinah	-0.1621	0.07545	0.032
(*) The mean difference is significant at the .05 level.					

4.5.3.2.2 Interaction between region and gender

Table 4.56 showed that the interaction between regional and gender variable was significant in using fluency skill. According to the graph below, female students in Al-Dhahirah were the highest group and that the male students of Al-Dhahirah group were the lowest group in using the Arabic language fluently (See Figure 4.44).

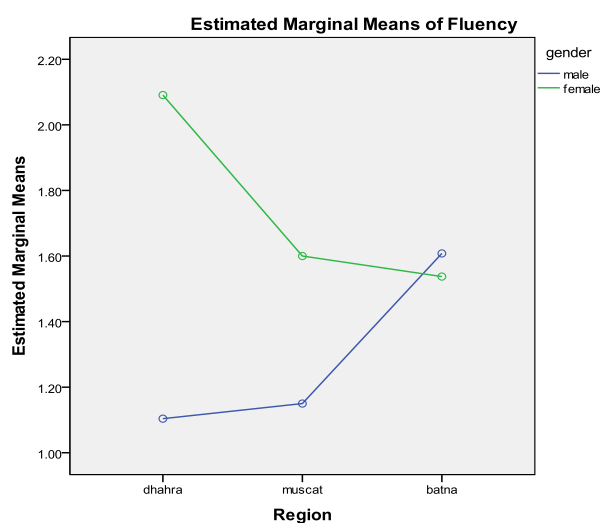


Figure 4.44: Interaction between region and gender on students using the Arabic language fluently

4.5.4 Correlation between different skills of students' performance

In order to check if there was correlation between students' performance in different skills, correlational analyses were conducted between the following skills.

4.5.4.1 Correlation between students' listening performance and speaking performance

Table below showed the correlation coefficient between students' listening performance and speaking performance.

Table 4.58 Correlational analysis of students' listening performance and speaking performance

		Listening	Speaking
Listening	Pearson Correlation	1	.540**
	Sig. (2-tailed)		.000
	N	458	458
Speaking	Pearson Correlation	.540**	1
	Sig. (2-tailed)	.000	
	N	458	458

** $p < 0.01$ (2-tailed)

It is clear that there was significant positive correlation between students' listening performance and speaking performance. This means that students' listening performance affect positively their speaking performance. So, when they did well in listening they also did well in speaking (See Figure 4. 45).

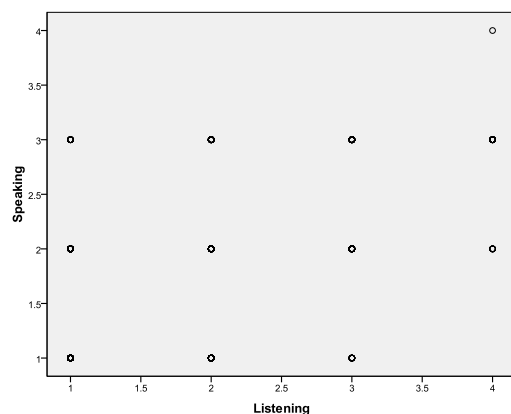


Figure 4. 45: Correlation between students’ listening performance and speaking performance

4.5.4.2 Correlation between students’ listening performance and reading performance

Table 4.59 below shows the correlation between students’ listening performance and reading performance.

Table 4.59 Correlational analysis between students’ listening performance and reading performance

		Listening	Reading
Listening	Pearson Correlation	1	.647**
	Sig. (2-tailed)		.000
	N	458	458
Reading	Pearson Correlation	.647**	1
	Sig. (2-tailed)	.000	
	N	458	458

** $p < .01$ (2-tailed).

Table 4.59 shows that there was significant positive correlation between students’ listening performance and reading performance. This means that students’ listening performance affect positively their reading performance. So, when they did well in listening they also did well in reading (See Figure 4. 46).

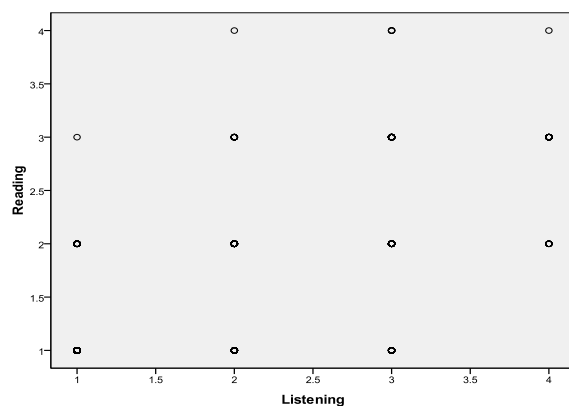


Figure 4.46: Correlation between students' listening performance and reading performance

4.5.4.3 Correlation between students' listening performance and writing performance

Table 4.60 shows the correlation between students' listening performance and writing performance.

Table 4.60 Correlational analysis between students' listening performance and writing performance

		Listening	Writing
Listening	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.000
	N	458	458
Writing	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.000	
	N	458	458

** p < .01 (2-tailed).

Table 4.60 shows that there was significant positive correlation between students' listening performance and writing performance. This means that students' listening performance affect positively their writing performance. So, when they did well in listening they also did well in writing (See Figure 4.47)

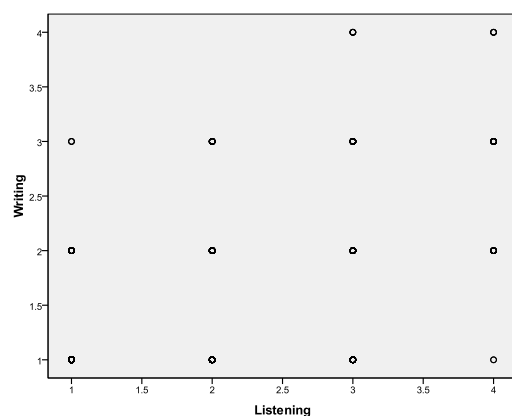


Figure 4.47: Correlation between students' listening performance and writing performance

4.5.4.4 Correlation between students' reading performance and writing performance

Table 4.61 below shows the correlation between students' reading performance and writing performance.

Table 4.61 Correlational analysis between students' reading performance and writing performance

		Reading	Writing
Reading	Pearson Correlation	1	.581**
	Sig. (2-tailed)		.000
	N	458	458
Writing	Pearson Correlation	.581**	1
	Sig. (2-tailed)	.000	
	N	458	458

** $p < 0.01$ (2-tailed).

Table 4.61 above illustrates that there was significant positive correlation between students' reading performance and their writing performance. This means that students' reading performance affected positively their writing performance when the $R = 0.581$

. So, when they did well in reading they also did well in writing (See Figure 4.48).

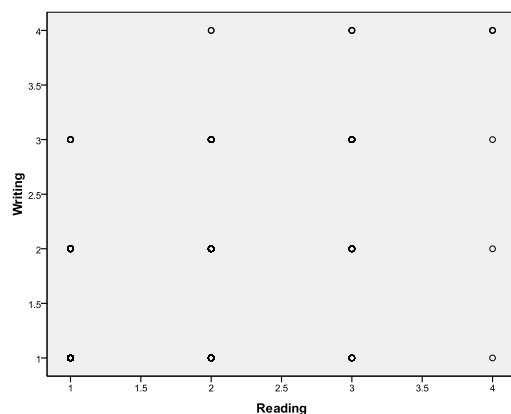


Figure 4.48: .Correlation between students' reading performance and writing performance

4.5.4.5 Correlation between students' reading performance and fluency performance

Table 4.62 below shows the correlation coefficient between students' reading performance and fluency performance.

Table 4.62 Correlational analysis between students' reading performance and fluency performance

		Reading	Fluency
Reading	Pearson Correlation	1	.579**
	Sig. (2-tailed)		.000
	N	458	458
Fluency	Pearson Correlation	.579**	1
	Sig. (2-tailed)	.000	
	N	458	458

** $p < .01$ level (2-tailed).

Table 4.62 indicates that there was significant positive correlation between students' reading performance and fluency performance. This means that students' fluency performance affect positively their fluency performance. So, when they did well in fluency they also did well in fluency (See Figure 4.49).

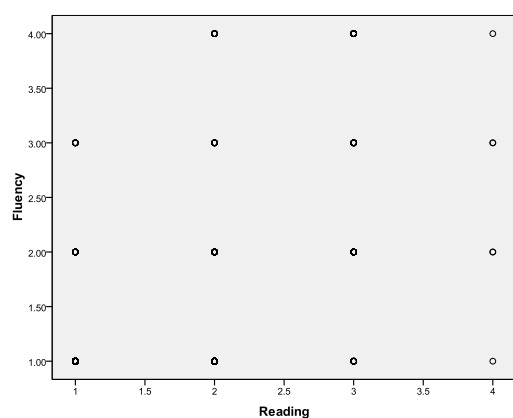


Figure 4.49: .Correlation between students' reading performance and fluency performance

4.5.5 Correlation between teachers' observed pedagogical performance and students' macro Arabic language skills' performance

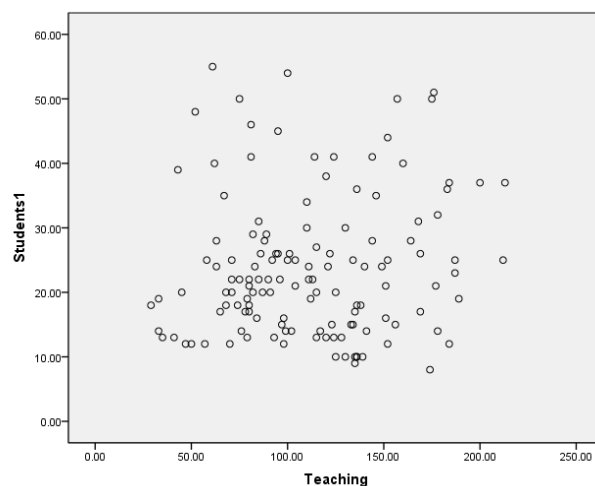
4.5.5.1 Correlation between teaching skills and students' performance in the macro Arabic language skills

Table 4.63 shows the correlation between teaching methods used by Arabic language teachers and their students' performance in the macro Arabic language skills test.

Table 4.63 Correlational analysis between teaching skills used by Arabic language teachers and their students' performance in the macro Arabic language skills

		Students	Teaching
Students	Pearson Correlation	0.104	1
	Sig. (1-tailed)	0.232	
	N	133	133
Teaching	Pearson Correlation	1	0.104
	Sig. (1-tailed)		0.232
	N	133	133

It is clear from the above Table 4.41 and Figure 4.31 that the correlation coefficient was not significant in the level 0.05 which means that there was no correlation between Arabic language teachers' performance inside the classroom and their students' CUAL performance as measured by the test. So, it was concluded that the performance of students (either high or low) was not related to their teachers' performance. This means that students' performance on the creative use of the Arabic language may be affected by some other factors (See Figure 4.50).



*Student1: students' performance in the four macro Arabic language skills

* Teaching: teaching skills

Figure 4.50: Correlation between teaching skills and students' performance in the four macro Arabic language skills

The results also showed that there was no correlation between teachers' performance of using the general teaching skills and students' performance in macro Arabic language skills. Similarly, there was no correlation between teachers' performance in using the Arabic language teaching skills and students' performance in macro Arabic language skills.

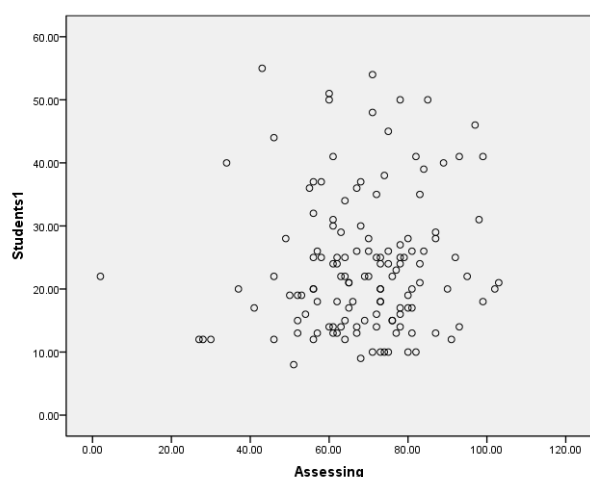
4.5.5.2 Correlation between assessment methods and students' performance in the four macro Arabic language skills

Table 4.6.4 below shows the correlation coefficient between assessment methods used by Arabic language teachers and their students' performance.

Table 4.64 Correlational analysis between assessment methods used by Arabic language teachers and their students' performance in the macro Arabic language skills

	Students1	Assessing
Students1 Pearson Correlation	0.092	1
Sig. (1-tailed)	0.293	
N	133	133
Assessing Pearson Correlation	1	0.092
Sig. (1-tailed)		0.293
N	133	133

It is clear from Table 4.6.4 and Figure 4.51 that the correlation coefficient was not significant at the 0.05 level which means that there was no correlation between Arabic language teachers' assessment methods and their students' CUAL performance. So, the performance of students (either high or low) was not related to their teachers' assessment methods. This mean that students; performance might be affected by some other factors (See Figure 4.51).



*Student1: students' performance in the macro Arabic language skills

* Assessing: assessment methods

Figure 4.51: Correlation between assessment methods and students' performance in the macro Arabic language skills

The results also showed that there was no correlation between teachers' performance of using the general assessment methods and students' performance in macro Arabic language skills. Similarly, there was no correlation between teachers' performance of using the Arabic language assessment methods and students' macro Arabic language skills' performance.

4.5.5.3 Correlation between teaching skills and students' performance in the CUAL skills

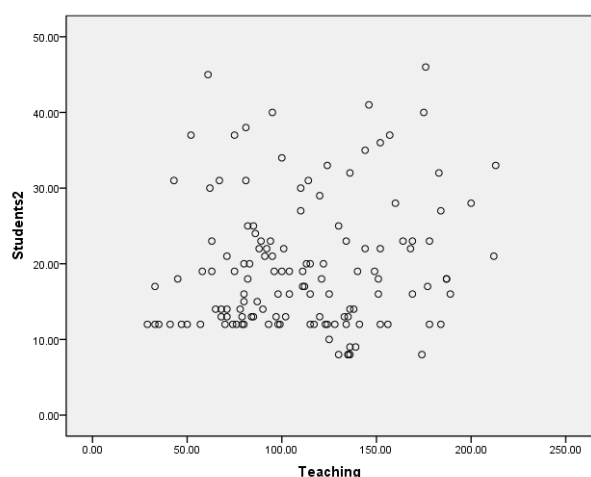
Table 4.65 below showed the correlation coefficient between teaching methods used by Arabic language teachers and their students' performance in the CUAL skills.

Table 4.65 Correlational analysis between teaching skills and students' performance in the CUAL skills

	Teaching	Students
Teaching Pearson Correlation	1	0.127
Sig. (1-tailed)		0.145
N	133	133
Students Pearson Correlation	0.127	1
Sig. (1-tailed)	0.145	

	Teaching	Students
Teaching Pearson Correlation	1	0.127
Sig. (1-tailed)		0.145
N	133	133
Students Pearson Correlation	0.127	1
Sig. (1-tailed)	0.145	
N	133	133

It appears that the correlation coefficient was not significant in the level 0.05 which means that there was no correlation between Arabic language teachers' performance inside the classroom and their students' CUAL performance. So, the performance of students (either high or low) was not related to their teachers' performances. This means that students' performance was affected by some other factors (See Figure 4.52).



***Student2: students' performance in the four CUAL skills**

*** Teaching: teaching skills**

Figure 4.52: Correlation between teaching skills and students' performance in the four CUAL skills

The results also showed that there was no correlation between teachers' performance of using the general teaching skills and students' CUAL skills' performance. Similarly, there was no correlation between teachers' performance of using the Arabic language teaching skills and students' CUAL skills' performance.

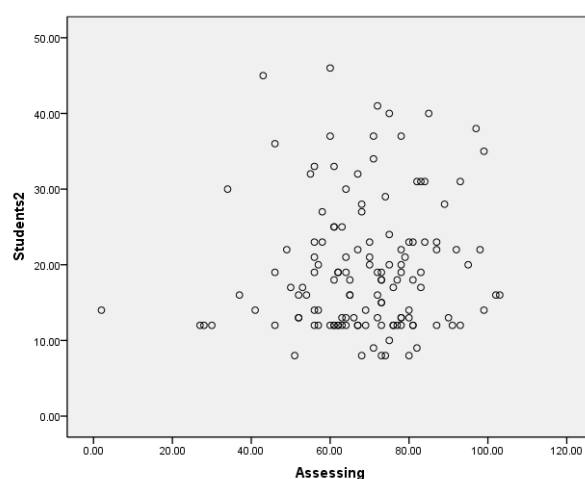
4.5.5.4 Correlation between assessment methods and students' performance in the CUAL skills

Table 4.66 below shows the correlation between assessment methods used by Arabic language teachers and their students' performance in the CUAL skills.

Table 4.66 Correlational analysis between teachers' assessment methods and students' performance in the CUAL skills

		Students	Assessing
Students	Pearson Correlation	0.073	1
	Sig. (1-tailed)	0.401	
	N	133	133
Assessing	Pearson Correlation	1	0.073
	Sig. (1-tailed)		0.401
	N	133	133

The table above showed that the correlation coefficient was not significant at the 0.05 level which means that there was no correlation between Arabic language teachers' assessment methods and their students' CUAL performance. So, the performance of students (either high or low) was not related to their teachers' assessment methods. This means that students' performance in Arabic may be affected by some other factors (See Figure 4.53).



***Student2: students' performance in the four CUAL skills**

*** Assessing: assessment methods**

Figure 4.53: Correlation between teachers' assessment methods and students' performance in the four CUAL skills

The results also showed that there was no correlation between teachers' performance of using the general assessment methods and students' performance in CUAL skills. Similarly, there was no correlation between teachers' performance of using the Arabic language assessment methods and students' performance in CUAL skills.

In summary, there was no statistically significant relationship between the Arabic language teachers' performance and students' CUAL performance skills. So, students' performance (either high or low), in general, was affected by some other factors which will be explained in the next chapter.

4.6 Conclusion

In summary, Year 11 post-basic students' test results showed that they scored highest when tested for listening to understand the creative use of the Arabic language compared with speaking, reading and writing. For example they were able to generate the largest number of synonyms for a vocabulary which included in the listening text but they performed poorly when the question required generating the largest number of synonyms for a vocabulary verbally (during the speaking test)

Overall, with regard to gender, female students were significantly more creative in their use of the Arabic language for all four macro skills of listening, speaking, reading and writing than were their male counterparts. Similarly, with data broken down across regions, female students significantly outperformed male students on all four macro skills regardless of region. In addition, females in Al-Dhahirah region outperformed females and males across the regions with respect to listening skills and the CUAL in contrast to the Al-Dhahirah male students being the overall-lowest performers for listening. The female students in Al-Dhahirah also performed the highest in reading for CUAL and the males in Muscat region performed the lowest for reading for CUAL.

Generally, it can be said that there were some differences between male and female teachers in encouraging the creative use of the Arabic language in students, either with regard to using the teaching skills for CUAL, or to using the assessment methods for CUAL. Additionally, female students are more creative in using all the macro Arabic language skills and the CUAL skills. Furthermore, there was no correlation between teachers' teaching and assessment performance and students' CUAL which means that students' performance were affected by some other factors. The next chapter will present the discussion of these results and justify them.

The next section summarises the major findings of the research. An overview is presented in Table 4.63 in terms of the research questions, the list of major findings and their implications for the various areas within the conceptual framework of this research project.

Table 4.67 Overview of major research findings and their implications

Research question focus area	Major findings	Relevance to research conceptual framework	Implications
Arabic language pedagogy	<p>1-Regarding teaching, Arabic language teachers in Oman did well in some aspects—supporting learning environment, assessing students inside the classroom, encouraging verbal interactions with students, and encouraging elaboration and fluency skills in students.</p> <p>On the other hand, Arabic language teachers showed a need to be supported and trained in some aspects—using suitable presentation skills, implementing suitable activities for students, providing opportunities to learn for life, resourcing students' learning, and encouraging originality and flexibility skills in students.</p> <p>2-Regarding assessment, Arabic language teachers paid their attention to some aspects of other assessment methods for the creative use of the Arabic Language (CUAL)—distributing grades of the assessment in a balanced way to all activities, avoiding relying on tests only, and using oral method of assessment.</p> <p>On the other hand, Arabic language teachers showed a need to be trained in the aspect of using test methods—applying short continuing tests to students, encouraging students to use their talents in answering test questions and activities, asking students to describe new meanings or re-interpret words within the tests, and asking students to criticize some texts or complete stories within the tests.</p>	<p>-The aims of teaching the Arabic language in post-basic stage in Oman</p> <p>-Halliday's model of language functions.</p> <p>-The relationship between Arabic language teachers' preparation and their roles in the future</p> <p>-Arabic language teachers' attitudes towards pedagogy, assessment and students.</p>	<p>- It is necessary to improve the selection process of Arabic language teachers by basing it on some logical standards (e.g., their personalities, their knowledge in Arabic language teaching, testing them in CUAL aspect).</p> <p>-This implies that there is a need to design a balanced training program for teachers which enhances the improvement of all teaching and assessment aspects for CUAL. For example, Halliday's model of language functions can be considered as a basis for designing a training program for Arabic language teachers.</p> <p>-This also implies that there is a need to reduce the non-teaching burden which affects negatively teachers' performance.</p>

Students' CUAL performance	<p>Only a very small percentage of Year 11 post-basic students in Oman were on the excelling level of the CUAL in all the Arabic language skills. These findings illustrate that the general level of Year 11 post-basic students' CUAL is very low.</p>	<p>- Language learning is “cultural” rather than ‘natural’. This shifts language away from the realm of personal development. Instead, language learning becomes ‘cultural capital’, particularly, and culturally determined; ways of doing things are, not the only ways, but the ways that happened to be valued by dominant groups in society.</p> <p>- language is not as a set of cognitive skills that we either have or do not have but of forms of behaviour that always take place in a social and cultural context or “Discourses”.</p> <p>-Students' CUAL performance is very low in spite of the main aims of the post-basic education in Oman which focus on encouraging the creative use of language and how students improve their Arabic for real life.</p>	<p>-There is a need to design a strong plan which should include all the students' language improvement requirements from the primary stage to the post-basic stage.</p> <p>-This implies that there is a need to follow-up students' Arabic performance continuously.</p>
	<p>2-Students were better in using listening skill in a creative way (they scored highest when tested for</p>	<p>-The relationship between listening skill and the other language skills</p>	

	listening) compared with speaking, reading and writing. Additionally, the showed low performance in speaking.	(speaking, reading and writing)	
	3- In spite of students' low performance in using reading and speaking in a creative way, students showed that they were more creative in fluency than other CUAL skills (originality, flexibility and elaboration).	-The relationship between fluency skill and reading skill, in particular.	
	The results showed that there was no relationship between teachers' performance (either in teaching or assessment) and students' performance. So, The low CUAL performance of students is not related to Arabic language teachers' teaching and assessment performance	-This fits in with a Vygotskian approach which means that teachers cannot have a predetermined program into which each child must fit. We must have a program that begins where each child is and goes from there.	This implies that there is a need for a cooperation between the Ministry of Education and society to improve the CUAL in students (e.g., practising the classical Arabic in the home, avoiding teaching students two languages or more in the same time, especially in the primary stage)
	The results showed that there was no relationship between teachers' performance (either teaching or assessment) and students' performance in CUAL skills. So, The low CUAL performance of students is not related to Arabic language teachers' teaching and assessment performance.	<p>Predetermined programs lead inevitably to "deficit theories" where the child's failure to learn is seen as the fault of the child, or the child's family. Such theories prevent us from looking at the curriculum or the classroom</p> <p>Discourse as a source of the problem. -A learner-centred approach which is based on dual-tasks of teaching and learning for both students and teachers.</p> <p>This explores the minds of students to encourage their language learning</p>	This implies that there is a need for a cooperation between the Ministry of Education and society to improve the CUAL in students (e.g., practising the classical Arabic in the home, avoiding teaching students two languages or more in the same time, especially in the primary stage).

		<p>in another way.</p> <ul style="list-style-type: none"> - Students acquire the colloquial Arabic but they learn by the classical Arabic. - Students in Oman have rich forms of accents in different regions which differ in sounds, meanings, and social contexts. In addition, there are more than three languages other than Arabic in Oman. - Students learn the English language besides the Arabic language. 	
Socio-cultural diversity	<p>1-Male teachers used teaching skills which encourage the creative use of Arabic in students more frequently than did female teachers.</p> <p>2- Female teachers paid more attention to using the assessment methods which encourage the CUAL in students than did male teachers.</p> <p>3- There were some differences in teachers' Arabic language performance between regions.</p>	<p>-Male and female features and their social roles in society, such as the family functions which reduce the time allotted to good preparation for lessons.</p> <p>-Arabic language variations and diversity of accents in different regions in Oman</p> <p>- Creative use of language and gender differences. Some studies emphasize this conclusion, like one which indicates that females can speak and hear at the same time because of the ability of their nervous system.</p>	- There is a need to provide same training opportunities for male and female teachers in all the aspects of CUAL pedagogy.
	4-Female students were more creative in using all the macro Arabic language skills than were male students	- Creative use of language and gender differences.	- This implies that male students in particular, need to be provided with wide

	<p>(listening, speaking, reading and writing) and the CUAL skills (fluency, originality, flexibility and elaboration).</p> <p>5-There were some differences in students' CUAL performance between regions.</p>		<p>opportunities to train their CUAL skills inside and outside the school.</p>
Professional development	<p>1-The attention to the creative use of the Arabic language is currently not enough and needs more support.</p> <p>2-The training courses and workshops for teachers do not receive sufficient attention.</p>	<p>-First language acquisition and development theories which are based on considering language not as a complete imitation process but as a natural creative process.</p> <p>- These theories also focus on considering the student as not just a consumer of the language, but also a producer.</p> <p>- Providing training requirements for teachers is very important to improve the CUAL aspect in students</p>	<p>The philosophy of teaching Arabic language in Oman focuses on encouraging students' CUAL to a variable extent such that there is a need for Arabic language teacher professional development programs to ensure the universal understanding and implementation of this philosophy. There also needs to be provision of additional enriching resources to support teaching and learning in today's multimediated networked world.</p>
Curriculum design	<p>-The texts to be selected in the Arabic language textbooks are still based on the ancient heritage and history. This can shift the curriculum away from students' interests and concerns.</p>	<p>-Heritage focus in Arabic language curricula</p> <p>-Oman has a very rich national treasure under the name of "intangible heritage"</p> <p>- Students' concerns should be included in the content of the curriculum</p>	<p>-There is a need to strike a balance between the proportion of heritage texts and the contemporary texts.</p> <p>-The expressions of heritage texts should be re-written using a language more meaningful and useful for students in today's world.</p>

From the information in Table 4.63, it can be said that regarding Arabic language pedagogy, Arabic language teachers did well in some aspects of teaching Arabic for CUAL but they showed a need to be trained in some other aspects. These findings involve considering their training requirements in their preparation program which should prepare them to achieve the aims of teaching Arabic language in the future. In addition, teachers' attitudes towards pedagogy and students should be changed according to the contemporary teaching approaches which are based on changing the roles of both teachers and students. So, it is necessary to improve the selection process of Arabic language teachers, design a balanced teachers' training program to enhance the improvement of all teaching and assessment aspects for CUAL, and reduce the non-teaching burden which affects negatively teachers' performance.

Regarding students' CUAL performance, the results showed that Omani students did very poorly in the CUAL test. The test results also showed that students were better in using listening in a creative way (they scored highest when tested for listening) compared with speaking, reading, and writing and they were more creative in using Arabic fluently than in other CUAL skills. This can be linked to the relationship between macro Arabic language skills (listening, speaking, reading and writing) and the CUAL skills (fluency, originality, flexibility and elaboration). These findings mean that there is a need to design a strong plan which should include all the students' language improvement requirements from the primary stage to the post-basic stage, and follow-up students' Arabic performance continuously. The results also showed that there is no correlation between teachers' teaching and assessment performance and students' CUAL performance. This means that there are some other factors which impact on students' performance. For example, a Vygostkian approach prevents us from looking at the curriculum or the classroom Discourse as a source of the problem. There are differences between the acquired language of Omani students, their learning language, and the rich Arabic accents in Oman.

Regarding socio-cultural diversity, the results showed that male teachers used teaching skills which encourage the CUAL in students more frequently than did female teachers who paid more attention to using the assessment methods which encourage the CUAL in students than did male teachers. This can be linked to male and female features and their social roles in society like the family functions which reduce the time allotted to good preparation for lessons. In addition, the results showed that female students were more creative in using Arabic language creatively than did male students. This can be linked to the cultural aspect of language rather than the nature of the language. Language is not a set of cognitive skills but of forms of behaviour.

Regarding the professional development, the major findings indicated that the attention to the creative use of Arabic language is currently not enough and need more support and the training courses and workshops. This aspect can be linked to first language acquisition and development theories which are based on considering students as not just consumers of the language but producers as well. So, there is a need for Arabic language teachers' professional development which should be based on the perspective of these theories towards students and their roles in the learning process.

Table 4.67 also illustrates that the Arabic language texts are still based on the ancient heritage and history which can shift the curriculum away from students' interests and concerns. This finding can be linked to the nature of Omani society which was built on a very rich national treasure under the name of "intangible heritage". So, students' concerns should be included in the content of the curriculum. Furthermore, there is a need to strike a balance between the proportion of heritage texts and the contemporary texts. The expressions in heritage texts should be also re-written using a language more meaningful and useful for students in today's world

4.7 Summary

This chapter has reported on the findings of this study according to the data obtained from the research instruments. It has presented the interviews' results which provided the extent of the match between the education policy in Oman and its applications.

This chapter has also identified the performance of Arabic language teachers in encouraging the creative use of Arabic language in students and the gender and regional differences between their performances. In addition, this chapter illustrates the students' results in the test which measure their creative levels in using the Arabic language and the gender and regional differences in using it. Furthermore, this chapter has presented the correlation between Arabic language teachers' performance and student's CUAL performance. The next chapter presents the justifications and discussions of all of these findings relevant to the research questions.

Chapter 5 Discussion, Recommendations and Conclusion

This chapter restates the research problem, summarizes and discusses the results in relation to the research conceptual frameworks and examines the implications of the research for teaching the creative use of the Arabic language in Oman. It also draws conclusions and makes recommendations for policy, curriculum, pedagogy and assessment, as well as teacher professional development. As explained in Chapter 2, this study investigated the extent to which Arabic language teachers' pedagogy and assessment methods encouraged the creative use of the Arabic language in Year 11 post-basic students in the Sultanate of Oman. Data were collected through observation of Arabic language classes, teacher questionnaire survey, interviews with Ministry of Education Arabic language curriculum developers and the testing of post-basic students' ability to use the Arabic language creatively. The creative use of the Arabic language was categorised under the four major areas of fluency, originality, flexibility and elaboration, and the four macro language skills: listening, speaking, reading and writing. Figure 5.1 displays an overview of the scope of the research outcomes. It illustrates that this chapter considers the research outcomes in terms of Arabic language pedagogy, students' CUAL performance, socio-cultural diversity, teachers' professional development and curriculum design.

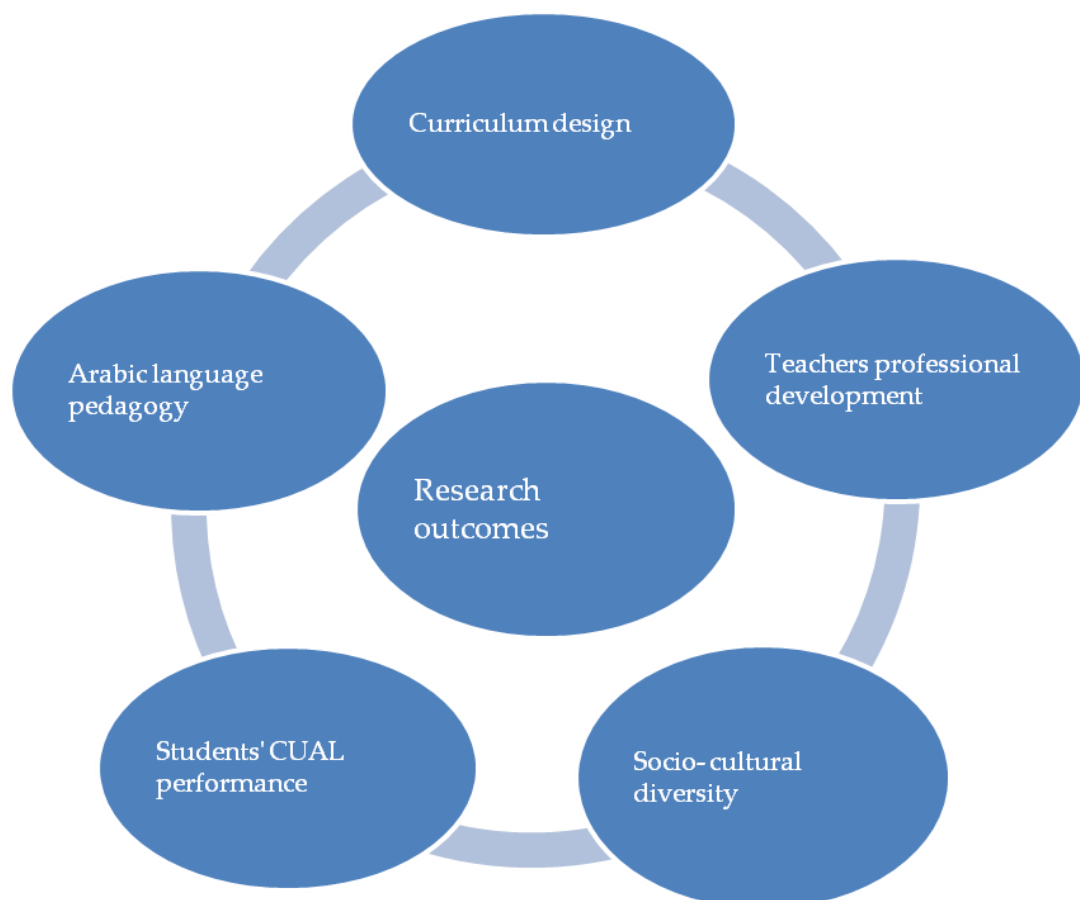


Figure 5.1: Overview of the scope of the research outcomes

This chapter also includes illustrates similarities and differences between the current teaching practices and the roles of teachers. These similarities and differences are graphically exemplified through the development of mind maps based on the research findings.

5.1 Arabic language pedagogy

The research highlights the need for teachers to incorporate a more student-centred and project-based approach to their teaching of Arabic, particularly with regards to developing students' ability to use the Arabic language creatively. While observations of lessons provided insights into both teachers' approaches to teaching and learning in general (general skills), they also allowed a more in-depth investigation of the way they approached developing students' ability to use Arabic creatively. Based on these classroom observations it was found that the teachers relied heavily on the Arabic set textbook as their main resource. Its list of different topics provided a structure upon which the teachers based their lessons. Each topic contains related linguistic knowledge and exercises that form the basis of students' learning. Based on the sequence of topics in the textbook, teachers implement different activities which differ from the textbook activities according to the nature of each lesson to motivate student participation. For example, according to the Arabic language teachers' guide in teaching Year 11 (The Ministry of Education, 2009) in the literacy lesson, Arabic language teachers should require students to read the text and criticize it according to students' perspectives and knowledge or ask students to manage some discussions about the text. They also have to discuss an exemplar feature article on literary criticism. Then the students worked in pairs to identify the generic structure of a sample and highlighted the figurative language involved. After that they reported back to the whole group and the teacher recorded the generic structure and the types of figurative language on the board. Finally, the students were given a research task for home work to find their own example of a literary criticism".

5.1.1 Arabic language teachers' current approach to teaching the CUAL

Arabic language teachers, according to the observations, used teaching skills which opened opportunities for students to practise their Arabic skills inside the classroom. However, their performances of teaching encouraged just some aspects of CUAL in students. The following section emphasizes this finding.

5.1.1.1 General teaching skills

As mentioned before (in Chapter 4), general teaching skills were divided into two approaches; teaching procedures approach and the interaction between teachers and students approach. Each approach included some general teaching skills which were related to the creative aspect of student learning. These skills can provide students with a supportive learning environment to encourage their creative use of Arabic. They also open the way for students to improve their higher-order thinking skills.

5.1.1.1.1 Teaching procedures approach

While the teachers' pedagogical approach was constrained by the need to closely follow the set textbook, observations showed both strengths and weaknesses in their practice. There was strong evidence that the teachers recognised the importance of setting up a positive learning environment as a factor in facilitating students' learning. According to Zaitoon (2001), teachers need to prepare a suitable learning environment to capture students' attention and help motivate them to learn and listen to the teacher's explanations. In doing so, they demonstrated their understanding of the psychological aspects of learning and the need to motivate students to interact with them and understand the lesson. It was also evident that the teachers skilfully linked their pedagogy to assessment and acknowledged the need for their students to be assessed in a range of ways and receive feedback in class. For example, teachers encouraged their students to participate in discussions and ask their questions. They also encouraged them to justify their responses, in order to receive feedback about their responses from their peers.

On the other hand, this study showed that Arabic language teachers achieve some aims and need to be trained and supported in other aims. For example, Arabic language teachers needed to be trained in using both presentation skills and specific linguistic strategies. This was because the classroom

observations showed that teachers did not use the effective presentation skills and select the suitable linguistic activities, such as managing discussions and participating in reading which improved the creative use of the Arabic language in students. Actually, this finding is inconsistent with the main aims of teaching the Arabic language in post-basic schools in Oman. As mentioned before, according to the Ministry of Education (2007), teaching the Arabic language in Oman aims to improve students' capabilities and talents in the language activities to encourage creativity, such as using the Arabic language fluently and originally. This requires Arabic language teachers to focus on providing students with suitable activities to improve their knowledge and skills characterized by innovation and challenge, with a focus on diversification of assessment methods between the oral and written activities. So, this study showed that Arabic language teachers achieved some aims but needed to be trained and supported in the other aims. The following section presents some examples of the teaching skills which Arabic language teachers did well and other examples of teaching skills which they needed to be trained and supported.

Regarding the supportive learning environment skills, the first example of this approach, as mentioned before, was that teachers should ensure their students' readiness for the learning process by providing them with supportive factors that prepare a suitable learning environment for them. The results of this study showed that Arabic language teachers prepared a suitable physical environment for the classroom (lighting, ventilation and arranging student seats). On the other hand, Arabic language teachers were unable to diversify the sources for the teaching material. This means that they relied on school books only during the teaching process.

Their attention to preparing a suitable physical environment is consistent with the behavioral theory, one of the language development theories, which focus on the importance of providing students with a stimulator to allow them to develop their language (Ammar, 2005). Thus, the learning environment can be considered as a stimulator for students. This is linked to the psychological aspect, which prepares the teacher and students to interact in class, so teachers focus on this skill to ensure a stable learning environment within the classroom which can raise the teaching motivation, and encourage students to interact with them. The weather also is very hot in the Sultanate, which can be considered as a strong factor that should stimulate teachers to pay their attention to preparing a suitable, well-ventilated physical environment for student learning. Additionally, the large number of students per class should motivate teachers to take account of this aspect, in order to provide broad and

appropriate space in the classroom, especially for students who participate in their presentation and movement in the classroom to make explanations.

It can also be said that some students may suffer from health problems, such as poor eyesight or hearing, which affects negatively their understanding of the lesson during class time, and makes their interaction with the teacher very weak. This aspect has made teacher aware of the need to create tranquillity in the shared, well-ventilated classroom with appropriate lighting to facilitate the process of student understanding of the lesson (Mohammed, n.d).

The second example of teaching procedures approach is the skills for presenting the material. In order to present any topic inside the classroom, it is necessary to use suitable skills which ensure students' understanding. Regarding this aspect, observations showed that Arabic language teachers provided suitable opportunities for students to *express their views in a flexible manner*, and attracting their student's attention by varying their voice and movement within the classroom during the presentation of the material. Because of their attention to listening to students' views in a flexible manner, they allowed themselves to activate their role and attention in participating in the classroom. This is consistent with explicit learning, a basis of teaching the CUAL as it was mentioned in the literature review in Chapter 2, which illustrates how the social dimension of classroom life (through the context of classroom interactions) enters the pedagogy of literacy and constructs the learning environment. It provides students with meaningful interactions that motivate learners to engage with their learning (Edwards-Groves, 2001.).

Kabilan (2000) also claims that 'teachers could gain much by listening to the learner's opinions and beliefs. This means that teachers need to consider learners as individuals who are equals in a situation of genuine two-way communication'. So teachers should give their students opportunities to stimulate their thoughts and accept challenges. Furthermore, this is consistent with one of the language functions of Halliday's model (as cited in Baker & Campbell, 1996); that is the "I've got something to tell you" function, in which the language is used to communicate information and express propositions. Moreover, according to Ammar (2005), one of the language acquisition bases is the interaction with elders. In other words, the more students interact with their teachers, the faster their words production becomes until they become able to understand the linguistic behaviour.

It can also be said that the nature of Arabic language lessons in the modern school curriculum, requires a respect for the opinion of students, and to listen to their views in a flexible manner. The

teacher in the Sultanate has become very much aware of the importance of upgrading the intellectual capabilities of their students, especially the students in this age who have a lot of sources that allow them to access and follow up information. For example, the Internet is an important means for students to search for new information to prepare their lesson.

In addition, the philosophy of education in the Sultanate is based on respect for the opinions of the students, and on provision of opportunities for students to express their opinions on various issues. This can greatly help students develop their fluency skills, courage and respect for others. Furthermore, listening to the opinions of students, teachers may also acquire new information which is useful for teachers and other students. This new information may also help students' understanding of the lesson.

On the other hand, teachers were unable to use problem-solving approaches in their teaching, and to use diversifying teaching methods to explain the material (e.g., problem solving, and brainstorming). This means that they preferred to use the traditional methods based on just using oral discussions without supporting them with modern methods. This result is inconsistent with one aim of teaching Arabic language policy in Oman which focuses on improving all kinds of thinking: the ability to solve problems and effective use of the self-learning skills (The Ministry of Education, 2008). The researcher argues that some teachers have wrong perspectives towards using modern teaching approaches in thinking that they may be wasting the lesson time when they use these approaches. Furthermore, the large amount of the academic content in the school textbook, which is supposed to be taught by teachers in a specific period of time, can force teachers not to use these modern teaching approaches on the pretext that they may be wasting the lesson time.

The implementation of students' activities is the third example of this approach. This aspect means that Arabic language teachers should implement suitable activities for students inside the classroom to ensure that they can practise their Arabic language skills. The results of class observations showed that Arabic language teachers applied and organized activities which fit in with the aims of teaching the Arabic language. This means that teachers did not apply linguistic activities randomly but they applied them to achieve the aims of each lesson. They also motivated their students by supporting and encouraging their participation in classroom learning. For example, teachers asked students unfamiliar questions dealing with their higher-order thinking skills and let students think about the answers from their imagination. Teachers also provided students with opportunities to participate in

different discussions. This is consistent with the policy of teaching the Arabic language in Oman which focuses on developing the ability of students to participate in the various activities in the language classroom, so they are able to improve their communication skills (Al-Harrasi, 2002).

On the other hand, providing opportunities for students to *select their preferred activities and answer them was lacking*. In the main the approach was teacher-centred such that the students' concerns or interests were not considered in teachers' selection of student learning experiences. This is inconsistent with the promotion of the education policy in the Sultanate which aims to develop students' Arabic language skills through their participation in a range of learning experiences geared to their interests and needs. The Ministry of Education (2007) advises that students should participate in innovative and challenging activities that improve both their knowledge of the language and skills, thus in keeping with Al-Harrasi's (2002) ideas. Teachers' performance is also inconsistent with one of the language functions of Halliday's model (as cited in Baker & Campbell, 1996)—the "I want" function in which the language is used to learn things, and to satisfy personal needs. So, Arabic language teachers ignore using the Arabic language to provide this function for their students. This means that students do not get the opportunity to choose their preferred activities by themselves. Teachers forced them to do the activities that teachers want.

The researcher argues that for teaching skills (e.g., providing students with opportunities to select their preferred activities), teachers need to be trained for implementing them. Teachers used the traditional methods in teaching which relies on giving students specific activities without thinking about students' concerns and preferences. Furthermore, some teachers might not realise that using these skills can allow their students to think more freely, and thus improve their creative thinking.

Furthermore, it can be said that some teachers have a negative attitude towards the activities which are based on students' concerns and preferences. They think that these kinds of activities waste the lesson time which should be spent in explaining the texts (Al-Zuhayyan, 2004). Furthermore, the researcher argues that by linking this teacher's negative attitude to the lack of lesson time and the much academic content to be explained by teachers, it is clear to understand why teachers do not want to use this teaching approach. In addition, the large number of students in each classroom can also make it difficult for teachers to use these activities. It is surprising that the result of the interviews conducted by the researcher showed that the Arabic language curriculum at the stage of post-basic education in the Sultanate focused on practice skills—in the sense that there was interest in developing the students' skills of the Arabic language through the content of the curriculum. But the

researcher argues that the interviews also indicated that the attention to these kinds of activities still needed to be supported.

The assessment skills are the last example of teaching procedures approach. According to the class observations, Arabic language teachers assessed their students during the lesson to ascertain their responses and understandings. The results indicated that Arabic language teachers assessed their students by allowing them to use their language skills, especially speaking. The results also showed that teachers encouraged students to take risk when they responded in class. Teachers also provided students with opportunities to participate in discussions or ask questions. This is consistent with the “I’ve got something to tell you” function of Halliday’s model (as cited in Baker & Campbell, 1996) model which allows teachers to encourage students to express their views towards specific issues. Furthermore, the nature of the Arabic language subjects in the textbook encourages the use of discussions in the lesson, especially as it focuses on presenting many of the open language and scientific issues. However, in spite of the philosophy of teaching the Arabic language in Oman which focuses on improving students’ communication skills, the results of this study showed that Arabic language teachers were still using traditional assessment methods which ignored the need to present open issues which encourage brainstorming in discussions with students, and providing opportunities for students to use peer assessment techniques. This is inconsistent with the UNECCO (1996) report which identifies four basic goals for the education in the information age—learning to know, learning to work, learning to be, and learning to share with others (Ali, 2007).

5.1.1.1.2 Interaction between teachers and students approach

Regarding the interaction between teachers and students approach, the results, in general, showed that Arabic language teachers provided suitable opportunities to improve their verbal interactions with their students (e.g., *listening to students’ views in a flexible manner, varying their voices and movements within the classroom during the presentation of the material*). Teachers also were able to motivate students’ learning by *preparing a suitable physical environment for the classroom, and using an exciting introduction before presenting the material*). In contrast, teachers showed a need to be trained in

resourcing students' learning (e.g., *encouraging students to read from different resources, in order to support the material, and supporting the material with audios and visual aids*) and providing opportunities for students to learn for real life (e.g., *linking the material presented with everyday life, and requiring students to justify their responses*). This is consistent with some aims of teaching the Arabic language in post-basic education in Oman but inconsistent with some other aims. Arabic language teachers, according to this observation, showed a need to be trained and supported in the aspects of resourcing students' learning and providing opportunities for them to learn in real life. This can be linked to the preparation and training programs of Arabic language teachers, which may focus on only some aspects of teaching. Most educators agree on the need to link teachers' preparation with what should be done after their graduation, and the requirements of their profession according to the development of this era. This means that their preparation must be linked to their roles for the future. This attitude or perception returns us to the great development witnessed by teaching and learning language in the past. In other words, language was once seen as a set of facts that should be memorized but now it is viewed as a set of skills and that knowledge which on its own does not lead to acquisition of these skills. So, it is necessary to practise the language based on the understanding and awareness of relationships (Afenshy, 2008). According to Kabilan (2000), teachers should give their students opportunities to develop their thoughts and accept challenges, in order to produce creative and critical language learners.

5.1.1.2 Arabic language teaching skills

There are specific teaching skills which are linked to improving the linguistic skills in particular. The general results of this study illustrated that Arabic language teachers encouraged *elaboration and fluency skills* in students compared with the other Arabic language teaching skills: originality and flexibility. This fit in with the nature of the Arabic language, which is based on discussions. In contrast, teachers were unable to encourage the imagination and the use of mental capacity. These results are consistent with the philosophy of teaching the Arabic language in just some aspects but inconsistent with other aspects. This means that Arabic language teachers achieved the aims of

improving students' fluency and elaboration skills but they needed to be supported and trained in improving students' originality and flexibility skills.

The following section provides some examples of the Arabic language teaching skills, which were used well by teachers and the other teaching skills which needed to be supported.

Fluency skills are the first example of Arabic language teaching skills. The results pointed that Arabic language teachers improved using the Arabic language fluently in students by *encouraging them to participate in discussions and express their views*. This allows students to improve their speaking and listening skills creatively. This is consistent with the famous report of UNESCO ' (1996) education is the hidden treasure' which identified four basic goals for the education of the information era. These are; learning to know, learning to work, learning to be and learning to share others (Ali, 2007). Arabic language teachers in this study here implemented two of the language functions of Halliday's model (as cited in Baker & Campbell, 1996). The first one is the "Me and you" function, in which the language is used to begin or maintain interactions. The second one is the "I've got something to tell you" function, in which the language is used to communicate information and express propositions.

On the other hand, this study showed that teachers were unable to encourage their students become more fluent in *generating vocabulary, synonyms and expressions*. Actually, the nature of these skills requires effort and very high capability of teachers and students, and may surpass the capability of both of them, which can cause difficulty in their application of these skills. This has been emphasized by Assayed and Rahmu (n.d) who claim that the Arabic language is flexible. It can express the requirements of the new era by generating new terminologies and vocabulary required in all fields of knowledge. So, this feature of the Arabic language helps its speakers to deal with the challenges of this era. This result means that Arabic language teachers ignored using one of the most important teaching skills, which reflects the nature of the Arabic language. Moreover, it can be said that the lack of lesson time may not provide teachers open and broad opportunities to think about these skills.

The second example of Arabic language teaching skills is the originality skills. The results showed that Arabic language teachers encouraged their students to improve their originality skills, which focused on *choosing keywords in different language texts, asking unfamiliar questions and describing new meanings*. This fits in with explicit learning which is based on encouraging students to choose the keywords from specific texts (Edwards-Groves, 2001). Mahmud (2003) also points out that Arabic language teachers should train students to ask questions, to make suggestions or to add new opinions

to any discussions that occur within the classroom. In addition, this has been emphasized by Davies (2006, p. 42) who believes that "teachers need to be able to recognize and support creative acts that can involve learners by using imagination, often to make unusual connections or see unusual relationship between objects, ideas or situations". These skills also encourage the creative side of students, as it opens a wide opportunity for them to develop their higher-order skills, which is the focus of the philosophy of education in the Sultanate, as previously reported.

According to Fayyad (2005), Chomsky emphasizes this point by saying that when we acquire a language, we become able to understand sentences that we had never heard before, that is, unfamiliar sentences. A speaker of any language has the ability to produce, interpret and judge such new sentences in his language. This indicates that acquiring a language is not just imitation. Education should not include a list of sentences made by others for students to memorize and recall like parrots.

While this study also showed that Arabic language teachers were unable to improve using Arabic fluently—by *asking students to use vocabulary and sentences in forming the largest number of stories, and drawing some innovative graphical images to express the viewpoints of others*—this result is inconsistent with the view of Kabilan (2000) who claims that students besides using the language and knowing the meaning, could display creative and critical thinking through the language. For instance, students should be able to generate ideas and support them with logical explanation, details and examples. In addition, they should be able to combine responses or ideas in new ways (Smith, Ward, & Finke, 1995, as cited in Kabilan, 2000). They also should be able to use elaborate, intricate, and complex stimuli and thinking skills (Feldman, 1997, as cited in Kabilan, 2000). The researcher argues that those skills require a long time, as they depend on the talents of the student, which may not be owned, or over-stretched, or may exceed the capacities of the teacher herself/ himself.

Flexibility skills are another example of Arabic language teaching skills. The results of the class observation showed that Arabic language teachers encouraged students to use Arabic in a flexible way by *asking them to generate the largest number of synonyms for vocabulary*. Mahmud (2003) believes that this allows people who know their own language to express an unlimited number of new appropriate synonyms or meanings, so that people are capable of producing many of the sentences through a limited number of vocabulary and linguistic rules that constitute the verbal performance of individuals. These skills also are included within the final exam for students in Oman, and their

application in the classroom helps teachers to train the student in order to develop these skills. Arabic language teachers in this study implemented one of the education policy aspects in Oman which focuses on improving the students' ability to solve problems (The Ministry of Education, 2008).

On the other hand, there was a lack in the teachers in providing opportunities for students to *distinguish between thoughts and ideas, and express them in variety forms of language*. This result is inconsistent with the relationship between language and thought. In other words, as Brown (2007, p. 43) emphasizes, "cognitive and linguistic developments are inextricably intertwined with dependencies in both directions". Brown also points out that language interacts simultaneously with feelings and thoughts. Al-Hallak (2007) also claims that modern theories suggest that thinking is the basis of language. For example, a person's language use can be expected to reflect his/ her attitudes to life and be influenced by his/ her culture, learning experience and motivation. The researcher argues that some teachers in this study thought that this kind of skills is not important compared with other language skills because it does not improve any aspect of students' language use.

The last example of Arabic language teaching skills is the elaboration skills. The results showed that Arabic language teachers were able to diversify activities, which improved the elaboration skills in students. They encouraged students to *use their own language to explain some parts of the material, classify phrases, words and ideas*. Carter (2007) emphasized this point by considering that the creative use of language emerges from interactional language encounters. This is also consistent with the view of Chomsky who claims that the speaker of any language has the ability to produce, interpret, and judge such new sentences in his language. This indicates that acquiring a language is not just imitation (Fayyad, 2005). It can be also explained by the positive perspective of teachers—who respect the students' mental and intellectual abilities in particular, as mentioned earlier—that the means of access to information is available to students now because of the technological developments, and the best example of this is the Internet. In addition to the policy of the Ministry of Education in the teaching process which encourages teachers to consider their student as the centre of the educational process, and changes to the old view that students are as just listeners within the lesson (The Ministry of Education, 2007). The nature of the Arabic language lessons in the school curriculum also forces teachers to encourage their students to use their capabilities to participate and explain some of the points during the lessons.

On the other side, teachers were unable to encourage *students to use verbal and non-verbal expressions*. Teachers also did not care to *show students some ambiguous language forms to interpret them in various ways*. This is inconsistent with the views of Mahmud (2003) and Hidayat (2005) who emphasize that these skills are very important in encouraging the creative use of Arabic language in students. These results can be linked to some teachers who, themselves, may lack these skills and cannot train their students (Bader, 2007). In addition, the researcher argues that the large number of students per classroom can obstruct the follow-up of the learning of students in this type of skills. Moreover, teaching these skills requires a high-order level of students' ability, thus making its implementation difficult, as this also consumes much time lesson.

5.1.2 Arabic language teachers' current approach to assessment for encouraging students' CUAL

The philosophy of Arabic language pedagogy in Oman focuses on diversification of assessment methods among the oral methods and written methods. Arabic language teachers should get away from traditional assessment methods, which rely on applying written exams only. Based on the results of the questionnaire responses in this study, the assessment methods of students in Oman have been changed in some aspects. The assessment methods were no longer relying on using exams only, but using a variety of other methods. This emphasizes that Arabic language teachers in this study were able to use the assessment methods, which encourage some aspects of the CUAL in students. The examples in following section confirm this finding.

5.1.2.1 General assessment methods

5.1.2.1.1 Test methods

The results showed that Arabic language teachers took account of assessing their students by *using short continuing tests, encouraging them to use their talents in answering test questions*, and avoiding *focusing on the questions that encourage conservation and memorization*. This is consistent with the policy of Arabic language pedagogy which focuses on the application of formative assessment methods that are based on the continuous follow-up work of the level of students through the application of short periodic exams (The Ministry of Education, 2007). The lessons of the Arabic language also inherently encourage higher-order thinking skills among students. This can force teachers to follow up their students' performance.

On the other hand, teachers were unable to apply the new styles of exams such as the *open-book exams*. They are still using the usual *closed-book exams*. This can be linked to the lack of the basics for preparing such type of exams in some teachers, especially for those—as it is, according to the researcher's own experience—that were not trained in the courses of teacher preparation in the university. Furthermore, some teachers, as already mentioned, considered this method as a kind of technique which may waste their lesson time that is supposed to be used for explaining the content of the curriculum (Alali, 2009). It may also be linked to the nature of the Arabic language lessons which do not permit the application of open book tests.

5.1.2.1.2 Other general assessment methods

The results indicated that besides using the tests, Arabic language teachers also used other methods; they assessed *their students not just by considering their test grades but also by considering their activities as a major standard of assessment*. The Ministry of Education encourages Arabic language teachers to diversify methods for assessing students by avoiding considering the test scores as the main standard of their performance (The Ministry of Education, 2007). This can force teachers to give their attention to other aspect of the achievement of their students.

Furthermore, the objectives of teaching Arabic focus on higher-order thinking skills in students, not only by memorisation and indoctrination (The Ministry of Education, 2007). Moreover, the nature of the Arabic language lessons encourages teachers to open the way for the application of a variety of assessment methods which do not just focus on the methods that encourage the memorising skills in students. As a result, teachers also try to diversify methods of evaluation during the semester and avoid relying on tests only.

But the results in this study also indicated that Arabic language teachers showed a need to be supported in *encouraging the research skills* as an assessment method of students. They were unable to *ask their students to conduct field studies, reports, and other field investigations*. This result is inconsistent with one of the aims of teaching Arabic language policy in Oman which focuses on improving the ability to search for knowledge (The Ministry of Education, 2008). The researcher argues that some teachers in this study might not have the important writing skills which made the issue of training students very difficult. In addition teachers might lack the time for completing the teaching of the school curriculum given its huge amount of content. Furthermore, there are also the large numbers of

non-teaching tasks that are supposed to be done by teachers during each semester. These all can impede teachers' application of research skills as a method for assessing students.

5.1.2.2 The Arabic language assessment methods

5.1.2.2.1 Arabic language test methods

Arabic language test methods are the methods which are related to linguistic tests. In this aspect, the results in this study showed that Arabic language teachers were able to ask students to describe new meanings or re-interpret words within the tests and criticize some texts or complete stories within the tests. This method can assess students' higher-order thinking skills accurately. This result is consistent with the nature of Arabic language which focuses too much on this aspect during the lessons. It was also confirmed by the result of interviews conducted by the researcher. The interview results showed that the objectives of teaching Arabic in Oman focuses on the knowledge of laws and regulations through which runs the case of language, and that the student is not just a consumer of the language, but a producer. This could force teachers to attempt to assess the level of the student in this aspect during the exams with questions set by teachers.

But teachers in this study avoided *including questions, pictures and maps to allow students to analyse them using their own language*. This is inconsistent with the basis of teaching the CUAL that focuses on encouraging students to use their language in a novel way (Smith, Ward and Finke, 1995, as cited in Kabilan, 2000). The researcher argues that some teachers lacked skills for the preparation of these types of questions that require the designed to put in much effort, and be highly skilled.

5.1.2.2.2 Other Arabic language assessment methods

The policy of Arabic language pedagogy in Oman focuses on diversifying assessment methods by avoiding relying on tests only. However, the questionnaire survey of this study showed that Arabic language teachers encouraged students to improve their oral skills by using *oral assessment methods and managing discussions*, but they were unable to encourage *students to improve their reading and creative writing or generating the largest number of synonyms for vocabulary*. The interviews in this study emphasized that Arabic language teachers still needed more support to focus more attention on the creative use of the Arabic language (CUAL), for example, Omani students' interest in reading is still very low and it is lower than the required international level.

This is also can be linked to the oral nature of the discussions that takes place in the Arabic language lessons that allows teachers to assess students orally. The objectives of teaching Arabic also focus on the speaking skill which can encourage teachers to apply this method frequently (The Ministry of Education, 2007).

Furthermore, with regard to the Arabic language acquisition and development, Al-Dannan (2000) claims that Arabic language teachers and students have shown negative attitudes in their minds towards reading in general, and reading in Arabic in particular,. They also have wrong ideas towards the Arabic language, as they think that it is very difficult to learn. This is because of the worst situation of teaching the Arabic language in the Arab world.

Generally, the results showed that Arabic language assessment methods have been changed from those previous methods which were relying on using tests only. However, Arabic language teachers showed a need to be supported and trained in some assessment aspects.

To sum up, Arabic language teachers' pedagogy for encouraging CUAL in students is still in need of support in some aspects in order to achieve the aim of producing creative learners in using the Arabic language. According to Kabilan (2000), in addition to providing suitable preparation and training programs, teachers should change their roles because they are responsible for deciding strategies to be implemented in the classroom. In other words, if teachers decide to produce learners who would obtain good results in their exams, then their contents, activities and teaching strategies would differ from those of the teachers who decide to produce creative and critical language learners. In other words, teachers should change their attitudes towards students and pedagogy. This means that some teachers ignore the individuality of students. They fail to understand the student's own experiences, views and conceptions. As a result, this leads to a boring and unimaginative language classroom because of the minimal participation and involvement of learners. Teachers could gain much by listening to the learner's opinions and beliefs. This means that learners need to be considered as individuals who are equals in a situation of genuine two-way communication (Kabilan, 2000).

In summary, this study showed that Arabic language teachers in Oman paid their attention to using pedagogy which encourages just some aspects of the CUAL in students and showed a need to be

trained in other aspects. So, it is necessary to recommend the Ministry of Education in Oman to improve the selection process of Arabic language teachers by introducing logical standards such as their personalities and their knowledge in Arabic language teaching, and by testing them in CUAL aspect.

In addition, there is a need to consider the language functions of Halliday's model (as cited in Baker & Campbell, 1996) as standards of designing any training program for Arabic language teachers. These functions are: the "Me and you" function demands from teachers to focus on the interaction between them and their students inside the classroom. The "Here I come" function, which uses language to express awareness of self and personal feelings, demands from teachers to provide students with activities of expressing their feelings towards specific events or texts using their own language. Another example, the "Tell me why" function provides opportunities for students to seek knowledge about any event and express it using specific language formations. Regarding the "let's pretend" function; teachers can use it to encourage students to create new expressions about any event or analyse stories. While the "I've got something to tell you" function allows teachers to encourage students to express their views towards specific issues, the "I want" function allows teachers to use language to satisfy students' needs, like catering for a diversity of needs and interests in assessment presentations. But the "Do as I tell you" function requires from teachers to encourage students to manage discussions in order to train them how to control the behaviour of others (See Figure 5.2).

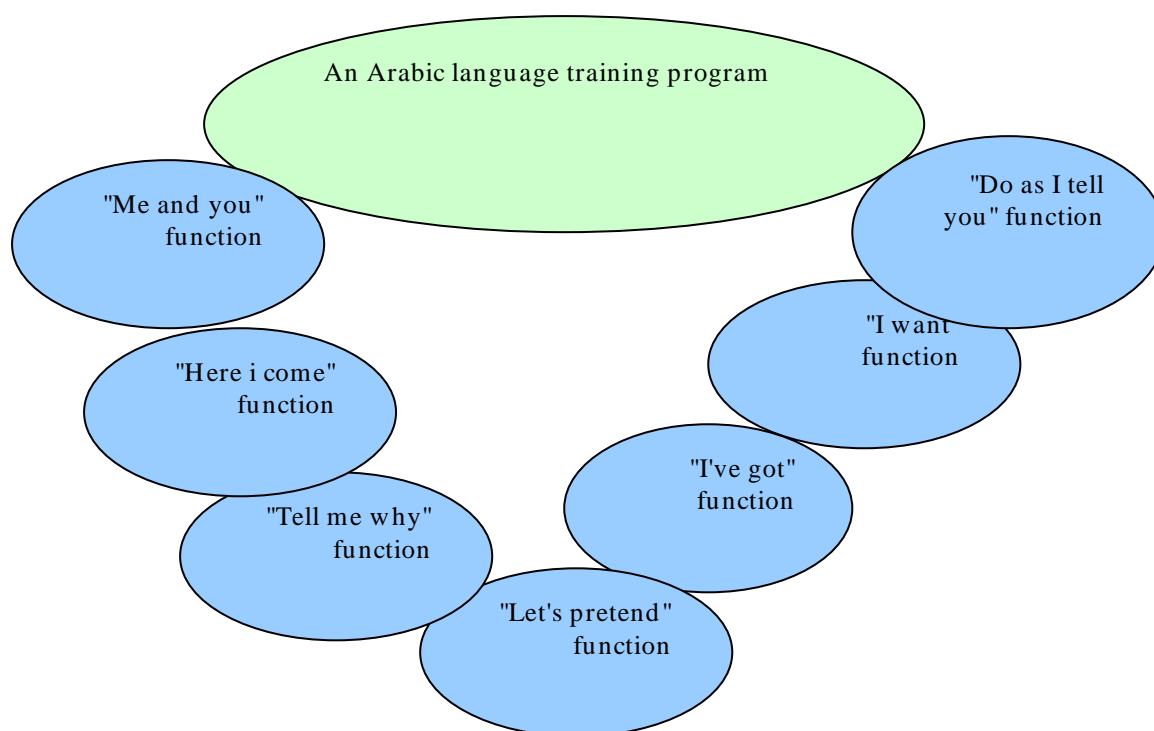


Figure 5.2: An Arabic language teachers' training program based on Hallidays' model

This study also recommends the need to follow up Arabic language teachers during the teaching process, and application of different assessment methods, to ascertain the extent of their implementation of educational policy developed by the Ministry of Education in order to encourage the creative use of the Arabic language, by developing appropriate procedures to observe teachers and evaluate their performance continuously, and to address their weaknesses directly.

This study further recommends the development of training programs for teachers in the educational field, which aims at training teachers to remedy deficits in the use of teaching methods and to use appropriate evaluation to encourage the creative use of the Arabic language, particularly in aspects of the use of open-booked exams, how to evaluate the students' answer, and how to employ the art skills of students in the development of their creative skills in the use of the Arabic language.

Furthermore, this study recommends the Ministry of Education in Oman to reduce the burden of non-teaching tasks for the teachers in order to allow them to devote more time to follow up the learning of their students, and improve the level of their teaching performance. This is because the findings of this study showed that teachers suffered from this problem which can prevent teachers from achieving the official objectives of teaching the Arabic language in Oman. The non-teaching tasks waste their time which can be used for improving their teaching skills.

5.2 Students' CUAL performance

In Oman, students are tested in the Arabic language by applying mid-term tests and final tests which focus on the topics of their Arabic language textbook. These tests measure students' understanding of the linguistic issues of the topics according to the explanations of their teachers. However, tests can include questions which deal with students' general linguistic skills, including grammar and rhetoric. Arabic language teachers should also apply some short quizzes for students, which focus on assessing them on some specific linguistic skills. Tests questions can measure some CUAL skills in students such as fluency (when they are asked to generate some synonyms for specific vocabulary) and originality (when they are asked to write an article about some topics).

In this study, the test for Year 11 post-basic students focused on the CUAL aspects, which measured students' performance in fluency, originality, flexibility and elaboration skills. The test also measured students' the four Arabic language macro skills: listening, speaking, reading, and writing by asking them some questions, which deal with the four CUAL skills. Students' CUAL performance was then analysed. The results of the CUAL test indicated their performance in the CUAL skills are reported in the following sections.

5.2.1 Students' performance in CUAL skills

The CUAL test results indicated that the students' performance in the CUAL skills was very low. This finding was confirmed by the interview results. Arabic language curriculum developer claimed that there was an interest in developing students' skills in using the Arabic language through the

content of the curriculum. However, the attention was still needed to support a better focus about this, for example, the interest in reading skills was still very low, and lower than the required international level. According to Mohammed (n.d), weaknesses of Arab students in Arabic are a very big and chronic problem. It is aggravated day after day. Many graduates are not able to complete one line or two lines using the classical Arabic correctly. The main causes of this problem are the overlap between the vernacular and classical Arabic and between Arabic and foreign languages.

Some other studies on learning Arabic also emphasized this point. It has been found that the reality of applying vocabularies that are learned by students indicates that their learning was simply to memorize these vocabularies for examination without gaining a full understanding of their meanings, and without caring about their applications in speaking and writing or in other skills. For instance, they almost write about any topic at the end of the year by using the same ways, ideas and vocabularies, which they used to write a previous topic at the beginning of the same year. This means that students have low verbal production and they ignore language vocabulary sources and methods of using these sources (Zahra, 2007). This issue was illustrated by Arabic language teachers who participated in this study when they answered an open-ended question included in their questionnaire. The question asked them about the main factors which can affect negatively their students' CUAL performance. Teachers mentioned that this could be related to the low attention of schools given to providing real opportunities for students to train the CUAL skills outside the classroom. Teachers also said that the textbook of the Arabic language included a lot of topics which were not consistent with the available time for teaching all of them.

The researcher argues that with regard to the situation of Arabic language acquisition in Oman and other Arab countries, students acquire a different Arabic language (colloquial language) other than the language of learning (classical language). The theory of acquiring the Arabic language emphasizes that the first language interferes negatively in the process of learning the second language. The theory also points out that the student cannot learn more than one language at the same time (Al-Dannan, 2000). So, the language of knowledge is not the language that has been acquired, and the verbal communication in the classroom is usually conducted in the local vernacular (Al Khalil & Palfreyman,

2003). In addition, teachers are not in a better position at all, because they explain the scientific material using the vernacular, because of the lack of proficiency in using the classical language in explanation, on the one hand, and to ensure that students understand this explanation on the other. The students also are asked to go back to the book written by the classical language and should use the classical language to answer questions in the exams. As a result, the teacher continue to complain about students' lack of understanding of the lesson and the weaknesses of their linguistic knowledge; and the students also complain of the difficulty of learning the Arabic language and the understanding of other materials written in this language (Al-Dannan, 2000).

Furthermore, the Arabic language has multiple linguistic areas (e.g., grammar, rhetoric, literacy) and a variety of skills, and knowledge of these skills of each linguistic area of the Arabic language is essential for Arabic language teachers to be successful in their teaching performance (Afenshy, 2008). These results are related to the language variations in the Arab world. Urbanization of the Gulf states (Oman belongs to the Gulf region) has reinforced the contact with non- Arabic languages including Hindi/Urdu and English. This urbanization has also created the formation of the variety of Arabic dialects, which are spoken by the native population. As a result, various degrees of levelling between the local dialects have been formed (Miller, Al-Wer, Caubet & Watson, 2007).

In addition, Al-Saidi (2006) claims that there are currently more than three languages other than Arabic in Oman, and each linguistic minority is trying to be a society of its own. Because of the fact that Arabic is the official language in the country, everyone is obliged to know the Arabic language in order to live and participate in social life. According to Al-Esawi (2005), the findings of several Arabic surveys confirmed that Arab countries face many problems in relation to their students' language skills acquisition. They show that after many years of learning Arab students are unable to express their ideas, generate them and write a topic without making simple language mistakes. For example, a study carried out by government JWG (2002) in the Sultanate of Oman—to determine the level of

comprehension skills in students during the first stage of basic education—point out that students' ability to link ideas within any text or gain a basic understanding is very low.

This issue is confirmed by Campbell and Green (2006) who claim that language learning is “cultural” rather than ‘natural’. This shifts language away from the realm of personal development. Instead, language learning becomes ‘cultural capital’, which particularly, and culturally determined ways of doing things. Not the only ways, but the ways that happened to be valued by dominant groups in society. So, language is not as a set of cognitive skills that we either have or do not have, but as forms of behaviour that always take place in a social and cultural context or “discourses”.

5.2.2 Correlation between students' performances in the Arabic language skills

The results in this study showed that there were different positive correlations between students' listening performance and their performances in speaking, reading and writing skills (see Section 4.5.4 in Chapter 4). This means that when students did well in listening they also did well in the other three skills. The results also indicated that there was positive correlation between students' reading performance and their fluency performance. This means that when students did well in reading they also did well in fluency.

The development of the student's ability of listening is followed by that of the ability of speaking, then followed by that of the ability to read and write. This is because listening is a basic skill before anyone can speak properly as it is difficult for him/her to pronounce a vocabulary unless he/she can listen to the vocabulary properly. Through listening, students can master the spoken language and become fluent in speaking. This is because listening provides students with meanings and sentences which can be used in speaking and writing (Hani, 2009). Furthermore, the ability to read properly leads to the ability to write correctly. This means that a good reader, in most cases, is also a good writer. Reading also leads to speaking a language fluently. So, fluency is a feature of a reader who reads properly (Mohammed, n.d).

5.2.3 Correlation between teachers' performance and students' CUAL performance

While other studies have found a positive correlation between teachers' classroom teaching strategies and students' achievement it is surprising to find that there was no correlation in the case of this research (See Section 4.5.5 in Chapter 4). Interestingly, Amasha (2007) found a correlation between the Arabic language in students' low general performance in Arabic and their Arabic language teachers' performance. He argues that teachers do not choose their teaching methods to suit the intellectual levels of students. However, in this present research, observations of teachers showed to some extent some evidence of teachers adjusting their teaching strategies to cater for individual intellectual levels.

Furthermore, According to Zahra (2007), the basic teaching method of rote learning abounds in the Arab world. This approach results in students having very low critical thinking skills and a lack of creative use of their first language of Arabic. Bader (2007) claims that some studies showed that teachers' current approaches are contributing to the problems of their students in trying to improve their Arabic language skills. The researcher argues that according to her review of these studies, such claims about the correlations between teachers' and students' performance were just based on those researchers' opinions but not well supported by statistical evidence to confirm such correlation as this present study has provided. Of interest is that according to observations in this present research, the Arabic language teachers' teaching performance varied in their use of methods. They performed well in the areas of encouraging verbal interaction with their students, and motivating students to practise their CUAL skills but they paid less attention to using higher-order thinking activities, or diversifying teaching methods.

Furthermore, Omani students were affected negatively by some other factors which can reduce the impact of their teachers' use of Arabic language pedagogy on their CUAL performance. These factors, as they have been mentioned above, were related to the attention of schools in providing real opportunities for students to train their language skills creatively, the differences between their

acquired language (colloquial language) and the language of knowledge (classical language), language variations in Oman, and variations of Arabic linguistic areas in the curriculum.

In addition, this finding is consistent with a Vygotskian approach, which means that teachers cannot have a predetermined program into which each child must fit. We must have a program that begins where each child is and goes from there. Predetermined programs lead inevitably to “deficit theories” where the child’s failure to learn is seen as the fault of the child, or the child’s family. Such theories prevent us from looking at the curriculum or the classroom Discourse as a source of the problem (Campbell & Green, 2006). Moreover, the new learning approach (a learner-centred approach) focuses on students' role in the learning process much more than on teachers' role. It is based on dual-tasking of both teaching and learning on both students and teachers. This explores the minds of students to encourage their language learning in another way. So, students themselves bear some of responsibilities of their performance whether it is low or high.

Another aspect, which is related to Oman in particular, is teaching English language alongside the Arabic language from the primary stage of students (See Table 5.1).

Table 5.1 Number of the Arabic language and English language lessons for first grade students (1-4)

Subject	Class 1	Class 2	Class 3	Class 4	Total
Arabic	12	12	10	7	41
English	5	5	5	5	20

Table 5.1 shows that students in first grade (primary) have 20 lessons of English language alongside 41 lessons of the Arabic language (The Ministry of Education, 2007). This can be considered as a heavy burden for young students who have to learn two languages at the same time. This can affect negatively their Arab language usage. According to Al-Mutawaa (n.d), learning another language is a

very complex process involving all the mental, muscular, and emotional forces of individual, which is a cumbersome process for students especially for Arab students actually learning a second language. This language is the classical Arabic language, which differs in one form or another from the first language of the child. Furthermore, in psychology the preschool and kindergarten (3-6 years) represent the early childhood stage, where children need to learn Arabic, their first language. In addition, they need to be able to speak Arabic and use it to express their views and feelings. The foreign language also does not use the same language units and elements of the Arabic language in terms of voice and grammatical and semantic structures. This discrepancy has a negative impact on students' learning of their mother tongue. Study results also showed that students who did not study English alongside the Arabic excelled in their achievement in the Arabic language and there were significant differences between the achievements of the two groups (the first group studied English alongside the Arabic, but the second group studied only the Arabic language) (Al-Dhufairy, 2007).

To sum up, the results showed that students' CUAL performance was very low in all the CUAL skills. Based on this finding, this study recommends the Ministry of Education to give more attention to the aspect of the creative use of the Arabic language in students from their initial stages in school by: (1) providing an appropriate learning environment (e.g., the reduction in the number of students per classroom) (2) providing advanced educational technologies or aids (e.g., Internet service, computers, and visual sources) that help the teacher to innovate ways of teaching; and (3) reducing number of lessons planned for student learning from the textbook commensurated with the time allotted to finish teaching the curriculum.

This study also recommends the Ministry of Education to open up wide opportunities for students to practise their creative use of Arabic skills through the organisation of different activities and competitions which can enhance the process of achieving this aim. Furthermore, the Arabic language teachers are suggested to use classical Arabic inside the classroom and ignore using colloquial Arabic. This is very necessary because it provides students with a good opportunity in practising the language of knowledge or the language of the textbook and allows them to understand the Arabic material much easier.

To achieve these aims, this study recommends to the Ministry of Education in Oman to construct a specific plan which should include all the students' language improvement requirements from the primary stage to the post-basic education stage. There is also a need to build a language centre which can provide teachers and their students with suitable opportunities to practise the classical Arabic and the creative use of Arabic in these activities. This centre can be called "The CUAL Centre". It can enhance achieving the aims of teaching Arabic language policy outside the classroom by providing different activities which improve the usage of classical Arabic and their creative skills in Arabic language teachers and their students.

This study recommends also the Ministry of Education in Oman to assess the linguistic performance of students continuously by applying some special tests for achieving this aim such as the test of this study. This will be useful in providing the Ministry of Education with a complete report about students' performance in the Arabic language to allow it the Ministry to design successful plans to improve students' performance and solve their problems.

5.3 Socio-cultural diversity

Arab societies in general, and Omani society in particular, are characterized by the different social functions between males and females. These functions are based on Arabic customs and traditions which impact on people's functions and responsibilities. In addition, the Arabic language in Oman in particular, has variations in rich Arabic accents which differ from one region to other. Furthermore, there are some other languages besides Arabic which are used by some Omani people. The implications of this research highlight the need to take into account the socio-cultural and linguistic backgrounds of students not only in post-basic Year 11 but in keeping with socio-cultural theory for education from the early years and beginning of schooling. These findings at the Year 11 stage of students' schooling demonstrate that intervention should begin early so that the teaching of Arabic can be improved in the early years to ensure that when students arrive at post-basic schools they have a sound base upon which to develop the more sophisticated skills and the creative use of the

language. The present research, therefore, investigated the impact of all these factors on teachers' pedagogical performance and students' CUAL performance.

5.3.1 Comparison between teachers' performances

Importantly, through comparison of the teachers' pedagogical performances in terms of regional and gender differences and also in terms of the results of students' test on the creative use of the Arabic language (CUAL), this research showed how socio-cultural issues and gender differences impacted upon teachers' pedagogical performances and thus what needs to be taken into account in the teaching of Arabic language and in designing the curriculum in Oman.

With regard to gender differences, the results indicated that male teachers' performance in using the teaching skills which encourage the CUAL in students was better than that of female teachers. In contrast, female teachers were better in using the assessment methods which encourage the CUAL in students than male teachers. This is linked to the fact that males normally tend to use their higher-order thinking skills more in their lives compared with females who tend to use the conservative skills, so that their teaching methods reflect the nature in their lives. This fact has been confirmed by several studies which concluded that there is a significant number of females who lack independence and originality of thought. For example, boys are trained to be independent when they are very young by encouragement from parents. As a result, males perform without fear in areas that require greater independence and excel in them. On the other hand, females who are trained in the early age to the need for affiliation rather than the need for independence on the basis that the independent behaviour for girls is incompatible with their social roles as females. This in turn is reflected on females' mental abilities and perhaps become a deterrent to the development of their creative skills (Al-Hugailan, 2008). Furthermore, most academic successes in the literary sections obtained by females are only a result of the capacity to absorb information and not production. Females are also more influenced by the views of others and a tendency to be changed by their leader. Females tend to avoid hard work that does not guarantee success, whereas males consider that hard work serves as a challenge to their abilities (Al-Essa, 2005).

In addition, females can also be affected by their family functions, which reduce the time allotted to prepare for lessons well. This can affect negatively their teaching performances. Males normally are also more able to prepare the required teaching material because of the nature of society in Arab

countries which imposes on females customs and traditions that prevent them from leaving their homes, except during specific times and for special places (Al-Qalqeely, 2005).

With regard to the assessment methods and gender differences, the priority of female teachers in this aspect can be linked to a psychological area in which females are often described as emotional (Al-Essa, 2005). This means that they are worrying about students and want to follow up the level of their performance as well as the extent of their understanding of the teaching material, so that female teachers give more attention to methods that can assess the creativity of students in their own language.

Regarding regional differences, the results showed some differences between regions in teachers' pedagogical performance in encouraging the creative use of the Arabic language in students. For example, female teachers were better in using the general assessment methods that encourage the CUAL in students than male teachers. Furthermore, female teachers in Al-Dhahirah were the best, and that male teachers in Muscat were the lowest. This means that female teachers of Al-Dhahirah region used the general assessment methods which encourage the creative use of the Arabic language in students better than male teachers in Muscat region. On the other hand, female teachers in Muscat used the Arabic language assessment methods which encourage the creative use of the Arabic language in students much better than male teachers in Muscat.

These differences can be linked to the Arabic language variations in those regions which can affect negatively the use of the classical Arabic language of teachers in the classroom. As mentioned in the literature review of Chapter 2, Arabic vernaculars display a very wide geographic distribution. According to Campbell and Green (2006, p. 2), "all language—written, spoken and visual—arises from cultural and social contexts, and is understood by people in terms of their own social and cultural backgrounds". In all societies, people learn to communicate because language functions for personal and social reasons. The interactions with adults reinforce the development of language (Campbell & Green, 2006). In Oman, in particular, there is a rich of accent forms in different regions of the Sultanate, which differ in sounds, meanings and social contexts. Furthermore, more than three languages other than Arabic can be found in Oman. For example, Baluchi language can be found in Muscat and North of Al-Batinah, and Swahili language can be found in Muscat region. All these

factors can affect the performance of Arabic language teachers in their teaching, especially if we know that verbal communication in the classroom is usually conducted in the local vernacular (Al Khalil & Palfreyman, 2003).

5.3.2 Comparison between students' performances

With regard to the gender differences, the results showed that female students were more creative in using all the Arabic language macro skills (listening, speaking, reading, and writing) and the CUAL skills (fluency, originality, flexibility, and elaboration) than male students. This is emphasized by Arabic language teachers, who participated in this study when they answered an open-ended question included in their questionnaire. Most teachers (77.8%) claimed that female students were more creative in using the Arabic language than male students compared with just 18.2% of teachers who believed that male students were more creative than female students. These results are also consistent with the fact that men normally do not care about the subject of tests and their answers are unrealistic, whereas females are better in their desire for excellence and achievement compared with males (Al-Amshani, 2005). Moreover, the data of the Arab world in the report issued by UNICEF in recent times under the title "Progress for Children" revealed that females outdid the males during the past decade in almost all academic fields (UNICEF, 2005, as cited in Karesm, 2005).

In addition, the questionnaire results confirmed the superiority of the female over male teachers in assessment methods that encourage the creative use of the Arabic language, thereby opening the way for females to be more familiar with this type of test questions, which impact positively on their performance. The truth is that the creative process cannot be separated from mental and psychological characteristics (such as motivation, mood, preparedness, intelligence and flexibility of thinking), and creative people are not different from others qualitatively, but they are different from the others in their regularity of mental and emotional functions which allow them to be able to create new things and develop them (Al-Hugailan, 2008).

This result is also contradictory to what some other studies have confirmed. Those studies that focused on the search for differences between males and females in the creative process emphasized that creativity is linked to males more than to females. This is because females lack the independence of thought and originality, and males are trained in the early age to be independent because parents

are encouraging them to conduct independent (Al-Essa, 2005). It has also appeared in previous studies (Hoffman & Hoffman, 1973) that creativity requires certain features that can be found in men and women. However, according to the nature of creativity, it can appear in males more often than in females. This means that creativity can be found in women when they have these features (Al-Essa, 2005).

Moreover, regarding the creative use of language, it is interesting that females have the ability and flexibility in the use of language and speech to express thoughts and feelings. This is also due to biological reasons. In the depth of the brains of men and women, a part known as Amygdala is responsible for the growth and swing feelings. However, the different brain structure between the genders allows women to surpass men in the use of language and speech to express thoughts and feelings. This is because women have a stronger link between Amygdala and the part responsible for linguistic expressions, which gives the distinctive characteristics of women in this area (Gharees, 2005). The results of Al-Suleiman's (n.d) study also showed that there are statistically significant differences between male and female responses to tests of creative verbal abilities (fluency and flexibility) in favour of females. The results of the current study are also consistent with Mulac, Seibold, and Farris' study (2000), which found that men used more words overall, but women used longer sentences. Additionally, according to Pennebaker (et al., 2008), some studies' findings (e.g., Brownlow, Rosamon, & Parker, 2003; Colley et al., 2004; Herring, 1993) showed that men tended to use language more for the instrumental purpose of conveying information compared with women who were more likely to use verbal interaction for social purposes with verbal communication serving as an end itself.

Regarding regional differences, the results showed some differences between regions in students' performances. For example, North of Al-Batinah students were more creative in using listening skills than Muscat students. In addition, North of Al-Batinah students were more creative in using reading skills than Muscat students. Moreover, North of Al-Dhahirah students were more creative in using

writing skills than Muscat students. In addition, North of Al-Dhahirah students were more creative in using speaking skills than Muscat students, and North of Al-Batinah students were more creative in using speaking skills than Muscat students.

As already discussed above, these regional differences can be linked to Arabic language variations in Arab countries in general, and in Oman in particular where there are rich forms of different Arabic accents with different sounds, meanings and social contexts. Also more than three languages other than Arabic are being spoken in different region of Oman (See Sections 5.2.1 and 5.31).

Al-Dannan (2000) claims that because of the Arabic language variations, the Arab student enters to school after he/she has mastered the vernacular at the age of enormous language ability of the brain for acquiring languages. However, because the language of knowledge (classical Arabic) is not the language (colloquial Arabic) that he/she has acquired, he/she must learn and master another language (classical Arabic) in order to acquire knowledge in school.

Arab children live in a multiple Arabic dialects environment far away from the classical Arabic language. When they enrolled in primary school they cannot find enough attention to learn the classical Arabic language. In addition, the vernacular which the children have acquired as their mother tongue has a negative impact on their learning of classical Arabic because it has gained control the language centre in the brain making it difficult for them to learn the classical language. So, family and social attention must focus on learning classical Arabic in the early stages of the children in order for them to acquire it naturally and away from the impact of the multiplicity of dialects (Al-shaddy, n.d)

With regard to the interaction between regional and gender differences, the results showed that female students in Al-Dhahirah were the best, and male students of Al-Dhahirah region were the lowest in using listening skill creatively. Additionally, the results showed that females in Al-Dhahirah were the best, and males in Muscat were the lowest in using reading skill creatively. This is consistent with the differences between male and female students in using the micro Arabic language creatively.

As mentioned before, female students were more creative than male students in using all the micro Arabic language skills.

The results showed that students of Al-Dhahirah region were more creative in fluency skills than students of the Muscat region. In addition, students in North of Al-Batinah region were more creative in originality than students of Al-Dhahirah region, and students of North of Al-Batinah were more creative in using the Arabic language originally than students of Muscat. Furthermore, students of North of Al-Batinah were more creative in using the Arabic language in elaboration way than students of Muscat.

The above results showed that Muscat region was the region with the lowest in students' performance. As has been discussed in students' performance in the macro Arabic language skills, such regional difference was linked to the variety of languages used in Muscat region, which interfere with students' creative use of Arabic. Such negative effects on the creative use of Arabic decreased in North of Al-Batinah and Al-Dhahirah with less linguistic diversity compared with Muscat.

Regarding the interaction between regional and gender differences, the results also showed that there was only one significant difference in the fluency skill. Female students of Al-Dhahirah region were the best in using the Arabic language fluently and male students of Al-Dhahirah region were the lowest group in this aspect. This can be linked to the priority of female students in using the CUAL compared with male students. So, it is logical to find that female students are more creative than male students.

From the previous results of socio-cultural diversity, this study recommends the Ministry of Education to provide same training opportunities for male and female teachers in all the aspects of CUAL pedagogy. Additionally, there is a need to provide students, males in particular, with wide opportunities to train their CUAL skills inside and outside the school. It is also necessary to consider the society role in encouraging the creative use of the Arabic language in students. The Arabic language variations affect negatively students' CUAL performance. The contribution of society in

improving the CUAL skills in students requires cooperation from people in society to support students in learning Arabic language and improving their communication skills. The Ministry of Education can construct an effective plan, which considers society as an important motivator or supporter for students learning the CUAL.

5.4 Teachers' professional development

As mentioned before, this study investigated the extent of Arabic language pedagogy encouraged the CUAL in students. The results on this aspect showed that there were weaknesses in Arabic language teachers' performance in some pedagogical skills, which should be considered as requirements in professional development for Arabic language teachers.

Additionally, the results of the interviews in this study conducted with Omani curriculum development officers showed that the attention given to the creative use of the Arabic language is currently not enough to meet the need. Although there is a training centre in each region, which organises all the training courses and workshops for teachers, the skills for which teachers should be trained do not receive sufficient attention. This finding is inconsistent with the main aim of post-basic education in Oman which focuses on preparing students to be active members in society by improving their thinking and linguistic skills (The Ministry of Education, 2008). This is because achieving this aim involves training Arabic language teachers how to improve these kinds of skills especially when the attention is to encourage students' creative use of Arabic.

It is necessary to consider Arabic language teachers as stimulators for students' language learning. According to Ammar (2005), Behavioural Theory focuses on the perceptive aspects of the behavioural language, and the external responses and its relations to the incidents around us. The behavioural scholar views the effective linguistic behaviour as a correct response to a stimulator. When a certain response is supported, it becomes conditional or recurring. Based on this children develop their linguistic habits that are supported. In other words, when a child is subjected to a stimulator, and

responds to it linguistically, his/her response is supported. Then his/her response becomes possible to occur again because it becomes a habit. So, Arabic language teachers should be trained according to this theory in order to achieve the aim of improving the CUAL skills in students.

Additionally, creativity in language use cannot occur in a vacuum. It requires several factors to encourage it, for example, technologies, teaching and learning strategies (Gir, 2004). Teachers, for example, should acquire creative skills and sufficient knowledge. Furthermore, they should improve their teaching skills (e.g., planning lessons, choosing suitable teaching models and managing behaviours). In addition, they should gain support from their superiors to develop their professionalism (Gir, 2004). During the teaching process the role of teachers should not be a dispenser of knowledge, but they also should give students information and teach them how to think. A teacher teaches students as a facilitator of learning and helps them to accept challenges. For example, ideas should be borne in the students' minds and teachers must act only as a supportive (Nickerson, Perkins & Smith, 1985).

According to its findings, this study recommends that there is a need for Arabic language teachers to have professional development to ensure their universal understanding and implementation of the CUAL in students. There also needs to provide additional enriching resources to support teaching and learning in today's multimediated, networked world.

This study recommends the cooperation between the Ministry of Education and higher education institutions in the Sultanate, which prepare Arabic teachers, to participate in designing a plan of teachers' preparation in accordance with the policy of education in the Sultanate, especially with regard to the use of appropriate strategies to encourage the creative use of the Arabic language in students.

This study also recommends the institutions of higher education to implement training workshops for teachers in their preparation stage, which aim to train them on how to use the skills of teaching and

evaluation methods to encourage the creative use of the Arabic language in students. It also aims to train them on how to support the creative student in the use of Arabic language and skill development, how to address the weaknesses experienced by other students in this aspect, how to prepare examinations that measure the creative use of the Arabic language in students, and how to design appropriate educational means that promote this aspect, and the most important teaching methods appropriate to this aspect.

5.5 Curriculum design

Arabic language curriculum design is an important issue in the aspect of encouraging the CUAL in students especially if we know that the Arabic language textbook is the main source of linguistic topics, which are taught for students. Because of this some questions of the interviews in this study focused on curriculum design.

According to the interviews, the texts to be selected in the Arabic language textbooks were still based on the ancient heritage and history. This is related to the nature of Omani society. As it is mentioned before, in Oman, there is a very rich national treasure under the name of “intangible heritage”. It does not include customs, traditions and values only, but also a linguistic heritage of the rich of accents’ forms in different regions of the Sultanate, which differ in sounds, meanings and social contexts (Al-Darmaky, 2010).

Moussa (2010) claims that Arabic language curricula and objectives are based on the combination of the Arabic language and heritage. So, the methodologies of teaching the Arabic language are drawn up according to the firm association between the Arabic language and the Holy Qur'an; as it is the way to understand the divine revelation and taste its inimitability, and as a way to understand the Hadith and taste its rhetoric. Arabic language curricula also include the Arab proverbs and the wisdom and poetry of different eras.

In the Sultanate of Oman, in particular, "the curricula of the Arabic language issued is stipulated to be rich in highlighting the bright aspects in the Arab and Islamic heritage and took into account to choose the texts in literature, reading, and language texts and the applications from the eternal and firm of our nations' pedigreed heritage" (Moussa, 2010). So, there is a need to strike a balance between the proportion of heritage texts and the contemporary texts.

Suggest place a subheading for Recommendations so that it appears in the table of contents

Based on the findings, this study recommends the Ministry of Education to give its attention to and focus on the nature of curriculum content. The content should be based on the practical application of Arabic language skills. It should also include texts and activities, which are related to the real-life issues and encourage the creative use of the Arabic language by students.

This study also recommends the Ministry of Education to construct a balance between the proportion of heritage texts and the contemporary texts. The heritage texts' expressions should be also formed to be relevant to the concerns of students.

In addition, this study recommends the Ministry of Education to consider the following five levels as bases when designing Arabic language curriculum (Moussa, 2010):

1. A sheer objective language level to build a student's solid knowledge of Arabic with regard to its phonetic, morphological, lexical, syntactic, rhetorical and written rules, which is a linguistic, descriptive and structural perspective.
2. A functional level to develop in students the skills of listening, reading, conversation and written expression at a gradual growing integrated pace. This level uses, beside the four skills, the skill of watching that has become a phenomenon permeated daily in the world of learners.
3. A cultural level that exploits examples and linguistic texts reflecting Arab and Islamic values with humanitarian dimensions for linguistic system education and skills-building.
4. A creative level that deals with the eternal aesthetic aspect of heritage poetry.

5.A cognitive level that opens horizons of the learner to get acquainted with the cosmic scene, with regard to sciences, arts, inventions and industries, whose news spread through satellite channels, the Internet, daily newspapers and CDs.

In addition to the previous recommendations, this study suggests constructing the following further research studies:

1. Testing the impact of some modern teaching and assessment methods in the development of the creative use of Arabic language skills by students. This study will help teachers of the Arabic language in the selection of appropriate methods to encourage this aspect in students.
2. Designing a training program and testing its impact on developing the skills of Arabic language teachers in promoting the creative use of the Arabic language. This will benefit the Ministry of Education in the Sultanate in training and developing teachers' skills that would affect positively the development of the creative skills of students in the use of the Arabic language.
3. Evaluation of programs of Arabic language teachers' preparation in higher education institutions, and developed them in accordance with the policy of education which encourages the creative use of the Arabic language. Such a study will address many aspects of the vulnerability of teachers before heading to the fieldwork, and this will greatly facilitate the task of the Ministry of Education in achieving the objectives of teaching the Arabic language.
4. Analysis of the Arabic language curricula in various educational stages, in order to verify their effectiveness in promoting the creative use of the Arabic language in students. This study will benefit the Ministry of Education in evaluating their curricula to change and develop them continuously, in accordance with achieving the objectives of teaching the Arabic language.
5. Conducting and attitudinal study of teachers and students to a CUAL approach to teaching and learning.

5.6 Conclusion

This study focused on revealing the extent of encouraging the creative use of the Arabic language in students of post-basic education in Oman with Arabic language pedagogy used by Arabic language teachers. To achieve this aim, four data collection instruments were used: the observational schedule

for Arabic language teachers, the questionnaire for teachers, the interviews with officials of the Arabic language curricula in the Ministry of Education, and the test on the creative use of the Arabic language for students. This study investigated students' skills in the creative use of the Arabic language in the four macro language skills: listening, speaking, reading and writing.

This study showed that the general policy of education in the Sultanate aims to encourage the creative use of the Arabic language. This was evident through the analysis of the official policy and curriculum related documents for teaching the Arabic language. They included many of the principles of teaching and assessment, which directs teachers to teach and encourage the students to use Arabic creatively. Additionally, although, as would be expected, officials of the Arabic language Curriculum Department in the Ministry of Education confirmed the intention of the syllabus materials in expecting teachers to include a focus on the creative use of Arabic. This study also found that there is a satisfactory interest for the application of the Arabic language education policy which is linked to this aspect in the Sultanate. This means that Arabic language teachers paid their attention to apply just some pedagogical aspects which encourage the CUAL in students but they showed a need to pay more attention to other aspects. This may be due to reasons that hindered the application of most skills, including overcrowded classrooms with large numbers of students, the large number of lessons in the Arabic language school textbook, compared with the time allocated for teaching, as well as many non-teaching burdens carried out by the teacher, which can affect negatively their performance in teaching. This study also showed that the follow-up work of teachers in the field in this aspect still needs greater attention, and more actions to enable teachers to improve their performance to help the students to become more creative in the use of the Arabic language.

Regarding the results of students in the researcher-prepared test, they showed that the overall level of students is very low and Omani students need to be taught in the CUAL aspect. In addition, this study indicated that female students are more creative in using the Arabic language than male students. However, the problem, as the results showed, was that there is a clear weakness in the skill of writing and reading skills in particular, in which students are on low levels, and this aspect is still in need of a major effort by educators in the Sultanate to improve it.

5.6.1 Mind map of the current pedagogy for CUAL in Oman

The current pedagogy for CUAL in Oman is illustrated in Figure 5.3 according to the results of this study. It was designed to provide a whole picture about the current pedagogy for CUAL in Oman

according to the results of this study. This mind map represents the aspects of teaching CUAL that Arabic language teachers took account of using and the aspects of teaching and assessing CUAL in which the Arabic language teachers showed a need to be trained. Additionally, the mind map illustrates that the main sources of Arabic language knowledge in teaching and assessment were the Arabic language textbook and the different linguistic activities selected by teachers to support students' learning. Different colours are used to represent the two main aspects of CUAL pedagogy: teaching, assessment, and the main sources of Arabic language sources. The thick blue line represents the strength aspects of teaching performance but the thin blue line represents the weak aspects of teaching performance. The thick green line represents the strength aspects of assessment performance but the thin green line represents the weak aspect of assessment performance. Regarding the yellow line, it illustrates the teachers' needs for professional development according to their performance. The red line represents the main sources of Arabic language knowledge in teaching and assessment.

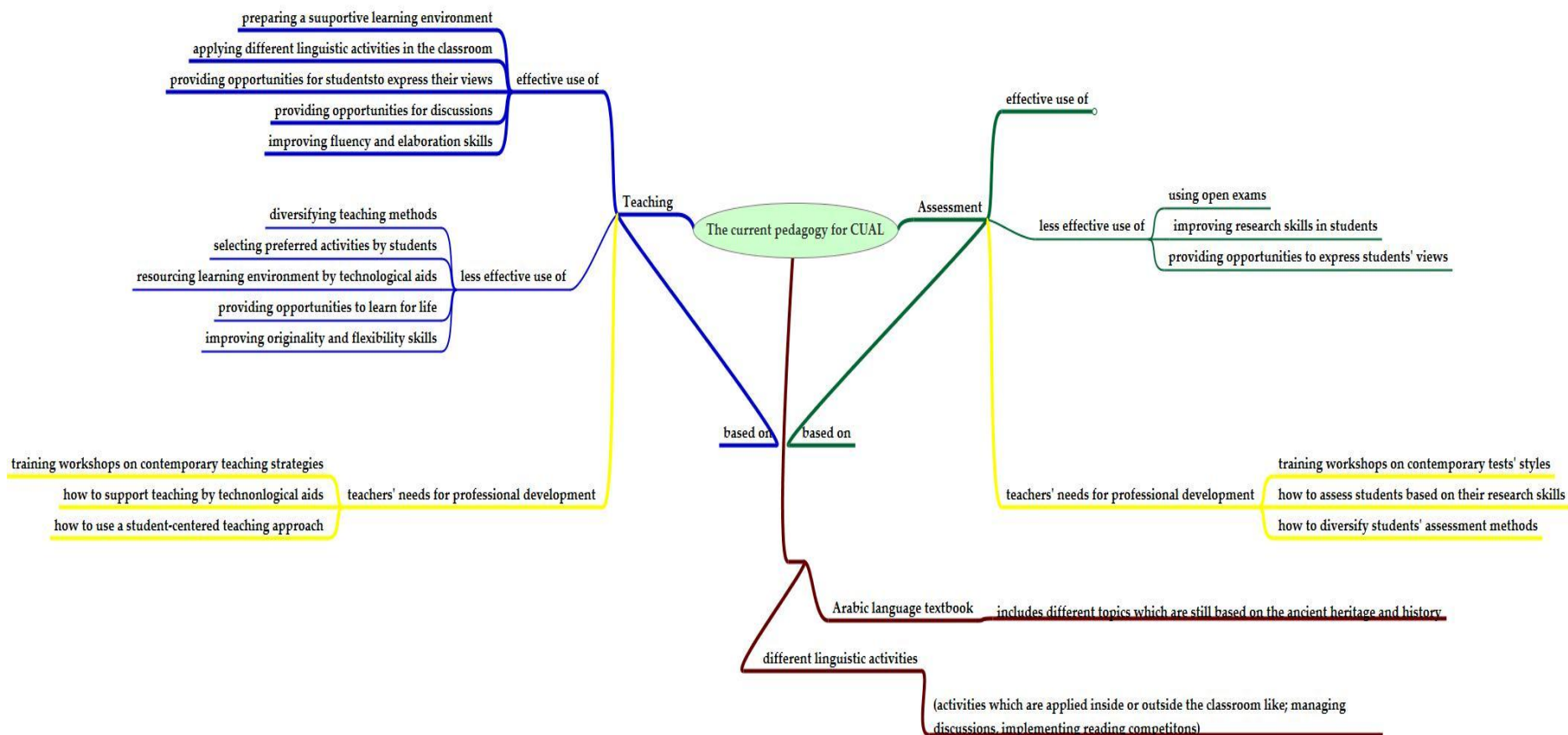


Figure 5.3: Mind map of current pedagogy for the CUAL in Oman

The mind map in Figure 5.3 shows that the current pedagogy improves just some aspects of CUAL (either for teaching or assessment). Even though the philosophy of teaching the Arabic language in Oman focuses on improving students' Arabic language skills and their higher thinking skills, Arabic language teachers achieve just some aims of this philosophy. They showed a need to be trained in some teaching and assessment areas which encourage the CUAL in students. For example, they need to be trained on how to diversify teaching strategies, how to use supportive technological aids in their teaching, and how to diversify students' assessment methods.

Figure 5.3 also illustrates the current pedagogy for CUAL based on teaching the topics included in the Arabic language textbook and applying some linguistic activities which enhance practising language skills. However, the textbook is still based on the ancient heritage and history and involves a small proportion of contemporary texts. So, the current pedagogy is effective on teaching some aspects but need to be developed on teaching other aspects. Based on all of these findings, Arabic language teachers need to be trained in some pedagogical aspects to improve their performance. For example, it is necessary to organise training workshops on contemporary teaching strategies, how to support teaching with technological aids, and how to use contemporary teaching approaches, particularly a student-centred teaching approach. Furthermore, Arabic language teachers need to be trained in using contemporary test styles (e.g., open-book tests), how to assess students based on their research skills, and how to diversify student assessment methods.

5.6.2 Mind map of how the pedagogy for CUAL should be

Reflected on what the implications are for improving the pedagogy for CUAL, the researcher developed a general picture about how the pedagogy for CUAL should be (See Figure 5.4).

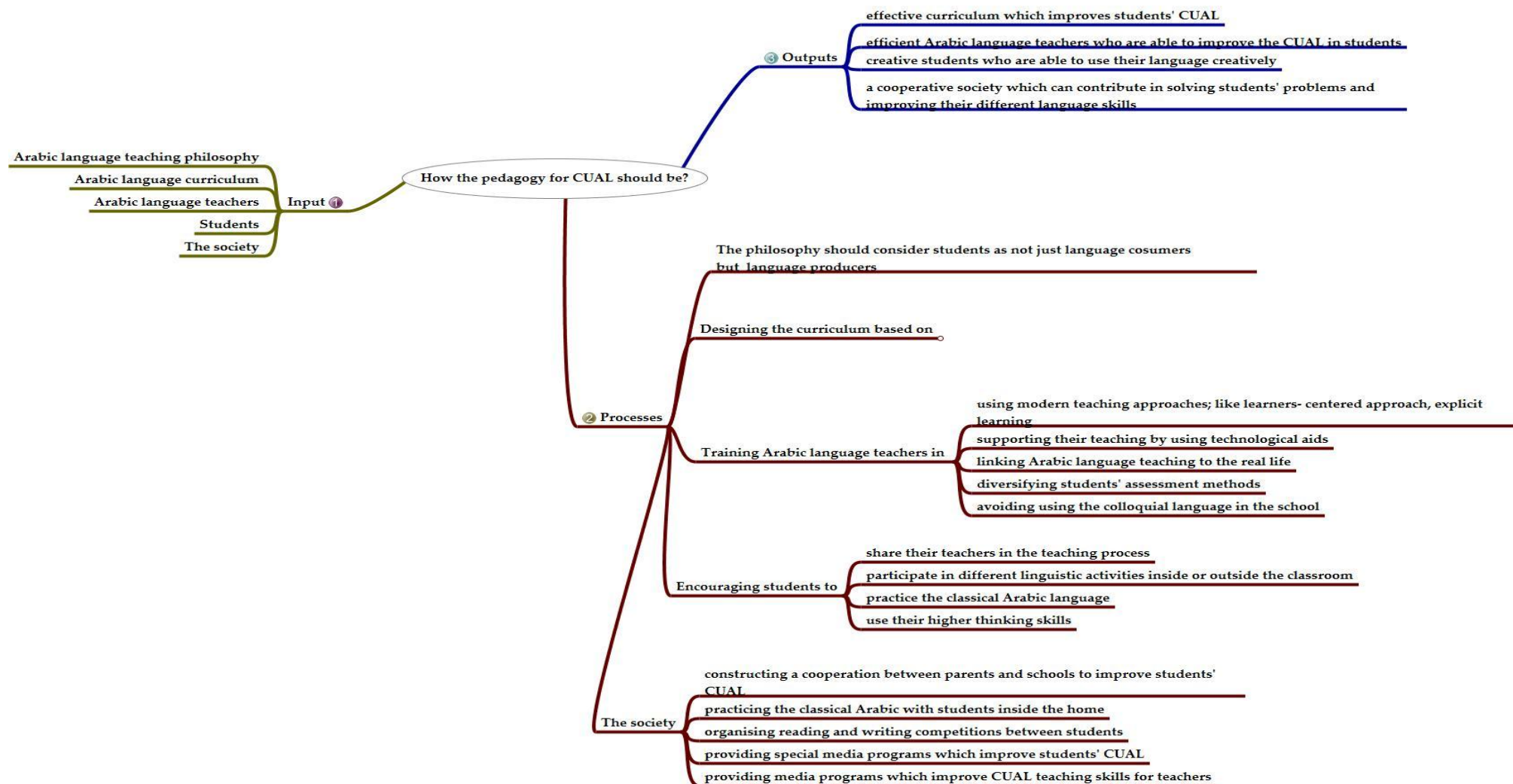


Figure 5.4: Mind map of the pedagogy for the CUAL in Oman

Figure 5.4 considers the pedagogy for CUAL as a process, which includes three main elements: inputs, processes and outputs. Different colours are used to represent these elements. According to the figure 5.3 (A mind map of the current pedagogy for CUAL), the current approach of CUAL pedagogy just focused on the school environment, which included teachers, students, and the textbook. This mind map (5.4), which provides a new plan of CUAL pedagogy, considers the effective role of the outside environment (society). This is because the nature of Oman society affects the CUAL aspect of students. As mentioned before, Arabic in Oman has rich variations in Arabic accents, which differ from the classical Arabic that is used in the learning process.

Regarding the inputs of the CUAL pedagogy, they represent the main components of the process, which enhance the success of the CUAL pedagogy. These inputs are: the philosophy of teaching the Arabic language; the Arabic language curriculum; and Arabic language teachers, students, and the society. In order to obtain the expected outputs it is necessary to administer some processes on the inputs. For example, the philosophy of teaching the Arabic language should consider students as language producers. To implement this philosophy, some processes should be administered on the other inputs, such as designing the curriculum based on students' interests and avoiding focusing on just heritage and ancient history, addressing Arabic language teachers' needs (e.g., how to use modern teaching approaches, how to support their teaching using technological aids), and encouraging students to practise their language skills in general, and CUAL skills in particular.

Regarding these processes, one of the important issues is how to allow society to participate in achieving the aims of the CUAL pedagogy. The cooperation of society with other inputs can support the achieving of the aims. This is because language is more than just an important feature of living. Language use defines persons as members of different social groups. In addition, people spend great amounts of time in communication with each other, continuously upgrading their skills and knowledge of language purposes and uses for the remainder of their lives (Campbell & Green, 2006). Omani society can contribute in this aspect by paying more attention to improving students' CUAL skills inside the home and how to practise their classical Arabic language. Campbell and Green

(2006) claim that the interaction between children and adults will always be important, and the major and most obvious form of that interaction for the benefit of the child concerns the quality and style of the language used by families and schools. They (2006, p.27) argued that “the effective use of language in interactions depends upon the development of more than the obvious expression of social and personal needs and wants in language”. According to Campbell and Green (2006), Heath (USA) and Wells (UK) found significant differences between the ways language was used in various homes and the way it was used in schools. For example, Heath (1983, as cited in Campbell & Green, 2006) found differences between three different communities in the way they oriented their children towards written language and how to use it. Only one of these communities used written texts in ways that were similar to the ways that schools use texts. The children from this community were subsequently found to be more successful at school than children from the other communities. Wells (1985, as cited in Campbell & Green, 2006) also found that some families used oral language in a way that was compatible with classroom talk. The children from these homes handled the transition to school more easily than children from other homes.

Furthermore, modern communication systems like television and radio are essentially one way of learning language, so children will interact with language displayed by these forms of communication in ways that are qualitatively different from the ways they will interact with adults (Campbell & Green, 2006). Therefore, it is necessary to provide specific media programs, which can improve students' language skills and teachers' teaching skills. This is because of the significant impact of the media on people's skills and attitudes.

As a result, all the processes will provide effective curriculum, which improve students' CUAL skills, efficient Arabic language teachers who are able to encourage their students' CUAL, creative students who will be able to use the Arabic language creatively, and a cooperative society which can contribute in achieving all the aims of the CUAL pedagogy. So, this mind map shows the importance of the

cooperation between all the main factors, which can affect the creative use of the Arabic language: the philosophy of teaching, Arabic language curriculum, Arabic language teachers, students, and society. If any of these elements lose its function, it will be difficult for teachers to achieve the aims of teaching the Arabic language creatively.

5.7 Emerging issues

The two major analytical frameworks underpinning this study were the first language acquisition and language development theories, and the pedagogy of teaching the creative use of language. According to these frameworks, the findings of this study portrayed the current situation of how teachers encouraged students' CUAL and identified some problems for the education authority in Oman. The following part of this chapter illustrates these frameworks based on the current study findings (See Table 5.2) and the four emerging issues raised by the researcher in this study.

Table 5.2 Correlation between research findings and analytical frameworks applied in this study

The main findings	Arabic language pedagogy	Students' CUAL performance	Socio-cultural diversity	Teachers' professional development	Curriculum design
The research frameworks					
First language acquisition and development	Arabic language teachers paid their attention to improving students' Arabic skills through practising them inside the classroom. However, the classical Arabic of the textbook which is used in the teaching process differs from students' acquired language.	<p>-Omani students acquired the colloquial Arabic but they learn by the classical Arabic.</p> <p>-Omani students need to be supported in practising Arabic language skills for the real life.</p>	<p>-Oman has rich accent forms in different regions which differ in sounds, meanings, and social contexts.</p> <p>-There are more than three languages besides Arabic in Oman.</p>	The training programs for Arabic language teachers base on considering students as not just consumer of the language but as producers. However, the attention to this aspect is not enough.	Arabic language curriculum is written by classical Arabic language which differs from the acquired language in Oman.
Pedagogy of CUAL	Arabic language teachers did well in just some aspects of CUAL pedagogy but showed a need to be trained in other aspects.	<p>-Students' CUAL performance was very low in all Arabic language skills.</p> <p>-There was no correlation between Arabic language teachers' performance and students' CUAL performance.</p>	<p>-Male teachers used teaching skills which encourage the CUAL more frequently than female teachers who used assessment methods for CUAL more frequently than males.</p> <p>-Female students were more creative in using the Arabic language than female students. There are some differences between regions in teachers' pedagogy performance and students' CUAL performance.</p>	The training programs for Arabic language teachers need to be based on teachers' training requirements.	The content of the textbook is still based on the ancient heritage and history. However, there is less attention to including some contemporary issues that reflect the reality of student problems.

5.7.1 Issues related to the first language acquisition and development theories

The first issue raised by the researcher in this research is related to the theories of the first language acquisition. This issue focuses on improving the linguistic skills, not through rhetorical poems and speeches, but through the practical application of its skills, encouraging its speakers, developing their linguistic skills, and teaching them systematic thinking in their mother tongue. These theories also focus on supporting students by providing them with stimulators to develop their language. So, Arabic students need to be provided with some supported factors in order to improve their first language skills. This study results indicated that Arabic language teachers paid their attention to improving students' Arabic skills through practising them inside the classroom. However, the classical Arabic of the textbook, which is used in the teaching process differs from students' acquired language. So, Omani students acquire the colloquial Arabic but they learn by the classical Arabic. According to Al-Dannan (2000), Arab students have to learn the knowledge and language of knowledge at the same time. Furthermore, things are worse because the language of communication and the language of explanation are in the vernacular.

The second issue raised by the researcher with regard to first language acquisition and development is related to teachers' professional development. First language acquisition and development theories based on practising language skills for real life and considering native speakers not just as consumers but also as producers. These aspects should be considered as bases of the training programs for Arabic language teachers. The results of this study showed that there is a need for the training programs for Arabic language teachers to be based on these aspects. However, the attention to these aspects is not enough. This study provided strong evidence for this point. It showed that Arabic language teachers did well in encouraging just some aspects of CUAL in students but they showed a need for teachers to be trained in other aspects.

5.7.2 Issues related to the pedagogy of teaching the creative use of language

The third issue raised in this research—which is related to the pedagogy of teaching the creative use of the Arabic language (CUAL)—focuses on improving the CUAL skills by students. It also focuses on giving students opportunities to stimulate their thoughts and accept challenges. The results showed that Arabic language teachers did well in just some aspects of CUAL pedagogy but showed a need for teachers to be trained in other aspects. Furthermore, students' CUAL performance was very low in all Arabic language skills. The results of this study showed a lack in the creative use of all language skills: fluency, originality, flexibility and elaboration. Additionally, there was no correlation between Arabic language teachers' performance and students' CUAL performance, which means that students' performance was affected by other factors.

The fourth and last issue is related to the relationship between gender differences and the creative use of the Arabic language. There is no agreement between researchers on this aspect about the differences between males and females in creativity in general, and in the creative use of language in particular. The truth is that the creative process cannot be separated from mental and psychological characteristics (such as motivation, mood, preparedness, intelligence and flexibility of thinking), and creative people were not different from others qualitatively, but they are different from others in their regularity of mental and emotional functions, which enable them to create new things and develop them. The findings of this research showed differences between males and females in two aspects. First, male teachers used teaching skills, which encourage the CUAL more frequently than female teachers, who used assessment methods for CUAL more frequently than their male counterparts. Second, female Omani Year 11 students were more creative than the male students in using all the Arabic language skills.

The results showed that there is a need to design training programs for Arabic language teachers based on teachers' training needs. Furthermore, to achieve the aims of teaching CUAL it is necessary

to design the curriculum based on the application of language skills in real life and students' concerns. The results of this study showed that the content of the textbook is still based on the ancient heritage and history. However, there is less attention to including some contemporary issues that reflect the reality of student problems.

5.8 Summary

This chapter presented the findings of this study. It has discussed the correlation between the research findings and the research analytical framework that underpinned the research and has interpreted the contrast between current practice and the ideal through the use of mind maps. In addition, this chapter has made important recommendations for policy and practice as well as recommendations for further research.

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Appendices

Appendix A: Levels of creative use of language

Data source	Not Yet Evident	Emerging	Expressing	Excelling
A test directly measures student's ability to produce many varied, original, or elaborated responses	The student's scores on measures of creative thinking (verbal or figural) do not indicate proficiency in generating ideas with fluency, flexibility, originality, or elaboration at the present time (and in relation to the tasks and assessments context)	The student's scores on measures of creative thinking (verbal or figural) indicate average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration, in relation to appropriate comparison groups.	The student's scores on measures of creative thinking (verbal or figural) indicate above average skills or proficiency in fluency, flexibility, originality, or elaboration, in relation to appropriate comparison groups.	The student's scores on measures of creative thinking (verbal or figural) indicate strongly above average skills or proficiency in fluency, flexibility, originality, or elaboration, in relation to appropriate comparison groups.

Appendix B: Observational schedule of Arabic language teaching pedagogy to encourage the creative use of Arabic in students

(A) The English copy

(A) Instructions for using the observational schedule:

- 1 – The schedule aims to evaluate the level of Arabic teachers in encouraging creativity in students' use of the Arabic language.
- 2- The skills emerged from the literature and previous studies which are mentioned in the theoretical framework.
- 3 – It includes 2 categories; each category is divided into several different skills.
- 4- Skills are measured according to a scale assessing the level of teacher performance during the teaching of Arabic language (always, often, sometimes, rarely, none) and give them these degrees: (4, 3, 2, 1 and 0), respectively, as stated in earlier.
- 5 – It is applied from the beginning of each lesson.

(B) General details:

Date/

Name of the teacher /

The school/

Class/

Title of the lesson /

	The skills	The levels				
		4	3	2	1	0
(A)	General skills:					
1	Preparing a suitable physical environment for the classroom (lighting, ventilation, arranging student seats)					
2	Using an exciting introduction before presenting the material.					
3	Presenting organizing activities.					
4	Supporting the material with audio and visual aids like, maps, video and pictures.					
5	Varying voice and movement within the classroom during the presentation of the material.					
6	Using cooperative learning group work					
7	Using a range of teaching aids to present the material.					
8	Activating the role of each student, and their attention and participation in the classroom.					
9	Encouraging students to participate in discussions or ask questions.					
10	Listening to students' views in a flexible manner					
11	Diversifying teaching methods used to explain the material (e.g., problem solving and brainstorming)					
12	Presenting open issues for discussion with students.					
13	Avoiding criticising students' answers.					
14	Asking questions dealing with higher thinking skills.					
15	Encouraging students to link their views with their attitudes					
16	Providing a range of activities that support students' application and reflection on input.					
17	Using problem solving approach.					
18	Requiring students to justify their responses					
19	Using a variety of sources for the material instead of relying on school books only.					
20	Linking the material presented with everyday life.					
21	Supporting and encouraging students to select the preferred activities and answer them.					
22	Encouraging students to prepare a particular activity which is linked to the material and respond accordingly.					
23	Providing opportunities for students to use peer assessment techniques.					

24	Catering for a diversity of needs and interests in assessment strategies.					
25	Encouraging students to read from different resources, in order to support the material.					
26	Encouraging and supporting students – generally – to participate in different lesson activities.					
27	Encouraging and supporting students to risk take when they respond in class.					
28	Providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets.					
29	Encouraging and supporting students to identify and resolve problems related to the knowledge and skills being sought.					
30	Using higher-order thinking activities.					
(B)	Teaching language skills:					
31	Leaving an opportunity for students to explain some parts of the material in their own language.					
32	Encouraging students to complete incomplete stories or poems by using their own language and imagination.					
33	Encouraging students to support their views from their own different readings					
34	Asking students to analyse poems or stories, and express their views about them during the lesson.					
35	Allowing students to engage in discussions.					
36	Allowing students to think and imagine at each response.					
37	Stimulating students to produce new words and phrases during the expression of their ideas.					
38	Giving students opportunities to manage discussions.					
39	Training students to express their views about any linguistic issues.					
40	Asking students to choose keywords in different language texts.					
41	Sharing with students in classifying phrases, words and ideas.					
42	Asking students some questions which involve imagination and giving them opportunities to answer the questions by using specific language forms. (e.g., metaphorical language).					
43	Asking students to describe new meanings.					
44	Asking students to re-interpret words and ask unfamiliar questions.					
45	Encouraging students to use metaphorical in language.					
46	Encouraging students to use verbal and non-verbal expression.					
47	Asking students to generate the largest number of synonyms for vocabulary.					
48	Asking students to develop vocabulary in the largest number of useful sentences and put them in the largest number of new combinations of language.					
49	Asking students to use vocabulary and sentences in forming the largest number of stories.					
50	Presenting a variety of problems and train students to develop solutions to a variety of linguistic expressions.					
51	Asking students to ask questions or make suggestions in discussions by using their own language.					

52	Asking students to generate synonyms and opposites, leaving some of them to students without explanation, to allow them participating in clarifying their meanings					
53	Encouraging students to use brainstorming to reach the largest possible number of sentences and expressions to describe anything					
54	Demanding students generate the greatest possible number of new uses of certain words.					
55	Demanding students distinguish between thoughts and ideas, and express them in a variety of language forms.					
56	Showing students some ambiguous language forms to interpret them in various ways					
57	Asking students to express their views and attitudes towards some linguistic issues by using their talents; like drawings.					

Other comments:

(B)The Arabic copy

بطاقة ملاحظة معلمي اللغة العربية في مدى تشجيع طلبتهم على الاستخدام الإبداعي للغة العربية

(أ) تعليمات استخدام البطاقة:

- 1- تهدف البطاقة إلى تحديد مدى تشجيع معلمي اللغة العربية لمستوى الاستخدام الإبداعي للغة العربية لدى طلبتهم.
- 2- تحوي البطاقة محورين: الأول يتضمن مهارات تدريسية عامة، بينما يتضمن الآخر مهارات تدريسية خاصة باللغة العربية.
- 3- يتم قياس المهارات وفقاً لمقياس خماسي (دائماً، كثيراً، أحياناً، نادراً، لا شيء) أعطيت الدرجات أو الأرقام (4،3،2،1،0).
- 4- يتم تطبيق البطاقة خلال حصة اللغة العربية من بدايتها إلى نهايتها.

(ب) بيانات عامة :

اليوم / التاريخ:

اسم المعلم :

المدرسة:

الصف:

عنوان موضوع الدرس:

المنطقة/

(ج) المهارات :

م	المهارات	المستوى				
	(أ) مهارات عامة	0	1	2	3	4
1	مهتم بتهيئة البيئة الفيزيائية للصف (الإضاءة، التهوية، تنظيم مقاعد الطلبة، ... إلخ)					
2	يستخدم مقدمة مثيرة قبل عرض مادة الدرس					
3	يقدم أنشطة منظمة خلال الحصة					
4	يدعم شرحه الدرس بالوسائل السمعية أو البصرية المختلفة، كالصور، والخرائط، وأشرطة البصائر ... إلخ					
5	ينوع في نبرة صوته وحركته داخل الصف أثناء عرضه مادة الدرس					
6	يستخدم أساليب تدريس مختلفة كالتعلم التعاوني مثلا					
7	يستخدم وسائل تعليمية متنوعة لعرض مادة الدرس					
8	يحرص على جذب انتباه الطلاب وإثارتهم خلال الحصة					
9	يشجع الطلبة على المشاركة في النقاشات المختلفة أو في طرح الأسئلة المناسبة					
10	يستمع إلى آراء الطلبة بأسلوب مرن					

11	ينوع طرائق التدريس المستخدمة لشرح الدرس (كحل المشكلات، العصف الذهني، ... إلخ)				
12	يطرح مسائل وقضايا ذات نقاشات مفتوحة مع الطلبة				
13	يتجنب التعليق المباشر على إجابات الطلبة وأرائهم				
14	يطرح أسئلة تعالج مستويات التفكير العليا لدى الطلبة				
15	يشجع الطلبة على الربط بين أرائهم واتجاهاتهم في واقع الحياة				
16	يقدم أنشطة منظمة تطبيقية للطلبة داخل الحصة				
17	يستخدم مدخل حل المشكلات أثناء نقاش القضايا المختلفة				
18	يطلب من طلبته تبرير استجاباتهم أثناء النقاشات المختلفة				
19	يستخدم مصادر متنوعة لتقديم مادته العلمية بدلا من الاعتماد على الكتاب المدرسي لوحده				
20	يربط بين المادة العلمية للدرس وواقع الحياة				
21	يشجع الطلبة على اختيار الأنشطة التي يفضلونها ، ثم يجيبون عنها				
22	يشجع الطلبة على تصميم أنشطة خاصة مرتبطة بمادة الدرس، ثم الإجابة عنها				
23	يتيح للطلبة فرص استخدام أسلوب تقويم الزملاء أو الأقران				
24	يحرص على تشجيع الطلبة لتقديم عروض علمية تلائم اهتماماتهم واحتياجاتهم				
25	يشجع الطلبة على القراءة من مصادر متنوعة لدعم مادة الدرس				
26	يشجع الطلبة – بشكل عام – ودعمهم في أنشطة الحصة المختلفة				
27	يشجع الطلبة على المشاركة في الحصة بتجنيبهم مخاطر التأنيب لأي استجابة يشاركون بها				
28	يحرص على استخدام الأنشطة العملية للطلبة بدلا من الاعتماد على الأنشطة الكتابية فقط				
29	تشجيع الطلبة ودعمهم لحل المشكلات المتعلقة بمادة الدرس العلمية				
30	يستخدم أنشطة تعالج مهارات التفكير العليا لدى الطلبة				
	(ب) مهارات خاصة بتدريس اللغة العربية				
31	يترك فرصا للطلبة لشرح بعض النقاط الخاصة بمادة الدرس باستخدام لغتهم الخاصة				
32	يشجع الطلبة ويدعمهم لإكمال قصص أو قصائد غير مكتملة باستخدام خيالهم ولغتهم الخاصة				
33	يشجع طلبته على دعم آرائهم ونقاشاتهم بما قرأوه من المصادر اللغوية المختلفة				
34	يطلب من طلبته تحليل بعض النصوص الأدبية وإبداء آرائهم الخاصة فيها خلال الحصة				
35	يسمح لطلبته بالمشاركة في النقاشات المختلفة، والتعقيب على آراء زملائهم وتعبيراتهم اللغوية				
36	يترك لطلبته فرصا للتفكير والتخيل قبل التعبير عن أي شيء بلغتهم الخاصة				
37	يشجع الطلبة على استخدام تعبيرات أو ألفاظ جديدة أثناء التعبير عن أفكارهم				
38	يسمح لطلبته بإدارة النقاشات اللغوية المختلفة داخل الحصة				
39	يدرّب الطلبة على التعبير عن آرائهم في القضايا اللغوية والأدبية المختلفة				
40	يطلب من طلبته استخراج أو تحديد الكلمات المفتاحية في بعض النصوص				
41	يشرك طلبته معه في تصنيف بعض الألفاظ ، والتراكيب اللغوية، والأفكار المستخدمة خلال الحصة				
42	يطرح بعض الأسئلة المشجعة لاستخدام الخيال، ويطلب من طلبته تركيب مجموعة متنوعة من الجمل ذات صياغات محددة (كالجمل المجازية مثلا) لاستخدامها في الإجابة عنها				
43	يطلب من طلبته وصف معاني جديدة باستخدام لغتهم الخاصة				
44	يشجع طلبته على إعادة تفسير بعض الكلمات أو طرح أسئلة غير مألوفة باستخدام لغتهم الخاصة				
45	يشجع الطلبة على استخدام اللغة المجازية أثناء التعبير عن استجاباتهم				
46	يشجع الطلبة على استخدام اللغة اللفظية واللغة غير اللفظية أثناء المشاركة في المناقشات				
47	يطلب من طلبته توليد كل المرادفات أو المضادات لكلمات معينة				
48	يطلب من طلبته توظيف بعض الألفاظ في أكبر عدد ممكن من الجمل المفيدة				
49	يشجع طلبته على استخدام بعض الجمل أو التراكيب لتأليف قصص مفيدة				
50	يطرح مشكلات متنوعة ويطلب من الطلبة حلها باستخدام تعبيرات لغوية متنوعة				
51	يشجع طلبته على استخدام لغتهم الخاصة وتعبيراتهم الجيدة في طرح أسئلة أو التعقيب على المناقشات المختلفة				
52	يعرض على طلبته مجموعة من الألفاظ الغامضة ثم يطلب منهم التوصل إلى أكبر عدد ممكن من المضادات والمرادفات لها				
53	يشجع طلبته على عصف أذهانهم للتوصل إلى أكبر عدد ممكن من الجمل المفيدة ، أو التعبيرات الجميلة لوصف شيء ما				
54	يطلب من طلبته توليد أكبر عدد ممكن من الاستخدامات الجديدة لألفاظ معينة				
55	يطلب من طلبته التمييز بين الأفكار والحقائق في القضايا المختلفة، والتعبير عنها بأشكال لغوية متنوعة				
56	يعرض على طلبته مجموعة من الألفاظ الجديدة الغامضة ويطلب منهم تفسيرها وإضافة بعض التعديلات عليها بلغتهم الخاصة				
57	يشجع طلبته على التعبير عن آرائهم وأفكارهم في بعض القضايا اللغوية باستخدام مواهبهم الفنية كالرسم مثلا.				

Appendix C: Meanings of the observational schedule scale for each skill

1- General teaching skills

(A) Supporting learning environment skills

The order of the skill in the schedule	The skill	4 Always	3 Often	2 Sometimes	1 Rarely	0 Never
s1	Preparing a suitable physical environment for the classroom (lighting, ventilation, arranging student seats)	Focusing on preparing all the aspects of the physical environment	Focusing on preparing most of the aspects of the physical environment. (e.g., ignoring one of the environment aspects, like switch on the	Focusing on preparing some of the aspects of the physical environment. (e.g., ignoring more than one of the environment aspects, like	Focusing on preparing few aspects of the physical environment. (e.g., ignoring more than two of the environment aspects, like	Never prepare a physical environment in the classroom. (e.g., ignoring all of the environment aspect, like switch on the

			light, or open the windows, or organise the students' seats)	switch on the light, or open the windows, or organise the students' seats)	switch on the light, or open the windows, or organise the students' seats)	light, or open the windows, or organise the students' seats)
s2	Using an exciting introduction before presenting the material.	Using an exciting introduction which ensures that all students interact with the teacher, and supported by visual or audio aids and linked to the real life	Using an exciting introduction which ensures that most students interact with the teacher, and supported by visual or audio aids and linked to the real life	Using an exciting introduction which ensures that some students interact with the teacher, and supported by visual or audio aids and linked to the real life	Using non-exciting introduction before presenting the material	Never use an introduction before presenting the material
s25	Encouraging students to read from different resources, in order to support the material.	Encouraging students to read from different resources, in order to support the material for each activity implemented in the classroom	Encouraging students to read from different resources, in order to support the material for most activities implemented in the classroom	Encouraging students to read from different resources, in order to support the material for some activities implemented in the classroom	Encouraging students to read from different resources, in order to support the material for few activities implemented in the classroom	Never encourage students to read from different resources, in order to support the material. for activities implemented in the classroom
S19	Using a variety of sources for the material instead of relying on school books only.	Using a variety of sources for the material instead of relying on school books only for each activity implemented in the classroom	Using a variety of sources for the material instead of relying on school books only for most activities implemented in the classroom.	Using a variety of sources for the material instead of relying on school books only for some activities implemented in the classroom	Using a variety of sources for the material instead of relying on school books only for few activities implemented in the classroom	Never using a variety of sources for the material instead of relying on school books only.

(B) The suitable presentation's skills

The order of the skill in the schedule	The skill	4 Always	3 Often	2 Sometimes	1 Rarely	0 Never
s10	Listening to students views in a flexible manner	Listening to students views in a flexible manner in clearly and frankly at every opportunity appropriate to the nature of the lesson	Listening to students views in flexible manner often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Listening to students views in a flexible manner in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities	Listening to students views in a flexible manner l in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never listen to students views in a flexible manner in situations appropriate to the nature of the classroom lesson.
s5	Varying the teacher voice and movement within the classroom during the	Varying the teacher voice and movement within the classroom in clearly and	Varying the teacher voice and movement within the classroom often in situations appropriate to the	Varying the teacher voice and movement within the classroom in some times in	Varying the teacher voice and movement within the classroom in situations	Never vary the teacher voice and movement within the classroom in situations

	presentation of the material.	frankly at every opportunity appropriate to the nature of the lesson	nature of the classroom lesson, so would miss some opportunities.	situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities	appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	appropriate to the nature of the classroom lesson.
s8	Activating the role of each student, and their attention and participation in the classroom	Activating the role of each student, and their attention and participation in the classroom in clearly and frankly at every opportunity appropriate to the nature of the lesson	Activating the role of each student, and their attention and participation in the classroom often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Activating the role of each student, and their attention and participation in the classroom in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities	Activating the role of each student, and their attention and participation in the classroom in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never activate the role of each student, and their attention and participation in the classroom in situations appropriate to the nature of the classroom lesson.
s20	Linking the material presented with everyday life	Linking the material presented with everyday life in clearly and frankly at every opportunity appropriate to the nature of the lesson	Linking the material presented with everyday life often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Linking the material presented with everyday life in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities	Linking the material presented with everyday life in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never link the material presented with everyday life in situations appropriate to the nature of the classroom lesson.
s11	Diversifying teaching methods used to explain the material (problem solving, and brainstorming)	Diversifying teaching methods used to explain the material in clearly and frankly at every opportunity appropriate to the nature of the	Diversifying teaching methods used to explain the material often in situations appropriate to the nature of the classroom lesson, so would miss some	Diversifying teaching methods used to explain the material in some times in situations appropriate to the nature of the classroom	Diversifying teaching methods used to explain the material in situations appropriate to the nature of the classroom	Never diversify teaching methods used to explain the material in situations appropriate to the nature of the

		lesson	opportunities.	lesson, so would miss quite a number of opportunities.	lesson, so would miss a lot of opportunities.	classroom lesson.
s17	Using problem solving approach.	Using problem solving approach in clearly and frankly at every opportunity appropriate to the nature of the lesson	Using problem solving approach often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Using problem solving approach in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Using problem solving approach in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never use problem solving approach in situations appropriate to the nature of the classroom lesson.
s6	Using cooperative learning group work	Using cooperative learning group work in clearly and frankly at every opportunity appropriate to the nature of the lesson	Using cooperative learning group work often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Using cooperative learning group work in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Using cooperative learning group work in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never use cooperative learning group work in situations appropriate to the nature of the classroom lesson.
s15	Encouraging students to link their views with their attitudes	Encouraging students to link their views with their attitudes in clearly and frankly at every opportunity appropriate to the nature of the lesson	Encouraging students to link their views with their attitudes often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Encouraging students to link their views with their attitudes in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Encouraging students to link their views with their attitudes in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never encourage students to link their views with their attitudes in situations appropriate to the nature of the classroom lesson.

s7	Using a range of teaching aids to present the material	Using a range of teaching aids to present the material in clearly and frankly at every opportunity appropriate to the nature of the lesson	Using a range of teaching aids to present the material often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Using a range of teaching aids to present the material in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Using a range of teaching aids to present the material in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never use a range of teaching aids to present the material in situations appropriate to the nature of the classroom lesson.
s4	Supporting the material with audio and visual aids like, maps, video and pictures.	Supporting the material with audio and visual aids in clearly and frankly at every opportunity appropriate to the nature of the lesson	Supporting the material with audio and visual aids often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Supporting the material with audio and visual aids in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Supporting the material with audio and visual aids in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never support the material with audio and visual aids in situations appropriate to the nature of the classroom lesson.
S17	Using problem solving approach	Using problem solving approach in clearly and frankly at every opportunity appropriate to the nature of the lesson	Using problem solving approach often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Using problem solving approach in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Using problem solving approach in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities	Never using problem solving approach

(C) The material of lesson activities' skills

The order of the skill in the schedule	The skill	4 Always	3 Often	2 Sometimes	1 Rarely	0 Never
s26	Encouraging and supporting students – generally – to participate in different lesson activities.	Encouraging and supporting students – generally – to participate in different lesson activities in clearly and frankly at every opportunity appropriate to the nature of the lesson	Encouraging and supporting students – generally – to participate in different lesson activities often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Encouraging and supporting students – generally – to participate in different lesson activities in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Encouraging and supporting students – generally – to participate in different lesson activities in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never encourage and support students – generally – to participate in different lesson activities in situations appropriate to the nature of the classroom lesson.
s3	Presenting organizing activities	Presenting organizing activities in clearly and frankly at every	Presenting organizing activities often in situations appropriate to the nature of	Presenting organizing activities in some times in situations appropriate to the	Presenting organizing activities in situations appropriate to the	Never present organizing activities in situations appropriate to the

		opportunity appropriate to the nature of the lesson	the classroom lesson, so would miss some opportunities.	nature of the classroom lesson, so would miss quite a number of opportunities.	nature of the classroom lesson, so would miss a lot of opportunities.	nature of the classroom lesson.
s29	Encouraging and supporting students to identify and resolve problems related to the knowledge and skills being sought.	Encouraging and supporting students to identify and resolve problems related to the knowledge and skills being sought in clearly and frankly at every opportunity appropriate to the nature of the lesson.	Encouraging and supporting students to identify and resolve problems related to the knowledge and skills being sought often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Encouraging and supporting students to identify and resolve problems related to the knowledge and skills being sought in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Encouraging and supporting students to identify and resolve problems related to the knowledge and skills being sought in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never encourage and support students to identify and resolve problems related to the knowledge and skills being sought in situations appropriate to the nature of the classroom lesson.
s16	Providing a range of activities that support students' application and reflection on input.	Providing a range of activities that support students' application and reflection on input. in clearly and frankly at every opportunity appropriate to the nature of the lesson	Providing a range of activities that support students' application and reflection on input often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Providing a range of activities that support students' application and reflection on input. in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Providing a range of activities that support students' application and reflection on input. in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never provide a range of activities that support students' application and reflection on input. in situations appropriate to the nature of the classroom lesson.
s30	Using higher-order thinking activities	Using higher-order thinking activities in clearly and frankly at every opportunity appropriate to the nature of	Using higher-order thinking activities often in situations appropriate to the nature of the classroom lesson, so would miss some	Using higher-order thinking activities in some times in situations appropriate to the nature of the classroom lesson, so would miss	Using higher-order thinking activities in situations appropriate to the nature of the classroom lesson, so would	Never use higher-order thinking activities in situations appropriate to the nature of the classroom

		the lesson	opportunities.	quite a number of opportunities.	miss a lot of opportunities.	lesson.
s21	Supporting and encouraging students to select the preferred activities and answer them	Supporting and encouraging students to select the preferred activities and answer them in clearly and frankly at every opportunity appropriate to the nature of the lesson	Supporting and encouraging students to select the preferred activities and answer them often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Supporting and encouraging students to select the preferred activities and answer them in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Supporting and encouraging students to select the preferred activities and answer them in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never support and encourage students to select the preferred activities and answer them in situations appropriate to the nature of the classroom lesson.
s22	Encouraging students to prepare a particular activity which is linked to the material and answer it.	Encouraging students to prepare a particular activity which is linked to the material and answer it in clearly and frankly at every opportunity appropriate to the nature of the lesson	Encouraging students to prepare a particular activity which is linked to the material and answer it often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Encouraging students to prepare a particular activity which is linked to the material and answer it in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Encouraging students to prepare a particular activity which is linked to the material and answer it in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never encourage students to prepare a particular activity which is linked to the material and answer it in situations appropriate to the nature of the classroom lesson.
s24	Catering for a diversity of needs and interests in assessment strategies.	Catering for a diversity of needs and interests in assessment strategies in clearly and frankly at every opportunity appropriate to the nature of the lesson	Catering for a diversity of needs and interests in assessment strategies often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Catering for a diversity of needs and interests in assessment strategies in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Catering for a diversity of needs and interests in assessment strategies in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never cater for a diversity of needs and interests in assessment presentations in strategies appropriate to the nature of the classroom lesson.

s28	Providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets.	Providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets in clearly and frankly at every opportunity appropriate to the nature of the lesson	Providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Providing practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never provide practical hands-on and exploratory activities rather than relying solely on paper, pencil tasks and worksheets in situations appropriate to the nature of the classroom lesson.
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(D)The assessment skills

The order of the skill in the schedule	The skill	4 Always	3 Often	2 Sometimes	1 Rarely	0 Never
s9	Encouraging students to participate in discussions or ask questions	Encouraging students to participate in discussions or ask questions in clearly and frankly at every opportunity appropriate to the nature of the lesson	Encouraging students to participate in discussions or ask questions often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Encouraging students to participate in discussions or ask questions in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Encouraging students to participate in discussions or ask questions in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never encourage students to participate in discussions or ask questions in situations appropriate to the nature of the classroom lesson.
s27	Encouraging and supporting students to risk take when they	Encouraging and supporting students to	Encouraging and supporting students to risk take when they respond in class	Encouraging and supporting students to	Encouraging and supporting students to risk take when they	Never encourage and support students to

	respond in class	risk take when they respond in class in clearly and frankly at every opportunity appropriate to the nature of the lesson	often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	risk take when they respond in class in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	respond in class in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	risk take when they respond in class in situations appropriate to the nature of the classroom lesson.
s18	Requiring students to justify their responses	Requiring students to justify their responses in clearly and frankly at every opportunity appropriate to the nature of the lesson	Requiring students to justify their responses often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Requiring students to justify their responses in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Requiring students to justify their responses in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never require students to justify their responses in situations appropriate to the nature of the classroom lesson.
s14	Asking questions dealing with higher thinking skills	Asking questions dealing with higher thinking skills in clearly and frankly at every opportunity appropriate to the nature of the lesson	Asking questions dealing with higher thinking skills often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Asking questions dealing with higher thinking skills in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Asking questions dealing with higher thinking skills in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never ask questions dealing with higher thinking skills in situations appropriate to the nature of the classroom lesson.
s23	Providing opportunities for students to use peer assessment techniques	Providing opportunities for students to use peer assessment techniques in	Providing opportunities for students to use peer assessment techniques often in situations	Providing opportunities for students to use peer assessment techniques in	Providing opportunities for students to use peer assessment techniques in	Never provide opportunities for students to use peer assessment techniques in

		clearly and frankly at every opportunity appropriate to the nature of the lesson	appropriate to the nature of the classroom lesson, so would miss some opportunities.	some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	situations appropriate to the nature of the classroom lesson.
s13	Avoiding criticising students' answers	Avoiding criticising students' answers in clearly and frankly at every opportunity appropriate to the nature of the lesson	Avoiding criticising students' answers often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Avoiding criticising students' answers in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Avoiding criticising students' answers in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never Avoid criticising students' answers in situations appropriate to the nature of the classroom lesson.
s12	Presenting open issues for discussion with students	Presenting open issues for discussion with students in clearly and frankly at every opportunity appropriate to the nature of the lesson	Presenting open issues for discussion with students often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Presenting open issues for discussion with students in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Presenting open issues for discussion with students in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never present open issues for discussion with students in situations appropriate to the nature of the classroom lesson.

2- The Arabic language teaching skills

(A) Fluency skills

The order of the skill in the schedule	The skill	4 Always	3 Often	2 Sometimes	1 Rarely	0 Never
s35	Allowing students to engage in discussions	Allowing students to engage in discussions in clearly and frankly at every opportunity appropriate to the nature of the lesson	Allowing students to engage in discussions often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Allowing students to engage in discussions in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Allowing students to engage in discussions in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never allow students to engage in discussions in situations appropriate to the nature of the classroom lesson.
s38	Giving students opportunities to manage the discussions	Giving students opportunities to manage the	Giving students opportunities to manage the discussions	Giving students opportunities to manage the	Giving students opportunities to manage the discussions	Never give students opportunities to manage the

		discussions in clearly and frankly at every opportunity appropriate to the nature of the lesson	often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	discussions in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	discussions in situations appropriate to the nature of the classroom lesson.
s34	Asking students to analyse poems or stories, and express their views about them during the lesson.	Asking students to analyse poems or stories, and express their views about them in clearly and frankly at every opportunity appropriate to the nature of the lesson	Asking students to analyse poems or stories, and express their views about them often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Asking students to analyse poems or stories, and express their views about them in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Asking students to analyse poems or stories, and express their views about them in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never ask students to analyse poems or stories, and express their views about them in situations appropriate to the nature of the classroom lesson.
s39	Training students to express their views about any linguistic issue	Training students to express their views about any linguistic issue in clearly and frankly at every opportunity appropriate to the nature of the lesson	Training students to express their views about any linguistic issue often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Training students to express their views about any linguistic issue in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Training students to express their views about any linguistic issue in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never train students to express their views about any linguistic issue in situations appropriate to the nature of the classroom lesson.
s53	Encouraging students to use brainstorming to reach the largest possible number of sentences and	Encouraging students to use brainstorming to reach the largest possible number of	Encouraging students to use brainstorming to reach the largest possible number of sentences and expressions to	Encouraging students to use brainstorming to reach the largest possible number of	Encouraging students to use brainstorming to reach the largest possible number of sentences and	Never encourage students to use brainstorming to reach the largest possible

	expressions to describe anything.	sentences and expressions to describe anything in clearly and frankly at every opportunity appropriate to the nature of the lesson	describe anything often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	sentences and expressions to describe anything in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	expressions to describe anything in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	number of sentences and expressions to describe anything in situations appropriate to the nature of the classroom lesson.
s54	Demanding students to generate the greatest possible number of new uses of certain words.	Demanding students to generate the greatest possible number of new uses of certain words in clearly and frankly at every opportunity appropriate to the nature of the lesson	Demanding students to generate the greatest possible number of new uses of certain words often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Demanding students to generate the greatest possible number of new uses of certain words in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Demanding students to generate the greatest possible number of new uses of certain words in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never demand students to generate the greatest possible number of new uses of certain words in situations appropriate to the nature of the classroom lesson.
S52	Asking students to generate a lot of synonyms, and opposites of some vocabulary, and leaving some of them to students without explanation to allow them participating in clarifying their meanings.	Asking students to generate a lot of synonyms, and opposites of some vocabulary, and leaving some of them to students without explanation to allow them participating in clarifying their meanings in clearly and frankly at	Asking students to generate a lot of synonyms, and opposites of some vocabulary, and leaving some of them to students without explanation to allow them participating in clarifying their meanings often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Asking students to generate a lot of synonyms, and opposites of some vocabulary, and leaving some of them to students without explanation to allow them participating in clarifying their meanings in some times in situations	Asking students to generate a lot of synonyms, and opposites of some vocabulary, and leaving some of them to students without explanation to allow them participating in clarifying their meanings in situations appropriate to the nature of the	Never ask students to generate a lot of synonyms, and opposites of some vocabulary, and leaving some of them to students without explanation to allow them participating in clarifying their meanings.

		every opportunity appropriate to the nature of the lesson		appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities	classroom lesson, so would miss a lot of opportunities.	
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(B) Originality skills

The order of the skill in the schedule	The skill	4 Always	3 Often	2 Sometimes	1 Rarely	0 Never
s40	Asking students to choose keywords in different language texts.	Asking students to choose keywords in different language texts in clearly and frankly at every opportunity appropriate to the nature of the lesson	Asking students to choose keywords in different language texts often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Asking students to choose keywords in different language texts in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Asking students to choose keywords in different language texts in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never ask students to choose keywords in different language texts in situations appropriate to the nature of the classroom lesson.
s51	Asking students to ask questions or make suggestions in discussions by using their own	Asking students to ask questions or make suggestions in discussions by using their	Asking students to ask questions or make suggestions in discussions by using their own language often in situations	Asking students to ask questions or make suggestions in discussions by using their	Asking students to ask questions or make suggestions in discussions by using their own	Never ask students to ask questions or make suggestions in discussions by

	language.	own language in clearly and frankly at every opportunity appropriate to the nature of the lesson	appropriate to the nature of the classroom lesson, so would miss some opportunities.	own language in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	language in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	using their own language in situations appropriate to the nature of the classroom lesson.
s43	Asking students to describe new meanings	Asking students to describe new meanings in clearly and frankly at every opportunity appropriate to the nature of the lesson	Asking students to describe new meanings often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Asking students to describe new meanings in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Asking students to describe new meanings in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never ask students to describe new meanings in situations appropriate to the nature of the classroom lesson.
s36	Allowing students to think and imagine at each response.	Allowing students to think and imagine at each response in clearly and frankly at every opportunity appropriate to the nature of the lesson	Allowing students to think and imagine at each response often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Allowing students to think and imagine at each response in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Allowing students to think and imagine at each response in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never allow students to think and imagine at each response in situations appropriate to the nature of the classroom lesson.
s37	Stimulating students to produce new words and phrases during the expression of their ideas	Stimulating students to produce new words and phrases during the expression of their ideas in clearly and	Stimulating students to produce new words and phrases during the expression of their ideas often in situations appropriate to the	Stimulating students to produce new words and phrases during the expression of their ideas in some times	Stimulating students to produce new words and phrases during the expression of their ideas in situations	Never stimulate students to produce new words and phrases during the expression of their ideas

		frankly at every opportunity appropriate to the nature of the lesson	nature of the classroom lesson, so would miss some opportunities.	in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	in situations appropriate to the nature of the classroom lesson.
s42	Asking students some questions which involve imagination and giving them opportunities to answer the questions by using specific language forms. (e.g., metaphorical language)	Asking students some questions which involve imagination and giving them opportunities to answer the questions by using specific language forms in clearly and frankly at every opportunity appropriate to the nature of the lesson	Asking students some questions which involve imagination and giving them opportunities to answer the questions by using specific language forms often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Asking students some questions which involve imagination and giving them opportunities to answer the questions by using specific language forms in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Asking students some questions which involve imagination and giving them opportunities to answer the questions by using specific language forms in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never ask students some questions which involve imagination and giving them opportunities to answer the questions by using specific language forms in situations appropriate to the nature of the classroom lesson.
s45	Encouraging students to use metaphors in language	Encouraging students to use metaphors in language in clearly and frankly at every opportunity appropriate to the nature of the lesson	Encouraging students to use metaphors in language often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Encouraging students to use metaphors in language in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Encouraging students to use metaphors in language in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never encourage students to use metaphors in language in situations appropriate to the nature of the classroom lesson.
s57	Asking students to express their views and attitudes towards some linguistic issues	Asking students to express their views and attitudes towards some	Asking students to express their views and attitudes towards some linguistic issues by using their talents	Asking students to express their views and attitudes towards some	Asking students to express their views and attitudes towards some linguistic issues	Never ask students to express their views and attitudes

	by using their talents; like drawings	linguistic issues by using their talents in clearly and frankly at every opportunity appropriate to the nature of the lesson	often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	linguistic issues by using their talents in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	by using their talents in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	towards some linguistic issues by using their talents in situations appropriate to the nature of the classroom lesson.
s49	Asking students to use vocabulary and sentences in forming the largest number of stories	Asking students to use vocabulary and strings in forming the largest number of stories in clearly and frankly at every opportunity appropriate to the nature of the lesson	Asking students to use vocabulary and sentences in forming the largest number of stories often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Asking students to use vocabulary and sentences in forming the largest number of stories in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Asking students to use vocabulary and sentences in forming the largest number of stories in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never ask students to use vocabulary and sentences in forming the largest number of stories in situations appropriate to the nature of the classroom lesson.

(C) Flexibility skills

The order of the skill in the schedule	The skill	4 Always	3 Often	2 Sometimes	1 Rarely	0 Never
s50	Asking students to put the problems of an absurd and train students to develop solutions to a variety of linguistic expression.	Asking students to put the problems of an absurd and train students to develop solutions to a variety of linguistic expression in clearly and frankly at every opportunity appropriate to the nature of the lesson	Asking students to put the problems of an absurd and train students to develop solutions to a variety of linguistic expression often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Asking students to put the problems of an absurd and train students to develop solutions to a variety of linguistic expression in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Asking students to put the problems of an absurd and train students to develop solutions to a variety of linguistic expression in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never ask students to put the problems of an absurd and train students to develop solutions to a variety of linguistic expression in situations appropriate to the nature of the classroom lesson.
s48	Asking students to develop vocabulary in the largest number of useful sentences and put them in the largest number of new combinations of	Asking students to develop vocabulary in the largest number of useful sentences and put them in the largest	Asking students to develop vocabulary in the largest number of useful sentences and put them in the largest number of new combinations of language often in	Asking students to develop vocabulary in the largest number of useful sentences and put them in the largest number of new combinations of	Asking students to develop vocabulary in the largest number of useful sentences and put them in the largest number of new combinations of	Never ask students to develop vocabulary in the largest number of useful sentences and put them in the largest

	language	number of new combinations of language in clearly and frankly at every opportunity appropriate to the nature of the lesson.	situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	language in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	language in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	number of new combinations of language in situations appropriate to the nature of the classroom lesson.
s47	Asking students to generate the largest number of synonyms for vocabulary	Asking students to generate the largest number of synonyms for vocabulary in clearly and frankly at every opportunity appropriate to the nature of the lesson	Asking students to generate the largest number of synonyms for vocabulary often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Asking students to generate the largest number of synonyms for vocabulary in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Asking students to generate the largest number of synonyms for vocabulary in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never ask students to generate the largest number of synonyms for vocabulary in situations appropriate to the nature of the classroom lesson.
s55	Demanding students to distinguish between thoughts and ideas, and express them in a variety of language forms	Demanding students to distinguish between thoughts and ideas, and express them in a variety of language forms in clearly and frankly at every opportunity appropriate to the nature of the lesson	Demanding students to distinguish between thoughts and ideas, and express them in a variety of language forms often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Demanding students to distinguish between thoughts and ideas, and express them in a variety of language forms in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Demanding students to distinguish between thoughts and ideas, and express them in a variety of language forms in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never demand students to distinguish between thoughts and ideas, and express them in a variety of language forms in situations appropriate to the nature of the classroom lesson.

(D)Elaboration skills

The order of the skill in the schedule	The skill	4 Always	3 Often	2 Sometimes	1 Rarely	0 Never
s31	Leaving an opportunity for students to explain some parts of the material in their own language	Leaving an opportunity for students to explain some parts of the material in their own language in clearly and frankly at every opportunity appropriate to the nature of the lesson	Leaving an opportunity for students to explain some parts of the material in their own language often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Leaving an opportunity for students to explain some parts of the material in their own language in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Leaving an opportunity for students to explain some parts of the material in their own language in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never leave an opportunity for students to explain some parts of the material in their own language in situations appropriate to the nature of the classroom lesson.
s41	Sharing with students in classifying phrases, words and ideas.	Sharing with students in classifying phrases, words and ideas in clearly and frankly at every opportunity appropriate to the nature of the lesson	Sharing with students in classifying phrases, words and ideas often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Sharing with students in classifying phrases, words and ideas in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Sharing with students in classifying phrases, words and ideas in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never share with students in classifying phrases, words and ideas in situations appropriate to the nature of the classroom lesson.

s46	Encouraging students to use verbal and non-verbal expression	Encouraging students to use verbal and non-verbal expression in clearly and frankly at every opportunity appropriate to the nature of the lesson.	Encouraging students to use verbal and non-verbal expression often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Encouraging students to use verbal and non-verbal expression in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Encouraging students to use verbal and non-verbal expression in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never encourage students to use verbal and non-verbal expression in situations appropriate to the nature of the classroom lesson.
s44	Asking students to re-interpret words and ask unfamiliar questions.	Asking students to re-interpret words and ask unfamiliar questions in clearly and frankly at every opportunity appropriate to the nature of the lesson	Asking students to re-interpret words and ask unfamiliar questions often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Asking students to re-interpret words and ask unfamiliar questions in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Asking students to re-interpret words and ask unfamiliar questions in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never ask students to re-interpret words and ask unfamiliar questions in situations appropriate to the nature of the classroom lesson.
s33	Encouraging students to support their views from their different own readings	Encouraging students to support their views from their different own readings in clearly and frankly at every opportunity appropriate to the nature of the lesson	Encouraging students to support their views from their different own readings often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Encouraging students to support their views from their different own readings in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Encouraging students to support their views from their different own readings in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never encourage students to support their views from their different own readings in situations appropriate to the nature of the classroom lesson.
s56	Showing students some ambiguous language forms to interpret them in various	Showing students some ambiguous language forms to interpret them	Showing students some ambiguous language forms to interpret them in various ways often in situations	Showing students some ambiguous language forms to interpret them in various ways in some times in	Showing students some ambiguous language forms to interpret them in various	Never show students some ambiguous language forms to interpret them

	ways.	in various ways in clearly and frankly at every opportunity appropriate to the nature of the lesson	appropriate to the nature of the classroom lesson, so would miss some opportunities.	situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	ways in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	in various ways in situations appropriate to the nature of the classroom lesson.
s52	Asking students to generate synonyms and opposites, leaving some of them to students without explanation, to allow them participating in clarifying their meanings	Asking students to generate synonyms and opposites, leaving some of them to students without explanation, to allow them participating in clarifying their meanings in clearly and frankly at every opportunity appropriate to the nature of the lesson	Asking students to generate synonyms and opposites, leaving some of them to students without explanation, to allow them participating in clarifying their meanings often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Asking students to generate synonyms and opposites, leaving some of them to students without explanation, to allow them participating in clarifying their meanings in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Asking students to generate synonyms and opposites, leaving some of them to students without explanation, to allow them participating in clarifying their meanings in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never ask students to generate a lot of synonyms, and opposites of some vocabulary, and leaving some of them to students without explanation, to allow them participating in clarifying their meanings in situations appropriate to the nature of the classroom lesson.
s32	Encouraging students to complete incomplete stories or poems by using their own language and imagination	Encouraging students to complete incomplete stories or poems by using their own language and imagination in clearly and frankly at every opportunity appropriate to the nature of the lesson	Encouraging students to complete incomplete stories or poems by using their own language and imagination often in situations appropriate to the nature of the classroom lesson, so would miss some opportunities.	Encouraging students to complete incomplete stories or poems by using their own language and imagination in some times in situations appropriate to the nature of the classroom lesson, so would miss quite a number of opportunities.	Encouraging students to complete incomplete stories or poems by using their own language and imagination in situations appropriate to the nature of the classroom lesson, so would miss a lot of opportunities.	Never encourage students to complete incomplete stories or poems by using their own language and imagination in situations appropriate to the nature of the classroom lesson.

Appendix D: Questionnaire for identifying the assessment methods of Arabic language teachers

The English copy

(A) Instructions for using the questionnaire:

1 - The questionnaire aims to evaluate the level of assessment methods in encouraging creativity in students

2- The skills are emerged from the literature and previous studies which are mentioned in the theoretical framework.

3 – It includes 2 categories, each category is divided into several different methods.

4 - Skills are measured on a scale assessing the level of assessment methods of Arabic language teachers (always, often, sometimes, rarely, never) and give them these degrees: (4, 3, 2, 1 and 0), respectively, according to the previous point. . For example;

(4) Always: means that teachers apply the skill in clearly and frankly at every opportunity appropriate to the nature of the assessment method.

(3) Often: means that teachers apply the skill often in situations appropriate to the nature of the assessment method, so would miss some opportunities.

(2) Sometimes: means that teachers apply the skill in some times in situations appropriate to the nature of the assessment method so would miss quite a number of opportunities.

(1) Rarely: means lacking in applying the skill in situations appropriate to the nature the assessment method, so would miss a lot of opportunities.

(0) never: means that teachers never apply the skill in situations appropriate to the nature of the classroom lesson.

5 – It is applied to the Arabic language teachers of class 11(the sample of this study).

(B) General details:

Teacher's name:

School's name:

	The skills	The levels				
		always	often	Sometimes	rarely	None
A	General assessment skills :					
1	Diversifying methods of evaluation during the semester and avoiding relying on tests only.					
2	Asking students to construct field researches, or researching reports linked with the subject.					
3	Leaving students to assess their self.					
4	Applying short continuing tests to students.					
5	Including tests open-ended questions that encourage students to express their views.					
6	Including tests the attitudes of daily life analyse them by students.					
7	Diversifying questions in order to achieve various levels of Bloom objectives.					
8	Using questions that encourage students to use their higher thinking skills.					
9	Avoiding focusing on the questions that encourage conservation and memorization					
10	Encouraging students to use their talents in answering test questions and activities.					
11	Considering student activities during the lesson as a major standard of assessment.					
12	Giving students opportunities to choose the appropriate way to assess them.					
13	Using open exams as a method of assessment.					
14	Asking them to conduct field investigations					
15	Asking them to prepare presentations in topics related to the subject.					
16	Encouraging students to establish training workshops about the					

	content of the subject for their colleagues.					
17	Distributing grades of the assessment in a balanced way to all activities.					
B	Linguistic assessment skills:					
1	Including questions pictures and maps linked with the subject and allowing students to analyse them using their own language					
2	Using oral method of assessment.					
3	Leaving students with an opportunity to formulate questions and answer them.					
4	Encouraging them to complete stories, novels and poems related to the content of the subject to assess their performance about some of the issues associated with the subject.					
5	Implementing a variety of competitions in reading and creative writing, as a criterion for evaluating student.					
6	Asking students to express their opinion by writing an articles or stories					
7	Organizing some competitions for students in generating the largest number of synonyms for vocabulary					
8	Asking students to manage discussions using their own language					
9	Asking students to criticize some texts or complete stories within the tests.					
10	Asking students to describe new meanings or re-interpret words within the tests					

What is your opinion about the general level of the creative use of Arabic language of Omani secondary school students?

Do you think that there are differences between male and female secondary school students in the creative use level of Arabic language?

Other comments:

The Arabic copy

استبانة تقويم مدى تشجيع أساليب التقويم التي يستخدمها معلمو اللغة العربية للاستخدام الإبداعي للغة العربية لدى طلبتهم

أخي المعلم /
أختي المعلمة /

تقوم الباحثة بدراسة في موضوع " الكشف عن مدى تشجيع سياسة تدريس اللغة العربية وأساليب تقويمها للاستخدام الإبداعي للغة العربية لدى طلبة المرحلة الثانوية بسلطنة عمان " ، وذلك ضمن متطلبات الحصول على درجة الدكتوراه في المناهج وطرق التدريس . وتعتبر هذه الاستبانة إحدى أدوات الدراسة التي تسعى إلى تحقيق الهدف منها. لذا يرجى منك التكرم بالإجابة عن فقراتها بكل دقة وموضوعية، علماً بأن الإجابات جميعها ستحاط بالسرية التامة، ولن تستخدم إلا لأغراض البحث العلمي فقط.

مع جزيل الشكر والتقدير على حسن التعاون

الباحثة / ربا المنذري
طالبة دكتوراه بجامعة Southern Queensland
أستراليا

(أ) تعليمات استخدام الاستبانة:

- 1- تهدف البطاقة إلى تحديد مدى تشجيع أساليب التقويم التي يستخدمها معلمو اللغة العربية لمستوى الاستخدام الإبداعي للغة العربية لدى طلبتهم.
- 2- تحوي الاستبانة محورين: الأول يتضمن أساليب تقويم عامة، بينما يتضمن الآخر أساليب تقويم خاصة باللغة العربية.
- 3- يتم قياس أساليب التقويم وفقاً لمقياس خماسي (دائماً، كثيراً، أحياناً، نادراً، لا شيء) أعطيت الدرجات أو الأرقام (4،3،2،1،0).
- 4- يتم تطبيق الاستبانة على معلمي اللغة العربية للصف الحادي عشر.

(ب) بيانات عامة:

جنس المعلم: ☐ ذكر ☐ أنثى
المدرسة :
المنطقة :

(ج) أساليب التقويم:

المستوى						أساليب التقويم	
0	1	2	3	4		أساليب تقويم عامة	(أ)
						أنوع في أساليب تقويم طلبتي خلال الفصل الدراسي الواحد ولا أعتمد على الامتحانات فقط	1
						أطلب من طلبتي تقديم بحوث علمية، وتقارير مرتبطة بمحتوى المادة	2
						أستخدم أساليب التقويم الذاتي	3
						أستخدم أسلوب الامتحانات القصيرة الدورية لتقويم طلبتي	4
						أطبق الامتحانات التي تحوي الأسئلة ذات النهايات المفتوحة	5
						أقوم طلبتي باستخدام أنشطة تطبيقية تشجعهم على تحديد اتجاهاتهم وتحليلها وفقا لواقع الحياة اليومية	6
						أستخدم امتحانات تعالج مستويات أهداف بلوم المعرفية المختلفة	7
						أستخدم أسئلة امتحانات تعالج مستويات التفكير العليا لدى الطلبة	8
						أتجنب التركيز على الامتحانات التي لا تعالج سوى مستوى الذكر لدى الطالب	9
						أشجع طلبتي على توظيف مواهبهم أثناء الإجابة عن أسئلة الامتحانات والأنشطة	10
						أعتبر أنشطة طلبتي خلال الحصة معيارا مهما لتقويم مستوياتهم بشكل عام	11
						أمنح طلبتي فرصة اختيار الأساليب المناسبة لتقويمهم	12
						أستخدم امتحانات الكتاب المفتوح كأسلوب من أساليب التقويم	13
						أطلب من طلبتي القيام ببعض التحقيقات الميدانية كأسلوب تقويم لمستوياتهم	14
						أطلب من طلبتي إعداد بعض العروض المرتبطة بالمادة واعتبارها معيارا لتقويم مستوياتهم	15
						أستخدم أسلوب العروض الجماعية كأسلوب لتقويم طلبتي	16
						توزيع درجات تقويم طلبتي بأسلوب عادل بين كل الأنشطة والامتحانات المختلفة	17
						أساليب تقويم خاصة باللغة العربية	(ب)
						أضمن امتحاناتي صورا وخرائط تشجع الطلبة على استخدام تعبيراتهم اللغوية الخاصة لوصفها أو شرحها	1
						أستخدم أساليب التقويم الشفوية	2
						أسمح لطلبتي بصياغة أسئلة لهم والإجابة عنها بأنفسهم مستخدمين لغتهم الخاصة	3
						أشجع طلبتي على صياغة قصص أو كتابة مقالات أو قصائد للوقوف على مستوى كتابتهم الإبداعية	4
						أنفذ بعض المسابقات التنافسية في مجال القراءة، والكتابة الإبداعية كمعيار لتقويم طلبتي	5
						أطلب من طلبتي التعبير عن آرائهم باستخدام أسلوب القصة، أو المقال	6
						أنفذ بعض المسابقات التنافسية التي تقوم الطلبة عن طريق توليد أكبر عدد ممكن من المرادفات أو المضادات أو الاستخدامات الجديدة لألفاظ أو تراكييب محددة	7
						أطلب من طلبتي إدارة بعض جلسات النقاش خلال الحصة باستخدام لغتهم الخاصة	8
						أضمن الامتحانات بعض الأسئلة التي تتطلب إكمال قصة ناقصة، أو تحليل نص معين	9
						أضمن الامتحانات بعض الأسئلة التي تتطلب وصف معاني جديدة ، أو إعادة تفسير بعض الألفاظ الغامضة الجديدة باستخدام لغة الطالب الخاصة	10

- ما رأيك في المستوى العام للاستخدام الإبداعي للغة العربية لدى الطلبة العمانيين بالمدارس الثانوية؟

- هل تعتقد أن هنالك فروقا في الاستخدام الإبداعي للغة العربية بين طلاب المدارس الثانوية الذكور، والطالبات الإناث ؟ لماذا؟

- ملاحظات أخرى تود إضافتها

Appendix E: Interview's questions with Oman curriculum development officers

The English copy

The aim of the interview:

Investigate if there is a match or not between the policy and pedagogy of teaching and assessment in Oman and the reality of implementing them

Name: -----

Post: -----

- 1 – What is the most important objective of teaching Arabic in secondary schools in Oman?
- 2 – Is the policy of teaching and assessing Arabic language interested in encouraging the creative use of Arabic language in students?
- 3 - If yes, what are the most prominent features of this?
- 4 - Do you believe that encouraging this aspect is important for the students? Why?
- 5 - How do you investigate if the Arabic language teachers in Oman implement the objectives of teaching Arabic language?

The Arabic copy

أسئلة المقابلة الخاصة بأعضاء قسم مناهج اللغة العربية بوزارة التربية والتعليم

الهدف من المقابلة :

الكشف عن مدى تشجيع سياسة التعليم بالسلطنة على تنمية الاستخدام الإبداعي للغة العربية .

الاسم : -----

الوظيفة : -----

- 1- ما أهم أهداف تدريس اللغة العربية بالمرحلة الثانوية بسلطنة عمان ؟
- 2- هل تهتم سياسة التعليم بالسلطنة بتشجيع مهارات الاستخدام الإبداعي للغة العربية لدى الطلبة ؟
- 3- إذا كانت الإجابة نعم ، ما أبرز ملامح هذا الاهتمام ؟
- 4- هل ترون أن تشجيع هذا الجانب مهم بالنسبة إلى الطالب ؟ ولماذا ؟
- 5- كيف تتابعون معلم اللغة العربية في تطبيقه لأهداف تعليم اللغة العربية بالسلطنة ؟

Appendix F: Basic skills of the creative use of language

The main creative skills			
Fluency	Flexibility	Originality	Elaboration
Generate the greatest possible number of appropriate titles for a topic	Produce the largest number of varied linguistic responses with the ease in changing the response to another	Find a suitable end to a story	Interpret a certain situation that is mentioned in a text
Imagine the largest possible number of appropriate endings to a story	Express some ideas using diverse and flexible linguistic expressions	Write a dialogue of a new story	Confirm a certain idea in different ways
Compose the largest possible number of appropriate linguistic expressions to express any event	Use a number of words in the largest number of sentences	Connect non-related words	add new ideas and cute ideas for a story
Produce a large number of ideas in a limited time disregarding the type and level of these ideas	Generate new types of vocabulary and Expressions	innovate of suitable titles for a topic	complete certain story and put an appropriate end for it
Produce that large number of words that have the same or common meaning	Distinguish between thoughts and ideas, and express them in variety forms of language.	Generate synonyms for vocabulary contained in the text	Form a particular text or paragraph to express an event
Generate the largest number of synonyms for vocabulary	Develop solutions for a problem to a variety of linguistic expression.	Generate the greatest possible number of new uses of certain words.	Interpret some ambiguous language forms in various ways after the addition of some amendments.
Develop vocabulary in the largest number of useful sentences		Express their opinion by writing articles and stories.	Ask questions or provide suggestions or additions to any discussion
			Meet all the elements of the written subject

Appendix G: Levels of creative use of listening skills

Excelling(4) 90- 100	Expressing(3) 75-89	Emerging(2) 60-74	Not Yet Evident (1) >60
<p>Excellent ability to:</p> <ul style="list-style-type: none"> -- Use clear criteria in the analysis of the listening text. -- Use logical arguments to support his/her interpretation of any idea related to the text. -- Generate the largest possible number of endings to an open story. -- Generate a variety of phrases containing various uses for some words of the listening text. -- summarize the listening text using his private language text without the use of its terms. -- Generate the largest possible number of synonyms, opposites and plurals of some words contained in the listening text -- Add other new events or elements for the listening text using specific kinds of formulas. 	<p>Good ability to:</p> <ul style="list-style-type: none"> -- Use clear criteria in the analysis of the listening text. -- Use logical arguments to support his/her interpretation of any idea related to the text. -- Generate the largest possible number of endings to an open story. -- Generate a variety of phrases containing various uses for some words of the listening text. -- summarize the listening text using his private language text without the use of its terms. -- Generate the largest possible number of synonyms, opposites and plurals of some words contained in the listening text -- Add other new events or elements for the listening text using specific kinds of formulas 	<p>Satisfactory ability to:</p> <ul style="list-style-type: none"> -- Use clear criteria in the analysis of the listening text. -- Use logical arguments to support his/her interpretation of any idea related to the text. -- Generate the largest possible number of endings to an open story. -- Generate a variety of phrases containing various uses for some words of the listening text. -- summarize the listening text using his private language text without the use of its terms. -- Generate the largest possible number of synonyms, opposites and plurals of some words contained in the listening text -- Add other new events or elements of the listening text using specific kinds of formulas 	<p>Weak ability to:</p> <ul style="list-style-type: none"> -- Use clear criteria in the analysis of the listening text. -- Use logical arguments to support his/her interpretation of any idea related to the text. -- Generate the largest possible number of endings to an open story. -- Generate a variety of phrases containing various uses for some words of the listening text. -- summarize the listening text using his private language text without the use of its terms. -- Generate the largest possible number of synonyms, opposites and plurals of some words contained in the listening text -- Add other new events or elements for the listening text using specific kinds of formulas
<p>The student's scores on measures of creative thinking (verbal or</p>	<p>The student's scores on measures of creative thinking (verbal or figural</p>	<p>The student's scores on measures of creative thinking (verbal or</p>	<p>The student's scores on measures of creative thinking (verbal or figural)</p>

figural) indicate strongly above average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate comparison groups	indicate above average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate comparison groups	figural) indicate average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate comparison groups	do not indicate proficiency in generating ideas with fluency, flexibility, originality, or elaboration at the present time (and in relation to the tasks and assessments context)
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Appendix H: Levels of creative use of speaking skills

Excelling(4) 90- 100	Expressing(3) 75-89	Emerging(2) 60-74	Not Yet Evident (1) >60
<p>Excellent ability to:</p> <ul style="list-style-type: none"> -- Add a lot of events for a particular story offered to him -- Use metaphorical language during his speaking. -- Generate the largest number of words that are linked by some relationships, such as using them in the same field --formulate the largest possible number of suitable and innovative questions when he/she has been asked to construct an interview. -- Use a single word in variety of meanings during his/her speaking -- Generate the largest possible number of ideas during the expression of his/her opinion about a subject 	<p>Good ability to:</p> <ul style="list-style-type: none"> -- Add a lot of events for a particular story offered to him -- Use metaphorical language during his speaking. -- Generate the largest number of words that are linked by some relationships, such as using them in the same field --formulate the largest possible number of suitable and innovative questions when he/she has been asked to construct an interview. -- Use a single word in variety of meanings during his/her speaking -- Generate the largest possible number of ideas during the expression of his/her opinion about a subject 	<p>Satisfactory ability to:</p> <ul style="list-style-type: none"> -- Add a lot of events for a particular story offered to him -- Use metaphorical language during his speaking. -- Generate the largest number of words that are linked by some relationships, such as using them in the same field --Formulate the largest possible number of suitable and innovative questions when he/she has been asked to construct an interview. -- Use a single word in variety of meanings during his/her speaking -- Generate the largest possible number of ideas during the expression of his/her opinion about a subject 	<p>Weak ability to:</p> <ul style="list-style-type: none"> -- Add a lot of events for a particular story offered to him -- Use the metaphorical language during his speaking. -- Generate the largest number of words that are linked by some relationships, such as using them in the same field --Formulate the largest possible number of suitable and innovative questions when he/she has been asked to construct an interview. -- Use a single word in variety of meanings during his/her speaking -- Generate the largest possible number of ideas during the expression of his/her opinion about a subject
The student's scores on measures of creative thinking (verbal or figural) indicate strongly	The student's scores on measures of creative thinking (verbal or figural indicate above	The student's scores on measures of creative thinking (verbal or figural) indicate average	The student's scores on measures of creative thinking (verbal or figural) do not indicate proficiency

above average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate comparison groups	average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate comparison groups	skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate comparison groups	in generating ideas with fluency, flexibility, originality, or elaboration at the present time (and in relation to the tasks and assessments context)
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Appendix I: Levels of creative use of reading skills

Excelling(4) 90- 100	Expressing(3) 75-89	Emerging(2) 60-74	Not Yet Evident (1) >60
Excellent ability to: -- generate metaphorically phrases to express a meaning from the text. -- Interpret a term from the reading text using several interpretations. -- Generate the largest possible number of synonyms, plurals and opposites for some words contained in the text. -- Add other events or elements to reading text using specific kinds of formulas or verbs. -- Give his/her opinion about reading the text using a specific type of formulas or verbs.	Good ability to: -- generate metaphorically phrases to express a meaning from the text. -- Interpret a term from the reading text using several interpretations. -- Generate the largest possible number of synonyms, plurals and opposites for some words contained in the text. -- Add other events or elements to the reading text using specific kinds of formulas or verbs. -- Give his/her opinion about reading the text using a specific type of formulas or verbs.	Satisfactory ability to: -- generate metaphorically phrases to express a meaning from the text. -- Interpret a term from the reading text using several interpretations. -- Generate the largest possible number of synonyms, plurals and opposites for some words contained in the text. -- Add other events or elements to the reading text using specific kinds of formulas or verbs. -- give his/her opinion about reading the text using a specific type of formulas or verbs.	Weak ability to: -- Generate metaphorically phrases to express a meaning from the text. -- Interpret a term from the reading text using several interpretations. -- Generate the largest possible number of synonyms, plurals and opposites for some words contained in the text. -- Add other events or elements to the reading text using specific kinds of formulas or verbs. -- give his/her opinion about reading the text using a specific type of formulas or verbs.
The student's scores on measures of creative thinking (verbal or figural) indicate strongly above average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate comparison groups	The student's scores on measures of creative thinking (verbal or figural indicate above average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate comparison groups	The student's scores on measures of creative thinking (verbal or figural) indicate average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate comparison groups	The student's scores on measures of creative thinking (verbal or figural) do not indicate proficiency in generating ideas with fluency, flexibility, originality, or elaboration at the present time (and in relation to the tasks and assessments context)

Appendix J: Levels of creative use of writing skills

Excelling(4) 90- 100	Expressing(3) 75-89	Emerging(2) 60-74	Not Yet Evident (1) >60
<p>Excellent ability to:</p> <ul style="list-style-type: none"> -- Express a picture offered to him/her by writing a story which reflects its content -- Analyse an event using a variety of linguistic formulations -- Write suitable ends for a story with the use of certain metaphor language -- Write an article about a problem, so that contains the largest number of proposed solutions to address it using a variety of formulations. -- Write a dialogue from his/her imagination, talking about a purposeful subject. 	<p>Good ability to:</p> <ul style="list-style-type: none"> -- Express a picture offered to him/her by writing a story which reflects its content -- Analyse an event using a variety of linguistic formulations -- Write suitable ends for a story with the use of certain metaphor language -- Write an article about a problem, so that contains the largest number of proposed solutions to address it using a variety of formulations. -- Write a dialogue from his/her imagination, talking about a purposeful subject. 	<p>Satisfactory ability to:</p> <ul style="list-style-type: none"> -- Express a picture offered to him/her by writing a story which reflects its content -- Analyse an event using a variety of linguistic formulations -- Write suitable ends for a story with the use of certain metaphor language -- Write an article about a problem, so that contains the largest number of proposed solutions to address it using a variety of formulations. -- Write a dialogue from his/her imagination, talking about a purposeful subject. 	<p>Weak ability to:</p> <ul style="list-style-type: none"> -- Express a picture offered to him/her by writing a story which reflects its content -- Analyse an event using a variety of linguistic formulations -- Write suitable ends for a story with the use of certain metaphor language -- Write an article about a problem, so that contains the largest number of proposed solutions to address it using a variety of formulations. -- Write a dialogue from his/her imagination, talking about a purposeful subject.
<p>The student's scores on measures of creative thinking (verbal or figural) indicate strongly above average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate comparison groups</p>	<p>The student's scores on measures of creative thinking (verbal or figural indicate above average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate</p>	<p>The student's scores on measures of creative thinking (verbal or figural) indicate average skills or proficiency in generating ideas with fluency, flexibility, originality, or elaboration , in relation to appropriate comparison groups</p>	<p>The student's scores on measures of creative thinking (verbal or figural) do not indicate proficiency in generating ideas with fluency, flexibility, originality, or elaboration at the present time (and in relation to the tasks and assessments context)</p>

	comparison groups		
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Appendix k: Test of the Creative Use of the Arabic language

The content of the Test

A - The aim of the test:

The test aims to measure the levels of creative use of Arabic language in students of class 11. It measures the skills of fluency, originality, flexibility and elaboration for the four language skills: listening, reading, writing and speaking.

B - The content of the test:

The test contains a set of open questions in Arabic language skills: listening, reading, writing and speaking, which measure the skills of creative use of the Arabic Language: the fluency, originality, flexibility and elaboration.

Where the test is divided into four sections, each section represents one skill of Arabic language, and includes a series of questions which measure skills: fluency, originality, flexibility and elaboration.

This test is characterized as written, except the section which will display speaking which includes oral questions, they will be applied in an interview, so that interviews be recorded and then analysed in writing.

The design of the test relies on the standards of creative use of Arabic language, developed by researcher from the Arab educational literature.

Test instructions:

- 1 – The test aims to measure the levels of creative use of Arabic language in students.
- 2 – It includes 4 parts: Listening, reading, writing and speaking. Each part includes several different questions.
- 3 –The levels are determined according to the degree of test standard specified for each question to measure the skills of creative use of Arabic language.
- 4- The test is applied inside classrooms.

The English copy

(A) Listening:

Listen to the text, and then answer the following questions in 30 minutes:

Potato sack

Once, a sheikh requested from his students to bring a clean plastic bag. Then, he asked them to put a potato in the bag for every painful memory which they cannot forget it in their daily lives. He, then, asked them to write the name and the date of each memory on the potato.

Students implemented his advice and some of them became carrying a very heavy bag because they have a lot of painful memories. The sheikh, then, asked his students to hold the plastic bags including potatoes with them wherever they go for a week.

Normally, the potatoes deteriorated and caused a bad odour. Not too long, each one of students decided to dispose of the bag in any way.

- 1- Write the largest number of advantages which can be understood from the subject of the story using the advice's style.
- 2- Put the word **painful** in all possible useful sentences.
- 3- Put all the possible opposites for the word **deteriorate**
- 4- Form all the possible questions to discuss the subject of the text using the correct formulas.
- 5- Paraphrase the text using your own metaphor language.
- 6- Write all the suitable titles for this story.

7- Write a suitable introduction for this story.

(B) Reading:

Read the text, and then answer the following questions in 30 minutes:

Unemployment...An Epidemic Weakens Human and Society; Specially the Young; Specially the Graduates

Unemployment is a widespread problem that covers a wide range of Arab area. It spreads among the young; specially the graduate. We are afraid that it is going to destroy our society.

Certificate and graduation are two main things the young are looking for in the hope of a higher future full of wishes. They want to take part in the institutes and the build of civilization. They are also looking forward for self-fulfilment which we want it to reach its highest level.

The young spend their lives studying very hard for the purpose of graduation. Unfortunately, they find themselves putter in public places and cafes waiting for their chance in the field of work. They may not get this chance and therefore their lives will be full of gaps. This leads them to corruptions which are rejected by law and then society.

In addition, poverty and psychological effects are some of the consequences of the lack of work. They may result in suicide because of the feeling of failure. Besides suicide, some guys preferred to immigrate and search for jobs (Middle East, internet)

Waiting for employment is one of the main difficulties that face the young. They may wait for years in order to be employed but in vain. The percentage of unemployment among the Arab guys is the highest in the world and it's said that it may increase in many cases. According to the USA data, the percentage of unemployment in the Arab countries is 25% and 40% in other countries.

So, how can Arab guys draw their future and what are their requirements for a better future? A study in the internet was performed through which a group of questions were asked to a number of guys from various countries.

I received the following answers:

Jalal is from Egypt. He has graduated from the College of Economy for two years. He has not find a job yet although he has applied to many institutes. Unexpectedly, he has been treated as cadger in spite of his education and his continuous observation of the problems facing Egypt nowadays. However, none paid him any attention because, as they claimed, he is still young and has no authority in discussion.

Waiel is from Libya. He is worried about his situation and therefore he cannot sleep. He has graduated from the College of Art for three years but found no job. His stepmother is always accusing him that he is jobless and she has to spend him money in order to have a meal. As a result, he ran away and resorted to the internet café to discuss his life matters with his friends who got the same problems.

The complaints and problems are the same. They all need effective solutions away from the routine followed by Arab governments.

I met a large number of ladies and gentlemen while they were doing acceptance test in one of the institutes. They told me that they applied to different kinds of tests but they were not accepted. They

had been waiting for a year in order to take the test and spent more time waiting for the results of the test. During this time, they lived blankly thinking just of a way to guarantee a job.

Randa said: my number in social affairs is not very large but I have been waiting for three years in the hope to find a chance in the field of work. However, it seems that it is not going to be got.

One string connects all these stories together: unemployment and the carelessness of the problems of the young from the part of the country. We hope that the concerned institutes will do something for these problems especially unemployment which becomes a nightmare kills the ambition of the young.

1- Write all the suitable other titles for this text.

2-Produce all the suitable opposites for these words and put them in a complete sentences:

(a) Unemployment -----

(b) Corruption -----

3- Write all the possible metaphor sentences to express this meaning "We hope that the concerned institutes will do something for these problems especially unemployment which becomes a nightmare kills the ambition of the young."

4- What are the new ideas that can be added to the text but the author does not mention them?

5- Write all your own suitable solutions for the problem of unemployment using the passive voice tense.

6- Paraphrase this paragraph using your own language:

The young spend their lives studying very hard for the purpose of graduation. Unfortunately, they find themselves putter in public places and cafes waiting for their chance in the field of work. They may not get this chance and therefore their lives will be full of gaps. This leads them to corruptions which are rejected by law and then society.

In addition, poverty and psychological effects are some of the consequences of the lack of work. They may result in suicide because of the feeling of failure. Besides suicide, some guys preferred to immigrate and search for jobs (Middle East, internet)

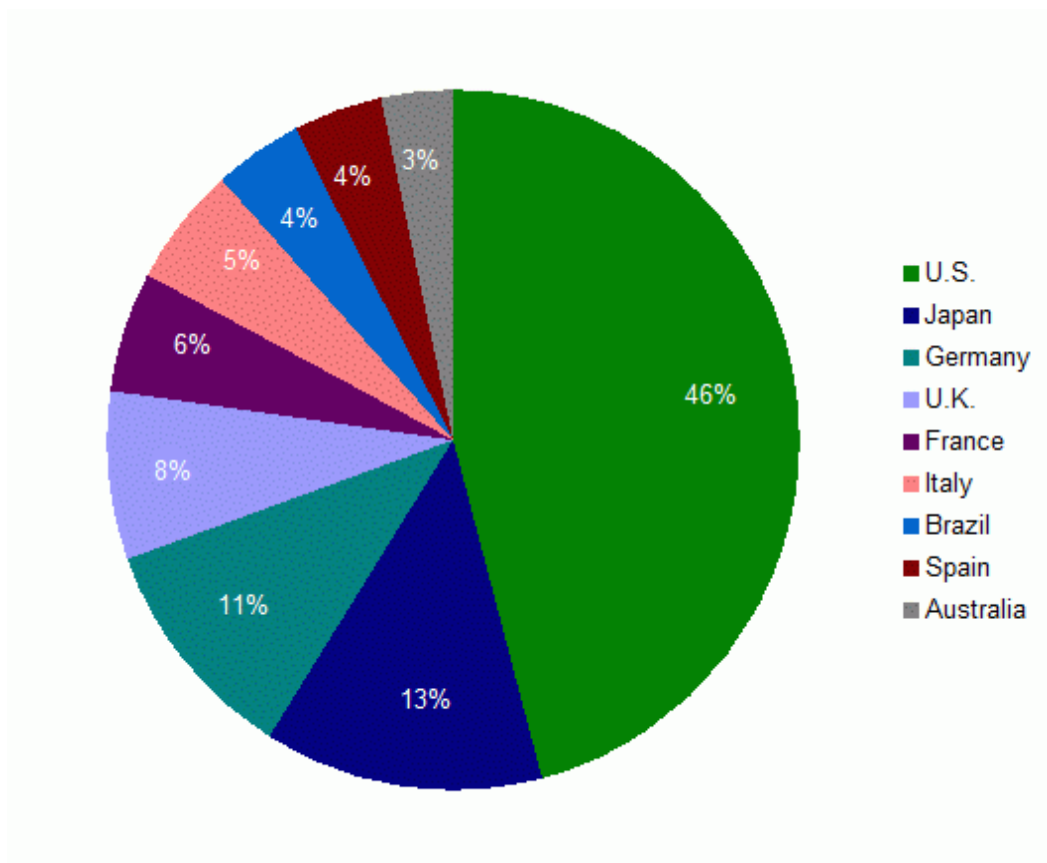
Waiting for employment is one of the main difficulties that face the young. They may wait for years in order to be employed but in vain. The percentage of unemployment among the Arab guys is the highest in the world and it's said that it may increase in many cases. According to the USA data, the percentage of unemployment in the Arab countries is 25% and 40% in other countries.

7-What are the meanings that can be excited in your mind by the title of the text?

(C) Writing:

Answer the following questions in 30 minutes:

- 1- Write a short report to express this chart which illustrates the percentage of the Internet users in different countries.



- 2- Write an article about the effect of teaching English language in schools on learning Arabic language in students using variety sentences between real sentences and metaphor sentences.
- 3- Complete this story using your own language.

Sarah was a creative and talented student, and always worked to achieve her accomplishments, but her family was not cooperating with her, so she feels that her life is incomplete. She lacks a feeling of insecurity, and the support she needed...

(D) Speaking:

Answer the following questions in 30 minutes:

- 1- Express these pictures using all the possible sentences which include the passive and active voice formula.





- 2- Construct an interview with me to discuss the problem of the misuse of the Internet.
- 3- What are all the possible opposites for these words : Success, creativity, ignorance, self-confidence
- 4- What is your opinion in this issue : students are non-interested in reading
- 5- Give me all the possible complete sentences to express these feelings: pride, sadness, happiness and fear.
- 6- Produce all the suitable sentences using some metaphor expression to express the problem which is illustrated in the following picture.



The Arabic copy

أسئلة الاختبار

(أ) الاستماع

- استمع إلى النص ، وأجب عن الأسئلة التالية في 30 دقيقة فقط
- سيتم عرض المادة المسموعة مرة واحدة فقط.

كيس البطاطس
في أحد المرات طلب الشيخ من كل واحد من تلاميذه أن يحضر معه كيساً من البلاستيك النظيف، ثم طلب منهم أن يضعوا ثمرة من البطاطس في الكيس النظيف عن كل ذكرى مؤلمة في حياتهم اليومية لا يرغبون في أن ينسوها، وأن يكتبوا اسم الذكرى وتاريخها على ثمرة البطاطس. عملوا بوصية الشيخ، وأصبح البعض منهم يحمل كيساً ثقيلاً جداً، لكثرة ما يحمل في داخله من ذكرى مؤلمة، وبعد ما يحمل من ذكرى يضع البطاطس في الكيس، ثم طلب منهم أن يحملوا كيس البلاستيك بما أصبح فيه من ثمرات البطاطس معهم أينما ذهبوا لمدة أسبوع. وأن يضعوه أيضاً بجوار فراشهم بالليل، وبجوارهم في مقعد السيارة عند ركوبها ، وفي كل مكان يكون كيس البطاطس معهم. إن عبء حمل هذا الكيس طيلة الوقت خشية نسيانه في أي مكان قد سبب لهم الحرج وطبيعي تدهورت حالة البطاطس بعد ذلك، وأصبح لها رائحة كريهة وهذا جعل حملها أمراً غير لطيف، فلم يمر وقت طويل حتى كان كل واحد منهم قد قرر التخلص من كيس البطاطس بأي طريقة ، أهم من حمله في كل مكان يذهبون إليه .

- 1- ما الفوائد التي يمكن أن تستخلصها من هذا الموقف؟
- 2- استخدم كلمة (مؤلمة) في أكبر عدد ممكن من الجمل المفيدة لتوضيح معناها.
- 3- اكتب أكبر عدد ممكن من المضادات الخاصة بكلمة (تدهور) .
- 4- ما الأسئلة التي يمكن أن تصوغها لمناقشة موضوع الموقف مستخدماً صياغات لغوية متنوعة؟
- 5- لخص الموقف بأسلوبك مستخدماً بعض أساليب المجاز (الاستعارة، التشبيه ... إلخ) .
- 6- اكتب كل العناوين المناسبة لهذا النص.
- 7- اكتب كل المقدمات الممكنة التي تناسب هذا النص.
- 8- تصوّر أنك الآن في موقف الشيخ نفسه: ما النصائح أو الأساليب الأخرى التي يمكن أن تستخدمها مع طلبتك لمساعدتهم على نسيان ذكرياتهم المؤلمة؟

(ب) القراءة:

اقرأ النص التالي، وأجب عما بعده من أسئلة في 30 دقيقة فقط :

أفة تنخر جسد الإنسان والمجتمع ، خاصة للشباب، وبالأخص الخريجين منهم البطالة
من استفحالها لتصبح في النهاية أفة عربية بشكل عام مشكلة تكاد تنتشر مخابها لتغطي مساحات واسعة من الوطن العربي نخشى تواجه الدول البطالة عند الشباب. وبالأخص الخريجين منهم تنخر جسد الإنسان وهذه المشكلة هي البطالة وخاصة بالأمان والأحلام للانخراط في مؤسسات المجتمع المدني والبناء فالشهادة والتخرج هاجسان يسعى الشباب لتحقيقها أملاً في مستقبل مشرق زاخر. مراتب عالية ومكانة أفضل تمثل كل دولة بالإضافة إلى تحقيق الذات التي نعيش جميعاً من أجل الوصول بها إلى الفاعل للحضارة التي متسكعين في الطرقات العامة أو المقاهي بانتظار فرص العمل يمضي الشباب فترة دراستهم في جد وكفاح من أجل التخرج ليجدون أنفسهم بعدها يحاسبه عليها القانون ومن ثم يهيم خلالها الشاب على وجهه ويعيش حالات الفراغ التي تؤدي به إلى انحرافات عدة التي قد لا تأتي بعد أعوام المجتمع.

إلى الانتحار لدى بعض منهم لشعورهم بالفشل وإحساسهم إضافة للفقر والعوز والمضي خلف سراب الغد والانتكاسات النفسية التي تؤدي أحيانا إيست أونلاين على كما نقل ميدل. أدى بالكثيرين منهم إلى الهجرة والبحث عن فرص العمل خارج حدود البلاد بعدم أهميتهم في المجتمع مما الإنترنت.

دون أن يحظى بفرصة عمل تخرجه من الضياع الذي وجد فانتظار التعيين من أهم المعضلات والصعوبات التي يمر بها الشباب، فقد ينتظر أعواما فالمعدل بالنسبة إلى صفوف الشباب العربي هي الأعلى عالمياً، وهي مرشحة للتصاعد في الكثير من الحالات نفسه فيه. وتعتبر نسب البطالة في %البلدان فهي تصل أحيانا إلى 40 الدول العربية هو 25% طبقاً لبيانات الأمم المتحدة، أما في بعض مستقبل أفضل ؟ في ظل تلك المعطيات كيف يرسم الشباب العربي مستقبلهم وما هي متطلباتهم من أجل مختلفة.. وتلقيب الأجوبة التالية من خلال دراسة ميدانية على الإنترنت، وجهت الأسئلة إلى عدد من الشباب من دول رغم انه تقدم إلى الكثير من الدوائر التي عاملته كمتسول الشاب جلال من مصر، تخرج من كلية الاقتصاد منذ سنتين لكنه لم يجد حتى الآن عملاً إليه باعتباره شاباً صغيراً لا يحق ثقافته الواسعة ومتابعته للهموم والمشاكل التي تواجه مصر حالياً إلا أن أحداً لم يصغ يحتاج إلى المال ليعيش رغم له التدخل والمناقشة

ثلاثة أعوام لكنه لم يجد الوظيفة بعد مما جعل زوجة أبيه تكيل الشاب وائل من ليبيا، يقلقه وضعه ويسرق النوم من عينيه فهو خريج كلية الآداب منذ المنزل ويلجأ إلى مقاهي الإنترنت أولها انه عاطل على العمل وانه بحاجة لكي تصرف عليه وتطعمه. مما جعله يهرب من له الاتهامات والتي من نفس المشاكل ليناقش أموره الحياتية مع أقرانه الذين يعانون من إيجاد فرصة عمل ومن ثم الزواج أمراً شبه معدوم. فبدد وقته أما احمد، الذي يشعر دوماً بتأنيب الضمير لأن البطالة والفراغ جعلتا الأمل في بطريقة الزواج العرفي وبدأ يلتقي بصديقه خفية الأفلام الجنسية عبر الإنترنت والفضائيات الأوروبية. ولعدم توافر فرصة للزواج فقد تزوج بمتابعة لإيجاد حل جذري لوضعه المتردي عن أهله وأهلها. ولكن ضميره يلح عليه

إطبيب تغسل الأدوات وتعقمها بعيداً عن دراستها واختصاصها بينما بسمة، التي تحمل شهادة المحاسبة لم تجد مجالاً للعمل إلا سكرتيرة في عيادة المقيت الذي لا تزال الحكومات العربية تتبعه تشابه الشكاوى ومشاكل الشباب وجميعها بحاجة إلى حلول جذرية بعيد عن الروتين الوزارات من أجل العمل لديها، وكانت الأعداد التي حضرت للمسابقة مجموعة من الشباب والشابات التقيتهم أثناء تقديمهم لامتحان القبول في إحدى سنة من انتظار الامتحان ومن ثم نتائجهم بمضيها للنظر، أكدوا لي أنهم تقدموا إلى عدد كبير من المسابقات. لكنهم لم يتم قبولهم بعد هائلة بشكل ملفت من التفكير في أي شيء آخر إلا تأمين وظيفة تعيلهم الشاب أو الشابة في فراغ وحاجة تمنعهم

انتظر الفرصة التي يبدو أنها لن تأتي قالت رندا: رقمي في الشؤون الاجتماعية ليس كبيراً جداً. لكنني منذ ثلاث سنوات نأمل راجين من الجهات المعنية الالتفات. الشباب خيط واحد يربط جميع القصص بعضها البعض ألا وهو : البطالة وعدم اهتمام الدولة بمشاكل التي تحولت إلى كابوس يقض مضجع الشباب ويغتال طموحاتهم. بجدية لمشكلات شبابنا، وأهمها البطالة

- 1- اكتب كل العناوين المناسبة لهذا النص من وجهة نظرك.
- 2- اكتب كل المضادات المناسبة للكلمات التالية، ثم وظفها في جمل مفيدة :
- البطالة :
- الفساد :

- 3- اكتب كل الجمل المجازية المناسبة للتعبير عن المعنى التالي :

نأمل راجين من الجهات المعنية الالتفات بجدية لمشكلات شبابنا، وأهمها البطالة التي تحولت إلى كابوس يقض مضجع الشباب ويغتال طموحاتهم.

- 4- ما الأفكار الجديدة التي يمكنك إضافتها لهذا الموضوع لم يتم ذكرها في النص؟
- 5- اقترح كل الحلول المناسبة لمشكلة البطالة مستخدماً أسلوب الفعل المبني للمجهول في صياغة الجمل التي تعبر عن حلولك.
- 6- لخص الفقرة التالية مستخدماً لغتك الخاصة :

يمضي الشباب فترة دراستهم في جد وكفاح من أجل التخرج ليجدون أنفسهم بعدها متسكعين في الطرقات العامة أو المقاهي بانتظار فرص العمل التي قد لا تأتي بعد أعوام يهيم خلالها الشاب على وجهه ويعيش حالات الفراغ التي تؤدي به إلى انحرافات عدة يحاسبه عليها القانون ومن ثم المجتمع .

إضافة للفقر والعوز والمضي خلف سراب الغد والانتكاسات النفسية التي تؤدي أحيانا إلى الانتحار لدى بعض منهم لشعورهم بالفشل وإحساسهم بعدم أهميتهم في المجتمع؛ مما أدى بالكثيرين منهم إلى الهجرة والبحث عن فرص العمل خارج حدود البلاد. كما نقل ميدل إيست أونلاين على الإنترنت.

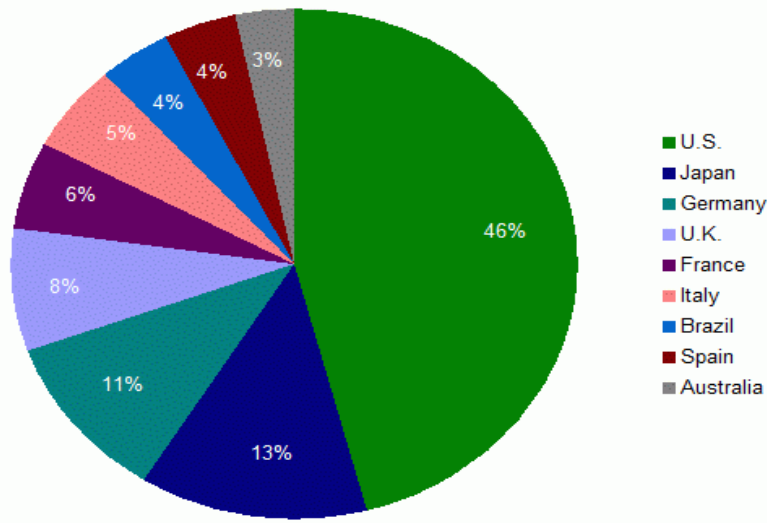
فانتظار التعيين من أهم المعضلات والصعوبات التي يمر بها الشاب فقد ينتظر أعواماً دون أن يحظى بفرصة عمل تخرجه من الضياع الذي وجد نفسه فيه.. وتعتبر نسب البطالة في صفوف الشباب العربي هي الأعلى عالمياً، وهي مرشحة للتصاعد في الكثير من الحالات. فالمعدل بالنسبة إلى الدول العربية هو 25% طبقاً لبيانات الأمم المتحدة، أما في بعض البلدان فهي تصل أحيانا إلى 40 %.

- 7- ما المعاني التي يمكن أن يثيرها عنوان النص في ذهنك؟

(د) الكتابة

أجب عن الأسئلة التالية في 30 دقيقة :

1- اكتب تقريراً قصيراً تعبر به عن الشكل التالي الذي يوضح النسب المئوية لمستخدمي الإنترنت في بعض الدول المختلفة.



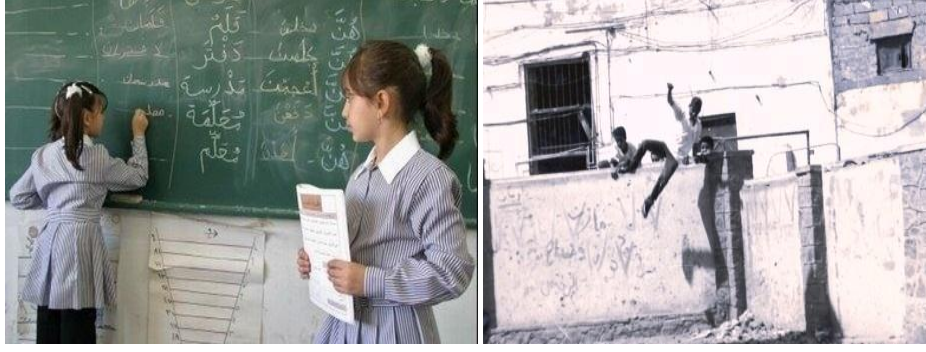
- 2- اكتب مقالا عن أثر تدريس اللغة الإنجليزية في المدارس على تعلم اللغة العربية مستخدما جملا وصياغات متنوعة بين الأسلوب الحقيقي والمجازي.
- 3- اكتب حوارا من خيالك بين معلم وطالب يناقشان فيه أهمية الإبداع في الحياة (استخدم لغتك الخاصة وصياغاتك اللغوية المتنوعة)
- 4- أكمل القصة التالية مستخدما خيالك ولغتك الخاصة :

كانت سارة طالبة مبدعة وموهوبة، فقد كانت مجتهدة دائما لتحقيق أهدافها وطموحاتها، لكن عائلتها لم تكن تشجعها، ونتيجة لذلك لم تستطع سارة أن تحقق كل أهدافها؛ فقد كانت محبطة وتشع بالوحدة لأنها بحاجة إلى دعم كبير ...

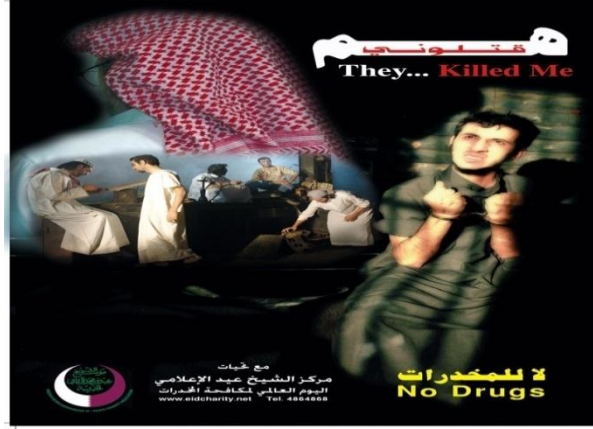
(د) التحدث

1- استخدم صياغتي المبني للمعلوم ، والمبني للمجهول للمقارنة بين كل صورتين من الصور التالية :





- 1- أجز معي مقابلة لمناقشة مشكلة سوء استخدام الإنترنت.
- 2- ما المضادات المناسبة لكل من الكلمات التالية : النجاح، الإبداع، الجهل، الثقة بالنفس؟
- 3- ما رأيك في المسألة التالية: عدم اهتمام الطلبة بالقراءة؟
- 4- أعطني كل الجمل المفيدة الممكنة للتعبير عن المشاعر التالية: الفخر، الحزن، السعادة، الخوف.
- 5- عبّر عن الرسالة التي توضحها الصورة التالية مستخدماً لغتك المجازية.



Appendix L: Marking key of test questions

The skill	The question	The item description
Listening	1	Focus on the correlation between the advantages and the text content, the quantity of the advantages, and the variety in formulating the sentences
	2	Focus on the variety of opposites' formulation, the variety of the synonyms of the word <i>painful</i> , and the quantity of the opposites
	3	Focus on the variety of sentences' formulation, the variety of the opposites of the word <i>deteriorate</i> , and the quantity of the sentences
	4	Focus on the correlation of the questions with the content of the text, the variety of the questions' formulation, and the quantity of the questions.
	5	Focus on including the paraphrase all the main ideas of the text, the variety of the sentences' formulation, the variety of metaphor language formulation, the quantity of the text words' synonyms generated by the student, and the linking between the ideas.
	6	Focus on the correlation between the titles and the text's content, the variety of the titles' formulation, the innovative formulation of titles, and the quantity of the titles generated by the student.
	7	Focus on the extent of using a suitable beginning sentence, the originality in using an exited introduction, the sequence of ideas included in the introduction, and the variety of the sentences' formulation.
Reading	1	Focus on the correlation between the titles and the text's content, the variety of the titles' formulation, and the quantity of the titles generated by the student.
	2	Focus on the variety of sentences' formulation, the variety of the opposites of the words <i>unemployment</i> , <i>corruption</i> , and the quantity of the sentences
	3	Focus on the variety of metaphorical language formulation, the correlation between the expression and the meaning of the given

		sentences, and the quantity of the expressions
	4	Focus on the originality of the ideas, the variety of the ideas' formulation, the correlation between the ideas and the text's content, and the new details that can be added to the text by the ideas
	5	Focus on the innovation of the solutions, the variety of the sentences' formulation, the correlation between the solutions and the text problems, including them the passive voice formula, and the quantity of the solutions.
	6	Focus on including the paraphrase all the main ideas of the text, the variety of the sentences' formulation, the variety of metaphor language formulation, the quantity of the text words' synonyms generated by the student, and the linking between the ideas.
	7	Focus on the variety of the answers' formulation, the variety of the excited meanings, and the quantity of the meanings.
The skill	The question	The item description
Writing	1	Focus on the conditions of writing report (like, using the correct percentages as they are shown in the diagram, using logical linking between the different cases shown in the diagram, using the comparison sentences), the variety of sentences' formulation, and including the main ideas of the diagram.
	2	Focus on the conditions of writing an article (e.g., using a suitable introduction and end, focusing on the main idea of the given issue, support the ideas with the student's views and some reading resources), the variety of sentences' formulation, the variety of innovative solutions for the give issue.
	3	Focus on the innovative ideas added to the story, the variety of vocabulary and expressions' formulation, using a suitable end for the story, the sequence of the story's events.
Speaking	1	Focus on including the sentences passive and active voice formulas, the fluency in generating ideas and vocabulary, the variety of the expressions' formulations, the self-confidence during speaking.
	2	Focus on the self-confidence during asking the questions, the variety of questions' formulation, including the main ideas of the issues, supporting the interview with the student's views
	3	Focus on the variety of opposites, the quantity of the opposites, the innovative of the opposites, the self-confidence during speaking
	4	Focus on the variety of sentences' formulation, supporting the self-opinion with real events or reading resources, including the suitable solutions for the issue.
	5	Focus on the variety of metaphorical language formulation, the correlation between the using of vocabularies and the meaning of the feelings, the quantity of the expressions
	6	Focus on the variety of metaphorical language formulation, the correlation between the using metaphor language and the given problem, the innovative of the solutions of the problem, and the quantity of the expressions

Appendix M: List of the tool judges

	Name	Employment	Employer
1	Dr. Abdul Rahman Assageer	Assistant professor	Sultan Qaboos University
2	Dr. Suleiman Al Ghatami	Assistant professor	Sultan Qaboos University
3	Dr. Hilal Al Hajri	Assistant professor	Sultan Qaboos University
4	Dr. Mohammed Amrawi	Assistant professor	Sultan Qaboos University
5	Dr. Ayman Maidan	Assistant professor	Sultan Qaboos University
6	Dr. Atta Abu Gabeen	A member of curriculum development department	Ministry of Education
7	Said Al Shukaili	The head of curriculum development department	Ministry of Education
8	Dr. Fatma Al Sheedi	A member of curriculum development department	Ministry of Education
9	Saif Al Azri	Educational supervisor	Ministry of Education
10	Badria Al Yahyaiee	Educational supervisor	Ministry of Education
11	Fatma Al Yaqoobie	Educational supervisor	Ministry of Education
12	Ibrahim Al Yaqoobie	Educational supervisor	Ministry of Education

Appendix N: Supervisors who participated in data collection

The name	The region
Waleed Al-Thuhli	Muscat
Mohammed Al Kindi Abdullah Al-Ghafri Khamis Al-Agmi	North of Al-Batinah
Yahya Al-Yaqoobie	Al-Dhahira

Appendix O: Female schools of different regions in Oman which participated in this study

The region	The schools	Total number of female teachers	Total number of female students
North of Al-Batinah	Halima Al-Saadeya	23	67
	Asma Bint Amru		
	Saham		
	Atika		
	Nafeesa Bint Al-Hassan		
	Dhi Qar		
	Shinas		
Al-Dhahirah	Fatima Bint Asad	15	77
	Kubara		
	Hager Um Ismaeel		
	Kuhanat		
	Al-Wukba		
	Um Ateyya		
	Al-ansareya		
	Asma Bint Al-Sult		
	Mukinyat		
Muscat	Nasseba Bint Kaab	22	75
	Al-Mubaila Al-Ganoobeia		
	Umama Bint Abi Al-aas		
	Hail Al-Awamer		
	Shati Al-Qurm		

	Al-Amerat		
	Khoula Bint Al-Yaman		
The total	23	60	219

Appendix P: Male schools of different regions in Oman which participated in this study

The region	The schools	Total number of male teachers	Total number of male students
North of Al-Batinah	Abdullah Bin Al-Abas	27	102
	Al-Farooq		
	Abdullah Bin Anees		
	Yaarub Bin Bilarab		
	Gameel Bin Kames		
	Al-Rabee Bin Habeeb		
	Al-Warith Bin Kaab		
	Al-Mubared		
Al-Dhahirah	Saif Bin Sultan	28	77
	Umar Bin Masood		
	Dhirar Bni Al-Azwar		
	Muhammed Bin Suleiman		
	Al-Alaa Bin Al-Hadhrany		
	Zayd Bin Thabit		
	Zayd Bin Al-Khatab		
	Abu Said Al-Khudry		
	Abu Thur Al-Ghafary		
	Al-Wiqba		
Muscat	Al-Saifa	18	60
	Al-Saidiya		
	Rashid Bin Al-Nadhr		
	Yatee		
	Ahmed Bin Saeed		
	Faisal Bin Turkey		
	Moath Bin Jabal		

The total	25	73	239
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Appendix Q: Consent Form for participation in focus groups and/or individual interviews

This study focuses on the development of the creative use of the Arabic language (CUAL) for post-basic school students, a goal sought by all Arab states, including the Sultanate of Oman, to be achieved. It aims to investigate the extent to which this objective is being achieved in the Sultanate of Oman. It focuses on the nature of Arabic language teaching and assessment of students in post-basic schools. Outcomes will contribute to a better understanding of the real importance of the creative use of Arabic language (CUAL). It will encourage teachers to change their language teaching patterns to students how to use Arabic creatively.

I (Please write your full name here) **agree/do not agree** (please circle according to your choice) to take part in the **'Investigation of pedagogy and assessment for encouraging the creative use of the Arabic Language in post-basic school students in the Sultanate of Oman'** and participate in the following activities:

Please tick the box that applies to you.

School student	<input type="checkbox"/>
Arabic language teacher	<input type="checkbox"/>
Oman curriculum development officer	<input type="checkbox"/>

Please confirm your agreement or disagreement by choosing yes or no in the box provided.

FOCUS GROUP: to participate in a focus group investigation of my level of the creative use of Arabic language or Arabic language teaching and assessment methods.	YES NO
---	-------------

INDIVIDUAL INTERVIEW: to participate in a focus group investigation of the policy of teaching Arabic language in Oman.	YES NO
--	-------------

I understand that

- Participation is completely voluntary.
- I can decide to withdraw from this project at any time my data will be destroyed
- Data will not be used for any purposes other than this research.
- Data will be kept in a secure place at the University of Southern Queensland.
- No real names will be used in reporting data.
- No audio-video tape will be used for any purposes other than transcription of the data and its analysis
- I will have the opportunity to receive a short report of the findings.
- I can contact the Ethics Committee at the University of Southern Queensland if I have any concerns regarding this study.

.....
Participant Signature



Date

Dear Principal,

I would like to invite your school to participate in a PhD project **“Investigation of pedagogy and assessment for encouraging the creative use of the Arabic Language in post-basic school students in the Sultanate of Oman”**.

The aim of the project is to investigate the extent to which the development of the creative use of the Arabic language (CUAL) for post-basic school students is being achieved in the Sultanate of Oman. A survey would be conducted with students of class 11 by testing them in the four main Arabic language skills; listening, reading, writing and speaking. The project would also be conducted with Arabic language teachers who teaching class 11 by observing them in the classroom during the teaching process and giving them a questionnaire which evaluate the effectiveness of their assessment methods in encouraging the creative use of Arabic language in their students.

Summary data would be provided to the school and the name of the school and the names of participating students would be kept totally confidential.

In keeping with ethical requirements I have attached a form that seeks your formal approval for the conduct of the project. Should you wish to discuss any aspect of the project please contact me on telephone: 99818161

Alternatively the project e-mail address is: iradah2007@hotmail.com

I look forward to your kind assistance and cooperation with this project.

Yours sincerely

Raya Almandhari
PhD candidate in Southern Queensland University
Toowoomba/ QLD 4350

Appendix R: Principal Permission Form

I, _____ (print principal's full name) wish for my
school _____ (school's full name) to participate in the

"Investigation of pedagogy and assessment for encouraging the creative use of the Arabic language in post- basic school students in the Sultanate of Oman".
undertaken by the University of Southern Queensland.

.....
(Principal's signature) (Date)

To facilitate the conduct of the survey and the focused groups it is requested that a particular staff member be nominated as our contact person.

School contact person:

Name: _____

Telephone: _____

Email: _____

Appendix S: Ethics approval



University of Southern Queensland

TOOWOOMBA QUEENSLAND 4350

CRICOS: QLD 00244B NSW 02225M

AUSTRALIA

TELEPHONE +61 7 4631 2300

www.usq.edu.au

OFFICE OF RESEARCH AND HIGHER DEGREES

Ashley Steele
Research Ethics Officer
PHONE (07) 4631 2690 | FAX (07) 4631 2955
EMAIL steele@usq.edu.au

Thursday, 27 November 2008

Mr Raya AlMandhari
Faculty of Education
USQ, Toowoomba Campus

Re: Ethical Clearance - An Investigation of pedagogy and assessment for encouraging the creative use of the Arabic Language in secondary school students in the Sultanate of Oman

Dear Mr AlMandhari,

The USQ Human Research Ethics Committee recently reviewed your application for ethical clearance. Your project has been endorsed and full ethics approval was granted 25/11/2008. Your approval reference number is: **H08REA094** and is valid until **25/11/2009**.

The Committee is required to monitor research projects that have received ethics clearance to ensure their conduct is not jeopardising the rights and interests of those who agreed to participate. Accordingly, you are asked to forward a **written report** to this office after twelve months from the date of this approval or upon completion of the project.

A questionnaire will be sent to you requesting details that will include: the status of the project; a statement from you as principal investigator, that the project is in compliance with any special conditions stated as a condition of ethical approval; and confirming the security of the data collected and the conditions governing access to the data. The questionnaire, available on the web, can be forwarded with your written report.

Please note that you are responsible for notifying the Committee immediately of any matter that might affect the continued ethical acceptability of the proposed procedure.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ashley Steele'.

Ashley Steele
Research Ethics Officer
Office of Research and Higher Degrees

Appendix T: Permissions of The Ministry of Education to collect data of this study

Fax from : 00968 24773192

23-10-10 17:26 Pg: 3

الرقم : ٢٦٢
التاريخ : ٢٠١٠/١٠/٢٣
الموافق : ٢٠١٠/١٠/٢٣



سلطنة عمان
وزارة التربية والتعليم

المكتب الفني للدراسات والتطوير

المحترم

الفاضل / مدير عام المديرية العامة للتربية والتعليم بمنطقة الظاهرة

تحية طيبة وبعد ،،،

الموضوع: تسهيل مهمة باحثة

أود إفادتكم بأن الفاضلة / رياء بنت سالم المندرية - طالبة دراسات عليا بجامعة شمال كوينزلاند باستراليا تخصص مناهج وطرق تدريس لغة عربية وترغب بإجراء دراسة حول (الكشف عن مدة تشجيع تدريس اللغة العربية وأساليب تقويمها للاستخدام الابداعي للغة العربية لدى طلبة التعليم ما بعد الاساسي بسلطنة عمان) وذلك ضمن متطلبات الحصول على درجة الدكتوراه ، وترغب المذكورة في تطبيق أداة الدراسة على عينة من طلبة ومعلمي مدارس التعليم ما بعد الاساسي في المدارس التابعة لمديرتكم .

عليه يرجى التكرم بتسهيل مهمة الباحثة وفي حالة وجود أي استفسار يمكن للمعنيين لديكم الاتصال بالباحثة مباشرة على هاتف رقم (٩٩٨١٨١٦١) .

شاكرة لكم كريم تعاونكم .
وتفضلوا بقبول فائق التقدير والاحترام ،،،

د . سناء بنت سبيل البلوشية
المكلفة بأعمال مدير المكتب الفني للدراسات والتطوير

٢٠٠٩

المكتب الفني للدراسات والتطوير - ص ب ٣ - الرمز البريدي ١١٣ - وزارة التربية والتعليم - البريد الإلكتروني : tsd@moe.gov.om
هاتف : ٢٤٧١٣٥٤١ فاكس : ٢٤٧٧٣٠٧٤

الرقم : ٢٦٢
التاريخ : ١٨/١٠/٢٠١٨
الموافق : ١٨/١٠/٢٠١٨



سلطنة عمان
وزارة التربية والتعليم

المكتب الفني للدراسات والتطوير

المحترمة

السيدة / المديرة العامة للمديرية العامة للتربية والتعليم بمحافظة مسقط

تحية طيبة وبعد ،،،

الموضوع: تسهيل مهمة باحثة

أود إفادتكم بأن الفاضلة / رياء بنت سالم المنذرية - طالبة دراسات عليا بجامعة شمال كوينزلاند باستراليا تخصص مناهج وطرق تدريس لغة عربية وترغب بإجراء دراسة حول (الكشف عن مدة تشجيع تدريس اللغة العربية وأساليب تقويمها للاستخدام الابداعي للغة العربية لدى طلبة التعليم ما بعد الاساسي بسلطنة عمان) وذلك ضمن متطلبات الحصول على درجة الدكتوراه، وترغب المذكورة في تطبيق أداة الدراسة على عينة من طلبة ومعلمي مدارس التعليم ما بعد الاساسي في المدارس التابعة لمديرتكم.

عليه يرجى التكرم بتسهيل مهمة الباحثة وفي حالة وجود أي استفسار يمكن للمعنيين لديكم الاتصال بالباحثة مباشرة على هاتف رقم (٩٩٨١٨١٦١).

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وتفضلوا بقبول فائق التقدير والاحترام ،،،



د. سناء بنت سبيل البلوشية
المكلفة بأعمال مدير المكتب الفني للدراسات والتطوير

الرقم : ٢٠٥٠ / ٢٠١٠
التاريخ : ١٠ / ١٠ / ٢٠١٠
الموافق : ١٠ / ١٠ / ٢٠١٠



سلطنة عمان
وزارة التربية والتعليم

المكتب الفني للدراسات والتطوير

المحترم

الفاضل / مدير عام المديرية العامة للتربية والتعليم بمنطقة الباطنة شمال

تحية طيبة وبعد ،،،

الموضوع: تسهيل مهمة باحثة

أود إفادتكم بأن الفاضلة / رياء بنت سالم المنذرية - طالبة دراسات عليا بجامعة شمال كوينزلاند بأستراليا تخصص مناهج وطرق تدريس لغة عربية وترغب بإجراء دراسة حول (الكشف عن مدة تشجيع تدريس اللغة العربية وأساليب تقويمها للاستخدام الإبداعي للغة العربية لدى طلبة التعليم ما بعد الاساسي بسلطنة عمان) وذلك ضمن متطلبات الحصول على درجة الدكتوراه ، وترغب المذكورة في تطبيق أداة الدراسة على عينة من طلبة ومعلمي مدارس التعليم ما بعد الاساسي في المدارس التابعة لمديرتكم .

عليه يرجى التكرم بتسهيل مهمة الباحثة وفي حالة وجود أي استفسار يمكن للمعنيين لديكم الاتصال بالباحثة مباشرة على هاتف رقم (٩٩٨١٨١٦١) .

شاكرا لكم كريم تعاونكم .
ونفضلوا بقبول فائق التقدير والاحترام ،،،



د . سناء بنت مسيل البلوشية
المكلفة بأعمال مدير المكتب الفني للدراسات والتطوير