# "The Degree to Which Arabic Language Teachers Use the Skills of The Summit and Plateau Questions from Their Point of view"

## Researcher:

**Dr. Tahawil Atalla Saij HLeban**

Al-Zaytona University

Arabic Language Curricula and Methods of Teaching

## Abstract:

This study aimed to know the degree to which Arabic language teachers use the skills of the summit and plateau questions from their point of view. The study sample consisted of (80) male and female teachers who study the Arabic language in the schools of the North West Badia Education Directorate. The researcher used the descriptive survey method. The study reached several results, the most important of which are: The degree to which Arabic language teachers use the skills of the summit and plateau questions from their point of view came to a medium degree. The results showed that there were statistically significant differences ($\alpha = 0.05$) between the degree of using the skills of the summit questions and the degree of using the skills of the plateau questions, and the differences came in favor of the skills of the summit questions.

It was found that there were no statistically significant differences ($\alpha=0.05$) due to the effect of qualification, experience, and gender in the degree to which Arabic language teachers use the skills of the summit and plateau questions. The study reached a number of relevant recommendations.

**Keywords:** Degree of use, Arabic language teachers, Summit questions, Plateau questions.

## Introduction:

Language is a phonetic symbolic system that humans use to communicate and express their thoughts. Here, it is the tool for comprehension and comprehension, and comprehension is obtained through the skills of listening and reading, and comprehension occurs through the skills of speaking and writing. In this regard, Al-Maatouq (2006) identified the characteristics of language as a system, symbols that carry meaning, phonetic, customary, socially human, developed, and learned behavior.

As for the Arabic language, it has gained its importance thanks to its honor that God's words were revealed in it, and with its unique characteristics. In terms of its characteristics, they are: phonetic in which the human speech apparatus is used completely and completely, and it does not neglect any of the functions of this device, and it is characterized by the sound of the letter in which there is a connotation and meaning, It is also characterized by the phenomenon of synonymy in any linguistic context, and Arabic is also a language of derivation, i.e. the generation of some words from each other, and these generated words all go back to one origin that determines their substance, and after that it is all a moral language, without the expression, we would not distinguish the subject from the object, nor the additive. It is described, nor the exclamation of the question, nor the epithet of the emphasis. The Arabic language also gained importance for religious reasons, as it is linked to the Islamic faith. And graphic reasons for occupying the forefront of its statement and eloquence. And civilized reasons for being a repository of Arab intellectual and civilized heritage, and for absorbing the Islamic and world cultural heritage (Al-Samarrai, 1999; Al-Khalifa, 2004).

If the Arabic language has these features and status, this requires those who teach it to be qualified to assume this great responsibility, in terms of his conscious knowledge of the nature of his work, culture, practices, and methods of teaching its various sciences. Ali and Ismail (2011) pointed out the need for the Arabic language teacher to have the ability to adapt, foresight and insight, and to perceive his subject on the basis of its function in life. He cannot do that unless he is able to evaluate the tongues of his students, to use the language with its grammatical, morphological, derivational and spelling rules correctly, as well as the quality of its lettering, the quality of its pronunciation, and as a result training in correct thinking to reach correct understanding.

The Arabic teacher in this era has other responsibilities to keep pace with technological development and the explosion of knowledge, and this can only be done by reforming the quality of the teaching profession, and for the preparation to be a strategy that can address the education crisis occurring in the contemporary world, and here it is necessary to fundamentally reconsider the preparation of teachers in general. and teachers of Arabic in particular. The preparation and training of the teacher is done spiritually, by providing him with the basic principles of the value system, and professionally by being familiar with the latest theories of education and the most advanced curricula and teaching strategies. In this case, the teacher is not just a transmitter of knowledge, but rather an expert, a supervisor, a guide, a guide, a researcher and an educational analyst, well-versed in his subject matter, interacting with his students, and again pushing these students to practice the skills of creativity and innovation (Sheikh and Abdel Mawgoud, 2007).

Thus, there is an urgent need to develop the teacher's preparation for reasons related to the extent of change, as the amount of knowledge that can be provided to the learner inside the school has become less than the amount outside the

school, and here the role of the teacher has changed; He must know what the student is exposed to outside the school, as education today has become a tool of development, and education is not only conducted by teachers. However, the Arabic language teacher must realize the necessity of achieving the required objectives of teaching Arabic. In addition, it is necessary to provide the teacher with the latest strategies in teaching, and to be equipped with the latest theories of educational and psychological sciences.

Perhaps one of the most important skills that a teacher must master is the skills of asking questions, as it has been said that the question is half of science, and the basis of the art of communication. Yet everyone understands that there are difficulties in finding creative questions.

If the teacher is skilled in asking questions, he will push the learner to understand the cognitive structures of the material he teaches, stimulate the learner's mental abilities, increase his ability to solve problems, create a more exciting and enthusiastic learning environment, increase his interaction with the educational situation, and push him to meditate. The process of raising questions also develops the student's personality and makes his thinking more profound. This all depends on the teacher's skill in preparing questions, the quality of their delivery, and their use in stimulating thinking (Al-Hawamdeh, 2012).

Ritchie (2002) pointed out that asking the question does not mean merely luring the student towards the answer, but rather directing him to come up with arguments and evidence that justify the multiplicity of viewpoints, and to prove the validity of opinions, because questions are a means of communicating with students, awakening their thinking, arousing their understanding, and reaching the truth. Latent in them, or in other words invoke eternal truths in the human mind. Hence, Mahmoud (2005) indicated that what justifies asking questions is the contribution of these questions to stimulating motivation, increasing interaction, expressing opinions freely, confronting mental stimuli, developing the ability to question, and developing communication skills with others.

Al-Atoum (2007), Karim and Al-Shawk (2011) laid the foundations for asking questions, including: good formulation by selecting words in which the question appears clear, specific and accurate, achieving the question's objectives, focusing on specific demands so that the student's thinking is not distracted, and avoiding the suggestion of the answer, and its diversity. At the level, and its depth in order to get the student to implement thought in the answer, and to develop the skills of investigating the answer, to make the student think in different directions, and to develop the skills of mental deduction, interpretation, classification and observation.

There are three types of skills that the teacher must master in questioning strategies, and they are, as mentioned by (Allen), referred to in Al-Mutairi (2019): fluency in posing, asking probing questions, and asking higher-order questions. Fluency in asking questions means that the teacher asks multiple questions in a specific time, and these questions require remembering facts and knowledge. In the probing questions, the teacher provokes an interesting discussion, when the student answers in a vague or superficial way. The teacher here forces his students to foresight and focus to reach more in-depth answers, and this may require some intervention from the teacher himself. As for higher thinking questions, the teacher raises a discussion in which students are directed to the practice of analysis, comparison and evaluation, and the answer here is not using memory only, but using all kinds of thinking.

Sarcoban (2002) stated that raising questions is not limited to the teacher, but rather by asking students about many things, and the teacher here should encourage his students and push them to raise questions about what is going on in their thoughts; Asking students questions contributes to: knowing the objectives of the question, knowing the details they need, coming up with certain perceptions, understanding the basic issues in the lesson, bringing up certain facts, developing ideas, and so on. As for Santrock (2011), it is necessary to raise probing and encouraging questions to help students grow, develop their thinking processes, and induce those with low achievers to participate in the lesson. It is required here that the question language be clear and appropriate to the student's level of knowledge, and that the formulation be brief, That the wording is investigative.

Questions in general and probing ones in particular mean looking at any form of knowledge, aiming to obtain the largest amount of information, because they are in-depth questions that encourage students to reach beyond what they say. Here, the answers are comprehensive, and subject to criticism, to move from mere reactions to increasing knowledge generation. Hence, the educational importance of the questions appears for both sides of the educational process, the teacher and the student; It is for the teacher to make him a guide, guide and organizer of the educational process, as well as enabling him to the art of teaching, with regard to increasing self-confidence, managing the class successfully, giving him speed of

intuition, increasing his fluency, and activating his role in managing higher thinking processes, and differentiated thinking. As for the importance of educational questions for the student, they are: they help him to take a critical position on his answer and the answer of his colleagues, and get him used to patience and reflection, and develop his ability to self-evaluate his work, and make him more active, and avoid boredom and boredom, and enhance his confidence in his cultural abilities, and finally develop his various thinking skills ( Qatami, 2013: Lyons, 2010: Ruetrakul, 2001).

With regard to the questions of the summit and the plateau, it was pointed out that these questions are top questions when there is one student who is assigned the tasks of answering, that is, the respondent is fixed and the tasks are variable. As for the plateau questions, its philosophy is based on the fact that there is a group of students who change, and the tasks are also variable. This has been pointed out, since the 1990s, by Makhlouf (1995); He mentioned that in the summit questions, a specific question is asked, each student believes that this question will be directed to him, but the teacher chooses one student to answer it. Whatever the answer, the same student receives another set of questions, and these questions are at different levels. Here the teacher communicates directly with the student during the questions.

As for the plateau questions, as mentioned by Makhlouf (1995) also, in which the teacher chooses a group of students, he asks them a question that revolves around a specific task. In this case, communication is direct between the teacher and the selected group of students. The teacher chooses one student from the group to answer the question, and if his answer is incomplete or unclear, his colleagues in the group have the right to help him, to reach the correct answer, and so the questions are asked to the group members, who are entitled to provide the necessary assistance to their colleague to help him answer.

Ayyash (2002) and Al-Mutairi (2019) stated that each of the questions of the summit and the plateau has steps based on it; The steps of the summit questions are represented by four steps, the first of which is: the teacher defines what is required and the goals to be achieved, and here the teacher gives his students an opportunity to think about what is required and his goals. And the second: starting to raise questions by asking a question that each student expects that this question will be directed to him, but the teacher selects one student to answer. The third: the student begins to answer, giving him enough opportunity to determine what is required. If he fails to answer, the teacher asks him another question or a set of questions of gradual difficulty, and these questions are related to the task that the student is trying to accomplish, and with the set of attempts, the student comes to solve the problem by answering the questions. And the fourth: addressing the other students, who are in a state of constant thinking about the questions directed to their colleague, and this colleague's position and confusion, as they also put answers to the questions asked to keep in memory, and then make comparisons between their answers, and what their colleague has found correct answers That is, each of the students evaluates himself, and discovers his abilities to use them to answer other questions, when he is in the same situation.

As for the steps of the plateau questions, they are represented by the first step in which the teacher determines the topic of the questions, and the goals to be achieved. In the second step, the teacher directs the question to all the students, to arouse their attention and get them to think. But the teacher chooses a group of students to answer the question, and begins by choosing one of the group members to perform the task. If he fails, the teacher allows his colleagues in the group to help him by answering the question or guiding him to the correct answer. Thus, questions are asked to the group, and the group members participate in helping another colleague of them chosen to give the answer. As for the third step, the teacher involves the other students in the class, who were following the answers of their colleagues in the group, by conducting a discussion about these answers, and comparing their own answers with the answers of their colleagues in the group.

**Previous Studies:**

Several studies have been conducted on the degree to which Arabic language teachers and others practice or possess different teaching skills, or the skills of different variables. Among these studies is the study of Abu Al-Raz (2011), which aimed to know the degree of practice of Arabic language teachers in Jordan in teaching critical reading skills, and the study followed the descriptive research method, and the study sample amounted to (40) male and female teachers. The study tool was a note card to measure the degree to which teachers practice critical reading skills. The results showed that the degree of practice was medium. As for Ibrahim's study (2015), its aim was to know the degree to which Islamic education teachers in Jordan practice teaching skills, and among these skills are the skills of asking questions. The research method followed was the descriptive approach, and the number of the sample was (100) teachers, and the study tool was a questionnaire. With different teaching skills. The results showed that the degree of practice of the different teaching skills came with a medium rating.

The study of Hussein (2015) aimed to know the degree to which Arabic language teachers in Jordan practice induction and inference skills, and the research method was descriptive, and the number of the sample was (30) teachers, and a note card was prepared with induction and measurement skills. It appeared that Arabic language teachers practice these skills to a high degree in their teaching of grammatical rules. As for Al-Qadi's study (2017), it aimed to reveal the degree to which secondary school teachers in Jordan possess effective teaching skills from their point of view, and the study followed the descriptive research method, and the number of study members was (45) male and female teachers, and the tool was a questionnaire on effective teaching skills. The study concluded that the degree of teachers' possession of effective teaching skills was medium.

Al-Shammari's study (2019) examined the level of practice of Arabic language teachers in Kuwait for the skills of thinking patterns from their point of view. The study followed the descriptive research method, and (80) male and female teachers represented the study sample, and the tool was a questionnaire on the skills of some thinking patterns (critical, creative and reflective). The results showed that the degree of practice was medium in each of the mentioned thinking styles. As for the phase study (2020), its objective was to know the degree to which professional education teachers in Jordan practice effective teaching skills from their point of view. The research method used was the descriptive approach, and a sample of teachers, consisting of (120) male and female teachers, was selected, and represented the effective teaching skills questionnaire. Study tool. The results showed that the degree of professional education teachers' practice of effective teaching skills was high.

Based on this, previous studies dealt with the degree to which teachers of different subjects practice teaching skills or the skills of different variables; The study of Abu Al-Raz (2011) examined the degree to which Arabic language teachers practice critical reading skills. Ibrahim's study (2015) deals with the degree to which Islamic education teachers practice teaching skills. Hussein's study (2015) dealt with the degree to which Arabic language teachers practice induction and inference skills. While Al-Qadi's study (2017) deals with the degree to which secondary school teachers possess effective teaching skills. As for the study of Al-Shammari (2019), it deals with the level of practice of Arabic language teachers for the skills of thinking patterns. The phase study (2020) deals with the degree to which professional education teachers practice effective teaching skills. Most of these studies found that the degree of practice or possession of the skills referred to was medium, except for the results of the Hussein study (2015), in which the degree of practice was high, and the Phase study (2020), in which the degree of practicing effective teaching skills was also high. The current study benefited from previous studies in terms of the methodology used, sample selection, tool preparation, and verification of the tool's validity and stability, as well as benefiting from the procedures followed the presentation of variables, and statistical treatment. The present study also benefited from those studies in how the results are presented and discussed. In addition, if there is an advantage to the current study, it is the degree to which Arabic teachers use the summit and plateau questions, which is not done in any previous study.

### Study Problem:

The problem of the study comes from the fact that teachers of the Arabic language may not pay special attention to the questions, and the way they are raised, asked and diversified; The Mutawa'a study (2000) indicated that the reading questions raised by teachers in the classroom, and the questions in which they test students, are not at the required level. In addition, the study of Al-Huymel (2003) showed that questions that measure higher-order thinking skills are not enough, even in textbooks.

### Study Questions:

### The study answered the following questions:

1- To what extent do Arabic language teachers use the skills of the summit questions and the skills of the plateau questions from their point of view?
2- Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the degree of using the skills of the summit questions compared to the degree of using the skills of the plateau questions?
3- Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the degree of using the skills of the summit questions and the degree of using the skills of the plateau questions due to the variables of gender, academic qualification and teaching experience?

**The Importance of Studying:**

The study has a theoretical importance that appears in what the study will add in the educational field of new knowledge about the skills of asking some kind of questions, which are the skills of the summit questions and the plateau questions, as well as the preparation of this study a questionnaire with the mentioned skills, which can be used in different study subjects. The study also has an applied importance, as it will benefit Arabic language teachers by using another type of classroom question, which can improve their performance in teaching the different skills of this language. The study also benefits the authors of the Arabic language books, as the teacher's guide includes this type of question, as well as the benefit of other researchers in conducting other studies on the questions of the summit and the plateau.

**Study Limits and Limitations:**

The current study has objective limits represented in its topic, which deals with discovering the degree to which Arabic language teachers use the skills of the summit and plateau questions. The study also has spatial limits, as the study was conducted in the schools of the Education Directorate of the Northwest Badia Brigade, and it has temporal limits. It was conducted in the second semester of the academic year 2021/2020. The study has human limits, which were represented in a sample of Arabic language teachers who study this language in the upper basic stage. As for the determinants of the study, the results of the study are determined by the validity and reliability of the tool.

**Procedural Definitions of Terms:**

In this study, the following terms were defined procedurally:

- **The degree of use**: It is the application of the Arabic language teachers and female teachers to the skills of the summit questions and the plateau questions, and it is procedurally measured by the ratings of these teachers on the paragraphs of the questionnaire that include the skills referred to.

- **Arabic language teachers**: They are the people who officially teach the Arabic language at the upper basic stage.

- **Summit questions**: They are questions that are directed to one student chosen by the teacher. This question is followed by several other questions about the same task. The teacher's skills are measured by asking these questions on a questionnaire prepared for this purpose.

- **Plateau questions**: They are questions that are directed to a group of students chosen by the teacher, then choose a student from the group to answer, and the teacher allows the student's colleagues in the group to help him. The teacher's skills are measured by asking these questions with a questionnaire prepared for this purpose.

**Method and Procedure:**

This aspect dealt with the study's methodology, its population and sample, the study tool and verifying its validity and reliability, as well as the study procedures and statistical treatment.

**Study Methodology:**

The study followed the descriptive research method, as it is the appropriate method to achieve its objectives.

**The Study Population and its Sample:**

The study population is represented by all the Arabic language teachers who study the upper basic stage, who are (230) male and female teachers. (80) Male and Female teachers were randomly selected, with (40) male and female (40) female teachers.

**Study Tool:**

A questionnaire was prepared with the skills of the summit questions and the skills of the plateau questions, by reviewing the theoretical literature and related previous studies. Among these studies are the Makhlouf study (1995), the Ayyash study (2002), and the Al-Mutairi study (2019). The questionnaire included two domains, the first domain included (15) items that represented the skills of the summit questions, and the second domain included (15) items as well, which represented the skills of the plateau questions.

**Authenticity of the Tool:**

To verify the validity of the tool, the questionnaire was presented in its initial form to a group of faculty members in some universities, who are specialists in curricula and teaching. The arbitrators made some minor modifications to the questionnaire's paragraphs, as they kept all the (30) paragraphs, by (15) paragraphs in the field of skills of the summit questions, and the same in the questions of the plateau.

**Tool Stability:**

To verify the stability of the tool, an exploratory sample was chosen from outside the study sample. (10) Male and Female teachers were selected, with (5) male teachers, and (5) female teachers, who study the Arabic language in the upper basic stage. The tool was applied to them twice, two weeks apart, and using Pearson's correlation coefficient extracted the tool's stability coefficient, and it reached (0.85), which is a suitable correlation coefficient for the purposes of the current study.

**Study Procedures:**

**To carry out the study, the following procedures were followed:**

1- Preparing a questionnaire about the skills of the summit and plateau questions, by reviewing the theoretical literature and previous relevant studies.
2- Choosing the study sample after defining the study community represented by the Arabic language teachers and female teachers, who study upper basic stage students in government schools affiliated to the Northwest Badia Education Directorate
3- Verifying the validity of the questionnaire by presenting it to a group of faculty members specializing in curricula and teaching.
4- Verify the stability of the questionnaire by applying the questionnaire twice to an exploratory sample from outside the study sample.
5- Applying the questionnaire to the main study sample.
6- Data collection and unloading in special tables.
7- Extracting and discussing the results.

**Statistical processing and statistical scale:**

Arithmetic averages and standard deviations were used to determine the degree to which each skill of the summit and plateau questions was used. The degree of use includes a rating: large, medium, low. It has been determined: large, medium, and few, by applying the following equation:

**1 - 5 = 1.33, so the averages are:**

1.00 – 2.33 Low degree of use

2.34–3.67 Medium Usage Grade

3.68 -5.00 large degree of use

**The second test and analysis of variance were also used to extract the results of the second and third questions.**

**View and Discuss Results**

The results are presented and discussed according to their questions:

**1. Presentation and discussion of the results of the first question: To what extent do Arabic language teachers use the skills of the summit questions and the skills of the plateau questions from their point of view?**

In order to answer this question, the arithmetic averages and standard deviations of the degree to which the Arabic language teachers use each of the skills of the summit questions and the plateau questions were extracted from their point of view, and Table (1) illustrates this.

**First: the skills of the summit quests**

**Table (1)**

**Arithmetic averages and standard deviations of the degree to which Arabic language teachers use the skills of the top questions from their point of view arranged in descending order**

| Rank | No. | Clauses | Arithmetic Mean | Standard Deviation | Level |
|------|-----|---------|-----------------|--------------------|-------|
| 1 | 15 | Keep all students in a state of constant attention to monitor the questions and their answers | 3.70 | .947 | High |
| 2 | 1 | Ask the top question to a specific student in a way that provokes his thinking | 3.68 | 1.053 | High |
| 3 | 2 | Give the student a specific opportunity to answer the question | 3.65 | .873 | Medium |
| 3 | 3 | Listen carefully with the other students to their colleague's answer to the question | 3.65 | .873 | Medium |
| 3 | 6 | Different levels of questions asked to the intended student. | 3.65 | 1.045 | Medium |
| 6 | 4 | Ask another question to the same student when his answer is incomplete or incorrect | 3.61 | 1.000 | Medium |
| 6 | 14 | Have each student compare their answers with the correct answers given by their colleague | 3.61 | 1.142 | Medium |
| 8 | 7 | I encourage the student to approach the correct answer to the set of questions raised | 3.60 | 1.143 | Medium |
| 9 | 5 | Grant other students any assistance to their colleague. | 3.59 | .977 | Medium |
| 10 | 11 | Make sure that the top questions are related to the task the student performs | 3.56 | .939 | Medium |
| 11 | 8 | I maintain direct contact with the student as long as he receives questions and searches for answers | 3.55 | .884 | Medium |

| Rank | No. | Clauses | Arithmetic Mean | Standard Deviation | Level |
|------|-----|---------|-----------------|--------------------|-------|
| 12 | 10 | Make each student expect that the question will be asked before asking the student in question | 3.50 | 1.125 | Medium |
| 13 | 9 | I make sure that the summit questions give all students a chance to think | 3.45 | 1.054 | Medium |
| 14 | 12 | I repeat the top questions to get most of the students to answer correctly | 2.24 | 1.193 | Low |
| 15 | 13 | Encourage the students to each answer the questions and keep their answers | 1.99 | 1.131 | Low |
| | | Top Quest Skills | 3.40 | .553 | Medium |

Table (1) shows that the arithmetic averages ranged between (1.99-3.70), where paragraph No. (15) which states, "I keep all students in a state of constant attention to observe the questions and their answers" came in the first place with an average of (3.70), and came Paragraph No. (1), which states, "I ask the top question to a specific student in a way that provokes his thinking" is in second place, with an average of 3.68, while Paragraph No. (13) states, "I encourage students to answer the questions and keep their answers." It ranked last, with a mean of (1.99). The arithmetic mean of the skills of the plateau questions as a whole was (3.40).

**Second: The skills of the plateau questions:**

**Table (2)**

**Arithmetic averages and standard deviations the degree of Arabic language teachers' use of the plateau question skills from their point of view arranged in descending order**

| Rank | No. | Clauses | Arithmetic Mean | Standard Deviation | Level |
|------|-----|---------|-----------------|--------------------|-------|
| 1 | 24 | I intervene at the appropriate time to guide the students to find the correct answer | 3.70 | .892 | High |
| 2 | 16 | Select a group of students to receive the plateau question | 3.69 | 1.074 | High |
| 2 | 25 | I intervene in modifying the answers of the group students when everyone fails to reach the correct answers | 3.69 | 1.001 | High |
| 4 | 20 | Allow the group members to intervene to help their colleague answer the question | 3.66 | 1.043 | Medium |
| 5 | 17 | Ask a question about a specific task | 3.65 | .956 | Medium |
| 5 | 21 | Give the selected student and his/her classmates ample opportunity to think about the answer | 3.65 | .828 | Medium |

| Rank | No. | Clauses | Arithmetic Mean | Standard Deviation | Level |
|---|---|---|---|---|---|
| 7 | 23 | Involve as many groups as possible to get the correct answer | 3.63 | .862 | Medium |
| 8 | 18 | I make sure to maintain direct communication with the selected group of students | 3.59 | 1.099 | Medium |
| 8 | 22 | Get the group students motivated so that they each expect that the question will be asked of them | 3.59 | 1.209 | Medium |
| 8 | 26 | Have the group students check the correctness of their answer | 3.59 | 1.087 | Medium |
| 11 | 19 | Randomly choose a student from the group to answer the question | 3.51 | 1.114 | Medium |
| 12 | 30 | Instill in the students the spirit of competition and participation in asking the plateau questions | 2.61 | 1.392 | Medium |
| 13 | 28 | Encourage other students to critique the answers of their classmates | 2.49 | 1.114 | Medium |
| 14 | 27 | Make sure that all other students are in a state of constant attention to follow the activity of their colleagues in the group | 2.20 | 1.195 | Low |
| 15 | 29 | Get most students to move past their disordered comprehension process | 1.86 | 1.111 | Low |
|  |  | Plateau Quest Skills | 3.27 | .709 | Medium |

Table (2) shows that the arithmetic averages ranged between (1.86-3.70), where paragraph No. (24) which states, "I intervene at the appropriate time to direct students to find the correct answer" came in the first place, with an average of (3.70), Paragraphs No. (16, and 25), which stipulate "I select a group of students to receive the plateau question," and "I intervene in modifying the answers of the group's students when everyone fails to reach the correct answers" came in second place with an average of (3.69), while it came in second place. Paragraph No. (29) which reads, "I make most of the students overcome their comprehension disorder" ranked last, with an average of (1.86). The arithmetic mean of the skills of the plateau questions as a whole was (3.27).

The results of this question showed that there are two paragraphs of the top questions, which were graded (high). The first of these paragraphs is: Make all students in a state of constant attention to observe the questions and their answers. This is a natural matter. The first task of the teacher is to ask the learners to pay attention to hearing the question, reflect on it and understand it, and then pay attention to the answers of colleagues. As for the second skill in the top questions; which came with a degree of use (high) also, it is: I ask the top question to a specific student in a way that provokes his thinking. This may be because the teacher is fully aware of the importance of the type of question being asked; There are questions, whether directed at a particular student, or at all students, that are thought-provoking, as if the teacher asks in Arabic grammar about a sentence: You study hard, by saying you study is the news, is it news raised with a hug? Here the student thinks before making a judgment.

Two paragraphs in the skills of the summit questions came with a low degree of use, and the paragraph that came in rank (14): I repeat the summit questions to make most of the students answer correct answers. This may be due to the fact that the teacher does not resort to repeating the question several times, lest the students become accustomed to inattention. And came

last, and with a low degree of use Paragraph: I encourage students to each answer the questions and keep their answer. This may be due to the fact that teachers accustom their students to directly answer the questions directed to them, as they believe that keeping the answer may not be available to a number of students, as a result of the diversity and overlapping of answers about the question, which leads to forgetting the answers that the student kept in his memory.

As for the results of the plateau questions, it showed the presence of three paragraphs, the degree of which the Arabic language teachers used was (high); It came in first place, a paragraph: I intervene at the appropriate time to direct the students to find the correct answer. This may be due to the fact that the teacher still considers himself the focus of the lesson, and considers that his intervention in directing students to answer questions is better than letting them flounder in that, according to his belief. Or that the teacher believes that many students are unable to take the initiative, so he takes the initiative. It also came with a high degree of use: at the same rank, the first two paragraphs stipulated: Select a group of students to receive the plateau question. This can be attributed to the fact that most teachers adopt a cooperative learning strategy based on the group system in teaching different subjects, including the Arabic language, so it inevitably directs the question to a specific group, and not to all groups. That's because each group is tasked with accomplishing a specific task. As for the second paragraph, it is: I interfere in modifying the answers of the group students when everyone fails to reach the correct answers. The reason for this may be because the teacher is keen on the time of the lesson and gives the correct answer after the group students fail to reach it, although he is supposed to give them the keys to the answer. Leave it to them to try.

In the plateau questions, two paragraphs came with a (low) degree of use. The first: I make sure that all other students are in a state of constant attention to follow up on the activities of their colleagues in the group. This may be due to the fact that the teacher directs his attention to all groups, not to a particular group, or he believes that The group leader is responsible for monitoring the attention of his colleagues and following up on their activity. A (low) degree of use also came with a paragraph: I get most of the students to move beyond their comprehension disorder. This may be due to the teacher's belief that it is difficult to discover and follow up on students who fall into a comprehension disorder, or he believes that giving correct answers is enough to force them to overcome this disorder.

**2. Presentation and discussion of the results of the second question: Are there statistically significant differences at the significance level (α=0.05) in the degree of using the skills of the summit questions compared to the degree of using the skills of the plateau questions?**

In order to answer this question, the arithmetic averages and standard deviations of the degree of using the skills of the summit questions and the degree of using the skills of the plateau questions were extracted, and to clarify the statistical differences between the arithmetic averages, a "t" test was used for the interrelated data, and Table (3) illustrates this.

**Table (3)**

**Arithmetic averages, standard deviations, and t-test of the interrelated data for the degree of use of the skills of the summit questions and the degree of the use of skills of the plateau questions**

| | No. | Arithmetic Mean | Standard Deviation | T Value | DF | Statistical significance |
|---|---|---|---|---|---|---|
| Top Quest Skills | 80 | 3.40 | .553 | 3.459 | 79 | .001 |
| Plateau Quest Skills | 80 | 3.27 | .709 | | | |

Table (3) shows that there are statistically significant differences (α=0.05) between the degree of using the skills of the summit questions and the degree of using the skills of the plateau questions, and the differences came in favor of the skills of the summit questions.

The results of this question showed that there was a statistically significant difference between the total arithmetic mean of the degree of using the summit questions, and the total arithmetic mean of the degree of using the plateau questions, and the difference came in favor of the degree of using the summit questions. This can be explained by the fact that most teachers, including Arabic language teachers, adopt the prevailing method of asking questions, which is based on directing a question to all students, and choosing one of them to answer the question. This is the starting point for the questions of the summit. In addition, the teacher, in asking questions in the established manner, takes into account some aspects of the top

questions, such as giving the student an opportunity to answer, listening to this answer, diversifying the questions, maintaining contact between the teacher and the student, and the need to pay attention to the questions and their answers.

**3. Presentation and discussion of the results of the third question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the degree to which Arabic language teachers use the skills of the summit questions and the degree of use of the skills of the plateau questions due to the variables of gender, academic qualification and teaching experience?**

In order to answer this question, the arithmetic averages and standard deviations of the degree to which Arabic language teachers use each of the skills of the summit questions and the skills of the plateau questions were extracted according to the variables of gender, academic qualification and teaching experience, and Table (4) shows this.

**First: the skills of the top questions:**

**Table (4)**

**Arithmetic averages and standard deviations the degree of Arabic language teachers' use of the skills of the top questions according to the variables of gender, academic qualification**

**and teaching experience**

|  |  | Arithmetic Mean | Standard Deviation | Number |
|---|---|---|---|---|
| Qualification | Bachelor | 3.41 | .496 | 60 |
|  | Postgraduate | 3.38 | .712 | 20 |
| Expereince | Less than 10 years old | 3.46 | .494 | 32 |
|  | More than 10 years | 3.36 | .592 | 48 |
| Gender | Male | 3.36 | .619 | 40 |
|  | female | 3.44 | .483 | 40 |

Table (4) shows an apparent discrepancy in the arithmetic averages and standard deviations of the degree to which Arabic language teachers use the skills of the top questions due to the different categories of variables of gender, academic qualification and teaching experience. To indicate the significance of the statistical differences between the arithmetic averages, a three-way analysis of variance was used in Table (5).

**Table (5)**

**Triple variance analysis of the effect of gender, educational qualification and teaching experience on the degree to which Arabic language teachers use the skills of the top questions**

| Contrast source | R | DF | R² | F Value | Statistical significance |
|---|---|---|---|---|---|
| Qualification | .013 | 1 | .013 | .043 | .837 |
| Expereince | .044 | 1 | .044 | .141 | .708 |
| Gender | .006 | 1 | .006 | .018 | .893 |
| Error | 23.983 | 76 | .316 |  |  |
| Total | 24.169 | 79 |  |  |  |

It is evident from Table (5) that:

- There are no statistically significant differences (α = 0.05) due to the effect of qualification, where the value of P is 0.043 and the statistical significance is 0.837.
- There are no statistically significant differences (α = 0.05) due to the effect of experience, where the value of P is 0.141, and the statistical significance is 0.708.
- There were no statistically significant differences (α = 0.05) due to the effect of gender, where the p-value was 0.018, and the statistical significance was 0.893.

**Second: Plateau Question Skills**

**Table (6)**

**Arithmetic averages and standard deviations of the degree to which Arabic language teachers use the skills of the plateau questions according to the variables of gender, academic qualification and teaching experience**

|  |  | Arithmetic Mean | Standard Deviation | Number |
|---|---|---|---|---|
| Qualification | Bachelor | 3.28 | .618 | 60 |
|  | Postgraduate | 3.24 | .949 | 20 |
| Expereince | Less than 10 years old | 3.29 | .617 | 32 |
|  | More than 10 years | 3.26 | .770 | 48 |
| Gender | Male | 3.26 | .815 | 40 |
|  | Female | 3.29 | .595 | 40 |

Table (6) shows an apparent discrepancy in the arithmetic averages and standard deviations of the degree to which Arabic language teachers use the skills of the plateau questions due to the different categories of variables of gender, academic qualification and teaching experience.

**Table (7)**

**Triple variance analysis of the effect of gender, educational qualification and teaching experience on the degree to which Arabic language teachers use the skills of the plateau questions**

| Contrast source | R | DF | R² | F Value | Statistical significance |
|---|---|---|---|---|---|
| Qualification | .009 | 1 | .009 | .017 | .896 |
| Experience | .001 | 1 | .001 | .001 | .971 |
| Sex | .001 | 1 | .001 | .002 | .965 |
| The error | 39.658 | 76 | .522 |  |  |
| Total | 39.694 | 79 |  |  |  |

It is evident from Table (7) that:

- There were no statistically significant differences (α = 0.05) due to the effect of qualification, where the value of P-value was 0.017, and the statistical significance was 0.896.
- There are no statistically significant differences (α = 0.05) due to the effect of experience, where the value of P is 0.001 and the statistical significance is 0.971.
- There were no statistically significant differences (α = 0.05) due to the effect of gender, where the p-value was 0.002 and the statistical significance was 0.965.

The results of this question revealed that there are no statistically significant differences in the degree to which Arabic language teachers use the skills of the summit and plateau questions due to the variables of gender, qualification and experience. As for the absence of a difference attributable to gender, it may be due to the fact that the teachers understood what the questionnaire paragraphs indicate at the same level. Or that they dealt with the paragraphs with the same attention. It may also be because questioning skills are fundamental to the teaching process, and that everyone should ask questions, regardless of their gender; It has been said that a question is half science, and a teacher who does not master the skills of asking questions will be half a teacher, so teachers and teachers alike understand the importance of questions in the course of the teaching process in the classroom.

With regard to the absence of a significant difference in the degree of use of the summit and plateau questions due to the educational qualification, it may be due to the fact that the Arabic language teachers and female teachers realized the importance of the skills of the summit and plateau questions, and answered them seriously and with interest, regardless of their qualifications. As for the experience variable, it also had no effect, and this may be due to the fact that the experience was short or long, and it may not have an impact on the practice of an issue that directly affects the teacher's work in the classroom; The teacher who has twenty years of service does his activity in the classroom on raising questions, and the teacher who has one year of service does the same activity. In other words, asking questions is actually an ABC of the education process.

By comparing the results of the current study with the results of previous studies, it becomes clear that the current results agree with the results of the Abu Al-Raz study (2011), which found that the degree of Arabic language teachers' practice of critical reading skills was (medium). I also agreed with the findings of Ibrahim (2015), Al-Qadi (2017) and Al-Shammari (2019), and the current results differed from the results of Hussein (2015), which showed that the degree of Arabic teachers' practice of induction and inference skills was (high). . It also differed from the findings of the phase study (2020), which found that the degree to which professional education teachers practice effective teaching skills was high.

**In light of this, the following can be recommended:**

1- The Arabic language teachers' guides include modern types of classroom questions, including the summit and plateau questions.
2- Conducting other studies to find out the extent to which the Arabic language teachers practice different types of questions in the different branches of the Arabic language.

**List of References:**

**Arabic References:**

Ibrahim, Seif (2015). The degree to which Islamic education teachers practice teaching skills at the upper basic stage in Jordan. Unpublished master's thesis, Al al-Bayt University.

Abu Al-Raz, Zia (2011). The degree of Arabic language teachers' practice of teaching critical reading skills in the tenth grade in Jordan and its impact on their students' achievement and their attitudes towards reading. Unpublished Master's Thesis, The Hashemite University.

Hussein, Raad (2015) The degree to which Arabic language teachers practice induction and inference skills while teaching Arabic grammar and its relationship to the achievement of their students in Jordan. Unpublished master's thesis, Al al-Bayt University.

Hawamdeh, Haifa (2012). Building an educational program based on a developed reading strategy and measuring its impact on the development of creative reading and functional writing among students. Unpublished doctoral thesis, Amman Arab University.

Caliph, Hassan Jaafar (2004). Classes in teaching Arabic. Riyadh: Al-Rushd Library.

Ritchie, Robert (2002). Teaching planning. Translated by Muhammad Amin, New York: Kegrohill Publishing House.

Al-Samarrai, Ibrahim (1999). Arabic between stagnation, development and generation. Journal of the College of Arts, University of Baghdad, No. (2), 101-71.

Al-Shammari, Turki (2019). The level of practice of Arabic language teachers in the basic stage of the skills of thinking patterns from their point of view in the State of Kuwait. Unpublished Master's Thesis, International Islamic Science University.

Al-Sheikh, Abdullah and Abdul-Mawgoud, Ezzat (2007). Evaluation of teacher preparation and training. Kuwait: Dar Al-Falah for Publishing and Distribution.

Al-Tawra, conclusion (2020). The degree to which vocational education teachers in the basic stage in Jordan practice effective teaching skills from their point of view. Unpublished Master's Thesis, International Islamic Science University.

Ali, Saad and Ismail, Iman (2011). Arabic language curricula and methods of teaching. Beirut: United International for Publishing and Distribution.

Ayyash, Hassan (2002). The effect of questioning strategies on thinking and anxiety reduction among ninth graders. Unpublished Master's Thesis, The Islamic University, Gaza.

Judge, Najah (2017). The degree to which secondary school teachers possess effective teaching skills from the teachers' point of view. Journal of the College of Education for Girls, 1 (28), 208-199.

Qatami, Nayfeh (2013). The Schwartz Model and Teaching Thinking. Amman: Dar Al Masirah for Publishing and Distribution.

Mahmoud, Salah al-Din Arafa (2002). Individualization of teaching skills between theory and practice. Cairo World of Books for Publishing and Distribution.

Makhlouf, Lotfi (1995). The effect of using the questioning strategy for middle school students in solving engineering problems and reducing mathematical understanding. Journal of Educational Studies, 5 (21), 228-205.

Al-Mutawa, Fatima (2000). Reading questions and exams in the primary stage in the State of Qatar. Journal of the Educational Research Center, No. (18), 57-27.

Al-Mutairi, Abdul Rahman (2019). The effect of teaching social subjects using questioning strategies in developing innovative thinking skills and reducing symptoms of question anxiety among secondary school students in the State of Kuwait. Unpublished doctoral thesis, International Islamic Science University.

Al-Maatouq, Ahmed (2006). Linguistic outcome. Kuwait: Knowledge World for Publishing and Distribution.

Al-Huaymel, Omar (2003). The extent to which the questions of Arabic language textbooks prescribed for first-year secondary students focus on developing students' thinking skills. Unpublished master's thesis, Amman Arab University.

**Foreign References:**

Lyins, N.(2010). Handbook of Reflection and reflective inquiry: Mapping a way of knowing for professional reflective inquiry. U.S.A. SPPRINGER.
Ruerrakul, P. (2001). Teaching Through the Sesame Street Research Model. Paper Submitted for Presentation at the first SEAMED Education Congress Challenges in the New Millennium, 26 -29 march, Bangkok, Thailand.
Santrock, W. (2011). Educational Psychology, 5th ed, McGraw – Hill Companies, Inc, New York.
Saricoban, A. (2002). Reading Strategies of Successful Readers Through the Three Phas Approach. The Reading Matrix. Vol.2, N0. 3.