

The Impact of Exploration and Thinking Loudly Strategies on Analytical Reading and Linguistic Intelligence among Second Middle Grade Female Students in Najran

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Abstract

This study is an attempt to identify the impact of exploration and thinking loudly strategies on analytical reading and linguistic intelligence among second middle grade female students in Najran, Saudi Arabia. Semi-Experimental method was adopted to achieve study objectives. The sample consisted of (60) female students divided into three groups, (20) students per each. The statistical analysis showed a positive impact for both exploration and thinking loudly strategies on analytical reading and linguistic intelligence among second middle grade female students in Najran.

1. Introduction

Language is considered one of God's greatest blessings which Man was gifted, after God appointed Man as His successor on earth to be distinguished from all other creatures for its value in all fields, it is ranked the first by which Man represents his essence, ideas, emotions and a way to communicate with himself and others, so it becomes a proof of His ability, and that's what goes with the words of God Almighty: "And of His wonders signs is the creations of the heavens and the earth and the variations of your languages and colors verily in that are signs for those who know".

Fathi (1999) showed that Arabic is the language of Holy Qur'an and Islamic civilization which gradually developed over time, and it is the language which was pronounced by the most creature honor, Prophet Muhammad (PBUH) in all his Hadith & Sunnah and thus Arabic language significance appears in its characteristics and particularity with its branches accuracy, eloquence and Order to any other world's languages, Arabic language is the basic element in building the Arabic nation, and the means by which the Arabic identity, Arabic people and Arabic cultural nature are kept, and it is distinguished by its old history which includes mental and cultural wealth, and what most distinguishes it, is the variety of its branches and classifications which include many acquired skills can be learned to any other language.

Khater and Raslan (2000), illustrated that Arabic language is an essential element in shaping individual character and his mentality which reflect his life's aspects, a tool which the individual depends on to gain his culture, knowledge and teaching basis. El Essawy (1990) pointed that many educational organizations have concerned on making good use of Arabic language via activities and styles that help to increase students' learning in this subject and all its branches, and considered its learning a self-evidence, self-realization, educational and career success indicators.

El Sayed (2003), said that In order to facilitate the process of linguistic communication Arabic language is taught which its function expression, communication and social interaction, and therefore expression occupied great importance in life if the individual has the ability to express himself, his thoughts and feelings clearly and thus be able to interact with others, when the individual lacks these capabilities, leads him to a sense of loneliness and that he lives on life sidelines.

El Baja (2001), showed that Similar to most of the world's languages, Arabic language have four arts which are: reading, writing, listening and speaking, as listening and reading represent reception side, speaking and writing represent transmission side, both sides include thinking which considered the fifth Art. Where there is a correlation between these skills, everyone is linked to and integrated with the other, and teaching the Arabic language objective is to evolve these skills for students and to be employed in correct manner.

Reading skill depends on speaking skill; through using it together, expression can be generally developed, as expression is an explanation for what has been read to understand, and acquiring linguistic storage of words and vocabularies, helps person to express his thoughts through meanings formatting and thoughts specification which reflect himself.

Ammar (2000) indicated that talking about reading it could be explained as an active process that involves the contribution and participation of the reader himself in the formulation and evaluation of meanings, it is a process linked to decode written symbols and its pronunciation, and by which human thinking could be developed, emotions are disciplined, explore the whole world, and expression activities and his abilities to practice expression, illustration and analysis are developed.

Al Ali (1996,188) explained that as mentioned above, we see that reading reflects sensuous activity which is not empty of many thinking activities by the reader to succeed in reaching the correct meaning of reading, "Reading"

term is no longer includes the pronunciation or recognition of loud and silent reading concepts, but combined with comprehension and analysis that help the reader to go deeper to the far meanings of the seen words that also includes personal intervention and experience interaction that makes the output reading vary by readers variations. Thus, there were comprehension and analytical reading.

He defined reading as the key of knowledge, without which one cannot keep up with the events around him, not only for bread can man live in an era in which inventions, research and discoveries were advanced and varied.

Abd El Rahman (2009), pointed that analytical reading requires deep & accurate comprehension, interacts with text target to be analyzed and defines all its features in shape like words, idioms, sentences, paragraphs, punctuations and writing style either poetic or prose; and in content whatever its fields and subjects are, which help to discover what is hidden between lines which usually left to reader's imagination. Analysis means restoring the whole text to its original parts, for example, sentence analysis, means to clarify its parts, how those parts work and its impact on the content; as there are many explanations for words that vary according to the context and linguistic forms. Analysis cares about form and meaning, binds them together to achieve deeper understanding for the text and its direct & indirect meanings, student teacher needs spontaneous and future analytical reading; as for present, he needs it to study his materials and reading generally in right and distinguished manner, in future; he needs it to master analysis of lessons contents skill, or analyze some writings to use it in his lessons in writing, dictation and Arabic grammar which need to choose selective read texts, that helps him in presenting easy scientific material for his pupils and he needs to practice analysis to succeed in his teaching tasks generally.

El Gaboury (2013) clarified that in many different countries, school subjects are mainly restricted to information dictation without great concern on skills and students' mental developing, especially the distinctive one, common teaching methods in these educational systems still focus on information retrieving and remembering, don't care about developing students' abilities & skills, don't care about the individuals differences and also it is not connected to the educational objectives; which pushed the educational field interested to innovate a new methods could contribute in acquiring the students nontraditional skills in scientific manner and decrease their problems in different knowledge fields.

El Khawaldah (2003) indicated that the teaching methods are the pivotal tools in transferring the subject into realistic fact, are considered one of its component important factor beside its relations with objectives, content, and its role to determine teacher and students part in the educational process and its role in selecting the activities and styles should be used. El Debsy & Ellan (2012), confirmed that teaching strategy emphasize student's positive role in organizing his work, increase his activity and raise his motives by its responses to help him realizing the right way for knowledge acquiring, increasing his learning effectiveness & understanding that reflects on his educational learning positively.

Abd El Hameed (1999) pointed out that for sake of helping one to express his true invisible ideas for others, thinking loudly strategy is the most important strategy in teaching field as it enables teachers to see their students' thinking skills, to give them the chance to review students' wrong or incomplete inference, also it enables students to hear their ideas and learn how to watch their mind, as they don't get knowledge by recording new information on empty minds but they build it by adding, explain and integrating actively the new acquired info with old information.

Costa & Marzano (1991, 253) showed that when the teacher asks his student to describe what is currently going on their minds, that contribute in evolving their awareness of their knowledge processes and when they listen to their colleagues, thinking flexibility is grown and they accept forms variety to face the same problem, also teacher can model and clarify his knowledgeable actions to show his students how he thinks about it, so his students can imitate his model and all his inner mental processes become visible for them. To understand reading concept, many researchers and educators defined reading either as linguistic skill or mental process, Ibrahim (2002), pointed that "reading is a process aim to find the relation between speaking language and writing symbols, and speaking language is composed from vocabularies and meanings", Nayel (2006), defined it as "mental process requires recognition of linguistic symbols in its written forms and transfer it visually to sundered sounds with understanding and interaction".

Shehata (1996), pointed that although the achieved knowledge growth at present time, the importance of reading is increased day by day, as it considered a linguistic tool to transfer knowledge and culture, it plays an important part in publishing science and knowledge from generation to the other; reading is individual's means to expand his experience, to open him culture doors, to discipline his feeling and to help him in solving his problems which contributing in his scientific preparation by achieving social and personal harmony.

El Baja (2001), explained that reading is the most successful means in ideas exchange from one to the others, through expression skills which enables individual to transfer & exchange his knowledge with others, and it is the window from which one can experience different cultures. Madkour (2007), added that reading supports person to be supplied with knowledge, to improve speaking ability to increase his linguistic sense and aesthetic tasting for all what he reads.

Kharashka (1999), illustrated that reading is a basic skill that Arabic language curriculum has concentrated on it, for being the most important tool in school learning, and counted a clear indicator for student achievement. Hamouda (2000) indicated that many students still have difficulties in reading because of the verbatim

comprehension based on extracting appeared meanings in the text without trying to improve speaking skills through texts reading.

Zayed (2008), said that mastering Arabic language & acquiring its skills depend on various and numerous readings, but it was noticed the students' progress inability & unwillingness, inability to express their problems attitudes, and their inability to brief the read text and bring meanings during reading, Ashour and El Hawamdah (2007), summarized reading weakness aspects as follows:

- Students' inability to read extracted material from books which have been read before in specific stage.
- Students' inability to express a meaning.
- Difficulties to read texts have never been in their school books.
- Difficulty in understand new read material.
- Difficulty in explaining read materials by the students' own language.

2. Statement of the Problem

1. Is there any impact with statistical significance at ($\alpha \leq .05$) for the strategy of exploration on developing the analytical reading and linguistic intelligence skills among second middle grade students in Najran?
2. Is there any impact with statistical significance at ($\alpha \leq .05$) for the strategy of thinking loudly on developing the analytical reading and linguistic intelligence skills among second middle grade students in Najran?

3. Significance

This study significance in teaching Arabic Language is in adding an important depth for the educational process, as it moves the process from non-caring stage with students' thinking to a stage in which students' needs are observed, help in enrich their experience and raise their knowledge and scientific learning, also this study can obtain its importance from the following:

Perform reforms and improvement on the current educational fact.

- Developing all educational field employee whether curriculum specialist, writers, educational supervisors or teachers to catch up with the current educational and technological fact.
- Contributing in treating the weak learning for second middle grade in analytical reading and linguistic intelligence skills by using both strategies of exploration and thinking loudly.
- Highlight the innovative needs of the student, work on caring for individuals' variations and student's opportunities equivalence, raise the innovative aspects and help in early revelation for the innovators.
- Enabling teachers to prepare daily lessons using the strategies of exploration and thinking loudly.
- Help the officials in ministry of Education to include teaching principles which resulted from the skills of analytical reading and linguistic intelligence in their programs.

4. Objectives

- Identifying the impact of exploration strategy on analytical reading and linguistic intelligence for second middle grade students in Najran.
- Identifying the impact of thinking loudly strategy on analytical reading and linguistic intelligence for second middle grade students in Najran.

5. Conceptions

Learning By Exploration Strategy: Teacher treatment with information and formation trial to reach a new one, teacher can guess, shape an assumption or find mathematical fact to exceed the presented material to go for new dimensions and significances.

Analytical Reading: A process in which the student deals with the read texts via restoring the whole text to its parts and go deeper through the shown context by using many skills which specified in the study to try & measure it.

Linguistic Intelligence: Individual ability to use language and its vocabularies and make the best use of it.

6. Literature Review

Thinking Loudly Strategy:

There are many previous studies in which the thinking loudly strategy were used, Park (2005), clarified that there are many previous studies that have used the thinking loudly strategy that aimed to measure the effectiveness of students' productive activities associated with the strategy of investigation and thinking loudly in developing creative thinking for students in fifth primary grade who face difficulties in learning math, "Torans" test of creative thinking has been conducted pre and post on study sample which indicated the following results: the performance of the three groups (use of investigation - use of thinking loudly - the merge between the investigation and thinking loudly) has been improved in mathematical problem solving, also differences with statistically significant in both

fluency and flexibility skills were found but there were no effects on originality & elaborating skills. In reading comprehension area, Hana (2009), 's study aimed to determine the effect of the interaction between reading and thinking loudly of non-fictional complementary texts of science books for fourth primary grade students. In acquiring them knowledge & comprehension to Science material content, sample was submitted to two different processes: the first, to use reading & thinking loudly of school science books texts; the second, to use reading & thinking loudly of school science books texts side by side with non-fictional texts groups; As for the "Control" group, it has depended on regular lessons plans in using silent reading for school science books texts, using contrast multi-dimensional analysis, results showed that the two experimental groups outperformed the control group in that test. Mckneown & Gentilucci (2007), pointed their study to identify the effectiveness of thinking loudly strategy in reading comprehension in English language subject, reading comprehension test was held on sample before training them on how to use the thinking loudly strategy, then re-test them again after the training, the study showed statistical significant differences in reading comprehension test between pre and after the training, better statistics were recorded in the test held after training of intermediate level sample; Branch, J (2000)'s, aimed to define the impact of using both "think loudly" & "think after" methods to evaluate methods of search processes for aged students between 12-15 years old, five participants have fulfilled retroactive impact on speaking methods associated with "think loudly" & "think after" methods, results declared those strategies effectiveness in acquiring behavioral, cognitive and emotional activities. As well, the study aimed to reach search for information data process using verbal simultaneity via thinking loudly method, it aimed to solve heredity problem for both experts and beginners; audio & video records were used to solve medium difficulty heredity science problems for 11 university beginners students and nine graduated & trainers; these analyses resulted in identifying thirty two skills in thinking loudly methods to differentiate between who would succeed in solving problems and who will not, About wrong concepts, Cheung (2008)'s study aimed to use thinking loudly methods to investigate the misconception of chemical equilibrium for secondary school chemistry teachers by interviewing them using thinking loudly methods, they were interviewed by chemistry teacher in Hong Kong and their practical experience varied from (3 to 18 years), study results pointed teachers' failure in solving the chemical issues due to chemical equilibrium misunderstanding regardless their experience years. In environmental education field; LotfAllah and Abd El Malek (2008)'s study; planned to set up a material in environment & public health for literary sections students in Ismailia faculty of education, and to measure the effectiveness of collaborative thinking loudly in teaching the course on improving learning, critic thinking and environmental responsibility for sample students, which approved its teaching effectiveness on learning, critic thinking and environmental responsibility. For solving mathematical complex issues, Luis & et.al (2009) made a study to realize the influence of thinking loudly in solving mathematical complex issues; which also resulted in clear difference for the students who used the loud thinking from those who used silent thinking. El Shoura (2013) conducted a study to clarify the extent of applying flexibility & clarification skills in teaching Arabic language and its impact in learning & linguistic intelligence for ninth primary grade students in Xeban province, Jordan; sample consisted of (90) student collected from three schools, were distributed into three groups, the results showed statistical significant differences in linguistic intelligence measure in performance averages, as averages increased for the group who gained flexibility skill comparing to standard group, the same for the clarification skill.

Exploration Strategy:

Abd El Fattah (1992), did an experimental study to measure exploration method impact on third preparatory grade's learning, compared to the traditional method by re-approaching grammar in (subject and predicate, auxiliary verbs and what is the semantics of (laisa) similar), and for achieving that, sample of (112) student were chosen and divided into two groups: the experimental group of 56 students who learned by exploration method and the other control group who learned with the traditional way, researcher used evaluation test prepared by himself to examine students in educational designed material for the grammar experimental program; after the researcher had accomplished study procedures and results statistically had been analyzed, researcher pointed statistical significant difference between experimental group students' learning mean whose marks were exceeded and control group students' learning means; also researcher pointed statistical significant difference between experimental group male students and females, female students' marks averages exceeded.

Ghrabiah (1994) conducted a study to examine the impact of both exploration and presentation methods in ninth grade students' analysis of literary texts by comparing the achieved learning averages for ninth grade students whom were taught with exploration strategy and those whom were taught with literary texts presentation methodology, attributed to gender and the interaction between teaching method and gender; study population contained (males & females) ninth grade students in Aglon governorate for the school year of (1993/94), who were (1492) students divided into (65) sections, (32) sections for males & (33) for females; sample of (8) sections were selected to represent all research population schools, whom also were randomly divided into two groups; (4) sections for the experimental groups of (102) students, the other (4) sections of (98) students to represent the control group, the results stated the superiority of exploration strategy over the traditional method, female over male students, and

that no differences attributed to interactions between gender and teaching methods.

Abu Klob (1997) aimed to identify the impact of directed exploration teaching method in learning of tenth grade students in Arabic Grammar, sample contained (160) students, were randomly distributed on two experimental and control groups, researcher set a learning test in scholar unit according specified controlled table, inner harmony validity for every cognitive level (remembering, comprehension and practicing) via test overall cognitive field correlation coefficient; researcher prepared experimental design based on two equal groups through two tests before and after the experiment processing, the results clarified differences between directed exploration experimental students' learning average and his comparable students in control traditional method students with an advantage for the experimental method, according to the general grammatical learning and the three cognitive levels, differences between directed exploration experimental male students' learning average and his comparable male students in control traditional method students with an advantage for the experimental method, in comprehension and practicing levels as well; differences between directed exploration experimental female students' learning average and her female colleagues in control traditional method students with an advantage for the experimental method, according to the general grammatical learning and the three cognitive levels, finally results clarified no differences between male and female students' learning average of two experimental groups in comprehension practicing.

In the light of above aspects analyses and approaches that were treated in previous studies, the following notes are remarked:

1. Many studies have proved that usage exploration and thinking loudly strategy helps in increasing academic learning for students in different educational stages which was reassured in this current study.
2. Former studies were conducted on various age samples with different educational levels as it included (university, secondary and primary) stages.
3. Many places were comprised in previous studies like (Palestine, Jordan, KSA, Syria, Oman and the United States).
4. The researcher made a good use of previous studies for being the main source for a lot of important information which were controlled in current study in identifying & selecting the problem, its methodology and the followed procedures to achieve its objectives, besides that those studies directed the researcher for many appropriate researches, studies & references and enabled her to shape overall design about theoretical frames should be included in this study.
5. This study was distinguished by unique treatment of exploration and thinking loudly strategies impact on reading analysis and linguistic intelligence skills to any other studies
6. This study was distinguished by applying flexibility & clarification skills on females only.

7. Methodology

Semi experimental method is processed in this study as it suits its nature and objectives. Researcher has proceeded on this study using exploration and thinking loudly strategies and its impact on analytical reading and linguistic intelligence skills.

7.1 Population

Contained the second middle grade students in Najran.

7.2 Sampling:

The study applied to the second middle grade students in El Motawseta El Sabaa School in El Fahd district. 60 students were divided into three groups with 20 students per each, (First Experimental Group students who studied with exploration strategy),

(Second Experimental Group students who studied with thinking loudly strategy) and Control group, and the semi experimental method was applied to achieve study objectives.

7.3 Tools:

To achieve this study objectives, researcher had prepared two tools by doing analytical reading test and linguistic intelligence questionnaire, as the study aimed mainly to clarify the impact of exploration and thinking loudly strategies on both analytical reading and linguistic intelligence skills so it had to be done test for analytical reading and measure for linguistic intelligence with the following procedures:

7.4 Analytical Reading Test:

7.4.1 Test Objectives

The Test aimed to measure the analytical reading skills for the student group.

7.4.2 Test Formulation

Test consisted of 10 questions for measuring 10 skills, and it was graded by three marks for every question with total thirty marks for the test.

7.4.3 Validity & Reliability:

To verify test validity, a group of reviewers evaluated the test; they suggested some modifications which were adapted in final draft. As for its reliability; Spearman – Brown split half value was used to measure reliability coefficient and the correlation coefficient of test was (0.72), which is satisfactory.

7.5 Linguistic Intelligence Test:

Test consisted of 10 questions for measuring 10 skills, and it was graded by three marks for every question with total thirty marks for the test.

7.5.1 Validity & Reliability:

To verify test validity, a group of reviewers evaluated the test; they suggested some modifications which were included in the final draft. As for its reliability; Spearman – Brown split half value was used to measure reliability coefficient and the correlation coefficient of test was (0.78), which is satisfactory.

7.6 Variables:

- Independent Variables:
 - Using thinking loudly strategy.
 - Using exploration strategy.
- Dependent Variables:
 - Analytical reading skills acquisition.
 - Linguistic intelligence.

7.7 Statistical Methods:

To achieve objectives of study, the following statistical method utilized:

1. ANOVA Test: to identify the mathematical standards differences of sample individuals in both pre & after measures due to group variable.
2. Mean & Standard Deviation: to identify students' level in acquiring reading analysis and linguistic intelligence skills.
3. (Independent Samples T-Test) Test Practicing: to answer study inquiries.

7.7.1 Groups Equivalence:

For pointing study groups (experimental & control) equivalence, (ANOVA) test was applied students' attainments in analytical reading and emotional intelligence pre-test, as shown in table (1).

Table (1): (ANOVA) test

Test	Group	Teaching Method	Arithmetic Means	Standard Deviation	F Value	Statistical Significance
Analytical Reading	Experimental (1)	Exploration	13.15	2.25	0.95	0.40
	Experimental (2)	Thinking Loudly	13.40	1.73		
	Control	Traditional	12.55	2.01		
Emotional Intelligence	Experimental (1)	Exploration	11.05	0.89	0.86	0.43
	Experimental (2)	Thinking Loudly	11.45	1.15		
	Control	Traditional	11.30	0.86		

The above table showed that (F) value of students' learning in pre measure test due to group variable was non-significant statistically at ($\alpha \leq 0.05$) significance level that indicates study groups equivalence.

8. Results and Discussion

Following are the study results that aimed to identify "The Impact of Exploration and Thinking Loudly Strategies on Analytical Reading and Linguistic Intelligence for Second Middle Grade female Students in Najran", and those results to be presented according to issued inquiries.

Firstly: Results Related to First Questions: Is there any impact with statistical significance at ($\alpha \leq .05$) for the strategy of exploration on developing the analytical reading and linguistic intelligence skills among second middle grade students in Najran?

To answer this question was extracted arithmetic means and standard deviations for signs of the two groups (first experimental, control) on a test (analytical reading, linguistic intelligence) pre and post according to the variable group, also (Independent Samples T-Test) was applied, as shown in table (2).

Table (2): Arithmetic means and standard deviations for signs of the two groups (first experimental, control) on a test (analytical reading, linguistic intelligence), and results of (Independent Samples T-Test) according to the variable group

Test	Group	Teaching Method	Arithmetic Means	Standard Deviation	Value T	Statistical Significant
Analytical Reading	Experimental (1)	Exploration	24.10	4.95	7.90	0.00
	Control	Traditional	14.50	2.24		
Linguistic Intelligence	Experimental (1)	Exploration	20.90	6.97	6.11	0.00
	Control	Traditional	11.30	0.86		

As shown in Table (3), statistically significant differences clarified between the mean group scores in first experimental and control group on analytical reading and linguistic intelligence skills due to methodology tests, the experimental group exceeded, which indicated statistical significance at significance level ($\alpha \geq 0.05$) for exploration strategy on analytical reading and linguistic intelligence of second middle grade in Najran, researcher referred it to the used procedures in directed exploration methods which required pre thinking to get knowledge instead of getting lost in parts which would not improve analytical reading and linguistic intelligence skills for them, researcher –during the exploration method usage- gave the students the opportunity to discuss opinions, ideas and beliefs that were mentioned in the material, also, she gave every student the opportunity to express her opinion and to criticize & review the mentioned opinions & ideas in the book, that created democratic atmosphere and encouraged students on free thinking & independent opinion, as free thinking is the vital artery in analytical reading and linguistic intelligence. *Secondly: Results Related to Second Questions:* Is there any impact with statistical significance at ($\alpha \leq .05$) for the strategy of thinking loudly on developing the analytical reading and linguistic intelligence skills among second middle grade students in Najran?

To answer this question was extracted arithmetic means and standard deviations for signs of the two groups (second experimental, control) on a test (analytical reading, linguistic intelligence) pre and post according to the variable group, also (Independent Samples T-Test) was applied, as shown in table (4).

Table (4): Arithmetic means and standard deviations for signs of the two groups (second experimental, control) on a test (analytical reading, linguistic intelligence), and results of (Independent Samples T-Test) according to the variable

Test	Group	Teaching Method	Arithmetic Means	Standard Deviation	Value T	Statistical Significant
Analytical Reading	Experimental (2)	Thinking Loudly	19.45	5.83	3.55	0.00
	Control	Traditional	14.50	2.24		
Linguistic Intelligence	Experimental (2)	Thinking Loudly	14.35	6.12	2.21	0.03
	Control	Traditional	11.30	0.86		

As shown in Table (4), statistically significant differences clarified between the mean group scores in second experimental and control group on analytical reading and linguistic intelligence skills due to methodology tests, the experimental group exceeded, which indicated statistical significance at significance level ($\alpha \geq 0.05$) for thinking loudly strategy on analytical reading and linguistic intelligence of second middle grade in Najran, researcher explained that thinking loudly get the student out of the isolated atmospheres, create her communication means and improve the abilities of self-expression, which reflects in students' answers in the post test as the thinking loudly method enabled student to use skills like (Concentration, good listening, attention accuracy and motion & harmony usage), and help students to obtain and restore it in their imagination which may lead to understand & fix the information.

Conclusion

Based on the above mentioned results, the author concludes that:

1. Exploration method showed a clear positive impact on developing the analytical reading skills for second middle grade students.
2. Exploration method showed a clear positive impact on developing the linguistic intelligence skills for second middle grade students.
3. Thinking loudly method showed a clear positive impact on developing the analytical reading skills for second middle grade students.
4. Thinking loudly method showed a clear positive impact on developing the linguistic intelligence skills for second middle grade students.

Recommendations

- Conducting further studies on different school stages, other subjects and on both genders.
- Conducting further studies to identify the impact of using exploration and thinking loudly methods on other variables like attitudes towards Arabic language subject and information retention.
- Conducting a longitudinal study to follow the evaluation of analytical reading and linguistic intelligence skills for middle grade students.

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