

The Didactics of Rhetorical Instruction at the Middle School Level in Light of Modern Procedural Mechanisms: An Applied Study of the Arabic Language Textbook

Kheira Maazouz

Ahmed Ben Yahia El-Wancharissi University, Tissemsilt, Algeria

Specialization: Linguistic Studies

Email: maazouz.kheira@univ-tissemsilt.dz

Received: 11/01/2026 ; Accepted: 24/06/2026 ; Published: 16/07/2026

Abstract

This research, entitled "The Didactics of Rhetorical Instruction at the Middle School Level in Light of Modern Procedural Mechanisms: An Applied Study of the Arabic Language Textbook," aims to examine the reality of teaching rhetoric at the middle school level and to investigate the extent to which modern procedural mechanisms are employed in presenting rhetorical concepts within the Arabic language textbook. The study proceeds from the premise that rhetoric is a means of developing communicative competence and linguistic taste, rather than merely a body of theoretical rules to be memorized and recalled.

The study adopts the descriptive-analytical approach by analyzing the content of the Arabic language textbook for middle school education. It examines the instructional strategies, learning activities, and assessment methods presented therein, as well as the degree of their consistency with the competency-based approach and contemporary pedagogical orientations, such as active learning, discovery learning, problem-solving, cooperative learning, and the use of authentic texts and communicative contexts.

Keywords: Didactics of rhetorical instruction – Modern procedural mechanisms – Competency-based approach – Arabic rhetoric – Content analysis – Educational assessment.

Introduction

Rhetorical instruction constitutes one of the fundamental components of Arabic language education. It is not limited to introducing learners to rhetorical embellishments or figurative expressions; rather, it contributes to developing linguistic taste, appreciating the aesthetic qualities of texts, and improving comprehension and language production skills. Nevertheless, the teaching of rhetoric at the middle school level has often remained associated with memorization, rote learning, and reliance on abstract rules and conventional examples. Consequently, learners have come to perceive rhetoric as a difficult and dry subject, detached from authentic language use.

With the developments witnessed in educational sciences and applied linguistics, contemporary trends have emerged advocating the reconstruction of the didactics of rhetorical instruction through approaches that place the learner at the center of the educational process. These approaches rely on modern procedural mechanisms based on discovery learning, cooperative learning, problem-solving, the competency-based approach, the integration of digital technologies, and the connection of rhetoric to authentic texts and communicative situations. From this perspective, the significance of studying the didactics of rhetorical instruction at this educational stage becomes evident. This study applies

these principles to the Arabic language textbook in order to determine the extent to which such mechanisms are employed in designing learning activities and their effectiveness in achieving the targeted competencies.

Accordingly, the study seeks to answer the following main research question:

To what extent do modern procedural mechanisms contribute to the development of the didactics of rhetorical instruction at the middle school level through the Arabic language textbook?

This central question gives rise to the following sub-questions:

What is meant by the didactics of rhetorical instruction, and what are the characteristics of learning rhetoric at the middle school level?

What are the most important modern procedural mechanisms employed in teaching rhetoric, and how has the Arabic language textbook incorporated these mechanisms?

The significance of this research paper lies in its treatment of one of the most important aspects of Arabic language education. It also provides a practical perspective for improving the teaching of rhetoric, assists teachers in enhancing their instructional practices, and keeps pace with contemporary pedagogical and technological developments in the teaching and learning process.

1. The Concept of the Didactics of Rhetorical Instruction

The didactics of rhetorical instruction refers to the set of principles, methods, and procedures that regulate the processes of teaching and learning rhetoric in the classroom in a manner that fosters learners' linguistic, communicative, and aesthetic competencies.

Didactics, or language didactics (also referred to as the science of language teaching), is "a discipline concerned with the methods that assist both teachers and learners in the teaching and learning of language, as it constitutes the appropriate field for applying the knowledge yielded by linguistic theory through the exploitation of the scientific and cognitive achievements of theoretical linguistic research in order to develop methods for teaching languages to both native and non-native speakers."

¹ In another definition, it is "the scientific study of the organization of learning, the teaching of school subjects, the transmission of knowledge, and the scientific study of instructional content, methods, techniques, and forms of organizing learning situations to which learners are exposed. It aims to formulate practical normative models and theories capable of achieving the intended objectives, whether at the cognitive level, such as knowledge and sciences, or at the affective level, such as values..."²

As for rhetoric, it encompasses the sciences of Semantics, Eloquence, and Rhetorical Embellishment. It is the means through which scholars sought to uncover the secrets of the miraculous nature of the Qur'anic discourse in order to comprehend its meanings and objectives, while also cultivating the ability to perceive the elements of literary beauty and to develop creativity and innovation. Allah the Almighty says in the Holy Qur'an:

"Indeed, this Qur'an guides to that which is most upright and gives good tidings to the believers who do righteous deeds that they will have a great reward."³

Scholars have endeavored to reach its essence and substance, unveil the secret of its miraculous eloquence, clarity, and expressive power, and understand its profound influence on its recipients through the truthfulness of its meanings, the eloquence and purity of its language, the beauty of its style, and the uniqueness of its imagery. These characteristics inspired scholars and literary figures to approach this miraculous discourse through interpretation and exegesis. Consequently, rhetoric is

not merely a collection of rules concerning Bayān, Badī', and Ma'ānī; rather, it is a creative and aesthetic process that develops the recipient's abilities, artistic taste, and literary sensibility. As noted by scholars, rhetoric "cultivates the learner's literary and aesthetic taste; secondly, it acquaints the learner with the characteristics of Arabic style and the secret of its eloquence; and thirdly, it enables us to better understand the eloquence of our writers and poets throughout different ages, as well as to appreciate the miraculous nature and profound secrets of the Holy Qur'an."⁴

Linguistically, balāghah means "reaching" or "attaining." Terminologically, it is a quality attributed exclusively to speech and the speaker rather than to individual words. The eloquence of speech lies in its conformity to the requirements of the communicative situation (ḥāl al-khiṭāb), where ḥāl refers to the context or circumstance in which speech is delivered. Thus, rhetoric consists in expressing profound meanings clearly through correct and eloquent language capable of producing a captivating effect on the listener while ensuring that every utterance is appropriate to its context. It is called balāghah because it conveys meaning directly to the listener's heart so that it is fully understood. The term balāgh also denotes communication or transmission.⁵

During its early stages, rhetoric was commonly referred to as eloquence. It developed significantly following the advent of Islam, flourished during the Abbasid era, and gradually evolved into an independent discipline comprising the sciences of Bayān, Badī', and Ma'ānī. Accordingly, rhetoric has been interpreted as eloquence, fluency, and expressive speech, while the eloquent speaker is "one whose refined and eloquent language conveys, through verbal expression, the very essence of what resides in the heart or mind. Thus, rhetoric became a commendable quality attributed to particular forms of speech and distinguished individuals."⁶

Accordingly, rhetoric represents the significance required by discourse and dictated by context, emphasizing the appropriateness of speech to the communicative situation, whether that situation is explicit or implicit.

Today, rhetoric is no longer confined to the study of metaphor, simile, metonymy, and rhetorical embellishments. Rather, it has evolved into a discipline that transcends traditional conceptions toward what has become known as New Rhetoric or Modern Rhetoric, which examines how discourse is produced and interpreted within its pragmatic and communicative contexts. Consequently, the teaching of rhetoric has become closely associated with textual analysis, the identification of rhetorical phenomena, and the examination of their functions in constructing meaning and influencing the audience.

Modern rhetoric didactics therefore seeks to move beyond the mechanical memorization of rules toward employing rhetoric in reading, writing, and communication, enabling learners to acquire the ability to appreciate literary texts, analyze them critically, and produce coherent discourse. This orientation is fully consistent with the competency-based approach currently adopted in education.

2. Theoretical Foundations of the Didactics of Rhetorical Instruction

A. Constructivist Theory

Constructivist theory maintains that knowledge is not transmitted to learners in a ready-made form; rather, learners construct knowledge themselves through interaction with learning situations. Consequently, the teaching of rhetoric should begin with authentic texts, allowing learners to infer rhetorical principles independently rather than presenting them directly. The educational process is therefore regarded as a communicative process that starts with the teacher as the sender and reaches the learner as the receiver, with knowledge constituting the message exchanged between them.

This perspective is also associated with the Theory of Multiple Intelligences, proposed by psychologist Howard Gardner in 1983. It is considered one of the most useful theories for understanding learning and teaching styles, as it identifies learners' strengths and weaknesses.⁷

Constructivist theory, in all its forms, is characterized by its simplicity and clarity. It emphasizes that knowledge is actively constructed by learners rather than passively received from the environment. It explains how human beings build new knowledge upon existing cognitive structures that have developed through experience and practice.

Constructivist learning is therefore based on methods demonstrating that learning occurs when learners actively participate in constructing knowledge and meaning instead of passively receiving information. Learners are thus regarded as the producers of knowledge and meaning.

B. Social Theory

Lev Vygotsky emphasized that learning occurs through social interaction. Consequently, competition, group work, and cooperative learning are among the most effective mechanisms for teaching rhetoric because they encourage learners to exchange interpretations and discuss the role of rhetorical phenomena in constructing meaning. As has been stated, "Theory represents an integrated conception of educational reality and can provide a comprehensive frame of reference for processes of social change and educational practice in their highest and most advanced forms."⁸

C. Text Linguistics and Pragmatics

Modern linguistics has contributed significantly to shifting rhetoric from the study of isolated sentences to the study of texts and discourse, linking rhetorical phenomena to context and communicative intentions. Accordingly, rhetoric is no longer merely the science of verbal beauty; it has become an instrument for discourse analysis and the interpretation of communicative intentions.

Pragmatics is the science of language use. It is "the branch of linguistic sciences concerned primarily with analyzing speech acts, the functions of linguistic utterances, and their characteristics within communicative processes in general... What concerns us here is linguistic pragmatics because it closely approximates the grammatical description of texts."⁹

The relationship between rhetoric and pragmatics lies in explaining how meaning is conveyed to the recipient (the learner), who reconstructs the message through the act of reading. The learner must therefore be capable of decoding the message through careful reading and reanalyzing it in accordance with contextual understanding.

This is because "revealing the functional or ideological dimension of the literary text as a communicative text inherently linked to a particular social situation demonstrates that if rhetoric aims at shaping beliefs, opinions, and motivating action, then literature, which modern aesthetic schools have sought to isolate from any practical function, cannot be separated from rhetoric in such a decisive manner."¹⁰

Thus, the relationship between context and text arises from the communicative situation in which the speaker addresses the recipient with a particular intention a concept known in classical Arabic rhetoric as *muqtaḍā al-ḥāl* (the requirements of the situation). This confirms the close relationship between pragmatics and rhetoric.

D. The Competency-Based Approach

The Algerian educational system has adopted the Competency-Based Approach (CBA), which places the learner at the center of the educational process and connects learning to meaningful situations. Consequently, the objective of teaching rhetoric has become the development of learners'

abilities in critical reading, accurate expression, and discourse production, rather than the mere memorization of rhetorical terminology. As noted by specialists, "The novelty of this approach lies in its reliance on the constructivist and cognitive orientation, which starts from the learner's individuality, personal cognitive abilities, and the influence of social factors on learning."¹¹

3. Modern Procedural Mechanisms in the Didactics of Rhetorical Instruction

A. The Concept of Modern Procedural Mechanisms

Modern procedural mechanisms refer to the set of classroom procedures and instructional strategies employed by teachers to transform rhetorical knowledge from theoretical concepts into practical learning experiences that students actively engage in within the classroom. These mechanisms also involve the integration of digital technologies into the teaching of rhetoric. They are grounded in the principles of cognitive psychology and the constructivist approach, which maintains that learners construct their own knowledge through self-directed activity and interaction with educational situations rather than through the passive reception of information. These mechanisms include the following:

1. Discovery Learning Strategy¹²

Discovery learning is considered one of the most appropriate strategies for teaching rhetoric, as it guides learners to observe rhetorical phenomena within a text, compare them with other rhetorical devices, and independently infer their characteristics. For example, when teaching simile, learners may be asked questions such as:

What image attracted your attention?

What is the relationship between the compared element and the the element of comparison?

Why did the writer choose this particular expression?

What effect did this image have on the meaning?

Through these questions, learners gradually construct the concept of simile on their own, leading to a deeper and more enduring understanding than that achieved through direct instruction.

2. Cooperative Learning Strategy

Cooperative learning is based on dividing students into small groups, each assigned the task of analyzing a rhetorical text, identifying figurative expressions, or explaining their contribution to meaning construction. The groups subsequently present their findings to the rest of the class.

This strategy develops dialogue, negotiation, and respect for differing opinions. It also promotes the collective construction of knowledge and increases learners' motivation to study rhetoric. Cooperative learning is "a teaching method or instructional model that provides students with opportunities to participate and learn together with one another and with the teacher. Through carrying out learning tasks and activities under the teacher's guidance and support, learners ultimately acquire knowledge, concepts, skills, and attitudes independently while achieving the desired educational objectives."¹³

3. Problem-Based Learning Strategy

Problem-based learning is among the instructional strategies most consistent with the nature of rhetorical instruction. It consists of "organized procedures through which individuals solve the problems they encounter, beginning with identifying the problem and ending with selecting the most appropriate solution."¹⁴

This strategy places learners in a linguistic situation requiring analysis and reasoning rather than the passive reception of ready-made knowledge. It begins by presenting a problem or an open-ended

question, then guiding learners to search for an explanation or solution through texts and examples. Consider the expression:

"Spring smiled."

Learners may be asked:

Does spring literally smile?

Why did the writer depart from literal expression and use this wording instead?

What aesthetic value does this image add?

Through discussion, learners conclude that the writer likens spring to a smiling human being, omits the object of comparison while retaining one of its attributes, and thereby discover the concept of metaphor independently. This strategy also trains learners to justify rhetorical judgments and relate them to the context of the text.

4. Project-Based Learning Strategy

Project-based learning is founded on the principle of learning by doing and learning according to students' interests and real-life needs. Learning should therefore be self-directed and exploratory, with students assuming responsibility for their own learning while the teacher serves primarily as a facilitator and guide whenever necessary.¹⁵

Project-based learning involves completing an individual or collaborative task over a specified period, culminating in a tangible product. In rhetoric instruction, this strategy may be implemented by assigning students projects such as preparing a portfolio on rhetorical images in the Holy Qur'an or in Algerian poetry, or producing digital presentations illustrating the roles of simile, metaphor, and metonymy in meaning construction.

This approach goes beyond the traditional lesson because it transforms learners into active seekers of knowledge who are capable of organizing, analyzing, and presenting information. It also promotes initiative, teamwork, and stronger connections between classroom learning and students' educational and cultural lives.

5. The Flipped Classroom

The flipped classroom is one of the contemporary trends in education. It transfers part of the learning process outside the classroom by enabling learners to study lesson content before class through instructional videos, presentations, or digital documents. Classroom time is then devoted to discussion, analysis, and application.

In rhetoric instruction, students may watch a simplified explanation of simile or metonymy at home before attending class, where they analyze new texts, discuss the communicative functions of rhetorical devices, and complete practical activities under the teacher's supervision. This model allows classroom time to be invested in critical thinking and dialogue rather than being devoted exclusively to teacher explanation.

6. Concept Maps¹⁶

Concept maps are among the most effective tools for organizing rhetorical knowledge. They help learners understand the relationships among rhetorical concepts and classify them through clear visual representations. Teachers may collaboratively construct concept maps with students that illustrate the branches of the science of Eloquence or distinguish between simile, metaphor, and metonymy, while attaching practical examples to each concept.

Such maps contribute to consolidating learning outcomes and facilitating knowledge retrieval. They also help learners move beyond the mechanical memorization of terminology toward a systematic understanding of the relationships among rhetorical concepts.

7. Alternative Assessment¹⁷

Assessment is no longer confined to written examinations that merely measure the memorization of information. Instead, it has become a continuous process that accompanies learning from its beginning to its completion. Among the most important alternative assessment tools in rhetoric instruction are:

Portfolios, which compile learners' work and analytical tasks.

Observation checklists for assessing oral participation.

Presentations on rhetorical phenomena.

Individual and collaborative projects.

Self-assessment.

4. The Integration of Technology and Artificial Intelligence in Teaching Rhetoric

The integration of technology into Arabic language education has become an educational necessity, particularly through the use of interactive whiteboards, digital presentations, educational applications, and electronic textbooks for presenting texts, analyzing them, and highlighting rhetorical phenomena in an interactive manner.

Moreover, Artificial Intelligence (AI)¹⁸ offers new opportunities for rhetoric instruction. Learners can employ AI-powered text analysis tools to identify rhetorical images, compare styles of expression, or receive preliminary feedback on their written productions. However, such use should remain under the supervision of the teacher so that these technologies function as supportive tools for developing critical thinking and analytical skills rather than replacing learners' intellectual effort or the teacher's role in knowledge construction.

3. An Applied Study of the Didactics of Rhetorical Instruction in the Fourth-Year Middle School Arabic Language Textbook¹⁹

1. Methodology of the Applied Study

This study adopts the descriptive-analytical approach through an analysis of the rhetoric activities included in the Arabic language textbook. The aim is to examine the structure of rhetorical lessons and evaluate the extent to which they conform to the principles of the competency-based approach and the modern procedural mechanisms discussed in the theoretical section of this research.

The analysis was based on the following criteria:

The method of presenting rhetorical phenomena.

The nature of the selected texts.

The learner's role in constructing knowledge.

The types of learning activities provided.

The instructional methods employed.

The integration of technology and digital media.

The relationship between rhetoric instruction and oral as well as written language production.

2. Analysis of the Structure of the Rhetorical Lesson

An examination of the textbook reveals that the structure of rhetorical instruction generally begins with a literary text serving as the starting point. This orientation is consistent with the philosophy of the competency-based approach, which places the text at the center of the learning process. Rhetorical

phenomena are extracted from their textual context, after which learners are guided to observe and analyze them before arriving at the underlying rule.

This instructional design represents a significant development compared with the traditional method, which typically began with the presentation of a theoretical definition followed by illustrative examples. In the current approach, the text constitutes the point of departure, while the rule becomes the outcome of the learning process.

Despite its advantages, however, this approach cannot fully achieve its objectives unless teachers effectively facilitate dialogue and discussion and provide learners with sufficient time to observe, analyze, and infer rhetorical principles rather than presenting the rules directly.

3. Analysis of the Learning Activities

A. Observation Activities

These activities direct learners to read the text carefully, identify rhetorical devices, and distinguish among them. They represent the first stage in constructing learning.

B. Analytical Activities

These activities move learners beyond merely identifying rhetorical phenomena to interpreting them and relating them to the overall meaning of the text, an approach that is fully consistent with the objectives of modern rhetoric.

C. Application Activities

Application activities require learners to employ rhetorical devices in producing new sentences or expressions. This stage is essential for transferring learning outcomes to different communicative situations.

Despite the importance of these activities, they often remain limited in terms of variety. Traditional written exercises predominate, whereas oral activities and project-based tasks are comparatively scarce.

4. Modern Procedural Mechanisms in Rhetoric Instruction

1. Discovery Learning

Discovery learning is clearly evident at the beginning of most lessons, where learners are required to observe examples before inferring the rhetorical rule. Nevertheless, the success of this mechanism depends largely on the teacher's ability to facilitate classroom discussion without providing direct answers.

2. Cooperative Learning

The textbook does not provide explicit guidelines for organizing cooperative learning. However, the nature of certain activities enables teachers to implement this strategy in the classroom, particularly during text analysis and discussions of rhetorical imagery.

3. Problem-Based Learning

Several activities may be employed as educational problems. However, the textbook does not present them according to the systematic stages of the problem-solving strategy, making their effective implementation largely dependent on classroom practice.

5. A Proposed Instructional Model for Teaching Simile

Target Competency

Analyzing rhetorical images and employing them effectively in written and oral expression.

Learning Situation

The teacher presents a literary text containing several examples of simile and asks students to read it expressively while recording the expressions that particularly attract their attention.

Discovery Stage

Students work collaboratively in groups to answer the following questions:

Which expression contains a comparison?

Identify the two elements involved in the comparison.

What comparative particle has been used?

What effect does this image produce on the meaning?

Rule Construction Stage

Following discussion, learners formulate the definition of simile and identify its constituent elements, while the teacher's role is limited to guidance and corrective feedback.

Application Stage

Each learner is assigned the task of writing a short paragraph incorporating three different types of similes. The resulting work is then discussed collectively in class using a predetermined assessment rubric.

This instructional model represents a practical application of the principles of discovery learning, cooperative learning, and formative assessment, while placing the learner at the center of the process of constructing rhetorical knowledge.

Conclusion

This study concludes that the didactics of rhetorical instruction at the middle school level has undergone remarkable development compared with traditional conceptions that confined rhetoric to the memorization of terminology and definitions. Contemporary curricula, particularly within the framework of the competency-based approach, now regard rhetoric as a functional component that contributes to developing learners' linguistic, communicative, and aesthetic competencies. This orientation is reflected in the design of the school textbook, which adopts the literary text as the starting point for discovering rhetorical phenomena and relating them to context and meaning rather than presenting them as abstract rules.

The theoretical analysis further demonstrates that modern procedural mechanisms such as discovery learning, cooperative learning, problem-based learning, project-based learning, the flipped classroom, alternative assessment, and the integration of technology constitute effective approaches to renewing the teaching of rhetoric. These mechanisms place learners at the center of the educational process and enable them to develop skills of analysis, inference, and production instead of relying solely on memorization and rote learning.

The applied study also reveals that the Fourth-Year Middle School Arabic Language Textbook is, in its overall structure, consistent with the philosophy of the competency-based approach. Nevertheless, the effectiveness of these pedagogical orientations remains dependent upon teachers' ability to implement them in classroom practice, as well as the availability of appropriate educational resources and pedagogical training. The study further identifies a gap between what official curricula advocate and what is actually practiced in some classrooms, owing to the continued reliance on certain traditional methods of teaching rhetoric.

Accordingly, renewing the didactics of rhetorical instruction cannot be achieved merely through the revision of school textbooks. Rather, it requires the development of an integrated educational system encompassing curricula, teacher training, instructional resources, and assessment methods,

thereby transforming rhetoric from a subject based on the memorization of terminology into a field that cultivates critical thinking, literary appreciation, and communicative competence.

The study reached the following findings:

The didactics of rhetorical instruction has evolved from a traditional approach toward a functional approach that regards rhetoric as a means of understanding and producing texts.

The Fourth-Year Middle School Arabic Language Textbook adopts the literary text as the point of departure for presenting rhetorical phenomena, which is consistent with the competency-based approach.

Discovery learning, cooperative learning, and problem-based learning constitute the procedural strategies most appropriate for teaching rhetoric.

Despite their educational value, project-based learning, alternative assessment, and digital technologies remain limited in actual classroom practice.

The success of rhetoric instruction depends more on teachers' competence in implementing modern instructional strategies than on the textbook alone.

Integrating technology and digital resources enhances learners' motivation and improves their ability to analyze and produce texts when employed within a well-structured educational framework.

In light of these findings, it becomes evident that developing the didactics of rhetorical instruction is no longer merely an educational option but an imperative imposed by the cognitive and technological transformations shaping contemporary education. Rhetoric is no longer viewed simply as a discipline concerned with classifying figures of speech; rather, it has become a means of understanding discourse, fostering critical thinking, and developing communicative competence. This reality necessitates the adoption of modern instructional practices that position learners as active participants in constructing knowledge and applying it effectively in diverse communicative situations. Consequently, the success of educational reforms in this field ultimately depends on the integration of curriculum, textbook design, teacher preparation, and the educational environment within a comprehensive pedagogical vision that recognizes rhetoric as a dynamic and integral component of Arabic language education rather than as an isolated subject.

References

The Holy Qur'an.

Al-Farabi, Abdellatif, Abdelaziz Al-Ghardaf, and Abdelkrib Gharib. *Dictionary of Educational Sciences: Pedagogy and Didactics Terminology*. Educational Sciences Series. Al-Khattabi Printing House.

Al-Hashimi, Al-Sayyid Ahmad. *Jawāhir al-Balāghah fī al-Ma‘ānī wa al-Bayān wa al-Badī‘* (The Jewels of Rhetoric in Semantics, Eloquence, and Rhetorical Embellishment). Edited by Hassan Mohammed. Dar Al-Jeel.

Lakhreisha, Samir Falah. *The Effect of Teaching Vocational Education Using the Project-Based Learning Strategy on Developing Critical Thinking Skills among Tenth-Grade Female Students*. Master's Thesis, Middle East University, 2020.

Al-Amiri, Azhar Hussein Ibrahim. "The Effect of Using Concept Maps as Assessment Tools in Acquiring Arabic Grammar Concepts among Female Students of Teacher Training Institutes." *Journal of the College of Education, Wasit University, Iraq*, Vol. 1, No. 18, 2015.

Hassan, Ahmed. *Studies in Applied Linguistics (The Field of Language Didactics)*. University Publications Office, Algeria, 1st ed., 2000.

Fadl, Salah. *The Rhetoric of Discourse and Text Linguistics*. Lebanese Book House, 1st ed., 2004.

Wotfa, Ali Asaad. *Social Theory in Education*. Available at the website pr.net.dewatfa.

Abdelsalam, Mostafa Abdelsalam. *Modern Trends in Science Teaching*. Egypt: Dar Al-Fikr Al-Arabi, 2001.

Askar, Ali. *Life Stress and Coping Strategies: Mental and Physical Health in an Age of Stress and Anxiety*. Cairo: Dar Al-Kitab Al-Hadith, 2000.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. Riyadh: Arab Bureau of Education for the Gulf States. Translated by Mohammed Bilal Al-Juyoush, 2004.

Kamel, Mostafa Mohammed. "The Use of the Mastery Learning Strategy in Teaching the Educational Assessment Course." *Journal of Psychology*, September 1999. General Egyptian Book Organization.

Lakhdar, Lakhal. "The Competency-Based Approach: Foundations and Application." *Journal of Human and Social Sciences*, Special Issue: Symposium on Competency-Based Teacher Education.

Abdel Moneim Al-Haqaji, Mohammed. *The Genius of Literary Creativity*. Dar Al-Wafaa, 1st ed., 2002.

Fayyad, Mohammed Jaber. "The Concept of Rhetoric: Linguistically and Terminologically." *College of Arts, University of Baghdad*.

Mohammed Safaa Ahmed. *Discovery Learning and Scientific Concepts in Early Childhood Education*. Cairo: Dar Alam Al-Kutub, 2009.

Mishyal, Mohammed. *Rhetoric and Literature*.

Nashef, S. M. "The Impact of Artificial Intelligence Applications on Arabic Language Education for Primary School Students." *Journal of Educational and Psychological Sciences*, 2024, Issue (18).

¹ Ahmed Hassan, *Studies in Applied Linguistics (The Field of Language Didactics)*, University Publications Office, Algeria, 1st ed., 2000, p. 130.

² Abdellatif Al-Farabi, Abdelaziz Al-Ghardaf, and Abdelkrib Gharib, *Dictionary of Educational Sciences: Pedagogical and Didactic Terminology*, Educational Sciences Series, Dar Al-Khattabi for Printing, 1994, p. 255.

³ The Holy Qur'an, Surat Al-Isrā', Verse 9.

⁴ Mohammed Abdel Moneim Al-Haqaji, *The Genius of Literary Creativity*, Dar Al-Wafaa, 1st ed., 2002, p. 69.

⁵ Al-Sayyid Ahmed Al-Hashimi, *Jawāhir al-Balāghah fī al-Ma'ānī wa al-Bayān wa al-Badī'* (The Jewels of Rhetoric in Semantics, Eloquence, and Rhetorical Embellishment), edited by Hassan Mohammed, Dar Al-Jeel, p. 30.

⁶ Mohammed Jaber Fayyad, *The Concept of Rhetoric: Linguistically and Terminologically*, College of Arts, University of Baghdad, p. 267.

⁷ Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, Riyadh: Arab Bureau of Education for the Gulf States, translated by Mohammed Bilal Al-Juyoush, 2004, p. 123.

⁸ Ali Asaad Wotfa, *Social Theory in Education*, available on the website pr.net.dewatfa.

⁹ Salah Fadl, *The Rhetoric of Discourse and Text Linguistics*, Lebanese Book House, 1st ed., 2004, p. 31.

¹⁰ Mohammed Mishbal, *Rhetoric and Literature*, p. 53.

¹¹ Lakhdar Lakhal, "The Competency-Based Approach: Foundations and Application," *Journal of Human and Social Sciences*, Special Issue: Symposium on Competency-Based Teacher Education, p. 73.

¹² Mohammed Safaa Ahmed, *Discovery Learning and Scientific Concepts in Early Childhood Education*, Cairo: Dar Alam Al-Kutub, 2009, p. 49.

¹³ Abdelsalam Mostafa Abdelsalam, *Modern Trends in Science Teaching*, Egypt: Dar Al-Fikr Al-Arabi, 2001, p. 89.

¹⁴ Ali Askar, *Life Stress and Coping Strategies: Mental and Physical Health in an Age of Stress and Anxiety*, Cairo: Dar Al-Kitab Al-Hadith, 2000, p. 180.

¹⁵ Samir Falah Al-Khuraisha, *The Effect of Teaching Vocational Education Using the Project-Based Learning Strategy on Developing Critical Thinking Skills among Tenth-Grade Female Students*, Master's Thesis, Middle East University, 2020, p. 9.

¹⁶ Azhar Hussein Ibrahim Al-Amiri, "The Effect of Using Concept Maps as Assessment Tools in Acquiring Arabic Grammar Concepts among Female Students of Teacher Training Institutes," *Journal of the College of Education*, Wasit University, Iraq, Vol. 1, No. 18, 2015, p. 262.

¹⁷ Kamel Mostafa Mohammed, "The Use of the Mastery Learning Strategy in Teaching the Educational Assessment Course," *Journal of Psychology*, September 1999, General Egyptian Book Organization, Egypt, p. 7.

¹⁸ S. M. Nashef, "The Impact of Artificial Intelligence Applications on Arabic Language Education for Primary School Students," *Journal of Educational and Psychological Sciences*, 2024, Issue (18), pp. 15–31.

¹⁹ A Group of Authors, *Arabic Language Textbook*, Middle School Education Stage.