



## RESEARCH ARTICLE

Section: *Literature, Linguistics & Criticism***The role of Arabic literature arts in developing critical thinking skills among high school students from the teachers' point of view**Mohammad Issa Alhourani<sup>1\*</sup>, Wesal Al Zoubi<sup>1</sup>, Ahmad Mohammad Al Mahamed<sup>2</sup> & Moustafa Mohamed Abouelnour<sup>3</sup><sup>1</sup>College of Education, Humanities and Social Sciences Al Ain University, Abu Dhabi, UAE<sup>2</sup>Department of Communication, College of Arts, Education and Social Sciences, Abu Dhabi University Abu Dhabi, UAE<sup>3</sup>College of Arts, Science and Information Technology, Department of Arabic, University of Khorfakkan, Sharjah, UAE\*Correspondence: [Mohammad Issa Alhourani](mailto:Mohammad.Issa.Alhourani@uaeu.ac.ae)**ABSTRACT**

At a time when educational systems are under increasing pressure to cultivate analytical, interpretive, and evaluative capacities rather than rote knowledge alone, this study addresses a highly consequential question: how can Arabic literary arts serve as an effective pedagogical pathway for developing critical thinking among secondary school students? The study responds to a clear research gap in the limited empirical attention given to the relationship between Arabic literary genres and critical thinking skills within school-based Arab educational contexts. Using a descriptive-analytical design, the researchers employed an electronic questionnaire administered to 90 Arabic language teachers in Abu Dhabi, with 35 items covering poetry, short story, literary essay, and the skills of interpretation, inference, induction, analysis, and evaluation. The study aimed to examine the contribution of Arabic literary arts to critical thinking development, measure the statistical relationship between these variables, and identify differences associated with teachers' qualifications and experience. The findings revealed a high level of teacher awareness regarding the role of Arabic literature in enhancing critical thinking, as well as a strong statistically significant relationship between literary arts and critical thinking skills. Literary essay and short story showed comparatively stronger effects than poetry. The study recommends curriculum redesign, specialized teacher training, and further comparative and experimental research to strengthen the pedagogical integration of Arabic literature in contemporary education.

**KEYWORDS:** Arabic literature arts, critical thinking skills, secondary school students, Arabic language teachers

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## Introduction

It has become known that educational systems consider critical thinking a primary goal of education by enhancing the ability of students to analyze and conclude, and evaluate information and ideas. This is achieved by adopting innovative educational strategies based on interactive activities, constructive discussions, and problem-solving. Developing critical thinking skills is of great importance to students at various stages of their education, especially in the fields of Arabic literature and arts. From this vision, educational institutions strive to promote educational methods that focus on critical thinking and developing its skills (Abouelnour, M. et al. 2025; Alenezi, M., et al. 2026a).

Critical thinking is an essential skill to enable students to deal effectively with the massive flow of information (Amin et al, 2020). Arabic literature makes a distinctive contribution to the development of critical thinking skills, as the various arts of literature, such as poetry, story, and literary essay, enhance students' ability to analyze and interpret (Al-Nefaie, & Al-Qahtani, 2020). In this sense, poetry, with its linguistic depth and symbolism, helps students to develop analysis and interpretation skills, while the story provides an area for extracting lessons and literary essays that motivate them to evaluate ideas objectively. From these considerations, the arts of Arabic literature contribute to building students' critical thinking in an effective and integrated manner (Onion, 2022; (Khater, M., et al. 2025b; Qiqieh, S., et al. 2025).

In the same context, the importance of the arts of Arabic literature is reflected in its ability to develop critical thinking skills among secondary school students (Fadila, 2024; Elhalafaway, A. et al. 2025; Khater, M., et al. 2025a). Literature, with its diverse characteristics, contributes to the construction of deep ideas and promotes analytical thinking, as it is represented in three basic forms: poetry, story, and literary essay (Iranlost et al., 2023; Khater, M. 2023a; Abouelnour, M. et al. 2024; Adel, M A 2019). Poetry represents a literary art characterized by the use of figurative and musical language to convey feelings and ideas, which helps students develop interpretation skills by analyzing texts and understanding their deep meanings (Al-Nafei, & Al-Qahtani, 2020). In contrast, the story reflects life experiences, which enhances students' ability to deduce through the analysis of characters and events, and through which students learn how to elicit lessons and lessons (Al-Ma 'mouri, 2019; Alhourani et al. 2025a; Asif, M., et al. 2025; Adel, M. A., et al. 2025a). As for the literary article, it provides a platform for discussion and evaluation of ideas, which enables students to develop evaluation and analytical skills. These literary types are supported by a set of critical thinking skills, including the skill of induction, which allows students to deduce general rules from specific examples (Judah, 2019; Alhourani, M. I., et al. 2025b; Adel, M. A. 2022).

On the other hand, critical thinking skills include a range of abilities that enhance students' ability to evaluate and analyze information in depth (Lapuz & Fulgencio, 2020; Alhourani, M. I., et al. 2025c; Adel, M. A., et al. 2024; Alenzi, M. et al. 2026b). One of the most prominent of these skills is the skill of interpretation, which enables students to clearly understand the meanings of texts, followed by the skill of inference, which allows to extract results from the available data. As for the skill of induction, it enables individuals to deduce general laws from special cases, which enhances their ability to link ideas. In addition, the skill of analysis allows to divide information into parts to better understand them, and finally comes the skill of evaluation, which helps individuals to evaluate information and ideas critically (Utami et al, 2017; Khater, M. H. 2023b). Therefore, these skills are essential for the development of effective critical thinking, as they contribute to enhancing students' creative ability and critical thinking skills (Nggilu, N. M., et al. 2026; Huang et al, 2014).

In light of the educational trends in the United Arab Emirates that call for the development of teaching methods and their application in schools, the "UAE Centennial Vision 2071 " comes as a key axis that seeks to strengthen the educational system in line with global developments, and focuses on adopting innovative teaching methods. The UAE Ministry of Education has also launched several initiatives, including the Education Strategy 2030, which focuses on developing critical and creative thinking skills, which are an integral part of the educational process. Accordingly, these strategies aim to raise the level of educational efficiency, through the adoption of innovative educational strategies based on interaction and active participation, which enhances the ability of students to analyze and evaluate systematically (Adel, M. A., et al. (2025b).

Based on all of the above, this study came as a scientific attempt to explore the role of the arts of Arabic literature in enhancing the critical thinking skills of secondary school students. The study aims to understand the effectiveness of Arabic literature in its various forms such as poetry, story and article in stimulating the

analytical and interpretive capabilities of students, and building the foundations of their critical thinking in a systematic and integrated manner.

### **Study Problem**

Critical thinking skills are among the key factors that contribute to the development of students' skills, as they allow them to evaluate information comprehensively and objectively. In this context, Arabic literature, including arts such as poetry, story, and literary essay, are important sources that can enhance these skills. However, there is still a gap in understanding the relationship between these literary arts and the development of critical thinking skills in high school students.

It should be noted that critical thinking skills are one of the basic elements in the educational process, especially in light of the contemporary challenges faced by students in the information age. In this regard, the study of (Al-Hattari and Al-Furawi, 2022) pointed to the importance of enhancing critical thinking in educational curricula, as it showed that integrating literature into education can contribute to enhancing critical thinking among students. The study of (Al-Zahrani, 2024) also showed that the use of literary texts in education makes it easier for students to absorb the necessary critical skills. The results of the Farman (2012) study also showed that the development of critical and creative thinking skills leads to improved literary taste in students, as these skills helped develop their ability to analyze and deeply interpret literary texts, and thus increased their understanding of the dimensions of different texts. In the same context, Dumitru (2019) study pointed out that the arts play an essential role in promoting critical thinking, as these fields uniquely contribute to the development of analytical and creative thinking skills by creating environments that stimulate critical thinking and help build the ability to produce meanings.

Among the reasons for adopting the idea of the current study are the recommendations of some conferences, where several prominent scientific conferences were organized on the topics of Arabic literature and critical thinking, noting the importance of linking them to develop critical skills among students. The Mohammed bin Rashid Al Maktoum Foundation in Dubai organized the Sixth, Seventh and Eighth International Conference on Arabic Language from 1 to 4 April 2017, from 25 to 28 April 2018, and from 17 to 20 April 2019, respectively, highlighting the importance of Arabic literature in promoting critical thinking, in addition to the role of literature in improving students' analytical skills, stressing the need to integrate these elements into the curricula. Furthermore, the conferences focused on the impact of literature on the development of young people's critical skills, and the importance of integrating literary arts into educational curricula to enhance critical thinking. Finally, how to employ Arabic literature to enhance students' mental skills (Al Maktoum Foundation, 2019).

Through a review of previous conferences and studies, the importance of this research is highlighted by the need to develop educational curricula that include the arts of Arabic literature as a means to enhance critical thinking skills. There is also an urgent need to provide effective educational strategies. Accordingly, the research gap is evident in the need for an in-depth study on how to link the arts of Arabic literature with critical thinking skills, which required conducting this research. Accordingly, the problem of the study is illustrated by the following main question:

**What is the role of the arts of Arabic literature in developing critical thinking skills among high school students?**

### **Study Questions**

*It arises from the main question of the study problem; the sub-questions are centered on the following:*

What is the role of the arts of Arabic literature in developing critical thinking skills through the following dimensions: (poetry, story, literary essay) among secondary school students from the point of view of teachers? What is the extent to which the arts of Arabic literature contribute to the development of critical thinking skills through its dimensions (interpretation skill, inference skill, induction skill, analysis skill, evaluation skill)?

Is there a statistically significant relationship at the level of significance ( $\alpha = 0.05$ ) between the role of the arts of Arabic literature (poetry, story, literary article) and the development of critical thinking skills (interpretation skill, inference skill, induction skill, analysis skill, evaluation skill) among secondary school

students from the point of view of teachers?

Are there statistically significant differences at the level of significance ( $\alpha= 0.05$ ) between the responses of secondary school teachers about the role of the arts of Arabic literature in developing critical thinking skills in relation to study variables (teaching experience, scientific qualification)?

### **Objectives of the study:**

Through the study questions, its objectives are summarized as follows:

1. Identify the role of the arts of Arabic literature in developing critical thinking skills through the following dimensions: (poetry, story, literary article) among secondary school students from the point of view of teachers.
2. Identify the extent to which the arts of Arabic literature contribute to the development of critical thinking skills through its dimensions (the skill of interpretation, the skill of inference, the skill of induction, the skill of analysis, the skill of evaluation).
3. Identify the nature of the relationship of statistical significance at the level of significance ( $\alpha= 0.05$ ) between the role of the arts of Arabic literature (poetry, story, literary article) and the development of thinking skills (interpretation skill, inference skill, induction skill, analysis skill, evaluation skill) among secondary school students from the point of view of teachers.
4. Identifying the statistically significant differences at the level of significance ( $\alpha= 0.05$ ) between the responses of secondary school teachers on the role of the arts of Arabic literature in developing critical thinking skills in relation to the variable of teaching experience and academic qualification.

### **Importance of the Study**

The importance of the study is divided into two parts: theoretical importance and applied importance.

#### **Theoretical Importance**

The theoretical importance is derived from the importance of the subject of the current study, as this study deals with a set of variables of great importance (the role of the arts of Arabic literature, critical thinking skills), and the study will deal with a theoretical framing of all these variables, and highlighting the relationships between them. Therefore, the theoretical importance is as follows:

The results of this study are expected to add scientific results to the studies that dealt with Arabic literature and arts in general, in addition to critical thinking in its dimensions.

It is hoped that this study will provide important information to researchers about the methods of employing some of the arts of Arabic literature and the impact of these arts on the development of critical thinking skills among students.

This study may be a starting point for designing modern teaching strategies to indicate the requirements of different types of courses in terms of appropriate strategies in teaching the arts of Arabic literature.

The researchers hope that the results and recommendations of this study will help provide researchers with documented information derived from the field study, in addition to trying to attract the attention of researchers to direct their future research towards the variables of this study (the arts of Arabic literature, and critical thinking skills), and test its results.

#### **Applied Importance**

The applied importance of the current study is through revealing the role of the arts of Arabic literature on the development of critical thinking skills. Therefore, the practical importance is as follows:

Highlighting the uses and methods of employing the arts of Arabic literature in developing critical thinking skills through students' interaction with literary content related to poetry, story, and literary essay.

Trying to reveal the relationship between the arts of Arabic literature and critical thinking skills and the extent to which these arts contribute to enhancing students' ability to analyze, interpret, extrapolate and conclude. Trying to clarify how students interact with literary texts and employ them to develop their ability to think critically, which contributes to enhancing their skills in literary criticism and taking constructive critical attitudes towards the texts and ideas that are addressed.

### Limits of the Study

The current study is limited to the following limits:

**Objective limits:** The current study was limited to revealing the role of the arts of Arabic literature in developing critical thinking skills among secondary school students from the point of view of Arabic language teachers. The researcher studied the two main variables: the independent variable (the role of the arts of Arabic literature) and the dependent variable (critical thinking skills), which will be two main axes in the field study.

**Spatial borders:** The United Arab Emirates, represented by secondary schools in the Emirate of Abu Dhabi.

**Time limits:** The study was applied in the first semester of 2024- 2025.

**Human Frontiers:** Arabic language teachers, Bachelor's degree holders, Master of Arabic Language Teaching Methods, and Master of Literature and Criticism.

### Terminology of the study

**Arabic Literature:** Arabic literature is the sum total of works written in Arabic, and includes prose and poetry, as well as fiction, novel, theatre, criticism and literary essay. Arabic literature is defined as the rhetoric intended to influence the emotions of readers and listeners, whether it is poetry or prose, a story, or an article (Al-Saqqaf, 2011).

**Arabic literary arts:** Literary arts are written works that showcase beauty in style, theme, character, or plot. Literary art also refers to the creative expression of ideas, emotions, and experiences through written language. It includes a wide range of genres and forms, including lyrics, plays, short stories, novels, literary articles, poetry, and prose. These works must rise to the level of art, as the term defines (Prem, 2015).

The arts of Arabic literature are procedurally defined in the current study: as the literary arts that exist in the secondary school curricula in the United Arab Emirates, which the researcher identified with poetry, story, and literary article for the necessity of research and that they are axes in the field side of this study.

**Critical thinking:** is a set of skills that requires individuals to be able to evaluate information and ideas objectively, with systematic analysis, and as a means to enhance personal understanding and improve decision-making ability, through the ability to apply a set of rules and procedures, such as analyzing different situations, evaluating arguments, and using evidence in formulating opinions (Garrison, 2022).

**Critical thinking skills:** The two researchers in this study define them as skills related to the skill of interpretation, the skill of inference, the skill of induction, the skill of analysis, and the skill of evaluation among secondary school students, which are supposed to contribute to enhancing the ability to consider alternatives and various discussions, which leads to more balanced and accurate conclusions in the fields of the arts of Arabic literature.

### Field Study Procedures

#### Study Methodology

The study aimed to clarify the role of the arts of Arabic literature in developing the critical thinking skills of secondary school students from the point of view of teachers. Based on the problem of the study, its objectives and questions, the appropriate approach for this study is the descriptive analytical (survey) approach. Siedlecki (2020) noted that the descriptive approach includes some interpretation of the results of the study, through

measurement, classification and interpretation methods represented by questionnaires, interviews, tests, and observation cards, with the aim of extracting significant conclusions, and then reaching generalizations about the studied phenomenon. Accordingly, the descriptive approach was adopted in this study to reveal the role of Arabic literary arts in developing critical thinking skills among secondary school students from the point of view of teachers.

### Study sample

The study community was represented by all Arabic language teachers in secondary schools in the Emirate of Abu Dhabi. In a next step, the researchers designed an electronic questionnaire using *Google Forms*. The sample was selected by analyzing the retrieved questionnaires after sending the sample to the sample, and the study sample reached (90). Table (1) shows the distribution of the sample according to the study variables (teaching experience and educational qualification).

Table (1) Sample Categories by Variables in Percentage

Variable	Category	Frequency	Percentage
Academic Qualification	B.Sc.	69	76
	Master of Arabic Language Teaching Methods	15.	16.
	Master of Literature and Criticism	6	6
	Total	90	100%
Teaching experience	From 3-8 years	32	56
	9-14 years old	46.0	51
	More than 15 years	12	13.
	Total	90	100%

### Study tool

To achieve the objectives of the field study, the researchers followed one of the common methods of data collection, the questionnaire, as a tool to collect information related to the subject of the study. The questionnaire statements were formulated and consisted of 35 statements. The phrases were divided into two areas: the first includes three dimensions: poetry, story, and literary essay, and contains 15 phrases. The second domain includes five dimensions represented in the skills of interpretation, inference, extrapolation, analysis, and evaluation, and contains 20 phrases.

#### *Validity of internal consistency*

To ensure the validity of the internal consistency of the questionnaire, it was distributed to a survey sample consisting of (25) Arabic language teachers, and then the correlation coefficients between the total score for each field of study were calculated. Table (2), illustrates the procedures for calculating the validity of internal consistency.

Table (2) Pearson correlation coefficients and their significance value

Domains	Correlation coefficient	Significance value
The Role of Arabic Literature Arts	0.735	0
Critical Thinking Skills	0.846	0

Table (2) shows that the correlation coefficients of the scores of the study fields are high correlation coefficients, and they are also statistically significant at the level of significance (0.01), and this indicates that the fields have the validity of internal consistency.

#### *Stability of the questionnaire*

To verify the stability of the questionnaire, the two researchers followed *Cronbach's Alpha* method, used to estimate the consistency of the elements in the tool with each other (Kosie and Lew-Williams, 2024). The following table shows the reliability coefficients of the questionnaire.

Table (3) Cronbach's alpha coefficients for the stability of the questionnaire

Domains	Cronbach's Alpha
The Role of Arabic Literature Arts	0.863
Critical Thinking Skills	0.802
Overall stability	0.964

It is clear from the table that the overall stability coefficient of the journals as a whole was (0.964), which is a high stability coefficient, and this indicates that the questionnaire has a high degree of stability and can be relied upon in the field application of the study.

#### Criterion for interpreting arithmetic averages

The questionnaire in its final form, after verifying its validity and stability, consisted of (35) phrases, each of which was listed on a scale of five levels of the answer to the Likert scale, according to the following correction key that was adopted by calculating the length of the category according to the following law: [category length = range/number of categories] (Yamashita, 2022).

Table (4) The key to correcting the questionnaire

Cell Length	Corresponding relative weight	Grade
1 - 1.8	20% -36%	Very little
Greater than 1.8 - 2.60	Greater than 36% -52%	Few
Greater than 2.60 - 3.40	Greater than 52% -68%	moderate Fat
Greater than 3.40 - 4.20	Greater than 68% -84%	Large
Greater than 4.20 - 5	Greater than 84% -100%	Very large

## Study Results and Discussion

### Results of answering, discussing and interpreting the first question

“ What is the role of the arts of Arabic literature in developing critical thinking skills through the following dimensions: (poetry, story, literary article) among high school students?”

To answer the first question, the arithmetic means and standard deviations of the responses of the (study members) were calculated for each of their dimensions: (poetry, story, literary article) as follows:

#### Dimension 1: Hair

The means and standard deviations of the responses of the (study members) were calculated for each of the statements, the dimension of the poetry in descending order, and the following table shows this.

Table (5) Averages, standard deviations and ranks of the responses of the study members remotely hair

Nr.	Statement	Arithmetic mean	Standard Deviation	Rank	Level
1	Poetry analysis enhances students' ability to think critically.	4	1.08	1	Large
2	Linking poetic symbols helps improve critical thinking.	4.09	1	2	Large
4	Poetic metaphor analysis develops students' reasoning skills.	01	1.06	4	Large
5	Understanding poetic weights develops students' critical thinking.	3	12	5	Large
3	The study of the meanings of poetry contributes to the ability to deduce hidden thoughts.	30	97	3	moderate Fat
Weighted Average		3.79	15.	-	Large

It is clear from Table No. (5) that the arithmetic mean of the study members' responses to the phrases of the hair dimension reached (3.79), and a standard deviation ( 0.15), which is at a high level, and the arithmetic means of the phrases of this dimension ranged between the lowest and highest arithmetic mean (3.30-4.13).

According to the researchers, this result is attributed to the influence of poetry on the development of students' critical thinking skills. Participants seem to recognize the role of poetry as an educational tool that enhances analysis and conclusion. Phrases related to analyzing poems, associating poetic symbols, and analyzing metaphors have achieved high levels, indicating poetry's ability to guide students towards exploring deep meanings and eliciting underlying ideas. The researchers also see symbols and metaphors playing an important role in developing logical conclusions and raising the level of self-analysis. Although "understanding poetic weights" and "studying the meanings of poetry" have not achieved a high level, they remain valuable elements that contribute to deepening critical understanding, reflecting a disparity in teachers' awareness of the importance of different poetic elements and their role in promoting critical thinking.

### Dimension 2: Story

The means and standard deviations of the responses of the (study members) were calculated for each of the statements, the dimension of the story in descending order, and the following table shows this.

Table (6) Averages, standard deviations and ranks of remote study members' responses to the story

Nr.	Statement	Arithmetic mean	Standard Deviation	Rank	Level
9	Interpreting hidden symbols and meanings in stories develops students' ability to think critically.	4/20	1.03	1	Very large
7	Discussing storytelling helps develop critical thinking skills.	4	1 Feb	2	Large
8	Linking story events to reality encourages critical thinking.	01	92	3	Large
10	Analyzing the endings of open stories contributes to improving critical thinking skills.	3	1.03	4	Large
6	Story character analysis enhances students' critical thinking.	3	1.14	5	moderate Fat
Weighted Average		3	17.	-	Large

It is clear from Table No. (6) that the arithmetic mean of the study members' responses to the statements of the story dimension reached (3.80), and a standard deviation ( 0.17), which is at a high level, and the arithmetic means of the statements of this dimension ranged between the lowest and highest arithmetic mean (3.80-4.20). The researchers believe that this result reflects the strong impact of the story on the development of critical thinking among students, which shows the participants' awareness of the importance of the elements of the story in enhancing this skill. Statements related to the interpretation of symbols and hidden meanings, addressing the plot, and linking story events to reality are at the forefront of the statements with high averages, which indicates that students find story analysis an inspiring field to explore deep ideas and enhance their ability to analyze and criticize. The researchers also believe that the focus on analyzing open-endedness and story characters helps to enrich critical thinking skills, despite the varying responses around them, as these elements contribute to pushing students to logical conclusions and comparing events to reality, which enhances critical thinking in an interactive and comprehensive manner.

### Dimension 3: Literary Essay

The means and standard deviations of the responses of the (study members) were calculated for each of the statements of the dimension of the literary article in descending order, and the following table shows this.

Table (7) Averages, standard deviations and ranks of the responses of remote study members Literary article

Nr.	Statement	Arithmetic mean	Standard Deviation	Rank	Level
11.	Analyzing the orbital structure of a literary essay helps to enhance students' critical thinking skills.	01	1 Feb	1	Large
12	Linking ideas and concepts in a literary essay helps to improve critical interpretation.	3	1	2	Large

Nr.	Statement	Arithmetic mean	Standard Deviation	Rank	Level
15.	The understanding of rhetorical methods in literary essay contributes to the development of the ability to evaluate arguments and criticism	3	0.66	3	Large
13.	Analyzing a literary essay enriches students' skills to elicit and articulate deep thoughts clearly	3	1	4	moderate Fat
14	Literary criticism of the content of a literary essay encourages the development of students' critical thinking.	3	11.	5	moderate Fat
Weighted Average		3	17.	-	Large

It is clear from Table No. (8) that the arithmetic mean of the study members' responses to the statements of the dimension of the literary article reached (3.51), and a standard deviation ( 0.17), which is at a high level, and the arithmetic means of the statements of this dimension ranged (3.31-4.01), between the lowest and highest arithmetic mean.

According to the researchers, this result is attributed to the active role of the literary article in the development of critical thinking in students, which reflects the participants' appreciation of the importance of the article as a tool for analyzing arguments and ideas. The analysis of the orbital structure and the linking of ideas and concepts were highly appreciated, suggesting that students find in the analysis of the literary essay opportunities to develop critical interpretation skills and to evaluate arguments systematically. It is also noted that statements related to understanding rhetorical methods and analyzing deep ideas also contribute to enriching critical thinking, albeit on lower averages, which indicates that students' responses vary according to their experience with literary articles and the extent to which they are able to use literary criticism methods.

### Results of answering, discussing and interpreting the second question

“To what extent does the arts of Arabic literature contribute to the development of critical thinking skills through its dimensions (interpretation skill, inference skill, induction skill, analysis skill, evaluation skill)?”

To answer the second question, the arithmetic means and standard deviations of the responses of the (study members) were calculated for each of their dimensions: (interpretation skill, inference skill, induction skill, analysis skill, evaluation skill) as follows:

#### Dimension 1: Interpretation

The means and standard deviations of the responses of the (study members) were calculated for each of the statements, the dimension of the skill of interpretation in descending order, and the following table shows this.

Table (8) Averages, standard deviations and ranks of remote study members' responses Interpretation skill

Nr.	Statement	Arithmetic mean	Standard Deviation	Rank	Level
2	The student interprets the characters in the stories in a logical way.	4/12	1.03	1	Large
4	The student interprets artistic images in literary texts and demonstrates their role in enhancing meaning.	4	01	2	Large
1	The student demonstrates an ability to interpret symbols and figurative meanings in poetic texts.	3	0.84	3	moderate Fat
3	The student is able to interpret the main ideas in literary articles.	30	12	4	moderate Fat
Weighted Average		3	71%	-	Large

It is clear from Table No. (8) that the arithmetic mean of the study members' responses to the statements of the interpretation skill dimension reached (3.71), and a standard deviation ( 0.71), which is at a high level, and the arithmetic means of the statements of this dimension ranged between the lowest and highest arithmetic mean (3.71-4.12).

According to the researchers, this result is attributed to the importance that students attach to the skill of interpretation in understanding literary texts, which indicates that participants are aware of the importance of this skill in analyzing and interpreting texts in depth. Phrases that relate to the interpretation of figures and artistic images in literary texts have the highest averages, reflecting the students' ability to deal with literary elements and their logical interpretation. The disparity between the averages also indicates that students have a good level of interpretation of allegorical symbols and meanings in poetry and the interpretation of the main ideas in literary articles, albeit to a lesser degree than the interpretation of figures and artistic images, which may reflect the different level of experience and mastery of these skills depending on the type of literary text.

### Dimension 2: Reasoning Skill

The means and standard deviations of the responses of the (study members) were calculated for each of the statements, the dimension of the inference skill in descending order, and the following table shows this.

Table (9) Averages, standard deviations and ranks of remote study members' responses Conclusion skill

Nr.	Statement	Arithmetic mean	Standard Deviation	Rank	Level
5	The student succeeds in deducing the meaning from poems.	4	1 Feb	1	Large
6	The student is able to draw lessons from the events of the stories and the actions of the characters.	4	99	2	Large
7	The student deduces the implicit ideas in literary articles and shows the writer's point of view.	3	// 61	3	moderate Fat
8	The student links the literary ideas contained in the texts to reach results supported by evidence.	3	1.03	4	Weak
Weighted Average		3	12	-	Large

It is clear from Table No. (9) that the arithmetic mean of the study members' responses to the statements of the conclusion skill dimension reached (3.72), and a standard deviation ( 1.12), which is at a high level, and the arithmetic means of the statements of this dimension ranged between the lowest and highest arithmetic mean (3.32-4.16).

According to the researchers, this result indicates the participants' appreciation of the importance of the inference skill in understanding and analyzing literary texts. Phrases related to deducing meaning from poems and drawing lessons from the events of stories and the actions of characters topped the averages, reflecting the students' ability to deduce from literary texts clearly and effectively. However, the statement "the student correlates the literary ideas contained in the texts to reach results supported by evidence" came at a weak level, which may indicate a difficulty for students in making a comprehensive logical link between literary ideas. This variation in averages shows that students are good at inferring meaning from texts, but need more practice in systematically linking ideas to reinforce their conclusions and corroborate them with evidence.

### Dimension 3: Induction Skill

The arithmetic means and standard deviations of the responses of the (study members) were calculated for each of the statements of the induction skill dimension in descending order, and the following table shows this.

Table (10) Averages, standard deviations and ranks of remote study members' responses Extrapolation skill

Nr.	Statement	Arithmetic mean	Standard Deviation	Rank	Level
9	The student derives literary rules by observing the repetition of images and symbols in poetry.	4	0.06	1	Very large
10	The student identifies narrative patterns in stories to understand the writer's orientations.	4/12	1	2	Large
11.	The student deduces general concepts by analyzing the partial ideas contained in literary articles.	4.09	[73][74]	3	Large
12	The student generalizes the literary methods used in the texts to apply them to other texts.	3	12	4	Large
Weighted Average		3	1.08	-	Large

It is clear from Table No. (10) that the arithmetic mean of the study members' responses to the statements of the extrapolation skill dimension reached (3.96), and a standard deviation ( 1.08), which is at a high level, and the arithmetic means of the statements of this dimension ranged (3.41-4.21), between the lowest and highest arithmetic mean.

The researchers believe that this result highlights the participants' appreciation of the skill of induction and its importance in literary analysis, reflecting the students' awareness of the importance of this skill in understanding literary texts in depth. The statement regarding the student's extraction of literary rules from the repetition of images and symbols in poetry received the highest average (4.21), indicating the students' ability to distinguish literary patterns and deduce general rules from them. Other statements related to identifying narrative patterns, inferring general concepts, and analyzing partial ideas also came at high levels, demonstrating students' awareness of the importance of these skills in comprehensively understanding texts. On the other hand, the phrase "the student generalizes the literary methods used in the texts to apply them to other texts" came at a lower level, which may reflect a challenge for students in generalizing what they learn from literary methods and applying it to different texts.

#### Dimension 4: Analysis Skill

The means and standard deviations of the responses of the (study members) were calculated for each of the statements, the dimension of the analysis skill in descending order, and the following table shows this.

Table (11) Averages, standard deviations and ranks of the responses of remote study members Analysis skill

Nr.	Statement	Arithmetic mean	Standard Deviation	Rank	Level
13.	The student analyzes the relationships between poetic ideas and images to understand the full message of the poem.	4.	13.	1	Large
14	The student demonstrates how the plot and characters contribute to the development and deeper understanding of the story.	3	1	2	Large
15.	The student analyzes the linguistic structure in literary articles and shows how it serves the general idea of the text.	3	86%	3	moderate Fat
16.	The student uses analytical methods to deconstruct literary texts and understand their essential elements.	30	1.	4	moderate Fat
Weighted Average		3	07	-	Large

It is clear from Table (11) that the arithmetic mean of the study members' responses to the phrases of the analysis skill dimension reached (3.52), and a standard deviation ( 0.07), which is at a high level, and the arithmetic means of the phrases of this dimension ranged between the lowest and highest arithmetic mean (3.30-4.02).

According to the researchers, the results indicate the importance of the dimension of the skill of analysis in literary education, demonstrating the students' ability to link the different elements of poetic texts and absorb the deep messages they carry. This demonstrates the strength of their analytical skills in this aspect. Other

statements related to plot and character analysis, linguistic structure, and the use of analytical methods came at intermediate levels, suggesting that students face some challenges in these areas. This may be a result of the lack of appropriate strategies or sufficient practical experiences in applying analysis skills to different literary texts.

### Dimension 5: Calendar Skill

The means and standard deviations of the responses of the (study members) were calculated for each of the statements, the dimension of the evaluation skill in descending order, and the following table shows this.

Table (12) Averages, standard deviations and ranks of remote study members' responses Evaluation skill

Nr.	Statement	Arithmetic mean	Standard Deviation	Rank	Level
17.	The student assesses the quality of poetic style based on the use of rhetorical imagery and language.	01	1 Feb	1	Large
18	The student distinguishes between good and bad storytelling by evaluating the sequence of events.	3	01	2	moderate Fat
19.	The student evaluates the strength of the arguments and evidence provided by the writer in literary articles.	3	71%	3	moderate Fat
20	The student demonstrates an ability to objectively critique literary texts to determine the depth of meanings and connotations.	3	1	4	moderate Fat
Weighted Average		3	1.14	-	Large

It is clear from Table No. (12) that the arithmetic mean of the study members' responses to the phrases of the evaluation skill dimension reached (3.51), and a standard deviation ( 1.14), which is at a high level, and the arithmetic means of the phrases of this dimension ranged (3.31-4.01), between the lowest and highest arithmetic mean.

This result is attributed to the fact that the dimension of the skill of evaluation represents a high level, and this in turn is the ability of students to evaluate literary texts, which is a positive thing that shows the extent of their understanding of the basic elements that affect the quality of literary work. The statement about evaluating the quality of poetic style based on the use of rhetorical images and language received the highest score, which indicates students' awareness of rhetorical methods and their effectiveness in enhancing meanings. In contrast, the results for the rest of the statements varied, with some skills showing an intermediate level, indicating the need to enhance students' critical evaluation skills, especially in evaluating the plots and evidence in the texts.

### Results of answering, discussing and interpreting the third question

“Is there a statistically significant relationship at the level of significance ( $\alpha = 0.05$ ) between the role of the arts of Arabic literature (poetry, story, literary article) and the development of critical thinking skills (interpretation skill, inference skill, induction skill, analysis skill, evaluation skill) among high school students?

To answer the third question, the *Multiple Regression* method was used, and Table (13) shows that:

Table (13) Multiple Linear Regression Test

Dependent variable	FORM		ANOVA			Transactions			
	r Correlation coefficient	R <sup>2</sup> Coefficient of determination	Calculated F	Sig	Degrees of freedom	Non-standard regression coefficient	t Calculated	Sig	
Critical Thinking Skills	A =	0.568	73.991	0.000 <sup>b</sup>	3/169	UNTRANSLATED_CONTENT_START	118	2	0.044
						UNTRANSLATED_CONTENT_END	0.373	4	0
						Literary	0.409	4	0
						Essay			

Table (13) shows that the correlation coefficient  $R = 0.753$ ) indicates that there is a strong correlation between

the role of the arts of Arabic literature (poetry, story, literary article) and the development of critical thinking skills among high school students. This value is very close to 1, which means that the relationship between the independent variable (the arts of Arabic literature) and the dependent variable (critical thinking skills) is a positive and strong relationship. The table also shows that the coefficient of determination ( $R^2 = 0.568$ ) indicates that 56.8% of the variation in critical thinking skills can be explained by the arts of Arabic literature (poetry, story, literary essay), which shows that the model is able to explain a large part of the changes in critical thinking skills through these independent variables. In addition, the calculated F-value = 73.991 and the significance score Sig = 0.000) confirm that the model as a whole is significant at the significance level of 0.05, as Sig is much lower than 0.05, meaning that there is a statistically significant relationship between the independent variables (the arts of Arabic literature) and the dependent variable (critical thinking skills).

On the other hand, the table of coefficients shows that poetry has a positive and moral impact on the development of critical thinking skills ( $B = 0.118$ ,  $T = 2.032$ ,  $Sig = 0.044$ ), as the probabilistic value is less than 0.05, which indicates that poetry has a moral impact. As for the story, it shows that it has a strong positive and moral impact ( $B = 0.373$ ,  $T = 4.782$ ,  $Sig = 0.000$ ), as  $Sig = 0.000$ , which indicates that its impact on critical thinking skills is stronger than poetry. As for the literary article, it showed a higher positive and moral impact compared to poetry and story ( $B = 0.409$ ,  $T = 4.930$ ,  $Sig = 0.000$ ), which means that the literary article has the greatest impact on the development of critical thinking skills, as the coefficient of B is greater and the probabilistic value is much less than 0.05.

The two researchers explain this result to the effect that the arts of Arabic literature (poetry, story, literary essay) have a positive and moral impact on the development of critical thinking skills among high school students, as literary essay and story have the greatest impact compared to poetry for several reasons. The literary essay is analytical in nature, prompting students to evaluate ideas and analyze arguments in logical ways, which enhances the skills of interpretation, evaluation, and analysis. As for the story, its narrative structure helps students develop inference and extrapolation skills by linking events to their past experiences. Although poetry contributes to the development of critical thinking skills, its reliance on imagination and emotional expression makes its impact on analysis less pronounced compared to essay and story, which provide a clearer structure for analysis and critical thinking methods.

#### Results of answering, discussing and interpreting the fourth question

“ Are there statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the responses of secondary school teachers about the role of the arts of Arabic literature in developing critical thinking skills in relation to study variables (teaching experience, scientific qualification)?”

To answer the fourth question, the two researchers used the *One Way ANOVA* test to find out the differences between the average responses of the knowledge sample towards the role of the arts of Arabic literature on critical thinking skills, and the results were as shown in the following table:

#### Academic Qualification

Table (14) Results of *One Way ANOVA* Analysis according to the educational qualification variable

Academic Qualification	Average	Deviation	f	Degree of freedom	Significance	Decision
B.Sc.	40%	[85]	4	87	01	(Function)
Master of Education	3	90				There are
Master of Literature and Criticism	4/10	0.75				differences

The results in Table (14) indicate that the value of (F) reached (4.50), which is statistically significant at the level of significance (05.0), where the value of the level of significance was ( $0.01 < 05.0$ ), and thus there are statistically significant differences at the level of ( $\alpha \leq 0.05$ ) in the views of the study sample, towards the role of the arts of Arabic literature on critical thinking skills, and to know the origin of the differences between the categories of the scientific qualification variable, the Scheffé Test was applied to determine the trends that indicate which groups had the greatest impact. The following table shows this:

**Table (15) Chevy test results**

Comparison	Difference between averages	Value	RESULT
Bachelor - Master of Education	40%	05	Nonsignificant
Bachelor - Master of Literature and Criticism	70%	01	Function
Master of Education - Master of Literature and Criticism	30	15.	Nonsignificant

The results in Table (15) show that the differences between the Bachelor and the Master of Literature and Criticism are significant, which means that the teachers of the Master of Literature and Criticism have a greater impact on the development of critical thinking skills compared to the teachers of the Bachelor.

The researchers attribute the interpretation of this result to several factors, as teachers of the Master of Literature and Criticism often have a deep academic specialization, which gives them a deeper understanding of literary texts and critical styles. This depth enhances their ability to provide deeper analyses and insights, which reflects positively on students' ability to think critically about texts. Furthermore, MA Literature and Criticism teachers may be more familiar with modern teaching methods and techniques that promote critical thinking, such as group discussions, text analysis, and active learning applications. In doing so, this effect is due to the combination of deep knowledge, and the use of effective teaching methods that promote critical thinking.

### Variable teaching experience

**Table (16) Results of *One Way ANOVA* according to the variable of teaching experience**

Teaching experience	Average	Deviation	f	Degree of freedom	Significance	Decision
From 3-8 years	3	0.80	5	87	01	(Function)  There are differences
9-14 years old	4.00	70%				
More than 15 years	4	0.75				

The results in Table (16) indicate that the value of (F) was (5.20), which is statistically significant at the level of significance (05.0), where the value of the level of significance was (0.01) < (05.0), and thus there are statistically significant differences at the level of ( $\alpha \leq 0.05$ ) in the views of the study sample, towards the role of the arts of Arabic literature on critical thinking skills, and to know the difference between the categories of the variable of teaching experience, the Scheffé Test was applied to determine the trends that indicate which groups had the greatest impact. The following table shows this:

**Table (16) Chevy test results**

Comparison	Difference between averages	Value	RESULT
3-8 years - 9-14 years	0.50	05	Nonsignificant
3-8 years - 15 + years	1 10]	01	Function
9-14 years - 15 + years	60	15.	Nonsignificant

The results in Table (16) show that the differences between the different categories of teaching experience are significant, which means that teachers of the category “more than 15 years” have a greater impact on the development of critical thinking skills compared to teachers of “3-8 years”. The researchers attribute the interpretation of this result to several factors, as teachers of the most experienced groups in teaching often have a high level of understanding of educational trends and teaching methods, which gives them the ability to deal with diverse educational situations. This experience enhances their ability to use effective teaching strategies that encourage critical thinking, such as critical analysis and in-depth discussions about literary texts.

### Box Score

The arithmetic mean of the responses of the study members in the hair dimension came in at a high level, reaching the average with a low standard deviation, indicating limited divergence in opinions. The responses of the study members in the story dimension also showed a high level, with a standard deviation reflecting a consensus of views. In the dimension of the literary essay, the arithmetic mean scored high, demonstrating a

strong recognition of the importance of this genre. Also, high levels were recorded in the interpretation skill dimension, with responses showing positive agreement. In the inference skill dimension, the arithmetic mean was also high, with little variation between responses. With regard to induction skill, the results showed a high level with a standard deviation indicating good compatibility among the study members. The analysis skill dimension also scored high with little variation in opinions, while the evaluation skill showed a high level as well, reflecting a strong understanding of this dimension among the study members.

On the other hand, the correlation coefficient ( $R = 0.753$ ) indicated a strong and positive correlation between the role of the arts of Arabic literature (poetry, story, literary essay) and the development of critical thinking skills among secondary school students, reflecting a close relationship between independent variables and the dependent variable. The analysis of the variance also showed a value of ( $F$ ) (4.50) with a statistical significance at the level of  $\alpha = 0.05$ , which means that there are statistically significant differences in the views of the study sample on the role of the arts of Arabic literature in enhancing critical thinking skills, and these differences were determined based on the variable of educational qualification and teaching experience.

### **Study Recommendations**

Focusing on teaching the arts of Arabic literature (poetry, story, literary essay) and deepening its presence in the curriculum, as the results showed its positive impact on the development of students' critical thinking skills.

Providing training programs and workshops for Arabic language teachers to enhance their skills in teaching the arts of literature and ways to stimulate critical thinking, which contributes to improving the quality of education.

Organizing various literary activities, such as literary competitions and reading literary texts, to enhance students' interaction with the arts of literature and enhance their critical skills.

Conducting future studies that explore the impact of additional variables such as the quality of literary texts used or teaching strategies on students' critical thinking.

Pay attention to the differences in influence based on the variable of educational qualification and teaching experience, and direct resources and support accordingly to ensure that the performance of all teachers is improved.

Establishing literary clubs and salons within schools and making them part of the curriculum and encouraging students to create and innovate within student activities and forums.

### **Conclusion**

This study repositions the problem of teaching Arabic literature from a content-centered practice to a skills-oriented pedagogical question by examining how poetry, short story, and literary essay contribute to the development of critical thinking among secondary school students. The findings indicate that Arabic literary arts function not only as aesthetic and linguistic material, but also as effective educational tools for fostering interpretation, inference, induction, analysis, and evaluation. In this respect, the study contributes empirically to ongoing debates on renewing Arabic language education by demonstrating that the relationship between literary learning and critical thinking is both measurable and pedagogically meaningful. Its relevance extends beyond the local context of Abu Dhabi, as it aligns with broader international discussions on the role of the humanities in cultivating higher-order thinking. At the same time, the results suggest that the effectiveness of this role is shaped by teacher qualification and experience, which underscores the need for targeted pedagogical training and future comparative and experimental research.

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