Evaluating the Teaching Performance Of Student – Teachers specialized in Arabic Language at the Faculty of Education Fayoum University in the light of some thinking skills

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INTRODUCTION

See linguists that scientific and technological variables imposed on us the process of improving the educational process and the development of input core; and because the teacher is the key element is important in these inputs in addition to the input of other books and curriculum and others, and reflected the evaluation on the development and improvement of teacher performance education and increase its effectiveness

Hence, the attention of teaching profession is one of the most important steps on the road to education reform because the development of the quality of education is not only through the teacher with professional competence required, and attention the teaching profession in any society stems from fingerprints left by the teacher on the behavior of students and their morals and their minds and personalities.

To evaluate the teacher is particularly important as one of the important aspects; because it includes diagnostic alike; is effective as a laboratory to determine the level of teacher that fits scientific and technological variables through use thinking skills to teach Arabic.

Arabic language teacher in good pronunciation, and directed by characters from the exits of origin, according to assets known scientifically, and the link between general and specific objectives, the availability amount of information and knowledge, and expertise to allow him to simplify faces student in the subject of specialization, and to act as guide through the educational process, The proper understanding of the characteristics of the students and their motives and interests, and respect for students, and a good pronunciation, and skill in the use of evaluation methods different, to suit different levels, and the ability to persuade, and the exploitation of the resources available at the school, and the surroundings to upgrade article.

These training programs that prepare them by the service must be going according to clear plans for achieving student teachers the basic constructs needed before entrusted with educational tasks.

Therefore it should guide the care and attention it either through setting or through training of student Faculty of Education ongoing training in the light of thinking skills and modeling to evaluate the performance of the student parameter commensurate with the nature of the work under the direction towards the formulation of national standards for the preparation of accounting.

Based on the progress of the revision in the philosophy of teacher preparation in general - the privacy of the scientific era - is essential to meet the requirements of the next era, and to meet contemporary challenges. The importance of the quality of education depends on the quality of the teacher, and practical education field are the most important elements of teacher preparation that were not the most important all, they are the right of the most fertile periods in the life of the future teacher idea of this study: evaluating teaching performance of students teachers who specialize in Arabic - Faculty of Education Fayoum University - in light of some thinking skills.

PROBLEM OF THE STUDY:

The present study attempts to answer the following main question:
- Teaching performance for students of teachers who specialize in Arabic in the light of the thinking skills necessary deems experts, teachers, mentors and student teachers are required to teach Arabic to first year secondary students?
The previous question can be analyzed to the following questions:
- Thinking skills necessary deems experts, teachers, mentors and students required to teach Arabic to first year secondary students?
- How can the design manual for the training of female teachers on thinking skills in their teaching Arabic to first year secondary students?
- What levels of teaching performance of students (sample) in terms of skills, which he saw experts and mentors and students required to teach Arabic language for high school students?
- What levels of performance for first grade students in general secondary (sample) in linguistic achievement while teaching students to them?

THE LIMITS OF THE STUDY:

1 - Sample of Girls parameters fourth year at the Faculty of Education, University of Fayoum specialists in Arabic language 2012 - 2013 AD.

2 - some thinking skills necessary which is determined by the study.

3 - Sample of students in the first grade of secondary school Ain Shams and secondary girls Bandar Fayoum 2012 - 2013, the first unit of the branches of the Arabic language (some texts, the term).

STUDY TOOLS:

- A questionnaire to determine the thinking skills needed in teaching Arabic to first year secondary students, and make sure of his sincerity and firmness and objectivity.
- Activity Handbook for students on the thinking skills necessary to teach English to first year secondary students, and in the light of thinking skills necessary to teach Arabic to first year secondary students year.
- Note card to see the levels of Arabic language students in thinking skills in English Language Teaching to first grade students general secondary .
- Thinking skills test to determine the levels of first year secondary students in linguistic achievement, and make sure of his sincerity and persistence, objectivity and set scientifically.

STUDY HYPOTHESES:

The study will seek to correct the following two hypotheses:
1 - There are no statistically significant differences between the mean scores of students (sample) in the pre and post application for teaching performance card in a note card.
2 - There are no statistically significant differences between the mean scores of first year secondary students in thinking skills to collect linguistic information in the two applications pre and post test thinking skills.

STEPS OF THE STUDY:

This study goes according to the following steps:

1 - To answer the first question, which is: What thinking skills necessary, which he saw Mentors and students required to teach Arabic to first year secondary students?

The researcher applying thinking skills necessary questionnaire in English Language Teaching to first year secondary students and to identify those skills in the light of the results of the test "Ka 2" to the views of teachers and students of the and the Arabic language guides.

2 - To answer the second question, which is: How can design manual for the training of female teachers on thinking skills in their teaching Arabic to first year secondary students?

The researcher evidence in the light design thinking skills, which he saw all of the teachers and students comprehensive Arabic-formers typical models are some of the lessons of the thinking skills training in the collection of linguistic information.

3 - To answer the third question, which is: what levels of teaching performance parameters for students in terms of skills, which he saw experts and students required to teach Arabic to first year secondary students?

The researcher applying observation card application tribal on students parameters and then train them on the evidence prepared for this and based on the thinking skills to teach Arabic language to students first grade general secondary will also researcher applying observation card to the students parameters (sample) application Uday In light of the outcome of the values of Ca 2 Results are analyzed and interpreted.

4 - To answer the fourth question, which is: what levels of thinking first year secondary students (sample) in the collection of linguistic information while teaching students parameters to them?

The researcher applied all of thinking skills in the collection of linguistic information to students first grade secondary (sample) and monitor results, analyze and interpret will also researcher applying the same test application Uday and monitor results, analyze and interpret After measuring the differences between the averages of students in the two applications pre and post in the light of what this title produces this Results test.

- The preparation test thinking skills linguistic achievement for first grade students and restraining public secondary scientifically .

- Applied and tribal monitoring results.

- Applied Uday and monitoring results and treatment.

- Analysis and interpretation of results.

- Make recommendations and proposals.

In light of the procedures followed by the researcher:

RESULTS FOLLOWING:

1 - There are significant differences between the mean scores of students (sample) in the pre and post application for teaching performance card in a note card.

Secondly - the results , analysis, and interpretation of the application of the note card, :

The researcher used Ca 2 and the relative weight in the card application note titled "the extent to which the student teacher thinking skills necessary to teach Arabic language to students first grade general secondary" 0 to determine levels of performance students in their teaching subjects Arabic assessed and identified within the limits of the search, was monitoring the results of the card as described in tables (1, 2 ,3 ,4 ,5 ,6 ,7 ,8 ,9 ,10 ,11 ,12 ,13 ,14)

The researcher analyzed the observation forms, to answer the third question of the problem of this research, which is: what levels of teaching performance for students in terms of skills which experts saw teachers and students are required to teach Arabic to first year secondary students?

The researcher applied observation card application tribal then trained on the evidence prepared for this and based on the thinking skills to teach Arabic language to students first grade general secondary will also researcher applying observation card to the students (sample) application Uday In light of the outcome of the values of Ca 2 is analyzed results and interpreted.

A - pre application note card:

The researcher applied observation card application tribal on students research sample, where the account the original and expected frequencies degree of research sample of students received in the vocabulary observation card seven fields: (observation and description, and comparison and discrimination, and the conclusion, and inference , and classification, and interpretation, and evaluation and sentencing linguistic rules) and applied researcher Test (Ka) 2, and the results were as outlined for each observation fields as follows:

1-skill of observation and description:

Table No. (12) follows the original frequencies, and values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students thinking skills necessary to teach Arabic to first year secondary students year 0

Table (1)
The original frequencies , and the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Ka 2
1	1	2.86	1	2.86	10	**28.57**	11	**31.43**	12	**34.29**	17.43
2	1	2.86	1	2.86	8	**22.86**	10	**28.57**	15	**42.86**	20.86
3	2	5.71	3	8.57	8	**22.86**	17	**48.57**	5	**14.29**	20.86
4	1	2.86	1	2.86	4	**11.43**	9	**25.71**	20	**57.14**	36.29
5	1	2.86	1	2.86	9	**25.71**	11	**31.43**	13	**37.14**	18.29
6	1	2.86	1	2.86	6	**17.14**	6	**17.14**	21	**60.00**	38.57
7	1	2.86	2	5.71	4	**11.43**	9	**25.71**	19	**54.29**	31.14
8	1	2.86	1	2.86	8	**22.86**	12	**34.29**	13	**37.14**	19.14
9	1	2.86	1	2.86	5	**14.29**	11	**31.43**	17	**48.57**	27.43

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant .

 And this can be seen from Table (1) previously described in this research as follows:
A Ca 2 statistically significant for each number of digits following phrases:

 (6, 4, 7.9, 2, 3, 8, 5, 1)

This means the following:

1 The performance level of students sample - in terms of where the practice of female teachers thinking skills necessary to teach Arabic language to students first grade of secondary skill of observation and description - did not live up to the level (Excellent), or (very good), or well.

2 The performance level of the students sample - in terms of how much exercise students thinking skills necessary p to teach Arabic to first year secondary students - the research sample was acceptable in the skill of one of the skills of observation and description only, namely:
3 - identifying characteristics of the linguistic concept.

3 - The performance level of the students sample - in terms of how much exercise students thinking skills necessary to teach Arabic to first year secondary students - the research sample was weak in the skills of observation and description of the following: They are:

(6.4, 7, 9, 2)
6 - Examples of configuration linguistic concept modeled on the pre-prepared examples.
4 - Get Changes in terms which belong to the concept of a particular language.
7 - Note whether the sentence or phrase, is the word linguistic concept or word of his belongings
9 - Note the accuracy of the sentence, which includes rude to the concept of a particular language.
2 - Determine the functional meanings of words understood language.

4 - The level of performance students sample - in terms of the extent to which students thinking skills necessary to teach Arabic language to students first grade of secondary skill of observation and description - did not live up to the low level of skills of observation and description of the following: only they -: (5 , 8, 1)
5 - Get linguistic concept particles which make up.

8 - Get language uses words concept in different linguistic attitudes.
1 - Adjust the words linguistic concept contained in linguistic structures.

2 – Skill of comparison and discrimination:

   Table No. (13) follows the original frequencies, and values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students thinking skills necessary to teach Arabic to first year secondary students year 0

Table (2)

the original frequencies , the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary to teach Arabic to first year secondary students.

| Number | Excellent | | Very Good | | Good | | Fair | | Poor | | Ka 2 |
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
10	3	8.57	4	**11.43**	17	**48.57**	6	**17.14**	5	**11.43**	18.57
11	2	5.71	3	8.57	8	**22.86**	17	**48.57**	5	**11.43**	20.86
12	2	5.71	3	8.57	9	**25.71**	15	**42.86**	6	**17.14**	15.71
13	3	8.57	3	8.57	8	**22.86**	14	**40.00**	7	**20.00**	11.71
14	2	5.71	4	**11.43**	6	**17.14**	7	**20.00**	16	**45.71**	16.57
15	3	8.57	3	8.57	6	**17.14**	8	**22.86**	15	**42.86**	14.00
16	2	5.71	5	**14.29**	5	**11.43**	9	**25.71**	14	**40.00**	12.29
17	3	8.57	4	**11.43**	17	**48.57**	6	**17.14**	5	**11.43**	18.75

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant .
   And this can be seen from Table No. (2)previously described in this research as follows:
A Ca 2 statistically significant for each number of digits following phrases:

 (11, 10, 17.14, 12, 16, 13, 15)

This means the following:

 1 The level of student performance - sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students in the comparison year and discrimination - did not live up to the level (Excellent), or (very good)

2 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students - the research sample was good in comparison and discrimination and are: 10, 17
10 - to clarify the differences between two concepts belong to the concept of a specific language.
17 - to define the relationship between the concept of linguistic and other linguistic concepts.

3 - The level of performance students sample - in terms of where the practice of female teachers thinking skills necessary to teach Arabic language to students first grade general secondary - research sample was acceptable in the skills of comparison and discrimination following: They are -: (11, 12, 13)
11 - to distinguish between what the linguistic sense and what does not respect him.
12 - Identifying inconsistencies between words concept uses linguistic attitudes.
13 - Examples of configuration linguistic concept in modern linguistic contexts new.

4 - The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students - was weak in comparison and discrimination following: They are: (14, 15,

16)
14 - to determine whether the limits of the linguistic concept featured in the example or not.
15 - Determine relationships between words to each other within the framework of one sentence.
16 - Identify similarities between the concept of linguistic and related.

3- Skill of conclusion:

Table No. (3)follows the original frequencies , values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students thinking skills necessary to teach Arabic to first year secondary students year 0

Table (3)
the original frequencies , the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
18	1	2.86	2	5.71	4	**11.43**	10	**28.57**	18	**51.43**	28.57
19	1	2.86	1	2.86	4	**11.43**	20	**57.14**	9	**25.71**	36.29
20	1	2.86	1	2.86	3	8.57	5	**11.43**	25	**71.43**	59.43
21	1	2.86	2	5.71	3	**11.43**	10	**28.57**	19	**54.29**	32.86
22	2	5.71	2	5.71	8	**22.86**	9	**25.71**	14	**40.00**	14.86
23	2	5.71	2	5.71	2	5.71	12	**34.29**	17	**48.57**	28.57
24	1	2.86	1	2.86	5	**11.43**	8	**22.86**	20	**57.14**	35.14

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant .
And this can be seen from Table (14) previously described in this research as follows:
A Ca 2 statistically significant for each number of digits following phrases:

 (20, 19, 17.24, 18, 23, 22)

This means the following:

1 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching the Arabic language to first grade students of secondary conclusion skills - did not live up to the (excellent), or (very good).

2 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students - research sample (acceptable) in the skill of one of the skills a conclusion: (19)
19 - to reach molecules lacking in the words of the linguistic concept lose its job.

3 - The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students - the research sample was weak in the skills they conclusion:

(20, 24, 21, 18, 23, 22)

20 - Conclusion Criteria and Standards Special linguistic concept from other language concepts.
24 - Finding common characteristics between the linguistic concept and related .
21 - Conclusion concept of linguistic information actress and employee of the molecules that make up.
18 - To formulate an appropriate definition of the concept of linguistic unnoticed through.
23 - Functional meanings conclusion of words understood language in linguistic structures.
22 - Employ linguistic concept in linguistic structures utilize true.

4- Skill of reasoning:

Table No. (4)follows the original frequencies , and values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students thinking skills that are necessary to teach Arabic language to first grade students in general secondary

Table (4) the original frequencies , the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
25	6	**17.14**	5	**11.43**	5	**11.43**	15	**14.29**	4	**11.43**	11.71
26	3	8.57	5	**11.43**	5	**11.43**	15	**14.29**	7	**20.00**	12.57
27	6	**17.14**	6	**17.14**	6	**17.14**	14	**40.00**	3	**8.57**	9.71
28	1	2.86	2	5.71	3	**11.43**	10	**28.57**	19	**54.29**	32.86
29	1	2.86	2	5.71	4	**11.43**	9	**25.71**	19	**54.29**	31.14
30	1	2.86	1	2.86	4	**11.43**	9	**25.71**	20	**57.14**	36.29
31	1	2.86	1	2.86	6	**17.14**	9	**25.71**	18	**51.43**	28.29

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant (34, 1981 0.230)

And this can be seen from Table (15) previously described in this research as follows:

A Ca 2 statistically significant for each number of digits following phrases: (30, 28,29,31, 26, 25, 27)

This means the following:

1 The performance level of the students sample - in terms of where the practice of female teachers thinking skills that are necessary for teaching the Arabic language to first grade students of secondary reasoning skills - did not live up to the (excellent), or (very good), or (Good)

2 The performance level of the students sample - in terms of where the practice of female teachers thinking skills that are necessary for teaching Arabic to first year secondary students - the research sample was acceptable in the reasoning skills they (25, 26.27)

25 - Male evidence, or evidence of a similar concept of language play a certain meaning.

26 - Get evidence concept in the syntax.

27 - Male plural underlying relationships between linguistic concepts.

3 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students - the research sample was weak in reasoning skills they (28.30, 29.31)

28 - Male specific language base to prove expressing word or phrase, and the relationship with other syntax

30 - a statement of the relationship between inference word or phrase, and its function in the syntax.

29 - Male evidence to determine the characteristics of the term linguistic characteristics.

31 - Elicit examples include culturally, or please apply applied in real life to prove the concept of language.

5- Skill of category:

Table No. (16) Follows the original frequencies, values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students thinking skills that are necessary to teach Arabic to first year secondary students year .

Table (5)

the original frequencies , the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
32	2	5.71	3	8.57	4	**11.43**	11	**31.43**	15	**42.86**	18.57
33	3	8.57	4	**11.43**	6	**17.14**	7	**20.00**	15	**42.86**	12.86
34	1	2.86	2	5.71	5	**14.29**	8	**22.86**	19	**54.29**	30.00
35	1	2.86	1	2.86	5	**14.29**	8	**22.86**	20	**57.14**	35.14
36	1	2.86	1	2.86	4	**11.43**	8	**22.86**	21	**60.00**	39.71
37	1	2.86	1	2.86	3	8.57	25	**71.43**	5	**14.29**	59.43

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant .
  And this can be seen from Table (5)previously described in this research as follows:
A Ca 2 statistically significant for each number of digits following phrases: (37, 36, 35, 34, 33, 32)

  This means the following:
1 The performance level of the students sample - in terms of where the practice of female teachers thinking skills that are necessary for teaching the Arabic language to first grade students of secondary reasoning skills - did not live up to the (excellent), or (very good) or (Good).

2 The performance level of the students sample - in terms of where the practice of female teachers thinking skills that are necessary for teaching Arabic to first year secondary students - the research sample was acceptable in only one skill of reasoning skills which (37)
37 - rated language and concepts in accordance with the existing relations between them.

3 - The performance level of the students sample - in terms of where the practice of female teachers thinking skills that are necessary for teaching Arabic to first year secondary students - the research sample was weak in reasoning skills are (34, 35, 34, 33, 32)
37 - rated language and concepts in accordance with the existing relations between them.
36 - Classification of linguistic concepts depending on language used in the compositions.
35 - Identify sections that make up the concept of a particular language.
34 - Configuration examples of molecules that make up the concept of a particular language.
33 – Identify the uses of linguistic concept words in different linguistic structures.
32 - Classification of examples and in accordance with the concept of the language to which it belongs.

6 - The skill of interpretation:

  Table No. (6)follows the original frequencies , and values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students thinking skills that are necessary to teach Arabic language to first grade students in general secondary

Table (6)
the original frequencies , the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills that are necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
38	4	**11.43**	4	**11.43**	5	**14.29**	7	**20.00**	15	**42.86**	12.29
39	2	5.71	4	**11.43**	5	**14.29**	9	**25.71**	15	**42.86**	15.14
40	1	2.86	3	8.57	7	**20.00**	9	**25.71**	15	**42.86**	17.14
41	4	**11.43**	5	**14.29**	5	**14.29**	6	**17.14**	15	**42.86**	11.71
42	4	**11.43**	5	**14.29**	5	**14.29**	15	**42.86**	6	**17.14**	11.71
43	1	2.86	2	5.71	4	**11.43**	10	28.57	18	**51.43**	28.57
44	4	**11.43**	5	**14.29**	5	**14.29**	16	**45.71**	5	**14.29**	14.57
45	3	8.57	4	**11.43**	6	**17.14**	15	**42.86**	7	**20.00**	12.86
46	4	**11.43**	5	**14.29**	7	**20.00**	15	**42.86**	4	**11.43**	12.29

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant (34, 1981 0.230)

   And this can be seen from Table (6)previously described in this research as follows:
A Ca 2 statistically significant for each number of digits following phrases:

(43, 40, 39, 45, 38, 44.46, 41, 42)

This means the following:

1 The performance level of the students sample - in terms of where the practice of female teachers necessary thinking skills for teaching Arabic to first year secondary students in the skills of interpretation - did not live up to the (excellent), or (very good).
2 The performance level of the students sample - in terms of where the practice of female teachers necessary thinking skills for teaching Arabic to first year secondary students - the research sample was acceptable in the skills of interpretation and they (44, 42, 45, 46)
44 - interpretation of relations between the words to each other in the syntax.
42 - Explanations of grammatical errors when you use words the concept of a particular language in speech
45 -. Interpretation of the exclusion of words not linguistic concepts in specific language structures
46 - identify wrong interpretations of some words linguistic concepts in the examples

3 - The performance level of the students sample parameters - in terms of where the practice of female teachers necessary thinking skills for teaching Arabic to first year secondary students - the research sample was weak in the skills of interpretation are: (43, 38, 39, 40, 41)
43 - the reasons that led to the widespread use of the term concept for a particular language in linguistic attitudes
38 - to explain why there is the term linguistic concept in the example given.
39 - to explain the exclusion of certain linguistic concept for reasons related to its linguistic honesty.
40 - to explain the exclusion of certain linguistic concept for reasons related to its linguistic honesty.
41 - Linking Environment student linguistic and linguistic concept of Single.

7- Evaluation and judgment skills:

   Table No. (7) follows the original frequencies, and values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students necessary thinking skills to teach Arabic to first year secondary students year 0

Table (7)
the original frequencies , the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is necessary thinking skills to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
47	2	5.71	2	5.71	4	**11.43**	9	**25.71**	18	**51.43**	26.29
48	3	8.57	3	8.57	5	**14.29**	7	**20.00**	17	**48.57**	19.43
49	2	5.71	2	5.71	6	**17.14**	7	**20.00**	18	**51.43**	24.57
50	1	2.86	1	2.86	4	**11.43**	9	**25.71**	15	**42.86**	36.29
51	3	8.57	5	**14.29**	6	**17.14**	6	**17.14**	20	**57.14**	12.29
52	1	2.86	2	5.71	6	**17.14**	10	**28.57**	16	**45.71**	21.71
53	1	2.86	1	2.86	5	**14.29**	12	**34.29**	16	**45.71**	26.00

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant .
And this can be seen from Table No. (18) previously described in this research as follows:
A Ca 2 statistically significant for each number of digits following phrases:

(52, 47, 53, 49, 50, 48, 51)

This means the following:

1 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students in the skills of interpretation - did not live up to the (excellent), or (very good). (acceptable)

2 The performance level of the students sample - in terms of where the practice of female teachers thinking skills that are necessary for teaching Arabic to first year secondary students - the research sample was weak in the skills of interpretation are: (52, 47, 53, 49, 52, 48, 51)
52 - tune the word endings to express true sense the correct syntax.
47 - Correct grammatical errors when you use words of a particular concept to speak.
53 -. Choose the correct expression of the proposed expressions to use the words of the concept of a particular language.
49 – Prove the validity or accuracy of the linguistic provisions.
50 - Change the syntax as required by the concept of a particular language..
48 - Criteria for development and decision criteria for sentencing language.
51 - To defer judgment on the concept of word linguistic knowledge in a sentence.

- THE RESULTS OF THE POST CARD NOTE:

The researcher applied observation card application Uday on students research sample, where the account the original and the expected frequencies degree of research sample of students who received them in the vocabulary observation card and these seven fields : (observation and description, and comparison and discrimination, and the conclusion, and inference , and classification, and interpretation, and evaluation and sentencing linguistic rules) and applied researcher Test (Ka) 2, and the results were as outlined for each area as follows:

1 skill of observation and description:

Table No. (8) follows the original frequencies , and values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students thinking skills necessary to teach Arabic to first year secondary students year   0

Table (8)

The original frequencies, and the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
1	18	**51.43**	10	**28.57**	4	**11.43**	2	5.71	1	2.86	28.57
2	20	**57.14**	9	**25.71**	4	**11.43**	1	2.86	1	2.86	36.29
3	25	71.43	5	**14.29**	3	8.57	1	2.86	1	2.86	59.43
4	19	54.29	10	**28.57**	3	8.57	2	5.71	1	2.86	32.86
5	10	38.57	19	54.29	1	2.86	2	5.71	3	8.57	32.86
6	17	48.57	12	**34.29**	2	5.71	2	5.71	2	5.71	28.57
7	1	2.86	1	2.86	20	**57.14**	9	**25.71**	4	**11.43**	36.29
8	18	**51.43**	10	**28.57**	4	**11.43**	2	5.71	1	2.86	28.57
9	25	71.43	5	**14.29**	3	8.57	1	2.86	1	2.86	59.43

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant .

And this can be seen from Table No. (8)previously described in this research as follows:
A Ca 2 statistically significant for each number of digits following phrases:

(3.9, 2, 7, 4, 5.1, 6, 8)

This means the following:

1 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary to teach English to students first grade general secondary (excellent) in the skill of observation and description are: (3.9, 2, 4, 1 , 8, 6)
3 - identifying characteristics of the linguistic concept.
9 - Note the accuracy of the sentence, which includes rude to the concept of a particular language.
2 - Determine the functional meanings of words understood language.
4 - Get Changes in terms which belong to the concept of a particular language.
1 - Adjust the words linguistic concept contained in linguistic structures.
8 - Get language uses words concept in different linguistic attitudes.
6 - Examples of configuration linguistic concept modeled on the pre-prepared examples.

2 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary to teach English to students first grade general secondary (very good) in the skill of one of the skills of observation and description, namely: (5)
5 - Get linguistic concept particles which make up.

3 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary to teach English to students first grade general secondary (well) in the skill of one of the skills of observation and description, namely: (7)
7 - Note whether the sentence or phrase, is the word linguistic concept or word of his belongings.

2 - Comparison and discrimination skills:

Table No. (9) follows the original frequencies , and values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students thinking skills necessary to teach Arabic to first year secondary students year 0

Table (9)
the original frequencies , and the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
10	9	25.71	18	51.43	1	**2.86**	1	**2.86**	6	**17.14**	28.29
11	10	28.57	18	51.43	1	**2.86**	2	**5.71**	4	**11.43**	28.57
12	25	71.43	5	**11.43**	3	**8.57**	1	**2.86**	1	**2.86**	59.43
13	25	71.43	5	**11.43**	3	**8.57**	1	**2.86**	1	**2.86**	59.43
14	10	28.57	19	**54.29**	2	**5.71**	2	**5.71**	3	**8.75**	32.86
15	9	25.71	14	**40.00**	2	**5.71**	2	**5.71**	8	**22.86**	14.86
16	12	34.29	17	**48.57**	5	**11.43**	2	**5.71**	2	**5.71**	28.57
17	8	**22.86**	20	**57.14**	1	**2.86**	1	**2.86**	5	**11.43**	35.14

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant .

   And this can be seen from Table No. (20) previously described in this research as follows:
A Ca 2 statistically significant for each number of digits following phrases:

 (13, 12, 17, 14, 10, 11, 16, 15)
  This means the following:

1 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary to teach English to students first grade general secondary (excellent) in two skills comparison and discrimination, namely:).
12, 13)
12 - identifying inconsistencies between words concept uses linguistic attitudes l
13 - Examples of configuration linguistic concept in modern linguistic new contexts.

2 - The level of performance students sample - in terms of where the practice of female teachers thinking skills necessary to teach Arabic language to students first grade general secondary was (very good) in the skill of comparison and discrimination are 17), 14.10, 11, 16 , 15)
17 - Iron linguistic relationship between the concept and other linguistic concepts
14 - to determine whether the limits of the linguistic concept featured in the example or not.
10 - to clarify the differences between the Governors belong to a specific concept of a linguistic
11 - to distinguish between what the linguistic sense and what does not respect him.
16 - Identify similarities between the concept of linguistic and related.
15 - Determine relationships between words to each other within the framework of one sentence.

3 – conclusion skill:

   Table No. (10) follows the original frequencies , and values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students thinking skills necessary to teach Arabic to first year secondary students year 0

Table (10)

the original frequencies , and the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
18	1	2.86	20	**57.14**	1	2.86	8	**22.86**	5	14.29	35.14
19	2	5.71	14	**40.00**	2	5.71	9	**25.71**	8	**22.86**	14.86
20	2	5.71	17	**48.57**	2	5.71	12	**34.29**	2	5.71	28.57
21	1	2.86	19	**54.29**	2	5.71	10	**28.57**	3	**8.57**	32.86
22	20	**57.14**	1	2.86	1	2.86	9	**25.71**	4	**11.43**	36.29
23	25	**71.43**	1	2.86	1	2.86	5	**14.29**	3	**8.57**	59.43
24	1	2.86	18	**51.43**	2	5.71	10	**28.57**	4	**11.43**	28.57

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant (34, 1981 0.230)

   And this can be seen from Table No. (21) previously described in this research as follows:
A Ca 2 statistically significant for each number of digits following phrases:

 (23, 22, 18, 21, 24, 20, 19)

  This means the following:

1 The performance level of students sample - in terms of where the practice of female teachers thinking skills necessary to teach Arabic language to students first grade of secondary skills conclusion - elevated to the level (Excellent) in skills namely: (22, 23).
22 - Employ linguistic concept in linguistic structures utilize true.
23 - Functional meanings conclusion of words understood language in linguistic structures.
2 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students - the research sample was very good in the skills of the conclusion they (18, 21, 24, 20, 19)
23 - functional meanings conclusion of words understood language in linguistic structures.
22 - Employ linguistic concept in linguistic structures utilize true.
18 - To formulate an appropriate definition of the concept of linguistic unnoticed through.
21 - Conclusion concept of linguistic information actress and employee of the molecules that make up.
24 - finding common characteristics between the linguistic concept and related 0
20 - Conclusion Criteria and Standards Special linguistic concept from other language concepts
19 - to reach molecules lacking in the words of the linguistic concept lose his job.

4 – Reasoning skill:

   Table No. (11) follows the original frequencies , and values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students thinking skills necessary to teach Arabic to first year secondary students year 0

Table (11)

the original frequencies , and the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
25	10	28.57	18	**51.43**	1	2.86	2	5.71	4	**11.43**	28.57
26	20	**57.14**	9	**25.71**	1	2.86	1	2.86	4	**11.43**	36.29
27	25	71.43	5	14.29	1	2.86	1	2.86	3	**8.57**	59.43
28	10	28.57	19	**54.29**	2	5.71	2	5.71	3	**8.57**	32.86
29	9	**25.71**	14	**40.00**	2	5.71	2	5.71	8	**22.86**	14.86
30	12	34.29	17	48.57	1	2.86	2	5.71	2	5.71	28.57
31	20	**57.14**	8	**22.86**	1	2.86	1	2.86	5	14.29	35.14

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant (34, 1981 0.230)

   And this can be seen from Table No. (22) previously described in this research as follows:

A Ca 2 statistically significant for each number of digits following phrases:

 (27, 26, 31, 28, 30, 25, 29)

 This means the following:

1 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching the Arabic language to first grade students of secondary reasoning skills - (excellent) in reasoning skills are (27, 26, 31, 28)

27 - Male plural underlying relationships between linguistic concepts.
26 - Get evidence concept in the syntax 0
31 - elicit examples include culture , or please applied in real life to prove the concept of language.

 2 - The level of performance students sample - in terms of where the practice of female teachers thinking skills necessary to teach Arabic language to students first grade of secondary reasoning skills - was (very good) in the reasoning skills they (28, 30, 25, 29)
28 - Male specific language base to prove expressing word or phrase, and the relationship with other syntax
30 - a statement of the relationship between inference word or phrase, and its function in the syntax
25 - Male evidence, or evidence of a similar concept of language play a certain meaning.
29 - Male evidence to determine the characteristics of the term linguistic characteristics.

5 – category skill:

   Table No. (12) follows the original frequencies , and values (Ca 2) and percentages, the levels of student performance parameters - sample - in terms of how much exercise students thinking skills necessary to teach Arabic to first year secondary students year 0

Table (12)

Duplicates the original, and the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
32	3	8.57	4	**11.43**	15	**42.86**	7	**20.00**	6	17.14	12.86
33	25	71.43	1	2.86	1	2.86	5	**14.29**	3	**8.57**	59.43
34	20	**57.14**	1	2.86	1	2.86	8	**22.86**	5	**14.29**	35.14
35	2	5.71	15	**42.86**	3	**8.57**	11	**31.43**	4	**11.43**	18.57
36	1	2.86	15	**42.86**	2	5.71	8	**22.86**	5	**14.29**	30.00
37	21	**60.00**	1	2.86	1	2.86	8	**22.86**	4	**11.43**	39.71

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant (34, 1981 0.230)

   And this can be seen from Table No. (23) previously described in this research as follows:
A Ca 2 statistically significant for each number of digits following phrases:

 (33, 37, 34, 36, 35, 32)
This means the following:

1 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching the Arabic language to first grade students of secondary reasoning skills - (excellent) in reasoning skills are: (33, 37, 34)
33 - identify uses words linguistic concept in different linguistic structures.
37 - Rated language and concepts in accordance with the existing relations between them.
34 - Configuration examples of molecules that make up the concept of a particular language.

2 - The level of student performance sample - in terms of where the practice of female teachers thinking skills necessary for teaching the Arabic language to first grade students of secondary reasoning skills - was very good at reasoning skills are: (36, 35)
36 - Classification of linguistic concepts depending on language used in the compositions.
35 - identify sections that make up the concept of a particular language

3 - The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching the Arabic language to first grade students of secondary reasoning skills - he was good at one skill skills reasoning skills, namely:
32 - Classification of examples and in accordance with the concept of the language to which it belongs.

6- interpretation skill:

   Table No. (13) follows the original frequencies , and values (Ca 2) and percentages, the levels of student performance parameters - sample - in terms of how much exercise students thinking skills necessary to teach Arabic to first year secondary students year 0

Table (13)

the original frequencies , and the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
38	**10**	**28.57**	18	**51.43**	4	**11.43**	1	**2.86**	2	5.71	28.57
39	15	**42.86**	6	**17.14**	5	**14.29**	4	**11.43**	5	**14.29**	11.71
40	16	**45.71**	5	**14.29**	5	**14.29**	4	**11.43**	5	**14.29**	14.57
41	**10**	**28.57**	18	**51.43**	4	**11.43**	1	**2.86**	2	5.71	28.57
42	9	**25.71**	15	**42.86**	7	**20.00**	1	**2.86**	3	8.57	17.14
43	**10**	**28.57**	18	**51.43**	4	**11.43**	1	**2.86**	2	5.71	28.57
44	16	**45.71**	5	**14.29**	5	**14.29**	4	**11.43**	5	**14.29**	14.57
45	8	**22.86**	20	**57.14**	1	**2.86**	1	**2.86**	5	**14.29**	35.14
46	2	5.71	3	**8.57**	15	**42.86**	11	**31.43**	4	**11.43**	18.57

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant (34, 1981 0.230)

   And this can be seen from Table No. (24) previously described in this research as follows:
A Ca 2 statistically significant for each number of digits following phrases:

 (45, 38, 41, 43, 46, 42, 41.40, 39)

This means the following:

1 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students in the skills of interpretation - was excellent in the skills of interpretation and they (40, 44, 39)
40 - to explain the exclusion of certain linguistic concept for reasons related to its linguistic honesty.
44 - Interpretation of relations between the words to each other in the syntax.
39 - to explain the exclusion of certain linguistic concept for reasons related to his health linguistic.

2 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students - the research sample was very good in the skills of interpretation and they (45, 38, 41, 43, 42)
45 - the interpretation of the exclusion of words not linguistic concepts in specific language structures
38 - to explain why there is the term linguistic concept in the example given.
41 - Linking Environment student linguistic and linguistic concept of Single.
43 - the reasons that led to the widespread use of the term concept for a particular language in linguistic attitudes
42 - explanations of grammatical errors when you use words the concept of a particular language in speech 0

3 - The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students - the research sample was good at one skill of interpretation skills, namely: (46)
46 - identify wrong interpretations of some words linguistic concepts in the examples.

7 – Evaluation and judgment skills:

   Table No. (14) follows the original frequencies , and values (Ca 2) and percentages, the levels of student performance - sample - in terms of how much exercise students thinking skills necessary to teach Arabic to first year secondary students year .

Table (14)
the original frequencies, and the values of (Ca 2), and percentages, the levels of student performance - sample - in terms of the extent to which the student is thinking skills necessary parameter to teach Arabic to first year secondary students.

Number	Excellent		Very Good		Good		Fair		Poor		Ka 2
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	
47	20	**57.14**	**8**	**22.86**	5	**14.29**	1	**2.86**	1	**2.86**	35.14
48	10	**28.57**	18	**51.43**	1	2.86	2	5.71	4	**5.71**	28.57
49	1	2.86	1	2.86	20	**57.14**	**8**	**22.86**	5	**11.43**	35.14
50	2	5.71	3	8.57	15	**42.86**	11	**42.86**	4	**5.71**	18.57
51	2	5.71	2	5.71	19	**54.29**	**8**	**22.86**	5	**11.43**	30.00
52	18	**51.43**	10	**28.57**	4	**11.43**	2	5.71	1	**2.86**	28.57
53	9	**25.71**	20	**57.14**	1	**2.86**	1	**2.86**	4	**5.71**	36.29

If we go back to the table Ca 2 when the degree of freedom equal to four degrees, we find that the rate of 0.05 must reach Ka 2 to 9.488 even be statistically significant, and when 0.01 per must reach Ka 2 to 13.277 even be statistically significant (34, 1981 0.230)   And this can be seen from Table No. (29) previously described in this research as follows:

A Ca 2 statistically significant for each number of digits following phrases: (53, 47, 49, 51, 52, 48, 49)

 This means the following:

1 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students in the skills of interpretation - was excellent in the skills of interpretation and they (47, 52)

47 - correct grammatical errors when you use words of a particular concept to speak.

52 - tune the word endings to express true sense the correct syntax.

2 The performance level of the students sample - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students - the research sample was very good in the skills of interpretation and they (53, 48)

53 - Choosing the correct expression of the proposed expressions to use the words of the concept of a particular language.

48 - Criteria for development and decision criteria for sentencing language.

53 - The performance level of the students sample parameters - in terms of where the practice of female teachers thinking skills necessary for teaching Arabic to first year secondary students - the research sample was good in the skills of interpretation and they (49, 51, 50)

49 - proving the validity or accuracy of the linguistic provisions.

51 - to defer judgment on the concept of word linguistic knowledge in a sentence.

50 - Change the syntax as required by the concept of a particular language

2 - THERE ARE SIGNIFICANT DIFFERENCES BETWEEN THE MEAN SCORES OF FIRST YEAR SECONDARY STUDENTS IN THINKING SKILLS TO COLLECT LINGUISTIC INFORMATION IN THE TWO APPLICATIONS PRE AND POST TEST THINKING SKILLS

Table (15)

This table clarifies the following

Skill	Sub skills	Application	Excellent	Very good	good	Acceptable	Weak	Failed to match the weak
1-Skill of observation and description	9	Tribal Tribal	_	_	_	1	5	3
		Dimensional	7	2	_	_	_	_
2-Skill comparison and discrimination	8	Tribal Tribal	_	_	2	2	4	_
		Dimensional	2	6	_	_	_	_
3-Skill conclusion Skill conclusion	7	Tribal Tribal	_	_	_	_	7	_
		Dimensional	2	5	_	_	_	_
4-Reasoning skills	7	Tribal Tribal	_	_	_	3	4	_
		Dimensional	2	5	_	_	_	_
5- Skill rating	6	Tribal Tribal	_	_	_	1	5	_
		Dimensional	3	2	1	_	_	_
6-Skill of interpretation	9	Tribal Tribal	_	_	_	4	5	_
		Dimensional	3	5	1	_	_	_
7-Calendar skill and judgment	7	Tribal Tribal	_	_	_	_	7	_
		Dimensional	2	2	3	_	_	_

SECONDLY - THE RECOMMENDATIONS OF THE STUDY:

Based on the results of the study, can make the following recommendations:

1 - Employment thinking skills in the teaching of the Arabic language lessons.
2 - To be attached to this teacher teaching.
3 - Focus on thinking skills, and development in the Arabic language branch.
4 - Taking into account the thinking skills of learners.
5 - To encourage students to employ the skills of thinking in the branches of the Arabic language.
6 - Competitions among students in the recruitment of thinking skills in the collection of the Arabic language.
7 - Linking thinking skills, and the branches of the Arabic language.
8 - Recruitment thinking skills in the collection of Arabic in various branches of its branches.

THIRDLY - PROPOSALS OF THE STUDY:

In the light of the results and recommendations of the study, the researcher suggests the following:

1 - Evaluation of teaching performance of the students of teachers in the teaching of the Arabic language for students of the second episode of basic education.
2 - To conduct a study to evaluate the performance of teaching students to teachers in the teaching of the Arabic language for students of different stages.
3 - a comparative study between use thinking skills in the teaching of the Arabic language.
4 - The effectiveness of the use of thinking skills in the development of academic achievement and the trend towards it among university students.

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