



## Research Article

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# The Impact of Using the Brainstorming Method on the Listening Skills of Tenth Grade Students

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## Abstract

*This study explored the impact using the brainstorming method on the listening skills of tenth grade students. To meet the study's goals, the researchers adopted the experimental approach. They developed an instrument (i.e. listening skills test). This test consists from twenty (20) multiple choice items. The sample consists from 143 female and male 10th grade students. Those students were chosen from Marka, Amman. The researchers chose the sample through using the cluster random method. The data were collected during the first semester of the academic year (2023 / 2024). The sampled students were chosen from four sections. Two sections serve as the experimental group and two sections serve as the control group. It was found that there are significant differences between the experimental and control groups in terms of the mean score on the post-test. It was found that there are significant differences between the scores of the respondents which can be attributed to gender for the favor of males. Based on the results, the researchers recommend using the brainstorming method in curricula and the teachers' guidebook. They recommend conducting further studies to identify the impact of the brainstorming method on other language skills and other students.*

**Keywords:** Listening skills, brainstorming method, tenth grader students

## 1. Introduction

Language skills play a crucial role in initiating effective communication and having deep understanding. They include: the skills needed for reading texts with comprehending them. They include: the skills needed for writing brief and clear texts. They include: the skills needed for speaking in order for one to express his/her ideas accurately and clearly. They include: the listening skills which are needed to understand others. They play a crucial role in improving the communication between individuals. Having excellent Arabic language skills shall enable people to

succeed in various personal and professional areas of their lives.

Teaching Arabic language shall become more effective if the teacher teaches all the language skills as skills that complement each other and are connected them with one another. It shall become more effective if the teacher presents Arabic language as a unit consisting from interrelated elements. The Arabic language teacher will succeed if he/she teaches Arabic language with informing students that language activities and rules are connected to language skills. Students should be informed about that when presenting written or verbal poems and proses. Teaching Arabic language skills as skills that complement each other shall develop the students' language skills. It shall enable students to assess others' language skills and offer feedback on them (Areef and Bajjamleen, 2015).

Through this study, the researchers dedicated much attention to the listening skills. Such an attention is in agreement with the efforts of the Jordanian Ministry of Education. Such efforts aim to develop the creative capabilities of students and develop students' personalities in all aspects. They are in agreement with the studies that suggest that students have poor listening skills (Albasheer, 2005; Alhashemi, and Almustreehy, 2008, and Alkhaza'leh, 2006).

There is a difference between the hearing sense and the listening skill. To illustrate more, the hearing sense is represented in the sense that enables one to hear sounds. As for the listening skill, it is a skill that enables one to understand the meaning of the sounds. It is based on concentration and using one's mind. As for listening with much concentration, it is represented in listening with paying much attention to others' ideas, feelings, and verbal and non-verbal expressions. It is also represented in paying much attention to the opinions and attitudes of the speaker (Alhashemi and Alazawi, 2005). According to Siraitk and Rajagukguk (2019), the hearing process is represented in having the ear receiving sounds without showing any response. As for the listening process, it is represented in an effective communication process in which the listener and the speaker are engaged in. In the listening process, the listener and the speaker are involved to deliver a message and express specific feelings, opinions and thoughts. Thus, the main difference between hearing and listening is represented in the fact that hearing is an innate sense. However, listening (including listening with much concentration) isn't considered so. In fact, it requires exerting effort. That is because the listening process aims to understand the audio text, concentrate in it and criticize it.

Kathy (2004) adds that the listening process is an interactive dynamic process in which the listener uses his/her views, experiences, knowledge and behaviors to meet the goals intended from listening. Thus, the listening process is a receptive process that aims to form meaning and make a written or verbal response. According to Abdelbari (2011), listening is a skill. It requires having the listener paying the greatest attention to the speaker in order to understand, analyze, interpret and assess the audio message and offer his/her opinion about it.

Tyagi (2013) adds that the listening process is carried out through several stages. The first stage is represented in the reception stage. Attention is considered an essential element of the latter stage. The second stage is the comprehension stage. In the latter stage, the listener shall understand and analyze the content of the message. The third stage is the recall stage. In the latter stage, he/she shall store the information he/she deems important. The fourth stage is the evaluation stage. In the latter stage, he/she shall distinguish between the things considered fact and the things considered opinion. In the latter stage, he/she shall evaluate the content of the audio message. The fifth stage is the response stage. In the latter stage, he/she shall measure the extent of success in transmitting the message from the speaker to the listener. That is done through having the listener offering feedback.

There are various definitions for the term (brainstorming) due to having various views among researchers. The researchers presented some definitions for this term in this study. For instance, Osborn (2001) defines brainstorming as an innovative process that aims to have one coming up with a list of ideas in the aim of elaborating a problem and resolving it eventually. Stevens (1990) adds that brainstorming is one of the methods used for promoting creativity. He adds that brainstorming aims to simulate the brain activity and come up with the greatest number of ideas. Thus, brainstorming is a type of collective thinking that enables one to offer several ideas that are diverse. In some cases, it is very important because a student may find it difficult to resolve a problem by himself/herself. It is a

teaching method. Researchers used several expressions to refer to brainstorming. Such expressions include the following ones: listing ideas, mind stimulation, and bringing up ideas (Alkana'ny, 2009).

Alex Osborn is the founder of the (brainstorming method). He believes that brainstorming is an innovative method of special nature which aims at coming up with a list of ideas. Such ideas serve as keys that drive the group to come up with ideas that are connected to reality, but not governed by restrictions. The brainstorming method is an organized thinking method. It can be used to address a specific problem. It does that through perceiving the problem from various views and generating the greatest number of ideas for resolving the problem (Osborn, 2001).

The brainstorming method is used through going through three stages. Those stages are mentioned below:

- The first stage: Clarifying the problem and analysing it into the basic elements. Then, the elements shall be categorized in order to present them before the participants. Some students have experiences that are directly connected with the targeted problem and others do not have such experiences. Thus, they shall simulate others to think about the problem through coming up with unconventional and unusual ideas.
- The second stage: Clarifying the mechanism to be used, and the permitted behaviours. This stage also involves ensuring having compliance with the rules of the brainstorming method.
- The third stage: Evaluating and testing ideas, and using scientific measures (Rochka, 1989).
- The brainstorming method is amongst the best modern teaching methods. It aims to establish a connection between the learning process from one hand and working and active involvement from another hand. It aims to meet this goal through assigning the students into small cooperative groups to do specific academic tasks assigned to them. It requires having groups that employ the collaborative and cooperative learning methods (Azmi, 2008). Learning in groups is considered amongst the most important modern learning methods. That is because learning in groups enables learners to interact with each other. Such learning enables learners to develop their teamwork skills (Abdesamee', 2015).

### 1.1 Statement of the problem

The researchers of the present study are acquainted much with the actual reality of teaching Arabic language. Based on their knowledge about this reality, they noticed that there is a decline in the students' level in the Arabic language skills (especially the Arabic listening skill). The same is confirmed by Atalafeeh (2020). The latter researcher suggests that there is a decline in the Arabic language competency of students based on the results of the national survey of the Jordanian Ministry of Education. Thus, based on the study of Atalafeeh (2020), there is a need to conduct the present study. This study aimed to explore the impact of using the brainstorming method on the listening skills of tenth grade students.

### 1.2 Questions of the study

The study's questions are shown below:

Q.1. Is there any significant difference between the control and experimental groups in terms of the means of their scores in the listening skills test which can be attributed to the teaching method<sup>1</sup>?

Q.2. Is there any significant difference between the control and experimental groups in terms of the means of their scores in the listening skills test which can be attributed to gender?

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<sup>1</sup> The brainstorming method or the conventional teaching method)

### 1.3 Objectives of the study

This study aimed to:

- Explore the impact of using the brainstorming method on the listening skills of tenth grade students in comparison with the conventional teaching method
- Identify whether there is any significant difference between the control and experimental groups in terms of the means of their scores in the listening skills test which can be attributed to gender

### 1.4 Significance of the study

In theoretical aspects, this study is significant because it aimed to explore the impact of using the brainstorming method on the listening skills of tenth grade students. It is significant because educators have been claiming for dedicating attention to the use of modern teaching strategies for improving the efficiency of the Arabic language teaching process.

In practical aspects, this study is significant because it aimed to explore the impact of using the brainstorming method on the listening skills of tenth grade students. It is significant because it provides academic staff with a test for assessing listening skills. It is significant because it provides academic staff with a model for using the brainstorming method for developing students' listening skills.

## 2. Review of Literature

Khydarova (2023) aimed to offer effective teaching methods for developing the listening skills of students. She adopted the descriptive approach. She found that the listening skills can be developed through letting the students carry out simple and beneficial activities that attract their attention. Such activities include: learning in groups, and using podcast and multimedia.

Bani Fawaz (2020) aimed to explore the impact of the brainstorming strategy on the academic achievement of tenth grade students. The sample consists from (55) students. The members of the experimental group were taught through using the brainstorming method. The members of the control group were taught through using the conventional teaching method. It was found that the experimental group outperformed the control group in terms of achievement in the vocational education. The latter researcher recommends using the brainstorming method. She recommends conducting studies in the future about the impact of using the brainstorming method on the acquisition of various skills.

Mansi (2016) aimed to explore the impact of the brainstorming method on the critical reading skills of sixth grade students in Jordan. She explored the impact of the brainstorming method on the students' attitudes towards reading. To meet the study's goals, she designed an achievement test and a scale for measuring attitudes. The study's sample consists from 125 female and male students. The latter researcher assigned the members of the sample into two groups. The first group is the control group. The second group is the experimental group. The members of the control group were taught through using the conventional teaching method. The members of the experimental group were taught through using the brainstorming method. It was found that the experimental group outperformed the control group in terms of the level of the critical reading skills. It was found that the experimental group outperformed the control group in terms of the attitudes towards reading.

### 3. Methodology

#### 3.1 Approach

The researchers adopted the experimental approach

#### 3.2 Sample

The researchers sampled 143 female and male 10<sup>th</sup> grade students. Those students were chosen from two public schools in Marka, Amman. Those schools are: (Dahyet Alameer Hassan Secondary School for Boys) and (Dahyet Alameer Hassan Basic School for Girls). The sampled student were assigned into two groups (i.e. control and experimental groups). The experimental group consists from (72) female and male students. The latter students were taught through using the brainstorming method. The control group consists from (71) female and male students. The latter students were taught through using the conventional teaching method. The data were obtained from the sample during the first semester of the academic year (2023 / 2024) AD.

**Table 1:** The distribution of the sampled students into the two groups

Group	Frequency		
	Males	Females	Total
The experimental group	40	32	72
The control group	40	31	71
Total	80	63	143

#### 3.3 The academic equivalence between the study's groups

The researchers aimed to ensure that the control and experimental groups are equivalent in terms of the level of the listening skills before administering the post-test. Thus, they calculated the means and the standard deviations for the dimensions and the overall score of the listening skills pre-test. To identify the statistical significance between the means, the t-test was used. Table (2) presents the results of the latter test.

**Table 2:** Means and standard deviations for the scores of the respondents in the listening skills test

Group	frequency	Mean	Std.	T value	Degree of freedom	Sig.
The experimental group	72	8.47	2.289	1.555	140	.122
The control group	71	7.83	2.637			

Based on table (2), there isn't any significant difference –at the significance level of (a=0.05)- between the means of the groups on the pre-test of listening skills which can be attributed to group. The t-value is (1.555) and the significance value is (0.122) which is greater the significance level of (a=0.05). That means that the two groups have equivalent levels of listening skills.

#### 3.4 The study's instrument:

To meet the study's goals, the researchers developed a listening skill test on the following topic: (the biography of Aisha bint Ashate'). The latter test aims to explore the impact of using the brainstorming method on the listening skills of tenth grade students). It is a multiple choice test that consists from twenty (20) items. The researchers followed the following steps for developing the

latter test.

1. The researchers reviewed the relevant theoretical literature and previous studies which target the listening skills. Such studies include the studies of: Madkoor (2000), Albasheer (2005), Alkhaza'leh (2006), Atallah and Ababneh (2016) and Octarina, Rizal (2021).
2. The researchers reviewed the Arabic language curriculum of the tenth grade. This curriculum is used in the schools affiliated with the Jordanian Ministry of Education. The researchers also reviewed the teacher's guidebook in the aim of identifying the goals of developing the students' listening skills. They reviewed it in order to set indexes for assessing each skill of the targeted listening skills.
3. The researchers identified the targeted listening skills. They also identified the indexes that are used to assess each skill of the listening skills. They presented those skills and indexes before a set of experts who are specialized in the relevant field. That was done to take the comments, opinions and suggestions of those experts into consideration.
4. The researchers drafted the items of the initial version of the test. This initial version consists of 30 items. It was drafted based on the indexes of each listening skill.
5. The researchers checked the validity of the test through passing it to several experts who are specialized in Arabic language teaching methods and curricula. Those experts include experts who work in Jordanian universities. They include: Arabic language teachers, and supervisors of the Arabic language course who work in the Jordanian Ministry of Education. They include: 15 experts. They were asked to assess the clarity and relevancy of the items and how appropriate the items are to assess the students. The views of those experts were taken into consideration.
6. The researchers checked the reliability of the test. They administered the test to the members of the exploratory sample who were chosen from the population (but not from the actual sample). This exploratory sample consists from 25 students. Then, the researchers calculated the difficulty coefficient value of each item in the test. That was done through using a special formula. This formula is shown below:

(The number of the respondents who answered the item correctly ÷ the number of the total students \* 100 %).

The items which difficulty coefficient values are greater than (0.90) are deemed very difficult. Whereas, the items which difficulty coefficient values are less than (0.3) are deemed very easy. Thus, the researchers decided to delete the items which difficulty coefficient values are greater than (0.9) and the items which difficulty coefficient values are less than (0.3). The difficulty coefficient values of the items range between (0.7) and (0.4). Those values are accepted. The difficulty coefficient values of the questions range between (0.45 – 0.72). The researchers calculated the discrimination coefficient value. The discrimination coefficient value is (0.87). It is a high value. That means that the test passed the discrimination test very successfully.

7)- The researchers drafted the final version of the test after deleting some items based on the experts' opinions. The final version of the test consists of twenty (20) items.

### 3.5 Drafting the teacher's guidebook of the Study

The teacher's guidebook of this study shows the way of using the brainstorming method for teaching the lessons targeting the listening skills. Those lessons are: (the third and fourth units) of the Arabic language curriculum of 10<sup>th</sup> grade. The researchers followed the following steps for the drafting the teacher's guidebook of this study

1. The researchers reviewed the relevant references that address the brainstorming method
2. The researchers reviewed the general framework of the curriculum of the year (2023 / 2024). The goals that the students are expected to meet are represented in the following ones:
  - A. The students should mention details about the events in a manner that is in agreement with the content of the audio text

- B. The students should mention information about the characters mentioned in the text
  - C. The students should mention detailed information about the places mentioned in the audio text
  - D. The students should make a logical and meaningful connection between the title and general idea of the audio text.
  - E. The students should mention detailed information about the dates mentioned in the audio text
  - F. The students should conclude the main ideas in the audio text.
  - G. The students should conclude the sub-ideas in each paragraph of the paragraphs of the audio text
  - H. The students should distinguish between the ideas mentioned in the audio text and the ideas that weren't mentioned in the audio text
  - I. The students should remember the opening sentence of the audio text
  - J. The students should identify two characteristics - at least - of one of the main or secondary characters in the audio text
  - K. The students should remember the closing sentence that is used in the end of the audio text
  - L. The students should express their opinions about the audio text
  - M. The students' opinions should include new and creative ideas
  - N. The students should mention some words, sentences or expressions that were used in the text
  - O. When presenting several points before the students, the students should identify which one is deemed the turning point in the audio text
  - P. The students should identify the events making a suspense in the audio text
  - Q. The students should conclude the explicit and implicit meanings of some phrases, and expressions in the audio text
3. The researchers developed a preliminary plan that regulate the process of teaching through using the brainstorming method. They passed this plan to several experts to assess it. The comments of those experts were taken into consideration

### 3.6 *The roles of the teacher when using the brainstorming method:*

1. The teacher should assign the students into groups. He/she should inform the students about the instructions regulating the discussion when using the brainstorming method. Such instructions should be written on the board.
2. The teacher should illustrate the most important rules that govern the use of the brainstorming method. Such rules include: accepting all ideas, avoiding defamation and negative criticism, and listening carefully to the students' opinions.
3. The teacher should identify the topic in specific in the form of a problem (e.g. biography). He/she should write down the topic on the board.
4. The teacher should help the students in generating the greatest number of the relevant ideas
5. The teacher should use questions that stimulate the thinking process. Such questions may include questions starting with the following phrases: What if -----, presume that -----, what do you think about-----? They may include: the following questions: If you were in his/her shoes, what would you have done?
6. The teacher should follow up the students and assess them. He/she should provide the students with feedback

### 3.7 *The roles of the students when using the brainstorming method:*

1. The students should engage in addressing the presented problem. They should think about the possible solutions for resolving the presented problem. They should respect their



- colleagues' opinions
2. The students should show objectivity and avoid personalizing issues
  3. The students should get used to writing down ideas in order to avoid forgetting them or getting distracted.
  4. The students should avoid criticizing the opinions of their colleagues in a negative manner. They should answer questions in a brief manner
  5. The students should summarize the ideas that were discussed with their colleagues

### 3.8 The Study's Procedures:

1. The researchers obtained an official letter from the Hashemite University and an official letter from the Ministry of Education. Those letters aim to facilitate the mission of the researchers
2. The researchers used the study's instrument to acquire data from the members of the exploratory sample who were chosen from the population (but not from the actual sample). That was done to ensure that the instructions and the questions are deemed clear. It was done to check how difficult the items of the test are. It was done to calculate the discrimination coefficient of each question and determine the appropriate duration of the test. It was done to check the reliability of the test.
3. The researchers checked the equivalence of the groups in terms of the level in the listening skills
4. The researchers used the pre-test for assessing the listening skills of the control and experimental groups at the same time
5. The researchers decided to teach the experimental group through using the brainstorming method. They also decided to teach the control group through using the conventional teaching method. That was done through following the steps shown below:
  - a- The students' minds were prepared to listen to an audio text. The students were motivated to listen to it. That was done through holding an open discussion
  - b- The lesson's topic (the problem) was identified and discussed. That was done through presenting the question in the form of a problem that's related to the content of the audio lesson
  - c- In case the problem isn't clear, the teacher presented it in the form of a clear question
  - d- The female and male teachers asked the students to form groups to hold discussions. Each group consists from five (5) students.
  - e- The instructions regulating the use of the brainstorming method were identified. They are represented in the following ones: (1- The students should provide different ideas about the presented topic. 2)- It is not permitted to criticize the students' ideas. 3)- The students must be assigned to groups. Each group must include: a group leader. The group leader is responsible for managing the dialogue. Each group must have a documenter. The documenter is responsible for documenting the ideas. Each group must have participants who are responsible for suggesting ideas, benefiting from ideas and developing them
  - f- The audio text was played aloud and clearly before students
  - g- The topic was identified in the form of a problem. It was written on the board
  - h- The groups must be provided with the opportunity to generate the greatest number of ideas that are connected to the topic.
  - i- The teacher presented the problem to be addressed through the brainstorming method. He/she presented the problem on the board. He/she presented the greatest number of ideas that are connected to the listening topic (i.e. the biography of Aisha bint Ashate'). This topic is mentioned in the targeted curriculum.
  - j- The teacher allowed the students to think to generate ideas that are related to the problem mentioned in the audio text



- k- The students' thinking were stimulated to come up with ideas. The students were be asked to come up with the greatest number of ideas that are related to the main topic and document such ideas in a place that is accessible by all. They were asked to document such ideas in the form of table or a circle in which arrows are derived from it. The center of this circle includes the problem targeted in this session
- l- A group discussion was conducted. In this discussion, each group presented the ideas they came up with. That was done through letting the leader in each group present such ideas. The teacher wrote down the suggested ideas on the board.
- m- A discussion was held with the students about those ideas to integrate the similar ideas and delete some ideas. It aimed to choose the ideas that fit with the topic being addressed.
- n- A discussion was held with the students about the chosen ideas and their details and the sub-ideas that might be derived from each idea of the presented ideas
- o- The students were motivated to come up with the greatest number of ideas within the duration of the period
- p- The ideas were assessed through using a method out of two methods. The first method is represented in choosing three students to assess the first set of ideas. Then, another three students are chosen to assess the second set of ideas. The second method is represented in assessing the ideas in a collective manner under the leadership of the teacher to ensure the avoidances of the state of chaos in classroom.
- q- After holding a group discussion to present those ideas, the teacher chose the appropriate ideas
- r- The teacher assessed the ideas and offered feedback
- s- The post-test was administered to the control and experimental groups.
- t- The answer sheets were collected and corrected. Then, the scores were set
- u- The data were analyzed through using SPSS software to reach the results in the light of the study's questions. The study's results were discussed.

### 3.9 The Study's Variables

Categorical variable: Gender (males and females)

Independent variable: The teaching methods (i.e. the brainstorming method and the conventional teaching method)

Dependent variable: The listening skills of 10<sup>th</sup> grade students

### 3.10 Statistical Analysis:

The researchers used the following statistical methods to answer the study's questions:

1. The researchers used a pre-test to make sure that the groups have equivalent competency level in listening skills
2. Means and standard deviations were calculated for the listening skills in accordance with the independent and categorical variables
3. The t-test was conducted in accordance with the independent variable (the teaching method)

## 4. Results and Discussion

**Table 3:** Means and standard deviations for the scores of the respondents in accordance with the teaching methods and gender

The teaching method	Gender	Mean	Std.	Frequency
The brainstorming method	Males	7.883	1.232	40

The conventional teaching method	Females	6.306	0.985	32
	Overall	14.19	2.218	72
	Males	6.647	1.137	40
	Females	5.152	0.881	31
	Overall	11.80	2.019	71

Based on table (3), it appears that there are differences between the means of the teaching methods. For instance, the mean of the brainstorming method is (14.19). Whereas, the mean of the conventional teaching method is (11.80). To identify whether those differences are significant or not, the researchers conducted the t-test. Table (4) presents the results of the t-test for exploring the impact of the teaching methods (the brainstorming method and the conventional teaching method)

**Table 3:** The results of the t-test for exploring the impact of the teaching methods

The teaching method	Gender	Mean	Std.	Frequency	T value	Df.	Sig.
The brainstorming method	Males	7.883	1.232	40	6.772	140	0.000
	Females	6.306	0.985	32			
	Overall	14.19	2.218	72			
The conventional teaching method	Males	6.647	1.137	40			
	Females	5.152	0.881	31			
	Overall	11.80	2.019	71			

Based on table (4), the t-value is (6.722) for the brainstorming method at the significance value of 0.00. It was found that there are significant differences –a the significance level of (a=0.05)- which can be attributed to the teaching method. The latter differences are for the favour of the brainstorming method and male students.

Based on such results, it can be concluded that the brainstorming method is an effective teaching method. The latter result can be concluded due to having a difference in the post-test between the mean of the control group and the mean of the experimental group. That indicates that the brainstorming method allows students to think, and express their various opinions (Azahrani, 2016). It indicates that the brainstorming method allows students to work together with having the team spirit (Attallah, 2014). Thus, the brainstorming method shall increase the students' self-confidence levels. It shall stimulate their attention in the topic they are learning about. It shall make students think out of the box (WU & Hsieh, 2006).

This result may be attributed to the fact that the mind mapping method enables students to interact with each other. That shall improve their positive participation. It may improve their achievement (Abdelsamee', 2015). In addition, the mind mapping method provides students with a training that contributes to promoting creativity among them. It does that through stimulating the mind to produce ideas (stevenes, 1990).

Having the male students outperforming the female students indicate that the males love working in groups more than females. It indicates that male students are more willing than females to think out of the box. Gender shall be always considered as a variable that is difficult to interpret its impact in educational and language studies.

Those results are in agreement with the results of the following studies: (Arar, 2021, Ocatarina, Rizal, 2021, Abdullah, 2023, and Attallah and Ababneh, 2016)

## 5. Conclusion

Based on the results of the pre-test, the researchers found that the control and experimental groups are equivalent in terms of the competency level of the listening skills. That indicates that the Arabic language teachers in the public schools in Jordan exert much effort to develop the students' Arabic

language skills in general and the listening skills in particular.

Based on the results of the post-test, the researchers found that the brainstorming method is an effective teaching method for developing the Arabic listening skills of students. The latter result can be concluded due to having a difference in the post-test between the mean of the control group and the mean of the experimental group.

Thus, the researchers found that the brainstorming method is effective for improving the students' ability to understand audio texts in Arabic language. Thus, more brainstorming-based activities should be carried out in Arabic language classes.

## 6. Recommendations and Suggestions

The researchers recommend:

- Using the brainstorming method in curricula and teacher's guidebooks for developing the students' listening skill
- Holding training courses for male and female teachers on the way of using the brainstorming method for developing the Arabic language skills of students. The researchers also recommend following up the impact of such training courses on the way of developing daily and semester plans and carrying out classroom activities
- Developing educational programs that are based on the brainstorming method. Such programs must be implemented to develop students' listening skills
- Conducting similar studies that explore the impact of the brainstorming method on other language skills

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