

# Attitudes of Upper Primary and Secondary Students Towards Writing and Its Relationship to Their Practice of Written Topics From Their Teachers' Viewpoint in Jordan

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**Abstract**—The study aimed to explore the attitudes of upper primary and secondary school students toward writing and how these attitudes relate to their engagement with written assignments, as perceived by their teachers in Jordan. Utilizing a descriptive and correlational approach, the research sample included 144 randomly chosen Arabic language teachers from Amman's Directorate of Education of the University Brigade. Data was collected through a questionnaire. Findings revealed a statistically significant positive correlation between students' attitudes towards writing and their engagement with written tasks. Students' attitudes were generally average, with variations based on gender (favouring females), school stage (favouring upper primary, secondary, and upper secondary levels), school type (favouring government schools), and years of experience (favouring those with 11-15 years). There were no significant differences in overall writing practices by sex, scientific qualification, or school stage. However, practices varied with years of experience (favouring those with 1-5 years) and did not favour government schools.

**Index Terms**—students' attitudes towards writing, writing practices, creative writing, functional writing

## I. INTRODUCTION

Writing is essential for generating and conveying ideas to the reader. It is a motor skill performed by the hand and guided by the brain, starting with drawing letters and forming words, which are then organized into sentences and paragraphs. This process requires attention to the order and connection of ideas, adhering to a linguistic system defined by recognized writing rules. Writing manifests these meanings and structures through linguistic forms, such as prose and poetry.

Writing is vital as it marks a significant advancement in human civilization and is a key product of the human mind. The true history of humanity began with its invention, preserving the heritage of nations (Qasim & Al-Hudaibi, 2018). It facilitates the accurate and systematic expression of ideas, recording facts and sciences, thus holding great importance for individuals and societies (Al-Mistareehi, 2019).

Writing is a means of communication represented by the writer to deliver a meaningful message to the reader, who in turn analyzes its meanings to reach goals related to its comprehension, including that he may work with its content, express views in it, memorize and employ it in time of need, or find pleasure in spending free time as a result of his practice (Belas, 2016).

Language is crucial for written expression, with teaching focusing on essential skills like letter formation and idea organization (Al-Naqa, 2017). These abilities facilitate the creation of diverse written works, from creative essays to functional documents. Writing reflects linguistic capabilities and is vital in advanced language education. It demonstrates proficiency, records information, and allows self-expression while highlighting mastery of language, culture, and literature (Shoib, 2015).

Writing is divided into functional and creative types, each serving different purposes. Functional writing addresses practical needs, like reports and speeches (Al-Bari, 2009), while creative writing expresses emotions and ideas through stories, poetry, and articles (Taima & Manna, 2001). Characterized by originality and emotional depth, creative writing demands literary creativity (Medd, 2002). To enhance this skill, training sessions that include brainstorming and word generation are vital for helping students develop ideas (Renzulli & Callahan, 1988).

Encouraging students to express their ideas and feelings fosters creative writing motivation. Schools can promote this by writing morning speeches, creating a magazine, and producing plays (Madcourt, 1997). Such initiatives enhance

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creative writing skills and support the functional growth of language. Ultimately, they improve students' overall writing abilities across various contexts.

## II. LITERATURE REVIEW

Writing is one of primary and secondary students' most challenging language skills, requiring considerable effort and practice. Many need help with creative writing, particularly ensuring contextual accuracy and grammar (Laabassi, 2017), while others find functional tasks like reports and resumes difficult (Jaballah, 2023). Additionally, students often need more exposure to various functional writing forms, and teachers seldom highlight their importance as communication tools (Amri, 2022).

In the Arab world, expressive writing is poorly taught, often regarded as a minor requirement despite having an official curriculum quota. Teachers typically assign writing tasks without providing meaningful feedback or following effective instructional practices (Madkour, 1997). This lack of engagement contributes to students' weaknesses in writing skills. Additionally, negative attitudes from students and teachers toward the value of writing may further hinder its development as an essential life skill.

Trends in writing are influenced by students' motives and desires, which can either encourage or discourage their willingness to write. Negative trends contribute to a lack of written output, highlighting a significant reason for writing difficulties among students. Safitri et al. (2022) emphasize that teachers should consider students' emotions and behaviours, as positive feelings can enhance their language learning and overall optimism. Thus, understanding these trends is crucial for effective writing instruction.

Writing is often considered a challenging aspect of language learning, with a noticeable gap between student performance and teacher expectations. Many students struggle to meet writing standards due to varying perceptions and attitudes, affecting their expression in both English and Arabic (Jabali, 2018). Notable weaknesses in creative and functional writing skills have been identified (Yasir, 2021) as low attitudes toward language learning (Soomro & Farooq, 2018). Researchers emphasize the importance of emotion and creativity in writing, as they enhance motivation, self-expression, and engagement with language (Wang, 2019).

Dhadhodara and Ahmedabad (2017) highlight that gender, social class, and parental background can affect students' writing abilities. Al-Gomoul and Dayij (2017) emphasize that secondary school students often need help writing in English, particularly in generating and translating ideas. This challenge can contribute to a negative attitude toward writing in English.

Learners' attitudes are crucial for writing development, with positive attitudes linked to greater interest and engagement (Azizah & Nugraha, 2021). Effective teaching encouraging creativity is vital for improving writing skills (Yasir, 2021). Positive attitudes toward language learning benefits students, teachers, and curriculum design (Tahriri et al., 2016). Understanding students' mental states is essential for language reform and retention, as these factors significantly influence learning success (Belas, 2016), and teachers should address emotions and present information diversely to enhance engagement (Safitri et al., 2022).

Numerous studies have investigated attitudes toward writing, including research by Türkben and Havva (2023), which assessed the impact of combining creative writing with a story-based learning approach on secondary school students. This quasi-experimental study involved 54 sixth graders from two public schools, using pre-and post-tests and qualitative case analysis. The experimental group participated in creative writing activities, while the control group engaged in traditional textbook exercises over eight weeks. Evaluation methods included the Creative Writing Evaluation Scale and the Writing Direction Scale. The results showed that integrating creative writing with story-based learning significantly improved students' creative writing skills.

Amri (2022) conducted a study investigating learners' attitudes toward the writing process in higher education, focusing on 35 students from the English language program at FKIP Universitas Islam Indragiri University. The data was statistically analyzed using a descriptive survey approach and a Likert scale questionnaire. The results revealed a positive attitude toward writing, with an average score of 3.83. This indicates that students possess good writing skills due to their favourable outlook on the writing process. Thus, the study highlights the importance of positive attitudes in enhancing writing proficiency.

Safitri et al. (2022) conducted a study to assess secondary school students' attitudes toward learning English in Indonesia using qualitative methods and questionnaires. The findings indicated that 31.8% of students strongly agreed, and 55.7% agreed with positive sentiments toward learning English, while only 10.9% disagreed and 1.6% strongly disagreed. This suggests that most students hold a favourable attitude towards English studies. The results imply that these positive attitudes will likely enhance their learning progress. Overall, the study highlights the importance of students' attitudes in language education.

Yasir (2021) investigated the effectiveness of creative writing in language learning at Beacon House School in Lahore. Using a 15-question questionnaire for 40 students and conducting interviews with four additional students, the study gathered comprehensive data. The findings indicated that creative writing classes significantly enhance learners' skills, although students face various challenges while writing. It was noted that students at both stages favoured creative writing, positively impacting their language learning. The study concluded that creative writing is a valuable tool for language acquisition.

Zahroh et al. (2020) investigated students' behavioural, cognitive, and emotional attitudes toward written corrective feedback from teachers, focusing on writing competence in Indonesia. The study used an analytical descriptive approach involving five third-semester students from the English Language Education Program at Unisnu Jepara University. Data was collected through questionnaires, interviews, and written tests and analyzed using SPSS. Results indicated significant improvement in average scores from the first to the last test, showing a moderate correlation (0.572) between positive teacher treatment and student attitudes toward corrective feedback and writing skill development. Understanding these attitudes is crucial for achieving effective learning outcomes.

Wulandari (2019) investigated the relationship between student writing trends and written achievement among fourth-semester students in the English Language Education Study Program at the University of Sriwijaya. The study involved 75 students using a written attitude questionnaire and documenting writing proficiency as data collection tools, analyzed through correlation and regression analysis. Results indicated a positive correlation between students' writing attitudes and writing achievements. Specifically, students with more positive attitudes towards writing tend to perform better in their written tasks. This suggests that fostering positive writing trends may enhance student performance.

Jabali (2018) conducted a study to assess students' attitudes toward university writing in English as a foreign language at Al-Najah National University in Palestine. The study involved 102 students enrolled in four writing courses during the spring semester of 2016/2017. A 28-item questionnaire, based on Daly-Miller's framework, measured their attitudes, supplemented by an open-ended question for additional insights. Results revealed that students held positive attitudes toward writing, particularly regarding their courses, textbooks, teaching methods, and writing skills. This suggests that effective instructional practices enhance students' perceptions of writing, underscoring the importance of student attitudes in foreign language writing.

The current study agrees with previous studies emphasizing the importance of attitudes towards writing and writing practices. It differs from their approach in addressing the relationship between writing trends and practices for their topics in both functional and creative aspects of writing. It differs from them in other variables related to the experiment's place and time of application.

This study examines the attitudes of upper primary, secondary, and upper secondary students towards writing and their actual writing practices. It seeks to clarify the relationship between these attitudes and the extent of their writing activities. The goal is to improve language writing skills by reaching conclusions and proposing solutions based on the findings.

#### A. Study Problem

This study examines the relationship between students' attitudes toward writing and their writing practices in primary and secondary education. Motivation, desire, fear, and anxiety shape these attitudes, influencing student engagement and performance. Research by Dhadhodara and Ahmedabad (2017) revealed that only 15.89% of students had a positive attitude toward writing. Safitri et al. (2022) argued that positive attitudes in secondary students enhance their English learning and educational progress. The study aims to explore these dynamics to improve students' writing skills.

The study tackles the problem of inadequate writing practices and low output in creative and functional writing among students. Belas (2016) emphasizes secondary school students' weaknesses, recommending focusing on self-development, text comprehension, and imitation of writing models to improve skills. Likewise, Al-Sous and Talabah (2010) point out deficiencies in upper-basic students' writing abilities and suggest creating a program to enhance creative writing skills, including essays and stories. These recommendations aim to address the identified weaknesses in students' writing practices.

#### B. Study Importance

This study highlights the importance of creative and functional writing practices for language teachers. It seeks to align students' attitudes towards writing with their actual practices, especially given technological advancements like voice typing, which students may find easier. The research addresses the decline in writing skills and its effects on educational outcomes. Findings are framed within educational reforms in Jordan aimed at improving language skills through updated curricula and teacher training. The study involved Arabic language teachers in Amman during the first semester of the 2023/2024 academic year. The generalizability of the findings will depend on the reliability and validity of the research tools used.

#### C. Operational Definitions

- **Trends towards writing:** This study examines the emotional, cognitive, and behavioural aspects—such as desire, anxiety, or fear—that reflect students' positive or negative attitudes toward writing. These aspects are measured through a specially developed questionnaire targeting upper primary and secondary students.
- **Writing practices:** The habits followed by primary and secondary students in their writing of literary arts, poetry, and prose, and measured through a questionnaire that has been verified for validity and stability, designed specifically to measure writing practices in their creative and functional fields among students of the upper and secondary primary stages.

- **Creative writing:** Writing includes expressing feelings, feelings and emotions in the form of creative ideas represented in topics: essay, story, novel, and poetry, and measured by a questionnaire that includes the extent to which primary and secondary school students practice it and their attitudes towards it.
- **Functional writing:** involves writing for practical, everyday purposes rather than for creativity. It includes tasks like writing reports and letters, filling out forms, and creating resumes, requiring training and practice. This study measures students' engagement with and attitudes toward functional writing through a questionnaire targeting primary and secondary school students.

### III. METHODOLOGY

The study used the descriptive relational approach to suit its objectives.

#### *Research questions*

The study identifies issues in teaching writing skills to school students, highlighting a need for more interest from teachers in this area. This realization prompted the researchers to investigate the problem further and seek potential solutions. Consequently, the study aims to address specific questions related to these challenges in writing education.

**Question 1:** What is the level of attitudes of upper primary and secondary students towards writing?

**Question 2:** To what extent do upper primary and secondary students practice writing subjects?

**Question 3:** Is there a statistically significant correlation at the level of  $(0.05 \geq \alpha)$  between the attitudes of upper primary and secondary students towards writing and their practice of written topics from the point of view of their teachers in Jordan?

**Question 4:** Are there statistically significant differences  $(\alpha=0.05)$  in students' attitudes and their practice of written topics from the point of view of Arabic teachers due to variables (gender, stage of study, educational qualification, years of experience and type of school)?

#### *Participants*

The study community included 352 male and female Arabic language teachers at the upper primary and secondary basic stages in the Directorate of Education in Amman. A sample of 144 teachers was selected randomly from this community. Table 1 provides the distribution of the study sample based on repetitions and percentages related to its variables.

TABLE 1  
DISTRIBUTION OF THE STUDY SAMPLE ACCORDING TO FREQUENCIES AND PERCENTAGES ACCORDING TO THE STUDY VARIABLES

|  | Groups                        | Frequency | Percentage |
|--|-------------------------------|-----------|------------|
| Gender                                   | Male                          | 57        | 39.6       |
|  | Female                        | 87        | 60.4       |
| The stage of study taught by the teacher | Primary                       | 69        | 47.9       |
|  | Secondary                     | 24        | 16.7       |
|  | Upper Secondary               | 51        | 35.4       |
| Academic Qualification                   | Bachelor's Degree and Diploma | 87        | 60.4       |
|  | Postgraduate level            | 57        | 39.6       |
| Years of experience                      | 1-5                           | 24        | 16.7       |
|  | 6-10                          | 51        | 35.4       |
|  | 11-15                         | 30        | 20.8       |
| Type of Education                        | Men - 16+ years               | 39        | 27.1       |
|  | Government                    | 60        | 41.7%      |
|  | Private                       | 84        | 58.3       |
|  | Total                         | 144       | 100.0      |

#### *Instruments*

Researchers developed a questionnaire to assess upper primary and secondary students' attitudes toward functional and creative writing, consisting of 13 items. A separate questionnaire evaluated writing practices, divided into functional and creative sections, each with five items. The design drew from relevant literature and prior studies, including those by Zahroh et al. (2020) and Safitri et al. (2022). Additional items were added to enhance the study's uniqueness, aiming to capture students' attitudes and writing practices comprehensively.

#### *The validity of the two study tools*

The researcher consulted 14 experts in educational psychology, Arabic curricula, teaching methods, and Arabic supervision to validate the study's tools. Their feedback led to modifications, including dividing the writing field into specific sections, adding questions about students' writing preferences, and a new item on poetry writing to enhance creativity. These adjustments refined the tool, ensuring it effectively assessed the intended areas. The final version of the questionnaire incorporated these improvements, increasing its validity.

#### *The validity of the construction of the two study tools*

##### *First: The validity of building a questionnaire of students' attitudes towards writing*

Correlation coefficients between individual items and the total score were calculated using an exploratory sample of 20 male and female teachers to assess the scale's construct validity. The coefficients ranged from 0.43 to 0.79,

indicating acceptable and statistically significant relationships. As a result, all items were retained in the scale, confirming their relevance and contribution to the overall measurement.

*Second: The validity of the construction of the questionnaire of written practices*

To evaluate the construct validity of the biblical practices tool, correlation coefficients were calculated for each item, its respective field, and the overall score using an exploratory sample of 20 teachers. The coefficients ranged from 0.47 to 0.80 for the overall tool and 0.44 to 0.86 for the fields, all indicating acceptable and statistically significant relationships. Consequently, no items were removed, affirming their relevance and contribution to the measurement. The field correlation coefficients with the total score were also extracted, reinforcing the tool's validity.

*The stability of the two study tools*

To ensure the reliability of the study tool measuring students' attitudes towards writing, the test-retest method was applied with 20 male and female teachers, yielding a Pearson correlation coefficient of 0.89 after two weeks. Additionally, the internal consistency was assessed using Cronbach's alpha, resulting in a coefficient of 0.84. These values indicate a high level of reliability, deemed suitable for the study's objectives.

To ensure the reliability of the questionnaire measuring written practices, the test-retest method was used with 20 male and female teachers, with a follow-up after two weeks. The Pearson correlation coefficient was calculated between the two sets of estimates. Additionally, the internal consistency was assessed using Cronbach's alpha, as shown in Table 2. The resulting values indicated strong reliability and were deemed appropriate for the study's objectives.

TABLE 2  
CRONBACH ALPHA INTERNAL COEFFICIENT OF CONSISTENCY AND REPEAT CONSTANCY FOR FIELDS AND OVERALL SCORE

| Field              | Repeat stability | Internal Consistency |
|--------------------|------------------|----------------------|
| Creative Writing   | 0.86             | 0.71                 |
| Functional Writing | 0.83             | 0.80                 |
| Clerical Practices | 0.91             | 0.85                 |

*Data Collection Procedures*

The implementation of the study procedures included the following:

- Reviewing the theoretical literature and previous studies related to the topics of the study, building its tools, and presenting them to a group of arbitrators to know the validity of its data.
- Approval for the study application must be obtained from the competent authorities: the university's academic deputy and the university brigade's director of education in Jordan.
- Applying the questionnaire to a survey sample outside the study sample -after it was converted to an electronic questionnaire by Google Drive- to ensure its stability.
- We are distributing the questionnaire through WhatsApp groups to Arabic language teachers in public and private schools affiliated with the Directorate of Education of the University Brigade in Amman and asking them to answer it honestly and objectively.
- Giving sufficient time to the study sample to answer the questionnaire paragraphs and the application and taking the responses for the paragraphs took four weeks.
- Correcting the two survey tools by adopting the statistical criterion according to the five-point Likert scale by giving each paragraph one of its five grades. The following scale was adopted to analyze the results:
  - From (1.00– 2.33) few
  - From (2.34-3.67) medium
  - From (3.68) 5.00) high
- Data can be obtained using Excel and processed statistically using the Statistical Package for the Humanities and Social Sciences program.
- Answer the study questions by presenting the results, discussing them in light of the theoretical literature and previous studies, making appropriate recommendations, and writing the research report.

#### IV. RESULTS AND DISCUSSION

Correlation coefficients were used to ensure the construct validity of the paragraphs and their fields and stabilize the tool; Pearson's coefficient and the Cronbach alpha equation were used. The descriptive analysis was calculated using arithmetic averages and standard deviations to answer the first study question. To answer the second question, the five-point variance analysis was used.

*Question 1: What is the level of attitudes of upper primary and secondary students towards writing?*

Arithmetic averages and standard deviations were extracted to answer this question, and the Table below shows this.

TABLE 3  
ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE LEVEL OF TRENDS OF UPPER PRIMARY AND SECONDARY STUDENTS TOWARDS WRITING  
ARRANGED IN DESCENDING ORDER ACCORDING TO ARITHMETIC MEAN

| Rank | No: | statements  | Mean | Standard deviation | level   |
|------|-----|---|------|--------------------|---------|
| 1    | 2   | Students prefer to write about topics that interest them or interest them.  | 4.03 | 761                | High    |
| 2    | 6   | I expect that students write for study purposes and assignments and do not see writing as their pleasure.   | 3.96 | Stop.              | High    |
| 3    | 5   | Students' writing poses a challenge because of the difficulty of expressing ideas systematically and the pressures of time to write sometimes.          | 3.74 | .826               | High    |
| 4    | 4   | Students' writing is a fun and creative experience for students.  | 3.57 | 808.               | Average |
| 5    | 11  | Students feel nagged by the practice of writing activities.   | 3.54 | 960                | Medium  |
| 6    | 12  | Students need the ability to write because it is a difficult process for them.  | 3.52 | .938               | Average |
| 7    | 3   | Students need more confidence in their ability to write.  | 3.46 | 876                | Medium  |
| 8    | 1   | Students are motivated to write to satisfy their needs and express themselves and their feelings.   | 3.40 | 863                | Average |
| 9    | 8   | Students prefer writing because it represents a means of psychological and emotional recovery and a way to relieve stress and unload negative emotions. | 3.21 | 967                | Medium  |
| 10   | 13  | Students feel anxious, scared, and confused when practising clerical operations.  | 3.19 | 861.               | Medium  |
| 11   | 10  | Students experience insomnia and a lack of motivation as a result of practising writing.  | 3.17 | 996                | Medium  |
| 12   | 9   | Students feel pleasure and happiness when practising writing activities.  | 3.02 | .832               | Medium  |
| 13   | 7   | Students want to write because it is a way to entertain, relax, escape routine, and enjoy creativity and imagination.                                   | 2.99 | 924                | Medium  |
|      |     | Students' attitudes towards writing   | 3.45 | .380               | Average |

Table 3 shows that the arithmetic averages ranged between (2.99-4.03). Paragraph (2), which states: Students prefer to write about topics that interest them or interest them, ranked first, with an arithmetic average of (4.03), while paragraph (7), which reads: Students want to write because it is a means of entertainment, entertainment, relaxation, and an opportunity to move away from routine and enjoy creativity and imagination, ranked last, with an arithmetic average of (2.99), and the arithmetic average of the level of students' attitudes towards writing as a whole (3.45).

The results indicate that students write on topics that interest them and align with their study goals, reflecting a high level of engagement. Writing poses challenges, such as organizing ideas and time constraints, which may stem from personal motivations and ambitions. The influence of teachers and parental encouragement also plays a role in students' writing practices. Despite the challenges, students desire to write academically, indicating a positive attitude toward writing. These findings align with Jabali's (2018) study, which similarly reported positive attitudes among students towards writing and their ability to learn effectively for study purposes.

The results indicate that students have an average attitude toward writing, viewing it as both a creative experience and a source of stress. While writing can provide enthusiasm and emotional relief, it also induces anxiety, fear, and reduced self-confidence. These psychological challenges arise from perceiving writing as one of the most difficult skills in the Arabic language, requiring significant effort. Such struggles can lead to negative emotions, like bullying and turmoil, which impact students' motivation and enjoyment. These findings align with Zahroh et al. (2020), highlighting the crucial role of psychological aspects in shaping students' writing experiences.

*Question 2: To what extent do upper primary and secondary students practice writing subjects?*

Arithmetic averages and standard deviations were extracted to answer this question, and the Table below shows this.

TABLE 4  
ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE EXTENT TO WHICH STUDENTS OF THE UPPER PRIMARY AND SECONDARY LEVELS  
PRACTICE WRITING TOPICS IN DESCENDING ORDER ACCORDING TO ARITHMETIC MEANS

| Rank | S.N. | Filed              | Arithmetic mean | Standard deviation | Level   |
|------|------|--------------------|-----------------|--------------------|---------|
| 1    | 2    | Functional Writing | 3.03            | 581                | Medium  |
| 2    | 1    | Creative Writing   | 2.82            | 526                | Average |
|      |      | Clerical Practices | 2.93            | .455               | Medium  |

Table 4 indicates that the arithmetic averages for writing practices ranged from (2.82) to (3.03), with functional writing scoring the highest average of (3.03). Conversely, creative writing had the lowest average at (2.82), leading to an overall average of 2.93 for upper and secondary primary stages students. This suggests that writing practices are generally at an average level, influenced by both functional and creative writing fields. Writing skills encompass various requirements, including knowledge of grammar and spelling rules, linguistic outcomes, exposure to others'

experiences, inherent talent, and teacher guidance. These elements contribute to the average performance observed. The superiority of functional writing over creative writing may arise from the greater challenges associated with creative writing, which requires more talent and creativity.

In contrast, functional writing often relies on imitation and simulation. This finding aligns with Yasir (2021), who highlighted the importance of practising creative writing as a form of higher-order thinking. The study underscores the need for balanced writing instruction that fosters functional and creative skills.

The arithmetic means and standard deviations of the estimates of the study sample members were calculated in the paragraphs of each field separately, as follows:

#### *Creative Writing*

TABLE 5  
ARITHMETIC AVERAGES AND STANDARD DEVIATIONS RELATED TO THE FIELD OF CREATIVE WRITING ARE ARRANGED IN DESCENDING ORDER BY ARITHMETIC AVERAGES

| Rank | No: | Paragraphs<br>Students practice writing on a topic:   | Arithmetic<br>mean | Standard<br>deviation | Level   |
|------|-----|---|--------------------|-----------------------|---------|
| 1    | 4   | The article is based on its introductory elements, presentation, conclusion, and the multiplicity of its topics.              | 3.11               | Nine-thirty-three.    | Medium  |
| 2    | 2   | The story has different social, political, religious, and scientific topics.  | 3.09               | .810                  | Average |
| 3    | 5   | Thinking and personal memoirs that reflect the expression of witnessing situations according to a specific scientific system. | 3.00               | .938                  | Medium  |
| 4    | 3   | The novel has different social, political, religious and scientific topics...etc.   | 2.65               | 804                   | Medium  |
| 5    | 1   | Poetry for all its different purposes, spinning, praising, spelling...etc.  | 2.27               | 842                   | Low     |
|      |     | Creative Writing  | 2.82               | 526                   | Medium  |

Table 5 shows that the arithmetic averages ranged between (2.27-3.11), where paragraph (4), which states: The article according to its elements presented, presentation, conclusion and the multiplicity of its topics, ranked first with an arithmetic average of (3.11), while paragraph (1), which reads: Poetry for various purposes: flirting, praise, spelling...Etc., in the last place, with an arithmetic average of (2.27). The arithmetic mean of the field of creative writing was (2.82).

The study reveals that students' writing in genres like articles, stories, and novels received an average rating, indicating a connection to creative expression. However, many students need more preparation, and a teacher focuses predominantly on article writing, which shows the highest proficiency. In contrast, poetry received a low rating, likely because its complexities are not adequately addressed in the curriculum or by teachers. This aligns with Yasir (2021), who emphasized the importance of creative writing classes in improving students' learning abilities. These findings suggest a need for more comprehensive training in various writing forms.

#### **Second: The Field of Functional Writing**

TABLE 6  
ARITHMETIC AVERAGES AND STANDARD DEVIATIONS RELATED TO THE FIELD OF FUNCTIONAL WRITING ARE ARRANGED IN DESCENDING ORDER ACCORDING TO ARITHMETIC AVERAGES

| Rank | No: | Paragraphs<br>Students practice writing on a topic:                              | Arithmetic<br>mean | Standard<br>deviation | level  |
|------|-----|--|--------------------|-----------------------|--------|
| 1    | 8   | C.V.s by writing about themselves in the form of relevant templates.             | 3.33               | 853.                  | Medium |
| 2    | 6   | Messages of all kinds, formal and informal.                                      | 3.27               | **887                 | Medium |
| 3    | 10  | Reporting on extra-curricular activities.  | 2.96               | .938                  | Medium |
| 4    | 9   | Calls and filling out forms using forms through which work is done.              | 2.81               | 836                   | Medium |
| 5    | 7   | Minutes of sessions by holding or imagining meetings and writing in their light. | 2.79               | 915                   | Medium |
|      |     | Functional Writing   | 3.03               | 581                   | Medium |

Table 6 shows that the arithmetic averages ranged between (2.79-3.33), where paragraph (8), which states: C.V.s mediated by writing about themselves in the form of relevant templates, ranked first with an arithmetic average of (3.33), while paragraph (7), which reads: Minutes of sessions mediated by holding meetings or imagining them and conducting writing in their light, ranked last, with an arithmetic average of (2.79), and the arithmetic average of the field of functional writing as a whole was (3.03).

The study found that students' writing in functional areas such as resumes, letters, reports, and forms received an average rating, indicating their relevance and necessity in the curriculum. These writing skills are essential for school students and align with career-oriented language teaching, requiring practical practice rather than creativity. However, students' motivation toward these tasks sometimes limits their engagement, resulting in an average performance compared to more creative writing tasks. Overall, the results suggest that while functional writing is important, enhancing student motivation could improve their practice and proficiency.

*Question 3: Is there a statistically significant correlation at the level of  $(0.05 \geq \alpha)$  between the attitudes of upper primary and secondary students towards writing and their practice of written topics from the point of view of their teachers in Jordan?*

To answer this question, Pearson's correlation coefficient was extracted between the attitudes of upper primary and secondary students towards writing and their practice of written topics from the point of view of their teachers in Jordan. The following Table shows this.

TABLE 7  
PEARSON CORRELATION COEFFICIENT FOR THE RELATIONSHIP BETWEEN THE ATTITUDES OF UPPER PRIMARY AND SECONDARY STUDENTS TOWARDS WRITING AND THEIR PRACTICE OF WRITTEN TOPICS FROM THE POINT OF VIEW OF THEIR TEACHERS IN JORDAN

| Students' attitudes towards writing |                         | Creative Writing | Functional Writing | Clerical Practices |
|-------------------------------------|-------------------------|------------------|--------------------|--------------------|
|                                     | Correlation coefficient | 216**            | .290**             | .310**             |
|                                     | Sig                     | .009             | .000               | .000               |
|                                     | Number                  | 144              | 144                | 144                |

\*Statistically significant at the level of significance (0.05)

\*\* Statistically significant at the level of significance (0.01)

Table 7 shows a statistically significant positive relationship between the attitudes of upper primary and secondary students towards writing and their practice of written topics from the point of view of their teachers in Jordan.

The findings indicate a positive relationship between students' attitudes toward writing and their willingness to engage in writing tasks. Greater motivation—stemming from factors like teacher influence, study purposes, and grades—fosters a desire to practice writing. High scores on certain items in the trend scale reflect this positive attitude, suggesting that teacher involvement enhances students' engagement with writing. This aligns with Amri's (2022) study, which found that learners held positive attitudes towards writing processes and supports Safitri et al. (2022), who noted similar trends in English language learning. Additionally, Wulandari (2019) highlighted the connection between students' writing direction and achievement, while Zahroh et al. (2020) confirmed positive student responses to corrective feedback from teachers. Overall, these studies collectively emphasize the importance of fostering a supportive environment for writing.

*Question 4: Are there statistically significant differences ( $\alpha = 0.05$ ) in students' attitudes and their practice of written topics from the point of view of Arabic teachers due to variables (gender, stage of study, educational qualification, years of experience and type of school)?*

To answer this question, the arithmetic means and standard deviations were extracted for each of the students' directions, and they practised the written topics from the point of view of Arabic language teachers according to the variables of gender, stage of study, academic qualification, years of experience and type of school. The Table below shows this.

*First: The level of attitudes of upper primary and secondary students towards writing*

TABLE 8  
ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE TRENDS OF UPPER PRIMARY AND SECONDARY STUDENTS TOWARDS WRITING ACCORDING TO GENDER VARIABLES, STUDY STAGE, EDUCATIONAL QUALIFICATION, YEARS OF EXPERIENCE AND TYPE OF SCHOOL

|                        |                 | Arithmetic mean | Standard Deviation | Number |
|------------------------|-----------------|-----------------|--------------------|--------|
| Gender                 | Male            | 3.37            | 378.               | 57     |
|                        | Female          | 3.50            | 375.               | 87     |
| Academic Level         | Upper Primary   | 3.49            | .344               | 69     |
|                        | Secondary       | 3.24            | 450                | 24     |
|                        | Upper Secondary | 3.48            | 366                | 51     |
| Academic Qualification | Diploma         | 3.43            | .389               | 87     |
|                        | Bachelors       | 3.47            | 367                | 57     |
| Years of experience    | 1-5             | 3.54            | 299                | 24     |
|                        | 6-10            | 3.45            | .364               | 51     |
|                        | 11-15           | 3.55            | 469                | 30     |
| Type of Education      | Men - 16+ years | 3.30            | .334               | 39     |
|                        | Government      | 3.53            | 0.330              | 60     |
|                        | Private         | 3.38            | .401**             | 84     |

Table 8 shows an apparent variation in the arithmetic means and standard deviations of the level of trends of upper primary and secondary students towards writing due to the different categories of variables of gender, stage of study, educational qualification, years of experience and type of school. To indicate the significance of statistical differences between arithmetic means, the five-year variation analysis was used according to the following Table:

TABLE 9  
FIVE-WAY ANALYSIS OF THE IMPACT OF GENDER, STAGE OF STUDY, EDUCATIONAL QUALIFICATION, YEARS OF EXPERIENCE AND TYPE OF SCHOOL AT THE LEVEL OF UPPER PRIMARY AND SECONDARY STUDENTS' ATTITUDES TOWARDS WRITING

| Source of variance     | Sum of squares | Degrees of freedom | Squares Mean | F value | Sig  |
|------------------------|----------------|--------------------|--------------|---------|------|
| Gender                 | 621            | 1                  | 621          | 016.    | .027 |
| Academic Level         | 1.140          | 2                  | 570.         | .607    | .012 |
| Academic Qualification | 173            | 1                  | 173          | 397     | 239  |
| Years of experience    | 269            | 3                  | 423.         | 3.419   | .019 |
| Type of Education      | 662            | 1                  | 662          | 5.352   | .022 |
| Error                  | .701           | 135                | .124         |         |      |
| Nephrology             | .638           | 143                |              |         |      |

As shown in Table 9:

-There are statistically significant differences ( $\alpha = 0.05$ ) attributed to the effect of sex, where the value of (5.016) and a statistical significance of (0.027), and the differences came in favour of females. This result may explain that females have motivation and free time related to aspects of psychological expression, including that the girl is naturally sensitive. Her emotions may be emptied into different book arts, which may have shown differences from males.

-There are statistically significant differences ( $\alpha = 0.05$ ) attributed to the impact of the school stage, where the value of (4.607) with a statistical significance of (0.012), and to indicate the statistically significant pair differences between the arithmetic means, post comparisons were used in a Scheffe way (Scheffe) as shown in Table 13.

-The absence of statistically significant differences ( $\alpha = 0.05$ ) due to the impact of the educational qualification, where the value of P 1.397 and a statistical significance of 0.239. Teachers, regardless of their qualifications, may be equal in this matter since the skill of writing is a learned skill and may not need to be studied in depth due to the emergence of differences, in addition to the fact that the Arabic teacher and her teacher are committed to giving the writing class regardless of the academic qualification, which may have eliminated the significance of the differences.

-There are statistically significant differences ( $\alpha = 0.05$ ) due to the impact of years of experience, where the value of P (3.419), with a statistical significance of 0.019, and to indicate the statistically significant pair differences between the arithmetic means, post comparisons were used in a verbal way (Scheffe) as shown in Table 14.

-There are statistically significant differences ( $\alpha = 0.05$ ) due to the impact of the type of school, where the value of (5.352), and with a statistical significance of (0.022), and the differences came in favour of the government. This result may explain that writing is a hobby and pleasure and does not differentiate between those who study in a government or private school as it is a hobby and creativity. Perhaps students of public and private schools in this regard may have expressive arts practices in various subjects, which showed their superiority over private schools.

TABLE 10  
POST-COMPARISONS IN A WAY (SCHEFFE) OF THE IMPACT OF THE SCHOOL STAGE ON THE LEVEL OF ATTITUDES OF STUDENTS OF THE UPPER PRIMARY AND SECONDARY LEVELS TOWARDS WRITING

|                 | Arithmetic mean | Upper Primary | Secondary | Upper Secondary |
|-----------------|-----------------|---------------|-----------|-----------------|
| Upper Primary   | 3.49            |               |           |                 |
| Secondary       | 3.24            | 25            |           |                 |
| Upper Secondary | 3.48            | .00           | 24        |                 |

\*A function at the significance level ( $\alpha = 0.05$ ).

Table 10 shows statistically significant differences ( $0.05 = \alpha$ ) between secondary on the one hand and both upper primary, and upper secondary on the other hand, and the differences came in favour of both primary, primary and secondary. This result may be because students may be inclined at some age to write in one of the literary arts without another. After all, writing is a talent and creativity that needs age characteristics that may appear at one stage. These reasons may have contributed to the superiority of primary, upper primary and secondary students, which may be combined at the expense of secondary students.

TABLE 11  
POST-COMPARISONS IN A WAY (SCHEFFE) OF THE IMPACT OF YEARS OF EXPERIENCE ON THE LEVEL OF ATTITUDES OF STUDENTS OF THE UPPER PRIMARY AND SECONDARY LEVELS TOWARDS WRITING

|                 | Arithmetic mean | 1-5 | 6-10 | 11-15 | Men - 16+ years |
|-----------------|-----------------|-----|------|-------|-----------------|
| 1-5             | 3.54            |     |      |       |                 |
| 6-10            | 3.45            | .09 |      |       |                 |
| 11-15           | 3.55            | .01 | -.   |       |                 |
| Men - 16+ years | 3.30            | 24  | .15  | 24    |                 |

\*A function at the significance level ( $0.05 = \alpha$ ).

Table 11 shows that there are statistically significant differences ( $0.05 = \alpha$ ) between (11- 15) and (16 years and older), and the differences came in favour of (11-15), and this result may be because the teacher's experience contributes to better mastery and develops a positive readiness for students to write, as well as that this experience is specific in the

stage of giving, technology, and the desire to teach, and to have control over writing, and perhaps those reasons are the most important in the superiority of experience of type (11-15) at the expense of the other.

*Second: The extent to which students of the upper primary and secondary levels practice writing topics*

TABLE 12  
ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE EXTENT TO WHICH STUDENTS OF THE UPPER AND SECONDARY PRIMARY LEVELS PRACTICE WRITING SUBJECTS ACCORDING TO GENDER VARIABLES, STAGE OF STUDY, EDUCATIONAL QUALIFICATION, YEARS OF EXPERIENCE AND TYPE OF SCHOOL

|                        |                 | Arithmetic mean | Standard Deviation | Number |
|------------------------|-----------------|-----------------|--------------------|--------|
| Gender                 | Male            | 2.94            | 502                | 57     |
|                        | Female          | 2.92            | 424                | 87     |
| Academic Level         | Upper Primary   | 2.90            | 436                | 69     |
|                        | Secondary       | 3.06            | .331               | 24     |
|                        | Upper Secondary | 2.91            | 522                | 51     |
| Academic Qualification | Diploma         | 2.92            | 405.               | 87     |
|                        | Bachelors       | 2.94            | .525               | 57     |
| Years of experience    | 1-5             | 3.18            | 0.330              | 24     |
|                        | 6-10            | 3.01            | .444               | 51     |
|                        | 11-15           | 2.85            | 518                | 30     |
| Type of Education      | Men - 16+ years | 2.73            | 394                | 39     |
|                        | Government      | 3.02            | 435                | 60     |
|                        | Private         | 2.87            | 460                | 84     |

Table 12 shows an apparent variation in the arithmetic means and standard deviations of the extent to which students of the upper primary and secondary stages practice writing subjects due to the different categories of variables of gender, stage of study, educational qualification, years of experience and type of school. To indicate the significance of statistical differences between arithmetic means, a five-year variance analysis was used according to the following Table:

TABLE 13  
FIVE-WAY ANALYSIS OF THE IMPACT OF GENDER, STAGE OF STUDY, EDUCATIONAL QUALIFICATION, YEARS OF EXPERIENCE, AND TYPE OF SCHOOL ON THE EXTENT TO WHICH UPPER PRIMARY AND SECONDARY STUDENTS PRACTICE WRITING TOPICS

| Source of variance     | Sum of squares | Degrees of freedom | Squares Mean | F value | Sig  |
|------------------------|----------------|--------------------|--------------|---------|------|
| Gender                 | .334           | 1                  | .334         | 1.872   | .174 |
| Academic Level         | 611            | 2                  | .305*        | 712     | .184 |
| Academic Qualification | .004           | 1                  | .004         | 025     | .875 |
| Years of experience    | 981            | 3                  | 1.327        | .438    | .000 |
| Type of Education      | 1.060          | 1                  | 1.060        | 5.943   | .016 |
| Error                  | 084            | 135                | 178.         |         |      |
| Nephrology             | 564.           | 143                |              |         |      |

As shown in Table 13:

-Lack of statistically significant differences ( $0.05=\alpha$ ). It is attributed to the impact of gender, with a value of (1.872) and a statistical significance of (0.174).

- There are no statistically significant differences ( $0.05=\alpha$ ) due to the impact of the school stage, where the value of (1.712) with a statistical significance of (0.184).

- The absence of statistically significant differences ( $0.05=\alpha$ ) due to the impact of the educational qualification, where the value of (0.025) and a statistical significance of (0.875).

The previous results suggest that biblical habits are essential for learners, independent of teacher-related variables such as gender, educational stage, and qualifications. Specific strategies may affect genders differently in terms of creative expression.

- There are statistically significant differences ( $0.05=\alpha$ ). Due to the impact of years of experience, where the value of P reached 7.438), and with a statistical significance of (0.000), and to indicate the statistically significant pair differences between the arithmetic averages, dimensional comparisons were used in a way (Scheffe) as shown in Table (17).

- There are statistically significant differences ( $0.05=\alpha$ ) due to the impact of the type of school, where the value of (5.943) and a statistical significance of (0.016), and the differences came in favour of the government.

This result may be attributed to the philosophy adopted by the teacher regardless of the school he teaches because the nature of writing is a skill in which creativity, and perhaps this can show the superiority of one school over another, which he showed in favour of the government.

TABLE 14  
POST-COMPARISONS IN A WAY (SCHEFFE) FOR THE IMPACT OF YEARS OF EXPERIENCE ON THE EXTENT TO WHICH STUDENTS OF THE UPPER PRIMARY AND SECONDARY STAGES PRACTICE WRITING TOPICS

|                 | Arithmetic mean | 1-5  | 6-10 | 11-15 | Men - 16+ years |
|-----------------|-----------------|------|------|-------|-----------------|
| 1-5             | 3.18            |      |      |       |                 |
| 6-10            | 3.01            | 17.  |      |       |                 |
| 11-15           | 2.85            | *34. | .16  |       |                 |
| Men - 16+ years | 2.73            | *45  | .28  | 11.   |                 |

$\alpha=0.05$  level of significance.

Table 14 shows that there are statistically significant differences ( $0.05=\alpha$ ) between (1-5) on the one hand and (11-15) and (16 years and older) on the other hand, and the differences came in favour of (1-5), and this may be attributed to the teacher's activity and vitality in the new recruitment stage, and this is also attributed to the fact that he is a recent graduate and wants to practice his students for Arabic language skills, including the skill of writing, which may have shown its significance in terms of the existence of differences.

## V. CONCLUSION

The current study's findings indicate that students generally hold moderate attitudes toward writing, with a significant correlation observed between positive attitudes and engagement in written tasks. Additionally, the study reveals that students' positive attitudes are associated with gender, in favour of females; school level, favouring upper primary and secondary school; school type, favouring government schools; and years of experience, with those having 11-15 years showing more positive attitudes. However, no significant differences were identified between writing practices and students' gender, academic qualifications, or school level.

### Implications

In the light of study's limitations, we conclude some implications, including providing teachers at all school levels with training courses in the most recent approaches for prompting their students' writing skills. Secondly, benefit from the technology by implementing Artificial intelligence applications such as Magic School AI, to enhance students' writing quality and develop more positive attitudes toward creative and critical writing.

### Recommendations for future research

Future research should consider developing a training program to enhance students' writing skills and promote creative, functional writing for students at all school levels. Additionally, providing language teachers with training courses to improve their teaching strategies to enhance their students' creative and functional writing. Moreover, we recommend Incorporating developed language curricula models for creative and functional topics to encourage students to emulate them.

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