

THE EFFECTIVENESS OF THE CONCEPTUAL LENS STRATEGY IN ACQUIRING RHETORICAL CONCEPTS AMONG FOURTH GRADE LITERARY STUDENTS

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Abstract

The current research aims to reveal an effectiveness based on the conceptual lens in acquiring rhetorical concepts among fourth-grade literary students, by testing the following zero hypotheses: The researchers followed the experimental design with two equal experimental and control groups with two pre- and post-tests. Salah al-Din General Education Department - Department of Science Education is a field for its experiment. The research sample consisted of (56) students, where the number of students in the experimental group reached (28) students in Al-Qabas Secondary School for Girls, and they were taught the conceptual lens, and the number of students in the control group reached (28) students in Al-Kharjah High School. For girls and they were taught in the usual way, the researchers prepared the necessary tools for the research, as the researchers prepared a test for the acquisition of rhetorical concepts consisting of (33) items, and it was treated statistically by means of the statistical bag (SPSS). Which were studied in the usual way in the test of the acquisition of rhetorical concepts

Keywords: strategy, conceptual lens, rhetorical concepts

INTRODUCTION

RESEARCH PROBLEM:

The subject of rhetoric occupied a large area of interest for those in charge of teaching the Arabic language and their serious attempts to facilitate its learning and teaching. Literary studies among the learners, so it failed to achieve its desired goals, and it became clear what the students felt about the rhetoric lesson in terms of affectation, ambiguity, and a deaf memorization of its rules and abstract concepts.

One of the reasons affecting negatively and positively the poor level of students' performance may be in the methods used in teaching rhetoric, and we find that it is an old traditional one that neglects the emotional aspects in its clarification and explanation of the rhetorical arts. They do not develop their verbal abilities or their sense of beauty in what they read and write. There is no ideal way to teach rhetoric at all. The teacher is the master of the situation in all cases. He chooses the appropriate method for his students according to what is required by the teaching situation. However, there are teachers who choose the inductive method in their teaching of rhetoric, like that. This is in the matter of grammar or dictation, where the teacher presents the examples and then discusses, and then traces the rule from the mouths of the students, and some of them use the standard method, where the teacher presents the rule first, and then measures it with examples subject to the rule.. In the light of the foregoing, a problem can be reached. The research was conducted through the following question: - What is the effectiveness of the conceptual lens strategy in acquiring rhetorical concepts among fourth literary students?



RESEARCH IMPORTANCE: -

The language represents the cultural identity of society, the method of thinking and expression of that cultural identity and the system of its enrichment. The Warners (194) in a clear Arabic tongue (195)) (Surah Al-Shu'ara: Verse 193-195).

In addition to being the language of religion, it is also the language of life, science, thought, and culture. It is also an artistic tool that helps thinking and contributes to the development of imagination and creativity (Al-Afif, 2005: 1).

The language was the most prominent means of understanding reached by man, due to its ease, clarity and accuracy of significance, and because many emotions and sentimental meanings can only be expressed in language (Al-Hashemi and Faiza, 2005: 20).

Therefore, language is the basic means that man used since ancient times in the process of understanding with the various segments of society, and in the light of which he was able to convey his thoughts and life experiences. To be a means to build his own life and build his society, therefore, a person needs language in all fields, and it does not stop except with the cessation of life (Zayer, and Dakhil, 2013: 19).

The Arabic language enjoys a richness that you do not find comparable in most languages of the world, and there is no evidence of this richness from the large number of its vocabulary, and its breadth in borrowing and representation, and since rhetoric is one of the branches of the Arabic language, it is: "the adornment of the crown of Arabic, the evidence of its integrity, its tongue, the decoration of its words, and the ornamentation of its words" (Qurman 2014: 3).

Based on the foregoing, it becomes clear to the researcher that the importance of the Arabic language is represented as the lifeblood of our civilization and the bright face of our culture, in which the greatness of heritage

is manifested and waterfalls of giving flow from it. It is the mistress of languages, and it is the language of the people of Paradise and the language of the Qur'an.

Rhetoric was at the forefront of the sciences that the Arabs cared about because of their urgent need for it in the knowledge of the Holy Qur'an and the magic of its statement, and its beauty, and that is done by researching its style, the way it performs the hidden meanings and comparing it with the poetic and prosaic styles of the Arabs, then the scope of its research expanded to include all the arts of literature, poetry and prose (Atta, 1987: 25).

Arabic rhetoric provides the learner with the aesthetic foundations, and enables him to literary expression, speaking and writing, and has a role in acquiring the Arabic language, as teaching it means teaching the Arabic style, and caring for teaching it means caring for the education of style, just as the mastery of Arabic styles, i.e. the rhetoric of the language, is a basis for criticism, as it is The learner's tool is to explore the depths of the meaning and judge the linguistic style and its simulation. Rhetoric is one of the original elements in literary studies, as it is the laws that govern literature and its formulation (Abu Shamala, 2016: 31).

Despite the importance of rhetoric, the great attention it received from Arab writers and scholars, the rhetorical lesson in our secondary schools is still far from achieving the purpose it is intended for, because it can develop the sense of taste and did not contribute to creating the ability to make beautiful expression, which indicates There is a difficulty in teaching rhetoric to reach the student to the required level, and this difficulty is faced by teachers and learners (Khater, 1989: 13).

The subject of rhetoric with its branches is one of the enjoyable subjects for the student, and makes it easier for him to understand the language and its origins, but if it is studied in the traditional way that depends on memorizing its rules without enjoying the literary texts and contemplating the Quranic verses, then it loses its value as a literary subject whose basis is the perception of beauty and its purpose is to cultivate good taste (Abu Al-Dabaat, 2007: 230).

The learner's acquisition of concepts is very important in order to understand the basics of knowledge on the one hand and to increase the learner's ability to self-learning on the other hand by simplifying and organizing knowledge and giving it specific names for similar things and this prompts the learner to interact with knowledge with some stability, because he will deal with events And attitudes and processes with common characteristics as one class (Elis, 1972, 12). What



helps to acquire concepts are the modern strategies that work to communicate information and knowledge by female teachers to achieve the desired goals, as modern strategies work to stimulate students' motivation and their reception of information, which leads to directing them towards the required change in their knowledge structure (Al-Sulaiti, 2008: 8). And that teaching is not just the transfer of knowledge and information to the students, but rather it is a process concerned with the student's mental, emotional and skillful growth and the integration of his personality in its various aspects. The main task is to teach the students how to think? And how do they learn? No, how do they memorize courses and textbooks without understanding them or employing them in life (Al-Hilah, 1999: 265).

Likewise, the importance of building computer programs lies in providing teachers with sufficient experience and information related to the nature of the curriculum followed in the school, and thus benefiting from this information in the decision-making process related to the continuation of teaching the curriculum, revealing the way in which the education process takes place, and determining the main points that should be focused on. During teaching, and then this affects the improvement of students' abilities in various aspects, and this is confirmed by recent trends in building automated programs (Sukkar, 2011: 228).

Building a strategy is an urgent need at the present time to achieve better education and more efficient and effective performance in accordance with the capabilities and characteristics of the students at the machine levels. on results through evaluation (Al-Fartousi, 2015: 22).

It may provide a strategy for the teacher an environment built on solid foundations, which helps the teacher to carry out his task successfully, and saves him time and effort, and also gives students high professional competencies, and makes them integrate to a large extent with the subject matter (Zayer and Khudair, 2015: 34-35)

The importance of the conceptual lens can be summed up by the growing interest in the subject of thinking in school curricula and teaching in general, as many studies and conferences held in some Arab countries emphasized the teaching of thinking, whether by merging it with school content or through learning programs to think directly, and that the importance of the conceptual lens is one of Modern and important models that include achieving quality internally (activities and operations) and externally (the quality of graduate competencies), and increasing institutional awareness of the importance of applying the conceptual lens, especially in light of the intensification of global competition, and as a step to enhance the school's endeavor to provide services, in line with the needs of learners. and their capabilities, and then enriching the educational field with effective teaching design models such as the conceptual lens in designing and teaching curricula, as a preparation for its application at different levels in other educational institutions (Al-Qatawneh and Al-Saudi, 2017: 194).

Research objectives: This research aims at: The effectiveness of the conceptual lens strategy in acquiring rhetorical concepts among fourth literary students.

Research hypotheses: To achieve the goal of the research, the researchers set the following zero hypothesis: There are no statistically significant differences at the level (0.05) between the mean scores of the experimental group students studying rhetoric using the conceptual lens strategy, and the average scores of the control group studying the same subject using the traditional in Postgraduate Rhetorical Concept Acquisition Test.

Research limits: This research is determined by the following limits:

- 1- Students of the fourth literary grade in the day schools (preparatory and secondary) for girls in the Salah al-Din Directorate, Department of Science Education.
- 2- The first semester of the academic year (2022-2023).
- 3- Seven topics from the Arabic language book (Rhetoric) to be taught to fourth-grade literary students in Iraq, first edition (1440 AH-2019 AD).



DEFINE TERMS:

1. Strategy: "an integrated system of parts, which are its foundations, objectives, content, methods, teaching methods, and evaluation methods and methods. These parts are based on interaction with each other in a way that leads to ensuring the achievement of the desired goals." (Madkour, 1998: 207)
2. The procedural definition of the strategy: "The researchers prepared a system consisting of units and a comprehensive plan that includes a set of goals, content, teaching methods, activities, and evaluation tests that are presented to the students of the experimental group on the basis of the conceptual lens in order to increase their knowledge of rhetorical concepts."
3. The conceptual lens: "All activities and processes that help the learner to generate, select, organize, use and disseminate knowledge and transform information, facts and experiences into generalizations and general principles through strategies of synergistic thinking" (Al-Qatawneh and Al-Saudi, 2017: 195).
4. Procedural definition of conceptual thinking: "The student's ability to link rhetorical facts and ideas with her previous experiences and employ them in real life situations."
5. Rhetorical Concepts: "An intentional attention process that means the learner's ability to mention the name of the concept, distinguish it and apply it in new situations" (Al-Zubaidi et al., 1993: 220).
6. The procedural definition of conceptual acquisition: "The ability of the research sample students to know and understand rhetorical concepts, and this ability is measured by the rhetorical concepts acquisition test that was adopted by the researchers and applied at the end of the experiment."

The second chapter is a theoretical background and previous studies

First: theoretical background

The first axis: the conceptual lens

Principles of conceptual acquisition Hewson and Hewson (1993 Hewson & Hewson) proposed a number of principles for conceptual acquisition:

1. Attracting the initial (initial) perceptions of the student.
2. The use of practical activities or experiences that conflict with the initial perceptions of the student.
3. Encouraging the student to resolve contradictions in class discussion.
4. Giving the student additional opportunities to reuse scientific ideas in a new way in similar or new contexts.

The second axis: the acquisition of concepts: concepts are the language and the key to scientific knowledge, so they have their importance in the process as they reduce the complexity of the environment, because they summarize and classify what is in the environment of things or situations, as the means by which they are known and reduce the need for re-learning when confronted Any new, and thus help him to direct, predict and plan for any activity, as well as allow the organization and link between groups and events (Abu Athrah, 2012: 30-31). Concepts differ from facts in that the latter represent parts of information obtained by the learner through his five senses, while concepts go beyond this type of simple observation, and include the integration of two or more observations into certain classifications. The acquisition of concepts requires knowledge of facts, just as the acquisition of scientific principles requires the acquisition of scientific concepts, and so on. Concepts are the key to true knowledge, and one of its basic requirements. Attention and focus has increased on concepts because they constitute the basic building blocks of knowledge construction, in addition to the fact that concepts help the student to issue judgments and generalizations. For similar issues and issues that he faces (Al-Shamti, 2004). Concepts constitute a basic building block for the elements of the knowledge system represented by facts, principles and theories, as they are considered among the topics of great importance in



the study of thinking processes and in the formation and organization of knowledge in the curricula and their organization. Which tried to clarify the cognitive, psychological and applied foundations of the concepts and indicate their importance in learning and teaching processes (Al-Jallad, 2000: 64).

Concept types: Researchers differed in dividing and classifying concepts. There are those who classify them into five types:

A- Sensory or material concepts: These are the concepts that are developed through observation or direct and indirect experience using various mechanical means such as mountains, catapults...etc.

B- Abstract Concepts: These are concepts that do not have tangible examples and cannot be perceived through the senses, and their learning requires a great deal of abstraction more than material concepts. They are sometimes called emotional concepts such as the concepts of truthfulness, alliteration, assonance, all of which are concepts of things or attributes of things or relationships. .

C- Concepts of time: They are of two types:

A- Concepts of limited time for something related to the starting point such as six o'clock, Monday, July, year 2011.

B- The concepts of time are quantitative, which are unlimited in nature and refer to the extent of time taking, such as the Middle Ages and the Renaissance (Hamidah et al., 2000: 126).

D- Concepts of place: They are concepts similar to the concepts of time in that they are complex, but they are more difficult than the concepts of time because they are more abstract and undefined, such as the peninsula and the cave (Hamidah et al., 2000: 126).

- Rhetorical Concepts: It is the group of concepts that make up the science of rhetoric. It is represented by three main concepts, from which many secondary and sub-concepts derive. These three concepts are:

1- The science of meanings: "It is the science that knows the conditions of the Arabic pronunciation, with which it matches the circumstances."

2- The science of eloquence: "It is a science by which the meaning of the same meaning is known in different ways in the clarity of its indication."

3- Al-Badi' science: "It is what is known about the aspects of improving speech after taking care of its application according to the circumstances and its eloquence." (Al-Qazwini, 1904: 347).

Rhetorical concepts arose in the Arab world and derived their significance from Arabic literature, whose arts abound with many colors of rhetorical arts. Arabic language scholars dealt with the issue of rhetorical concepts and cared about them, because they found that concepts are the basis of accurate scientific studies, as they draw their features and clarify their principles, as well as show the importance of studying The rhetorical concept in general is that whatever relationship there is between it and its linguistic origin, it has a new terminological status that appears in a new connotation other than its original linguistic connotation (Habib, 2014: 26).

Second: previous studies

Researcher name	Abbas - 200 6
Purpose of the study	Identifying the effect of using the learning cycle on acquiring and retaining rhetorical concepts among fifth grade literary students
Place	Iraq
stage	Literary fifth
the sample	female students (32) the experimental group (32) The control group (64)
Tools	Rhetorical concepts acquisition test
Statistical means	t - test_chi -square , Pearson correlation coefficient , and Spearman- Brown (coefficient
Results	The first and second experimental research groups outperformed the control group in acquiring rhetorical concepts, and there was no statistically significant difference between the first and second experimental research groups in retaining rhetorical .concepts
Researcher name	The narrator - 2014

Purpose of the study	Identifying the effect of the strategy of climbing the plateau in acquiring and retaining .some rhetorical concepts among the fifth literary students
Place	Iraq/ University of Tikrit/ College of Education for Human Sciences
stage	Literary fifth
the sample	students (29) in the experimental group (29) the control group 58
Tools	Rhetorical Concept Acquisition Test
Statistical means	Post -test for two independent chi- squared samples (χ^2) Together with difficulty Ease factor Discrimination power coefficient and the effectiveness of false alternatives Cronbach's alpha equation
Results	The superiority of the experimental group that was studied using the hill climbing strategy in the acquisition of rhetorical concepts test. There was a statistically significant difference at the level (0.05) and in favor of the experimental group in retaining the .rhetorical concepts

The third chapter discusses the research methodology and procedures

First: The descriptive approach: Since the first objective of the research aims to build according to the conceptual lens, the appropriate approach to apply to the current objective is the descriptive approach. The descriptive method is often used in human studies, due to the difficulty of studies in this field, as it is the only one that can be used in human and social studies (Al-Jabri, 2011: 278); In order to achieve the goal of the first research, the researchers looked at a number of educational literature and previous studies that included building machine programs based on machine theories. Modern, including the conceptual lens, and it can be employed in teaching and teaching Arabic language subjects, including rhetoric and understanding its topics. Thus, the process of building a strategy according to the conceptual lens has gone through the following steps:

Stages of building a strategy: In the light of reviewing the literature that dealt with the building of different types of programs, the researchers found that building them passes through basic stages: (planning, implementation, and evaluation), that is, it begins with analyzing the reality of the machine process, then developing teaching strategies, and ending with the evaluation process that It is expressed in teaching outcomes. The researchers relied on designing the strategy according to the conceptual lens.

Accordingly, building a strategy went through three basic stages, which are:

First: Planning stage: This stage includes two main aspects, namely:

Process analysis stage: which represents the sum of the actions on which the strategy is based.

1- Analysis: The basic step in the process of building a strategy, as it determines the basic paths and the needs that the company should focus on and follow, and it includes:

A- Determining the characteristics of the learners: Prior knowledge of the characteristics of female students is considered one of the important elements on which the design of a strategy depends. Therefore, female fourth grade students were identified as a target group in designing a strategy. The balance does not stop this year, but rather expands with the increase in the experience gained by the students in dealing with situations and acquiring skills and information. The stage is for them to be ready to learn because they have reached the level of mental maturity, and it is a stage in which the students move from the stage of concrete operations to the stage of abstract operations in order to develop their thinking, comprehension and abstract relations abilities (Qatami et al., 2000: 529).

The superiority of the experimental group that was studied using the hill climbing strategy in the acquisition of rhetorical concepts test. There was a statistically significant difference at the level of (0.05) and in favor of the experimental group in retaining the rhetorical concepts results.

1- Building: It is intended to build the structural formula in which the strategic components are organized. The components of the series of steps include:



a. Defining goals for: Goals are divided in terms of scope into general and behavioral goals. As for the general goals, they are those that need a long time to achieve, which may reach a month, a semester, or a whole year. As for the behavioral goals, they are an accurate, clear, and specific description. The learning outcomes desired to be achieved by the learner in the form of observable and measurable behavior (Jibril, 2005: 151), and accordingly, this does not include both types of goals, and the following is a presentation of each of them:

A- Behavioral goals: The researchers derived (89) behavioral goals from the general goals and from the topics of the rhetoric book to be taught to female students in the fourth literary grade for the academic year (2022-2023 AD).

B- Choosing the content of the subject: In light of the objectives set for it and in light of the actual needs of the students, and with reference to the objectives of the content of the content, it was selected so that it included a theoretical framework that included rhetorical topics from the Arabic language textbook, rhetoric subject, decided by the Ministry of Education for the fourth grade of literature, and it was reformulated. The content of those chapters is commensurate with the theoretical background of the conceptual-based lens.

Lessons, and in a manner that takes into account the logical order of the material as it appears in the Arabic language book for the fourth literary grade.

C- Determining strategies, methods and teaching methods: There are many strategies and models that have been proposed to employ the conceptual lens in teaching, which are closely related to the technological innovations of the conceptual lens strategies, which generally focus on making the student the focus of the teaching process, adapting his behavior and adapting developments during the teaching process. Through the practice of many different activities, including: the conceptual lens strategy and the conceptual mapping strategy. conceptualization strategy.

D- Automatic activities: It is the group of actions that the learners carry out inside or outside the classroom in order to achieve the desired goals. Al-Laqani defines it as “the mental or physical effort exerted by the learner or the teacher in order to achieve the desired goals” (Al-Laqani 1995: 97).

C- Instrumental means: The teacher needs a mechanical instrument to improve performance, raise his effectiveness, and increase the degree of students’ benefit in order to achieve the desired goals (Abu Jalala, 1999: 297). In most cases, the quality of material is measured by the means it offers that help learning and increase its effectiveness and the extent to which it allows students to use these means (Dandash, 2003: 41), so the researchers seek to clarify the situation not by employing a number of means in implementing the strategy, the method is all the media used by the teacher in the situation not to convey facts, ideas or meanings students to make their lesson more exciting and interesting.

Third: the evaluation stage: the evaluation element accompanies the elements of the school since it begins its journey, leading to the achievement of its objectives, and evaluation can be seen as a process of measuring the extent to which the objectives of the curriculum are achieved, as it is a means by which evidence is collected about the validity of the assumptions on which our educational applications are based, and The validity of the goals that we seek to achieve, and the extent of the teacher’s competence, and the students’ learning and their interaction with the experiences contained in the curriculum, as the evaluation aims to improve the process automatically (Al-Bashir and Saeed, 1992: 18).

Teacher’s guide: To ensure a high degree of proficiency, the researchers prepared a teacher’s guide. To serve as a mentor and guide for him in implementing strategic lessons. The guide included: an introductory introduction, the purpose of the guide, and a brief presentation of its components, appendix (15).

- Student’s Book: In order to complete the requirements for building a strategy, the two researchers prepared a student’s book including an introduction and a guide for using the book. The book included an article, as well as the behavioral objectives for each lesson, activities related to each lesson, and then enrichment activities, appendix (15).



Experimental Approach: - In light of the aim of the research, the researchers adopted the experimental approach, being the closest to achieving it and testing its main and sub-hypotheses, as it is one of the most scientific approaches in which the features of the scientific method are clearly represented. Conclusions and relationships between these phenomena, and empirical research represents the most accurate type of research that can study the relationship between the independent variable and the dependent variables in the experiment. (Al-Abbasi, 2018: 207)

Experimental Design: The experimental design is one of the basic methods when studying human phenomena in general, and whenever the design is airtight and appropriate to the phenomenon to be studied, the experimental research method succeeds in understanding and interpreting the phenomenon, so it is a plan and action, for how to implement the experiment, i.e. planning the surrounding conditions and factors. The phenomenon that we are studying in a specific way, and then observing what happens (Dawood and Abd al-Rahman, 1990: 250-256), and to achieve the objectives of the research, the researchers chose one of the experimental designs with partial control and appropriate for the research procedures, as shown in Figure (1)

the group	the independent variable	dependent variable	test type
Experimental	educational program	Acquisition of rhetorical concepts	Rhetorical Concept Acquisition Test
control	traditional way		

Figure (1) The experimental design of the partial control research

Research community: The research community consists of female students in the fourth literary grade in secondary and preparatory day schools for girls in Salah al-Din Governorate, Al-Alam district for the academic year (2022-2023). (1) To determine the site in which it is being tested, and it obtained the names of schools, which are (6) schools, according to the statistics carried out by the Educational Planning Department in the General Directorate of Education in Salah al-Din Governorate, Al-Alam District.

The research sample:

The selection of the research sample is one of the important stages of the research, as the researcher identifies his research community according to the topic, the problem, or the research goal, its methodology, and the nature of the community from which it was taken, and since the research community is large in size, and one researcher cannot study the phenomenon in that community alone, so the researcher resorts to To choose the research sample from the community so that it represents a true representation. (Melhem, 2000: 269).

The sample is defined as: “a small part of the community that is being specially tested to represent the community correctly, and through the sample you know the characteristics of the community that you are studying and analyzing” (Al-Bayati, 2008: 183)

The two researchers selected the research sample randomly from the schools of the General Directorate of Education of Salah al-Din, Department of Education of Science, so they chose two schools (Al-Qabas Secondary School for Girls, Al-Kharjah High School for Girls) for the following reasons:

- The management of the two schools expressed their desire to cooperate with the researchers.
- The presence of a study section for the fourth literary grade in each of the two schools.

After determining the two schools in which the experiment will be applied, the researchers visited (Al-Qabas Secondary School for Girls and Al-Kharjah High School for Girls) according to the book Facilitating the Mission, Appendix (1).

The researchers randomly chose (Al-Qabas Secondary School for Girls) as the experimental group, and (Al-Kharjah High School for Girls) as the control group.) is a student of the control group who studies in the usual way.

Equivalence of the two search groups:

Chronological age calculated in months and grades of the past year for the Arabic language subject: Through the researchers' use of the t-test for two independent samples, it becomes clear to the researchers that the two groups are statistically equivalent in the variables of chronological age and last year's grades for the Arabic language subject, and Table (2) shows this

Table (2) The arithmetic mean, standard deviation, and the calculated and tabular t-value for the two research groups in the chronological age variable and last year's grades

parity type	the group	The number of sample members	SMA	standard deviation	T value		degrees of freedom	significance level
					Tabular	calculated		
chronological age	Experimental	28	182,14	4,49	2,00	0,58	54	Not statistically significant
	control	28	182,79	3,72				
grades last year	Experimental	28	69,82	13,38	2,00	0,40	54	Not statistically significant
	control	28	68,43	12,82				

Set some extraneous variables:

1. Selection of the sample: In order to eliminate the effect of individual differences between the female students of the experimental and control research groups, the researchers chose the two research groups randomly and using the lottery method, as well as the equivalence procedure between the two groups.
2. Gender: This variable was set because the research sample consisted of females only.
3. Maturity: This factor did not have any effect on the results of the experiment due to the short duration of the experiment, as it extended from Thursday 10/13/2022 to Thursday 12/1/2023, so if growth occurs, it is equal for the two groups (experimental and control).
4. Experimental extinction: Experimental extinction means the effect resulting from leaving a number of students (the research sample), or their interruption during the experiment, which affects the results. (Abdul-Rahman, Zangana, 2007: 479), and the research did not deal with these cases, whether they were leakage, interruption, or abandonment, with the exception of individual absences that the two research groups were exposed to, in a very small and non-recurring percentage.
5. The effect of the experimental procedures: In order to verify the safety of the experiment from any effects that may result from the experimental procedures, the researchers tried as much as possible to limit them, namely:
 - A- Research confidentiality: He was keen on the confidentiality of the research, in agreement with the school administration, not to inform the students of the nature and purpose of the research, so that their activity or their dealings with the experiment would not change, which might affect the safety of the experiment and its results.
 - B- Distribution of classes: The researchers controlled this variable through the symmetrical distribution of lessons after agreement with the administration of the two schools, and the schedule for lessons has been set.



C- Duration of the experiment: The duration of the experiment was unified and equal for the students of the two research groups, and it is part of the first semester, as it began on Thursday 10/13/2022 and ended on Thursday 12/1/2023.

G- The classroom environment: The research was applied in two schools, as the two research groups were chosen from two schools that have the same conditions in terms of the classroom environment.

D- Determining the subject: The two researchers relied on the textbook prescribed for the academic year (2022-2023) in determining the scientific subject, as the two research groups studied this subject throughout the duration of the experiment, and thus this variable was controlled, which included seven subjects.

RESEARCH REQUIREMENTS:

To achieve the objectives of the research, the researchers prepared the following tools for its study:

1. Build.
2. Defining rhetorical concepts.
3. Rhetorical concepts acquisition test.
4. Teaching plans.

Post-test: It was applied to the two groups (experimental and control) for the purpose of conducting a comparison between the performance of the two groups. Also, at the end of each unit, a comprehensive test is conducted for the machine unit, and the aim of these sequential tests is to find out the students' mastery of the subject, and to identify their level of learning.

Defining rhetorical concepts: The two researchers read rhetoric for the fourth literary grade by defining concepts, provided that the concept is not repeated again in another subject, i.e. the concept is mentioned only once. The number of rhetorical concepts was (11).

Search tool: -

Rhetorical Concepts Acquisition Test: Tests are a set of questions designed to answer them, and as a result of the student's responses to these questions, you get a numerical value for the characteristics or qualities of this student in the behavior that we envisage behind the completion of the machine process (Kawafha, 2010: 35). The researchers built a concept acquisition test consisting of (36) items.


Statistical methods: The researchers used the appropriate statistical methods in the current research, using the statistical spss

The fifth chapter presents the results, conclusions, recommendations and proposals

First: presenting the results: - The null hypothesis: There is no statistically significant difference at the level (0.05) between the average scores of the experimental group that studies the conceptual lens in the rhetoric subject and the average scores of the control group that studies the rhetoric subject in the usual way in the post-acquisition by rhetorical concepts test. In order to validate the hypothesis, the researchers extracted the arithmetic mean and standard deviation, then the researchers applied the t-test for two independent samples to find out the degree of difference between the two groups (experimental and control). (29.61) with a standard deviation of (2.10), while it was found that the scores of the control group that were taught in the usual way in the test of acquiring rhetorical concepts during the same experiment period reached the arithmetic mean (24.25) and a standard deviation of (3.60), and the table (3) explains it.

Table (3) The arithmetic mean, standard deviation, and the calculated and tabulated T-value for the scores of the students of the two research groups in the Rhetorical Concepts Acquisition test

the group	Number of individuals	Arithmetic mean	standard deviation	degrees of	T value	Statistical significance
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				freedom	Tabular	calculated	
Experimental	28	29,61	2,10	54	2,00	5,61	function
control	28	24,25	3,60				

It is clear from Table (4) that the calculated t-value is (5.61), which is greater than the tabular t-value (2.00) at the level of significance (0.05) and with a degree of freedom (54), which is statistically significant.

This means that there is a statistically significant difference between the mean scores of the students of the two research groups and in favor of the students of the experimental group who studied using the conceptual lens, and this confirms the success of the experiment in using the conceptual lens in acquiring rhetorical concepts. Therefore, the first null hypothesis is rejected and its alternative is accepted.

Second: Interpretation of the results - Through the results of the current research, which showed the superiority of the students of the experimental group who study using the conceptual lens over the students of the control group who study using the usual method in acquiring rhetorical concepts, and this superiority can be attributed to the increase in the learning motivation of the students, as the :

A- There is an element of suspense in the methods upon which a teaching strategy relies on according to the conceptual lens in terms of stimulation and challenge that drives students to the flow of ideas, and the students' sense of pleasure in learning by focusing their activity on learning to the extent of not feeling the time.

B- Preparing the students to discover the rhetorical text through the application of the conceptual lens, which aims to stimulate the students towards anticipating the topic of the text and the ideas that revolve around it, because it contains a number of activities, and all of this works to raise motivational questions that help to recall the previous information of the students and link it to the new information. reached about the rhetorical text, which contributes significantly to the activation of memory and fixation of information.

Third: conclusions

In light of the findings of the current research, the researchers concluded the following:

1- The strategy proved its effectiveness in developing the culture of dialogue among fourth grade female students in rhetoric, which indicates the ability of middle school students to acquire concepts by providing an environment enhanced by various means and activities.

2- The conceptual lens facilitates the application of objective goals for the teacher and helps the learners to complete their needs according to the activities presented to them.

Fourth: Recommendations:

In light of the findings of the study, the researchers recommend the following:

1- Emphasizing the need to teach the conceptual lens in the Arabic language in general in the preparatory stage.

2- Adopting the conceptual lens in teaching rhetoric for fourth grade students.

Fifth: Proposals:


In light of the findings of the study, the researchers suggest the following:

1- The impact of a strategy on developing a culture of dialogue.

2- Conducting a similar study to identify the strategic effectiveness according to the conceptual lens in the other branches of the Arabic language (such as grammar, literature, expression, spelling, morphology, and criticism).

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