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The Effect of Osborn's Model on Developing Students' Rhetoric Concepts

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Abstract—This study examines the effect of teaching a school rhetoric unit employing Osborn's (1963) model. The study sample consisted of 70 Jordanian eleventh-grade students, with 35 in the experimental group and 35 in the control group. Two instruments were used to collect data: a scale designed according to Osborn's model and an achievement test. The school unit of rhetorical concept development was applied to six classes over six weeks in the experimental group, while the control group was taught using the standard method. The findings showed statistically significant differences in favour of the experimental group, with means of 76.66 and 66.15, respectively. The t-test value was 13.02, statistically significant at a significance level 0.01. The impact percentage was calculated at 92%, indicating a statistically significant result according to the Karl formula. Therefore, this percentage is a positive indicator of the effectiveness of using the Osborn model for the conceptual development of the experimental group of students. Based on the findings, the study recommends using this model for teaching rhetoric and literary criticism in other school classes.

Index Terms—Jordanian students, Osborn's model, rhetoric concepts, school students

I. INTRODUCTION

The science of rhetoric holds excellent importance regarding the creative aspects of the literary language arts. It involves exploring the intricacies of literary works, critiquing flawed ones, and reflecting aesthetic values on semantic, phonetic, and structural levels. Teaching rhetoric to students, particularly at the intermediate and secondary levels, is crucial for fostering a refined literary taste, expanding imaginative capacities, and enhancing the ability to articulate thoughts effectively through speech and writing.

Rhetoric encompasses the creative aspects of language, and its significance should not be overlooked by Arabic learners who recognise the miraculous nature of language, the beauty of expression, and the clarity found in the Quran, both in verse and prose. Additionally, rhetoric helps rectify errors in style, meaning, or ideas.

By teaching students' rhetoric, they can apply its rules and standards in various scientific and academic fields and different forms of creative writing and oral arts. Rhetoric also assists in organising language experiences and utilising them in objective educational and social contexts. Consequently, learning and teaching rhetoric plays a significant role in an individual's social life, influencing conversations and writings, as formal language has a magical impact on hearts and minds.

However, the science of rhetoric has yet to receive the attention it deserves in people's scientific and social lives. It is often allotted limited time in school schedules, sometimes only one weekly class. Its status at the university level is similar; it is usually offered as a standalone course within the Arabic major. The problem lies in the limited time allocated for its study and the need for more development and updates in teaching methods. This includes the presentation of the subject matter in textbooks, adequate teacher training from an educational perspective, and specialised courses to enhance their abilities to teach it effectively and accurately.

Regarding secondary-stage students, studies have indicated their difficulties in understanding rhetorical concepts, which fail to leave a positive or aesthetic impression when engaging with literary texts or enjoying reading. Despite attempts to address weaknesses in learning and teaching rhetoric and its concepts, challenges persist and are evident in students' compositions and language usage. This might be attributed to the inability of these studies to meet the desired eloquence levels in learning and teaching.

The present study proposes a model to enhance secondary students' understanding of rhetorical concepts to address these challenges. It utilises Osborn's Model, which emphasises creative problem-solving and is recognised as one of the most prominent approaches to training and fostering creativity, creative thinking, and communication skills. This model encourages students to be more self-aware, think critically, embrace challenges, and strive for excellent knowledge. It enhances problem comprehension, generates ideas, and devises plans to solve them. The core focus of the model is the active engagement of the mind in receiving information, extracting it, and explaining associated ideas. Teaching rhetoric through creative models enriches learners' experiences, enabling them to solve individual, social, and academic problems.

The problem addressed in this study arises from the existing obstacles to teaching rhetoric, which fall short in considering the nature of rhetorical content, its semantic features, and terminological concepts. Research has shown that students' comprehension of rhetorical concepts needs to be higher, and traditional methods of teaching rhetoric in schools do not enhance students' creativity in problem-solving. On the other hand, studies have demonstrated the efficacy of using Osborn's Model in teaching various school subjects and its potential to enhance academic achievement.

In light of this problem, the current study aims to explore the effect of teaching a rhetoric study unit based on the Osborn Model on developing rhetorical concepts in the literary stream of eleventh-grade students in Jordan. The study intends to design a rhetoric study unit according to the Osborn Model and assess the impact of teaching it on the development of rhetorical concepts among the targeted students.

The significance of this study lies in the scarcity of research on the effect of teaching a rhetoric unit focused on expressiveness using Osborn's Model for Jordanian students. The findings of this study may contribute to the advancement of rhetoric teaching methods and aid Arabic teachers and students in understanding the impact of Osborn's Model in rhetoric instruction. This may facilitate the teaching and learning of rhetoric, addressing the issue of poor achievement in acquiring its concepts and skills.

II. LITERATURE REVIEW

The study presents the literature in two scopes. The first relates to Osborn's Model, which helps in thinking development and it is extensively utilised for stimulating creativity and problem-solving. This model divides the processes of generating and evaluating ideas. It functions as an inventive conference, producing a list of ideas that can be employed as a key, leading to new collective free ideas and opening up prospects beyond rigidity. It also serves as an organised method for thinking, primarily when used for brainstorming to generate different ideas to solve a problem (Osborn, 1963).

Osborn's (1963) Model was further developed by Barnes and widely applied in several fields, including personnel and organisational development, decision-making in commercial activities, improving communication means, and solving psychological, economic, social, and legal problems, as well as problems in literacy, engineering and mathematics. Barnes outlined the stages of the creative solution process. He started with understanding and stating the problem, followed by data collection and consideration of accessible information, then moving on to imaginative meditation, idea generation, enhancement, and selection of the best ideas, and lastly applying the chosen solution idea (Aamer, 2003).

A. Components of Osborn's Model

(a). Understanding the Problem

This step is crucial for fostering creativity in learners. It focuses on defining the problem, as doing so facilitates finding successful alternatives. This model consists of three primary stages:

1. Cloudy Problem: This stage involves defining and selecting a general objective through brainstorming to generate one or more objectives.
2. Data Collection: This stage provides the material or content for cognitive preparation. Knowledge may be previously acquired, recently gathered through observation, or derived from questions directed to the learners.
3. Defining the Problem: This part aims to overcome obstacles related to the solution by clarifying ideas for applying or generating solutions within a work plan. It leads to implementing the work plan, which involves facing challenges or seizing opportunities that may arise.

(b). Generating Ideas

This skill entails using prior knowledge to incorporate new information. The generation process cohesively builds connections between new ideas and prior knowledge and experiences, giving rise to new ideas in novel structures.

(c). Planning for Work

This component translates important ideas into tangible, sequential activities. It comprises two stages:

1. **Finding Solutions:** This stage involves investigating, analysing, and evaluating ideas to select the most suitable strategy for problem-solving. It emphasises grading and defining skills.
2. **Work Plan Acceptance:** This stage focuses on assessing the feasibility of adopting a solution plan and determining factors that facilitate the administrative process. It helps individuals accept and adopt the plan. Additionally, it involves identifying potential obstacles during implementation, studying ways to overcome them, and making necessary amendments to the plan.

B. Features and Privileges of Osborn's Model

The following features and privileges can be attributed to Osborn's Model:

- It presents the issue as a problem, allowing students to collectively think and generate as many ideas and solutions as possible, deferring criticism until after the allotted time for dealing with the problem has passed (Osborn, 2001).
- It enhances thinking skills in general and creative thinking in particular. It significantly develops individuals' metacognitive skills when faced with mentally challenging problems.
- It presents optimal and successful solutions, sequentially assessing alternatives in subsequent stages.
- It utilises the brainstorming strategy, which consists of three stages: defining the study subject matter, generating ideas, and finding the solution. The model relies on five main principles:
 1. Define the ultimate goal of the brainstorming process (direct brainstorming): generate as many ideas (solutions) as possible.
 2. Ideas are not criticised during the early stages of brainstorming. Judgement is postponed until the brainstorming session is over.
 3. Unusual or unconventional ideas or solutions are encouraged, as they often represent a creative approach.
 4. Learners can integrate their ideas (suggested solutions) or collectively enhance them.
 5. Organising the knowledge model and learners' experiences keeps them within the conscious circle, consisting of procedures and related mental processes (Aamer, 2003).

C. Parts of Rhetorical Science

In Arabic, rhetorical science can be divided into three parts:

1. **Semantics:** This part explains how the states of Arabic articulation correspond to real-life situations. Its topics encompass construction, statement, reference, brevity, redundancy, separation, and connection.
2. **Statement Science:** This part involves realising one meaning through different methods by increasing or decreasing its clarity. Topics covered include simile, analogy, metaphor, and brevity.
3. **Figurativeness Science:** This part focuses on refining speech per its topics. These topics include verbal improvements such as alliteration, assonance, declaration, citation, and inclusion, as well as moral improvements such as essays, puns, and good education.

D. Rhetoric Concepts

These verbal symbols possess standard features specific to a particular rhetorical basis, distinguishing them from other rhetorical bases (Al-Aameri, 1998). It is noted that verbal symbols are associated with a mental vision that arises from a term. This term comprises features and signs related to the art of speech. This imaginary term is connected to the visual structure and considers its circumstances, encompassing verbal and mental improvements. Thus, a rhetorical term encompasses the signals and features that define it while representing the concept with all its standard attributes. In teaching and learning rhetoric, it is essential first to consider the rhetorical concepts, as they form the fundamental steps in the study of rhetoric and constitute the cognitive fabric of this field.

Furthermore, it is observed that rhetorical concepts are abstract, meaning they can be realised through their apparent appearance and practical applications rather than being directly learned, as is the case with tangible concepts. The importance of concepts lies in the reasons for teaching and learning them, which can be summarised as follows:

- Concepts serve as the foundation for any cognitive structure.
- Adequate teaching and learning of concepts contribute to their acquisition, skill development, and retention, with the effects extending to new situations. Additionally, it aids in developing scientific thinking skills and problem-solving abilities.
- Teaching and learning concepts are the primary objectives of any subject of study.

E. Objectives of Teaching Rhetoric

The objectives of teaching rhetoric are scattered throughout the eleventh-grade textbook, in contrast to those presented in the Egyptian Ministry of Education textbook. Abdul Latif (2018) distinguishes between the teaching and learning of rhetoric in the past and present, approaching the objectives of teaching and learning rhetoric by focusing on understanding its concepts and nature and applying them to the literary arts. The objectives can be summarised as follows: analysing rhetorical phenomena by referring to the system upon which they are built; Representing the rhetorical system of Arabic and its related sciences, understanding rhetorical phenomena, and analysing them; utilising

rhetorical knowledge to understand literary texts, analyse them, and appreciate their aesthetic qualities; Producing linguistic expressions by using appropriate rhetorical structures for verbal and written communication.

The objectives above differ in cognitive level, content presentation, and practical applicability. Those involved in teaching rhetoric and developing textbooks aim to clarify their teaching objectives. Madkour (2007) states that the objectives of teaching rhetoric include fostering an understanding and appreciation of literature, highlighting areas of artistic beauty within it, and unveiling its secrets. Additionally, teaching rhetoric should enable students to realise the purpose of studying literature.

Albajja (1999) states that the objectives of teaching rhetoric include

- enabling students to use language effectively for expressing and conveying ideas,
- fostering an appreciation of the miraculous nature of the Holy Quran,
- developing an aesthetic taste for prophetic traditions and the purity of Arabic speech in verse and prose, and
- nurturing students' artistic sensibilities to enjoy what they read or hear.

The objectives of teaching rhetoric share common ground. Nevertheless, it is crucial to note that the teaching of rhetoric has yet to progress in a manner that smooths students' accomplishment of these purposes. This is due to the Ministry of Education's failure to adopt modern teaching strategies based on standardised and deductive approaches.

F. Bases of Teaching Rhetoric

Atta (1998, p. 31) clarifies numerous bases for teaching rhetoric, aiming to present rhetorical concepts through literary texts to qualify students to appreciate the technical skill of the writers of these texts. These bases include detailing the relationship between rhetoric and its divisions in Arabic, training students to have a comprehensive view of literary texts that excel rhetoric, selecting suitable language structures based on texts from the Quran and poetry, and focusing on defining and realizing rhetorical concepts. Madkour (2007) highlights additional bases to be adopted in teaching rhetoric. He argues that teachers should integrate the teaching of rhetoric with related literary studies and approach literary texts from an aesthetic perspective. Teaching rhetoric should include more than short examples, theoretical discussions, and extracting definitions. Instead, teachers should incorporate the natural use of rhetoric in Arabic speech and guide students to comprehensive theories in language studies, such as literature, criticism, rhetoric, syntax, and grammar. They should also use high-quality literary texts suitable for the student's age and local context when teaching rhetorical concepts.

Alkhaleefah (2017, p. 235) suggests that teachers should connect rhetoric and literature, balance literary analysis, incorporate colloquial rhetoric, and establish links between rhetoric and other branches of Arabic. The researcher emphasises the need to separate the bases for teaching rhetoric and divide them into two parts: cognitive bases, which involve teaching rhetoric alongside literature without isolating it, and training activities that initially focus on rhetoric concepts, using rhetoric applications as a stage for learning those concepts.

G. Previous Studies

The present study examines previous research within two domains:

(a). Studies That Utilised Osborn's Model

Albaiyati (2017) investigated the impact of Osborn's model on concept acquisition among second-year preparatory female students in Islamic education. The study utilised Osborn's model in both the experimental and control groups. The findings revealed that the experimental group outperformed the control group, with mean scores of 30.82 and 25.14, respectively. The t-test score was 5.46, with a significance level of 5%. The researcher recommends applying Osborn's model to teaching Islamic education. Alshujeiri and Arrawi (2018) tested the effect of Osborn's model on the accomplishment and attitudes of second-year preparatory students towards Islamic education. The study included 62 students (divided into experimental and control groups). A post-test was administered to measure students' accomplishment. The results signposted significant differences in the means of the experimental and control groups, favouring the experimental group where Osborn's model was employed in teaching. The mean scores for the two groups were 31.419 and 23.838, respectively, with a t-test score of 6.061 and a relatively high Cohen's effect size of 1.563.

Asaideen and Asrour (2021) examined the effect of using Osborn's model in teaching geography and its impact on the achievement of seventh-grade students. The study involved 60 female students distributed into experimental and control groups. A semi-experimental approach was used to achieve the study's objectives. The findings recommend using Osborn's model positively affected student achievement in geography.

The studies above principally focused on creative thinking, problem-solving, achievement, and acquisition. Nevertheless, the current study primarily focuses on the development of rhetorical concepts.

(b). Studies That Addressed Rhetorical Concepts

Mousa (2009) tested the effect of the learning strategy on the development of eloquence and rhetorical concepts among education department students at Al Hesn University. The students were divided into experimental and control groups. It implemented a learning circle strategy with specially designed guides for teachers and students. A test was used to measure the effect of the strategy on the experimental group compared to the control group. The findings

indicated an improvement in the development of rhetorical concepts in the experimental group, with mean scores of 23.3 and 14.68, respectively, and a t-test value of 25.37.

Mohammad (2013) examined the effect of the concept map strategy on the development of rhetorical concepts and meditative thought in first-year secondary students. The study developed a teacher guide consisting of concept maps for rhetorical concepts in the literature and eloquence textbook. Two tests were administered to measure students' achievement in rhetorical concepts and meditative thinking. The findings demonstrated the positive effect of concept maps on achievement, with mean scores of 13.00 and 25.6 for the experimental and control groups, respectively. The t-test score was 16.43, and the effect size of concept maps was 76.52.

Hassan (2014) examined the effect of using a dual-thinking strategy to acquire rhetorical concepts in the fifth literary grade. The study employed appropriate learning methods, including structural and dual-thinking strategies. An experimental approach was utilised, and an achievement test was used as the assessment tool. The outcomes indicated that students in the experimental group who studied eloquence using the dual-thinking strategy outperformed those in the control group where the traditional method was used. The mean scores were 23.93 and 20.96 for the experimental and control groups, respectively, with a t-test value 2.85.

These studies principally focused on creative thinking, the acquisition of rhetorical concepts, and achievement in the study of rhetoric. Nevertheless, the present study aims to contribute to developing rhetorical concepts by applying Osborn's Model.

Hassan (2014) investigated the impact of using a dual-thinking strategy for acquiring rhetorical concepts in the fifth literary grade. The study utilised appropriate learning methods, including structural and dual-thinking strategies, and employed an experimental approach with an achievement test as the assessment tool. The outcomes showed that students in the experimental group who studied eloquence using the dual-thinking strategy outperformed those in the control group who studied using the traditional method. The mean scores were 23.93 and 20.96, respectively, with a T-test value 2.85. The study concluded that the dual-thinking strategy significantly improves students' accomplishment and information retention compared to the traditional method. It emphasised the student-centred nature of the dual-thinking strategy, with the teacher acting as a guide and leader, aligning with the goals of modern education. The study recommends Arabic teachers embrace modern strategies, particularly the metacognitive approach to teaching rhetoric.

Hilali (2015) examined the efficiency of using verification teaching for first-year female secondary students to acquire rhetorical concepts. The study utilised an achievement test to assess the acquisition of eloquence concepts. The findings revealed significant differences in favour of the experimental group, which was studied according to the flexible group strategy, with mean scores of 44.38 and 35.55, respectively. The study recommended the use of verification teaching strategies for teaching eloquence.

Previous studies aimed to develop rhetorical concepts in terms of understanding and achievement. However, the efficiency of educational forms and teaching strategies varied depending on the targeted concepts or textbook type. In contrast, the present study differs in selecting a specific study unit from the first secondary criticism and eloquence textbook, focusing specifically on the rhetoric unit.

III. METHODS

A. Study Approach

This study adopts a semi-experimental approach to achieve its objectives, employing two groups: an experimental group and a control group. The control group is taught using the traditional approach, while the experimental group follows the Osborn model. The independent variable in this study is the presentation of the first unit according to the Osborn model. In contrast, the dependent variable is the development of rhetorical concepts, measured through a post-test administered to the experimental group. The traditional approach used to teach the control group is considered the independent variable, and the findings resulting from the post-test serve as the dependent variable.

B. Study Sample

The sample comprises seventy eleventh-grade Al Amir Hassan Secondary School students. To ensure the experimental design of the two groups and to establish statistical equivalence between the experimental and control groups, two groups of eleventh-grade students in the literary stream were selected based on their mean grades in Arabic during the tenth grade, as presented in Table 1 below.

TABLE 1
MEANS, STANDARD DEVIATION, AND T-TEST VALUE OF GRADE TEN GRADES IN ARABIC FOR THE TWO GROUPS

[1] Group	[2] No.	[3] Mean	[4] S. D	[5] F. D.	[6] T-test v.	[7] Scheduling	[8] Co-eff. value
[9] Experimental	[10] 35	[11] 69.34	[12] 8.15	[13] 68	[14] 1.23	[15] 2	[16] 0.05
[17] Control	[18] 35	[19] 67.61	[20] 7.11	[21]	[22]	[23]	[24]

Regarding the age average of the two groups, experimental and control, it is illustrated in Table 2.

TABLE 2
MEANS, STANDARD DEVIATION, T-TEST VALUE AND SCHEDULING OF THE STUDENTS' AGE AVERAGE OF THE TWO GROUPS PER MONTH

[25] Group	[26] Sample No.	[27] Means	[28] Stand. Dev.	[29] FD	[30] T-test value	[31] Scheduling	[32] Co-eff. Value
[33] Experimental	[34] 35	[35] 196.97	[36] 3.78	[37] 68	[38] 0.611	[39] 2	[40] Not significant
[41] Control	[42] 35	[43] 197.5	[44] 3.52	[45]	[46]	[47]	[48]

Regarding the average of the two groups, experimental and control, degrees of the pretest of eloquence, it is illustrated in Table 3.

TABLE 3
MEANS, STANDARD DEVIATION, T-TEST VALUE, AND SCHEDULING OF THE EXPERIMENTAL AND CONTROL GROUPS IN THE ELOQUENCE PRETEST

[49] Group	[50] Sample No.	[51] Means	[52] S.D.	[53] Freedom degree	[54] T-test value	[55] Scheduling	[56] Co-eff. Value
[57] Experimental	[58] 35	[59] 22.1	[60] 3.64	[61] 68	[62] 0.95	[63] 2	[64] Not sig.
[65] Control	[66] 35	[67] 21.0	[68] 3.32	[69]	[70]	[71]	[72]

Considering the information presented in the three tables displaying the means, standard deviation, t-test, and grouping of the two groups in the tenth-grade Arabic subject, along with the students' ages and their scores in the eloquence post-test, it was determined that the experimental and control groups were equivalent.

C. Study Instruments

To achieve the objectives of the study, the researchers designed two study instruments:

1. School Unit: A specific unit was selected from the eleventh-grade criticism and eloquence Arabic book, focusing on metaphors and their types. The unit was reorganised and structured according to the Osborn model. The content underwent scrutiny by Arabic scholars, methodologists, teachers, and supervisors, resulting in some modifications and adjustments to enhance clarity and reliability (see Attachment 1).
2. Test: The researchers developed a test to measure the student's achievement in both groups. The test was constructed through the following steps:
 - Analysing the content of the targeted unit lessons in the criticism and eloquence literary stream of the eleventh-grade textbook
 - Identifying the learning outcomes that cover the unit content and align with the specified objectives in the teacher's guide
 - Designing the test items initially as multiple-choice questions resulted in 27 items.

The test underwent revisions and evaluations by a panel of teachers, supervisors, and specialised Arabic teachers to ensure clarity and accuracy. After revisions, the final version of the test consisted of 25 items, distributed as follows: 7 items for understanding, 7 for remembering, 8 for analysis, and 3 for evaluation. The reliability of the test was assessed through a pilot study conducted on a sample of 25 students in the literary stream of eleventh grade, followed by a retest on the same sample. The consistency of the test was measured using the Pearson correlation coefficient, yielding a value of 0.86, indicating perfect consistency and suitability for the study. Table 4 presents the distinguishing factors of the test items.

TABLE 4
THE TEST-ITEM DISTINGUISHING FACTOR

[1] Distinguish factor	[2] F	[3] Distinguish Factor	[4] F	[5] Distinguish Factor	[6] F	[7] F	[8] Distinguish Factor	[9] F	[10] Distinguish Factor	[11] F
[12] 0.48	[13] 1	[14] 0.46	[15] 6	[16] 0.45	[17] 11	[18] 0.47	[19] 16	[20] 0.45	[21] 21	
[22] 0.46	[23] 2	[24] 0.47	[25] 7	[26] 0.47	[27] 12	[28] 0.49	[29] 17	[30] 0.48	[31] 22	
[32] 0.48	[33] 3	[34] 0.45	[35] 8	[36] 0.48	[37] 13	[38] 0.46	[39] 18	[40] 0.45	[41] 23	
[42] 0.45	[43] 4	[44] 0.47	[45] 9	[46] 0.44	[47] 14	[48] 0.48	[49] 19	[50] 0.49	[51] 24	
[52] 0.47	[53] 5	[54] 0.47	[55] 10	[56] 0.49	[57] 15	[58] 0.45	[59] 20	[60] 0.48	[61] 25	

The table above illustrates that the distinguishing factor values range between 0.45 and 0.49, which is considered acceptable for this study.

D. Difficulty of the Test Items

Upon calculating the difficulty factor for each item in the test, it is revealed that they range between 0.26 and 0.69. This shows that all test items are considered suitable. The literature suggests that an optimal test should involve items with a difficulty factor ranging between 0.21 and 0.80. With these procedures completed, the study instruments were ready for implementation. The school unit, designed according to Osborn's model, was taught to the experimental group, while the control group received instruction using the traditional method. This instruction took place over six classes, spanning a period of six weeks. The teaching commenced at the beginning of the second semester on February 2, 2022, allowing for coverage of the unit as outlined in the eleventh-grade school curriculum. At the conclusion of the unit instruction, a post-test was administered to both groups.

IV. FINDINGS AND DISCUSSION

To address the study question, "What is the effect of teaching a school unit in eloquence according to Osborn's model on the development of rhetorical concepts in the study sample?", the researchers examined the responses provided by the two groups. The means, standard deviations, and t-test of the grades for both groups indicated significant differences in favor of the experimental group. These findings are presented in Table 5.

TABLE 5

THE DIFFERENCE BETWEEN THE TWO EXPERIMENTAL AND CONTROL GROUPS' DEGREES OF THE RHETORIC CONCEPT ACHIEVEMENT POST-TEST

Group	[73] Sample No.	[74] Mean	[75] Standard deviation	[76] Freedom degree	[77] T-test value	[78] Correlation coefficient
[79] Experimental	[80] 35	[81] 76.66	[82] 4.72	[83] 68	[84] 13.02	[85] Significant at 0.01
[86] Control	[87] 35	[88] 66.10	[89] 5.43			

Table 5 above demonstrates significant differences between the experimental and control groups' means of the post-assessment test grades. The t-test value was 13.02, significant at the 0.01 level, with 68 degrees of freedom, equivalent to 2.65. The observed difference can be attributed to the experimental group, which received instruction on the eloquence unit using the Osborn model.

Upon analysing the data in Table 5, differences in the means of the control group before and after the implementation are evident. These differences can be attributed to the impact of the teaching method used to convey rhetorical concepts. The pre-test mean for the control group was 22.0, while the post-test mean was 66.10, indicating the influence of the traditional method, which is primarily standardised and deductive. Conversely, the experimental group displayed a pre-test mean of 22.1 and a post-test mean of 76.66. These differences are significant compared to the outcomes achieved through the traditional teaching method, confirming the effectiveness of Osborn's model in developing rhetorical concepts and enhancing achievement.

A. Measurement of Effect Size: To quantify the impact of using Osborn's model in teaching the eloquence school unit, the Karl formula was employed to calculate the effect size, as presented in Table 6.

TABLE 6

THE EFFECT SIZE OF OSBORN'S MODEL IN TEACHING AN ELOQUENCE SCHOOL UNIT BY THE EXPERIMENTAL GROUP

[96] Group	[95] Sample No.	[94] Mean	[93] S.D	[92] F.D.	[91] Size effect	[90] significance
[103] Experimental	[102] 35	[101] 76.66	[100] 4.72	[99] 68	[98] 0.92	[97] High sig.
[107] Control	[106] 35	[105] 66.10	[104] 5.43			

Table 6 illustrates that the effect size percentage was 92%, which is highly significant according to Karl's formula. Karl suggests that an effect size of 80% or higher is considered high. Therefore, the percentage of 90% indicates a high effect size for using Osborn's model in developing rhetorical concepts in the experimental group of students.

Upon examining the literature review on studies that utilised Osborn's model, it can be observed that these studies focused on various educational stages, including Asaideen and Asrour (2021), Albaiyati (2017), Al-Khattab and Alkhalwaleh (2020), and Alshujeiri and Arrawi (2018). The grades investigated in these studies ranged from seventh grade to the fourth scientific stream. However, the dependent variables differed among the studies, including achievement in geography (Asaideen & Asrour, 2021) and achievement in Islamic education (Albaiyati, 2017; Alshujeiri & Arrawi, 2018). Additionally, Al-Khattab et al. (2023) focused on creative problem-solving. Comparing the findings of these studies, the most significant improvements were seen in studies targeting concept development and achievement. This is evident in the t-test values and effect size percentages compared to studies focusing on metacognitive skills and creative problem-solving. These findings align with the present study, where the independent variable is the development of rhetorical concept achievement. This can be attributed to Osborn's model, which emphasises the role of active student participation and motivation in learning.

Moreover, the subject matter being taught plays a crucial role in achievement. It is also noteworthy that the influence of Osborn's model on students, based on their school grades, is more significant at lower grade levels. This may be due to students' receptiveness to acquiring study concepts and higher motivation to learn before high school and university.

In comparison to studies that focused on rhetoric concepts at the secondary stage but utilised different models or strategies other than Osborn's, the following studies are worth noting: Mohammad (2013), Hassan (2014), Hilali (2015), and Almadhoob and Abdunabi (2020). All of these studies were effective in developing rhetorical concepts. However, models or study strategies that emphasised the active role of students and motivation were found to be more effective, such as Hilali (2015). Comparing these findings with the present study, the efficacy of developing rhetorical concepts depends not solely on the teaching method, strategy, or specific model used. All approaches have a positive effect on rhetorical concept development and achievement. Selecting the most suitable approach for the student's level and school stage and promoting active engagement in the learning and teaching process is essential.

V. CONCLUSION

Teaching a rhetoric unit based on Osborn's Model significantly influences the development of rhetorical concepts in secondary-stage pupils. The experimental group, which got education based on Osborn's Model, demonstrated a considerable increase in their comprehension and application of rhetorical principles compared to the control group,

which received training based on conventional techniques, according to the research. Osborn's Model was shown to have a significant effect size, supporting its efficacy in improving rhetorical idea attainment.

The results of this study expand rhetorical instruction techniques and emphasise the need to consider the creative elements of rhetorical instruction. In order to nurture sophisticated literary taste, extend students' creative potential, and improve their ability to convey ideas clearly in speech and writing, it highlights the need to allocate enough time and resources to teaching rhetoric at all educational levels.

The study also emphasises the relevance of rhetorical ideas as the cornerstone of rhetoric science and the value of teaching and learning these concepts for cognitive growth, the acquisition of skills, and learning retention. It underlines the importance of concepts in forming cognitive structures and the growth of scientific reasoning and problem-solving skills.

The study emphasises the model's efficacy in rhetorical instruction and its capacity to raise student achievement. It implies that critical elements in fostering the development of rhetorical notions include student participation and enthusiasm in learning and choosing effective teaching strategies based on students' grade levels and academic stages. The research concludes that using Osborn's Model in rhetoric instruction dramatically enhances students' comprehension and application of rhetorical principles, promoting overall academic and cognitive growth.

VI. RECOMMENDATIONS

The study recommends that teachers consider incorporating Osborn's model or some of its stages in their Arabic teaching methods, particularly during the general teaching stages, to develop students' thinking skills at different school levels. Furthermore, focusing on critical and creative thinking skills and problem-solving in specific stages is suggested. More time and resources should be devoted to teaching rhetoric at all levels of education, as well as an increased focus on doing so. This might entail incorporating rhetorical education into many topics and giving instructors specialised training and courses to improve their proficiency in instructing rhetoric successfully. Implementing innovative teaching strategies that include students and deepen their comprehension of rhetorical ideas is also advised. Adopting interactive methods like Osborn's Model, which encourages active student engagement, critical thinking, and problem-solving abilities, can accomplish this. It is crucial to update instructional resources, mainly textbooks, to effectively communicate rhetorical principles and connect them with contemporary teaching methodologies. To ensure that the materials fulfil the pupils' cognitive demands, periodic reviews should be conducted.

Additionally, encouraging interdisciplinary linkages by incorporating rhetoric into other disciplines might assist students in understanding its significance and applicability in other settings. The formation of rhetorical concepts should be examined in the context of various cultural and linguistic situations, and the long-term impacts of rhetorical training should be investigated. Consequently, more studies must be done in these areas. By putting these suggestions into practice, educators may improve their education in rhetoric, encourage students' comprehension and application of rhetorical ideas, and support the growth of their communication, critical thinking, and problem-solving skills.

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