

# The Reality of Creativity in Speaking Skills and Logical Thinking Among Students With Autism Spectrum Disorders Within the English Language Curriculum for Basic Stages in the Light of the List of Multiple Intelligences from the Point of View of English Language Teachers Working in Jordanian Private Education Schools



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**ABSTRACT:** The current study aimed to identify the reality of creativity in speaking and logical thinking skills among students with autism spectrum disorders within the English language curriculum for basic stages in the light of the list of multiple intelligences from the perspective of English language teachers in Jordanian private education schools. The study sample consisted of (320) male and female teachers, who were selected in a stratified random manner. The descriptive survey method was used in the current study. To achieve the objectives of the study, a questionnaire was developed, and its validity and reliability were confirmed. The results showed that the reality of creativity in speaking and logical thinking skills among students with autism spectrum disorders within the English language curriculum for the basic stages in the light of the list of multiple intelligences from the perspective of English language teachers in Jordanian private education schools came to a medium degree. The results of the research also showed that there were statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) according to the gender variable in favor of the female category, and the absence of statistically significant differences according to the educational qualification variable, and the absence of statistically significant differences according to the years of experience variable. In light of these results, the study recommended that the special education departments pay attention to the levels of creativity in the skills of logical thinking and speaking within the English language curriculum for students of basic stages, and hold specialized courses and workshops for teachers of basic education stages to train them on ways to develop creativity.

**KEYWORDS:** creativity, speaking skill, logical thinking skill, list of multiple intelligences.

## INTRODUCTION

Creativity is a process that involves the application of new ideas in any field of life. Creativity is linked to solving problems and dealing with them outside the framework of stereotypes and familiarity. This includes; Finding goals and choosing the best of them, preparing data, laying hands on the problem and trying to determine the best way to address it, In addition to evoking ideas, alternatives, strategies, perceptions, methods and means, and working on laying foundations that would lead to a creative solution to any dilemma facing the educational process or the educational organization.

To reach creative work, this requires one's willingness to move from observing things to inspiration and innovation. Knowing that these stages may occur together, there is in fact one stage combined in the creative process, it is the stage of creative creation that appears in the radiance and the birth of a new idea. Without that, creativity cannot be available; whatever that human action is (Al-Baher, 2021).

Perhaps it is important to point out that the creative process is faced by factors that may constitute an element of development or impede, the most important of which is; Mental factors related to providing mental images, and environmental factors play a role in developing or suppressing creativity, such as the school and social environment. As it evokes the set of circumstances, variables, and situations that prepare the growth of creativity until it comes to fruition after completing its clear form. Also, the factors related to the human personality constitute an element of growth or destruction, considering that they are factors that contribute significantly to the change, development and development of society (Al-Dahla, 2010).

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The creativity that the individual exercises in the midst of his daily work stems from a set of skills that enable him to perform the work quickly and accurately and ensure the achievement of goals and objectives with ease. Perhaps the skill of speaking, persuasion, interaction and communication are among the most important skills that a student needs. Considering that it constitutes the bridge on which the learner leans in communicating what he means by saying or doing through a clear verbal statement through which he expresses his thoughts and knowledge that may contribute to achieving outstanding achievement. Perhaps reaching these skills requires a high degree of intelligence and self-motivation for self-esteem and achievement, preference for what challenges thinking over simple things, and tolerance for ambiguity. Relative freedom from anxiety, avoidance of cognitive and emotional rigidity, task performance, open-mindedness, imagination, tolerance with others, high achievement, productive thinking, and the ability to deal with presented ideas (Abdulaziz, 2006). Several studies have been conducted that dealt with creativity in basic skills, especially speaking and interaction skills, within different teaching curricula, such as the study of Al-Kharabsha (2018), which emphasized the impact of using creativity-based thinking in developing interaction skills with academic courses in a manner that ensures outstanding achievement. As well as the study of Al-Mustarhi (2019), which showed the effect of great creativity in developing speaking skills in the English language curriculum through the use of the think-pair-share strategy.

## **THE STUDY PROBLEM**

Proceeding from the great role that creativity plays in the student's departure from the ordinary and his orientation towards presenting new ideas that would transfer knowledge to a larger world, Because of the importance of creativity in developing the skill of logical thinking and the ability to speak and express what is on the mind of the student In addition to the low levels of academic achievement based on discussion questions and expressing the topics raised in the English language curriculum In addition to noting the low volume of class participations in the school radio for students of the English language curriculum with regard to raising topics and presenting them to the students in the morning school queue,

Therefore, it was of great importance to research the reality of creativity in speaking skills and logical thinking in the English language curriculum, as it is a curriculum related to the mother tongue of our students in the basic stages. Perhaps what confirm the importance of this is the study of each of; Al-Mustarihi (2019), Rabaa (2017), and Abdul Hamid (2013).

## **Study questions**

The current study seeks to identify the reality of creativity in speaking and logical thinking skills among students with autism spectrum disorders within the English language curriculum for the basic stages in light of the list of multiple intelligences by answering the following questions:

1. What is the reality of creativity in speaking and logical thinking skills for people with autism spectrum disorders within the English language curriculum for the basic stages in light of the list of multiple intelligences?
2. Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the arithmetic averages of the responses of the study sample members towards the reality of creativity in speaking and logical thinking skills among students with autism spectrum disorders within the English language curriculum due to the variables (gender, years of experience) and academic qualification)

## **Objectives of the study**

The current study aims to achieve the following:

- Theoretically; recognizing the reality of creativity in speaking and logical thinking skills in the Arabic language curriculum, and trying to measure the level of creativity among students in the basic stages.
- Practically; helping those in charge of the educational process to create an environment for the educational system for the basic stages to ensure raising the level of creativity among students in the basic stages.

## **Terminology of study**

The current study included the following terms:

Creativity: is to come up with everything that is new, get out of the circle of stereotypes and familiarity, and produce new ideas that fit a specific goal within a field (Al-Bahr, 2019).

- The skill of logical thinking: it is the skill of moving from a related statement to another or from a specific related idea to another idea, where the first statements of logical thinking are called precedents and subsequent statements with suffixes (Al-Karimi, 2021). Multiple Intelligences List: It is a cognitive model that shows how a person can use his multiple intelligences to solve problems in different ways, and focuses on the processes carried out by the human mind in the process of dealing with the content of the situation until it reaches the desired solution (Salim, 2021).

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## **THE LIMITS OF THE STUDY**

The limitations of the study included the following:

- Human limits: English language teachers in Jordanian private schools.
- Time limits: the second half of the 2021/2022 school year.
- Spatial limits: Jordanian private education schools.

## **Related previous studies**

This part includes a presentation of the previous studies that were reviewed, both English and foreign, arranged historically from the oldest to the most recent, as follows:

Abu Hamad (2014) conducted a study that aimed to identify the impact of the theory of multiple intelligences on the achievement of sixth grade students in the English language curriculum and the development of critical thinking in government schools in Nablus governorate for the 2013-2014 academic years, The study tool consisted of an achievement test and a critical thinking test. The study concluded that the method of teaching using the list of multiple intelligences affects students' achievement and the development of their critical thinking.

Aldig and Arseven (2017) examined teachers' opinions about the contribution of the learning outcomes of listening skills in the sixth, seventh and eighth grades and their impact on the development of creative thinking skills among students in Turkey, The researchers adopted the descriptive survey approach, where the sample consisted of (150) teachers from (35) schools, and the results of the study concluded that the outcomes of learning to listen in the Turkish curriculum have contributed to the development of creative thinking among students.

Al-Kharabsheh (2018) also conducted a study aimed at identifying the effect of using some creative thinking skills on the achievement of third grade students and retention of information in teaching science in private schools in the capital, Amman, To achieve this goal, the researcher used the quasi-experimental approach, and conducted an achievement test consisting of (30) multiple-choice items after verifying its validity and reliability by scientific and statistical methods and methods. The sample of the study consisted of (42) male and female students who were intentionally selected from two private schools in the capital, Amman. They were randomly distributed into two groups, the first was a control group with (21) students, and an experimental group with (21) students. The results of the study concluded that there were statistically significant differences in students' achievement between the experimental group that learned using the expansion and flexibility skills, and the control group that learned the usual way, and the differences were in favor of the experimental group. The study also concluded that there were statistically significant differences between the experimental group that learned using the expansion and flexibility skills in their retention of information and the control group that learned in the usual way, and the differences were in favor of the experimental group.

Al-Sayed (2018) conducted a study aimed at finding out the degree to which the English language textbook for the eighth grade in Jordan includes linguistic and social intelligence skills. The study sample consisted of the English language book for the eighth grade. The researcher used the content analysis method to reveal the skills of linguistic intelligence and social intelligence included in it, According to its frequency and percentage. The study reached a number of results, the most important of which are: The English language book included (508) linguistic intelligence skills. The skill of communicating with others came in speech and writing with the highest frequency of (63) times, and at a rate of (40.12%), and the skill of being able to perceive the difference between words in order and rhythm with the lowest repetition reached (17) times, with a percentage of (34.3%), The results also showed that the English language book included (168) social intelligence skills, as came the skill: mastering the patterns of linguistic communication with others, With the highest recurrence amounted to (40) and at a rate of (80.23 percent), and skill: the ability to understand the moods, intentions and feelings of others, with the lowest recurrence amounted to (12) and at a rate of (14.7).

The study of Al-Bari and Al-Zayyat (2019) aimed to identify the reality of creativity in the Jordanian school from an educational point of view, and to know the impact of gender, academic qualification and experience in this reality. The study sample consisted of (400) male and female teachers, and a questionnaire was prepared on creativity skills. The results of the study showed that the reality of creativity in the Jordanian school came to a medium degree. The results also showed that there is a statistically significant presence in the reality of creativity attributable to the scientific qualification in favor of holders of higher degrees from teachers and teachers and in favor of those who have experience of ten years or more. The results did not show an impact of gender in that

Al-Mustrehi (2019) conducted a study aimed at identifying the impact of the (think-pair-share) strategy on improving the English speaking skills of sixth graders. The study sample consisted of (101) male and female students, divided into two groups: an

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experimental group, which studied with the "think-pair-share" strategy, and a control group studied by the usual method. To achieve the study's objectives, a teacher's guide was prepared; The implementation of the experiment includes the topics of discussion (the importance of youth participation in volunteer work, the importance of the sun in our lives, the impact of optimism in building a happy life, and a teacher for students), From the English language book for the sixth grade. A pre-post test consisting of five speaking attitudes was prepared, and a tool for measuring speaking attitudes (a note card) was prepared. The results of the studies showed the presence of statistically significant marks for the experimental group that studied strategy (Fakar- Zoua- Share) in every skill of the skills and the skills in society, and the lack of a sign of the statistics in all the skills of the skills of the skills in each and sex, The absence of statistically significant differences due to gender in the speaking skills test combined, and in skills (language safety, communication with listeners, student personality); While there were differences in the skill (organizing ideas), and in favor of females.

## Summary of previous studies and the location of the current study

Previous studies have benefited from the knowledge of the appropriate methodology and statistical processes, and through which the theoretical framework of the study's subjects and variables was identified, And in building the research tool, especially the study of Al-Mustarhi (2018), the study of Al-Bari and Al-Zayyat (2019), and the study of Abu Hamad (2014). The current research agrees with previous studies in reviewing the concept of creativity and the skills related to it. The current research was similar to previous studies, especially the study of; Al-Bari and Al-Zayyat (2019), and Al-Khrabsha (2018) in some variables of the study as speaking cameras. However, it was distinguished from those studies in its focus on English language teachers in Jordanian private education schools, in addition to its focus on variables that were not addressed in previous studies.

**STUDY METHODOLOGY:** The descriptive survey method was used to achieve the research objectives.

**Study sample:** The study sample consisted of English language teachers in Jordanian private education schools, and their number is (320) male and female teachers, and table (1) shows the distribution of the study sample according to the study variables.

**Table No. 1: Distribution of the sample according to the study variables**

Variable	Category	Frequency	Total
Gender	Male	150	320
	Female	170	
Academic qualification	Postgraduate degree	70	320
	BA degree	250	
Years of experience	Five years or less	124	320
	More than five years	196	

## Study tool

The study tool was developed, with reference to the theoretical literature, and some previous studies such as; Study of Berry and Excess (2019), And the study of Al-Sayed (2018), and the study of Kharabsheh Abu Hamad (2014) in order to achieve the objectives of the study and answer its questions.

The study tool, in its final form, consisted of (15) items divided into two domains: the speaking skill domain, which consisted of (8) items, and the logical thinking skill domain, which consisted of (7) items. To verify the validity of the tool, the validity of the content was approved in terms of the formulation of the paragraphs, and their relevance to the field in which they were placed by presenting them to (8) arbitrators.

To verify the stability of the tool, the internal consistency coefficient was used according to the Cronbach Alpha equation to extract the stability of the study tool by domains, and Table (2) shows the stability coefficients of the tool fields:

**Table No. 2: Cronbach Alpha stability coefficients for the study tool areas**

No.	Area	Cronbach Alpha coefficient value
	speaking skill	0.92
	Logical thinking skill	0.90

Table (2) shows that the stability coefficients are acceptable, and to judge the reality of creativity in speaking and logical thinking skills for people with autism spectrum disorders within the English language curriculum for the basic stages in the light of the list

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of multiple intelligences, The following scale was adopted: low availability (2.33 and less), medium availability (2.34-3.67), and high availability (3.68 and more).

### STUDY RESULTS AND DISCUSSION:

Results related to the answer to the first question, which states: The first question: What is the reality of creativity in speaking and logical thinking skills within the English language curriculum for people with autism spectrum disorders for the basic stages in light of the list of multiple intelligences?

To answer this question, the arithmetic averages and standard deviations of the responses of the study sample members in general and for each field of study were calculated, and Table (3) shows this.

**Table No. 3: Arithmetic averages, standard deviations, and arrangement of the reality of creativity in speaking and logical thinking skills among people with autism spectrum disorders within the English language curriculum for the basic stages in the light of the list of multiple intelligences**

No.	Area	Mean	Std.	Rank	Level
1	speaking skill	3.51	0.89	1	Moderate
2	Logical thinking skill	3.43	1.03	2	Moderate
	Total	3.48	0.92		Moderate

It is noted from Table (3) that the reality of creativity in speaking and logical thinking skills for people with autism spectrum disorders within the English language curriculum for the basic stages in the light of the list of multiple intelligences was medium, The arithmetic mean was (3.37) and standard deviation (0.91), and the domains were average, and the speaking skill came in the first rank, with an arithmetic mean (3.51) and a standard deviation (0.86), In the last rank came the domain of logical thinking skill with an arithmetic mean (3.29) and a standard deviation (1.01). As for the paragraphs of each domain, the results were as follows:

1. Speaking skill domain: Arithmetic averages, standard deviations, and ranks were calculated for the paragraphs of this domain, and Table (4) shows this:

**Table No. 4: Arithmetic averages, standard deviations, order and degree in the speaking skill domain, arranged in descending order**

No.	Statement	Mean	Std.	Rank	Level
3	Ability to adjust pronunciations	3.57	0.82	1	<b>Moderate</b>
5	Speed in the production of words according to the conditions of its construction and installation	3.52	1.01	2	<b>Moderate</b>
2	The ability to recall the information available in the cognitive building	3.53	0.86	3	<b>Moderate</b>
1	The ability to put words into as many sentences and phrases as possible	3.54	0.92	4	<b>Moderate</b>
8	The ability to decorate words to look more aesthetic	3.52	1.01	5	<b>Moderate</b>
6	Focus on the quality of the words, not the number	3.49	0.88	6	<b>Moderate</b>
7	Avoid repeating the same words in different places	3.53	0.94	7	<b>Moderate</b>
4	The ability to add various new details to a single idea	3.51	1.00	8	<b>Moderate</b>
	Total	3.54	0.93		<b>Moderate</b>

It is noted in Table (4) that the reality of creativity in speaking skills and logical thinking for people with autism spectrum disorders within the English language curriculum for the basic stages in the light of the list of multiple intelligences in the light of the speaking skill field has been moderate. The arithmetic mean was (3.54) and standard deviation was (0.93), as the arithmetic averages ranged between (3.57-3.49), and paragraph (3) came in the first rank, which states "the ability to control the spoken words", Paragraph (6) came in the last rank, which states "focusing on the quality of words, not on their number." This may be due to the teacher's belief that speaking skill is the responsibility of the family and that parents are partners in that. And therefore does not give this skill more time and effort, as this may be attributed to the teacher's belief that providing the

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student with a grammatical or linguistic base is considered an innovation that helps the student to practice fluent speaking skill. In addition to providing students with the largest possible number of words while neglecting the form and quality of those words, in the belief that speaking skill is closely related to the quantity of words and not their quality, and that focusing on the quantity of words gives the student the opportunity to choose what he deems appropriate of these ideas.

2. Logical thinking skill domain: Arithmetic averages and standard deviations were calculated for the paragraphs of this domain, and Table (5) shows this:

**Table No. 5: Arithmetic averages, standard deviations, order, and degree of availability for the logical thinking skill domain**

No.	Statement	Mean	Std.	Rank	Level
6	The ability to switch from one thought to another	3.63	0.91	1	Moderate
2	The ability to generate ideas taking into account the results	3.60	0.91	2	Moderate
5	The ability to change a mindset or state of mind	3.60	0.89	3	Moderate
3	The ability to link different ideas tightly	3.57	1.01	4	Moderate
7	The ability to see things from different angles The ability to elaborate on the ideas presented	3.54	0.92	5	Moderate
1	The ability to reorganize ideas and put them into new templates	3.51	1.02	6	Moderate
4	The ability to spot loopholes in common ideas	3.49	0.93	7	Moderate
Total		3.57	0.94		Moderate

Table (5) shows that the reality of creativity in speaking and logical thinking skills for people with autism spectrum disorders within the English language curriculum for the basic stages in light of the list of multiple intelligences in the light of the field of logical thinking skill was medium, The arithmetic mean was (3.57) and the standard deviation was (0.94), and all the paragraphs of the field were average. Paragraph (6) came in the first place, which states “the ability to transform from one thinking to another.” Paragraph (4) came in the last rank, which states “the ability to discover loopholes in circulating ideas,” This may be due to the difficulty of diversifying the students’ thinking strategies, especially as they are passing through the basic stage of their education, which makes it imperative for the teacher to focus on the basics and not accept that the student’s level of thinking goes beyond what is in the English language curriculum. This is for fear of causing confusion to the rest of the students, especially those who do not possess the skill of logical thinking, based on taking into account individual differences among students and achieving equal educational opportunities for all students in the basic stages.

Results related to the answer to the second question, which states: Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the arithmetic averages of the responses of the study sample members towards the reality of creativity in speaking and logical thinking skills for people with autism spectrum disorders within the English language curriculum for the basic stages in light of List of multiple intelligences attributed to the variables (gender, years of experience, and educational qualification)?

This question was answered as follows: a. Gender variable: The arithmetic means and standard deviations were calculated, and the t-test was calculated according to the gender variable, and Table (6) shows that.

**Table No. 6: Arithmetic means, standard deviations, and t-test according to the sex variable**

Area	Gender	Frequency	Mean	Std.	T value	Sig.
speaking skill	Female	170	3.72	0.72	2.439	**0.003
	Male	150	3.63	0.84		
	Total	320	3.67	0.77		
Logical thinking skill	Female	170	3.56	0.90	0.856	0.015
	Male	150	3.53	0.91		
	Total	320	3.53	0.90		
Total	Female	170	3.59	0.83	1.595	**0.007



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	Male	150	3.41	0.89		
	Total	320		0.84	2.439	**0.003

\*\* The difference is statistically significant at the significance level ( $\alpha \leq 0.05$ )

To determine whether the differences between the means are statistically significant at the significance level ( $\alpha \leq 0.05$ ), the t-test was applied. The results in Table (6) indicate that there are statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) according to the gender variable, based on the calculated (T) value, which amounted to (1.595) and at the level of significance (0.007). Where the difference was in favor of females, as evidenced by their high arithmetic averages, and this may be due to the fact that the teachers have a broader understanding of the merits of speaking and logical thinking skills, due to the duality of their task in raising young people. In her school she is a teacher and in her home she is a nanny, which reinforces in them an inner conviction of the need to improve the students' speaking and logical thinking skills at a level that ensures the achievement of the required creativity within this field. This may also be due to the fact that female teachers are ahead of teachers in verbal intelligence by virtue of the nature of females, psychomotor and psychological, which results in the female teachers' ability to limit students' weaknesses in speaking and logical thinking skills.

B. Years of experience variable: The arithmetic averages and standard deviations were calculated, and the (t-test) test was done according to the years of experience variable, and Table (7) shows that.

**Table No. 7: Arithmetic averages, standard deviations, and t-test according to the variable years of experience**

Area	Years of Experience	Frequency	Mean	Std.	T value	Sig.
speaking skill	Five years or less	124	3.66	0.72	-1.671	0.071
	more than five years	196	3.79	0.81		
	Total	320	3.75	0.79		
Logical thinking skill	Five years or less	124	3.45	0.92	-3.328	**0.011
	more than five years	196	3.68	0.89		
	Total	320	3.57	0.90		
Total	Five years or less	124	3.52	1.65	-1.162	0.196
	more than five years	196	3.59	1.66		
	Total	320	3.55	1.65		

\*\* The difference is statistically significant at the significance level ( $\alpha \leq 0.05$ )

To determine whether the differences between the means are statistically significant at the significance level ( $\alpha \leq 0.05$ ), the t-test was applied, The results in Table (7) indicate that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) according to the years of experience variable based on the calculated (t) value, which amounted to (-1.162) and at the level of significance (0.196). The difference was in favor of those whose years of experience reached more than five years, as evidenced by their high arithmetic averages. This may be attributed to the long teaching experience that makes the teacher fully aware of better knowledge of speaking and logical thinking skills and how to raise the level of creativity in them on the one hand. On the other hand, we find that this category of teachers has a high level of professionalism, sincerity, a sense of responsibility and the desire to perform the teaching profession to the fullest extent towards students.

c. Educational qualification variable: Arithmetic averages and standard deviations were calculated according to the educational qualification variable, and Table (8) shows that.

**Table No. 8: Arithmetic averages and standard deviations according to the educational qualification variable**

Area	academic qualification	Frequency	Mean	Std.
speaking skill	Postgraduate degree	70	3.72	0.53
	BA degree	250	3.79	0.81

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	<b>Total</b>	<b>320</b>	<b>3.74</b>	<b>0.72</b>
Logical thinking skill	Postgraduate degree	<b>70</b>	3.57	0.84
	BA degree	<b>250</b>	3.66	0.83
	<b>Total</b>	<b>320</b>	<b>3.65</b>	<b>0.79</b>
Total	Postgraduate degree	<b>70</b>	3.58	0.77
	BA degree	<b>250</b>	3.65	0.84
	<b>Total</b>	<b>320</b>	<b>3.59</b>	<b>0.81</b>

It is noted from Table (8) that there are apparent differences between the arithmetic averages, according to the educational qualification variable, as those in the (Bachelor) category got the highest arithmetic average of (3.65), Those in the category of (higher studies) ranked last, with an arithmetic mean of 3.58, This may be due to the fact that teachers who are in the bachelor's category are considered to be more concerned with teaching primary school students, which results in their ability to define the gap more accurately, With regard to the level of creativity in speaking and logical thinking skills within the English language curriculum for this group of students.

### RECOMMENDATIONS

After reviewing the results of the study, the researchers recommend the following:

1. The need for special education departments to pay attention to the levels of creativity in the skills of logical thinking and speaking within the English language curriculum among students of the basic stages.
2. Holding specialized courses and workshops for teachers of the basic education stages to train them on ways to develop creativity in speaking and thinking skills within a scientific framework and with short-term plans.
3. Conducting more studies and research on the need to raise the reality of creativity in developing speaking and thinking skills and inventing new methods that simulate the mentality of the student in the basic education stages and better advance him.

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