

AN ACTION RESEARCH: THE EFFECT OF USING THE UNIFIED QUESTION AS A TEACHING TECHNIQUE FOR IMPROVING SAUDI FEMALE STUDENT TEACHERS' KNOWLEDGE RETENTION AND THEIR ACADEMIC PERFORMANCE AT PRINCESS NOURAH BINT ABDULRAHMAN UNIVERSITY

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***ABSTRACT_** Using the English language as the medium of instruction in an educational psychology course brought to light problems related to students' poor English language skills in Content and Language Integrated Learning (CLIL) courses that affected their understanding of the course materials. Female Saudi student teachers have been exposed to a new teaching technique to improve student teachers content retention and academic performance. No research has been done that investigated using the central question of a course suggested by Nosich (2009) as a teaching strategy. Results are taken from one semester long application of the model proposed by Nosich on two groups. A sample of 73 students who were randomly selected participated in the study. Control and experimental design methods were utilized to investigate the influence of the current model. The instrument used to measure the outcome of the model was an achievement test design by the researcher. The achievement test was administered at the beginning and at the end of the semester. The results indicated positive influence the model had on students' content retention shown on the improvement of students' achievement test scores. The implication of the possible implementation of the method was explored. Suggestions for teacher education are provided.*

***KEY WORDS:** Critical thinking- fundamental and powerful concept- central question of a course- student teacher.*