

The Effectiveness Of The Judge's Pens-Strategy In Developing Oral Communication Skills Of Arabic Language Learners Who Speak Other Languages

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Abstract

This research aims at specifying the oral communication skills of Arabic language learners who speak other languages, and to measure the effectiveness of the Judges' Pens-Strategy in developing oral communication skills of those learners. To achieve this, the two researchers followed the quasi-experimental approach suitable in such research.

To gather the necessary information for the research, the two researchers used the following tools: a list of oral communication skills, a teacher's guide for the Essay book for second-level students at the Institute for Teaching Arabic to Non-Native Speakers at the Islamic University of Al-Madinah, an observation card to measure oral communication skills, and finally, a listening-skills-test. Thirty one students were randomly selected as a control group (16 students) and an experimental group (15 students).

Among the most important results of the research was the statistically significant difference in favor of the experimental group that indicated the effectiveness of the Judges' Pens-Strategy in developing oral communication skills among Arabic language learners who speak other languages

The Most prominent recommendations were using the Judges' Pens-Strategy in teaching Arabic language skills and in teaching the different elements of the Arabic language to speakers of other languages, and finally, training teachers of Arabic language who speak other languages on how to use the Judges' Pens- Strategy

Keywords: Judges' Pens-Strategy – oral communication skills. Arabic language learners-listening skills – speakers of other languages

Introduction

The Arabic language is considered one of the most important languages in the world because it is one of the six languages considered by the United Nations. Learning Arabic has become an urgent need for many people for various reasons: religious,

economic, political, and others. Teaching Arabic to speakers of other languages is everyone's responsibility, because it is the language of the Qur'an and the Prophetic Hadiths that cannot be comprehended and mastered except with that language. Our world today has become a battlefield for the

superiority of languages. Any language that dominates is a proof of its speakers' domination over the rest of the world, and this is observed in the case of English, French, German and other languages. Outaled (2010, 227)

The educational institutions, concerned with teaching second or foreign languages, are striving day and night to find modern teaching strategies and methods that facilitate learning their language to non-native speakers. Accordingly, many strategies of teaching languages in general and Arabic in particular have emerged. Among those strategies are foreign strategies which are most widely used in the field, and few Arabic strategies that also seek to facilitate learning the language of the Holy Qur'an for speakers of other languages, based on the saying that there is no optimal teaching strategy or methods, but the best is the best. (Germain, P 9)

The Judges' Pens-Strategy is one of the proposed modern Arabic strategies suitable for teaching language skills and elements. It is based on the idea of courts, where it consists of a judge, a lawyer, a plaintiff and a defendant. Students are divided into small groups, and each group has its own tasks.

Research problem

The problem of the research is represented in the poor level of learners Arabic language who speak other languages in oral communication skills, as confirmed by (Al-Hudaibi, 2018), as well as the absence of a study that used the Judges' Pens-Strategy in developing oral communication skills, which is the ultimate goal of learning any second or foreign language, as emphasized by Rizk (2020, 47).

Research questions

The research was an attempt to answer the following questions:

1. What are the oral communication skills needed by learners of Arabic who speak other languages?
2. What is the effectiveness of the Judges' Pens-Strategy in developing oral communication skills of Arabic learners who speak other languages?

Research aims

This research sought to achieve the following aims:

1. Identifying the oral communication skills of Arabic language learners who speak other languages.
2. Measuring the effectiveness of the Judges' Pens-Strategy in developing oral communication skills of Arabic learners who speak other languages.

Research importance:

The importance of the research is represented in the following points:

1. It benefits learners by presenting a modern strategy based on the judges' pens.
2. It contributes to the development of oral communication skills of Arabic learners who speak other languages.
3. It helps teachers of Arabic language who speak other languages by providing a guide on how to use the Judges' Pens-Strategy.
4. It is considered one of the first Arabic researches that focused on measuring the effect of the Judges' Pens-Strategy in the field of teaching Arabic to speakers of other languages.
5. It opens the way for researchers to conduct similar studies in other fields.

Research delimits

Topic delimits: The research is delimited to oral communication skills using the Judges' Pens-Strategy.

Spatial delimits: The Institute for Teaching Arabic to Non-Native Speakers at the Islamic University of Al-Madinah.

Temporal delimits: This research was conducted in the first semester of the academic year 2020- 2021.

Research terms

Judges' Pens-Strategy: It is a proposed strategy based on an elective approach that combines the advantages of many educational theories and approaches. The class period is presented in the form of a court, with a chairman (the teacher), an assistant team in managing the classroom, a prosecution team, a defense team, and platforms for judges; in order to learn and judge the correctness of information and mastering skills. (Rizk 2020, 49).

Oral communication skills: they are a set of overall skills that are reflected in performances represented in oral communication mechanisms, grammatical competence, higher mental levels of skill performance in speaking and listening, oral communication trends and values, cultural understanding, and finally speaking fluency. (Solomon 2010, 10).

The operational definition of oral communication skills is that conveying information, ideas, or experiences to others by speaking, and receiving them accurately, in the fastest time and with the least effort (Adapted from Al-Hudaibi 2018, 192.)

Research tools

To achieve the research objectives, the following tools and educational materials were prepared.

Data collection tool

- A list of oral communication skills needed for learners of Arabic speaking other languages.

Teaching materials

- The prescribed Essay book for second-level students at the Institute for Teaching Arabic to Non-Native Speakers at the Islamic University of Al-Madinah

- Teacher's guide for teaching the topics of the book according to the Judges' Pens-Strategy

Measurement Tools

- An observation card to measure the oral communication skills of learners of Arabic language who speak other languages.

- A test to measure the listening skills of Arabic learners who speak other languages.

Research Methodology

In this research, the quasi-experimental approach was followed when applying the research experiment. The current research used the experimental design with two groups; the control group which was taught by using the usual method with a pre/post-test, and the experimental group which was taught using Judges' Pens-Strategy with a pre/post-test.

Research group and sample

Research group: They were all second-level students at the Institute of Teaching Arabic to Non-Native Speakers at the Islamic University of Al-Madinah. The research sample was randomly selected (31 students); 16 as a control group and 15 as an experimental group.

Theoretical framework

The theoretical framework may be presented in two main points:

I. Judges' Pens-Strategy

Teaching Arabic to speakers of other languages is one of the branches of applied linguistics. Whenever the term applied linguistics is used, it refers to teaching first,

second, or foreign languages. The ultimate goal of learning any language is communicating with its members; therefore, people and entities have invented strategies to facilitate this task for Arabic learners who speak other languages at all levels of education, and among these modern strategies is the Judges' Pens-Strategy

The Judges' Pens-Strategy is a new teaching strategy that is suitable for teaching many subjects in different stages of education. In the field of teaching Arabic to speakers of other languages, it is suitable for teaching the four language skills (listening - speaking - reading - writing) and their components (sounds - vocabulary - structures). It is a strategy that is suitable for direct and indirect teaching (i.e. distant learning.) It puts the effort on the teacher and all students at the time of the whole class period. It is a strategy that depends on the rules of right and wrong; it is normative in its judgment, for example, the judge's reliance on the law in issuing judgments and hence came the name of pens' judges. The name does not mean that the student has become accused, rather it means that everything issued by the student is subject to scientific, ethical, professional and legal standards or controls, and that the performance or action is judged by others in the light of those standards, right or wrong, acceptance or rejection and then working to rectify the error by correcting it to become acceptable. (Adapted from Rizk 2020, 49).

What is the idea of the Judges' Pens-Strategy? The idea of the strategy revolves around preparing the class in the form of a court. It has a place for the head of the court, a place for the assistant team, a place for the prosecution team, a place for the defense team, places for the judges' platforms, and finally, a place for the student performing. Students are distributed to teams and platforms that may

exchange, and a color is assigned to each platform or team. Team members or the platform use a pen in that color to judge what the student does in terms of listening, reading, writing, speaking, or doing; that is to judge the performance. The language levels or required skills are divided into groups. The teacher plays the role of the head of the court and there is a student performing the skill. The prosecution team focuses on the mistakes that the performer makes in general in the skills required in the lesson or activity, and the defense team defend the student's performance; so that, it addresses the strengths in the skills that the active student has implemented well. There is a group of students who represent the assistant team of the teacher in the management of the classroom and the organization of work, and they represent the attendant, the police, documentation and archive. Teaching may be done directly in the classroom or remotely in virtual halls. (Adapted from Rizk 2020, 49).

2. Oral communication skills

The primary and ultimate goal in learning any foreign or second language is to communicate with native speakers in their real environment, and the four language skills (listening, speaking, reading, and writing) are what the Arabic language teacher for speakers of other languages seeks to develop. These skills have been divided into two main types: receptive skills (listening and reading), and productive skills (speaking and writing). Due to the importance of oral communication skills in teaching languages, the two researchers used the Judges' Pens-Strategy in developing these skills among learners of Arabic who speak other languages because language is speech, especially the communicative goal is the strongest goal for most language learners. (Al-Fawzan 1431).

Oral communication skills are a set of overall skills that are reflected in performances represented in oral communication mechanisms, grammatical competence, higher mental levels of skill performance in speaking, and listening, oral communication approaches and values, cultural understanding, and speaking fluency. (Solomon 2010, 10)

It was said that it is an interactive process in which two or more parties participate with the aim of exchanging their ideas, expressing their needs, and adopting new opinions through speech accompanied by facial gestures and body movements. (Hanieh and Al-Haddad 2019, 411)

It was also said it is a skill that takes place between a sender and a receiver where the sender and receiver alike discuss a particular topic, ask questions and answer them. This leads to encouraging inquiry and increases the spirit of friendship, familiarity and cooperation between the parties of the communication process. (Musleh 2019, 37)

Throughout the previous definitions, it was found that oral communication skills consist of the presence of two or more parties, thoughts or needs, spoken words, facial expressions, gestures, and body movements.

Oral communication features

Among the features and advantages of oral communication are the following: (Abu Sawain 2019, 42,) (Musleh 2019, 37)

1. It is the shortest and easiest way.
2. The least expensive and effortless communication methods.
3. It is based on frankness and clarity.
4. It is characterized by friendliness and openness to the other, in addition to being away from formality and formalities.

5. Spontaneity, honesty and influence, as oral communication enters the heart without permission.

6. The feedback is immediate, through activities and inquiries.

7. It has a prominent role, especially in the classroom environment when we discuss, explain and direct.

8. Oral language is the most common form of language as we listen and speak more than we read and write.

9. It helps to increase the student's linguistic wealth.

Oral Communication Methods and Messages (Nasrallah, 2001, 224-226)

1. Personal interview

It is one of the most effective methods and means used in the communication processes and their various aspects, and in the fields of daily and practical life. The interview is considered a successful, useful, and supportive means for those who carry it out and master its use, because one of the important management skills is the ability to conduct meaningful interviews with individuals who work within the framework of an organization or an institution.

2. Oral conversation

This type of communication may take place directly through face to face interaction. It may occur quickly and without the possibility of delay, because of its importance. It may also take place from a distance by using communication devices such as telephones or wireless devices.

3. Group interviews (conferences and meetings)

This type of oral communication is represented in the form of meetings or seminars, and it is considered the clearest and most useful type. Through it, the problems facing the administration and

ways to solve or get rid of them are known. It also gives the opportunity for the process of exchanging opinions and ideas so as to benefit all those present in the same place.

Forms of oral communication

Oral communication is the student's performance of a spoken manner of the sounds, words and sentences of the language acquired in a particular life or school context in order to convey a message or express any need, feelings, or sensations provided that oral communication in the classroom includes the following: (Abdul Salam 2012, 86)

1. Oral communication should be in the form of discussion or argument.
2. It should be in the form of a comment on a behavior, event, or news.
3. It should be in the form of answers to questions.
4. It should be in the form of narrating a situation, a story, or a novel.

The two researchers see the addition of the following:

5. Oral communication should be via modern devices such as mobile phones and electronic programs, such as WhatsApp, Facebook, Zoom, and others.

Linguistic competence

The goal of language teaching is to achieve competence among students in any second language, including Arabic language. Competence in the second language is knowledge that enables the speaker to understand and use the language accurately and fluently in a manner appropriate to all communicative purposes in appropriate cultural situations.

Competence in the second language consists of three types of competencies: linguistic, communicative, and cultural. Language (linguistic competence) is used

for communication (communicative competence) and in a cultural context (cultural competence). (Ibrahim 2007)

Communicative competence is to provide learners with appropriate linguistic phrases that enable them to have fruitful communication, whether with speakers of the target language or with the culture in which this language was originated.

The ability of the individual to use the language automatically with a linguistic sense is what the person uses to distinguish between the different functions of the language in situations of actual use. (Ta'ima, and the Naga 2006, 51)

The goal of language learning is to build the four communicative competencies: grammatical adequacy, discourse adequacy, social linguistic sufficiency, and strategic competency. (Osman, 2020, 34)

Previous studies

Seif's study (2020): This study aimed at identifying the effectiveness of a teaching model based on the pragmatic theory in developing oral communication skills among students who study Arabic and speak other languages. To achieve this aim, a teaching program based on pragmatic theory, a listening test, and an observation card for speaking skills were prepared. The results confirmed that there were statistically significant differences between the performance of the research group in the pre and post measurements of the listening test, and the speaking test in favor of the post measurement. This confirmed the effectiveness of the proposed teaching model.

Haleah and Al-Haddad study (2020): This study aimed at building a teaching program based on the principles of civilized dialogue, and measuring its effect on developing oral communication skills in the Arabic language for tenth grade

students. As a test of oral communication, the results of the study showed that there were statistically significant differences at the significance level 0.05 between the two groups due to the effect of the teaching program in favor of the experimental group.

Al-Hudaibi study (2018): This study aimed at presenting the proposed Arabic Strategy (THAWR) (an Arabic acronym that stands for think, identify the elements, start the communication, employ the evidence, and review your communication), and measuring its effectiveness in developing communication skills and dimensions of self-efficacy in dialogue among learners of Arabic who speak other languages. The study found a list of communication skills that involved two main skills, from which nineteen sub-skills emerged, and a list of dimensions of self-efficacy in dialogue that included five main axes, from which thirty-two phrases emerged. The results of the study indicated that there was a statistically significant difference at the level of significance 0.01 between the average scores of the learners in the two applications (pre/post applications) in favor of the post application of the communication skills test, and the dimensions of self-efficacy in dialogue, which confirmed that the use of the proposed “conversation” strategy led to the improvement of communication skills and its development among Arabic language learners who speak other languages

Al-Hudaibi study (2013): This study aimed at measuring the effect of the Arabic strategy “ITQN” (an Arabic acronym that stands for think, evaluate, and discuss) that was proposed to develop reading comprehension skills among learners of Arabic language who speak other languages. To achieve this goal, a proposed concept for that strategy, a questionnaire on reading comprehension skills necessary for

learners, student's book, a teacher's guide, and a reading comprehension skills-test were prepared. The study found that there was a statistically significant difference between the average scores of the learners in the pre and post applications in favor of the post application, which confirmed that the use of the proposed “ITQN” strategy led to the development of reading comprehension skills among Arabic learners who speak other languages.

Comment on previous studies

The current study coincided with the study of Seif (2020) and the study of Haliah, and Al-Haddad (2020) in developing oral communication skills. It also coincided with the study of Al-Hudaibi (2018) and the study of Al-Hudaibi (2013) in that it used a proposed Arabic strategy in developing language skills and its elements.

The current study differed from the study of Seif (2020) and the study of Haliah, and Al-Haddad (2020) in the independent variable, which is the effectiveness of the Judges' Pens - Strategy whereas, Seif study (2020) was in the pragmatic theory and Hila and Al-Haddads' study (2020) was in the principles of civilized dialogue. The current study also differed from Al-Hudaibi study (2018) and Al-Hudaibi study (2013) in the use of the proposed strategies; in the current study the strategy used was the Judges' Pens, and in Al-Hudaibi study (2018) the strategy used was (THAWR) and in Al-Hudaibi study (2013) the strategy was (ITQN).

What the current study benefited from previous studies was that:

- Strengthening and enriching the theoretical aspect of the study.
- Identify books, journals, conferences and references in the current study.
- Building study tools.
- Building a list of oral communication skills.

- Selecting the appropriate method for the study.

What distinguished the current study?

This study was distinguished from previous studies in that it used the Judge's Pen strategy, which is a newly proposed strategy in developing oral communication skills among learners of Arabic who speak other languages at the Islamic University of Al-Madinah.

Research procedures

The aim of the current research is to identify the effectiveness of the Judges' Pens-Strategy in developing oral communication skills among Arabic language learners who are speakers of other languages. To achieve this goal, some educational materials and research tools were prepared, and then the research experiment was implemented.

Oral communication skills-list

A list of oral communication skills was prepared to identify the oral communication skills needed for learners of Arabic who speak other languages (beginner level) that the current research sought to develop.

List of preparation resources

In making the list, the two researchers relied on following:

- Reading some books and references related to the topic.
- Reviewing studies and research related to the topic.
- Taking opinions of some specialists in the Arabic language and methods of teaching Arabic.

Among the references that were employed were: Anjay (2020), Al Harthy (2020), Saif (2020), Hanieh and Al-Haddad (2020), Mosleh (2019), and Al-Hudaibi (2018).

Preparing the list in its initial form

In its initial form, the list included two main skills and twenty-three sub-skills representing oral communication skills.

Administering the list to a Jury

The list was administered in its initial form to 4 specialists in the field of teaching Arabic language to speakers of other languages, and in the field of curricula and methods of teaching Arabic to ensure: the validity of the skills included in the list, its suitability to Arabic language learners (level two), the scientific and linguistic accuracy of the phrases, and to add to, delete, or modify the skill.

Modifying the list according to the opinions of the Jury

Modifications and suggestions of the jury were followed in writing some sub-skills, adding and deleting of some other sub-skills until it reached its final form.

Final form of the list

After making the modifications referred to by the jury, the list of oral communication skills (listening-speaking) for second-level students at the Institute for Teaching Arabic Language for Non-Native Speakers at the Islamic University was phrased in its final form. It included two main domains: The first domain was the listening skills, and the second domain was the speaking skills. Each domain included a group of sub-skills. The number of skills in the list was 22 skills; 6 listening skills, 16 speaking skills (See Appendix 1).

Thus, the first question of the research stated (what are the oral communication skills needed by learners of Arabic who speak other languages?) has been answered.

Teacher's guide

A teacher's guide for teaching the topics of the book according to the Judges' pens-Strategy was prepared according to the following steps:

– A preliminary copy of the guide was prepared for teaching the Essay book according to the Judges' pens- Strategy to guide the teacher in developing oral communication skills among learners of Arabic who speak other languages.

The purpose of the guide, which was selected from the Essay book and assigned for second-level students at the Institute of Teaching Arabic Language who are Non-Native Speakers at the Islamic University of Al-Madinah and which was formulated according to the strategy of the judges' pens, was to develop oral communication skills among the students (the research sample).

Content of the guide

The guide was chosen from the Essay book assigned for second-level students at the Institute for Teaching Arabic to Non-Native Speakers at the Islamic University in Al-Madinah, which contained (4) listening and speaking lessons and speaking lessons (Friendship, In the immigration house, The Zoo)

Modifying the content according to the Judges' Pens-Strategy

The previous educational material was changed into issues, and each issue was divided into scenes of varying numbers as required by the text. During this treatment, it was taken into account that: first, the content of the texts was consistent with the objectives in a sequential and orderly manner, second, there had to be training in oral communication skills through dialogue without pretense or exaggeration, third, the texts were relevant to the culture of the target language learned by the students, fourth, the language of dialogue was appropriate to the level of students who speak other languages, and finally, the content of texts was reinforced with positive values and trends.

Validity of the prepared content using the Judges' Pens-Strategy

The content, after being initially prepared using the Judges' Pens Strategy, was presented to a group of jury members (4) specialized in curricula and methods of teaching Arabic and specialists in teaching Arabic to express their opinions on its suitability for application and the modifications referred to by the jury were made.

Writing the guide in its final form

After making the modifications indicated by the Jury, the teacher's guide was prepared in its final form. It included: an introduction, a definition of the teacher's guide, a general idea of using the judges' Pens Strategy, the steps and an illustration of the strategy, and the steps for applying the Judges' Pens-Strategy in teaching oral communication skills (listening and speaking), and the actual application of four lessons from lesson seven to ten.

Slight modifications to the steps of the strategy were made to suit the nature of the course. The guide included the following:

- 1- The procedural objectives of each lesson were treated according to the strategy of the judges' pens.
- 2- The content was prepared by using the Judges' Pens-Strategy.
- 3- Teaching steps were prepared using the Judges' Pens-Strategy.
- 4- Characters and roles.
- 5- Activities.
- 6- Assisting Tools
- 7- Evaluation methods.
- 8- The appropriate time for each treatment.

It was presented to a group of jury members who approved its validity for application.

Observation card

An initial form of an observation card was prepared to measure the oral communication skills of Arabic language learners who speak other languages according to the Strategy of the Judges' Pens.

Card formation resources: The observation card was written according to the previously reached skill list, so the vocabulary items were formed according to the vocabulary list without deleting any of them.

Card validity

- Content validity: the skills included in the list were analyzed and the vocabulary matched between the list and the card.

Face validity: the card was administered to a number of jury (4) specialized in curricula and methods of teaching Arabic and in teaching Arabic to non-native speakers, and who are specialized in measurement and evaluation to ensure the extent to which each item measured the target skill, and to verify the linguistic accuracy of the items. Modifications referred to by the jury were made.

Observation card reliability

The card's reliability coefficient was calculated by extracting Cronbach's alpha coefficient, and the card's reliability coefficient as a whole was (0.985), which is a high reliability coefficient.

Final form of the card

In its final form (Appendix 3), the card included (22) skills formulated in a procedural form that can be observed and

measured, taking into account the use of specific short phrases that described the required performance. These skills were placed in a graduated pentatonic scale (very high- high - medium - low- nil) to measure performance in each skill separately, and the previous levels were given the following grades (5-4-3-2-1). Thus the total score of the card ranged from 22 to 110 degrees.

Listening comprehension skills-test

A test of listening comprehension was prepared to measure the listening skills of Arabic language learners who speak other languages, according to the Judges' Pens Strategy.

Test building resources

Two listening scripts were selected:

- The first text from Student's Book (6), Tawasul Group: A series for teaching Arabic to non-native speakers, pg. 52.
- The second text of Student's Book (2), Tawasul Group: A series for teaching Arabic to non-native speakers, pg. 69.

Identifying type of test questions

The test questions were prepared in the form of multiple choice (M/CQ) and Essay questions. In forming these two types of question, rules of writing and forming questions were taken into account

Preparation of specification table:

The relative weights of the listening skill were determined as shown in table (1).

Table (1): Relative weights of the listening skills-test

No.	Sub-skill	No. of questions	Relative weight
1	Distinguishing between fact and opinion during listening	2	20%

2	Understanding the connotations of stress and intonation from speech	2	20%
3	Making judgments based on evidence	2	20%
4.	Distinguishing between what is relevant and what is irrelevant to the topic	2	20%
5.	Giving opinion	2	20%
Total		10	100%

Formulating test instructions

A set of instructions was formulated to determine the objectives of the test, the method of answering its questions, and emphasizing the answer in the space provided.

Test Marking

a score was given to each correct answer of the multiple-choice questions, two scores to the Essay questions, and zero for the wrong answer. And since the test consisted of 8 multiple-choice questions and two Essay questions, the total score of the test was 12 marks.

Test validity

To ensure the validity of the test, the specification table with the test items was presented to a group of jury members (5) specialized in curricula and methods of teaching Arabic, teaching Arabic to non-native speakers, and who were also specialized in measurement and evaluation with the aim of verify the measurement of each item and that the test tests the intended skill, and also to verify the linguistic phrasing of the paragraph, and to identify their additions and suggestions. The appropriate modifications were made in the light of the jury's suggestions, and thus the test is valid.

Pilot study of the test

The Pilot study was conducted on a sample of second-level students at the Institute of Teaching Arabic to Non-Native Speakers at

the Islamic University of 15 students to establish the validity of the test for application, to determine the time of the test and ease and difficulty coefficients, and to ensure the clarity of the instructions through:

• Calculation of reliability coefficient

The reliability coefficient of the test was calculated by getting Cronbach's alpha coefficient, and the reliability coefficient of the test as a whole was 0.748, which is a good percentage of reliability.

• Calculate the coefficients of ease and difficulty for the questions:

To find the coefficient of difficulty the formula of difficulty was used:

Difficulty Formula:

$$DC = \frac{NC}{N} \times 100$$

Where

DC mean difficulty coefficient,

NC mean number of students who answered the item correctly, and

N means number of the whole students who answered the item

Using the formula of calculating the coefficients of ease and difficulty, the coefficients of ease and difficulty were calculated for the test, and it was found that the coefficients of difficulty for the test questions ranged between 0.30-0.80, which is considered coefficients of difficulty of varying proportions.

- **Calculating discrimination coefficients for test questions**

Discrimination Coefficient Formula:

$$D.C. = \frac{HNC - LNC}{\frac{1}{2}N} \times 100$$

Where

D.C mean discrimination coefficient,

HNC mean number of students who answered the paragraph correctly from the high group,

LNC mean number of students who answered the paragraph correctly from the low group,

N means number of students of the low and high group together.

The higher the discrimination coefficient, the better because it leads to an increase in the ability of the paragraph to be distinguished, and the discrimination coefficient of the paragraph must not be less than +20%, and the treatment ranged between (0.33 - 0.88).

- **Calculating the appropriate for test application**

The time for applying the test was calculated using the equation for calculating the average test time, and the average application time was 40 minutes, with 5 minutes for listening to the passage, and 30 minutes for answering its questions, in addition to 5 minutes for giving the test instructions, and thus the total time to apply the test was 40 minutes.

Final form of the test:

The test, in its final form (Appendix 2), was of 10 questions divided into 5 questions on each listening segment. There were eight multiple-choice questions, and two Essay questions.

Identifying the effectiveness of using the Judges' Pens-Strategy

To identify the effectiveness of the strategy in question in developing oral

communication skills of non-native learners of Arabic at the Islamic University of Al-Madinah, the following procedure were followed:

- Selecting a set of lessons for the Essay course for second-level students at the Institute for Teaching Arabic to Non-Native Speakers at the Islamic University of Al-Madinah.

- Preparing a preliminary edition of the teacher's guide for teaching the subjects of the Essay course according to the Judges' Pens-Strategy.

Presenting the evidence to a group of jury members and making modifications guided by their opinions.

- Writing the guide in its final edition

- Selecting a research group of non-native speakers (second level).

- Applying the listening skills-test on the research group as a pre application.

- Applying the observation card to measure oral communication skills on the research group, a pre application.

- Applying the lessons of the Essay course according to the strategy of the Judges' Pens Strategy

- Applying the listening skills-test on the research group as a post-application.

- Applying the observation card to measure oral communication skills on the research group, as a post-application.

- **Conducting research experiment**

First: selecting the research sample

The experimental and control groups of second-level students at the Institute for Teaching Arabic to Non-Native Speakers were randomly selected; and their number was (31) students, 16 females as a control

group, and 15 males as an experimental group.

Second: The pre-application of research tools

I. Pre-application of listening skills-test

The listening skills-test was applied on the students of the two research groups;

experimental and control in two days (7-8/November 2021) to measure the extent to which the students of the two groups were able to have listening skills. The following table shows the significance of the differences between the mean scores of the students of the experimental and control groups in application of pre-test for listening skills.

Table (2): The significance of the difference between the mean scores of the students of the experimental and control groups in the pre-application of listening skills-test

Group	No	Mean	S.D.	"t" value	Level of significance
Control	16	4.25	1.39	-1.386	0.0176
Experimental	15	5.07	1.86		

It is evident from Table (2) that there was no statistically significant difference between the mean scores of the students of the experimental and control groups in the pre-application of the listening skills-test, where the average scores of the experimental group students were 5.07 with a standard deviation of 1.86, while the average scores of the students of the control group were 4.25 with a standard deviation of 1.39, and the "t" test value was -1.386, which is a non-significant value at the level 0.01, and this indicates that the students of the two groups were equal in the pre-application of the listening skills-test.

2- Pre-application of the Oral Communication Skills- Card

An observation card for oral communication skills was applied on the students of the two research groups; Experimental and control in two days (7-8/November 2021) in order to determine the extent to which students of the two groups had mastered oral communication skills. Table (3) shows the significance of the differences between the mean scores of the students of the experimental and control groups in the pre-application of the oral communication skills observation card.

Table (3): The significance of the differences between the mean scores of the students of the experimental and control groups in the pre-application of oral communication skills observation card

Group	No.	Mean	S.D.	"t" value	Level of significance
Control	16	73.86	17.03	0.099	0.0922
Experimental	15	73.28	14.37		

It is evident from Table (3) that there were no statistically significant differences between the mean scores of the students of

the experimental and control groups in the pre-application of the oral communication skills observation card, where the average

scores of the experimental group students were 73.28 with a standard deviation of 14.37, while the average scores of the experimental group were 73.28, while the average scores of the students of the control group were 73.86 with a standard deviation of 17.03, and the "t" was equal to 0.099, which is not significant value at the level 0.05, and this indicates that the students of the two groups were equal in the pre-application of oral communication skills.

Third: Teaching the educational material to the experimental and control groups

Teaching the educational material to the students of the experimental group started using the Judges' Pens-Strategy from (10/November/2021) where it lasted about 8 weeks. Each specific topic lasted for days (2 hours a day). Students of the control group studied these topics in the traditional manner. The professor of the Essay course applied the research experiment on students of the experimental and control groups.

Fourth: Post-application of research tools

The listening skills-test and the oral communication skills observation card were post-applied on the students of the

experimental and control groups after finishing the teaching processes on two days (5-6/January 2022). The test and observation card were corrected, and the scores were statistically processed.

Statistical methods

The researchers analyzed the test through the SPSS statistical program, and the following statistical tests were used:

1. Cronbach's alpha coefficient
2. Paragraph difficulty and discrimination coefficient
3. "t" test for independent groups
4. Eta square (η^2) to find out the size of the effect of the independent variable in making the difference for the dependent variable.

$$\eta^2 = \frac{t^2}{t^2 + df}$$

The effect size d: the effect size of the independent variable

$$d = \frac{2\sqrt{\eta^2}}{\sqrt{1 - \eta^2}}$$

Reference table of effect size levels

Tool used	Effect size			
	Small	Medium	Large	Very large
D2	.02	.05	.08	101
η^2	1.01	0.06	0.14	0.20

Research results: interpretation and discussion

To answer the second question stated, (What is the effectiveness of the Judges' Pens-Strategy in developing oral communication skills among learners of Arabic who speak other languages?), the "t"

value, the standard deviation, and the Eta square value of the listening skills-test for the experimental and the control group were calculated. Table (4) shows the results of the post-application of the listening skills-test.

Table (4): The significance of the difference between the mean scores of the students of the experimental and control groups in the post application of the listening skills-test

Group	No	Mean	S.D.	"t" value	D.F	Level of significance
Control	16	4.81	2.28	- 2.121	29	0.04
experimental	15	6-33	1.67			

It is evident from table (4) that there was a statistically significant difference between the mean scores of the students of the experimental and control groups in the post application of the listening skills test in favor of the experimental group, since the average scores of the experimental group students were 6.33 with a standard deviation of 1.67, while the average scores of the students of the control group were 4.81 with a standard deviation of 2.28, and the value of "t" was 2.121, which is a function value at the level 0.05.

Effect size

To find out the size of the effect of the independent variable (the Judge's Pens Strategy) in making the difference for the dependent variable (listening skills), Eta-square of the calculated (t) value was used as follows:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Where

"t" means the value of calculated "t"

df means degree of freedom

(df=n₁ + n₂-2)

The Eta square indicates the proportion of the variance of the dependent variable due to the independent variable, and the effect size indicates the proportion of the difference between the two groups' averages in standard units.

The effect size can be calculated using Eta square (η^2) using the equation:

$$d = \frac{2\sqrt{\eta^2}}{\sqrt{1 - \eta^2}}$$

Whereas,

d means effect size, η^2 eta squared

The size of the effect connected to the value of Eta square (η^2) takes three levels, namely:

1. The effect size is small if ($0.01 < \eta^2 < 0.06$)
2. The effect size is average if it is ($0.06 < \eta^2 < 0.14$).
3. The effect size is large if it is ($0.14 < \eta^2$).

Table (5): "t" value, η^2 , d, and effect size

variable	"t" value	" η^2 " value	d value	Effect size
Listening skills-test	2.121	0.134	0.79	Medium

It is evident from Table (5) that the value of (η^2) calculated for the listening skills-test is 0.134 and the value of (d) is equal to 0.79, which indicates that the size of the effect of

the independent variable, which is the Judges' Pens Strategy at the level (listening skills) was with an effect ratio of 13.4%, which is the percentage of Medium effect

size for the effect size levels previously mentioned.

The average scores of students in the experimental and control groups in the post-application of the oral communication

skills observation card, standard deviations, and the "T" value were calculated. The following table shows the results of the post-application of the oral communication skills observation card.

Table (6): the significance of the difference between the mean scores of the students of the experimental and control groups in the post-application of the oral communication skills observation card

Group	No.	Mean	S.D.	"t" value	Df	Level of Significance
Control	16	87.93	13.69	- 2.76	27	0.01
Experimental	15	100.04	9.50			

It is clear from table (6) that there were statistically significant differences between the average scores of the students of the experimental and control group in the post-application of the oral communication skills observation card in favor of the experimental group; where the average scores of the experimental group students were 100.04 with a standard deviation of 9.50, while the average scores of the students of the control group were 87.93 with a standard deviation of 13.69, and value of "t" it was equal to -2.76, which is a significant value at the level 0.01.

Effect size

To find out the effect size of the independent variable (the Judges' Pens-Strategy) in making the difference for the dependent variable (verbal communication skills), eta square of the (t) value was calculated as follows:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Where,

"t" is the value of the computed test, and df degree of freedom (df=n1 + n2-2)

The Eta square indicates the proportion of the variance of the dependent variable due to the independent variable, and the effect size indicates the proportion of the difference between the two groups' averages in standard units.

The effect size can be calculated using eta square (η^2) using the equation:

$$d = \frac{2\sqrt{\eta^2}}{\sqrt{1-\eta^2}}$$

Where,

d: effect size, η^2 eta square

The size of the effect associated with the value of eta square (η^2) takes three levels, namely:

1. The effect size is small if it is $0.01 > \eta^2 > 0.06$
2. The effect size is average if $0.06 > \eta^2 > 0.14$
3. The effect size is large if it is $0.14 > \eta^2$

Table (7): "t" value, η^2 , d and effect size

Variable	"t" value	" η^2 " value	d value	Effect size
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Oral communication Skills observation card	2.76	0.22	1.06	Large
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Table (7) shows that the value of calculated (η^2) for the listening skills-test was 0.22 and the d-value was 1.06, which indicates that the effect size of the independent variable (the Judges' Pens Strategy), at the level of (oral communication skills) was of a 22% effect, which is a high percentage that falls within the large effect size of the levels of effect size previously mentioned.

Throughout the previous results, it is possible to affirm the effectiveness of the Judges' Pens-Strategy in developing oral communication skills among Arabic language learners who speak other languages. The two researchers attribute this result to what was indicated by Rizk (2020) that the Judges' Pens Strategy is concerned with the different advantages in many philosophical theories, which have recently emerged to overcome the stereotypical teaching performance that has dominated the educational process for many centuries in that it depends on the notion that learning takes place as a result of a certain stimulus without conscious thinking.

The effectiveness of using the Judge's Pens Strategy in developing oral communication skills among Arabic language learners who speak other languages is also attributed to the strategy reliance on the elective approach centered on knowledge through which focus is placed on what is being taught, and how to organize knowledge to support the development of learners' experiences, in addition to how to master the content of learning, provide clear instructions, explain the tasks performed by the learners, and help them to organize information, understand the relationships between different topics, and encourage them to provide different answers to the

questions directed to them, allowing them to use different sources of learning, and paying attention to learning centered around evaluation, as this strategy made evaluation a basis for learning by dividing the evaluation procedure through various stages carried out by the prosecution team, then the defense team, then the judges' platforms, and then the teacher, which makes the evaluation connected to the teaching and learning process.

In addition, the effectiveness of the Judges' Pens-Strategy is also attributed to the fact that it benefited from many of the previous strategies with renewal and addition. It takes the idea of colors from the six hats strategy but it differs from it according to the methodology of the court's work, where there are those who judge the student performing and who mention the negative performance, and who handle errors. It also benefited from the cooperative work strategy but it is concerned more with the evaluation or feedback phase, including treatment and cognitive deepening by dealing with wrong perceptions and correcting them. It also benefited from the role-play strategy, but here it is not based on the representation of a theatrical text, but rather on the educational roles that help in acquiring and applying knowledge, and treating errors in order to achieve mastery of strategies.

Furthermore, the effectiveness of the Judge's Pens Strategy is also attributed to its focus on the student's effort and the use of metacognitive skills; since it is distinguished from other strategies by directing students' minds to critical thinking and judgment in light of the rules, which help to correct students' misconceptions. Its effectiveness is also

due to its handling of the skill several times through its integrated presentation by the student performer, then handling it divided between right and wrong through the two prosecution teams and defense, and then analyzing it through the judges' platforms for the details of each skill and every mistake, and finally synthesizing the skill again by the platforms of judges, students and the student performing in the correction stage, then feedback by the teacher, and enrichment. Thus, the skill is subject to implementation, analysis, evaluation, and then synthesizing and correcting errors, and finally feedback. The Judges' Pens-Strategy makes all students a state of focus, teamwork, and excitement, leading to cognitive and skill mastery.

The result of the study coincided with the study Al-Hudaibi, (2013), which indicated that there were statistically significant differences between the average scores of the learners in the pre and post applications in favor of the post application, which confirmed that the use of the proposed strategy led to the development of reading comprehension skills among Arabic language learners who speak other languages. It also coincided with the study of Al-Hudaibi (2018), which indicated a list of communication skills that included two main skills, from which nineteen sub-skills emerged, and a list of dimensions of self-efficacy in dialogue that included five main axes, from which thirty-two phrases emerged. There were statistically significant differences between the average scores of the learners in the pre/post applications in favor of the post application to test communication skills, and to test the dimensions of self-efficacy in dialogue, which confirmed that the use of the proposed strategy led to the improvement and development of communication skills among Arabic language learners who spoke other languages. And also the study of Seif (2020), which indicated that there were

statistically significant differences between the performance of the research group in the pre/post measurements of the listening test, and the speaking test in favor of the post measurement, and the study of Haliyah and Al-Haddad (2020), which indicated that there were statistically significant differences between the experimental and control groups due to the effect of the program in favor of the experimental group.

Recommendations

The following recommendations were offered:

- Using the Judges' Pens-Strategy in teaching Arabic language skills to speakers of other languages.
- Using the Judges' Pens-Strategy in teaching the elements of the Arabic language to speakers of other languages.
- Training teachers of Arabic language for speakers of other languages on how to use the Judges' Pens-Strategy.
- Using the Judges' Pens-Strategy in teaching linguistic concepts to native speakers and non-native speakers.
- Preparing classrooms based on the requirements of the Judges' Pens-Strategy.

Suggestions for further research

- The effectiveness of the Judges' Pens-Strategy in developing the reading and writing skills of learners of Arabic language who speak other languages.
- The effectiveness of the Judges' Pens-Strategy in developing rhetorical concepts among Arabic language learners who speak other languages.
- The effectiveness of the Judges' Pens-Strategy in developing the listening and speaking skills of Arabic-speaking learners.

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