

Using Classroom Activities in Teaching Speaking Skills for Non-Native Arabic Learners: Teacher's Perspective

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Abstract—the study investigates the degree to which classroom activities in teaching Arabic language speaking skills for non-native speakers are used with regards to the perspective of their teachers. A random sample was chosen consisting of (186) male and female teachers in Amman, Jordan. The descriptive survey-based approach was used, including a questionnaire targeting the following five domains: recreational language activities, competition-based language activities, cooperative language activities, dialogue-based activities, and language simulation activities. The validity and reliability of the instruments were verified. It was found that the extent of carrying out classroom activities is moderate. Additionally, there is not any statistically significant difference ($\alpha = 0.05$) due to gender. The researchers recommend conducting a similar study from the perspective of students.

Index Terms—classroom activities, speaking skill, non-native speakers, Arabic language teachers

I. INTRODUCTION

A. Introduction to Arabic Teaching, and Classroom Activities

Jordan is characterized by cultural and historical diversity, rich with modern and ancient sites spread across the nation, making the country a destination for foreigners from all over the world. For many of these foreigners, speaking Arabic is necessary to communicate with Jordanians, leading them to enroll in institutes that teach Arabic in Jordan.

Teaching Arabic as a foreign language inside and outside the Arab world is deemed a major development amongst the developments that have been achieved during the last sixty years by the institutes responsible for teaching languages. Such institutes hold many important activities and meetings, through which discussions are held about the methods used for teaching Arabic language to non-native speakers, allowing teachers to keep up with the latest advancements in the field of teaching Arabic as a foreign language. In addition, people from disparate cultures and backgrounds get closer to their goals of linguistic and cultural fluency (Facchin, 2019; Elnaggar, 2019).

Hence, speaking skills are one of the main skills required for fluency in Arabic. It is very important in the process of teaching Arabic language to non-natives due to students' need to communicate with native speakers and engage in various aspects of life. Such aspects include but are not limited to the economic, social, political, health, and scientific aspects. The ability to speak allows people to express their ideas and emotions. Thus, much attention is given to this skill set within curricula used for teaching Arabic language to non-native speakers.

Hamed (2016), Aldakhil (2016), Almutllaq (2019), Shu'Ayb (2020), Albasri (2021), and Mohammad (2021) emphasize the significance of classroom activities in developing the speaking skills of the non-native speakers in Arabic. Classroom activities contribute to raising self-confidence, motivation, and enthusiasm to learn. They also contribute to providing learners with opportunities to develop their speaking skills.

Classroom activities play a major role in meeting the goals of the process of teaching the Arabic language to non-native speakers. They play a major role in making this process successful and dealing with its problems. Classroom activities are most preferable for developing the speaking skills of non-native speakers of Arabic language. They include recreational activities and activities that are based on competition, dialogue, cooperation, and simulation (Alissa, 2020). There are many activities that are used in the process of developing the speaking skills of non-native Arabic speakers. Such activities include the use of teaching aids, language labs, language games, and modern technologies (Shu'Ayb, 2016).

Teaching the Arabic language to non-native speakers and developing their speaking skills comes with many problems, obstacles, and challenges. Such challenges include the failure of teachers in using activities and teaching aids in the classroom. Included in these challenges are the reliance of teachers on asking questions to develop speaking skills and considering this method as the main teaching method. Furthermore, many teachers mistakenly believe that there isn't any need for carrying out classroom activities in addition to using this method of asking questions (Mohammad,

2016; Mahmoud, 2020b).

It should be noted that teachers play a significant role in utilizing a variety of activities and teaching strategies that meet the needs and the interests of each student. Teachers play a major role in offering students a variety of classroom activities that take the differences between individual learners into consideration. This contributes to encouraging students to exhibit the highest academic achievement they can and to form positive perceptions towards education (Souza et al., 2020; Deya' aldeen, 2020; Elnaggar, 2019; Mosbahe, 2019).

Classroom activities used for developing students' speaking skills can be separated into 5 different categories. Competition-based activities include brainstorming, problem solving, one-minute sessions, predicting words, and word scatter activities, "who am I" activities, and "who is fastest" activities. Recreational activities include recognition of pictures and places, finding similar binaries, detecting limited information, solving riddles, narrating anecdotes, doing role-playing activities, singing songs and chants, and engaging in a game called "letters and words". Cooperative classroom activities include continuation of story narration, think-pair-engage, group discussions, gap filling questions, and brainstorming activities. Dialogue-based classroom activities include narrating short stories and novels, making presentations, engaging in debates, and analyzing photos, figures, and phone calls. The simulation-based classroom activities include acting as different professions like a little teacher, little inventor, little leader, little cook, or little journalist. Examining the classroom activities utilized in the process of developing Arabic language speaking skills for the non-native speakers highlights the role that those activities play in developing linguistic abilities (Alissa, 2020; Elnaggar, 2019; Facchin, 2019).

B. Study Problem and Questions

The researchers within the field of teaching Arabic language to non-native speakers have worked in several institutes specialized in this area in Jordan. They engaged in many workshops and held meetings with many teachers who teach Arabic language to non-native speakers. Based on the researchers' experience, they discovered that there are challenges facing the process of developing the Arabic language speaking skills of the non-native speakers leading to weakness in this area (Algamdi, 2020).

The researchers also noticed that the classroom activities used in the development of students' Arabic speaking skills are scarce. They noticed that Arabic teachers of non-native students typically rely to a high degree on conventional teaching methods. Moreover, many previous studies confirmed that Arabic teachers of such students do not use teaching aids much at all. Recent research has added that these teachers also do not use modern technologies much in teaching activities (Al-Rabab' Ah, 2016; Al-Qaisi, 2017; Mohammad, 2020; Abed Al-Ellah, 2021; Awad, 2021).

In this regard, several studies — e.g. Those carried out by Alissa (2020), Algamdi (2020), Kenali (2019) and Al-Khreshah (2020) — add that it is necessary to investigate the effectiveness of using teaching aids and activities in developing the Arabic language speaking skills of the non-native speakers within language and cultural institutes. This should be done with the aim of developing the Arabic language speaking skills of the non-native speakers. Hence, the present study aims to explore the effectiveness of carrying out classroom activities in developing the Arabic language speaking skills of non-native speakers.

Shu'ayb (2016) and Alhasan (2019) add that there are problems faced in the process of developing the Arabic language speaking skills of non-native speakers. Such problems arise especially when teaching learners coming from different cultural and educational backgrounds. They include the difference between the learners' mother language and the Arabic language as well as the differences between learners in terms of culture, knowledge, and capabilities. Other problems include the scarcity of the activities that encourage those learners to use Arabic language in a creative manner and the lack of teachers' utilization of strategies for developing the Arabic speaking skills of non-native speakers.

The problem confronted in the present study arises from the weakness apparent in Arabic language speaking skills of non-native speakers and from the scarcity of carrying out classroom activities to develop these skills.

To be specific, the study attempts to answer the following questions:

1st question: to what degree are classroom activities used in developing the Arabic language speaking skills of the non-native speakers from the teachers' perspective?

2nd question: are there significant differences ($\alpha=0.05$) in the degree of the use of classroom activities from the teachers' perspective due to the teacher's gender?

This study furthers knowledge on this topic by providing data on the utilization or lack thereof regarding this practice in classroom settings in Jordan. Many studies suggest that classroom activities are very effective in developing the Arabic language speaking skills of the non-native speakers of this language (Kenali, 2019; Mahmoud, 2020b; Bahruddin, 2021).

It sheds light on the classroom activities used for developing the Arabic language speaking skills of non-native speakers and the failure therein of not using these activities. Such failure hinders the process of teaching Arabic language to such learners (Beqader, 2019; Amayreh, 2019).

The present study is also significant because it is beneficial for experts, researchers, and others interested in teaching Arabic to non-native speakers. It also offers interested groups a useful instrument that can be used for conducting more studies about classroom activities aimed at developing Arabic speaking skills for non-native learners.

C. Study Terms

Classroom activities: they refer to a set of practices that are carried out in the classroom by learners under the supervision of the instructor. Those practices are carried out based on a pre-set plan. They aim to meet specific goals (Aldurayhim, 2021, p. 545).

Classroom activities (operational definition): they refer to a set of practices that are carried out in the classroom for developing the Arabic language speaking skills of non-native speakers in institutes specialized in this area in Jordan. These practices are carried out under the supervision of the instructor. They fall under five domains, which are: competition-based activities, cooperative learning activities, dialogue-based activities, simulation-based activities, and recreational activities.

Speaking skills: it is one of the four language skills (i.e. listening, reading, writing, and speaking skills). They are a means to allow learners to communicate with others and to express their ideas and emotions through pronouncing words and organizing them in sentence(s) (Ismail, 2021, p. 106).

Speaking skills (operational definition): the ability of foreign learners in Jordanian institutes to transmit their messages verbally to others and express their ideas and emotions through using sound language, pronouncing words right, and organizing them in sentence(s).

The non-native speakers of Arabic language: this term refers to everyone who learns the Arabic language but doesn't speak it as a first language. It involves both foreigners and Arabs who don't speak it as their first language (Ali, 2017, p. 85).

The non-native speakers of Arabic language (operational definition): this term refers to learners who learn Arabic language in institutes that are specialized in teaching Arabic to non-native speakers in Jordan during the academic year 2021-2022. These learners do not speak Arabic as their first language. They vary in terms of countries of origin and native languages.

D. Previous Literature

The researchers reviewed a number of related studies, and the following is a summary of some of this previous literature:

Alarabi (2021) aims to explore the activities used in developing the Arabic language skills of non-native speakers, including speaking skills in Egypt. He uses a descriptive analytical approach. To collect data, the previous studies were analyzed. In addition, the relevant literature was reviewed. It was found that the activities used in developing the Arabic skills of non-native speakers include: flipped questions, cooperative learning, discussions, interviews, round-tables, presentations, brainstorming, peer teaching, questions & answers, and exercises.

Bahrudin (2021) explores the effectiveness of using classroom activities in developing speaking skills in Indonesia. He uses a case study approach. To collect data, interviews and observations are used. The research finds that the classroom activities used in developing these skills include: discussion, lectures, questions and answers, presentations, reading, and collaborative learning.

Mohamamed (2021) aimed to identify the activities used for developing Arabic language skills—especially speaking—amongst the non-native speakers of Arabic language in Saudi Arabia (KSA). He used the descriptive analytical approach. To obtain information, the relevant studies and literature were analyzed. It was found that the activities used for developing the Arabic language skills—including speaking—amongst the non-native speakers of Arabic language in KSA include poetry, music, and rhythm.

Mykhailivna (2021) aims to identify the classroom activities used for developing English language skills—including that of speaking—amongst the non-native Arabic speakers in Ukraine. He uses a descriptive analytical approach. To obtain information, the relevant studies and literature were analyzed. It is found that the classroom activities used for developing the English language skills—including that of speaking—amongst non-native Arabic speakers in Ukraine include: interactive lectures, interactive role-playing games, group work, and use of alternative teaching techniques (video, internet).

Alissa (2020) seeks to identify the classroom activities most preferred for developing the speaking skills of students from the perspective of Arabic language teachers in Jordan. He uses the descriptive survey-based approach. The sample involves 183 female and male Arabic language teachers. The researcher utilizes a survey. It was found that the classroom activities most preferred for developing students' speaking skills by Arabic language teachers include: competitive classroom activities (most preferred), followed by (in no particular order) recreational classroom activities, simulation activities, conversational classroom activities, and cooperative classroom activities. It is found that there is not a significant difference between respondents' attitudes which can be attributed to gender or academic qualification. It was found that there are significant differences between respondents' attitudes which can be attributed to the experience level of the instructor, with preference going towards those with ten years or more of classroom teaching.

Haj Hani (2020) aims to identify the activities used for developing the Arabic language skills—including that of speaking—amongst non-native speakers of Arabic language in Algeria. He used a descriptive analytical approach. To collect data, the relevant literature and previous studies were analyzed. The research found that the activities used for developing Arabic language skills—including that of speaking—amongst non-native speakers of Arabic in Algeria include: storytelling, scouting and practical methods, problem solving, discussion, dialogue, debate, and brainstorming.

Mahmoud (2020b) identifies the effectiveness of classroom visual activities in developing the speaking skills of non-native Arabic speakers in Egypt at the beginner level. These activities are: still picture analysis, mind-map analysis,

spreadsheet analysis, picture-to-phrase activities, and syntax mapping activities. He used a qualitative approach. He samples 16 learners who are non-native speakers of Arabic language. He used the method of observation to obtain data. Mahmoud found that the targeted activities were effective in developing the speaking skills of the non-native Arabic speakers in Egypt at the beginner level.

Mohammed (2016) aims to identify the classroom activities used for developing Arabic language skills—including that of speaking—amongst the non-native speakers of this language in Malaysia. He used a descriptive analytical approach. To obtain data, he reviewed the relevant studies and literature. It was found that the classroom activities used for developing the Arabic language skills include: questions and discussion, pictures, improvisational oral expression, simulation, representation, keys of speech, and cooperative learning.

II. METHODOLOGY

A. Research Design

A quantitative (descriptive) survey-based approach is adopted. It has been chosen because it suits the nature of the present study.

B. Study Population and Sample

The population consists of all the teachers who teach Arabic language to non-native speakers in Amman, Jordan. It involves 250 female and male teachers based on the statistical data saved by the ministry of education and the ministry of industry and trade during the year 2021. The study samples a representative cross-section of the population. Survey forms were distributed online to the sample group during the second semester of the academic year 2021-2022. The survey forms were filled out online. 186 survey forms were chosen randomly for analysis. This number was chosen based on the table of Kerjcie and Margan (1970). The distribution of the respondents based on gender is shown below in Table 1.

TABLE 1
THE DISTRIBUTION OF THE RESPONDENTS BASED ON GENDER

Variable	Category	Frequency	Percentage
Gender	Female	105	56.5
	Male	81	43.5
	Overall	186	100.0%

C. Study Instrument

The researchers developed a survey aimed at obtaining data about the classroom activities used for developing the Arabic language speaking skills of non-native speakers. It was developed after reviewing previous studies and literature, such as the studies by Ahmad (2018) and Alissa (2020).

The initial version of the survey involved 32 items. It targeted five domains. The validity of the survey was reviewed by experts. These experts work as faculty members in the educational sciences in Jordanian and foreign universities and language institutes. They were asked to check the clarity, language, and relevancy of the items. Changes were made. The final version was drafted. It consists of 29 items that target five domains. Data in this regard is shown in Table 2 below:

TABLE 2
DISTRIBUTION OF THE ITEMS IN ACCORDANCE WITH THE DOMAINS

Item No.	Domain	Number of items
6•5•4•3•2•1	First domain: Recreational activities	1-6
11•10•9•8•7	Second domain: Competition-based activities	7-11
17•16•15•14•13•12	Third domain: Cooperative learning activities	12-17
24•23•22•21•20•19•18	Fourth domain: Dialogue-based activities	18-24
29•28•27•26•25	Fifth domain: Simulation-based activities	25-29
	OVERALL	(29)

Validity of the instrument

To check the constructed validity of the instrument, the researchers of the present study calculated the coefficient value of the correlation between each item and the overall degree. They calculated the coefficient value of the correlation between each item and the domain to which it belongs. The exploratory sample consists of 30 female and male teachers. The coefficient values of the correlation between each item and the overall degree lie within a range of 0.38-0.85. The coefficient values of the correlation between each item and domain range between 0.52-0.95. All the correlation coefficient values are accepted and statistically significant.

Reliability of the instrument

The reliability of the instrument was checked by using the test-retest method. The survey forms were passed to an exploratory sample consisting of 30 female and male teachers. They were passed again to those teachers after two weeks. The Pearson correlation coefficient values were calculated.

The internal consistency coefficient values were calculated. That was done through calculating Cronbach alpha coefficient values. They are shown in the table below:

TABLE 3
THE PEARSON COEFFICIENT VALUES AND CRONBACH ALPHA COEFFICIENT VALUES

Domain	The Pearson coefficient value	The Cronbach alpha coefficient value
Recreational activities	0.81	0.75
Competition-based activities	0.80	0.71
Cooperative learning activities	0.83	0.73
Dialogue-based activities	0.81	0.70
Simulation-based activities	0.82	0.76
Overall	0.86	0.82

D. Statistical Methods

To meet the goal of the present study and answer the study's questions, the following statistical methods were used.

-To answer the first question, means and standard deviations are calculated. In addition, ranks are identified.

To classify means into high, moderate, and low means, the five point Likert scale is used. To set criteria for classifying such means, the study uses the following equation:

Interval = the maximum value in the scale - the minimum value in the scale / the number of the required categories

Interval = $(5 - 1) / 3 = 1.33$

The following criteria are set for classifying means:

(1.00–2.33): Low

(2.34–3.67): Moderate

(3.68–5.00): High

To answer the second question, the study conducts a t-test and one-way analysis of variance (ANOVA).

III. RESULTS AND ANALYSIS

A. Results Related to the First Question: To What Degree Are Classroom Activities Used for Developing the Arabic Language Speaking Skills of Non-Native Speakers From the Teachers' Perspective?

To answer the study's first question, means and standard deviations are calculated. In addition, ranks are identified. Table 4 shows such values:

TABLE 4
MEANS AND STANDARD DEVIATIONS FOR THE DEGREE TO WHICH CLASSROOM ACTIVITIES ARE USED FOR DEVELOPING THE ARABIC LANGUAGE SPEAKING SKILLS OF NON-NATIVE SPEAKERS FROM THE TEACHERS' PERSPECTIVE

Rank	No.	Domain	Mean	Std.	Level
1	2	Competition-based activities	3.50	.88	Moderate
2	3	Cooperative learning activities	3.46	.80	Moderate
3	1	Recreational activities	3.45	.68	Moderate
4	4	Dialogue-based activities	3.42	.74	Moderate
5	5	Simulation-based activities	3.26	.87	Moderate
		Overall	3.42	.68	Moderate

Based on Table 4, the means range between 3.36–3.50. The standard deviations range between 0.74–0.88. The degree to which classroom activities are used for developing Arabic language speaking skills of non-native speakers from the teachers' perspective is moderate. The overall mean is 3.42. The overall standard deviation is 0.68. Domain no. 2 (competition-based activities) shows the highest mean (3.50). Its standard deviation is 0.88. The degree to which the competition-based classroom activities are used is moderate. The mean of domain no. 3 (cooperative learning activities) is 3.46. Its standard deviation is 0.80. The degree to which cooperative learning classroom activities are used is moderate.

The mean of domain no. 5 (simulation-based activities) is 3.26. Its standard deviation is 0.87. The degree to which such classroom activities are used is moderate.

In terms of the results related to each domain, they are shown below:

(a). First Domain: Recreational Activities

Means and standard deviations are calculated. In addition, ranks are identified. Those values represent the degree to which recreational activities are used for developing Arabic language speaking skills of the non-native speakers from the teachers' perspective. They are shown in the table below:

TABLE 5
RANKS, MEANS AND STANDARD DEVIATIONS OF THE DEGREE TO WHICH RECREATIONAL ACTIVITIES ARE USED FOR DEVELOPING ARABIC LANGUAGE SPEAKING SKILLS

Rank	No.	Domain	Mean	Std.	Level
1	2	Language games: Teacher and student engage in language games. Such games include: Letter cards game, letter and word arrangement game, presentation and naming game, reading words in cards game, crossword puzzle, puzzle box, riddles, and puzzles.	3.90	1.03	High
2	1	Digital video-related hints: Students make a presentation that's associated with video and images	3.60	.92	Moderate
3	3	Virtual trips: The lessons are given through a group of verbal questions. Students search online for information in groups and in a cooperative manner to reach an answer within the right time.	3.50	1.09	Moderate
4	6	Anecdotes: Students narrate short stories that include comics and represent specific situation(s) or narrate sayings that are characterized with a sense of humor and entertainment.	3.30	1.02	Moderate
5	4	Performing comic roles: Students represent a comic scene, through which they express themselves or others in a specific situation.	3.30	1.07	Moderate
6	5	Songs and chants: Students recite words that are accompanied with music	3.20	1.04	Moderate
		Overall	3.50	.68	Moderate

Based on Table 5, item no. 2 (language games) ranked first with a mean of 3.90 and a standard deviation of 1.03. Item no. 5 (songs and chants) ranked last, with a mean of 3.20 and a standard deviation of 1.04.

(b). *Second Domain: Competition-Based Activities*

Means and standard deviations are calculated. In addition, ranks are identified. Those values represent the degree to which competition-based activities are used for developing the Arabic language speaking skills of non-native speakers from the teachers' perspective. They are shown in the table below:

TABLE 6
RANKS, MEANS AND STANDARD DEVIATIONS OF THE DEGREE TO WHICH COMPETITION-BASED ACTIVITIES ARE USED FOR DEVELOPING ARABIC LANGUAGE SPEAKING SKILLS

Rank	No.	Domain	Mean	Std.	Level
1	9	Guessing the words: Students give a description for the picture displayed on the card. The student who guesses the word correctly first shall win.	3.90	.94	High
2	8	Scattered words: Students rearrange the letters of words to form correct words. The student who wins is the one who identifies the greatest number of correct words and repeats them correctly in front of everyone.	3.70	1.15	Moderate
3	10	Who am I? Each team of students asks the teacher questions to know the profession written on the card. The team who wins is the one which guesses the profession written in the card first.	3.40	1.11	Moderate
4	7	One-minute session: The teacher asks the students to- introduce themselves within one minute. The student who identifies himself/herself while mentioning the greatest amount of information shall win.	3.30	1.29	Moderate
5	11	Who guessed first? Students ask questions to two teams, to identify the profession written in the card. The team who wins is the one that guesses it right first within the specified time.	3.20	1.15	Moderate
		Overall	3.50	.88	Moderate

Based on Table 6, statement no. 9 shows the highest mean (3.90). Its standard deviation is 0.94. The latter statement is related to guessing words. Based on the latter mean, the extent of using the targeted classroom activities is high. Statement no. 11 shows the least mean (3.30). Its standard deviation is 1.15. The latter statement is related to who guessed in the first game. Based on the latter mean, the extent of using the targeted classroom activities is high.

(c). *Third Domain: Cooperative Learning Activities.*

Means and standard deviations are calculated. In addition, ranks are identified. Those values represent the degree to which cooperation -based activities are used for developing the Arabic language speaking skills of non-native speakers from their teachers' perspective. They are shown in the table below:

TABLE 7
RANKS, MEANS AND STANDARD DEVIATIONS OF THE DEGREE TO WHICH COOPERATION -BASED ACTIVITIES ARE USED FOR DEVELOPING THE ARABIC LANGUAGE SPEAKING SKILLS

Rank	No.	Domain	Mean	Std.	Level
1	16	Group discussion: Each group discusses a specific topic. Then, they will discuss the topic with the rest of the groups.	4.03	1.03	High
2	17	Think - Pair - Share: The teacher asks students a question and gives them time to think about the answer individually (Think). Then, each student presents his / her answer before his / her colleague and mentions the reason for choosing this answer (Pair). After that, he / she shall share his / her answer with the rest of the students and the reason for choosing this answer (Share).	3.75	1.23	High
3	14	Key cards: The teacher gives a card to each student. This card includes one of the following: 1- A text with blanks, and the student must fill those blanks verbally 2- Headings for several topics, and the student must choose one of them and talk about it. 3 - A visual or functional keyword is displayed, and the student must paraphrase it by using her / his own language. .	3.49	1.10	Moderate
4	13	Completing the story: The teacher begins by narrating the beginning of a story. Then, the rest of the students participate through narrating the rest of the story verbally	3.48	1.11	Moderate
5	15	Information Gap: The teacher gives part of the question to one group, and hides it from the other group. Each group searches for the correct solution. Then, the two groups communicate verbally with each other and share ideas to reach an answer for the question	3.04	1.22	Moderate
6	12	The listening triangle: The teacher divides the students into groups. Each group includes three students. The first student: speaks, reads and explains the idea The second student: He / she listens carefully and asks questions to the first students to clarify the idea. The third student monitors the progress of the conversation and provides feedback. Then, the roles of the three students in each group are switched. Then, new topics, ideas and concepts are addressed.	2.98	1.27	Moderate
		Overall	3.46	.80	Moderate

Based on Table 7, item no. 16 (group discussions) ranked first with a mean of 4.03 and a standard deviation of 1.03. Based on the mean, the extent of using group discussions is considered high. Item no. 12 (the listening triangle) ranked last, with a mean of 2.98 and a standard deviation of 1.24. Based on the mean, the extent of using this activity is considered moderate.

(d). *Fourth Domain: Dialogue-Based Activities*

Means and standard deviations are calculated. In addition, ranks are identified. Those values represent the degree to which dialogue-based activities are used for developing the Arabic language speaking skills of non-native speakers from the teachers' perspective. They are shown in the table below:

TABLE 8
RANKS, MEANS AND STANDARD DEVIATIONS OF THE DEGREE TO WHICH DIALOGUE-BASED ACTIVITIES ARE USED FOR DEVELOPING ARABIC LANGUAGE SPEAKING SKILLS

Rank	No.	Domain	Mean	Std.	Level
1	18	Multimedia: Students present the topic in an interactive and conversational manner through using various forms of multimedia such as: text, audio, graphics, animation, video, and interactive applications.	4.10	.85	High
2	24	Reading pictures and illustrations: The teacher chooses pictures and illustrative figures that imply something related to a particular topic. He/she gives students enough time to reflect on them. Then, he/she discusses with the students their implications and connects them with the information that the students already know.	3.69	1.06	High
3	19	Digital story: Students systematically use oral storytelling and digital technologies or digital content jointly. Such content includes audio files, images, and videos.	3.67	1.12	Moderate
4	22	Debate: The students are divided into two groups. Each group presents an opinion or idea that differs from the ideas and opinions of the other groups. They seek to prove the validity of the idea through engaging in a meaningful dialogue and holding discussions with the opposing group as well as respecting and showing tolerance to the contrary opinions.	3.66	1.08	Moderate
5	21	Storytelling: The teacher tells a short story in an interesting style. Then, the students tell the same story in their own words.	3.60	1.09	Moderate
6	23	Six thinking hats: Students are divided into groups to discuss a specific topic. Each student wears a hat represented in a specific pattern of thinking (white hat represents numerical thinking, yellow hat represents an optimistic thinking pattern, red hat represents an emotional thinking pattern, black hat represents a pessimistic thinking pattern, and green hat represents a pessimistic thinking pattern Creative thinking pattern). Each student talks verbally about the thinking pattern that is represented by the color of the hat in the group.	2.62	1.36	Moderate
7	20	Phone call: Students make a real phone call with another student in the class. Then, they have a conversation about a specific topic.	2.60	1.30	Moderate
		Overall	3.42	.74	Moderate

Based on Table 8, item no. 18 (multimedia) showed the highest mean (4.10) with a standard deviation of 0.85. Based

on the mean, the extent of using multimedia is considered high. Item no. 20 (phone call) ranked last, with a mean of 2.60 and a standard deviation of 1.30. Based on the mean, the extent of using this activity is considered moderate.

(e). *Fifth Domain: Simulation-Based Activities*

Means and standard deviations are calculated. In addition, ranks are identified. Those values represent the degree to which simulation-based activities are used for developing the Arabic language speaking skills of non-native speakers from the teachers’ perspective. They are shown in the table below:

TABLE 9
RANKS, MEANS AND STANDARD DEVIATIONS OF THE DEGREE TO WHICH SIMULATION -BASED ACTIVITIES ARE USED FOR DEVELOPING THE ARABIC LANGUAGE SPEAKING SKILLS

Rank	No.	Domain	Mean	Std.	Level
1	25	The teacher: The students present a model for the role of the teacher in the classroom through a mini-learning situation. This situation simulates the educational situations presented by their teacher.	3.43	1.19	Moderate
2	27	Broadcaster: Students present a model for the role of a broadcaster on television. They make an interview with colleagues and ask them questions.	3.35	1.06	Moderate
3	28	For an artist: Students present a model for the role of an artist. They present a work of art in any artistic field (singing, acting, drawing, etc.).	3.31	1.15	Moderate
4	29	Chef: Students provide a model for the role of a chef in preparing food. Then, they describe how to prepare a specific dish.	3.15	1.24	Moderate
5	26	Environmental Engineer: Students provide a model for the role of the environmental engineer in preserving the environment and energy, finding technical solutions to fight against pollution and other environmental issues.	3.07	1.23	Moderate
		Overall	3.26	.87	Moderate

Based on Table 9, item no. 25 (teacher) showed the highest mean (3.43) with a standard deviation of 1.19. Based on the mean, the extent of using this activity is considered moderate. Item no. 26 (environmental engineer) ranked last, with a mean of 3.07 and a standard deviation of 1.23. Based on the mean, the extent of using this activity is considered moderate.

B. *Results Related to the Second Question: Are There Significant Differences (A=0.05) Between the Means of Respondents’ Estimations Which Can Be Attributed to Gender?*

Means and standard deviations are calculated. In addition, the t-test was conducted. The values are shown in Table No. 10 below.

TABLE 10
THE RESULTS OF THE T-TEST FOR IDENTIFYING WHETHER THERE ARE ANY SIGNIFICANT DIFFERENCES BETWEEN THE MEANS OF RESPONDENTS’ ESTIMATIONS WHICH CAN BE ATTRIBUTED TO GENDER

Domain	Gender	Frequency	Mean	Std.	T value	Df.	Sig.
Recreational language activities	Male	105	3.47	.718	.362	184	.718
	Female	81	3.43	.637			
Competition-based language activities	Male	105	3.50	.922	.022	184	.983
	Female	81	3.50	.826			
Cooperation-based language activities	Male	105	3.47	.826	.182	184	.856
	Female	81	3.45	.767			
Dialogue-based language activities	Male	104	3.42	.730	-.005	184	.996
	Female	79	3.42	.747			
Simulation-based language activities	Male	104	3.31	.812	.900	184	.369
	Female	79	3.19	.940			
Overall		105	3.44	.693	.315	184	.753

Based on Table 10, there is not any significant difference—at the significance level of ($\alpha=0.05$)—between the means of respondents’ estimations which can be attributed to gender (male/female).

IV. DISCUSSIONS AND CONCLUSION

A. *The First Question*

With regards to the first question, the overall result may be attributed to the significance of the classroom activities—specifically the competition-based language activities—in improving the learning process verbally and promoting cooperation and collaboration. It also may be attributed to the significance of classroom activities in promoting creativity, excellence, group work, and developing a healthy personality. It may be attributed to the significance of the classroom activities in developing the physical, mental, psychological, and social abilities and skills of learners.

It may be attributed to the significance of the classroom activities in developing the ability of learners to pronounce words correctly and making speaking activities enjoyable. It also may be attributed to the significance of classroom activities in raising the motivation to learn Arabic language amongst the non-native speakers and encouraging them to

talk in the language. Likewise, it may be attributed to the significance of classroom activities in providing speakers with a lot of time to talk and enabling them to address the problems they face when communicating with others. Additionally, it may be attributed to the significance of the latter classroom activities in overcoming shyness and low levels of self-confidence. Furthermore, it may be attributed to the significance of these activities in enabling students to join competitions in real life and improving their communication skills.

The result may be attributed to the fact that the workplaces of the learners provide them with opportunities to develop, show creativity, and keep up with the latest technological and scientific developments. Workplaces offer such opportunities through offering professional training programs. Such programs allow the learners to master work skills and have cultural exchanges between countries. This indicates that the teachers who teach Arabic language to the non-native speakers received good training in regard to the way one should use classroom activities in developing speaking skills. In addition, most of these teachers do not have graduate degrees. Thus, such teachers have a moderate ability in using classroom activities for developing the speaking skills of the Arabic language learners who are not native speakers. In addition, there are various classroom activities used for developing the speaking skills of the Arabic language learners who are not native speakers. Such activities can be carried out easily.

The researchers of the present study attribute the result to the belief that the Arabic language learners who are part of such education programs that offer increased attention to competition-based language activities relative to others. This is because learners realize that such activities raise their motivation, speed, and accuracy. The researchers of the present study attribute the result to the scarcity of the simulation-based language activities in the training programs. They attribute the result to the fact that doing such activities requires having special clothes and decorations. That requires incurring additional costs by teachers and students.

The researchers attribute the result to the fact that programs that keep up with the latest tech and scientific developments yield higher degrees of student success in terms of speaking skills in Arabic. Thus, classroom activities must fit with the latest technological and scientific developments in the country.

The results of the present study are consistent with the results reached by Ahmad (2015), Alissa (2020), and Ashar'Ah (2013). The researchers found that the competition-based activities are the ones preferred the most by Arabic language learners who are not native speakers.

B. The Second Question

With regards to the second question, the researchers of the present study attribute this result to the fact that the teachers who teach Arabic language to the non-native speakers work on the same content and in similar working conditions and workplace environments. They attribute this result to the fact that these teachers have similar levels of awareness about the significance of using the classroom activities for developing the Arabic language speaking skills of non-native language learners. They attribute this result to the fact that most of the sampled teachers are females who have a graduate degree.

The results of this study are consistent with those reached by Alessa (2020) and Al-Durayhim (2021). Said researchers also did not find any significant difference that can be attributed to gender.

V. FINAL RECOMMENDATIONS AND SUGGESTIONS

In light of the results of the present study, the researchers of this study recommend:

- Increasing the frequency and presence of classroom activities used for developing the Arabic language speaking skills of the non-native speakers. The researchers of the present study recommend using a variety of such activities.
- Exploring the obstacles that hinder the use of classroom activities for developing the Arabic language speaking skills of the non-native speakers. The researchers of the present study recommend offering suggestions for addressing those obstacles.
- Showing attention to the language simulation-based activities. The researchers of the present study recommend meeting the requirement entailed in carrying out such activities in the classroom.
- Conducting a study on the extent to which using classroom activities is beneficial for developing Arabic language skills.

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