The Effectiveness of Using Changing Classroom into Small Arabic Community in the for Teaching Arabic Language for Non-Natives Students' in Speaking Skills and motivation in Jordan

Ayoub Khalf Hussein Al-mashaqbeh (Educational Supervisor)
The Ministry of Education Jordan, Directorate of Education of the Al - Mafraq

Abstract
This Study Aims The effectiveness of Using Changing Classroom into Small Arabic Community in the for Teaching Arabic Language for Non-Natives Students' in Speaking Skills and motivation in Jordan. The study sample consisted of 32 Students' from Latin Patriarchate School Al-Mafraq In Jordan. Researcher experimental method has been used for the appropriateness of the nature and objectives of the study were divided into two groups. Where the results of the current study, the effectiveness of the Teaching Speaking Skills and motivation for the benefit of the experimental group, presented a set of recommendations proposed and future research related to the topic of current research. And most important Training Arabic language teachers and instructors on how to use different Classroom into Small Arabic Community in their Arabic classes.
Keywords: The effectiveness of Changing Classroom, Teaching Arabic, Non-Natives Students', Speaking Skills, Motivation.

1. Introduction

Arabic ranks sixth in the world's league table of languages. it is also widely used throughout the Muslim world. Arabic, one of the oldest languages in the world, is the spoken language of the Arab States in the Middle East and North Africa. There are about 289 million native speakers and about 256 Arabic to Speakers of Other Languages of Arabic in the world. This makes the Arabic language an important one to learn(Gordon, 2005).

In Jordan, a Royal Decree to establish a Language Center at in The Ministry of Education Jordan and another center at the Directorate of Education was issued in 1996. Later on, Many other language centers were established in Amman aiming at facilitating the Arabic language learning and offering the possible facilities and conditions to spread it among the speakers of other languages. Most of these students study the Arabic language and Islamic Shari's at the Jordanian Schools despite the difficulties they face in learning, living expenses and being away from their families. This proves that the students 'desire to learn Arabic and their strong inclination to get acquainted with its culture, civilization (Dweik & Al-Shallakh, 2015).

More importantly, using authentic interaction in teaching/learning process can develop students' communicative competence to be able to communicate in different situations. It gives students additional opportunities to improve their discourse competence and reflects on language use in the messages they compose and read(Sherman, 2003).

Changing the Classroom into Small Arabic Community Language Village provides real- life situations because they have a lot of cultural factors. changing the classroom into a small Arabic community, you as a teacher create an authentic environment which is any kind of programs that we can see directly on cinema, television or DVD, films documentary, advertisement and game show. Authentic materials can be used as resource to learn Arabic with enjoyment and give us a lot of advantages(Ali, 2016).

Students in any educational institution are considered the input of the educational process; and thus, improving their academic performance is one of the most significant results of the educational process. However, this performance is often affected by a number of factors which cause the deterioration of the students' academic level. As long as the foreign learners of Arabic are part of these students, they cannot be excluded from the general academic weakness that has started to appear at Jordanian schools for Teaching Arabic for Non-Natives Students'(Elkhafaifi, 2005) .

Language and culture cannot be viewed apart since ''language is not a culture-free code'' (Kramsch, 1998, p. 8).The language user inevitably makes use through language of different social roles that are appropriate for a specific situation. Language learners "need to attend to variables (e.g. age, status, age, gender and education) that are especially sensitive to different cultural interpretations, which in turn, may result in miscommunication even if the intended message obeys the rules of grammar (Meier, 2003, p. 195).   Kramsch (1998, p. 32) suggests that the register, the tone of one's voice, the distribution of the silence and the choice of lexical and grammatical structures are markers of identity. These details should be taken into account by any language user and culture learner who want to engage effectively in a conversation. Knowledge of these details can also offer a perspective on the complex manner of interpreting a message. Acquiring a new language also implies the learning of the conceptual structures available in the foreign language because "learners have not only to master the

grammatical structures and communicative peculiarities of the new language but also, in order to be native like, they have to learn to think as native speakers do, perceive the world the way native speakers do and use the

language metaphorically as native speakers do" (Kecskes & Papp, 2000, p. 9). Since most foreign language learners are exposed to this reconceptualization in specific environment in which sociocultural knowledge is constructed with the help of course books and other authentic teaching resources, there might appear grammatical and lexical problems due to a negative language transfer from the mother tongue.

Small Arabic Community is a style of life (Brown, 1994, p. 163). It is the frame in which we live, think, and feel each other. It is the connection that binds a group of people together. It can be defined as a blueprint that guides the behavior of people in community and is incubated in family life. It governs out behavior in groups, makes us sensitive to matters of status, and helps us to know what others expect of us and what will happen if we do not live up to their expectations. Thus, culture helps us to know how far we can go as individuals and what our responsibility is to the group.

Developing Cultural Awareness in Foreign Language Teaching, Due to its distinctive perspectives, Small Arabic Community has taken a critical place outside language circle and learning studies. It has been generally perceived that culture and language are utilized as a principle medium through which society is communicated. In any case, cultural aspect in language is valuable, so much prompt learners' understanding; though the advancement of individuals' social background heads them to various considerations. Most students every now and again, as it were, know the principles of language, however are not generally ready to utilize the language sufficiently. Learning language obliges a decent information of the target society which students don't appear to have, to a certain profundity. Language is a piece of the socio-culture and a society is a piece of a language. The two are unpredictably intertwined so that one can't separate the two without losing the essentialness of either language or culture (Brown, 1994, p. 164).

Then again, as the use of language all in all is identified with social and social qualities. Language is thought to be a social and social sensation. Since every culture has its own particular social standards for discussion and these standards vary, starting with one society then onto the next, a percentage of the standards might be totally distinctive and clash with other societies' standards. Hence, communication problems may come up among

The present study is an attempt to investigate The effectiveness of Using Changing Classroom into Small Arabic Community in the for Teaching Arabic for Non-Natives Students' in Speaking Skills and motivation in Jordan.

2.   Review of Related Studies

Amayreh (1984) analyzed the textbooks used for teaching Arabic to non-native speakers. The analysis covered writing, vocabulary, grammatical structures and methods of teaching. He claimed that the difficulties which the students faced while learning Arabic resulted from the poor textbooks that did not have clear goals and efficient methods. Moreover, his study focused on the steps which might be taken to help improve textbooks for teaching Arabic.

Al-Batal and Belnap (2006) state that an Arabic teaching classroom should reflect or mirror real life through having 'multiple registers. They (2006) have summarized the situation of Arabic teaching in the following paragraph: Arabic teaching in the US began in philologically oriented departments that offered classical Arabic grammar and text-reading. With the updating of methodologies and a growth in interest in the modern Middle East, textbooks focused on what linguists termed Modern Standard Arabic. Spoken Arabic was taught separately, typically in transliteration.

Faryadi (2007) discussed the constructivist paradigm of teaching Arabic as a foreign language in Malaysian settings. He examined the role of interactive multimedia in enhancing the chalk and talk methods of teaching Arabic in Malaysian schools. His paper investigated the importance of the Arabic Language in Malaysia. Furthermore, it dealt with the Malaysian Government's plan of action to introduce a series of major educational reforms in an attempt to develop Malaysia into a regional educational hub. In addition, the paper looked further into possible methods of acquiring Arabic as a foreign language in Malaysian classrooms.

Palmer (2008) conducted an empirical study in which he surveyed the students' preferences regarding which variety to learn. He generally found that students prefer to learn a spoken variety of Arabic. Nevertheless, in addition to the limited number of respondents the study relies upon, he has not suggested any spoken variety to be taught or as the most suitable one

Zoghi, Zerdak and Kazemi (2014) explored the effects of using authentic interaction on vocabulary growth. This study intended to investigate the effects of authentic interaction on vocabulary acquisition in international English language institute, Yasuj, Iran. It focused on how authentic interaction facilitate vocabulary development. The results revealed that students prefer using authentic interaction for vocabulary growth. Authentic interaction plays an effective role in teaching a second language. By using authentic interaction students deal with world. Students become familiar with the culture of target language.

Dweik & Abu-Irmies (2015) investigated attitudes of nonnative learners towards learning aspects of Arabic culture. To achieve the goal of the study, the researchers used a questionnaire. The sample included 43 students enrolled at Ali Baba International Center, Qasid Arabic Institute and Modern Arabic Language International Center (MALIC). Results showed that the non-native learners of Arabic have positive attitudes towards Arabic culture and they favored aspects such as rules and behaviors, customs and festivals, political institutions, history, family life and food.

Omid and Azam (2015) explored the effect of using authentic materials in the foreign language classrooms. This study explored the attitudes of teachers toward using authentic materials in EFL classroom in Iran. The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes .The results indicated that the internet and TV would be the most used sources for obtaining authentic materials .

Zohoorian (2015) explored the effect of an authentic context on EFL learners' motivation. They used three instruments to carry out her experiment: A questionnaire, interviews and diaries. The researcher integrated authentic texts and tasks on the motivation level of students. After analyzing the quantitative data of the questionnaire, the interviews and diaries, the findings of the study showed that students achieved   higher motivation level in the authentic text compared to students in the regular text.

Meena (2018) study aimed at investigating the extent to which changing classroom into a small English community affect the development of the fluency aspect and motivation of EFL students. The study tried to answer the following questions: Q1: Are there any statistically significant differences between the mean score of the experimental and control groups students' language fluency due to the method of teaching (changing classroom into a small English community vs. regular instruction?). Q2: Are there any statistically significant differences between the mean scores of the experimental group students' (listening and speaking) skills due to changing classroom into a small English community?. Q3: What are the experimental group students' attitudes toward changing classroom into a small English community and its effect on their motivation?. The sample of the study consisted of 32 seventh grade students from Rabea Al adawia Mixed Basic School at Al-Mafraq, during the first semester of the scholastic year 2017/2018. The sample of the study was of two groups: Group one consisted of (16) students and group two consisted of (16) students. The pre-test and post-test were of two parts; a speaking and listening tests that tested students' ability to interact appropriately in communicative settings and a questionnaire. To assess the effect of changing classroom into a small English community on EFL students' fluency and motivation, students in both groups sat for a speaking and listening test at the beginning of the first semester of the scholastic year 2017/2018 so as to determine their actual knowledge before starting the experiment. The results of the study indicated that the experimental group performed better than the control group in the fluency aspect due to the new method of teaching that is changing classroom into a small English community. The results of the study showed that the experimental group was more motivated rather than the control group. This might be due to the effect of changing classroom into a small English community. Accordingly, a set of recommendations were provided at the end of this study.

3.   Statement of the Problem:

The researcher's experience and observation inside the foreign language classes as   Expert in the Arabic language have shown, that many Arabic to Non-Natives Students' Universal schools face difficulties in explain Arabic text in general and more specifically in Speaking Skills whenever try to explained the Arabic text. The researchers thinks that this problem might be due to the fact that the Speaking Skills with its mechanics is at most taught conventionally and artificially without using any technology that gives students a chance to interact intensively to develop their comprehension Arabic Speaking Skills.

What is more, our Arabic to Speakers for Non-Natives Students' study Arabic for more four years, but they cannot Speaking Skills efficiently. This might be due to the fact that they may not have real opportunities to practice learning Speaking in addition, the researcher believes that teaching Speaking through conventional ways may not encourage and help Arabic to Speakers of Other Languages to practice the target language naturally in the way it is actually used by its people.

4.   Purpose of the Study:

The purpose of current study was to of Changing Classroom into Small Arabic Community in the for Teaching Arabic to Non-Natives Students' in from Latin Patriarchate School Al-Mafraq in Speaking Skills and motivation. This study might be one of the few studies that tackled The effectiveness of using Changing Classroom into Small Arabic Community in the for Teaching Arabic for Non-Natives Students' in Speaking Skills and motivation in Jordan.

5.   Research Questions:

1.   Are they any significant differences between mean scores of the experimental and control groups

students' performance in the students' learning Speaking Skills due to the method of teaching (Changing Classroom into Small Arabic Community on students' learning Speaking Skills vs. the conventional method)?

2. Are there any significant differences between the experimental group and control group students' mastery of the students' Speaking Skills learning due to using Changing Classroom into Small Arabic Community to explained Arabic text?

6. Research Hypotheses:

1. There are no statistically significant differences at (α≤0.05) between the experimental and control groups students' mean scores in the students' learning Speaking Skills due to the method of teaching (Changing Classroom into Small Arabic Community on students' learning Speaking Skills vs. conventional method).

2. There are no statistically significant differences between the mean scores of the experimental group students' mastery of each of students' learning Speaking Skills at (α ≤0.05) due to using Changing Classroom into Small Arabic Community of students' learning Speaking Skills.

7. Significance of the Study:

This study is an attempt to investigate how the Changing Classroom into Small Arabic Community can be used to learn the Speaking Skills of explained Arabic text of Arabic to Speakers of Other Languages Students' learners, and to explore the potential benefits of these devices as a teaching and learning tool. The findings of the study might be officially adopted by the Ministry of Education to use Changing Classroom into Small Arabic Community to teaching foreign languages. By using Changing Classroom into Small Arabic Community , students' engagement with classes activities will be increased. In addition, teachers may use other technique's in their teaching through using modern technology. Curricula designers may benefit from this study, in the sense that they may use Changing Classroom for students' learning Speaking Skills.

8. Method of Study:

The experiment of the study was conducted for 8 weeks during the first semester of the academic year 2018/ 2019. the sample of the study consisted of 40 Students' in from Latin Patriarchate School Al-Mafraq In Jordan of Arabic to Speakers for Non-Natives Students' learners sat to pre-test in order to assure that both group have same level of learning . They were divided into two, the first group which was assigned as an experimental group and was taught the learning Speaking Skills via Changing Classroom , whereas, group two which was chosen as a control group was thought using the conventional method without using any technology. The course teacher and the researcher taught the participants, and they researcher the same material. The pre-test was administered by the researcher to evaluate their performance in the learning Speaking Skills before starting the experiment, and the students, scores were analyzed. The design of the study was stated in table 1

Table 1: The Participants of the study

Group	Method of teaching	Number
Experimental	Changing Classroom	16
Control	The conventional Method	16
Total		32

From table 1 above, Section A – will consist of 20 students is assigned as an experimental group who will be taught using (Changing Classroom). And Section B – consists of 16 students which will assign as an a control group will be taught using regular instruction

9. Results and Discussion:

Ho1: There are no statistically significant differences at (α≤0.05) between the experimental and control groups students' mean scores in the students' learning Speaking Skills due to the method of teaching (Changing Classroom into Small Arabic Community on students' learning Speaking Skills vs. conventional method).

Result obtained are presented according to the hypotheses tested as follows: There are no statistically significant differences between the experimental and control groups students' mean scores in the students' learning Speaking Skills due to the method of teaching (Changing Classroom on students' learning Speaking Skills, the result is presented in table 2 below.

Table (2): Means and Standard Deviation of the Experimental and control Groups on the pre-test.

Group	Number	Mean	Std. deviation	DF	T	sig
Control	16	34.265	2.415	16	0.87	0.042
Experimental	16	42.569	6.970			

From table 2 above reveals that students' scores for both groups in Speaking Skills learning were almost equivalent in pre-test before applying the experiment.

Table (3): Means And Standard Deviation of the Experimental and Control Groups on the pre-posttest.

Test	Group	N	Mean	Std. Deviation	T	Sig.
Pre test	Experimental	16	28.201	2.915	0.30	0.40
	Control	16	36.320	2.109		
Post test	Experimental	16	41.58	3.80	6.80	0.000*
	Control	16	51.22	8.45		

From table 3 above is a mirror of progress both groups achieved. The experimental group got an increase of 3.80 in their mean score on post-test. And the control group got an increase of 8.45 on the post test.

These results go with Palmer (2008) who explored the use Changing Classroom on the learning Arabic to Speakers of Other Languages Students' learners' Speaking Skills learning in general and on their prosodic competence in particular. These findings are in harmony with   Al-Batal and Belnap (2006) who conducted a study which aimed to describe and analyze the effectiveness of Changing Classroom for developing students' Speaking Skills learning. The findings went hand in hand with our hypothesis which emphasize that the Changing Classroom help the students increase their level of Speaking Skills learning.

Ho2: There are no statistically significant differences between the mean scores of the experimental group students' mastery of each of students' learning Speaking Skills at ($\alpha \leq 0.05$) due to using Changing Classroom into Small Arabic Community of students' learning Speaking Skills.

Result obtained are no statistically significant differences between the mean scores of the experimental group students' mastery of each of students' learning Speaking Skills. the result is presented in table 4 below.

For answering this question, T-test was used to the experimental group students score on (Speaking Skills learning) for pre/post   assessment. This step has been done to find out in which skills of Speaking learning have the experimental group students developed more as a result of using Changing Classroom.

Table (4) : The post-test results of experimental groups in language skills

Skills	Mean	Std. Deviation	T	Sig.
listening	41.10	3.26	3.03	0.004
speaking	30.90	1.81		

From table 4 above the experimental group students achieved more progress in Speaking Skills growth vocabulary learning than figures of speech Speaking Skills learning. This difference might be due the fact the Speaking Skills learning is a creative skills. It is also productive skills in which more efforts are needed to be developed.

The results are in line with Dweik & Abu-Irmies (2015) investigated attitudes of nonnative learners towards learning aspects of Arabic culture. The sample included 43 students enrolled at Ali Baba International Center. The results revealed that the Arabic to Speakers of Other Languages Students' students frequently used paying attention when someone was speaking Arabic, and asking the other person to say again if they did not understand something as their main metacognitive strategies. It was also shown that implementing of Changing Classroom materials in Arabic to Speakers of Other Languages Students' speaking class improved the students' attitudes towards language learning. Moreover, the Speaking Skills learning in Arabic to Speakers of Other Languages Students' improved after they Speaking Skills learned materials in classes.

10. Conclusion:

The study revealed that Using Changing Classroom into Small Arabic Community in the for learning Arabic to Non-Natives Students' in from Latin Patriarchate School Al-Mafraq in Speaking Skills and motivation in Jordan because it can help students to be more fluent. Besides, the results of the study showed the new experience motivated students and improved their language Speaking Skills learning. More importantly, Changing Classroom had positive effectiveness on learning Arabic to Speakers of Other Languages Students' learner's vocabulary learning. Moreover, language cannot to be taught without highlighting the fact that language is an ear and a tongue.

11. Recommendations:

1. More studies should be done on the effect of Changing Classroom on Arabic to Non-Natives Students' learner's language skills, components, competencies . Besides, more researches should be conducted using different, variables, and bigger samples of students .
2. Arabic to Speakers of Other Languages Students' learner's teachers should know that they cannot teach language Speaking Skills learning without using Classroom into Small Arabic Community.
3. Training Arabic language teachers and instructors on how to use different Classroom into Small Arabic Community in their Arabic classes.
4. Arabic to Non-Natives Students' learner's should be encouraged to use Changing Classroom into Small Arabic Community to develop their language skills, components, competencies.

5. Teachers should be more creative in developing new programs teaching Arabic Language in order to make the students eager and engage in the teaching Arabic Language process.

12. References:

Ali, A. (2016).**The Effect of Using Authentic Video on Developing 10th Grade EFL Learners' Oral Skills and motivation**. Unpublished Thesis. Al-Al Bayt University, Mafraq, Jordan.

Amayreh, M. (1984). A linguistic analysis and evaluation of Arabic textbooks materials and methodology. **Unpublished doctoral dissertation**, Indiana University, Indiana, USA.

Brown, H. D. (1994). **Principles of Language Learning and Teaching**. Prentice Hall Regents.

Dweik, B. & Abu-Irmies, A. (2015). Learning Arabic Culture by Speakers of Other Languages. **International Journal of Education**, Learning and Development. 3 (3), 109-119.

Dweik. B, & Al-Shallakh,M,.(2015). Teaching Arabic for Non-Natives in Jordanian Public Universities: Difficulties and Solutions. **American Journal of Educational Science**, Vol. 1, No. 3, 2015, pp. 52-59.

Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. **The Modern Language Journal**, 88, (2), 45-69.

Faryadi, Q. (2007). Techniques of Teaching Arabic as a Foreign Language through Constructivist Paradigm Malaysian Perspective, . **ELT Journal**, 55(4):347-533.

Gordon, R. (Ed.). (2005) **Ethnologic: Language of the world**. Dallas, TX: SIL International.

Kecskes, I., & Papp, T. (2000). **Foreign Language and Mother Tongue. Mahwah**, NJ: Lawrence Erlbaum.

Kramsch, C. (1998). **Language and Culture**. Oxford University Press.

Larsen-Freeman, D. (2000). **Techniques and Principles in Language Teaching**. Oxford: Oxford University Press.

Meena, S,.(2018). The Effect of Changing Classroom into Small English Community on the Seventh Grade EFL Students' Fluency and Motivation in Jordan, **Unpublished Master dissertation**, Al-al-Bayt University Faculty of Educational Sciences, Department of Curricula and Instruction.

Meier, A. J. (2003). Posting the banns: A marriage of pragmatics and culture in foreign and second language pedagogy and beyond. In G. A. Fernandez, F. A. Martinez, & J. U. Esther (Eds.), **Pragmatic Competence and Foreign Language Teaching** (pp. 185-210). Publicacions de la UniversitatJauame I, Castello.

Omid, A., Azam, R. (2015).**Using Authentic Materials in the foreign Language Classrooms: Teachers' perspective in EFL Classes**. Imam Reza International University, Iran.

Sherman, J. (2003). Using Authentic Video in the Language Classroom. Cambridge: CUP. The **Internet TEST Journal**,10(10).

Zoghi, M. and Shoari, E. (2015). **The Effect of Using Songs on Iranian Young EFL Learner's Vocabulary Performance**. Retrieved from http://docplayer.net/.

Zohoorian, Z. (2014). Motivation Level: Astudy on the effect of an Authentic Context. **Procedia Social and Behavioral Sciences**, 192(2015): 15-25.