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"Teaching Conversational Skills to Non-Native Speakers".

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Abstract

This study aimed to reveal the degree of possession of conversational skills among students studying in centers teaching Arabic to non-native speakers. The researcher followed the descriptive survey research method due to its suitability for the purposes of the study. The study sample included 187 students studying in centers teaching Arabic to non-native speakers. To achieve the objectives of the study, the researcher prepared the study tool (the questionnaire), which included (30) items. The study concluded that the degree of possession of the conversational skill among students studying in centers for teaching Arabic to non-native speakers was generally moderate. The study recommended the need to circulate successful models in teaching the conversational skill among the centers. It is widespread in public and private universities and centers specialized in teaching the Arabic language to non-native speakers.

Keywords: *Conversation Skill, Centers for Teaching Arabic to Non-Native Speakers.*

Introduction

Teaching the Arabic language as a foreign language inside and outside the Arab world is one of the most important developments during the past period that was achieved through language teaching centers, which are a point for teaching activities, which allow for discussion of the methods used in teaching the Arabic language to non-native speakers, and in which best practices are practiced. Educational programs that keep pace with scientific progress in teaching the Arabic language as a foreign language contribute to bringing cultures around the world closer together. We have seen a demand for learning the Arabic language from non-natives that is unparalleled in other languages, to the point that the Arabic language has become one of the living languages in the world. It is a magical language that attracts students from all over the world to it. From this standpoint, the skill of conversation appears to be one of the Arabic language skills of great importance. In teaching the Arabic language to non-Arabic speakers, due to their need to communicate effectively with native speakers, share work and life in all its aspects, and express their thoughts and feelings; So it is done interest Conversational skills in Arabic language curricula for teaching non-native speakers (Mustafa, 2020).

Recently, many centers have spread that teach the four different Arabic language skills. It has become necessary to determine the effectiveness of the methods used in these centers to teach the conversational skill by verifying the degree to which the learners in these centers possess the conversational skill, and this is what this study sought to verify. From it and come up with an assessment of the current situation of these centers, the effectiveness of their methods, and the practical problems they face.

The Study Problem

This study focuses on developing the speaking skill of non-Arabic speakers in terms of its content, as

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we can define the problem of the study with the following question: What are the aspects of developing the speaking skill of non-Arabic speakers in terms of understanding, application and evaluation?

Study Questions

1. What is the degree of conversational skill among students studying in centers teaching Arabic to non-native speakers?
2. Are there any statistically significant differences at the level of ($\alpha = 0.05$) in the degree of possession of conversational skill among students studying in centers teaching Arabic to non-native speakers due to the variables (gender, age, educational qualification, length of attendance in centers teaching Arabic)?

The Importance of Studying

The importance of the study lies in revealing the aspects of speaking development and the strengths and weaknesses of non-Arabic speakers and identifying the problems related to teaching the speaking skill. The results of the study contribute to improving the level of non-Arabic speakers in the speaking skill, through proposed solutions and paving the way for subsequent studies in this field.

Objectives of the study

Identify the content of developing speaking skills for non-Arabic speakers.

Identify the challenges that students face in the skill of speaking in Arabic and provide some suggestions that help them confront them.

Opening the way for research and studies to determine the classified level of speaking skills for non-native speakers.

Study methodology

The researcher followed the descriptive survey method by describing and identifying the degree of possession of conversational skills among students studying in centers teaching Arabic to non-native speakers.

The limits of the study

Spatial boundaries: The current study was limited to Arabic teaching centers for non-native speakers, which teach conversational skills to students studying there and are spread across the governorates of the Hashemite Kingdom of Jordan.

Temporal limits: Academic year 2023-2024

Objectivity border: This study was objectively limited to examining the degree of possession of conversational skills among students studying in centers teaching Arabic to non-native speakers.

Terminology of study

Conversation skill: It is a cognitive mental process that includes motivation and psychological arousal in the speaker, then a content or idea that he expresses, then a linguistic system that transmits this idea and translates it into the form of spoken speech (Al-Hasanat, 2017).

Centers for teaching Arabic to non-native speakers: They are specialized accredited institutes that teach the Arabic language to non-native speakers according to scientific quality standards, and employ the latest technologies in teaching (Bahnasi, 2023).

What is the speaking skill?

Definition of speaking skill

Definition of skill: Skill has been defined as: proficient performance based on understanding and

economy of time and effort, and it is a non-innate process (Ibrahim, 2015). It has been defined as the ability to perform a task in a manner determined by a developed standard for this purpose, on the basis of understanding, speed, and accuracy. It is defined as the learner's ability to Executing something with an acceptable degree of mastery. By an acceptable degree of mastery, this means performing that skill according to the educational level of the learner (Saada, 2006).

As for the word speaking, it has been defined as free, spontaneous communication that takes place between two individuals on a specific topic (Taima, 1989), and speaking has been defined as a process that begins vocally and ends with the completion of a communication process with a speaker of the language in a social situation (Al-Naqa, 1985).

Therefore, conversation is communication between many people. It is a social skill that is not difficult for most individuals. Conversations are the ideal model for communication in some ways, as they allow people with different viewpoints on a particular topic to learn from each other. On another level, a speech is an oral presentation by one person addressed to a group of individuals (Al-Samouk, 2005).

Conversation is the exchange of ideas and information between two or more people using speech and pronunciation. It is a process of communication between people during which messages are sent and feelings, ideas and opinions are expressed in a friendly and useful manner. It is the exchange of ideas and conversations between two or more people, directly and spontaneously. It usually includes general or personal topics and indicates that it is a communicative act in which two or more people exchange ideas using the same language. It indicates the spoken exchange of ideas, observations, opinions, or feelings between people (Al-Hassoun, 1996).

As for speaking skill:It means the ability to employ linguistic, verbal, vocal, and eloquence skills; For the purpose of communicating with others, whether at the level of comprehension or expression; It is also defined as a form of communication with others, relying primarily on language or spoken language, and it is the most practiced means of communication in various life situations. Or it is the skill of conveying beliefs, feelings, trends, meanings, ideas, and events from one speaker to another with fluency, flow, integrity in performance, and correctness in expression (Al-Shanti, 1996). Al-Khatib defined it by saying: It is what is called oral expression in the field of language teaching, which is speech. The spoken word that expresses an individual's feelings and thoughts, and the information and ideas he wants to convey to others in a sound manner (Al-Khatib, 2016). Hussein defined it as: a means of communication through which a person can express his thoughts and learn about the thoughts of others, and a social necessity for conveying ideas and standing up. On the ideas of others across time and space (Al-Hussein, 2011). The British Encyclopædia has defined it as: human communication through spoken language. Language is basically speech, and writing is an attempt to represent speech, and the skill of speaking is considered one of the most important skills in the communicative doctrine. It is emphasized in all stages of the language education program. It is one of the skills specific to the overall language, through which the language learner can communicate with others, express himself and his opinions, and seek the fulfillment of his needs and desires (Taimah, 2009). It is the process of producing the sounds that make up speech according to the Arabic language system, which is the pronunciation of both parts of the monologue. That is, speech by the person, and dialogue, that is, speech in the form of a bilateral dialogue between two parties (Saba Al-Layl, 2000).

We practice the skill of conversation or speaking from the first day the student begins studying the Arabic language, and this is through the oral approach in which we teach the student to speak through oral dialogues. The single word must be used to serve the skill of speaking in sentences and dialogues in order to instill in the student's mind, every word and every sentence. What the student studies should be an incentive to speak more, and during his studies the student should not be stopped from speaking except by using the pen to write. Thus, all skills serve the speaking skill (Ali, 2020).

The skill of conversation is the mirror of knowledge of the language, and the pinnacle of its hump, and its importance comes from being the basic tool of communication between people. Without speech, the language would become merely symbols, like the Latin language, and speech is one of the characteristics of humans. Conversation skill can be defined as an interactive process that takes place between two or more parties of conveying, receiving, and processing a meaning or idea. In other words, it is a communicative process that has form, meaning, and context. It is also a person's ability to convey his idea to another party with appropriate fluency and accuracy and to receive, process, and understand his response. Conversation is defined as the ability to express oneself with acceptable fluency in a natural context in light of Ibn Jinni's definition of language as "sounds with which every people expresses their purposes (Al-Ahmadi, 2019).

In conclusion, the researcher believes that speaking skill can be defined as the skill of conveying ideas and meanings from the speaker to others fluently and smoothly, with correct expression and integrity in performance.

The Importance of Teaching Speaking to Non-Arabic Speakers

The skill of speaking derives its importance from the importance of language itself. We find that language is the vessel of human thought, and it is also a tool for communicating with oneself and with society. We find that a person cannot live without language, but speech represents the most important skill among language skills, as it is a phrase. About the audible image of language, as it is the tool by which a person communicates with himself first and with others second, and speech, although not the only means, is the natural means of expressing language, because the basic function of language in life is communication, and the skill of conversation. It is the skill that is most frequently repeated, practiced, and used in daily life, in addition to being the skill used by children and adults alike, and it is the learner's means of satisfying his needs and implementing his requirements in the society in which he lives (Al-Anati, 2003).

Speaking is one of the basic skills that the student seeks to master when learning a foreign language. Therefore, attention must be paid to this aspect, and Arabic teachers must make their first concern and primary concern enabling students to speak Arabic, because communication is the first goal of Arabic learners, and despite the importance of this skill, we find some people neglect it when teaching the second language, so we find them paying more attention to a particular skill. Calculating other skills, and we find some of them interested in grammar, so they take the path of grammar and translation. You see students who are proficient in Arabic grammar to a great degree, but they are unable to speak Arabic or conduct simple conversations in it (Jassem, 1434), as we find one of them stuttering, getting lost, and then stopping. This method is outdated, and its owners must change their course and method in education. As we know, some students - if not all of them - measure their progress in the language by the extent of their ability to communicate with others. If they memorized a million words and were unable to use them or establish a full-fledged dialogue, and production, he will not feel the fruit of what he has learned but may even feel like a failure (Al-Juhani, 2015).

The speaking skill has received a lot of research and study in various aspects. Despite this, it still represents a difficult and difficult obstacle for the language learner and is also sometimes considered an opponent to the balance of his acquisition and linguistic proficiency in general (Al-Osaily, 2012).

The importance of speaking skill increases when teaching a language that the learner does not speak, as well as in teaching the Arabic language to non-native speakers, because of what the speaking skill represents in achieving the goal of teaching the language to non-native speakers, and it is considered an essential part of the curricula for teaching the Arabic language to non-native speakers, and those in charge of it consider it. In this field, one of the most important goals of learning and teaching the Arabic language is: Therefore, these curricula focus and are keen on giving learners the ability to communicate

properly, whether orally or in writing, in addition to the fact that conversation often represents the practical, applied part of language learning (Al-Osaily, 2012).

The importance of conversation skill is also evident in that it is the primary means that learners usually use to discuss their ideas, raise their issues, convey their experiences, and address their problems. In addition, it is one of the most important linguistic skills through which the learner achieves himself. As it contributes to revealing the learner's linguistic ability, as well as its distinguished status among the branches of the Arabic language. It is the goal of all its branches. Most educators see the need to pay attention to the skill of conversation and give it great importance in education (Al-Hudaibi, 2017) because it represents the functional aspect of the language, expresses ideas, expresses them in organized words, helps in confronting situations, and leads to self-confidence and self-enhancement, especially since the goals of teaching the Arabic language At any stage of education, you focus on achieving linguistic maturity in the learner to the degree that helps him express himself fluently, accurately, and clearly. This requires creating appropriate educational situations and diversifying teaching methods in a way that enables the learner to practice conversation correctly (Kharma, 1988).

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Objectives of teaching speaking to non-Arabic speakers

Speech as a communicative activity is a dialogue that takes place between two people who exchange roles. An individual can be a speaker, then become a listener, and so on. The focus on previous methods of teaching speech or conversation is based on the structure of the language, and not on its suitability to the context. For example: Some language education books mention dialogue between people who do not have names, but instead write symbols, such as: A, B, etc., and this is incompatible with real communication, as dialogue differs according to the parties to the conversation, just saying sentences and phrases that do not It means that the speaking skill has been developed. Therefore, context is very important in explaining the roles of methods in the speech process (Al-Marashda, 2016).

Studies Previous:

Al-Sulami Maimoun bin Ahmed (2021) Difficulties in teaching the conversation skill to non-Arabic speakers at Umm Al-Qura University Scientific Journal - College of Education - New Valley University, Issue Thirty-Six (36), January 2021. The study aimed to identify the difficulties facing teachers of the Arabic language to non-native speakers at Umm Al-Qura University when teaching the conversation skill to the level The average level related to the student, the teacher, the curriculum, and the learning environment. To answer the study's questions, the researcher used the descriptive analytical approach, and used the questionnaire as a tool for the study. The study concluded that teachers face difficulties when teaching the conversation skill to the intermediate level to a large extent, and that the greatest

difficulties related to the student are the lack of The student spoke Arabic outside the classroom, and that the greatest difficulties related to the teacher are that the teacher does not have sufficient educational preparation to teach Arabic language skills to non-native speakers, and that the greatest difficulties related to the conversational curriculum are the failure to employ functional grammar in the conversational curriculum well, and that the greatest difficulties Related to the educational environment is the lack of activities with the local community that contribute to developing conversation in Arabic.

Gaidor, Abdul Karim (2021) Teaching the conversational skill from theory to application: Notes regarding the basic pedagogical knowledge of Arabic language teachers, Al-Bahith Magazine, Volume 13, Issue 1 This study aims to introduce the skill of conversation and address the most important conceptual and theoretical issues related to its characteristics, elements, and the way it occurs. As well as the practical issues that arise during actual practice in the classroom. The research is of particular importance considering several aspects: The first aspect relates to the lack of specialized Arabic studies that have dealt with this topic, so that they provide a smooth discourse that benefits both the trainee professor and the practitioner. The second aspect relates to the growing global interest in this skill, which is clearly evident in examining the literature published on it over the past two decades. The study concluded that it is important for the professor to have a spirit of initiative - after equipping himself with the necessary theoretical knowledge - to develop this skill on a regular basis among his students, as the study assumes that the professor will be the biggest winner from this step, after he notices the strong impact of this skill on the rest of the skills. other languages, not to mention their excellent impact on student behavior. The study also recommended the need to allocate the appropriate amount of time to complete the correct construction of this skill, in parallel with its importance in education, media, and necessary communication.

Al-Saedi, Maher Dakhllallah and Ali, Asim Shehadeh (2021) Methods of teaching conversational skills to non-Arabic speakers in light of contemporary times. Journal of Linguistic and Literary Studies, Volume 12, Issue 2. This study dealt with methods of teaching conversational skills to non-Arabic speakers in light of contemporary times. The study clarified the concept of this skill linguistically and terminologically, and the stages of teaching it. Then I discussed its importance in programs for teaching the Arabic language to non-Arabic speakers, the reason for interest in it, and explained the most important objectives of this skill, as well as the most important methods of teaching it to non-Arabic speakers, which are: the direct method, the auditory method, the dialogic method, the communicative method, and the selective method. It became clear that each method has its advantages and disadvantages, and that there is no ideal method for teaching conversation to non-Arabic speakers. Rather, one should choose what suits the learner and the lesson from these methods, as it is possible to follow more than one method in one lesson. The study attempted to suggest some solutions that might contribute to overcoming these difficulties, the most important of which were: relying on the communicative approach in education, diversity in teaching methods, avoiding the use of intermediate language in teaching, and other solutions.

Khalil, Enayat Abdul Hamid Hamad (2020) The effectiveness of the flipped classroom strategy in developing speaking skills among non-native Arabic language learners "advanced level" Master's thesis from the Arab League Educational, Cultural and Scientific Organization

The research aimed to develop the speaking skills of non-native Arabic language learners (advanced level) using the flipped classroom strategy. The researcher used the descriptive approach to arrive at a list of appropriate and necessary speaking skills for learners of the Arabic language who speak other languages, and how to apply the flipped classroom strategy to develop the speaking skills of learners of the Arabic language who speak other languages (the research group). The researcher also prepared the research tools, which were (a speaking skill test and a note card), and the researcher also used the experimental method in

applying the research materials and tools. The research group consisted of learners who spoke languages other than Arabic, who were studying at the Nile Center for Teaching Arabic to Non-Arabic Speakers, affiliated with the East Nasr City Educational Administration. The research group consisted of (15) advanced level students at the center, after excluding students who They were repeatedly absent or did not attend the pre-application of the research tools. The research concluded that using the flipped classroom strategy is effective in developing speaking skills - as a whole - and in each skill separately. Teaching using the flipped classroom was also characterized by a high degree of effectiveness (according to Black's modified gain equation) in developing the speaking skills of non-native Arabic language learners (research group). In speaking skills as a whole, it reached (1.5), and in linguistic, intellectual, vocal, and gestural fluency, respectively, it reached (1.4), (1.5), (1.6), and these values exceeded (1.2), as specified by Black. Which indicates that the flipped classroom strategy has high effectiveness. The research recommended the need to pay attention to conducting research and studies dealing with the (flipped classroom) strategy in Arabic language skills and systems, in light of other samples and variables. There is also interest in developing the speaking skill of non-native Arabic language learners, starting from the first levels of language learning, by enriching the content provided to them, and creating an educational environment whose conditions are compatible with the goal of developing the speaking skill of these learners, as well as activating technology and multimedia effectively.

Al-Harayza, Maram Farhan (2020) The effectiveness of multimedia in developing Arabic language listening and speaking skills for non-native speakers in the capital, Amman, a master's thesis from the Middle East University This study aimed to investigate the effectiveness of multimedia in developing Arabic language listening and speaking skills for non-native speakers in the capital, Amman. To achieve the goal of the study, a quasi-experimental approach was used, and the results showed that there were statistically significant differences at the level of significance. $(0.05) \geq \alpha$) The average scores of the control group and the experimental group, in favor of the experimental group in the post-test, which was taught using multimedia. The study revealed the effectiveness of multimedia in developing Arabic language listening and speaking skills. In light of the results, the researcher recommended the use of multimedia in centers teaching Arabic to non-native speakers because of its effectiveness in developing Arabic language listening and speaking skills.

Musleh, Imran (2020) Teaching speaking skills in series teaching Arabic to non-native speakers: An evaluative analytical study, Al-Madinah International University Journal for Educational and Psychological Sciences, Volume: 1, Issue: November 1 The skill of speaking or speaking is of great importance alongside other linguistic skills in the process of learning a second language, including learning the Arabic language. It is the skill in which the Arabic language learner demonstrates his ability to employ the language in a practical way and use it in communicating with others, and his ability to speak represents an incentive for him. To continue learning. The effectiveness of the speaking skill depends greatly on the way it is taught, the way it is presented, and the academic content through which it is presented. Accordingly, the aim of this research was to study methods for teaching the speaking skill, and to analyze the way this skill is presented in three famous Arabic language teaching series. In order to evaluate these methods, including language training and activities; With the aim of improving teaching and developing speaking skills. The research came up with a conclusion and proposals aimed at developing teaching the speaking skill based on the analytical study of the three series of teaching the Arabic language, and the theoretical framework in the field of teaching the speaking skill in the Arabic language. Keywords: teaching Arabic to non-native speakers - teaching Arabic language skills - speaking skills - series of teaching Arabic to non-native speakers.

Hamid Sedqi, Sohaila Mohseni Nejad, Adnan Eshkori, Pouran Rezaei Choushali, and Hossein Talebzadeh (2020) Determining the classified level of conversational skill among Arabic language learners according to the global framework ACTFL Standard in Teaching Foreign Languages Journal of Research in the Arabic Language of the Faculty of Languages, University of Isfahan, Issue 25

Language is the primary means of communication and understanding between humans, and this is done through learning and teaching languages, whether to speakers of them or to speakers of others. This necessitates those interested and specialists in teaching and learning languages to develop general frameworks and specific standards that serve as a reference guide for teachers and learners alike. The contents of these can be measured. Frameworks through rigorous scientific performance indicators; So that education is correct, bears fruit and achieves its goals through its outcomes. One of the most important international frameworks for teaching foreign language skills is the guidelines of the American Council on the Teaching of Foreign Languages ACTFL, these frameworks were developed by a team of specialists and workers in the field of language teaching. This framework is a global reference guide for teaching foreign languages. The conversational skill is considered the second main linguistic skill after listening and is important for oral communication with Arabic speakers. In general, non-Arabic speaking students memorize the vocabulary and methods of the Arabic language, but most of them are unable to apply the vocabulary and methods they learn in conversation. The sample chosen for the study was 30 male and female students in the eighth semester of the bachelor's degree in the Department of Arabic Language and Literature at Al-Khwarizmi University. The study followed the descriptive-inductive approach in a field setting, to reveal the level of students' performance in conversation and the reasons for their weakness. Observation and testing were used to collect data as a tool for the study. One of the most prominent findings of the study is that non-Arabic speaking students, despite studying twelve academic units, especially the conversation skills (3 levels) and the Arabic language laboratory (3 levels), did not achieve the required standard level, for several reasons, including: lack of hours. Dedicated to teaching conversation skills, their motivations for studying this language, the scientific academic content of the curriculum, teaching methods, teaching methods and activities, and finally the evaluation.

Results

Results related to the answer to the first question: What is the degree of conversational skill possessed by students studying in centers teaching Arabic to non-native speakers?

The First Dimension: Skills Related to the Content

Table No. (1) Results Related to the First Dimension: Skills Related to the Content.

The Number	Paragraph	Sma	Standard Deviation	Rank	Relative Importance
1	The student's ability to select appropriate ideas for the speaking topic	2.79	1.097	6	Medium
2	The student has a sequence of ideas and their connections	2.83	1.102	2	Medium
3	The student master's vocal intonation when speaking	2.76	1.054	7	Medium
4	During his speech, the student can support ideas with evidence	2.85	1.104	1	Medium
5	The student has the ability to communicate properly during a conversation	2.80	1.099	5	Medium
6	The student's ability to simply summarize familiar topics	2.81	1.101	4	Medium
7	The student's ability to understand the details of supporting texts	2.82	1.098	3	Medium
The first dimension: skills related to the content		2.80			Medium

It is clear from Table No. (1) that the arithmetic averages for the items after the content-related skills dimension ranged between (2.85 - 2.76) which is an average level. It turns out that the highest paragraph

after skills related to the content is the paragraph that states that the student can support ideas with evidence and evidence during his speech, with a mean (2.85) and standard deviation (1.104), and the lowest paragraph is the paragraph that states that the student has mastered vocal intonation when speaking. With an arithmetic mean of (2.76) and a standard deviation of (1.054). Perhaps the reason for this is that the conversational curriculum does not include the Arabic grammar system, does not employ the process of thinking in Arabic in the conversational curriculum, and does not employ functional grammar in the conversational curriculum well. This may be due to the overlapping of the mother tongue and Arabic language systems. The student and the absence of some Arabic language sounds in the student's language and the absence of some Arabic forms in the student's mother tongue such as: Muthanna and Feminine. This may be attributed to the student's lack of training in pronouncing Arabic language sounds that do not exist in his language and the student's lack of mastery of the Arabic grammatical system. This may be explained. The student does not understand the meanings of some words in the case of comprehension and the student is unable to recall some vocabulary in the case of production.

Results related to the second dimension: skills related to words and structures:

Table No. (2) Results Related to the Second Dimension: Skills Related to Words and Structures.

The Number	Paragraph	Sma	Standard Deviation	Rank	Relative Importance
1	The lesson works on choosing words that express meaning	2.84	1.106	2	Medium
2	The student is careful to avoid repeating words	2.80	1.099	5	Medium
3	The learner can use appropriate conjunctions	2.79	1.097	6	Medium
4	The student's speech is free of errors	2.90	1.106	1	Medium
5	The student can use appropriate tenses for verbs	2.74	1.031	8	Medium
6	The student can use appropriate pronouns and demonstrative nouns	2.76	1.054	7	Medium
7	The student describes and narrates in different tenses in a connected speech	2.82	1.111	4	Medium
8	The student asks and answers questions related to the topics presented	2.83	1.110	3	Medium
The second dimension: skills related to words and structures		2.81			Medium

It is evident from Table No. (2) that the arithmetic averages for the items after the skills related to words and structures ranged between (2.90 - 2.74) which is an average level, and it turns out that the highest paragraph after skills related to words and structures is the paragraph that states that the student's speech is free of errors, with an arithmetic mean of (2.90) and a standard deviation of (1.106), and the lowest paragraph is the paragraph that states that the learner can use the appropriate tenses for verbs, With an arithmetic mean (2.74) and a standard deviation (1.031). Perhaps this reflects the student's absorption in understanding every word in the conversation, ignoring the conversational context, the student's shyness in speaking in front of his colleagues, the student's fear of making a mistake when conversing, and the student's lack of interaction with dialogue exercises and activities. This may be explained by the student's lack of self-effort in learning the skill of conversation outside of class and his lack of speaking. The student speaks Arabic outside the classroom and the student's weak motivation to speak Arabic can be explained by the teacher's lack of linking the speaking skill with other language skills during the lesson.

Results related to the third dimension: skills related to sounds:

Table No. (3) Results Related to the Third Dimension: Skills Related to Sounds.

The Number	Paragraph	Sma	Standard Deviation	Rank	Relative Importance
1	Taking letters out of their correct places	2.86	1.098	3	Medium
2	The student's mastery of matching the speed of speech with the attention of the listeners	2.90	1.074	1	Medium
3	The student's ability to use the voice system and its clarity	2.89	1.103	2	Medium
4	The student is able to vary the voice between high and low in a way that suits the situation	2.84	1.104	5	Medium
5	The student's ability to end the conversation with an appropriate tone	2.82	1.108	6	Medium
6	The student's ability to process his speech quickly to be appropriate to the nature of the situation	2.80	1.099	8	Medium
7	The student realizes the emotional position of the nature of the conversation and adopts the appropriate linguistic style for it.	2.81	1.101	7	Medium
8	The student pronounces adjacent and similar sounds perfectly	2.85	1.083	4	Medium
The third dimension: skills related to sounds		2.84			Medium

It is evident from Table No. (3) that the arithmetic averages for the items after the skills related to sounds ranged between (2.90 - 2.80) which is an average level. It turns out that the highest paragraph after skills related to sounds is the paragraph that states the student's mastery in matching the speed of speaking and the listeners' attention, with an arithmetic mean (2.90) and a standard deviation (1.074), and the lowest paragraph is the paragraph that states the student's ability to process his speaking quickly. To be appropriate to the nature of the situation, with an arithmetic mean of (2.80) and a standard deviation of (1.099). This can be attributed to the teacher's lack of linking conversational skill to functional grammar, the teacher's lack of formal speaking, the lack of clarity of the teacher's dialect, and the lack of training courses that the teacher obtains in the field of teaching conversation. This can be attributed to The teacher's lack of sufficient educational preparation to teach Arabic language skills to non-native speakers, the teacher's lack of use of various teaching methods, and the teacher's lack of clarification of ambiguous vocabulary and structures in their proper places.

Results related to the fourth dimension: skills related to the speaker's personality:

Table No. 4: Results Related to the Fourth Dimension: Skills Related to the Speaker's Personality.

The Number	Paragraph	Sma	Standard Deviation	Rank	Relative Importance
1	Dare to speak when confronting others	2.88	1.101	2	Medium
2	Move forward confidently without hesitation or fear	2.82	1.095	5	Medium
3	Speak without hesitation or hesitation	2.83	1.101	4	Medium
4	Using physical movements that express meaning (body language)	2.81	1.108	6	Medium
5	The student's ability to look at the audience while speaking	2.74	1.031	7	Medium
6	The student appears happy when speaking Arabic	2.90	1.106	1	Medium
7	The student is keen to correct his mistakes when speaking in Arabic	2.85	1.101	3	Medium
The fourth dimension: skills related to the speaker's personality		2.83			Medium

It is clear from Table No. (4) that the arithmetic averages for the paragraphs following the skills related to the speaker's personality ranged between (2.90 - 2.74) which is an average level. It turns out that the highest paragraph after the skills related to the personality of the speaker is the paragraph that states that

the student appears happy when speaking in Arabic, with a mean (2.90) and standard deviation (1.106), and the lowest paragraph is the paragraph that states that the student is able to see To the audience while speaking, with a mean (2.74) and standard deviation (1.031). This may be attributed to the lack of teachers' cooperation among themselves to overcome the student's conversational difficulties, the teacher's lack of linking conversation lessons to the student's experiences, and the teacher's lack of use of various educational means. This can be explained by the fact that the content The conversation topics do not suit the student's needs. There is no element of suspense in the conversation topics and the large vocabulary of the course compared to the weekly classes for the conversation skill.

Results related to the answer to the second question: Are there statistically significant differences at the level of ($\alpha = 0.05$) in the degree of possession of conversational skill among students studying in centers teaching Arabic to non-native speakers due to the variables: (gender, academic qualification, Duration of attendance at Arabic teaching centers)?

This question can be answered by verifying the degree of possession of conversational skill among students studying in centers teaching Arabic to non-native speakers, and whether it is attributable to the variables: (gender, academic qualification, length of attendance in centers teaching Arabic to non-native speakers)?

Table 5: T-Test Results for the Significance of Differences in the Degree of Possession of Conversational Skills Among Students Studying in Centers Teaching Arabic to Non-Native Speakers According to the Gender Variable.

Sex	The Number	SMA	Standard Deviation	Degrees of Freedom	T Value	Statistical Significance
male	102	0.642	0.481	46	2.546	0.014
feminine	85	0.357	0.610			

*Function at the level of significance ($0.05 \geq \alpha$).

Looking at Table (5), it is clear that the results of the study showed that there were statistically significant differences in the degree of possession of conversational skills among students studying in centers teaching Arabic to non-native speakers due to the gender variable, where the statistical significance was ($0.05 \geq \alpha$) It is statistically significant.

Discuss the Results

1. It became clear from the results of the study that the arithmetic averages for the items after content-related skills ranged between (2.85-2.76), which is an average level. This result can be attributed to the strategy adopted by these centers and the advantages they enjoy, and that they provide the opportunity for the student to practice the conversational skill alone, and then with his colleague. Then with a group of his colleagues, and conduct Operations associated with this This is the skill and the accompanying thinking processes about what will be spoken, such as: remembering, imagining, predicting, In addition to practicing written operations such as writing down, summarizing, and restating. Linguistic and other formulation, exchanging different points of view, and reaching... Conclusions and solutions to the question raised and the issue discussed; To be completed Preparing for speaking by taking advantage of these processes in the eyes of students Center With guidance, supervision, and follow-up at all stages from the teacher; The matter Which led to mastering the linguistic learning processes in addition to the skills This can be explained by the fact that all students' skills are at the intermediate level. The reason for this may be attributed to the fact that the speaking skills of students in these centers did not receive full support and attention from teachers, in addition to not allocating conversation classes, nor was it planned as a skill. It is important in students' language formation

2. The arithmetic averages for the items after the skills related to words and structures ranged between (2.90-2.74), which is an average level. This result may be explained by the teachers in these centers neglecting this skill as it is not important in their view, and that the written language is more important than the oral language, and conversation is taught. In a traditional manner, students are confined to poor intellectual templates. This can also be attributed to the lack of coordination between the committees charged with preparing the curriculum for teaching the Arabic language to non-native speakers. Perhaps this is due to the nature of the conversational skill and its need for an environment of continuous conversation and linguistic immersion with native language speakers that results in real and direct linguistic communication situations.

Therefore, it is necessary to create linguistic activities with the local community that contribute to developing conversation in Arabic and help the student practice real conversation with native Arabic speakers, not limited to activities within the institute.

3. The arithmetic averages for the items after the skills related to sounds ranged between (2.90 - 2.80), which is an average level. This may be explained by the teacher not having sufficient educational preparation to teach Arabic language skills to non-native speakers. Perhaps this is due to the failure to update the conversation and oral communication curricula in a way that suits the needs and level of the learners. And not employing functional structures and grammar in a smooth manner that helps enable learners to master conversation according to the Arabic linguistic system.
4. The arithmetic averages for the items after the skills related to the speaker's personality ranged between (2.90-2.74), which is an average level. This may be explained by the fact that speaking comes as a natural response to different life situations, and is a means of communicating with others, a prominent manifestation of the personality, and the outcome of multiple skills, which varies from person to person only. Speaker's personality. It may be explained according to how learners are affected by the personality of the teacher. Therefore, institutes must take care in selecting specialists and training their new teachers to teach language skills to non-Arabic speakers.
5. It turned out that the results of the study showed that there were statistically significant differences in the degree of possession of conversational skills among students studying in centers teaching Arabic to non-native speakers due to the gender variable, where the statistical significance was $(0.05 \geq \alpha)$ which is statistically significant. This may be attributed to the female nature, which is naturally inclined to express what is on her mind in the form of words, in which she excels over males.
6. It turned out that the results of the study showed that there were no statistically significant differences in the degree of possession of conversational skills among students studying in centers teaching Arabic to non-native speakers due to the academic qualification variable, as the statistical significance was >0.05 , which is not statistically significant. This may be explained because it is a skill that depends on the individual. The recipient and the method in which this learner learns the conversational skill, as there is no requirement for a specific qualification or for individuals to differ according to their academic qualifications.
7. The results of the study showed that there were statistically significant differences in the degree of possession of conversational skills among students studying in centers teaching Arabic to non-native speakers due to the variable duration of attendance in the Arabic teaching centers, where the statistical significance was $(0.05 \geq \alpha)$ is statistically significant, and this may be explained by the impact of the time spent on the skill of conversation by the learner, and that the longer the period of time, the more the learner is able to master terms, words, and phrases with which to speak with others.

Recommendations

1. The need to disseminate successful models in teaching the conversational skill among centers spread across public and private universities and centers specialized in teaching the Arabic language to non-native speakers.
2. There is an urgent need to clarify the contents of the conversation skill and its basics among the centers teaching students of the Arabic language to non-native speakers, which are widespread in public and private universities and centers specialized in teaching the Arabic language to non-native speakers.
3. The researcher hopes that the official authorities will standardize approved curricula for teaching the conversational skill in accordance with the latest educational levels at the global level.
4. The necessity of having supervisory bodies over the work of centers concerned with teaching Arabic to non-native speakers.
5. The necessity of spreading awareness of the importance of the process of learning and teaching Arabic as it is the link between the curriculum and the student, while carrying out the learning and teaching process with this linguistic group wishing to learn Arabic.

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