The Extent of the Development of Arabic Language Skills among Birzeit University Students after Passing the Arabic Language Skills Course / First Level

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The research aimed to identify the extent of language development skills among Birzeit University students in the educational course (Arabic Language Skills / First Level). In order to attain this goal, a 40-paragraph achievement test has been designed covering three main areas: the linguistic skill, reading comprehension skills, and language coherence and clarity. After verifying the validity and reliability required, a pre and posttest was applied on a sample of the study consisting of 183, male and female students. The results showed that there were statistically significant differences in favour of the post-test. The results of the test displayed that the arithmetic means for the pre-test were 19.56, and the arithmetic means for the post-test were 22.23. These results indicate that the level of language skills development among all students was unsatisfactory. Accordingly, the two researchers suggested a number of recommendations.

Key words: *Development, Skills, Arabic Language, Birzeit University, Course.*

Introduction

Birzeit University pays high attention to general and specific language skills. Therefore, two courses in Arabic language skills, and three in English language skills, were established as compulsory university requirements, aiming at developing language skills, corresponding to the low language level of high school students admitted to study in it.

The university stems in its linguistic philosophy from the fact that the Arabic language is the incubator of thought, in order to reach the expression of what the individual needs in his life in its various aspects, including university learning communication. It is "his means of perceiving the world, the bridge between the privacy of the self and the generality of the subject, the translator of the meanings of the pronouns, and the language is the social destiny of man," As it reveals his/her class and the roots of his/her upbringing, it also reveals his/her mentality, abilities, and intellectual inclinations (Al-Saudi, 2011:289; Al-Khawaldeh, 2015:169)

The university realises that Arabic is a fundamental way to preserve identity and heritage, in addition to being a psychological and aesthetic state that enables its learner to properly express his/her feelings and sentiments. Due to the deep gap existing between the functional Arabic language and its speakers, the University committed itself to providing linguistic expertise and skills, in order to review the language formations of its students. Desiring to create active communicative interactions, which represent a behaviour associated with language proficiency (Zare, 2012:27). Abd al-Rahim and al-Shabatat emphasise the major role that language plays in our lives, especially in the educational communication process (Abd al-Rahim and al-Shabatat, 2003: 14) and with the vocabulary, phrases, structures and sentences pronounced is a necessary oral use , because the method in which language is used becomes more necessary; this explains the importance of language in the educational learning process that creates an active interaction in two directions, between a teacher and students., because language skills are the door for the student to gain access to the broad fields of knowledge with their scientific, literary and artistic qualities.

Arabic language skills, "listening, speaking, reading and writing", localise as the cornerstone of the academic building in the colleges where Arabic is the language of instruction. Where the student acquires a variety of knowledge, enabling him/her to create an integrated mixture, in which he/she meets the requirements of communication and interaction.

The Arabic language has features that enable the development of thinking in it (Ali, 1998: 49). This means that language is a fundamental pillar in teaching and developing thinking skills through any of the school curricula, and that the critical analysis of the elements of any non-linguistic work, such as sculpture and music, needs language. Hence, the student who has mastered the oral and written language will have possessed the required tool for thinking, whereas, each language topic contributes to the teaching and development of thinking skills (Al-Tuwaijri, 2015: 84), and where language becomes the cognitive structures for the thought process. This represents focus and contemplation on the nature of the situation and it leads to organising knowledge, classifying it and producing it in a specific clear linguistic form, in light of the requirements of the learning and life situation after graduation.

Since thinking is a holistic process by which a mental processing of sensory input and retrieved information is made to form ideas, infer them, or judge them (Jarwan, 1999: 35), then thinking skills are "specific processes that are intentionally practiced and used in processing information, such as: The problem identification skills, finding assumptions, assessing the strength of evidence "(Al-Tuwaijri, 2015: 84); This means that thinking includes many basic skills such as knowledge, observation, comparison, classification and analysis (Jarwan 1999: 41) as conceptual frameworks related to language learning strategies (Goh, 2002:31); This is because language learning strategies represent "specific activities that the language learner employs in order to make his/her learning process easier, faster, more enjoyable, more effective, and transferable to new life situations" (Oxford, 1990: 4);since language is the vessel of thought, and the instrument of expression, language skills are: Listening, speaking, reading, and writing which represent the centre of the educational learning process, to become a mediator for thinking, which means - in the current research - the ability of the individual to employ language in developing thinking skills, and using those skills in developing his/her linguistic competencies, and perfecting his/her own ways of thinking (Al-Tuwaijri, 2015: 85)

Since the university is a natural extension of the school, it assumed fundamental burdens represented in preparing the individual for life during his/her university studies and after graduation, a preparation that was almost comprehensive. This means that Arabic should assume the fullest burden in guiding the university student and empowering him/her with various abilities. So that Arabic becomes the language of his/her thinking and the tool of his/her expression in communication and interaction, the seriousness of rooting his/her patriotism and nationalism, the way to deepen his/her emotional connections with others, and a compass to taste and sense beauty.

The facts of the feedback on the outcomes of the Arabic Language Skills course (first level) indicate an apparent weakness in the student's employment of Arabic language skills in other academic courses such as law, public administration, psychology, sociology, history and geography, cultural studies, education, and other fields that Arabic is their language of instruction, in the light of what the teachers of these courses report.

The issue of the general decline in the level of performance in the Arabic language in the aforementioned fields has become a "general and tangible phenomenon that spreads among many educated people in the Arab countries" (Al-Mousa, 1984: 91). What prompted decision-makers at the university to prepare a standardised replacement test to be able to "predict and actually judge the population whose members are to be used in a correct scientific way" (Al-Ghamdi, 2015: 182). This enables the decision-maker to take the necessary steps to reach the stated goals of the Arabic Language Skills course at Level 1, in order to ensure the proper use of its skills.

In order to achieve this, a sound objective decision must be taken according to Thorndike and Hagen (1989: 72) based - in the first degree - on a scientific standard capable of predicting the accepted student's language abilities, which helps the decision-maker to classify the student in the language level he/she should be at.

Some scholars believe that "education, regardless of its type or source, is based - basically - on the existence of the faculty of understanding and the availability of the ability to perceive. Knowledge and experience from its various sources, the first of which is his failure to read school subjects" (Al-Saudi, 2011: 291) The placement test provides information about what the student has learned during his/her school years, in order for him/her to be placed in the appropriate class to enable him/her to develop and improve his/her language skills. What it means for the student to join a class that meets his/her academic needs and pedagogical skills, so that special educational content is designed to bridge the difference between new students by providing the appropriate skills for each group in order to achieve success in reaching the goals, and in a way that enables – at the end of the semester - to influence the making of certain decisions within the framework of the theme of "optimizing, controlling and adjusting" (Al-Gharib, 2000: 95).

The linguistic culture is the cornerstone of a student's university life as a central skill in the communication process, requiring many language competencies based on sound linguistic use of reading and expression at the level of:

1. Setting the spoken language in grammar and syntax.
2. Determining the appropriate meaning of the context.
3. Determining the areas of expressive beauty in linguistic texts.
4. Defining the inflectional locations of the elements of the sentence, and determining what pronouns accrue to in the context of the Arabic sentence.
5. Using linkage tools, and defining their functions in context.
6. Voicing colouring to fit the meaning.
7. Distinguishing between the linguistic sounds in terms of exits and qualities, and taking out each linguistic sound from its correct output.
8. Deducing the main ideas of the audible and readable.
9. Indicatiing the expression of the inferred audiobook.
10. Using lexicons properly " (Salam, 2001: 171).

In this context, the Arabic speaker is supposed to be able to master the vocabulary, grammar, and morphology of the language as necessary for the safety of the process of interaction and language communication.

In the introduction to the book "Skills in Arabic Language Level 1" it was stated: "This is a book of: Basic principles in some Arabic skills for Arabic language course learners. A

number of specialized councils at Birzeit University participated in the development of its outlines: the Council of the Department of Arabic Language and Literature, the Council of the College of Arts. The book includes seven study units: basic principles in Arabic grammar, common errors, sources and derivatives, spelling and numbering, use of the dictionary, and summary" (Department of Arabic Language, 2005: 2).

This excerpt indicates that decision-makers have proceeded from the importance that the textbook represents in the student's life and what entails "paying attention to the most important curricula related to human consciousness and thinking, and expressing his/her feelings. Since language is the most effective means for achieving awareness and the ability to think in a person, its curricula have become one of the most important approaches and the ability to translate his/her goals".

Pursuant to the foregoing, the course description is as follows: "This course aims to perfect and develop Arabic language skills: syntax and phraseology in a sound structure free from grammatical, morphological and common errors. Writing free from spelling and punctuation errors. Using comprehensive and specialized dictionaries, focus in dictionaries. Comprehensive linguistics on two linguistic schools: Al-Bab and Al-Fasal School, and the Modern School. Specialized dictionaries. Summarizing the various texts, audible or read, adequately summarized" (University Guide, 2015: 64)

Depending on the experience of the researchers and their colleagues in teaching this course in light of the directives of the department, the follow-up of the steering and supervision committee, and the feedback from students' evaluation of teachers, the teacher introduces the course content on the basis of the functional importance of language in life. It trains students in proper linguistic use: pure, grammatical, syntactic, common errors, spelling, numbering, and summarisation. That is, "Knowing a language is one thing and practicing its skills is another. How many learners know grammar and morphology and cannot read aloud, because he/she has not been practically trained to apply these rules by practicing reading aloud" (Hussein, 2007: 45).

The course represents a path that "deals with language on the basis that it is a set of skills that are acquired and practiced, and a set of linguistic rules and laws is not preserved." Only a few individuals who have special abilities can successfully apply them. The modern curriculum does not cancel or neglect information about language laws, but it does not stop at the limits of knowledge of these laws, but goes beyond that to the use and application of these laws. The skill in applying a matter is based on first understanding the scientific laws, then repeated training until the practice is perfected, and the ability to practise this matter effectively and successfully in any new situation, is acquired. The acquisition of linguistic competence, and the four language skills; listening, speaking, reading, and writing, represent a central axis in the learning and teaching processes.

Statement of the problem

Thirteen years after the experience of the Arabic Language Skills course, the Academic Council at the university decided based on the feedback of students' evaluations of the course on the level of content and teaching methods, to conduct a study aimed at showing the extent of development of Arabic language skills among all students.

The problem of the study is the need to verify that the course develops the Arabic language skills of Birzeit University students to the desired degree, in accordance with the stated objectives of the course, and the replacement test before enrolling in the course, represented by the student obtaining a mark of (75%) as a minimum; the study seeks to identify the extent of development in students' language skills by answering the following questions:

1. What is the students' level of linguistic wealth?
2. What is the level of students' reading comprehension skill?
3. What is the level of students' language integrity skill?
4. What is the required level of Arabic language skills for students to master them as a whole after studying the Arabic Language Skills course, Level 1?

The previous questions are divided into the following main question:

What is the extent of the development of the language skills of Birzeit University students after passing the Arabic Language Skills (First Level) course?

Research hypothesis

1. There is a statistically significant difference at the level of significance ($α≤0.05$) between the mean scores of students in both the pre-test and posttest of the language integrity skill in favour of the post test.
2. There is a statistically significant difference at the level of significance ($α≤0.05$) between the mean scores of students in both the pre and posttest for the skill of reading comprehension in favour of the post test.
3. There is a statistically significant difference at the level of significance ($α≤0.05$) between the mean scores of students in both the pre and posttest of language integrity in favour of the post test.
4. There is a statistically significant difference at the level of significance ($α≤0.05$) between the mean scores of the students in both the pre-test and the post test for the test as a whole in favour of the post test.

Research objectives

1. Identification of the extent of the availability of the language wealth skill among Birzeit University students before they join the course, Arabic language skills, first level, and after they pass it.
2. Identification of the availability of the reading comprehension skill of Birzeit University students before joining the course, Arabic language skills, first level, and after they pass it.
3. Identification of the extent of the availability of language integrity skill among Birzeit University students before joining the course, Arabic language skills, first level and after they pass it.
4. Identification of the level of students in the Arabic language skills required to master them as a whole before joining the course, Arabic language skills, the first level, and after they pass it.

Research Significance

Research significance is determined:

1. The study represents the first evaluation of the course outcomes, Arabic language skills, the first level, since its accreditation at Birzeit University in 2005.

2. Its results and recommendations enable university officials to evaluate the inputs for the first-level Arabic language skills course and its procedures, which would work to develop the desired outputs of the course.

Research limits

The current research adhered to the following limits:

- The topical limit: the research was limited to the course (Arabic language skills / first level), which is currently accredited at Birzeit University.
- The participants' limit: the sample was determined among first-level students at Birzeit University.
- Time Limit: The time frame for research is determined in the second semester of the academic year (2018-2019).
- The locative Limit: Birzeit University-Palestine.

The study definitions

- Skills: the ability to perform a specific activity or profession that is well defined in light of previous experience (Cambridge Dictionary, 2008; p1347). In this study, they are defined operationally with the Arabic language skills represented in listening, speaking, reading and writing, represented by the competencies needed to use the Arabic language.

- A pre-test: a mechanism for measuring the knowledge and skills students have (Brown, 2010; p7). In the current study, it is determined according to the overall grade students obtain in the test prepared by the Arabic Language Department at Birzeit University, prior to their study of the Arabic Language Skills Course / First Level.

- Post-test: a mechanism for measuring the extent to which students achieve the goals of the curriculum, after passing through specific skills and knowledge (Brown, 2010; p11). Operationally, it is defined as the overall score obtained by students in the post-test, after they study the Arabic language skills course / first level.

- Development: a specific state of growth or promotion that represents an advanced output or an idea that reflects a new stage in a changing situation (Thomas, 2000: p98). In this study, it is determined operationally by the difference between the students' score in the pretest and the degree of their achievement in the post test.

Research Methodology

Research design

Since this research aims to identify the extent of the development of Arabic language skills among students of Birzeit University through the course "Arabic language skills / first level", the researchers used a descriptive approach aimed at preparing the theoretical framework for the research and tools in analysing and interpreting the results, in addition to the one-group Quasi-experimental design; this is an experimental design that fits the current research, through which it aims to apply the test to the research sample pre and post: The following figure shows the quasi-experimental design of the research:
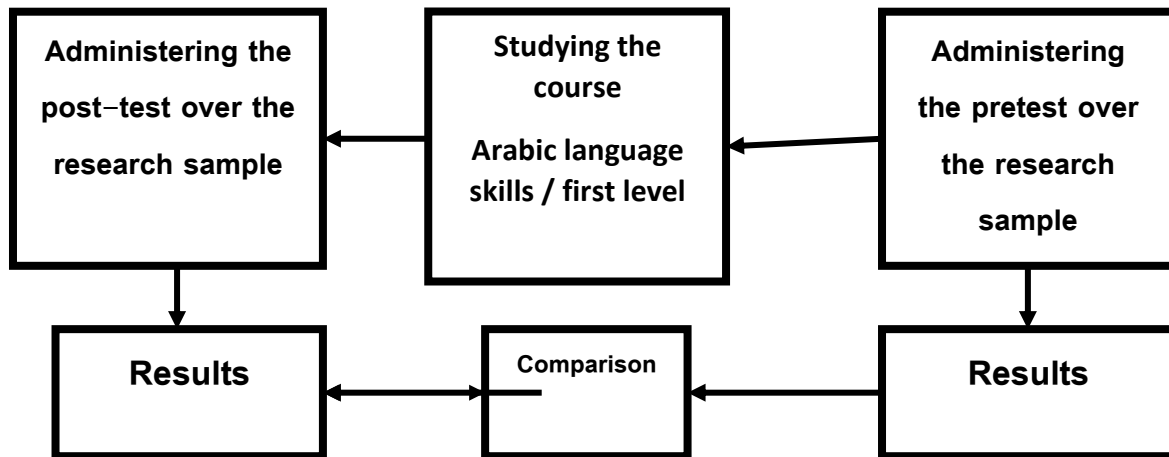
Figure (1): Research Design

Research design

Research population and sample

The research population consists of all Birzeit students who took the Arabic language replacement test during the second semester of the academic year (2018-2019), and did not obtain a score of 75%. They were forced to study the "Arabic Language Skills / First Level" course. A regular random sample was selected from this population that included 183 male and female students.

Research tools:

Since the current research aims to identify the extent of the development of Arabic language skills among students of Birzeit University through the course "Arabic language skills / first level", the study tools are:

- A list of the Arabic language skills

- The test (prepared by the Department of Arabic Language and Literature at Birzeit University).

First: A list of the Arabic language skills

Five basic skills represented by:

1- Word in context skill
2- Word's meanings and structure skill
3- Syntax semantics skill
4- Proper control skill
5- Linguistic error correction skill

These skills were presented to a group of experts and specialists to express their views on the extent to which it covers all Arabic language skills. Through the opinions of experts and specialists, the researchers merged the first skill (the skill of the word in context), and the second (the skill of word meanings and structure) into one skill, which is the skill of linguistic wealth, changed the name of the third skill to become the reading comprehension skill, and merged the fourth skill (correct control skill), and the fifth (a skill to correct linguistic error) into one skill (the skill of language integrity); thus the skills become three basic skills:

1. Linguistic wealth skill
2. Reading comprehension skill
3. Language integrity skill

Second: Test

Through it, the researchers aimed to determine the extent to which Birzeit University students acquire language skills at a minimum rate of 75% through the course "Arabic Language Skills / First Level."

⊰ **The basic skills measured by the test**

The basic skills measured by the test are represented by:

1. Linguistic wealth skill
2. Reading comprehension skill
3. Language integrity skill

⊰ **The primary version of the test**

The test consisted of 40 items distributed over the three previous skills. The following table shows the distribution of items among skills and their number:

Table (1). The items of the test are divided into the achievement test skills

SKILL	ITEM NUMBERS	NUMBER OF ITEMS
Linguistic wealth skill	1,2,3,4,5,6,7,8,9,10,11	11
Reading comprehension skills	12,13,14,15,16,17,18,19,20,21,22,23	12
Language integrity skills	24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40	17
total		40

Sixth: Validation of the test

The researchers administered the test on a pilot sample of 30 male and female students from Birzeit University. With the aim of identifying its validity in terms of:

Test validity

To ensure the test validity, the researcher adopted two methods:

First: content validity

The researchers presented the test to a group of experts and specialists from university professors with a doctorate degree, and those with competence and experience in order to benefit from their experiences in:

1- The phrasing of the test items
2- The appropriateness of the test items to the basic skills that will be measured by the test
3- General comments and recommendations about the test

The researcher took into account the comments of the jury members.

Second: Internal consistency validity

The validity of the internal consistency of the test was verified by administering the test to the pilot sample consisting of 30 male and female students; the Pearson correlation coefficient was calculated between the scores of each of the test items and the total degree of the skill to which these items belongs on the one hand, and the total score of each skill with the total score for the test as a whole, on the other hand.

First: The validity of the internal consistency between the grade of each item of the test and the total degree of the skill to which these items belong, is shown in the following table:

Table (2). Correlation coefficients between the degree of each item of the test items and the total degree of skill to which these items belong

Skill	Item number	Correlation coefficient	Item number	Correlation coefficient	Item number	Correlation coefficient
Linguistic wealth skills	1	0.607**	2	0.422**	3	0.448*
	4	0.625**	5	0.438*	6	0.484**
	7	0.692**	8	0.522**	9	0.586**
	10	0.531**	11	0.693**		
Reading comprehension skills	12	0.538**	13	0.598**	14	0.754**
	15	0.695**	16	0.368*	17	0.415*
	18	0.624**	19	0.515**	20	0.645**
	21	0.607**	22	0.514**	23	0.663**
Language integrity skills	24	0.441*	25	0.522**	26	0.753**
	27	0.606**	28	0.693**	29	0.663**
	30	0.607**	31	0.514**	32	0.518**
	33	0.625**	34	0.586**	35	0.625**
	36	0.692**	37	0.522**	38	0.692**
	39	0.515**	40	0.693**		

It is clear from the previous table that:

the correlation coefficients between the score of each domain and the total score of the test are ranging between 0.368 and0.754, and this indicates that all the items of domains are related to the overall score of the test with a statistically significant correlation at the level of significance (0.01), (0.05); This confirms that the test has a high degree of validity for internal consistency.

Second: The validity of the internal consistency between the score of each skill in the test and the total score of the test as a whole is shown through the following table:

Table (3). Correlation coefficients between the score for each skill in the test and the overall score for the test as a whole

SKILL	CORRELATION COEFFICIENT	SIG
linguistic wealth skill	0.834**	significant at 0.01
reading comprehension skills	0.781**	significant at 0.01
language integrity skills	0.806**	significant at 0.01

It is clear from the previous table that:

The correlation coefficients between each skill of the test skills and the total score of the test as a whole is between 0.781 and 0.834, and this shows that all the items of the domains are related to the total score of the test with a statistically significant correlation at the level of significance (0.01). This confirms that the test has a high degree of validity of internal consistency.

2- Test reliability

Reliability is intended to give the scale close scores each time it is used on the same group to verify the reliability of the test. The researchers used the following two methods:

- **Cronbach's Alpha method:**

The researchers calculated the reliability coefficient for each skill separately, then calculated the reliability coefficient for the total score for the test items as a whole, as shown in the following table:

Table (4). Cronbach's alpha coefficient values for reliability of test and test skills as a whole

Skill	number of items	reliability coefficient
linguistic wealth skill	11	0.693
reading comprehension skills	12	0.659
language integrity skills	17	0.815
total score of the test	40	0.838

It is clear from the previous table:

The reliability coefficient values of the subjects' responses to the skills range between 0.659 - 0.815, showing high reliability. The reliability coefficients calculated for the overall test score (0.838) showed a high score, so that it can be reassured that the test has good reliability, acceptable to researchers.

- **Richardson Kuder (KR-21) Coefficient method**

The researchers used another method of calculating reliability, to find the test reliability factor. The researchers calculated the value of Richardson's Kuder Coefficient (21) for the test skills scores and the overall test score. This is evident in the following table:

Table (5). The Richardson-Kuder (21) coefficient the reliability of test and test skills as a whole

Skill	number of items	Richardson Kuder 21 coefficient
linguistic wealth skill	11	0.75
reading comprehension skill	12	0.81
language integrity skill	17	0.70
total score of the test	40	0.86

It is evident from the previous table that:

The reliability coefficient values of the participants' responses to the skills range between 0.70 - 0.81, showing a high reliability. The reliability coefficient calculated for the total score of the test (0.86) showed a high score, so that it can be reassured that the test has good reliability, acceptable to researchers.

Procedural steps for research:

1- The researchers reviewed the educational literature related to the topic of research, represented by books, periodicals, scientific dissertations, and Internet sites.
2- The researchers prepared the theoretical framework for research and previous studies related to the research topic.
3- The researchers examined the list of skills for the Arabic language replacement test.
4- The researchers validated the test by administering it to the pilot sample.
5- The researchers chose (the research group) consisting of 183 male and female students from Birzeit University who passed the course (Arabic language skills / first level).
6- The researchers administered the pretest.
7- The researchers administered the posttest
8- The researchers collected, processed and analysed data, drew conclusions and formulated recommendations and suggestions.

Statistical processing

The researchers used the following statistical tests

1. The mean, standard deviation, and weighted percentages.
2. Pearson's correlation factor and the equation of Richardson's Kuder (21) to ensure the reliability of the test.
3. Cronbach's Alpha equation to ensure the reliability of the study instruments.
4. Paired samples t-test to identify the significant statistical differences between the levels of the study variables.

Results and discussion

The researchers discussed the results revealed by the research by answering the research questions and testing their hypotheses:

The answer to the first question, which states, "What Arabic language skills do Birzeit University students acquire through their study of the curriculum (Arabic language skills / first)?" This question was answered within the study procedures.

The answer to the second question, which states "Is there a statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the students (the research group) in both the pre and post administration of the test as a whole"?

To answer this question, the first research hypothesis associated with it was tested, which states: "There is a statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the students (the research group) in both the pre and post administration of the test as a whole in favor of the post administration."

To answer this question and test the validity of the first research hypothesis associated with it, the paired samples t-test was used as shown in the following table:

Table (6). The significance of the difference between the mean scores of the students (the research group) in both the pre and post administration of the test as a whole.

Domain	administration	n	M	SD	t	df	sig
whole test	Pre	183	19.56	5.47	9.807	182	sign at 0.01
	Post	183	22.23	5.28			

It is evident from the previous table that:

The value of "t" for the test as a whole is equal to 9.807 at the degree of freedom (182) and the calculated level of significance (0.01), and by comparing it with the hypothetical significance level ($\alpha = 0.05$), we find that it is less than it, which means having a statistical significance; this leads to accept the research hypothesis (first); this means that there is a statistically significant difference at the level of significance ($\alpha \leq 0.01$) between the mean scores of the students (the research group) in the pre-test of the test as a whole which is equal to 19.56 and the mean scores of the post administration scores equal to 22.23. Accordingly, the hypothesis of the research is accepted, which states that there is a statistically significant difference at $\alpha \leq 0.05$ between the mean scores of the students (the research group) in both the pre and post application of the test as a whole in favour of the post application.

The results show that there has been an improvement in the students 'achievement scores in the post test compared to the pretest. The researchers attribute this improvement to the students' passage of knowledge and skills that they acquired through their study of the Arabic language skills course, first level (University Requirement 1). Results indicate that this development did not live up to the hoped-for score of 75; It represents the minimum required for students in the replacement test to be exempted from studying the first course (Arabic language skills first level) and enrollment in the second course (Arabic language skills second level).

The result of the failure to reach the desired expectations requires - necessarily - a review of the first-level curriculum in terms of content, supporting materials, teaching methods and strategies, educational technology, various evaluation methods, their harmonious feedback and pre-examination outcomes, and students' individualities and needs. This would enhance the language function that enables students to achieve the mark of 75%.

The answer to the third question: which states "Is there a statistically significant difference at the level of significance (α≤0.05) between the mean scores of the students (the research group) in both the pre and post administration of the language wealth skill in the test"?

To answer this question, the second, third and fourth research hypotheses associated with it were tested.

The second research hypothesis test, which states "There is a statistically significant difference at the level of significance (α≤0.05) between the mean scores of the students (the research group) in both the pre and post administration of the language wealth skill in favour of the post test".

To test the validity of this research hypothesis, paired samples t-test was used. This is evident from the following table:

Table (7). The significance of the difference between the mean scores of the students (the research group) in both the pre and post tests of the language wealth skill

domain	administration	n	M	SD	t	df	sig
linguistic wealth skill	Pre	183	5.14	2.19	5.361	182	significant at 0.01
	post	183	6.16	2.08			

It is evident from the previous table that:

That the value of "t" for the skill of linguistic wealth is equal to 5.361 at the degree of freedom (182) and the level of significance calculated (0.01). Comparing it to the hypothetical significance level (α= 0.05), we find that it is less than it. This means that there is a statistical significance that results and this leads to the acceptance of the research hypothesis (the second), with a statistically significant difference at the level of significance (α≤0.05) between the mean scores of the students (the research group) in the pretest of the language wealth skill equal to 5.14 and the average of the post test scores, which equals 6.16. This means that there is a statistically significant difference at α≤0.05 between the mean

scores of the students (the research group) in both the pre and post tests of the language wealth skill in favour of the post test.

The third research hypothesis test, which states: "There is a statistically significant difference at the level of significance (α≤0.05) between the mean scores of the students (the research group) in both the pre and post administration of the reading comprehension skill in favour of the post administration".

To test the validity of this research hypothesis, paired samples t-test was used. This is evident from the following table:

Table (8). The significance of the difference between the mean scores of the students (the research group) in both the pre and post tests of the reading comprehension skill

domain	administration	n	M	SD	t	df	sig
reading comprehension skill	Pre	183	7.32	2.14	0.178	182	non-significant at 0.05
	Post	183	7.34	2.06			

It is evident from the previous table that:

That the value of "t" for the reading comprehension skill is equal to 0.178 at the degree of freedom (182) and the calculated level of significance (0.05) and by comparing it with the hypothetical significance level (α= 0.05), we find that it is greater than it. This means that there is no statistical significance, which results in the rejection of the third research hypothesis and acceptance of the alternative research hypothesis: There is no statistically significant difference at α= 0.05 between the mean scores of the students (the research group) in both the pre and post administration of reading comprehension skill.

The fourth research hypothesis test, which states: "There is a statistically significant difference at the level of significance (α≤0.05) between the mean scores of the students (the research group) in both the pre and post administration of the language integrity skill in favour of the post administration".

To test the validity of this research hypothesis, paired samples t-test was used. This is evident from the following table:

Table (9). The significance of the difference between the mean scores of the students (the research group) in both the pre and post tests of the language integrity skill

domain	Administration	n	M	SD	t	df	sig
language integrity skill	Pre	183	7.11	2.66	8.435	182	significant at 0.01
	post	183	8.73	2.91			

It is evident from the previous table that:

The value of "t" for the language integrity skill is equal to 8.435 at the degree of freedom (182) and the calculated level of significance (0.01). By comparing it with the level of hypothesis ($\alpha \leq 0.05$), we find that it is less than it, and this means the presence of statistical significance, which entails the acceptance of the research hypothesis (fourth), with a statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the students (the research group) in the pre-administration of the language integrity skill equal to 7.11 and the average of the post application scores equal to 8.73. This means that there is a statistically significant difference at $\alpha \leq 0.05$ between the mean scores of the students (the research group) in both the pre and post administration of the language integrity skill in favour of the post administration.

In light of the research results, the researchers recommend the following:

1- Evaluating course content / Arabic language skills / first level to verify its achievement of the stated course objectives, and its consistency with its teaching strategies.
2- Research in methods of teaching the course. Student learning strategies. The role of individual differences in the learning and teaching processes.
3- Investigate the impact of using teaching and learning technology on students' acquisition of Arabic language skills.
4- Evaluating the semester exams: first, midterm, and final, in light of the content, its objectives and methods.
5- Considering feedback as an educational strategy.
6- Evaluating the quality of course teaching performance.

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