

The effect of the Touchstones method in teaching Arabic language to develop verbal communication skills among first-grade intermediate students in Najran

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ABSTRACT

This study aimed to uncover the effect of the Touchstones method in teaching Arabic language for developing verbal communication skills (listening and speaking) among first intermediate grade female students. I follow the quasi-experimental approach using a pre-post design for two equal groups. The study sample consisted of (50) female students who were selected from one of the intermediate schools for girls in the city of Najran, Saudi Arabia, and distributed into two groups, namely: a control group that was not subjected to treatment and an experimental group that was taught by Touchstones in teaching Arabic. Two tests were applied to measure the skills of listening and speaking before and after. The results showed statistically significant differences in the skills of listening and speaking on the telemetry in favor of the experimental group. The study recommended the necessity for the Arabic Language Curriculum Authoring Committee at the Ministry of Education to activate the strategies based on the Touchstones method in building educational curricula in the subject of Arabic language for the intermediate stage.

KEYWORDS: reasoning technique, verbal communication skills, and first-grade intermediate students.

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Introduction:

Communication skills for learners are one of the basic skills for teaching and learning, and an important means used to find their way to success in their lives and studies, and to achieve personal happiness for them through their integration with teachers and their peers inside and outside the school as well as its role in refining the personality of learners and achieving positive communication with others. Therefore, possessing communication skills, including verbal communication skills, has become one of the basic requirements for which it is hoped that public education institutions will pay full attention to achieving the personal growth of learners, which makes the school a melting pot in which all social, cultural and class differences are dissolved.

Human communication is an important aspect of human life as it is an effective tool for change, development and interaction between individuals and groups. And it plays an important role in social, cultural and economic development and change, so the larger the steps of change and development, the greater and greater the need for information, ideas and experiences consequently, to the communication channels to transmit and deliver them to individuals and groups (Ibn Jahlan, 2009). Communication is a process in which two parties participate, namely: the sender and the receiver, to exchange ideas, information, knowledge and experiences. This is done by sending, launching and broadcasting meaning and working to direct and direct it, and then to receive these ideas, information, knowledge and experiences, and to form a response in a

specific environment and social milieu (Abu Al-Nasr, 2015).

To achieve communication, the individual must possess a set of skills necessary to complete the communication process. Communication skills were defined as the skills used in practical life, whereby a person conveys ideas, concepts, or information to another person through written or verbal messages accompanied by facial expressions, body language, eye gestures, and through one of the means of communication (Al-Sayed, 2010). One of the most important types of communication is verbal communication, which is the exchange of spoken language between the parties to the communication, in order to reach the largest number of common understanding of the meaning evoked by the words of the parties to the communication, such as speaking and listening (Bakhit and Mustafa, 2010). And the skill of speaking in which the sender must be able to speak in order to have words that represent the information that is sent during the communication process. Also, the sender must realize the appropriate timing of speech and silence. As for the skill of listening, this skill must be available in the receiving person in the event that the tool used in the communication process is oral conversations (Adam, 2013).

In light of the cognitive and scientific development that has occurred in the current era, the use of teaching programs and methods has become one of the most important methods that teachers must use in their classes and without them, they cannot perform their tasks and achieve their goals. The successive developments have affected the field of education in general and the field of teaching in particular. Which led to a development in the field of strategies, where the educational developers saw that by changing the previous circumstances and as a result of progress in all different areas of life, it became imperative for them to apply new teaching strategies that would be able to form a new generation to face the future and adapt to the new developments taking place at a tremendous speed, requiring Those who coexist with flexibility and openness to everything new, and the ability to renew knowledge and collect information, for the advancement and development of society (Al-Naqa and Abu Odeh, 2016).

In recent times, a recent experiment in teaching has emerged, which is the method of thinking tests, which is considered one of the teaching methods based on discussion and thinking out loud, as this method is

based on training students to debate and express themselves in a better way, listening to others and how to work together (Yaxley, 1991) . This method has been given several names, the best known of which is Thinking Out Loud (Al-Amoudi, 2011; Saida and Salem, 2012). Touchstones, or thinking out loud, aims to contribute to overcoming the learner's negativity of language and improving thinking and problem-solving skills (Sturgell, 2008).

Touchstones are one of the methods that contribute to giving students the opportunity to be self-learners, as well as the ability to make personal decisions, which enhances their self-regulation skills, by setting students' daily goals, benefiting from the experiences of their classmates, monitoring their success, and learning in A safe learning environment (Scott, and Meeussen, 2017).

The style of thinking out loud has an effective role in developing reflective thinking, achievement and academic self-efficacy among students, due to the fact that the stage of discussion and positive interaction, and what it includes in proposing hypotheses and alternatives, reviewing ideas, sorting and analyzing them, and setting standards for acceptance, rejection or modification with respect to the opinions of others and contemplation of situations lead to Improve those skills that are organized under the umbrella of reflective thinking. Also, the student's effective role is to participate in conducting activities, and to participate in answering self-questions and questions posed by the teacher and the rest of the students in a loud and loud voice, which leads to the learner's positivity, employment of learning experiences and their application in new situations, and the willingness to learn unit topics and implement activities enthusiastically (Babtain , 2015).

And Touchstones is a teaching learning program in the Arabic language topic. It is based, through classroom sessions, to hold discussion that revolves around ideas of carefully selected texts. Learners sit in a circle with the teacher part of it. The teacher opens the dialogue about her ideas by asking open-ended questions based on the experience of the learners or on the text, and the discussion continues according to certain rules. At the end of the session, the observers present the assessment tools that they filled out during the session (Saadeh, 2019).

Touchstones are based on employing the student's abilities, imparting knowledge, organizing and

expressing his ideas in line with the situations that confront the individual (Abu Awrah, 2015). Touchstones aim to develop effective discussion and listening skills, cooperative learning, reading, thinking skills, and receptivity to constructive criticism. Linking students' personal experiences and employing them in the topic of discussion, and supporting students in expressing their ideas clearly and boldly (Al-Khatib, 2015).

Haarmann, Rourke and Ragusa (2012) emphasized the importance of teaching thinking in language education. Thinking training improves language, helps clarify vocabulary, and enhances learning for vulnerable students. It also helps enhance the contextual and semantic understanding of vocabulary, improves learners' ability to perceive and use words in new contexts, and improves their ability to generate meanings for words unfamiliar to them.

On the foregoing, the Touchstones method may have a role in improving the linguistic outcome and enhancing the linguistic wealth and using it in new contexts among students, as the study of Abu Awrah (2015) showed a study aimed at the existence of an impact of Touchstones in the development of creative thinking among tenth grade students, and the study of Al-Khatib (2015), which showed the existence of an impact of using Touchstones in improving the speaking and listening skills of students in the higher basic stage, and the Al-Amoudi study (2011), which revealed the effectiveness of the strategy of thinking out loud in the development of inferential thinking, achievement in science, and the trend towards cooperative work among third-grade students For middle school.

The Touchstones method may contribute to providing students with a deeper understanding of the cognitive content of the subject matter, developing their experiences and cognitive distinction, and helps them in effective communication which may affect verbal communication skills. Therefore, the two researchers assume that the Touchstones method may be effective in developing verbal communication skills (listening and speaking) among school girls. That is why the idea of conducting this study aimed at uncovering the effect of the Touchstones method in teaching Arabic language to develop verbal communication skills (listening and speaking skills) among female students of the first intermediate grade in Najran.

Teaching the learners the skills of verbal communication and training them to practice them, is still one of the factors that help in the occurrence of an intellectual and cultural renaissance in the modern era. This is why the importance of verbal communication comes from the increasing belief that educators in the field of teaching should have to create generations capable of using verbal communication and its skills effectively, as a result of the challenges and problems emanating from the global political and economic environment, and global transformations. Regarding the reality of teaching methods, new methods of teaching and teaching students have appeared in the educational field, including the method of thinking tests which led to the necessity to experiment with this method on the ground of the educational field to verify its effectiveness, efficiency and ability to effective and interesting learning for learners, as the study of Abu Awrah (2015) recommended the necessity of using the Touchstones method in other types of dependent variables (skills) and applying them in different areas and various academic stages. As the traditional teaching methods based on remembering, preserving and retrieving information are no longer valid to prepare learners to be able to deal with the requirements, challenges, developments, changes, and developments of the modern age, or productive creative thinking. Therefore, it is necessary to develop teaching programs based on such teaching methods as the Touchstones method to suit the requirements of the modern era and the scientific cognitive renaissance witnessed by it, which provides the opportunity for learners to develop their ability to communicate verbal effectively. The problem of this study can be identified by answering the following two questions:

1. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the mean scores of the experimental group students and the average scores of the control group students in the skill of listening due to the teaching method (reasoning method, the usual method)?
2. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the mean scores of the experimental group students and the average scores of the control group students in speaking skill due to the teaching method (thinking method, the usual method)?

Objectives of the study:

The Problem of study:

This study aimed to reveal the statistical differences between the mean scores of the experimental group students and the average marks of the control group students in the skills of listening and speaking due to the teaching method (thinking methods, the usual method).

The importance of study:

The theoretical importance of this study is evidenced by the fact that it investigates the Touchstones method in teaching Arabic and its effect on the development of verbal communication skills among first-grade intermediate students.

- The educational literature and previous studies that are available in this study that deal with study variables represent an addition to the Arab library, and a contribution to increasing the outcome of human knowledge about thinking methods and verbal communication skills, which can be a pillar for educational research centers, postgraduate students, researchers and those interested in the field.

- It is hoped that teachers in various disciplines will benefit from how to employ the Touchstones method in different teaching situations.

- Provide a practical application to employ the Touchstones method in the teaching process; which opens prospects for use by teachers in various school subjects.

It is hoped that this study will contribute to the development of the general level of verbal communication and its skills among the students, and to provide an attractive educational environment that loves them and their eagerness for the teaching and learning process.

Terms of the study:

Touchstones: a method of learning and teaching based on discussion, and based on discussion sessions that revolve around the ideas of carefully selected texts prepared for this purpose. Apply the Touchstones strategy through a variety of topics and unspecified concepts; To stimulate students' ideas and help them to test their opinions in light of various other points of view (Abu Awra, 2015). And procedural in the current study is: a set of objectives, methods, means, activities, procedures, and evaluation, used for teaching based on the Touchstones method in the Arabic language subject with the aim of developing the listening and speaking

skills of female students of the first intermediate grade in Najran (study sample).

- Verbal communication: is the exchange of spoken language between the parties to the communication, in order to reach the largest number of common understanding of the meaning evoked by the words evoked by the parties of communication, such as listening, speaking, reading and writing. In this study, the skills of listening and speaking were confined, as the skill of listening was defined as a skill of verbal communication skills that is acquired with training and practice and helps the individual to interpret, understand and quote a meaning in the hearing (Al-Harsh, 2020). Procedurally, in this study, it is defined as the score obtained by female students of the first intermediate grade through the Listening Test, which indicates the extent of understanding the meaning and the heard speech. As for speaking skill: it is a skill of verbal communication that grows and develops with training and practice, and it represents everything that comes from the individual to express what is going on in his mind (Al-Harsh, 2020). Procedurally, in this study, it is known as the grade that students of the first intermediate grade obtain through the list of speaking notes, which indicates the extent of the student's ability to use words, vocabulary and language structures.

Approach of the study:

In this study, he used the "Designs Quasi Experimental" approach, using a pre-dimensional design for two equivalent groups.

Sample of the study:

The study sample was chosen from female students of the first intermediate grade in the intermediate stage in Najran Educational City in the Kingdom of Saudi Arabia in the second semester of the 2019/2020 academic year, as the choice was intended intentionally on one middle school due to the cooperation of the school director and teacher with the two researchers, then two divisions were chosen from it. Two studies, in which one of them represented the control group and consisted of (25) students who were not subjected to treatment (studied in the usual way), and another division represented the experimental group and consisted of (25) students studied using the method

of thinking tests, and the equivalence of the two groups was checked.

Materials and instruments of the study:

First: the study subject (The Touchstones Method in Teaching Arabic Language)

After reviewing the theoretical literature such as Al-Amouri (2014) and previous studies related to the topic of the Touchstones method such as the study of Abu Aura (2014) and Al-Khatib (2015), the Touchstones method was designed with the aim of training students in discussion and helping them to speak and express themselves and the issues at hand in a better way, and to listen to Others and how to work together. As well as contributing to overcoming the negativity of the language of the participating student, improving verbal communication skills and reaching to help her take responsibility for learning on her own. The Touchstones style lessons were prepared from carefully selecting texts according to approved standards to raise questions and stimulate open discussion from the Arabic language textbook for the first intermediate grade in the Kingdom of Saudi Arabia, to be used in the discussion session and amounted to (8) lessons. Note that these texts were distributed to the students at the beginning of the discussion session, where the literary text was read aloud to be the beginning of a 45-minute discussion in each session. In these lessons, students are not subject to evaluation in the content of the texts themselves, but only in communication skills. Speak, listen, read and write.

The validity of the content of the Touchstones lessons was verified by presenting them to ten referees with experience and competence in teaching Arabic and in Arabic language curricula and methods of teaching it at Najran University. Or adjustments they deem appropriate, and based on the consensus of more than (80%) of the group of judges, the lessons of the Touchstones method have been adopted in their final form.

Stages of team formation:

One of the goals of the Touchstones method is to debate and give each student a participant an opportunity to practice collaborative leadership through an organized participation in the lessons of the Stroke Method, and in these lessons there is no single leader who has the authority and only the responsibility of running the session is limited to him. The leadership in

the discussion session is transferred from one participant student to another on a regular basis. Through this participation, the participating student acquires the skills of participatory leadership. This is achieved in four stages as follows:

The first stage: Authority and Experience: The students participating in the beginning of the application of the Touchstones method are expected to speak confidently, and seriously listen to others as (others) in turn listened to them, with the aim of exploring the depths of some important issues that are raised for discussion through texts.

The second stage: the legal speaker: the participating students in this stage work to reduce the differences between them, and each student participating in the group is considered a legitimate spokesperson who contributes to the session and adds to it what is new.

The third stage: Listening and Understanding: The students participating in this stage are expected to actively listen to what the rest of her classmates say, and to reconsider their personal expectations and their way of thinking flexibly about different life issues in order to reach a better understanding.

Fourth Stage: Leadership, Participation and Respect: The participating students in this stage are expected to acquire skills that help them open up, accept differences and other opinions, participate in leadership and act spontaneously as leaders and participants at the same time, taking into account the needs and problems faced by the team along with the desires of each individual In the group. It is also expected that each participating student will gain a new level of commitment to the discussion process through her feeling that she is personally responsible for the success of each of the lessons of the thinking method.

The mechanism of implementing the lessons of the thinking method:

Literary texts were employed in each lesson, where the implementation was carried out by following the following steps:

1. Arrange the classroom so that students sit in a circular motion.
2. Reading the literary text from the teacher aloud, then the students reading silently.

3. Individual work to answer some questions of the literary text.

4. Working in small groups and answering and discussing questions among the participating students.

5. The students return to the circular session and the discussion of large groups through the reporter of each group, then the end of the discussion and the evaluation of the session.

6. A teacher specialized in the Arabic language was trained to apply the reasoning method, with direct follow-up and supervision by the two researchers.

Second: Listening skill test

The listening skill test was used in this study, which aims to measure the listening ability of first-grade intermediate students. The two researchers prepared a note card consisting of (15) behavioral indicators indicating the evaluation of the skill of listening distributed in three aspects, namely: memory (6) indicators, comprehension (6) indicators and analysis (3) indicators. A topic about (friendship) was chosen and it was recorded in advance by the voice of a cooperating teacher, and the student listened to the recorded text, and then the two researchers posed questions of (15) questions that measure the indicators of listening distress, and the grades were monitored on the formed note card, where the student was given a grade. One on the complete and correct answer, and zero score in case of the wrong answer or non-response, and thus the total test scores are (15) marks.

Table (1) shows the reliability coefficients:

Table (1): Reliability coefficients for the Holsti Listening skill test

| No | Skill | Reliability coefficients for the Holsti |
|----|---------------|---|
| 1 | Remembering | 0.77 |
| 2 | Understanding | 0.75 |
| 3 | Analysis | 0.81 |
| | Total | 0.83 |

Table (1) shows that the coefficients of consistency of the listening skill test were high and appropriate for the purposes of achieving the purpose and objectives of the study.

Third: Speaking skill test

Listening skill test validity:

The indications for the validity of the content of the listening skill test were verified by presenting it in its initial form to a group of referees with experience and competence in curricula, teaching methods and the Arabic language from the faculty members in Saudi universities. They were asked to express their opinion on the test in terms of the following aspects: the appropriateness of the skills that have been identified, the suitability of the test and its expression of the previously identified listening skills, the suitability of the test for the community and the study sample, and the validity of the test content in achieving the purposes of this study. studying.

Reliability of Listening skill test:

The reliability factor was calculated to test the listening skill by the method of correction stability by applying the test to a survey consisting of (15) students in the first intermediate grade who were selected from outside the study sample, then the test of each student was individually corrected by the two researchers and an Arabic language teacher, and after the correction was completed Taking the average score for each paragraph, and applying the "Holsti" equation to extract the consistency of the compatibility between the two correctors, namely:

$$\text{Reliability factor} = \frac{\text{the number of times agreement between the two analyzes} \times 100}{\text{Total vocabulary analyzed}}$$

Total vocabulary analyzed

In this study, the speaking skill test was used, which aims to measure the ability of female students in the first intermediate grade to speak. The two researchers prepared a note card consisting of (16) behavioral indicators indicating the evaluation of speaking skill distributed evenly in four aspects, namely: intellectual, linguistic, and phonological. , Personal. Two topics were chosen, and the student chooses one of them to speak, namely: "Parents' Love" and "A Journey Throughout the Country" in which the student passes orally for a period of no more than five minutes, so that the conversation is recorded individually for the student (with voice), and the two researchers monitored the grades on the note card formed Out of (16) indicators, where the student is given three scores if the degree of mastery is high, two degrees if the degree of mastery is moderate, and one score in the case of low performance, and thus the overall test scores are (48) marks.

Validity Speaking Skill Test:

The indications for the validity of the content of the speaking skill test were verified by presenting it in its initial form to a group of referees with experience and competence in curricula, teaching methods and the Arabic language from faculty members in Saudi universities. And they were asked to express their opinion about the test in terms of the following aspects: the appropriateness of the skills that have been identified, the suitability of the test and its expression of

Table (2) shows the reliability coefficients:

Table (2): The coefficients of stability of the Holsti speaking skill test

| No | Skill | Reliability coefficients for the Holsti |
|----|--------------|---|
| 1 | Intellectual | 0.80 |
| 2 | Linguistic | 0.83 |
| 3 | Phonetic | 0.79 |
| 4 | Personal | 0.87 |
| | Total | 0.81 |

Table (2) shows that the consistency coefficients of speaking skill test were high and appropriate for the purposes of achieving the purpose and objectives of the study.

Application of the study procedures:

previously identified speaking skills, the appropriateness of the test for the community and the study sample, the validity of the test content in achieving the purposes of this study, and the addition, deletion or modification of the test subjects, Based on the opinions and suggestions of the referees, which were unanimously agreed on the validity and suitability of the test to achieve the purpose of the study, the arbitrators agreed on two topics only to be what the students choose to speak, namely (parental love, a journey around the homeland), and the test was approved in its final form.

Reliability test of speaking skill:

The reliability coefficient was calculated to test the speaking skill by the method of correction stability by applying the test to a survey consisting of (15) students in the first intermediate grade who were selected from outside the study sample, then the test of each student was individually corrected by the two researchers and an Arabic language teacher, and after the correction was completed Taking the average score for each paragraph, and applying the "Holsti" equation to extract the consistency of the compatibility between the two correctors, namely:

$$\text{Reliability factor} = \frac{\text{the number of times agreement between the two analyzes}}{\text{two analyzes} \times 100}$$

Total vocabulary analyzed

The study problem and its variables were determined, then the study materials and tools were prepared in their final form after verifying the indications of their validity and stability in the Saudi environment, then preparing the lessons of the Touchstones method in its final form, then obtaining official approvals to facilitate the task of the two researchers, then assigning the study sample randomly (a control group and an experimental group) And meeting with her to apply the two study tools (the listening skill test and the speaking skill test) for pre-measurement and to ensure the equivalence of the two groups (control and experimental), then apply the lessons of the Touchstones method to the experimental group. Then apply the two study tools (Listening skill test and speaking skill test) for dimensional measurement to verify the effectiveness of Touchstones method in developing the two skills of listening and speaking. Then input the data into the computer

memory, and use the Social Statistical Analysis Package (SPSS) to analyze the data and obtain the results. Finally, discuss the results and write appropriate recommendations in light of the study's findings.

Results:

The results of the first question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the mean scores of the experimental group students and the average scores of the control group students in the skill of listening due to the teaching method (reasoning method, the usual method)?

To verify the moderate distribution of scores for the control and experimental groups on the pretest, Shapiro was used, and Table (3) shows that:

Table (3): Moderation of the distribution of scores for the control and experimental groups on the pretest – Shapiro

| Skills | Total | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
|---------------|--------------|---------------------|-----|------|--------------|-----|------|
| | | Statistic | D.F | Sig | Statistic | D.F | Sig |
| Remembering | Experimental | .281 | 25 | .000 | .786 | 25 | .000 |
| | Control | .325 | 25 | .000 | .744 | 25 | .000 |
| Understanding | Experimental | .380 | 25 | .000 | .676 | 25 | .000 |
| | Control | .433 | 25 | .000 | .636 | 25 | .000 |
| Analysis | Experimental | .448 | 25 | .000 | .597 | 25 | .000 |
| | Control | .397 | 25 | .000 | .691 | 25 | .000 |
| Total | Experimental | .342 | 25 | .000 | .822 | 25 | .001 |
| | Control | .237 | 25 | .001 | .897 | 25 | .016 |

Table (3) shows that the data are not normally distributed, so the non-teacher "Man-Whitney" test was used, and to check the equivalence of groups on the pre-

measurement of the control and experimental groups on the listening skill test, and Table (4) shows that:

Table (4): The Mann-Whitney test to demonstrate the significance of the differences between the arithmetic averages on the pre-measurement for the listening skill test

| Skills | Groups | Number | Rank mean | Rank sum | U value | Sig |
|---------------|--------------|--------|-----------|----------|---------|------|
| Remembering | Experimental | 25 | 23.42 | 585.50 | 260.5 | .264 |
| | Control | 25 | 27.58 | 689.50 | | |
| Understanding | Experimental | 25 | 23.74 | 593.50 | 268.5 | .253 |
| | Control | 25 | 27.26 | 681.50 | | |
| Analysis | Experimental | 25 | 24.06 | 601.50 | 276.5 | .361 |
| | Control | 25 | 26.94 | 673.50 | | |
| Total | Experimental | 25 | 22.42 | 560.50 | 235.5 | .111 |
| | Control | 25 | 28.58 | 714.50 | | |

Table (4) shows that there are no statistically significant differences between the results of the control and experimental groups on the pre-measurement. This indicates the equivalence of the control and experimental groups.

In order to demonstrate the significance of the differences at the level of significance between the

average scores of the experimental group students and the average scores of the control group students in the skill of listening according to the teaching method (thinking methods method, the usual method), the moderation of the distribution of scores was checked on the post test for the control and experimental groups. Table (5) shows that. :

Table (5): Moderation of the distribution - Kolmogorov-Smirnov and Shapiro for the scores of the control and experimental groups on the post-test

| Skills | Total | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
|---------------|--------------|---------------------|-----|------|--------------|-----|------|
| | | Statistic | D.F | Sig | Statistic | D.F | Sig |
| Remembering | Experimental | .282 | 25 | .000 | .695 | 25 | .000 |
| | Control | .415 | 25 | .000 | .667 | 25 | .000 |
| Understanding | Experimental | .220 | 25 | .003 | .814 | 25 | .000 |
| | Control | .316 | 25 | .000 | .731 | 25 | .000 |
| Analysis | Experimental | .340 | 25 | .000 | .747 | 25 | .000 |
| | Control | .367 | 25 | .000 | .634 | 25 | .000 |
| Total | Experimental | .182 | 25 | .032 | .924 | 25 | .064 |
| | Control | .282 | 25 | .000 | .695 | 25 | .040 |

Table (5) shows that the data for the dimensional measurement are not distributed naturally, so Mann-Whitney was used on the dimensional measurement of

the listening skill, and the tables (6) and (7) illustrate that:

Table (6): The arithmetic means and standard deviations of the scores of the members of the control and experimental groups on the post-test - listening skill

| Level | Groups | Number | Mean | S.D |
|---------------|--------------|--------|-------|-------|
| Remembering | Experimental | 25 | 4.32 | .690 |
| | Control | 25 | 3.80 | .500 |
| Understanding | Experimental | 25 | 4.00 | .764 |
| | Control | 25 | 3.40 | .577 |
| Analysis | Experimental | 25 | 2.00 | .577 |
| | Control | 25 | 1.44 | .507 |
| Total | Experimental | 25 | 10.32 | 1.547 |
| | Control | 25 | 8.64 | 1.114 |

Table (7): The Mann-Whitney test to demonstrate the significance of the differences between the arithmetic means on the post-measurement test of the listening skill to demonstrate the significance of the differences between the control and experimental groups

| Skills | Groups | Number | Rank mean | Rank sum | U value | Sig | Z Value | Effect Size | Level |
|---------------|--------------|--------|-----------|----------|---------|------|---------|-------------|--------|
| Remembering | Experimental | 25 | 31.20 | 780.00 | 170.0 | .001 | 3.246 | 0.46 | Medium |
| | Control | 25 | 19.80 | 495.00 | | | | | |
| Understanding | Experimental | 25 | 30.68 | 767.00 | 183.0 | .006 | 2.728 | 0.39 | Medium |
| | Control | 25 | 20.32 | 508.00 | | | | | |
| Analysis | Experimental | 25 | 31.38 | 784.50 | 165.5 | .001 | 3.235 | 0.46 | Medium |
| | Control | 25 | 19.62 | 490.50 | | | | | |

| | | | | | | | | | |
|-------|--------------|----|-------|--------|-------|------|-------|------|--------|
| Total | Experimental | 25 | 32.96 | 824.00 | 126.0 | .000 | 3.695 | 0.52 | Medium |
| | Control | 25 | 18.04 | 451.00 | | | | | |

Table (7) shows the existence of statistically significant differences between the performance of the control and experimental groups in favor of the experimental group and with an average size of influence at all levels and the total score

The results of the second question: Are there statistically significant differences at the level of

significance ($\alpha = 0.05$) between the mean scores of the experimental group students and the average scores of the control group students in speaking skill due to the teaching method (thinking method, the usual method)?

To verify the moderation of the distribution of the data on the total score in the pretest and Table (8) shows that:

Table (8) Moderation of the distribution of the total degree on the pre-application

| Total | Group | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
|-------|--------------|---------------------|-----|-------|--------------|-----|------|
| | | Statistic | D.F | Sig | Statistic | D.F | Sig |
| | Experimental | .116 | 25 | .200* | .940 | 25 | .150 |
| | Control | .143 | 25 | .200* | .930 | 25 | .089 |

Table (8) shows the verification of moderation of distribution on the pre-test for the control and experimental groups. To verify the equivalence of groups, a test was used to demonstrate the significance

of the differences between the mean scores of the experimental group students and the average scores of the control group students in the speaking skill test for the pre-application. Table (9) shows that:

Table (9): The arithmetic means, standard deviations, and a T-test to demonstrate the significance of the differences between the control and experimental groups on the pre-application of the speaking skill test

| Speaking Skills | Group | Number | Mean | S.D | T | D.F | Sig |
|-----------------|--------------|--------|-------|-------|------|-----|------|
| Intellectual | Experimental | 25 | 6.40 | 1.414 | .917 | 48 | .364 |
| | Control | 25 | 6.76 | 1.363 | | | |
| Linguistic | Experimental | 25 | 6.80 | 1.607 | .085 | 48 | .933 |
| | Control | 25 | 6.84 | 1.724 | | | |
| Phonetic | Experimental | 25 | 6.44 | 1.710 | .942 | 48 | .351 |
| | Control | 25 | 6.88 | 1.590 | | | |
| Personal | Experimental | 25 | 7.44 | 1.938 | .600 | 48 | .551 |
| | Control | 25 | 7.76 | 1.832 | | | |
| Total | Experimental | 25 | 27.56 | 5.895 | .704 | 48 | .485 |
| | Control | 25 | 28.72 | 5.748 | | | |

Table (9) shows that there are no statistically significant differences on the dimensions and the overall score of the speaking skill test for pre-application between the mean scores of the control and experimental groups, which indicates the equivalence of

the groups. To verify the moderation of the distribution of the total score on the post application of the results of the control and experimental groups, Shapiro and Kolmogorovtest was used. Table (10) shows that

Table (10) Shapiro and Kolmogorovtest to verify the moderation of the distribution of the overall score in the post application of the speaking skill test

| | Group | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
|-------|--------------|---------------------|-----|-------|--------------|-----|------|
| | | Statistic | D.F | Sig | Statistic | D.F | Sig |
| | Experimental | .173 | 25 | .052 | .971 | 25 | .669 |
| Total | Control | .123 | 25 | .200* | .928 | 25 | .076 |

Table (10) shows that the moderation of the distribution of the total score on the test was achieved. Therefore, the (T) test was used for independent samples to demonstrate the significance of the differences between the arithmetic averages in the post application of the average performance of the control and experimental groups. The arithmetic averages,

standard deviations, and tests were extracted to show the significance of the differences between the mean scores of the experimental group students and the average scores of the control group students in the speaking skill test for the post application. Table (11) shows that:

Table (11): The arithmetic means, standard deviations, and the (T) test to demonstrate the significance of the differences between the control and experimental groups on the post application in the speaking skill test

| Speaking Skills | Group | Number | Mean | S.D | T | D.F | Sig | Eta square | Effect size |
|-----------------|--------------|--------|-------|-------|-------|-----|------|------------|-------------|
| Intellectual | Experimental | 25 | 8.16 | 1.281 | 3.075 | 48 | .003 | .165 | Large |
| | Control | 25 | 7.00 | 1.384 | | | | | |
| Linguistic | Experimental | 25 | 8.16 | 1.405 | 2.545 | 48 | .014 | .119 | Medium |
| | Control | 25 | 7.20 | 1.258 | | | | | |
| Phonetic | Experimental | 25 | 8.12 | 1.424 | 2.509 | 48 | .016 | .116 | Medium |
| | Control | 25 | 7.12 | 1.394 | | | | | |
| Personal | Experimental | 25 | 9.00 | 1.528 | 2.148 | 48 | .037 | .088 | Medium |
| | Control | 25 | 8.00 | 1.756 | | | | | |
| Total | Experimental | 25 | 33.44 | 3.731 | 2.870 | 48 | .006 | .146 | Large |
| | Control | 25 | 29.76 | 5.214 | | | | | |

Table (11) shows that there are significant differences between the mean scores of the control and experimental groups on the dimensions and the overall score in the post-speaking skill test for the benefit of the experimental group, and it came with a large impact on the overall score and the intellectual field, while the size of the effect was moderate on the domains (linguistic, phonological and personal).

Discussion of findings and recommendations:

The results of the first question showed that there were statistically significant differences at the level of significance (0.05) in the post-measurement of the listening skill test and its domains in favor of the experimental group. This indicates the effectiveness of the Touchstones method in developing the skill of listening among first-grade intermediate students, and this may be attributed to the role of Touchstones and their contribution in overcoming students (the experimental group) on the negativity of language learning and their vocabulary, how to evaluate

themselves on their own, and use effective dialogue and discussion with Discussion groups in the classroom (large and small).

The results of the second question showed that there were statistically significant differences at the level of significance (0.05) in the post-measurement of the speaking skill test and its domains in favor of the experimental group. This indicates the effectiveness of the Touchstones method in developing the skill of speaking among the first intermediate grade pupils, and this is due to the role of Touchstones in working to build higher thinking skills more than the delivery of content among students, which includes the skills of the ability to effectively communicate ideas, collaborative analysis of difficult texts, and formulation of theories Critical reading, writing stories and articles, and clear self-expression, which led to the building of a student community in which the spirit of love of reading, acquaintance, and effective dialogue met and motivated students to cooperate in learning, and self-learning through reading newspapers, magazines and novels.

Training using Touchstones improved language among students and enabled them to clarify vocabulary, contextual and semantic understanding of vocabulary, and improved their abilities to perceive and use words in new contexts, which was reflected in their linguistic and verbal skills and abilities, thus improving their speaking and self-expression skills. Touchstones also helped learners (the experimental group) to modify their cognitive framework, and strengthen social interactions between them, through discussion in small and large groups, increase their motivation and focus on the topic of discussion and think loudly and collectively on the issues at hand, which helped them to refine their linguistic abilities, and master the art of saying And

conversations, and arguments aimed at crystallizing the other opinion, and respecting it, even if it was different.

The current results are in agreement with the results of previous studies, such as the study of Al-Jubouri (2018), which showed that there are statistically significant differences between the average scores of the members of the experimental group that were studied using linguistic anecdotes in the post-test of linguistic intelligence for the benefit of the members of the experimental group, and the study of Al-Khatib (2015), which showed The presence of a statistically significant effect of using a dialect method in developing the two skills of speaking and listening among the experimental group students.

Recommendations:

Based on the findings of the study, the following educational recommendations and research proposals are recommended:

- Directing the Arabic Language Curriculum Committee at the Ministry of Education in the Kingdom of Saudi Arabia to activate strategies based on the Touchstones method in building educational curricula in the Arabic language topic.

- Educational officials in the Ministry of Education in the Kingdom of Saudi Arabia adopt the

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