

Developing the Communication Competencies of Non-Arabic Speakers Using Interactive Kagan Strategies

H. Abdullah Yousef Abdallah

Faculty of Languages & Communication, University of Sultan Zainal Abidin (UniSZA), Kuala Nerus, Terengganu, Malaysia

S. Salwa Mohd Noor

Faculty of Languages & Communication, University of Sultan Zainal Abidin (UniSZA), Kuala Nerus, Terengganu, Malaysia

Abstract—This research aims to verify the effectiveness of Kagan Strategies in developing communicative competence for non-Arabic speakers. To achieve these goals, the researchers prepared three electronic instruments: a questionnaire, interviews, and a pre- and post-test. The researchers used a descriptive survey method and a quasi-experimental method. They took the sample from 50 secondary school students (Vision International School). Students were divided into two groups. The researchers taught the experimental group of students using Kagan's strategies and the control group of students were taught using traditional methods. Their progress was measured using an achievement test. The researchers used sets of statistical ways to arrive at her conclusions. After completing the experiment, the researchers found statistically significant differences between the average achievement of the control set and the experimental set in the achievement test of Arabic skills, grammar, and communicative competence. Using Kagan Strategies was proven more effective than the traditional way in Vision International School in Qatar.

Index Terms—developing, communication competencies, non-Arabic speakers, interactive, Kagan strategies

I. INTRODUCTION

Arabic is a significant language in this world and occupies a central and vital role among world languages, especially in Middle Eastern Countries. The world has recently shown great interest in the Arabic language, and this language has become a focus of global attention, with competence in it requiring one to learn Arabic skills and grammar. Non-Arabic speakers are interested in learning Arabic skills and grammar to master communicative competencies and be able to contact those who speak Arabic, freely without fear and anxiety. Communicative competencies form an important aspect in effective Arabic communication and are of the significant skills that students must acquire for linguistic competency. Teachers who use Kagan's strategies in teaching communicative competencies focus on collaborative learning. Using Kagan's model, the teacher divides the students into groups, and team members work together to accomplish their task.

II. LITERATURE REVIEW

According to the literature review related to communicative competencies, schools encounter various problems with the appointment of appropriate Arabic curricula to help students understand the language well, highlight the beauty and importance of the language, and remediate weaknesses in low-level students aside from dealing with their aversion to the language. The essential function of the educational process involves students learning the language, developing skills and abilities, and then applying it in their daily lives. The traditional teaching and learning process uses approaches and methods focused on indoctrination and leads to boredom, lack of enthusiasm, integration, and interaction between students.

The focus, in the traditional process, tends to be centered on the teacher who spends most of his/her time speaking. Students who follow this process, listen and memorize information provided by their teacher without participating in the development of the needed skills for improvement, enhancement of skills, or the ability to understand the relationship between certain concepts and how to resolve problems. The difficulty lies in the means used for communication and the students' inability to use Arabic grammar correctly in expressing their ideas, such as: asking and answering questions, discussing points of views, familiarity with the rules governing speech, and the ability to use the correct grammatical form in different situations because of a vague vision compounded by missing educational programs designed to reliably teach Arabic skills and grammar, as well as the absence of empirical studies. The ensuing disparity between students and teachers has thus widened with differences being encountered between students' educational needs and

teachers' professional capabilities. As a result, we need to adopt a different learning process. We need an engaging and spirited educational process. The researchers intended to reflect and research the most powerful approach to solve the problem. With the help of modern technological techniques and Kagan strategies, the educational process becomes dependent on the student, and the role of the teacher is limited to guiding and helping the students by giving them opportunities to think, speak, manage dialogue, solve problems, and lead them to critical and creative thinking. Given the influential role of communicative competencies in a student's life in- and outside the school, the researchers thought about and used Kagan's strategies in the educational process of teaching the Arabic language to non-Arabic speakers in order to contribute to better teaching and learning of Arabic. The resultant research problem therefore depended on the secondary students' absence of communicative competencies.

The research questions considered were the following:

1. What communicative competencies do non-Arabic speakers need?
2. Do Kagan strategies impact the development of non-Arabic speakers' communicative competencies?
3. How are Kagan's strategies used to teach communicative competencies to non-Arabic speakers?
4. What is the most appropriate form of analysis for non-Arabic-speaking students before and after the application of Kagan strategies?
5. Is there statistically any significant difference in communicative competencies at a semantic level (0.05 as) between the experimental group, taught using Kagan strategies, and the control group, taught utilizing traditional methods?

The development of non-Arabic speakers' communicative competencies was taught through the application of the interactive Kagan strategies using scientific and procedural practicals, with the aim of facilitating improved fluency and linguistic interaction. The relevance for both teachers and researchers are that these strategies can be applied in the field of teaching Arabic to non-Arabic students who speak other languages in both schools and universities in the following ways:

A. *For Specialized Teachers Who Teach the Arabic Language to Non-Arabic Speakers*

The aim is to utilize this research as scientific material for teachers, teaching communicative competencies to non-Arabic speakers, to enhance the teaching material for their students, thus making them mentors who are able to empower their students. In the class, students become the thinkers, planners, and preparers. They must be familiar with the different skills of asking questions, managing dialogue and discussion, managing time, and designing diverse educational strategies that are exciting, engaging and easy to use.

B. *For Specialized Researchers Who Teach Non-Arabic Speakers in the Arabic Language*

The researchers hope that this research will help others to augment the communicative competencies of their students with the use of Kagan strategies in teaching Arabic skills and grammar to non-Arabic speakers.

C. *For Non-Arabic Speakers / Students*

This research is designed to shape the personality of the learners and refine their temporal, spatial, psychological, social, and cultural circumstances, by producing within them a feeling of comfort and diversity in their learning methods thereby increasing their self-confidence and linguistic wealth as a result of the development of their communicative competences. This will allow them to be able to deal with others on a comparative level, employing these learning strategies in real life. It will also enable them to speak Arabic fluently in different contexts, master dialogue, understand others, control their emotions and body language, develop teamwork, take responsibility, solve problems and apply creative thinking.

D. *For Schools, Universities, and Academics That Teach Arabic to Non-Arabic Speakers*

The primary aim with the use of these strategies is the creation of an appropriate and different learning environment without boredom and immobility. The learning environment is arranged so that the students can sit in groups, with technology being readily available in an environment equipped with the latest devices and technical means, including the use of optical and acoustic aids – all of which are stimulating and encourage the learning process. In addition, the libraries of schools, universities, and institutions located in the Arab and Western worlds have been enriched by Arabic-language literature for speakers of other languages.

The overall objective in undertaking this research was the production of high-impact research papers to improve communicative competencies within Vision International School's students during the period 2020-2021 by conducting research to acknowledge the effectiveness of Kagan strategies in the communicative competencies of non-Arab secondary students of advanced levels and to recognize the applicable communicative competencies and Kagan strategies.

To fulfill the objectives of the research, the researchers developed a null hypothesis, that is: There are no statistically significant differences at the significance level (0.05) between the mean scores of the experimental set of students, who were taught using Kagan strategies, and the control set of students, who were taught via the usual method of teaching Arabic, in the pre- and post-test.

The research was limited to the following criteria - firstly, the students selected for the research were all secondary

students from grades 9-12, who were non-Arabic speakers at Vision International School in Qatar; secondly, the Qatari Arabic curriculum 2020-2021 for the advanced level was utilized and finally, the research was conducted during the academic year 2020/2021.

From the outset certain terms needed to be clearly defined to provide a well-grounded platform for the study. *Communicative competencies* are comprehensively defined by Savignon as being: "...the ability to function in a truly communicative setting - that is, in a dynamic exchange in which linguistic competence must adapt itself to the total information input, both linguistic and paralinguistic, of one or more interlocutors" (Savignon, 1972, p. 8). The level of students' mastery of communication skills can generally be summed up in four main aspects, namely the voice aspect involving pronunciation and fluency, the language aspect involving vocabulary, morphology and syntax, the content aspect involving the results of thinking and the aspect of understanding (Siti Salwa et al., 2021).

Kagan Strategies (Cooperative Learning - CL) are referred to as structures, as these are strategies that are implemented by strictly adhering to the steps outlined for each activity, to help organize students and their work in cooperative learning teams (Kagan, 2011). The members in each group are responsible not only for independent learning but also for helping their group members learn. CL as a teaching method is student-centered as it helps teachers to put students and their learning in the center by promoting student engagement through cooperative learning activities. CL method is recommended in teaching because students demonstrated better engagement and participation in learning session as compared with traditional learning. The cooperative learning method is also one of the most effective student-centered learning methods used in teaching language classes. It is an updated and effective pedagogic method that should be integrated into classrooms. Previously reviewed studies showed that the use of cooperative learning methods may improve students' knowledge of the language (Kamariah et al., 2020). Students also prefer active involvement in the class, promotion of good rapport among classmates, facilitation of understanding and opportunity to help others understand difficult materials, improvement of communication skills, opportunity for training to be a good leader and follower, and enabling to participate in sharing information, making decision and problem solving (Jusoh et al., 2015).

Four subgroups of linguistic competence have been identified by Canale and Swain (1980) and Canale (1983), and these were also given due consideration during this research. The first of these is grammatical competence, i.e. the ability to create grammatically correct utterances. The students were expected to be able to discern and apply the following: What words do I use and how do I put them into phrases and sentences?

1. The second sub-skill is sociolinguistic competence, i.e. the ability to create sociolinguistically correct utterances. This would imply the ability to use the correct words and phrases within a particular setting, referencing a specific topic. Additionally, it would encompass the ability to express a specific attitude or emotion, such as courtesy, friendliness, respect or authority and to be able to discern the same as expressed by another person.

2. The third sub-skill, strategic competence, is the ability to solve communication problems as they arise. This would include being able to overcome the challenge of expressing one's ideas, even if the student didn't know the correct name or term of something or perhaps which form of the verb to use.

3. The fourth sub-skill is discourse competence, i.e. the ability to produce cohesion and coherence in utterances. The student needs to develop confidence in expressing ideas, even if he or she is challenged by a limited vocabulary or misgivings regarding certain grammar rules (Figure 1).

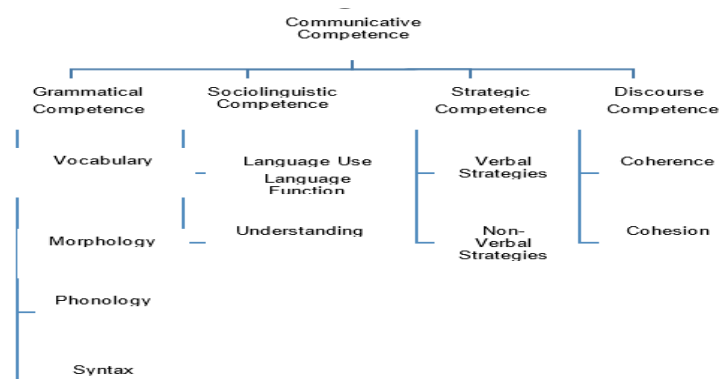


Figure 1. Subskills in Communicative Competencies

Kagan strategies incorporate five basic principles applicable to cooperative learning. The first is *Positive Interdependence* - the cooperative learning classroom promotes positive interdependence in three ways. Positive Interdependence is strengthened when students in a group are assigned common learning material for learning to ensure that all group members understand the material. Thereafter, everyone within the group gets the chance to contribute to the learning. Finally, to promote positive interdependence, each member in the group gets a role to play which, if ignored, impacts the group and prevents them from succeeding.

Secondly, *Individual Accountability* as a principle of CL ensures that each learner is accountable for their own as well as the group’s learning. In other words, as Kagan (2011) puts it, each member is in charge of his or her learning besides the learning of the teammates.

A third way is *Face-to-face Interaction* whereby learners are encouraged to take part in face-to-face interactions through discussion, debate, argument, explanation, and through peer-tutoring. To ensure maximum face-to-face interactions, classrooms are arranged in order to facilitate sharing of learning experiences, ideas, and knowledge, giving feedback, and supporting each other in accomplishing the learning goal (Johnson & Johnson, 1989).

The development of the students’ *Social Skills* is a fourth basic Kagan principle. This is a principle that helps learners experience leadership roles, improve communication skills and practice conflict resolution skills to function effectively as a pair, group, or whole class.

Finally, *Group Processing* is another important principle of CL, where CL activities are designed to help the learners reflect consistently on their learning experiences (Kagan, 2011). Group processing helps teachers to evaluate students’ understanding of a particular topic. Similarly, students assess their own learning by sharing their learning experiences on the topic and on the use of CL structures (Kagan, 2011) (Figures 2 & 3).

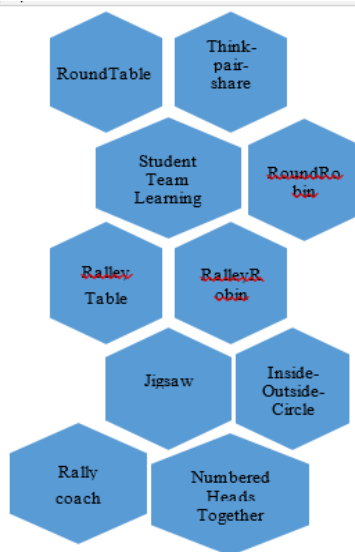


Figure 2 Some Examples of CL Structures

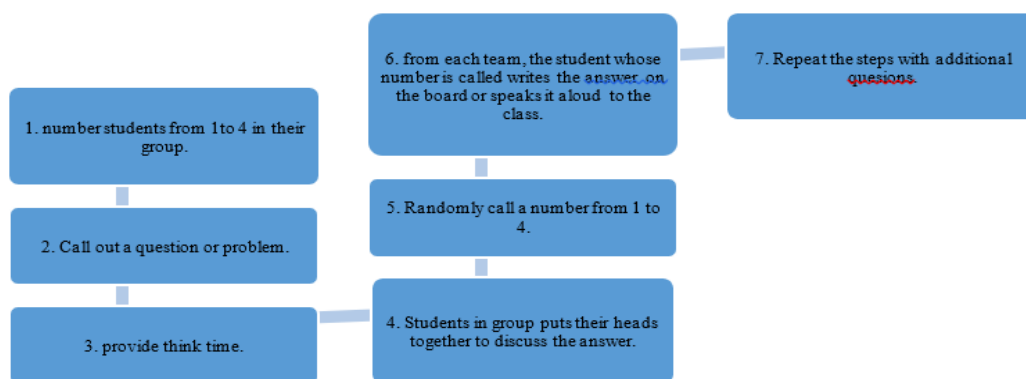


Figure 3 The activity happens in sequence as numbered

Examples of Kagan cooperative learning structures that enhance students’ capacity to process and utilize content are:
Time Pair Share: The teacher gives the students a topic and asks them to think for a minute. The students are divided into pairs. The first student shares his ideas with the second student, who listens for a specified time. Then, the roles are reversed and the listener becomes the speaker, and the speaker is the listener, with the same time frames as before (Kagan, 1994).

Three-Step Interview: The teacher tells the students that this strategy will consist of stages and asks them to choose a partner. In the first stage, the students meet their partners by asking enquiring questions. In the second stage, partners invert the roles. In the final stage, members participate, with their partners, in the group (Kagan, 1994).

III. METHODOLOGY

Given the nature of the research and the aims of the researchers, they applied two methods for her research, namely, the descriptive survey method and the experimental method. The experimental method took the form of a quasi-experimental method with experimental and control sets of students evaluated via pre- and post-tests.

In the descriptive survey, information on communicative competencies was collected by referring to Arabic and foreign books. Regarding Kagan's collaborative learning strategies, information was obtained by referring to Spencer Kagan's books, Arabic and foreign literature. The resultant conclusions, based on the literature, led to the selection of the most appropriate and effective method to develop the communicative competences of the learners.

The experimental research took the form of a semi-experimental design with two sets of students. The experimental set consisted of 25 students who were taught using Kagan strategies. The control set also consisted of 25 students taught in the usual, non-collaborative, manner. The pre- and post-tests were applied to both groups. All the participants were students at Vision International School in Qatar and were divided into either the experimental set or the control group.

The researchers determined research terms of both the communicative competencies and Kagan strategies and prepared suitable *Instruments* for the research purposes and hypothesis. The *Instruments* selected were a questionnaire, interview, and pre- and post-test. They thereafter presented the tools to the arbitrators to elicit their opinions, based on their experience, regarding its fitness including the language selection and layout, sentence and paragraph construction, and the questions asked, to prove the indexes of these communicative competencies.

Data was collected on communicative competencies that non-Arabic speakers need, via a Google form questionnaire and presented to a set of competent arbitrators to confirm their opinions. The participants were twelve professors and teachers who taught Arabic to non-native speakers. The majority have Doctorate and Master's degrees in Arabic and non-Arabic languages, from the University of Jordan. The minority had a Bachelor's degree in Arabic and Literature from the University of Jordan. Their work seniority was between ten and thirty years and their work experience were focused on teaching Arabic to non-native speakers. The researchers conducted a five-point Likert scale questionnaire to collect data. They used the five-digit Likert scale "strongly agree" (5), "agree" (4), "neutral" (3), "disagree" (2), and "strongly disagree" (1). The participants entered their responses and the data was collected, analyzed, and interpreted.

Interviews, with a competent set of arbitrators who were academics in universities and schools, were conducted on how to apply Kagan strategies in the teaching of communicative competencies in schools to gauge how successful these strategies, in their opinion, would be in the teaching of Arabic to non-native speakers. The participants were twelve professors and teachers who taught Arabic to non-native speakers. Some have Doctorate degrees and some have Master's degrees from the University of Jordan, in the Arabic language and are experienced in teaching non-native speakers Arabic. The minority had a Bachelor's degree in Arabic and Literature from the University of Jordan. Their work seniority ranges between ten and thirty years. The researchers conducted the interviews to both collect the data and compare the answers and replies. Once the data was collected, analyzed, and interpreted, the researchers identified points of agreement and disagreement on each question.

A test was designed to evaluate the purpose and hypotheses of the research. They constructed the pre- and post-test for non-Arabic speakers in eighteen steps:

1. The researchers defined the theoretical concept of communicative competencies. They relied on Canale's (1980) classification of communicative competencies, which was adapted for the test questions.

2. The researchers presented the communicative competencies to a number of specialists in Arabic teaching methods to verify their authenticity and fitness to research samples and to achieve the indicators for Arabic skills and grammar. After reviewing their opinions and observations, they were confirmed by more than (85%) of the arbitrators.

3. Determining the objective of the test: The Arabic language skill and grammar test strives to measure the level of the secondary, non-Arabic speaking students for the advanced level in communicative competencies.

4. The test content was determined by using the Qatari Arabic curriculum for the advanced level and the researchers defined the specific study units for the students. The study units consisted of practical skills and grammar for the first and second semesters. The test contained reading, writing, speaking, listening skills, and grammar, including grammatical, drainage, and rhetorical.

5. Drafting the test items: To formulate the paragraphs, the researchers reviewed some studies connected to the research object as well as earlier related studies. Thereafter, she prepared forty-seven questions.

6. The initial test form consisted of two types: objective and essay types. It was aimed to measure the four communicative competencies that the researchers had previously identified. It contained reading and listening skills, and the grammar section included forty-seven questions; each question had four options, only one of which was true. Writing skills included a piece of writing on a particular topic, whilst the skill of speaking also included a topic on which they spoke.

7. Preparation of the test instructions for communicative competencies: The researchers formulated the instructions to the questions that contained some information related to the research sample and the test aim. The students were instructed to answer all the questions and not to omit any question without supplying an answer. The answer would be recorded by the student clicking on the letter that indicates the correct answer. The researchers gave one grade for the correct answer and nothing for the wrong one. The essay questions ranged between (0-2) and (0- 3) grades.

8. The test questions, in the first shape, were then submitted to the arbitrators. The test questions of the communicative competencies contained forty-five questions. The researchers presented them to the arbitrators

specialized in Arabic teaching methods and in the field of Arabic for non-native speakers to establish its fitness for the students, to verify the correctness of its formulation and, after receiving feedback from the arbitrators, to make suitable adjustments.

9. Modification of the test according to the opinions of the arbitrators: The arbitrators agreed on the curriculum units included in the test, and there were no modifications around them. They observed the occasion of the test on the level of non-Arabic speakers.

10. After the initial preparation of the test form, the researchers conducted the test on twenty pupils, outside the research sample, from the advanced level of the high school.

11. Correction of the test: The researchers corrected the answers to the questions and allocated a grade per question and each part of the question. The student's grades ranged in reading, writing, speaking, and listening from (0- to 30), and the grammar ranged from (0- to 50).

12. Setting the test time: The researchers found that the appropriate time to apply to the test was forty minutes, because the average time taken by the sample students was approximately forty-five minutes.

13. Final test form: The researchers presented the test to the arbitrators to determine the validity, stability, and test time, and to prepare it for application to the research groups.

14. Determining the clarity of the test questions, including ensuring that the test paragraphs are unambiguous and calculation of the time required to complete the assessment: The researchers applied the test to a research sample of fifty Grade 9 to 12 students and instructed them to, first, read the instructions carefully, then move to the questions and clarify any obscurity. After students had completed their answers, the researchers found that the instructions were clear, all the questions were understandable, and the students had answered all of them. The time allocated to answer all the questions was forty-five minutes.

15. The researchers established an answer key and awarded one grade per correct answer, and no grade for the wrong answer. Blank answers were considered wrong answers. The grades ranged between (0- to 40), and the overall grade for the test was (45).

16. Statistical analysis of the test questions: After applying the test to the research sample, correcting the test questions, and performing the statistical analysis on the two groups, it can be said that the questions of the test were acceptable because they ranged between (0.20-0.80), except for the third question whose difficulty was (0.83), therefore the researchers deleted that question from the test.

17. Verification of the test's validity: The researchers verified the test validity using two types: face validity and internal consistency validity.

18. The final experimental application to the sample of the research: The researchers completed teaching the material to the students and thereafter prepared the students for a post-test. The researchers also conducted statistical analyses to answer research questions and verify hypotheses.

19. Statistical interpretation of the results: The researchers monitored the grades and conducted appropriate statistical treatments for them using (SPSS) Version 19 (V.21). The researchers used the following statistical methods: Dump data in specific tables in preparation for statistical processing, percentages, arithmetic mean, and standard deviation, T-Test for two independent samples, Pearson correlation coefficient, Alpha-Cronbach equation, Guttman equation, Spearman/Brown equation, Coefficients of ease and difficulty, Discrimination factors and View and discuss the study results.

IV. RESULTS AND DISCUSSION

The findings revealed that teaching communicative competencies by using Kagan Strategies helped in numerous ways. These included the following:

1. Gaining students' attention and developing students' communicative competencies.
2. Students were able to dialogue with Arabic speakers fluently and freely.
3. Kagan Strategies changed the learning environment from a static one to a positive learning environment.
4. It encouraged thinking and participation.
5. There was equal participation by all students which encouraged students to think and interact in the class.

The results are presented according to the research objectives and hypotheses, as follows: To establish the results related to the effectiveness of the Kagan strategies in teaching the communicative competencies for two groups. To present valid statistics based on the research objectives and hypotheses, and to present the conclusions, recommendations, and proposals that this research reached.

The main objective was to identify the effectiveness of Kagan's strategies in teaching communicative competencies to non-Arabic speakers, and the table below illustrates the results of the pre- and post-test assessments.

TABLE 1
RESULTS OF THE EXPERIMENTAL SET IN PRE-AND POST-TEST OF THE COMMUNICATIVE COMPETENCIES

NO	TEST		FINAL DEGREE	DIFFERENCE
	PRE	POST		
1	46	97	143	-51
2	45	84	129	-39
3	48	68	116	-20
4	45	70	115	-25
5	45	68	113	-23
6	51	65	116	-14
7	46	74	120	-28
8	51	85	136	-34
9	45	98	143	-53
10	45	71	116	-26
11	46	85	131	-39
12	45	61	106	-16
13	53	85	138	-32
14	47	97	144	-50
15	47	88	135	-41
16	45	97	142	-52
17	45	71	116	-35
18	48	83	131	-35
19	51	64	115	-13
20	52	85	137	-33
21	46	74	120	-28
22	46	83	129	-37
23	43	81	124	-38
24	52	70	122	-18
25	44	76	120	-28
	1177	1980	3157	-797

The sum of the students' grades, as illustrated above, in the experimental set for the pre-test was (1177), whereas for the post-test, it became (1980). The final score was (3157), and the average difference between the two tests was (-797).

TABLE 2
RESULTS OF THE CONTROL SET IN PRE-AND POST-TEST OF THE COMMUNICATIVE COMPETENCIES

NO	TEST		FINAL DEGREE	DIFFERENCE
	PRE	POST		
1	48	71	119	-23
2	45	82	127	-37
3	51	68	119	-16
4	45	71	116	-26
5	41	67	108	-26
6	53	67	120	-14
7	46	74	120	-28
8	51	82	133	-31
9	42	75	117	-33
10	45	72	117	-27
11	46	81	127	-35
12	45	62	107	-17
13	47	82	129	-35
14	47	75	122	-28
15	41	86	127	-45
16	45	77	122	-32
17	44	73	117	-11
18	48	82	130	-29
19	51	64	115	-13
20	52	80	132	-28
21	45	72	117	-27
22	46	79	125	-33
23	43	82	125	-39
24	52	62	114	-10
25	44	72	116	-28
	1163	1858	3021	-671

The evidence above reveals that the sum of the students' grades of the control set in the pre-test was (1163), whereas in the post-test, it became (1858). The final score was (3021), and the average difference between the two tests was (-671).

TABLE 3
RESULTS OF THE EXPERIMENTAL AND CONTROL SETS IN PRE-AND POST-TEST OF THE COMMUNICATIVE COMPETENCIES

TWO GROUPS	PRE-TEST	POST-TEST	FINAL DEGREE	DIFFERENCE	AVERAGE DIFFERENCE
EXPERIMENTAL	1177	1980	3157	-797	27536
CONTROL	1163	1858	3021	-671	18775

The table above shows that in the pre-test, the grades sum of the experimental set was (1177) while the control set was (1163). In the post-test, the grades sum of the first set was (1980) while the second, control set was (1858). In the final grade, the grade sum of the experimental students was (3157) while the control set was (3021). The difference between the first group of students was (-797) while the control set was (-671). The average difference between the first group of students was (27536) while the control set was (18775). This illustrated that the grades of the experimental set were higher than the grades of the control set. The performance level of the first set of students was better than that of the second set of students.

TABLE 4
RESULTS OF THE EXPERIMENTAL AND CONTROL SETS IN THE POST-TEST OF THE COMMUNICATIVE COMPETENCIES

No	EXPERIMENTAL GROUP			CONTROL GROUP		
	POST-TEST	ARITHMETIC MEAN	SQUARE ROOT	POST-TEST	ARITHMETIC MEAN	SQUARE ROOT
1	97	19.4	376.35	71	14.2	201.64
2	84	16.8	282.24	82	16.4	268.96
3	68	13.6	184.95	68	13.6	184.95
4	70	14	196	71	14.2	201.64
5	68	13.6	184.95	67	13.4	179.56
6	65	13	169	67	13.4	179.56
7	74	14.8	219.04	74	14.8	338.55
8	85	17	289	82	16.4	268.96
9	98	19.6	384.16	75	15	225
10	71	14.2	201.64	72	14.4	207.36
11	85	17	289	81	16.2	262.44
12	61	12.2	148.83	62	12.4	153.76
13	85	17	289	82	16.4	268.96
14	97	19.4	376.35	75	15	225
15	88	17.6	309.76	86	17.2	295.84
16	97	19.4	376.35	77	15.4	237.16
17	71	14.2	201.64	73	14.6	231.61
18	83	16.6	275.56	82	16.4	268.96
19	64	12.8	163.84	64	12.8	163.84
20	85	17	289	80	16	256
21	74	14.8	219.04	72	14.4	207.36
22	83	16.6	275.56	79	15.8	249.64
23	81	16.2	262.44	82	16.4	268.96
24	70	14	196	62	12.4	153.76
25	76	15.2	231.04	72	14.4	207.36
	1980	396	6390.74	1858	371.65	5697.83

The researchers wanted to verify the hypothesis that suggested that statistically there were no variances at the value level (0.05) in the pre- and post-test for the communicative competencies between the average grades of the experimental teaching method, using Kagan strategies, and the control method, using the traditional Arabic teaching style.

The researchers used (SPSS) program to draw her conclusions. The arithmetic means of the students in the first set equaled (31.88) while the second set equal (26.84). A standard deviation of the first group's grades was equal to (11.625), while the standard deviation of the second group's grades was (9.049).

TABLE 5
STATISTICAL DESCRIPTION OF THE EXPERIMENTAL AND CONTROL SETS IN A TEST OF THE COMMUNICATIVE COMPETENCIES

TWO GROUPS	No	ARITHMETIC MEAN	STANDARD DEVIATION	DEGREE OF FREEDOM	T TEST		STATISTICAL SIGNIFICANCE AT (0.05)
					VALUE T	SIGNIFICANCE LEVEL	
EXPERIMENTAL	25	31.88	11.625	24	24.99	0.000	SIGNIFICANT
CONTROL	25	26.84	9.049		21.020		

As is evident from the above, the arithmetic mean in the students of the first set equals (31.88) while the second set equals (26.84). The standard deviation of the first group's grades was equal to (11.625), while the standard deviation of the second group's grades was (9.049). The degree of freedom is 24. The (T-Test) at the significance level (0.000) in the students of the first set equaled (24.99) while in the second set, it equaled (21.020).

The results are not compatible with the null hypothesis. The researchers found clear differences between the students

who studied in the modern, collaborative way, using Kagan strategies, and those who studied traditionally.

V. CONCLUSIONS

In light of the above findings of the researchers, she draws the following conclusions: First: Kagan strategies have proven their effectiveness in teaching communication competencies to non-Arabic speaking students. Second: The researchers were able to apply Kagan's strategies when teaching communicative competencies to non-Arabic-speaking students due to class size and the students' ability to move freely in it. Third: Schools should reduce the number of students in the classroom to facilitate the task of the teacher and students. Additionally, schools also should provide training and workshops to the teachers on Kagan strategies. These strategies engage, encourage, and train the required communicative skills to develop learners' communicative competencies. Fourth: Teachers should be encouraged to use Kagan strategies for teaching Arabic in secondary schools dependent on the available capabilities inside the classroom. Fifth: The abilities of the students, to whom Kagan collaborative strategies are applied and who comprehend and understand the communicative competencies, is greater than that of students who study traditionally. Sixth: Students who used Kagan's strategies were able to think and express their opinion because they had enough time for dialogue and discussion with other students. Seventh: At the end of the experiment, the experimental group of students were able to rely on themselves and break the barrier of fear and shyness to independently solve the problems they faced in the classroom, without resorting to outside assistance. Eighth: The non-Arabic speakers were able to speak fluently on different topics with the natives in- and outside the school.

VI. RECOMMENDATIONS

In light of the findings of the researchers, they recommend the following: First, teachers should be directed to teach communicative competencies, in all stages, using Kagan strategies because of its effectiveness in achieving and improving communicative competencies in Arabic. Second: Training courses should be conducted to train teachers on how to prepare and implement the activities of the communicative competencies using Kagan strategies, and to clarify their effectiveness in developing communicative competencies, including Arabic skills and grammar. Third: A guide needs to be prepared for teachers to help them to use Kagan strategies in teaching communicative competencies to the students. Fourth: The communicative competencies need to be included in Arabic textbooks for non-Arabic speakers at the different levels of education. Fifth: Schools should provide enough space, by reducing the number of students in the classroom, to allow students to move freely when applying Kagan's strategies in the learning process.

VII. PROPOSITIONS

In the current research, the researchers suggest conducting the following future studies: First, conduct similar studies in the effectiveness of Kagan strategies in teaching Arabic to non-native speakers at different levels. Second, study the development of communicative competencies for different levels. Third, provide Arabic language curricula for non-native speakers, with communicative competencies, for all levels. Fourth, a separate department within schools to develop curricula for non-Arabic speakers needs to be established.

ACKNOWLEDGEMENTS

The authors would like to extend their great thanks to anyone support them.

REFERENCES

- [1] Canale, Michael, & Swain, Merrill. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, pp.1-47.
- [2] Dotson, Jeanie. (2001). *Cooperative Learning Structures Can Increase Student Achievement*. San Clemente, CA: Kagan Publishing. Kagan Online Magazine. www.KaganOnline.com, retrieval time 22 January 2022.
- [3] David, Johnson, & Johnson, Roger. (1989). *Cooperation and Competition: Theory and Research*. Edina, MN: International Book Company.
- [4] Jusoh, Norhasiza., Husbani, Rebulan., Myat, Aung., Mohaslinda, Mohamad., Rohayda, Husain., & Esa, Rahman. (2015). *Radiology teaching of UniSZA undergraduate medical students: comparison between informal cooperative learning and traditional lecture*. UniSZA Research Conference 2015 (URC '15), Universiti Sultan Zainal Abidin, 14-16 April 2015.
- [5] Kagan, Spencer. (2011). *The "P" and "I" of PIES: Powerful principles for success*. San Clemente, CA: Kagan Publishing. Kagan Online Magazine. www.KaganOnline.com, retrieval time 15 April 2023.
- [6] Kagan, Spencer. (2009). *Kagan Structures: A Miracle of Active Engagement*. San Clemente, CA: Kagan Publishing. Kagan Online Magazine. www.KaganOnline.com, retrieval time 6 July 2022.
- [7] Kamariah, Yunus., Lamis, Al Shuga'a., & Mohammed Abugohar. (2020) The impact of cooperative learning method on Yemeni adult students' knowledge of global issues vocabulary. *International Journal of Education, Psychology and Counseling*, 5(34), pp. 102-115.
- [8] Savignon, Sandra. (1992). *Communicative competence: An experiment in foreign language teaching*. Philadelphia, PA: The Center for Curriculum Development.

- [9] Mohd Noor, Siti Salwa., Norasyikin, Osman., Nurazan, Mohmad Rouyan., Norhayati, Che Hat., & Khoiron, Mat Saad. (2021). Arabic speaking skills outside the classroom among non-native speakers of Arabic. *BITARA International Journal of Civilizational Studies and Human Sciences* (e-ISSN: 2600-9080), 4(2), 59-69.

Hana Abdallah Yousef Abdallah was born in Saudi Arabia, 1976. In 2015, she got her Master's Degree in "Arabic Language for Speakers of Other Languages" at The University of Jordan. In 2020, she got another Master's Degree in "Education" at Buffalo State University. Her academic interests in the field of Arabic/ English, education and innovative technologies for teaching Arabic as a foreign language. She has published a book and a number of articles in different journals. She is experienced in teaching Arabic language for native and non-native speakers for over nineteen years.

Siti Salwa Mohd Noor was born and raised in Malaysia, 1984. She is Head of Arabic Department and a distinguished academician at University of Sultan Zainal Abidin, Malaysia. With an illustrious academic journey, she holds a Ph.D. in Curriculum and Instruction from World Islamic and Science University, Jordan, where she specialized in language skills and language acquisition. Dr. Siti Salwa's passion lies in understanding the intricate relationship between language and society, particularly focusing on reading and communication problems and strategies. Her research interests also extend to language barriers, and using technology in language education. Driven by her desire to bridge the gap between academia and real-world applications, she actively engages in community outreach programs to promote linguistic diversity and inclusive language practices. With her extensive knowledge, infectious enthusiasm, and dedication to her field, Dr. Siti Salwa continues to make significant contributions to the study of language skills and its impact on society.