

ผลกระทบจากปัจจัยของนักศึกษาต่อทักษะการพูด
จากมุมมองของนักศึกษามหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี
THE IMPACT OF THE STUDENT FACTOR ON ARABIC SPEAKING SKILLS
FROM THE PERSPECTIVE OF STUDENTS AT PRINCE OF SONGKLA
UNIVERSITY, PATTANI CAMPUS

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อตรวจสอบผลกระทบของปัจจัยด้านนักศึกษาที่มีต่อทักษะการพูดภาษาอาหรับจากมุมมองของนักศึกษา มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี โดยอ้างอิงทฤษฎีพฤติกรรมนิยม ทฤษฎีความรู้ความเข้าใจ และทฤษฎีการเกิดตามธรรมชาติ ผู้วิจัยได้สุ่มตัวอย่าง

นักศึกษาแบบง่ายและแบบแบ่งกลุ่มจำนวน 274 คน จากคณะมนุษยศาสตร์และสังคมศาสตร์ และคณะวิทยาการอิสลาม ผู้วิจัยใช้ระเบียบวิธีวิจัยเชิงพรรณนาวิเคราะห์ โดยมีแบบสอบถามและการสัมภาษณ์เป็นเครื่องมือในการเก็บรวบรวมข้อมูล ซึ่งนำมาวิเคราะห์ด้วยโปรแกรม SPSS ผลการศึกษาพบว่า นักศึกษามีระดับความเห็นด้วยสูงต่อทัศนคติเชิงลบเกี่ยวกับการพูดภาษาอาหรับ โดยข้อความที่มีค่าเฉลี่ยสูงสุดคือ “ฉันไม่จำเป็นต้องพูดภาษาอาหรับ” (36.1) และ “ฉันไม่ชอบพูดภาษาอาหรับ” (34.7) โดยรวมแล้ว ระดับความเห็นด้วยเฉลี่ยอยู่ที่ 3.42 ซึ่งบ่งชี้ถึงแนวโน้มโดยรวมที่เห็นด้วยกับความท้าทายในการพูดที่ระบุไว้ ผู้วิจัยเสนอแนะให้มีการศึกษาเพิ่มเติมเกี่ยวกับผลกระทบของปัจจัยจากมหาวิทยาลัยและปัจจัยด้านสิ่งแวดล้อมที่มีต่อทักษะการพูด งานวิจัยนี้มีความสำคัญต่อการเรียนการสอนภาษาอาหรับ เนื่องจากแสดงให้เห็นว่าแรงจูงใจ ความมั่นใจ และการมีส่วนร่วมของผู้เรียนส่งผลโดยตรงต่อประสิทธิภาพการพูดของพวกเขา การระบุปัจจัยที่เกี่ยวข้องกับนักศึกษาเหล่านี้ช่วยให้นักการศึกษาสามารถปรับวิธีการสอนเพื่อสนับสนุนความต้องการด้านการสื่อสารของนักเรียน พัฒนาความสามารถในการพูด และสร้างสภาพแวดล้อมในห้องเรียนที่มีประสิทธิภาพและเน้นผู้เรียนเป็นศูนย์กลางมากขึ้นสำหรับการเรียนรู้ภาษาอาหรับ

คำสำคัญ: ผลกระทบ ปัจจัย ทักษะ มุมมอง ความคิดเห็น

Abstract

The study aims to investigate the impact of the student factor on Arabic speaking skills from the perspective of students at Prince of Songkla University, Pattani Campus. The research is based on behavioral theory, innate theory, and cognitive theory. Both simple random sample and cluster random sample of 274 students from the Faculty of Humanities and Social Sciences and the Faculty of Islamic Sciences at Prince of Songkla University were selected. The researchers employed a descriptive-analytical approach in writing the research, using questionnaires and interviews as tools for data collection. The data was analyzed using SPSS software. The results revealed a generally high level of agreement with negative attitudes toward speaking Arabic, with the highest mean scores recorded for statements such as "I do not need to speak Arabic" (36.1) and "I do not like speaking in Arabic" (34.7). The overall mean agreement level was 3.42, indicating an overall tendency toward agreement with the identified speaking challenges. The researchers recommend further study on the impact of college factors on speaking skills and environmental factors. This research is significant for Arabic teaching as it reveals how learners' motivation, confidence, and participation directly affect their speaking performance. By identifying these student-related factors, the study helps educators tailor teaching methods to support students' communicative needs, improve speaking competence, and create a more effective, learner-focused classroom environment for Arabic language acquisition.

Keywords: impact, factor, skill, perspective, opinion

Introduction

In today's world, learning a second language alongside one's native language has become a fundamental requirement due to its necessity in both daily and professional life, whether one is a student or an Islamic preacher. Speaking, after listening, is considered one of the most important elements of language, in addition to its ease of learning and use.

Mastering speaking is a crucial skill that students strive to perfect in a second language, due to the increasing need for oral communication among people. It is imperative to focus on this aspect due to its critical importance in language acquisition. Many university students struggle with Arabic speaking skills, especially in fluency and confidence. This study explores the student-related factors affecting speaking skills from their perspective.

Several studies have examined the challenges university students face in developing Arabic speaking skills, commonly citing issues such as speaking anxiety, limited vocabulary, and lack of confidence. These studies often focus on curriculum design or teaching methods, emphasizing external factors affecting speaking proficiency. However, there is limited research that investigates the problem from the students' own perspectives, particularly regarding internal factors like motivation, exposure, and learning habits. This study aims to fill this gap by exploring student-related factors influencing Arabic speaking skills directly from the learners' point of view.

Various methods exist for learning a second language to facilitate the process, depending on the influencing factors, whether positive or negative. Prince of Songkla University in southern Thailand is among the institutions where Arabic is taught as a second language. Thus, the researchers aim to understand the factors affecting the acquisition of Arabic as a second language among students at Prince of Songkla

University, with a focus on improving Arabic speaking skills and assessing the impact of these factors on Arabic speaking proficiency.

Stephen Krashen's Affective Filter Hypothesis highlights how learners' emotions—like anxiety, motivation, and confidence—significantly influence their capacity to learn and use a new language. When learners experience high levels of stress or low motivation, their ability to absorb and process language input decreases, which can negatively affect their speaking fluency and self-assurance. This theory serves as a foundation for the current study, focusing on how students perceive their own emotional and motivational challenges in developing Arabic speaking skills.

Research Objectives:

The aim of this research is to determine the impact of the student factor on Arabic speaking skills from the perspective of students at Prince of Songkla University.

In this study, *student factors* refer to the internal, learner-related aspects that influence Arabic speaking skills. The research focuses on factors like motivation, anxiety, self-confidence, language exposure, and learning habits, based on their frequent mention in language acquisition research as significant influences on speaking performance.

The findings are expected to benefit language instructors by identifying key obstacles students face in Arabic speaking. Additionally, the study will support curriculum developers in designing speaking-focused programs that consider students' psychological and motivational needs. For students, the research offers the potential to raise awareness about the personal and academic factors affecting their speaking performance, encouraging them to adopt more effective language learning strategies. Ultimately, the study aims to improve the overall quality of Arabic language instruction and help students achieve greater fluency and confidence in spoken Arabic.

Research Problem:

The core problem addressed in this study is the low proficiency level of university students in Arabic speaking skills. Despite its importance, there remains a limited understanding of the various factors that influence students' speaking abilities. This lack of clarity has hindered efforts to improve oral proficiency effectively. Therefore, this research focuses on identifying and analyzing key student-related factors that impact Arabic speaking skills.

Speaking Skills

Speaking is a fundamental skill, second only to listening, and serves as a primary means of communication with others. Jinni (2000, p. 44) describes speech as follows: "The essence of writing is rooted in speech, and writing is a branch of speech."

This means that language has both a root and a branch, with the root being speech and pronunciation, and the branch being writing. Before learning to write, a person must first be exposed to the spoken language, which is essential for linguistic practice. The process of speaking begins with a deep inhalation and then exhalation through the larynx, which is similar to normal breathing. However, the main difference lies in what happens to the airflow during exhalation: it is obstructed by speech organs to produce the desired sound. When the vocal cords are open, the exhalation flows freely until obstructed by other speech organs such as the lips or tongue. If the vocal cords are slightly open, the sound becomes a whisper. If they are more tightly closed, a vibration occurs, noticeable when pronouncing sounds like "z" or "dh." The speaker can feel this vibration by gently placing a finger on the larynx while speaking. The tongue is a crucial speech organ used in producing vowel sounds. The soft palate (velum) raises to close off the nasal cavity, and the movement of the tongue adjusts the size of the

oral cavity to shape vowel sounds. When the soft palate hangs down, it opens the nasal cavity for producing nasal sounds like "m" and "n"(Abdel-Meguid, 1981, p. 148).

Pronunciation and speech are terms for different levels of the same skill. The first level is pronunciation: when a child repeats a particular sound, it is called pronunciation. As the child grows and uses meaningful words, it is termed speaking. When the child continues to speak and engages in conversation with others, it is referred to as talking (Abdel-Meguid, 1981, p. 139).

Salah Abdel-Meguid (1981, p. 139) notes that speaking requires at least two parties: the speaker and the listener, who alternately switch roles, with the speaker becoming the listener and vice versa.

Mohamed Salah El-Din (1983, p. 233) defines speaking as expressing one's thoughts, feelings, and ideas clearly and fluently, with correct expression and performance.

Humans initially used oral language before learning to write. The need for spoken language was intense, as all linguistic activity was limited to listening and speaking. Despite advances in writing, the need to speak remains strong due to the frequent need for verbal communication in various settings such as mosques, homes, schools, streets, markets, and libraries. This requires skill in speaking, choosing appropriate words and ideas for the context, enabling effective communication that can be understood by native speakers (Abdel-Meguid, 1981, p. 138).

Before speaking, a person must prepare the semantic content of what they wish to convey, including the ideas and purpose of the speech (Dawood, 2010, p. 41). Just as the listener processes what they hear while receiving new sounds, the speaker executes their planned speech while concurrently creating new plans, both occurring rapidly.

Speaking skills must be accompanied from the early stages by listening and understanding skills. The speaker alternates roles as the sender and receiver based on the dynamics of the communication situation and the response of the other party.

Speaking begins with a thought, opinion, or feeling that the speaker wishes to express. They then select appropriate grammatical and syntactic rules to frame the expression, choose suitable vocabulary, and identify the phonetic system of the language to represent these words. Finally, they convert these into audible sounds and use speech organs to articulate their ideas and opinions (Abdel-Meguid, 1981, p. 141).

This demonstrates that speaking skills do not develop suddenly but require planning, organizing thoughts, and execution, highlighting the need for education and training.

Areas of Speaking Skills

The areas of speaking skills are numerous and include:

- Correctly pronouncing Arabic sounds.
- Distinguishing clearly between similar sounds, such as: ذ (dh), ز (z), ظ (dh).
- Differentiating between short and long vowels.
- Performing various stress and intonation patterns in a manner acceptable to native Arabic speakers.
- Accurately pronouncing adjacent sounds, such as: ب (b), م (m), و (w).
- Expressing ideas using appropriate grammatical structures.
- Choosing suitable expressions for different situations.
- Properly using polite expressions and greetings based on an understanding of Arabic culture.
- Applying correct word formation rules in Arabic speech.
- Demonstrating a rich vocabulary that allows precise word selection.
- Organizing thoughts logically so that they are clearly perceived by the listener.
- Expressing ideas with an appropriate amount of language—neither excessively lengthy nor overly brief.

- Speaking coherently and fluently for a reasonable amount of time, indicating self-confidence and the ability to engage with others.
- Correctly pronouncing words with diacritics and distinguishing them from other phenomena.
- Using gestures, expressions, and non-verbal communication effectively to convey ideas.
- Pausing at appropriate intervals to reorganize thoughts, clarify points, or review word choices.
- Responding spontaneously to ongoing conversation, varying expression forms and syntactic patterns, showing freedom from conventional speech patterns.
- Focusing on meaning rather than the linguistic form used to convey it.
- Effectively shifting the direction of conversation when required by the situation.
- Narrating personal experiences in an engaging and suitable manner.
- Delivering a brief, well-structured speech.
- Managing a discussion on a specific topic, defining participants' roles, and extracting conclusions from the opinions shared (Ali, 2012, p. 5).

Foundations for Teaching Speaking

1. Practice and Training:

The students must speak for themselves, and this cannot happen if they only listen to others. When students speak, they should do so independently, without assistance, to express themselves. Initial practice can include simple phrases like "Hello," "Good morning," "Welcome," "How are you?" "What's your name?" etc. Students should be encouraged to repeat these phrases individually and collectively, ideally in role-playing situations with movement and intonation. Teachers should model correct pronunciation of Arabic sounds and emphasize distinguishing between similar sounds,

such as ظ, ز, ذ, and differentiating between short and long vowels (Hamada, 1989, p. 237).

2. Expressing Personal Experience:

Students should discuss topics they are familiar with and be given full opportunity to express themselves. They should not be tasked with speaking about unfamiliar subjects, as it is futile to ask students to discuss unknown topics (Taimiya, 1989, p. 161).

3. Attention Training:

Speaking requires training and is a complex mental activity. It involves the ability to distinguish sounds both when hearing and pronouncing them (Taimiya, 1989, p. 161).

4. Avoiding Interruption and Excessive Correction:

The best approach to correcting errors is to wait until the student has finished speaking to avoid disrupting their flow. If mistakes do not distort or change the meaning, it is preferable to address them after the conversation. In the initial stages, allowing students freedom in conversation is essential, as constant interruption for corrections can lead to frustration, loss of confidence, and reluctance to speak (Abdel-Monem, n.d., p. 117).

5. Level of Expectations:

Teachers should encourage students to speak in Arabic and set realistic expectations. It is important for Arabic teachers to understand that mastering Arabic is challenging for non-native speakers, and teachers should be realistic and appreciate the broad scope of the language (Taimiya, 1989, p. 161).

6. Gradual Progression:

Learning, especially speaking skills, should be gradual. Speaking is a cognitive skill that takes time and effort to develop. It is a process that requires patience and

persistence. Therefore, instruction should be incremental, considering various aspects of language use, difficulties, and sentence complexity.

Study Methodology:

The research adopted two main methodologies. First, a descriptive-analytical approach was used to develop the study's theoretical framework. This involved reviewing relevant literature, exploring the concept of speaking skills, and identifying the factors that influence them. Second, an applied-analytical field method was employed to examine the impact of student-related factors on speaking skills from the perspective of students at Prince of Songkla University. Data were collected through field research procedures and systematically analyzed to draw conclusions.

Study Population and Sample for the Influencing Factors Questionnaire:

The study population consisted of a subset of the research community that is representative of the entire population, allowing the results of this sample to be generalized to the whole population. A simple random sampling method was used, where each unit of the original population has an equal and fair chance of being selected. This type of sampling is used when the study population is homogeneous (Mohamed et al., 2006, p. 221).

The study population included all students from the Faculty of Humanities and Social Sciences, for it has separate department of Arabic language.

Study Sample:

The researchers selected a sample of students using a cluster random sampling method, which was limited to the Faculty of Humanities and Social Sciences. The sample consisted of 274 students.

Before conducting the study, all participants were informed about the purpose of the research, the voluntary nature of their participation. To ensure confidentiality,

participants' names and personal information were not recorded, and the data was kept secure and used solely for academic research purposes.

Study Instruments:

To answer the research questions, the researchers used two tools: a questionnaire and open-ended interviews. The questionnaire was directed at students.

The questionnaire served as the primary tool for collecting study data. It was developed based on the theoretical framework, literature review, and related previous studies, as well as interviews with lecturers and students. The questionnaire was divided into two sections:

- 1. Section One:** Contains preliminary information about the study sample, including details on gender, faculty, academic level, language, and participation in activities.
- 2. Section Two:** Includes the questionnaire statements, totaling 16 items. Participants in the study sample responded to these statements using a five-point scale (Likert scale).

Table 1 Five-Point Likert Scale

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1
Very High	High	Medium	Low	Very Low

Validity of the Study Tool: According to Ghawji and Zahy (2016), validity is defined as "the ability of evidence to support the interpretations of scores derived from the scale." To ensure the validity of the tool, the researchers relied on two methods:

1. Face Validity (Judges' Validity): Face validity refers to the extent to which the scale used has statistically significant correlations with the measured domains. The researchers presented the preliminary version of the study tool (Questionnaire and Interview Questions) to 10 expert judges to ensure clarity and relevance to the study's

objectives. The judges suggested revisions to the preliminary information and some questionnaire items. The researchers made the necessary modifications, resulting in the final version of the questionnaire, which included 16 items.

Table 2 Mean Scores, Standard Deviations, and Percentage Frequencies of the Study Sample's (Students') Opinions on the First Axis: Student (N=274)

Item Number in the Questionnaire	Statement	Percentage % of Frequencies	Mean	Standard Deviation	Rank	Level of Agreement (Judgment)
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
11	I do not need to speak Arabic	36.1	33.9	17.5	7.3	5.1 Strongly Agree
10	I do not wish to speak in Arabic	29.6	35.8	18.2	12.4	4.0 Strongly Agree
16	I do not like speaking in Arabic	30.3	34.7	18.6	12.0	4.4 Strongly Agree
2	I cannot see well	18.2	39.4	26.6	12.0	3.6 Agree
5	I cannot remember Arabic vocabulary	13.5	35.0	35.8	12.4	3.3 Agree
15	I do not trust myself when speaking in Arabic	4.0	18.2	33.6	28.5	15.7 Neutral
Overall Mean			3.42			Agree

Table 3 Analyzing table of the relationship between basic variables and the level of agreement with various factors:

Factor (Statement)	Variable	Test	p-value	Significant?	Interpretation
I do not need to speak Arabic	Gender	t-test	0.21	No	No significant difference by gender

Table 3 Analyzing table of the relationship between basic variables and the level of agreement with various factors: (Continuous)

Factor (Statement)	Variable	Test	p-value	Significant?	Interpretation
	Year of Study	ANOVA	0.035	Yes	Year 1 students higher than Year 4
	Proficiency Level	ANOVA	0.004	Yes	Lower proficiency associated with stronger agreement
I do not wish to speak in Arabic	Gender	t-test	0.18	No	No significant difference
	Previous Arabic Speaking Experience	t-test	0.008	Yes	No-experience group shows higher agreement
I do not like speaking in Arabic	Gender	t-test	0.43	No	No significant difference
	Proficiency Level	ANOVA	0.015	Yes	Lower proficiency stronger dislike
I cannot see well	Age	Pearson's correlation	0.52	No	No relationship
I cannot remember Arabic vocabulary	Year of Study	ANOVA	0.02	Yes	Year 1 > Year 3 and Year 4 students
	Proficiency Level	ANOVA	0.005	Yes	Lower proficiency associated with higher agreement
I do not trust myself when speaking in Arabic	Age	Pearson's correlation	0.001	Yes	Older students more confident
	Previous Arabic Speaking Experience	t-test	0.003	Yes	Experience group reports higher trust

Results:

- The study results indicated that the statement "I do not need to speak Arabic" received a high mean score of 33.9, which suggests strong agreement among participants regarding the impact of this factor on speaking skills. This reflects a lack of necessity felt by students to speak Arabic, attributed to their unawareness of the significance of the Arabic language in religious, economic, and communicative contexts, as well as a general undervaluation of the language.

- The study also revealed that the statement "I do not wish to speak in Arabic" achieved a high mean score of 35.8. This indicates agreement with the impact of this factor on speaking skills due to a lack of desire. This lack of desire is attributed to the absence of motivating factors in Arabic language teaching, ineffective instruction, and insufficient language activities that could encourage students to learn Arabic. Additionally, the lack of specialization among instructors in teaching Arabic to non-native speakers contributes to the students' reluctance to study the language.

The statement *"I do not like speaking in Arabic"* with a mean score of 34.7, indicates a significant level of negative attitude among the students towards speaking in Arabic. This suggests that many students experience discomfort, disinterest, or lack of motivation when engaging in spoken Arabic tasks.

- The statement "I can not see well" obtained a mean score of 39.4, indicating agreement with the impact of this factor on speaking skills due to poor hearing. This issue is attributed to various reasons such as the lecturer's weak or unclear voice, or the lack of appropriate and modern means to transmit sound to students.

- The statement "I cannot remember Arabic vocabulary" received a high mean score of 35.0. This suggests agreement on the impact of this factor on speaking skills due to

difficulties in memorizing Arabic vocabulary. Contributing factors include the students' lack of understanding of the vocabulary, the use of non-functional vocabulary by instructors, and the absence of language activities designed to aid in memorization.

- The statement "I not trust myself when speaking in Arabic" received a high mean score of 15.7, indicating that participants generally experience a significant lack of confidence or self-trust when using Arabic in spoken contexts. This suggests that spoken Arabic may present notable psychological or linguistic challenges for the group surveyed.

The results of this study revealed some important insights into how students at Prince of Songkla University feel about speaking Arabic. A large number of students strongly agreed with statements like *"I do not need to speak Arabic"* and *"I do not like speaking in Arabic,"* showing that many of them either lack interest in speaking the language or don't see it as necessary. This is a clear sign that motivation to use Arabic in speaking situations is quite low among these learners.

It was also interesting to see that nearly two-thirds of students agreed or strongly agreed with *"I do not wish to speak in Arabic,"* which confirms that negative attitudes towards speaking the language are quite common in this group. This matches what other studies have suggested — that feelings like anxiety, a lack of confidence, or limited exposure to real speaking opportunities can discourage students from wanting to practice a foreign language.

On a different note, while a fair number of students agreed with *"I cannot see well,"* this was less of an issue compared to their difficulties with remembering Arabic vocabulary. Forgetting words when speaking seems to be another common challenge, which could make students hesitant to participate in conversations.

Interestingly, when asked whether they trust themselves when speaking Arabic, opinions were more balanced. While some students admitted to lacking confidence, it

wasn't as big a problem as their overall disinterest or doubts about the importance of speaking the language.

Overall, with an average agreement level of 3.42, most students tended to agree with the various difficulties mentioned in the questionnaire. These findings suggest that for many students, the barriers to speaking Arabic go beyond language skills — they involve personal attitudes, motivation, and confidence as well.

Based on these results, it's clear that Arabic language programs should pay more attention to creating engaging, supportive, and confidence-building activities for speaking practice. Giving students more opportunities to use Arabic in enjoyable, meaningful ways could help change their attitudes, lower their anxiety, and gradually improve their willingness to speak.

Recommendations and Suggestions:

- Instructors should emphasize the importance of the Arabic language in religious, cultural, and commercial contexts.
- Language games should be utilized to enhance speaking skills.
- Modern tools and methods should be employed in teaching speaking skills.
- Instructors who are not specialized in teaching Arabic to non-native speakers should consider enrolling in specialized courses in Arabic language teaching.

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