

The Effectiveness of Teaching English Language Topics Using Listening and Speaking Skills in the Achievement of Fifth Grade Female Students in Primary school

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Abstract:

The current research aims to find out the effectiveness of teaching English language subjects using listening and speaking skills in the achievement of fifth-grade primary school students. The researcher adopted the experimental research approach. The research sample was (50) students who were chosen randomly. The research tool is the achievement test, the paragraphs of which were prepared from the type of objective tests. The multiple choice items with three alternatives reached (20) items after the validity and reliability of the tool were extracted. When the researcher finished the application, the experimental and control groups were tested in the post-achievement test, and after collecting the data, the results of the research showed statistically using the Statistical Package for the Social Sciences (SPSS) program that the students of the experimental group to whom the English language subjects were applied excelled in the skills of listening and speaking over the control group to which they were applied. They were taught them the same subject topics in the traditional way, and was concluded that teaching according to the listening and speaking skills is more powerful and reliable than the usual method in raising the level of achievement among female students. The researcher recommended the need to train primary school teachers on new teaching methods, including the method of teaching according to the listening and speaking skills for the purpose of using them. In teaching English language subjects, the researcher suggested conducting future research similar to the current research on stages, study materials, and other dependent variables in developing other thinking skills.

Keywords: (effectiveness - teaching - listening and speaking skills - achievement - fifth grade female students).

"فاعلية تدريس موضوعات مادة اللغة الانكليزية بمهارتي الاستماع والتحدث في تحصيل تلميذات الصف الخامس الابتدائي

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ملخص البحث:

يستهدف البحث الحالي معرفة فاعلية تدريس موضوعات مادة اللغة الانكليزية بمهارتي الاستماع والتحدث في تحصيل تلميذات الصف الخامس الابتدائي ، اعتمدت الباحثة منهج البحث التجريبي ، بلغت عينة البحث (50) تلميذة اختيروا بالطريقة العشوائية ، اما اداة البحث فهي اختبار التحصيل الذي اعدت فقراته من نوع الاختبار الموضوعية فقرات الاختيار من متعدد ذو البدائل الثلاث بلغ (20) فقرة بعد ان تم استخراج صدق الاداة وثباتها ، وعند انتهاء الباحثة من التطبيق تم اختبار المجموعتين التجريبية والضابطة في اختبار التحصيل البعدي ، وبعد جمع البيانات اظهرت نتائج البحث احصائيا بواسطة برنامج الحزمة الاحصائية للعلوم الاجتماعية (spss) تفوق تلميذات المجموعة التجريبية اللاتي طبقت عليهم موضوعات مادة اللغة الانكليزية بمهارتي الاستماع والتحدث على المجموعة الضابطة اللاتي طبقت عليهم موضوعات المادة نفسها بالطريقة التقليدية ، واستنتجت ان التدريس على وفق مهارتي الاستماع والتحدث أكثر قوة ورصانة من الطريقة المعتادة في رفع مستوى التحصيل عند التلميذات ، واوصت الباحثة بضرورة تدريب معلمي المرحلة الابتدائية على الطرائق التدريسية الجديدة ، ومنها طريقة التدريس على وفق مهارتي الاستماع

والتحدث، لغرض استعمالها في تدريس موضوعات اللغة الانكليزية ، واقتרכת الباحثة اجراء بحوث مستقبلية مماثلة للبحث الحالي على مراحل ومواد دراسية ومتغيرات اخرى تابعة في تنمية مهارات التفكير الأخرى.

الكلمات المفتاحية : (الفاعلية- التدريس - مهارة الاستماع والتحدث - التحصيل - تلميذات الصف الخامس الابتدائي)

Chapter one

Introduction to research

First: The study problem: The researcher noticed through the exploratory study she conducted, and her experience in teaching, especially teaching the English language subject, for several years, and supervising the application of the fourth stage during their field application in schools, and field visits conducted by the researcher to primary schools, and interviewing fifth-grade primary teachers. And some of the fifth-grade primary school students themselves spoke about the main problem of primary school students' lack of understanding and learning, as well as the reasons for poor academic achievement in the English language subject. It turned out that there is a complaint from the English language teachers that some of the female students have a clear and tangible weakness in how to listen and speak, as one of the Linguistic skills, and then according to the researcher's knowledge, is a problem that must be addressed, and the complaint of weakness in these two skills and the students' ability to speak and employ speak it, and their practice of the oral language, is undoubtedly natural and does not need to be overcome. Rather, it is confirmed by many studies and research in the educational field to The continued weakness of academic achievement is due to the students' lack of several skills, including the skills of listening and speaking, in addition to the low level of teaching in terms of selecting, preparing, presenting, renewing, correcting, guiding and directing by some male and female primary school teachers in teaching Arabic language subjects, which in turn, leads to poor achievement of female students in English language subjects, according to the researcher's interpretations of what was mentioned above.

This weakness usually begins in the first stages of the students and continues with them in the other stages of education and also multiplies in their educational journey. In the first stages of the students, they neglect the most important requirements for teaching the oral language, which is the formation of the royal language, that faculty with which they can use their language in a sound way and express The concept is understood correctly, and they read it correctly. Teaching listening and speaking skills does not receive much attention, despite the importance of their skills and their merit in the field of oral language teaching, especially after all living languages have known a method of teaching through language laboratories that are primarily concerned with students' listening and speaking (Heikal, 1988 , p. 82) , and the recommendations of a number of scientific conferences related to the subject of the research indicated the need to pay attention to new learning that focuses on the learner instead of the teacher, which enables him to apply oral rules in a "practical" manner, and connects him to speech.

Eloquentce, and teste are educated by the Egyptian Association (Egyptian Society, 1999, p. 108) . Some studies indicated a weakness in oral performance skills and a clear decline in the level of students' performance in speaking and listening (Al-Issawi, 1991 , p. 94) .Accordingly, the main problem in the current research was crystallized through the question: Is teaching English language topics using listening and speaking skills effective in Achievement among fifth-grade primary school students.

The importance of research: Oral language is considered to enable the individual to understand cultural aspects, communicate with others of his gender, and communicate with him. It must also be taught on the basis of its functional importance in life, so that the student realizes that he is learning something that he needs in his life, which is represented in oral performance and speaking skills. The skills of reading aloud are on the students' language and production side, and the listening skills are on the other side, the receiving side. The relationship between listening and speaking is a very important relationship with regard to growth and communication.

Linguist: The spoken word allows one half of it and the other half allows the person to speak it, so it is a common word issued by a neighboring speaker.

Since oral language consists of four skills: listening, speaking, reading, and writing, in addition

Given that culture is the womb of oral language, each of these skills has special importance in an individual's life. and society, and if the skills of listening and speaking represent one of the windows of knowledge and the educational tool by which a person understands the product of the human race, then they are among the most important skills of oral performance for him (Younis, 1984 , p. 24). This importance is increased by the fact that the skill of listening is more widely used in the process of oral linguistic communication. Where A person listens three times as much as he read. (Awad & Muhammad, 1998 , p. 70)

If oral language is the practical art by which meanings and ideas are conveyed between people, then Oral performance, both parts (listening and speaking), is considered the most important element in this process. It is a basic, preliminary process for completing social relations and achieving interaction between individuals. The oral auditory language is in the first place. This means that the priority in studying the subject should be in an undisputed oral language, given its importance.

The high level of oral performance in both parts (listening and speaking).

Many conferences and seminars have called for attention and teaching, including the eleventh conference of the Egyptian Society for Curriculum and Teaching Methods, which recommended the need to pay attention to developing students' performance skills. (Egyptian Society, 1999, p. 91)

Therefore, listening and speaking are considered the first of the human senses and the basis for growth for the individual, and it is the true gateway to acquiring the skill of oral speaking, as God Almighty says in His Noble Book: In the name of God, the Most Gracious, the Most Merciful (And God brought you out from the wombs of your mothers knowing nothing, and gave you hearing and sight and hearts that you might be grateful.) (An-Nahl: from (78) and as the Almighty said (Do not stop that of which you have no knowledge. Indeed, hearing, sight, and the heart - all of these are to be questioned) (Al-Isra: from (36). Perhaps this divine direction reflects the importance of listening and speaking, since it is one of the most important... Modern cultural and civilizational foundations. Listening is the means of an individual's performance in lessons, self-learning, acquiring knowledge, appreciating literature, and occupying leisure time. It can be said in brief, as the researcher sees it, that there is no place in today's world for those who do not possess the skills of oral performance and speaking in words that others understand, especially acquiring ambiguous concepts and Introduction to listening and speaking.

Students in the primary stage need to learn oral performance skills that enable them to acquire the concept during this period, so that the student is given the security and freedom that helps him express himself in his simple Arabic language without imposing restrictions on him that limit his progress while providing him with time and appreciation. The need for some healthy oral use. (Heikal, 1988 , p. 312)

The skill of listening and speaking is one of the most important forms of activity for students. People use speech more than writing, that is, they speak more than they write. Therefore, speaking is considered the main form of communication for humans and the most common form of oral performance and the most capable of translating and awakening feelings and concerns directly. Hence, proper oral performance. The most important part of practicing learning a concept in a language can change through it, others can understand it.

If the written lesson is neglected in our schools because it is conducted in a routine manner that has no spirit or life, then the oral expression within the classroom has been neglected miserably by some of the primary school students in the primary school. To school every morning is an opportunity to express himself, his problems, his feelings, and life around him. Indeed, the school system here is similar to a banking system. The process in this is nothing but the process of transferring information from the brains of the learner. This is not the process of raising students and bringing him to the level of perfection that he has created.

God has as much as it is a system of humanization and taming that reflects the short nature of the curriculum. (Awad & Muhammad, 1998)

Listening and speaking skills include models, concepts, and generalizations, and understanding these models and concepts well, quoting them, and approaching them in a similar way forms the linguistic faculty in the students and they become able to communicate linguistically orally and in writing. The students must understand and accurately understand the good concept and not mix the

concepts with each other. There are concepts It is possible for an individual to speak it, both according to his own understanding and pronunciation Where he sees himself. (Jaber, 2000 , p. 197)

The better the teaching method is, the broader, deeper and more useful the goals are achieved through it, because the success of education depends to a large extent on the soundness of the method and the soundness of the method that the teacher uses in dealing with an important learning activity in order to achieve access to knowledge to his students in the easiest ways and in the least time. (Rayyan, 1993 , p. 873)

Despite the constant change as a result of the development of the new philosophy of education, its goals, and the foundations and theories of learning, the teaching methods have remained diverse, and each method has its importance and areas of use in some situations, with a difference in educational importance from one method to another. (Al-Sayyid, 1973 , p. 136)

Research has tended to determine appropriate methods, and concepts in studies and methods of teaching them have occupied an important place among social education specialists due to the new developments that have occurred in the fields of psychology as a result of the experimental research conducted in this field on learning and teaching the concept, and the resulting learning theories and models. Modern education in this field, and this impact was reflected in the field of social education, as the interest of some researchers was directed to studying some models of learning the concept in order to identify the extent of their effectiveness in teaching their concepts. (Saada & Jamal , 1988 , p. 477), and accordingly lies the importance of the current research, follows:

1. Planners and developers of English language curricula to benefit from them when using skills in teaching English language subjects with two skills (listening and speaking).
2. It is useful in achieving listening and speaking skills among female students in primary school in general and fifth primary school in particular.
3. It opens up areas for other studies and research in the field of teaching methods and arts in relation to research.
4. Identifying the method used and its importance in relation to this diversity in it, which is compatible with the value of the study material. How to give subject topics to students in a manner appropriate to their ages.
5. The current research will present items for a post-achievement test, which it is hoped will benefit English language teachers English and researchers in the field of education in general and the field of methods in particular.

Study aim: The current research aims to find out (the effectiveness of teaching English language topics using listening and speaking skills in achievement among fifth-grade primary school students).

Two study hypotheses:

1. There is no statistically significant difference at the level (0.05) between the average scores of the fifth-grade female students in the experimental group who study English language subjects according to listening skill and the average scores of the fifth-grade female students in the control group who study the same subject in the traditional way in the achievement test. Al-Baadi.
2. There is no statistically significant difference at the level ((0.05)) between the average grades of the fifth-grade female students in the experimental group who are studying English language subjects according to speaking skill and the average grades of the fifth-grade female students in the control group who are studying the subject. Same as the traditional method in the post-achievement test.

Research limits: Fifth grade primary school students - Baghdad Rusafa Second Governorate Education Directorate - academic year 2022/2023 AD - teaching English language subjects.

Definition of study terms:

Effectiveness: Known by: (Al-Fatlawi, 2003) "It means working with the utmost effort to achieve the goal by achieving the desired outcomes and evaluating them according to the standards of adulthood... (Al-Fatlawi, 2003 , p. 19) Ehsas (2018), which is the awareness changes that detail the forefront of the Arab Village vehicles. Khansh (2018)

The procedural definition of the ability of the Bayat, the experimental group, the dependent investigation, the promotion after learning the English language, and the analysis of the results of the achievement test for those who love to read the Shirat at the end of the experiment.

Listening skill: Define it:

Words and concepts to arrive at meaning, it involves scanning audio material to pick up of specific details and noticing patterns of word structure.

Procedural definition: Words intended to be conveyed to the students and derived from the skill of listening.

Speaking skill: Define it

(Pino & Barbara, 1988) An interaction that takes place between the teacher and the students and between the students and each other, provided that the questions are formulated clearly and concisely and that unambiguous language is used in a natural language appropriate to the level of the students, (Pino & Barbara, 1988, p. 35)

Procedural definition: The percentage of the teacher's interaction with fifth-grade female students through questions and dialogue Among themselves within the classroom.

Academic achievement: defined by:

(Al-Aqeel, 2004) It is the knowledge and skills that students acquire as a result of studying a specific educational subject or unit." (Al-Aqeel, 2004), text (114) (Abu Jado, 2011) "An organized procedure to determine the amount of skills students learn in a subject in light of a specific goal." (Abu Jado, 2011, p. 114)

Operational definition: The amount of skills that female students in the research sample acquire in the English language subject throughout the duration of the experiment is measured by the grades they obtain after two responses to the post-achievement test.

Chapter II

Theoretical background and previous studies -

The theory of the linguistic faculty according to Ibn Khaldun

The general concept of linguistic faculty: We often see and hear writers and hadith scholars mentioning in the course of their speech the word "malaka," and its meaning, according to many of them, means "ability and control." Browsing through English dictionaries, the researcher found that

The meaning of the word the ability and control means the following:

1. Containing something and the ability to tyrannize n.
2. Innate or acquired mental ability.
3. So-and-so is said to be good (ability control) if he was good. Passover to his owners. Ibn Khaldun Malaka said that the is a well-established quality that results in the use of that mind and repeating it again and again until his image is established, and based on the proportion of the original, the observation is more conscious and complete than the transfer of experience and knowledge, so the special malaka about him is more complete and established than the malaka. The result of goodness (Ibn Khaldun, 2001, p. 501)

The concept of linguistic faculty: Ibn Khaldun says: Know that all languages are faculties similar to craftsmanship, as they are faculties of the tongue to express meanings, and their quality and deficiency are according to the perfection or deficiency of the faculty. This is not by looking at the vocabulary, but rather by looking at the structures. If the complete faculty is achieved in constructing single words to express meanings The intended purpose and consideration of the brilliance that applies the speech to the faculties cannot be achieved except by repeating actions because the action occurs first and a quality is returned from it to the essence, then it is repeated and a state is formed from it. The meaning of the state is that it is an unclear attribute, that is, not established, then the repetition increases, so the faculty, i.e. an established attribute, becomes firm malak. (Ibn Khaldun, 2001, pp. 761-764)

Types of linguistic faculty:

1. The established ability: The speed of understanding of the listener or speaker is a natural result of the established ability in him. In this regard, Ibn Khaldun says: If his ability in these connotations is so established that the meanings of those words come to his mind when he uses them, as is obvious, then that veil will be removed (Ibn Khaldun, 2001, p. 752)
2. The mastery is complete: The possessor of the mastery in expression and handwriting reproduces that with complete mastery, and he understood the sayings from the handwriting and the meanings of the sayings like a well-established trick, and the veils between him and the meanings were lifted, and

the possessor of the mastery developed in him a psychological sensitivity or linguistic intuition resulting from his implicit knowledge of the laws (Ibn Khaldun, 2001, p. 750)

3. The Manicured Malak: "Know that the crafting of speech in verse or prose" is only in the words, not in the meanings according to them, and it is the origin. The craftsman who tries to master speech in verse and poetry is trying in words by memorizing words like them, so that he can use them freely (Ibn Khaldun, 2001, p. 794)

Factors leading to the development of linguistic ability or oral performance skills:

First: Listening skill: that if an individual spends most of his time listening, he learns about the importance of hearing in developing the linguistic faculty. , so listening plays a prominent role in learning and acquiring the language of the subject, and this is confirmed by many psychologists, such as (Brian Misko Tze), who tells the story of a boy suffering from asthma who was confined to bed and whose hearing was normal, but His parents were deaf and spoke sign language only, and this boy was confined to the house. In order for the boy to learn the language, his parents directed this boy to watch television and listen to it. During a period of three years, the boy learned sign words, but they were not good because he learned them only at home without going to an Institution, Educational. (Davidoff, 1992, p. 404)

Second: Speaking skill: Speaking is a process that includes the use of language, performance, and epic expression, and requires mastery of their skill. It is a learned system, and an individual performance that produces organized, arranged sounds aimed at conveying. (Hergeshemier, 2000, p. 180). Thoughts and emotions and exchanging them with others Ibn Khaldun's theory in dealing with the upbringing of the linguistic faculty is that acquiring the skill requires an exemplary performance from the teacher in his reading aloud and in his delivery, as required by the correct pronunciation of his speech in a way that is endearing and does not contain arrogant boasting, which in turn causes male and female students' aversion to him, and arouses their ridicule, and does not contain the tolerance that is mixed with it. He has the letters, and their close-to-the-orbit exits are not clear in some audio recordings that combine his integrity with the integrity of oral performance, and his attractiveness is one of the strongest things that helps him. (Ibn Khaldun, 2001, p. 790)

To develop skills, this requires training on how to pronounce, perform well, and intonation appropriate to the meaning. Students' attention must be directed to the necessity of focusing on the general ideas and partial ideas in the text, and on the interconnection and sequence between them all, so that the curriculum becomes an integrated topic, all falling under one heading. This helps him extract the basic ideas of what he reads and preserve them Subject unit. (Adas, 1998 , p. 140)

In his first years of school, the student can become familiar with the concept of the title of the main reading piece. This is done with the help of the teacher, and it may also help him to derive the sub-ideas and their sequence. Here, the student must read aloud, identify the errors in which the student makes, address them, and correct the errors as they go along with the errors. Intense and using the word or the meaning of a difficult concept through pictures and drawings, and he can use what the teacher explains to him on the other blackboard to explain the environment of the words and address the phonetic aspects of them and what is meant by them, and after reading aloud from the students, on the correct pronunciation, comes the stage of focusing on the student and trying to understand and comprehend. For lessons alone, the opportunity can be provided for this through silent reading, as skill is only acquired through practice and repetition, and this places a greater burden on the teacher by identifying his students' speech defects and individual differences in them, and working to remedy them. It also places the burden on him to provide adequate opportunity. For each student to practice the oral performance, repeat it, and correct his mistakes until his performance is correct, free of confusion and error. . (Adas, 1998 , p. 140)

Teaching methods according to Ibn Khaldun: Ibn Khaldun does not require the use of one method. He allowed them to employ proportionately the abilities, inclinations, and capabilities of the learners, because education is an industry, and craftsmen differ in the methods of their industry, and every industry has different methods, and the teacher has the right to use all methods to achieve the desired goals. Ibn Khaldun decides that the method Performance is not the same for all teachers because it depends on many factors, including: professional preparation, professional job preparation, maintaining continued cultural and professional development, inclination towards the art of teaching, and this opinion is consistent with what educators say. The best teaching methods in understanding

lesson topics are those that are thus It suits the academic subject and the level of the learners. Although Ibn Khaldun permitted the use of methods that suit the teacher, he encourages this, as education according to Ibn Khaldun aims for the learner to acquire the mastery of knowledge, whereby he becomes highly knowledgeable in understanding and not just memorizing without understanding and deepening, which helps the teacher. To improve the method of performance, use concrete examples, because what He perceives by sense, he can understand what he actually understands and what he actually perceives, then the progression from easy to difficult, then arousal of motivation (Rajeh, 1970 , pp. 105-106)

Teaching listening and speaking skills:

First: listening skill:

Listening skills are cognitive learning strategies. They are specific methods or activities that directly contribute to understanding and recalling listening inputs. Dealing with an audible text can be modified on the basis of How the listener processes input into two basic types:

The first is race and knowledge, which are called top-down strategies. This is a strategy that depends on the individual's cognitive background and his expectations about the language and the world. This knowledge may allow the listener to interpret the text on the basis of the previous linguistic context, situation, and topic.

Second: It depends on the text itself, so understanding rises from bottom to top as the text continues to flow, so it is called Bottom-Up strategies. Comprehension depends on the actual language of the concept in the listening process and includes understanding events, words, and concepts to reach the meaning. This strategy includes scanning the material. Listening to capture specific details and observe patterns of construction and progression of the following strategies:

1. Searching for keywords
2. Searching for connotations and non-verbal cues that indicate the intended meaning
3. Predicting the speaker's purpose through Context of the conversation
4. Linking the information he follows with his level of knowledge
5. Guessing the meaning
6. Listening assuming the general idea is reached
7. Listening To come up with conclusions. (Al-Liudi, 2006 , p. 82)

Second: Speaking skill:

The questions that the teacher carefully formulates and directs to his students in a correct manner are among the strategies for developing speaking skills, as they lead to interaction between the teacher and the students and between the students, provided that the questions are formulated clearly and concisely and that they use language that is not ambiguous, that is, appropriate natural language.

level of the students, and it is also brief and includes the words, terms, information, and concepts that the students need in order to answer the questions, even if it requires preparing information or thinking. This means that the teacher should be good at asking questions that have a single answer, or closed-response questions, which are the ones that can be answered with a "yes." Or not (true or false) because it allows students to guess the answer without preparing and processing the content. (Jaber, 2000 , p. 63)(Pino & Barbara, 1988) presented an approach to teaching and choosing listening and speaking skills. This approach is based on presenting a new, more effective teaching method. It is based on the use of different and diverse types of questions. New words were presented using ready-made pictures or pictures that the teacher took, which he took from the selected lessons. The teacher uses three types of questions for further training, which varied between (objective and essay questions) which are:

Real questions about the content of the picture presented 2 Diagnosing the picture by applying questions about the students (Pino & Barbara, 1988, p. 35) themselves 3 Questions to confirm understanding (understanding the topic).

Second: Previous studies

The first axis: previous studies that dealt with listening skills

1. Study by Hilali, 2001 AD: It aimed to develop listening skills by classifying strategies (problem solving, discussion, role-playing). The researcher chose a sample of primary school students

consisting of (61) female students the final results of the research showed that the listening skills that were applied, and the researcher recommended the necessity Students learn to listen, they urgently need training in listening skills Focus, thought and attention. (Al-Hilali, 2001, p. 7)

2. Al-Liudi study 2006 AD: It aimed to communicate the effectiveness of teaching listening with reading and to verify its effectiveness in improving listening and reading skills. The sample of the research was (80) male and female students, and the results showed that there is a statistically significant difference between the experimental group and the control group in favor of the experimental group, and it was recommended The researcher emphasized the need to increase oral performance, including listening and speakin Primary school students. (Al-Liudi, 2006 , pp. 205-260)

3. Al-Zahrani study 2008 AD: It aimed to determine appropriate critical listening skills and determine the effectiveness of stories recorded on CDs in developing listening skills. The researcher chose the same. His research included 50 students in the primary stage, and the results showed that there were significant differences between the students in both groups, experimental and control groups, in the listening test were in favor of the experimental group. The researcher recommended that lessons should be given through recorded CDs and repeated more than once. (Al-Zahrani, 2008, pp. 201-256)

The second axis: previous studies dealing with speaking skills

Ibrahim's 2007 study: It aimed to find the effectiveness of a proposed strategy in developing speaking skills

Among students in the third grade of primary school in light of the theory, the researcher chose a sample of (60) male and female students from the primary stage. The final results of the research showed that there was a difference between the average grades of the two groups. The researcher recommended that textbooks should include a list of speaking skills that must be developed among the learners. (Ibrahim, 2007, pp. 198-199)

Study Al-Gharyani 2009 AD: It aimed to identify the speaking skills necessary for fifth-grade female students, the level of the students' performance in speaking skills, and the effectiveness of the proposed program in developing speaking skills. The researcher chose a sample of (45) female students for her research from primary school students, and the final results of the research showed that there are significant differences. Between the scores of the experimental and control groups, the experimental group was superior. The researcher recommended the need to include in the primary school curricula a list that includes the speaking skills that must be developed. (Al-Gharyani, 2009, pp. 200-202)

Chapter III

- Study methodology and procedures -

Study methodology: The researcher followed the experimental research method, due to its suitability to the research objective and its two hypotheses. Experimental design: The researcher adopted the experimental design, which is called the two equal groups design, and the following table (1) shows this.

table (1)
current search design

Test type		Independent variable	The two groups
Achievement items test	Collection	Listening and speaking skills	Experimental
The next		Traditional way	Rule

Study population: It reached (60) primary schools and the number of students in it (10855)

Study sample: Al-Huda Primary School was randomly selected as a basic sample for the research, as the first procedure

Sample selection procedures. The school was visited in order to know the number of female students in it and the number of classes. The number of students reached (52) female students, distributed between two classes. Class (A) included 26 students and Class (B) 26 female students. Since the current experiment is different in application, it was adopted The researcher used a random drawing method, whereby the group (B) was experimentally chosen to teach her students topics in the English language subject.

According to the theory of linguistic competence (listening and speaking skills) and Section (A) represents the control group whose students will study the same subject topics in the traditional way,

after that (2) of the students of the two groups who failed from last year were excluded statistically so that there is no impact on the experiment, while keeping them in the same groups.

They are included in their groups, and Table (2) specifies this

Table (2)

Female students of the two research groups before and after exclusion

Number of female students after exclusion	Falling female Students	Number of female students Before exclusion	Section	The group
25	1	26	B	Experimental
25	1	26	A	Female officer

The two study groups were equal: their ages in months, intelligence level test, previous grades.

Results: There were no differences between the two groups.

Controlling extraneous variables: date of conducting the experiment, accompanying accidents, abandonment and interruption, maturity in selecting sample members, effect of experimental procedures, confidentiality of the experiment, teaching, school, methods Clarification, classes.

Research requirements: The researcher had to determine the requirements for her research, which included the research requirements

According to the following:

1. Determining the topics of the subject. The vocabulary of the subject taught in the first course was adopted.

2. Formulating behavioral objectives: The total number of objectives in their initial form reached (60), distributed according to Bloom's classification for the first three levels of it, and then they were presented to a group of experts, in order to express their opinion, the correctness of their classification into the three levels, and the soundness of their derivation, formulation, and coverage of the general objectives. In light of their comments and suggestions, I modified some of the objectives, reformulated other objectives, and adopted an agreement rate of (80) or more as the criterion for each objective After the amendment, I took (60) as a behavioral objective.

3. Preparing teaching plans for the subject and its vocabulary: The researcher developed model plans for the topics of the English subject according to the skills of listening and speaking. They numbered (16) teaching plans for the experimental group and (16) other plans for the control group, which teaches its students according to the traditional method, and the topics of the book to be taught during the period of the experiment. On the basis of the content of the subject and the objectives, the researcher presented models of plans to a group of experts specialized in teaching methods, to benefit from their opinions and suggestions. An agreement rate of (80) was used to judge the teaching plans.

Study tool:

Post-achievement test:

1- Determine the goal of the test: The goal of this test is to know the effectiveness of the listening and speaking skills in achieving the topics of the English language subject for fifth-grade primary school students.

2- Determining the levels of the field: After seeking the opinions of specialists, the researcher decided that the achievement test should measure the first three levels of Bloom's taxonomy, which are (knowledge, Understanding, application).

3- Test map: It was determined as follows:

- A) Determine the importance of the chapters and the importance of the levels of the objectives: In order for the test questions to cover the subjects of the subject, its levels, and the specific behavioral objectives and according to their importance, a test map should be prepared that includes the percentage of importance of each topic or chapter and the percentage of importance of each level of the objectives, distributed over each box of the map. Which is distributed by multiplying the importance of the topic by the importance of the level divided by (100), and the importance of the chapters and the number of pages has been adopted, which is a method adopted in many studies, and thus the importance of the chapters was as shown in Table (3).

Table (3)

Test map for the importance of chapters and the importance of goal levels

The total	Goal levels			Number of pages	The chapter
	application		Knowledge		
17	3	7	7	20	The first
17	3	7	7	20	The second
16	3	6	7	15	The third

- B) The test items, their number and distribution based on proportions of the test map. The researcher found it appropriate for the number of achievement test items to be (20) in order to fit the time allotted for the answer, and an appropriate space fore these this topics and objectives. The distribution was made among the topics and objectives according to their importance. as shown in table (4).

Table (4)

Test map for the number of achievement test item

Total number of paragraphs	Number Total Paragraphs	Number of test items			Number Pages	The chapter
		20% Application	40%	Knowledge 40%		
(20) Test	7	1	3	3	20	The first
	7	1	3	3	20	The second
	6	1	2	3	15	The third

- 4- Preparing the paragraphs and answer instructions: The researcher adopted the achievement test's (20) paragraphs in its initial form of the (multiple choice) type and three alternatives to the answer, one of which is correct and the other is wrong. This took into account the conditions for formulating questions when preparing the paragraphs in terms of the students' formula. On the seriousness and accuracy of the answer and on how to answer the question and its linguistic structure, taking into account the three alternatives. Instructions were also prepared that included urging
- 5- Correction criteria: A model answer was prepared for the key to correcting the test items. A score of (1) was given for the correct answer and (0) for the incorrect answer. The item left was 0 without an answer and the item answered with more than one incorrect answer. The maximum range for these items was (20). To (zero) as a minimum.
- 6- Clarity of phrase instructions: The test was applied to (40) randomly selected female students from Hattin Primary School. The researcher asked them to answer the test in order to identify aspects of ambiguity or lack of understanding of some of the paragraphs. It became clear that the paragraphs were understandable, and that the approximate average of the answer was It was (29) minutes, and this represents the range between the first student and the last student to answer the test.
- 7- Statistical analysis of the test items: Calculating the psychometric properties of the items. The test was applied to a sample of (100) students who were chosen randomly, and after application, the scores were calculated for each item and each student. He arranged the sample from the highest total score to the lowest total score, then the researcher calculated the psychometric characteristics for the paragraphs, they are as follows:
- The difficulty factor of the paragraph ranges** between (0.39) - (0.60)) and the difficulty factors were acceptable.
- 1) Item Discrimination Factor: The researcher ranked the grades of the students in the sample of the item analysis, which was 100 students in size, from the highest grade to the lowest grade. She determined the two groups (the highest and the lowest) with a percentage of (50%) in each group. The researcher used the equation for distinguishing the items with a binary answer (true, false). All paragraph discrimination coefficients were acceptable, according to the discriminatory power of the paragraphs, and the results were (0.59-0.31)
 - 2) The effectiveness of the wrong alternatives: It turned out that all of them were attractive to the low-level respondent, there are more female students than high-level female students.

3) Psychometric properties of the test:

First - Validity of the test: A - face validity of the test: The test was presented to a group of experts specialized in the field of teaching methods and specialists in the field of teaching measurement and evaluation, and the items collected were based on an agreement rate of (80%) or more as a criterion for the acceptable item. B - Content validity: This was verified by preparing a test map to ensure representation. The content paragraphs include the material and objectives, and therefore the test is considered true to the content.

Second - Reliability of the test: Reliability is achieved by the "Cronbach's alpha" equation, so the reliability coefficient (0.64) is a good reliability coefficient because its common interpretation factor, which is a quarter of the reliability coefficient, is equal to about (70%). Procedures for implementing the experiment:

The researcher applied her experience to the two research groups, adopting the following procedures:

- 1- The two groups were taught by the same researcher
- 2- Teaching the first three chapters of the English language book to both groups.
- 3- The same educational methods were used for both groups, and the listening and speaking skills were used for the experimental group.
- 4- The achievement test was applied to the two research groups at the same time, which is the first lesson at eight in the morning, after agreeing with the school principal regarding the time of the examination (test), the researcher scheduled the two groups for the test a week before it was administered, in order to achieve parity among the female students in the sample. Research on readiness and preparation for the test. Statistical methods: The social sciences program (SPSS) was used to extract the research results and procedures.

The fourth chapter

Presentation and interpretation of study results, conclusions, recommendations and proposals).

First: Presentation and interpretation of the research results:

The first hypothesis: In order to identify the first hypothesis, which stated: There is no statistically significant difference at the level of (0.05) between the average grades of the fifth-grade female students in the experimental group who study English language subjects according to listening skill and the average grades of the fifth-grade primary school students in the group. The control subjects studied the same subject in the traditional way in the post-achievement test. After applying the test, the answers were corrected to obtain grades. To verify the hypothesis, the researcher calculated the average grades for the students. The average grades for the experimental group students were (14.32) grades with a standard deviation of (218). While the average grades of the control group students were (10.49) with a standard deviation of (471). To determine the significance of the statistical differences, the researcher used the second test (T-Test) for two independent samples to show the results, as shown in Table (5).

Arithmetic means, standard deviations, and the calculated and tabulated T-value for the scores of the female students of the two research groups in the listening skill achievement test

Table (5)

Significance at. level (05,0)	T value		Degree of freedom	Standard deviation	SMA-	Sample Volume	The group
		Calculated					
Function	2	68,3	48	2,18	14,32	25	Experimental
				47,1	10,49	25	Female officer

It is noted from the results presented in Table (3) that the calculated T-value reached (3.68), which is higher than the tabulated T-value of (2) at a significance level of (0.05) and a degree of freedom (48), which indicates the presence of a statistically significant difference between Results of the two research groups in the skill post-achievement test Listening and for the benefit of the experimental group. The second hypothesis: In order to identify the results related to (the second hypothesis (there is no statistically significant difference at the level of (0.05) between the average grades of fifth-grade primary school students).

The experimental group who study the English language subjects according to the speaking skill and the average grades of the fifth-grade female students. The control group who study the same subject in the traditional way in the post-achievement test. After applying the test and correcting the answers, the

average grades were calculated, so the average grade of the experimental group was (15, 45) degrees with a standard deviation of (3.09), while the average score for the control group was (11,39) degrees with a standard deviation of (122). To determine the significance of the statistical difference between the averages of the two groups, the researcher used the T-test for two independent samples. The results are as shown in Table (6).

Table (6)

Arithmetic means, standard deviations, and the calculated and tabulated T-value for the scores of the students of the two research groups in the post-achievement test for the speaking skill

Significance at. level (05,0)	T value		Degree of freedom	Standard deviation	SMA-	Sample Volume	The group
		Calculated					
Function	2	012,4	48	3,09	15,45	25	Experimental
				12,2	11,39	25	Female officer

It is noted from the results that the calculated T value was (0124), which is higher than the T value The tabulation of (2) is at the level of (0.05) with a degree of freedom (48), which indicates that there is a statistically significant difference between the results of the two research groups in the post-achievement test for speaking skill and in favor of Experimental group.

Interpreting the results of the first hypothesis of listening skill:

The results of listening skill can be attributed to the method followed in accordance with the theory of the linguistic faculty. Continuous training, explanation, and repeated audio recordings of pronouncing the concept more than once in one lesson had a significant impact on the progress of the students of the experimental group. Listening to stories, love, and passion. Of the students in the experimental group as well as the discussion, The atmosphere, the dialogue, the expression of opinion in listening to the story, and the large number of repetitions in the listening by the science subject teacher, which the female students of the fifth grade of primary school were not accustomed to before, had a positive effect in the superiority of the female students of the experimental group who studied with it according to the theory of the linguistic faculty in listening skill, unlike the group who studied using it. According to the usual traditional method Interpretation of the results of the second hypothesis regarding the theory of the linguistic factory, speaking skill:

The results regarding the skill of speaking

It can be attributed to the method followed according to the theory of the linguistic faculty, to training in speaking through various activities, and areas of oral expression such as speaking the concept through songs, conversations between students, and reading the story between them. In the manner of group activities, all of this led to the growth of speaking skills, as well as through training the students on role-playing, student competition, integration, and interaction between them, which led to their self-confidence and they became more involved in the lesson. It had a positive effect on the growth of this skill if compared to the usual method, The classroom lesson depends on the teacher without involving the students in the lesson.

Conclusions:

1. Teaching according to the skills of listening and speaking is more powerful and reliable than the usual method for raising the level of achievement among female students.
2. The teaching method according to (listening and speaking) helps to arrange the content of the subject in a way that makes it easier for students to connect topics.
3. Defining, distinguishing, and applying are complementary to the skills of listening and speaking, and without operations it is difficult. Students must realize the relationships between concepts and form a plan for learning.
4. Teaching according to (listening and speaking) requires more time, effort, and experience on the part of the teacher more than what the traditional method requires.
5. Evaluating the performance of groups through a worksheet is effective in identifying weak points and treating them to improve level to achieve the desired goals.
6. Teaching according to (listening and speaking) develops the teacher's activity in the classroom, through preparing various teaching aids, including pictures, miniature models, maps, and 10 recordings. And how to present it sequentially to fit the lesson time.

7. Teaching according to the theory of the linguistic faculty, with its two parts (listening and speaking), helps in organizing the students' thoughts in structurally structured contexts, that is, making the student think about how to connect the concepts and topics of the academic subject, in addition to his previous knowledge in his mental plans. Teaching encourages the skills of (listening and speaking to increase information, by searching for concepts that are linked to the concept of the lesson to be taught, and by finding relationships between concepts through continuous reading and getting used to hearing the material.

Recommendations:

- 1- The need to train primary school teachers on new teaching methods, including the method of teaching according to the skills (listening and speaking) for the purpose of using them in teaching English language subjects.
- 2- English language teachers must organize and arrange the content of the study material in a way that is consistent with the daily, quarterly and annual plan for the purpose of linking it together and linking it to previous experience.
- 3- Emphasis on general education directorates for curricula in developing the English language curriculum according to skills, (Listening and speaking) i.e. arranging the content of the curriculum in a sequential and coherent order in a way that makes it easier for students to link information and concepts, in addition to developing a chart at the end of each unit or chapter of Curriculum chapters, this increases the students' understanding of the information they have.
- 4- It is necessary to pay attention to class or extra-class assignments because they are an integral part of the class teaching process, and the homework must conflict with the lesson time, such as using the worksheet that is required to be done. They answer questions during the course of the lesson until its end (evaluation stage).
- 5- Establishing supervisors specialized in teaching methods so that they supervise how to employ new contemporary teaching methods, and what are the obstacles that may prevent their use, and to what end. It is needed for the purpose of activating its use and making it successful. The proposals include a similar study in stages, study subjects, and other dependent variables in developing other thinking skills, such as thinking about solving problems, critical thinking, and creative thinking, and building a proposed program based on listening and speaking skills in the English language.

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