Empowering Multilingual Arabic Learners: Enhancing Oral Expression Skills and Shaping Attitudes through Numbered Heads Strategy

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Article Info	Abstract
	The study aims to investigate the impact of implementing the Numbered Heads Strategy on developing oral expression skills among Arabic learners who speak languages, as well as their attitudes towards this teaching method. The research involved 50 participants, both male and female, at the fourth level of a language center within Al al-Bayt University. These participants were divided into two groups: a control group, which received traditional instruction, and an experimental group, which was taught using the Numbered Heads Strategy. The study designed an achievement test and an attitudinal scale to assess the participants. The results revealed a statistically significant difference in favor of the experimental group, with higher mean scores in both the oral expression skills test and the post-attitude scale. However, no significant differences were found between the mean scores of the experimental and control groups in the oral expression test and attitude scale when considering the interaction between teaching strategy and gender. Based on these results, the study recommends the utilization of the Numbered Heads Strategy in teaching oral expression skills to Arabic learners who speak languages other than Arabic.

Introduction

Language is a human's primary means of communication and the medium through which people exchange ideas and thoughts with others. The many cognitive gains of learning languages are indisputable learning languages gives awareness of other cultures helps break down barriers, and connects nations on a deeper level of mutual understanding that will inescapably open a series of doors leading to a more interesting and satisfying personal and professional life. Language is also an essential element and cause of human advancement because of its intellectual, cultural, and social functions. It is a communication tool used by everyone in their daily life to teach, learn, and convey thoughts and emotions (Mosleh, 2016). Language communication is of great interest to language teaching professionals, as it improves relationships at home and work in social situations by deepening connections and interaction with others to meet individuals' needs and achieve their goals (El-Sayed et al., 2022). The Arabic language is a pillar of the cultural diversity of humanity. It is one of the most widely spoken languages

in the world, and it plays an effective role in facing the great challenges confronting the nation of the twenty-first century. The spread and growth of Arabic all over the world depend on understanding the truth and message of the Islamic nation through its lovers and learners from other countries (Al-Shehri et al., 2020). Therefore, due to the scientific status that it occupied in ancient and modern times, it became an urgent requirement for learners and a fertile field more than ever.

There has been an increase in the number of people worldwide who have joined the Arabic-speaking community and many foreign countries have rushed to teach their children the Arabic language. Thousands of language learners are attracted to Arabic, as it is the official language in Arab countries and is used by millions of Muslims and non-Muslims in the world. Foreign countries have launched many attempts to consolidate their relations with Arab countries and learn their language due to the global events that spurred interest among people driven by political, cultural, social, and job prospects (Sayed et al., 2017). It is extremely important to search in the field of teaching the Arabic language for non-native speakers to facilitate the process of language acquisition for Muslims all over the world. Many non-Arab Muslims believe that the Arabic language itself is part of Islam and that it is compulsory for every responsible Muslim to learn what he can of the Arabic language. Rather, it was a priority among people who converted to Islam during the prosperity of Islamic civilization (Al-Naqa & Ta'ima, 2003). The objectives of learning the Arabic language are represented in the learner's need to use it successfully in communicating with others through listening, speaking, reading, and writing, and then possessing a linguistic lexicon to express diverse issues, in addition to reading texts related to cultural needs and communicative situations, and acquiring a new set of grammatical and morphological rules (Othman, 2016).

Speech is one of the important and basic language skills that should be practiced orally to express thoughts and emotions by speaking with people who can send and receive information. It is an interactive process of constructing meaning that involves producing, receiving, and processing information using verbal and non-verbal symbols in different contexts, which leads to obtaining ideas, messages, and information. Hamel (2001) points out that speakers may want to impress listeners, charm them, or give some fun and information, and all this is done through communication. Speech is also described as the action of conveying information or expressing one's feelings and ideas by using spoken language. According to Seidlhofer and Widdowson (1999), it is an active and productive skill and the most important factor in language teaching. Speech measures the learners' acquired knowledge and combines a variety of cognitive skills at once to produce oral communication; it represents the strategy of learning by doing. Students always make mistakes in grammar and pronunciation when speaking; they usually do not pay attention to sentence structure and correct pronunciation, and they fear making mistakes in the language used, especially if they have a limited vocabulary. Furthermore, teachers often use colloquial tunes and expressions in giving assignments so that students with poor oral language proficiency struggle while speaking to their teachers and friends.

It is noteworthy that the achievement rate of most non-native Arabic language learners' students is still low; the minimum performance standards are less than 65%, and most of them do not pay attention to the teacher's explanation and thus cannot answer the question correctly. In addition, the strategy or method used by the teacher does not increase the achievement of his students in learning. Accordingly, it was necessary to research speaking

skills to investigate the reasons behind the difficulty of mastering it in classrooms. Teaching speaking skills aims to achieve competence so that learners can make themselves understood and use their current competence to the fullest possible account. They should try to avoid confusion in speaking due to defective pronunciation, grammar, or vocabulary while maintaining specific etiquette and a degree of formality around the way they communicate (Burkart, 1998).

Oral expression skill is extremely important in teaching any language and lays the foundation for other language skills. It is a major part of the curriculum of teaching Arabic to foreign learners, and those in charge of this field consider it one of the most important goals of learning a foreign language. It is an inseparable part of daily life and represents the practical and applied part of language learning (Al-Naqa & Ta'ima, 2003; Softa, 2022). Most educators believe that oral expression should be given great importance in education since it represents the functional side of the language. It expresses wants and thoughts, clearly organizes and expresses ideas, puts them out in organized words, helps them face situations, and leads to self-confidence and self-enhancement (Malloy, 2019). Despite the importance of oral expression and its role in developing other language skills and its impact on forming higher mental abilities, the majority of students do not show pronounced strengths at various academic levels, in addition to their inability to express the situations they face fluently (Al-Titi, 2000; Muqalled 1989; Samak, 1986). While practicing oral expression, students experience a moderate to high level of speaking anxiety and low self-confidence when facing others, in addition to poor word choice, lack of connections among ideas, failure to represent pronunciation accurately and consistently, and difficulty using the correct stress and intonation (Younis 2000). Wafaa (2021) indicated that students' weakness in a language in general and oral expression, in particular, is due to several reasons, the most important of which is the weakness of school curricula and the absence of educational strategies that would stimulate enthusiasm for this expressive art in its various forms. Al-Naqa and Ta'ima (2003) asserted that a high percentage of non-native Arabic learners learn the language to practice conversational skills. However, speaking skill is neither emphasized nor given enough attention while teaching. It is viewed as a secondary part of language learning that can automatically grow as the learner progresses, causing failure to use the language effectively.

Studies have indicated that the language used in the classroom is an extension of the language practiced at home and reflects students' thinking in the surrounding environment. Accordingly, to alleviate students' weakness in speaking skills, teachers must adopt strategies that allow students to participate as much as possible and focus on familiar vocabulary to avoid embarrassment and fear while paying attention to continuous reinforcement and following up on their linguistic performance (Zhang & Alex, 1995). Cooperative learning is one of the teaching techniques advocated by the contemporary educational movement. It is a learning strategy in which students work together in groups to accomplish a shared task and bear their share of responsibility to achieve goals. When implemented successfully, students reach a higher level of achievement than they would have working individually on the assignment. Research has confirmed its positive impact on academic achievement and attitudes towards the subject matter (Tawfiq & Al-Heila, 2009).

Numbered Heads Together is a cooperative learning strategy developed by Kagan. It emphasizes students' interaction style and encourages them to take greater responsibility for their learning and to learn from one another,

as well as from the instructor. The strategy promotes discussion and both individual and group accountability and increases student achievement, race relations, and self-esteem. It is beneficial for reviewing and integrating subject matter (Eviatar & Ibrahim, 2000). Moreover, it generates risk-taking and motivation within the cooperative learning group (Kojak, 2008). Additionally, the numbered heads strategy provides students with opportunities for linguistic interaction to solve problems, which helps to improve their expressive language skills. Its application requires the students to practice different forms of questions, answers, comments, summaries, and forms of criticism that develop the ability to speak fluently and effectively. Moreover, it encourages academic achievement and enhances students' sense of success (Al-Hajri, 2020; Cook, 1990; Hussein, 2021).

There is a strong correlation between positive attitudes and linguistic abilities. A positive attitude brings out greater overall effort on the part of language learners and typically results in greater success in terms of language proficiency and competence, which then results in better learning achievement. A student's attitude towards the learning experience is a key factor in his success, and a teacher's knowledge of his students' attitudes towards oral expression will enable him to work on improving or modifying them since these attitudes are acquired and learned through the experiences the learners go through (Abdul Hamid & Nasr, 2022). Hence, the current study investigated the effect of using the numbered heads strategy on developing oral expression skills of Arabic learners speaking other languages and their attitudes towards it, in which students were exposed to real linguistic situations, hoping to help them acquire oral expression skills and develop positive attitudes towards it.

Statement of the Problem

Oral expression is one of the skills that Arabic language institutes in Jordan and Arab countries seek to impart to students in their learning stages. The Center for Teaching Arabic for Non-Native Speakers at Al al-Bayt University pays great attention to linguistic learning outcomes and seeks modern teaching methods that enhance the acquisition of oral expression skills. The researchers attribute the reasons behind the weakness of non-native Arabic language learners in oral expression to the use of traditional teaching methods. They stress the transformation of traditional to modern teaching methods that focus on new learning patterns. In addition, the teacher's mission is to use vocabulary as an essential factor in strengthening oral expression and increasing knowledge. The teacher must also not only teach the meaning of each word but also associate it to have greater variability in a conversation (Al-Naqa & Ta'ima, 2003).

A barrier to learning is anything that hinders a learner from being fully engaged in the learning process. A person affected by learning barriers feels confused or unwilling and cannot achieve his learning goals. Through his teaching experience, the researcher noticed grumbling and complaints among non-native Arabic language learners at intermediate and advanced levels and their unwillingness to study oral expression. They fear failure to face different life situations because of a lack of knowledge needed for the task.

The researcher concludes that the traditional and semi-traditional teaching methods that teachers use in teaching oral expression are one of the most important reasons for the student's weakness, as the teacher's role is bigger than the role of the student, which contradicts the approach of learner-centered education. Hence, there was an

urgent need to conduct a study to address this problem and search for a method of language teaching that would allow learners to practice the language in real-life situations.

Theoretical literature argued the significant effect of the numbered heads strategy on improving speaking skills. It holds each student accountable for learning the material, provides opportunities to practice speaking skills, and encourages positive interdependence (Mohsen, 2022). Accordingly, the researcher suggested the numbered heads strategy as a modern teaching method for Arabic learners speaking other languages due to its effective impact on developing oral expression skills, which is highly recommended in most educational and training institutions. Al-Obaysat (2019) confirms that the numbered heads strategy provides students with greater opportunities for practice and application; it involves the overall active role of students in a group to help them improve their oral expression skills. Students are required to use their oral Arabic skills to solve authentic tasks, which supports high-level and meaningful learning experiences, not just listening and responding negatively to the teacher. It also puts the content of the educational material in an attractive framework and allows students to invest time in useful and constructive activities.

Extensive research attributed the weakness in oral expression skills among non-native Arabic language students to the teaching methods, the lack of effective communication between teachers and students, and poor cooperative learning skills among the students themselves (Al-Hallaq, 2013; Al-Rabab'a & Habashneh, 2015; Al-Qahtani, 2019; Al-Shanti, 2005; Battah, 2016; Dahlan, 2014; Khasawneh et al., 2012). Profound evidence has targeted the numbered heads strategy and proved its efficiency in achieving effective learning and creating an attractive classroom environment. This effectiveness prompted the researcher to conduct the current study that will hopefully contribute to creating an attractive learning environment for Arabic learners of other languages. Through his teaching experience of Arabic to non-native Arabic language students, the researcher has noticed the consistently poor performance and the small significant success rates exhibited by the students in oral expression skills, which urged him to seek solutions to develop students' oral expression skills. Accordingly, the current study investigated the effectiveness of the numbered heads strategy in developing oral expression skills among non-native Arabic learners and their attitudes toward this teaching method. More specifically, the current study attempted to answer the following questions:
1. Does the performance of non-native Arabic language learners in oral expression differ according to the teaching strategy (numbered heads strategy / traditional method) and gender?
2. Do non-native Arabic language learners' attitudes towards oral expression differ according to the teaching strategy (numbered heads strategy / traditional method) and gender?

Significance of the Study

After reviewing the studies about the numbered heads strategy, it was valued as extremely important in the teaching-learning process. The study's results are expected to contribute to educational literature by providing potentially significant information and new insights on the effectiveness of using the numbered heads strategy in developing students' oral expression skills and coping with the recent trends in teaching the Arabic language. Hopefully, the study will also benefit Arabic teachers in developing their teaching strategies, directing their

attention to the importance of integrating modern and effective strategies in the classroom. Besides, it will represent a response to the changes and developments of the twenty-first century that impose renewal in the skills, abilities, and competencies of Arabic language teachers. The study came in response to the recommendations of other research called for exploring the weakness of oral expression skills among Arabic learners of other languages. The study could be the first step in conducting more studies related to the effect of the numbered heads strategy in developing oral expression skills of Arabic learners of other languages and their attitudes towards it. Moreover, this study confirms the idea of developing Arabic language learning in general and speaking skills in particular. However, despite the importance of developing speaking skills among Arabic learners, instruction in speaking skills has received the least attention, and many Arabic teachers still spend the majority of class time in reading and writing practice and almost ignore speaking skills. Furthermore, this study determined the importance of the numbered heads strategy in teaching oral expression and identifying the attitude towards it as a key variable in teaching. The researcher believes that building positive attitudes towards oral expression may be a key factor in reducing students' weaknesses in language learning acquisition. Based on the results and recommendations, the study is hoped to assist decision-makers and the designers of non-native Arabic learners' curricula to benefit from the results and provide various teaching strategies in the curricula and textbooks to meet the student's needs and develop their attitudes toward oral expression skills.

Limitations of the Study

The generalizability of the study's results may be limited to the effect of using the numbered heads strategy on developing oral expression skills of Arabic learners of other languages and their attitudes towards it in the first semester of the academic year 2021/2022 in Al al-Bayt University - Arabic Language Division for learners of other languages. In addition, the results are limited to the validity and reliability of the study instruments and the accuracy and objectivity of the fourth-level learners. Therefore, the results are only generalized to the same society from which the sample was drawn and other similar societies.

Definition of Terms

The numbered heads strategy is a cooperative learning strategy that holds each student to take charge of learning the material. In the study, it is a competitive method in which the teacher asks a question and then calls on one of the students with a raised hand. Students are assigned to equal-sized groups of 4-6. Each student within each group is also given a number from 1-6. Once all groups are created, and students are assigned numbers, the teacher asks a question task. Students work together in their groups to discuss and determine an answer to the question. All students should be prepared and able to answer the given question. The teacher chooses a group and student number randomly, and the student chosen shares with the rest of the class what their group discussed. The strategy guarantees a high degree of student interaction, learning, and communication.

Skill is the ability to perform a task easily and accurately in the least possible time. In the study, oral expression skill is the ability to convey wants, needs, thoughts, and ideas meaningfully using appropriate grammatical, pragmatic, semantic, and phonemic language structures as well as using the accompanying physical movements.

Traditional method is the currently common method of teaching oral expression to non-native Arabic language learners at the fourth level. It focuses on the teacher as the only source of information in the classroom while the student is conceived as a passive recipient of knowledge and object of the teacher's action and sometimes involved in the conversation.

Arabic learners speaking other languages are the fourth-level students who learn the Arabic language at Al al-Bayt University in the Language Center.

Literature Review

A plethora of research has targeted the effectiveness of the numbered heads strategy. Muhammad (2020) aimed to identify the effect of the numbered heads strategy on developing oral expression skills among fifth-grade primary students in Bisha region. Twenty-seven observation cards were developed and distributed over four domains in which validity and reliability were verified. The study sample consisted of 30 students divided equally into control and excremental groups. The results revealed a statistically significant difference at $\alpha = 0.5$ between the average scores of the experimental and control groups in oral expression skills in favor of the experimental group in the four domains. Al-Obaysat (2019) investigated the effect of using the numbered heads strategy in developing academic achievement in the English language among seventh-grade students in Jordan. The study adopted the semi-experimental method and an achievement test to collect data. The study results showed statistically significant differences between the mean scores of the students attributed to the teaching method variable and in favor of the numbered heads strategy.

Fauziah and Montessori (2019) examined the effect of the numbered heads learning model on student learning outcomes of the fifth graders in social sciences in Indonesia. The data were obtained from students' learning outcomes tests. The study results indicated a positive effect of the numbered head strategy on the learning outcomes of the fifth graders in social studies. Apriliani (2018) discussed the impact of the heads numbered together technique on students' oral expression. The study used a quasi-experimental method. The study sample consisted of 60 students divided equally into control and experimental groups. The study results showed no significant difference in the students' speaking skills between the students who were taught using the heads numbered together technique and the students who were taught using the traditional technique. Maryanti et al. (2018) aimed to find out the effect of the numbered heads strategy on students' speaking skills using the quasi-experimental approach. The study sample consisted of eleventh-grade students from the upper secondary school in Indonesia, who were randomly assigned into two groups. Data were analyzed using a t-test and showed that the numbered heads strategy gave a better result in teaching oral expression skills.

Hamza (2018) conducted a study that identified the effect of using the numbered heads strategy on the achievement and retention of rhetoric among middle school students. The study used an achievement test to collect data. The findings revealed a statistically significant difference at $\alpha = 0.5$ in the post-achievement and retention tests in favor of the experimental group, which confirmed the positive effect of the numbered heads strategy in increasing students' achievement. Al-Hashemi (2020) found out whether the numbered heads strategy contributes

to students' reading comprehension. Classroom action research with three cycles, involving 27 students of eighth graders was employed. Observation, interview, and pre-post tests were used to collect data. The findings showed that using the numbered heads strategy could improve students' reading comprehension. Hence, it was recommended to use it as an alternative strategy to improve students' reading comprehension.

In light of the foregoing, it is noticed that most previous studies stressed the effectiveness of the numbered heads strategy in teaching and the fruitful results that could be gained. Most of the surveyed studies showed that the numbered heads strategy improved learners' performance, gave them several chances to collaborate in which they became capable of sharing their thoughts and feelings, and offered them not only a joyful environment but also an effective environment in which they can exchange and share educative information. The current study benefited from previous studies in presenting and enriching theoretical literature, developing the study instrument, determining the methodology used, and discussing the results. Also, the researcher has noticed a relative dearth of studies to address developing oral expression skills of Arabic learners speaking other languages and their attitudes towards it. To the best of the researcher's knowledge, this study is the first to examine the effect of using the numbered heads strategy on developing oral expression skills of Arabic learners speaking other languages and their attitudes towards it.

Methods

The study used the quasi-experimental approach to investigate the effect of using the numbered heads strategy on developing oral expression skills of Arabic learners speaking other languages and their attitudes towards it.

Study Sample

The study members consisted of (50) male and female students of non-native Arabic language learners at Al al-Bayt University, divided randomly into control and experimental groups. Each group contains 11 male and 14 female students of non-native Arabic language learners.

Instruments

Based on an extensive review of the literature and to achieve the objectives of the study, the researcher prepared the following instruments:

Oral Expression Test

The researcher used a list prepared by Al-Naqa and Ta'ima (2003). He is an expert in the Arabic language to measure the level of students' oral expression skills. The list consisted of five domains (intellectual, linguistic, vocal, epic, and interactive) and was divided into paragraphs that measure one of the oral expression skills. The list was used to measure students' oral expression skills before and after applying the strategy to observe its effect on students.

Validity and Reliability of the Oral expression Test

To examine the validity of the oral expression test, a panel of specialized professors and teachers in teaching the Arabic language assessed the instrument. The team was asked to validate the instrument's content concerning its items, appropriateness to the purposes of the current study, language clarity, and how well it represents the effect of using the numbered heads strategy on developing oral expression skills. The teams' comments and recommendations were studied carefully and considered in amending the final version of the instrument. The test's reliability was verified by the test-retest method on a pilot group of 15 students of the Language Center at Yarmouk University selected randomly and left out later from the study sample. The participating students were asked to answer the test twice within a three-week interval. The reliability coefficients were extracted for the instrument's domains and the entire instrument, as shown in Table 1.

Table 1. The Reliability Coefficients for the Study Instrument Domains and the Instrument as a Whole

Domains	Reliability coefficients
Intellectual	0.84
Linguistic	0.86
vocal	0.85
Epic	0.84
Interactive	0.82
Instrument as a whole	0.85

Table 1 shows that the reliability coefficient between the two times ranged between (0.82- 0.86). Thus, the Oral expression test is a statistically valid and reliable instrument to test the effect of using the numbered heads strategy on developing oral expression skills of Arabic learners speaking other languages.

Oral Expression Attitude Scale

Based on an extensive review of literature related to the Arabic language, psychology, measurement, evaluation, and methods of teaching, an oral expression attitude scale was developed to identify the attitudes of non-native Arabic language learners towards oral expression and the effectiveness of the numbered heads strategy in developing oral expression skills taking into account that each paragraph contains one idea, close to students' attitudes, appropriate to their level and measures their opinions about oral expression. The final form of the scale consisted of 30 paragraphs. A 5-point Likert scale was used in which responders specify their level of agreement to a statement typically in five points: (1) Strongly disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly agree. Accordingly, the scores on the study instrument ranged between (30) degrees, which represent the lowest degree that the subject can obtain, and (150) degree, which represents the highest score that the subject can obtain.

Validity and Reliability of the Oral Expression Attitude Scale

After completing the initial form of the scale, a panel of ten specialized professors and teachers reviewed the

instrument. The team was asked to validate the content of the instrument concerning its paragraphs, appropriateness to the purposes of the current study, language clarity, and how well it measures the attitudes of non-native Arabic language learners towards oral expression skills. The teams' comments and recommendations were studied carefully and taken into account in amending the final version of the instrument. The reliability of the instrument was tested and refined through the test-retest method. Pearson correlation coefficient was used and reached 0.88, which was considered suitable for conducting the study. Accordingly, the attitude scale is a statistically valid and reliable instrument for measuring the attitudes of non-native Arabic language learners toward oral expression skills.

Teacher's Guide

Upon reviewing previous studies and knowing how to formulate lessons by the numbered heads strategy, the researcher prepared some lessons in the Arabic language textbook / the fourth level according to the numbered heads strategy after being modified by a group of specialists in the Arabic language and expert teachers.

Steps to Build the Strategy

First-Choosing the numbered heads strategy: The study aimed to explain the impact of the numbered heads strategy on developing oral expression skills among Arabic language learners speaking other languages and comparing them with students who studied oral expression skills conventionally. Since effective teaching is a matter of choosing strategies that best suit teaching objectives and students, the researcher relied on the following resources to choose the strategy: previous research and studies, modern methods in teaching the Arabic language to non-native learners, the characteristics of the non-native Arabic language learners and the essential elements in building a teaching strategy.

Second-The justifications for choosing the strategy:
1- The novelty of the topic as it was not presented to the learners in previous stages.
2- Stimulating interaction between the teacher and the learners.
3- Instilling a love of learning the Arabic language and oral expression skills.
4- Solving some difficulties that teachers face in teaching oral expression skills.
5- Enriching Arabic language courses with modern methods to treat weaknesses in oral expression skills.

Third-The time limit for the strategy activities: Students take three 45-minute classes per week over a month and a half. The plan gives teachers some flexibility while applying the strategy to address any weaknesses in some oral expression skills.

Fourth-The place of implementing the strategy: The strategy was implemented in the Language Center, Al al-Bayt University, fourth-level students.

Fifth-Determining the evaluation methods in the strategy: The evaluation process is the most important among

other processes, such as planning and implementation to the success of the learning and development. It is concerned with assessing the effectiveness of teaching strategies, methods, and techniques, providing feedback to the teachers about their teaching and the learners about their learning, measuring student progress, reforming education systems, and enhancing accountability for outcomes.

The researcher used the following evaluation methods:

Pre-assessment: The teacher asks questions at the beginning of the meeting to determine students' prior knowledge and skills to create instructional groupings.

Formative assessment: It provides ongoing feedback that can be used by the teacher to improve his teaching and by students to improve their learning. It also helps students identify their strengths and weaknesses and reveal the extent to which the objectives have been achieved in each lesson, in addition to activating the students and raising their attention.

Summative assessment: It is performed at the end of the course, allows the teacher to measure students' understanding, gauges their comprehension of the material presented, and makes sure that the educational goals were achieved through a test in oral expression skills prepared by the researcher and serve as a final report.

Sixth-Determining the methods of reinforcement and feedback: In this strategy, the researcher varied in using visual and auditory reinforcement, and such diversity is considered one of the types of continuous feedback for students.

Seventh-Selecting the types of questions that the strategy should include: The researcher determined the types of questions that achieve the desired goals and urge students to participate effectively. Also, the questions that required extended responses and lengthy answers were completely avoided.

Results and Discussion
Results of the First Research Question

The first research question sought whether the performance of non-native Arabic language learners in oral expression differs according to the teaching strategy (numbered heads / the traditional method) and gender (male/female). To answer this question, means and standard deviations of the study sample performance were calculated according to gender and teaching strategy variables, as shown in Table 2.

Table 2 shows apparent differences in the pre and post-mean scores between the performance of the control and experimental groups in developing oral expression skills. To find out the statistical significance of the differences according to the teaching method, gender, and the interaction between them, the two-way ANCOVA analysis was conducted to reveal the effectiveness of the numbered heads strategy in developing students' oral expression skills, considering that the student's scores in the pre-performance test are a common variable as shown in Table 3.

Table 2. Means and Standard Deviations of the Study Sample Performance According to Gender and Teaching Strategy Variables

Teaching Strategy	Gender	Pre Performance		Post-Performance		Modified Performance	
		Mean	SD	Mean	SD	Modified Mean	St Error
Numbered heads (experimental)	Male	3.609	0.084	4.097	0.277	3.887	0.130
	Female	3.112	0.229	3.779	0.284	3.920	0.103
	Total	3.331	0.308	3.919	0.319	3.903	.0650
Traditional method (control)	Male	3.473	0.149	3.324	0.407	3.211	0.106
	Female	3.152	0.104	3.317	0.346	3.429	0.097
	Total	3.293	0.204	3.320	0.366	3.320	.0630
	Male	3.541	0.137	3.711	0.521	3.549	.0960
Total	Female	3.132	0.176	3.548	0.390	3.675	.0800
	Total	3.312	0.259	3.619	0.455	3.320	0.063

Table 3 shows that the P value for the teaching method was less than the level of statistical significance at (α = 0.05). This result means that there was a statistically significant difference in the development of oral expression skills due to the effect of the teaching strategy in favor of the experimental group, who was instructed by the numbered heads strategy, with higher modified mean scores than the control group who was instructed by the traditional method. By using Eta Square, the effect size of the teaching strategy was found (0.478), which means that 47.8% of the improvement in the students' post-performance is attributed to the numbered heads strategy, while the rest is attributed to other uncontrolled factors.

Table 3. Results of Two-Way ANCOVA Analysis of The Performance of the Study Sample according to the Teaching Strategy, Gender, and the Interaction between them to Reveal the Effectiveness of the Numbered Heads Strategy in Developing Students' Oral Expression Skills

Source	Type sum of squares	df	Mean square	F	Siq (P)	Eta squared η2
Pretest (accompanied)	0.558	1	0.558	5.616	0.022	0.111
Teaching Strategy	4.090	1	4.090	41.184	0.000	0.478
Gender	0.069	1	0.069	0.692	0.410	0.015
Method × Gender	0.098	1	0.098	0.986	0.326	0.021
Error	4.469	45	0.099			
Modified Total	10.131	49				

The results also indicated that there were no statistically significant differences at (α = 0.05) between the means of the two groups in developing oral expression skills attributed to the interaction between the teaching strategy and gender, as the F value reached (0.986) with statistical significance (0.326), which is greater than the level of statistical significance (α = 0.05). This means that the two variables are independent and are not interacting.

These results are consistent with previous studies, such as Hamza (2018) and Maryanti et al. (2018), which revealed the positive impact of the numbered heads strategy in developing oral expression skills and increasing

students' linguistic achievement. The positive impact of the numbered heads strategy in improving students' oral expression may be attributed to the fact that this strategy is based on breaking down the skill into sub-skills, which are specific behaviors that students do to be effective in the whole skill. Bearing in mind the need to do things a little at a time and the need to practice a lot it makes it easy to understand and master the whole skill, which goes in line with (Al-Hashemi, 2020; Shehata, 2020).

Through using the number heads strategy, the teacher plans to use interactive classroom activities intentionally, which can transform the learning dynamic. A large part of meaningful learning is finding interactive classroom activities that are relevant to students' daily lives, which increase students' response to learning and mastering oral expression skills. Madkour (2010) considered that bringing the real world into your classroom and preparing real-life speaking activities is a prerequisite for developing the targeted oral skill. Moreover, the large number of verbal interaction opportunities that this strategy greatly helps students produce more expressive oral responses by benefiting from their colleagues mastering this skill. Sayed (2017) explored that having a role model was beneficial for learners as it motivates them to set goals and strive to achieve them. The researcher also believes that the strategy elements led to the improvement of student's oral performance, as each student feels that he has to work diligently and actively and interact with others in a free open dialogue, whether in his group or other groups, then commenting, criticizing and expressing opinions to accomplish the linguistic required tasks.

The Second Research Question

The second research question sought whether non-native Arabic language learners' attitudes towards oral expression differ according to the teaching strategy and gender. To answer this question, the means and standard deviations of the study sample's attitudes toward oral expression skills were calculated according to the teaching strategy and gender variables, as shown in Table 4.

Table 4. Means and Standard Deviations of the Study Sample Attitudes towards Oral Expression Skills according to the Teaching Strategy and Gender Variables

Teaching Strategy	Gender	Pre Performance		Post-Performance		Modified Performance	
		Mean	SD	Mean	SD	Modified Mean	St Error
Numbered heads (experimental)	Male	1.971	0.248	3.674	0.284	3.656	0.085
	Female	1.942	0.435	3.672	0.285	3.660	0.075
	Total	1.955	0.358	3.673	0.279	3.658	0.057
Traditional method (control)	Male	1.752	0.265	3.347	0.345	3.376	0.086
	Female	1.873	0.285	3.117	0.228	3.120	0.075
	Total	1.820	0.277	3.218	0.302	3.248	0.057
	Male	1.862	0.274	3.510	0.351	3.516	0.060
Total	Female	1.907	0.362	3.394	0.380	3.516	0.060
	Total	1.887	0.324	3.445	0.368	3.453	0.040

Table 4 shows apparent differences in the pre and post-mean scores between the performance of the control and

experimental groups in measuring their attitudes toward oral expression skills. To find out the statistical significance of the differences according to the teaching method, gender, and the interaction between them, the two-way ANCOVA was conducted to reveal the effectiveness of the numbered heads strategy in measuring students' attitudes towards oral expression skills, considering that the student's scores in the pre-performance test are a common variable, as shown in Table 5.

Table 5. Results of Two-way ANCOVA Analysis of the Study Sample Performance according to the Teaching Strategy, Gender, and the Interaction between them to reveal the Effectiveness of the Numbered Heads Strategy in Measuring the Attitudes towards Oral Expression Skills

Source	Type sum of squares	df	Mean square	F	Siq (P)	Eta squared η2
Pretest	0.222	1	0.222	2.849	0.098	0.060
Teaching Strategy	1.967	1	1.967	25.199	0.000	0.359
Gender	0.194	1	0.194	2.480	0.122	0.052
Method $\times$ Gender	0.207	1	0.207	2.652	0.110	0.056
Error	3.513	45	0.078			
Modified Total	6.645	49				

Table 5 shows that the P value for the teaching method is less than the level of statistical significance at ($\alpha = 0.05$). This result means that there was a statistically significant difference in study sample attitudes towards oral expression skills attributed to the effect of the teaching strategy in favor of the experimental group, who was instructed by the numbered heads strategy, with higher modified mean scores than the control group who was instructed conventionally. The effect size of the teaching strategy was found (0.359), indicating that 35.9% of the variance in students' attitudes toward oral expression skills is attributed to the numbered heads teaching strategy while the rest is attributed to other uncontrolled factors.

The results also indicated no statistically significant differences at ($\alpha = 0.05$) between the means of the two groups in their attitudes towards oral expression skills attributed to the interaction between the teaching strategy and gender. The F-value reached (2.652) with statistical significance (0.110), which is greater than the level of statistical significance ($\alpha = 0.05$). The result means that the two variables are independent rather than interacting. The result may be attributed to the educational climate provided by the numbered heads strategy, dominated by friendliness, simultaneous interaction, and group processing. In addition, students' interaction and communication in groups have a significant impact on their attitudes. The result is confirmed by Slavin and Oickle (1981), who concurred that the numbered heads strategy helps students master the educational content and develop positive attitudes toward the educational material. In the same vein, Muhammed (2019) believes that this strategy is greatly important, as it improves students' communication and attitudes.

The effect of the numbered heads strategy in developing positive attitudes among students towards oral expression may also be attributed to the wide margin of freedom that this strategy gives students in learning situations. The strategy helped them to appreciate the perspectives of others instead of only focusing on their thoughts and to distinguish between the ideas that belong to the subject of learning from others. Consequently, they enhanced

their self-confidence and developed positive attitudes towards oral expression.

The result may also be attributed to the principles of the numbered heads strategy. It contributes to the free flow of students' ideas in the brainstorming session. Moreover, students are not only forbidden to criticize each other, but they are also forbidden to interrupt, which increases their enthusiasm and motivation for learning and reflects positively on their attitudes towards oral expression.

Recommendations

Based on the results of the current study, the researcher recommends utilizing the numbered heads strategy in teaching oral expression skills to non-native Arabic language learners. Also, training Arabic language teachers across different courses and workshops should use the numbered heads strategy to improve oral expression skills among non-native Arabic language learners. Besides, further research should be conducted on the effect of the numbered heads strategy in improving non-native Arabic language learners' achievement in oral expression skills at various educational levels. Moreover, it is suggested that more studies be carried out on dealing with modern educational strategies to develop oral expression skills at other educational levels. Furthermore, curricula designers may benefit from this study by changing the textbooks and injecting material emphasizing the numbered heads strategy in teaching. Comparative studies are suggested between teaching utilizing the numbered heads strategy and other modern teaching strategies. Finally, similar studies on other language skills are proposed.

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