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## RESEARCH ARTICLE

Section: *Literature, Linguistics & Criticism***Voices of learning: Investigating the impact of Nasheed (Hymns) on language acquisition among international students in Jordan**Zakaria Mahmoud Almubasher<sup>1</sup>, Mohammed O. Abu-Rahme<sup>1</sup>, Almu'tasembellah Mustafa Kh. Dabash<sup>1</sup> & Ahmad Mohammad AL-Salman<sup>2</sup><sup>1</sup>Department of Basic Sciences/Humanities, Faculty of Arts and Humanities, Applied Science Private University (ASU), Jordan<sup>2</sup>Ministry of Education\_ Khalil Al-Rahman Academy\*Correspondence: [z\\_almobasheir@asu.edu.jo](mailto:z_almobasheir@asu.edu.jo)**ABSTRACT**

This study aimed to study the effect of nasheed in enhancing language acquisition among international students at the Applied Science Private University in Jordan. The semi-experimental approach was used, and the study members consisted of 40 foreign students who did not speak Arabic at the Applied Science Private University. The sample was divided into two parts: an experimental group (20 students) and a control group (20 students). The experimental group studied the use of chants to develop Language skills, especially oral expression, which are important for communicating with the outside community, while the control group was studied using traditional methods. Pre- and post-tests were applied to the study samples. The achievement test was prepared as a tool, and the data was analysed statistically. The results showed that there were statistically significant differences in favour of the experimental group, which confirms the effectiveness of using songs in developing Arabic language skills among non-native Arabic-speaking foreigners. I recommend activating the role of nasheed in the educational process because of its positive impact, which leads to improving the performance of students in general.

**KEYWORDS:** reading skill, teaching curricula, language skills, communication skills

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## 1. Introduction

Arabic is an ancient language with deep roots in history, and many scholars assert that it is the origin from which all the languages of the world emerged. This assertion is supported by several papers. Zidan Ali Jassim's paper on urban terminology provides evidence that Arabic has real connections with English, German, French, Latin, Greek, and Sanskrit urban terminology, indicating a common linguistic origin (Jassem, 2015). Another paper by Zidan Ali Jassim on legal terminology supports this claim, showing that Arabic has real connections with legal terminology in the same languages (Jassem, 2016). Ferohe Kahraman's paper discusses the origin of language and the diversity of languages, noting that Islamic sciences view language as a divine teaching and discusses the birth and origin of language (KAHRAMAN, 2022). Hussein Al-Muhaimit's paper explores the emergence of languages in Islamic thought, presenting different theories including the belief that language is a gift from God (Chikovani, 2019). Therefore, these papers provide evidence supporting the idea that the Arabic language is the origin of all languages and is distinguished by being the language of the Holy Qur'an and the Noble Prophetic Sunnah, which made it an integral part of the Islamic religion.

One of the most important features of the Arabic language is that it is a means of communication and interaction between members of society, a tool for expressing their experiences and expertise, and expressing feelings and ideas. It is also considered a means of understanding between people that a person acquires from the society in which he lives, and the transfer of knowledge and its development among members of society (Zunoomy & Shathifa, 2022).

Weak language skills, especially oral expression skills, among foreign students. Some traditional methods of teaching these skills have contributed to the emergence of weakness in this skill. This may be due to following traditional teaching methods that are not compatible with the student. It was noted that studies conducted in the field of using songs to develop oral expression skills are rare. Hence, the idea of this study came to shed light on the effect of using songs during language teaching in developing oral expression skills.

The current study attempts to achieve the following objectives:

- (1) Identifying the level of availability of oral expression skills among foreign students at the Applied Sciences Private University.
- (2) Identify the differences and distinctions in the use of hymns to develop oral expression skills.

The study problem can be articulated by the following inquiry:

**Are there statistically significant differences between the performance of foreign students in the control and experimental groups in their degree of possession of oral expression skills attributable to the variable of the traditional teaching method or the hymns method?**

## 2. Literature Review

### 2.1. Expression skills

The expression and language of Arabic are the focus of many studies. One study in Jordanian schools found that language teachers use peer assessment and self-assessment to develop written expression skills among students. The study recommended the development of criteria and foundations for peer evaluation and self-evaluation, as well as conducting practical training courses on their implementation. (Al-Rashdan & Al-Saaideh, 2022). Another study looked at the relationship between reading skills in Arabic (ARS) and Arabic oral expression (AVE) for students of higher education in Malaysia. The study found an important relationship between the levels of ARS and AVE, indicating that high participation in ARS leads to better achievements in AVE (Bakri & Kirembwe, 2023). Descriptive and analytical research of the library explored the principle of ellipsis in the Arabic language, highlighting its rich linguistic system and uniqueness in linguistic activities. (Usman & Jabar, 2022). In Nigeria, a study examined the factors responsible for poor oral expression among Arabic language students. The study found that factors related to the learner's attitude towards the study received the highest scores from teachers (Khrisat & Alharthy, 2015). These studies contribute to the understanding and improvement of Arabic expression and language skills.

He described expression as the art through which individuals can effectively convey their thoughts and feelings using precise language and fascinating techniques. (Usman & Jabar, 2022). Through expression, individuals can communicate with society, and it is essential for individuals to carefully choose the vocabulary

they will use in written expression. (Khrisat & Alharthy, 2015). The expression in terms of performance has two types (Bakri & Kirembwe, 2023):

- (1) Oral expression: It is the ideas that the writer expresses, and this type represents the aspect of speaking in the language.
- (2) Written expression: It is the words and phrases through which a person can express ideas; this type represents the written aspect of the language.

## **2.2. Oral Expression Skill**

Oral expression skills in Arabic are an important aspect of language learning. It involves the ability to use Arabic sounds appropriately and use grammar and word order to express oneself effectively. The audio-oral approach is an approach that focuses on listening and imitation activities to develop speaking skills. This approach not only helps students master spoken and listening language but also helps with reading and writing skills (RIZQI FAJRIAH, 2023). In addition, the use of storytelling strategies has been found to enhance the oral expression skills of Arabic-speaking students (Marar & Al-Hajaya, 2023). Furthermore, the role of oral language in a multilingual context was explored, highlighting the links between cognitive and linguistic skills in producing complete oral narratives in English as a foreign language (Russak & Zaretsky, 2021). Teaching materials that use visual media were also developed to improve students' ability to express themselves in Arabic (Zaid,etal,2019). Finally, there is a strong relationship between listening skills and speaking skills in Arabic language teaching (Fadhil, 2022). We will study this skill in detail in the next section because it is one of the focuses of our study.

## **2.3. The Concept of Oral Expression**

The concept of oral expression in Arabic refers to students' ability to effectively use Arabic sounds, grammar, and word order to express themselves (Fadhil, 2022). One approach to teaching oral expression is the auditory oral approach, which emphasizes listening and imitating the teacher's speech to develop speaking skills (Kasmantoni, et al,2020). This approach not only helps students master spoken and listening language, but also improves their reading and writing skills (Russak & Zaretsky, 2021). However, there are some weaknesses in this approach, such as students' robotic responses without understanding the meaning of the spoken phrases (Zaid et al., 2019). Another study highlights the importance of training and practice in developing speaking skills, along with collaboration with teachers and peers and creating a language environment (Baralo, 2000). The ability to express or compose sentences in Arabic can be facilitated by using visual media as a teaching tool. In general, oral expression in Arabic involves communication, interaction, and negotiation of meanings in a shared context.

## **2.4. Oral Expression and Listening Relationship**

In Arabic, oral expression skill closely corresponds with listening ability (Wahyuni et al,2023). Developing speaking abilities effectively with the auditory-oral approach which emphasizes listening and imitation activities (Kasmantoni et al,2022). For students, it helps with oral communication, sentence patterns, and pronunciation (Pahlefi, 2022). Furthermore, essential for good Arabic communication is listening ability (Kasmantoni et al,2022). Effective speaking depends on a recognition of vocabulary, sentence components, and sentence structure all of which are acquired by listening skills. Moreover, among Arabic students, speaking and listening skills have a close relationship. This link implies that good listening can improve oral expression skills. Thus, improving oral expression ability in Arabic depends on developing great listening skills (Al-Rashdan & Al-Saaideh, 2022).

## **2.5. Hymns**

Hymns are one of the most important ways that help a non-Arabic speaking student to acquire the language by learning the correct Arabic vocabulary and expressions. The learner also acquires a set of moral and educational values through them, and they are considered one of the enjoyable teaching methods that attract the learner, as they are a type of literature that depends on melody, rhythm and recitation.

The researchers believes that the anthem is short poetic pieces, characterized by the joy of rhythm, the sweetness of melody, the beauty of style and the simplicity of words. It depends on continuous repetition and aims to enhance the learner's language skills, concentration and good listening, and stimulates their creativity and imagination.

The importance of songs lies in the fact that they help students acquire correct Arabic, develop their linguistic vocabulary with its linguistic wealth, and improve their style and understanding of classical Arabic. They help students with correct pronunciation, and develop their ability to pronounce letters correctly. They help instill literary taste in students. They help learners speak fluently with others, and contribute to increasing learners' openness and effectiveness with the culture of society. They also develop the quality of recitation in learners, the ability to extract meanings well, awaken their emotions and feelings, and develop their imagination. Songs are a means of bringing joy, persuasion, and entertainment. The activity that learners do in singing benefits them socially, health-wise, and psychologically. Singing songs collectively gives learners the ability to bear responsibility and participate collectively.

There are several ways to teach hymns, which vary according to the students being taught and the type of hymn. For example, non-speaking students are taught by imitation or what is called deaf memorization, due to their weak ability to read accurately. It is also used with native speakers sometimes to facilitate the performance of the required melody. This method is implemented according to the following methods:

- (1) Partial method: Short parts of the songs are repeated and then linked together.
- (2) The comprehensive method: This is done by listening to the song in its entirety several times, then repeating it.
- (3) The analytical method: This method is done by the teacher choosing the parts of the song that need more training and training the students on them separately before starting the entire song.

Previous studies have confirmed the effectiveness of using songs in developing many skills, especially oral expression skills, as most studies agreed on the weakness and low level of students in different educational stages in oral expression skills.

The current study was distinguished from previous studies by the selection of the sample, as most studies were sampled from school students, while the research sample was from non-Arabic speaking students. Despite the existence of various studies on the use of songs, there were few studies that focused on the use of songs in developing oral expression skills.

The researchers benefited from previous studies in preparing the theoretical framework, previous studies of the study variables, and building an assessment tool for oral expression skills that included four main axes, and the method of selecting the studied sample.

Based on the above, some problems related to the process of teaching oral expression skills were reached, as the foreign student did not have the motivation to master oral expression skills, especially correct pronunciation, and the language trainer's approach with less diverse activities and traditional methods made students feel bored in the classroom. The researcher's concluded that the solution to the problem is to use songs in the teaching and learning process, as songs can make the student not only active in thinking, but also in speaking, and this also helps the teacher to teach the student to speak fluently, and the students will not feel bored because they are active and giving, and participate in the expression class during the teaching process, and music can increase the student's skill in expression and the use of songs can be improved by students by activating their words and pronunciation well, hence the importance of this study to identify the effect of using songs in developing oral expression skills among non-Arabic speaking students.

### **3. Methodology**

The researchers selected two samples of fourth grade students from Applied Sciences Private University. The students were randomly selected from fourth grade students after conducting pre-tests. Students were divided into categories according to the results of the answers. Students were selected according to each category and then divided into two groups, one of which represents the experimental group, which numbered (21 students),

and the second represents the control group, which numbered (21 students), as shown in (Table 1).

**Table 1: Distribution of the study sample**

Total Number	The Collection	
	Experimental group	control group
40	20	20

Selecting the first two samples, the researchers took into account that there would be variation according to individual differences in the students' grades within the two groups, and that the study individuals were selected randomly to ensure that the experimental application was conducted under the direct supervision of the researchers to give credibility to the results.

#### 4. Study Results

##### 4.1. Oral Expression Skills of Study Participants

The degree of possession of non-Arabic speaking foreign students of oral expression skills (intellectual, linguistic, epic, vocal) according to the evaluation of their teachers? The researchers extracted the arithmetic means and standard deviations of the teachers' evaluations and the degree of possession of students of oral expression skills after applying the study, and this will become clear through (Table 2).

**Table 2: Arithmetic mean and standard deviation of non-Arabic speaking foreign of ASU University standard estimations and oral expression skills**

The Collection	Number	Statistical value	Oral expression skills				Total
			Linguistic	Intellectual	Audio	Profile	
Control group	20	Arithmetic mean	6.476	8.34	6.91	4.3	26.026
		Standard deviation	0.216	0.324	0.26	0.301	1.101
Experimental	20	Arithmetic mean	10.35	10.82	10.09	7.52	38.78
		Standard deviation	0.151	0.371	0.235	0.199	0.09
Total	40	Arithmetic mean	10.1667	10.48	10.4652	7.5902	38.7021
		Standard deviation	0.2103	0.1689	0.1802	0.2141	0.129
		Rank	3	1	2	4	

We note from (Table 2) that the students of the experimental and control groups possessed oral expression skills at an average level after education (7021.38) and a standard deviation (0.129), which is a large and very close degree of possession, as the pre-tests were very low and ranged on the three-point scale between (3.00-2.24), which is equivalent to (30-40) degrees on the evaluation list, as the degree of possession of the students of the experimental group reached (78.38) and a standard deviation (0.09), which is a large degree of possession, while the degree of possession of the students of the control group reached (26.026), which is an average degree of possession. This result indicates that learning according to the method of songs and chants was effective in possessing oral expression skills among the students of the experimental group.

According to these results, it seems that the skill that ranked first is the skill of intellectual oral expression, and this can be explained by the students' love for studying hymns and directing their imagination towards what they listen to, repeat and feel.

##### 4.2. Study Question Results

To answer the study question "Are there statistically significant differences between the students of the control and experimental groups in their degree of possession of oral expression skills attributable to the variable of the usual teaching method or the chanting method?", a multiple correlation analysis of variance (MANCOVA) was tested, taking into account that the study sample may have been from two branches and that the current study dealt with one independent variable, which is the teaching method, and that the list of estimates consisted of four dimensions. It is necessary first to examine the correlation between the oral expression skills that formed

the four dimensions of the scale (dependent variables).

*Table 3: Arithmetic averages, standard deviations and adjusted averages for students of the two groups, experimental and control, according to the teaching method and oral expression skill in the grade*

The Col- lection	Number	Domain	Tribal Estimation		Almighty Dimension			Standard error
			Arithme- tic mean	Standard devia- tion	Arithmetic mean	Standard deviation	Average Adjusted	
Control group	20	Linguistic	1.71132	0.198206	1.86811	0.232099	1.869141	0.042672
		Intellectual	1.64777	0.254133	1.85613	0.311765	1.857122	0.050075
		Audio	1.61655	0.231455	1.95102	0.331621	1.952308	0.052501
		Profile	1.60236	0.271192	1.93471	0.326922	1.936469	0.050427
		Total	1.64581	0.119079	1.90137	0.197345	1.901556	0.03105
Experi- mental	20	Linguistic	1.55852	0.192098	2.2355	0.383049	2.964275	0.042664
		Intellectual	1.53559	0.253411	2.29719	0.367585	2.893256	0.050074
		Audio	1.54702	0.218118	2.26185	0.357738	2.97608	0.052592
		Profile	1.55449	0.30409	2.22201	0.322031	2.99999	0.050434
		Total	1.54895	0.131486	2.25684	*0.251472	2.949196	0.03118

From (Table 3) arithmetic means and standard deviations of oral expression skills according to the group (teaching method) the results show that the average scores of the control group on the oral expression skills assessment list in the pre-test were equivalent to the three-scale category of poor performance (1-15) while the average performance of the experimental group on the same list was equivalent to the three-scale category of poor performance (1-15). The arithmetic mean of the scores of the control group after education (after evaluation) was equivalent to the three-scale category of poor performance (10-25). While the arithmetic means of the scores of the experimental group after education according to the anthem method (post-estimation) was equivalent to the category of average performance (15-30). Accordingly, it is clear from the results presented in (Table 4) that there are apparent differences between the average scores of students in the four oral expression skills according to the independent study variable (teaching method). To verify the significance of these differences, the accompanying multiple variance analysis was conducted.

*Table 4: Analysis of multiple variances associated with students on the list of estimating oral expression skills according to the independent study variable and its dependent variables.*

*Table 4: Analysis of multiple variances associated with students on the list of estimating oral expression skills according to the independent study variable and its dependent variables.*

Contrast source	Multi				Mono					
	Value	F	Df	Significan	Dependent variable	Sum of squares	Df	Average squares	F	Statistical significance
Linguistic (Companion)	0.176 (Wilkes)	2.560	4	0.058	Linguistic	10.4	1	10.4	0.381	0.010
					Intellectual	112.76	1	12.76	0.378	0.032
					Audio	600	1	10.991	7.145	0
					Profile	611.76	1	11.864	4.382	0.031
Intellectual (Companion)	0.409 (Wilkes)	17.71	4	0	Linguistic	10.504	1	10.504	0.0627	0.525
					Intellectual	112.76	1	12.76	0.378	0
					Audio	10.998	1	10.998	0.052	0.791
					Profile	11.925	1	11.925	1.125	0.282
Audio (Companion)	0.145 (Wilkes)	72.53	4	0	Linguistic	10.726	1	10.726	7.145	0
					Intellectual	412.859	1	12.8629	7.132	0.009
					Audio	610.989	1	610.989	7.119	0
					Profile	11.865	1	11.865	88.382	0
Profile (Companion)	0.095 (Wilkes)	117.559	4	0	Linguistic	510.639	1	510.639	4.382	0.032
					Intellectual	12.919	1	12.919	1.125	0.282
					Audio	12.601	1	312.599	50.351	0
					Profile	11.864	1	11.864	88.382	0
The Collection	0.4023 (Hotling)	4.9604	4	0.05	Linguistic	10.489	1	10.489	21.928	0.012
					Intellectual	12.859	1	112.859	5.594	0
					Audio	10.994	1	610.989	129.259	0.012
					Profile	11.864	1	11.865	46.926	0
Error					Linguistic	1.518	40	0.0272		
					Intellectual	2.096	40	0.0417		
					Audio	2.304	40	90.046		
					Profile	2.126	40	0.042		
Total					Linguistic	247.739	42			
					Intellectual	259.051	42			
					Audio	268.364	42			
					Profile	269.878	42			

We note from (Table 4) the presence of statistically significant differences between the average scores of students attributed to the independent variable, which is the teaching method [Hotling = 0.4012, P (41.3) = 4.9593] and the significance of these differences appeared at:

- (1) The oral expression variable in the intellectual aspect [P (38.96) = 5.594] in favor of the experimental group.
- (2) The oral expression variable in the cognitive aspect [P (1.28) = 46.82] in favor of the experimental group.
- (3) The oral expression variable in the linguistic aspect [P (1,28) = 21.83] in favor of the experimental group.
- (4) The oral expression variable in the vocal aspect [P (1,28) = 129.15] in favor of the experimental group.

## 5. Conclusion

The results of the study indicated that there were statistically significant differences ( $\alpha \leq 0.05$ ) in the use of the songs method in teaching oral expression skills between students in the experimental group and the control group, attributed to the use of songs in teaching, due to the activities and audio-visual media that this method has, unlike the usual teaching method.

As for students' possession of oral and vocal expression skills, this can be explained by the fact that songs help students get rid of shyness and the ability to express themselves orally, in addition to developing the learner's sense of verbal communication with others and giving him the opportunity to learn different linguistic skills.

As for the oral expression skill, it can be explained by it coming in third place in terms of the difficulty that most students may face in speaking in classical Arabic, especially when speaking in front of others, and this can also be explained by the nature of the Arabic language and the difficulty of its structures.

As for the emergence of the skill of oral expression by hinting in the last place, it can be explained by the inability of students at this age to employ their facial expressions and the movements of their hands and bodies in a manner that is consistent with what they are expressing, and they rarely look around with their eyes in all the parts during which they practice oral expression, as most students when they speak orally focus their eyes towards a specific angle in order to focus attention and think about what they want to express, and their inability also to highlight serious features when necessary.

According to the results we have reached, the use of songs to develop oral expression skills among non-Arabic speaking students in the experimental group is effective. This can be explained by the fact that the method of teaching using songs is a method for them, as it enables them to sing and chant collectively, which explains the students' response to this method of teaching. It is a method that is suitable for them, and helps them acquire many skills and overcome the element of shyness, and trains them to speak fluently and without stuttering, and also trains them to raise or lower the tone of their voice in situations that require it. This is confirmed by many previous studies that the use of songs plays a major role in developing many skills among students.

The results of our study were consistent with the study conducted by Wijaya (2018) "The Effect of Educational Songs on English Language Learning" that there is a significant difference in speaking ability between learning to speak with a song and learning to speak without a song as the use of songs has advantages in developing students' ability to speak fluently (Wijaya, 2018).

The results of our study agreed with the study presented by Mohamed Hawamdeh and Imad Al-Saadi (Hawamdeh & Saadi, 2014) entitled the effectiveness of children's songs and songs in developing oral expression skills among first grade students that the method of teaching songs and songs was effective in developing oral expression skills.

In light of the findings of the study, the researchers recommend the following:

- (1) The need to activate the role of songs in the educational process, because of their positive impact that leads to improving the performance of students in general.
- (2) The need for more studies on other strategies that have an impact on improving the oral expression skills of students.
- (3) Conducting studies on the impact of using songs on language skills and other branches of knowledge

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