

# The Effect of the Individualized Instruction Strategy (One-on-One) on Developing the Speaking Skills of Non-Native Arabic Language Learners at the Intermediate Level at the Sultan Qaboos Institute for Teaching Arabic to Non-Native Speakers

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## Abstract

The study aims to identify the extent of the impact of the one-to-one strategy on developing speaking skills from the students point of view. To achieve the study's objectives and answer its questions, the researcher applied the quasi-experimental approach. The study population consisted of intermediate-level students at the Sultan Qaboos Institute for Teaching Arabic to Non-Native Speakers, whose number reached (70 ) male and female students during the academic year(2024(2025- and the researcher chose the sample using the intentional ,method and the researcher determined the experimental group using the random method and their number (30) male and female students, and they studied using the one-to-one strategy. Then the control group was determined, and their number was (30) Male and female students, who studied in the traditional way. In response to the first question, the "statistical results related to the participants' attitudes towards using the "One with One strategy indicate a strong positive tendency towards adopting this strategy, as an educational strategy that helps in developing speaking skills. In response to the second question, the results of the study revealed the existence of statistically significant differences at the level of (0.05) in developing speaking skills as the difference in the average between the two groups, amounting to (10.90) , indicated a significant superiority in favor of the experimental group, which applied the One with One strategy compared to the control group that applied the traditional method.

**Keywords:** Individualized Instruction, Speaking Skills, One-On-One Strategy, Non-Native Arabic Learners, Intermediate Level, Educational Interaction

### **Introduction**

Speaking skills are important skills in learning any language, as they represent the main means of communication and exchanging ideas between individuals. People use speaking more than writing (Madkour, 2002, p. 87). Perhaps the Arabic language, as one of the most widely spoken languages in the world, has a special importance in global educational contexts, as many learners who are not native speakers of Arabic seek to learn it; For academic, cultural, and professional purposes, employees of various strategies, and the Sultanate of Oman occupies a distinguished position in teaching Arabic to non-native speakers, as it provides a rich educational environment that enhances the Arabic language learning experience. Cultural opportunities are possible, as the student is immersed in an authentic linguistic environment. The Sultan Qaboos Institute for Teaching Arabic to Non-Native Speakers focuses on providing integrated study programs that aim to develop the Arabic language skills of students from diverse cultural backgrounds. In this context, the individualized education strategy (one-on-one) stands out as one of the modern educational strategies concerned with providing a customized educational experience that allows direct interaction between students, which contributes to enhancing a deep understanding of the language and enhancing confidence in its use, in preparation for integration into larger group conversations, both inside and outside the classroom.

The one-to-one learning strategy stands out as an effective tool that contributes to .developing the learning experience and enhancing learners' abilities in the Arabic language This study examines the extent to which the one-to-one strategy affects the development of speaking skills, as well as identifying the differences between the experimental and control groups in developing speaking skills.

### *Study Problem*

The problem of the study stems from the importance of speaking skill teaching strategies, including the one-to-one strategy, whose interactive impact on developing the speaking skills of intermediate-level students of non-native Arabic learners at the Sultan Qaboos Institute for Teaching Arabic to Speakers of Other Languages has not yet been studied. Although many studies have highlighted the benefits of interactive learning, such as Smith et al. (2018), which showed that interactive learning enhances student engagement and increases their motivation; Jones (2020), which confirmed that individual interaction contributes to improving language fluency; Chang (2021), which linked personal interaction to confidence in language use; and Al-Rashidi (2022), which addressed the challenges associated with implementing individual learning strategies, specific evidence on the impact of the "one-to-one" strategy in teaching Arabic remains limited.

### *Study objectives*

1. To identify learners' attitudes towards using the "One-to-One Strategy" in teaching Arabic to non-native speakers at the Sultan Qaboos Institute for Arabic Language Teaching.
2. To identify the differences between the experimental and control study groups in developing speaking skills.

### *Study questions*

1. What are the students' attitudes towards using the "One-to-One Strategy" in teaching Arabic to non-native speakers at the Sultan Qaboos Institute for Arabic Language Teaching?
2. Are there statistically significant differences at the significance level (0.05) between the experimental and control study groups in developing speaking skills attributable to the one-to-one strategy?

### **Importance of the Study**

This study is important for two reasons: theoretical and practical. The theoretical aspect is its alignment with educational theories, which focus on the application of educational strategies that meet the learner's needs and language learning objectives. There is also a dearth of research and studies that address the evaluation of the impact of the One-to-One strategy at the Sultan Qaboos Institute for Teaching Arabic to Non-Native Speakers. The practical aspect is its presentation of the individual learning experience represented by the One-to-One strategy, to be a resource for those working in the field. It also demonstrates the extent to which this strategy contributes to developing speaking skills from the learners' perspective which enhances its use and development to achieve the various objectives of educational institutions. Furthermore, it provides statistics on learners' attitudes towards the strategy from which to transfer the experience of using it to various institutions.

### *Study Limitations*

1. Human Limits: Intermediate-Level Learners of Arabic from Non-Native Speakers.
2. Spatial boundaries: Sultan Qaboos Institute for Teaching Arabic to Non-Native Speakers.
3. Timeframe: Learners in the 2024-2025 academic year.
4. Objective: The individualized teaching strategy (one-on-one) and its impact on the development of speaking skills.

### **Study Terms**

#### *Individualized education strategy (one to one)*

Smith (2018) argues that the one-to-one strategy is an educational strategy that focuses on providing personalized lessons from one teacher to one student, allowing for deeper interaction and enhancing understanding While the researcher. (Brown, 2015) went for the one-to-one strategy, which is an educational method that includes teaching students in an individual manner, which allows for adapting the content and speed according to the learner's needs. From the above, the researcher means by the one-to-one strategy the strategy employed between two students, the first of whom has the target text, while the second student has the key words whose aim is to know the content of the text, from which the second student starts, to form questions under the supervision of the teacher and from these questions the second student obtains the components of the text, in a conversational discussion style, then presents the information he has formed to his colleague, so that the first student evaluates the inclusion of what the second student presented of the content of the text, then they exchange papers and discuss, and in the next lesson the teacher exchanges the roles of the two students, so the one who was reading becomes the one who deals with the key words, and the one who was dealing with the key words is assigned to read the text.

*Individual Interaction*

Vygotsky (1978) defines individual interaction as an educational process that revolves around direct interaction between the teacher and the student, which contributes to enhancing the student's understanding of the content. Bruner defines it as a style of education that (1996) relies on intensive personal interaction, allowing for immediate feedback and adapting learning to the student's needs. The researcher means the interaction between the first and second learners through dialogue, to discover the content of the text, in a conversational style.

*Previous Studies*

After examining studies that addressed the one-to-one strategy or individualized education, and its impact, the researcher concluded the following previous studies, classifying them into studies that addressed individualized education: such as a study entitled Individualization of Education (Queen Rania Foundation, 2024), which sought to determine the impact of individualized education on improving student outcomes concluding that individualized education is effective in improving academic results and treating learning difficulties, but it is expensive and requires training for assistant teachers. A study entitled Advantages of Individualized Education (Kafafi, 2023) which sought to study the impact of individualized education on student confidence and academic level, and concluded that individualized education increases self-confidence, improves academic performance, and reduces educational gaps. The second type of previous studies are studies that sought to compare education strategies: such as a study on the impact of the interaction between learning strategies and the two points of control (Abu Khatwa et al., 2019), which sought to understand the impact of collaborative and individual learning on achievement, and concluded that collaborative learning enhances satisfaction, while individualized education is more effective for those with internal control. A study on the impact of teaching methods Different (Abu Kuwaik, 2011), seeking to compare the effect of individual and group education on sixth-grade female students, concluding that individual education is the most effective.

The third type includes studies that address individualized education and its theoretical approaches, such as the study entitled Theoretical Foundations for Individualizing Education (Mawafi, 2001), which seeks to analyze the importance of individualized education and its principles. It concluded that individualized education enhances creative thinking and takes into account individual differences. The fourth type includes studies that address teaching Arabic to non-native speakers, and devoted space to individualized education, such as the study Teaching Arabic to Non-Native Speakers (Hamad Academic Foundation, 2024) , which seeks to analyze teaching methods strategies, and challenges, concluding that interactive education and the integrated curriculum enhance language learning and the integration of ,learners. A fifth type of studies addresses the evaluation of the development of textbooks such as a study entitled Evaluating the Stages of Development in Writing Social Studies Books (Talabeh, 1998), which aims to study the development of books according to the principles of individualized education, concluding that modern books better take into account the principles of individualized education. A sixth type of studies addresses the impact of individualized education on different subjects, such as the study of the impact of ,individualized education on students' achievement in Islamic education (Ben Issa, 1991) which concludes that education Individualized instruction improves students' achievement compared to the traditional method, and a study of the effect of individualized instruction in

the subject of history (Al-Daghmi, 2001) concluded that individualized instruction improves achievement and information retention, with a positive interaction between gender and method.

### **Theoretical Framework**

It covers two main axes: the first deals with speaking skills and teaching strategies, while the second deals with the Sultan Qaboos Institute for Teaching Arabic to Non-Native Speakers and the most important strategies employed in teaching speaking skills.

#### *Section One :Speaking Skills*

Because correct communication with speakers of the target language is the most important goal for students, according to what appears from the students I met, speaking skill is considered one of the most important skills that the student must learn, to achieve this goal and it is also a major part of the curricula for learning Arabic for non-native speakers. Although a person can perform other language skills: reading, listening, and writing alone speaking skill is a special skill that requires the participation of at least two individuals, or more (Ali, 2020, p 96) Speaking skill is also an opportunity to enrich students intellectually and linguistically (Ta'ima, 2007, p. 76). Speaking skill is limited to spoken words through which the speaker expresses what is in his soul, or his obsession, or his thoughts of feelings and sensations, and what his mind is full of of opinion or thought, or What he wants to provide others with of information, or something similar, with fluency and ease, with correct expression and sound performance. (Anis, 2004, p. 806).

This definition was not limited to a person's conversation with others but also included self-talk, while Ta'ima limited it in his definition to talking with others, saying: "Speech is a free spontaneous communication that takes place between two individuals about a specific topic." Mahmoud Al-Sayed turned to the majority of use among other skills, saying Conversation is the most frequently repeated, practiced, and used tool in people's lives, and the most valuable in social communication (Ta'ima, 2003, p. 163). The researcher concludes from the above that the skill of speech takes the voice as its material, to produce sounds that seek to fulfill the desires of the speakers and meet their needs, based on their various requirements. Therefore, it is considered one of the most important skills that help a person to live with others, and coexist with them. As for the technical definition of speech, it is the spoken speech through which the speaker expresses what is in his mind of his obsession or his thoughts, and what is going through his feelings and sensations, and what his mind is full of of opinion or thought, and what he wants to provide others with of information, or the like with fluency and smoothness, with correctness of expression, and soundness of In performance, (Al-Naqa, 1985, p. 153) added to the technical definition the mastery of grammar, saying that speech is a productive skill that requires the learner to be able to use sounds accurately, master grammar, and word order, to help him express himself in different conversational situations. (Al-Laboudi, 2003, p. 10) added beliefs to her definition, saying that speech is one of the four linguistic skills. It is the art of conveying beliefs, feelings, sensations, information, knowledge experiences, ideas, and opinions from one person to another conveyance that occurs from the listener, receiver, or addressee in a position of acceptance, understanding, interaction, and response. Her description of the conveyance process is unique to her, and it can be said, based on the previous definitions, that speech is an oral expression, to convey a message in a manner that takes into account accuracy

between two or more parties, to convey beliefs, feelings, ideas, and opinions. Teaching it is considered one of the basic skills in teaching a language to non-native speakers, as it often shows the effort the learner has put into learning the language.

#### *Types of speech and strategies for teaching skills*

Educational verbal situations vary according to their purpose and the reasons for their use. Douglas Brown (Brown, 2007) identified: Five types of speaking skills are: Speech for 2007 imitation: In this type, the learner repeats the vocabulary, repeats it after the teacher, or answers the phone; Speech for answering Here, speaking comes after receiving a question so the idea is based on questions and answers, and giving instructions and directions; Speech for interaction: This appears in interviews role-playing, discussions, dialogues, or games Intensive speech: This includes describing picture stories, simple translation, answering questionnaires, completing dialogues, and reading aloud; and Extended speech: This appears in free presentations, describing pictures, narrating and telling stories, and translating.

Based on Abu Amsha's experience in teaching speaking skills he proposes a set of successful strategies for developing speaking skills (Abu Amsha, 1918, p. 104), which are: imitation and simulation, question and answer, storytelling, story completion, interviews, investigation (police), commentary, role-playing, narrating reports, acting, discussion, debate, reporting, (transforming information from data into represented speech) describing pictures, caricature, student-teacher, comparing two pictures, conducting questionnaires, parliament seminars and conferences, guests, and advertisements. As for the researcher's experience in developing speaking skills, he adds to the previous strategies the strategy of free speech, the strategy of the text parliament, and the strategy of one with one.

## **Section Two : Sultan Qaboos Institute for Teaching Arabic to Non-Native Speakers**

### *Establishment and vision*

In continuation of the civilizational role that the Sultanate of Oman attaches to the Humanitarian Coalition, which resulted in the announcement of the Sultan Qaboos Project for Humanitarian Coalition in Jakarta, Indonesia in 2019, and was preceded and followed by a group of Omani initiatives to enhance the concept of coexistence among human beings among these initiatives is the Sultan Qaboos Institute for Teaching Arabic to Non-Native Speakers, which began its experience in 2012 AD, to offer its programs to students from different countries of the world through two systems: direct registration for the student at his own expense, and a system of grants granted to official bodies in countries. The institute is located in Al Dakhiliyah Governorate in the Wilayat of Manah, and its vision is to prepare qualified students to employ the classical Arabic language in their practical and academic lives, and to provide them with basic knowledge of the Arabic language and its skills. It is also hoped that they will be a bridge of communication between the Arab culture and the culture from which they came.

### *Programs and statistics*

The institute has two study programs, each with (160) study hours offered over eight weeks and a cultural program that includes a group of extracurricular activities such as: lectures the language partner program, the cultural evening, the Arabic calligraphy lesson, visiting Omani families, participating in local cultural events, educational trips, and field visits related to the lessons. The institute offers five courses in the academic year which begins in September and

ends the following September. The institute adopts the European Framework of Reference for Languages ) CEFR) and therefore the approved levels are six. In addition to teaching , Arabic for general purposes , the institute also offers a course for teaching Arabic for military purposes, a course for teaching Arabic for academic purposes, and a course for teaching Arabic for medical purposes. The institute is preparing to offer a course for employees of OQ an oil company , in the Sultanate of Oman. The number of students at the institute from the ,year (2012) AD to October of the year (2024) AD reached (1468) male and female students who came from more than (62) countries around the world, and the countries from which students come to The Institute includes the United States of America (268), the United Kingdom (172) , Turkey (114) South Korea (116) , and Australia (102).

### *Speaking skill strategies at the institute*

In order to develop the speaking skills of the students at the institute, the professors are keen to provide a set of strategies that will enhance the students' speaking abilities. The most famous of these strategies are: role-playing, debates, one-on-one, text parliament, the book I liked, the postman, Marhaba Radio, the student-teacher, free speech, and the paper partner. This is with regard to the classroom. There are strategies outside the classroom, such as the language partner, visiting Omani families, presenting various celebration activities at the institute and participating in community activities at the university level. It is worth noting that the institute's advanced students participated in a volunteer work activity with university institutions in the governorate and won first place. The most prominent activities in which the students participate are: the cultural evening, the celebration of the National Day, the celebration of the World Arabic Language Day, and participation in meetings with students from neighboring schools.

### *Application framework : ( Study procedures ):*

The study followed the quasi-experimental approach, as it is suitable for its procedures, with the aim of describing the effect of the individual education strategy (one with one) on developing speaking skills among intermediate level students of Arabic language learners who are non-native speakers. The researcher relied on the questionnaire to measure the students' attitude towards the one with one strategy according to the five-point Likert scale from the students' point of view, benefiting from the scale developed by Abdullah Al-Maqoushi (Al-Shahrani, 2010). To verify the validity of the questionnaire, the researcher presented it in its initial form to seven referees specialized in the field, to give their comments .on the suitability of the paragraphs to the study topic and the soundness of the wording After the referees modifications, the attitude scale questionnaire came out with twenty-four paragraphs, adopting the five-point Likert scale to measure the extent of the strategy's impact. As for the tool for the second question, after the researcher reviewed the followed educational literature and previous studies: such as the study (Al-Badia, 2020), the study (Al-Dahmani, 2020), the study (Al-Hadqi, 2015) , and the criteria (Abi Amsha, 2018), he prepared a test to evaluate the speaking skill based on the one-to-one strategy and the criteria (Abi Amsha, 2018) in correction. Abi Amsha's criteria focus on (pronunciation, fluency, accuracy vocabulary, conversation skills, social skills, non-linguistic behaviors, and content). This test will be pre- and post-test to evaluate the level of speaking skills among students before applying the strategy. The researcher verified the apparent validity of the test. By presenting ,it to seven specialized arbitrators in the field, they made their observations about the test its quality, the questions and their suitability, their suitability to the level, and their linguistic

correctness. After the arbitrators made the modifications, the test came out consisting of three questions , each question of (12) points, and thus the total score of the test was (36) points . The researcher also prepared a study unit, which he designed based on the one-to-one strategy.

The study community consisted of intermediate level students at Sultan Qaboos Institute numbering (70) male and female students during the academic year (2024-2025). The researcher chose the sample intentionally, because the institute is the institution specialized ,in this type of education. The researcher determined the experimental group randomly numbering (30) male and female students, and these studied one-on-one. Then he determined the control group, and these studied in the usual way. Thus, the total sample members amounted to (60) intermediate level students.

### Stability of the Study Tools

The researcher conducted a survey study on a sample of (30) respondents to measure the level of reliability of the scale of attitudes towards the “One with One Strategy”, with the aim of evaluating learners’ attitudes towards the strategy using (24) items representing one axis. The responses were measured using a five-point Likert scale to analyze reliability. Cronbach’s Alpha coefficient was used, which is a common statistical tool, to measure the internal consistency of measurement tools. The results showed that the value of Cronbach’s Alpha coefficient reached (0.867), which indicates that the scale has very good reliability, according to statistical standards. According to the standard used (Sharaz, 2015), a value between 0.9 and 0.8 is considered evidence of good reliability, while values less than (0.7) are considered weak or unacceptable. This result indicates that the scale is reliable and can be relied upon in measuring learners’ attitudes towards the “One with One Strategy”. All the paragraphs of the axis, numbering (24), contributed to achieving a good level of internal consistency. The researcher did not exclude any of the cases in this study, as the thirty cases were correct at a rate of (100%) of the total sample. This result enhances the accuracy of the results extracted from the survey study, indicating that this scale can be used with confidence in future studies aimed at measuring educational trends.

### Study Results

Q1. What are the students’ attitudes towards using the “One-to-One Strategy” in teaching Arabic to non-native speakers at the Sultan Qaboos Institute for Arabic Language Teaching? The research question aims to identify learners’ attitudes towards using the “One-to-One Strategy” in teaching Arabic to non-native speakers. A questionnaire was designed using a five-point Likert scale. The weights used are shown in the following table:

Table ( 1 )

*The standard used to classify learners’ trends*

1	2	3	4	5	Levels
strongly disagree	I disagree	neutral	I agree	I strongly agree	Weights

## Towards using the "one-to-one strategy"

Level	End of period	Beginning of the period	Standard	Coding
strongly disagree	1.79	1.00	too low	1
I disagree	2.59	1.80	low	2
neutral	3.39	2.60	middle	3
I agree	4.19	3.40	high	4
I strongly agree	5.00	4.20	too high	5

"The statistical results related to participants' attitudes toward using the "One-to-One strategy indicate a strong positive tendency toward adopting this strategy as an educational tool for developing speaking skills. The descriptive data reflect the participants' experiences and perspectives, as most items received very high averages on a five-point Likert scale. The highest average values were for items related to enjoying the strategy experience, such as the item "I enjoy studying speaking skills," which recorded an average of 4.83, indicating that participants found this strategy an enjoyable and stimulating learning experience. The item "The One-to-One Strategy has a role in developing speaking skills" also achieved a very high average of 4.80, reflecting a clear awareness of the positive role the strategy plays in enhancing linguistic proficiency. Furthermore, the results showed that participants appreciate the importance of this strategy in the educational context. The item "Speaking skills are essential when learning a language" recorded an average of 4.77, highlighting the extent to which they are aware of the priority that speaking skills enjoy in language learning. These results are reinforced by the strong response to items such as "The best one-to-one strategy." "Over the rest of the strategies" and "Applying the one-to-one strategy helps with sound thinking," with averages of (4.63) and (4.60) respectively indicating that the participants not only consider the strategy effective, but also prefer it over other educational strategies.

Despite these positive trends, some items showed average levels that reflect a variation in participants' views. For example the item "I prefer studying writing skills over speaking skills" scored a mean of 3.13, indicating that some participants prefer writing skills or do not find the same enthusiasm in studying speaking skills. Similarly, the item "Studying speaking skills is hard work" scored a mean of 3.20, reflecting some participants' feelings of difficulty associated with practicing speaking skills. The results also indicate that there were responses ranging from average to high in some aspects related to difficulties, such as the item "Speaking skills are one of the most difficult skills," which scored a mean of 3.40. However, the general trend shows that participants realize the importance of this skill in learning and communication. The item "Learning speaking skills is very important for integration into society" scored a very high mean of 4.53, reflecting their awareness of the social role of this skill.

Based on the overall mean of participants' attitudes, which was (4.21), the results show a general tendency towards the "very high" criterion, indicating the participants' high satisfaction with the use of the "One with One" strategy. This reinforces the importance of adopting such innovative educational strategies to motivate learners and enhance their language skills. In general these results reflect the success of the strategy in meeting learning needs, while enhancing levels of enthusiasm and interest in studying speaking skills, which

supports the hypothesis that the "One with One" strategy is an effective educational tool with a clear positive impact on language learning outcomes.

Table ( 2 )

*Descriptive statistics of attitudes towards the "One with One" strategy (n=30)*

Standard	standard deviation	arithmetic mean	Paragraph	Arrangement
too high	0.46	4.83	. I enjoy studying speaking skills	1
too high	0.41	4.80	The one-to-one strategy plays a role in . developing speaking skills	2
too high	0.50	4.77	Speaking skill is an essential skill when . learning a language	3
too high	0.78	4.73	. One on one strategy is fun	4
too high	0.85	4.63	The best one on one strategy is over all . other strategies	5
too high	1.04	4.60	Applying the one-to-one strategy helps . you think clearly	6
too high	0.82	4.50	. I enjoy talking one-on-one strategy	7
too high	0.68	4.53	Learning speaking skills is very important . for integration into society	8
too high	0.63	4.50	Speaking skill plays a role in establishing . relationships with the native speaker	9
too high	1.04	4.47	. Good one-on-one strategy activities	10
too high	0.73	4.47	One-to-one strategy helps to discover . the culture of the community	11
too high	1.12	4.33	. Speaking is one of my favorite skills	12
too high	1.38	4.23	. Speaking skill is an essential skill	13
too high	1.29	4.30	. I don't enjoy studying speaking skills	14
too high	1.24	4.30	The topics covered in speaking skill are . not important	15
high	1.42	4.17	. One on one strategy is a waste of time	16
high	1.44	4.00	I feel stressed when I use the one-on-one . strategy	17
high	1.49	4.00	No need to apply a one-on-one strategy .	18
high	1.56	3.90	. I don't care much about speaking skills	19
high	1.48	3.77	If you don't teach speaking skills, it won't . hurt to learn the language	20
high	1.50	3.57	. Speaking skill is hated by everyone	21
middle	1.67	3.40	Speaking is one of the most difficult skills .	22
middle	1.75	3.20	. Studying speaking skills is hard work	23
middle	1.72	3.13	It is better to study writing skills than . speaking skills	24
too high	0.59	4.21	Overall trends	-

Q2. Are there statistically significant differences between the scores of Arabic language learners (non-native speakers) in the experimental group who used the individual learning strategy (one to one) and the control group who learned using the traditional method in the post-speaking skills test at the Sultan Qaboos Institute for Arabic Language Teaching?

The results of the independent samples t-test revealed statistically significant differences between the mean scores of the experimental and control groups in the post-test of speaking skills. The t-value reached (32.145) at a degree of freedom of (58) and a significance level of which is less than (0.05), which confirms the existence of significant differences (0.001) between the two groups. The mean score of the experimental group was (33.67) which used the individual learning strategy "one with one", while the mean score of the control group was (22.77) which learned using the traditional method. The difference in the mean between the two groups, which amounted to (10.90) indicates a significant superiority in favor of the experimental group. To determine the effect size of the differences between the scores of the experimental and control groups in the post-test, it was calculated using the difference between the means divided by the common standard deviation. The effect size value was (Cohen's  $d = 7.81$ ), which is classified as a very large effect, according to Cohen's criteria, which classifies large effects at values (0.8) and higher. The standard deviation of the experimental group's scores was (1.09), compared to the standard deviation of the control group, which was (1.50). This reflects greater stability in the experimental group's performance, which enhances the credibility of its results. The large difference in the average scores between the two groups shows that the use of the "One-on-One" individual teaching strategy contributed effectively to developing the speaking skills of learners in the experimental group compared to the control group. This indicates that the strategy used provides a better educational environment that enables learners to further develop their skills, especially in the areas of interaction and oral communication. On the other hand, the results show that the traditional method relied upon by the control group was not effective enough to achieve a noticeable improvement in speaking skills. Based on these results, it can be concluded that the "One-on-One" individual teaching strategy is an effective educational tool that can be relied upon to improve learning outcomes in the field of speaking skills.

## Discussion of Results

### *Discussion of the results of the first question*

The statistical results related to the first question: "What are the students attitudes towards using the "One to One Strategy in teaching Arabic to non-native speakers at the Sultan Qaboos Institute for Arabic Language Teaching ?" To a strong positive tendency towards adopting this strategy as an educational tool that contributes to the development of speaking skills, the descriptive data reflect the participants' experience and viewpoints. The highest average values were for the paragraphs related to enjoying the strategy experience, such as the paragraph "I enjoy studying speaking skills," which recorded an average of (4.83) indicating that the participants found this strategy an enjoyable and stimulating experience for learning. The researcher attributes this to the gradual learning that the student spent forming questions first from the key words, then the investigative aspect, the dialogue with his colleague, and then his presentation of the text. The paragraph "The one-to-one strategy ,has a role in developing speaking skills" came second achieving a very high average of (4.80) which reflects a clear awareness of the positive role that the strategy plays in enhancing linguistic proficiency. The researcher attributes this to the students' attraction to the strategy and their desire to apply it repeatedly. There is no doubt that it gives them the opportunity for discussion, dialogue, and exchange of roles between them which gave each of them the opportunity to prove that he is more capable of discovering the entire topic than his colleague. The paragraph I prefer studying writing skills over speaking skills had an average of (3.13), which indicates that there is a portion of participants who prefer writing skills, or

do not find the same enthusiasm in studying speaking skills. The researcher attributes this to the fact that some students do not have enough courage to launch into a conversation freely. This is confirmed by the paragraph "Studying speaking skills is hard work" which had an average of (3.20), which reflects some participants' feeling of difficulty associated with practicing speaking skills, and they are also accompanied by tension when speaking, due to not being accustomed to it.

The results of this study, which indicated that the one-to-one strategy is stimulating for education and contributed to improving speech, were consistent with the study (Queen Rania Foundation, 2024) which concluded that individual education is effective and improves academic results, the study (Kafafi, 2023) which concluded that individual education contributed to improving academic performance and reducing educational gaps the study (Abi Kuik, 2011) which concluded that individual education is the most effective, and the study (Ben Issa, 1991).

### **Discussion of the Results of the Second Question**

The statistical results related to the second question: "Are there statistically significant differences between the scores of Arabic language learners (non-native speakers) in the experimental group who used the individualized instruction strategy (one-on-one) and the control group who learned using the traditional method in the post-test of speaking skills at the Sultan Qaboos Institute for Arabic Language Teaching?" indicate that there are statistically significant differences between the average scores of the experimental and control groups in the post-test of speaking skills. The researcher attributes this to the conversational possibilities provided by the "one-on-one" strategy, whether at the level of formulating questions from keywords or posing questions in an investigator's style, or retelling the topic after gathering information, or discussing the text afterwards. As for the question: "Does the one-on-one strategy have an impact on developing speaking skills?" After comparing the results of the experimental and control groups, the researcher concluded that the "one-on-one" individualized instruction strategy is an effective educational tool that can be relied upon to improve learning outcomes in the field of speaking skills. These results are consistent with the findings of studies by (Queen Rania Foundation (Kafafi, 2023), (Abu Kuwaik 2011), (Bin Issa, 1991) , and (Abi Khatwa et al., 2019) ,(2024).

### **Recommendations**

- - Preparing exercises in Arabic language teaching books for non-native speakers based on the one-to-one strategy.
- - Training faculty members on the one-to-one strategy.
- - Preparing training for language partners based on the one-to-one strategy, and training language partners on this strategy.
- - Providing learning resources at Arabic teaching institutions for non-native speakers with enriching publications that apply the one-to-one strategy, which students can use to build dialogues with native speakers.

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