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THE EFFECTIVENESS OF KRASHEN'S THEORY-BASED PROGRAM IN DEVELOPING LANGUAGE LITERACY SKILLS AMONG ARABIC LANGUAGE DEPARTMENT STUDENTS

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ABSTRACT

The aim of the current research is to know the effectiveness of a program according to Krashen's theory in developing linguistic enlightenment skills. To verify this, the following hypothesis was formulated: There are no statistically significant differences between the average scores of the experimental group students who learned according to the Krashen Theory program and the control group students who learned the same subject in the traditional way, in the post-test of language enlightenment skills. The researcher adopted the experimental approach of the experimental and control groups and the pre and post-test, and the research community was composed of students of the first stage of the Department of Arabic Language and the Faculty of Education was selected Ibn Rushd University of Baghdad, as the researcher chose Division (B) by (40), and Division (A) by (41) students, so the research sample reached (81) students. The researcher conducted the equivalence between my groups for the following variables: chronological age, language ability test, academic ambition scale, and pre-test for language enlightenment skills). The researcher reached the following results:
1. The nature of the strategies adopted in the Krashen Theory program contributed to ridding the students of the experimental group of routine ideas, and contributed to making qualitative changes in the students' thinking style, actions, and writing style, as they used linguistic enlightenment in all their writings.
2. Krashen's theory program took into account the age characteristics of students at this stage, and their intellectual, linguistic, and emotional development, which closed shortcomings in contrast to the traditional method that neglects caring for different mental processes.

1. CHAPTER ONE: IDENTIFICATION BY RESEARCH

Research Problem:

The modern era has witnessed a significant increase in interest in employing technological innovations in the field of education, due to their effective impact on enhancing the role of learners, developing teaching planning mechanisms, building educational content, and diversifying evaluation methods, as well as adding more interactivity and fun to the classroom environment, compared to traditional methods.

Despite this progress, the teaching of creation and expression is still largely based on traditional methods, foremost of which is the method of spoken lecture, which contradicts the principles of contemporary education. In this style, the teacher occupies the center stage within the classroom, while the student's role is limited to passive reception without active participation or real interaction, and then the student is left alone to face challenges in solving his duties at home, which may lead to a sense of frustration and weakness in developing his skills to face problems in his academic life.

Modern educational philosophy has focused on reshaping the role of the learner and making the educational process centered around him, with reliance on theories and teaching programs that make the student more interactive, thus contributing to raising the level of motivation among students and achieving deeper and more sustainable learning.

While the main goal of the teaching and learning processes is to enhance students' understanding and ability of theoretical and practical concepts, and to develop the skills contained in these concepts, in addition to enabling them to employ those skills in new situations that differ from the original contexts in which they learned them. In this sense, the faculties of education, as institutions concerned with teacher preparation, seek to provide students with future teacher characteristics, in addition to training them to acquire the skills of effective interaction with the requirements of their profession, and enable them to anticipate potential educational problems and devise appropriate ways to deal with them.

That students in the first stage at the university differ in their language abilities, there are those who have good and acceptable language abilities and there are those who are in a deteriorating and limited stage, that is, they face difficulty in it, and that the student is able to possess the four language skills (listening - speaking - reading - writing) may require the teacher and the student time and effort in order for the student to possess the language skills that make him reach the required level, and that the problem of the weakness of students in these language skills still troubles all parties concerned with the educational process.

The basis of the poor use of the Arabic language in the various educational stages is the work of teachers and students, as most of them do not receive what they receive from the sciences of their language easily and easily and do not accept it with longing and desire, and the reason for the problem may be in the Arabic language subjects prescribed in the teaching of the university stage, which has been written and used for a period that is not short and has not been exposed in this period to an evaluation process, and there is another very prominent problem, which is the problem of teaching methods. In the Arabic language, special methods should be followed to teach it. Zayer, Iman, 2014: 38)

Linguistic enlightenment is one of the most important outputs of contemporary linguistic education, as it is not limited to the student's possession of linguistic knowledge or basic skills in listening, speaking, reading and writing, but goes beyond that to language awareness, understanding its construction, and employing it in multiple life and cognitive contexts, allowing the learner to analyze, criticize, and produce meaning.Al-Harbi, 2019: 45)

Based on the above, the research problem is determined: the effectiveness of the Krashen theory program and the development of language literacy skills among students of the Arabic language department?

The Significance of the Research:

Education can achieve its goals in society only through a means of communication through which scientific educational systems can be applied, which is language. It is the main means used by man since ancient times in the process of understanding with the other and was able to convey his ideas and life experiences to be a means to build his own life and build his society. Therefore, man needs language in all fields and does not stop except by the cessation of life. We find that language develops with the development of the environment in which man grows up. (Zayer, Wassama, 2013: 19)

The language is functionally integrated, in that its skills are interrelated and interdependent. It does not speak without listening, nor reading without listening, speaking or writing, nor writing without reading, listening or speaking. Talking about the language, its importance and linguistic skills take us to talking about Arabic, which is the language of faith, and the language of the Holy Quran. (Pumice, 2014: 25)

The Arabic language is the language of the Holy Quran, which was revealed to our Prophet Muhammad (PBUH), as evidenced by the fact that the first thing that was revealed to him was that he saw your Lord who created (1). This shows that the Arabic language is important and enhances what the students of the Arabic Language Department should be on a certain language development of linguistic skills and knowledge that helps them to understand the texts and understand their purposes, which is reflected in improving creation and expression.

There is no doubt that a nation that does not have scientific means and methods in looking at the future and inspecting it for a clearly defined map, or an accurate compass that helps it to deviate from its correct path, as (Al-Issawi,2000) explained in a symposium entitled(Arab Future Studies towards a Common Strategy), that there is weakness in future plans and scenarios that are developed for the future of education, and this weakness can be addressed by developing planned future plans and goals that suit the educational reality. Al-Essawi, 2000: 7)

The Arabic language is the most prominent component of human culture, and the most human language is linked to the nation's ideology and identity, and it witnessed the creativity of its people as they led the civilization that dominated the earth for nearly nine centuries, as it is characterized by its superior ability to communicate sensitively, and it absorbed the Arab and Islamic heritage, so it absorbed the heritage of peoples with ancient civilization, such as Persian, Greek, and Roman... Others, as they conveyed to humanity the factors of progress in the humanities, natural sciences, mathematics and medicine ... and others. (Omar, 2016: 26)

Al-Jahiz stressed1 that Arabic is the language that is unique to the science of performances, and this is a science and truth that is not just a word resulting from pride in tribal nervousness. Al-Aqqad also said2: "Arabic is a poetic language because of its singularity in the art of performances and the beauty of its impact on the ears." It is a poetic language and it is not enough to say that it is the language of poetry, or a poetic language. It is the only language that is unique in texture, weight and movement, and it is one of the highest and strongest languages. Al-Akkad, 8: 2020), and the importance of linguistic

enlightenment is due to the importance of language itself in cultural growth and in the development of loyalty to the culture of which language is the vessel, and language is one of the channels through which the people of language express their potential in mental and emotional communication in which God Almighty distinguished man from other living beings. Linguistic enlightenment is required in those who practice the profession of education in general and in those who are entrusted with the teaching of the national language in particular. (Shehata, 2004: 327)

If linguistic enlightenment is important for all members of society, it is more important for students of Arabic language departments, because of the close relationship between the subject they will teach in the future and the Arabic language, it is the main means of obtaining and controlling science for the teacher and the learner alike, and that the progress of learners in Arabic helps them to progress in other science subjects. The learner who is fluent in the language understands what he reads quickly, and this helps him to know what he reads from these materials. Therefore, much of the error in the learners' answers is due to their inability to understand what they read or to their error in this understanding or to their weakness in expression. (Al-Tayeb, 2012: 29)

1.1. Research Aim

The aim of the current research is to:
1. Build a program based on Krashen's theory.
2. And to know the effectiveness of a proposed program according to Krashen's theory, in developing the skills of linguistic enlightenment among students of the first stage of the Arabic language department.

1.2. Identifying Terms

Effectiveness:
Language: "(Verb) work. f- (In grammar): A word that indicates the work and its time, (the doer): the capable work - the carpenter (in the past). (Actor): The action, if it is from one actor and one. Verbs: The act, if it is of the doers. (Effectiveness): The fact that something is a doer. "(Mustafa, et al., Part 2, Article (F.A.L.), 2006: 702)

In terminology, it is: "Achieving the goal, the

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1 **Al-Jahiz:** Abu Othman Amr bin Bahr bin Mahbub bin Fazara Al-Laithi Al-Kanani Al-Basri (159 AH-255 AH) is an Arab writer who was one of the great imams of literature in the Abbasid era, born in Basra and died there. **(Paxson, 2002: 177)**

2**Akkad:** An Egyptian writer, thinker, journalist, and poet, born in 1889, whose literary production has not stopped despite the

harsh conditions he has gone through, and Akkad is one of the most prominent writers of the twentieth century in Egypt. **(Al-Akkad, 2013: 8)**

ability to achieve, the measure by which we learn about the teacher's performance, and the learner's performance of its role in the learning process and the learner." (Qatami, 2004: 475)

The Agenda:

Language: "The paper compiling the account or in which he drew, or the copy in which the modernist writes the names of his novel and the bases of his books." (El Kettani, 2013: 75)

Terminologically: It is "a set of organized and interrelated activities, with specific objectives according to a project aimed at developing skills, or includes a series of courses, and is linked to a general goal or final output." (Shehata and Zainab, 2003: 74)

Krashen Theory:

In terminology: "It is a theory developed by the American linguist Stephen Krashen and is based on five hypotheses, namely: the hypothesis of separation between the processes of language acquisition and learning, the hypothesis of natural gradualism in language acquisition, the hypothesis of the observer, the hypothesis of linguistic income, and the hypothesis of the emotional filter." (Atik, Noor Laila: 2015, 5)

1.3. Linguistic Enlightenment

Language:

Illumination: " Illumination, and the illumination of fire: He looked at it or came to it, and the illumination of man: He looked at it at the fire from where he did not see it, and the fire illuminated from afar, that is, its insight, the illumination of the tree, its flowering, and the illumination is like illumination." (Ibn Manzoor, 2003: 283, art.

Terminologically:

(Hindi), that:

"Is the appropriate use of spoken and written language, and the conscious analysis of its components. Linguistic enlightenment includes linguistic awareness, written decipherment, and flexible use of language according to social needs and contexts and the beginning of reading and writing. "(Hindi, 2016: 8)

Students of the first stage, Department of Arabic Language:

Students of the first stage procedurally: A stage of university education, which begins with the first stage and ends with the fourth stage, in which the student studies the subject of creation and expression according to the theory of Krashen.

2. CHAPTER TWO: THEORETICAL ASPECT

In light of the developments of the modern era and the developments of the ongoing educational process, the openness of Iraq to the countries of the whole world, the entry of many modern educational means, and the development of educational curricula that are intended to keep pace with the discreet scientific curricula, as this chapter includes the theoretical features from which the basis of this research is based in determining its frameworks, and what is presented by the sources and literature related to it, so it will include a precise breakdown of all research variables,

The first axis: Educational Program:

The concept of the educational program has received many visions despite the differences among them, as they seem to be few. **The educational program is an essential pillar for developing the educational process and improving its outputs. The quality of educational outputs depends on the quality of educational programs based on organized scientific foundations, aimed at choosing experiences that meet the needs of learners, saturate their scientific interests and tendencies, and address their problems. Al-Shihri, 2012 :19).**

From the point of view of the researcher, it provides an educational environment that develops the skills and abilities of students in a specific field, through a specific educational content. It focuses on achieving the educational outcomes of students, and that building the program needs the diversity of academic subjects, and keeping pace with the great development in the field of technology, it has become imperative for those in charge of this process to keep pace with this development, in order to achieve an integrated and harmonious educational program between all academic subjects.

Elements of the overall educational program plan:

There must be a plan when applying for an educational program that includes different elements and includes various educational trends. These elements are:

1- Knowing the educational problems and setting the required goals when developing any educational program.

2- Knowing the characteristics of the learner that will affect your educational decisions.

3- Knowing the content of the educational material and analyzing the important elements related to the required goals and objectives.

4- Determining educational objectives.

5- Sequence of content within each learning module to learn in a logical way.

6- Designing educational strategies and plans that enable the learner to understand and comprehend the objectives.

7- Planning the educational mission and developing education.

8- Developing evaluation tools to estimate the importance of goals.

9- Selecting sources to support educational activities **(Morrison, et al., 2012: 32-33).**

The educational program is based on basic elements without which it is not possible to build a program. These elements are (learner, objectives, content, strategies, activities, evaluation) and they are interrelated and interdependent.

2.1. Krashen Theory (The Process of Acquiring and Learning a Second Language)

2.1.1. Krashen Theory (The Process of Acquiring and Learning a Second Language)

Psychologists have tried to explain the process of language acquisition, especially in children. From this interpretation, they have formulated a theory that emphasizes a certain dimension in language acquisition. Their interest in this matter has increased in the recent period with the factors affecting the stability of these theories. Hence, three basic theories in language acquisition are known: behavioral theory, innate theory and cognitive theory.

The origin of second language acquisition as a scientific field is rooted in the behaviorist school that dominated this field from the 1940s to the 1960s **(Johnson, 2012: 19).**

We talked about the acquisition of the second language, and we find the scientist in applied linguistics Krashen3 from the University of California, a person who is very interested in this field and has a great role in applied linguistics, and he has divided the hypothesis of the acquisition of the second language into five sections.

This theory is primarily concerned with the educational methods that lead to the unconscious operation of students so that the desired learning occurs. Neither the learner nor the teacher is the focus of the educational process. Rather, it is the educational method through which the student learns, which tries as much as possible to make applications learn in a natural or semi-natural atmosphere. Towards learning some vocabulary and phrases by taking trips and interactive activities, or by participating in a specific sport. It is also one of the means to help learning occur in the unconscious;

reading stories and poems and talking about them, and within the framework of this theory, these activities should not be accompanied by cumbersome rules and laws, but rather leave the student to extract and adopt by herself the necessary rules for her linguistic content as decided by innate theory, to install and use them with some guidance.

This theory was at first a hypothesis developed by the American applied linguist Steven Krashen, in the late 1970s, to explain the acquisition and learning of the second language, until it became a model, and then it was called a theory, also called the Input Hypothesis, or (Krashen's theory of language acquisition). **(Al-Osaili, 2006: 287)**

Whatever the name, this theory is one of the most famous theories and models in the acquisition and learning of the second language, as it has been accepted and criticized since its inception until the end of the twentieth century. Krashen's theory is concerned with the relationship between the acquisition of the first language and learning the second language. Krashen is busy searching for the appropriateness of the effect of the first language to formulate a theoretical framework for the learner's performance in the foreign language.1982:68 (Krashen, Krashen's theory is based on five basic hypotheses by which this theory is applied in learning and acquiring the second language in classrooms.

First: The hypotheses of Krashen's theories:

1. Acquisition And Learning

Krashen believes that there are two independent systems regarding second language acquisition: the acquired system and the learning system. The acquired system, or " acquisition," is a product of meta-consciousness, which is very similar to the process of children's acquisition of their first language, which requires meaningful interaction in the mother tongue with naturally flowing speech, where speakers focus on communication, not on the form of pronunciation. As for the " learning " system, it is a product of formal education. It takes place within the scope of awareness, and its result is related to language knowledge and awareness, and for Krashen, " learning " is less important than acquiring**. (Miguel, McKay, 1995: 231)**

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[3] Stephen D. Krashen Krashen is one of the most prominent contemporary applied linguists and has made substantial contributions to the field of second language acquisition. Born in 1941 in the United States, Krashen received his PhD in Linguistics from the University of California, Los Angeles (UCLA). His famous theory of second language acquisition is based on five basic hypotheses, the most important of which are: the distinction between acquisition and learning, the importance of the

comprehensible input, and the idea of an "emotional filter" that affects the extent of the learner's ability to acquire language. Krashen, 1982: 10-12)

The difference between learning and acquiring:

Learning means " that conscious process that an individual undertakes when learning the second language in detail, where awareness of the rules of the language, its knowledge and ability to speak it, is also called explicit formal learning.

Learning" can be seen as the process of acquiring the means to help satisfy needs and motivations and achieve goals, and it often takes the form of problem solving " in the sense that a person learns meaningful things that meet his needs and respond to his interests, so we find that he harnesses all his abilities to acquire the means that help him achieve the desired goal. In these two definitions, we find a clear reference to the elements of mental activity such as will, awareness and experience in the learning process, according to the problem-solving strategy, in addition to the second element of choice expressed by motivation or desire for what should be learned, which is an important factor in the effectiveness of learning as a whole and learning the second language in particular. **It is the concept that applies to second language learning, and it can be considered that acquisition is a part or stage of learning that is divided into three stages of acquisition, storage and recovery. As for acquisition, it means that the process that is carried out unintentionally and unconsciously by humans as it is done spontaneously (Ibn Younis, 2000: 35), and acquisition is considered part of the learning process where information is obtained in questions and then the response becomes part of the behavioral repertoire. Ibrahim, 2006: 394)**

Second: The hypothesis of natural gradualism in language acquisition:

The natural gradient hypothesis is that the rules of language are acquired according to a predictive gradient. Some rules are scored early, while others are acquired later. In other words, any level that can be acquired first by the second language learner can be predicted. This hypothesis recognizes that the order in which the first language is acquired is the same as that to which the second language is adapted, taking into account the extent of the learner's exposure to the language in question in his environment. **(Krashen, 1982:12).**

Third: The Language Observer Hypothesis:

The observer means the conscious system of the learner that he uses to monitor his linguistic output to prevent making mistakes or to correct mistakes after they occur. Thus, the function of learning, which is the conscious system of language production, is to control and correct linguistic outputs that is, the conscious system of language production is to control and correct linguistic outputs, that is, it is a linguistic checker that makes adjustments to the linguistic outputs issued on the acquired system. (C.Troussas and M.Virvou: 2020, 100)

The observer believes that Krashen is the mental tool that the learner uses to monitor his speech from making a mistake and correcting it immediately after falling into it. Three conditions have been stipulated for the work of this observer: the availability of sufficient time for observation, the learner's interest in form, and his knowledge of the rules of language. Al-Useili, 2016: 289)

Fourth: The Linguistic Input Hypothesis:

Krashen believes that linguistic inputs should be meaningful and appropriate to the learners' needs for their skills to make them easier to understand and perceive. Language cannot be acquired if it does not understand the meaning contained in the inputs.

The input hypothesis answers the question: How do we acquire language skills? Therefore, the teacher must clarify, explain and interpret the language skill, and then train on it with the need to emphasize the interaction of the learner during linguistic practice because it affects the process of acquiring linguistic skills. The input hypothesis is related to the hypothesis of natural gradient in language acquisition. Language development is related to the understandable inputs that are received by the learner after determining the level of his linguistic adequacy. If the learner's level of adequacy is (A), the understandable inputs are (A + 1), that is, the next degree of language after determining the learner's level. As for the inputs that may be very easy (such as being previously mastered by the learner) or very difficult, they will not be useful for acquisition. **(C.Troussas and M.Virvou: 2020, 100- 101)**

Krashen believes that the inputs must be clear and understandable. We cannot acquire the language if we do not understand the meaning contained in the inputs, which if they are not clear, they confuse and confuse. Many applications are involved in this, for example, we can ask beginner students to spend some time watching television in the target language or listening to the conversation, which can be higher than their level of understanding, and they can benefit from this a little. The world outside the classroom cannot provide the best, so it is preferable at first to attend classes, especially the elderly, because it is better to acquire the language. Krashen stressed the importance of simplifying the input by the teacher, for the possibility of facilitating and understanding it. **Al-Damgh, 2011: 762)**

Fifth: The Emotional Filter Hypothesis:

Emotional filter, as defined in some research, is an imaginary wall that is placed between the learner and

the input of language. We mean mental emotion that prevents the use of inputs. It is represented in each of the emotional variables, which play the role of facilitator and not the reason for the process of language acquisition. These variables include: (motivation, anxiety, and self-confidence). **Krashen, 1998: 30)**

So that if the rate of the emotional filter is low, the inputs reach the acquisition device and become acquisition efficiency, but if it is high, the inputs will not reach the device, and Krashen considers that all the inputs of second language acquisition pass through a filter called the emotional filter, which can reduce the flow of language inputs to the learner, depending on the state of anxiety, that is, the more anxiety a learner has, the less he has language acquisition**. Suzanne, Larry, 2009: 45)**

Therefore, the emotional filter hinders language learning when it is active, that is, when the learner is in a bad emotional situation such as anxiety and fear, lack of motivation and motivation, and lack of self-confidence. These negative emotional situations raise the level of the emotional filter, and strengthen its thickness, so it acts as a barrier that prevents the access of language income to the learner's brain. The input is blocked. The filter lights up when anxiety is high, self-esteem is low, or motivation is low, and therefore, the low layers of anxiety are better for language acquisition. (**Krashen, 1998: 30)**

3. THE THIRD AXIS: LANGUAGE LITERACY SKILLS

It is difficult and tiring to prepare students to have mastered the Arabic language as they were not able to read its literature in the light of its linguistic outcome. If students want to write a topic in creation and expression, they must be familiar with the linguistic skills of all kinds that are acquired after practice and achievement, because any type of skill needs work or performance, whether this performance is theoretical such as reading or practical such as training.

Linguistic skill is included in the various skills and is necessarily related to mental skill, because language skills of all kinds require the use of the mind. If we say that language is a process of sending and receiving, then the transmission includes speech or writing, as well as the reception that consists of listening, seeing and reading, each of which intervenes in the order of its components, so we should not differentiate between mental skill and linguistic skill because the components of the mind must be expressed in language. Language skills are not limited to one stage of study without another.

The nursery stage has its linguistic demands, as well as the primary, preparatory and secondary stages. All these stages have their linguistic demands. (Al-Waeli , 2004: 31)

These four language skills (listening, speaking, reading, and writing) have no boundaries between them, but overlap and intertwine with each other in an easy way. A language skill is a mental ability that consists of the sum of linguistic knowledge, including meanings, vocabulary, sounds, and rules that we all organize. (Qazmil, 2013: 153)

Acquiring these skills requires two things:

1_Theoretical knowledge: It means that the learner is aware of the theoretical foundations in the light of which success in performance occurs.

2_Practical training: It means that any language skill can only be mastered if it is continuously trained until this skill is acquired, according to the desired level in the specific educational stage, meaning that mastering the skill in the ranks of the lower stage is different from the degree of mastery at the secondary stage, and then the training to acquire the skill at each stage is different from its predecessor , and then the required degree of mastery and result is different, so the skill is an individual matter that can only be acquired from the practical training of each student . (Zayer, Wassama , 2016: 43)

These language skills include:
Skill 1: Listening:

The skill of listening is one of the prominent skills in the linguistic process, and the ancients relied on hearing the narratives spoken in transmitting heritage from the past to the present , and until recently we hear stories and narratives through the councils that are held or what parents transmit about grandparents and even to children , before the discovery of printing , and writing after the process of hearing the cultural material in the sense of transferring the material and then writing it, and this is what was conveyed to us in the bellies of books , so the conveyor of the hadith says : We heard from someone , or someone told us, or was quoted from someone else, and this all depends on an important skill and pillar, which is listening , and this confirms the importance of listening , as the one who hears the hadith well can express it and convey it more accurately than the one who is not good at this skill . Listening: It is the ability of the individual to absorb the largest number of vocabulary and concepts transferred from the source of the speech. (Zayer, Wassama , 2016: 57)

The relationship between listening and reading is high. Listening is the basis of verbal learning in the early school years, and the reading retard learns from listening more than he learns from reading, as the ability to auditory excellence is linked to reading. If it is high, the young person progresses in reading, and if it is low, this leads to his backwardness in reading, and the accuracy in listening and the ability to distinguish in it helps his owner to acquire basic ideas and remember them later. The relationship between listening and writing is that a good listener can distinguish between the sounds of letters, so he can write them and write their words correctly, and good listening increases verbal wealth, which is reflected in the written expression later. A good listener is often a good writer because he benefits from the thought and culture of others, so he keeps them, and then affects his culture, style, and writing. (Al-Sayed, 2017: 82-83)

Second: Speaking Skill:

The skill of speaking is one of the basic arts of language, and a major means of learning it. It is practiced by humans in dialogue and discussion, and its importance has increased after increasing oral communication between people. It is also one of the skills that should be focused on because Arabic is a language of communication, and a good speaker is one who knows the tendencies and needs of his listeners, and provides modern material in a way that is appropriate to their tendencies and needs in a way that uses language accurately and enables different grammatical formulas. Abu Mahfouz, 2017: 18)

Speaking is a productive creative skill that depends on the output and understanding of linguistic sounds, and related to this are several physiological processes such as breathing, the oscillation or stillness of the vocal folds in the larynx , as well as the movement of the tongue that forms with the teeth, lips and roof of the throat, the sound in its final form and pronunciation, which means the ability to produce sounds correctly . Abdul Bari, 2011: 94)

It means the extent to which a person is able to acquire positive attitudes when communicating with others. The speaking position always consists of the speaker who tries to convey a specific idea, or put forward a specific opinion or topic, which is the party concerned with the conversation and the listener, and then the circumstances surrounding the speaking situation, whether these circumstances are material or moral. (Abu Shanab, Furat, 2015: 78)

It is the second outstanding skill of the four language enlightenment skills through which there is communication between individuals and the

expression of what is going on in their minds of feelings, ideas, information or knowledge of something, understanding and analyzing the interviewer, and speaking is a complex process and a basic skill. This is done orally in front of others in a smooth and clear manner, for the purpose of communicating these ideas to the recipient.

Third: **Reading Skill**:

The skill of reading is a process intended to link written symbols, their sounds, understand their meanings, between the lines and behind them, that is, linking written speech to its pronunciation and understanding its meaning by describing the pronunciation language carries meanings. Readable speech consists of a symbol, a pronunciation and a meaning expressed by the pronunciation.

The educational literature indicates that the concept of reading has passed through stages that show that it has evolved from the automatic concept of reading, which emphasizes the mechanics of reading, to the modern concept that is characterized by complexity and stresses that reading is a mental process in which the mind, the sense of sight, hearing, and the pronunciation organs participate, which add to the understanding, evaluation, and employment of reading in modifying the reader's behavior. On the basis of this concept, reading is no longer just the perception of images of words or written symbols, and their pronunciation, but rather it has become concerned with the meanings of words and linguistic structures, the context in which they are contained, and between and beyond the lines. It is also a mental process that includes interpreting the symbols inspired by the reader's eye, understanding their meanings, and linking them to the reader's personal experience. (Attia, 2014: 20-22)

Reading also achieves communication between members of the same society by identifying the ideas and trends of others. Individuals learn about the cultural heritage of the society in order to maintain the unity of society and the convergence of society. It is a means of connecting communities with each other and works to develop individuals and provide them with human knowledge to keep pace with global progress in addition to helping reading to raise the standard of living. Zayer, et al., 2020: 92)

The skill of reading is the third skill that comes after (listening and speaking) and it is the first pillar of human education and complementary to the role of the school as it is one of the most prominent means of self-learning carried out by the individual without the intervention of another person. It is based on knowing the relationship between written symbols and spoken sounds and understanding the intended

meaning or connotation of these symbols.

Fourth: **Writing Skill**:

It is a skill that records one's spoken thoughts and sounds in written symbols. Linguists used to call them alphabets that are organized according to the provisions and laws of language in interrelated words and sentences. Writing is written expression, but spelling and calligraphy can be called auxiliary writing skills. (Al-Jaafra , 2013: 231)

We do not learn the skill of writing until we have learned the skills of listening, speaking, and reading. Writing deals with a large aspect of our lives, but it deals with human life in all its material and moral aspects. It connects man to his past, shapes his present, and plans for his future. In writing, we can present our ideas and express them in an indelible way over the days and years. It is more honest on the text than personal speech, and it works to transfer information to as many people as possible, allows reference to information when needed, and allows all information to be presented in a detailed and clear manner and communicated effectively to the intended audience. (Khader, 2013: 94)

It turns out that writing is the last skill of linguistic enlightenment skills that students must be familiar with and have integrated knowledge of these skills. Writing is no less important than other skills that I mentioned earlier because it works to transfer and maintain as many information as possible by converting symbols and spoken speech into written drawings that an individual can analyze and document over time.

4. RESEARCH METHODOLOGY AND PROCEDURES

4.1. Research Methodology

The researcher relied on the descriptive approach to achieve the **first goal** of this research, which is to build a program according to the Krashen theory to teach students of the first stage in the Department of Arabic Language, which studies the phenomenon as it exists in reality and analyzes it carefully and the procedures are as follows:

First: Procedures for building the Krashen Theory program:

After the researcher reviewed a number of educational sources, and previous studies that included building the program, she reached the stages of building them, which are as follows:

1. Planning phase (programme planning, analysis and design)

It is the basic stage in the process of building the program. It aims to collect, analyze, and explain information to reveal the basic paths in which the

programmer should focus. It refers to mental activities that target thinking about building programs in terms of its objectives and design. **(Zayer and Sky, 2015: 127)**

2. Program Content: (Identify and Analyze the Learning Mission)

The educational content is represented by the cognitive content that includes: facts, information, knowledge, concepts, ideas, values, principles, and skills. It is the main tool to achieve educational goals, and it is provided to learners to help them achieve comprehensive growth **(Hammadat, 2009: 144). Accordingly,** the content of the Krashen Theory program is determined by the topics scheduled for the subject of creation and expression, which are ten educational lessons for the first course.

It was presented to the arbitrators, and the researcher reformulated the educational content in line with the foundations of the program.

Course Topics: Expression and Creation, Expression and Types, Punctuation, Art of Writing, Essay, Description, Personal Message,

The story, the personal diary, the art of summarizing

3. Identify Teaching Methods, Strategies and Techniques

The researcher identified the strategies of the activities, the different evaluation methods and the content of the course. The strategies in the program were defined as follows:

Crashin Theory Program Strategies:
   A. Problem.
   B. Status
   C. Project
   D. CONTEXT
   E. Learning games (Elephant, 2019: 54)

4.2. The Activities

The researcher enriched the selected knowledge content with different and appropriate activities to achieve the objectives of the Krashen Theory program:

4.3. Objectives of the Educational Activities of the Program

Educational activities have many objectives, including:
   1. It helps to coordinate educational and work-life situations in these activities to stimulate learning abilities.
   2. Students acquire new knowledge and information that is forward-looking and innovative.

3. He revealed some of the problems they suffer from and tried to find a solution to them.
4. Train them on implementation and planning by practicing activities.
5. Providing students with the opportunity to benefit from free time properly. **(Hammadat, 2009: 155)**

4.4. Experimental Design

The experimental design is an action plan for how to implement the experiment, that is, to plan the circumstances and factors surrounding the phenomenon in question in a certain way and to observe what is happening. Therefore, the experimental design has multiple classifications, and the researcher should, before conducting any research, choose an appropriate experimental design to test the validity of the results deduced from the hypotheses. The types of experimental designs vary in their advantages and shortcomings, that is, in their strength and weakness in terms of the adequacy of adjusting the variables affecting the dependent variable (Abdul Qader, 2022: 149). Therefore, the **researcher** adopted one of the partially tuned designs, which is the design of the one group with pre and post-test.

4.5. Research Community and Sample

1. Research Community

The identification of the research community is a very accurate and important step, as it depends on the conduct of research, its design, and the adequacy of its results, and the community means the total elements that have common characteristics that can be observed **(Sabri, 2006: 24)**, and the research community was composed of students of the first stage in the Faculty of Education Departments of Arabic Language, in Baghdad Governorate.

4.6. Research Sample

The research sample refers to that part that adequately represents the community of origin, so that its results can be generalized to it; with the aim of identifying the characteristics of that community **(Shafiq, 2001: 184),** and after the researcher intentionally identified her research community, as she reviewed the faculties of education in Baghdad Governorate, the researcher deliberately chose the University of Baghdad/ Faculty of Education Ibn Rushd.

After the researcher obtained the approval of the head of the Arabic Language Department of Ibn Rushd College, and after making sure that the Arabic Language Department contains three divisions for the first stage, and by random withdrawal, Division(A) was the control group that studies the subject of expression and construction in the usual way, while Division (B) was the experimental group that studies the same subject Krashen Theory Program, and the number of students of the two groups is (85) students, by (43) students in the experimental group, and(41) students in the control group, and after excluding the failed students, their number reached (3) students, the final sample number became (81) students, by(40) students for the experimental group, and(41) students for the control group.

Table 1: Number of Students in the Experimental and Control Research Groups Before and After Exclusion

Group	Number of students before exclusion	Number of Excluded Students (Failed)	Number of students after exclusion
Reflection	43	3	40
	41	0	41
Total	84	3	81

4.7. Research Findings

The researcher verifies the validity of the hypotheses in this chapter, by presenting and interpreting the results, and then presenting the conclusions, and what the researcher recommends, in order to reach the proposals, she proposed to complete the requirements of her research.

4.8. Presentation of Results

The first hypothesis: (There are no statistically significant differences between the average scores of the experimental group students who learned according to the Krashen theory program and the control group students who learned the same material in the traditional way, in the post-test of language enlightenment skills)

To verify this hypothesis, the researcher used t-test for two independent samples. The results indicated a difference between the average scores of the students of the experimental group of (63,12) and the average scores of the students of the control group of (40,68), Appendix (9). The calculated T-

value of (10, 84) was greater than the tabular T-value of (2,000) at the level of significance (0.05), and the degree of freedom (79). This indicates a statistically significant difference between the average scores of the students of the two research groups in the test of

post-language enlightenment skills, and in favor of the experimental group, that is, the Krashen theory program has a positive impact on linguistic development; thus, it rejects the null hypothesis and accepts the alternative hypothesis, and Table (4):

Table (4): Results of the T-Test of the Scores of the Students of the Two Research Groups in the Test of Post-Language Enlightenment Skills

Group	Sample size	Mean	Standard deviation	Degree of Freedom	T value		significance level
					Calculated	tabular	
Experimental group	40	63 (12 months)	10,67	79	10. 48	2,000	Statistically significant
rou	41	40-68	7,66				

The second hypothesis: (There are no statistically significant differences between the average scores of the students of the experimental group in the pre-test for language literacy skills, and the average scores of the students of the same group in the post-test and for the same test items, after they studied the same subject according to the Krashen theory program)

To verify the validity of the hypothesis, the researcher applied (t-test) to two related samples. The results showed a difference between the average scores of the students of the experimental group in

the pre-test, amounting to (44), and their average scores in the post-test, amounting to (63,11), as the calculated T-value of (6,37) was greater than the table T-value of (2,000)at the level of significance(0.05) with a degree of freedom (39), and this indicates a statistically significant difference between the average scores of the students of the experimental group in the pre and post-tests for language literacy skills, and in favor of the post-test, and Table (5) shows that:

Table (5): Arithmetic Mean, Variance and Calculated and Tabular T-Value of the Scores of the Students of the Experimental Group in The Test of Pre and Post Language Enlightenment Skills

Test	Sample size	Mean	Standard deviation	Degree of Freedom	T value		significance level
					Calculated	tabular	
Pre-assessment	40	44	13,91	36	6,39	2,000	Statistically significant
Post-assessment		63 11	10,65				

The researcher attributes the previous results to the following reasons:

1. The nature of the Krashen theory program, it provides hypothetical situations that address real-world issues that learners may face in their future, in the methods of response and exchange of knowledge between them, and provides students with the skills necessary to succeed in their scientific and practical lives, and develops the dimensions of deep learning for them, and enables them to link theoretical and applied aspects, which helped stimulate their thinking, and provided them with more perception, so it made students make assumptions, look for alternatives, and deduce ideas that are different from what is familiar.

2. The nature of the strategies adopted in the Krashen Theory program, which goes back to cognitive theory, contributed to ridding the students of the experimental group of routine ideas, and contributed to qualitative changes in the students' thinking, actions, and writing

style, as they used linguistic enlightenment in all their writings.

3. Krashen's theory program took into account the age characteristics of students at this stage, and their intellectual, linguistic, and emotional development, which closed shortcomings in contrast to the traditional method that neglects caring for different mental processes.

4. The Krashen Theory program took into account the suitability of its strategies and methods for educational content, as the multiplicity of strategies in the program, and methods and methods provide the learner with the largest amount of knowledge and science and are far from boredom and boredom because of this diversity, and this is contrary to the work of the traditional method.

5. The Krashen Theory Program relied on the suspense and diversity factor adopted by the student's book, which came in a variety of formulation and design, as educational

objectives and activities of various kinds were presented differently from what is usual in new designs and multiple colors, which provided various opportunities for application.

5. CONCLUSIONS

In light of the above findings, the researcher concluded the following:

1. The Krashen Theory program has proven its effectiveness in developing the skills of linguistic enlightenment among students of the first stage. Therefore, linguistic enlightenment is a set of skills that make students knowledgeable and knowledgeable about everything related to the Arabic language.
2. The possibility of the Krashen Theory Program as an integrated system, with its foundations, principles, skills, and practices, in our faculties and with the available possibilities.
3. The use of programs that organize the educational environment for the development of language enlightenment skills has an impact on improving comprehension and cognitive processes.
4. Krashen's theory contributed to encouraging students to freedom of opinion, exploration, advance planning, asking various questions, positive participation, and enhancing the spirit of positive competition between them.

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