Effect Of Strategy of (Recycling Information) On Learning Arabic Grammar For Non-Native Speakers Of Second Intermediate Grade Students

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EFFECT OF STRATEGY OF (RECYCLING INFORMATION) ON LEARNING ARABIC GRAMMAR FOR NON-NATIVE SPEAKERS OF SECOND INTERMEDIATE GRADE STUDENTS

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Abstract

The current research aims to identify (the effect of strategy of (**recycling information**) on the achievement of Arabic grammar subject for non-native speakers of the second grade intermediate students.

The researchers used quasi-experimental approach, and experimental design with partial control, of (experimental - control) group with the post-test.

The two researchers conducted equivalence between students of the two groups of research in the following variables: Age calculated in months, the academic achievement of parents and the grades of the previous school year.

A distinguished teacher was chosen in the teaching of the two groups, so the teaching of the experimental was according to (**recycling information**) and the control method during the period of first semester.

The two researchers prepared a test of achievement as a research tool. It was applied to the students of the two groups of research, the experimental and the control at the end of the experiment, theyusedt-test for two independent samples to know the significance of the statistical

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difference between the two research groups in the mean of their scores, the search reached the following result:

-There is a statistical significant difference at the level of significance (0.05), as the experimental group students who taught the Arabic grammar subject outperformed according to the strategy of (**recycling information**), compared to the control group students who taught the same subject by usual method.

In light of the results of the current research, the two researchers concluded a number of conclusions, including:

-Teaching, using the strategy of (**recycling information**) made students learn the grammar of the Arabic language in an easy and fun way.

The two researchers raised several recommendations, including: Adopting a strategy of (**recycling information**), in the achievement of Arabic language grammar of first intermediate grade students.

To complete this research, the researchers suggested conducting a number of studies, including -: Know the impact of the strategy of (**recycling information**) on developing reading skills at different ages.

DefiningThe Research

First / The research problem: Despite the linguistic and educational awakening witnessed in the field of teaching Arabic to non-native speakers, the field of the linguistic and educational curriculum still suffers from severe shortages, great scarcity, and a great need, and even those curricula and methods that have emerged are suffering from problems A lot, it is, in general, but what rarely lacks a systematic vision in the distribution of levels and then the distribution of aims and expectations, starting from the lower beginner level to the distinguished. (Abu Ashima, 2015: 76)

The researchers believe that the difficulties of teaching Arabic to non-native speakers are not all linguistic, but are partly due to the students themselves as a result of several reasons, including: the students 'lack of desire to learn Arabic and this appears from their lack of seriousness, and the inability of a number of students to comprehend the new, especially if it increases The quantity presented, and a number of students have not memorized the Noble Qur'an, and there are learners who are unable to pronounce the sounds because of his problems, and the failure to perform the exercises that the learner is assigned to at home, and the passage of some students with little

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experience in learning Arabic, which affected their souls when they re-learn
this language.

The researchers point to problems that are mainly due to teaching Arabic to
non-native speakers and related to the language and teachers. Among its
prominent reasons are: the insufficiency of the number of teachers and their
use of traditional strategies and methods in teaching Arabic as a second
language, the use of some Arab teachers in colloquial language in their
teaching, and the bilingualism represented, so it is taught in it. They practice it
outside the academic environment, the scarcity of specialists in teaching
Arabic to non-native speakers, the lack of the female component specialized
in teaching in this field, the failure to work in a group spirit that helps a lot in
solving the students' linguistic difficulties, as well as the lack of gradual
presentation of linguistic information and the presentation of linguistic
material Inside books in a traditional way and not highlighting the aesthetics
of linguistic texts, the books may contain many difficult words that were not
previously studied in the previous levels of the learner, lack of scientific
agreement on a linguistic educational approach, taking into account the
methodological foundations for developing such books.

This is what was confirmed by a number of descriptive studies, that there is
a problem in the weakness of the rules of the Arabic language and teaching
methods, and a low level of its children, and that the weakness in the grammar
of the Arabic language and the methods and strategies of its teaching
represents the reality of the situation of many of our students, and perhaps this
is a feeling that calls for research, and among these studies (Al-Rubaie, 1989),
(Al-Saadi, 2001), (Al-Sultani, 2005), and the international workshop for (Abu
Amsha, 2015) in teaching Arabic to non-native speakers and others, and many
educators have attributed this weakness to teaching methods and strategies
Followed in teaching the rules of the Arabic language, and that the problem is
not in the language itself, but rather in the methods, strategies and methods
used in teaching it. (Al-Dulaimi, 2004, p.13)

Therefore, the problem can be concluded with the following question: Does
the strategy of (information recycling) have an effect on the achievement of
the Arabic language grammar subject for non-native speakers of the second
intermediate grade students?

Second / Importance of the research: The two researchers believe that
education and education have a direct link with the environment surrounding
the student and his dealings with them, and that all students perform work that
is compatible with their environments in which they live, and thus a social

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bond occurs between members of the same environment, and one of the elements of solid interconnection between members of the same environment is language, Thus, language becomes the main tool of education in achieving its objectives.

Language is a statement, logic, history, heritage, and civilization, and it is the vessel of wisdom and the circumstance of thought, and the illustrated mirror of the conditions of human groups, which speaks of what they imprinted on the past and present, and it has a great impact on the lives of people in the fulfillment of benefits, and the collection of benefits, and different tongues, such as different shapes and types And the colors, which is one of the signs of God in the universe, the Almighty said, In the name of Allah , the Most Gracious, the Most Merciful.And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge. (Ar-Rum, 22) (AbdAoun, and Zaid, 2017, p.18)

In addition to the characteristics that are characterized by languages in general, the Arabic language has advantages and characteristics that confirm its preponderance over others, as for its importance. It lies in its being the language of revelation, as the Almighty said, In the name of God, the Most Gracious, the Most Merciful, "And for the Lord of the worlds (195) sent down (194) the Faithful Spirit (193) on your heart (194) so that you will be from the Most High (194)). The poets, verses 192_195), and what she chose from God Almighty to be the language of the last divine message to human beings is evidence of her preponderance and her ability to carry divine meanings. (Atiyah, 2008, p.33)

The researchers believe that the Arabic language is the solid cord that unites the Islamic peoples who participated in the flourishing of Arab-Islamic culture, and with this consideration, Arab harmony and Islamic solidarity must be based on this solid foundation, the language of the Holy Qur'an, and the language of the Arab Islamic culture, hence the importance The major support for the Arabic language and endeavor to spread and teach it to non-native speakers of the Islamic peoples; Because this is a protection for the cultural and civilizational security and for the Arab and Islamic nation.

As for the rules of the Arabic language; It comes from the importance of language itself. We cannot write the language correctly except with knowledge of the basic rules of the language, for it is the shield that protects the tongue from error, and it is that which controls the laws of the phonetic language, and the word and sentence structures, as the language grows and

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expands, the need to study the rules, which are a means of controlling speech, correct pronunciation, and writing And the means that protect the tongue from error, and protect the pens from aberration. (Zayer, and Iman, 2014, p. 315)

There is no doubt that grammar was the first matter of which a genesis originated and is driven by it like other sciences. Perhaps preserving the language of the Holy Qur'an from the tune that spread after the Islamic conquests, and mixing Arabs with non-Arabs resulted in the most important reasons that led to its development. People were in need at that time to receive this knowledge; Desiring to straighten their tongue, and love to know the language of their religion, and to preserve it, so they paid great attention to it, and their determination to study and increase it was valid, so that most of them were able to extend this science and lead its scientific movement, such as Abdullah bin Ishaq, Isa bin Omar, and Hebron, Sibawayh, and others. (Tantawi, Dr. D, pp. 34-36)

Therefore, it is imperative that the Arabic language be taught to non-native speakers according to the modern view of teaching strategies and methods and preparing it as a means of organizing the external sphere surrounding the student. In order to activate and change his behavior, and this view is distinguished from others that it is the diversity of the aims of education and is limited to information, and human knowledge is constantly renewed, and it makes the student a positive role in detection and achievement, as it takes into account individual differences among students, and broadens the field of work of the teacher; He chooses the material he provides, the method he follows in the evaluation and the means that he uses. (Zayer, Wayman, 2014, p.70)

Modern teaching strategies and methods contribute to linking the student and the learned material to his environment and society constructively, and thus the student feels that the materials he learned are functional in his life, and that he needs them to help him understand his society. (Al-Tantawi, 2009, p. 167)

Constructivist learning has a prominent role, and it can be used in teaching the Arabic language. Because of its many possibilities, as it makes the student the focus of the educational process, and provides the opportunity to think about the largest possible number of solutions to a single problem, and it also provides the opportunity for students to think in a scientific way organized according to its four stages, starting with the advocacy stage and ending with the procedures stage that includes decision-making up to the final solution by devising more than one method in the solution, as its four stages are interconnected and complementary systems with each other, and then the

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education process is going in a dynamic and recycling al manner, so if something new emerges - such as the emergence of a new skill - it will lead to a new call and then to the continuity of the role In addition, it provides an opportunity for discussion and dialogue between the students themselves, and between the students and the teacher, which gives students the language of sound dialogue and develops the spirit of cooperation between them. (David, 2003, p.61)

There is no doubt that recent developments in the field of theoretical sciences in general, and in the field of education in particular, shed their full weight on the educational process, especially on modern methods and strategies, and the necessity to move away from the traditional ones in teaching, and to pay attention to what encourages the student to think sound, and interest in acquiring knowledge of the mind And sense together as sources of knowledge. (Abdullah, 2015, p. 133)

The importance of constructive learning strategies, including the strategy of (information recycling), is that they make learning meaningful. As the student uses in them all his experiences and previous knowledge stored in his knowledge structure to understand and build new knowledge, and thus it becomes clear that learning according to these strategies results from the interaction between previous knowledge and new information and components of the educational environment.

The strategy of (information recycling) is distinguished in that it is one of the constructive learning strategies based on the student's understanding of the learned material, in which the student (the teacher) is periodically among the students to enhance their self-confidence and develop their leadership spirit. Thus, the teacher can divide the lesson topic into axes for students to prepare in advance, and allocate Students (teacher) for each axis.

The strategy of (information recycling) is based on the learning process starting with stimulating the learner's motivation, and then the learner organizes his new information and links it with the previous information and then answers the question posed or finds a solution to the problem he faces. (Zayer, et al., 2016, p. 231)

The importance of the strategy of (information recycling) in its steps that are consistent with students' levels may emerge as follows:

1- The teacher divides students into smaller groups according to the number of learners.

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2- The teacher divides the groups into two-way groups. The first provides the information and the second raises the questions after hearing the information.

3- The teacher presents the topic to the students in a simplified manner, then he asks each group to provide what information they have. The first group presents the topic and the second group presents its questions for information to remove the ambiguity and confusion and provide notes on the presentation in order to perfect its quality.

4- The rest of the groups provide feedback to the two participating groups.

5- The partner group that submitted the questions returns to present the presentation in the second paragraph of the topic and the second group takes the role of asking questions and the rest of the groups provide feedback to the two groups.

6- Groups are rotated so that all groups participate in the lesson.

7- The teacher provides notes on the performance of each group, evaluating its performance, and presenting the two distinct groups. (Zayer, et al., 2016, pp. 331,332)

The strategy of (information recycling) also provides a set of educational characteristics, the most important of which are:

1- Confirmation of building new knowledge, not restoring it.

2. Knowledge building should take place in individual contexts through discussion, collaboration and experience.

3- Deriving the main and subsidiary objectives through the student's mediation or through discussion with the teacher.

4- The teacher's role is to supervise, direct, lead and facilitate the learning process.

5- Students have a central role in controlling the learning process and directing it in the right path to ensure its progress.

6- Mistakes that occur during learning attempts are employed in rebuilding and restoring previous knowledge.

The interest of educational scholars in raising the level of student achievement has led to the adoption of new strategies that focus primarily on the constructivist approach that emphasizes the student's centrality in the

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educational process. Therefore, the issue of understanding how and the mechanism by which the student learns, and the type of technical assistance provided to him in learning situations, received more attention and study. (Al-Afif, 2013, p. 56)

The motivation for academic achievement has become the focus of everyone's attention, starting from the family, society, the teacher and the student himself, and it has become the basis on which to know the IQ, the student's genius and excellence, and the indicator of the student's success in school and social life, the ability to interact, and coexist with others in the future. . (Chipper, et al. 2005, p. 13)

From the above, the researchers see that the importance of the research lies in:

1- The importance of education today as it has become a strategy and a major message to all peoples of the world.

2- The importance of language is a statement, logic, history, heritage, and civilization, and it is the vessel of wisdom and the condition of thought, and the illustrated mirror of the conditions of human groups.

3- The importance of grammar of the Arabic language; It comes from the importance of language itself; We cannot write the language correctly without knowing the basic rules of the language.

4- The importance of modern methods and strategies; As it contributes to linking the student and the learned material to his environment and society.

5- The importance of constructive learning strategies, including the strategy of (information recycling), in that it makes learning meaningful, as the student uses in it all his experiences.

Third: The aim and hypothesis of the research: The current research aims to identify the effect of the strategy of (information recycling) on the acquisition of Arabic grammar material for non-native speakers of second-grade intermediate students.

To achieve the aim of the research, the researchers put the following null hypothesis:

- There is no statistically significant difference between the mean of achievement scores of the experimental group students who study the Arabic grammar subject with the strategy of (information recycling), and the mean of

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achievement scores of the control group students who study the same subject in the traditional way.

Fourth / The Research limits: The current research is limited by:

1- Temporal boundaries: the first semester of the 2016-2017 academic year.

2- Spatial boundaries: secondary and middle day schools in the Sulaymaniyah Governorate Education Directorate.

3- Human boundaries: second grade intermediate students.

4- Scientific boundaries: a number of topics in the book scheduled for the subject of Arabic grammar for the second intermediate grade (2016-2017).

Fifth / Defining the terms

1- **Information Recycling**: Zayer and two others defined it:asone of the constructive learning strategies is based on sharing information between learners and providing feedback from their peers to each of them, thus shortening time and training learners in presenting scientific material and how to rotate information among them. (Zayer, et. al., 2016, P. 228)

2- Achievement :

1- Linguistically: It came in Lisan Al Arabs: "the outcome of everything: what remains, is proven and what is gone, is from the calculation and actions and the like; something has happened as a result, and the achievement : distinguishing what is getting , and the name is the outcome. And the thing has been achieved. The thing and its yield: the remainder of it and the harvest is what is left of the barley and the wild in the threshing floor if it is purified and its poor isolation. (IbnMandhur, 2005, p.143)

2 - Idiomatically: Zaitoundefined it as the extent to which students achieved learning outcomes as a result of passing a specific teaching experience, which reveals to us the extent of students' progress towards certain aims." (Zaitoun, 2001, p. 479)

- Nasrallah: A level of achievement, proficiency, or performance in university education, which the student reaches during the educational process in which a group of students and the teacher participates, is assessed orally or by using the various tests designated for that." (Nasrallah, 2004, p. 401)

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2- Arabic grammar:

1- Language: The rule: the basis of the exponent, and the rules the basis and the root of the grammar makes rules. (IbnMandhur, 2005, p. 443)

Idiomatically: Suleiman and others knew it: "a science of origins by which the states of Arabic words are known in terms of syntax and construction." (Solomon, et al., 2000, p. 11)

Related studies

As far as the researchers know, and after much research, they found that the independent variable is a new variable, and they did not find previous studies for it. Therefore, the two researchers will present previous studies regarding the dependent variable.

1. Al-Rawi study (2014): This study was conducted in Iraq at Al-Mustansiriya University / College of Education.

It aimed to identify (the effect of using educational software on the achievement of second-grade intermediate students in the subject of Arabic grammar).The sample was (64) students, (32) students for the experimental group, who studied according to the method of educational software, and (32) students for the control group who studied in the usual way, and the researcher was rewarded between the two research groups in a number of variables: Arabic grammar, chronological age calculated in months, intelligence test, fathers 'academic achievement, mothers' academic achievement, and achievement test).

The researcher used the following statistical methods: (Kuder-Richardson method, Chi square - T-test for two independent samples).

The experiment was applied in the second semester of the academic year (2013-2014) for (9) weeks, with two hours of instruction for each group per week. The result was to the benefit of the experimental group that was taught using the educational software. (Narrator, 2014, pp. 67-110)

2. Al-Mousawi study (2015): This study was conducted in Iraq at the University of Baghdad / College of Education for Girls, aimed at introducing (the effect of using the Van Hill model on the achievement of the Arabic language grammar subject for fourth-grade middle school students).

The sample number was (57) students distributed randomly between two groups, the first experimental includes (27) students studied using the

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cooperative learning method, and the second control includes (30) students studied using the regular method.

The equivalence of the students of the two groups in the variables of the student's age, the marks of the Arabic language grammar subject in the fourth year, the previous information for the subjects to be taught during the experiment, and the academic achievement of the parents.

The researcher relied on one of the partial control designs, which is the design of the experimental groups and the control group with post-tests. The researcher personally taught the students of the two groups during the period of the experiment, which lasted an entire semester.

The researcher used the following statistical methods to test: (T, for two independent samples, the Chi square - the Kuder - Richardson equation).

The result was: the superiority of the experimental group in achievement over the control group, as a statistically significant difference appeared in the interest of the experimental group who were taught using the Van Heel model over the control group students who were taught by the traditional method. (Al-Mousawi, 2015, pp. 38-87)

Research methodology and procedures

First / Research method: the two researchers adopted an experimental research method to complete their research procedures. As it is an approach that relies on trying to control all the variables, and the factors that affect the phenomenon except for one factor, which is the independent variable; It is a deliberate, controlled change of the specific conditions for an event, and we notice these changes resulting in the event itself and their interpretation; The researchers here carry out a series of procedures in order to ensure that the experiment is conducted, such as controlling the time, place, and conditions surrounding it, as well as controlling other factors that may occur during the conduct of the experiment, which are emergency factors, and factors that threaten honesty and consistency. Researchers are required to control all the influencing factors. In the experiment except for the experimental variable. (Al-Jabri, 2011, p.307)

Second / Research procedures:

1- Experimental design: The two researchers relied on experimental design with partial control appropriate to the conditions of this research, which is the

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design of the two experimental groups and the control group with a post-test, and the following figure illustrates that.

Research experimental design

Group	independent variable	dependent variable	test
Experiment al	strategy of (information recycling)	Arabic grammar Achievement	Post-test
Controls	usual way		

2- The research community and its sample: The two researchers intentionallychose the Sulaymaniyah Education Directorate / School (Serjinar), as the number of schools in it reached (32) schools.

The number of school classes in which the researchers applied the experiment was (6) classes, and the researchers chose from it Class (A) the experimental group that will study the Arabic grammar subject with the strategy of (Information Recycling) and Class (B) the control group that will study the Arabic grammar subject in the usual way. The number of the sample was (70) students, (35) students in each group, as shown in the following table:

The number of students in each group before and after disqualification

Group	Class	Number beforedisqualification	Disqualified Students number	Number after disqualification
experimental	**A**	**39**	**4**	**35**
Control	**B**	**38**	**3**	**35**
Total		**77**	**7**	**70**

Equivalence of the two research groups: Before starting the experiment, the two researchers were keen on the statistically equivalent of the two research groups in a number of variables, namely: (chronological age of students calculated in months, academic achievement of parents, academic achievement of mothers, final Arabic language scores for students in the first grade for the previous academic year (2015/2016))

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In order to obtain the information (1, 2, 3) the researchers prepared a form that they distributed to the research sample, which includes information (the name of the student, the date of birth, the father's achievement, and the mother's achievement). 4) The score record was consulted in cooperation with the school administration.

3- **Control of extraneous variables**: The researchers tried as much as possible to avoid some extraneous variables from overlapping in the course of the experiment. Because controlling it leads to accurate results, and among these variables:

A- Accompanying accidents: They mean the natural accidents that can occur during the application of the experiment, such as disasters, floods, earthquakes, hurricanes, and other accidents such as wars and others, which impede the course of the experiment, and the research was not exposed to any accident that impedes the course of the experiment, and affects the dependent variable beside the independent variable.

B - Experimental extinction: The experiment was not exposed to harsh environmental situations or conditions, and with regard to the students 'absence from attendance, it was close in the two groups, and it did not come out in the usual case, and its effect was the same for the students of the two groups of research.

C- Differences in selecting the sample: The two researchers tried - as much as possible - to control the differences between the sample members by performing equivalence operations between them in some variables whose interference with the independent variable could have an effect on the dependent variable, in addition to this homogeneity of the sample members in social aspects, Cultural, and economic, due to their belonging to the same social environment.

D- Maturity-related processes: they mean psychological and biological growth processes, and the two researchers controlled this variable by conducting equivalence between the two research groups with the ages of students, and by conducting tests in one time period for the two groups under similar circumstances.

E- Measurement tool: The two researchers controlled this variable by using the same tool with the two research groups, as they used an achievement test prepared for the purposes of the current research.

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4- The effect of experimental procedures: in order to protect the experiment from some procedures that may affect the dependent variable, the two researchers worked to reduce the impact of this factor on the course of the experiment, and this was represented in: (educational aids, the teacher, the distribution of lessons, the school building, and the duration of the experiment).

5- Research requirements:

A- Determining the scientific subject: The two researchers determined the scientific subject that will be taught to the students of the two groups of research during the experiment according to the subjects to be taught according to the curriculum for the first academic semester of the academic year (2016-2017). The second medium, and the following table shows that:

Topics of Arabic grammar for the second intermediate grade specified in the experiment and the number of its pages

		Subject	Pages
1-		Imperfect, restricted, and elongated	11
2-		dual and attached to it	6
3-		plural male and attached to it	10
4-		plural female and attached to it	7
5-		broken plural	5
6-		indeclinable	5
7-		The five names	6
8-	Interrogative names		9

B- Formulating behavioral aims: When the researchers looked at the objectives of teaching Arabic grammar, they found them general aims. Therefore, the general objectives were divided into the behavioral objectives of the experiment topics in the book of grammar of the Arabic language for the second intermediate grade. The three levels of the knowledge domain of Bloom's taxonomy: (knowledge, understanding, application).

In order to verify its validity and fulfillment of the content of the study material, the researchers presented it to a group of experts and specialists in

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the field of Arabic language, methods of teaching it, measurement and evaluation, and Arabic language teachers and teachers.

C- Preparing the teaching plans: In light of the above, the researchers prepared model teaching plans for the topics they studied during the experiment in light of the academic content, and samples of these plans were presented to a group of experts and specialists in methods of teaching the Arabic language, research methods, measurement and evaluation. To benefit from their opinions and suggestions.

6- Research Tool (Achievement Test): The two researchers prepared an achievement test based on the educational content of the (eight) subjects in the subject of Arabic grammar (grammar), and specific behavioral objectives, according to the following steps: (Determining the purpose of the test - the dimensions of the test - the specification table) (Test map - determine the type of test - formulate test instructions - validate the test).

A- The exploratory application of the achievement test: For the purpose of ascertaining the clarity and validity of the test items, and the time taken to answer it, the researchers applied the test on an exploratory sample consisting of (100) students from the second intermediate students from the same research community, as for the time taken to answer it Then, the two researchers reached the average response time for the test items by calculating the average time of the students, by recording the time on each student's answer sheet when he finished the answer, and the researchers used the following equation to extract the answer time, so the average response time for the achievement test items was (53) minutes, and the test was applied after the researchers confirmed that the pilot sample had completed the grammatical issues of the Arabic grammar, which were subjected to the experiment.

• **Reliability of the test**: it means consistency in the results, and the test is considered constant if we obtain from it the same results when re-applying it to the same sample under the same conditions, in addition to the accuracy of the scale in measurement or observation and its non-contradiction with itself and its consistency and persistence in providing us with information on behavior The individual in multiple situations in which this test is applied and on individuals, and the confidence in the measuring instrument; Because the oscillating tool cannot be relied upon, nor can its results be taken into account, and it is a waste of effort, time, and money, and in light of this it is expected that the individual's grades will be stable. (Al-Kubaisi, 2007, p. 200)

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The two researchers relied in calculating the reliability on the scores of the statistical analysis sample, by (54) students, so the value of the test reliability coefficient was (0.79), which is a constancy through which the tool can be relied upon, to achieve the research objectives, the reliability coefficient is (0.50-0, 60) is acceptable (Ari, 2013: 312).

Final application of the achievement test: After the researchers prepared the test items according to the behavioral objectives and confirmed their validity and preparation of the test instructions, and applying it to the statistical analysis sample to know the clarity of the instructions for the test items and its time, and calculate the difficulty factor and discrimination, the effectiveness of the wrong alternatives, and reliability, the test became ready for application In its final form, it is composed of (40) multiple-choice paragraphs that comprise the first three levels of Bloom's cognitive classification (knowledge, understanding, and application), and each test paragraph has four alternatives, one of which is correct.

The two researchers applied the post-achievement test to the students of the research sample, and it was set for them to take the test a week before the date of its conduct, so that the students had sufficient time to review the material, and the test was conducted in adjacent and similar halls, and the two researchers supervised the test, with the help of a number of Arabic language teachers In the same school, the test was not subject to anything that affected his progress.

7- Statistical methods: The two researchers used the statistical bag (SPSS) in processing the research data and knowing the results.

Presentation And Interpretation Of Results

This chapter includes a presentation of the research results that the researchers reached after completing the experiment. To know the effect of the strategy of (information recycling) on the achievement of the Arabic language grammar subject for non-native speakers of the second intermediate grade students, according to the research procedures, the research aim and its null hypothesis, and the calculation of the significance of the difference between the mean of scores of the experimental group students and the mean of scores of the control group students in the post test , This result was interpreted as follows:

First / Presenting the results: After applying the achievement test to the students of the two groups of research, and after the researchers examined the test papers, put scores on them, and analyzed the results, the result was as follows:

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Results of the T-test for students of the two research groups in the achievement test

Group	N	Mean	Std. Deviation	df	t-test		Significance (0.05)
					Value	tabled	
experimental	35	36,281	5,941	68	5,697	2,000	Significant
Control	35	28,093	5,601				

Second / Interpretation of the results: The results of the current research was the superiority of students of the experimental group on students of the control group who studied the subject of Arabic grammar for non-native speakers, and this superiority can be attributed to one or more of the following reasons:

1- The adoption of teaching through a research strategy made students the focus of the educational process, and gave them the freedom to express their opinions without shame or fear. This was reflected in their achievement positively.

2- The student in the research strategy is the focus of the educational process, and the teacher is the guide, instructor and fixer of correct ideas Because the student's success in performing a number of tasks assigned to him leads to the formation of a positive attitude towards the tasks, so that the student here becomes the focus of the activity, and this is confirmed by the literature. A good lesson is one that starts and ends with the student.

3- The application of the strategy in the classroom made students search for information, explain it, discuss and organize their findings and answer, and this in turn constitutes a positive incentive for students, and based on their personalities.

Third / Conclusions: In light of the results reached by the two researchers, they concluded the following:

1- Using the search strategy broadens students' ideas and mental abilities, as well as building their personalities, and increasing their self-confidence.

2- The use of the research strategy leads to the ease of achieving educational aims, and students 'fulfillment of their various desires.

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3- The use of traditional methods in teaching Arabic grammar subject to non-native speakers is no longer feasible as required, and does not fit the requirements of the age and the modern view of the curriculum.

Fourth / Recommendations: In light of the research results and the conclusions reached by the researchers, they recommend the following:

1- The necessity to use the search strategy in teaching Arabic grammar for the second intermediate grade, in addition to using it in the other stages after trying it in it.

2- Going to modern strategies that make the student the focus of the educational process, and the teacher is a mentor and director, and leaving the methods that depend on memorization and rote memorization.

3- Including the curricula of the methods of teaching Arabic prescribed for college students, modern teaching strategies and methods, and teaching Arabic to non-native speakers.

Fifth / proposals: In continuation of the findings of the current research, the researchers suggest the following:

1- Conducting a study similar to the current research in the subject of Arabic grammar in different educational stages for both genders.

2- Conducting a similar study for the current research in other branches of Arabic for non-native speakers.

3- Conducting a study similar to the current research in dependent variables other than achievement.

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