



A Proposed Electronic Program Based on the Theory of the Three T's in the Art of Persuasion to Develop Oratory Skills and Address Common Grammatical Errors Among Al-Azhar Secondary School Students

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Dr. Saad Al-Shahawy

Imam, preacher, and teacher at the Egyptian
Ministry of Endowments
Supervision, Egypt
Saad_A2014@gmail.com

Abstract

The present study aims to develop oratory skills and address common grammatical errors among first-year secondary students at Al-Azhar institutes using a proposed electronic program based on the Theory of the Three T's in the art of persuasion. To achieve the study's objectives, the researcher utilized both descriptive and experimental methodologies. The researcher developed a list of oratory skills, a list of common grammatical errors, an oratory skills observation checklist, and a grammar test. The study was administered to a single group of 25 first-year secondary Al-Azhar students who were instructed according to the proposed program procedures. The findings indicated the effectiveness of the proposed program, as significant differences were observed between pre- and post-administration results in favor of the post-test in both the oratory skills observation checklist and the grammar test and their subcomponents. The study recommends prioritizing the development of oratory and grammatical skills using electronic programs designed in accordance with appropriate standards.

Keywords: *Electronic Program, Theory of the Three T's, Oratory Skills, Addressing Common Grammatical Errors*

Introduction

Language stands as one of the most crucial means of communication, interaction, and understanding. It plays a pivotal role in individual and societal life, bearing the legacy of the community's past and present, and serving as a means of expressing thoughts, feelings, aspirations, and ambitions. It provides the symbols and defines the meanings, functioning as the instrument of thought. The refinement and advancement of thought are proportional to the sophistication and evolution of language. Therefore, the advancement of nations is often judged by the richness and vitality of their language.

The Arabic language, in particular, deserves to be elevated to the highest ranks due to its spiritual, historical, and cultural significance. It is a language that has embraced the Holy Qur'an, world sciences, and philosophical inquiries. It safeguarded ancient knowledge, arts, and literature from extinction. Its distinguished position among languages is due to its structure and unique characteristics (Shehata, 2016, p. 71 ; Mohamed, S. (2024). P.7).

Oratory is considered one of the linguistic arts essential in various life situations: delivering speeches at religious or social events among many others. It encompasses several

sub-skills that a orator must master to fulfill the goal of oration, namely entertainment and persuasion (Dawood, 2016, p. 4).

Moreover, oration serves educational, informative, and media functions. It is a means of enjoining right and forbidding wrong, uplifting souls, resolving disputes, advocating truth, dispelling falsehood, calming unrest, and awakening the heedless (Hussein, 2018, p. 39).

The significance of oration is illustrated in three dimensions:

1. **Linguistic significance:** It enhances verbal fluency, articulation, eloquence, proper pronunciation, and memorization of the Qur'an.
2. **Social significance:** it expands the orator's knowledge across various fields and develops persuasive skills needed to mobilize public enthusiasm for beneficial causes.
3. **Personal significance:** it facilitates social interaction, interpersonal communication and relationship-building that most people need. (Al-Suwaidan, 2004, p. 22).

A distinguished orator must possess several traits:

1. **Mastery of Islamic Jurisprudence (Religious Rulings): Proficiency in sermon) and prayer rulings, including their pillars, conditions, nullifiers, and complements.**
2. **Proficiency in Arabic Language and its Sciences:** Avoidance of grammatical errors (e.g., nominal case confusion) and expertise in syntax, semantics, and lexical diversity to convey meaning with precision and artistry.
3. **Good Morals:** Dignity, honesty, sincerity, ambition, and integrity so as to garner audience trust.
4. **Proper Appearance:** A polished appearance and physical presence that enhances audience engagement and attentiveness (Al-Madari, 2019, pp. 16–28).

However, developing oratory skills alone is insufficient; the orator must also be grammatically accurate and must also deliver error-free sermons spontaneously. Oratory and a sound understanding of Arabic grammar are interdependent. The orator must use error-free language and original, serious ideas while employing effective persuasion techniques to influence and elevate the audience's mindset.

Grammar forms the foundation of all language skills and is a prerequisite for metalinguistic tasks. Researchers have thus explored metasyntactic abilities, assessed through sentence construction tasks requiring higher-order

analysis, awareness, and attention direction (Fortier & Simard, 2019).

Importance of Identifying and Addressing Common Grammatical Errors Among Secondary Students:

The significance lies in:

1. Enhancing students' proficiency by reinforcing previously learned knowledge and skills.
2. Promoting deeper and more enduring understanding.
3. Preventing the reinforcement of misconceptions by transforming students' erroneous conceptions (Zaytoun, 2003, p. 164).

Types of Grammatical Errors:

Grammatical errors can be categorized as follows:

1. **Lapses (Mistakes):** This type refers to incorrect uses of language, particularly those instances where a learner employs language in an inappropriate context. It denotes utterances that are unsuitable or not aligned with the communicative situation.
2. **Errors:** This type occurs when the learner deviates from an established grammatical rule (Al-Ithawi, 2019, pp. 109–132).

To achieve the objectives of oration and develop its associated skills effectively, the orator must build upon principles and theories of persuasion. This necessitates reliance on cognitive and psychological, and physiological approaches, including the Theory of the Three T's in Persuasive Communication.

Theory of the Three T's:

Originally developed by French scholar Michel Launay in 1978, the Theory of the Three T's—(Awareness), (Legislation), and (Follow-up)—is foundational in persuasive communication. Launay's theory posits that individuals' behavioral change and persuasion occur in three successive stages:

1. **Awareness (Taw'iyah):** This phase relies on verbal persuasion and the presentation of clear, credible arguments that are easily processed by the audience. The message should be objective, devoid of bias, straightforward in structure, and free from contradiction to enhance credibility.
2. **Legislation (Tashri'):** Mere awareness is insufficient to influence behavior. This stage introduces normative or persuasive pressure to encourage conformity with the message's intent. It acts as reinforcement to motivate behavioral alignment.
3. **Follow-up (Tatabu'):** The success of persuasion necessitates systematic follow-up. This stage

ensures the continuation or correction of the communicative process, allowing for reaffirmation or adjustment of the original message (Hijab, 2010, pp. 313–314; Al-Alaq, 2010, p. 68).

Core Principles of the Theory:

- A. Persuasive communication unfolds across three sequential stages: awareness, legislation, and follow-up
- B. Each stage utilizes strategic tools: awareness focuses on explanation and evidence; legislation imposes supportive pressure; follow-up reinforces or adapts the message.
- C. The effectiveness of persuasion is closely tied to continuous monitoring and evaluation.

Key Features of the Theory:

- A. **Practicality:** The theory emphasizes actionable steps including audience analysis, clear goal setting, and tailored messaging strategies.
- B. **Comprehensiveness:** It addresses all stages of persuasion—from planning and implementation to assessment.
- C. **Applicability:** Its principles are Applicable across various fields—economic, social, and scientific—enhancing its utility and effectiveness (Kazai & Al-Burhan, 2017, p. 72).

Objectives of Persuasion:

1. **Adoption:** Encourages acceptance and belief in new ideas or behaviors.
2. **Continuity:** Maintains adherence to certain beliefs or practices.
3. **Enhancement:** Elevates individual's commitment beyond current levels.
4. **Deterrence:** Dissuades individual's belief or acceptance of false notions.
5. **Discontinuity:** Halts individual's persistence in erroneous or habitual responses.
6. **Reduction:** Mitigates individual's undesired actions among those unable to completely abstain.

Persuasion has gained paramount importance in modern times, especially with the rise of mass communication tools in propaganda and psychological warfare, and the growth of democratic discourse (Marie, 2014, pp. 339–340). The interrelationship between persuasion and oration is fundamental. An orator must present authentic, compelling ideas while utilizing persuasive mechanisms to influence audience attitudes. Persuasion is vital in group dynamics and skill development, serving as a tool for shaping opinions and motivating change.

In essence, persuasion-based learning activates mental processes that construct logical and evidential argumentation, enabling the learner to craft persuasive messages grounded in reason and inquiry (Abdel Aziz, 2019, p. 384).

The Importance of E-Learning in Arabic Language Education:

E-learning plays a crucial role in modern education, particularly in teaching Arabic language skills. Its importance is reflected in the following aspects:

1. **Support for Distance and Open Education:** Expands access to education and supports continuous training in various specialties across institutions.
2. **Adaptability to Learner Needs:** Offers content in visual, auditory, and textual formats, catering to diverse learning preferences.
3. **Immediate Assessment Tools:** Provides instructors with various options for rapid evaluation and data organization.
4. **Access to Global Educational Resources:** Grants learners from developing regions access to knowledge that might otherwise be unavailable (Schank, 2013; Hussein, 2020, p. 389).

Impact of E-Learning on Educational Outcomes:

Research has affirmed the efficacy of e-learning in enhancing educational progress. Key benefits include:

1. **Student Learning:**
 - A. **Learners' Performance:** E-learning has been linked to increased motivation, attendance, and achievement, with 66% of technology-integrated students achieving learning outcomes versus 50% in traditional settings.
 - B. **Skill and Knowledge Development:** Provides extensive tools for self-expression, independent learning, and productivity.
2. **Instruction and Management:** Instructors equipped with technological tools deliver higher-quality lessons and engage in more effective student assessment.
3. **Family and Home Involvement:** E-learning portals facilitate parental involvement through access to assignments and communication with teachers.
4. **Economic Development:** Knowledge has become a key economic resource, surpassing traditional ones in productivity and adaptability (Hashim, 2017, p. 71).

These findings are echoed in numerous studies, including those by (Alison & Luke, 2009), (Powell, 2011), (Manal, 2013), (Abdel-Jalil, 2020), (Hijab, 2021), and (Al-Shabasi, 2024).

Teacher and Learner's roles in E-Learning:

1. Teacher's Role:

A. Selecting and Preparing E-Learning Programs: The teacher must consider the characteristics of their students and the intended learning outcomes of the course, selecting the appropriate e-learning model based on available resources.

B. Training and Guiding Students: Teachers are responsible for training students in the use of selected e-learning tools, offering continuous guidance, monitoring progress, providing feedback, and administering timely assessments.

2. Learner's Role:

A. Engaging in Activities and Tasks: Learners must actively participate in assignments provided by the teacher or the digital platform and interact with various learning resources.

B. Using E-Learning Technologies: This includes operating CDs, navigating web browsers, and using interactive platforms such as chat tools and file-sharing applications (Abd al-Rahman, 2013, p. 43).

E-Learning and Addressing Grammatical Errors: E-learning has proven effective in correcting grammatical errors by offering immediate feedback. Technological applications can analyze written texts and detect errors with high precision, comparing them to extensive language rule databases. Furthermore, social media platforms and educational videos provide rich interactive opportunities, enhancing language mastery (Muhammad, 2024).

E-Learning's Role in Enhancing Arabic Language Instruction:

1. Arabic Textbook Development: E-learning technologies facilitate the design of interactive, multimedia-rich Arabic textbooks, increasing learner engagement and motivation.

2. Teacher's Role Development: Arabic language teachers are encouraged to incorporate technological innovations, design learning

experiences, solve instructional challenges, and conduct performance evaluations to identify and support students' needs.

3. Learner's Role Development: Students evolve from passive recipients to active seekers of knowledge, relying on diverse sources and self-directed learning.

4. Improving the Learning Process: E-learning overcomes limitations of time and space, supports personalized learning paces, and promotes independent learning in comfortable environments (Khamis, 2010, p. 55).

Problem of the study: The present study problem emerged from:

A. Direct Observation: The researcher's professional experience revealed a notable deficiency in oratory skills and frequent grammatical errors among students.

B. Teacher Interviews: Discussions with Arabic language teachers confirmed the existence of weaknesses in students' oratory performance.

C. Literature Review: Previous studies also highlighted poor oratory skills in secondary students and emphasized the benefits of using modern technology in education.

Statement of the Problem:

The present study addresses the problem of weak oratory skills and prevalent grammatical errors among first-year Al-Azhar secondary students. It seeks to answer the following main question:

'How can oratory skills be developed and common grammatical errors addressed among first-year Al-Azhar secondary students using an electronic program based on the Theory of the Three T's in the art of persuasion?'

Out of the main question of the study, the following sub-questions emerged

Sub-Questions:

1. What are the essential oratory skills that need development for first-year Al-Azhar secondary students?
2. To what extent do these students possess oratory skills?
3. What are the most common grammatical errors among these students?
4. How prevalent are grammatical errors among them?
5. What is the proposed design of the electronic program based on the Theory of the Three T's?
6. How effective is the proposed electronic program in developing oratory skills?

7. How effective is the proposed electronic program in addressing common grammatical errors?

Delimitations of the Study:

1. Thematic:

- A. Selected topics from the Arabic literature and text curriculum for first-year Al-Azhar secondary students.
- B. Key oratory skills targeted for development.
- C. Grammar topics frequently misused by students.

2. **Human:** One group of 25 male students from Al-Jabryah Preparatory Secondary Institute.

3. **Temporal:** The study was conducted during the second semester of the 2023–2024 academic year from Sunday, February 11, 2024, to Wednesday, April 17, 2024.

Methodology of the Study:

The study utilized a mixed-methods approach combining:

- Descriptive analytical method
- Experimental method

Instruments of the study:

1. An observation checklist for assessing oratory skills of selected students.
2. A grammar test focused on topics where students' errors are frequent and also used to evaluate students' improvement.

Operational Definitions:

- A. **Theory of the Three T's in the Art of Persuasion:** Defined as a set of principles that guide the teacher in introducing students to oratory skills and grammar correction through structured interventions aimed at reshaping student beliefs and understanding based on the theory's three phases.
- B. **Oratory Skills:** Defined as addressing an audience with wisdom and eloquence through relevant stories, proverbs, and poetry, integrating vocal modulation, gestures, and appropriate emotional expressions tailored to secondary students.
- C. **Common Grammatical Errors:** Defined as deviations from standard grammatical rules in specific structures such as: subject-predicate agreement, "Kana" and its sisters, "Inna" and its sisters, parsing of the five nouns and verbs, various objects (direct, absolute, causal, temporal, locative, accompanying), vocative expressions, and verb moods (subjunctive, jussive, indicative).

Procedures of the Study:

To determine the oratory skills appropriate for first-year secondary students, the researcher reviewed prior sources and literature and compiled a preliminary list of 48 skills. This list was then evaluated by expert reviewers. Only the skills that received an importance rating of 80% or higher were retained, resulting in a final set of 34 oratory skills. These skills formed the basis of the observation checklist. The observation checklist assessed students' performance across five main domains: relevance of sermon's content, vocal delivery, linguistic and stylistic competence, body language and gestures, and general presentation skills. The checklist was validated by expert judgment to ensure clarity, comprehensiveness, and suitability for students' level. Inter-rater reliability was established using Cronbach's alpha and Guttman's lambda, with coefficients of 0.897 and 0.912 respectively, indicating high reliability.

To identify common grammatical errors, the researcher initially listed 20 grammar lessons. A diagnostic test based on these lessons was administered and reviewed by experts. Lessons with less than 80% consensus on their importance were excluded. The frequency of grammatical errors was calculated using the formula:

$$\text{Error Frequency (\%)} = (\text{Number of Errors} \times 100) / \text{Total Responses}$$

Errors with a frequency of 25% or higher were classified as common. Based on these findings, a grammar test was constructed, comprising 75 questions that assessed 15 key grammar points. The test's validity was confirmed through expert review. Its reliability was measured using Cronbach's alpha after test-retest on a sample of 25 students, yielding a coefficient of 0.914, indicating strong internal consistency and reliability.

Development of the Proposed Electronic Program:

The electronic program was designed to enhance oratory skills and address grammatical errors using the Theory of the Three T's. The design model was based on Al-Far's five-phase instructional design model (2012, p. 145). The program was designed as follows:

1. Phase One: Analysis and Identification:

- A. **Target Group:** First-year Al-Azhar secondary students.
- B. **Program Objectives:** Improve students' oratory performance and grammatical accuracy.
- C. **Behavioral Objectives:** Mastery of oratory skills (content, voice, language, gestures, and general delivery), correct grammatical usage in speech and writing.

- D. Content Selection and organization:** Clear, error-free, engaging materials linked to relevant websites; skills discussed individually with supporting activities.
- E. Instructional Materials:** Educational books, illustrations, and relevant video content.
- F. Teaching Strategy:** A blended approach combining collaborative learning, discussion, self-learning, and brainstorming. The instructional flow followed the six T's: *Taw'iyah* (awareness), *Tashri'* (presentation), *Tatabu'* (follow-up), *Tadrib* (practice), *Taqyim* (assessment), and *Taklif* (home assignment).

The study employed an integrated pedagogical approach combining:

1. Collaborative Learning
2. Dialogic Discussion
3. Self-Directed Learning
4. Brainstorming Techniques

The instructional design, grounded in the **Three T's Theory of Persuasion**, was expanded by the researcher to include six phases (alliteratively named with Arabic "Tā" initials):

Phase 1: Awareness (*Taw'iyah*) / Introduction

- **Purpose:** Cognitive preparation for new material.
- **Procedures:**
 - Linking new content to prior knowledge through:
 - Central thematic questions about the sermon/grammar lesson.
 - Guided inquiry to activate schemata.

Phase 2: Legislation (*Tashri'*) / Content Presentation

- **Implementation:**
 - A. Explicit skill demonstration: Components, significance, and applications.
 - B. Multimodal delivery:
 - In-class exemplars
 - Digital content via the program website
 - Laptop projections
 - C. Integrated instruction: Simultaneous emphasis on oratory skills and grammatical rules to highlight linguistic interdependence.

Phase 3: Follow-up (*Tatabu'*) / Discussion

- **Implementation:**

- A. Sequential content deconstruction with identified sub-skills.
- B. Controlled response protocol: One answer per student per turn.
- C. Neutral facilitation: Recording all responses (whiteboard/WhatsApp) before collaborative correction.

Phase 4: Training (*Tadrib*) / Activities

- **Implementation and Scaffolded Exercises:**
 1. **Brainstorming:** 5-minute individual reflection on skill-specific prompts.
 2. **Collaborative Refinement:** Peer discussion → Representative sharing → Collective answer formulation.
 3. **Dialogic Assessment:** Instructor-led error analysis with reformulation.
 4. **Asynchronous Access:** Program materials available for self-paced review.
- **Facilitation Guidelines:**
 - A. Non-judgmental error handling: Conceptual redirection without criticism.
 - B. Positive reinforcement: Incentivizing high-frequency accurate responders.
 - C. Equitable participation: Rotating opportunities for skill demonstration.

Phase 5: Evaluation (*Taqwīm*)

- **Assessment Framework:**

Type	Instrument	Implementation
Diagnostic	Pre-test (Oratory Rubric + Grammar Test)	Baseline measurement
Formative	Embedded Oral Questions + Activities	Continuous skill monitoring
Summative	Post-test (Parallel Instruments)	Program efficacy analysis

- **Feedback Mechanics:**
 - A. Real-time positive reinforcement (e.g., "Excellent work," "Well articulated").
 - B. Comparative performance analytics (pre/post-intervention).

Phase 6: Assignment (*Takleef*) / Homework

- **Tasks:**
 - A. Sermon summarization
 - B. Original speech composition

C. Instructional video production

2. Phase Two: Design Phase

1. **Objective Specification:** Aligned with first-year secondary curriculum standards for oratory and grammar.

2. Scenario Planning and Development:

A. Content Mapping:

- Primary/sub-skills hierarchy
- Textual/audiovisual resource allocation (e.g., PowerPoint, videos)

B. Assessment Integration:

- Feedback mechanisms
- Activity sequencing

3. Content Organization: (*Instructional Units*):

(Table 1) presents how content is organized

Table

1

Program Curriculum Structure for Oratory Development and Grammatical Error Correction

No.	Topic	Sessions	Duration
Oratory Topics			
1	Sermon of Quss ibn Sa'ida	2	90 minutes
2	Sermon of Abu Bakr upon assuming caliphate	2	90 minutes
3	Farewell Sermon of the Prophet Muhammad (PBUH)	2	90 minutes
Grammar Topics			
4	Subject and Predicate	2	90 minutes
5	Kana and its Sisters	2	90 minutes
6	Inna and its Sisters	2	90 minutes
7	The Five Nouns	2	90 minutes
8	The Five Verbs	2	90 minutes
9	The Direct Object	2	90 minutes
10	The Absolute Object	2	90 minutes

11	Causal Object	2	90 minutes
12	The Adverb of Time and Place	2	90 minutes
13	The Accompaniment Object	2	90 minutes
14	Vocative Expressions	2	90 minutes
15	Subjunctive Mood	2	90 minutes
16	Jussive Mood	2	90 minutes
17	Indicative Mood	2	90 minutes
18	Numbers	2	90 minutes
Total		36 sessions	1,620 minutes

Note: The instructional plan included 36 sessions (each 45 minutes), aligning practical implementation with theoretical instruction.

3. Phase Three: Implementation

The implementation phase followed these steps:

- A. Pre-Implementation Assessment:** The pre-test administration included the Oratory Skills Observation Checklist and the Grammar Skills Test to assess the initial proficiency level of the students.
- B. Experimental Treatment:** The instructional content was delivered using the electronic program based on the Theory of the Three T's.

4. Phase Four: Evaluation

This phase assessed the effectiveness and efficiency of the program in enhancing oratory skills and correcting grammatical errors. Post-tests were conducted using the same observation checklist and grammar test.

5. Phase Five: Revision and Development

Feedback from learners and educational experts was gathered and used to improve the program design and delivery.

Results of the Study:

To evaluate the program's effectiveness in enhancing oratory skills, the researcher proposed the following hypothesis:

"There is a statistically significant difference at the level (≤ 0.05) between the pre- and post-test mean scores of the

study group on the oratory skills observation checklist in favor of the post-test.”

A paired-sample t-test using SPSS v21 was conducted to examine this difference. The results are shown in the following table:

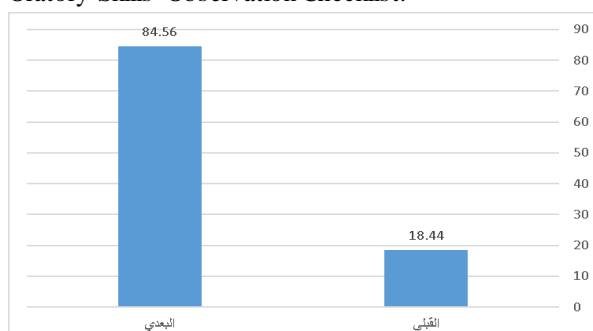
Table 2: T-test Results for Pre- and Post-test Means of Oratory Skills Checklist

No.	Skill Domain	Test	N	Mean	Std. Dev.	df	t-value	Sig. Level
1	Content and Theme	Pre	25	3.32	1.11	24	69.28	0.01
		Post	25	19.16	1.24			
2	Voice	Pre	25	4.08	1.77	24	55.74	0.01
		Post	25	17.84	1.11			
3	Language and Style	Pre	25	2.32	1.11	24	37.55	0.01
		Post	25	11.52	1.32			
4	Gestures and Body Language	Pre	25	5.84	1.72	24	60.66	0.01
		Post	25	25.80	1.61			
5	General Skills	Pre	25	2.88	0.72	24	38.64	0.01
		Post	25	10.24	0.77			
	Total Score	Pre	25	18.44	2.95	24	95.01	0.01
		Post	25	84.56	2.69			

Table 2 shows that all t-values were statistically significant at both the 0.05 and 0.01 levels. The researcher attributed these significant differences to the effectiveness of the electronic program based on the Theory of the Three T's. Hence, the first hypothesis was validated

Figure 1:

Comparison of Pre- and Post-Test Mean Scores on the Oratory Skills Observation Checklist.



To further quantify the program's effectiveness, Black's Gain Ratio Formula was used:

Table 3: Black's Gain Ratio for Oratory Skills

No.	Skill Domain	Pre Mean	Post Mean	Max Score	Gain Ratio
1	Content and Theme	3.32	19.16	24	1.43
2	Voice	4.08	17.84	21	1.47
3	Language and Style	2.32	11.52	15	1.34
4	Gestures and Body Language	5.84	25.80	30	1.49
5	General Skills	2.88	10.24	12	1.42
	Total	18.44	84.56	102	1.44

Table 3 reveals that all gain ratios exceeded Black's benchmark of 1.2, indicating a high degree of program effectiveness in developing oratory skills. This improvement was attributed to:

- Clear introduction of skills with examples during the awareness phase.
- Visually engaging content with illustrations, texts, and multimedia.
- Accessible and simplified delivery allowing for individualized pacing.
- Varied assessments and exercises with instant feedback.

These results align with previous studies such as (Al-Barizat, 2013), (Dawood, 2016), and (Hussein, 2018), reinforcing the efficacy of the Theory of the Three T's in oratory development.

The next section addresses the results related to the second hypothesis concerning the correction of grammatical errors.

Evaluation of Grammar Skill Improvement

To determine the effectiveness of using an electronic program based on the Theory of the Three T's in the art of persuasion to correct common grammatical errors among first-year Al-Azhar secondary students, the following hypothesis was formulated:

“There is a statistically significant difference at the level (≤ 0.05) between the pre- and post-test mean scores of the study group on the grammar test, in favor of the post-test.”

The researcher conducted a paired-sample t-test using SPSS v21 to analyze the grammar test results before and after the implementation of the program. The results are shown below:

Table 4: T-test Results for Pre- and Post-test Means on Grammar Test

No	Gram mar Skill	Test	N	Mea n	Std. Dev.	df	t- value	Sig. Level
1	Subject and Predicate	Pre	25	1.68	0.47	24	18.08	0.01
		Post	25	4.72	0.54			
2	Kana and Sisters	Pre	25	1.40	0.57	24	26.43	0.01
		Post	25	4.84	0.37			
3	Inna and Sisters	Pre	25	0.84	0.47	24	29.44	0.01
		Post	25	4.24	0.43			
4	The Five Nouns	Pre	25	1.08	0.57	24	20.68	0.01
		Post	25	4.12	0.52			
5	The Five Verbs	Pre	25	1.08	0.49	24	19.46	0.01
		Post	25	4.36	0.63			
6	Direct Object	Pre	25	0.92	0.64	24	27.35	0.01
		Post	25	4.48	0.65			
7	Absolute Object	Pre	25	0.88	0.66	24	22.24	0.01
		Post	25	4.16	0.55			
8	Causal Object	Pre	25	0.92	0.64	24	21.15	0.01
		Post	25	4.40	0.50			
9	Adverbs of Time and Place	Pre	25	0.36	0.48	24	26.65	0.01
		Post	25	4.07	0.78			
10	Accompaniment	Pre	25	0.36	0.56	24	24.03	0.01

	Object							
		Post	25	4.00	0.64			
11	Vocative	Pre	25	0.72	0.67	24	24.04	0.01
		Post	25	4.12	0.52			
12	Subjunctive Mood	Pre	25	0.80	0.64	24	25.30	0.01
		Post	25	3.96	0.35			
13	Jussive Mood	Pre	25	0.84	0.62	24	20.82	0.01
		Post	25	4.24	0.52			
14	Indicative Mood	Pre	25	1.32	0.74	24	26.72	0.01
		Post	25	4.60	0.57			
15	Numbers	Pre	25	0.88	0.66	24	22.24	0.01
		Post	25	4.16	0.37			
	Total	Pre	25	14.08	2.36	24	86.41	0.01
		Post	25	64.44	2.67			

Table 4 reveals that all t-values indicate statistically significant improvement in grammar performance at both the 0.01 level in favor of the posttest administrations, attributed to the use of the proposed electronic program. This supports acceptance and validation of the second hypothesis.

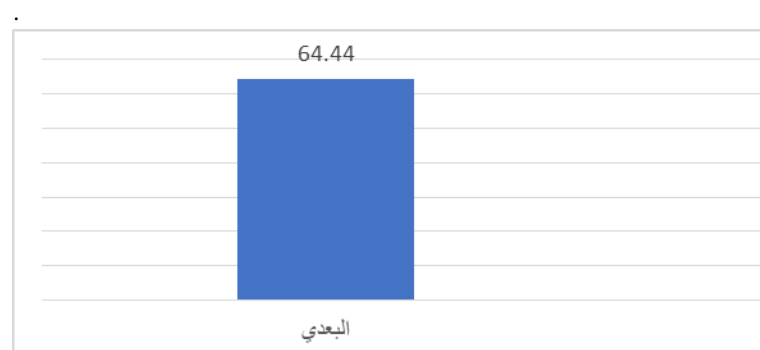


Figure 2: Comparison of Pre- and Post-Test Mean Scores on the Grammar Test

To further evaluate the electronic program effectiveness, Black's Gain Ratio was also applied:

Table 5: Black's Gain Ratio for Grammar Skills

No.	Grammar Skill	Pre Mean	Post Mean	Max Score	Gain Ratio
1	Subject and Predicate	1.68	4.72	5	1.52
2	Kana and Sisters	1.40	4.48	5	1.47
3	Inna and Sisters	0.84	4.24	5	1.50
4	The Five Nouns	1.08	4.12	5	1.38
5	The Five Verbs	1.08	4.36	5	1.49
6	Direct Object	0.92	4.48	5	1.58
7	Absolute Object	0.88	4.16	5	1.45
8	Causal Object	0.92	4.40	5	1.55
9	Adverbs of Time and Place	0.36	4.04	5	1.53
10	Accompaniment Object	0.36	4.00	5	1.51
11	Vocative	0.72	4.12	5	1.47
12	Subjunctive Mood	0.80	3.96	5	1.38
13	Jussive Mood	0.84	4.24	5	1.50
14	Indicative Mood	1.32	4.60	5	1.55
15	Numbers	0.88	4.16	5	1.45
	Total	14.08	64.44	75	1.50

Table 4 reveals that all gain ratios exceeded the threshold of 1.2, confirming the program's effectiveness in correcting common grammatical errors among the study group

Interpretation of Results

These findings indicate significant improvement in grammar test performance among the study group in the post-test compared to the pre-test, with statistically significant differences at the 0.05 level favoring the post-test. This improvement suggests enhanced grammatical proficiency following instruction through the proposed electronic program.

The following factors likely contributed to the students' progress:

- 1. Clear Program Objectives:** The explicit definition of the program's goals, coupled with a range of well-structured, progressively challenging exercises, enabled effective acquisition and reinforcement of grammatical rules.
- 2. Flexible Access to Content:** The online availability of the program allowed students to revisit content and activities at any time

and from any location, removing the constraint of classroom attendance.

3. Diverse Perspectives and Motivation:

Rich classroom discussions, active engagement fostered by the researcher, and strong student motivation contributed to consistent attendance and active participation.

4. Varied Assessment Methods:

The use of diagnostic, formative, and summative assessments, combined with model answers for comparison, facilitated real-time feedback and allowed students to track their learning progress.

5. Student-Centered Learning:

The program emphasized active learner participation, encouraging students to engage in retrieval, discussion, analysis, and practical application of grammar rules in authentic contexts.

Overall, the study group demonstrated marked improvement in their grammatical accuracy as a result of the proposed program. These findings align with previous studies, including those by (Atta Allah, 2014) and (Morsi, 2018).

In conclusion, both the current study and prior research affirm the effectiveness of electronic programs based on the Theory of the Three T's in correcting common grammatical errors. These findings are consistent with studies by (Abd El-Galil, 2020) and (El-Shabasy, 2024), which highlight the broad pedagogical benefits of digital learning tools.

Recommendations of the Study

Based on the findings of the present study, the researcher recommends the following:

1. Adopting and developing the validated list of oratory skills suited to first-year secondary students.
2. Integrating the identified grammar lessons into practical, comprehensive instruction.
3. Emphasizing the continual use of the proposed program to support grammar acquisition and error correction.

Suggestions for Future Research

1. Developing a proposed program based on the Theory of the Three T's to improve speaking skills among first-year preparatory students.
2. Developing a similar program targeting the correction of common grammatical errors at the preparatory level.

Ethical Approval Declaration

"All procedures involving human participants in this study were conducted in accordance with the ethical standards set by applicable research guidelines and the principles of the 1964 Declaration of Helsinki and its subsequent amendments. Ethical approval was secured before the commencement of data collection."

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Data availability:-

The datasets generated and analysed during the current study will be available from the author upon reasonable request.

Consent for publication:-

I hereby provide consent for the publication of the manuscript detailed above.

Competing interests:-

The authors declare no competing interests.

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