

The Impact of Using the Noorani Qaida on Developing Young Children's Language Skills at Kindergartens in Al-Ahsa Governorate from the Noorani Qaida Teachers' Perspective

Asma Margeni Hussien Ali^{1,*} & Sarah Abdullatif Buobaid¹

¹Department of Kindergarten, Faculty of Education, King Faisal University, Saudi Arabia

*Correspondence: Department of Kindergarten, Faculty of Education, King Faisal University, Saudi Arabia. E-mail: ahussien@kfu.edu.sa ORCID: <https://orcid.org/0000-0002-6971-9772>

Received: October 10, 2023

Accepted: January 31, 2024

Online Published: February 14, 2024

doi:10.5430/jct.v13n1p224

URL: <https://doi.org/10.5430/jct.v13n1p224>

Abstract

The study aims to investigate the impact of using the Noorani Qaida on developing language skills in young children attending kindergartens in Al-Ahsa Governorate from the perspective of Noorani Qaida teachers. To achieve the study's objective, a mixed-method approach was used to diversify data collection methods, including surveys and interviews. The sequential explanatory design was chosen as a type of mixed-methods research. In the first stage, quantitative data were collected through a questionnaire distributed to all the Noorani Qaida teachers in Al-Ahsa Governorate, totaling 30 teachers. In the second stage, qualitative data were collected through interviews with nine teachers to help interpret the quantitative results. The study results indicated that the impact of using the Noorani Qaida on developing language skills in young children attending kindergartens in Al-Ahsa Governorate from the perspective of Noorani Qaida teachers was significant with an average score of 4.07. The impact was highest on listening skills, with an average score of 4.41, followed by reading skills, with an average score of 4.01, both in the high range. Speaking skills ranked third with an average score of 3.99 in the high range. Writing skills ranked lowest with an average score of 3.86, still in the high range. The study recommended implementing the Noorani Qaida in kindergartens.

Keywords: Noorani Qaida, language skills, Noorani Qaida teachers in kindergartens, Al-Hafiz Al-Sagheer kindergarten

1. Introduction

Language is a fundamental element of human civilization and interpersonal communication. It serves various cognitive, cultural, and social functions, acting as a primary tool for thinking, learning, teaching, expressing one's inner thoughts and feelings, and facilitating essential interactions and connections with others. It is instrumental in personal self-realization and plays a critical role in communities for preserving identity, heritage, and culture. Through language, an individual's social personality develops, enabling them to engage with their environment and society. Therefore, learning a language is a vital aspect of human existence. Language is a crucial component of the educational process, as children's academic achievement depends on effective language use since it forms the substance and content of any curriculum. The comprehensibility and clarity of language and vocabulary derived from children's linguistic knowledge play a significant role in achieving educational objectives. Therefore, developing educational materials should start with words and vocabulary known to children, based on their experiences. This approach simplifies the learning process for children, as the ability to read and write these words and understand their meanings is closely tied to success in the educational context. Success in educational settings is manifested in the ability to read with comprehension (Addabi, 2014).

Language education has witnessed rapid development due to the paramount importance of language in both individual and societal life. Consequently, the teaching and learning of language have garnered significant attention, with efforts aimed at facilitating the education of its curricula for learners. Language skills have been categorized into four main areas: listening, speaking, reading, and writing, while maintaining their interconnectedness and unity. Modern teaching strategies have been adopted to empower learners in problem-solving within and beyond the classroom, enabling them

to become proficient readers, recognize letters for accurate writing, understand vocabulary, and grasp word meanings and their connotations (Ashour & Al-Shawabkeh, 2015). Language skills are considered one of the fundamental gateways to developing various other skills, particularly in the preschool stage. They serve as children's means of communication with the external world, enabling them to acquire other skills necessary for understanding and interacting with their surroundings. Through language skills, children can express themselves, listen to others, construct sentences to convey their thoughts, comprehend the ideas and feelings of others, and explore the characteristics of their environment (Abdulsattar, 2021). Children acquire linguistic vocabulary, and their memory retains this linguistic reservoir. Without the ability to master language skills, expression, comprehension, and understanding, a child's ability to benefit from experiences provided in kindergarten remains limited, and they may struggle to apply these skills in their daily life (Al-Khuraishi, 2020).

The Noorani Qaida is considered an auditory teaching method that helps learners acquire correct and fluent pronunciation of words with less effort and in a shorter time. It does this gradually, starting from individual letters with their diacritical marks and then progressing to their pronunciation within various words or words from the textbook (Al-Suwairki, 2020). Teaching the Noorani Qaida to young children is particularly important due to their clear minds, active mental engagement, and thought processes that aid in comprehension and academic achievement. During this stage, children tend to learn through imitation and mimicry, relying more on direct perceptions and experiences than logical reasoning. They begin to truly listen to words, develop the ability to understand multiple meanings, and enhance their capacity to express their emotions through language rather than physical actions, which is a key focus of the Noorani Qaida (Al-Zadjali, 2016). Al-Marwani and Al-Yousef (2019) indicated that the Noorani Qaida is one of the most effective and accessible methods for teaching pronunciation and reading skills to children and beginners. Experienced teachers and educators agree on its effectiveness. Those who master the Noorani Qaida, even if they are very young, around five years old, can read the Quran and any properly structured Arabic text. Also, Al-Zahrani (2022) emphasized the importance of starting with the Noorani Qaida in teaching the Arabic language. This method helps children master the pronunciation of words with their various diacritical marks in different contexts. It also stressed the need to teach it to children and others to facilitate clear Arabic pronunciation. Additionally, it highlighted the importance of using sensory illustration methods and modern technology to teach children and develop their linguistic abilities, particularly when teaching the Noorani Qaida. It contains various educational tools that simplify and facilitate the learning process.

Based on the preceding information, the significance of teaching the Noorani Qaida in the kindergarten stage becomes evident due to its alignment with the characteristics of this age group. Developing language skills is of utmost importance for preschool children as it enables them to express their desires, needs, and inclinations and fosters their ability to communicate with the society in which they live. Therefore, this study aims to investigate the impact of using the Noorani Qaida on developing language skills in young children attending Al-Hafiz Al-Sagheer Kindergartens.

2. Theoretical Framework

This section discusses the literature upon which the study is based, comprising three main aspects: the origins and concept of the Noorani Qaida, language skills, and the impact of the Noorani Qaida on language skills.

2.1 The Noorani Qaida

2.1.1 Origins and Concept of the Noorani Qaida

The Noorani Qaida is named after its author, Noor Muhammad Haqani (1272-1343 AH), who was born in India. He devoted his efforts to Islamic studies and established a specialized teaching method for the Arabic language through the Quran, known as the Noorani Qaida. Its inception was driven by the author's desire to counter the effects of British colonialism in India. He formulated rules that simplified the pronunciation of Arabic letters and contributed to correct pronunciation. This occurred more than a century ago (Al-Madath, 2010). The Noorani Qaida can be defined as an educational training program designed for children, aimed at teaching them the Arabic language gradually through various stages. Its goal is to enable children to correctly pronounce and articulate Arabic letters with their associated diacritical marks. Through this program, children are introduced to the foundations of reading individual and compound letters, preparing them to read the Quran accurately and with proficient recitation. The Noorani Qaida presents its lessons smartly and systematically, with a carefully designed scientific sequence (Al-Zahrani, 2022). The Noorani Qaida is considered one of the authentic rules for teaching Quranic recitation and Arabic pronunciation. It can be employed in teaching Arabic letter pronunciation, improving articulation, and ensuring that each letter is correctly pronounced with its distinctive features and vowel marks. The program guides learners through consonants, vowels (Fatha, Damma, Kasra), and Nunation (Tanween) with double Fatha, double Kasra, and double Damma, followed by

exercises on diacritical marks and Nunation. It continues with letters of elongation (Madd and Leen), Sukoon (quiescence), and Shaddah (doubling) (Hasib Al-Nabi, 2020). Qandeel and Mohammad (2019) summarized the objectives of the Noorani Qaida. The objectives of the Noorani Qaida include teaching children the correct and ideal method of pronouncing and reading alphabetical letters. Additionally, it aids adults in fine-tuning their tongues for proper articulation. Moreover, it accelerates children's learning to read with less effort, making the process more efficient and effective. Furthermore, it aims to foster a love for reading and the Quran among children, instilling a passion for these important aspects of Islamic education. It also plays a role in enhancing children's comprehension, awareness, and reading consciousness at an early age, promoting a deeper understanding of the Arabic language and its significance. Lastly, the Noorani Qaida serves as a valuable tool for facilitating the teaching of Arabic language and Quranic skills, providing a structured and systematic approach to learning.

2.1.2 The Advantages of the Noorani Qaida

The Noorani Qaida offers numerous advantages in the realm of language learning. According to Baaloucha (2015) and Al-Awaidi and Al-Maghribi (2020), this method not only helps learners acquire essential language skills but also cultivates their cognitive abilities, fostering skills like analysis, deduction, precision, discrimination, sequence, and connection. Besides, it sparks a deep passion for reading and exploration, nurturing a love for discovery among learners. Moreover, the Noorani Qaida plays a pivotal role in honing auditory discernment and ensuring learners achieve accurate pronunciation. Furthermore, it serves as a valuable tool for addressing reading difficulties and bridging the gap in academic achievement among learners. Additionally, it empowers learners with exceptional self-assessment skills, enabling them to identify and correct mistakes. Lastly, it imparts the art of eloquence in the Arabic language by teaching letter attributes and articulation techniques. In essence, the Noorani Qaida offers a comprehensive and effective approach to language learning and development.

2.1.3 The Significance of the Noorani Qaida

The significance of the Noorani Qaida lies in its ability to enhance learners' pronunciation of sounds and words, fluency in reading, comprehension of text, and the acquisition of essential reading skills. These skills encompass speed, independence in reading, comprehension of the text, the ability to pause and reflect upon complete meaning, and practical teaching of Arabic language skills with less effort and in less time. The Noorani Qaida empowers learners to correctly articulate words, boosting their confidence in their reading abilities and enhancing their linguistic proficiency (Al-Awaidi & Al-Maghribi, 2020). In addition, the importance of teaching the Noorani Qaida to preschoolers lies in its alignment with their developmental stage, fostering reading skills from an early age, encouraging fluent reading in later stages, establishing a connection with the Quran at an early age, and preparing educators with intensive training to deliver it effectively. It aids children in proper reading and pronunciation of individual, compound, and various Arabic letters, enabling them to form easily readable and understandable sentences and develop a solid foundation in phonetic sound systems. Any challenges in teaching can be addressed through developing high-quality technological programs to ensure successful instruction (Al-Ayid, 2019).

2.1.4 Teaching the Noorani Qaida

Teaching the Noorani Qaida is considered an effective method for instructing children in the correct pronunciation of letters, improving and refining the articulation of sounds, and providing each letter with its proper attributes and vowel markings. It follows a structured curriculum with seventeen lessons. It begins by teaching the Arabic alphabet with a strong emphasis on accurate pronunciation and articulation of each letter. As learners advance, they are introduced to compound letters to form syllables and pronounce complex sounds correctly. Disjointed letters, particularly those unique to the Quran, are also covered. The curriculum includes teaching the letters with vowel markings, such as kasrah, fathah, and dammah, and then progresses to nunation (tanween), focusing on its correct pronunciation and application. Learners are guided in mastering the long vowels (alif, waw, and ya) and the rules of elongation (madd) in letters. Training encompasses nunation, lengthening, and consonant doubling. General exercises consolidate the acquired knowledge, and teachers are provided with guidance and examples to ensure effective instruction (Al-Zahrani, 2022).

Teaching the Noorani Qaida correctly and proficiently reduces the effort and time required for learning to read. It significantly advances a student's reading level, approximately equivalent to three years of progress compared to those who have not studied it. This effective method softens the tongue for proper articulation, imparts knowledge of vowel markings and accurate articulation, and fosters an understanding of the interconnections between letters. The ultimate result is correct and eloquent pronunciation, exceptional reading abilities, and, particularly, the ability to read the Quran (Al-Raei, 2014). Al-Awaidi and Al-Maghribi (2020) confirmed that 85% of Arabic language teachers, supervisors, and specialists in Saudi Arabian universities endorse the effectiveness of teaching reading using the

Noorani Qaida for first-grade students. They support this method because it helps learners master the articulation of letters, ensures accurate pronunciation, and enhances their overall Arabic language skills, including correct reading and error-free writing. It prepares learners to produce sound linguistic output and contributes to addressing reading difficulties.

2.1.5 Utilizing Technology in Teaching the Noorani Qaida

Using modern technology has greatly benefited education in general, including the teaching of the Noorani Qaida. Various technological tools have been employed to facilitate the instruction of the Noorani Qaida, including:

1. Audio-only Compact Discs (CDs): These CDs provide audio-based lessons for learners.
2. Multimedia Compact Discs (CDs) with both audio and visual content: These educational and entertaining CDs are particularly beneficial for children around four years old. They allow easy access to specific lessons or letters, provide the option of hearing each letter or word with or without pronunciation guidance, enable the selection of daily lessons, and allow for repeated listening and practice. Users can also listen to the recitations and navigate between pages as desired.
3. Interactive Pen Reader Devices: These devices come with various scientific and technical advantages. They allow users to record any page of the book in the reader's voice, facilitating a comparison with the teacher's pronunciation. Users can also choose to hear the recitation with or without pronunciation guidance and listen to the reading.
4. Online Noorani Qaida Instruction: The Noorani Qaida can be taught through webpages featuring images or a combination of audio and visual elements. Additionally, the Noorani Qaida application can be downloaded from the App Store (Al-Zahrani, 2022).

2.2 Linguistic Skills

Language is a means of communication among human societies, and linguistic communication encompasses elements and tools, such as listening, speaking, reading, and writing, collectively known as linguistic skills. Language is considered interrelated and cohesive (Al-Khawaiski, 2014). Al-Hadayah (2014) added that language is no longer viewed merely as a communication tool among members of society; it is a mirror of the mind that evolves with human development. It comprises a set of skills that interconnect and depend on the effective use of words, structures, and rules in various social contexts. Abdul Sattar (2021) defined linguistic skills as a child's ability to listen, speak, and be prepared for reading and writing to satisfy their linguistic communication needs, making it an automatic behavior in different life situations. Possessing the four linguistic skills is an essential requirement for achieving effective linguistic communication within a comprehensive and integrated framework. If there is a weakness in any of these skills, it negatively affects the others. Developing any skill positively affects the other skills. Each of the linguistic skills has its significance and importance for the others (Suwaili, 2020).

2.2.1 Listening Skill

Listening refers to the process in which the listener pays special and intentional attention to the sounds and words received by their ears, comprehends the meaning of what is being said, and translates it into specific meanings. It requires effort from the listener to follow the speaker, understand the ideas conveyed, store these ideas, and retrieve them as needed while making connections between them. Listening is also about understanding spoken words or paying attention to something audible, as opposed to hearing, which is a physiological process that depends on the ear's health and does not require mental effort (Ismail, 2021). The objectives of the listening skill include recognizing Arabic sounds and distinguishing them when heard, identifying long and short vowels and distinguishing them when heard, differentiating between adjacent sounds in pronunciation and during listening, recognizing characteristics such as strengthening or weakening, nunation (tanween), and distinguishing them by sound during listening (Al-Hudaibi, 2020). Developing listening skills in kindergarten children is essential for enriching their linguistic repertoire with numerous new words and expressions, following conversations, and understanding instructions. It also enhances auditory memory, trains children to correctly distinguish sounds, letters, and words, and fosters critical thinking about the various opinions and ideas heard on a given topic, recognizing sounds, listening to a series of consecutive sounds and repeating them, and comprehending events in a story (At-Tahan, 2008).

Kindergarten children's listening skill includes auditory discrimination, distinguishing a specific sound in a word, distinguishing similar letter sounds, and identifying sound sources. Also, it unifies the rhythm of a specific word, provides a word with the same meaning, identifies objects from their descriptions, and recalls words, events, and situations (Zoubi, 2020). Issa and Al-Hafnawi (2014) emphasized the significant role of listening in extending the

duration of attention and attentive listening, enhancing comprehension, and cognitive linguistic abilities in children. Developing this skill is particularly crucial in the early stages of linguistic and cognitive development, where its benefits become evident in subsequent educational and life stages. Saadeddine et al. (2019) highlighted that listening skill is a fundamental prerequisite for a child's linguistic growth, as they acquire their linguistic wealth by connecting sound with images, sound with movement, and sound with action. Therefore, listening is a crucial factor in the emergence of speech in a child's development, which continues to evolve as the child enters school.

2.2.2 Speaking Skill

Speaking skill refers to the verbal expression through which a learner communicates thoughts, emotions, and ideas, or imparts information fluently and coherently (Ismail, 2021). It involves utilizing phonetic, linguistic, and vocal skills along with eloquence to interact with others, whether for comprehension or expression purposes. Speaking disturbances occur when a person fails to employ these skills effectively for communication (Abdulbari, 2011). The goal of speaking skills is to nurture a child's linguistic vocabulary required to articulate feelings, actions, and thoughts accurately. This includes proper pronunciation of words and correct enunciation of letters, constructing grammatically sound and coherent sentences, and developing the ability to organize thoughts for effective communication (Al-Nashif, 2014). Speaking skills encompass the ability to articulate letters, pronounce words, construct sentences, use gestures and movements to convey messages, express emotions, respond appropriately to conversations, select vocabulary with precision, and present ideas in a logical and interconnected sequence (Makhali, 2015). Abdulhadi and Abu Al-Wafa Dangol (2012) emphasized that speaking skills build a child's linguistic wealth, organize their thoughts and knowledge, develop auditory and visual memory, and assist them in sound thinking, expressing thoughts, emotions, and needs effectively. They also enable them to articulate in a correct language to be understood by others, facilitate the organization of ideas and meanings, and select appropriate vocabulary and linguistic styles.

2.2.3 Reading Skill

Reading is a cognitive and emotional process that involves interpreting symbols and images received by the reader through their eyes, understanding meanings, connecting prior experiences with these meanings, making inferences, critiquing, judging, appreciating, and problem-solving (Abdel Bari, 2011). The objectives of reading skills are to enable learners to link written symbols with the corresponding sounds, read text aloud with correct pronunciation, directly infer meaning from the printed page, and perceive changes in meaning in light of alterations and structures (Amer, 2015). Ashour and Al-Hawamdeh (2009) also added that the goal of reading in the early stages of education is for children to master proper pronunciation, recognize word sounds, link sounds to their meanings, train them in proper pronunciation, articulate letter sounds correctly, and obtain meanings and ideas through reading. Reading relies on a set of cognitive processes involving the decoding of written words or symbols into sound units to reach the stage of comprehension and cognitive perception of these symbols. These processes are complex and involve various mechanisms, including sensory perception and higher mental operations, such as information processing, attention, perception, and understanding. An individual cannot comprehend and understand what they are reading until they reach the stage of automatic symbol decoding, which requires the integrity of the senses and appropriate intelligence (Abdelmaqsoud, 2020).

2.2.4 Writing Skill

Writing is a precise artistic skill that requires mental readiness, physical and motor maturity, and deliberate training for a child to demonstrate the ability to visually distinguish letters, their direction, visual coordination, proper letter formation, and the capacity to write missing letters in words. It also involves constructing sentences and phrases in a way that allows the child to express themselves and convey their thoughts to others (Ahmed, 2022). The objectives of the writing skill include writing Arabic letters, recognizing the relationship between the letter's shape and its sound, and writing Arabic words in separate and connected letters while distinguishing the letter's shape at the beginning, middle, and end of the word. They also include mastering right-to-left writing and the correct script for the Arabic language and understanding principles of spelling, such as nunation, open and connected letters, and hamzat (Al-Hadibi, 2020). Majeed and Ali (2010) and Al-Mansour and Daghestani (2016) emphasized the importance of developing writing readiness skills in enhancing children's linguistic knowledge and providing them with experiences and programs that work on developing their skills based on individual differences and their maximum potential. The significance of developing writing skills in kindergarten children lies in helping them draw letters and words correctly in terms of visual form according to the linguistic rules recognized by language experts. It enriches the child's language, improves their mental, linguistic, and aesthetic abilities, trains them to be serious and orderly, and teaches them patience, diligence, and adherence to rules (Abdelbari, 2011). Additionally, Zayed and Raman (2015) argued that writing helps children enhance their listening skills, attention, precision, commitment to order, patience, perseverance,

and adherence to rules to achieve a better level. It assists children in focusing, listening, retaining spoken words, recalling them, invoking visual images, and distinguishing between spoken and written language due to the association of the auditory and visual aspects in writing.

2.3 The Impact of the Noorani Qaida on Language Skills

Teaching the Arabic language through the Noorani Qaida is a means to firmly establish it in the minds of learners, leading to their preservation of it due to its frequent use in their language instruction (Al-Zahrani, 2022). Teaching the Noorani Qaida has an impact on a child's language by familiarizing them with proper pronunciation of letter articulation, training them in correct word spelling, enabling them to analyze the letters of words and build them sequentially, and fostering a love for reading. Also, it enhances their ability to engage in continuous reading, helps them master spelling, and the fundamental language skills of listening, pronunciation, reading, and writing practically with less effort and in less time, and develops their awareness, understanding, and cognitive abilities (Al-Ra'i, 2014). The impact of the Noorani Qaida in teaching the Arabic language is evident in its contribution to developing language skills in aspects such as proper pronunciation, eloquence of speech, quality of comprehension and perception, the skill of appreciating beautiful language, linguistic richness, and eloquent expression, as well as mastery of reading and writing (Al-Zahrani, 2022).

2.4 Statement of the Problem

Saudi Arabia has expanded its efforts in establishing educational institutions, administrations, and associations for Quranic memorization, and the Noorani Qaida has become widely used in Quranic memorization circles. Some regions in the Kingdom have dedicated special centers for teaching it, and they have organized training courses to prepare its teachers. Primary school teachers in official schools have also started learning it. Consequently, students who have learned the Noorani Qaida before entering school demonstrate notably better reading skills compared to their peers who have not studied it, and they can read effectively when they enter school (Al-Ayid, 2019). The results of a study by Buraykh (2022) recommended the adoption of The Noorani Qaida as a teaching method for reading in the primary stages in all directorates of education and memorization centers. Previous studies have emphasized the weakness in reading and writing skills among a considerable portion of primary-stage students in education. Furthermore, they have highlighted the effectiveness of the Noorani Qaida in its educational approach to improving language skills. Most of the previous studies focused on the impact of the Noorani Qaida on pronunciation during Quranic recitation, proper memorization free from errors, reading skills, linguistic fluency, reading readiness, and reading difficulties. However, within the scope of the researcher's knowledge, no study has comprehensively examined the impact of using the Noorani Qaida on developing language skills in learners at various educational stages, particularly in kindergarten. Based on the above, the research problem crystallized into verifying the impact of using the Noorani Qaida on developing language skills in young kindergarten children in Al-Ahsa Governorate from the perspective of Noorani Qaida teachers. Out of this research problem, the following questions arise:

1. What is the impact of using the Noorani Qaida on developing listening skills in young kindergarten children in Al-Ahsa Governorate from the perspective of Noorani Qaida teachers?
2. What is the impact of using the Noorani Qaida on developing speaking skills in young kindergarten children in Al-Ahsa Governorate from the perspective of Noorani Qaida teachers?
3. What is the impact of using the Noorani Qaida on developing reading skills in young kindergarten children in Al-Ahsa Governorate from the perspective of Noorani Qaida teachers?
4. What is the impact of using the Noorani Qaida on developing writing skills in young kindergarten children in Al-Ahsa Governorate from the perspective of Noorani Qaida teachers?

2.5 Significance of the Study

The study aims to investigate the impact of using the Noorani Qaida on developing language skills in kindergarten children. Therefore, the study can be beneficial in providing teachers with a theoretical framework regarding the importance of using the Noorani Qaida in enhancing the language skills of kindergarten children. It can also support researchers with theoretical, philosophical, applied, and field frameworks. Additionally, the study may contribute to understanding the impact of the Noorani Qaida from the perspective of participants, allowing for utilizing its findings in future studies. Furthermore, the study's results may benefit decision-makers and curriculum planners by encouraging the inclusion of Noorani Qaida instruction in early childhood teacher training programs and using the Noorani Qaida for teaching language skills to kindergarten children.

2.6 Key Terms of the Study

Noorani Qaida: It is the scientific approach to achieving and developing basic linguistic performance skills in learners, enabling them to read correctly in terms of pronunciation, accuracy, and spelling (Ba'alosha, 2015).

Language Skills: Language skills refer to "linguistic performance characterized by accuracy, efficiency, speed, and comprehension" (Al-Khawaiski, 2014). They are also defined as a set of correct language performances that gradually develop through education, practiced proficiently and effortlessly by individuals, and vary depending on the linguistic field, its objectives, and nature (Al-Shanawi & Mashaal, 2021).

3. Method

3.1 Research Design

The mixed-methods approach was employed, as it is suitable for the nature and objectives of the study. The mixed-methods approach combines quantitative and qualitative research methods and their respective data in a single study with distinct research designs (Creswell, 2018). It allows for a more comprehensive examination of a specific phenomenon, delving into various perspectives. Its strength lies in merging the advantages of data collection methods. Quantitative data helps determine positions and evaluations, while qualitative data provides information for interpreting situations. The sequential explanatory design was selected. The quantitative data was initially collected using a questionnaire to determine the impact of the Noorani Qaida on developing language skills in preschool children from the perspective of Nooraniya teachers. Subsequently, qualitative data was collected through interviews to explain the quantitative results.

3.2 Population and Sample of the Study

The study population consisted of all the Noorani Qaida teachers in the preschools of Al-Hafiz Al-Sagheer Association for the academic year 1443/1444 in the Al-Ahsa Governorate. Their total number was 30 teachers, as reported by the educational administration statistics (Statistics of the Al-Hafiz Al-Sagheer Association's preschools under the supervision of Al-Ahsa Governorate). Due to the limited size of the study population, a comprehensive survey method was used. All the members of the population were included in the study sample for quantitative data collection. The qualitative study sample consisted of nine teachers, who were purposefully selected for qualitative data collection.

3.3 Tools of the Study

Two tools were used to collect study data:

First: The Quantitative Tool: A questionnaire was considered suitable for the study based on the nature of the data and the research methodology used. It was constructed after reviewing educational literature and previous studies, such as Baa'lousha (2015), El-Sayyed (2021), and Buraykh (2022). The questionnaire consisted of two sections: The first section contained preliminary data. The second section included 44 items distributed among four domains, with an average of 12 items for each of the first, second, and third domains, whereas the fourth domain consisted of eight items.

3.3.1 Validity of the Study Tool

Face Validity: To ensure face validity, the questionnaire was presented to specialists in early childhood, Arabic language teaching methods, and Nooraniya teachers. Modifications were made based on their feedback and recommendations.

Internal consistency reliability: The questionnaire was administered to a pilot sample of ten teachers, and Pearson's correlation coefficient was calculated between each item and the total score of the respective domain. Table 1 illustrates the results.

Table 1. Pearson Correlation Coefficient between the Item and the Total Score of the Respective Domain

Item	Pearson correlation coefficient	Sig.	Item	Pearson correlation coefficient	Sig.
Listening			Speaking		
1	.394*	.016	13	.314*	.046
2	.659**	.000	14	.418*	.011
3	.638**	.000	15	.358*	.026
4	.411*	.012	16	.416*	.011
5	.509**	.002	17	.477**	.004
6	.661**	.000	18	.629**	0.00
7	.595**	.000	19	.377*	0.020
8	.449**	.006	20	.487**	.003
9	.353*	.028	21	.509**	.002
10	.424**	.010	22	.607**	.000
11	.432**	.009	23	.460**	.005
12	.489**	.003	24	.564**	.001
Item	Pearson correlation coefficient	Sig.	Item	Pearson correlation coefficient	Sig.
Reading			Writing		
25	.437**	.008	1	.505**	.002
26	.403*	.014	2	.572**	.000
27	.667**	.000	3	.589**	.000
28	.629**	.000	4	.499**	.003
29	.424**	.010	5	.602**	.000
30	.555**	.001	6	.674**	.000
31	.607**	.000	7	.725**	.000
32	.499**	.003	8	.433**	.008
33	.525**	.001			
34	.602**	.000			
35	.714**	.000			
36	.447**	.007			

*sig. at (0.05), **sig. at (0.01)

Table 1 shows that the correlation coefficients between the items and the respective domain were statistically significant at the 0.05 level or the 0.01 level, indicating the achievement of internal consistency reliability. Pearson correlation coefficients between the domains and the entire tool were also calculated, as shown in Table 2.

Table 2. Pearson Correlation Coefficients between the Domains and the Tool as a Whole

No.	Domain	Pearson correlation coefficient	Sig.
1	Listening	.777**	.000
2	Speaking	.840**	.000
3	Reading	.843**	.000
4	Writing	.847**	.000

**sig. at (0.01)

Table 2 shows that the correlation coefficients between the domains and the tool as a whole were statistically significant at the 0.01 level, indicating the achievement of the reliability and consistency of the study tool.

3.3.2 Reliability of the Study Tool

The reliability coefficient was calculated using Cronbach's Alpha equation for each domain of the questionnaire and the total score of the tool. Table 3 illustrates the reliability coefficients for each domain of the questionnaire and the total score.

Table 3. The Reliability Coefficient for the Domains and the Overall Score of the Tool

No.	Domain	Item no.	Cronbach's Alpha
1	Listening	12	0.93
2	Speaking	12	0,90
3	Reading	12	0.91
4	Writing	8	0.94
	Total	44	0,95

Table 3 shows that the reliability coefficients for the domains ranged from (0.90 to 0.94), and the overall reliability coefficient for the tool was (0.95). All of these coefficients are statistically acceptable, confirming the validity of using the tool.

Second: the qualitative tool: Interviews are considered an important qualitative research tool. After collecting and analyzing quantitative data using the questionnaire, interviews were conducted with nine teachers of the Noorani Qaida. Pre-prepared questions were used in the interviews, covering basic information about the study participants and questions aimed at clarifying some of the questionnaire statements. The aim was to obtain detailed information, facts results of, and a deeper, more accurate description of the participants' perspectives, experiences, views, and perceptions regarding the impact of using the Noorani Qaida on the language skills of young children in Al-Ahsa's kindergartens. The answers were recorded, and a qualitative analysis of the responses by the researchers was conducted in preparation for reaching conclusions and recommendations.

3.4 Data Analysis

The quantitative data were analyzed using the statistical software (SPSS). Pearson's correlation coefficient was used to calculate the validity and means, standard deviations, and ranks were computed to answer the study's questions. The following grading scale was adopted to determine the degree of agreement based on the range, as shown in Table 4.

Table 4. Criteria for Interpreting Mean Values

Degree of agreement	Very low	Low	Medium	High	Very high
Mean	1-1.79	1.80-2.59	2.60-3.39	3.40-4.19	4.20-5.00

4. Results and discussion

4.1 The Impact of the Noorani Qaida on Developing Linguistic Skills

Table 5. Means and Standard Deviations for the Impact of Using the Noorani Qaida on Developing Linguistic Skills among Preschool Children in Al-Ahsa Governorate, as Perceived by Noorani Qaida Teachers

No.	Rank	Domain	Mean	Standard deviation	Degree
1	1	Listening	4.41	.857	Very high
2	3	Speaking	3.99	.988	High
3	2	Reading	4.01	.918	High
4	4	Writing	3.86	.928	High
		Total degree	4.07	.896	High

Table 5 shows that the total score for the impact of using the Noorani Qaida on developing linguistic skills among preschool children in Al-Ahsa Governorate, as perceived by Noorani Qaida teachers, was high with a mean score of

(4.07) and a standard deviation of (0.896). Listening skills ranked first with a very high mean score of (4.41) and a standard deviation of (0.857), followed by reading skills in second place with a mean score of (4.01) and a standard deviation of (0.918), both in the high category. Writing skills came last with a mean score of (3.86) and a standard deviation of (0.928), also in the high level.

According to Table 5, it is evident that the overall score for the impact of using the Noorani Qaida in developing language skills among the young children of Al-Hafiz Al-Sagheerr kindergartens in Al-Ahsa province, from the perspective of Noorani Qaida teachers, came with a high degree with an average (4.07) and a standard deviation (0.896). Listening skills ranked first with an average score of (4.41) and a standard deviation of (0.857), and with a very high degree. Following that, reading skills ranked second with an average score of (4.01) and a standard deviation of (0.918), also with a high degree. In the third position, speaking skills had an average score of (3.99) and a standard deviation of (0.988), again with a high degree. Meanwhile, writing skills came in the last position with an average score of (3.86) and a standard deviation of (0.928), still with a high degree. The current findings highlight the overall positive impact of the Noorani Qaida in developing language skills among young children, with specific strengths in listening and reading. The insights gained from this study can inform educators, curriculum developers, and policymakers in optimizing language learning methodologies in early childhood education.

This result can be attributed to the teachers' proficiency in all aspects of the Noorani Qaida, along with their effective teaching abilities tailored for children. These educators possess the necessary skills acquired through accredited training courses for applying the Noorani Qaida. Moreover, a significant number of the Noorani Qaida teachers in the study sample specialize in early childhood education, aligning their instructional approaches with the developmental characteristics of this age group. Their expertise enables them to simplify Noorani Qaida lessons and customize them to suit the developmental milestones of preschool children. The teachers employ various active learning strategies suitable for children, including stories, educational games, digital songs, and videos. All Noorani Qaida lessons are designed to be practical and interactive, engaging children in the learning process. Additionally, there is a collaborative effort with parents to facilitate the teaching of the Noorani Qaida to their children. The use of the Noorani Qaida makes learners interact positively, actively engaging them in the learning process. The Noorani Qaida is designed to consider individual differences among learners, allowing each student to progress to the next part as they master the previous one.

Teacher (K) stated that applying the lessons of the Noorani Qaida correctly and utilizing sound helps attract children to the presented material, increasing their effectiveness. It also overcomes difficulties in pronouncing letters, ensuring proper pronunciation and, consequently, correct writing. In Al-Hafiz Al-Sagheer kindergartens, where Quranic teaching is conducted for young children, the Noorani Qaida contributes to the children's understanding of language, focusing on pronunciation, thus facilitating accurate and proficient reading and, subsequently, acquiring the skill of writing correctly. Teacher (C) added, "I strive to make teaching the Noorani Qaida enjoyable by incorporating games, stories, and active learning strategies. Emphasizing engagement during the presentation, whether through stories, games, or using active learning strategies like brainstorming. Utilizing videos can also enhance the application of these teaching methods."

This result aligns with the study conducted by Al-Sayed (2021), which emphasized that applying the Noorani Qaida with preschool children contributed to improving their academic achievement, developing their linguistic skills, enhancing their linguistic abilities, and improving their reading fluency. This had a clear impact on their ability to read diverse stories expressively and with confidence. It also corresponds with the research conducted by Al-Awaidi and Al-Maghribi (2020), which revealed that 85% of respondents supported using the Noorani Qaida. One of the main reasons for this support was its role in refining learners' pronunciation skills, enabling them to articulate sounds correctly and read fluently.

4.2 The Impact of Using the Noorani Qaida on Developing Listening Skills

Table 6 shows that the impact of using the Noorani Qaida in developing listening skills among children in Al-Hafiz Al-Sagheer Kindergartens in Al-Ahsa Governorate from the perspective of Noorani Qaida teachers was very high, with an average score of (4.41) and a standard deviation of (0.457). The item "The child recognizes the sounds of the Arabic letters" obtained the highest average score of (4.67) with a standard deviation of (0.601) and a very high degree. In the second place was the item "The child identifies the initial sound of the heard word" with an average score of (4.59) and a standard deviation of (0.632) and a very high degree. On the other hand, the item "The child distinguishes between the three long vowels (Alif, Waw, Ya) when listening" obtained the lowest mean scores (4.04) with a standard deviation of (0.874) and a high degree.

Table 6. Means and Standard Deviations to Determine the Impact of Using the Noorani Qaida on Developing Listening Skills among Children in Al-Hafiz Al-Sagheer Kindergartens in Al-Ahsa Governorate, as Perceived by Noorani Qaida Teachers

Domain	Mean	Standard deviation	Degree
Domain 1: listening skill			
1 The child recognizes the sounds of the Arabic letters.	4.67	.601	Very high
2 The child distinguishes between similar letter sounds.	4.37	.756	Very high
3 The child recalls the sounds that make up the heard word.	4.42	.758	Very high
4 The child distinguishes between the three short vowels (Fatha, Kasra, Damma).	4.25	.868	Very high
5 The child distinguishes between the nunated letters (double Fatha, double Kasra, double Damma).	4.41	.772	Very high
6 The child identifies the initial sound of the heard word.	4.59	.632	Very high
7 The child identifies the final sound of the heard word.	4.52	.676	Very high
8 The child distinguishes between the three long vowels (Alif, Waw, Ya) when listening.	4.04	.874	High
9 The child distinguishes between short and long vowels when listening.	4.27	.791	Very high
10 The child differentiates between letters of "Madd" (elongation) and "Layn" (softening).	4.56	.655	Very high
11 The child distinguishes between consonants and vowels when hearing them.	4.29	.792	Very high
12 The child identifies the missing phonemic sound in a heard word among several similar-sounding letters.	4.34	.838	Very high

Table 6 indicates that the statement "The child recognizes the sounds of Arabic letters" had the highest average score, reaching (4.67) with a standard deviation of (0.601), indicating a very high degree of achievement. Following in the second position was the statement "The child identifies the initial sound of the heard word" with an average score of (4.59) and a standard deviation of (0.632), also achieving a very high degree. On the other hand, the statement "The child distinguishes between the three long vowel sounds (Alif, Waw, Ya) when heard" obtained the lowest average score of (4.04) with a standard deviation of (0.874), still achieving a high degree of success. The result suggests that while the Noorani Qaida is particularly strong in foundational phonetic areas, there is room for targeted improvement in teaching long vowel sounds. The implications include reinforcing and expanding phonetic instruction, providing additional support for long vowel sounds, offering professional development for educators, reviewing and enhancing the curriculum, customizing instruction based on individual needs, involving parents in supporting learning, implementing continuous assessment and feedback mechanisms, and encouraging research and innovation in phonetic teaching approaches. These considerations aim to optimize the Noorani Qaida method's effectiveness and contribute to a comprehensive and tailored approach to Arabic language instruction.

This result can be attributed to using the Noorani Qaida, which relies on simulation and imitation. Children begin by listening to the pronunciation of letters and then imitate them, relying on their sense of sight. This process helps them develop accurate and proper reading skills. Additionally, the Noorani Qaida can enhance auditory discrimination skills in learners to the highest levels, ensuring their exceptional ability to correctly articulate Arabic letters. Furthermore, the Noorani Qaida is based on listening, reception, stimulation, and continuous follow-up.

Both Teacher (A) and Teacher (B) emphasized that the Noorani Qaida enhances and strengthens listening skills because it requires good listening and attentive skills to perform the lesson correctly and complete tasks inside the activity room. Teacher (C) mentioned that the Noorani Qaida helps strengthen listening and differentiate between letter sounds, such as distinguishing between the letters (s) and (S) while practicing the articulation of letters and improving listening skills. Teacher (D) pointed out that the Noorani Qaida is beneficial for distinguishing between consonants and vowels, as well as differentiating between similar letters like (t) and (d). Teacher (E) added that the Noorani Qaida impacts listening skills as children become familiar with letters in all their forms, especially when combined with other letters. These findings align with what Ibrahim (2012) mentioned regarding listening skills suitable for kindergarten children, which include distinguishing audio, distinguishing specific sounds in words, identifying sources of sounds, recognizing word rhythms, and providing words with the same meaning.

4.3 The Impact of the Noorani Qaida on Developing Speaking Skills

Table 7 shows that the impact of using the Noorani Qaida on developing speaking skills in kindergarten children in Al-Ahsa Governorate, from the perspective of Noorani Qaida teachers, was significant. The average score is 3.86, with a standard deviation of 0.928. The item "The child pronounces the letters of the word correctly" ranked first with an average score of 4.49 and a standard deviation of 0.869, indicating a very high degree of impact. Following that, the item "The child pronounces the soft letters correctly" ranked second with an average score of 4.45 and a standard deviation of 0.593. Meanwhile, the item, "The child pronounces the letters with Shaddah correctly" ranked last with an average score of 2.79 and a standard deviation of 0.961, indicating a moderate impact.

Table 7. Means and Standard Deviations to Determine the Impact of Using the Noorani Qaida on Developing Speaking Skills among Children in Al-Hafiz Al-Sagheer Kindergartens in Al-Ahsa Governorate, as Perceived by Noorani Qaida Teachers

	Domain	Mean	Standard deviation	Degree
Domain 1: speaking skill				
13	The child pronounces the sounds of the letters correctly.	3.79	.933	High
14	The child distinguishes between similar sounds in pronunciation.	3.93	.864	High
15	The child protrudes the tongue during the pronunciation of the dental letters.	3.89	.871	High
16	The child pronounces adjacent sounds correctly.	3.97	.861	High
17	The child performs types of intonation and rhythm acceptably.	3.80	.883	High
18	The child distinguishes between the three short vowel sounds (Fatha, Kasra, Damma) during pronunciation.	3.84	.930	High
19	The child distinguishes between the doubled letters (Fatha, Kasra, Damma) during pronunciation.	3.92	.865	High
20	The child pronounces the letters that make up the word correctly.	4.49	.869	Very high
21	The child pronounces the letters with Shaddah correctly.	2.79	.961	Medium
22	The child distinguishes between short and long vowel sounds during pronunciation.	4.22	.776	High
23	The child pronounces the soft letters correctly.	4.45	.539	Very high
24	The child pronounces the long vowels correctly.	4.13	.906	High

Table 7 shows that the statement "The child pronounces the letters that make up the word correctly" ranked first with an average score of (4.49) and a standard deviation of (0.869), indicating a very high degree of achievement. Following in the second position was the statement "The child pronounces the soft letters correctly" with an average score of (4.45) and a standard deviation of (0.593). On the other hand, the statement "The child pronounces the letters with shaddah correctly" ranked last with an average score of (2.79) and a standard deviation of (0.961), achieving a moderate degree of success. The Noorani Qaida excels in teaching the correct pronunciation of individual letters and soft letters, but there is a need for targeted improvement in teaching the pronunciation of letters with shaddah. These insights can inform instructional enhancements and support the continuous refinement of the Noorani Qaida to pronunciation instruction.

This result can be attributed to the fact that the Noorani Qaida is an auditory teaching method that primarily relies on the pronunciation of the phonetic letter, including its articulation, description, movement, and the timing of its pronunciation. The Noorani Qaida enables learners to acquire the skill of accurate and eloquent pronunciation. It teaches learners the optimal method for pronouncing and learning the alphabet correctly, allowing them to differentiate between similar linguistic sounds, such as the sounds of (d), (s), (S), (D), (t), and (T). It helps learners avoid pronunciation defects that many children may face, such as pronouncing (sh) as (s) or (dh) as (z). In addition, the Noorani Qaida aids in articulation, prevents common pronunciation errors, and contributes to tongue flexibility during speech. Moreover, the Noorani Qaida is an instructional method developed in a specialized and systematic way to master the correct pronunciation of Arabic letters and easily recognize them. Its reliance on evaluating learners' tongue movements helps eliminate pronunciation defects by addressing issues like letter substitution.

The teacher (N) emphasized, "The Noorani Qaida contributes to solidifying the articulation of letters. During my teaching, I use various applications, such as bringing a mirror to show the child's tongue movement when pronouncing the lingual letters. I also use recording devices to record the sounds and play them back to reinforce lessons and self-evaluation, and sometimes I sing with them the letters of elongation to consolidate long and short vowels." Teacher (S) explained, "The Noorani Qaida helps in speaking fluently." Both teacher (A) and teacher (N) agreed that the Noorani Qaida is important and has a clear impact on speaking skills and tongue control. It facilitates learning the correct pronunciation of letters with their articulation and movements, reflecting positively on the children's pronunciation and addressing many speech issues. Teacher (A) also mentioned, "The Noorani Qaida corrects the articulation of letters and regulates them. It assists in spelling, reading words, and tongue fluency."

This result aligns with a study by Al-Zahrani (2022), which emphasized the importance of early childhood education and started with the Noorani Qaida to teach Arabic language skills. It highlighted the significant impact of this approach on children's mastery of pronunciation and spelling of words with their various vowel marks in different contexts.

4.4 The Impact of the Noorani Qaida on Developing Reading Skills

Table 8 shows that the impact of using the Noorani Qaida on developing reading skills in young children in Al-Ahsa Governorate, as perceived by Noorani Qaida teachers, was significant. The average score was (4.01) with a standard deviation of (0.418). The item, "The child distinguishes between similar words in reading.", ranked first with an average score of (4.45) and a standard deviation of (0.558), indicating a very significant impact. It was followed by the item, "The child reads similar letters correctly in writing.", with an average score of (4.43) and a standard deviation of (0.578), also considered very significant. However, the item, "The child distinguishes between different sound phenomena such as stress and pronunciation.", ranked last with an average score of (3.76) and a standard deviation of (0.962), but it still had a significant impact.

Table 8. Means and Standard Deviations to Determine the Impact of Using the Noorani Qaida on Developing Reading Skills among Children in Al-Hafiz Al-Sagheer Kindergartens in Al-Ahsa Governorate, as Perceived by Noorani Qaida Teachers

	Domain	Mean	Standard deviation	Degree
Domain 3: reading skill				
25	The child reads words correctly, paying attention to the correct pronunciation of the letters.	3.90	.910	High
26	The child distinguishes between different sound phenomena, such as stress and pronunciation.	3.76	.962	High
27	The child reads words with short vowels correctly.	3.94	.867	High
28	The child distinguishes between similar words in reading.	4.45	.558	Very high
29	The child reads vowelized words correctly.	4.08	.834	High
30	The child reads words with doubled letters correctly.	3.98	.840	High
31	The child reads similar letters in writing correctly.	4.43	.578	Very high
32	The child pauses at punctuation marks during reading.	4.03	.903	High
33	The child pronounces the letters "taa" and "haa" at the end of words correctly.	4.17	.806	High
34	The child reads words with long vowels correctly.	4.20	.779	High
35	The child distinguishes between all read words at a glance and does not mix them up.	3.84	.930	High
36	The child is skilled in linking while reading.	3.92	.865	High

Table 8 indicates that the statement "The child distinguishes between similar words in reading" was ranked first with an average score of (4.45) and a standard deviation of (0.558), achieving a very high degree of success. Following in the second position was the statement "The child reads similar letters in writing correctly" with an average score of (4.43) and a standard deviation of (0.578), also achieving a very high degree. On the other hand, the statement "The child distinguishes between different sound phenomena, such as stress and pronunciation" ranked last with an average score of (3.76) and a standard deviation of (0.962), but still with a high degree of success. In summary, the Noorani Qaida

excels in teaching children to distinguish between similar words in reading and accurately reproduce similar letters in writing. Although there is still success in recognizing different sound phenomena, this aspect may benefit from targeted improvements or refinements in instructional strategies. These findings contribute valuable insights for educators seeking to enhance reading skills through the Noorani Qaida.

This result can be attributed to the fact that the teaching process begins with using the Noorani Qaida in a proper sequence, starting with teaching the alphabet and ending with reading sentences correctly, in a simple and accessible way for the learner. This approach enables the learner to develop the ability to read with less effort and in less time. Through this method, the learner acquires the foundational skills of reading individual and compound alphabet letters, followed by their pronunciation of words, ultimately solidifying correct reading skills in the learner's mind.

Teacher (S) affirmed, "The Noorani Qaida teaches the sound of each letter, pronunciation with diacritics, spelling of words, and the correct pronunciation of vowels and consonants." She also mentioned, "It helps in gradually acquiring sub-skills related to reading and recognizing the sound of each letter with its diacritics." Teacher (K) added, "The Noorani Qaida assists children in distinguishing between long and short vowels during reading." Furthermore, Teacher (A) stated, "It has been beneficial in developing the mental skill of reading through tracking and aids in reading words". Teacher (P) confirmed, "It contributes to fast reading, as children can read 12 words in ten seconds." Additionally, Teacher (N) mentioned, "I apply Noorani Qaida lessons during vocal reading and when children recite Quranic verses as part of the self-learning curriculum."

This result aligns with a study by Buraykh (2022), which revealed the impact of using the Noorani Qaida method in improving some reading skills. The study highlighted improvements in recognizing alphabetical letters with their sounds and symbols, reading words correctly, distinguishing between similar letters such as (n, b, t, S, s), differentiating between connected and unconnected (t) distinguishing between short and long vowels, understanding reading rules such as "Shaddah" reading solar and lunar letters, and recognizing nunation with its three movements, among second-grade female students and their equivalents in memorization centers. It is also consistent with the findings of the AL- Zadjali study (2016), which demonstrated that teaching using the Noorani Qaida method helped reduce students' errors in pronouncing words while reciting the Quran.

4.5 The Impact of the Noorani Qaida on Developing Writing Skills

Table 9 demonstrates the influence of using the Noorani Qaida on enhancing writing skills among preschool children in Al-Ahsa Governorate, according to the perceptions of Noorani Qaida teachers. The results indicate a substantial impact, with an average score of 3.99 and a standard deviation of 0.988. The statement "The child writes letters correctly in various positions" ranked first with an average score of 4.20 and a standard deviation of 0.779, signifying a high level of impact. The statement "The child writes Arabic letters correctly" ranked second with an average score of 4.17 and a standard deviation of 0.806, also demonstrating significant impact. However, the statement "The child writes short familiar words correctly when spelling them" ranked last with an average score of 3.56 and a standard deviation of 0.931, still indicating a noteworthy impact.

Table 9. Means and Standard Deviations to Determine the Impact of Using the Noorani Qaida on Developing Writing Skills among Children in Al-Hafiz Al-Sagheer Kindergartens in Al-Ahsa Governorate, as Perceived by Noorani Qaida Teachers

	Domain	Mean	Standard deviation	Degree
Domain 4: writing skill				
37	The child writes Arabic letters correctly.	4.17	.806	High
38	The child writes letters in various positions correctly.	4.20	.779	High
39	The child writes letters with short vowel marks correctly.	3.84	.879	High
40	The child writes letters with long vowel marks correctly.	3.92	.865	High
41	The child writes short familiar words correctly when spelling them.	3.56	.931	High
42	The child can copy words correctly from a written source.	3.84	.879	High
43	The child writes their full name correctly.	3.92	.865	High
44	The child writes the nunated letters correctly.	3.84	.879	High

Table 9 indicates that the statement "The child writes letters in various positions correctly" had the highest average score of (4.20) with a standard deviation of (0.779), achieving a significant degree of success. Following in the second position was the statement "The child writes Arabic letters correctly" with an average score of (4.17) and a standard deviation of (0.806), also achieving a significant degree. On the other hand, the statement "The child writes short familiar words correctly when spelling them" ranked last with an average score of (3.56) and a standard deviation of (0.931), but still with a significant degree of success. To sum up, the Noorani Qaida demonstrates significant success in teaching children to write letters in various positions and produce correct Arabic letters in their writing. While spelling short familiar words also shows success, there may be opportunities for targeted improvements in this aspect of writing skills. These findings provide valuable guidance for educators aiming to enhance children's writing proficiency through the Noorani Qaida method.

This result can be attributed to the innovation and diversity in teaching methods, especially using modern tools that stimulate learners' motivation, attention, pronunciation, reading, and writing. It also satisfies the learners' desire in this stage for role-playing and using letter cards for writing.

Both teacher (N) and teacher (A) agreed, "The Noorani Qaida enables the child to write, especially after practicing the exercises. Teaching it reinforces the image of the letter, its writing, and memorization because it directly connects the sound to the written symbol." Additionally, teacher (F) stated, "The Noorani Qaida makes the child quick in writing and helps in teaching letter writing." Teacher (P) mentioned, "I train children on spelling and writing the letter when they hear the sound of the letter." Furthermore, teacher (J) pointed out, "The Noorani Qaida helps in recognizing the shape of the letter at the beginning, middle, and end of the word."

This result is consistent with a study by Buraykh, (2022), which revealed the impact of using the Noorani Qaida in improving writing skills, such as distinguishing between similar letters in writing, writing letters correctly in connected and disconnected forms, and forming sentences by arranging separate words.

5. Conclusion

The study aims to investigate the impact of using the Noorani Qaida on developing language skills in young children attending kindergartens in Al-Ahsa Governorate from the perspective of Noorani Qaida teachers. The findings showed that the Noorani Qaida had a high impact on developing language skills (listening, speaking, reading, writing) in young children attending kindergartens in Al-Ahsa Governorate from the perspective of Noorani Qaida teachers. The current result implicates the role of Noorani Qaida in enhancing language skills (listening, speaking, reading, and writing) in young children attending kindergartens. The study's objective boundaries encompassed using the Noorani Qaida in developing language skills (listening, speaking, reading, and writing). Also, the study was conducted during the second semester of the academic year 1443-1444 AH. In addition, the human and geographical scope of the study included teachers of the Noorani Qaida in the kindergartens of Al-Hafiz Al-Sagheer Association for Quran Memorization in the Al-Ahsa Governorate.

In light of the results obtained in this study, it is recommended to develop training programs for early childhood educators aimed at enhancing their teaching skills using the Noorani Qaida. These programs should also focus on cultivating positive attitudes toward this teaching approach in reading instruction and its contribution to developing language skills and phonetic reading. Additionally, it is essential to incorporate the Noorani Qaida and its teaching techniques into the early childhood education curricula in teacher training colleges to promote its importance among educators. The integration of technology-enhanced learning tools should also be considered to empower teachers in delivering a high-quality Noorani Qaida. Furthermore, there should be an increased emphasis on research and studies regarding the inclusion of the Noorani Qaida in early childhood education curricula. Concerning future studies, the researcher recommends conducting a study to identify the barriers that hinder utilizing the Noorani Qaida by educators in early childhood education and examining how primary school teachers employ the Noorani Qaida in teaching language skills. Additionally, designing a technology-based program for teaching the Noorani Qaida in early childhood education should be explored.

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Acknowledgments

This work was supported by the Deanship of Scientific Research, Vice Presidency for Graduate Studies and Scientific Research, King Faisal University, Saudi Arabia [Project No. GRANT5,679].

Authors contributions

AMHA, SAB contributed to the paper, including study design, research questions, analysis of primary data, and writing of the manuscript. All authors met regularly to review, edit, and revise all sections of the paper. All authors read and approved the final draft of the manuscript.

Funding

NA

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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