

RESEARCH TITLE

**ARABIC LANGUAGE TEACHERS' ATTITUDES TOWARDS THE
EFFECTIVENESS OF CURRICULA AND TEACHING THE ARABIC
LANGUAGE FOR THE TENTH GRADE**

Aysheh Ahmad Abd-Alkrim Al-Masa'feh¹

Elayan Abdellatif Khawaldeh²

¹ Department of teacher education, faculty of social science, Isra University, Jordan

Email: Aysheh.almasafeh@iu.edu.jo

² Ministry of Education, Jordan

Email: Alyanabd123@gmail.com.

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Abstract

This study aimed to examine the Arabic language Teachers' attitudes toward the effectiveness of curricula and teaching Arabic for the tenth grade. The sample of the study consisted of 55 teachers randomly from Madaba schools in Jordan. For data collection, the scale of Alshahri (2020) has been used. The findings of the study showed that there are no statistically significant means of the attitudes of teachers towards teachers' guidebook was medium level. The higher level was for the dimension of content effectiveness, and the lowest one was for Design effectiveness. Other findings presented that there are no statistically significant means of the attitudes of teachers towards teachers' student books was medium level. The higher level was for the dimension of objectives effectiveness, and the lowest one was for activities and training effectiveness. Finally, the study revealed no statistically significant differences between Arabic language Teachers' attitudes toward the effectiveness of curricula and teaching Arabic for the tenth grade based on their qualifications.

Key Words: Arabic language, Teachers' attitudes, curricula, teaching Arabic.

Introduction

Nations are proud of their languages because they are a symbol of their being, a title of their personality, and a repository of their inheritance (Tobin, 2006). Civilizational, cultural, and ideological and the basis of its national unity, and the language performs a national great degree of importance, as it creates the climate for the unity of the nation, and the cohesion of society, and makes Each region familiar with the affairs of the other regions (Beja, 2005). In addition, the Arabic language is the language of the Holy Qur'an, as it is how Muslims are connected to this book, and the Sunnah of the Prophet, and the ammunition in them, which is a factor Fundamental in the formation of the lives of pupils, the formation and building of their personalities. It is natural that care Society teaches it to pupils (Khater et al, 1989).

Teaching Arabic for the tenth grade is one of the important means by which the school achieves its functions, because language is the basis of communication and understanding between the student and his environment, and depends on It has every educational activity in school and outside (Betty, 2009), in addition to the fact that the Arabic language wins the students a result of the correct vocabulary, and helps them to familiarize themselves with the linguistic structure Methods that allow them to express their needs and facilitate their cooperation with others (Khalifah, 2003). From this absolute the Ministry of Education sought to develop the curricula of public education in Jordan to keep pace with the development and change that is happening in the world, as well as The rapid development of means of communication and technology, introduced into the education system is completely changed in Curriculum and Orientation She established a holding company for the development of education (King Abdullah Project for the Development of Education (Dahmani, 2002). One of the most important changes in the curricula was the development of Arabic language subjects and making them into One course (my language) for all public education graduates, and one of the consequences of this development was that it was met with In society between acceptance and rejection, and this view X and V shows its effects are evident in the course of the process Educational, and one of the most important points that called the researcher to see this negative view by teachers for such development, which will reflect negatively on his performance in the classroom It may therefore affect the level of achievement of students (Samak, 1998).

Teaching Arabic is not easy, as this language requires the teacher to have great experience in the field of teaching and a full knowledge of the Arabic language. For the teacher to be able to teach Arabic, he must be fully aware of the methods of teaching Arabic, and below we will explain the methods of teaching Arabic (Alshahri, 2020).

Curricula and Teaching of Arabic Language

Inductive method:

The inductive method or the deductive method is one of the most important and widely used methods of teaching Arabic. This method focuses mainly on the student, since it depends on observation and observation by the student, to finally reach the conclusion and conclusion. Through this method, the student can access the traits that anchor the information in his mind (Alshahri, 2020). In addition, this method arranges facts and facts in the student's mind, in addition to that, it makes the Arabic language a desirable and interesting subject for the student. However, what is wrong with the inductive method, or the method of deduction is that it does not guarantee access to the same information or conclusion by all students. In addition, this method is one of the very slow ways to communicate information to the minds of students (Khalifah, 2003).

Standard method:

The standard method is one of the most important methods of teaching Arabic, and this method is characterized by moving from judging the whole to judging the part. The teacher is the main focus of this method, as he must communicate information and results directly to the student's mind. This method is favored by a large number of teachers, who see it as the best way to make students understand what is required and love the Arabic language subject. Through this method, the teacher gives a certain grammatical rule and then asks his students to apply it according to this rule (Beja, 2005). This method does not require much time, as the teacher can communicate his idea to his students as soon as possible. In addition, this method does not require much effort from the student and the teacher. However, what is wrong with this method is that it cancels the student's role in active participation in the education process because this method makes it a tool for preserving information only. In addition, this method violates the laws of education, which require starting from the easiest to the hardest, while this method starts from the most difficult to the easiest (Khater et al, 1989).

Connected methods method (modified text method):

This method is one of the most important and prominent methods of teaching Arabic, and this method is mainly based on the selection of texts that are connected in meaning and integrated into the subject. This method is similar to the inductive method in many points but differs from it in the coherence of the text, as the texts of this method are coherent and interrelated, and give a complete meaning, unlike the texts of the inductive method, which are not integrated, meaning and interrelated (Alshahri, 2020). This method is characterized by the fact that it neglects to consolidate the Arabic language by mixing grammar with correct expression. This method also connects language to everyday life, so many students tend to and want it. In addition, this method makes students more experienced and understanding the meanings of language, because it trains them in it greatly. However, one of the disadvantages of this method is the difficulty of obtaining a full-fledged text. In addition, the texts of this method are generally expensive and artificial (Al-Qahtani, 2009).

Method of dialogue and discussion:

This method is the basis for most modern teaching methods because it is concerned with the interaction and language communication that takes place in the classroom. This interaction between pupils and students takes place through the answers that students perform in the classroom or through queries that students ask among themselves or their teacher. The process of verbal interaction and exchange of positions between students creates a wonderful atmosphere of freedom, participation, and constant dialogue. This method teaches the student to respect the opinion and the other opinion, and this is one of the most important features of this method (Al-Qahtani, 2009). The method of dialogue and discussion means that the student and teacher understand, analyze and explain a particular idea or problem, and clarify the places of agreement and disagreement in it, to find appropriate solutions to this problem. The first is free discussion, through which new and innovative goals are reached. The second type is controlled or directed discussion, in which the discussion is directed toward a particular issue (Alshahri, 2020).

Method of recitation and memorization:

This method is one of the most important methods of teaching Arabic, and this method depends mainly on mastering the learner's memorization of a particular subject. Through this method, the student is taught to memorize poems and Quranic verses, in addition to some laws and rules in science and languages. This method is one of the ways to collect materials and accustom students to face others. The main purpose of the method of recitation and

memorization is to measure the student's abilities to learn the material and to judge them through the method of recitation (Al-Qahtani, 2009).

Previous studies

Alshahri (2020) aimed to identify the attitudes of Arabic language teachers and supervisors and supervisors towards the new curriculum of my language in the primary stage in Khamis Mushait governorate. adopted the researcher on descriptive analytical approach, as the researcher applied the content analysis approach to results and extracts of data obtained through the questionnaire to obtain a general idea about the trends of the research sample and the questions raised by the study. The results revealed that the attitudes of teachers and supervisors of the Arabic language at the stage -Elementary towards my beautiful language course were positive. The most important recommendation: help my teacher -and teachers of the Arabic language curriculum to differentiate between ends and means. and review -the new curriculum in terms of content and quality, five years after its application following developments in the allocation of the Arabic language. The study finds out the need to educate parents of pupils on the importance of - the Arabic language and encourage them to motivate their children to pay attention to it morally and financially.

Other findings showed the need to secure educational aids that serve the new Arabic language curriculum directly and to ensure quality and diversity in the selection, and keenness to train Arabic language teachers to use it highly skilfully. and the need to pay attention to the selection of appropriate materials and materials that serve the curriculum of the Arabic language and its provision to teachers and students, and the need to provide financial support for the supplies and modern educational means that contribute to achieving the objectives of the Arabic language curriculum at the stage primary. finally, the need to prepare appropriate halls and classrooms for teaching Arabic in schools. primary, and providing them with educational means and modern technologies that suit the ages of students at the primary level.

Al-Qahtani (2009) aimed to detect factors school leading to the insufficiency of teachers' performance, where the researcher used the descriptive approach, has a field study was conducted on a sample of 466 primary school teachers during the application of a questionnaire on the mentioned sample, the father reached several results most notably: that the school factors leading to the underperformance of teachers in primary schools. Which was included the thesis was arranged in order of importance as follows: Increasing the burden of Teaching to the teacher, the lack of school capabilities and orientation, and the increase in the density of students in classes Parenting, negative human relations within the school community, and the managerial style of the principal The non-dimming school.

Said (2002) aimed to come up with a set of recommendations. for which development and increase of the effectiveness of the teacher's professional growth, the researcher used the methodology of the analytical descriptive of the educational writings that dealt with the professional growth of the teacher, and the two several results, the most important of which is urging the teacher to use self-learning methods and see everything that it is new and new, especially in its field of specialization, and interest in activating the training programs that organized for the teacher during service.

Stein (2002) aimed to identify students' proposals. teachers before joining the service and their reports on their professional performance after joining the service, Where the researcher used the descriptive approach and carried out a field study on a sample of 433 A teacher where he applied a questionnaire to them and reached several results, the most important of which is that the sample of the father is from Teachers perform their professional role as pre-service teachers but not with the same accuracy compared to They are already in service.

Moore (2002) aimed to identify perceptions, Teachers on organizing their professional performance methods required during the two years 2006/2005, where the researcher used the descriptive analytical approach from 2005/2004 During a field study carried out by the researcher to apply a questionnaire on a sample of teachers consisting of 312 teachers and reached several results, the most important of which is to vote teachers about the organization of their performance methods The professional required during the two years mentioned are summarized in starting with the learner from where he is, and managing The classroom is designed in a depressive manner, and adopts modern educational strategies.

The researchers believe that these Al-Rasat are keen on the quality of the textbook because of its importance to the teacher and the learner, especially in the tenth-grade cauldron, and these studies almost unanimously agree on the need to link the scientific material to the learners' environment and needs and increase the number of classes to suit the content of the scientific material of the book, and the researchers have benefited from these Al-Rasat in designing a list of textbook quality standards. Note that the current study is a natural extension of previous studies that sought to an evaluation of the new Arabic language curriculum, but it is characterized by comprehensiveness for all stage books basic (scientific and literary), and unique in new fields, including the field of psychological basis pedagogical, pedagogical methods and activities because of their importance at this stage in particular.

The problem with the study

Arabic is an ancient language, in addition to that, it is the language of the holy Quran, which all Muslims must master. the Arabic language preserves the great cultural and literary heritage left by Arab writers and scholars. the Arabic language helps the student to express himself correctly and in a proper manner, because students learn and understand concepts and terminology, and then use these terms to express their ideas. the Arabic language provides the student with a large number of vocabularies, which makes him use the language with ease and ease, especially if he wishes to write poetry and literature. these were the most prominent methods of teaching the Arabic language, through which students are properly taught Arabic to play their role in preserving and developing the Arabic language and pushing it forward. since the attitudes of teachers have an effective role and supervisors have the guiding role and motivation to achieve the goals of the new curriculum for the Arabic language, this study came to stand on the nature of the attitudes of teachers, supervisors, and supervisors so that there is a perception and support scientific can be consulted during the assessment of the active element in the education process.

Importance of the study

The current study contributes to identifying the nature of the attitudes of Arabic language teachers towards the curriculum and teaching of Arabic for the tenth grade to form a real scientific perception towards these trends due to their supportive importance in the educational process. It also contributes to developing a clear and accurate perception of the attitudes of Arabic language teachers by reading and analyzing the elements of the Arabic language curriculum for the tenth grade, as well as methods of evaluating and evaluating it in detail and not in general. In addition, this study may help through the findings of those in charge of preparing curricula in educational colleges in paying attention to the preparation and graduation of teachers qualified to teach my new language curriculum properly.

Aims of the study

This study is a step to investigate the Arabic language Teachers' attitudes towards the effectiveness of curricula and teaching Arabic for the tenth grade, another step to find out the differences between the Arabic language Teachers' attitudes towards the effectiveness of

curricula and teaching Arabic for the tenth grade based on their qualifications.

Questions of the study

The current study seeks to answer the following questions:

1. What are the Arabic language Teachers' attitudes towards the effectiveness of curricula and teaching Arabic for the tenth grade?
2. Are there statistically significant differences between Arabic language Teachers' attitudes towards the effectiveness of curricula and teaching Arabic for the tenth grade based on their qualifications?

Methodology

In this study, the researchers adopted the descriptive approach for its suitability to the objectives and subject of the study, as the descriptive approach is used to describe a specific phenomenon. By collecting information and data through a questionnaire, the data was then analyzed using the statistical processing software for the humanities SPSS.

Participants

The population of the study consisted of the Arabic language teachers in schools of Madaba city. 55 teachers (29 male and 26 female) were randomly selected from schools in Madaba city. The participants' experience ranges between (1 to 20) years.

Tools

Having examined the previous literature and studies studied, the researchers used the Abdullah Alshahri scale (2020) consisting of 108 (65 items related to teacher guides and 43 items related to students' books). The items of the scale-covered five dimensions (introduction, objectives, content, activities and training, and Design). To examine the validity and reliability of the tools, the scale was checked and evaluated by experts and professionals in the Arabic language, their feedback, comments, and note were taken into account related to modifying and correcting some items. In addition, internal consistency was calculated, and the Alpha Cronbach was 0.802.

Findings

To answer this question, one sample test has been calculated to find out the levels of Teachers' attitudes towards the effectiveness of curricula and teaching Arabic for the tenth grade. As shown in the following table:

Table (1): one sample test for the attitudes of teachers towards teachers' guidebooks.

Dimensions	Mean	St.dev	t	Sig
Content effectiveness	3.49	0.96	1.36	0.09
Introduction effectiveness	3.42	0.77	0.95	0.10
Objectives effectiveness	3.34	0.83	0.99	0.212
Activities and training effectiveness	3.33	0.99	1.30	0.39
Design effectiveness	3.21	0.92	1.29	0.24

*Significant at ($\alpha \leq 0.05$)

Table (1) showed that there are no statistically significant means of the attitudes of teachers towards teachers' guidebook was medium level. The higher level was for the dimension of content effectiveness, and the lowest one was for Design effectiveness.

Table (2): one sample test for the attitudes of teachers toward students' book

Dimensions	Mean	St.dev	t	Sig
Objectives effectiveness	3.39	0.79	0.92	0.14
Content effectiveness	3.33	0.91	0.93	0.22
Design effectiveness	3.28	0.63	0.59	0.17
Introduction effectiveness	3.21	0.82	0.71	0.19
Activities and training effectiveness	3.18	0.84	0.68	0.41

*Significant at ($\alpha \leq 0.05$)

Table (2) presented that there are no statistically significant means of the attitudes of teachers towards teachers' student books was medium level. The higher level was for the dimension of objectives effectiveness, and the lowest one was for activities and training effectiveness.

ONE-WAY ANOVA has been run to examine whether there are statistically significant differences between Arabic language Teachers' attitudes towards the effectiveness of curricula and teaching Arabic for the tenth grade based on their qualifications.

Table (3): ONE WAY ANOVA based on qualifications variable.

Dimensions	Variance	Sum of Sq.	df	Mean Sq.	f	Sig
Content effectiveness	between group	2.24	3	.071	1.91	0.17
	within group	165.23	51	0.44		
	Total	167.47	54			
Introduction effectiveness	between group	6.58	3	1.65	2.81	0.10
	within group	174.96	51	.069		
	Total	181.54	54			
Objectives effectiveness	between group	6.75	3	1.57	3.41	0.41
	within group	192.06	51	0.59		
	Total	198.81	54			
Activities and training effectiveness	between group	5.49	3	2.49	1.83	0.39
	within group	189.53	51	0.63		
	Total	195.02	54			
Design effectiveness	between group	2.89	3	0.73	1.46	0.25
	within group	173.74	51	0.51		
	Total	176.63	54			

*Significant at ($\alpha \leq 0.05$)

Table (3) indicated no statistically significant differences between Arabic language Teachers' attitudes toward the effectiveness of curricula and teaching Arabic for the tenth grade based on their qualifications.

Discussion

The study was designed to examine the Arabic language Teachers' attitudes toward the effectiveness of curricula and teaching Arabic for the tenth grade. The sample of the study consisted of 55 teachers from Madaba schools. The findings of the study showed that there are no statistically significant means of the attitudes of teachers towards teachers' guidebook was medium level. The higher level was for the dimension of content effectiveness, and the lowest one was for Design effectiveness. Other findings presented that there are no statistically significant means of the attitudes of teachers towards teachers' student books was medium level. The higher level was for the dimension of objectives effectiveness, and the lowest one was for activities and training effectiveness. Finally, the study revealed no statistically significant differences between Arabic language Teachers' attitudes toward the effectiveness of curricula and teaching Arabic for the tenth grade based on their qualifications.

The classical Arabic language excels in its ability to communicate ideas to various minds of different backgrounds, dialects, and countries, and the nation speaking this language is characterized by its abundance and diversity, which reflects its ancient civilization and deep experiences. With all these advantages, it is necessary to develop the methodology for teaching this great language with its phonetic and grammatical systems, whether for native speakers or others. It is no secret that audio-visual media has influenced the spread of classical Arabic, such as in news bulletins and documentaries, but the demolition pickaxe starts from the use of colloquial language in commercials and marketing programs, which leads to disruption among learners. The findings of the study agree with the findings of Alshahri (2020) which aimed to identify the attitudes of Arabic language teachers and supervisors and supervisors towards the new curriculum of my language in the primary stage in Khamis Mushait governorate, and with the study of Al-Qahtani (2009) which aimed to detect factors school leading to the insufficiency of teachers' performance.

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