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# The Use of Modern Teaching Methods in Teaching Arabic Language at Higher Education Phase from the Point View of Arabic Language Professors—A Case of a Premier University

Nahla A. K. Alhirtani[1]

[1] UPSI, Malaysia

Correspondence: Nahla A. K. Alhirtani, UPSI, Malaysia. E-mail: nahla@fbk.upsi.edu.my

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**Abstract**

The study aimed to identify the use of modern teaching methods at the higher education phase for Arabic language professors- a case of a Premier University. The researcher used the analytical descriptive method, based on the survey method and she has prepared a tool that includes 42 responses. The sample was 27 lecturers and the recovery rate was 88%. The data analysis showed that there is approval of the use of modern teaching methods among the lecturer by 83.6%. The results showed that the method of the lecture is the most common while the least common in the laboratory. As for the justifications, a large number of students, the difficulty of controlling them and the inability of lecturers to apply some methods in practice are among the most common reasons for not using some modern teaching methods.

**Keywords:** department of Arabic language, premier university, modern teaching methods, common teaching methods, justifications for the use of modern teaching methods

## 1. Introduction

The modern view of teaching is different than it was before regarding the role of both the student and the learner in the education process. In the past, the teacher was the only source of information. However, recently, the teacher, the student, and the curriculum form an integrated unit. This unit is the key success of the education process. Therefore, any weakness or shortcoming in any of the parts affects the quality of the education process negatively. The new role of the teacher requires the use of different teaching methods that meet the various needs of the students. Moreover, the teacher should apply activities that focus on the students and use applications from real life to link the students with their surroundings (Nabhan, 2015). University education does not differ from any other educational institution regarding the need for modern teaching methods. Nevertheless, the difference between the instructor and the schoolteacher is the possibility of supervision. Unlike the instructor, both the headmaster and an educational supervisor supervise the schoolteacher. The lack of supervision makes it difficult to know the methods that the instructor uses in lectures. Consequently, the researcher found it important to prepare a study that investigates the teaching methods used by professors and discover the most common ones.

### *1.1 Research Objectives*

This research aims to:

- Identify the common modern teaching methods used by staff members at Arabic language department at Premier University.
- Investigate the reasons that led the instructors to use these methods.

### *1.2 Research Problem*

The researcher has identified the research problem in the following question:

What are the modern teaching methods used by staff members at Arabic language department at the Premier University?

### *1.3 Research Limitations*

- The research is limited to the staff members of Arabic language department at the Premier University that includes professors, assistant professors, and instructors.

- The research investigate the use of eleven teaching methods that are simulation, problem solving, project, lecture, induction, laboratory or experiment, deduction, scientific research, group activity, discussion, and brain storming.

## 2. Literature Review

### *2.1 The Definition of Teaching Method and the Factors Affecting It*

Teaching methods are the set of techniques and strategies that the teacher uses in teaching activity to meet the goals he has set. Teaching methods vary but there is no better method to be used. The selection of the method depends on the educational situation and the topic that will be taught (Nabhan, 2008). Attieh (2006) mentioned that there is no favorite method regarding the teaching materials, students, teachers, and teaching goals. Therefore, we cannot eliminate one method and rely on another at all circumstances. Experts on Arabic language methods have focused on those methods for Arabic teaching (Sammak, 2012).

Teaching methods are categorized based on many factors; however, Attieh (2006) categorized it based on the learner level and his efficiency as follows:

1) Teaching methods where the learner is either weak or negative

a) Lecture method.

b) Repetition method.

2) Teaching methods where the learner is positive which are the discussion.

3) Teaching methods where learner role is active

a) Inductive method.

b) Deductive method.

4) Teaching methods where the learner is leading and more dependent on himself

a) Investigation method.

b) Project method.

c) Discovery method.

d) Problem-solving method.

e) Unit method.

Based on the above, the teacher should determine in advance the type of teaching method that he will use to execute the teaching plane. His method should be suitable for the content and material. Will he choose direct teaching methods like a lecture or questions and answers? Alternatively, will he use other methods like problem-solving techniques or induction? (Sbeitan, 2010)

The teaching methods that the researcher has chosen are as follows.

#### 2.1.1 Simulation Method

Alalusi (2015) has mentioned that the major goal of education is to teach students how to think and how to use their intellectual and logical abilities to solve problems. The use of simulation is usually performed using a computer that can either clarify something or enhance skill with its limitless potentials. Role-playing is recreating a situation and there must be educational goals for this action. This role-playing is serious, unlike teaching games that are for fun.

#### 2.1.2 Discussion Method

Discussion as a teaching method is defined as "a series of learning/teaching procedures that the students perform and the teacher organizes. These procedures are to achieve teaching goals and all levels of teaching outcome including cognitive, behavioral, and emotional outcomes" (Abdelazeem, 2016, p. 38). While Tammam and Salah (2015) have mentioned that discussion is a teaching method, through which the teacher conveys information to the student.

#### 2.1.3 Problem Solving Method

The problem-solving method is "An organized way in which students think about solving a problem that they think it exists and needs to be solved. They acquire information and skills relevant to their lives and problems rather than have an examination and pass in it" (Abedat & Abusamid, 2013, p. 132). Nonetheless, this strategy, despite its many advantages, may carry some drawbacks and disadvantages when applied. It is a strategy that is difficult to

apply in all scientific situations and does not provide much of the information or scientific material that students can understand. Besides, this technique requires a highly trained instructor; otherwise, he will not be able to identify the problem accurately (Jabali, 2016).

2.1.4 Lecture Method

There are many definitions for this method. Saifi (2009) defined it as" an oral presentation without discussion or involving the learners with the instructor. The learners must listen, take notes, and comprehend what is being said without permitting them to participate" (p. 106). This method suits university students or even older ones when needed. This method is old but commonly used, especially in higher education. The lecturer must use discussion during the lecture as well as entertaining students from time to time with some nice stories (Mousa, 2007).

2.1.5 Project Method

A lecture or discussion in the classroom is theoretical teaching and even discussion depends on talking and listening. Nevertheless, there is another type of teaching, which is a practical style. If a teacher accompanies his students to the laboratory to perform an experiment, to drawing laboratory, or to computer laboratory to practice typing. A practical method is very important in both teaching and learning. It links the theoretical part with the practical one. Moreover, it is an ideal method to equip the student with the necessary skills and involve him in the teaching process (Khooli, 2000). According to Hasaneen (2007) he defined the project as" Any fieldwork carried out by the student and is practical and supervised by the teacher.

2.1.6 Inductive Method

Razoqi and Mohamed (2018) defined inductive thinking as "a mental process in which the mind moves through thinking from data and individual cases to the general laws and rules governing those facts and situations". (p. 178). Whereas Attieh (2013) has defined the inductive method as" To infer or deduce a case from other issues or multiple issues, which is a progressive inference that ranges from limited partial positions or introductions to more general attitudes. It begins with observations or partial facts up to the formation of abstract principles (theories or generalizations)" (p. 312).

2.1.7 Deduction Method

Razoqi, Mohamed, and Dawood (2018) define deductive thinking as" A mental process in which our observations are explained and interpreted based on our previous experiences. Deductive thinking intends to arrive at a conclusion or interpretation of knowledge or situation formed through hypotheses or introductions". (p. 296)

There is a correlation between inductive and deductive. Deduction starts where induction ends. A deduction is performed from the whole to the part; therefore, any teaching method that uses the descending inference is called the deductive method (Attieh, 2013).

2.1.8 Brainstorming Method

Brainstorming is the most widely used way to develop creative and innovative thinking. This method is suitable for open topics that do not have specific answers and require different opinions. Brainstorming as a teaching method has been defined by Solmi and Harthi (2016) as" one of the collective teaching methods that rely on the introduction and discussion of ideas. It determines the best-suited ideas to the subject. This helps the students to accept ideas and increase opportunities for creativity" (p. 12).

When a teacher decides to use this method, he aims at one of the following goals:

- Solve the problems creatively**.**
- Presents problems to the opponent.
- Find problems or new projects.
- Stimulate and train students' thinking and innovation. (Samour, 2014)

2.1.9 Group Method

Qora and Abu Laban define cooperative teaching or teaching through groups as" Small groups of learners work together as a team to solve a problem, complete a task, or urge a general goal". (p. 166)

The reasons for using this method are:

1) Allow the teacher to cope with educational development.
2) Urge the students to work cooperatively.
3) Give the students a chance to exchange experiences.

4) Help the student eliminate both fear and shyness of participation.

5) It makes it easier for the teacher to monitor and guide his students.

6) Decrease the time of individual participation. (Qora & Abu Laban, p. 166)

2.1.10 Scientific Research

Scientific research enriches the process of teaching in universities and distinguishes them from other educational institutions. It is also one of the important indicators for the evaluation of universities (Ismail, 2014). Scientific research is no longer limited to natural phenomena, as it was before. However, it extended to include the study of any problem or subject related to social phenomena, human sciences, psychological, educational and others. Scientific research is defined as "A Detailed presentation or an in-depth study that reveals a new reality emphasizes an old fact that has been researched and adds to it or a solution to a problem that a person has committed to investigate" (Qasim, 2012).

## 3. Method and Procedures

### *3.1 Methodology of the Study*

The researchers used the analytic descriptive approach to fulfill the study's purpose and objectives. This approach studies the phenomenon as it exists in reality and describes it both quantitatively and qualitatively in an exact manner. Moreover, this approach does not only gather data related to the phenomenon under study and investigates its various relations, but also analyzes, links and interprets this data to reach conclusions. These conclusions are used as a foundation to the suggested perspective, which will enrich the information related to the subject of study (Abu-Hatab & Amal, 2005, p. 104).

### *3.2 Population and Sample*

The study population consists of 27 members of the faculty of Arabic Language in the Premier University. The questionnaire was distributed to all members of the study community and 24 responses were obtained with an 88% recovery rate.

### *3.3 Study Tool*

A questionnaire was prepared to identify the "Reality of the use of modern teaching techniques in the teaching of Arabic language at the university level from the point of view of the professors in the Department of Arabic Language at the premier university." The five-dimensional Likert scale was used to measure respondents' responses to the questionnaire paragraphs. The following table illustrates this.

Table 1. Likert five dimension scale

| Response | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|
| Degree | 5 | 4 | 3 | 2 | 1 |

Study Tool Validity:

Questionnaire validity means, "The questionnaire measures what it was designed to measure" (Al-Jerjawi, 2010, p. 105). The researcher verified the validity of the questionnaire through.

### *3.4 Trustees Validity*

The questionnaire was presented in its preliminary form to a group of arbitrators consisting of 3 members specialized in education and statistics. The referees' opinions and suggestions regarding the deletion and amendment of the questionnaire item were applied.

### *3.5 Internal Validity*

The internal consistency of the questionnaires was done by calculating the correlation coefficients between each of the items of the questionnaire and the total score of the questionnaire, as in Table A1. Table A1 shows that the correlation coefficients are significant at $\alpha < 0.05$ and thus the questionnaire is considered valid for measurement.

### *3.6 Questionnaire Reliability*

The questionnaire reliability means, "The questionnaire gives the same results if repeated several times" (Al-Jerjawi, 2010, p. 97). The Cronbach's Alpha Coefficient verified the reliability of the questionnaire. The value of the coefficient was 0.804. This means that the stability coefficient is high. From the results of the tests of validity

and reliability, it is concluded that the questionnaire is valid in measuring what it has been designed to measure and is very reliable. This qualifies it to be an appropriate and effective measurement tool for this study and can be applied with confidence.

*3.7 Statistical Tools Used*

The questionnaire was analyzed using Statistical Package for the Social Sciences (SPSS) and the following statistical tests were applied:

1) Pearson Correlation Coefficient.
2) Cronbach's Alpha.
3) Frequencies & Percentages.
4) Mean, Relative weight, and Standard Deviation.

## 4. Results and Discussion

After using the above statistical tools to analyze the questionnaire data, the answer to the research questions was as follows:

For the first question, "What are the modern teaching methods used by faculty members in the Arabic language department at premier university?" To answer this question, the arithmetic mean, standard deviation and relative weight were used to determine the degree of approval and the results were as shown in Table 2.

Table 2. Mean, standard deviation and relative weight of the fields of the questionnaire

| N. | Teaching Method | Mean | Standard Deviation | Relative Weight | Order |
|---|---|---|---|---|---|
| 1 | Lecture | 4.40 | 0.38 | 88.06 | 1 |
| 2 | Discussion | 4.39 | 0.32 | 87.78 | 2 |
| 3 | Problem Solving | 4.35 | 0.44 | 87.00 | 4 |
| 4 | Deduction | 4.36 | 0.51 | 87.17 | 3 |
| 5 | Induction | 4.15 | 0.61 | 83.06 | 7 |
| 6 | Role Playing | 3.65 | 0.66 | 73.06 | 10 |
| 7 | Laboratory or experimenting | 3.08 | 1.35 | 61.67 | 11 |
| 8 | Project | 4.31 | 0.53 | 86.25 | 5 |
| 9 | Brainstorming | 4.14 | 0.57 | 82.71 | 8 |
| 10 | Group Teaching | 3.90 | 0.75 | 78.06 | 9 |
| 11 | Scientific Research | 4.31 | 0.39 | 86.11 | 6 |
| All Teaching Methods | | 4.18 | 0.29 | 83.60 | |

The results of Table 2 show that the mean for all teaching methods is 4.18 and that the relative weight is 83.60%. This means that there is general approval of the methods of teaching by respondents, which is 83.6%. This demonstrates the interest of the university and the faculty in keeping up with educational and scientific development. As for the order of teaching methods in terms of common use among faculty members, they were arranged in descending order as shown in Table 3.

Table 3. Common teaching methods arranged in descending orde

| N. | Method | Relative Weight |
|---|---|---|
| 1 | lecture | 88.06 |
| 2 | Discussion | 87.78 |
| 3 | Deduction | 87.17 |
| 4 | Problem Solving | 87.00 |
| 5 | Project | 86.25 |
| 6 | Scientific Research | 86.11 |
| 7 | Induction | 83.06 |
| 8 | Brainstorming | 82.71 |
| 9 | Group Teaching | 78.06 |
| 10 | Role Playing | 73.06 |
| 11 | Laboratory | 61.67 |

Table 3 shows that the method of the lecture came in first place with a relative weight of 88.06%. This is not surprising. The lecture method is one of the ideal and easy ways to convey information to large numbers of learners. However, the method of the lecture here differs from the previous one in terms of engaging the students during the lecture. This is clearly shown as the method of discussion came second. Discussion is one of the effective ways that engage students in learning the educational process and make them move from the negative state to the state of positive interaction. Besides, it allows the lecturer to know the ideas of the students and thus uses them in the development of his style.

In the third place came the method of deduction. The method of deduction is one of the ways that require higher thinking skills. It also requires that the learners are so intelligent and acumen to make this method successful. The fact that this method has obtained a relative weight of 87.17%, which is relatively high, reaffirms the high level of lecturers and students alike. The method of solving problems came in the fourth order, and this method is one of the most difficult methods applied on the ground and need a teacher with very high efficiency. Although the method of problem-solving came in fourth place, the difference between its relative weight and relative weights of the other methods that preceded it is very slight. This is evidenced by its importance for the lecturers. In the fifth and sixth places, the project and scientific research methods came in with a very small difference between their relative weights, with a difference of only 0.14%. The fact that these two methods have gained a high relative weight demonstrates the strength of the students in the Arabic language department and their ability to rely on themselves, as well as on the clear development of the lecturers as they begin to give their students the tools necessary for creativity and excellence.

Both induction and brainstorming were in the seventh and eighth place, respectively, and this is not surprising. The way of brainstorming does not generate specific answers and thus may be useful in subjects like prose and literary criticism, but it consumes a lot of time and this may not be available to the lecturer. On the other hand, induction is one of the ways that require the student to get the rule through various examples. While this method is complementary to the method of deduction, it is harder for the students, especially in Arabic. However, it is easy for the students to understand the examples after the identification of the rule through the way deductive. That is the reason why the method of deduction was higher than the induction.

In the last three rankings, the group methods, roleplaying and laboratory were ranked respectively. As for the group method, the large number of students in the Arabic language classrooms and the nature of the Arabic language materials make it difficult for the lecturer to apply the group method. Moreover, the method of the laboratory has obtained a relatively low weight. This is expected. The Arabic language subjects, in general, do not require the laboratory to conduct experiments and do not require the use of computer rooms for example to apply some materials. That is the reason why the laboratory method was ranked last.

To answer the second question, “What are the reasons for the use of faculty members in the Arabic language department at the premier university in particular?” Frequencies and ratios were used as shown in Table A2

Table A2 summarizes the main reasons and justifications that prompted the faculty members to choose one method over the other. As for the method of the lecture, all the respondents concluded that the lecture is one of the easiest ways to communicate the information, and 87.5% of them felt that it is easy to influence the students through the lecture. 70.8% of the respondents think that most of the topics in Arabic language force the use of this method. On the one hand, there are large numbers of students in the classrooms, which makes the lecturers use the lecture for its ease, and the general design of the study halls facilitates the use of this method. As for the reasons for choosing the method of discussion, the lecturers explained that this method helps them to interact directly with the students, where the proportion of those who thought that 91.7%. In addition, 95.8% of the lecturers also believe that the discussion stimulates students and clarify the important ideas. 91.7% of the lecturers say that they can control their students during the discussion and therefore the method of discussion came in second place in terms of the prevalence of use with the lecturers.

As for the method of deduction, 50% of the lecturers believe that the students are not motivated to participate in this method and that it is difficult to control the students in the implementation of this method. However, 83.3% of the lecturers believe that the method of deduction is from the methods suitable for teaching Arabic. On the other hand, when considering the justification of the lecturers to use the method of induction, all lecturers believe that the method of induction is also useful in the teaching of Arabic. Nevertheless, the method of induction was one of the methods that are not common in use and it is clear since 45.8% of the lecturers think that the method of induction does not take into account individual differences among the students. Similarly, 75% of the lecturers agreed that they know the theoretical concept of the problem-solving method, but cannot apply it practically. On the other hand, 50% of the lecturers believe that students do not participate effectively in implementing

problem-solving method, and 79.2% of them believe that it is difficult to control students during the implementation of this method. As for the other methods (roleplaying, project, groups, brainstorming, scientific research), the reasons for not using them were similar and summarized in the large number of students and the difficulty of controlling them on the one hand, and their lack of motivation to participate in it on the other hand. As for role-playing, it is the only method that 62% of the lecturers thought it was a waste of time.

From the above analysis, we can conclude the most important justification for not using modern teaching methods and these justifications are:

1) The increasing the number of students in the classroom makes it difficult to apply some methods such as group, scientific research and project, where lecturers complain about the difficulty of following up with this large number effectively.
2) Lack of knowledge of the faculty members of some modern methods, and we mean here the actual implementation and not the ignorance of the theoretical concept of the method itself.
3) The students do not motivate to participate in these methods.
4) The lecturers cannot control students during the implementation of modern teaching methods.

## 5. Conclusion

The researcher aimed to know the common teaching methods used by faculty members in the Department of Arabic Language at Premier University and the justification for their use of these methods. The researcher designed a questionnaire as a tool to gather information for this purpose. The researcher concluded after analyzing the results of the questionnaire that the method of the lecture is the most common. While the method of laboratory or experimentation is less common, and many reasons explained the fact of using or not using a particular method. The main reasons are a large number of students and thus the difficulty of controlling them during the lecture, as well as the inability of lecturers to apply the theoretical concept in practice.

## 6. Recommendations

The researcher came out with the following recommendations:

1) Inviting the University to hold continuous and compulsory training courses for all lecturers in order to ensure that they receive adequate training in modern teaching methods.
2) Ensure that all lecturers have the minimum level of readiness to develop their educational and scientific abilities.
3) Reorganizing the classrooms so that it is easy to implement the various modern teaching methods within them easily.
4) Provide the halls with the modern means and techniques that may be needed by the lecturer in his work such as computers and others.

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## Appendix

Table A1. The correlation coefficient between each item of the questionnaire and the total score of the questionnaire

| N. | Item | Correlation Coefficient | P. Value |
|---|---|---|---|
| 1. | I formulate questions that fit the topic under study so that they are sequential and purposeful. | .710* | <0.001 |
| 2. | I urge the learner to behave as a scientist in his research to reach the results | .738* | <0.001 |
| 3. | I explain to students what steps to take to resolve a situation or problem | .687* | <0.001 |
| 4. | I explained what was vague and incomprehensible to the students. | .672* | <0.001 |
| 5. | I encourage students to be curious about the questions I will ask and I urge them to answer it. | .605* | 0.001 |
| 6. | I doubt in the results obtained by students to urge them to rely on themselves and prevent them from relying on anyone. | .762* | <0.001 |
| 7. | I allow my students to discuss and put forward ideas and opinions | .753* | <0.001 |
| 8. | I encourage my students to participate in explaining the topics by training them on logical and sequential thinking. | .658* | 0.001 |
| 9. | I adopt the final test as a tool in the students' assessment | .598* | 0.001 |
| 10. | I develop the students' abilities to understand the relationships and explain the lesson. | .439* | 0.016 |
| 11. | I train students to think deeply about the subject so that it can help them carry a constructive criticism about the information and address the problems they may face. | .598* | 0.001 |
| 12. | I put real problems for students and urge them to find solutions both inside and outside the classroom. | .407* | 0.024 |
| 13. | I provide students with the necessary tools to cope with any problem in their scientific or practical lives. | .420* | 0.021 |
| 14. | Encourage students to use various sources to find solutions to the problems they face. | .519* | 0.005 |
| 15. | I reach the rules and generalizations of the topic discussed in the last lesson. | .441* | 0.016 |
| 16. | I encourage students to ask questions about the lesson whether they are directed at their colleagues or me. | .598* | 0.001 |
| 17. | Encourage students themselves to suggest steps to solve the problem under study. | .565* | 0.002 |
| 18. | I explain the subject through an oral explanation. | .663* | <0.001 |
| 19. | I encourage my students to comment on subjects with confidence and spirituality. | .426* | 0.019 |
| 20. | I refine some actions or movements in front of students to focus their attention and therefore they imitate me. | .373* | 0.036 |
| 21. | I pose complex problems in front of my students and urge them to follow the learning steps. | .561* | 0.002 |
| 22. | I present the experiences and information contained in the curriculum. | .669* | <0.001 |
| 23. | I organize the students' previous information so that they can see and understand new relationships. | .677* | <0.001 |
| 24. | I make assumptions about the problems I present to students. | .362* | 0.041 |
| 25. | I help my students get to the rules themselves. | .373* | 0.036 |
| 26. | I motivate students to re-represent the events they may face | .466* | 0.011 |
| 27. | Use language labs in teaching relevant subjects. | .560* | 0.002 |
| 28. | I entrust my students with scientific projects related to the subjects they study. | .595* | 0.001 |
| 29. | I dedicate time to students to brainstorm ideas related to subject matter freely and without restriction. | .714* | <0.001 |
| 30. | Assign students to assignments within specific groups and closely monitor their work. | .532* | 0.004 |
| 31. | Allow my students to do plays during the lessons that require it. | .362* | 0.041 |
| 32. | Put problems from the studied topics and allow students to come up with different ideas and solutions. | .595* | 0.001 |
| 33. | Assign tasks to students after dividing them into specific groups and evaluate the group as a unit rather than as a single student. | .561* | 0.002 |
| 34. | I give the students specific topics to be the titles of papers ask them to follow the scientific method in the search | .466* | 0.011 |
| 35. | I encourage students to embody their reality through meaningful dramas | .663* | <0.001 |

| | | | |
|---|---|---|---|
| 36. | I search for some of the thorny topics in the curriculum and devote time to the lecture and ask students to find solutions | .629* | <0.001 |
| 37. | I divide the students into teams and assign each task to a team | .573* | 0.002 |
| 38. | I give students practical applications for what they study whenever possible | .682* | <0.001 |
| 39. | I take students to specialized laboratories to illustrate some concepts | .404* | 0.028 |
| 40. | I assign students to submit research papers as part of the final assessment of the material | .532* | 0.004 |
| 41. | I give students time to present their problems and listen to their opinions without bias | .356* | 0.044 |
| 42. | Spend time teaching students about the mechanisms and importance of scientific research | .466* | 0.011 |

Table A2. Frequencies and percentages for the field of use of different teaching methods

| N. | Reason | Yes | | No | |
|---|---|---|---|---|---|
| | | Frequency | % | Frequency | % |
| 1. | The lecture is the easiest way to communicate information | 24 | 100.0 | - | - |
| 2. | Students are not enthusiastic about roleplaying | 18 | 75.0 | 6 | 25.0 |
| 3. | I am familiar with the steps to implement problem solving | 18 | 75.0 | 6 | 25.0 |
| 4. | Students are not motivated to participate in external activities or practical applications | 15 | 62.5 | 9 | 37.5 |
| 5. | The method of induction is useful in teaching Arabic | 24 | 100.0 | - | - |
| 6. | Most Arabic language materials do not need to be taught to laboratories | 21 | 87.5 | 3 | 12.5 |
| 7. | I cannot evaluate scientific research due to the large number of students in the courses | 15 | 62.5 | 9 | 37.5 |
| 8. | I cannot control students when applying group learning | 14 | 58.3 | 10 | 41.7 |
| 9. | The discussion method helps direct interaction between me and students | 22 | 91.7 | 2 | 8.3 |
| 10. | Brainstorming does not consider individual differences between students | 10 | 41.7 | 14 | 58.3 |
| 11. | Students are not motivated to participate during the method of deduction | 13 | 54.2 | 11 | 45.8 |
| 12. | I am familiar with the concept of brainstorming but do not master the actual steps | 12 | 50.0 | 12 | 50.0 |
| 13. | Students are difficult to control when implementing the method of deduction | 12 | 50.0 | 12 | 50.0 |
| 14. | The method of discussion excites students and clarifies important ideas | 23 | 95.8 | 1 | 4.2 |
| 15. | I cannot apply the group method to the large number of students | 13 | 54.2 | 11 | 45.8 |
| 16. | Students are not motivated by scientific research | 13 | 54.2 | 11 | 45.8 |
| 17. | I find theoretical education easier and more feasible | 14 | 58.3 | 10 | 41.7 |
| 18. | The induction method does not take into consideration individual differences between students | 11 | 45.8 | 13 | 54.2 |
| 19. | The Arabic language does not fit the project method and therefore I do not apply it | 10 | 41.7 | 14 | 58.3 |
| 20. | Students do not actively participate when applying the problem-solving method | 12 | 50.0 | 12 | 50.0 |
| 21. | I do not like the way of acting and I find it a waste of lecture time | 15 | 62.5 | 9 | 37.5 |
| 22. | It is easy to influence the students through the lecture | 21 | 87.5 | 3 | 12.5 |
| 23. | Most subjects in Arabic require the use of the lecture method | 17 | 70.8 | 7 | 29.2 |
| 24. | I do not care about developing the method of teaching and I prefer classical methods | 2 | 8.3 | 22 | 91.7 |
| 25. | It is not difficult to control and control students during the application of problem solving | 5 | 20.8 | 19 | 79.2 |
| 26. | I cannot assign students to practical projects for their large numbers | 15 | 62.5 | 9 | 37.5 |
| 27. | I know the concept of induction but I find it difficult to apply it effectively | 15 | 62.5 | 9 | 37.5 |
| 28. | I cannot control students in laboratories | 14 | 58.3 | 10 | 41.7 |
| 29. | I do not have enough experience to apply the group method | 7 | 29.2 | 17 | 70.8 |
| 30. | I do not use the discussion because it causes riot and it is difficult to control the students during its application | 2 | 8.3 | 22 | 91.7 |
| 31. | The brainstorming method does not suit the courses I study | 6 | 25.0 | 18 | 75.0 |
| 32. | The method of deduction suits the teaching of the Arabic language | 20 | 83.3 | 4 | 16.7 |