

The Degree of How Arabic Language Teachers Take into Account the Skills of Literature Circles in Teaching Arabic Literature for the Secondary Students

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ABSTRACT

The current study investigates the degree how Arabic language teachers bear in mind the skills of literature circles in teaching Arabic literature for the secondary students from their point of view. to achieve the aim of the study, the descriptive approach was used. The study sample consisted of Arabic language teachers who were studying in the schools of the Aqaba Education Directorate who were (50) male and female, divided into (25) male and (25) female, they were chosen randomly by 90% of the study population. Questionnaire was used to a consisting 30 of paragraph skills of literature circles. For answering research questions, the means, standard deviation and one-way analysis of variance (ANOVA) has been adopted. study results concluded that the skills of literature circles that were taken into account in the course of teaching Arabic literature registered high degree. Moreover, the results of this study indicated that there are statistically significant differences due to gender attributed to female, the effect of years of experience ranging from (6) to (10) years, and in terms of years of experience, there are no significant differences due to years of experience. The study recommended a number of recommendations based on the results of the analysis of the research.

Keywords: Arabic teachers, literature circles, Arabic literature, Secondary Students.

INTRODUCTION

The Arabic language is considered the strong foundation for the unity of the nation and a bright spot in its radiance throughout the ages. Because it is the language that carried the divine message which is characterized by accuracy, brevity, and beauty of sound, and since it is also characterized by metaphors. It remains to hover above human languages and is superior in its style and eloquence which is governed by a tight grammatical system, and one of the secrets of its superiority over all languages is that it is built on a foundation derivation and measurement. This made it an incubator for all modern science, knowledge, inventions, and all the requirements of the age. Thus, it was characterized by the flexibility of style to accept all inventions, innovations, and modernity. Since it is the language of the Holy Qur'an and the language of poetry and literature, it has transcended all limits of taste, elegance, and sophistication in formulating speech, professionalism, and mastering the methods of rhetoric from metaphor and analogy, as it allowed creators in the field of poetry, prose, rhetoric and all arts of literature, to choose and select appropriate words for their subject areas.

The Arabic language is the language of thought; because it is rich in an abundance of vocabulary, and its meanings are adapted to multiple formulations, where expressive alternatives abound on the tongues of its speakers, and even exceeds that it is a persuasive dialectical language that affects the addressee, So it is called the language of arguments and proofs, because it can prove scientific and literary theories in a manner that has charm and elucidation, and because it is the

language of thought (Hsu, 2004). It was in the past and still, is the language of emotions, the language of wars and facts. After Islam, it became the language of religion and belief. It included stories, sermons, wisdom, and proverbs. It was considered the language of science and knowledge; it contains all scientific terms and concepts in mathematics, medicine, engineering, philosophy, and logic (Ryding, 2005).

The study of Arabic literature prompts the reader to think properly, and works to stimulate his/her feelings and emotions, and thus developing tastes and refining conscience (Al-Hashimi,2008). Consequently, teaching literature to secondary school students has a great impact on the formation of their personalities and their sense of independence via being influenced by the experiences of writers and poets, and

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acquiring optimal values, activating their mental activities, and as a result, increasing and developing their linguistic wealth (Jaber, 2010).

LITERATURE REVIEW

Role of Arabic language teachers

Preparing a good teacher increases his/her professional competence, understands the needs and aspirations of students and society, and masters the ethics of the teaching profession. In addition to the ability to possess knowledge and culture which would distinguish the teacher in his/her field of specialization and from here set several goals that help prepare the teacher which focuses on the formation of his personality doctrinally, socially, morally, and psychologically. In addition to the mental and cognitive side, as well as the skill side, which is related to teaching skills supported by modern educational techniques (Alhamed et al, 2003).

A good teacher has to achieve the conditions and rules necessary to practice his/her profession and effectively through his/her good preparation and planning for the lesson in advance, and giving a good impression to students by committing to the time and understanding the behavior of his students (Darwaza, 2000). Also, leaving a good impression on students through commitment to time and understanding their behavior, and solving their scientific and behavioral problems in times of crisis. The use of effective means in asking questions and class and environmental duties, paying attention to their thinking style and working to draw their attention by following modern methods. As a result of the teacher's use of his experiences, he/she can be close bridges with the students who in turn will translate these experiences into education and training (Al-Tartawi and Al-Qudah, 2006).

Teachers have a great role in education; a good teacher can provide an appropriate atmosphere and good ways for the learner to learn, and we can't dispense with his role in the learning process. Moreover, teaching languages is not mere jurisprudence with which the logic of trial and error is suitable, and it is not, as was said in the old proverb "the profession of one who has no profession". It is science and art. The logic of science in it is clear from the adoption of theories, experiments, and studies that have been and are always conducted on teaching and learning, the personal character that every teacher leaves in his performance, and the imprint he leaves in the lesson; Therefore, it is basic for teachers of Arabic to have positive attitudes towards learning in general and towards some teaching methods in particular. The learner should be respected as a person who has the right to learn. The teacher must teach students, and the need for teacher to understand the cultural backgrounds of the learners in the same class (Darwaza, 2000). This is what is important in all of this, the teacher is keen to make the learners aware that

in dealing with their local cultures, and he proceeds from his appreciation for the teacher to succeed in performing his/her role. He must accept assigning the learner the responsibilities of decision-making, expressing his commitment to achieving the goals, and helping the learners to get rid of the feeling of inferiority or inability to learn (Crosby, R. H. J. 2000).

Literature circles

Arabic literature is the total of works written in the Arabic language. Arabic literature includes prose and poetry written in Arabic, as well as fiction, novel, theater, and criticism. Arabic literature flourished during the golden age of Islam and has remained vibrant to this day. Most researchers and critics see that literature in its broadest sense can be divided into two parts: general literature, which includes collections of poets, letters of writers, books of historians, philosophers, scientists, and so on. The second part is special literature, including poetry, speeches, letters, shrines, stories, articles, and related criticism, explanation, and history, which is the focus of our study (Suleiman & Yuksel, 2011).

Appropriate and strong mental habits help the student to solve problems and give him/her the ability to issue judgments and decisions. Those habits are distinguished by enabling the student to choose the appropriate intellectual behavioral pattern that is more productive with the presence of a desire and inclinations for this intellectual pattern with finding the appropriate situations and time, and is characterized by the ability to possess basic skills, and depicted by commitment and rationality (Dalton, 2002).

There are various methods and strategies for teaching literature to students, and one of these methods is literature circles, which us groups to discuss and analyze literature, understand what is read, and infer meaning (Alwood, C. S. 2000).

When it comes to Arabic literature circles, according to Daniels (2002) is a temporary discussion in groups that choose to read the same book or read text, according to specific roles. It is distributed to the students in each group, and the reading text is discussed and notes were written about it constructively. The task is assigned to each student, then the groups meet in an organized and scheduled manner with individuals group in each session, then share their reading with other colleagues and after completing the material readability. It is a method that includes participatory learning and independent learning, and these two terms are among the most important terminology in education today.

In addition, in circles of literature, few students come together to converse pieces of literature in deep (Clarke, 2013). These discussions are mainly directed by the students' responses to what they read. Responses about events and characters in the book or particular reading text, information about the author and personal experiences related to that text,

and the strategy of literary circles offer students a way to involve in critical thinking and image when reading and discussing books. And participatory learning reversed that trend, and in light of that trend, students tend to form understanding them as they construct meaning with other readers, and it also guides students to deepen their consideration of what they are reading through structured discussions and written answers. According to Pitman (1997), the strategy of literature circles is based on many important educational theories, most notably: collaborative and collaborative learning, reading and writing association theory, reading theory as a process, and theory reader response.

The circles of literature have a positive impact on students to analyze what they have read with a group of peers; Where discussions enhance their understanding of literature, which is viewed as a good way to give students the opportunity to develop the skills they need to be successful readers, listeners, and analysts as well. (Brown, B 2002).

It is evident that when students are responsible for their learning, they feel how important their ideas are. Therefore, they will improve their learning strategies as well as their motives which are considered one of the most important factors in the literature circles (Varita, D. 2017).

Previous Studies

Al-Jubouri's Study (2018) aimed to identify the point of teachers of Arabic language engage rhetorical concepts in teaching literature at the preparatory stage in Iraq teachers' views. The study sample be made up of (280) male and female teachers who were chosen randomly. From (35) paragraphs, the results showed that the Arabic language teachers' use of rhetorical concepts in teaching literature from their point of view was at a high degree, and they also showed that the Arabic language teachers' use of rhetoric and semantics came to a high degree, while the degree of employing Budaiya science came to a medium degree. The results of the study too pointed out that there were statistically noteworthy differences due to gender in all fields of study in favor of females, and also indicated that there were statistically noteworthy differences when it comes to the effect of years of experience in favor of years of experience in teaching from six to ten years, and the results also revealed that there are no statistically significant differences ascribed to the academic qualification in all fields of study.

Hamadna (2004) conducted a study aimed at knowing the degree to which teachers of Arabic language hold the necessary instructive competencies to teach texts of literary at the secondary stage in Mafraq Governorate from their standpoint in light of the variables of gender, educational experience, and academic qualification. The study sample consisted of "74 male and female teachers, including 37 male and 37 female teachers, and the study tool was a questionnaire that contained of (83) items, distributed over (8) domains, and

the validity and reliability of the tool were verified. Teachers' possession and practice of educational competencies came with an average rating, and the results did not show an effect of gender, educational qualifications, and teaching experience in possessing educational competencies".

The study of Ghuloom (2021) intended to know the degree to which teachers of Arabic language practice "methods of developing creative thinking skills in teaching the Arabic language course for the secondary stage in the State of Kuwait from the supervisors' point of view due to the variable of gender and experience". The sample entailed of 120 supervisors who were chosen randomly. The researcher used the descriptive approach. Analytical use of a questionnaire that consisted of 22 items, and it showed that there are no statistically significant differences due to the effect of gender and the presence of statistically significant differences due to the effect of experience in favor of those with experience for more than ten years Where the arithmetic averages of the axis of the classroom environment came to a high degree, while the arithmetic averages of the axis of supportive and stimulating activities to a low degree, and the general practice of methods of developing creative thinking skills came to a medium degree.

Taha (2016) conducted a study aimed at evaluating the expression book for first-grade students in secondary school from the point of view of Arabic language teachers in Sudan. The results of the study indicated that there are no statistically significant differences according to the gender variable in the axes of objectives, content, methods used, teaching methods, means, accompanying activities, and evaluation, and that there are statistically significant differences according to the variables of qualification, training, and experience in the axes of objectives, content, methods used, teaching methods, accompanying activities and evaluation.

The study of Al-Jaafrah (2016) aimed to know the extent to which Arabic language teachers and female teachers practice modern trends in teaching Arabic from their point of view. The study sample consisted of 120 male and female teachers, who were chosen at random, and followed the descriptive approach using a questionnaire that contained (40) items in its final form, which was applied to the sample. The results indicated that the degree of male and female teachers' practice of modern trends in teaching Arabic came to a medium degree, and also indicated that there were statistically significant differences due to gender in favor of female teachers, and there were no significant differences due to years of experience.

Commenting on previous studies

By reviewing previous studies, it is clear that they aimed at addressing the subject of language in terms of knowing the extent to which its teachers possess educational competencies. Studies such as the study of Hamadna (2004) and the evaluation of the book of expression such as the study of Taha (2016). The

extent to which modern trends are practiced such as the study of Al-Jaafrah (2016), and the use of rhetorical concepts, Such as the study of Al-Jubouri (2018). The practice of creative thinking skills such as the study of Ghuloom (2021). These studies varied in their results. Teachers' possession of educational competencies was average in Hamadna's study (2004), and the degree of practice in the Jaafara study (2016) was also average. The practice score in Ghuloom (2021) was also average. While the degree of employment in the study of Al-Jubouri (2018) was high. As for the benefit of previous studies for the current study, it appeared in the adoption of the following methodology, the selection of the sample, the preparation of the tool, and the verification of its validity and stability. It also benefited from the procedures followed for carrying out studies, displaying variables, and statistical treatment. The current study was distinguished from previous studies by addressing the degree to which Arabic language teachers take into account the skills of literature circles in teaching Arabic literature, which was not done in any previous study.

Problem Statement

The Arabic language teachers follow multiple methods in teaching literature, but they neglect the issue of literature circles and is overlooked by Arabic language teachers, so the current study sought to reveal the effectiveness of teaching Arabic literature to secondary school students through the skills of literature circles, which is one of the modern trends in teaching. It works on developing students' critical and innovative thinking, supports their ideas and opinions, and enhances their role in participating in debate and dialogue.

Questions of the study

1. What is the degree to which Arabic language teachers in the secondary stage take into account the skills of literature circles in teaching Arabic literature from their point of view?
2. Are there statistically significant differences in the degree to which Arabic language teachers at the secondary stage take into account the skills of literature circles in teaching Arabic literature due to gender, academic qualification, and teaching experience?

SIGNIFICANCE OF THE STUDY

As there is no a vast of studies that investigate the degree of how Arabic language teachers take into account the skills of literature circles in teaching Arabic literature for the secondary students from their point of view yet. The researcher conducted this study with hopes to be one of these first studies in this area. It is also hoped that the findings of this study may help Arabic language teachers to become more aware of teaching

Arabic literature for the secondary students from their point of view, and to help students to be aware of the skills of literature circles in teaching Arabic literature.

Limitations of the study

Timeline: The academic year 2021/2022, first semester.

Spatial boundaries: secondary schools in Aqaba Governorate.

Human Borders: A sample of Arabic language teachers for the secondary stage in the schools of Aqaba Governorate. The study sample is 50 teachers (25 males, 25 females), they were chosen randomly by 90% of the study population.

DEFINITION OF TERMS

Arabic teachers: They are Arabic language teachers who teach Arabic language and literature for the secondary stage in the Aqaba Governorate.

Arabic literature: it is the sum of works written in the Arabic language. It includes Arabic literature, prose, and poetry written in Arabic, as well as fiction, novel, theater, and criticism.

Literature circles: it is a teaching strategy for reading skills on which the program is based in this research, which requires work in small discussion groups, choosing to read the reading material according to specific and announced roles. It has a specific organizational structure based on many educational theories, its short-term goal, is: to ensure that students consult in literature with each other rather than learning on their own. The long-term is to make the students permanent readers and to make them enjoy sharing literature with colleagues.

Secondary Students: Students of the last stage in school education. This stage is preceded by basic education and followed by tertiary education, the students between the ages of 15 and 18 years. The division in age varies from country to country.

Methodology

The study followed the descriptive research method in order to fit the method with the objectives to be achieved.

The study population sample

Teachers of Arabic language who were teaching in the schools of the Aqaba Education Directorate were selected and their number were (50) male and female teachers, (25) male and (25) female teachers, they were chosen randomly by 90% of the study population.

Tool of the study

The current study requires the preparation of a tool, a questionnaire addressed to teachers of the Arabic language who teaching Arabic literature to the students of secondary

level in the Aqaba Governorate. The questionnaire was prepared by reviewing the theoretical literature and some related previous studies. The number of paragraphs in the teachers' questionnaire was used to a consisting 30 of paragraph skills of literature circles.

Validity of the study tool

Sekaran (2010) believes that “what is meant by the validity of the tool is the process of ensuring that the statements contained in the Research tool can lead to accurate data collection. The arbitrators' comments and opinions were taken into consideration, and some paragraphs were reformulated in light of these observations”.

Stability of the study instrument

Sekaran (2010) believes that the tool's stability is the possibility of obtaining the same data when examining the same study tool on the same individuals, and under the same conditions and that the statistically acceptable value of this scale is 60% or more. Ten male and female Arabic language teachers were selected who study in schools in Ma'an Governorate, and the questionnaire was applied to this sample twice, with an interval of two weeks. The internal consistency coefficient of the Research tool was extracted, the degree of agreement of the respondents on the paragraphs of the Research tool, based on the Cronbachs' Alpha equation for each of the study variables, and the stability coefficients were high and they are good and acceptable stability ratios in study and human studies and Table (1) shows. stability coefficients.

STUDY RESULTS AND DISCUSSION

Research results are presented and discussed according to the research questions. The first question stated: To what degree do Arabic language teachers take into account the skills of literature circles in teaching Arabic literature for the secondary stage from their point of view? The means, standard deviations, the rank of each paragraph, and its estimation were extracted and described as shown in Table (2).

It is clear from Table (2) that there are (24) skills of literature circles that were taken into account in the course of teaching Arabic literature to a high degree, and there are only (6) skills that were considered at a medium degree. This means that Arabic language teachers, who teach secondary school students, pay close attention to the skills of literature circles in teaching. They understand the importance of increasing the student's activity at this stage and cooperating with his colleagues to develop his positive side. Teaching literature, in fact, develops the skills of self-confidence, respecting the opinion of others, providing a comfortable classroom environment, increasing the student's desire to read and memorize texts, and savoring the aspects of beauty in them. All

Table 1: Stability coefficients

<i>Research Variables</i>	<i>Cronbach Alpha</i>
Demographic factors	71.9%
Degree of consideration	86.4%
The questionnaire as a whole	80%

of this has a positive effect on the search for and assimilation of knowledge. And the teacher is well aware of this and works to observe it.

This may also be due to the fact that teachers of the Arabic language are fully aware that the teaching of literature is based on discussion and dialogue; Therefore, consideration must be given to increasing students' ability and encouraging them to participate actively in contemplating and analyzing literary texts, and encouraging them to express their ideas and opinions boldly and freely. On pushing them to provide personal initiatives, develop the expressive ability, discover and interact with knowledge, and find specific links between the student's experience and the literary text.

As for the skills that came with a moderate degree of consideration, this is due to the teacher's belief, for example, that the focus in teaching literature is on increasing the student's ability to critically and rhetorically analyze the text, and then savor the beauty in it, rather than paying attention to how the student evaluates him/herself, or getting busy. Beyond knowledge, or making future predictions and predictions, or preoccupying the student with knowledge of different thinking patterns. This study differed from Hamadna's study (2004) whose results concluded that teachers' possession and practice of educational competencies came to a medium degree. It also differed from the results of the study of Ghuloom (2021), which concluded that the general practice of methods for developing creative thinking skills was at a medium degree as well. Arabic came to a medium degree, and the current Study agreed with the study of Al-Jubouri (2018), whose results came to a high degree in the use of Arabic language teachers of rhetorical concepts in teaching literature from their point of view.

As for the second question, it stated: “Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the degree to which Arabic language teachers take into account the skills of literature circles in teaching Arabic literature due to gender, academic qualification, and teaching experience? A one-way analysis of variance (ANOVA) was used to identify the effect of gender, qualification, and experience”. Table (3) shows the results.

It is noted from Table (3) that “there are no statistically significant differences due to the effect of gender, qualification, or experience in the degree to which Arabic language teachers take into account the skills of literature circles in teaching Arabic literature” (.,.268), and with statistical significance (.824, .251, .928). This may be attributed to the gender

Table 2: Means, Standard Deviations, and Ranks

No.	Statement	Mean	Std.D	Degree	Rank
4	Developing the student's positivity by increasing his activity and cooperation with his colleagues.	4.46	.706	1	High
19	Develop the student's self-confidence.	4.42	.642	2	High
20	Increase students' respect for the opinions of others.	4.42	.673	2	High
16	Providing a natural dialogue environment full of fun and pleasure.	4.30	.735	3	High
2	Encouraging students to read and memorize literary texts.	4.18	.596	4	High
3	Developing the ability to appreciate the aesthetic aspects of the literary text.	4.18	.629	4	High
5	Facilitate access to acquisition and retention of knowledge.	4.14	.606	5	High
30	Developing students' social, emotional and cognitive skills.	4.10	.647	6	High
11	Encouraging participation and collective vitality by distributing the tasks of individuals.	4.08	.601	7	High
15	Work on integrating comprehension and comprehension skills.	4.06	.512	8	High
10	Increasing the ability to discuss the content of the literary text by reflecting and analyzing it.	4.00	.535	9	High
18	Encouraging the presentation of ideas and opinions within a natural context.	4.00	.535	9	High
9	Encouraging the making of meaning for the text collectively.	3.96	.638	10	High
22	Develop students' abilities in summarizing, brevity and concentration.	3.96	.533	10	High
13	Increasing interaction between students during the analysis and discussion of the literary text.	3.92	.488	11	High
17	Encourage the student to submit personal initiatives.	3.92	.665	11	High
21	Develop the student's ability to deal with ambiguous words and texts in the reading.	3.90	.544	12	High
1	Activating the student's role by revitalizing his potential, capabilities and experience.	3.90	.463	12	High
26	Helping to generate ideas and improve expressive ability.	3.88	.435	13	High
23	Develop the ability to develop content and writing style.	3.86	.639	14	High
14	Work on learning according to a scheduled and organized work plan.	3.84	.681	15	High
28	Motivate students by providing immediate feedback.	3.80	.606	16	High
29	Increase the ability to discover and interact with knowledge.	3.80	.535	16	High
8	Finding connections and relationships between the student's personal experience and the text.	3.78	.507	17	High
24	Providing a classroom environment that enhances the student's self-will and increases his independence.	3.62	.901	18	Medium
27	Increase the ability to brainstorm and generate ideas.	3.62	.635	18	Medium
6	Giving students the opportunity to possess different thinking skills.	3.40	.881	19	Medium
7	Motivating students to make future mental images and predictions.	3.32	.936	20	Medium
25	Developing students' metacognitive skills.	2.98	.892	21	Medium
12	Develop the student's ability to self-correlate.	2.90	.909	22	Medium

variable that my teachers of the secondary school and its teachers are keen to teach Arabic using all skills because they prepare students for the Tawjihi exam. This requires adopting strategies that take into account all the skills that would develop students' achievement in the various branches of the Arabic language, including literature. is attributed to the fact that the quali cations variable has no effect on the degree of consideration and that holders of a bachelor's degree are often newly quali ed, working hard in teaching the secondary stage in particular, on the basis that the distinguished among them are chosen to teach at this stage, and thus they keep pace with the abilities of holders of higher degrees.

Concerning the variable of experience, the observance of skills, especially the skills of teaching literature, does not differ from those who have long experience or less experience, because this is related to the desire of the teacher, regardless of his experience in teaching this subject, and those who tend to literature and proficiency in teaching it are definitely present in those who have Long or limited experience. The results of the current study differed from Al-Jubouri study (2018) in terms of statistically significant differences that are attributed to gender and experience. The results of his study indicated that there are statistically significant differences due to gender in all levels of Study in favor of females, and also indicated that there are statistically significant differences due to the effect of years

Table 3. One-Way Analysis of variance (ANOVA)

Sources of Variance	Groups	Sum of squares	df	MS	F	sig
Gender	Between groups	.369	5	.074	.268	.928
	Within groups	12.131	44	.276		
	Total	12.500	49			
Qualification	Between groups	2.115	5	.423	.378	.251
	Within groups	13.505	44	.307		
	Total	15.620	49			
Experience	Between groups	.956	5	.191	.432	.824
	Within groups	19.464	44	.442		
	Total	20.420	49			

of experience in favor of Years of teaching experience ranging from (6) to (10) years, but it agreed with the current Study in that there are no statistically significant differences due to educational qualification. The current study agreed with the study of Hamada (2004). That there is no effect for the variable of gender, qualification, and experience, and the current Study also agrees with Ghuloom (2021) that “there are no statistically significant differences due to the effect of gender, but it differed in terms of years of experience to the presence of statistically significant differences due to the effect of experience in favor of those with news for more than (10) years, and it also differed with Al-Jaafa’a (2016). The results of which indicated that there are statistically significant differences due to gender in favor of females, and in terms of years of experience, there are no significant differences due to years of experience”.

CONCLUSION

The current study investigates the degree how Arabic language teachers take into account the skills of literature circles in teaching Arabic literature for the secondary students from their point of view This study is a cross-sectional study that followed the descriptive study method and one-way analysis of variance (ANOVA) in order to fit the method with the objectives to be achieved. The Arabic language teachers who were studying in the schools of the Aqaba Education Directorate were selected and their number were (50) male and female teachers, (25) male and (25) female teachers, they were chosen randomly by 90% of the study population. The questionnaire was prepared by reviewing the theoretical literature and some related previous studies. The number of paragraphs in the teachers’ questionnaire was (30) paragraphs. The results of his study indicated that there are statistically significant differences at the significance level ($\alpha = 0.05$) in the degree to which Arabic language teachers take into account the skills of literature circles in teaching Arabic literature due to gender, academic qualification, and teaching experience. A one-way analysis of variance (ANOVA) was used to identify the effect of gender, qualification, and experience. Moreover, the results of his study indicated that there are

statistically significant differences due to gender in all fields of study in favor of females, and also indicated that there are statistically significant differences due to the effect of years of experience in favor of years of teaching experience ranging from (6) to (10) years. There is no effect for the variable of gender, qualification, and experience. The results of which indicated that there are statistically significant differences due to gender in favor of females, and in terms of years of experience, there are no significant differences due to years of experience. The study recommended a number of recommendations based on the results of the analysis of the Research.

RECOMMENDATIONS

In light of the results, the following can be recommended:

- 1- Include in the Arabic language teachers’ manual introducing the literature departments and taking into account their skills while teaching the subject.
- 2- Conduct other studies to know the degree to which Arabic language teachers take into account the skills of literature circles in other academic stages.
- 3- Conduct other studies to know the degree of taking into account the skills of literature circles compared to the degrees of taking into account the skills of literary awareness among Arabic language teachers.

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