The Effect of Teaching Strategies on Learning Arabic Language in Jordan

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Abstract

This study investigates the effect of teaching strategies on students' engagement in learning Arabic Language in Amman schools in Jordan, through the descriptive method. The study examines the impact of the variables of gender, age, academic qualification, and teaching experience on teachers' perspective. The researcher uses a questionnaire distributed to all Arabic language teachers in 31 governmental schools in Amman and interview conducted with 62 teachers who teach in basic schools to gather information about the teaching strategies that teachers use in the classroom to teach Arabic and their effect on students' engagement in the process.. The results of the study show that there is a positive effect of teaching strategies on student's engagement to learn Arabic. Teachers do believe in the positive role of using teaching strategies on students' engagement in learning Arabic. Moreover, the findings show that teachers' gender and age affect their attitude toward using teaching strategies in teaching Arabic in favor of females aged between 30–39 years.

Keywords: teaching strategies, learning Arabic, achievement, student engagement, descriptive method

1.1 Introduction

Language is defined as a mean of communication, and impacts the daily lives of members of any creed, race, and any region of the world. It reflects our feelings, desires, and attitudes towards the outside world. Language constitutes the identity of its native speakers, governs the way of the speakers, and examines the entities of the universe. We have different types of communications signs, such as iconic, symbolic, and ideational. These signs are reflected in two mediums which are spoken and written. Not everything we do as human beings can be done away from language; it is a large part of what allows to harness our innate ability to form lasting bonds with one another, separating mankind from the rest of the animal kingdom (Fayyoumi, 2006).

Teaching languages, including Arabic as a mother tongue, or a foreign language is not an easy process, not only for teachers but for Jordanian students as well (Shallakh, 2016). They consider Arabic in some aspects of which it is easy to learn, and in other difficult, the most difficult subject (Sorour, 2009; Mutawa, 1997). In the last two decades, the teaching process changed from teacher-centered learning to learners-centered approaches (Picard, 2004). Bamanger & Gashan (2014) stated that teachers believed that the learner centered approach could not be strongly applied in classes, because of the nature of languages as English, or Arabic subject as it was difficult for their students to learn it by themselves since it was not their first language, if it is the first language. Students, especially 1th–7th Graders, still were dependent on teachers' explanations.

Teachers should therefore develop their teaching strategies, so that their students will be more active and engaged in the learning process, they will learn the language better (Facella & Rampino, 2005; Hismanoglu, 2000; McCombs & Whistler, 1997). Learning is most meaningful for students when they are actively engaged in the learning process; many researchers reported that positive and active classes create higher academic achievement for the students (Nabors et al., 2012). As cited in Faust & Paulson (1998), teachers and educators should create teaching strategies for use in the classroom for teaching

languages to increase students' engagement and involvement in the classroom that lead to good learning. If students are to learn desired outcomes in a reasonably effective manner, then teachers' fundamental task is to get students to engage in learning activities (Bahous, Bacha, & Nabhani, 2011), that are likely to result in their achieving those outcomes. It is helpful to remember that what the student does is more important in determining what is learned than what the teacher does (Shuell, 1986, p. 429). Teachers can use strategies alone or with others. These strategies must suit the needs of the principal and the teacher and must be appropriate for the students' needs and abilities (Picard, 2004). They are also "the approaches that can be used across curricular areas to support the learning of students" (Herrell & Jordan, 2004, p.5).

The learning process requires active involvement from the students that results from using appropriate teaching strategies. Teachers can use different strategies in the classroom to teach students (Bernaus, Wilson, & Gardner, 2009). They can use pair discussion strategy to understand the students' behavior and their interaction in the learning process. Moreover, student-student and teacher-student interaction is very important for the students' engagement in the classroom and reinforce learning (Bernaus, & Gardner 2008). Teachers can also use target questioning as a very important strategy to get students' responses. When the teachers ask students personal questions they participate positively. The teachers' role is to monitor the students' activities in the classroom (Kumar, 2007).

When learning is active, students do most of the work. They use their brains, study ideas, solve problems, and apply what they learn. Active learning is fast-paced, fun, supportive, and personally engaging (Mocinic, 2010; Neo, 2005). Some of the teaching strategies that teachers use in the classroom are whole-class teaching, small group, work in pairs, individual assignments, role play, reflective learning structured discussion, decision making, games and mind maps, technologies such as DVDs, computers, and overhead projectors (Learner, 2003; Dorney, 2001). Teachers also have their students give oral presentations and projects (NIPT, 2013). Students' achievement and motivation in learning Arabic are affected by the educational and motivational strategies that teachers use in the classroom. Any change

in the teachers' strategies causes changes in the students' involvement and achievement (Bernaus, Wilson, & Gardner, 2009; Tanner, Bottoms, Feagin, & Bearman, 2000).

1.2 Statement of the Problem

Arabic Language teachers complain that students do not participate or take part in class. Students are more active in learning other subjects and teachers start looking for different strategies to increase their students' engagement. The lack of studies that are being conducted in the field of educational teaching strategies in Jordan is another reason for conducting this study.

1.3 Questions of the Study

To achieve the purpose of the study, the researcher addressed the following questions:

- What is the degree of students' engagement because of using teaching strategies in teaching Arabic language?
- Do different strategies affect students' involvement in the classroom differently?
- Which types of teaching strategies appear to be the most effective in engaging Arabic language students to learn?
- Are there significant differences in means of teachers' use regarding language-teaching strategies due to the research independent variables: gender, age, academic qualification, and teaching experience?

The fourth question includes the following hypotheses:

- There are no significant differences at (α=0.05) between the means of the effect of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to gender variable.
- There are no significant differences at (α=0.05) between the means of the role of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to the age variable.

- There are no significant differences at (α=0.05) between the means of the role of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to the academic qualification variable.
- There are no significant differences at (α=0.05) between the means of the role of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to the teaching experience variable.

1.4 Objectives of the Study

This study aims to investigate the role of the educational strategies, that Arabic language teachers' use in the classroom on students' engagement to learn Arabic. This study also relates to the importance of using these strategies to increase the students' engagement.

1.5 Significance of the Study

This study was conducted to show teachers the importance of using different strategies in teaching Arabic. It provides the teachers with different strategies that they can use in the classroom to teach Arabic language and their effects on the students' involvement. This study hopes to provide the curriculum designers with strategies.

1.6 Definition of Terms

Following are definitions of relevant terms necessary for the study:

- Teaching Strategies: the techniques that teachers use in the classroom to help students learn and to participate in class, teachers can use alone or with others. These strategies must suit the needs of the principal, and the teacher and must be appropriate for the students' needs and abilities (Picard, 2004).
- Learning Arabic: Active classroom activities by students to be able to employ communication skills in the areas of life – reading, writing, speaking and listening.
- Achievement: The level of student achievement of the goals of the educational institution, or the outcomes of learning, and calculated through continuous assessment.

- Student Engagement: this refers to the amount of physical and psychological energy that the student devotes to the academic experience. A highly involved student is one who devotes considerable energy to study, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students.

1.7 Limitations of the Study

This study is limited to

- Locative limitation: This study covered Arabic language teachers in Directorates of Education in Amman-Jordan.
- Temporal limitation: The study was carried out in the 2nd semester of the academic year (2016-2017).
- Human limitation: The population of the study consisted of male and female Arabic language teachers in Directorates of Education in Amman-Jordan.
- Topical limitation: The study examined the influence of teaching strategies on student's engagement in learning Arabic.

2.1 Related Studies

Research by Uçar, & Sungur (2017) conducted a study aimed to examine the relationships between classroom goal structure, perception variables – motivating tasks, autonomy support, and mastery evaluation, engagement – behavioral, emotional, cognitive, agentic engagement, self-efficacy, and science achievement. Sample: The study participants included (744) 7th grade students. Design and methods: Data were collected through the administration of (4) instruments – survey of class goals structures, engagement questionnaire, motivated strategies for learning questionnaire, and science achievement test. Results: autonomy support was observed to be positively linked to all aspects of engagement, while motivating tasks were found to be related only to cognitive engagement, mastery evaluation was shown to be positively linked to engagement variables, except for cognitive engagement, self-efficacy and engagement (i.e. behavioral, emotional, and cognitive engagement) were observed to be significant predictors of

science achievement, results revealed reciprocal relations among engagement variables.

Cantrell et al. (2017) aimed to know impact of a model for reading engagement that emerged from interviews with high school students. The course focused on motivation strategies, participation, content learning, and communication within the context of themed instruction. We sought to ascertain instructional factors that were most engaging for students from the students' perspective. Using constant comparative analysis methods, it identified themes that emerged from interviews with 63 students who participated in the intervention. The study showed the importance of the diversity of teaching strategies and their impact on the level of student's participation, and articulated the significance of relevant texts, self-efficacy with valued tasks, classroom relationships, and reading strategies in influencing their literacy engagement.

Ahmadi & Uba (2017) aimed to know the extent, which Arabic language teachers participate in engagement with published educational research in Kuwait's secondary schools. The study employs 170 participants across six educational regions by using a quota sampling strategy. It used a questionnaire. The data were analyzed by using simple percentage. The study showed the need to activate the cooperative learning strategy and forming research teams between learners, because of their impact on the achievement of curriculum outputs. The results show that there is a lack of encouragement and support by their institutions in relation to teachers' engagement with published educational research.

Douglas (2016) aimed to measure the impact of student participation as a means of enhancing strategies learning. Student engagement can lead to knowledge development and foster academic success, to address the problem of student attrition, a qualitative research methodology was used. The research questions were how do students perceive the role of innovative strategies in encouraging their own participation in academic pursuits to garner achievement? And, how do students perceive the role of innovative strategies in influencing their success? A case study approach was used to address these questions, and 10 students were interviewed. The findings in this study

demonstrate the considerable lack in approaches used to foster student engagement.

Marta, Thanasis, & Fatos (2016) aimed to analyze the effects of emotion awareness, supported by specific teaching strategies, on students' motivation, engagement, self-regulation and learning outcome in long-term blended collaborative learning practices as well as the competencies that teachers need to have to achieve a positive change on students' affective and cognitive state. To this end, a quasi-experimental study was designed with high school students. The results of this study show that when students are aware of their emotions and guided by specific teaching strategies, their learning performance improves in relation to their motivation, engagement and self-regulation. Likewise, when teachers are conscious of students' emotional state their attitude and feedback become more effective and timely.

Shallakh (2016) aimed at investigating the problems that the non-natives face in learning Arabic at Public Jordanian Universities, their causes, the suggested solutions, and propose alternative teaching strategies. The researcher conducted questionnaires in the study. These questionnaires were sent to 20 teachers and 80 non-native students who learned Arabic as a foreign language at the University of Jordan and Al-Albayt University. Students completed only 53 questionnaires and teachers completed nine. Results of the study have revealed that the non-native students encountered different problems in learning Arabic such as linguistic difficulties and problems related to textbook materials. The causes of these problems are related to the nature of Arabic and textbook materials. The study suggested the cooperation of students, and the formation of research teams among them.

Bamanger, & Gashan (2014) found that the reading strategy that teachers use include guessing the meaning of the ambiguous vocabulary, explaining vocabulary items, scanning the text, asking questions checking the comprehension of the text and translating words into Arabic. The research used a questionnaire for 27 teachers from different schools in Riyadh. These were used to find the relationship between what the teachers believe about teaching reading strategies and their employment of these strategies in classroom practice. The findings

of the study showed that teachers reflect what they believe in their classroom teaching practice. If we wish to change teachers' practices in the classroom we should first change their beliefs.

Pathan & Aldersi (2014) showed that teaching English is a difficult task. The modern way of teaching depends upon learners' use of games to learn grammar. The researchers claimed that teachers should use games to teach English grammar, because they engage students in the learning process and motivate them to learn grammar. The study used different tools such as observation, tests for the students (pre-test). The result showed that teachers use games to teach words, not grammar. The post-test results showed that students who learned by use of games were more motivated.

Cho & Teo (2013) argued that teaching or motivational strategies are very important since they enhance learners' motivation to learn. This leads them to participate in the classroom and increases their engagement in the learning process – leading to better achievements in learning English as a second language. The researchers used two questionnaires, the first to investigate the teachers' motivational strategies, the second to investigate the students' preferences for the motivational strategies. The study was carried out with 15 teachers and 45 students. The findings showed more motivated students produce better involvement and better achievements. Innovative strategies were not used by the teachers, but these strategies were preferred by the students.

Thomson (2012) stated that teachers used different teaching strategies in the classroom, modeling of target language, recasts, error correction, think aloud, modeling of activities and vocabulary checks, and definitions are used more in lower-primary, whereas the middle-primary teachers used higher levels of eliciting and student thinking time. To achieve the objectives of the research the researcher used lesson observations, teacher interviews, coordinator interviews, and field notes to collect information. The findings showed that strategies are important because they increase the interaction between the teachers and their students. Teachers should use the appropriate strategies for the students' level.

2.2 Comments on previous studies

These studies were conducted in various Arab and non-Arab countries. The review was essential to get information about different teaching strategies that teachers use a round the world and what is the most effective one of them. Most of these studies showed that teaching strategies have positive influence on students' engagement and on the learning process (Uçar, & Sungur, 2017; Cantrell et al, 2017; Ahmadi & Uba, 2017; Douglas, 2016; Shallakh, 2016; Thomson, 2012; Albakri et al., 2012; Cheesma, 2005; Cameron, 2001). This present study is like the others from the standpoint of steps and framework of processes used to find the impact of using teaching strategies, but it differs from the studies cited here in several aspects; the research used two research tools to conduct this study – teachers' questionnaire, and interviews to get information about teaching strategies. This study gives clear information about teaching strategy, the   impact of these strategies on students' engagement and shows the importance of using these strategies in learning Language, whether it was first or second, also if these strategies are used at schools to engage students in languages learning.

3.1 Research Methodology

The researcher followed the descriptive method to achieve the main purpose of the study, and to answer the research questions. This research is characterized by the application of two research approaches. The first is quantitative and is measured by means of the instrument of the questionnaire that was distributed by teachers. The second is qualitative. The information is collected by YES/NO questions in the second research instrument (interview).

3.2 The Research Population and Sample

The study population consists of all Arabic language teachers in 31 basic schools in Amman, in the 2nd semester of the scholastic year 2016-2017. Table 1 displays the number and distribution of the teachers and their characteristics.

Table1. Distribution of the Research Population, the Teachers

Variable	Classification	Frequency	Percentage
Gender	Female	81	52%
	Male	74	48%
Qualification	B.A./B.Ed.	134	86.5%
	M.A./M.Ed.	21	13.5%
Teaching Experience	years 5 - 10 years	74	48%
	10 years or more	81	52%
Age	20-29 years old	40	26%
	30-39 years old	32	21%
	40-49 years old	45	29%
	50 or more years old	38	24.5%
Level stage of teaching	Basic Stage	90	66.2%
Total		**155**	**100 %**

The survey consisted of all Arabic language teachers in 31 basic schools in Amman, in the 2nd semester of the scholastic year (2016-2017). Altogether, 170 questionnaires were distributed, and 155 returned. As shown in Table 1, the respondents were 48% male and 52% female; the highest percentage of teachers have bachelor's degree (86.5%), while the lowest have master's degrees (13.5%). There was no teacher with a Ph.D. Most teachers (52%) had more than 10 years of work experience. The highest percentage of the sample was between 40–49 years old (29%), and the lowest is the age interval of 30–39 (21%). The researcher also interviewed 62 teachers from the research sample. Table 2 displays the number and distribution of the interviewees and their characteristics.

Table 2. Distribution of the interviewees – The Teachers

Independent Variable (IV)	Classification	Frequency	Percentage
Gender	Female	24	39%
	Male	38	61%
Academic qualification	B.A./B.Ed.	52	84%
	M.A./M.Ed.	10	16%
Teaching experience	Less than 5	5	8%
	Years: 5 - 10 years	19	31%
	10 years or more	38	61%
Age	20-29 years old	13	21%
	30-39 years old	40	65%
	40-49 years old	6	10%
	50 or more years old	3	5%
Total		**62**	**100%**

Interview with the director of each school showed that 61% were male, the highest percentage of teachers have bachelor's degree (84%). Most teachers (61%) had more than 10 years of work experience. The highest percentage (65%) of the sample was between 30–39 years old, and the lowest is the age of 50 or more (5%).

3.3 Instruments of the Study

The researcher used a questionnaire and interviews to collect data. Both tools were prepared by the researcher. These instruments are described in detail below.

The Questionnaire

The first instrument that was used in the study was a questionnaire prepared by the researchers to gather information about the teaching strategies and their role on students' engagement in learning Arabic.

The researcher constructed a 5-point Likert scale questionnaire. The questionnaire consisted of 40 items, and it consisted of the following:

- Sixteen items in the first domain related to teaching strategies that teachers use to teach Arabic.
- Seventeen items in the second domain dealt with information about the Arabic Language teachers.
- Seven items in the third domain dealt with the effect of teaching strategies on students' engagement in learning.

The research used the following scale to estimate the level of agreement with the items in the questionnaire:

- Very high = with means that range between 4 – 5.
- High = with means that range between 3.5 – 3.99.
- Moderate with means that range between 3 – 3.49.
- Low = with means that range between 2.50 – 2.99.
- Very low = with means that range between 1.0- 2.49.

The Interviews

The researcher conducted 62 interviews with Arabic Language teachers at random to receive more information about teaching strategies and students' engagement to support the data of the questionnaire. The interviews included 10 YES/NO questions in which the teachers were also asked to elaborate on their answers. The interviews conducted by the researcher, sometimes with the Head teacher, met with each of the teachers separately at the schools where they teach. Each interview lasted 20-30 minutes.

3.4 Validity of the Research Instruments

The Questionnaire

To ensure that the content of the test is valid, the instrument was given to a group of specialist judges at University of Jordan, and Faculty of Educational Science and Art, experienced in Arabic language. They were consulted to establish the test validity by evaluating the appropriateness of the purpose of the tool; therefore, their

modifications and recommendations were taken into consideration. As a result, the researcher made the necessary modifications accordingly. The following are several of the comments, and recommendations from the experts: Some of the items were structurally incorrect so they corrected them like in the item number (1) (for) instead of (in) and item number (8) (affected) should be (affect). Also in items (1, 2, 6) the researcher should put the subject (I). Moreover, in item number (19) (ask) was replaced by (Asking) and deleted (to answer). The experts pointed out that there were items that dealt with more than one point, and suggested that they be re-written so that each item would deal with only one idea. Some of the items were repeated so they should be deleted like item number (17) (Teachers who teach younger students use more strategies).

The Interviews

The interview questions were approved after being presented to the jury.

3.5 Reliability of the Research Instruments

The researcher applied the following methods to establish reliability of the first research instrument, the questionnaire the research sample is the research population that consists of 155 teachers; the researcher applied the test-retest method to verify the stability index and the internal consistency for the first research instrument (the questionnaire). The researcher administered the questionnaire for the second time to 41 teachers chosen randomly, after which he calculated the following:

- Person's correlation coefficient as an indication of the stability index through the two applications of the research instrument.
- Cronbach's Alpha Formula was applied to the first application of the questionnaire as an indication of the internal consistency of the items in the questionnaire.

Table 3 presents the calculation of person's correlation coefficient and Cronbach's Alpha.

Table 3. Person's Correlation Coefficient and Cronbach's Alpha for the Teachers'
Questionnaire

Questionnaire and its Categories	Stability Index (Pearson)	Consistency Index (Cronbach's Alpha)	No. of Items	Sig*
Teaching Strategies	0.83	0.74	15	0.001*
Arabic Teachers	0.85	0.75	17	0.001*
Students' Engagement in	0.76	0.72	8	0.001*
The Entire Questionnaire		0.74	40	0.001*

*Significant at the level of ($\alpha \leq 0.05$)

Table 3 reveals that the values of the stability index (Pearson)
for the domains of the first research instrument range from 0.76 – 0.85,
the values of internal consistency (Cronbach) for the items of the first
research instrument range from 0.72 – 0.75. The calculation reveals that
the first research instrument (the questionnaire) is suitable for the
objective of application.

4.1 Data Analysis

Results Related to the First Question

- What is the degree of students' engagement because of using
  teaching strategies in teaching Arabic Language?

To answer this question, we used means to each items and domains,
also the total score of the questionnaire. The following tables explain
that the results we adopted the means which are responsible for these
items:

- Very large effect: more than 80%.
- Large effect: 70% - 79.9%.
- Medium effect: 60% - 69.9%.
- A low effect: 50% - 59.9%.
- Very low effect: less than 50%.

Table 4. Means, standard deviations, percentages and estimation of the domain of Teaching strategies that teachers use to teach Arabic Language.

No	item	Mean	S. D	%	Estimation
1	I diverse teaching strategies at the class.	3.94	0.52	82 %	Very High
2	I employ audio-visual aids such as pictures.	4.52	0.53	90.5 %	Very High
3	It is more interesting for elementary school students to learn Arabic by using story telling than reading aloud.	4.46	0.69	89.1 %	Very High
4	I employ educational games in teaching.	4.21	0.62	87.2 %	Very High
5	Asking students questions motivates students to learn.	4.35	0.70	82.1 %	Very High
6	There is no time to use teaching strategies to teach Arabic Language.	3.12	0.81	62.4 %	Moderate
7	I use activities that familiarize students with the target culture.	4.08	0.70	81 %	Very High
8	Pair discussion strategy helps teachers to understand students' interaction and behavior in the learning process.	4.25	0.63	88 %	Very High
9	Using real objects and games is an important strategy.	4.20	0.58	91.2 %	Very High
10	I teach and model different reading strategies such as skimming, or scanning.	4.10	0.56	85.4 %	Very High
11	Asking questions help teachers to check students' understanding.	3.92	0.75	81.6 %	Very High
12	I teach revision lessons by using drama and role playing.	4.55	0.69	79.1 %	High
13	Using some strategies affect some students negatively.	3.26	0.95	62.8%	Moderate
14	Students can only learn by memorizing every word in the book.	2.34	0.91	42.2 %	Very Low
15	Presentation is a very good strategy to make students learn well.	3.90	0.80	78.4 %	High
16	I encourage students to work in groups.	4.08	0.58	83.7%	Very High
Total score of the first domain		3.95	0.69	79.16 %	High

The First Domain's: Teaching strategies that teachers use to teach Arabic Language

Table 5. Means, standard deviations, percentages and estimation of the domain of Arabic Language

No	Item	Mean	S. D	%	Estimation
17	Teachers receive enough training for using different strategies to teach effectively.	3.60	0.88	76.5 %	High
18	Teachers who teach in basic schools use different strategies than another school's teachers.	3.52	0.82	74.6%	High
19	Teachers in basic schools don't use group work activities as a strategy to teach.	2.88	0.75	54.6%	Low
20	Investigating my students' learning needs gives me a clue about what strategy to use.	4.10	0.71	84.2%	Very high
21	Younger teachers always try to use different strategies, but older teachers do not.	3.02	1.26	52.8%	Low
22	Teachers give clear instructions.	4.02	0.75	81.1%	Very high
23	Teachers don't have enough time to use different strategies in the classroom.	3.75	0.75	71.8%	High
24	I involve most students in the learning activity.	3.65	0.78	81.3%	Very high
25	Any change in teachers' strategies cause changes in the students' involvement and achievement.	3.41	0.76	77.2%	High
26	Most male teachers think that making students questions part of the learning process is useless.	3.28	0.77	65.1%	Moderate
27	Teachers who have higher degrees are using more strategies than others.	3.06	0.92	55.0%	Low
28	Experienced teachers use more strategies than new teachers.	3.87	0.79	76.4%	High
29	Female teachers use different strategies in teaching more than male teachers.	3.75	0.91	78.5%	High
30	Strategies that teachers use in the class reflect their beliefs, assumptions and understanding of the teaching process.	4.05	0.64	86.1%	Very high

No		Mean	S. D	%	Estimation
31	I surprise my students with new activities and strategies to maintain their interest.	3.92	0.58	84.0%	Very high
32	Male teachers use traditional strategies.	3.42	0.84	67.4%	Moderate
33	Teachers who teach younger students use more strategies.	3.41	1.08	73.2%	High
	Total score of the second domain	3.57	0.82	72.9 %	High

It appears from Table 4 that teachers' use of strategies to teach Arabic language were very high on items 1–5, 7–11, 14, and 16 with average between 81%–91.2%. This means that teachers agreed strongly that these strategies were used during teaching Arabic Language.

The Second Domain's: attitudes of Arabic Language teachers towards using teaching strategies.

Table 6. Means, standard deviations, percentages and estimation of the domain of the effect of strategies on students' engagement in learning Arabic Language

No	item	Mean	S. D	%	Estimation
34	Engaging students in the learning process helps them learn better.	4.12	0.76	88.4%	Very high
35	Students do not participate because they are not given a chance.	2.91	1.02	52.4%	Low
36	Different strategies affect students' engagement differently.	3.92	0.66	78.4%	High
37	Student-teacher interaction increases students' engagement in the classroom.	3.94	0.82	83.5%	Very high
38	Students can learn Arabic Language without being engaged in the learning process.	2.66	1.12	54.2%	Low
39	Students who are engaged in the learning process learn better than who are not.	4.10	0.86	84.7%	Very high
40	Engaging students in the learning process using appropriate strategies helps students learn Arabic easily.	3.88	0.78	83.2%	Very high
	Total Score of the third domain	3.64	0.86	74.97%	High

It appears from Table 5 that degrees of effect for the "attitudes of Arabic Language teachers towards using teaching strategies "were very high on items 20, 22, 24, 30, and 31 with average between 81.1% – 86.1%. This means that Arabic Language teachers agreed strongly towards using strategies, which illustrated that strategies that teachers use in the class reflect their beliefs, assumptions and understanding of the teaching process. These percentages illustrated that Arabic Language teachers have negative attitudes "disagree" towards items 19, 21, and 27; the percentage average of item 19 is 54.6% with a low effect — teachers in basic schools do not use group work activities as a strategy to teach. The total score of the second domain is high (72.9%).

The Third Domain: The effect of strategies on students' engagement in learning Arabic.

It appears from Table 6 that degrees of effect for the attitudes of Arabic Language teachers towards students' engagement in learning were very large on items 34, 37, 39, and 40 with average between 83.2% – 88.4%. This means that Arabic Language teachers agreed strongly towards students' engagement in learning using Arabic Language strategies.

Table 7. Means, standard deviations, percentages, estimation and the total score for three domains

Domain	Means	S. D	%	Estimation
Teaching strategies	3.95	0.69	79.16 %	high
Arabic language teachers	3.57	0.82	72.9 %	high
Students' engagement	3.64	0.86	74.97%	high
Total score	3.72	0.79	75.58%	high

Table 7 shows that the total score for the entire questionnaire achieved a mean of 3.72 and a percentage of 75.58%. This means that there is a high degree of teachers' perspectives regarding the total score of teaching strategies domain.

Results Related to the Second and Third Questions

The researcher uses semi- structured interview and he interviewed 41 male and female teachers who teach Arabic Language at Amman schools to receive information about the teaching strategies and their impact on students' engagement. The researcher asked each teacher (10) "YES" or "NO" questions, and asked them to explain their answers. The researcher then analyzed the contents of teachers' responses. The teachers' responses to the questions yielded the following results:

- Do you use real objects or visual aids in your Arabic language class? Why?

  Thirty-eight teachers answered "YES" to this question, and four teachers answered "NO."

The teachers who answered this question positively claimed that using real objects and visual aids in teaching Arabic Language helps students to remember and learn better. These strategies give students the ability to practice the language. Other teachers stated that these strategies help teachers to create humor in class and break the routine. Teachers who answered this question negatively claimed that they usually use audio aids because they must teach listening skills, or that they use these strategies only if they have time.

- Do you think that different teaching strategies affect some of your students negatively? Why?

  There were 18 "YES" answers and 23 "NO" answers to this question. Teachers who answered this question positively felt that some strategies have negative effects on slow learners, e.g. group work strategy. Other teachers claimed that not giving clear instruction for students affects the activity and the students negatively. Teachers who answered this question negatively felt that teaching strategies have no negative effect, because they engage all the students in the class activities and help them learn better and faster. In addition, some teachers claimed that using different strategies makes all students in different levels active in the learning process.

- Do you use drama and role-play when teaching? Why?

Thirty-nine teachers answered "YES" to this question, and just two teachers answered "NO." Teachers who answered this question positively felt that all students in different levels like to participate in the role-play and drama as strategies to practice Arabic Language in the class. Other teachers explained that these strategies activate shyness among slow learners. Others said that these strategies are very interesting and attract students' attention very well. Two teachers who answered this question negatively claimed that they do not use these strategies in teaching because there is no time for them in class.

- Do you encourage pair discussion in class? Why?

Thirty-five teachers answered "YES" to this question, and six teachers answered "NO." Teachers who answered this question positively felt that using pair discussion in the class motivate students to practice the language and learn Arabic Language effectively. Others claimed that this strategy gives all students the chance to speak, express their ideas. Teachers who answered negatively felt that pair discussion strategy creates an uncontrollable, noisy classroom, and is therefore not a useful strategy.

- Does observing pair discussion help you assess students' progress? Why?

There were 36 "YES" answers and 5 "NO" answers to this question. Teachers who answered this question positively felt that using this strategy helps them to assess students' progress and that it is a good way to listen to all the students and work on weak points. Teachers who answered negatively felt that this strategy does not help them to assess students' progress because they prefer to assess students' progress individually. Others felt that pair discussion causes hesitation between the slow and fast learners, and they therefore cannot depend on this strategy.

- Do you include activities in your classroom that familiarize students with Arabic culture? Why?

There were 34 "YES" answers and 7 "NO" answers to this question. Teachers who answered this question positively felt that including

activities that familiarize students is very important because Arabic
is taught as a mother language. It is therefore important to know
Arabic culture and this make students learn better. Others said that to
learn any language we should learn about their culture first. In
addition, students should be familiarized with Arabic culture to use
the language correctly in real life. Teachers who answered negatively
felt that it is not important to use these activities.

- Do you use different teaching strategies for elementary school
  and for upper grades? Why?

There were 37 "YES" answers and 4 "NO" answers to this question.
Teachers who answered this question positively felt that using different
strategies in teaching basic and upper grades engage students to learn
and create an enjoyable environment that leads to effective learning.
Other teachers claimed that they use different strategies to suit the
students' level, and abilities. The single teacher who answered
negatively felt that he could not find the time to use different strategies
and they were a waste of time.

- Do you feel that audio or visual aids such as the pictures or cassettes
  encourage your students to learn better? Why?

Thirty-two teachers answered "YES" to this question, and nine
answered "NO." Teachers who answered this question positively felt
that using audio and visual aids encourage students to learn and engage
them in the learning process, audio aids improve students' listening
skills whereas visual aids develop their speaking skills. Others stated
that practicing the language is the most important way to learn.

- Do you think that storytelling is more effective than reading aloud in
  basic school Arabic language classes? Why?

Thirty-one teachers answered "YES" to this question, and ten
answered "NO." Teachers who answered this question positively felt
that using storytelling is more effective than reading aloud in
teaching elementary classes because elementary schools' students
like stories and pay more attention to teachers who use this strategy.
Other teachers claimed that students remember every word and
action teachers say and do during storytelling. The teachers who

answered negatively felt that both strategies are important, and they are connected.

Results Related to the Fourth Question

- Are there significant differences in means of teachers' use regarding language teaching strategies due to the research independent variables: gender, age, academic qualification, and teaching experience?

To answer this question, each independent variable was tested separately.

4.2 The First Hypothesis

- There are no significant differences at (α=0.05) between the means of the effect of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to gender variable.

To answer this hypothesis, the researcher used T-test, the relation between two independent samples to show the significant differences of the total score for domains and the total score according to the gender variable.

Table 8. T-test of independent groups according to the gender variable.

Domains	Male (N=64)		Female(N=91)		t	Sig. (2-tailed) *
	Mean	S. D	Mean	S. D		
Teaching Strategies	3.86	0.45	3.88	0.28	2.10	0.02*
Arabic Language Teachers	3.67	0.39	3.80	0.34	2.72	0.01**
Students' Engagement	3.79	0.40	3.72	0.49	0.46	0.63
Total Score	3.77	0.41	3.80	0.37	2.16	0.02*

* significant at the level of ($\alpha \leq 0.05$)

As shown in Table 8, there are significant differences regarding the level of the role of teaching strategies in teaching Arabic Language on student's engagement to learn the language in Amman schools at the

level of ($\alpha \le 0.05$) according to the gender variable in favor of female teachers.

4.3 The Second Hypothesis

- There are no significant differences at ($\alpha=0.05$) between the means of the role of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to the age variable.

To answer this hypothesis, the researcher used the means to show the differences of the total score on the level of role of teaching strategies in teaching Arabic Language on student's engagement to learn the language according to the age variable.

Table 9. The Means of the total score according to the age variable

Domains	Age	Mean
Strategies	20-29	4.03
	30-39	4.07
	40-49	3.93
	50 and more	3.94
Teachers	20-29	3.62
	30-39	3.81
	40-49	3.59
	50 and more	3.61
Engagement	20-29	3.55
	30-39	3.72
	40-49	3.75
	50 and more	3.77
Total	20-29	3.76
	30-39	3.89
	40-49	3.75
	50 and more	3.77

We used (One Way ANOVA) to find out the significant difference of the total score according to the age variable within the sample as shown in Table 10.

Table 10. One-way ANOVA show the significant differences of the total score according to the age variable within the sample

Domains	Variations	Sum of Squares	df	Mean Square	F	Sig.
Strategies	Between Groups	0.51	6	0.19	1.60	
	Within Groups	14.06	149	0.12		0.17
	Total	14.57	155			
Teachers	Between Groups	1.42	3	0.44	3.34	
	Within Groups	16.04	152	0.15		0.02*
	Total	17.46	155			
Engagement	Between Groups	0.88	5	0.30	1.22	
	Within Groups	26.16	150	0.22		0.21
	Total	27.04	155			
Total	Between Groups	0.93	9	0.15	2.08	
	Within Groups	18.75	146	0.10		0.12
	Total	19.69	155			

* significant at the level of ($\alpha \leq 0.05$)

As shown in Table 10, there are significant differences regarding the level of the role of teaching strategies in teaching Arabic Language on student's engagement in learning at Amman schools due to age. According to domain 2 "teachers", to know the favor of these differences the researcher examines the hypothesis test using LSD (Least Square Differences) to see the significant means differences according to teacher's domain due to age.

Table 11. The significant means differences according to teacher's domain due to age

Age (mean differences)	20-29	30-39	40-49	50 and more
20-29		-0.19*	0.03	0.01
30-39			0.22*	0.20*
40-49				-0.02
50 and more				

As shown in Table 11, there are significant differences between the age intervals 20–29, and 30–39 to the favor of 30–39 years, between the age intervals 30–39 and 40–49 to the favor of 30–39 years old, between the age intervals 30–39 and 50 and more to the favor of 30–39 years old. On the contrary, there are no statistical significant differences at ($\alpha \leq$ 0.05) due to strategies and engagement domains and the total score according to age.

4.4 The Third Hypothesis

- There are no significant differences at ($\alpha=0.05$) between the means of the role of teaching strategies in teaching Arabic Language on student's engagement to learn the language in Amman schools due to the academic qualification variable.

There are no significant differences at ($\alpha \leq 0.05$) between the means of the role of teaching strategies in teaching Arabic on student's engagement to learn the language at Amman schools due to the domain and total score according to the academic qualification variable. To answer this question, the researcher used the means to show the differences of the whole average paragraphs on the level of role of teaching strategies in teaching on student's engagement to learn the language.

Table 12. The Mean of domains and total score according to the academic qualification variable

Domains	Qualification	Means
Strategies	Bachelor	3.95
	Master	3.97
Teachers	Bachelor	3.70
	Master	3.74
Engagement	Bachelor	3.69
	Master	3.71
Total	Bachelor	3.78
	Master	3.80

The researcher used (One Way ANOVA) to find the significant difference of the means of domains and total score according to the academic qualification variable as shown in Table 13.

Table 13. One-way ANOVA show the significant differences of the means of domains and the total score according to the academic qualification variable

Domains	Variations	Sum of Squares	df	Mean Square	F	Sig.
Strategies	Between Groups	0.27	2	0.15	1.35	
	Within Groups	14.10	133	0.11		0.26
	Total	14.37	135			
Teachers	Between Groups	0.27	2	0.13	1.02	
	Within Groups	17.28	133	0.13		0.36
	Total	17.55	135			
Engagement	Between Groups	0.25	2	0.12	0.60	
	Within Groups	27.32	133	0.21		0.55
	Total	27.57	135			
Total	Between Groups	0.18	2	0.05	0.64	
	Within Groups	11.42	133	0.08		0.53
	Total	11.60	135			

* significant at the level of ($\alpha \leq 0.05$)

As shown in Table 13, there are no statistical differences at ($\alpha \leq 0.05$) due to the domains and total score according to the academic qualification variable.

4.5 The Fourth Hypothesis

- There are no significant differences at ($\alpha=0.05$) between the means of the role of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to the teaching experience variable.

To answer this question, the researcher used the means to show the differences of the domains and total score on the level of the role of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to the domains and total score according to the teaching experience variable as shown in Table 14.

Table 14. The Means of the domains and total score according to the teaching
experience variable

Domains	Teaching Experience	Mean
Strategies	Less than 5 years	3.92
	5-10 years	4.10
	More than 10 years	3.85
Teachers	Less than 5 years	3.64
	5-10 years	3.75
	More than 10 years	3.64
Engagement	Less than 5 years	3.85
	5-10 years	3.80
	More than 10 years	3.78
Total	Less than 5 years	3.80
	5-10 years	3.88
	More than 10 years	3.76

The researcher used (One Way ANOVA) to find out the significant
difference of the domains and total score according to the teaching
experience variable as shown in Table 15. There is no statistical
difference at ($\alpha \leq 0.05$) of the domains and total score according to the
teaching experience variable.

Table 15. One-way ANOVA shows the significant differences of the means of the
domains and total score according to the teaching experience variable

Domains	Variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies	Between Groups	0.39	4	0.18		
	Within Groups	14.22	151	0.13	1.42	0.19
	Total	14.61	155			
Teachers	Between Groups	0.17	6	0.11		
	Within Groups	17.30	149	0.12	0.72	0.39
	Total	17.47	155			
Engagement	Between Groups	0.24	7	0.14		
	Within Groups	27.31	148	0.20	0.67	0.58
	Total	27.55	155			
Total	Between Groups	0.12	3	0.14		
	Within Groups	11.08	152	0.15	0.51	0.39
	Total	11.20	155			

* significant at the level of ($\alpha \leq 0.05$)

5.1 Discussion of the Study

Based on the Findings Related to the First Question

- What is the degree of students' engagement because of using teaching strategies in teaching Arabic language?

Analysis of the results showed that there was a positive effect of teaching strategies on students' engagement to learn Arabic Language effectively. Results in Tables 4, 5, and 6 showed the following:

First domain: Teaching strategies that teachers use to teach Arabic language

Arabic Language teachers agreed strongly that they use teaching strategies in the classroom, and these strategies affect students' engagement to learn positively. The total average between 88%–91.2% was a high effect. In response to items (2, 8 and 9) which received a very high effect degree. Teachers reported that they use audio-visual aids, group work, and real objects and games, which are very important teaching strategies to engage students to learn. These findings agree with (Ahmadi & Uba, 2017; Rohani, & Pourgharib, 2013; Diekelmann, Swenson, & Sims, 2005) that using questioning is a very important strategy to teach languages as a mother language, because it checks students' understanding and focuses the students' attention on understanding the content of the lesson. In addition, item (4) with 87.2% showed that teachers use different strategies to teach Arabic for different classes, this finding coincides with (Shallakh, 2016; Albert, 2005; Piller, & Skillings, 2005) which showed that teachers should use different strategies which are appropriate for the students' level and the subject area. Item (1) with an average of 82% showed that teachers employ educational games in teaching. This finding agreed with Pathan & Aldersi (2014) who argued that using games in teaching grammar increase students' motivation and understanding. Items (1–16) showed that teachers use teaching strategies like games, real objects and pictures, group and pair work, asking questions, presentations, role-play, drama, reading strategies like skimming, scanning, audio-visual aids, and pair discussion.

Second Domains: Attitudes of Arabic teachers towards using teaching strategies

The finding of item 20 in Table 5 with 84.2% showed that investigating students' learning needs gives a clue about what strategy to use. Item 25 in Table 5 with 77.2% showed that any change in teachers' strategies causes changes in the students' involvement and achievement. This finding matched with Bamanger & Gashan (2014), He (2009) and Fisher (2005). They found out that if the teaching strategies are affected by teachers' beliefs so to change teachers' practices in the classroom, their beliefs should be changed first. Moreover, Albakri et al. (2012) agreed with the study findings, and stated that the strategies that teachers used in their classroom reflect their beliefs, assumptions, and understanding. This was agreed with the results (Bamanger, & Gashan 2014; Thomson, 2012; Oakley et al., 2004). Item 21 with 52.8% showed that younger teachers always try to use different strategies, but older teachers do not. This showed that younger teachers do not usually use strategies more than older teachers. This agreed with Harrel & Jordan (2004) that younger teachers should learn about teaching strategies and methods in the classroom.

The third Domain: attitudes of Arabic language teachers towards Students' engagement in learning Arabic by using teaching strategies

For this domain items 34, 36, 37, 39, and 40 received an average of 78.4%–88.4%. This means that Arabic Language teachers agreed that using teaching strategies in the classroom increase students' engagement to learn Arabic. Item 34 which received the highest degree (88.4%), item 38 with 54.2%, item 39 with 84.7%, and item 40 with 83.2% showed that engaging students in the learning process helps them to learn better and students cannot learn without being engaged in the learning process. These findings agreed with Yusuke et al. (2016), Zu'bi & Kitishat (2013) and Fayyoumi (2006). They showed that using some strategies like learning by playing and doing increases low-achievers' motivation and increases their achievement, and it agrees with Bernaus et al, (2009), and Sakurai et al. (2014) that when teachers use teaching strategies they motivate and engage students to learn better and easier.

Based on the Findings Related to the Second and Third Questions

- Do different strategies affect students' involvement in the classroom differently?
- Which types of teaching strategies appear to be the most effective in engaging Arabic language students to learn?

The second question asked about teaching strategies and their effects on students' engagement. From the interviews, it appears the respondents are satisfied, and they agree that different teaching strategies affect students' engagement differently. In addition, this result agrees with the questionnaire in which 82% of the teachers claimed that using different strategies affect students differently. A similar finding appeared in Fayyoumi (2006), and Tanner et al. (2000). Most teachers agree that teachers should use the strategy which achieves the lesson's objectives and was appropriate for students' needs. This finding agrees with Facella & Rampino (2005), and Bennett & Dunne (1994). On the other hand, 9 out of 25 claimed that some teaching strategies affect students negatively. These results go with the questionnaire in which 65% teachers agree with (International Baccalaureate Organization, 2008).

The third question asked about the most effective teaching strategies that engage students to learn Arabic. From the interviews, it appears that teachers agreed that each strategy is important and effective, but 25 teachers agreed that reading strategies are effective to teach reading skill. A similar finding appeared in Bamanger & Gashan (2014), and Fayyoumi (2006). They showed that using reading strategies improves slow learners' abilities. This result complies with the questionnaire in which 88% of the teachers use reading strategies in the classroom. The respondents also agreed that using drama and role-play are very effective in teaching. In addition, the result of the questionnaire showed that 76.6 % of the teachers use them. This result agreed with Zu'bi (2013). Most of the teachers agreed that pair discussion is a very important and effective strategy because it motivates students to learn Arabic better and helps teachers to understand students and assess them. The teachers (82.6%) in the questionnaire agreed with this result.

All the teachers answered that they use audio-visual aids in teaching because it engages students in the learning process and makes them learn better. Also 83% of the teachers in the questionnaire agreed with it. Finally, most of the teachers agreed that story telling is more effective than reading aloud. The teachers in the questionnaire (83.2%) agree with the interview's result.

Discussion of the Results of the Fourth Question and the Hypotheses

These questions asked about the teachers' opinions of teaching strategies and their role on students' engagement. The fourth question of the study underlines five hypotheses. The first hypothesis: There are no significant differences at (α=0.05) between the means of the effect of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to gender variable. After the data analysis, it was found that there are significant statistical differences on the level of the impact of teaching strategies in teaching Arabic on student's engagement to learn the language at the level of ($\alpha \leq 0.05$) according to gender variable in favor of female teachers. The result showed that female teachers believe that using teaching strategies increases students' engagement to learn Arabic language.

The second hypothesis: There are no significant differences at (α=0.05) between the means of the role of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to the age variable. As shown in Table 10, there are significant differences at ($\alpha \leq 0.05$) regarding the level of the role of teaching strategies according to the age variable in favor of who are (30-39) years old. The ages of the Arabic language teachers affect their attitude towards using teaching strategies in the classroom.

The Third Hypothesis: There are no significant differences at (α=0.05) between the means of the role of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to the academic qualification variable. As shown in Table 13, there are no statistical differences at ($\alpha \leq 0.05$) of the whole average paragraphs according to the academic qualification variable. This means all of Arabic language teachers in Amman-Jordan regarding

their degrees agree that using teaching strategies increase students' engagement.

The Fourth Hypothesis: There are no significant differences at (α=0.05) between the means of the role of teaching strategies in teaching Arabic on student's engagement to learn the language in Amman schools due to the teaching experience variable. As shown in Table 15, there are no statistical differences at ($\alpha \leq 0.05$) of the whole average paragraphs according to the teaching experience variable. This showed that the years of experience do not play a role in using teaching strategies in the classroom. Whereas, 74% of the teachers agreed in the questionnaire that experienced teachers use more strategies than new teachers.

6.1 Conclusion

This study examined the role of using teaching strategies in teaching Arabic in the students' engagement to learn from the teachers' perspectives. The interview results supported the questionnaire results. In general, the results showed that teachers agreed positively about the importance of using teaching strategies in the classroom to teach Arabic and these strategies increase students' engagement to learn effectively. Based on the findings of the study, the researcher arrived at the following conclusions:

- Teachers do believe in the positive influence of using teaching strategies on students' engagement in learning Arabic.
- Teachers agree that different strategies affect students' learning differently.
- The teachers should use strategies that suit students' level.
- Teachers' gender affects their attitude toward using teaching strategies in teaching Arabic language in favor to female.
- Teachers' age also affects their attitude towards using teaching strategies in teaching Arabic in favor to (30-39) years old.
- Teachers' academic qualification, teaching experience, and level stage of school do not affect the teacher's attitude toward using teaching strategies in teaching Arabic.

6.2 Recommendations

The research suggests these recommendations to the Curriculum Designers, Ministry of Education, supervisors, and Arabic language teachers.

> *Recommendations for Curriculum Designers, and Ministry of Education*:

- The Ministry of Education is advised to encourage teachers to use teaching strategies in the classroom.
- Curriculum Designers are advised to make the Arabic textbook flexible so teachers can use different teaching strategies to teach it.

Recommendations for Supervisors and Arabic Language Teachers:

- The teachers are advised to teach Arabic language by using different strategies to increase students' engagement and motivation to learn.
- The teachers are advised to increase interaction with students.
- The teachers are recommended to create an active environment in the classroom so he or she can use the teaching strategies better.
- The researcher recommends that supervisors give Arabic language teachers more guidance for how to use teaching strategies.
- Supervisors are advised to organize practical workshops for Arabic language teachers to make the teachers know more about the strategies, and use them in the right way.

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