

# The Reality of Arabic Teachers in the Intermediate Stage Using Active Learning Strategies from the Point of View of Supervisors

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## **Abstract**

*The aim of the current research was to identify (the reality of the use of Arabic teachers in the intermediate stage of active learning strategies from the point of view of supervisors) and to achieve the goal of the research, the researcher chose the descriptive approach. As for the research community, it was composed of (140) educational supervisors (specialized), the questionnaire was presented to the exploratory research sample, and their number was (40) supervisors. The final form of the questionnaire consists of (12) paragraphs. After excluding the exploratory sample, the research tool was applied to the basic application sample of (100) specialized educational supervisors. The researcher used statistical means, and in light of the research results, the researcher concluded a number of conclusions, recommendations, and proposals.*

**Keywords:** Arabic Teachers, Active Learning Strategies, Middle School, Supervisors.

## **First: Research problem:**

Our contemporary world, which we are experiencing, is witnessing rapid and dramatic changes and developments, which included all areas of life, especially in the field of teaching, and this development is accompanied by accelerated cognitive progress. Every day comes to an abundance of information and new ideas as a result of scientific research, and in order to keep pace with these rapid developments, it is imperative the educational process should evolve, its goals change, and it takes modern philosophy to teach the Arabic language. It is no longer sufficient for educational institutions to provide students with information and knowledge only, but it has to be concerned with developing minds capable of thinking and creativity. The basis for the success of the educational process in achieving its goals is not limited to keeping the student Information and its absorption only, but in teaching him how to learn, how to think, and how to benefit from that information in life, as well as making the student a focus of the educational process and also active, effective and thoughtful in finding solutions to any problem in a scientific and objective manner and that adds creative solutions to these problems; Therefore, it is the responsibility of the teachers to search for modern teaching strategies that keep pace with those developments and changes and contribute to raising the scientific level of the student, and achieving educational goals in building an educated, educated generation capable of pushing society forward and catching up with civilization and progress, and this is only done through the use of teaching strategies Convenient, as well as providing a flexible, constructive learning environment rich with active learning activities. Most of the teachers of the Arabic language follow the traditional teaching methods in teaching, and the researcher also found that most teachers did not know the modern teaching strategies, especially active learning strategies.

**Second: The importance of research:** Language is considered the gift of God (the Exalted, the Majestic) and its gift, and it is the translation of the mind and its means, in the transmission of thought and the preservation of heritage, and for the connection of man to the language that is one of the most important pillars of human communication. There is no miracle in it, when it says in the Almighty's saying: "(man created \* the teaching taught him)" (Surat Al-Rahman:

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Verse: 3-4), and learning is the process by which God Almighty honored a person when the word “knowledge” (484) was mentioned once in the Holy Qur’an Among them is the Almighty saying:) Adam taught all the names (Surat Al-Baqarah, verse 31), and the Lord of Zaydid taught me (Surah Taha, verse 114), so all modern educational systems pay noticeable attention to the issue of preparing teachers and training them before service and in During that, and from the premise that the teacher represents an important basic pillar in the educational process and that if sufficient numbers of good qualities of teachers are available in an educational system, this indicates the success and effectiveness of that system (Obeidat, 2007: 158).

Active learning does not focus on the acquisition of information but rather the method and method by which the learner acquires ideas and information, and these strategies allow the student to speak, hear, see, read and make him reflect on everything he learns and applies, and the importance of active learning is highlighted in helping students learn concepts and information that arouse their interests And the formation of positive attitudes towards the educational material and allows an opportunity to link the content of the subject to the real life of the learner (Badawi, 180: 2010),

Teaching strategies are numerous according to the multiplicity of philosophies on which each strategy is based and its view of the nature of education. Just as teaching strategies have multiplied, there are multiple teaching methods, since each strategy has a teaching method and it is often more than one method, and each method has one or more teaching methods (Attia, 2008: 32), and many of these strategies are based on the structural theory, on which the basics of knowledge depend, and is one of the ways to improve the teaching methods and methods (Olive and Kamal, 2003: 189).

**Third: The research goal:** The current research aims to identify (the reality of the use of Arabic teachers in the intermediate stage of active learning strategies from the point of view of supervisors)

**Fourth: Research boundaries:** intermediate stage, first intermediate grade, for the academic year (2018-2019), educational supervisors (two majors)

**Fifth: Defining the terms:** First: active learning strategies:

It was defined by:

**1- (Al-Hashemi and Taha, 2008):**

"A set of procedures and practices followed by the teacher in the classroom to reach outputs in the light of the goals he set, and includes a set of methods, activities and evaluation methods that help achieve the goals" (Hashemi and Taha, 2008: 19).

**2- (Al-Shammari, 2011):**

"Auxiliary tools used by the teacher to achieve better learning for students, and are used to urge students to be engaged in critical and creative thinking. Talk to their peers or small groups or classrooms, as well as engage in expressing their thoughts during writing, discovering personal values and situations, and providing and receiving feedback and meditation during Learning Operations ”(Al-Shammari, 2011, 18).

Second: The intermediate stage: It is one of the academic stages that mediates between elementary and middle school, and that a group of teachers teach this stage.

Third: Supervisors: (Kamil knew him 1983) as the person who has the ability to effect change in the educational process through practice. (Kamil, 1983: 14).

## **Chapter Two, Topic One: Theoretical Background**

### **First: active learning**

#### **A- The concept of active learning:**

Active learning is an educational philosophy that depends on the positivity of the student in the educational situation (Jami, 2011: 22), and it includes all educational practices and teaching procedures that aim to activate and maximize the role of the student, where learning and information are acquired, skills are acquired, and values and attitudes are formed from Through work, research and experimentation, it does not focus on memorization and indoctrination,

but rather on developing reminders and the ability to solve problems and on teamwork and cooperative learning (Jibran, 2002: 10)

### **B- Active learning characteristics:**

Active learning has many advantages and characteristics, including those related to academic aspects, including what relates to human relations, and communication between students, as it is in contrast to traditional learning in terms of characteristics, or its characteristics, and in terms of the relationship with the student and the academic subject on the other hand, and the characteristics of active learning can be explained by the following points:

- 1- Active learning has goals to achieve, as it aims at the integrated growth of the individual in terms of physical, mental, emotional and social aspects.
- 2- Active learning is multiple, and varied methods.
- 3- Active learning represents the student as the main axis of the educational process.

(Umbo Saeedi and Al-Hosaniah, 2016: 26-27)

### **C- Principles of active learning:**

Among the most important principles for the student are:

1- The student is the center of the active learning process:

Active learning is focused on the student, as he is the focus of the educational process, and he is the one who carries out the activities and tasks that the teacher provides to him in the educational situation, so the student must be distinguished by vitality, activity, and willingness to do so.

2- Positive interaction in the educational situation:

Students should be positive interactors in educational situations that prepare them inside and outside the classroom in order to achieve educational goals for the lessons that are presented to them through active learning strategies.

3- Relying on cooperation, negotiation, and meditation, as an important basis for active learning: it is not possible to succeed in active learning activities without real cooperation not only between students and teachers, but also between students themselves, and it seems that negotiation remains important in active learning the more intense discussions between the two teams, The more the dialogue increases beyond the expected limits and the difference in viewpoints becomes large so that it is difficult to reach a decision, outcome or solution. An important role for the teacher in active learning is to provide feedback and appropriate and immediate reinforcement so that active learning can achieve the desired goals of its use.

1- Teaching the teacher the basic skills to implement the active educational position:

Active learning has a set of skills that a teacher must possess, including good planning of teacher-centered educational situations, and his knowledge of the origins of using active learning methods, methods, and strategies, among others.

2- The teacher's enthusiasm for implementing active learning:

Student enthusiasm results from the enthusiasm of the teacher, so if the teacher is enthusiastic about applying active learning methods, methods and strategies, this will be reflected in the students' interaction with him during that application.

3- Diversification in using active learning strategies:

The active learning basket contains many different methods, methods, and strategies. The teacher only has to choose the methods, methods, and strategies that suit the nature of students, the goals to be achieved, and the quality of the content that deals with him.

4- Taking into account individual differences and learning styles of students:

Since the student is the focus of the educational process in active learning, the teacher must consider the individual differences and learning patterns that exist between students while creating the appropriate environment for the application of methods and methods and strategies for active learning.

1- The teacher perceives himself as a role model and example:

Looking at the teacher as an example and a required model in every small and large in the educational process, including when he applies methods and methods and strategies for active learning. Ambo Saeedi and Al-Hosaniah, 2016: 30-31)

### **E- Active Learning Strategies:**

Active learning strategies are a reflection of the ideas advocated by the structural theory that emphasizes the importance of students building their knowledge through their interaction with each other and with their environment. Therefore, the purpose of using active learning is to help students to be more effective by developing their new skills, which help them to adapt to new developments and innovations, through which students turn to practice activities and thinking processes, extracting ideas, presenting them and expressing views, which helps in acquiring educational experiences in an effective manner, forming an integrated personality and developing multiple thinking skills. (Al-Bahadly, 2013: 38).

"In order to apply active learning, it is necessary to diversify its methods and strategies, so the use of a single strategy that can be applied in all educational situations is no longer effective, as it was believed a long time ago that the use of diversity increases the motivation of students and their learning, as it positively affects their attention, and their integration, and thus makes Students are more motivated to learn, and diversifying strategies is the key to enhancing learning" (Al-Bawi, 2012: 32)

(Umbo Saidi and Al-Hosania, 2016) mentioned a number of modern strategies for active learning in their recently published book (Strategies for Active Learning)

1- Five-Point Why: The idea of the strategy is based on searching for the roots of the problem and delving deeper into it for accurate and broad understanding, by presenting five consecutive questions, so that each answer to a previous question leads to a new question.

2- Information gap: The idea of the strategy is based on the principle of complementarity, where the teacher divides learners into binary or quadruple groups, and gives each student or two students an incomplete table so that the first student's student lacks the information that the second student has, and what the second student lacks information he finds when The first student, in the sense that the two tables complement each other. After each student occupies his schedule, he reviews the answers with the other student.

3- The correspondent: The idea of the strategy is based on assigning each group to a specific student, so that he wanders among other groups to learn about the new ideas that the groups are undertaking, or the way they solve a specific question, then he returns to his group to explain to them the most important what he knows and benefit from it while roaming Between groups.

4- Ring recording: the strategy idea is based on asking the teacher one question to the group, and each student must participate in any addition to the answer until the episode is completed and the role returns to him again, provided that he does not repeat the answer of his colleague.

5- Listening Teams the idea of the strategy is based on the teacher dividing the class students into four groups: the questioners, the agreeers, the rejectionists, and the ones who give the examples. Then each group performs its work after the teacher finishes presenting the lesson. (Umbo Saidi and Al-Hosania, 2016: 9-14)

### **Research methodology and procedures**

**Research community:** It is an integrated group of individuals, things, or numbers that have a common characteristic that can be observed or analyzed (Sabri et al .: 2001: 15)

**First: The original research community:** The researcher limited the original community to the research from the educational supervisors (specialization) in middle schools, and the number (140) specialized educational supervisors, and for the academic year (2018-2019)

**The research sample:** The researcher chose the research sample represented by the educational supervisors (two specialties), whose number is (140).

**Exploratory research sample:** It included the middle and middle school supervisors, who number (40) educational supervisors.

### 1- Research tool:

The study adopted the questionnaire, as a tool to collect the required data; In order to achieve the aim of the study, the questionnaire is a widely used tool in educational and psychological research (Van Dalen, 1985: p. 460) and it is possible to obtain facts and learn about existing conditions and conditions and study attitudes, trends and opinions (Hattab and Abbas, 1982: p. 28). The preparation of the research tool has taken the following steps:

- A. The survey questionnaire: It was conducted on a sample of (40) educational supervisors (specialists), and this questionnaire included one question of the open type, about
- B. What are the uses of Arabic teachers in the intermediate stage for active learning strategies from the point of view of supervisors?
- C. The validity of the tool: It is one of the conditions that must be met in the research tool used because it relates to what the tool actually measures. (Abdul-Daem, 1981: 355)

### 2- Certify the content:

It is an indication of the extent to which the questionnaire paragraphs are related to the content of the study subject, meaning that it focuses on the extent of representation of a sample of paragraphs for that test (Duran, 1985: p. 171). Duran indicates that the best way to ensure the validity of the content is through presenting the questionnaire paragraphs to a number of experts or judges through their reading of these paragraphs, they compare their classification for each paragraph with the classification of the rest of the paragraphs (Duran, 1985: p. 172). Therefore, the researcher presented the primary questionnaires to a group of experts and specialists in the fields of education and teaching methods, who number (11).

**3- Reliability:** The researcher reoriented the questionnaire on the basic application sample after confirming the validity of the paragraphs of the questionnaire, and means that the test gives the same results if it is re-applied to the same sample and with a limited time interval and under the same conditions (Al-Zobaie and others, 1981: p. 30). To find the coefficient of stability of the tool, the researcher used the person correlation coefficient, being one of the most common and most accurate of all factors. (Khairi, 1957: p. 257).

### 4- Sample application basis:

The basic research tool (the questionnaire) was applied to a sample of (100) educational supervisors. Fourth: Statistical means: The researcher adopted the SPSS program to process her research data.

### Interpretation and discussion of results

We review the researcher in this chapter, the results that she reached, interpreted, and discussed in light of the aim of the research, after arranging the paragraphs in descending order from the highest difficulty to the lowest.

Table (1)

No.	Difficulties	N 1	N 2	N 3	Degree of sharpness	Centenary weight
1	Make the student active in receiving information	95	3	2	2.93	97.666
2	Make the lesson more interesting with the teacher more than one strategy	92	5	3	2.89	96.333
3	Active learning strategies develop critical, assessment, comparison and analysis skills.	88	5	7	2.81	93.666
4	Teachers give an idea of the methods students use to address ideas	86	10	4	2.82	94
5	Help teachers know the levels of students' mental inventory	83	10	7	2.76	92
6	The student's spirit of development develops throughout the lesson	80	11	9	2.71	90.333
7	Encouraging students to come up with many ideas and solutions for one problem.	78	14	8	2.7	90

8	Providing students with a safe environment where there is no punishment or mockery of their ideas and opinions.	76	14	10	2.66	88.666
9	Attracts the student's attention along the lesson	74	16	10	2.64	88
10	Many active learning strategies can be used to teach Arabic grammar	71	19	10	2.61	87
11	The educational supervisor instructs the teacher to direct questions to all students	68	20	12	2.56	85.333
12	The educational supervisor advises the teacher to see new knowledge and use it to implement the lessons	66	20	14	2.52	84

**The first paragraph:** (making the student active in receiving information) ranked first with a weighted average (93.2) and a percentage weight (666.97), as using active learning strategies makes the student active and following along the lesson. As for the second paragraph (making the lesson more interesting by using the teacher more than a strategy), the second rank has a weighted average (89.2) and a percentage weight (333.96), as many teachers through teaching it to active learning will make the lesson more interesting.

**The third paragraph:** (active learning strategies develop the skills of criticism, evaluation, comparison and analysis), the third rank with a weighted average (81.2) and a percentage weight (666.93) through the teacher relying on more than one teaching strategy, the student will have critical and evaluation skills

**Fourth paragraph:** (It gives teachers an idea of the methods students use to address ideas) It ranked fourth with a weighted average (82.2) and a percentage weight (94) through the teacher's method, they will have an idea of the methods that students use to address their ideas.

**Fifth paragraph:** (Helps teachers know the levels of students' mental inventory), with a weighted average (76.2) and a percentage weight (92) of a teacher who is teaching active learning strategies who will have the ability to know the students' mental stocks. As for the sixth paragraph: (developing the student's spirit of participation along the lesson) with a weighted medium (71.2) and a percentage weight (333,903) of these strategies, the role is to encourage students to participate in the lesson along the lesson.

#### Conclusions:

The researcher reached the following results through the research results: The importance of using active learning strategies from the teacher, because it would direct the progress of the education process to the desired goals.

#### Recommendations:

Emphasis on the teachers of the Arabic language course to create an appropriate and appropriate educational climate in which there is familiarity and tolerance within the classroom, and the development of mutual human relations between students themselves and between the student and the teacher.

#### Proposals:

The need for Arabic language teachers to adopt active learning strategies in their teaching of the different academic levels.

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