The Reality of the Use of Differentiated Education in the Teaching of Arabic Grammar for Primary Fifth-grade Students from the Viewpoint of Male and Female Teachers

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Abstract--- The aim of the current research was: to get acquainted with the reality of the use of differentiated education in teaching Arabic grammar for fifth-grade primary students from the point of view of male and female teachers. To achieve the research goal, the researcher chose the descriptive approach. As for the research community, it consisted of (150) male and female teachers, the questionnaire was presented to the exploratory research sample, and their number was (30) male and female teachers (15) schools from the city center schools. To ensure the accuracy of the questionnaire items, it was presented to a group of experts and arbitrators. The questionnaire became in its final form consisting of (20) items after they were (21) ones. After excluding the survey sample, the research tool was applied to the basic application sample of (120) teachers. The researcher used statistical means, and in light of the research results, the researcher concluded a number of conclusions, including "The use of traditional Iron-Air teaching methods will continue in the hands of the effectiveness of the assembly and their impulse towards learning material and following its vocabulary. - The use of differentiated education is effective in the hands of obtaining evidence, because of its role in the effects of the grouping impulse towards more learning." The researcher has also reached a number of recommendations, including "Enrolling participation of male and female teachers in training courses that help you in how to use the new curriculum and the methods and methods of training that are complementary, directing the teachers of the Arabic language and its teachers not to limit themselves to the traditional methods of teaching and the necessity of diversity in the marginal methods.". Regarding the recommendations, the research has reached many recommendations, including "Conducting a study similar to the current study of the rest of the Arabic language branches of expression, expression, and readers.".

Keywords--- Differentiated Education, Marginal Methods, Primary Teachers.

I. CHAPTER ONE

First Research Problem

The urge to raise the level of academic achievement has become the focus of completion for all, preventing the foot and to this day, so the learner's success or the basic measure that we adopt to know the success of the educational process and its progress (Nasrallah, 2010: 269). The failure of the learner to transfer from one academic stage to another due to the low academic achievement in general terms is evidence of the weak educational process, and there are many ways for the academic achievement to decrease in the different educational subjects and in the Arabic language grammar in particular. The researcher reached her after distributing an open questionnaire to a

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number of male and female teachers in some primary schools affiliated to the Governorate Center. As both parties (teachers and parents) agreed on the decrease in academic achievement in the Arabic grammar, they differed in determining the reasons for this decrease; Some of them pointed to the teachers and their non-use of modern teaching methods that are appropriate to the nature of the renewed scientific study material, as the usual teaching methods used in our current schools are characterized by adopting the method of memorization, memorization and memorization and making the student a recipient of information and thus this affects his ability to raise the level of his achievement and develop sound thinking methods. Some of them pointed to the nature of the cumulative rules article, as the new information needs to be based on previous information that must be provided in the learner's cognitive memory, and this is what the vast majority of students lack, because they suffer from the difficulty of understanding the new information, and some of them indicated that students neglect to perform homework and not follow up Parents for the academic levels of their children, as well as the large vocabulary of the subject, and the lack of time for frequent holidays as a result of religious and national occasions.

Traditional education faced many problems that reflected its impact on the level of education in general, and made it inadequate to achieve its goals. Methods of teaching the rules of the traditional Arabic language were unable to keep pace with a modern era full of challenges and rapid changes, so the search for teaching methods was more effective and more sensitive to the needs of Students and their Prospects (Al-Kubaisi, 2016: 269). In addition, recent trends in education call for work to help students learn and how to learn, to become independent in their learning, and to think for themselves. (Zaytoon, 2009: 485).

Second. Research Significance

Language is considered as the gift of Allah (The Supreme, The Majestic) and its gift, and it is the translation of reason and its means, in transmitting thought and preserving heritage, and for the connection of man to the language that is one of the most important pillars of human communication. As it says in the Almighty saying, "He created man. He taught him the statement" (Surah Al-Rahman: Verse: 3-4).

Language is no longer just an expressive means of desires, or a mediating of understanding between its speakers, but rather has become a major component of the civilization that produces it, a strong factor in the emergence of nationalities, the formation of states, an honest record of the nation's heritage, and an approach to studying social and cultural history (Al Qasimi, 1979, p. 235).The Arabic language is the language of Arabism and Islam, and the pillar of Arab nationalism, as it is a living language capable of absorbing the developments of the times. (Ibrahim, 1973, pp. 48-49). The curriculum has witnessed rapid changes and tangible developments in recent times in all countries of the world, and the rules of the Arabic language have won a large share of these developments, as many countries have reviewed their curricula and methods and teaching methods to harmonize with the needs of their societies and the aspirations of their members to move forward towards progress And progress to meet the requirements of the modern century. (Maddah, 2009: 23) The teachers also face great challenges, including the great diversity between the levels of learners, especially that it was realized that there are different aspects of this diversity, including the differences in the home environment, experience, culture, expectations from the school, and responding to the requirements of the study, and ways of understanding the world and others with so many differences. "(Hayakux, 2002) stated," The biggest challenge any teacher faces is trying to

respond to the wide and growing range of needs, backgrounds and differentiated learning styles of students. " In response to these requirements and challenges, the concept of differentiated education has emerged, which has received a great deal of attention and care from educational systems in developed countries (Al Hillisi, 2012: 3). From this the researcher tried to find modern methods that take into account the individual differences between the learners and fit the difficulty of teaching Arabic grammar.

The researcher noted that the goal of using differentiated education is to raise the levels of study in the classroom for all learners and not focus on learners who are weak in their achievement or only on thinking skills, but rather differentiated education aims to increase the learner's mental ability to participate in activities with his colleagues as learners have different abilities and preparations. Providing differentiated education for them depends on the necessity for the teacher to be familiar with the characteristics of each learner, and hence the teacher's ability to teach according to different methods and does not depend on one method of teaching, and this difference in methods allows the diversification of educational results and planning and preparing lessons according to the principles of differentiated education. (Zayer et al., 2014: 76) Likewise, if male and female teachers want to provide differentiated education to learners, it provides the same stimulus and various tasks to reach the same results, meaning that everyone has been taught the same lesson but with various methods and tasks.

Obeidat and Abu Al-Seemed (2007: 119-120) assume that what increases the importance of differentiated education is that it is based on the integration between the different methods of education through the use of more than one method while using this type of education, as well as its importance through achieving the conditions for effective learning, and it allows Learners interact in a differentiated way that leads to a variety of products (Abu Deka, 2018: 41).

Because of the importance of the Arabic grammar, the specialists made a lot of efforts to develop its teaching, and keep pace with these developments and changes, as modern trends in its teaching focused on developing conceptual knowledge and understanding it among students and building it in a meaningful way in the learner's cognitive structure and its use in new situations (Al-Azzawi and Nasser, 2011: 135).

Third. Research Objectives
- Identifying the reality of using differentiated education in teaching Arabic grammar for fifth- primary grade students from the viewpoint of male and female teachers.

Fourth. Research Limits
- Fifth Primary Stages for the first course of the academic year (2018-2019).

Fifth. Terms Definition
- Differentiated Learning. Kojak et al. (2008) have defined it as "Creating multiple methods provides students with different abilities, preferences, interests and educational needs ... equal opportunities to understand and understand concepts and use them in everyday situations. It also allows students to take responsibility for their own learning through peer and cooperative learning and learning."

II. CHAPTER TWO

First Axis. Theoretical Background

A. Theoretical Basis

The theoretical basis for most modern strategies is constructive theory, and it can be said that differentiated education is largely based on this theory (Al-Halisi, 2012: 51), and structural theory is the latest knowledge of theories in teaching, which focuses on building the learner of knowledge through what he stores In his memory of information, knowledge and previous experience; As the focus shifts from external factors that affect the learner's learning, such as the teacher and school variables, the curriculum, peers, and other such factors, the focus turns to the internal factors that influence this learning (aggression and praise, 2012: 128).

Constructivism also emphasizes that learners differ in the degree of understanding the one meaning, according to the cognitive structures or the cognitive systems of each of them, that is, they have individual differences. The constructivism was based on four theories, namely:

B. Principles of Constructivist Theory

Structural theory being a theory in cognitive learning is based on a set of principles, the most important of which are:

1. Identifying and understanding build socially: the learner does not start building knowledge individually and only through his own activities, but rather builds that knowledge through social interaction and dialogue with others.

2. Learning is an active mental constructive process: knowledge and understanding are actively acquired by the learner's activity and mental effort, as he discusses, debates, makes hypotheses, investigates, and reaches scientific knowledge himself; So the learning process is the responsibility of the learner, not the responsibility of the teacher, whose role has become a guide, guide and facilitator of the learning process (Tarawneh, 2011: 292).

Second. Differentiated Education

A. The Concept of Differentiated Education

God Almighty has created people with similarities and differences. Similarities are in terms of the general order and the general structure of the body. As for the differences, they are clear and clear. This is white and the brown one, and this curly hair and that soft hair straight, and this is long and that short... etc.

There are also other differences such as the difference in abilities and preparations, inclinations and trends, degree of intelligence, health status, mood and character, and as a result of these differences, which are called individual differences between students, it was necessary for a good teacher to take into account these differences when teaching them, and to diversify his teaching methods And his questions, and educational methods, to suit the different levels of students, and to invest and even create the conditions surrounding the student to help him achieve comprehensive and complete growth (Al-Khatib, 1997: 28).

Realizing and responding to these requirements and challenges, the concept of differentiated education that has been acquired by educational systems in developed countries has emerged with a great deal of interest and care. Positive towards the teacher and towards the school subject (Hassan, 2016: 410).

Differentiated education is an education that aims to raise the level of all learners, and not only those who face problems in achievement, it is a school policy that takes as the characteristics of the individual and his previous experiences, and its goal is to increase the capabilities and capabilities of the student and their abilities (Obeidat and Abu Al-Semaid, 2007: 117). From students and students' attitudes towards their potential and capabilities (Obeidat and Abu Al-Semaid, 2007: 117). Attiya (2009) indicated what differentiated education requires adopting it as a teaching method in the classroom:

1. The use of various teaching methods that respond to the differences among students.
2. Designing educational lessons according to the requirements of education goals and differentiation between students.
3. Choosing the teaching methods that satisfy each student's student and learns with high efficiency and sufficiency (Atiyah, 2009: 324-325).

Differentiated education is an interactive, reciprocal process between the teacher and the learners and between the learners and each other. Each of them learns from the other and each of them has a role that contributes to the success of the learning process and the achievement of the desired goals (Lutfi, 2017: 104).

B. Differentiated Education Terming

The views and opinions of educators and researchers differed on the names of differentiated education. In educational literature, it was mentioned in several names, including: diversified teaching or diversification of teaching at (Kojak et al., 2008), differentiated teaching at (Ibrahim, 2009), and differentiated education at (Obeidat and Abu Al-Semaid, 2007). (Attiya, 2008), and the differential teaching at (Younis, 2012), and the differentiated teaching at (Al-Mahdawi, 2014), and that they differed in the names, but they agreed on the necessity of differentiation and diversification of education and taking into account the differences between the learners in inclinations, abilities and needs in order to help them To achieve all the goals set for the teaching and learning processes (Abu Daqa, 2018: 25).

C. The Importance of Differentiated Education

To employ differentiated teaching in teaching is a great and influential educational value, due to several reasons, including:

1. Achieving the learner principle, the center of the educational process, as it focuses on helping each learner to reach the agreed normative levels, regardless of their willingness, interest or form of learning.
2. Increase learners' motivation to learn.
3. Achieving many of the targeted learning outcomes and in various stages and subject (Lutfi, 2017: 96-98).

E. Steps for Teaching Arabic Grammar with Differentiated Instruction
1. The teacher identifies the skills and abilities of each student, trying to answer the two questions:
   - What does each student know?

- What does each student need?

It thus determines the objectives of the lesson, identifies learning outcomes, and sets criteria for evaluating the extent to which the goals are achieved.

2. The teacher chooses the appropriate teaching methods or groups for his students and the modifications he makes to make the methods fit this diversity.

3. The teacher determines the tasks that students will undertake to achieve the learning goals (Obeidat and Abu Al-Semaid, 2007: 119)

4. The objectives of differentiated education:

5. Raise the level of academic achievement.

6. Increase the level of challenge for learners who already have a lot of thinking skills and prior knowledge.

7. The learning process makes it easier (Shawaheen, 2014: 12).

F. Differentiated Learning Features

Differentiated education is distinguished by:

1. Each learner or group is provided with the learning requirements that suit him or her.

2. Increases the effectiveness of learners in learning.

3. Obtain the satisfaction of the learners and their acceptance (Attiya, 2008: 460).

4. Learning at a faster pace.

5. Greater independence in study and thinking (Shawaheen, 2014: 13).

G. The Role of the Teacher in the Differentiated Education Strategy

The teacher is the main player in the differentiated education process, and his role can be summarized as follows:

1. Assessment of learners' needs.

2. Divide the learners into groups.

3. Providing appropriate educational materials.

4. Assessing learners' understanding during the lesson (Shawaheen, 2014: 35-36).

H. The Role of the Learner in the Differentiated Education Strategy

For the learning process to complete successfully, the learner must play the most important role in the learning process, and his role can be summarized as:

1. Realizing that it is the most important axis of the educational process.

2. Acceptor of the idea of diversification and multiple choices in educational activities.

3. Learner has to dedicate an effort and takes responsibility for his learning, and asks for help if he needs it.

4. It does not receive knowledge and receives it negatively, but it builds it through its activities and active participation in the teaching and learning process. (Lutfi, 2017: 103-104)

The second axis: the rules of the Arabic language: The Arabic grammar is distinguished by the phenomenon of movements that have an impact on the formation and construction of speech. (Humans, 1998, pp. 199-1990).

The Objectives of Teaching Arabic Grammar

Al-Karbasi (1971) indicated that there are a number of general goals in teaching Arabic grammar in the elementary stage, as follows:

1. Training students to adjust their language recently, read, and write in a way that suits their mental and linguistic level in the progressive learning ladder.

2. Preserving the students' tongues from committing mistakes and straightening them from warps, and making them free and sound.

3. Developing linguistic wealth and refining literary tastes by standing up to study examples, evidence, new methods and correct structures (Al-Karbasy, 1971, p. 91).

Methods of Teaching Arabic Grammar

First: The standard method

It is called the holistic method and it contradicts the inductive method of teaching, as it depends on the principle of moving from whole to part, gives the original rule and then moves to examples (Maarouf, 1985, p. 182).

Second, the Inductive Method

It is the way in which the teachers of the subject's thinking move from special facts such as examples and evidence to general facts such as judgments and rules, and induction is the way to reach general judgments by observation and observation, and through it the individual reaches the total issues (Hussein and Najim, 2004, p. 53).

III. CHAPTER THREE

Research Methodology and Procedures

The researcher followed the descriptive approach, because it is the appropriate approach, the nature of the research is descriptive and analytical nature, and it is one of the methods of scientific research used in educational and psychological sciences, and the descriptive approach is a survey that focuses on a specific phenomenon or issue as it actually exists with the intention of diagnosing it and revealing its aspects and determining the relationships between its elements or Between them and other educational, psychological or social phenomena (Al-Zobaie, 1981, 51).

This methodology includes automated procedures:

First. Population and Sample of the Study

The research community includes Arabic language teachers and teachers in Maysan governorate in primary schools. The current research community is composed of (150) Arabic language teachers and teachers in Al-Urouba sand the city center sections, with a rate of (60) schools.

After the researcher had defined the research community, the survey sample consisting of (30) male and female teachers, so the basic sample consisted of (120) male and female teachers distributed among (15) primary schools.

The methodology includes the following procedures:

1. Research tool: The questionnaire is the most used tool to obtain information and data about individuals, due to several reasons including: (The questionnaire is relatively economic, and it can be sent to people in remote areas, and the items are codified from one person to another, and it can be guaranteed Confidentiality of responses allows the respondent freely.

2. The survey questionnaire: It was conducted on a sample consisting of (30) male and female teachers. This questionnaire included one question of the open type, as in Appendix No. (1).

3. Validity of the tool: Truthfulness is one of the conditions that must be fulfilled in the tool used, because it relates to what the tool actually hardens (Abdul-Da'm, 1981: 355).

   A. **Validity of the content**: It is an indication of the extent to which the questionnaire items are related to the content of the study subject, i.e. it focuses on the extent to which a sample of the items are represented for that test. (Duran, 1985: p. 171).

   B. **Face Validity**: indicates the general appearance or external image of the questionnaire in terms of its suitability for students and the clarity of its items (Abu Lebda, 1999: 239). Therefore, the researcher directed a questionnaire to a group of experts and arbitrators to verify the understanding and clarity of the questionnaire items, and the researcher adopted an agreement rate (80%). More than the opinions of the arbitrators * on the validity of the items, the questionnaire became in its final form consisting of (20) items after it was (21) items.

   C. Consistency: There are many methods for calculating consistency, and the period between the first application and the second application was about two weeks, as Adams indicates that the range between the first and second application of the tool should not exceed two or three weeks. The researcher used the *Pearson correlation coefficient* for finding the coefficient of consistency, as it is the most common, most accurate and broadest of all factors, and after the researcher calculated the *coefficients of consistency* for each item, she calculated the consistency coefficients for the questionnaire.

Fourth. Statistical Tools

The researcher used **SPSS for statistical data**.

IV. CHAPTER FOUR

Presentation, Interpretation and Discussion of Results

In this chapter, the researcher will present her findings, interpretation and discussion in light of the research objectives.

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Table 1

No.	Items	No.1	No.2	Freedom Degree	Percentage
1.	The scarcity of holding training courses for Arabic language teachers and their teachers in teaching methods.	117	2	1	2.966
2.	Mental distraction for students during the lesson.	115	3	2	2.941
3.	Dependence on the inductive method of teaching.	113	4	3	2.916
4.	Students are not informed of a sound language environment.	111	5	4	2.891
5.	The subject presentation does not take into account individual differences between students	109	6	5	2.866
6.	Weakness in general objectives of verification, learning and implementation.	107	7	6	2.841
7.	Some educational techniques do not work in communicating and understanding the subject.	105	8	7	2.816
8.	The difficulty of Arabic grammar topics in the curriculum	103	9	8	2.791
9.	Neglecting modern teaching methods and restricting the inductive method to teaching grammar	101	10	9	2.766
10.	Students have poor understanding and creativity skills	99	11	10	2.741
11.	The book is not presented in an appropriate and clear manner in the presentation and explanation.	97	12	11	2.716
12.	The established grammar topics do not help discover and develop student talents.	95	13	12	2.691
13.	The students' lack of methods of dialogue and discussion	93	14	13	2.666
14.	The large number of students in one class.	91	15	14	2.641
15.	Lack of students' skills in general reading in general.	89	16	15	2.616
16.	Occupied grammar topics with difficult and strange vocabulary make memorization difficult.	87	17	16	2.591
17.	Many male and female teachers rely on distinguished students.	85	18	17	2.566
18.	Many male and female teachers neglect to follow the students' daily duties.	83	19	18	2.541
19.	The content of the Arabic Language Book in light of the changes taking place in developing curricula is difficult and not appropriate for the level of students	81	20	19	2.516
20.	The scarcity of new periodicals and publications to see the latest developments in the field of teaching methods.	79	21	20	2.491

The first item: (The scarcity of holding training courses for Arabic language teachers and their teachers in teaching methods This item ranked first with a degree of intensity of (2.966) and a percentage (98.866%) Teaching.

The second item: (mental distraction among students during the lesson).This item ranked second with a degree of severity (2.941) and a percentage (98.033%).

This item can be explained in terms of mental distraction among students in the lesson and their lack of attention and focus.

The third item: Dependence on the preventive method in teaching This item ranked third with a degree of intensity (2.916) and a percentage (97.2%) due to the dependence of teachers on the preventive method in teaching the curriculum.

The fourth item: Students are not surrounded by a sound language environment, this item ranked fourth with a degree of severity (2.891) and a percentage (96.366%) where many students lack the proper language environment.

The fifth item: The width of the subject does not take into account the individual differences between students; this item ranked fifth with a degree of severity (2.866) and with a percentage (95.533%), as the male and female teachers depend on displaying the material on good students.

Sixth Item: Weakness of the general objectives of verification, learning and application. This item ranked sixth with a degree of severity (2.841) and a percentage (94.7%), whereby the general ability of the goals of verification, learning and application is weak.

The seventh item: Some educational techniques do not work in communicating and understanding the subject, this item ranked seventh with a degree of severity (2.816) with a rate of (93.866%) as some of the old and modern educational techniques also do not work in communicating and understanding the subject to the student.

V. CONCLUSION

In light of the research results, the researcher reached the following conclusions:

1. The use of modern non-traditional teaching methods contributed to increasing the effectiveness of students and their impulse towards learning the subject and following its vocabulary.
2. The use of differentiated education is effective in increasing students' achievement, as it has a role in raising students 'motivation towards more learning.

VI. RECOMMENDATIONS

1. The introduction of male and female teachers to training courses that help them in how to use the new curriculum and comprehensive teaching methods and methods.
2. Directing the teachers of Arabic language and its teachers not to limit themselves to the traditional methods of teaching and the necessity of diversity in modern methods.

VII. SUGGESTIONS

- Conducting a study similar to the current study of the rest of the Arabic language branches of spelling, expression, and reading.

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