

The Role of Arabic Language Teachers in Utilizing Supportive Worksheets to Address Learning Loss Among Elementary Students in Jordan: From Teachers' Perspective

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Abstract—This paper sought to determine the role that Arabic language teachers can play in using supportive worksheets to compensate for lost learning among elementary students in Jordan from their point of view. A tool for the study—a questionnaire comprising 21 items—was prepared for this purpose, and its validity and reliability were checked. The sample included 501 Arabic language teachers who work in public schools in Amman. The results indicated that the Arabic language teachers estimated their role in using supportive worksheets to make up for the learning loss among the elementary students in Jordan at high degrees. It also indicated that there were no statistically significant differences in the assessment of the teacher's role based on gender, qualification, or years of teaching experience. In the light of the results, the study recommended a number of activities such as holding workshops and seminars that raise the awareness of the Arabic language teachers about the necessity of diversification and the use of different teaching means that contribute to developing the abilities of the Arabic language for the elementary stage students.

Index Terms—Arabic language teachers, supportive worksheets, learning loss, elementary students

I. INTRODUCTION

Recent events have dictated another reality for the education process globally, such as the COVID-19 pandemic, among other causes for the absence of students from schools. As an end result, it has caused learning loss or, rather, an educational gap, which is defined as the time, effort, and cost of education without accomplishing the desired goals. Many are the causes behind the phenomenon, which include prolonged closure of school, absenteeism of students, dropout rates, or failure to succeed and persist in education; all these factors combined cause a waste of material and human resources assigned to education altogether (Balushi, 2022).

According to Hazaimah (2022), learning loss is an educational problem that has many dimensions; thus, measures are needed to address and reduce it. It requires a remedial plan, which targets basic skills such as reading, writing, and mathematics, especially at the elementary stage. The elementary stage is one of the important stages of students' lives; it forms the actual foundation of the student, whereby good preparation during this stage will facilitate the acquisition of values, knowledge, and attitudes in the future.

The concept of compensating for learning losses was one of the steps taken by the Ministry of Education to overcome the barriers and conditions accompanying the educational process. This was to ensure that students learned and were able to practice the right to be educated in school following events that kept them away from school during that period, such as the COVID-19 pandemic, which crippled the whole world, especially the educational sector, according to Alzaghibi (2021).

The concept of "learning loss" is the product of the consequences of the students' absence from school in all the disciplines; this made them lose the largest portion of knowledge, skills, and behavior that students normally obtain in school. It should therefore be obligatory to compensate for such loss through the most accessible, shortest, and fastest methods possible, especially after the decline in the educational aspects for students in public schools due to their irregular engagement with the online platforms, particularly their absence from the major subjects, mathematics and Arabic language, according to Al-Ayyidah (2022).

The Arabic language is neither an academic subject nor a means of studying other subjects. Language skills learning is organically associated with developing thinking abilities and enriching experiences for learners. It is expected to see a student talking without errors, eloquently, beautifully, and powerfully. In order for this to be possible, he has to be capable

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and master the necessary proficiencies that enable him to reach such a level. The Arabic language teacher works to develop those abilities in order for students to be capable of mastering them (Al-Nour, 2019).

It is the aim of the Arabic language teacher to create literary appreciation among the students in order for them to appreciate the beauty of the speech, its meaning, and figures of speech. Another important aim is that the teacher needs to provide training to the students to make them enable to articulate their views and feelings with clarity both in oral and writing forms with all punctuation marks. The student shall be given full training in spelling and writing so that he can write correctly in all respects, such as understanding structures that are complicated and styles that are ambiguous so that students can think with precision and study with meticulous intellectual investigation. Also, the teacher shall try to further the Arabic language and its dissemination as much as possible (Yusuf, 2020).

Even though the Ministry of Education worked on enabling students to continue their learning via electronic platforms, the level of interaction was not as needed, neither from the side of the teachers nor from the side of the students. Therefore, addressing learning loss became one of the steps towards fixing the damage which occurred due to the students' absence from schools. The subject teachers have to compensate the students for what they lost according to a learning loss plan. It denotes the current study importance in studying the role played by Arabic language teachers in compensating learning loss among primary students in Jordan.

A. *Problem and Questions of the Study*

The elementary stage is considered the most important stage in the life of students. Once the student's skills are built and his thinking is well guided, it will be easy to learn in the future and will also be more enjoyable. Elementary stages are the foundation for learning and skill acquisition. For a long period, an Arabic language teacher was regarded as the most important factor for developing the language skill among students, building a generation that possesses eloquence and verbal fluency. In this stage, a teacher is not only a transmitter of knowledge but rather an innovator and a creator of diverse activities which complement the development of a well-rounded student. When the teacher is absent in face-to-face education, he is not capable of expressing his ideas and knowledge to students. That is why the idea of using supportive worksheets by the Ministry of Education came up, which compensated for the learning gaps due to the absence of students from school and their teachers. This idea has emerged in many studies, for example, the study of Balushi (2022).

The study was motivated by the work of the researchers at the National Center for Curriculum Development (NCCD), and the follow-up they carried out concerning Arabic language teachers in Jordan; therefore, they noticed the varying opinions of the Arabic language teachers regarding the concept of learning loss, their role in overcoming it, and compensating the students for what they have missed so as not to deprive them of their right to learn. There is a readiness among some Arabic language teachers to compensate the students for what they lost on account of their being away from school, and some feel that the grades that follow will look after the students' learning requirements and no need for intervention to overcome learning loss. As for the means of addressing learning loss, their opinions also vary regarding their role in compensation. And so, the study will try to investigate the Arabic language teachers' role within the elementary stage in Jordan concerning learning loss as viewed by themselves by answering the following questions:

1. What is the role of Arabic language teachers for the elementary stage in Jordan in addressing learning loss from their perspective?
2. Are there statistically significant differences at the $(0.05 \geq \alpha)$ level in Arabic language teachers' assessments of their roles in addressing learning loss for the elementary stage in Jordan, attributed to the variables of gender, qualification, and years of teaching experience?

B. *Study Objectives*

This study aims to investigate the role of Arabic language teachers in the elementary stage in Jordan in employing supportive worksheets in order to remedy learning loss-from their point of view. In addition, this study tries to highlight the differences between the means obtained from measuring Arabic language teachers regarding using supportive worksheets for the elementary stage in Jordan to remedy learning loss according to the variables of gender, qualification, and years of teaching experience.

C. *Significance of the Study*

The significance of the study lies in the following aspects:

1. **Theoretical Significance:** This study focuses on the concept of learning loss, a concept that has received significant attention from the Ministry of Education due to its importance in compensating students for missed educational content caused by various circumstances that affected the educational process. Thus, this study enriches the theoretical knowledge base regarding learning loss, a relatively new concept introduced by the Ministry of Education. The findings may also benefit other researchers exploring this concept.
2. **Practical Significance:** This study provides research data on the concept of learning loss that can be valuable to other researchers conducting further studies in this area. Additionally, the results of this study can inform an understanding of the capabilities available to Arabic language teachers in addressing learning loss in the classroom. The findings may also be used to develop programs aimed at enhancing teachers' skills in effectively addressing learning loss.

D. Study Limitations

- **Human Limitations:** This study is limited to Arabic language teachers for the elementary stage in Jordan.
- **Spatial Limitations:** This study is limited to public schools in Amman.
- **Temporal Limitations:** This study was conducted during the academic year 2024/2025.
- **Subject Matter Limitations:** This study is confined to the role of Arabic language teachers in utilizing supportive worksheets to address learning loss in Jordan. This study focuses on the responses of the sample to the items of the measurement tool prepared for the purposes of this study.

E. Conceptual and Operational Definitions

Supportive Worksheets for Arabic Language: These are a set of worksheets that address the language skills that the student did not fully grasp in a previous class, which are required as prerequisites for studying the current grade. They are offered to students in grades four through nine.

Learning Loss: This refers to the deficiency in students' mastery of certain standards in the educational process due to their absence from school for various reasons, such as school closures, student absences, dropout, or failure to progress and continue learning (Kisno et al., 2021). Learning loss is operationally defined as the efforts required, including appropriate materials and sufficient time, to ensure the continuation of learning without achieving the intended outcomes of the curriculum.

Arabic Language Teachers: These are teachers appointed by the Ministry of Education, who hold a bachelor's degree in Arabic language and are responsible for teaching the Arabic language to elementary education students.

II. THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

A. Learning Loss

Waste is another term commonly used to refer to learning loss, and the concept of waste means the loss that is associated with the increased expenditure on education at a period when the output of education does not correspond to such increases. The review of the learning loss concept revealed that the concept started attracting attention in the middle of the 20th century, and researchers directed their studies to it in the advanced stages of education in the late 1960s and early 1970s. The concept became perceived as an educational problem in higher education during the middle of the 1970s, with the spread of universities and colleges. However, this was at a later stage than when the problem first emerged or occurred (Zhdanov, 2022).

Major et al. (2021) defined learning loss as a general or specific loss of knowledge and skills or a decline in academic achievement, usually because of prolonged interruptions or stoppages in education. The term has been used in the context of education to define a host of meanings pointing at the failure of an educational system to achieve its purposes. In the context of this study, learning loss, as outlined by Schuurman et al. (2021), refers to a decline in educational productivity, which hinders the system's ability to meet its goals both quantitatively and qualitatively.

The Ministry of Education has consistently encouraged students to register on the e-platform for the learning loss recovery program, as noted by Al-Harbi (2023). This was accompanied by simultaneous media and promotional campaigns that called upon parents, the local community, and civil society institutions to stress the importance of the compensatory program for the educational gap resulting from recent events.

The learning loss recovery program embraced students from the first to the eleventh grade, focusing on the major skills of core subjects: Arabic and English languages, science, and mathematics. The application plan for the program was systematic, clear, and based on well-defined stages and times. Before the program began, teachers attended a training workshop through the Teacher Training Platform to attend courses which would prepare them to apply the learning loss recovery program (Shoshaa, 2022).

Al-Anzi (2021) explained that learning loss is cumulative and rapidly escalates. In addition, it differs among the various students and the different educational stages. Indeed, it is not just a result of learning interruptions. Furthermore, it could be due to the forgetting of the already acquired material. It also takes time to have a full picture. In addition, it is more apparent within the primary-grade students and the marginalized group.

Based on research, some key symptoms of student learning loss include poor academic performance in subjects like mathematics, low proficiency in foundational concepts across different grade levels, a lack of motivation to start or persist with studying, learning setbacks and slow progress, non-promotion due to grade failure, and increased truancy from school (Kisno et al., 2021).

Audah (2022) identified the primary factors driving learning loss, which are also fueling its global rise. These factors can be categorized as follows:

1. **Factors Related to the Learner:** This includes low awareness, lack of belief in the value of learning, aversion to school, frequent absences, psychological challenges, and difficulty in adapting.
2. **Factors Related to the Family:** These involve low awareness or belief in the importance of education, low family income leading to student absences, neglect of children's education-especially in remote areas-and inadequate monitoring of children's academic progress.

3. **Factors Related to the Educational System and School:** This encompasses poor quality of education due to curriculum misalignment, ineffective teaching methods, low teacher expertise, and negative attitudes towards education. Other issues include the absence of a safe and motivating learning environment, insufficient attention to learning gaps, lack of effective alternatives like distance learning, and neglect of students' specific needs and circumstances.
4. **Factors related to society:** These include the low economic level of the country, accompanied by weak income, poverty, high unemployment rates, high school costs, and lack of free education.
5. **Factors related to emergencies:** These include disruptions, the spread of diseases, and disasters, whether natural or man-made, which result in students missing school, halting the educational process for extended periods, and forgetting what was learned before these events occurred.

Given the detrimental effects of learning loss, UNESCO, UNICEF, and the World Bank launched a joint mission called the "Education Recovery Mission 2021," which focused on three priorities, with recovery of learning loss being one of them. These priorities are:

1. Ensuring all students return to a safe and supportive school where they receive personalized education, whether complete or partial, with comprehensive support to get them back on track.
2. Recovering lost learning through remedial education programs, adaptive learning, and the development of students' social and emotional skills.
3. Preparing and empowering teachers, as they need support to help students catch up on the learning missed in the previous academic year and teach the current curriculum. Teachers require additional training and support to implement remedial education and social-emotional learning (Abu Al-Foul, 2022).

Balushi (2022) pointed out that to reduce learning loss, institutions facing this issue must address its causes by:

- Enhancing quality through awareness programs about the importance of education directed at both students and their families.
- Improving the quality of education in areas such as curricula, training programs, educational environment, teaching methods, technology use, and educational resources.
- Developing creative solutions to problems such as violence, bullying, low motivation to learn, dropout, failure, child labor, educational gaps, and negative attitudes toward education.
- Providing appropriate funding for education development and investment, and creating compensatory programs for students who are academically behind.

Nations care about teaching their languages because they are tools for thinking, expression, communication, and understanding. Language reflects the experiences of life in its various aspects. Arabic, as the language of the Holy Qur'an, carries a noble creed and high human values. For all educators, it serves as the key to the subjects they teach. The factors for successfully teaching the Arabic language lie in three skills that the learner must master; silent and expressive reading skills, correct writing skills, content construction, and its effective use, and linguistic construction skills. These skills are interconnected and cannot be taught in isolation from one another. Therefore, they must be taught according to a well-organized plan that transcends the traditional concept of the educational process, where teaching is based on the best instructional methods and the most successful educational tools. Each study unit concludes with a self-assessment skill to support reflective thinking among students in their learning and their self-esteem in determining how well they have mastered the required competencies (Al-Thubaiti, 2020).

The Arabic language teacher occupies a distinguished and respected position in educational thought, as they teach the mother tongue of Arab peoples, which is also used in teaching other sciences. The learning and development of the language comes through the use of modern teaching strategies. There is indeed an integration between these strategies and the learning of Arabic, just like other sciences. The Arabic teacher focuses on helping students master several skills. They focus on various skills in the classroom, such as listening, speaking, reading, and writing (Abdel Karim & Hubaiter, 2015).

The goal of teaching Arabic to elementary school students is to instill in them a love for the Arabic language, the language of the Qur'an, to introduce them to the beauty of the Arabic language and its literature, to help students acquire the ability to study its branches, to familiarize students with correct Arabic words, structures, and styles in an engaging and attractive manner, and to enable them to read correctly. It also aims to help students use the language correctly in communication with others, such as fluency, quality of delivery, and good expression, and to train them to listen attentively, which facilitates their affairs and helps them meet their needs (Al-Nour, 2019).

Teaching Arabic in elementary school requires the teacher to possess high skills in developing students' thinking abilities and diversifying the strategies used in teaching the language, given the cognitive diversity within it. This is necessary to move away from traditional methods, which no longer suit learners due to differences in their abilities and prior experiences. This allows each learner to gain knowledge and develop their skills according to their abilities. This requires the teacher to have extensive knowledge of methods for conveying information to students through their skills in using a variety of techniques. The reason for this may be the significant differences among students in their learning styles and ways of thinking (Yusuf, 2020).

B. Previous Studies

The previous studies that addressed learning loss have been presented and arranged in chronological order from the earliest to the most recent:

Deribe's (2015) study was conducted to find out the magnitude of learning loss within the setting of elementary schools in California. This study used a descriptive methodology to disclose the present situation of the high rate of learning loss. Five schools were selected as samples comprising 280 students, 46 teachers and 5 school principals. The study indicated that the average total learning loss was due to socio-economic background variables related to students' schools, and it identified important factors contributing to the decline in the internal efficiency of elementary schools. This study proved that an improvement of these variables may need deep changes to be made to reduce the occurrence of learning loss.

The study of Al-Anzi (2021) explored suggestions put forward by teachers and educational supervisors for surmounting the loss in education. This objective had been realized through a qualitative research approach, where it embraced a case study strategy. The data collection tool was an interview that consisted of one question addressed to 17 participants who were male and female teachers and educational supervisors from different specializations, educational stages, and regions in Saudi Arabia. The participants were chosen purposefully, but at the same time, the snowball method was considered. After collecting the data, the latter was thematically analyzed. In the light of such, it appeared that answering learning loss, in line with participants' suggestions, is attainable through using supplementary programs and mechanisms for teaching, working within the flexible school timetables, enhancing the performance of the teacher and student, carrying out scientific assessments, embedding technology within teaching, and effective coordination and cooperation among relevant educational parties both internally and outside the school.

Abu Al-Ful (2022) sought in his study to investigate teachers' estimations of core subjects -Arabic, English, Mathematics, and Science- of schools belonging to Zarqa Second Directorate of Education about the effectiveness of the learning loss program during the COVID-19 global crisis. The current study is based on a sample that includes 530 teachers of core subjects in schools of Zarqa Second Directorate of Education during the academic year 2020-2021. They were randomly chosen using stratified random sampling. The tool of achieving the aims of the current study is a questionnaire that includes 20 items, divided into two domains: content and outcomes. The findings reveal that the estimates of teachers concerning the effectiveness of the learning loss program during the COVID-19 crisis are moderate, and there are no differences in their estimates due to gender or specialization.

Balushi (2022) aimed to detect the educational issues that increase the severity of the learning loss phenomenon in the educational system in Kuwait. The research sought to indicate the major troubles at the core of causing the status of learning loss at the middle school stage from the viewpoints of the study population, analyze the impact of some variables- namely, gender, experience level, and geographical zone- on the attitudes of teachers toward the phenomenon of learning loss in the science subject, and also come up with proposals to decrease it in the future, God forbid that circumstances similar to the COVID-19 pandemic hits the country once more. Therefore, the researcher relied on the descriptive-analytical methodology, while the research tool was a questionnaire consisting of 22 items directed at measuring attitudes towards learning loss in science subjects. The tool was applied to the study population composed of a sample of 40 male and female teachers teaching science to students in the ninth grade of the middle school. The researcher completed the statistical analysis accordingly and reached certain conclusions that provide evidence that attitudes towards learning loss in science scales are suitable for use. Results of the study indicated a high score in general, and that the teachers, regardless of the considered variables in this study, have assessed the scale positively. Also, no significant differences in the assessments of teachers depending on experience, qualification, and gender were found. Among other results, the need has been identified for interactive and easy and inexpensive activities which are motivating for students and teachers alike in their production.

An attempt was made by Audah (2022) to investigate the level of learning loss in the Arabic language and mathematics subjects for Grade Two students following the COVID-19 pandemic, by following the descriptive-analytical approach. The researcher developed a test tool for the research. A sample of 198 students was randomly selected from the public schools in Jericho, Salfit, Tulkarm, and South Nablus. It was found that the study results showed that the level of learning loss in the language skills and concepts for second-grade students reached 40%, while in mathematics, it reached 33%. From the statistical point of view, the study did not find any significant differences in the level of learning loss in tests of Arabic language among students according to their sex.

After reviewing the studies that addressed learning loss, the researchers found that the previous studies primarily employed the descriptive-analytical methodology to achieve their objectives, such as **Deribe's (2015)** study, **Audah's (2022)** study, **Bloushi's (2022)** study, and **Abu Al-Ful's (2022)** study. However, **Al-Anzi's (2021)** study used a qualitative approach. The samples in these studies varied, including teachers, students, and principals, and they used tests and questionnaires as tools to collect data from the study samples. This methodology aligns with the current research, which shares similarities with the previous studies.

III. METHODOLOGY

Study Methodology: The study adopted the descriptive survey method due to its suitability for the nature of the study.

Study Population: The study population consisted of all Arabic language teachers in public schools in Amman, totaling 912 teachers for the academic year 2024/2025. The numbers were obtained by referring to the Human Resources Department at the Education Directorate in Jordan.

Study Sample: The study sample, selected using simple random sampling, consisted of 501 Arabic language teachers from public schools under the Education Directorate in Amman. This sample represented 55% of the study population. Table 1 shows the distribution of the study sample based on its demographic variables.

TABLE 1
DISTRIBUTION OF THE STUDY SAMPLE BY DEMOGRAPHIC VARIABLES

Variable	Category	Frequency	Percentage
Gender	Male	270	%54.8
	Female	231	%45.2
Qualification	Bachelor's Degree	295	%58.9
	Postgraduate	206	%41.1
Years of Teaching Experience	Less than 5 years	122	%24.4
	5 to less than 10 years	158	%31.5
	10 years or more	221	%44.0
Total		501	%100.0

A. Instruments of the Study

To achieve the study's goal, a questionnaire was developed after reviewing the relevant theoretical literature and previous studies. The initial version of the tool consisted of a questionnaire containing 21 items to measure the role of Arabic language teachers in addressing learning loss for elementary school students in Jordan from their perspective. The final version of the tool consisted of two parts:

- **Part 1:** Personal data, including variables such as **gender, qualification, and years of teaching experience.**
- **Part 2:** Measures the role of Arabic language teachers in addressing learning loss for elementary school students in Jordan. A five-point Likert scale was used to assess the degree of use (Very High, High, Moderate, Low, Very Low), with scores assigned as follows: 5, 4, 3, 2, and 1.

To classify the mean scores for evaluating the role of Arabic language teachers in addressing learning loss for elementary students, the statistical model for judging the mean scores of the study sample was adopted as follows: (1–2.33) High, (2.34–3.67) Moderate, (3.68–5) Low. This was calculated using the following formula:

$$\frac{N-1}{3} = \frac{5-1}{3} = 1.33$$

The content validity of the research tool was obtained by presenting the instrument to a panel of 10 experts in Arabic language curriculum and teaching methods. It consisted of professors from Jordanian universities and educational supervisors who have extensive experience in the subject of Arabic. The experts carefully examined the tool's ability to fulfill its intended purpose, the clarity and accuracy of the questionnaire items, and their effectiveness in measuring what they were designed to measure. Based on their feedback, necessary adjustments—such as deleting, adding, or rephrasing items—were made. After incorporating the experts' suggestions, the questionnaire was finalized, consisting of 21 items.

The reliability of the tool was verified by applying it to a pilot sample of 35 Arabic language teachers from within and outside the study sample. The internal consistency was assessed using Cronbach's Alpha formula, yielding a coefficient of 0.81, which is deemed appropriate for the purposes of this study.

B. Study Variables

First: Independent Variables:

- **Gender:** Two categories: (Male, Female).
- **Qualification:** Two levels: (Bachelor's, Postgraduate Studies).
- **Years of Teaching Experience:** Three levels: (Less than 5 years, 5 to less than 10 years, 10 years or more).

Second: Dependent Variable:

- The role of Arabic language teachers in addressing learning loss for elementary school students in Jordan from their perspective.

C. Statistical Treatment

To answer the study's questions, the following statistical methods were employed:

- Calculation of **mean scores** and **standard deviations.**
- Three-way analysis of variance (ANOVA) was used to analyze the data.

IV. RESULTS AND DISCUSSION

A. Results related to the first question: **What is the role of Arabic language teachers at the primary level in Jordan in employing worksheets to address learning loss, according to their perspective?**

To answer this question, the mean averages and standard deviations of Arabic language teachers' estimates regarding their roles in employing worksheets to address learning loss, according to their perspective, were calculated. Table 2 illustrates this.

TABLE 2
MEANS AND STANDARD DEVIATIONS OF ARABIC LANGUAGE TEACHERS' ESTIMATES REGARDING THEIR ROLES IN EMPLOYING WORKSHEETS TO ADDRESS LEARNING LOSS FROM THEIR PERSPECTIVE

No.	Statement	Mean	Std. Dev.	Rank	Level
2	I conduct supplementary training activities for students to assess their various reading skills.	4.13	0.61	1	High
7	I prepare various pre- and post-tests for basic skills to verify students' acquisition of skills lost during remote learning.	4.10	0.69	2	High
8	I provide students with worksheets suitable for all their levels.	4.08	0.68	3	High
11	I offer psychological support to students to help them overcome weaknesses in Arabic language skills.	4.07	0.65	4	High
21	I focus on the skills that students will carry with them in subsequent years.	4.05	0.64	5	High
1	I gather information from students about the Arabic language study and reading skills that need enrichment.	4.04	0.62	6	High
3	I create a training plan appropriate to the students' cognitive and skill levels.	4.02	0.65	7	High
6	I use diverse teaching strategies to enrich the learning loss.	4.02	0.70	7	High
4	I give students sufficient time to address deficiencies in Arabic language skills.	4.02	0.66	7	High
18	I activate peer learning to help students benefit from their mutual abilities.	4.01	0.64	8	High
16	I enhance students' motivation for academic achievement by diversifying learning tools and strategies.	3.99	0.61	9	High
5	I prepare a solid teaching plan to address learning loss in Arabic.	3.99	0.67	9	High
14	I assign purposeful descriptive individual and group homework and follow up by providing feedback on mastery.	3.98	0.61	10	High
9	I provide students with feedback on their progress in addressing learning loss.	3.97	0.66	11	High
12	I direct students to external resources to acquire Arabic skills, such as visiting the school library.	3.96	0.70	12	High
17	I develop critical thinking skills in students to enable them to search for information and bridge educational gaps.	3.93	0.61	13	High
13	I utilize students' free time by assigning tasks that develop their Arabic skills.	3.92	0.62	14	High
15	I activate self-learning to increase students' desire to learn language skills.	3.91	0.58	15	High
19	I categorize the learning loss into skills taught by the teacher and those for self-learning while providing the content for the learner.	3.89	0.64	16	High
10	I provide feedback to students' parents on the progress in addressing learning loss.	3.87	0.70	17	High
20	I train students in language skills by grouping students from close grade levels together.	3.85	0.66	18	High
Overall Mean		3.99	0.42	-	High

It is evident from Table 2 that the estimates of Arabic language teachers regarding their roles in employing worksheets to address learning loss for the primary stage in Jordan, from their perspective, came at a high level, with a mean of (3.99) and a standard deviation of (0.42). All aspects of Arabic language teachers' efforts to address learning loss were rated highly, with mean scores ranging from (4.13 to 3.85). This can be attributed to several factors, but a major one is the Ministry of Education's prior plan to tackle learning gaps and its support in helping students catch up on lost skills. A clear example is the worksheets created by the Ministry of Education to help make up for the learning loss, particularly in the Arabic language for primary stage students. This study's findings differ from those of the study conducted by (Abu Al-Foul, 2022), which looked at how core subject teachers assessed the effectiveness of the learning loss program during the global (COVID-19) pandemic. The difference in results can be attributed to the differences in timing and location between the two studies.

B. Results related to the second question: Are there statistically significant differences at the level ($0.05 \geq \alpha$) in Arabic language teachers' estimates regarding their roles in employing worksheets to address learning loss for the primary stage in Jordan, attributed to the variables (gender, qualification, years of teaching experience)?

To answer this question, a three-way analysis of variance (ANOVA) was used for the estimates of Arabic language teachers regarding their roles in addressing learning loss for the primary stage in Jordan according to the variables (gender, qualification, years of teaching experience). Table 3 shows this.

TABLE 3
MEANS AND STANDARD DEVIATIONS OF ARABIC LANGUAGE TEACHERS' ESTIMATES REGARDING THEIR ROLES IN ADDRESSING LEARNING LOSS FOR THE PRIMARY STAGE IN JORDAN BY VARIABLES (GENDER, QUALIFICATION, YEARS OF TEACHING EXPERIENCE)

Variable	Category	N	Mean	Standard Deviation
Gender	Male	270	3.96	1.0.44
	Female	231	4.03	0.40
Qualification	Bachelor's Degree	295	3.96	0.39
	Postgraduate Degree	206	4.03	0.47
Years of Teaching Experience	Less than 5 years	122	3.96	0.46
	5 – Less than 10 Years	158	4.01	0.45
	10 Years or more	221	3.99	0.39

The results in Table 3 indicate a noticeable difference in the mean averages and standard deviations in Arabic language teachers' estimates regarding their roles in employing worksheets to address learning loss for the primary stage in Jordan, according to the variables (gender, qualification, years of teaching experience). To determine the statistical significance of the differences between the means, a three-way analysis of variance (ANOVA) was used, as shown in Table 4.

TABLE 4
THREE-WAY ANOVA FOR THE EFFECT OF VARIABLES (GENDER, QUALIFICATION, YEARS OF EXPERIENCE) ON ARABIC LANGUAGE TEACHERS' ESTIMATES REGARDING THEIR ROLES IN EMPLOYING WORKSHEETS TO ADDRESS LEARNING LOSS FOR THE PRIMARY STAGE IN JORDAN

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Statistical Significance
Gender	0.185	1	0.185	1.023	0.313
Qualification	0.130	1	0.130	0.716	0.399
Years of Teaching Experience	0.034	2	0.017	0.094	0.910
Error	29.544	163	0.181		
Total	2705.016	168			
Corrected Total	29.953	167			

It is observed from Table 4 that there are no statistically significant differences at the level ($0.05 \geq \alpha$) attributed to the effect of the variables (gender, qualification, years of teaching experience) on Arabic language teachers' estimates regarding their roles in employing worksheets to address learning loss for the primary stage in Jordan. The result of this study is consistent with the result of the study by Audah (2022), which indicated that there were no statistically significant differences in the level of learning loss in the Arabic language test attributed to the gender variable. This result may be attributed to the fact that Arabic language teachers underwent intensive training courses organized by the Directorate of Education to train them on how to address learning loss, the steps for addressing it, and the essential skills they focus on. This contributed to the absence of statistically significant differences in Arabic language teachers' estimates regarding addressing learning loss attributed to the variables of gender, qualification, and years of teaching experience.

V. CONCLUSION AND RECOMMENDATIONS

Based on the results and discussion Arabic language teachers in Jordan highly value their role in using supportive worksheets to address learning loss among elementary students. No significant differences were found based on gender, qualification, and teaching experience. In light of the results, the study recommends the following:

1. Empowering Arabic language teachers to employ worksheets that support addressing learning loss and weaknesses in Arabic language skills through conducting relevant training courses to maintain their high level of performance.
2. Organizing workshops and seminars to raise awareness among Arabic language teachers about the necessity of diversifying the use and application of different teaching strategies that contribute to improving the skills of primary stage students in Arabic language.
3. Conducting future studies on a group of teachers from other subjects, especially English and Mathematics, in order to investigate their roles in addressing learning loss in the subjects they teach.

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