

Jordanian Arabic Language Teachers' Self-Assessment of Their Language Teaching Approach Practices

Tamam Hamdan Al Khazaleh
Yarmouk University, Irbid, Jordan

Mohammad F. Hawamdeh
Faculty of Education, Yarmouk University, Irbid, Jordan

Abstract—The present study measured the Arabic teachers' evaluation degree of their language teaching approaches to reveal any statistically significant differences in the degree of their practices resulting from the variables of gender, educational qualification, and years of experience. In order to achieve the objectives of the study, the researchers developed a questionnaire of 30 items equally distributed to three approach groups: Integrative Approach Practice, Functional Approach Practice, and Communicative Approach Practice. The study sample consisted of 204 female and male Arabic teachers who were selected following the simple random method. The results of the study revealed that the Arabic teachers' evaluation degree of their language teaching approach practices was high; with the Integrative Approach Practice at the top, followed by the Functional Approach Practice, and finally by the Communicative Approach Practice. However, no statistically significant differences were found in terms of teachers' educational qualification, gender, or years of experience. The results are pedagogically analyzed, and a number of recommendations were set forth for teaching language and future directions of research.

Index Terms—Arabic language teachers, language teaching approaches: integrative, functional, and communicative

I. INTRODUCTION

The Arabic language is often perceived as an identity marker of the Arab nation and the repository of its thought and culture. It is an existential value through which an individual Arab learns the principles of faith, derives values, receives the foundations and types of knowledge, and practices multiple thought patterns. It is the mean for performing rituals of worship and a way of self-expression and communication. The Arabic language is seen as the repository of the Arab nation's repertoires and heritage; thus, it is cherished as a tool that bridges the gap between past and present, connecting the Arab nation's present with its future and defining the nation's traits, identity, and the inclinations, tendencies, and objectives of its individuals (Ashour & Hawamdeh, 2012).

Educators, among others, often believe that teaching the Arabic language should aim at helping learners master its skills as one of the important pillars and objectives. To achieve this objective, it was necessary to seek to find and adopt modern approaches to teach Arabic so that the learner can master the language skills and employ them and be successfully and effectively capable of linguistic performance in the communicative situations. For educators, the goal is to teach Arabic according to accurate and precise planning, taking into consideration the need to keep pace with modern approaches for teaching and learning languages and to choose the approach that best suits the particular nature of Arabic, its teaching and learning characteristics, and its learners and their needs, tendencies and societies' demands (Awad et al., 2019).

There have been many definitions of the concept of language approach. Some scholars defined it as a set of assumptions that have mutual relationships with each other. These assumptions are closely related to the nature of the language in addition to the nature of its teaching and learning processes (Al-Asadi & Al-Musawi, 2014). Richards and Rodgers (1995) define it as the assumptions, foundations, beliefs, and theories that relate to the nature of language and the nature of its learning, which establishes a reference; as it presents the theoretical and intellectual foundations of what is required to be done by both the language teachers and learners in classes, and it accurately defines the relationship between linguistic theory and learning, which forms the function and role of the educational subjects and activities in the educational sessions, and this is the second level of the approach. As for the third approach, it determines all classroom methods and language practices ensuing from the approach.

In short, the approach is to define the assumptions, foundations and beliefs that are related to the nature and learning of the language, and teaching methods in addition to defining specific language skills to be taught. It includes defining the content to be taught, organizing that content to be presented to learners, and class actions through which that language content will be taught (Awad et al., 2019). The approach is the orbit in which the philosophy of language

teaching and learning materializes, and through which the foundations for building the language curriculum and organizing its content are determined, as well as choosing the best teaching methods, the most successful teaching methods and the most effective evaluation methods; thus providing the appropriate environment for the success of the language teaching process (Arif & Bojemlin, 2015). The approach is a system and a theoretical vision of the essence of the language, and the way it can be taught and learned that includes fundamental components related to the learner's role, the teacher's role, and the learning content, nature, types and functions.

The pedagogical literature has mentioned several approaches to teach the Arabic language that are consistent with the nature of the Arabic language, and the processes of teaching and learning it, but three approaches emerged from them. These three approaches became the focus of attention of many researchers, as they were considered the main and most appropriate approaches to teach the languages, including the Arabic language. These three approaches are the integrative approach, the communicative approach, and the functional approach. Based on these approaches, the curricula are built, their content is organized, the teaching methods used are determined, and the means, methods and tools of evaluation are defined. Accordingly, all of them are important in teaching the Arabic language to its native speakers and others.

The integrative approach is one of the important approaches in building and developing the curricula, and one of the approaches to teaching, as it is a lively image of effective interactive teaching that highlights the close communication between the branches of language on the one hand, to ensure the unity of language and the integration of its skills in natural situations, and the learner's capability to use them in understanding and explaining on the other hand (Ibrahim & Al-Dulaimi, 2013). The Arabic language is an integrated unit, in which its skills aim to achieve the learner's capability to correctly read, understand what he/she reads, absorb what he/she listens, and express himself/herself orally and in writing.

Therefore, Language teaching and learning should be based on integration, which seeks to organize and teach the elements of linguistic experience provided to learners in a way that achieves their correlation and unification in a way that enables them to understand the relationships between them, and employ them in their linguistic performance through an integrated linguistic content, in which practice directions, language practices and syntax are linked to language skills and the type of performance required through an integrated linguistic text that is processed in a way whose procedures are based on integration, linguistic training and practice, and evaluation of the learner's performance in an integrated manner, so as to achieve integration between the aspects of linguistic experience cognitively, emotionally and skillfully (Awad, 2000).

This requires that all branches and systems of the Arabic language be taught in one curriculum, in one book, and are subjected to a common evaluation. The main objectives of learning the eloquent Arabic language are to acquire the linguistic skill that enables understanding the eloquent Arabic language when it is listened, which is the listening skill, and "listening here" is a term that means understanding the audible language, acquiring the skill that enables understanding the subjects written in eloquent Arabic, which is the reading skill, and acquiring the skills of expression in eloquent Arabic both orally and in writing (Al-Hawamdeh, 2011).

This requires the books of the Arabic language and its teachers to help students to feel the organic unity that links the branches of the language, so that it can be seen as an integrated structure, as well as highlighting the relationship between each linguistic art, and clarifying the practical situations in which language skills are used in an integrated functional manner, through which the unified objective and primary task emerge in the linguistic performance in human life in general, as this ensures faster learning and is more capable of developing the learner's awareness of the function of each linguistic art (Taima, 1998).

As for the Communicative Approach, which focuses on the learner, the core of the educational process, it is considered one of the modern educational approaches that aim to improve language learning, and raise the level of contact and communication skills among students on the one hand, and between students and their teacher on the other hand (Ying, 2010). The tool of contact and communication is the language along with its written or spoken words; the meanings of the words represent the stimulus; the reaction of the recipient represents the response; and all of these are resulted from mental and performance processes between the two parties of the communication process (Attia, 2008).

Education in the light of the communicative approach means making the communicative competence as the main objective of language learning and teaching, as well as embodying the desire to make language learning based on natural communication in real situations and contexts. This requires providing appropriate teaching procedures for teaching the four language skills in light of the codependent relationship between language and communication, in which learners (individually or collectively) employ the appropriate language resources in performing the tasks assigned to them, and engage them in oral and written conversation, in which they interact (Madkour et al., 2010).

Savignon (2002) thinks that the most important foundations for the communicative approach is to concentrate on the learner, and to take into consideration his/her needs and linguistic and mental abilities by defining (what the learner wants to learn, what must be learned in the language, what society requires from the scientific, practical, social and cultural sides). This is what the results of Swill's (2008) study showed that one of the most important roles of the learner in the communicative approach is: the critical thinker who interacts with all students, expresses what suits the situation, and comments on the phrases put forward.

In addition to paying attention to the role of the teacher, the teacher is the catalyst in the learning process, as he/she organizes and plans the activities according to the learner's need, participates in the communicative activity as a member in the group, creates the educational situation that suits the learner's need, and advises and guides the learner in the communication process (Al-Hawamdeh & Sawalha, 2018).

Therefore, we can say that the communicative approach provides the foundations to help in teaching the language in its natural and realistic way so as to enable learners to acquire and master the language skills, with the need to pay attention to maintaining integration among the language skills (Al-Hawamdeh & Sawalha, 2018; Richards, 2006).

The functional approach in teaching a language is based on the function of language in life, as it is a mean of contact and communication among individuals in different life affairs, and since language plays this role, it must meet the individual's need to use it in real life situations (Attia, 2008). According to the functional approach, teaching the language aims to achieve the linguistic capabilities of learners so that they can correctly practice it in its natural practical functions. The best form of language learning is that which goes beyond the limits of absorbing and keeping information to developing the ability to apply and use it, as linguistic skill should be tried and tested in real life where students practice what they have learned, and this requires creating opportunities for practice of language in a correct manner.

Therefore, teaching language is not done through teaching a set of rules to learners at different levels of study, making them memorize these rules, and retrieving them in various tests; as this does not qualify the learner to use the language and practice it in the various situations in which he/she lives. Hence, teaching grammar is therefore a mean and not an end in itself. The purpose of teaching grammar is to link the language with different life situations, so that the individual can express in a proper manner, while realizing the function of the sound in the word, the function of the word in the sentence, the function of the sentence in the subject, and then the function of the language in expressing his/her various concerns and needs (Al-Sulaiti, 2002; Al-Nuaimi, 2004).

It must be emphasized, in the functional approach, that the learner is the focus of the educational-learning process. In order to determine the appropriate linguistic content, we should know the learners, their characteristics, and their learning styles so as to be taken into consideration during selection of learning content and selection of appropriate teaching strategies that take into consideration the diversity of learning styles.

Here, the selection of the educational content presents itself as a basic element in the language teaching and learning process. The educational content should be built on scientific and functional foundations because the process of selecting the educational content is influenced by many factors, some of which are related to the content, and others to the learner, as well as to external factors represented in the educational outcomes, the level of the curriculum, and the time specified for it. Learning and teaching the Arabic language according to the functional approach makes the learning environment more realistic and better motivates the learners to learn, making them more interested in the language because they can appreciate the associated value and recognize the benefit it serves them in their life, because it is the best way that enables them to face the various situations in which these learners need the language (Arif & Bojemlin, 2015).

Examining the approaches used by teachers for teaching and learning the language has attracted the attention of researchers at the international and Arab levels. Abdul-hameed (2013) conducted a study that aimed at identifying the extent to which the English language in secondary stage applied the integrative approach in teaching writing skills in the schools of Damascus. The study sample consisted of (104) male and female teachers in the secondary schools in Damascus. The researcher used a questionnaire developed by her, which included (38) phrases, each of which represents a description of a procedure related to the integrative approach and the mechanisms of applying it in teaching the English language. The results showed an average application of the integrative approach in teaching writing skill by teachers.

Al-Jaafra (2016) conducted a study that aimed at knowing the degree of Arabic language teachers' practice in the Second Zarqa Education Directorate of modern trends in teaching the Arabic language from their point of view. To achieve the objectives of the study, the researcher developed a questionnaire consisting of (40) paragraphs, which were applied to a random sample of (120) male and female teachers of the Arabic language from the basic education stage. The results of the study showed the degree of teachers' practice of modern trends in teaching the Arabic language, which came in an average degree and the integrative approach came at the first level. There are statistically significant differences that are attributable to the gender variable that were in favor of the female teachers, but there were no statistically significant differences that are attributable to years of experience variable.

The study of Bani Yaseen (2016) aimed to know the degree to which the faculty members in Jordanian universities practice strategies for teaching Arabic. In order to achieve this, the researcher designed a questionnaire that he distributed to 100 faculty members, which consisted of three areas: theories, approaches, and strategies. The results of the study in the area of linguistic approaches showed that the traditional approach came first, followed by the whole and integrative approach, then the communicative approach, then the functional approach, while the synthetic and skillful approach came last.

As for the study of Muhammad (2018), it aimed at measuring the integrative approach skills availability among teachers of the Arabic language in the primary education stage from the point of view of educational leaders and supervisors of the Arabic language in the primary stage in the light of the guides of the developed curriculum document,

applied in Saudi Arabia. In order to achieve the objectives of the study, the researcher designed a questionnaire consisting of (83) skills distributed in five areas, including the skills of the integrative approach. He chose a random sample consisting of (50) individuals representing the leaders of the primary stage and supervisors of the Arabic language. The results of the study showed that the degree of Arabic language teachers' mastering of the integrative approach skills in their teaching came at low level.

Li (2018) conducted a study that aimed at employing the functional approach to raise the efficiency of Chinese students' learning of the English language by identifying the students' previous experiences that related to their mother tongue learning strategies. In order to achieve the objectives of the study, a questionnaire was used to collect data. The study sample consisted of (20) Chinese students studying English as a second language in the United States. The study indicated that the functional approach can be used to learn English as a foreign language through identifying students' previous experiences in their mother tongue learning strategies.

Swierzbin and Reimer (2019) conducted a study that aimed at identifying teachers' perceptions of using the functional approach in teaching syntax in the United States. The study sample consisted of (40) in-service English language teachers at a private university in the United States, and the results indicated substantial changes in the trainee teachers' perceptions of using the functional approach in teaching syntax.

It is clear from the previous studies that they aimed to reveal the approaches that teachers employ in language teaching in various countries. All of these studies addressed male and female teachers except for the study of Bani Yaseen (2016), which addressed faculty members in universities. The results of the previous studies showed a variance about the most or least employed or preferred approaches by teachers. The current study converges with the previous studies in the objective for which it was conducted, which is represented in revealing the approaches that are employed by teachers in teaching the language so as to improve the approaches to teaching the Arabic language. Nevertheless, it differed from the previous studies in revealing the approaches employed by teachers of the Arabic language in Jordan as well as their practices of it.

Consequently, the importance of the approach in the processes of teaching and learning the language is apparent, so the need for modern approaches to teaching the Arabic language has emerged along with a set of general challenges, and the successive variables that face the process of preparing teachers and learners as well as teaching the Arabic language. In contrast, some teachers still use traditional methods in teaching Arabic language subjects. The results of some studies have shown that they use teaching methods that do not develop the level of linguistic performance of learners, make teacher as the axis of the educational process, and marginalize the role of the learner (Li, 2018); which reflected negatively on the learners and their enthusiasm to participate in the lessons of the Arabic language in addition to achieving success in learning it.

II. PROBLEM OF THE STUDY

The study problem stems from the manifestations of weakness among students in Arabic language skills, which has also been observed by the authors through their work in teaching at various educational levels. The results of some studies (e.g., Al-Jaafra, 2016; Bani Yaseen, 2016; Telfah & Al-Hawamdah, 2023) have attributed the deterioration in Arabic teaching outcomes to the lack of a well-defined teaching approach or an appropriate teaching perspective. From such observations comes the call for adopting language teaching approaches that are authentic, contemporary, and consistent with the nature of the language, and through which the foundations for building the language curriculum are determined, organizing its content, as well as choosing the best teaching methods, the most successful teaching means, the most effective evaluation methods, in addition to what provides the appropriate environment for the success of the process of language teaching and learning.

Previous studies recommended that it is necessary to reconsider the design and construct of Arabic language books according to modern approaches to teaching languages, train Arabic language teachers to use these approaches for teaching the Arabic language, and educate the supervisors of Arabic language specialization on the importance of employing them in teaching the Arabic language and ensure to raise their awareness and skills in employing them (Bani Yaseen, 2016; Al-Jubouri et al., 2017; Muhammad, 2018). Therefore, this study came to reveal the degree of Arabic language teachers' practice of approaches to teaching the Arabic language in Jordan.

Objectives and questions of the study

- 1- To what degree do Arabic language teachers follow and practice Arabic language teaching approaches?
- 2- Are there statistically significant differences in the degree of Arabic language teachers' practice of language teaching approaches that can be attributable to a teacher's gender, educational qualification, teaching experience?

III. SIGNIFICANCE OF THE STUDY

This study derives its importance from the importance of the topic it addresses. It is hoped that this study would provide indications on the degree of Arabic language teachers' practice of language teaching approaches, offering insightful results and practical recommendations that would help Arabic language teachers replace usual teaching approaches with modern approaches to improve language teaching and learning among students. This may also open new horizons for researchers investigating the topic.

Besides, this study is also important because it keeps pace with the modern educational tendencies of the Ministry of Education in Jordan and with modern approaches and strategies in language teaching in general. The results of this study are expected to benefit teachers, educational supervisors, developers and planners of the Arabic language curricula in the Ministry of Education, as well as students and researchers in the following ways:

- Presenting theoretical literature and a tool that can be used in conducting other studies that address variables other than the ones addressed in this study.
- Enhancing the awareness of the Arabic language teachers of the importance of language teaching approaches.
- Drawing the attention of the Arabic language supervisors to the need to train the Arabic language teachers to practice the approaches to language teaching in the teaching and learning processes.
- Drawing the attention of postgraduate researchers and specialists in the Arabic language curricula to conduct more researches and studies that are related to the results of this study.

The Procedural Definitions

Approaches to language teaching: a system and a vision of the nature of language, and the way it can be taught and learned, which include fundamental components related to the role of the learner, the role of the teacher and the learning content including its nature, types, and functions that are represented in the current study by three modern approaches to language teaching, namely: the integrative approach, the communicative approach, and the functional approach, under which a set of teaching practices is included.

- **Arabic language teachers:** are the Arabic language teachers who teach in the primary and secondary stages in schools affiliated to the Directorate of Education in Kasbah Mafraq District in the academic year 2022/2023.

The Study Limitations

The dissemination of the study results is determined by its being limited to a sample of male and female teachers of the Arabic language in the public schools affiliated to the Directorate of Education in Kasbah Mafraq in the first semester of the academic year 2022/2023, and is also determined by the study tool, and the validity and reliability indicators achieved for it.

IV. METHOD AND PROCEDURES

A. Study Approach

The descriptive survey approach, which depends on monitoring, describing and analyzing data related to the opinions of the target sample was used.

B. The Study Population and Sample

The study population consisted of all male and female teachers of the Arabic language in the public schools in the Directorate of Education of Kasbah Mafraq District, who counted (413) male and female teachers, including (206) male and teachers and (207) female teachers, according to the statistics available in the Directorate for the academic year 2022/2023. The study tool was applied using the simple random method on (204) male and female teachers. Table 1 shows the distribution of the study sample individuals as per the variables: gender, educational qualification and experience.

TABLE 1
DISTRIBUTION OF THE STUDY SAMPLE INDIVIDUALS ACCORDING TO THE VARIABLES OF GENDER, EDUCATIONAL QUALIFICATION, AND EXPERIENCE

Variable	level	Count	Percentage
Gender	Males	102	50.0
	Females	102	50.0
	Total	204	100.0
Educational qualification	Bachelor's degree or less	50	24.5
	Postgraduate	154	75.5
	Total	204	100.0
Experience	Less than 10 years	113	55.4
	10 years and more	91	44.6
	Total	158	100.0

C. The Study Tool

A scale of the practice of language teaching approaches in the teaching and learning processes.

The two researchers prepared a scale of the degree of Arabic language teachers' practice of language teaching approaches, benefiting from studies of (Khudair, 2013; Al-Jaafra, 2016; Al-Jubouri et al., 2017). The scale, in its final form, consisted of (30) paragraphs distributed equally into three approaches, namely: the practice of the integrative approach, represented by paragraphs (1-10), the practice of the functional approach, represented by paragraphs (11-20), and the practice of the communicative approach, represented by paragraphs (21 – 30).

The paragraphs of the scale were answered according to a five-point scale: "very high" (5) degrees, "high" (4) degrees, "intermediate" (3) degrees, "low" (2) degrees, and "very low" (1) degree. To interpret the responses of the

study sample individuals, the statistical standard was used: from 1.00 - less than 2.34 refers to low practice, from 2.34 - less than 3.67 refers to medium practice, and from 3.67 - 5.00 refers to high practice.

D. Face Validity

To verify the validity of the study tool; it was presented in its initial form to a group of arbitrators, who were experienced and specialized to express an opinion on its suitability to measure what it was designed for, in terms of the clarity of the paragraphs, their suitability and relevance to their area, and any other observations they find appropriate, such as adding, deleting, or amending the paragraphs of the questionnaire, which were modified depending on their suggestions.

E. Construct Validity (Internal Consistency)

The construct validity of the study tool was confirmed by applying it to a survey sample of (30) male and female teachers from the study population and outside its sample, in order to estimate the Pearson correlation coefficient between the paragraph score and the total score for its area, the Pearson correlation coefficient between the paragraph score and the total score of the scale, and the corrected correlation coefficient between the paragraph score and the total score for its area. The results showed that the Pearson correlation coefficients between the paragraph score and the total score for its area ranged between (0.63-0.90) for the area of the integrative approach practice, between (0.66-0.87) for the area of the practice of the functional approach and between (0.54-0.87) for the area of the practice of the communicative approach, and the Pearson correlation coefficients ranged between the paragraph score and the total score of the scale between (0.33-0.86). This indicates the construct validity of the scale (Bryman & Cramer, 1997). The corrected correlation coefficients ranged between the paragraph score and the total score for its area between (0.55-0.87) for the integrative approach practice area, between (0.56-0.82) for the functional approach practice area and between (0.43-0.83) for the communicative approach practice area. This indicates the validity of the scale construct (Leech et al., 2011).

F. Tool Reliability

To verify the homogeneity of the study sample's performance on the scale, the internal homogeneity reliability coefficients (Cronbach alpha) and the repetition reliability coefficients (Pearson) were calculated by re-applying the scale on a survey sample consisting of (30) male and female teachers from the study population and from outside its sample. The results showed the internal consistency reliability coefficients (Cronbach alpha) ranged between (0.88-0.93) for the areas of the scale and (0.96) for the total scale. The repetition reliability coefficients ranged between (0.88-0.91) for the areas, and (0.91) for the total scale. This indicates that the scale has a high degree of reliability (Brown, 1983).

G. The Study Variables

First - the dependent variable: the grades of the Arabic language teachers of the study sample for their practices of the language teaching approaches.

H. Second - Categorized Variables

- Gender: males, females.
- Educational qualification: Bachelor's degree or less, postgraduate studies.
- Teaching experience: less than 10 years, 10 years or more.

V. RESULTS AND DISCUSSION

A. *The results of the first question*, which states: "What is the degree of Arabic teachers' practice of Arabic language teaching approaches?" in order to answer this question, the arithmetic means and standard deviations were calculated for the degree of Arabic teachers' practice of Arabic language teaching approaches, and Table 2 shows this.

TABLE 2
THE ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE DEGREE OF ARABIC TEACHERS' PRACTICE OF ARABIC LANGUAGE TEACHING APPROACHES

Area	Arithmetic mean	Standard deviation	Rank	Practice Degree
Integrative approach practice	3.968	.737	1	high
Functional approach practice	3.958	.816	2	high
Communicative approach practice	3.685	.711	3	high
Total	3.870	.680		high

It is clear from Table 2 that the arithmetic mean of the degree of Arabic language teachers' practice of the approaches to teaching the Arabic language combined amounted to (3.870), and the standard deviation to (.680), with a high degree of use, and the arithmetic means in the three areas of the scale ranged between (3.685-3.968) and to a high degree. The "integrative approach practice" area came first with an arithmetic mean of (3.968) and a standard deviation of (.737), and to a high degree, and the "functional approach practice" area came second, with an arithmetic mean of (3.958) and a

standard deviation of (.816) and to a high degree, and finally the area of “communicative approach practice” came third, with an arithmetic mean of (3.685), and a standard deviation of (.711), and to a high degree.

The arithmetic means and standard deviations were calculated for the degree of Arabic language teachers’ practice of the approaches to teaching the Arabic language for each area separately. Tables 3-5 show this.

First: The area of "Integrative Approach Practice"

TABLE 3
THE ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE DEGREE OF ARABIC LANGUAGE TEACHERS' PRACTICE OF THE INTEGRATIVE APPROACH

No.	Paragraph	Arithmetic mean	Standard deviation	rank	Degree of importance
1	I take into consideration the integration of language skills when formulating the outcomes.	4.09	.90	1	high
4	I make use of reading texts to achieve integration among Arabic language skills and its branches.	4.02	.90	2	high
5	I help learners to link new experiences to previous experiences.	4.02	.88	2	high
2	I choose a variety of activities that take into consideration the integrative approach to language learning and teaching.	3.98	.89	4	high
7	I employ integrated linguistic experiences in achieving linguistic communication.	3.96	.88	5	high
8	I use different types of evaluation (pre, constructive, final) according to the presented content.	3.96	.96	5	high
3	I choose teaching strategies that take into consideration the integrative approach to language learning and teaching.	3.95	.90	7	high
6	I assign learners to practice oral and written language activities that enhance language integration.	3.93	.91	8	high
10	In the evaluation, I take into consideration the different aspects of linguistic development.	3.90	.89	9	high
9	I use alternative evaluation strategies in evaluating language learning outcomes.	3.86	.95	10	high
Total		3.97	.74		high

It is noted from Table 3 that the arithmetic means of the estimation degree of Arabic language teachers’ practice of the integrative approach ranged between (3.86-4.09), and with a high degree, and the grades for all paragraphs of the area of the integrative approach were with a high degree.

Second: "Functional Approach Practice"

TABLE 4
THE ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE DEGREE OF ARABIC LANGUAGE TEACHERS' PRACTICE OF THE FUNCTIONAL APPROACH

No.	Paragraph	Arithmetic Mean	Standard Deviation	Rank	Degree of Importance
11	I focus on the practical side of the syntax rule.	4.08	.96	1	high
12	I use language structures that are clearly and easily formulated, and are free of confusion and ambiguity.	4.01	.95	2	high
17	I try to enable learners to employ the word within the linguistic structure.	4.01	1.00	2	high
20	I choose the teaching strategy that is suitable for the nature of the linguistic situation.	3.99	.94	4	high
16	I use oral language activities such as listening and speaking, and written activities such as writing and reading in real life situations.	3.97	1.00	5	high
13	I help learners to use the read material in daily life practices.	3.93	.96	6	high
14	I take into consideration making linguistic comparisons between true and false expressions.	3.93	1.01	6	high
15	I define linguistic concepts and put them in the form of a question or issue.	3.92	.91	8	high
18	When preparing learning outcomes, I take into consideration the use of language skills to reflect the learners' daily lives.	3.87	1.01	9	high
19	I employ modern educational methods; as they make linguistic concepts easier for students' minds.	3.87	.99	9	high
Total		3.96	.82		high

It is noted from Table 4 that the arithmetic means of the estimation degree of Arabic language teachers' practice of the functional approach practice ranged between (3.87-4.08), and with a high degree, and the grades for all paragraphs of the functional approach area were with a high degree.

Third: the area of "Communicative Approach Practice"

TABLE 5
THE ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE DEGREE OF ARABIC LANGUAGE TEACHERS' PRACTICE OF THE COMMUNICATIVE APPROACH

No.	Paragraph	Arithmetic Mean	Standard Deviation	Rank	Degree of Importance
30	I urge the learners to employ the Arabic language in all their daily lives.	4.13	1.02	1	high
27	I facilitate linguistic knowledge through activities such as explaining, illustrating, writing and giving examples.	4.12	.88	2	high
21	I use teamwork; as it allows learners to explore problems on their own and adjust their language learning.	3.93	.93	3	high
29	I explain that teaching Arabic encourages responsibility and self-discipline, and allows the learner to develop his/her potential energy.	3.93	.98	3	high
28	I enrich the textbook with other language materials and tasks; so as to suit the learners' linguistic needs.	3.86	.97	5	high
22	I make many small groups for teamwork because they are useful in changing the class routine.	3.83	.96	6	high
24	I teach syntax rules as a mean to an end, not an end in itself.	3.51	1.09	7	average
26	I focus more on linguistic fluency than linguistic accuracy.	3.51	1.05	7	average
23	I do not pay attention to grammatical correctness in evaluating the learner's linguistic performance.	3.10	1.26	9	average
25	I ignore grammar mistakes made by learners.	2.94	1.33	10	average
Total		3.69	.71		high

It is noted from Table 5 that the arithmetic means of the estimation degree of Arabic language teachers' practice of the communicative approach ranged between (2.94-4.13), with a medium to a high degree. The grades for the paragraphs with numbers (21, 22, 27, 27, 28, 29, 30) were with a high degree. The grades for the paragraphs with numbers (23, 24, 25, 26) were medium.

The results showed that the degree of Arabic language teachers' practice of the combined language teaching approaches were with a high degree. The degree of practicing the integrative approach came first with a high degree, and the degree of practicing the functional approach came second with a high degree, and the degree of practicing the communicative approach came third with a high degree. The high degree of practice by male and female teachers of the language teaching approaches is greatly attributable to the awareness of the male and female teachers of the study sample and their familiarity with the objectives to be achieved and the experiences and language skills required to be acquired by students, and the importance of applying these approaches in teaching the Arabic language curricula to achieve this. This can be considered a clear indication of the extent to which teachers are aware of the nature of the relationship between language skills on the one hand and its branches on the other hand. These indicators show the effectiveness of the teacher and his/her ability to bring about quantitative and qualitative changes in the language learning of his/her students.

This is in line with what was shown by the results of Khudair's (2012) study. This result is also in line with what was shown by the results of Al-Jaafra's (2016) study, which showed that the degree of teachers' practice of modern trends in teaching the Arabic language was with a medium degree, and the integrative approach came first, and it differs with the results of Muhammad's (2018) study, which showed a low degree of Arabic language teachers' mastery of the skills of the integrative approach in their teaching. This difference is probably attributable to some reasons, including: the study tool, the methodology used, the study place, the study sample and characteristics of the study.

This result can also be attributable to the existence of a mature and clear perception among teachers of the Arabic language about the philosophy of language teaching approaches, their principles and their dimensions at the theoretical and applied levels. This may be due to a set of reasons, perhaps the most prominent of them is the sufficient training experience of those teachers to acquire theoretical knowledge and applied practices related to the language teaching approaches.

This may also be attributable to the adoption of some positive trends and correct beliefs by many Arabic language teachers about the effects of practicing the language teaching approaches, including achieving balanced linguistic growth in language skills (listening, speaking, reading, writing), and changing the role of the teacher from a prompter to a role model in addition to making the learner the focus of the educational process. This result is in line with the study

of Swierzbins and Reimer (2019), whose results indicated that there are positive trends among teachers about the use of the functional approach in teaching syntax.

B. The results of the second question, which states: "Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the degree of Arabic language teachers' practice of language teaching approaches that are attributable to the variables of (gender, educational qualification, experience)?" To answer this question, the arithmetic means and standard deviations were calculated for the degree of Arabic language teachers' practice of approaches to teaching the Arabic language according to the variables: gender, educational qualification, and years of experience. Table 6 shows this:

TABLE 6
THE ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE DEGREE OF ARABIC LANGUAGE TEACHERS' PRACTICE OF APPROACHES TO TEACHING THE ARABIC LANGUAGE ACCORDING TO THE VARIABLES: GENDER, EDUCATIONAL QUALIFICATION, AND YEARS OF EXPERIENCE

Combined Areas	Variable	Level	Arithmetic Mean	Standard Deviation
Practice of Arabic language teaching approaches	gender	males	3.88	.68
		females	3.86	.69
		Total	3.87	.68
	educational qualification	Bachelor's degree or less	3.92	.48
		Postgraduate studies	3.85	.73
		Total	3.87	.68
	experience	Less than 10 years	3.88	.71
		10 years and more	3.86	.64
		Total	3.87	.68

It is noted from Table 6 that there are obvious differences between the arithmetic mean of the degree of Arabic language teachers' practice of the three Arabic language teaching approaches combined, according to the variables: gender, educational qualification, and years of experience. To determine the statistical significance of the apparent differences, a Three-way ANOVA analysis was used, and Table 7 shows that.

TABLE 7
RESULTS OF THREE-WAY ANOVA ANALYSIS TO COMPARE BETWEEN THE ARITHMETIC MEANS OF THE DEGREE OF ARABIC LANGUAGE TEACHERS' PRACTICE OF THE THREE ARABIC LANGUAGE TEACHING APPROACHES COMBINED, ACCORDING TO THE VARIABLES: GENDER, EDUCATIONAL QUALIFICATION, AND YEARS OF EXPERIENCE

Variance source	Total sum of squares	Degree of freedom	Average sum of squares	F Statistic	Statistical Significance
Gender	.040	1	.040	.086	.769
Educational qualification	.170	1	.170	.362	.548
Experience	.010	1	.010	.022	.882
Error	93.689	200			
Adjusted Total	95.553	203			

Table 7 shows that there is no statistically significant difference between the two-arithmetic means of the degree of Arabic language teachers' practice of the three Arabic language teaching approaches combined, according to the variables: gender, educational qualification, and years of experience.

This result can be attributed to the fact that the Ministry of Education in Jordan includes all teachers, regardless of their years of experience, in professional development programs and various training courses, according to each specialization, such as the new teachers training course, the developed curricula training course, the specialization networks, and others, which may give the teacher sufficient experience to teach the subject in which he/she is specialized, armed with sufficient knowledge and experience about the subject and how to teach it. These results are in line with the results of Al-Jaafra's (2016) study, which showed that there were no statistically significant differences that are attributable to the variable of years of experience.

This result can also be attributed to the fact that the conditions of male and female teachers are similar in terms of financial facilities and available educational means. Both undergo the same training sessions and study the same Arabic language courses. The cultural, social and economic conditions of teacher of both genders are similar, especially since the study population is recruited from the same geographical area. They also received the same directions from the educational supervisors and educational administrations at all levels, which indicates that they may share a common homogeneous culture; and this may have contributed to the lack of differences among the sample population.

VI. CONCLUSION

Overall, The results of the study revealed that the Arabic teachers' evaluation degree of their language teaching approach practices was high; with the Integrative Approach Practice at the top, followed by the Functional Approach Practice, and finally by the Communicative Approach Practice. However, no statistically significant differences were

found in terms of teachers' educational qualification, gender, or years of experience. Therefore, Arabic language teachers are encouraged to reinforce their practices in Communicative Approach. There is an urgent need to ensure that the momentum is maintained so that the efforts can result in the development of language-teaching strategies in Jordan.

VII. RECOMMENDATIONS

- Calling for Arabic language teachers to take into consideration speaking the eloquent Arabic language and encourage their students to do so.
- Calling for the Ministry of Education to prepare Arabic language textbooks according to the approaches to teaching the Modern Standard Arabic, and to include models for lessons based on the approaches to teaching Arabic in the Arabic language curricula and textbooks so that teachers can benefit from them in their teaching.
- Calling for researchers to carry out more studies to investigate the impact of Arabic language teaching approaches on learning different language skills and teaching them at different educational stages.

REFERENCES

- [1] Abdul-hameed, S. (2013). Teachers Application of the Integrated Approach in Teaching English Writing Skills at Damascus Secondary State Schools. *Damascus University Journal*, 29(1), 33- 57.
- [2] Al-Asadi, S. & Al-Musawi, A. (2014). The main approaches to teaching Arabic. *Journal of Missan Researches*, 19(10), 231-256.
- [3] Al-Hawamdeh, M. (2011). The Extent which Arabic Textbooks for the Grade Eight in Jordan are Inclusive of the Dogmatic, Philosophical, Cognitive and Social Foundations of Curriculum, *Journal of Umm Al-Qura University for Educational and Psychological Sciences*, 3(1), 257-302.
- [4] Al-Hawamdeh, M., & Sawalha, A. (2018). The Effectiveness of communicative Approach on improving Oral Expression skills, *Jordan Journal of Educational Sciences*, 14(2), 111-125.
- [5] Al-Jaafra, A. (2016). The Degree of Practicing Modern Trends in Teaching Arabic Language by Teachers of Arabic from Their Point of View, *Journal of Al-Quds Open University for Educational & Psychological Research & Studies*, 4(13), 255-284.
- [6] Al-Jubouri, A., Al-Najar, A., & Rahif, H. (2017). Analyzing the content of the book Arabic grammar for sixth-grade literary in the light of the functional entrance. *Basic Education College Magazine for Educational and Humanities Sciences*, 31, 306-337.
- [7] Al-Nuaimi, A. (2004). *Comprehensive in teaching the Arabic language*. (1st edition). Amman: Dar Osama.
- [8] Al-Sulaiti, D. (2002). *Teaching Arabic Syntax in the Light of Modern Trends*. (1st edition). Cairo: The Egyptian-Lebanese House.
- [9] Arif, H & Bojemlin, L. (2015). Modern approaches in teaching the Arabic language from teaching the language to teaching the language through communication. *Al-Athar Magazine*, (23), 21-30.
- [10] Ashour, R., & Hawamdeh, M. (2012). Critical Thinking Skills among Postgraduate University Students in Jordan. *Journal of Institutional Research South East Asia*, 10(2), 16-28.
- [11] Attia, M. (2008). *Linguistic communication skills and their teaching*, Amman: Dar Al-Manahej.
- [12] Awad, A. (2000). *Approaches to teaching the Arabic language, a critical survey*. Kingdom of Saudi Arabia, Umm Al-Qura University.
- [13] Awad, F, Al-Awwad, A, Bani Yassin, M, Irfan, K, & Al-Zahrani, T. (2019). *The approach to teaching the Arabic language, an analytical vision*. Riyadh: King Abdullah bin Abdul-Aziz International Center for Arabic Language Service.
- [14] Brown, F. (1983). *Principles of educational and psychological testing*. (3th ed.). New York: Holt, Rinehart & Winston.
- [15] Bryman, A., & Cramer, D. (1997). *Quantitative data analysis with SPSS for Windows: A guide for social scientists*. London: Routledge.
- [16] Ibrahim, A., & Al-Dulaimi, T. (2013). Teaching Arabic with the integrated strategy between theory and practice. *Journal of Education and Science*, 1(20), 345-346.
- [17] Khudair, R. (2012). The extent to which teachers of the Arabic language in the Model School at Yarmouk University apply the integrative approach. *Journal of the Faculty of Education*, 36(3), 318-354.
- [18] Leech, G., Barrett, K., & Morgan, A. (2011). *SPSS for intermediate statistics: Use and interpretation*. (4th ed.). Lawrence Erlbaum Associates, Inc., Publishers.
- [19] Li, J. (2018). A Resource-Oriented Functional Approach to English Language Learning. *Canadian Modern Language Review*, 74(1), 53-78.
- [20] Madkour, A, Taima, R, & Haridy, E. (2010). *The reference in curricula for teaching Arabic to speakers of other languages*. Cairo: Dar Al-Fikr Al-Arabi.
- [21] Muhammad, A. (2018). The extent of integrative approach skills availability among Arabic language teachers at the primary stage in the city of Bisha in the light of the guides of the developed curriculum document. *Journal of Education, Al-Azhar University*, (180), 75-122.
- [22] Richards, J., & Rodgers, T. (1995). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- [23] Richards, J. (2006). *Communicative Language Teaching Today*. (1th ed.). London: Cambridge University Press.
- [24] Savignon, S. (2002). *Interpreting, Communicative language Teaching*. (1th ed.). London: Yale University Press.
- [25] Swierzbinska, B., & Reimer, J. (2019). The Effects of a Functional Linguistics-Based Course on Teachers Beliefs about Grammar. *Language Awareness*, 28(1), 31-48.
- [26] Swill, D. (2008). Communicative Approach. *Journal of Research on Education*, 2(1), 60- 65.
- [27] Taima, R. (1998). *Curricula for teaching Arabic in basic education*. (2nd edition). Cairo: Dar Al-Fikr Al-Arabi.
- [28] Telfah, A., & Al-Hawamdah, M. (2023). Arabic Teachers' Evaluation Degree of their Reading Teaching Strategies and Practices. *Information Sciences Letters*, 12(3), 1161-1172.

- [29] Yaseen, M. (2016). The Degree of Teaching Staff Members in the Jordanian Universities: Strategies for Teaching Arabic, *Arab Journal of Science and Research Publishing*, 2(5), 1-19.
- [30] Ying, L. (2010). *Communicative activities in ELT classrooms in China*, Unpublished master dissertation. Wisconsin: University of Wisconsin-Platteville.

Tamam Al Khazaleh received a BA in Arabic language from Jerash University, in 2003; MA in Arabic Language Curricula from Al al-Bayt University in 2006; A Ph.D. Candidate, Arabic Language Curricula and Teaching Methods, Yarmouk University, Irbid, Jordan.



Mohammad Al-Hawamdeh professor of Arabic Language Curricula and Teaching Methods, Faculty of Education; Yarmouk University- Irbid, Jordan. He is known Trainer in learning, teaching, curricula, creative teaching strategies, digital teacher tools, and thinking skills. Publisher of more than thirty research papers in Arab and foreign scientific journals. Author of six books in the field of specialization, Participated in more than twenty local and international scientific conferences. Evaluator of the Queen Rania Al-Abdullah Award for Distinguished Teacher for more than one session. Evaluator and referee for research in a number of scientific journals, both locally and internationally. Supervisor of several master's and doctoral dissertations in the field of teaching and thinking skills in a number of Jordanian, Arab and international universities.