

# The Impact of Effective Teaching Strategies and Their Obstacles in Teaching Arabic to Secondary School Students in Karak Governorate

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## Abstract

This study aimed to reveal the impact of effective teaching strategies and their obstacles in teaching the Arabic language to secondary school students in Al-Karak Governorate. The study used the descriptive analytical approach, where an observation card and a questionnaire were used to collect data from the study sample consisting of (170) teachers. The study concluded that the degree of using effective teaching strategies and their obstacles in teaching the Arabic language curricula for secondary school students in Karak Governorate is low. In addition, the results indicated that the impact of effective teaching strategies on teaching the Arabic language among secondary school students in Karak Governorate came to a high degree. Moreover, the study found that the obstacles to practicing effective teaching strategies in Karak Governorate were high. Accordingly, the study recommended careful and organized planning for the use of effective teaching strategies, choosing the most appropriate and suitable for the topics of lessons, students' abilities and tendencies, and providing the infrastructure required for the application of effective teaching strategies, such as educational resource rooms, in addition to providing the necessary educational resources and tools for that.

**Keywords:** Effective Teaching Strategies, Obstacles, Teaching Arabic, Secondary School Students and Karak Governorate

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## Introduction

Teaching strategies and methods are of great importance to the teaching process, as they impart to the teaching process various skills that help teachers in order to activate them for them. Thus, educators paid attention to the largest part of the teaching process, which is the availability of teaching strategies and methods that facilitate the delivery of knowledge to the student, and make classroom teaching of greater value and benefit.

The changes that we live in today have many difficulties that face members of society and in turn affect their learning and teaching process. Each learner is different from others in terms of experience, culture, environment, abilities, and interests related to the way they accept teaching strategies, and each student has the right to choose the appropriate strategy that suits his educational needs and abilities (Al-Tuwaiqi, 2013).

The teacher can use some effective teaching strategies in the educational-learning process, with which students interact with the aim of developing and developing their knowledge structures to increase their educational experiences and skills. Therefore, effective teaching strategies are the first seed through which the teacher moves in order to provide appropriate conditions that increase the experience of teachers and enhance students' motivation, educational desires, and academic achievement (Ezza, 2014).

However, the use of effective teaching strategies is faced with many obstacles and obstacles, which become a reason for teachers not to practice them, which negatively affects the teaching process in the classroom. academic content and other areas. These areas are interrelated with each other, which negatively affects classroom teaching and the achievement of the educational and educational process goals (Al-Mansour, 2014).

Therefore, it is necessary to choose the appropriate strategy and practice it to teach the educational content because of its great impact on achieving the objectives of the educational material. Effective teaching strategies differ according to subjects, materials and the teaching environment. However, there are many studies that have shown the effectiveness of effective teaching strategies in improving student achievement in various subjects. Among them is the study of Al-Amrat and Al-Tuwaisi (2014), which showed that the level of using the effective teaching strategy by teachers has a positive relationship in improving student achievement and their various and different educational competencies. In using modern teaching strategies to deal with the contents of the current curriculum, f

A team believes that we can only use traditional strategies in the presence of such educational contents that do not help many teachers to practice effective teaching strategies, and a team believes that effective teaching strategies should be used; Because of its positive impact on increasing student achievement and activating their educational roles in classrooms (Al-Toura, 2015).

## Problem Statement

The level of education in the Jordanian environment requires the teacher to go beyond the role of the transmitter and prompter of knowledge to a new role through which he gives real opportunities for self-learning, and the growth of students' abilities and their various interests. There is no doubt that this type of education requires the practice of modern strategies and methods that take into account the obstacles and problems that You may face it, and it must stimulate positive and active participation in every educational activity. In order to ensure the balanced development of the learner's personality and increase his self-confidence, and help him achieve himself and acquire the necessary skills that enable him to live an integrated life.

Through the work of the researcher in the field of education in several schools in Al-Karak Governorate, he noticed the absence of secondary school teachers' use of effective teaching strategies in teaching the Arabic language, and their use is limited to specific and traditional teaching methods such as recitation, dialogue, discussion, and sometimes cooperative learning, which has emptied its meaning, and has become an educational approach. The traditional collective, as some studies indicated that the use of effective teaching strategies in teaching Arabic by teachers in different educational environments had different levels, and that there are obstacles to their use and practice of these strategies, and among these obstacles are those related to the educational environment, teachers, and students, And with the curriculum as a study (Al-Amrat Al-Tweisi, 2014, and Al-Khalifa and Al-Mojil, 2018), therefore, raising the level of education in Jordan requires teachers to go beyond the stage of conveying information and receiving knowledge to using effective teaching strategies, which take into account the difficulties of education and the problems of teachers and stimulate the positive and effective participation of learners, It improves the level of academic achievement of the learner in every educational activity, and helps teachers to improve their skills their skills and abilities and work to develop and improve them in a better way. Based on this, the problem of this study lies in identifying "the impact of effective teaching strategies and their obstacles in teaching Arabic to secondary school students in Karak Governorate.

## Study Questions

1. What are the effective teaching strategies proposed to be practiced by secondary school teachers in Karak Governorate?
2. What is the effect of effective teaching strategies on teaching Arabic to secondary school students in Karak Governorate?
3. What are the secondary school teachers' estimates of the obstacles to the practice of effective teaching strategies in the governorate of
4. Are there statistically significant differences at the significance level ( $\alpha = 0.050$ ) between the arithmetic means of the effect of effective teaching strategies and their obstacles in teaching the Arabic language among secondary school students in Karak Governorate due to gender, experience and their interaction?
5. Are there statistically significant differences at the significance level ( $\alpha = 050$ ) between the arithmetic means of the obstacles to using effective teaching strategies due to gender and experience?

## Study Importance

The importance of the study stems from the following points:

- This study may help teachers and those in charge of preparing teacher training programs in the Ministry of Education to develop training programs. To improve teachers' performance in practicing effective teaching strategies.
- This study is expected to contribute to highlighting the most important obstacles that secondary school teachers face when practicing teaching strategies, which helps to understand these obstacles, overcome them, and reduce their effects on the educational process.
- It is expected that several parties will benefit from the current study: decision makers, educational officials in the Ministry of Education, and teachers to reconsider pre-service and in-service teacher training programs on effective teaching strategies.

## Study Objectives

This study aims to identify the most important effective teaching strategies practiced by secondary school teachers in Karak Governorate, to know the degree of their practice of them, and to identify the obstacles that secondary school teachers face when practicing effective teaching strategies in teaching Arabic.

## Terminological and operational definitions

**Effective teaching:** "It is that type of teaching that makes the learner a main focus, in which the student is not only a recipient of information, but rather a participant and a searcher for information by all possible means, an employee of knowledge, and an integrated, creative and innovative person" (Shaqlal, 2019: 435). It is the teaching strategies employed by secondary school teachers in Karak Governorate that make their students a

major focus in the teaching and learning process and contribute to improving their performance in communicating knowledge to students on the one hand and improving their level of achievement and acquisition of knowledge on the other hand in teaching the Arabic language.

**Obstacles:** “It is a group of factors and causes that frustrate and limit the teacher’s work during the teaching process and prevent him from practicing effective teaching strategies” (Al-Khalifa and Al-Mojil, 2018: 12). It is defined procedurally: it is measured by the degree that the teacher obtains on the scale of obstacles used in this study.

**Secondary stage students:** It is the last stage of school education, and it is the period between 11-19 years.

### Study Limitations

The study was carried out within the following limits:

- The human limit: secondary school teachers in Karak Governorate.
- Spatial limit: Karak governorate schools / Hashemite Kingdom of Jordan.
- Time limit: second semester 2020/2021.
- Objective Limitation: The study focused on revealing the effect of effective teaching strategies and their obstacles in teaching the Arabic language to secondary school students in Karak Governorate.

### Theoretical Framework

#### Effective Teaching Strategies

The term teaching strategies has spread in the educational field since the seventies of the last century as a result of the rapid growth in the use of organized observation.

As effective teaching strategies are of great importance in the educational process, and constitute the basis around which the educational process revolves, the idea of strategies in teaching appeared by accepting the idea of adapted education, and adapted education in general is an educational approach aimed at generalizing modern strategies for teaching that make the educational environment more Adaptive to learners' needs, potentials, and learning rate (Adam, 2002).

Effective teaching strategies have a number of definitions that have been defined by many specialists, the most important of which are the following: It is “a learning and teaching strategy that aims to provide an environment rich in stimuli, which allows the student the responsibility of teaching himself, including cooperative learning, brainstorming and problem-solving” (Al-Qaisi, 2012: 63).

It is defined as “the communication process that takes place between the teacher and the students, and the teacher tries to provide his students with the required educational skills and experiences, and it is based on the use of strategies that help him in that while making the learner a participant in what is going on around him in the educational situation” (Zaitoun, 2003: 35). It is “a pattern of teaching that activates the student’s role in education, in which the student is not only a recipient of information, but also a participant and a searcher for information by all possible means” (Qurah and Abu Laban, 2010: 52).

Effective teaching strategies play a set of different roles when practicing the teaching profession by the teacher, which was reached by Safer (1987), and referred to in Al-Omari (2015), where they were divided into three groups, as follows:

**First:** Classroom management and the organization of the teaching process that are related to the skills related to attracting the attention of the learners, the flexibility of the classroom within the classroom, the teacher’s organization of the educational objectives in advance, observance and clarity of the principles of education, and building the relationship with the students.

**Second:** Implementation and application of the teaching process, which includes the implementation of a specific strategy of effective teaching, through the teacher's progress on certain steps that have been developed and whose objectives have been defined in advance.

**Third:** The nature of the curriculum on which the teaching process is based, through choosing the goal to be achieved, organizing the content of the educational material, training students and evaluating their learning.

Accordingly, it has been shown that effective teaching strategies are based on a set of areas, which are as follows: effective classroom climate, organized planning, stimulating learners' motivation, diversifying and developing teaching methods, and appropriate effective teaching patterns for students in the classroom (Abdul Karim, Ashour, and Obaid, 2011).

#### An overview of some effective teaching strategies, as follows:

- Stories: They are fictional or realistic narrations of a number of events or actions, and this narration may be poetry or prose with the aim of spreading pleasure and interest, in addition to educating readers or listeners (Abdullah, 2018).
- Cooperative education: various interactive educational activities in small groups, where students work with each other to implement common activities and tasks in the group to develop themselves and help their

- colleagues in learning (Khairy, 2018).
- Simulation: An educational method or method that the teacher usually uses to bring students closer to the real world, which is difficult to provide for learners due to material costs or human resources (Abdul Mohafaza, 2015).
  - Dialogue and discussion: It is a method of teaching in which the teacher and his students are in a positive position, where the issue or topic is raised, and then different opinions are exchanged. Points on the subject (Al-Jaafrah, 2017).
  - Role playing: It is one of the methods of education and teaching that represents real behavior in an artificial situation, where the participants automatically represent the roles that are assigned to them, and they immerse themselves in their roles until they show the situation as real (Abu Sharekh, 2008).
  - Dramatic representation: It is one of the methods of theatrical representation that relies on the methods of masks and moving statues, and is based on learning through role-playing and form as well (Aqis, 2016).
  - Educational games: It is an organized educational activity that depends on the learner's activity and effectiveness, and raises motivation towards interactive learning among students, with the aim of reaching specific educational goals. This activity takes place under the supervision and guidance of the teacher, and through it the student acquires information, concepts, skills, and attitudes (Abu Shawar, 2017).
  - Conclusion: It is the mental process of searching for a reason or a logical explanation for events or data with the aim of understanding, or extracting lessons, concepts, actions, or feelings (Al-Affoun, 2013).
  - Brainstorming: It is the generation and production of creative ideas and opinions from individuals and groups to solve a specific problem, that is, putting the mind in a state of excitement and readiness in directions to generate the most ideas about the problem or topic in question (Al-Naqeeb, 2016).
  - Computer-assisted education: that type of education that relies on the use of electronic media in communication between teachers and learners, between learners themselves, and between them and the educational institution as a whole (Bajlan, 2011).
  - Induction: It is a mental performance carried out by the individual by deducing the general rule from the particulars and individual cases, and the individual needs many situations and individual cases to reveal the common feature or characteristic (Ismail, 2011).
  - Self-learning: an intentional procedural process in which the learner tries to acquire by himself the standardized amount of knowledge, concepts, principles, attitudes, values, and skills using or benefiting from modern technological applications, as represented by programmed books, means of communication, teaching machines, and various appointments (Amer and Al-Masry, 2013).
  - Blended Learning: It is a formal learning program that combines classroom learning with a teacher and online learning. In this program, the student receives knowledge partially via the Internet as well as inside the classroom with the teacher, and in this way the student controls the learning time, place, path, and speed of progress more than in traditional educational programs (Abu Musa and Al-Sous, 2014).
  - Inquiry: It is a method that focuses on the student being an active learner who thinks and works, reaches knowledge on his own, plans to solve the problems he is faced with and works to achieve these plans (Al-Khatib, 2011).
  - Field visits: a visit by a group of trainees to a place outside the framework of the traditional classroom, and is designed to achieve a set of goals that cannot be achieved by other educational means (Aziz, 2015).
  - Project: It is a time-bound process or activity, that is, it has a start date and an end date, and it is done once in order to provide a product or service with the aim of achieving a beneficial change or creating added value (Sarhan and Al-Zuweni, 2017).

### **Obstacles to practicing effective teaching strategies**

School teachers often use traditional methods of teaching, which often affect the method of delivering educational content to students with sufficient quality, and the choice of the appropriate teaching method, which greatly affects the achievement of the objectives of the educational subject, and the obstacles to effective teaching strategies have many definitions, Among the most important are the following:

Sharqi (2011) defines it as “a set of technical, material, administrative, and supervisory problems or difficulties that prevent the teacher from practicing modern teaching strategies in different educational situations” (Sharqi, 2011: 11). Mahmoud (2016) defines it as “a set of difficulties and obstacles that teachers face while selecting modern teaching strategies to present the content and organization of educational material” (Mahmoud, 2016: 25).

Al-Nuaimi (2010) defines them as “all the obstacles and problems facing teachers that negatively affect them in the process of teaching the educational subject and stand in the way of achieving the teaching objectives” (Al-Nuaimi, 2010: 195).

### **Obstacles to practicing effective teaching strategies:**

Educational institutions have witnessed many obstacles to the practice of modern teaching strategies, which were among the most important reasons for the poor functioning of the educational process within the educational institution, the most important of which are the following:

**First: Obstacles related to the educational environment, which Janani (2018) spoke about, and they are as follows:**

- Obstacles related to the weakness of educational places through which modern strategies are applied, such as educational resource rooms, in order to use computers and video projectors.
- Obstacles associated with the lack of educational resources in the school library.
- Obstacles associated with the lack of educational tools necessary to practice teaching strategies well in the classroom environment.
- Obstacles related to the school administration and their failure to supervise the progress of the educational process inside the classroom.

**Second: Obstacles related to the curriculum, which Seven, 2014 talked about, are as follows:**

- Obstacles related to the intensity of the content of the educational material, which affect the teacher's choice of teaching strategies.
- Obstacles related to the lack of diversity in educational activities while explaining the educational material, which affects the student's understanding of the educational material presented, and makes him unable to imagine and memorize the material.
- Obstacles associated with a weak element of suspense and increased motivation towards learning in the content of the educational material, and this is due to the use of the narration method in the content of the curriculum.
- Obstacles associated with the unclear aim of the curriculum and the weakness of its presentation in the textbook, and this affects the teacher's use of teaching strategies.

**Third: Obstacles associated with the teacher, which Attar (2001) spoke about, and they are as follows:**

- Obstacles related to the lack of training opportunities for teachers to use effective teaching strategies.
- Obstacles associated with teachers' lack of motivation to use effective teaching strategies.
- Obstacles related to the teacher's experience and abilities in using traditional strategies instead of modern strategies in teaching.
- Obstacles associated with the difficulty of applying modern teaching strategies by some teachers.

**Fourth: Obstacles related to the student, which were referred to by Murabet and Boudbeza (2010), which are as follows:**

- Obstacles associated with the student's unwillingness to accomplish some of the tasks and duties required by modern teaching strategies.
- Obstacles associated with not training students to search for knowledge through modern educational resources, and this weakens the use of teaching strategies.
- Obstacles related to students' non-acceptance of modern teaching strategies due to the large number of tasks and duties assigned to them.
- Obstacles associated with students' weak participation and fear of modern teaching strategies.

### **Previous studies:**

#### **Studies related to effective teaching strategies**

The study of (AL Masri, 2019) aimed to know the effect of using brainstorming on developing creative thinking and achievement in the English language for tenth grade students in King Abdullah II Schools for Excellence in Amman. The study sample consisted of (168) students. The semi-experimental approach was used in This study, and the results of the study found that there were statistically significant differences at the level of significance ( $\alpha = 0.05$ ) for the students of the experimental group who were taught using the brainstorming strategy. The experimental group.

Kim (2018) conducted a study aimed at knowing the impact of cooperative learning on the relationship of middle school students in Korean schools through teaching the science curriculum. The semi-experimental approach in this study, and the results of this study concluded that there is an effect on the relationship between middle school students who were taught through cooperative education for the experimental group.

Warthen (2017) aimed to find out the effective teaching strategies used by teachers of the Arabic language for African-American elementary school students. The study sample consisted of (6) teachers in three schools. Data was collected through the use of the interview strategy. The study concluded that the strategies The results that emerged from the study have specific characteristics, and that the traditional and reform strategies for teaching the Arabic language were useless, and I concluded that these strategies may be useful in helping teachers increase the achievement of African American students in the Arabic language in addition to their sense

of self-efficacy in their abilities and skills. diversity in the educational process.

The study of Shiel, Maccario and Yanmaz (2016) aimed to know the methods of designing and evaluating effective teaching strategies related to teaching innovative science subject for informal education in natural history museums. The study sample consisted of (118) primary teachers in Turkish schools before service. The results of the study concluded that pre-service teachers have generally positive opinions about their exposure to effective teaching strategies, and they stated that effective teaching strategies can make different contributions to their professional development for teachers. We also believe that pre-field visit activities can promote meaningful learning during Museum visits. Effective teaching strategies that combine worksheets with visual arts activities can be good teaching tools for transforming museums into learning environments that promote learner-centered learning and training activities. Follow-up activities can also promote learning transfer and preservation in museums.

Akhmis (2015) conducted a study aimed at investigating the degree of first-grade teachers' practice of effective teaching tracks for reading. The researcher used the descriptive survey approach. The study sample consisted of (160) male and female teachers. The researcher also prepared a note card that included five tracks (phonological awareness, phonetics, fluency, vocabulary, reading comprehension), and the study concluded that the degrees of teachers' practice of effective teaching of reading are high, and there are no differences in the degrees of teachers' practice of the basic first grades of the tracks of effective teaching of reading according to the variable of gender and class size.

The study of the phase (2015) referred to knowing the level of effective teaching practice among the teachers of Al-Shobak Education. The researcher used the descriptive survey method. The study sample consisted of (104) male and female teachers. The teachers' estimates came with a high degree in the fields of classroom management and teaching strategies, and with a medium degree in the fields of curricula and evaluation, and there is an effect of the level of the academic stage, and there is no effect of experience, qualification, or the dual or triple interaction between the variables and the level of teachers' assessment of the questionnaire.

The study of Al-Amrat and Al-Twaissi (2014) aimed at revealing the level of teachers' practice of effective teaching strategies in Tafila governorate from the point of view of educational supervisors and school principals. The study sample consisted of (125) supervisors and principals. Also, there are no statistically significant differences due to the job position, experience, educational qualification, and gender variables in estimating the level of teachers' practice of effective teaching strategies.

### **Studies related to the obstacles to the use of effective teaching strategies**

The study of Al-Harthy (2018) aimed to identify the most important obstacles to the use of differentiated teaching strategies from the point of view of female teachers of gifted students in the intermediate and secondary stages in Jeddah, by identifying the impact of the variables of gender, educational qualification and years of experience for the teacher, and the researcher used the descriptive survey method in her study. A questionnaire was also developed to collect data, and it was distributed to a random sample of gifted female student teachers in intermediate and secondary schools in Jeddah, who numbered (70) female teachers. Estimates of the study sample of the degree of obstacles to the use of differentiated teaching strategies from the point of view of male and female teachers of gifted students in the intermediate and secondary stages in Jeddah, which is attributed to the variable of gender, educational qualification, and years of experience.

The study of Al-Maqati (2018) aimed to reveal the obstacles to the application of modern teaching strategies in teaching Sharia science courses in the secondary stage of the course system from the teachers' point of view, according to the variables of educational qualification and years of experience. The researcher used the descriptive survey method, and the study sample consisted of (53) teachers, and the researcher used the questionnaire in order to collect the results of the study, and the study concluded that the level of the degree of obstacles for all axes of the study came to a large degree only, and that the obstacles related to the educational environment came in the first place, followed by the obstacles related to the teacher in the second place, then the obstacles related to The study concluded that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the obstacles to the application of modern teaching strategies in teaching Sharia science courses according to the variables of educational qualification and years of experience.

Jing (2016) conducted a study aimed at alleviating the anxiety of professional writing in the English language through the use of a cooperative learning strategy at the Chinese Polytechnic Institute, the semi-experimental approach was applied, and the study sample consisted of (120) learners, and they were divided into two groups, one experimental (cooperative learning) and a control (individual learning), the results of the study concluded that cooperative learning facilitated mutual assistance between members of the group, and also reduced students' anxiety in writing for the English language and increased their educational efficiency, and interviews were conducted to find out how cooperative learning helps improve Learners' mental health and increase their participation during writing.

### What distinguishes the current study from other studies

The current study is distinguished from previous studies, on the subject of the impact of effective teaching strategies on teaching the Arabic language among secondary school students in Karak Governorate, and the obstacles facing teachers in practicing these strategies. This study is the first of its kind - as far as the researcher knows - that combines effective teaching strategies and its obstacles in the Jordanian environment. The most important thing that distinguishes this study from other previous studies is the sample chosen by the researcher and related to secondary school teachers in Al-Karak Governorate. The study, with its spatial and temporal conditions, was conducted in Karak Governorate for the academic year 2020/2021.

### Study Methodology

The current study followed the analytical descriptive approach as it is the most appropriate approach to achieve the objectives of the study, as the observation card and questionnaire were used to collect the study data.

### Study Population

The study population consisted of all Arabic language teachers working in secondary schools in Karak Governorate in the academic year (2020/2021).

### Study Sample

The sample of the study consisted of (170) male and female teachers of mathematics in Karak Governorate, where they were chosen randomly. The researcher selected (20) teachers in a deliberate random manner and applied the observation card to them, while (150) male and female teachers were chosen to distribute the questionnaire to them in a way to collect data. All questionnaires are valid for analysis with a recovery rate of (100%). The following table shows the distribution of the study sample according to its demographic variables.

**Table (1): Distribution of the study sample according to the demographic study variables**

Variables	Categories	Frequency	Percentage
Gender	Male	80	%47.1
	feminine	90	%52.9
Years of Experience	Less than 5 years	75	%44.1
	5-10 years	48	%28.2
	More than 10 years	47	%27.6
Qualification	Bachelor's	141	%82.9
	Higher Diploma	14	%8.2
	Master's	15	8.8%
<b>Total</b>		170	100%

### Study Tools

#### -The Note Card

The researcher prepared and developed a note card to reveal the extent to which Arabic language teachers practice effective teaching strategies in teaching Arabic language curricula to secondary school students in Karak Governorate, after reviewing previous studies and theoretical literature related to the subject of the study, and also gradually evaluating the paragraphs of the note card to include (to a very large extent , a high degree, a medium degree, a low degree, and a very low degree). The note card also included a number of personal questions, numbering three questions related to gender, educational qualification, and years of experience, in addition to a number of effective teaching strategies, namely: (cooperative learning, simulation Dialogue and discussion, role playing, dramatic representation, educational games, conclusion, brainstorming, computer learning, induction, self-learning, blended learning, survey, field visits, project, stories).

To ensure the apparent validity of the energy of observation, it was presented to a number of arbitrators and specialists, whose number is (7) professors from faculty members in universities and a number of specialists in the field of curricula and teaching methods, based on their comments and observations, some strategies were added Others were deleted and some were modified to produce the card in its final form.

To ensure the reliability of the observation card, a test method was applied - re-application of the test (Test-Retest) on the survey sample consisting of (13) teachers with an interval of two weeks to measure the stability of the grades obtained by the sample members, and using the Pearson correlation coefficient. The observation with a high stability coefficient, which amounted to (0.867), which indicates its reliability and the possibility of relying on it in interpreting the results.

#### -The questionnaire

The study used the questionnaire as a tool for collecting data from its sample, as it was prepared by referring to theoretical literature and previous studies related to the subject of the study.

The questionnaire consisted of three parts, in addition to the explanatory information at its beginning, as shown below:

The first part: It included data related to the characteristics of the study sample, namely gender, years of experience, and educational qualification.

The second part: It consisted of phrases related to the impact of effective teaching strategies and their obstacles in teaching the Arabic language to secondary school students in Karak Governorate. The number is (11) paragraphs.

The third part: includes phrases related to the obstacles to the use of effective teaching strategies in teaching Arabic language curricula for secondary school students in Karak Governorate. (5) paragraphs, and the field of obstacles related to students, which includes (4) paragraphs, and the field of obstacles related to the curricula, which includes (6) paragraphs.

The five-point Likert scale was also used to describe the degree of the alternatives used by the study tool and to give the study sample more flexibility in evaluating their responses to the study items. 3) represents a moderate degree, (2) represents a degree of disagreement, and (1) represents a degree of strongly disagree.

The validity of the tool was confirmed by presenting it to a group of arbitrators, members of the teaching staff in Jordanian universities, as well as a number of specialists in the field of curricula and teaching methods, in order to ensure the validity of the paragraphs, their clarity, and their linguistic formulation, taking into account the correctness of the information contained therein, and their suitability for the fields of study and determining the extent Its affiliation with it, and the observations and comments of the arbitrators were taken into account by an agreement of (80%) or more, and the necessary amendment was made to the paragraphs of the questionnaire, whether by deletion, addition, or modification, so that the questionnaire would come out in its final form.

The reliability of the study tool in measuring variables was verified by extracting the value of Cronbach's Alpha coefficient, as the result is statistically acceptable if it is greater than (0.60), the following table shows the values of Cronbach's Alpha coefficient for all dimensions of the study and for the tool as a whole.

**Table (): The values of the internal consistency coefficient (Cronbach Alpha) for the study tool**

The Scale	Cronbach Alpha	Items No#
The impact of effective teaching strategies on teaching Arabic to secondary school students in Karak Governorate	0.905	11
Obstacles to the use of effective teaching strategies in teaching Arabic to secondary school students in Karak Governorate	0.936	20
Obstacles associated with organizing the educational environment	0.843	5
Barriers associated with teachers	0.852	5
Obstacles associated with students	0.774	4
Obstacles associated with the curriculum	0.880	6
<b>Questionnaire</b>	<b>0.907</b>	<b>31</b>

The results of Table () show that the coefficient of internal consistency for all of the two scales of the study was (0.905) and (0.936), and for the tool as a whole it was (0.907), while the values of the Cronbach alpha coefficient for the domains of the scale of obstacles ranged between (0.774 - 0.880), which indicates that it is greater of (0.60), which means that it has a high reliability coefficient, which reflects the validity of the study tool to achieve the objectives of the study.

To describe the mean for the fields and paragraphs of the study tool, the following equation was relied upon to calculate the length of the category for three levels: low, medium, and high:

$$\text{Class length} = (\text{upper score} - \text{lower score})/3$$

Therefore, according to the previous equation, the length of the category was calculated as follows:

$$\text{Class length} = (5 - 1) \div 3 = 1.33$$

Accordingly, the arithmetic mean scores can be classified as follows:

- Low score (1 - less than 2.34).
- Average score (2.34 - less than 3.67).
- A high score of (3.67 - 5).

### Study Variables

The variables of the current study are as follows:

#### The independent variables include:

1. Gender has two levels (male, female).
2. Years of experience and it has three levels: less than 5 years, 5 years - 10 years, and more than 10 years.
3. The academic qualification has three levels: Bachelor's degree, higher diploma, and master's degree

#### Dependent Variable:

1. The effect of effective teaching strategies in teaching Arabic to secondary school students in Karak Governorate.



## 2. Obstacles to the practice of effective teaching strategies in teaching Arabic among secondary school students in Karak Governorate.

### Statistical processors

The study used a set of descriptive and analytical statistical methods to answer the study questions, using the statistical analysis program (SPSS), where the following statistical methods were conducted:

1. Internal consistency coefficient (Cronbach alpha): to measure the stability of the study tool
2. To describe the characteristics of the study sample, descriptive statistic measures were extracted, represented in extracting percentages and frequencies.
3. Extracting the arithmetic means and standard deviations of the two study tools
4. Using the two-way variance test to find out the differences between the study sample.

### Study Results

**-The results related to the answer to the first question, which states: "What are the effective teaching strategies proposed to be practiced by secondary school teachers in Karak Governorate?"**

To answer this question, the arithmetic means and standard deviations were extracted for the effective teaching strategies that were identified in the note card, and the following table shows that.

**Table ( ): Means, Standard Deviations, and Rank for the Degree of Using Effective Teaching Strategies in Teaching Arabic Language Curricula for Secondary Stage Students in Karak Governorate**

#	Paragraph	Mean	Standard Deviation	Rank	Practice Score
1	cooperative learning	2.70	0.657	5	Medium
2	simulation	1.55	0.686	12	low
3	Dialogue and discussion	3.75	0.786	1	High
4	role play	2.05	0.759	6	low
5	Dramatic acting	1.70	0.571	11	low
6	Educational games	1.55	0.605	13	low
7	conclusion	3.30	0.657	3	Medium
8	Brainstorming	3.65	0.745	2	Medium
9	Computer learning	1.75	0.550	9	low
10	induction	1.55	0.605	14	low
11	Self-education	2.05	0.887	7	low
12	Blended learning	2.05	0.826	8	low
13	survey	2.75	0.639	4	Medium
14	Field visits	1.15	0.366	16	low
15	The project	1.35	0.489	15	low
16	stories	1.70	0.657	10	low
-	<b>The degree of using effective teaching strategies</b>	<b>2.16</b>	<b>.2410</b>	<b>-</b>	<b>low</b>

The results of the table ( ) show that the general arithmetic mean of the degree of using effective teaching strategies and their obstacles in teaching the Arabic language curricula for secondary school students in Karak Governorate was (2.16) with a standard deviation of (0.241). This represents a low degree of use, and the dialogue and discussion strategy ranked first with an arithmetic mean (3.75), with a high score and a standard deviation of (0.786), followed in the second place by the brainstorming strategy, with an arithmetic mean (3.65), an average score, and a standard deviation (0.745), and the field visits strategy came with an arithmetic mean (1.15) with a low score and a standard deviation (0.366). This result is due to the fact that there are many challenges that may prevent the application of effective teaching strategies in teaching mathematics, the most important of which is the lack of the necessary infrastructure to support these strategies, and the teachers' lack of skills and capabilities necessary to implement the strategies, as well as the ability of students and teachers and their willingness to change and move towards learning strategies. Self and participatory rather than rote. This result differed from the study (Al-Tawra, 2015), which indicated that the level of effective teaching practice among the teachers of Al-Shobak education was high, and the study (Akhmis, 2015), which indicated that the degree of first-grade teachers' practice of effective teaching of reading was high.

**-The results related to the answer to the second study question, which states: "What is the effect of effective teaching strategies in teaching the Arabic language curricula to secondary school students in Karak Governorate?"**

To answer the question, the arithmetic means, standard deviations, ranks, and scores were extracted for all items of the scale of the impact of effective teaching strategies on teaching Arabic language curricula for secondary

school students in Karak Governorate, and the following table shows that:

**Table (): The means, standard deviations, and rank of the paragraphs of the scale of the impact of effective teaching strategies on teaching Arabic language**

#	Paragraph	Mean	Standard Deviation	Rank	Practice Score
1	Attract learners' attention and increase their desire to understand the content of the educational material	4.23	0.687	8	High
2	Teaching strategies help to increase and develop	4.26	0.772	4	High
3	Take into account the problems of learners and their individual differences within the same class	4.28	0.687	2	High
4	Enhance teachers' experiences and develop their educational capabilities	4.23	0.687	9	High
5	Affects the growth of learners' thinking and increases their experiences	4.25	0.744	7	High
6	Good teaching strategies encourage collaboration among students	4.31	0.665	1	High
7	Good teaching strategies encourage active learning	4.26	0.680	6	High
8	Good teaching strategies provide the teacher with valuable feedback on student progress; Thus an adjustment can be made to improve student learning.	4.27	0.652	3	High
9	Teaching strategies encourage students to express their diverse viewpoints	4.21	0.797	10	High
10	Good teaching strategies encourage rapport in the classroom with the learners	4.26	0.709	5	High
11	Good teaching strategies promote self-confidence, self-esteem and emphasize the importance of confidence for new teachers which can be built on good planning and clear goals.	4.16	0.795	11	High
-	<b>The impact of effective teaching strategies on teaching Arabic</b>	<b>4.25</b>	<b>0.514</b>	<b>-</b>	<b>High</b>

The results of the table ( ) show that the general arithmetic mean of the measure of the impact of effective teaching strategies on teaching the Arabic language among secondary school students in Karak Governorate was (4.25) with a standard deviation of (0.514), and this represents a high degree, and Paragraph No. (6) ranked first, which states "Good teaching strategies encourage cooperation among students" with an arithmetic average of (4.31) and a high score with a standard deviation of (0.665), followed by paragraph No. (3) in second place, which stipulates that "learners' problems and individual differences within the same class are taken into account" with an arithmetic average of (4.28) and a score of (4.28). High and a standard deviation of (0.687), and Paragraph No. (11) which states "good teaching strategies enhance self-confidence and self-esteem and emphasizes the importance of confidence for new teachers, which can be built on good planning and clear goals" with a high score of (4.16). standard deviation (0.795). This result is attributed to the role of effective teaching strategies in maintaining growth in teaching by involving continued learning, and it also contributes to continuing to improve by stimulating their thinking by taking advantage of opportunities to learn new approaches to teaching and thinking about teaching them constantly and making changes based on those thoughts. Effective teaching strategies also lead to the use of the most useful types of knowledge, which in turn will achieve good and fruitful educational results. Effective teaching strategies also promote participation and self-learning, motivate students to think, arouse their desire and encourage them to learn. This finding is consistent with the study (Yanmaz, Maccario & Çil, 2016) which indicated that pre-service teachers have generally positive opinions about their exposure to effective teaching strategies, and stated that effective teaching strategies can make different contributions to their professional development for teachers, And the study (Warthen, 2017), which showed that effective teaching strategies are useful in helping teachers increase student achievement in mathematics, in addition to their sense of self-efficacy in their various abilities and skills in the educational process.

**-The results related to the answer to the third study question, which states: "What are the secondary school teachers' estimates of the obstacles to practicing effective teaching strategies in Karak Governorate?"**

In order to answer the first study question, the arithmetic means, standard deviations, ranks, and the degree of use of the dimensions and for all paragraphs were extracted, and the following tables illustrate this:

**Table (): Means, Standard Deviations, and Rank for Obstacles to Practicing Effective Teaching Strategies in Karak Governorate**

#	Obstacles	Mean	Standard Deviation	Rank	Score
1	Obstacles associated with organizing the educational environment	4.31	0.631	1	High
2	Barriers associated with teachers	4.19	0.624	2	High
3	Obstacles associated with students	4.06	0.618	4	High
4	Obstacles associated with the curriculum	4.07	0.638	3	High
-	Obstacles to the practice of effective teaching strategies in Karak Governorate	<b>4.16</b>	<b>0.538</b>	-	High

The results of the table () show that the general arithmetic average of the obstacles to the practice of effective teaching strategies in Karak Governorate was (4.16) with a standard deviation of (0.538), and this represents a high degree, and the field of obstacles related to the organization of the educational environment ranked first with an arithmetic average of (4.31), with a high degree and a standard deviation (0.631), followed by the field of obstacles associated with teachers with an arithmetic mean (4.19) and a high score and standard deviation (4.19), and the field of obstacles associated with students came in the last rank with an arithmetic mean (4.06) with a high degree and a standard deviation (0.618). This result is attributed to the fact that the transition to applying effective teaching strategies requires a well-thought-out plan and specific training programs to obtain the best results. This result is consistent with the study of (Al-Maqati, 2018), which showed that the obstacles to the application of modern teaching strategies in teaching Sharia science courses in the secondary stage of the course system came to a large extent.

**-The results related to the answer to the fourth study question, which states: "Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the arithmetic means of the effect of effective teaching strategies and their obstacles in teaching Arabic language curricula for secondary school students in Karak Governorate due to gender and experience?" "**

To answer this question, a multiple variance analysis was used for the effect of effective teaching strategies and their obstacles in teaching the Arabic language curricula for secondary school students in Karak Governorate according to the variables of gender and years of experience, as shown in Table ().

**Table (): Multiple variance analysis of the effect of effective teaching strategies and their obstacles in teaching the Arabic language curricula for secondary school students in Karak governorate according to the variables of gender and years of experience.**

source	sum Square	DF	Square sum	F value	Sig
gender	.201	1	.201	.742	.390
Years of Experience	.194	2	.097	.358	.700
The error	38.957	144	.271		
total	2743.736	150			

It is clear from the table () that there are no statistically significant differences ( $\alpha = 0.05$ ) due to the variable of gender and years of experience in the impact of effective teaching strategies and their obstacles in teaching Arabic language curricula among secondary school students in Karak Governorate. This result is due to the fact that the responses of the study sample towards the effect of effective teaching strategies in teaching mathematics curricula do not depend on their demographic characteristics as much as they depend on their intellectual orientation and desire towards developing the education process through possessing and using effective teaching strategies that contribute to stimulating the desire of the teacher and the learner in the educational process. The use of effective teaching strategies depends on the teacher's personal criteria, which are emotional balance, strength of observation and wit, the ability to have good looks and behavior, problem-solving, and objectivity in behavior and speech. This result is consistent with the study (Al-Tawra, 2015), which showed that there is no effect of experience on knowing the level of effective teaching practice among the teachers of Al-Shobak education, and the study (Al-Amrat and Al-Twaisi, 2014), which indicated that there were no statistically significant differences due to the variable of experience and qualification. Scientific, and gender, in estimating the level of teachers' practice of effective teaching strategies.

**-The results related to the answer to the fifth study question, which states: "Are there statistically significant differences at the significance level ( $\alpha = 0.50$ ) between the arithmetic means of the obstacles to using effective teaching strategies due to gender and experience?" "**

To answer this question, a multiple analysis of variance was used on domains and the scale as a whole, as shown in Table ().

**Table (): a multiple variance analysis of variance for the effect of gender and years of experience on the obstacles to the use of effective teaching strategies**

Source		Sum Square	DF	Square Sum	F Value	Sig
Gender	Obstacles associated with organizing the educational environment	.025	1	.025	.063	.802
	Barriers associated with teachers	.022	1	.022	.056	.813
	Obstacles associated with students	.000	1	.000	.000	.987
	Obstacles associated with the curriculum	.156	1	.156	.381	.538
	scale as a whole	.014	1	.014	.049	.825
Experience	Obstacles associated with organizing the educational environment	1.394	2	.697	1.737	.180
	Barriers associated with teachers	2.002	2	1.001	2.578	.079
	Obstacles associated with students	1.302	2	.651	1.709	.185
	Obstacles associated with the curriculum	1.071	2	.536	1.309	.273
	scale as a whole	1.318	2	.659	2.277	.106
Error	Obstacles associated with organizing the educational environment	57.766	144	.401		
	Barriers associated with teachers	55.919	144	.388		
	Obstacles associated with students	54.829	144	.381		
	Obstacles associated with the curriculum	58.944	144	.409		
	scale as a whole	41.681	144	.289		
Total	Obstacles associated with organizing the educational environment	2839.640	150			
	Barriers associated with teachers	2689.000	150			
	Obstacles associated with students	2527.438	150			
	Obstacles associated with the curriculum	2543.944	150			
	scale as a whole	2633.542	150			

It can be seen from the table () that there are no statistically significant differences ( $\alpha = 0.05$ ) due to the variable of gender and years of experience in all domains and in the scale as a whole. This result is attributed to the fact that the assessment of the extent of obstacles to the use of effective teaching strategies depends largely on the teacher's ability to have a positive attitude towards the teaching profession, and his ability to enhance the talents and abilities of students, and to provide them with scientific thinking skills, and not on the teacher's gender or years of experience. This result is consistent with the study of (Al-Maqati, 2018), which indicated that there were no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the obstacles to applying modern teaching strategies in teaching Sharia science courses, according to the variables of educational qualification and years of experience. The result differed with the study (Al-Harthy, 2018), which indicated that there were statistically significant differences between the estimates of the study sample of the degree of obstacles to the use of differentiated teaching strategies from the point of view of male and female teachers of gifted students in the intermediate and secondary stages in Jeddah, which is attributed to the variable of gender, educational qualification and Experience.

### Recommendations

In light of the findings, the study recommends the following:

1. Accurate and organized planning for the use of effective teaching strategies and selection of the most appropriate and appropriate to the topics of lessons and students' abilities and tendencies.
2. Providing the infrastructure required for the implementation of effective teaching strategies, such as educational resource rooms, in addition to providing the necessary educational resources and means for that.
3. Holding training programs and workshops to qualify teachers and enable them to properly use effective teaching strategies.
4. Directing the authorities concerned with preparing curricula with the need to reconcile the contents of the curriculum with teaching strategies and include them within them.

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