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ARABIC LANGUAGE TEACHERS' PERCEPTION OF MODERN TEACHING STRATEGIES FOR THE HIGHER ELEMENTARY STAGE IN HEBRON GOVERNORATE

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ABSTRACT

This study aimed to identify the extent to which Arabic language teachers are aware of modern teaching strategies for the higher basic stage in Hebron Governorate. For achieving the objectives of this study, the researcher adopted the descriptive approach. The study was applied in the second semester of the academic year (2018 / 2019), on a stratified sample. This sample consisted of (207) male and female teachers by using a tool to measure the perception of Arabic language teachers of modern teaching strategies. The validity and reliability of this tool were verified, so the value of the reliability coefficient of the tool was (0.94).

The study showed that the perception of Arabic language teachers of modern teaching strategies for the higher basic stage is high, with an arithmetic mean (3.69), and a standard deviation (0.56).

The study also showed that there were no statistically significant differences in the arithmetic averages of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in Hebron governorate due to the variable of gender, specialization, academic qualification, years of experience, and the district.

In Light of these Results, the Researcher Recommended the following:

Using modern teaching strategies in teaching Arabic, training Arabic language teachers on them in teaching grammar and morphology, and holding workshops for Arabic language teachers specializing in Arabic literature in modern teaching strategies.

KEYWORDS: *Perception, Teaching Strategies, High Primary Stage, Arabic Language*

INTRODUCTION

The world is witnessing a tremendous scientific and technological development. Such as development calls for a change and development in the educational process and a review of our current curricula. Traditional learning theories based on indoctrination and memorization are no longer able to keep pace with this scientific and technological explosion. It is necessary to move towords modern theories that develop the learner's abilities and thinking skills. Among these theories, the constructivist theory, which is based on the idea that real learning is carried out by the learner himself, through being affected by the surrounding environment. Each learner has his own way of understanding and receiving information, without t receiving any help from the teacher, which means focus of the educational process. In order to develop these skills at the learner, it is necessary to use modern teaching strategies that refine the personality of the learner and develop his abilities.

Alhela (2003) argues that it is necessary for everyone who will take up teaching as a profession to understand the topics on which the art of teaching is based. Knowledge of teaching strategies is at the forefront of the topics that the teacher must master and be familiar with. The belief that high thinking skills cannot be afforded by teachers and cannot be used except by successful and talented students has passed away.

The results of modern educational and psychological research have demonstrated the possibility of developing higher-order thinking skills and developing them among ordinary students. Providing that the appropriate curriculum and the efficient teacher are available. It has become a sure matter that if we want our children to have a successful life in an advanced world, then they must be provided with effective learning and sustainable thinking skills to acquire information. Interacting with it and transferring its effects. These objectives can only achieved by moving away from rote teaching methods and adopting special teaching strategies that serve such objectives in this field.

The teacher has to possess all the tools that helps him to perform his role sufficiently and effectively. The goal of education is no longer the vigorous pursuit of the well-being of the learners only, but has become a necessity of life. Education as a social system necessitated empowering the individual to be able to orient the future, so it became an integral part of society that has its own programs, goals, and curricula. It has its own pillars which possessed methods that had the effect of concluding impartial results that would develop ate education and stop at the most prominent difficulties and disadvantages that must be overcome (Kharof, 2018). When we talk about teaching strategies while we are on the threshold of the beginning of the third millennium, the important role of teachers becomes clear, given the basic position they have reached in the educational system. With the scientific and technological explosion in this era that emphasized the need to pay attention to the learner and make him the focus of the educational learning process. It is no longer sufficient that the teacher should master the scientific material that is already constantly changing in order to carry out his work effectively and successfully.

The teacher became the coordinator, encouraging and catalyst for students learning. It is a necessity for him to have an integrated, stable and open personality with creative capabilities and all this after being well prepared scientifically, culturally and professionally. The teacher is the one who understands the needs of learners and the characteristics of their development. Beside guiding them and secure the appropriate atmosphere to facilitate their effective participation, excitement and motivation Learning. Developing their tendencies and abilities, meeting their needs, assisting their integral growth, preparing them to face the demands of life in a rapidly changing age. The editor must be also able to use the best means and methods to present the material he studies in a manner that suits his needs and characteristics, and to evaluate the extent of his learning and progress, and teach him how to learn while taking into account In divided differences. In addition to his ability to develop himself, constantly update his information, follow developments, and be open to global knowledge and culture using modern information and communication technology. This technology which is expected to become an essential part of his work and the work of his students. The teacher cannot effectively carry out his current role unless he is familiar with all teaching methods and strategies. (Alhela, 2003).

So there is a necessity, for this teacher to have all the knowledge, skills and tools he needs to enable him to play his role to the fullest. He must keep pace with scientific and technological progress, and to get out of the traditional bottle towards creativity and brilliance. This is only done if he possesses the skills of the twenty first century, which enables him

to carry out his role effectively. Besides his educational experience, he must have knowledge of modern teaching strategies. Not only knowledge but also a deep understanding of them. As well as his ability to model content, especially linguistic ones, to enable the student to move from superficial knowledge to deep knowledge, so he becomes a generator of knowledge possessing its tools. He needs to bring his thinking beyond knowledge. From here this study came to try to find out the extent of Arabic language teachers of modern teaching strategies in Hebron Governorate.

STUDY OBJECTIVES

This Study Aims To Achieve The Following Goal:

To identify the extent of Arabic language teachers' perception of modern teaching strategies in the Hebron Governorate.

Study Questions

This study came to answer the main question:

What is the arithmetic mean of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate?

The following sub questions emerged from the main question:

Do the arithmetic averages of Arabic teachers' perception of the modern teaching strategies of the higher basic stage in the Hebron governorate differ according to (gender, specialization, academic qualification, years of experience, and disrtict)? Study hypotheses:

The researcher transformed the second study question into null hypotheses at the level of statistical significance: $\alpha \leq 0.05$) as follows)

- There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in the arithmetic averages of Arabic teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate due to the gender variable: (male, female).
- There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the arithmetic means of Arabic teachers' perception of modern teaching strategies for the higher basic stage in Hebron governorate due to the variable of specialization: (Arabic language literature, Arabic language methods).
- There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in the arithmetic averages of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in Hebron governorate due to the scientific qualification variable: (diploma, bachelor's, graduate studies).
- There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in the arithmetic means of Arabic teachers' perception of modern teaching strategies for the higher basic stage in Hebron governorate due to the years of experience variable: (less than 5 years, from 5-10 years, more than 10 years).
- There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in the arithmetic means of Arabic teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate due to the district variable: (Hebron, North Hebron, South Hebron, Yatta).

THE IMPORTANCE OF STUDY

The importance of this study lies in providing a theoretical material would which many teacher and enriches educational literature in the field of measuring the extent of Arabic language teachers' perception of modern teaching strategies.

As for the practical aspect, the importance of this study lies in building a tool that benefits educators and school administrations in measuring the extent of Arabic language teachers' perception of modern teaching strategies. The importance also lies in the fact that it provides valuable information for decision makers about the extent of their awareness of modern teaching strategies, and helps them in drawing educational policies besides setting up plans to achieve educational goals.

As for the research aspect, its importance lies in the fact that it opens the horizons for researchers to conduct more studies on this topic and will benefit them in their future studies.

Terminology of study

Perception: a mental process that includes representing, assimilating, or understanding new events, determining its relationship to previous acquired knowledge, and evaluating current experiences in light of previous experiences. (Al-Qaisi 2006).

The Researcher Defines it procedurally: understanding, knowledge, and matching between new and old information by modifying the individual's cognitive structure in the new learning, in light of the tool prepared by the researcher to achieve this goal.

Teaching Strategy: the teacher's movements within the class, and his actions and activities that he performs in an organized and coherent manner, which are integrated and harmonized to achieve the lesson objectives and develop students' mental abilities. (Hamada and Obaidat, 2012).

The Researcher defines it procedurally: it is the actions and movements the teacher undertakes, and all the methods and means he uses to achieve the educational goals, in light of the tool prepared by the researcher to achieve this goal.

The Higher Primary Stage: the middle school stage of the educational process that extends from the fifth to the ninth grade, according to the Palestinian educational system. Ministry of Education and Higher Education 2018).)

Hebron Governorate: A Palestinian city located to the south of Jerusalem and the largest Palestinian city in area. The city of Hebron was named by this name in relation to Ibrahim Al Khalil, peace be upon him.

THE LIMITS OF THE STUDY

The Study Includes the Following Limits

Time Limit: the second semester of the academic year (2018/2019).

Spatial Boundary: all government schools in Hebron Governorate.

Human Limits: all Arabic language teachers in the upper elementary stage in Hebron governorate.

Procedural Limits: The study was defined by the curriculum, the tools in terms of validity and reliability, the statistical treatments that were used, and the methods of selecting the study population and its sample.

Conceptual Limits: This study was limited to the concepts and terminology contained therein.

Previous Studies

Al-Azzam (2017) conducted a study aimed at identifying teachers' attitudes towards using modern teaching strategies in the governorate of Irbid. The researcher used the descriptive approach, and to achieve the objectives of the study, the researcher developed the study tool whose validity and reliability were verified by appropriate methods. The sample included (1120) male and female teachers. The sample was chosen by the stratified random method from the education directorates in the governorate of Irbid. The results of the study showed that there are statistically significant differences at the significance level (α = 0.05) for the teachers' use of strategies Modern teaching is attributed to gender and the interaction between gender and experience. There are no statistically significant differences at the level of significance (α = 0.05) attributable to experience. Finally, the results showed that there were no statistically significant differences at the significance level (α = 0.05) for teachers' use of modern teaching strategies attributable to academic qualification and specialization. p Al-Smadi and Al-Naqeeb (2017) conducted a study aimed at identifying the strategies used by mathematics teachers to enable elementary school students to gain a deep understanding of the mathematical problem. The study used the descriptive approach, where a questionnaire was established that verified its validity and reliability by appropriate methods. The study sample consisted of (120) teachers who were randomly selected from all mathematics teachers for the elementary stage in Tabuk. The results revealed that the teachers' use of deep understanding strategies for the mathematical problem was of a moderate degree. The results also showed a statistically significant difference in the degree to which the teachers use comprehension strategies. The deep structure of the mathematical issue in general is due to the variable of academic qualification and the variable of the number of years of experience, and for the benefit of female teachers who hold a BA in education, and for the benefit of female teachers with little experience (1-5 years) compared to long experience (more than 10 years). Also for the benefit of female teachers Medium experience (5-10 years) compared to long-experienced female teachers.

Khalifa and Al-Shehri (2016) conducted a study aimed at identifying the problems of teaching the developed Arabic language curriculum in the middle stage in the Kingdom of Saudi Arabia from the perspective of Arabic language teachers and their attitudes towards its teaching. To achieve this, the researchers used the descriptive and analytical approach, using the two research tools: a survey of teachers' opinions about the problems of teaching the developed curriculum, and a questionnaire for measuring their orientation towards teaching it, the validity and reliability were verified by appropriate methods.

The research sample consisted of (34) male and female teachers. The researcher used the simple random sample, and the results of the research showed that the degree of attitudes of Arabic language teachers towards teaching the developed curriculum was of a medium degree. The results also showed no statistically significant differences between the estimates of teachers on the scale dimensions each separately, and on the scale as a whole. The results also showed that there is a weak negative correlation between the teachers' evaluations of their opinion polls about the problems of teaching the developed Arabic language curriculum, and their ratings on the trend toward teaching it.

Al-Rehaily (2016) conducted a study aimed at identifying the reality of the application of faculty members in some Islamic universities to modern teaching strategies from the point of view of their students in light of some variables. The study relied on collecting its data on the descriptive approach through a questionnaire whose validity and reliability were verified by appropriate methods.

It was applied to a sample consists of (476) students from the Islamic University of Madinah, and (200) students from Al-Azhar University in Egypt and the simple random sample was used. The results showed, according to faculty members in some Islamic universities that the degree of application of modern teaching strategies from the point of view of their students came with a medium degree. The study found that there are statistically significant differences between the two universities in general in favor of the Islamic University. Also, statistically significant differences were found between faculty members at Al-Azhar University according to the variable of specialization in favor of those with theoretical specialization. While there were no statistically significant differences according to the same variable in the Islamic University.

Mistarihi (2014) conducted a study aimed at identifying the attitudes of Arabic language teachers towards modern teaching and evaluation strategies found in the developed Arabic language curricula for the elementary and intermediate stages, and the effect of gender, academic qualification and teaching experience on their attitudes towards these strategies. The researcher developed the tool (questionnaire) for this purpose, and its validity and reliability were verified by appropriate methods. The study sample consisted of (124) teachers who study the Arabic language curriculum developed in the elementary and intermediate levels, who underwent training, distributed among the government schools of the Education Department in the Khafji governorate. The results showed that the degree of attitudes of Arabic language teachers towards modern teaching and evaluation strategies found in the developed Arabic language curricula for the elementary and intermediate stages was of a high degree. The results also showed that there were no statistically significant differences at the significance level (a = 0.05) in trends attributable to the two variables of teaching experience and the educational qualification. The results showed that there are statistically significant differences at the level of significance (a = 0.05) in the trends, due to the gender variable and in favor of females in the modern evaluation strategies.

Al-Omari (2012) conducted a study aimed at knowing the level of awareness of mathematics teachers and student teachers majoring in mathematics for problem-solving strategies.To achieve the goal of the study, the descriptive approach was used and the study sample consisted of (172) mathematics teachers in the middle stage in the city of Riyadh, and the random stratified sample was used And from (22) teacher students, from the College of Teachers in Riyadh.The study tool consisted in testing the measure of teachers' and students' level of awareness of problem-solving strategies which were validated and proven. The results of the study showed that the degree of awareness of mathematics teachers and student teachers specializing in mathematics of problem-solving strategies was low, and the results also showed that there were no statistically significant differences at the significance level (α = 0.05) between teachers and students in the perception of problem-solving strategies, as well as the presence of differences statistical significance at the level of significance (α = 0.05) among teachers with less than five years of experience and those with more than ten years of experience in realizing problem-solving strategies in favor of teachers with more experience. Also, there were no statistically significant differences at the significance level (α = 0.05) between teachers who took training courses and those who did not take courses, in their awareness of problem-solving strategies. Also, there was no statistically significant relationship at the level of significance (α = 0.05) between the students' teacher scores in the test of awareness of problem-solving strategies and their cumulative rates.

Adawi (2010) conducted a study aimed at finding out the extent to which teachers of the lower primary stage were aware of the use of problem-solving strategy in teaching mathematics and its obstacles in the Bethlehem Governorate. The study sample consisted of all teachers of the lower primary stage who study mathematics, who numbered (233) teachers.

The study used the descriptive method where the researcher built a questionnaire form as a study tool whose validity and reliability were verified by appropriate methods. The results showed that the teachers' awareness of using the problem-solving method was average, and the results also showed statistically significant differences between the averages of the lower basic stage teachers' estimates of their level of awareness of the mathematics problem-solving strategy due to the years of experience variable and was in favor of teachers with more than 10 years of experience. As well as the existence of statistically significant differences between the averages of the low basic stage labs' estimates of their level of awareness of the problem-solving strategy in mathematics due to the variable of the supervising authority and was in favor of government school teachers.

Likewise, there are statistically significant differences between the averages of the lower primary stage teachers' e estimates on the obstacles to using the problem-solving strategy in mathematics due to the gender variable and the differences were in favor of males, as well as there are statistically significant differences between the averages of the lower primary school teachers' estimates about the obstacles to using a problem-solving strategy in mathematics. Due to the variable of the supervising authority, the differences were in favor of private school teachers.

Shatat (2007) conducted a study aimed at identifying the awareness of general science teachers in the basic stage of using conceptual maps and the obstacles to their use from their point of view. The study sample consists of all male and female teachers who teach general sciences from the first grade to the tenth grade, in the public and private schools belonging to the UNRWA in Ramallah and Al-Bireh Governorate, whose number is (292) male teachers, and (382) female teachers. The study sample was chosen by the random stratified method, which consisted of (133) male teachers and (204) female teachers. The researcher used a questionnaire as a tool for his study, its validity and reliability were verified by appropriate methods. The results showed that the degree of awareness of general science teachers in the basic stage of using conceptual maps was at a high degree.

The results also showed that there are no statistically significant differences in the use of conceptual maps in general attributable to the variable of gender, specialization and years of experience, and in the field of perception for using conceptual maps as a teaching method for the scientific qualification variable, and in the field of perception of the importance of using them as an evaluation method for the variable of the supervising authority. As for when using conceptual maps as a method in planning and evaluation, statistically significant differences were found for the scientific qualification variable for the benefit of the bachelor's. As a teaching and planning method for the supervising authority variable and for the benefit of private schools.

As for teachers' perception of participating in the course of using conceptual maps, it was found that there are no statistically significant differences when using a teaching or evaluation method, with differences when used in planning, and for the benefit of the teachers who participated in the course. Omolara (2015) conducted a study aimed at discovering teachers' attitudes towards the use of cooperative teaching strategies in social subjects. The researcher used the descriptive approach, and the study sample consisted of (345) male and female teachers from (Ilorin) city schools in Nigeria. The researcher built the tool, which is a trend measure that was verified for its validity and reliability by appropriate methods. The results of the study showed that teachers' attitudes towards the cooperative learning strategy were high. The results also showed that there are statistically significant differences towards the use of the cooperative learning strategy due to variables: gender, specialization, academic qualification, and years of experience.

Chemwei and somb (2015) conducted a study that sought to identify teachers' attitudes towards using a strategy (cooperative learning) in poetry (language). The sample consisted of (312) teachers. The results of the study showed that teachers' attitudes toward using strategies were high. Also there is an improvement in the verbal and formal placement skills, verbal fluency and formalism skills of students. The results of the study showed that there are no statistically significant differences in teachers' attitudes towards using strategies attributing to the following variables: gender, specialization, academic qualification, and experience.

Standslause et al (2013) conducted a study aimed at investigating teachers' attitudes toward the use of a scientific inquiry strategy in teaching national culture in Kenya. The sample of the study consisted of (455) male and female teachers of the primary and secondary stages in the city of (Siaya). The results of the study showed that teachers' attitudes towards using the scientific investigation strategy were high, and that there were no statistically significant differences in teachers' attitudes toward using the strategy due to the following variables: experience, gender, and educational qualification.

Odiri (2011) conducted a study aimed at identifying teachers' attitudes towards using modern teaching strategies, namely (discovery, problem solving, and creative model) in teaching social studies. The sample consisted of (820) primary and secondary teachers in the city of (Asellai) in Nigeria. The results of the study showed that teachers' attitudes towards the three strategies were high, and the results showed that there were no significant differences in teachers' attitudes toward the three strategies due to the variable of gender, experience, academic qualification, and specialization.

The Gibson and Sorkness (2008) study aimed at identifying the teacher's attitudes towards the use of mental visualization strategy and the evocation of mental images in reading. The study sample consisted of (203) male and female teachers.The results of the study showed that teachers' attitudes towards the strategy were high and that students were able to bring up mental images suitable for each sentence, and that they were able to retain and retrieve them easilyThe results of the study showed that there were no statistically significant differences towards the use of the strategy due to the variable of gender, specialization, and educational qualification.

Commenting on Previous Studies

After reviewing previous studies, about the awareness of Arabic language teachers of modern teaching strategies, it is noticed that they came in a variety of ways. In terms of the purpose of the study, it is noticed that some of them talk about the reality of employing and using modern teaching strategies, such as the study of Al-Rehaily (2016) and Al-Samadi (2017).

Some of these studies addressed the teachers' attitudes toward those strategies, such as the study of: Al-Azzam (2017), Khalifa and Al-Shehri (2016), Mestrihi (2014), Omolara (2015), Somb & Chemwei (2015). Maito Ochiel & Standslause (2013), Odiri (2011) and Gibson and Sorkness (2008). There are studies that dealt with teachers' awareness of these strategies, such as: Al-Omari (2012), Adawi (2010), and Shatat (2007).

As for the methodology of the study, it appeared to the researcher that most of the studies used the descriptive approach, and this is consistent with the current study methodology. As for the tool used to collect data, it varied between a questionnaire, an interview and an opinion poll, but the majority of these studies used the questionnaire to collect data which is consistent with the current study.

As for the selected sample, some studies used a simple random sample, such as: Khalifa and Al-Shehri (2016), Al-Samadi (2017), and Mastrihi (2014). On the other hand, some of them used the stratified random sample,

such as: Al-Azzam (2017) and Al-Omari (2012), And Shatat (2007), and this is in agreement with the sample selected for this study.

The researcher benefited from his knowledge of these studies in building a study tool that measures the extent of Arabic teachers' perception of modern teaching strategies, especially the studies of: Adawi (2010) and shatat (2007).

The significance of the study was distinguished by being - to the best of the researcher's knowledge - one of the first studies that spoke about the extent of Arabic language teachers' perception of modern teaching strategies.

STUDY PROCEDURES

Study Approach

The researcher used the correlational descriptive approach due to its relevance to the nature of this study and its objectives.

Study Population

The study population consisted of all Arabic language teachers in the upper basic stage in the Hebron governorate with its four districts (North Hebron, Hebron, South Hebron, and Yatta) in the second semester of the (2018/2019) academic year. Their number: (1378) teachers, among them (635) male teachers and (734) female teachers, according to official records in the directorates of education in the Hebron Governorate, as in the following Table:

Table 1

District	Gender		Total
	Male	Female	
Hebron	241	335	576
South Hebron	191	196	387
North Hebron	115	130	245
Yatta	88	82	170
Total	**635**	**743**	**1378**

The Study Sample

The study sample was chosen by stratified random method: (207) male and female teachers, with a percentage of (15%) of the study population who were assigned randomly. Their number according to the percentage of them in Hebron District: (86) teachers In e South Hebron District: (59) male and female teachers, and in North Hebron District: (37) male and female teachers, and in Yatta District: (25) male and female teachers.

Study Tool

Access to educational literature, and previous studies, especially the study of both: Adawi (2010) and Shatt (2007), helped the researcher to build the second study tool and formulate its paragraphs, in its final form. The tool consisted of (37) paragraphs. The researcher adopted the five-point Likart Scale to insert the answer of its paragraphs from: (5,4,3,2,1).

Validity of the Instrument

(Validity of Arbitrators)

The researcher presented the tool to a number of experienced and specialized referees and workers in the field of education, who played their role in proposing the necessary amendments to it. Then the researcher modified the tool (the questionnaire), according to the modifications and suggestions of these referees, in order to achieve the desired goals. After arbitration, the number of paragraphs reached: (33) paragraphs.

Stability of the Instrument (Cronbach's Alpha Method)

To verify the stability of the tool, the researcher applied it to an exploratory sample consisting of (20) teachers of Arabic language teachers who study the higher basic stage, in the Yatta district. So the overall Cronbach's alpha coefficient reached: (0.94) and thus the study tool has a high degree of stability, and its final number of paragraphs consisted of (33) paragraphs, (Appendix 2).

RESULTS

Results of the Main Question (First)

What is the arithmetic mean of Arabic teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate.

Table 2 shows the arithmetic averages and standard deviations of Arabic teachers' perception of modern teaching strategies for the higher basic stage. It has been arranged in descending order and the total score for the items, according to the arithmetic means.

To answer this question, the arithmetic mean and the standard deviation were calculated. The total arithmetic mean was: (3.69), and it was with a high degree and a standard deviation (0.56). It is also noted that the highest arithmetic averages were for Paragraph No. 12, which states: "I know that their application increases the communication process inside the classroom "where the arithmetic mean is (3.86) and a standard deviation (0.84).

It was followed by paragraph (26), which the states: "I realize that their knowledge acquires the skill of educational technology." it arithmetic mean is (3.86), with a standard deviation of (0.85). The lowest arithmetic averages are for Paragraph No. (24), which states: "I know that their application helps me correct my misconceptions as a teacher," where the arithmetic mean is (3.46), and the standard deviation (0.94).

Then followed by Paragraph No. (9), which states: "I see that understanding them helps me treat students' weakness, "as its arithmetic mean was (3.60) and a standard deviation (0.86).

The researcher attributes this to their theoretical background on modern teaching strategies and their application, which they have studied in universities. As their professors at the universities use them which made them know their importance and led to their familiarity with their concepts and methods of preparing and applying them. This increased their awareness of it and works to implement them in their classroom. This is due to the important role of the Ministry of Education through teacher preparation programs, which focused on qualitative evaluation and their implementation.

This is also due to the focus of the Palestinian curriculum on the use and application of modern teaching strategies, especially in Arabic language curricula. Because they have the greatest impact on increasing students' motivation towards those curricula, especially the lessons of linguistic sciences represented in grammar, morphology and rhetoric of all kinds, which require the teacher to prepare well for them, and their reliance on modern teaching methods, which made the Arabic language teacher constantly strive to master them.

Table 2

N	Paragraphs of Teachers' Perception of Modern Teaching Strategies	Mean	S. Deviation	Degree
12	I know that implementing it increases the communication and process in the classroom.	3.86	0.84	High
26	I realize that knowing them improves my educational technology skills.	3.86	0.85	High
16	I see that analyzing them helps me to define suitable activities for teaching.	3.79	0.79	High
32	I see that using them enables me to apply collaborative learning among students.	3.78	0.84	High
17	I know that distinguishing between them enables me to choose appropriate evaluation methods.	3.77	0.81	High
18	I realize that knowing them enables me to relate content to goals.	3.77	0.84	High
33	I realize that applying them contributes to the demonstration of talent in students.	3.77	0.89	High
1	I realize that applying them helps me develop my practical ability in the classroom.	3.78	0.78	High
2	I see knowing them increases my self-confidence.	3.76	0.77	High
21	I realize that their application places the learner at the center of the teaching-learning process.	3.75	0.89	High
3	I know that using them increases my motivation towards classroom teaching.	3.71	0.90	High
10	I know that understanding them enables me to analyze students' abilities.	3.71	0.79	High
20	I know that using them helps me develop the creative thinking of my students.	3.71	0.89	High
27	I know knowing them increases my ability to solve problems.	3.71	0.84	High
11	I see that implementing them contributes to increasing my students' motivation to learn.	3.71	0.88	High
29	I know that applying them improves students' social skills.	3.70	0.86	High
31	I know that knowing them enables me to develop students' self-learning skills.	3.70	0.83	High
28	I see their use develop students' research and inquiry skills.	3.69	0.91	High
14	I realize that their application enables me to teach Arabic more effectively.	3.68	0.89	High
15	I know that understanding them helps me to consider individual differences between students.	3.68	0.80	High
8	I realize that my understanding of them enables me to make actionable content lessons.	3.67	0.80	High
13	I see that I am a great teacher because I use it.	3.66	0.91	Average
23	I know that their implementation increases students' responsibility.	3.65	0.87	Average
25	I see understanding them develops my reflective thinking skills.	3.64	0.88	Average
30		3.64	0.88	Average
6	I know analyzing them helps me choose appropriate means.	3.64	0.85	Average
19	I know their application enables me to overcome teaching obstacles that I face.	3.63	0.86	Average
4	I realize that my teaching success is better the more I apply it.	3.62	0.94	Average
7	I know my understanding of it increases my diagnostic capabilities in the curriculum.	3.61	0.90	Average
5	I see knowing it helps me to achieve my teaching goals.	3.61	0.93	Average
22	I see understanding them enables me to improve student achievement.	3.61	0.94	Average
9	I see understanding them helps me heal students' weakness.	3.60	0.86	Average
24	I know applying them helps me correct my misconceptions as a teacher.	3.46	0.94	Average
	Total degree	**3.69**	**0.56**	**High**

Results of the Second Question

Do the arithmetic averages of Arabic language teachers 'perception of modern teaching strategies for the higher basic stage in Hebron governorate differ according to (gender, specialization, academic qualification, years of experience, and district)?

To Answer This Question, It Has Been Transformed Into Zero Hypotheses At The Level Of Statistical Significance (A ≤ 0.05) As Follows:

The First Null Hypothesis Which States:

"There are no statistically significant differences at the level of standard deviation (α ≤ 0.05) in the arithmetic averages of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate due to the gender variable."

To Test The Hypothesis, The Researcher Used (Independent T-Test) As Shown In The Following Table:

"There are no statistically significant differences at the level of standard deviation (α ≤ 0.05) in the arithmetic averages of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate due to the gender variable."

To Test The Hypothesis, The Researcher Used (Independent T-Test) As Shown In The Following Table:

It is evident from Table 3 that the level of the calculated significance and its value (0.68) is greater than the level of 0.05). Therefore, the null hypothesis is accepted that there are no statistically significant differences at the level of statistical significance (α ≤ 0.05) in the arithmetic averages to perceive Arabic language teachers for modern teaching strategies for the higher elementary stage in Hebron governorate are due to the variable of gender.

The researcher attributes this to the exposure of both Genders of male and female teachers to the same conditions, whether by the tasks assigned to them or by the quorum of lessons. As well as the teaching environments of teachers, whether male or female, and their endeavor to develop their teaching abilities, whether through researching references and sources, or from pursuing teacher education programs; which made them aware of these strategies, and apply them to serve the educational process.

Table 3

Gender	N	Mean	S.Deviation	Df	T	Sig
Males	94	3.64	0.52	205	1.21	0.68
Females	113	3.73	0.59			

The Second Null Hypothesis Which States:

"There are no statistically significant differences at the level of standard deviation (α ≤ 0.05) in the arithmetic means of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in Hebron governorate due to the variable of specialization.

To examine the hypothesis, (Independent t-test), was used for independent samples as shown in Table 4.

Table (4) Shows

Results of (T- test) for independent samples (Independent t-test) for Arabic teachers' perception of modern teaching strategies for the higher basic stage in Hebron governorate due to the variable of specialization.

Table 4

specialization	N	Mean	S.Deviation	Df	T	Sig
Methods	82	3.83	0.47	205	2.94	0.13
Literature	125	3.60	0.59			

The Third Null Hypothesis Which States

There are no statistically significant differences at the level of standard deviation ($\alpha \leq 0.05$) in the arithmetic averages of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in Hebron governorate due to the scientific qualification variable.

The arithmetic averages and standard deviations were calculated for the perception of Arabic language teachers of modern teaching strategies for the higher basic stage due to the scientific qualification variable, as shown in Table (5).

Table 5 Shows

It is evident from Table 5 that the level of the calculated significance and its value (0.13) is greater than the level of statistical significance ($\alpha \leq 0.05$). Therefore the null hypothesis is accepted that there are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in the arithmetic means for perception of Arabic language teachers of modern teaching strategies for the higher basic stage in the Hebron governorate due to the variable of specialization.

The researcher attributes this to the fact that the teachers in all district with their different educational qualifications strive to achieve the goals of the educational process and develop learners' abilities. The best way to achieve this goal and develop the capabilities of learners is by using modern strategies in teaching. This is what they all share, despite the different district, and what made them all, despite their different educational qualifications, seek to understand and apply these strategies.

The numbers, arithmetic averages, and standard deviations of Arabic language teachers ' awareness of modern teaching strategies for the higher basic stage in the Hebron governorate attributable to the scientific qualification variable.

Table 5 shows that there are apparent differences between the arithmetic averages of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate due to the scientific qualification variable. To find out if these differences are statistically significant, the (One way ANOVA) test was used.

Table 5

Qualification	N	Mean	S. Deviation
Diploma	18	3.57	0.41
Bachelor	174	3.68	0.57
Postgraduate	15	3.95	0.55
Total	207	3.69	0.56

This is as Shown in Table 6.

Table (6) shows the results of the (One Way ANOVA) test of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate attributable to the scientific qualification variable.

It is evident from Table 6 that the level of the calculated significance and its value (0.12) is higher than the level of standard deviations ($\alpha \leq 0.05$). Therefore the null hypothesis is accepted that there are no statistically significant differences in the arithmetic averages for Arabic language teachers' perception of modern teaching strategies for the basic stage of higher education attributable to the variable of academic qualification.

The researcher attributes this to the fact those teachers' knowledge and awareness of modern teaching strategies, and then their application on the ground, requires teachers to be familiar with the academic content in the Arabic language of the school wool. With teaching methods and strategies that serve that content in a way that makes the learner able to understand it, as well as develop his mental abilities and this is the goal that sought by all Arabic language teachers, whether their specialization in Arabic literature or teaching methods.

The reason behind this result is their participation in the programs of training and preparing teachers through the courses held by education, which was positively reflected on the learner in the first place.

Table 6

Variance Source	Sum of Squares	Df	Mean Squares	F	Sig
Between groups	1.307	2	0.65	2.06	0.12
Within groups	64.53	2.4	0.31		
Total	65.83	206			

The Fourth Null Hypothesis

There are no statistically significant differences at the level of standard deviations ($\alpha \leq 0.05$) in the arithmetic averages of Arabic teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate due to the years of experience variable.

The arithmetic averages and standard deviations were calculated for the Arabic language teachers' perception of modern teaching strategies for the higher basic stage due to the years of experience variable, as shown in Table 7.

Table 7 illustrates the numbers of the arithmetic averages and standard deviations of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate attributable to the years of experience variable.

It is evident from Table 7 that there are apparent differences between the arithmetic averages of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate due to the years of experience variable. To find out if these differences are statistically significant, the (One Way ANOVA) test was used as shown in Table 8.

Table 8 shows the results of the (One Way ANOVA) test of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate due to the years of experience variable.

It is evident from Table 8 that the level of the calculated significance and its value (0.41) is higher than the level of statistical significance ($\alpha \leq 0.05$). Therefore the null hypothesis is accepted that there are no statistically significant differences in the arithmetic averages for Arabic language teachers' perception of modern teaching strategies for the higher basic stage due to variable years of experience.

The researcher attributes this to the fact that the ability of Arabic language teachers to understand modern teaching strategies and then apply them inside the classroom, to achieve educational goals does not depend on experience in the first place. It depends mainly on training and continuous practice on it. Experience is not measured by the number of years of teaching experience, so the teacher may be new but may have more experience than those who have spent many years in education. This may be due to the teacher's broad knowledge and desire to continuously develop his abilities.

Table 7

Years of Experience	N	Mean	S. Deviation
Less than 5 years	34	3.74	0.56
From 5–10	56	3.76	0.44
More 10	117	3.64	0.61
Total	207	3.69	0.56

Table 8

Source of Contrast	Sum of Squares	Df	Mean Squares	F	Sig
Between groups	0.56	2	0.280	0.876	0.41
Within groups	65.27	2.4	0.320		
Total	**65.88**	**2.6**			

The Fifth Null Hypothesis Which States

"There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) in the arithmetic means of Arabic language teachers' awareness of modern teaching strategies for the higher basic stage in the Hebron governorate due to the district variable.

The arithmetic averages and standard deviations were calculated for the Arabic language teachers' perception of modern teaching strategies for the higher basic stage due to the district variable, as shown in Table 9.

Table 9 shows the numbers, arithmetic averages, and standard deviations of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate attributable to the district variable.

It is clear from Table 9 that there are apparent differences between the arithmetic averages of Arabic language teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate due to the district variable. To find out if these differences are statistically significant, the (One Way ANOVA) test was used as shown in Table 10.

Table 9

Governorate	N	Mean	S. Deviation
Hebron	86	3.73	0.54
North Hebron	37	3.73	0.53
South Hebron	59	3.63	0.62
Yatta	25	3.61	0.54
Total	**207**	**3.69**	**0.56**

Table (10) Shows

The results of the (One Way ANOVA) test of Arabic teachers' perception of modern teaching strategies for the higher basic stage in the Hebron governorate due to the district variable.

Table 10 shows that the level of the calculated significance and its value (0.60) is higher than the level of statistical significance ($\alpha \leq 0.05$), and therefore the null hypothesis is accepted that there are no statistically significant differences in the arithmetic averages for Arabic language teachers' perception of modern teaching strategies for the basic stage The higher attributed to the district variable.

The researcher attributes this result to the Ministry of Education holding training courses for Arabic language teachers in all districts of the nation on modern teaching strategies, which was reflected in their awareness of them and their application on the ground. Therefore, the result was that there were no significant differences in the perception of Arabic language teachers for the higher basic stage due to the district variable. Within the limits of the researcher's knowledge, there are no studies that dealt with the district as a variable, to compare it with the results of this hypothesis.

Table 10

Source of Contrast	Sum of Squares	df	Mean Squares	F	Sig
Between groups	0.58	3	0.196	0.610	0.60
Within groups	65.25	203	0.321		
Total	**65.83**	**206**			

RECOMMENDATIONS AND SUGGESTIONS

Based on the Results of the Study, the Researcher Recommends the Following

- Using modern teaching strategies in teaching Arabic.
- Training Arabic language teachers on modern teaching strategies in teaching grammar and morphology.
- Holding workshops for Arabic language teachers specializing in Arabic literature in modern teaching strategies.
- Using teaching strategies that assist the teacher in detecting and treating conceptual errors.
- The Ministry of Education encourages Arabic language teachers to enroll in graduate studies programs, by providing scholarships for them in Palestinian universities, similar to other majors.
- Adding educational courses in rhe Palestinian universities to specialize in the Arabic language in Arabic literature.
- Conducting similar studies on more samples and in other subjects and specialties, and in different educational stage.
- The need for the Ministry of Education to complete the teacher training program, especially Arabic literature.

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