



## RESEARCH ARTICLE

## The Level of Teaching Performance of Arabic Language Teachers at the Intermediate Stage in Light of Learning and Innovation Skills

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ARTICLE INFO	ABSTRACT
Received: Sep 24, 2024	The aim of the current research is to reveal the level of teaching performance of Arabic language teachers at the intermediate stage in light of learning and innovation skills; To achieve this goal, the study materials and tools were prepared, which were: a list of teaching practices necessary for Arabic language teachers at the intermediate stage in light of learning and innovation skills, and a questionnaire to measure those practices, then verify the stability and validity of the questionnaire, then select the study sample of Arabic language teachers at the intermediate stage, then apply the study tool, then statistical analysis, interpret the results, and provide recommendations and suggestions. The results showed: a decrease in the level of teaching performance among Arabic language teachers at the intermediate stage in light of learning and innovation skills, as the general average of teaching performance came to (64.07) at a rate of (35.59%), and the research presented some recommendations, including: paying attention to the professional development of teachers in various teaching fields.
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### INTRODUCTION

The skills of the twenty-first century are an important and necessary requirement in the curricula at various educational levels, as they include diverse, comprehensive and useful skills for the learner, as they are related to the era in which we live; therefore, people need them in their lives and their interactions with each other. Those who do not possess these skills may not be able to adapt to society, or achieve success in many areas.

The call for these skills began with the Partnership for 21st Century Skills (P21), which was established by the US Department of Education and a group of educational institutions such as Microsoft and the National Education Association. This partnership has become one of the most important leaders in developing and teaching 21st century skills (Al-Baz, 2013, 196).

Teaching skills are essential skills for teachers, which requires the importance of evaluating and developing their teaching practices in a way that contributes to achieving educational goals that prepare the learner for life. The twenty-first century has witnessed a huge boom in scientific and technical developments related to the field of education, which has directly affected the elements of the education system at all levels, and this has been linked to the necessity of developing teaching practices in a way that is consistent with the skills of the twenty-first century (Al-Ruwais, 2020).

One of the important things in the teaching process is to link the teaching practices that teachers perform in their teaching with the skills required by the era in which students live, including twenty-first century skills; so that this contributes to developing them in their students, and so that their

teaching keeps pace with the requirements of the era, meets the needs of society, and students are able to achieve the desired goals, and are able to adapt, communicate, interact and achieve.

Teaching the language and developing its various skills requires the teacher to be able to perform teaching activities that are appropriate to the objectives of the subject, the nature of the topics (content), and the learner, as well as the requirements of the era. It is of utmost importance that the educational process and curricula keep pace with the era in which we live and its requirements and demands. The educational objectives of the subject should seek to achieve these requirements and link them to the specialization, and attempt to instill these objectives in learners at various educational levels and in various specializations.

The Arabic language curriculum, like other curricula, must include 21st century skills in all their elements: starting with the objectives, content, activities, teaching methods, educational tools, and assessment methods, and that they be developed among students at all educational levels; due to their great benefits for the learner and society.

The teacher in general and the Arabic language teacher in particular play an important and pivotal role in developing the abilities and skills of his students, and moving them from stagnation and inertia to interaction and activity, by placing them in educational and intellectual situations; this works to increase the ability to imagine, create, interpret, and evaluate (Mahmoud, 2012. 528).

The teacher is one of the important elements of the curriculum that greatly affects the development of the various skills of learners. The focus is not only on the content, educational activities, or assessment methods to develop language skills in learners. Rather, the teacher must be prepared to develop these skills, and must use methods and strategies that work to develop them in his students. Thus, the curriculum system is completed. The role of the teacher in developing the various language skills is an essential and pivotal role. He is responsible and entrusted with teaching the language and imparting its skills to students (Abdul Qader, 2020).

The educational process in the twenty-first century faces many challenges that require a review of teacher preparation programs: academically, professionally, and culturally; with the aim of helping them perform with high efficiency; this also requires the need to develop twenty-first century skills in learners; which requires that teachers' teaching practices include twenty-first century skills; so that this is reflected in their students (Hindawi, 2020).

Shalaby (2014) stated that the twenty-first century brought changes that carry new challenges and horizons; which requires preparing a generation capable of facing them and dealing with them as active, productive, and even creative individuals within a cooperative framework based on effective communication in a world led by technological development. This will only come about by providing individuals with skills that enable them to do this; therefore, it has become necessary for countries to develop national education projects with the aim of reconsidering the future skills that individuals need to prepare them for life and work in the twenty-first century; as twenty-first century skills are necessary to ensure students' readiness to learn and innovate, and to make optimal use of information and technical media.

The current era is characterized by a knowledge explosion, the growth of information, rapid developments in knowledge and information, and the increasing development in teaching and learning methods and communication technology. This development has been reflected in the educational process, as knowledge is no longer fixed, but rather developing and renewable. Therefore, it has become necessary to develop the educational system with all its elements. As a result of the developments and changes witnessed by the twenty-first century in all fields, it has become necessary for the learner living in this century to have a creative mind and critical thinking. This requires the teacher to have a high degree of awareness and professional competence, so that he can develop his knowledge and teaching skills (Al-Sulaiti, 2015).

The role of the teacher has changed in the twenty-first century; his role is no longer merely that of a transmitter of knowledge and information to students, but his roles have become multiple, to include

innovation and renewal, which requires him to possess twenty-first century skills, to carry out his new role in the field, to ensure the quality of the outputs that are affected by his teaching practices in the educational process (Alimat, 2013).

The teacher is the main pillar in the educational process, which seeks to reach distinguished levels of quality. This will only be achieved by developing the teacher's skills and teaching practices to the highest level that enables him to deal with the challenges and variables of the era, including the requirements of the twenty-first century (Wahdan, 2021).

One of the most important developmental topics on which the progress of societies and their ability to face the many and accelerating challenges is based is the topic of preparing teachers in the twenty-first century. Specialists believe that the intentional and systematic integration of these skills in educational curricula will enable educators to achieve many goals that they have not been able to achieve for many years. They justify this by saying that these skills enable students to learn and achieve in the pivotal subjects at higher levels. They also provide an organized framework that ensures learners' engagement in the learning process, helps them build confidence, and prepares them for innovation and leadership in the twenty-first century, and to participate effectively in life. This is not limited to learners only, but also teachers, and it also represents a framework for the professional development of teachers (Hafni, 2015; Al-Balawi and Al-Balawi, 2019; Al-Otaibi, 2020).

It can be said that there is a deep gap between the skills that students learn in school and those they need in life and work in the knowledge-age society, and that current curricula are no longer sufficient to prepare students for life and work in today's changing world, driven by technological development (Bybee, 2010).

Many conferences have recommended the necessity of teachers possessing 21st century skills and employing these skills in teaching practices that work to acquire and develop these skills for students, including: the Fifth Conference on Teacher Preparation "Teacher Preparation and Training in Light of Development Demands and Modern Developments" held at Umm Al-Qura University during the period 23-25 Rabi' Al-Thani 1437 AH, the International Conference "The Teacher and the Age of Knowledge: Opportunities and Challenges: A Renewed Teacher for a Changing World" held at King Khalid University during the period 29/2-1/3/1438 AH, and the International Conference on Education and Training Evaluation organized by the Education Evaluation Commission in Riyadh during the period 26-28 Rabi' Al-Awwal 1440 AH.

Opinions have called for education to provide learners with the skills necessary to succeed in their societies and work in the twenty-first century. Therefore, many institutions concerned with education have sought to formulate frameworks to identify and define twenty-first century skills, and to propose how to integrate them within the educational system in general, and the basic fields of study in particular (Shalaby, 2014. 2).

Focusing in the educational process on the functions of one side of the brain (the left side) alone is not enough. Rather, skills and abilities that were not taken into account must be employed: as basic skills in qualifying for work, such as: creativity, innovation, and the ability to link elements and events to form something new, which are skills specific to the right side of the brain (Pink, 2005).

Twenty-first century skills are a necessity to prepare the individual for life and work in the jobs of the present and future era, in a manner that is consistent with the requirements of modern life, which is no longer compatible with traditional teaching practices that rely on indoctrination and memorization, but rather calls for new practices that require the teacher to play multiple roles to develop basic skills: such as critical thinking and problem solving, communication and teamwork skills, creativity and innovation skills, and media and digital literacy skills; through teaching curricula, practicing classroom and extracurricular activities, and employing blended learning; to ensure the quality of educational outcomes (Al-Ruwais, 2020).

**Research Problem:**

and the importance of including these skills in the teacher's teaching practices, and the studies confirming this, including the study of each of: (Al-Yami, 2022; Al-Ruwais, 2021; Al-Shahri, 2021; Al-Jahni, 2019; Al-Bahrawi, 2015); the current research sought to reveal the level of teaching practices among Arabic language teachers at the intermediate stage in light of learning and innovation skills. The problem of the current study was determined to reveal the level of teaching practices among Arabic language teachers at the intermediate stage in light of learning and innovation skills. Given the importance of learning and innovation skills - as one of the areas of twenty-first century skills - Arabic language teachers at the intermediate stage in light of learning and innovation skills.

**Research objectives:**

The current study aimed to determine:

- 1- The teaching practices required by Arabic language teachers at the intermediate stage in light of learning and innovation skills
- 2- The level of teaching practices by Arabic language teachers at the intermediate stage in light of learning and innovation skills

**Research Questions:**

The current study attempted to answer the following questions:

- 1-What are the teaching practices required for Arabic language teachers at the intermediate stage in light of learning and innovation skills?
- 2-What is the level of teaching practices among Arabic language teachers at the intermediate stage in light of learning and innovation skills?

**Importance of the research:**

The importance of the current study stems from the following:

- 1-It helps researchers conduct similar research that reveals the level of teachers in teaching practices.
- 2-Preparing a list of teaching practices necessary for Arabic language teachers in the intermediate stage in light of learning and innovation skills; it can be used to determine the level of teaching practices among teachers.
- 4-It helps curriculum planners in including learning and innovation skills in Arabic language curricula.
- 5-It helps teachers in including learning and innovation skills in their teaching practices.

**Research Limits:**

The current study was limited to:

- 1- Teaching practices required for Arabic language teachers at the intermediate stage in light of learning and innovation skills, which are (critical thinking and problem-solving skills, communication and participation skills, innovation and creativity skills).
- 2- A sample of Arabic language teachers at the intermediate stage in the city of Abha.
- 3- Applying this study in the second semester of 2021/2022 AD

**Research Methodology:**

The current research used the descriptive analytical method; due to its suitability to the nature of the research and achieving its objectives.

### **Study community and sample:**

The study community represented all Arabic language teachers at the intermediate stage in the city of Abha, while the study sample consisted of (30) Arabic language teachers.

### **Search terms:**

#### **1- Teaching performance:**

The researcher defines it procedurally as: the procedures and practical methods that Arabic language teachers at the intermediate stage use to teach Arabic to their students; during the teaching process, so that these practices include learning and innovation skills (critical thinking and problem-solving skills, communication and participation skills, innovation and creativity skills).

#### **2- Learning and innovation skills:**

The researcher defines it procedurally as: a set of skills that are included in the teaching practices of Arabic language teachers at the intermediate stage, to achieve the appropriate teaching performance for learning and innovation skills, and includes: (critical thinking and problem-solving skills, communication and participation skills, innovation and creativity skills).

### **Theoretical Literature**

The skills of the twenty-first century have been classified in many classifications, the most important of which is the classification of the Partnership for 21st Century Skills P21; Where it was divided into three main areas, each of which includes sub-skills, and these areas are: (learning and innovation skills, information technology, media and communication skills, life and work skills; NSTA, 2013; P 21, 2006; Trilling and Fadel, 2013; Al-Saleh, 2013; Shalaby, 2014; Al-Helou, 2016; Al-Khazim and Al-Balawi, 2020; Al-Ruwais, 2020; Al-Sardiya, 2020; Al-Azab, 2020; Al-Ruwaished, 2021; Al-Otaibi, 2020; Ali, 2021). The following can shed light on the area of learning and creativity skills, which is the subject of the current study.

#### **Learning and creativity skills:**

These are the skills that distinguish learners who are preparing for life and work in the twenty-first century. These skills are also responsible for developing their ability to succeed professionally and personally. These skills focus on creativity, critical thinking, and communication. As they are essential for preparing learners, and include critical thinking and problem-solving skills, communication and participation skills, and innovation and creativity skills, and this can be explained in some detail as follows (Trilling and Fadel, 2013; Al-Ruwais, 2020; Al-Otaibi, 2020; Al-Azab, 2020; Ali, 2021; Astleitner, 2002; Ibrahim, 2005; Al-Sharqi, 2005; Al-Rabat, 2018):

#### **1- Critical thinking and problem-solving skills**

It means the individual's ability to carefully examine the situations he is exposed to, distinguish between them, interpret them, evaluate them, and draw conclusions, committed to objectivity and neutrality, and distinguish between hypotheses and generalizations, between facts and claims, and between revised and unrevised information. It is also a set of processes and strategies that the learner uses to issue judgments, make a decision, and give explanations for what he sees in different situations, and it has specific skills, and it represents one of the higher thinking skills that means By evaluating arguments, and the individual's ability to self-organize; to perform the skills of evaluation, analysis, and inference.

Critical thinking means the ability to objectively analyze information, and includes many characteristics, such as: justice, open-mindedness, independence, evaluation of values, and media influences, while problem solving includes identifying related information when faced with multiple unrelated information.

These skills constitute the characteristics of scientific thinking, and accordingly, scientific studies and research are based on issues and the search for solutions to problems; Therefore, the education

system is responsible for developing these skills in learners, through curricula with all their elements, and preparing teachers who are able to practice and develop them in their students. These skills also include preparing students to be able to infer effectively, use holistic thinking, make judgments and decisions, and solve different types of unfamiliar problems in innovative ways. These skills can be developed through activities based on investigation and problem solving, and purposeful learning projects based on raising questions and problems. The teacher must train his students on the skills of inference, induction, and reasoning, holistic thinking, analysis, linking, evaluating alternatives, expressing opinions and points of view, and making decisions.

## **2- Communication and Participation Skills**

These skills are related to communication, participation, and cooperation to develop the spirit of teamwork and leadership, practicing roles and responsibilities, and developing dialogue skills and accepting the opinions of others. The field of education represents a fertile field for developing these skills. These skills can be developed through activities based on cooperation and direct communication between students, peer learning, cooperative learning, group work, projects, joint scientific research, as well as seminars, role-playing, and debate. Which contributes to discovering talents among students, and developing them with the effective practice of these educational activities and tasks. The teacher must train his students to express ideas, and use oral and written skills.

It also includes preparing individuals; to be able to: work effectively and respectfully with diverse teams, and exercise flexibility; to reach necessary compromises; to achieve a common goal, and take responsibility in collaborative work, and give value to the individual contributions of each team member, and express their ideas effectively using oral and written communication skills in various contexts, and use communication; to achieve various goals, such as persuasion and motivation, and use multiple media and technologies, and issue judgment on their effectiveness. Communication and participation skills help overcome cultural, social and environmental barriers, and these skills can be learned directly (face-to-face), or virtually through technology.

## **3-Innovation and creativity skills**

It means using knowledge and understanding; To create new areas of thinking, reach new solutions to problems in creative ways, produce and create services and present inventions. Creativity and innovation include the following sub-skills: Creative thinking: means the learner's ability to add, revise, analyze and evaluate ideas, Innovative work with others: means the learner's ability to develop his ideas and communicate with others; to share ideas and come up with something new, implementing innovations: means the learner's ability to present new products and make an effective and applicable contribution in the field. It also includes preparing individuals to be able to: Think creatively; Using a wide range of idea generation techniques, such as brainstorming, generating valuable ideas, refining, analyzing and evaluating one's own ideas for improvement, learning creatively with others, developing new ideas and explaining them to others, being open and responsive to new and diverse points of view, viewing failure as an opportunity to learn, demonstrating creativity and originality in their work, transforming innovative ideas into tangible contributions, and implementing innovations, these skills can be developed through activities based on creativity, innovation and creative thinking. The teacher should encourage his students to raise questions, be open to new ideas, produce ideas that are characterized by novelty, diversity and value, expand and develop ideas, reformulate the text in their own style, work with others in a creative manner, respond to new and diverse points of view, and view failure as a new opportunity for learning.

Many studies have focused on the process of evaluating the curriculum and the skills of the twenty-first century. These studies include the following: (Saif, 2022; Bahrawi, 2021; Dawoud, 2021; Al-Ruwaished, 2021; Al-Shabl, 2021; Al-Shammari, 2021; Al-Shahri, 2021; Hilal, 2021; Baghdadi, 2020; Al-Khazim and Al-Balawi, 2020; Al-Sardiya, 2020; Al-Shahrani, 2020; Abdul-Barr, 2020; Al-Otaibi, 2020; Al-Azab, 2020; Al-Maghribi and Bani Khalaf, 2020; Hindawi, 2020; Al-Jahni, 2019; Al-Harbi,

2019; Al-Arfaj, Al-Khalidi and Al-Shahri, 2019; Al-Qahtani, 2019; Hajjah, 2018; Al-Ghamdi, 2018; Rabat, 2018; Abdel-Aal, 2018; Al-Mansour and Al-Adili, 2018; Al-Helou, 2016; Al-Ghamdi and Muhammad, 2016; Hussein Al-Arja, 2009). These studies recommended the need to pay attention to the twenty-first century skills of learners in various disciplines, and to include them in the curricula. This study is a response to previous studies.

### **Research procedures and preparation of its materials and tools:**

#### **First: A list of teaching practices in light of learning and innovation skills:**

The list aimed to identify the teaching practices necessary for Arabic language teachers at the intermediate stage in light of learning and innovation skills as one of the areas of twenty-first century skills. The researcher relied in building the list on reviewing some books, references, studies and research related to the research topic, as well as the opinions of some specialists in curricula and methods of teaching the Arabic language. The list consisted of teaching practices related to learning and creativity skills that fall under three sub-skills: critical thinking and problem-solving skills, under which (12) sub-practices fall, communication and participation skills, under which (12) sub-practices fall, innovation and creativity skills, under which (12) sub-practices fall. Thus, the list consisted of (36) sub-practices.

#### **Second: Questionnaire of teaching practices in light of learning and innovation skills:**

##### **1- The aim of the questionnaire and its description:**

The questionnaire aimed to measure the teaching practices of Arabic language teachers in light of learning and innovation skills. The questionnaire was prepared by developing the previously prepared list; It consisted of the teaching practices that resulted from that list and related to learning and creativity skills according to three main skills: (critical thinking and problem-solving skills, communication and participation skills, innovation and creativity skills), and this will be measured through (36) sub-practices.

##### **2- Method of correcting the questionnaire:**

The questionnaire was corrected by estimating the degrees (5-4-3-2-1) for each of (fully applicable - frequently applicable, sometimes applicable - slightly applicable - not applicable at all). The questionnaire scores ranged between (36-180) degrees.

##### **3- Validity and reliability of the questionnaire:**

###### **A- Validity of the questionnaire:**

The validity of the questionnaire was confirmed through content validity; The questionnaire was presented to six arbitrators in the field of curricula and teaching methods, to express their opinion on it in terms of: its suitability for the research sample, and the relevance of the questions to the topic, and the arbitrators confirmed that it was appropriate.

###### **B- Questionnaire reliability:**

The questionnaire reliability was calculated using the Cronbach's alpha equation ( $\alpha$  coefficient), using the SPSS (18) statistical program. The reliability coefficient reached (0.842), and thus the questionnaire has an appropriate degree of reliability.

###### **Application of the study tool:**

The study tool was applied in the academic year 2021/2022 AD. After completing the application, it was corrected, and the grades were recorded; In preparation for statistical processing, discussion and interpretation.

## STUDY RESULTS:

### 1- Answering the first question:

The first question stated: What are the teaching practices necessary for Arabic language teachers in the intermediate stage in light of learning and creativity skills; To answer this question, a list of the teaching practices necessary for Arabic language teachers in the intermediate stage in light of learning and creativity skills was prepared, and a list was reached as shown in the study procedures.

### 2- Answering the second question:

The question stated: What is the level of teaching practices among Arabic language teachers in the intermediate stage in light of learning and creativity skills, and to answer this question, the significance of the averages, percentage and level were calculated; As shown in the following table:

**Table (1): Averages and percentages in the main teaching practices and the questionnaire as a whole**

the field	Average	Standard deviation	ratio	Arrangement
Practices related to critical thinking and problem solving skills	23.63	3.71	37.71 %	the first
Practices related to communication and participation skills	20.80	4.21	34.67 %	1 the second
Practices related to innovation and creativity skills	20.63	4.77	34.38 %	the third
Dimensions as a whole	64.07	9.72	35.59 %	

It is clear from the previous table that the level of teaching practices among Arabic language teachers in light of learning and innovation skills came according to the questionnaire fields as follows: the average of practices related to critical thinking and problem solving skills (22.63) at a rate of (37.71%), the average of practices related to communication and participation skills (20.80) at a rate of (34.67%), the average of practices related to innovation and creativity skills (20.63) at a rate of (35.59%), the general average of practices as a whole (64.07) at a rate of (35.59%), which is limited to the low level; thus, the second question of the research questions was answered, which states: What is the level of appropriate teaching practices for Arabic language teachers at the intermediate stage in light of learning and innovation skills.

### Interpretation of Results:

The results of the study showed that the level of teaching practices among Arabic language teachers at the intermediate stage in light of learning and innovation skills is low. This result can be attributed to: Arabic language teachers' use of traditional teaching practices that do not take into account learning and innovation skills, do not seek to motivate students and encourage them to be creative, think critically and solve problems, do not involve students in expressing opinions and points of view on the subject, do not support cooperative and group work sufficiently, do not seek to employ creative activities that help develop innovation, or activities based on research and problem solving, or employ teaching methods based on investigation and problem solving, or employ individual and group projects that require searching for solutions to problems, do not stimulate students to predict, produce, add, analyze and evaluate, and do not encourage students to question and dialogue about real problems.

### Research Recommendations:

In light of the results of the study, a set of recommendations can be presented, the most important of which are:

- Linking teachers' teaching practices to the skills and requirements required by the era.



- Holding training courses for teachers focusing on learning and innovation skills.
- Paying attention to the professional development of teachers in various teaching fields.

### **Suggested Research:**

In light of the results and recommendations of the research, the following research points can be proposed:

- The level of teaching practices among Arabic language teachers at the primary stage.
- The level of Arabic language teachers from the methods of developing twenty-first century skills.

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