

## 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*