



جامعة صنعاء
نيابة الدراسات العليا والبحث العلمي
كلية التربية - صنعاء
قسم مناهج اللغة العربية وطرائق تدريسها

فاعلية برنامج قائم على التعلم النشط في تنمية المهارات النحوية والتعبير الكتابي لدى تلميذات الحلقة الثالثة من التعليم الأساسي في أمانة العاصمة - صنعاء

دراسة مقدمة للحصول على درجة الدكتوراه في فلسفة التربية
(تخصص: مناهج اللغة العربية وطرائق تدريسها)

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المستخلص:

هدف البحث إلى معرفة فاعلية برنامج قائم على التعلم النشط في تنمية المهارات النحوية والتعبير الكتابي لدى تلميذات الحلقة الثالثة من التعليم الأساسي في أمانة العاصمة - صنعاء، ولتحقيق هدف البحث استخدمت الباحثة المنهج شبه التجريبي، وتم إعداد قائمتين بالمهارات النحوية ومهارات التعبير الكتابي، تم تحويلهما إلى اختبارين موضوعين؛ لكشف فاعلية البرنامج المُعد في تنمية مهارات النحو ومهارات التعبير الكتابي، وبعد التحقق من صدقهما وخصائصهما السيكومترية، تم إعداد البرنامج وعرضه على السادة المحكمين من أصحاب الاختصاص التربوي للتأكد من سلامته، وتم تطبيق الاختبارين والبرنامج على عينة البحث المكونة من (80) تلميذة من تلميذات الصف الثامن الأساسي، تم اختيارهن بطريقة قصدية، قُسمت إلى مجموعتين، المجموعة التجريبية، عددها (40) تلميذة من مدرسة الوزير بمديرية شعوب التعليمية بصنعاء درسنَ باستخدام البرنامج المُعدّ وفق التعلم النشط، والمجموعة الضابطة عددها (40) تلميذة من مدرسة (14 أكتوبر) في مديرية شعوب التعليمية بصنعاء درسنَ بالطريقة الاعتيادية، وبعد

تطبيق أدوات البحث ومواده التعليمية على عينة البحث، وإجراء العمليات الإحصائية المناسبة

لطبيعة البحث، توصل البحث إلى النتائج الآتية:

1- وجود فروق دالة إحصائية عند مستوى الدلالة (05,.) بين متوسطي درجات تلميذات المجموعتين التجريبية والضابطة في التطبيق البعدي لاختبار المهارات النحوية لصالح المجموعة التجريبية.

2- وجود فروق دالة إحصائية عند مستوى الدلالة (05,.) بين متوسطي درجات تلميذات المجموعتين التجريبية والضابطة في التطبيق البعدي لاختبار مهارات التعبير الكتابي لصالح المجموعة التجريبية.

3- وجود فروق دالة إحصائية عند مستوى الدلالة (05,.) بين متوسطي درجات تلميذات المجموعة التجريبية في التطبيقين القبلي والبعدي لاختبار المهارات النحوية لصالح التطبيق البعدي.

4- وجود فروق دالة إحصائية عند مستوى الدلالة (05,.) بين متوسطي درجات تلميذات المجموعة التجريبية في التطبيقين القبلي والبعدي لاختبار مهارات التعبير الكتابي لصالح التطبيق البعدي.

وأوصى البحث بضرورة استخدام استراتيجيات التعلم النشط في التدريس بشكل عام، وإقامة ورشات عمل لتدريب المعلمين على استراتيجيات التعلم النشط.

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**The effectiveness of a program based on active
learning in developing Arabic grammar skills and
writing expression skills among the third cycle
students of basic education in the capital Sana'a**
**A dissertation submitted to complete the requirements
for obtaining a doctorate degree in education:**

Arabic language curricula and teaching methods

By

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Research summary, results, recommendations, and suggestions

This chapter included a summary of the research in general. It dealt with the research problem, its hypotheses and procedures, defining its experimental design, its tools, and its sample. It also included the most important results it reached, and some recommendations, research and proposed studies that could contribute to achieving a better picture of new research. And here is detailed view of each side.

First: Research Summary:

The Arabic language should receive care and attention by those in charge of education, because it is inclusive, unified word, heritage keeper and the language of the Qur'an, and it is the title of the Arab personality and the symbol of the national entity, and literature is one of the linguistic arts that provide the reader with thought, knowledge, information and spiritual, moral and human values, and introduce him to the issues of his nation and his time, and move his thought and emotion.

Grammar is not an end in itself, but it is a means that help learners to adjust speech and writing in a correct language, grammar is a means of assessing and correcting the warp of the speakers' tongues, and their infallibility from error and melody, which is their help in the accuracy of expression and the integrity of performance, so that they can use the language correctly in ease and convenience.

Therefore, the importance of studying grammar in the educational curricula stems from the importance of grammar itself between the branches of language, and its status among the sciences of the tongue, as it is the greatest common denominator between the four language arts, by which the listener distinguishes between the valuable and the useless of speech.

Linguists confirm that the problem of grammar and written expression lies in the way they are taught. The branches of the Arabic language in general, grammar and written expression in particular are in dire need of an interesting and attractive teaching method that draws the attention of learners so that they tend to it and familiarize themselves with it, and realize its value in their lives, as it is the law that governs their language, and the standard of language validity. Despite the importance of grammar and written expression for every Arabic speaker or writer, and the efforts made to facilitate his learning, the complaint about the weakness of students of the third cycle of basic education in Yemen, and their inability to apply grammar and written expression skills in their conversations.

The problem of the current research is represented in the presence of a noticeable weakness in the level of the basic stage female students in grammar skills and written expression skills. And this weakness is due to the use of teacher's traditional methods (lecture, and diction) that do not activate the role of the learner, and rely on diction and indoctrination, and the failure to neglect the application of active learning in the teaching and learning processes in the third cycle of basic education, and this is what the studies indicated in the introduction to the research.

To address this problem, the research attempts to answer the following main question:

Q: What is the effectiveness of a program based on active learning in developing grammatical and written expression skills among students of the third cycle of basic education in Sana'a Municipality?

The main question consists of the following sub-questions:

- Q1:** What are the necessary grammatical skills for students of the third cycle of basic education in Sana'a Municipality?
- Q2:** What are the written expression skills needed for students of the third cycle of basic education in the Capital Municipality - Sana'a?
- Q3:** What is the image of a program based on active learning to develop grammatical and written expression skills among students of the third cycle of basic education in the Capital Municipality - Sana'a?
- Q4:** What is the effectiveness of teaching the program based on active learning in developing the grammatical skills for students of the third cycle of basic education in the Capital Municipality - Sana'a?
- Q5-** What is the effectiveness of teaching the program based on active learning in developing written expression skills among students of the third cycle of basic education in the capital municipality - Sana'a?

To answer these questions, the research proceeded according to the following:

Chapter One: Dealing with the research plan and procedures, and began with an introduction that dealt with the importance of the Arabic language, and the place of grammar and written expression among the branches of the Arabic language and the importance, then teaching grammar and written expression and their shortcomings, and trying to mitigate its severity, and the role of specialists in alerting to this weakness, followed by mentioning an overview of active learning, introducing its owner, and indicating its importance and impact on the development of grammatical skills and written expression skills, The introduction was followed by a presentation of the research problem, the importance of research, its questions and hypotheses, its limits and

terminology, then the research methodology, variables, society, sample, tools, and procedural steps.

And the second chapter: in which some previous studies conducted in the field of active learning, grammatical skills and written expression were presented, and previous studies were divided according to their three topics: The first section dealt with active learning, the second section dealt with studies conducted with the aim of developing grammatical skills, and the third section dealt with the aim of developing written expression skills, then followed by a general comment on previous research and studies, and the differences and agreement between the current research and previous studies, and what distinguishes the research The current about previous studies and research, and what the current research has benefited from previous studies.

Chapter Three: It is the theoretical framework and the presentation of its content in three sections: The first section dealt with active learning, its concept, what it is, its importance, and its link. The second topic: dealing with grammar, its concept, skills, importance, the reality of its teaching, and the hope to present it. The third topic dealt with written expression, its concept, types, skills, importance, objectives, and the reality of teaching.

Secondly: Research Results:

The research reached a set of results represented in:

- 1- Two lists of grammatical skills and written expression skills necessary for eighth grade students.
- 2- Designing a program according to active learning, which includes topics for grammar and written expression from the curriculum for eighth grade students for the first semester of the academic year 2021-2022.

- 3- The existence of statistically significant differences at the level of significance (0.05) between the average scores of the students of the experimental and control groups in the dimensional application of the grammatical skills test and written expression skills in favor of the experimental group.
- 4- The existence of statistically significant differences at the level of significance (0.05) between the average scores of the experimental group students in the pre- and post-applications to test grammatical skills and written expression skills in favor of the post-application.

Research Recommendations and Suggestions:

In light of the results of the research, the researcher recommends the following:

1. Adopting the program based on active learning in developing grammatical skills and written expression skills for ninth grade students.
2. Teachers employ active learning strategies not only in teaching grammar and written expression, but also in teaching all branches of the Arabic language.
3. Organizing training courses for Arabic language teachers, to introduce them to the different strategies of active learning, and how to practice them effectively in teaching and learning students.
4. Study the impact of using active learning in the development of other skills in the branches of the Arabic language in different stages of education.