Arabic Language Teachers" Attitudes Towards Authentic Assessment and Its relation to Teachers" Perception of Modern Strategies for Upper Primary Stage at Hebron Governorate

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Abstract

The study aimed to identify Arabic language Teachers attitudes toward authentic assessment, and its relation to teachers' perceptions of modern teaching strategies for upper primary stage in Hebron Governorate. The researcher adopted the descriptive correlational approach on a random stratified sample, which included (207) teachers from both genders during the second semester in 2018/2019. The researcher used two measuring instruments. The first was to measure Arabic language teachers attitudes toward authentic assessment. The other was to measure Arabic language Teachers perception of modern teaching techniques. The instruments' validity and stability were both verified. The stability coefficient of the first instrument is (0.96) and the second instrument is (0.94).

 The results revealed that Arabic language Teachers attitudes toward authentic assessment for upper primary stage are high; with an average of (3.68), and standard deviation of (0.50). In addition, the research found that teachers' perceptions about modern teaching strategies are high with an average of (3.69), and standard deviation of (0.56).

The results revealed that there are statistically significant differences in Arabic language Teachers attitudes toward authentic assessment averages attributed to the variables of major, teaching methods, qualification in favor of high studies.

The results also revealed that there are no statistically significant differences in Arabic language Teachers attitudes toward authentic assessment averages in Hebron Governorate attributed to the variables of gender, years of experience and the directorate .

The results also revealed that there are no statistically significant differences in Arabic language Teachers perceptions about modern teaching methods attributed to the variables of gender, major, qualification, years of experience and the directorate. In addition, it found a high positive correlation between Arabic language Teachers attitudes toward authentic assessment and their perceptions about modern teaching methods for the upper primary stage in Hebron district.

In the light of these results, the researcher recommended to use the qualitative evaluation and modern teaching strategies in teaching Arabic. training Arabic language teachers to use the qualitative evaluation and modern teaching strategies in grammar, also holding workshops for teachers of Arabic language specialization Arabic in the qualitative evaluation and modern teaching strategies.