



The Effectiveness of Project-Based Pedagogy in Teaching Arabic Based on John Dewey's Approach: A Case Study of the First Intermediate Grade in the Republic of Iraq

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- John Dewey

Abstract

Project-based pedagogy is considered one of the effective teaching strategies in the education process, and is considered one of the modern theoretical approaches in educational curricula from several aspects. It is an important strategy due to the practical and analytical sides of the subject and the educational tools used. Furthermore, as it represents the applied aspect of the field, it is a method through which the acquired scientific knowledge is applied. Therefore, the current study aims to analyse the effectiveness and suitability of project-based pedagogy in teaching Arabic based on John Dewey's theory in the first intermediate grade in the Republic of Iraq, where educational levels were built on the basis of the integrative theory in education. The study applied the descriptive and survey-analytical method. The population consisted of government middle and high schools in Dhi Qar Governorate. The research sample was limited to 200 teachers and schools in 30 schools. As for the tool, it relied on interviews and questionnaires for teachers, with 20 indicators of three issues. Each item contained a graduated weight according to the tripartite scale Agree, Disagree, and I don't know. What the study found was that most of the teachers encouraged field work, and class and extracurricular projects. The results of the effectiveness of this method were demonstrated through the questionnaire, as it indicated the highest percentage of acceptability scores among professors in terms of the effectiveness of the method in achieving educational skills, the learner's eagerness for them, and helping them to hone talents and develop learning capabilities. And understanding of the material within the second and third axes at a rate of (94%, 84%, 82%). As for those professors who believe that the scale (I do not agree) is not devoid of difficulty and the need to develop self-skills, it constitutes the highest percentage (39.5%), while the highest percentage was for the scale (I do not know), which constitutes a percentage (27.5%), which relates to the hourly size of the class.

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1. Introduction



The educational systems in Iraq faced many complex difficulties and problems, especially after the wave of conflicts that Iraq witnessed. However, Iraqis carried out many new educational reforms with which education witnessed a series of rapid changes as a result of developments in the scientific and technological field. This study seeks, within episodes, to expand and develop the foundations and basic components of teaching Arabic for intermediate education according to the pedagogical function of the competencies of approaching the text, and the impact resulting from these textual approaches in the form of educational skills and competencies, as teaching Arabic starts from knowledge. This language is not only a study subject, but rather a means of studying other subjects, and this concept confirms the complementary view of mental, emotional, and motor activities, which cannot be separated from each other.

1.2. Research Questions

The research aims to answer the following questions:

- How effective is project-based pedagogy in teaching Arabic to achieve the educational and learning skills for the learner?
- How can the teacher and writers employ their ability to achieve teaching-learning skills through project-based pedagogy in teaching Arabic for the first intermediate stage?

2. Literature Review

Project-based pedagogy appeared in the first half of the twentieth century, representing the modern educational trend aimed at creating teaching methods and techniques based on scientific experimentation. The idea of the project—whether school or classroom—goes back to the American philosopher John Dewey, as it is what links school to life. The project is field work carried out by the learner under the supervision of the teacher, provided that it is purposeful. The project method as a teaching method is considered one of the most important student-centred teaching methods, and it is truly one of the organised scientific methods that links theory with practice.

Middle school education stage is a stage of study approved by the Iraqi Ministry of Education, as this stage is located in a sensitive location in the education process. It extends from the first to the third year of middle school. It comes after the stage of primary education, and before intermediate education, and the learner is considered the cornerstone of the educational learning process. Therefore, one should know his abilities and personal project.

3. Methodology

The study sample—a random sample—consisted of two hundred male and female teachers who had taught this book in their Iraqi government schools and participated in seminars and training workshops that were closely related to the method of teaching and learning, whether for this stage or others. The study used the descriptive, analytical, and survey method to suit achieving the objectives of the study. The study sample, which was represented by a group of male and female teachers, was interrogated to identify the effectiveness of using the project-based pedagogy approach in teaching Arabic to the first intermediate grade.

We found that the study only requires repetition and finding percentages, and this level of analysis is sufficient without the need for SPSS. A questionnaire for the opinions of teachers and teachers was designed by us to measure the importance of the approach to the student's project-based pedagogical competence. Its stability coefficient reached (0.74)

according to the Holisti method (Holisti = m/n), which is acceptable and suitable for application. To ensure its apparent honesty and judge the accuracy of its paragraphs, it was presented in its initial form to five arbitrators (two from Iraq and three from the Arab Republic of Egypt).

4. Results & Discussion

This question falls under the measurement of the percentage value of the level of application of the John Dewey Program for the Pedagogy of the Project, which was limited to a set of questions within the questionnaire peer-reviewed by experts and specialists and answered by the professors. Within the second axis (the effectiveness of the project's pedagogy in teaching the Arabic language to achieve educational learning skills for the learner, which is shown in Tables No.: (10, 9, 8, 7, 6, 5, 4, 3, 2, 1). It is clear from these tables and according to the frequencies The percentages indicate that teaching according to project-based pedagogy is a very effective method in teaching Arabic, and this is what was indicated by the acceptance rate among teachers (77%). In addition, it helps to develop the skills of the learner (student) in their contribution to classroom project activities, with a percentage of (94%), which is a very high percentage. The results of this study are consistent with the results of Rajam's study (2014), which showed the importance of using pedagogy in teaching the Arabic language, as it eliminates rote methods, and is considered a method of effective communicative activities. It is also consistent with Ben Jaafar's study (2015), which shed light on the ideas of John Dewey and their potential to solve problems within project-based pedagogy in the intermediate stage.

As for the results of the second question of the study, a percentage of teachers (74.5%) believed that the textbook does not suit the nature of the learner's thinking in the first intermediate stage, which is considered one of the obstacles that makes a percentage of the learners (69.5%) believe themselves unable to implement the project.

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