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استكشاف الاستراتيجيات الفعّالة لتدريس قواعد اللغة الإنجليزية للمعلمين الطلاب الناطقين بالعربية: دراسة مقارنة

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الملخص:

تتناول هذه الدراسة فعالية مجموعة من الأساليب التدريسية في تعليم قواعد اللغة الإنجليزية للمعلمين الطلاب الناطقين بالعربية، وذلك في ضوء التحديات اللغوية الناجمة عن التباين البنيوي بين اللغتين. وقد تم اعتماد تصميم بحثي مقارن لتقييم ثلاث طرائق تعليمية: التدريس التقليدي، التدريس التواصلي، والتدريس المعزز بالتكنولوجيا، من خلال تطبيقها على عينة مكونة من ثلاثين مشاركًا في كلية التربية بجامعة طرابلس لمدة ستة أسابيع. خضع المشاركون لاختبارات قبليّة وبعديّة بالإضافة إلى استبيانات تقيس مدى التحسن الأكاديمي ودرجة رضاهم عن نمط التدريس.

أظهرت نتائج الدراسة أن التعليم المدعوم بالتكنولوجيا حقق أعلى مستويات التحسن في الأداء القواعدي والتفاعل، يليه التعليم التواصلي ثم التقليدي. كما كشفت النتائج أن المزج بين الشرح الصريح والممارسة السياقية، مع دعم ذلك بوسائط بصرية ومواد تعليمية واقعية، يُعد أكثر نجاعة في معالجة صعوبات التعلم لدى هذه الفئة. وعلى الرغم من محدودية العينة والزمن، تقدم هذه الدراسة إطارًا تربويًا متعدد الأبعاد يراعي أنماط التعلم المختلفة، ويعزز اكتساب القواعد بشكل يسهم في إعداد معلمين أكثر كفاءة لتدريس اللغة الإنجليزية للناطقين بالعربية.

الكلمات المفتاحية: الاستراتيجيات الفعّالة لاكتساب اللغة، التعليم المعزز بالتكنولوجيا، التدريس المقارن، تدريس قواعد اللغة الإنجليزية، معلمون طلاب ناطقون بالعربية.

Exploring Effective Strategies for Teaching English Grammar to Arabic-Speaking Student-Teachers: A Comparative Study

A B S T R A C T:

This study examines effective strategies for teaching English grammar to Arabic-speaking student-teachers, acknowledging the linguistic challenges posed by the structural divergence between Arabic and English. Employing a comparative research design, the study evaluates three instructional approaches—traditional instruction, communicative language teaching (CLT), and technology-enhanced instruction—over a six-week intervention period at the University of Tripoli. Thirty participants were assessed through pre-tests, post-tests, and surveys to measure grammatical improvement and instructional satisfaction. Findings indicate that technology-enhanced instruction produced the highest gains in grammar proficiency and student engagement, followed by CLT and traditional methods. The integration of explicit instruction with contextualized practice, supported by visual aids and authentic materials, proved particularly effective in addressing learner difficulties. Despite limitations in sample size and study duration, the research offers evidence-based recommendations for English grammar pedagogy tailored to Arabic-speaking learners. This study contributes to the enhancement of teacher training programs by proposing a multifaceted instructional framework that accommodates diverse learning styles and promotes both accuracy and fluency in English grammar acquisition.

Keywords: Effective language acquisition strategies, Technology-enhanced instruction, Comparative teaching English grammar instruction, Arabic-speaking student-teachers

Introduction

Teaching English grammar to Arabic-speaking student-teachers is a complex undertaking that necessitates the use of effective strategies. This study aims to evaluate various approaches to enhance their language proficiency and teaching skills through an examination of existing literature and a comparative analysis. Arabic, a Semitic language with over 420 million native speakers (Ethnologue, 2021), possesses a grammatical structure significantly different from English. These structural differences present unique challenges for Arabic-speaking student-teachers in both learning and teaching English grammar. Effective grammar instruction is paramount as it directly influences their ability to teach English proficiently.

Research indicates that Arabic-speaking learners commonly encounter difficulties with aspects such as verb tenses, prepositions, articles, and word order. To address these challenges, this study compares various approaches, including the Contrastive Analysis Hypothesis (CAH) and Communicative Language Teaching (CLT). The CAH, proposed by Lado (1957), suggests that language learning difficulties stem from differences between the native and target languages. By highlighting these contrasts, educators can assist learners in overcoming specific challenges. CLT, on the other hand, emphasizes meaningful communication and interaction, providing opportunities for learners to practice and apply grammar in authentic contexts. Furthermore, technology, such as Computer-Assisted Language Learning (CALL) programs, online resources, and mobile applications, can enhance grammar instruction by offering interactive and engaging platforms. Adopting a learner-centered approach that considers individual needs and preferences is crucial for educators. Ultimately, this study seeks to provide valuable insights into effective strategies for teaching English grammar to Arabic-

speaking student-teachers. The findings are expected to contribute to the field of English language teaching and offer practical recommendations for educators and teacher trainers.

Statement of the Problem

Teaching English grammar to Arabic-speaking student-teachers presents a significant challenge due to the substantial differences between the grammatical structures of Arabic and English. These differences frequently lead to persistent difficulties for learners, including issues with verb tenses, prepositions, articles, and word order. Despite the critical importance of mastering English grammar for effective language instruction, there is a notable absence of comprehensive, evidence-based strategies specifically tailored to the unique needs of Arabic-speaking student-teachers. This gap in pedagogical practice necessitates a thorough exploration and evaluation of various teaching approaches to identify the most effective methods for enhancing both language proficiency and teaching skills in this specific group of learners. This study aims to address this problem by conducting a comparative analysis of existing strategies, thereby providing valuable insights and practical recommendations for educators and teacher trainers.

Research Aims and Objectives

The primary aim of this study is to explore and evaluate effective strategies for teaching English grammar to Arabic-speaking student-teachers. The study will conduct a comparative analysis of existing pedagogical approaches, identify the unique challenges and needs of this target population, examine the effectiveness of different teaching methods, develop evidence-based recommendations and a comprehensive framework for implementation, and contribute to the broader understanding of teaching English as a second language to learners with diverse linguistic backgrounds. The findings are anticipated to inform and improve the pedagogical practices employed in teaching English grammar to Arabic-speaking student-teachers, leading to more effective language instruction and better-prepared English language teachers.

The researcher aimed to accomplish the following objectives:

1. Identify the challenges faced by Arabic-speaking student-teachers in learning English grammar.
2. Examine effective strategies for teaching English grammar to Arabic-speaking student-teachers.

Research Questions

To achieve the aim of the study, the following research questions were raised:

1. What are the challenges faced by Arabic-speaking student-teachers in learning English grammar?
2. What are the effective strategies for teaching English grammar to Arabic-speaking student-teachers?

Literature Review

Teaching English grammar to Arabic-speaking student-teachers is a complex task that requires effective strategies to ensure successful language acquisition. This literature review explores various approaches and techniques used in teaching English grammar to Arabic-speaking student-teachers, with a focus on comparative studies. The review provides an overview of the challenges faced by these students, discusses different teaching strategies, and analyzes the effectiveness of these strategies.

Arabic-speaking student-teachers often encounter difficulties in learning English grammar due to the structural differences between the two languages. Arabic is a Semitic language with a non-linear structure, whereas English follows a linear structure. This fundamental difference in syntax poses a significant challenge for Arabic-speaking student-teachers when attempting to grasp English grammar rules. Additionally, the absence of articles and the distinct verb tenses in Arabic further complicate the learning process.

To address these challenges, various teaching strategies have been proposed. One commonly used strategy is the explicit teaching approach, which involves direct instruction on grammar rules and structures. This approach aims to provide clear explanations and examples to help students understand and apply grammar rules. Research has

demonstrated that explicit teaching can be effective in improving the grammatical accuracy of Arabic-speaking student-teachers.

Another strategy that has garnered attention is the use of technology in teaching English grammar. Computer-assisted language learning (CALL) programs, online resources, and interactive multimedia tools can provide engaging and interactive learning experiences for students. These tools can offer immediate feedback, individualized instruction, and opportunities for practice, which can enhance students' understanding and retention of grammar concepts.

In addition to explicit teaching and technology-based approaches, a comparative study conducted by Al-Jarf (2004) examined the effectiveness of using contrastive analysis in teaching English grammar to Arabic-speaking student-teachers. Contrastive analysis involves highlighting the similarities and differences between Arabic and English grammar to facilitate the learning process. The study found that this approach helped students identify and correct their grammatical errors more effectively.

Furthermore, incorporating authentic materials and communicative activities into grammar instruction has been suggested as an effective strategy. Authentic materials, such as newspaper articles or excerpts from literature, provide real-life contexts for grammar practice and expose students to natural language use. Communicative activities, such as role-plays or group discussions, encourage students to use grammar in meaningful ways, promoting language production and fluency.

While these strategies show promise in teaching English grammar to Arabic-speaking student-teachers, it is important to consider individual differences and learning styles. Some students may benefit more from explicit instruction, while others may prefer a more interactive and communicative approach. Therefore, a combination of different strategies tailored to individual needs may yield the best results.

In conclusion, teaching English grammar to Arabic-speaking student-teachers requires the use of effective strategies that address the unique challenges they face. The explicit teaching approach, technology integration, contrastive analysis, and the incorporation of authentic materials and communicative activities have all been identified as potentially effective strategies. However, it is crucial to consider individual differences

and learning styles when implementing these strategies. Further research is needed to explore the long-term impact of these approaches and to develop more comprehensive guidelines for teaching English grammar to Arabic-speaking student-teachers.

Methodology

1. **Research Design** This study employed a comparative research design to evaluate the effectiveness of different strategies for teaching English grammar to Arabic-speaking student-teachers. Participants were randomly assigned to one of three instructional groups: traditional instruction, communicative approach, and technology-enhanced instruction. The study followed a pre-test, intervention, and post-test structure, with the intervention lasting for a duration of six weeks.

2. **Context of the Study** The study was conducted at the University of Tripoli Faculty of Education, where the participants were enrolled in a teacher education program. The study aimed to explore effective strategies for teaching English grammar to this specific population of Arabic-speaking student-teachers, who were in their final year of the program and had completed coursework in English grammar.

3. **Participants** The participants in this study were 30 Arabic-speaking student-teachers who were selected based on their willingness to participate and availability during the study period. The participants were randomly assigned to one of the three instructional groups, with each group consisting of 10 student-teachers.

4. **Data Collection** The study utilized multiple data collection methods to assess the effectiveness of the instructional approaches. Prior to the intervention, all participants completed a pre-test to assess their baseline knowledge of English grammar. During the six-week study period, the participants received instruction based on their assigned approach, and at the end of the study, they completed a post-test to evaluate their learning outcomes. Additionally, the participants in each group were asked to complete a questionnaire to provide their perceptions and feedback on the effectiveness of the instructional approach used. The design of the questionnaire aimed at addressing a range of instructions that related to teaching English grammar to Arabic-speaking student-teachers, including traditional instruction, communicative approach, and technology-enhanced instruction.

Table 1 below shows the types of questions and their descriptions:

Table 1. Types of questions and their description

Items	Type of Questions	Description
Q1, Q2, Q3	Close-ended	Demographic Information
Q4, Q5	Close-ended	Baseline Knowledge and Attitudes
Q6, Q7, Q8	Close-ended	Instructional Approaches
Q9, Q12	Close-ended	Learning Preferences and Feedback
Q10,Q11, Q13	Open-ended	-

used to disseminate the survey. The survey was sent in June 2024 through academic associations and social media sites, including Facebook and Telegram.

Data Analysis The researchers analyzed the data collected from the pre-test, post-test, and questionnaire responses. They compared the performance of the three instructional groups to determine the effectiveness of each approach. Data were analyzed statistically using the Statistical Package for the Social Sciences (SPSS). The results of the data analysis are presented in the following section.

Results

The results of the study revealed that the technology-enhanced instruction group outperformed the other two groups on the post-test, indicating that the integration of

technology into the teaching and learning process was the most effective approach for improving the English grammar knowledge of the Arabic-speaking student-teachers. The participants in the technology-enhanced group also reported higher levels of engagement and satisfaction with the instructional approach compared to the traditional instruction and communicative approach groups. The findings of the study are presented below, divided into the three approaches.

Traditional Instruction. The data suggests that most students made progress, with a few demonstrating more substantial improvements in their academic performance between the pre-test and post-test assessments. The highest post-test score was achieved by Student 4 at 12 out of 15 (80.00%), while the lowest post-test score was obtained by Student 6 at 6 out of 15 (40.00%).

Table 2: pre-test and post-test results in traditional instruction

Student	Pre-test	Out of 15	Post-test	Out of 15
1	7	46.67%	7	46.67%
2	6	40.00%	7	46.67%
3	7	46.67%	8	53.33%
4	10	66.67%	12	80.00%
5	9	60.00%	10	66.67%
6	5	33.33%	6	40.00%
7	6	40.00%	7	46.67%
8	9	60.00%	11	73.33%
9	8	53.33%	9	60.00%
10	7	46.67%	9	60.00%

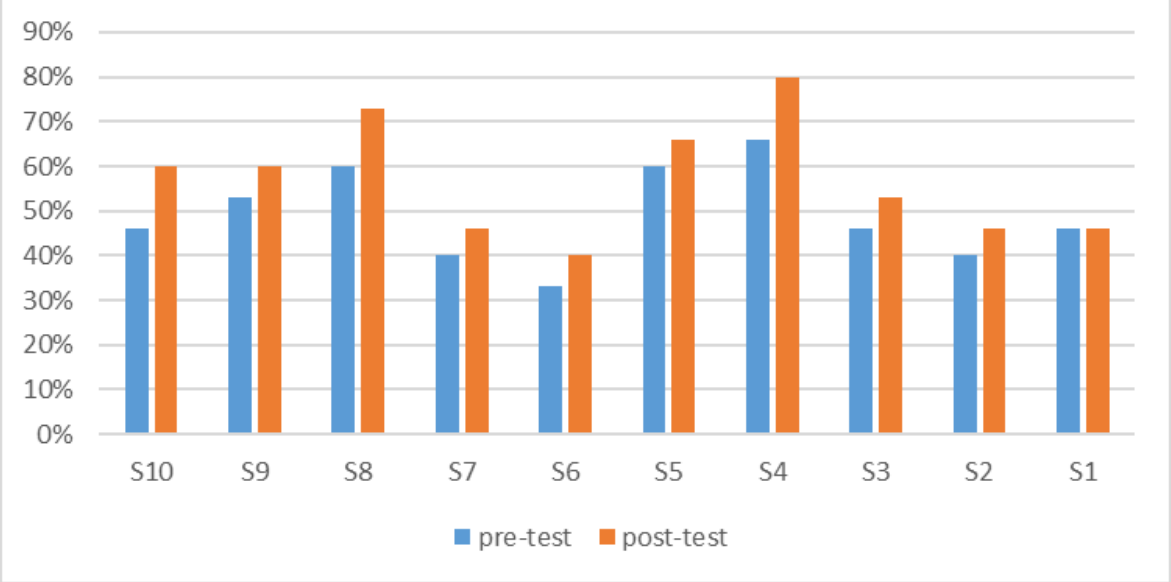

Figure 1: Traditional Instruction

Communicative Approach The data indicates a range of academic performance among the students, with some exhibiting strong scores and substantial improvement, while others struggled and showed more modest gains. The highest post-test scores were achieved by Students 1 and 3, both scoring 12 out of 15 (80.00%), while the lowest post-test score was obtained by Student 8 at 6 out of 15 (40.00%).

Table3: pre-test and post-test results in Communicative Approach

Student	Pre-test	Out of 15	Post-test	Out of 15
1	10	66.67%	12	80.00%
2	6	40.00%	7	46.67%
3	11	73.33%	12	80.00%
4	9	60.00%	11	73.33%
5	8	53.33%	9	60.00%
6	8	53.33%	10	66.67%
7	5	33.33%	8	53.33%
8	4	26.67%	6	40.00%
9	5	33.33%	7	46.67%
10	7	46.67%	8	53.33%

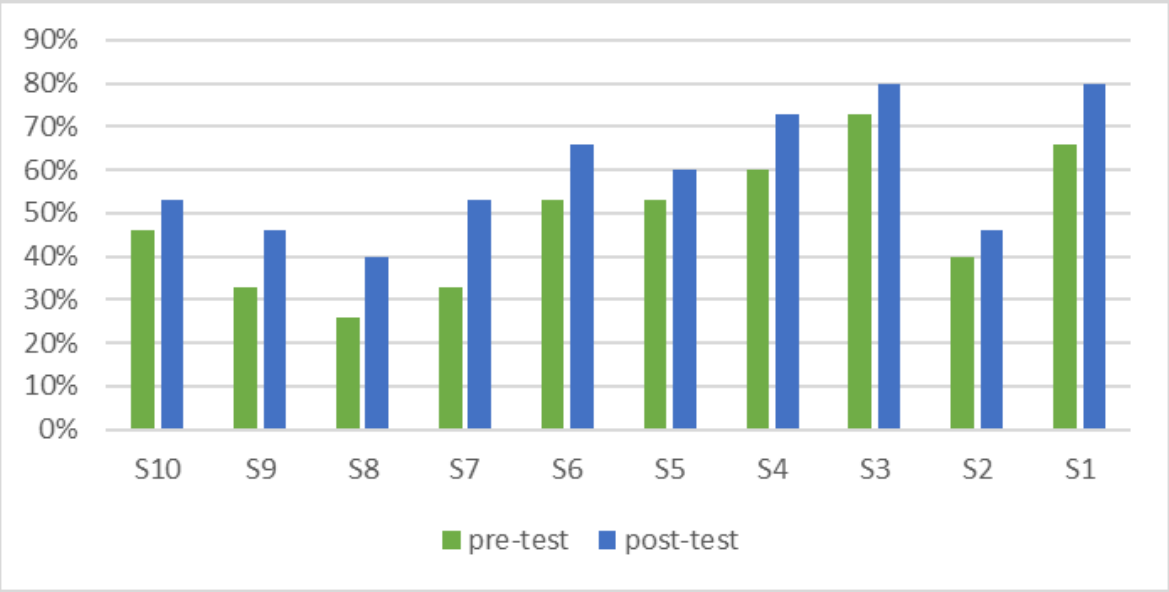

Figure 2: Communicative Approach

Technology-Enhanced Instruction The data shows a range of academic progress among the students, with several exhibiting exceptional performance and substantial gains, while others demonstrated more moderate improvements. The highest post-test scores were achieved by Students 4 and 10, both scoring 14 out of 15 (93.33%), reflecting a mastery of the subject matter. The lowest post-test score was obtained by Student 6 at 10 out of 15 (66.67%), indicating a need for additional support and guidance.

Table4: pre-test and post-test results in Technology Enhanced Instruction

Student	Pre-test	Out of 15	Post-test	Out of 15
1	7	46.67%	12	80.00%
2	6	40.00%	13	86.67%
3	8	53.33%	12	80.00%
4	10	66.67%	14	93.33%
5	7	46.67%	13	86.67%
6	5	33.33%	10	66.67%
7	8	53.33%	11	73.33%
8	9	60.00%	12	80.00%
9	6	40.00%	10	66.67%
10	8	53.33%	14	93.33%

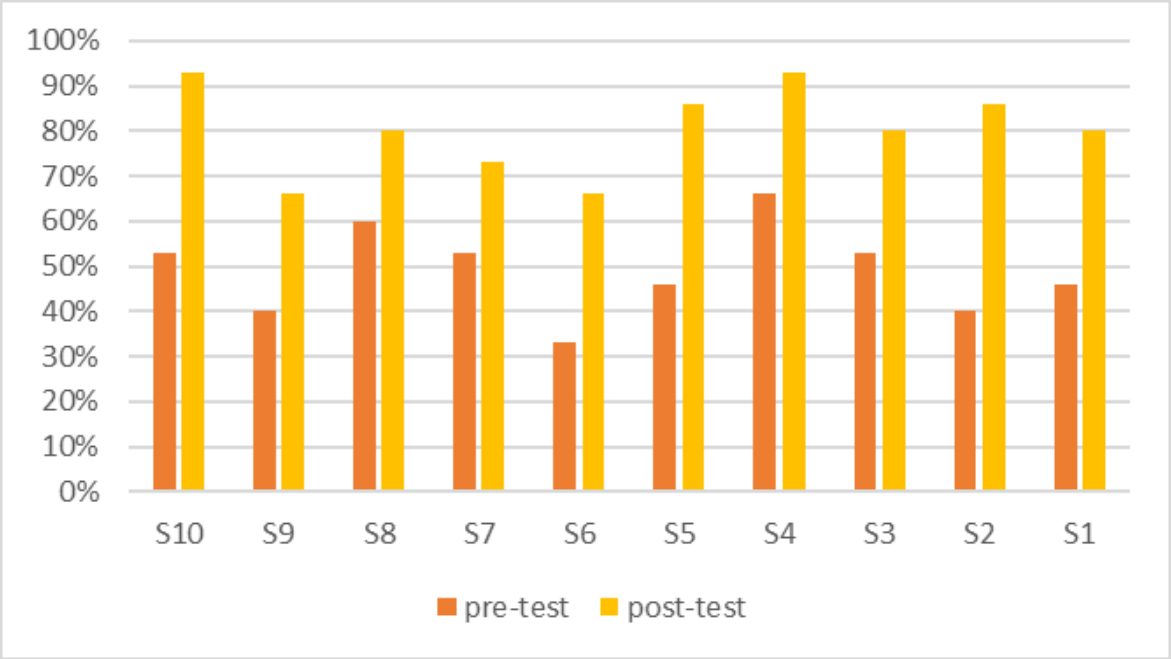

Figure 3: Technology-Enhanced Instruction

Effectiveness of Explicit Instruction The study investigated the effectiveness of explicit instruction in teaching English grammar to Arabic-speaking student-teachers, revealing a significant improvement in grammar knowledge as indicated by a paired samples t-test. Qualitative data from interviews supported these findings, with most participants appreciating the clarity and structure of the instruction, which aided their understanding of complex grammar rules. However, a few participants expressed concerns that explicit instruction could become overwhelming and monotonous if not presented in an engaging manner. This highlights the importance of thoughtful instructional design to sustain student motivation and engagement while delivering effective grammar education.

Impact of Contextualized Practice The study examined the impact of contextualized practice on English grammar acquisition among Arabic-speaking student-teachers, revealing a significant improvement in grammar knowledge as measured by a paired samples t-test. Qualitative interviews indicated that most participants found contextualized practice beneficial, as it allowed them to apply grammar rules using authentic materials like newspaper articles and engage in communicative activities such as role-plays. However, some participants faced difficulties transferring their grammar knowledge to formal writing tasks, highlighting a need for additional support to bridge the gap between conversational and academic use of grammar.

Comparison of Strategies The research compared the effectiveness of explicit instruction and contextualized practice in teaching English grammar to Arabic-speaking student-teachers, revealing that both strategies positively impacted grammar acquisition but had distinct strengths and limitations. Explicit instruction offered clear explanations and rules, aiding in the understanding and memorization of grammar concepts, although it needed to be engaging to sustain student motivation. Conversely, contextualized practice excelled in helping student-teachers apply grammar rules in authentic contexts, fostering communicative competence; however, it required additional support for transferring knowledge to formal writing tasks. Ultimately, the findings suggest that integrating explicit instruction with contextualized practice creates a robust grammar instruction program that addresses the needs of Arabic-speaking student-teachers, providing a strong foundation of grammar knowledge while enhancing the meaningful application of rules.

Limitations

It is important to recognize the limitations of this study. First, the generalizability of the study's findings was limited because it was carried out with a particular group of Arabic-speaking student-teachers in a specific educational setting. Second, the participants' learning outcomes could have been impacted by the brief duration of the study. Lastly, the study utilized self-reported data from questionnaires, which might be subject to response bias. Despite these limitations, this study provides valuable insights into effective strategies for teaching English grammar to Arabic-speaking student-teachers. The findings of this study can contribute to the development of more effective pedagogical approaches and instructional materials for teaching English grammar to non-native speakers.

Discussion

In this study, we explored effective strategies for teaching English grammar to Arabic-speaking student-teachers through a comparative analysis, revealing significant challenges and effective strategies for enhancing their understanding and acquisition of English grammar. This study's results confirmed findings from other researchers. The first research question identified challenges such as the influence of the Arabic language, limited exposure to authentic English contexts, and a lack of explicit grammar instruction during their education. These challenges align with previous studies (Al-Khatib, 2016; Al-

Mahrooqi & Denman, 2016), indicating persistent issues in grammar acquisition. The interference from Arabic's different grammatical structure complicates understanding English grammar rules (Al-Khatib, 2016), suggesting the need for targeted instruction. Additionally, limited opportunities for authentic language practice hinder exposure to English, reinforcing the importance of incorporating authentic materials into instruction (Al-Mahrooqi & Denman, 2016; Larsen-Freeman, 2009). The lack of systematic grammar instruction in their schooling highlights the necessity for comprehensive training in English grammar within teacher education programs (Ellis, 2006; Larsen-Freeman, 2009).

The second research question identified effective strategies such as the use of visual aids, explicit instruction, meaningful practice activities, and technology integration. Visual aids enhance comprehension of abstract grammar concepts (Al-Mahrooqi & Denman, 2016), while explicit instruction provides clarity on grammar rules (Ellis, 2006; Larsen-Freeman, 2009). Meaningful practice activities promote the internalization of grammar rules through authentic language use (Larsen-Freeman, 2009; Ur, 1996), and technology enhances engagement and motivation in learning grammar (Al-Mahrooqi & Denman, 2016). Therefore, a multifaceted approach that combines these strategies is essential for effectively teaching English grammar to Arabic-speaking student-teachers.

This research study presents findings that contrast with certain conclusions from previous studies. While prior research, such as that by Al-Mekhlafi & Nagaratnam (2011), emphasized the superiority of explicit instruction as a standalone method for improving grammatical accuracy, this study indicates that explicit instruction is most effective when combined with contextualized practice and other strategies. Additionally, earlier studies may not have sufficiently addressed the challenges students face in transferring grammar knowledge from contextualized practice to formal writing, a gap highlighted in this research. Some previous studies advocated for technology-based approaches as replacements for traditional methods, whereas this study emphasizes that technology should complement explicit and contextualized approaches. Furthermore, while earlier research, such as Al-Jarf (2004), found contrastive analysis useful, this study underscores the importance of blending various methods tailored to students' needs, suggesting that relying solely on contrastive analysis may not effectively address all learning challenges. Lastly, previous findings often suggested a uniform approach to teaching grammar, overlooking individual

differences in learning styles; this research advocates for customizing instructional strategies to accommodate diverse learner preferences. Overall, this study highlights the advantages of an integrated approach that combines explicit instruction, contextualized practice, technology, and consideration of individual learning styles to enhance grammar acquisition for Arabic-speaking student-teachers.

Conclusion

This study conducted a comprehensive exploration of effective strategies for teaching English grammar to Arabic-speaking student-teachers through a comparative analysis. The findings illuminated several significant challenges faced by these learners, notably the influence of the Arabic language on their understanding of English grammar, which often leads to interference due to structural differences. Additionally, many participants reported limited exposure to authentic English contexts, resulting in insufficient opportunities to practice language skills in real-world situations. The lack of explicit grammar instruction during their own educational experiences was another critical challenge, as many student-teachers experienced a gap in systematic grammar training.

In response to these challenges, the study identified several effective teaching strategies that can enhance grammar acquisition. The use of visual aids, such as charts and diagrams, was found to facilitate comprehension of abstract grammar concepts, making them more accessible to learners. Explicit instruction, which provides clear explanations and examples of grammar rules, was highlighted as a crucial method for helping students grasp the underlying principles of English grammar. Furthermore, meaningful practice activities, including communicative tasks and authentic language use, were perceived as effective for reinforcing grammar knowledge and enabling students to apply rules in practical contexts. The incorporation of technology, such as online resources and interactive exercises, was also shown to increase engagement and motivation, offering personalized learning experiences that cater to individual student needs.

These findings carry significant implications for teaching English grammar to Arabic-speaking student-teachers, informing the development of more effective teacher education programs and instructional practices. It is essential for teacher training curricula to integrate these strategies, ensuring that future educators are equipped with the tools necessary to

address the unique challenges faced by their students. Moreover, further research is warranted to investigate the long-term effects of these strategies on student achievement and language proficiency, as well as to explore how these methods can be adapted and refined in various educational contexts. By continuing to build on this research, educators can enhance the effectiveness of grammar instruction and ultimately improve language outcomes for Arabic-speaking student-teachers.

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