

# Jordanian Arabic Language Teachers' Attitudes Towards the Use of Differentiated Instruction in Teaching

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**Abstract**—This study examines the Jordanian language teachers' attitudes towards the use of differentiated instruction in teaching Arabic. The study sample consisted of 140 male and female teachers. A questionnaire consisting of 25 items was used to collect data. The study employed the descriptive survey method to analyse the data. The results of the study indicated that the attitudes of Arabic language teachers towards differentiated instruction were generally high, with the mean scores of participants' responses on the questionnaire items ranging between 3.150 and 4.193. The results also revealed statistically significant differences in the mean scores of the participants' responses at  $\alpha \leq 0.05$  attributed to gender in favour of male teachers whereas there were no statistically significant differences in the mean scores of the participants' responses at  $\alpha \leq 0.05$  attributed to academic qualification. Also, the results indicated that there were statistically significant differences in the mean scores of the participants' responses at  $\alpha \leq 0.05$  attributed to experience in favour of those with 4 years of experience or less. The study recommends equipping the educational environment with suitable resources and facilities for differentiated teaching.

**Index Terms**—differentiated instructions, Arabic language teaching, teacher attitudes, Jordanian teachers

## I. INTRODUCTION

The contemporary world is witnessing significant advancements in knowledge and information across all aspects of life. One of the most crucial and impactful areas in society is education, which distinctly shapes an individual's personality within the community. Among the key elements of the educational process are teachers and the various roles they play in the educational setting. Therefore, it is essential to pay attention to their attitudes toward teaching methods and diverse strategies (Harara et al., 2024; Rababah et al., 2024). It is indispensable to identify the impediments that hinder their implementation, aiming to keep pace with developments in the educational field and achieve ideal results from the educational process. This is particularly crucial for Arabic language teachers, as they are instructors of the native language, which is used in teaching various subjects (Alghazo et al., 2023; Malkawi et al., 2023; Melhim et al., 2023). Therefore, it has become essential to follow up on the roles of the teachers, including studying their attitudes towards modern teaching strategies such as differentiated instruction (DI). This is to ensure meeting the needs of learners and keeping pace with developments (Al Fawareh et al., 2023; Al-Habies et al., 2024; Amer et al., 2025; Bardaweel & Rababah, 2021; Qudeisat & Rababah, 2021). Thus, it has become essential to enhance the quality of educational process components to generate highly efficient educational outcomes (Alazzam et al., 2024; Alorani et al., 2025; Bani Yassien et al., 2023).

The considerable diversity and variation in students' levels pose a challenging task for teachers in attempting to respond to the wide and increasing spectrum of their needs, backgrounds, and differentiated learning styles (Almsbhiien et al., 2023; Al-Rawashdeh et al., 2024; Bani-Khair et al., 2024; Bany Essa et al., 2023). As such, DI is considered one of the methods used to achieve specific goals for each student by assigning him various tasks that take into account individual differences. The philosophy of differentiated teaching is based on the necessity of viewing students as individuals who differ from each other. Recognising these differences is crucial, not only when they appear in the educational context but primarily when planning lessons (Aljedayah et al., 2024; Alkhalidi et al., 2023; Al-Mahdawi, 2013).

DI is based on a set of assumptions, which include the idea that students vary in terms of prior knowledge, characteristics, inclinations, abilities, talents, tendencies, learning styles, and their responsiveness to teaching. Some teachers may struggle to achieve the required level of learning for all learners using a single teaching method, with a lack of teaching approaches that suit all learners simultaneously (Al-Saidat et al., 2023; Yassien et al., 2023). Moreover, DI provides a learning environment suitable for all learners, allowing each learner to achieve the desired goals in a way that suits them, using tools and methods that are tailored to their needs. Therefore, it can be said that DI is an educational system aimed at achieving a unified educational outcome through different methods, procedures, tools, and activities (El-Ebiary et al., 2024).

There are challenges and difficulties facing teachers, among the most prominent of which is the variation in the students' levels, controlled by their learning styles, environments, and readiness to learn. Therefore, educators emphasise the importance of considering differences among students, which originate from various sources and manifest in several aspects. These include differences in students' readiness, inclinations, abilities, and attitudes. This prompts teachers to strive to provide a type of education that addresses these differences among students (Melhim et al., 2023; Rabab'a et al., 2023; Sakarneh et al., 2023).

Teaching the Arabic language should deviate from traditional methods, which merely stuffing students' minds with information without recognising the relationships between them. Instead, adopting modern approaches like DI, which places the learner at the centre of the educational process and meets their preferences, desires, and needs, has become necessary (Bany Yassien et al., 2023; Melhim et al., 2023; Obeidat et al., 2022). Accordingly, it is essential in teaching the Arabic language to employ the strategy of DI which helps students acquire various cognitive, social, and motor skills, taking into account the individual differences among students and meeting their needs. It provides an opportunity for learners to acquire knowledge independently and actively participate in all activities (Alquraan et al., 2020; Rababa'h et al., 2023, 2024; Wolor et al., 2024; Yassien et al., 2023).

Based on this, Arabic language teachers' proficiency in the procedural steps of DI and the formation of positive attitudes towards it have become important factors in advanced educational policies. It can be said that these attitudes are indicative of Arabic language teachers' willingness to implement DI in a manner that achieves the desired educational outcomes. The identification of these attitudes can encourage positive teaching aspects, eliminate negative practices, help understand the difficulties faced by Arabic language teachers, ascertain their needs, and provide appropriate training. Thus, this study was conducted to determine the attitudes of Arabic language teachers in Jordan towards the use of DI in teaching.

#### A. Study Questions

The research problem can be determined by answering these questions:

1. What are the Arabic language teachers' attitudes in Jordan towards the use of DI in teaching?
2. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of Arabic language teachers in Jordan towards the use of DI in teaching, attributed to the study variables: gender, teaching experience, or academic qualifications?

#### B. Significance of the Study

The study provides stakeholders in the educational field with an understanding of the Arabic language teachers' attitudes in Jordan towards using DI in teaching. It may pave the way for further research addressing the same topic from different perspectives. The study may assist decision-makers at the Ministry of Education in taking the necessary measures to improve the attitudes of Arabic language teachers towards DI. It provided a tool for measuring and understanding the attitudes of Arabic language teachers towards DI. It supports the efforts made by the Ministry of Education in Jordan to enhance the quality of the educational process.

#### C. Definitions of Terms

*Attitudes* are procedurally defined in this study as the inclination of Arabic language teachers and their willingness towards DI, whether they embrace it, reject it entirely, or accept it partially. It is measured through the study tool designed for this purpose.

*Differentiated Instruction* (lexically) refers to education aimed at raising the level of all students, without exception for those facing challenges in achievement. It is considered a school policy that takes into account individual characteristics and their previous experiences. Its goal is to enhance students' potential and capabilities based on teachers' expectations and students' attitudes towards their abilities. *DI* (procedurally) is defined for the purposes of this study as an instructional system that combines various teaching approaches and strategies. Through this system, the diverse needs and abilities of

learners are recognized, with the aim of elevating the level of all students. In this approach, the learner is the focal point of the educational process (Tomlinson, 2017).

## II. THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

### A. *The Concept of Differentiated Instruction*

Differentiated instruction is defined as making fundamental or simple modifications in educational situations to meet the desires of learners, taking into account their varying abilities and inclinations. This involves finding multiple ways to provide them with opportunities to take responsibility for their learning, and apply them in their daily lives (Tomlinson, 2017). DI is described as a philosophy of interactive active teaching that involves providing students with various methods to help them acquire content, build meanings, and also develop educational materials and appropriate assessment methods. In so doing this allows all students in the classroom to learn effectively, regardless of differences in abilities. Furthermore, DI is defined as an educational strategy that employs learner-centred instruction, taking into account the existing differences among students in the class. This strategy works by meeting the different needs, interests, and inclinations of students (Gaitas et al., 2024).

DI, as pointed out by Al-Nasser (2020), is based on several principles and foundations that clarify its mechanisms, elements, and diverse aspects, the most important of which are: it revolves around the student, relies on pre-planning to meet the diverse needs of all students, and focuses more on qualitative aspects than quantitative ones. Hence, educators agree that differentiated education is an educational strategy based on considering diversity and differences through various means, ultimately leading to an active, interactive student who progresses according to his abilities and preferred learning style.

### B. *Forms of Differentiated Instruction*

#### (a). *Multiple Intelligence Theory*

Multiple Intelligences Theory, developed by the psychologist Howard Gardner in 1983, is closely linked to educational diversity. The theory is based on the principle that intelligence is not limited to specific individuals but is present in everyone to varying degrees, depending on the individual's abilities, capacities, and inclinations. The theory identifies eight intelligences: (1) linguistic intelligence; (2) logical-mathematical intelligence; (3) spatial-visual intelligence; (4) musical intelligence; (5) bodily-kinesthetic intelligence; (6) social intelligence; (7) interpersonal intelligence; and (8) naturalist intelligence. This theory emphasises that each learner possesses multiple intelligences or mental factors, each of which is a separate and independent component with its own set of qualities. This occurs through placing the learner in a fertile learning environment, thereby making a variety of creative and innovative potentials available to society, capable of building an advanced and effective cognitive community (DelaCruz, 2024).

#### (b). *Teaching According to the Learners' Styles*

This is a group of cognitive, psychological, and sensory (auditory, visual, and kinesthetic) characteristics that collectively form the way learners learn subjects related to various academic materials better and faster than other methods. It also determines the learner's interaction method with the learning environment and their response to it. The teacher's ability to implement differentiation is evident through their knowledge of their students' learning styles through pre-tests, activating and monitoring assessment records, and providing opportunities for students to choose activities that align with their learning style in various activities.

#### (c). *Cooperative Learning*

Cooperative learning is a teaching strategy that primarily relies on the learner. The teacher divides the learners in the classroom into heterogeneous groups of three to six individuals. These groups collaborate, exchange experiences, and engage in dialogue within their group or with other groups to accomplish specific and organised educational tasks. Each learner has a task to perform within the group, in addition to their role as a member (Al-Mubireek, 2021). The groups' work is collectively assessed by comparing it to the previous performance of their individuals. The work within the group is supervised and guided by the teacher, aiming to achieve the desired learning objectives. When group work is linked with objectives and educational content, this method can be an effective means of reaching a diverse range of students in classrooms. The researchers believe that cooperative learning does not become an effective form of DI unless the teacher considers organising and distributing tasks according to students' preferences, as well as employing strategies that accommodate their individual differences. It can be concluded from the above that DI only bears fruit when it revolves around the student, his activities, and his fundamentals. The learner is the recipient, and the skilled teacher is the one who manages the educational process, acting as a facilitator who coordinates time, the learning environment, tools, resources, and activities while taking into account students' prior knowledge and ensuring the achievement of both collective and individual goals.

### C. *Goals of Differentiated Instruction*

Differentiated instruction aims to elevate academic achievement and make the learning process more accessible. It also contributes to increasing the level of challenge and competition among students, in addition to being a means to provide

more assistance and support for less academically proficient students. DI plays a vital role in improving students' enthusiasm and interest in learning, helping them overcome feelings or beliefs that some of them may have, such as the belief that they will not be successful students. Furthermore, it enhances their confidence in themselves and their learning abilities.

Importance of DI The importance of DI lies in its consideration of satisfying and developing the learners' interests and providing equal opportunities for learning. It also achieves the principle of effective learning by taking into account different learning styles (auditory, visual, and sensory). Moreover, it plays a significant role in fostering creativity and innovation. DI is achieved by providing a diverse learning environment with varied outcomes and activities to reach the desired level and desired outcomes.

#### *D. Areas of Differentiated Instruction*

Differentiated instruction is a commonly used term in the field of education as a means to create non-traditional teaching methodologies. Although DI has been part of teaching practices for many years, it has gained more attention as it shows significant efforts to narrow the achievement gap among students and respects the strengths and talents of each student. This is essential to meeting the diverse needs of all students in the classroom (Scott, 2012). The areas of differentiated education can be outlined as follows:

- Content differentiation: This can be achieved by designing activities for groups of students that cover different levels of Bloom's taxonomy (remembering, understanding, applying, analyzing, evaluating, and creating).
- Method differentiation: This involves teachers differentiating their teaching methods. Some students learn independently, while others learn through activities and projects. Some students learn through problem-solving, while others learn through practice and experimentation. Additionally, some students respond well to dialogue and discussion (Scott, 2012).

The researchers believe that there are several strategies for implementing DI, including: flexible grouping strategy, contract learning strategy, gradual activities strategy, (think, pair, share) strategy, problem-solving strategy, cube strategy, charting strategy, and mind mapping strategy.

#### *E. Previous Studies*

Hobson (2008) identified the DI strategies used by middle school teachers in the southeast of North Carolina. The researcher employed a descriptive approach, collecting data through questionnaires and classroom observation. The study sample consisted of 20 teachers who responded to the questionnaire, and 13 teachers who had classroom observations. The results of the study showed variation in the application of DI by teachers. The results also indicated that the variable of years of experience had a minimal impact on the frequency of teachers using DI strategies in classrooms.

Onyishi and Sefotho (2020) investigated the primary school teachers' perspectives regarding the use of DI in inclusive classrooms in Nigeria. The results indicated that the application of DI by teachers was low, and time constraints limited its use. The study also revealed that teachers needed more information on developing student-focused assessments, managing large classrooms during the implementation of DI, and using DI without deviating from the curriculum. The results recommend changes in classroom structures to accommodate small groups, additional training on DI, and providing diverse educational resources in schools.

Al-Nasser (2020) explored the challenges of DI from the perspective of Arabic language teachers in Saudi Arabia. The study found that the challenges of DI had an overall average of 3.60 out of 5. At the domain level, challenges associated with the school environment were ranked first with an average of 3.97, followed by challenges linked to the teacher with an average of 3.73, both of which were classified as high difficulty. In third place were challenges connected to the curriculum with an average of 3.58, followed by challenges related to administrative organisation with an average of 3.43. Lastly, challenges linked to the student had an average of 3.28, all of which were considered to have a medium level of difficulty.

Al-Bordeini (2020) explored the obstacles of the differentiated education strategy in teaching Arabic language from the teachers' viewpoint. The study's results indicated that the overall degree of obstacles to the use of DI strategies in teaching the Arabic language had an overall high average of 3.59 out of 5. The results of the variance analysis showed significant differences in the degree of obstacles to the use of DI strategies in teaching Arabic language attributed to the variable of experience in favor of those with more than 11 years of experience, while there were no significant differences attributed to the gender variable.

Al-Shiblia and Al-Ajami (2021) examined the Omani Arabic language teachers' attitudes towards DI. The study found that Arabic language teachers in Oman have highly positive attitudes towards DI. The results also indicated the absence of statistically significant differences in the use of DI attributed to gender.

### III. METHODS

This study adopted a descriptive approach to investigate the Arabic language teachers' attitudes in the basic stage towards DI in Jordan. This approach relies on studying the phenomenon as it exists in reality, collecting data through a questionnaire designed for this study, analyzing and interpreting the results, and formulating recommendations and proposals based on the findings.

A. Population and Sample of the Study

The study community consisted of all Arabic language teachers in the Directorate of Education of Ma'an. The total number of teachers was 478. The study sample consisted of 140 male and female teachers randomly selected. The questionnaire was distributed electronically to the study sample using the Google Drive application. Table 1 illustrates the distribution of the study sample based on demographic variables such as years of experience, gender, and educational qualifications.

TABLE 1  
DESCRIPTION OF THE STUDY SAMPLE ACCORDING TO DEMOGRAPHIC VARIABLES FOR STUDY PARTICIPANTS

Variable	Category	Number	Percentage
Years of experience	1 – 4 years	36	25.7
	5 – 8 years	15	10.7
	More than 8 years	89	63.6
Total		140	100
Gender	Male	62	44.2
	Female	88	62.8
Total		140	100
Educational qualification	Bachelor's Degree	105	75.0
	High Diploma	29	20.7
	Master's Degree	6	4.3
	Doctorate	0	00.0
Total		140	100

B. Statistical Analysis

For the interpretation of the means of the responses of the individuals in the study sample to each item of the questionnaire, the following statistical standards were used, as revealed in Table 2.

TABLE 2  
THE ESTIMATES FOR INDIVIDUALS IN THE STUDY SAMPLE FOR EACH ITEM

Statistical standard	Agreement degree
1.00 – 2.33	Low
2.34 – 3.67	Medium
3.68 – 5.00	High

The calculation for the length of the agreement degree was as follows: (larger value minus smaller value) / (number of degrees) = (5 minus 1) / 3 = 1.33.

C. Study Tool Reliability and Validity

To ensure the reliability of the study tool, Cronbach's alpha equation was utilised on the study sample to determine the coefficient of internal consistency. The value obtained for the study tool was 0.947, which is a high and sufficient value for conducting the study.

To extract the validity implications of the study tool, correlation coefficients between each item and its correlation with the study tool were calculated. Two main conditions for these coefficients were met: the corrected correlation coefficient should not be less than 0.30, and there should be statistical significance for these coefficients.

IV. RESULTS AND DISCUSSION

The results are presented according to the study questions, as follows:

The first question is: What are the attitudes of Arabic language teachers in Jordan towards the use of DI in teaching? To answer this question, the means and standard deviations of the responses of the sample individuals to the questionnaire items for DI and the entire questionnaire were calculated.

It is evident from the data that the means of the responses of the sample individuals to the items of the differentiated education questionnaire ranged between 3.150 and 4.193, indicating high and moderate agreement degrees. The highest mean was for item number 4, which states, "I believe that differentiated education helps simplify Arabic language skills and its branches." Following that, item number 1 had a mean of 4.186, stating, "I believe that differentiated education increases understanding processes for students in Arabic language classes." Next is item number 7, with a mean of 4.179, stating, "I see that differentiated instruction provides me with options to address educational problems in new ways." Then, item number 6 had a mean of 4.150, stating, "I believe that differentiated education enhances the ability of the Arabic language teacher to present scientific material." The lowest mean was for item number 23, stating, and "I find that differentiated instruction marginalises the role of the Arabic language teacher in the classroom setting." The overall mean for the questionnaire was 3.861, indicating a high degree of agreement.

As shown in the table, most of the items scored high, indicating that Arabic language teachers in the Directorate of Education in Ma'an are aware of the educational and learning developments in the field of education, as well as the information revolution, which require the application of differentiated instruction strategies. This result can be attributed

to the positive attitude of teachers towards differentiated instruction strategies, which aim to achieve the objectives of modern educational processes. The application of these strategies by teachers may be attributed to their suitability for the intellectual and psychological levels of students. Furthermore, this may be attributed to the effectiveness of these strategies in improving and supporting students' achievement in the Arabic language by assisting them in understanding the content, facilitating the learning of concepts, and comprehending meanings.

These strategies involve diverse activities that consider individual differences in students' cognitive abilities, as well as cultural and familial differences, while responding to the requirements of the curriculum. Differentiated instruction takes into account students' preferences and interests, sparking learners' enthusiasm. Students may learn from each other by adopting cooperative learning methods and working in small groups, which can encourage healthy competition and enhance students' learning motivation.

This result can also be attributed to teachers possessing sufficient knowledge of differentiated teaching methods and strategies. This finding aligns with the results of Al-Huwaiti (2021), which indicated a high prevalence of DI, and agrees with the findings of Al-Shiblia and Al-Ajami (2020), which reported positive and high attitudes among the teachers of Arabic language towards DI. However, the results differ from the study conducted by Onyishi and Sefotho (2020), which indicated that teachers' application of DI in Enugu State, Nigeria, was low, and time constraints limited its use.

*The second question is:* Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the attitudes of Arabic language teachers in Jordan towards the use of DI in teaching, attributed to the study variables: gender, teaching experience, or academic qualifications? To answer this question, the means and standard deviations of the responses of the sample individuals on the questionnaire were calculated according to the study variables, as illustrated in Table 3.

TABLE 3  
THE MEANS AND STANDARD DEVIATIONS OF THE SAMPLE'S RESPONSES ACCORDING TO GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION

Variable	Category	Mean	Std. Devi.
Gender	Male	4.014	0.732
	Female	3.784	0.446
Years of Experience	4 years or less	4.039	0.522
	5-8 years	3.755	0.403
	More than 8 years	3.807	0.596
Educational Qualification	Bachelor's	3.835	0.593
	Master's	3.857	0.468
	Higher Diploma	4.333	0.336

To ensure the presence of differences between the mean scores of individuals in the sample in response to the DI questionnaire according to study variables, a three-way analysis of variance (ANOVA) was employed, as illustrated in Table 4.

TABLE 4  
THE RESULTS OF THE THREE-WAY ANOVA FOR THE MEANS OF THE RESPONSES OF THE SAMPLE ACCORDING TO THE STUDY VARIABLES

Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Statistical Significance
Gender	1.641	1	1.641	5.563	0.020*
Years of Experience	2.261	2	1.130	3.831	0.024*
Educational Qualification	1.764	2	0.882	2.989	0.060.
Error	39.535	134	0.295		
Total	2131.856	140			

\*Statistically significant at the significance level of ( $\alpha \leq 0.05$ )

Table 4 reveals statistically significant differences between the means of the responses of the sample individuals at a significance level ( $\alpha \geq 0.05$ ) on the questionnaire of DI, attributed to the study variable gender. Upon reference to the table of mean scores for the study questionnaire according to the study variables these differences favoured males. This result suggests that male Arabic language teachers, unlike their female counterparts, may hold a stronger conviction that the use of DI strategies enhances Arabic language skills. They may believe in the efficacy of strategies such as cooperative learning, problem-solving, providing corrective and reinforcing feedback, and improving student performance. Such strategies stimulate student motivation, enhance their self-confidence, and allow them to exchange experiences with other students in alignment with their interests. Conversely, female teachers may find other strategies more suitable for female students to achieve the objectives of Arabic language learning. These results disagree with Al-Shiblia and Al-Ajami's (2021) study, which showed lack of significant differences attributed to the gender variable among the teachers of Arabic language in using DI in Suhar Governorate.

The results also indicate no statistically significant differences between the means of the responses of the sample individuals at the significance level ( $\alpha \leq 0.05$ ) on the questionnaire of DI attributed to the study variable of educational qualification. The researchers attribute this to the fact that Arabic language teachers, regardless of their educational qualifications, apply DI due to their perception of its importance in simplifying and acquiring Arabic language skills.

Teachers also believe that DI considers individual differences and suits the students' intelligence levels by adopting Gardner's (1983) theory of multiple intelligences. Their application of DI to this extent indicates their sufficient knowledge of its strategies and techniques, as well as the availability of resources and facilities for its implementation.

Table 5 also indicates statistically significant differences between the means of the responses of the sample individuals at ( $\alpha \leq 0.05$ ) attributed to the study variable years of experience. To determine these differences, the Scheffe's post hoc test was used, as illustrated in Table 5.

TABLE 5  
RESULTS OF THE SCHEFFE POST HOC TEST OF THE MEANS OF THE SAMPLE'S RESPONSES ACCORDING TO THE STUDY VARIABLE, YEARS OF EXPERIENCE

	Years of experience	mean	Difference in means		
			Less than 4 years	5-8 years	More than 8 years
DI	Less than 4 years		0.284*		
	5-8 years				
	More than 8 years				

It is evident from Table 5 that there is a statistically significant difference at ( $\alpha \leq 0.05$ ) between the means of the responses of the study sample to the questionnaire among individuals with 4 years or less, 5-8 years, and more than 8 years of experience, in favour of those with 4 years or less of experience. This is attributed to the short period between the teacher's presence in the classroom as a student and as a teacher. He/she is still under the influence of what was studied and applied during the study and the training courses attended during this period. He/she is still among the new teachers who receive preparation, qualification, and empowerment courses for teaching modern teaching strategies, including the DI strategy that aligns with the individual differences among students. It is easy for the teacher, while receiving skills to apply them, to have the enthusiasm and motivation to use them. In addition, teachers with long experience may prefer traditional methods and shy away from diversifying activities used in teaching Arabic, arguing the need to complete the content within the specified time. These results differ from Hobson's (2008), which indicated that the variable of years of experience had little effect on the teachers' repeated use of DI strategies in the classrooms.

V. CONCLUSION AND RECOMMENDATIONS

This study sheds light on the attitudes of Arabic language teachers towards DI in Jordan, revealing generally positive attitudes among teachers towards its implementation. Despite some differences based on gender and years of experience, the majority of teachers recognise the importance of DI in enhancing Arabic language skills and catering to individual student needs. The findings underscore the necessity for ongoing qualified development and sustenance for teachers, particularly those with more experience, to ensure continued utilisation of DI strategies.

The study recommends encouraging Arabic language teachers to implement DI strategies, organising seminars and training workshops to provide Arabic language teachers with the latest developments related to DI methods, and encouraging them to continue utilising them in teaching Arabic language courses. Teachers should adopt DI and its mechanisms in teaching the Arabic language course for its role in developing Arabic language skills and should be provided by the educational environment with suitable resources and facilities for DI.

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