

Learning Strategies and Their Active Role in the Process of Teaching Arabic to Primary School Learners

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Abstract:

This study aims to define the concept of active learning strategies and demonstrate their effective role in the process of teaching Arabic to primary school learners. It does so by examining the most important active learning strategies and identifying their characteristics and the steps involved in their classroom implementation by teachers working with learners. To clarify this, the study adopts an analytical approach, drawing at times on the mechanisms of the descriptive method and, at other times, on inductive procedures. Its purpose is to reveal the importance of active learning strategies in developing primary school learners' abilities and skills and in laying the foundations of knowledge, through their interaction with these strategies within their classes and educational groups.

These strategies help learners acquire the Arabic language and gain knowledge in a simplified manner. They also improve their understanding, comprehension, and reading abilities through a purposeful educational method based on the principles of discovery and enjoyment, keeping them ready to receive knowledge and learning without becoming bored. Through the application of these strategies, the teacher assumes the role of a guide and facilitator for this group.

Furthermore, we concluded that these strategies play a significant role in promoting self-directed learning among learners, improving teamwork to enhance their creativity, and enabling them to develop a spirit of challenge in confronting problems and advancing themselves as well as their cognitive and cultural abilities.

Keywords: Strategies; active learning; learner; teacher; Arabic language; primary education.

Introduction:

Active learning strategies are among the most important and effective pedagogical strategies in the learning process. The Algerian state has sought to develop the foundations of this learning in accordance with the competency-based approach by making Arabic the core subject in shaping learners' identity. This process begins with teaching learners the letters, how to spell and write them, and then how to learn various words and expressions through reading, memorising short Qur'anic surahs, and other activities. At subsequent educational levels, learners are introduced to other fields of knowledge, such as arithmetic, science, and physics. This is achieved by relying on the foundations of modern educational processes based on active learning strategies and creative teaching methods that attend to learners, focus on building the foundations of their knowledge, enable them to achieve their goals, and develop their cognitive and linguistic skills.

Accordingly, this study seeks to identify the most important of these strategies and examine their pedagogical role in teaching Arabic to learners by raising the following questions:

What is meant by the concept of strategies?

What are the most important strategies used by teachers in the learning process?

How are they employed within educational groups?

In addition to the cognitive nature of the discourse surrounding this issue, we have chosen to adopt an analytical approach in this research, drawing at times on the mechanisms of the descriptive method and, at other times, on inductive procedures. Our aim is to reveal the importance of active learning strategies in developing the abilities and skills of primary school learners, improving their comprehension and reading abilities, and motivating them to solve problems and acquire knowledge as well as the fundamentals and rules of the Arabic language.

1-Definition of Strategy: The linguistic origin of the term “strategy” can be traced back to the Greek word “stretegos,” which consists of two components: the first is (stratus), meaning “army,” and the second is (ago), meaning “leadership” or “movement.” The word therefore conveys the meaning of “the art of military leadership.” This pedagogical term was first used in the military field to refer to the use of the available capabilities, materials, and means to achieve the desired objectives (see: Muhammad, 2021, p. 12). The use of the term was subsequently extended to several fields, including teaching.

The term “strategy” also refers to a set of policies, methods, plans, and approaches adopted to achieve predetermined objectives in the shortest possible time and with the least possible effort, based on the plans and procedures followed in using the resources available in the short term (Al-Hajj and Al-Masalha, 2016, p. 47).

2-Definition of Teaching Strategies: These are a set of procedures, means, teaching methods, and classroom engagement techniques used by the teacher to enable learners to acquire planned educational skills and experiences and to achieve the intended educational objectives (Al-Hindawi, n.d., p. 7). Furthermore, these strategies reflect the teacher’s approach to teaching different subjects and the method followed in conveying knowledge and academic content to learners. This is accomplished through a set of means, tools, and procedures that assist the teacher in fulfilling their educational task and achieving acceptable learning outcomes in light of the available resources (Al-Hajj and Al-Masalha, 2016, p. 49). These strategies vary from one academic year to another according to the grade level, the educational needs of learners as individuals and groups, and their level of education.

3-Elements of Learning Strategies: To design an effective strategy, teachers must identify the following elements (see: Muhammad, 2021, pp. 16–19):

Defining Educational Objectives: This involves determining what the learner wants to learn. The objectives must be specific, measurable, achievable, realistic, and time-bound, using an appropriate framework.

Planning: Developing a flexible, time-bound plan to achieve the learning objectives. The plan should include the topics of the educational content and the required resources, such as training courses, books, and other materials.

Identifying the Appropriate Learning Method: This involves identifying the learner’s preferred method, whether through videos, audio recordings, collaborative learning with others, or other methods.

Learning Environment: Preparing the place designated for learning so that it is quiet and well lit, free from distractions, and equipped with the necessary books and devices.

Content Organisation: Organisation here refers to arranging information and ideas using tools such as mind maps.

Time Management: Preparing a weekly schedule that includes designated learning times, setting priorities, and dividing tasks into smaller assignments.

Interaction and Participation: This involves asking teachers questions and engaging in discussions with them, in addition to participating in training activities with other learners.

Self-Assessment: Determining the degree to which information has been understood and assimilated through exercises and tests in order to identify areas for improvement.

Feedback: Requesting assessment from teachers to identify and correct errors and subsequently avoid repeating them.

Use of Technology: Relying on the latest technological learning tools, such as online training courses, educational videos on YouTube, and educational applications.

Application: Reinforcing understanding and comprehension through practical training or voluntary work.

Review: Using tests to measure the extent to which information is remembered and understood, as well as reviewing it at spaced intervals to ensure its retention.

Based on the foregoing, it can be concluded that teachers need to design a specific plan to implement learning strategies in the classroom. This process begins by defining the intended objective of these strategies and then planning their implementation by selecting the appropriate learning method and preparing the designated learning environment. Teachers must subsequently organise the learning content and distribute tasks among learners in order to regulate the learning process within a specific time frame and ensure interaction and participation in the classroom. This enables teachers to determine the extent to which learners have understood the information, identify errors, and correct them to prevent their recurrence, with the assistance of modern technology.

4-Objectives of Learning Strategies:

Enhancing the level of understanding and comprehension of educational content.

Motivating learners to continue learning and developing.

Preparing learners to face challenges by improving their problem-solving skills.

Developing teamwork skills.

Encouraging learners to engage in self-directed learning.

Motivating learners to be creative and innovative by providing a stimulating educational environment (Saidi and Al-Husseiniya, 2016, p. 31).

An examination of the objectives of active learning strategies reveals that they seek to develop learners' individual and collective skills and abilities by motivating them to understand information and acquire knowledge, and by encouraging creativity and innovation in order to prepare them to face challenges and solve problems.

5-Learning Strategies Used in Teaching Arabic at the Primary-School Level:

5-1-Cooperative Learning: This is an active learning strategy that focuses on teamwork within small groups. The teacher divides the learners into groups, each consisting of four or six learners. They are then assigned an exercise to complete or a phenomenon to investigate. When

forming these groups, it is advisable to create heterogeneous groups comprising learners of different levels while taking their individual differences into account (Al-Sirr, Al-Dahlan, and Iyad Ibrahim, 2021, p. 104).

5-1-1-Objectives of This Strategy:

Promoting interaction and developing a spirit of cooperation among learners, teaching them how to make collective decisions to solve a specific problem, and encouraging them to assume responsibility.

Mastering conversational skills, learning to listen to one another, and developing the ability to infer important knowledge and information independently.

Highlighting learners' individual talents and demonstrating the extent of their intellectual abilities in solving various problems (Al-Sirr, Al-Dahlan, and Iyad Ibrahim, 2021, pp. 104–105).

From this perspective, cooperative learning is a strategy concerned with teamwork based on the principle of group formation. It relies on cooperation among group members to face challenges, solve problems, and acquire information and knowledge.

5-1-2-A Practical Example of This Strategy: Learning How to Form Sentences and Expressions for First- and Second-Year Primary-School Learners:

The teacher divides the learners into three groups and then asks them to choose a name for each group. Through consultation, the learners select a name that reflects their personalities, after which each group representative announces their group's name. The teacher forms these groups with due consideration for the learners' individual differences and assigns each group a set of activities. These activities serve as assessment checkpoints at the end of the scheduled learning unit and are intended to consolidate acquired knowledge in accordance with the cooperative principle. The teacher asks the learners to complete them within a specified period appropriate to the activity presented.

1-Group A: This group is given an activity that involves colouring the words in the same colour as the letters they contain. In this activity, learners employ their prior knowledge and cognitive skills to colour the words and select the correct ones.

Figure 1 : A model of a practical language activity

After the first group receives its activity, its members read the instructions and then proceed to complete the task by taking out their colouring pencils and colouring each word according to the colour assigned to the letter it contains.

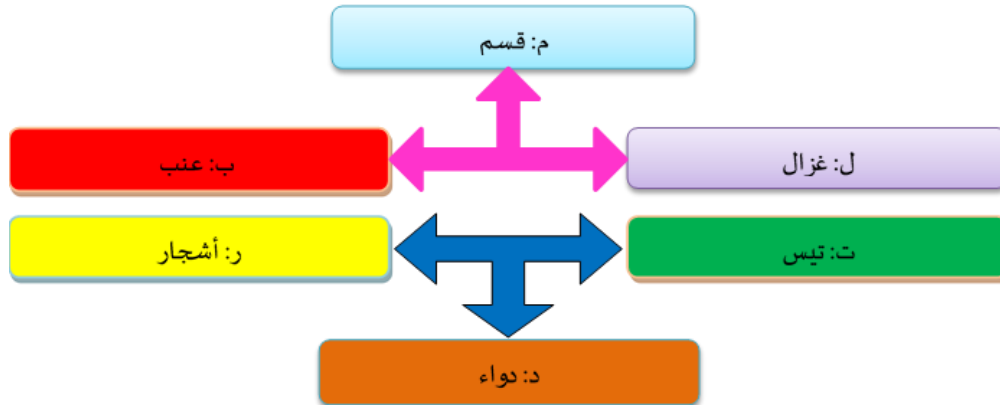


Figure 2 : Schematic model of the solution of group A

2-Group B: This group is asked to insert the correct letter into each word and then cross out the incorrect letters with the help of the accompanying pictures. The learners will be motivated to complete this activity by drawing on their prior knowledge and attempting to place the correct letter in each word, as follows:

Word	Correct letter
مسطرة	م
زرافة	ر
مسجد	ج
معلمة	ة

3-Group D: The teacher asks the learners to copy the words in neat handwriting while maintaining appropriate spacing. These words are: مدير (principal), بلبل (nightingale), توت (mulberry), and دار (house). Through this activity, learners practise writing in an organised and aesthetically pleasing manner by imitating the written forms of the words and tracing the way their letters are formed, in accordance with the principle of handwriting imitation.

.....مدير.....مدير.....مدير.....مدير.....
.....بلبل.....بلبل.....بلبل.....بلبل.....
.....توت.....توت.....توت.....توت.....
.....دار.....دار.....دار.....دار.....

Based on the foregoing, we conclude that, while completing these activities, learners will develop the ability to distinguish letters, understand how they are combined to form different words, and place them in their appropriate positions. They will also learn how to form them correctly in writing.

5-2-Brainstorming Strategy: This strategy is based on interaction between learners and the teacher through a series of thought-provoking questions designed to improve learners' problem-solving and decision-making abilities. It also broadens their horizons and unleashes their latent potential, allowing them to express their opinions freely. Herein lies the importance of the brainstorming strategy (Al-Sirr, Al-Dahlan, and Iyad Ibrahim, 2021, p. 139). Teachers must also observe a set of principles when applying this strategy, as follows:

Encouraging learners to express their opinions without making them feel apprehensive.

Recording all ideas and discussing them one by one.

Avoiding harsh criticism of any idea.

Evaluating the ideas constructively at the end of the lesson (Al-Hajj and Al-Masalha, 2016, p. 89).

Based on the foregoing, brainstorming can be regarded as a strategy that stimulates learners' thinking and releases their latent potential in order to integrate them into the learning process. It encourages them to interact, solve problems, and make decisions from a creative perspective.

5-2-1-A Practical Example of This Strategy:

This strategy is used particularly in teaching grammar and spelling phenomena in order to consolidate them in the learner's mind. This is achieved by asking a series of questions related to the reading lesson and eliciting examples of a particular linguistic or spelling phenomenon. For example, in a spelling lesson on "tā' marbūṭa" for third-year primary-school learners, the teacher seeks to establish a rule governing tā' marbūṭa by rereading a passage illustrating this phenomenon. The teacher then asks a series of questions about the passage to identify the words ending in tā' marbūṭa. For example:

كانت السماء صافية والشمس الدافئة تلقي أضواءها الذهبية على الأرض والحقول مرتدية أجمل أثوابها الملونة.

The sky was clear, and the warm sun cast its golden rays upon the earth and the fields, which were dressed in their most beautiful colourful garments.

(Sarab, Bouslama, Ben Yezar Afrit, and Halfaya Daoud, 2018, p. 20)

The teacher writes this sentence on the board. After completing it, the teacher reads it aloud in a clear voice and then asks the learners to read it again. Following the rereading, the teacher asks them a series of questions to identify the spelling phenomenon and derive its governing rule. Through these questions, the teacher stimulates the learners' thinking, improves their ability to solve such problems, and helps them formulate a rule for a spelling phenomenon that they will subsequently apply in their written work.

Questions Used to Identify the Spelling Phenomenon:

Q1-Identify the highlighted letter in the following words: صافية، الدافئة، الذهبية، مرتدية، الملونة.

Learner: The highlighted letter is tā' (ت).

Q2-How is the letter tā' written at the end of each word?

Learner: At the end of each word, it is written as tā' marbūṭa (ة).

Questions Used to Determine the Rule Governing the Spelling Phenomenon:

Q1-How is the tā' pronounced when it bears a sukūn and one pauses on it?

Learner: When the tā' bears a sukūn and one pauses on it, it is pronounced as hā' (هـ), although it is written as tā': الملونة / الملونة.

Q2-Identify whether these words are nouns, verbs, or particles.

Learner: These words are nouns.

Q3-How are these nouns classified: masculine, feminine, singular, or plural?

Learner: These nouns are feminine and singular.

Q4-Derive a definition of tā' marbūṭa.

Learner: Tā' marbūṭa is a tā' added to the end of feminine nouns. It is pronounced as hā' when it bears a sukūn and is pronounced as tā' when the word is connected to what follows. It is written as follows: "ة، ة_____".

The definition of tā' marbūṭa derived by the learner from their answers is ultimately written on the board as a conclusion and as the rule governing the spelling phenomenon of tā' marbūṭa. A set of examples illustrating the phenomenon is also provided, as shown in the following image:

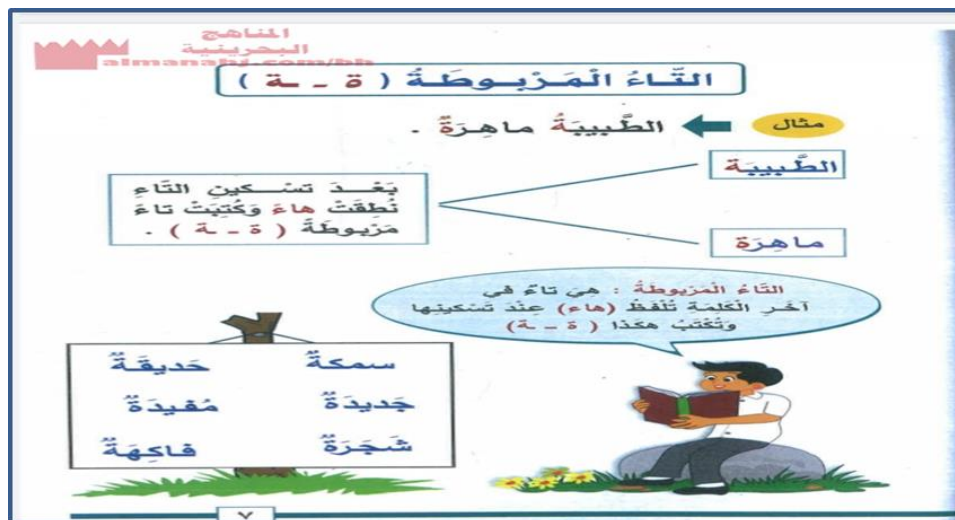


Figure 3: A model summarizing phenomenon of the tā' marbūṭa

To consolidate this rule in the learners' minds, the teacher concludes by assigning a set of simple activities related to this spelling phenomenon in order to develop their cognitive and writing skills. The following are illustrative examples of some of these activities:



Figure 4: A model of a practical language activity

After writing down the rule derived from this spelling phenomenon, learners apply the knowledge they have acquired to complete the activity. They first read the activity carefully, understand its instructions, and then select the appropriate letter to place at the end of each word so that it corresponds to the accompanying picture.

ج	من	منب	كعب	مع	فوا	وج	ف	مظ	ور
ر..	تز..	...	...	لم..	ك..	...	تا...	ل..	د..
ج	من	منبه	كعبة	مع	فوا	وج	ف	مظ	ور
رّة	تزه			لمة	كه	ه	تاه	له	ده

5-3-Role-Playing Strategy: Role-playing is a modern teaching method characterised by its effectiveness in helping learners understand themselves and others. It involves learners in the enactment of real-life situations and allows them to express their feelings, opinions, and attitudes. Each learner is assigned a role through which they represent either themselves or another person in a specific situation. This takes place in a safe environment and under conditions in which learners are cooperative, tolerant, and inclined to participate in play (Al-Hajj and Al-Masalha, 2016, p. 79). This contributes to developing their cognitive abilities and unleashing their creative potential. Therefore, the following considerations must be taken into account when applying this strategy:

The roles should be appropriate for the learners' age group.

Learners should be properly trained, and the language used should be comprehensible to both the participants and the audience.

Positive roles with meaningful ethical dimensions should be selected so that they convey a purposeful and influential message.

Coherent sentences and short expressions should be selected to make them easier for learners to memorise.

Learners' existing interests should be utilised and adapted appropriately to the roles.

Learners' morale should be raised if they make mistakes during the performance or are subjected to criticism (Al-Qasha'ila, 2021, pp. 65–66).

Based on the foregoing, this strategy is highly important for developing learners' abilities and enhancing their linguistic and intellectual skills. It introduces them to various familial, social, political, international, mythological, fictional, and historical figures, among others. This contributes to shaping their personalities, instilling moral values in them, and enabling them to become strong and independent individuals with an established place within the school, the family, and society.

5-3-1-Benefits of the Role-Playing Strategy:

It accelerates learners' acquisition of knowledge and ensures its lasting impact.

It develops learners' thinking and analytical processes.

It brings a spirit of vitality and enjoyment to the learning situation.

It promotes positive communication among learners and develops sociability, familiarity, and affection among them.

It helps identify learners with exceptional and advanced abilities.

It addresses negative behaviours among learners, such as social withdrawal (Al-Qasha'ila, 2021, p. 65).

Furthermore, through this strategy, learners acquire various learning skills and become familiar with different aspects of language, including letters, grammar, morphology, and spelling. They can also discover themselves and their identity by assuming and imitating the roles of others. Consequently, they become capable of confronting difficulties and addressing the problems they encounter with determination and seriousness.

5-3-2-A Practical Example of This Strategy:

This strategy is applied in the areas of “oral comprehension,” “guided reading,” and “independent reading.” Teachers employ it positively with their learners by reading an “oral comprehension text.” Through this text, learners acquire the foundations of oral expression by imitating its characters, assuming their roles, and speaking from their perspectives. This enables them to acquire the fundamentals of the Arabic language and speak it fluently.

The field of oral comprehension therefore constitutes the fundamental building block for the beginning of a new learning unit filled with various questions, cognitive acquisitions, and moral and social values. It also serves as a gateway to the other learning areas with which it is interconnected, beginning with written comprehension. This area is based on a range of activities, particularly “guided reading,” which includes diverse narrative texts appropriate to learners’ ages, intellectual and cognitive inclinations, and future aspirations.

These texts provide teachers with considerable scope for applying the role-playing strategy because of their diversity, the aesthetic structure of their narrative imagination, and their richness in wisdom, proverbs, lessons, and moral values. Such elements contribute to shaping learners’ personalities and instilling in them the essence of their Algerian identity.

In addition, teachers also apply this strategy in “independent reading” activities. They select a particular story for reading or use one of the texts included in the prescribed reading textbook. The teacher then reads the story aloud to the learners and discusses it with them in order to identify its most important intellectual and artistic structures. Afterwards, the learners are asked to assume the roles of its characters and enact them on the classroom stage. One example is the story “The Lazy Peacock.”



Figure 5: An example of the story of The Lazy Peacock

The first step taken by the teacher is to read the story “The Lazy Peacock” aloud to the learners. The teacher then asks them to reread it using correct language and to listen attentively to the unfolding events. Afterwards, the learners are divided into two groups: a role-playing group and an observation and discussion group.

The members of the role-playing group are asked to select the characters they wish to portray, either by reading their parts or performing them on the classroom stage. Each member chooses a suitable character: one may select the role of the fox, another the ant, another the narrator, and another the peacock. Once the roles have been assigned, each member memorises their part and learns the steps required to portray the character. The members of the observation and discussion group, meanwhile, are asked to discuss and analyse the movements, ideas, and emotions expressed by the members of the role-playing group.

Once the members of the role-playing group have memorised their parts, the teacher asks them to come forward to the classroom stage and present their performance in an enjoyable and entertaining atmosphere, free from excessive strictness and seriousness. The observation group watches the performance, records observations, and notes any points about which its members would like further clarification.

After the performance has ended, the two groups exchange roles: the observation group becomes the role-playing group, while the role-playing group becomes the observation group. The teacher then brings the two groups together and engages them in conversation and discussion in order to reach conclusions consistent with the lesson’s objectives. The activity ultimately culminates in a piece of wisdom or a moral appropriate to the events of the story.

5-4-The Hot-Seat Strategy: This strategy has been likened to the “confession chair.” It is an active learning strategy based on asking questions of a particular learner or the teacher, with the questions focusing on a specific topic presented to the learners. Its purpose is to develop several skills, such as formulating questions, exchanging ideas, and reading, as well as to reinforce certain values and beliefs among learners (Al-Hajj and Al-Masalha, 2016, p. 75). It is therefore a simple and engaging strategy that teachers can apply in the classroom in any linguistic field or activity.

5-4-1-Advantages of the Hot-Seat Strategy:

It develops a spirit of cooperation among learners when formulating questions.

It encourages learners to answer questions.

It increases the vitality and dynamism of the educational process and removes psychological barriers between learners and the teacher, as well as among the learners themselves.

It develops self-confidence and the ability to express opinions.

It strengthens the desire to learn until mastery is achieved.

It trains learners to follow the rules governing the activity.

It develops the ability to think and conduct research and encourages the adoption of positive attitudes and values.

It helps create positive interaction among learners and contributes to addressing academic underachievement.

It reinforces individuals' sense of responsibility and commitment to principles while creating and promoting positive competition among learners (see: Muhammad, 2021, pp. 28–29).

Based on the foregoing, this strategy is characterised by its cooperative nature. It develops learners' intellectual abilities and cognitive skills, removes barriers of fear, and instils in them the confidence and ability to master acquired knowledge, address academic difficulties, and express their opinions. It also helps strengthen their sense of responsibility by encouraging them to adopt and embody positive values.



Figure 6: An illustrative model of the steps of the Hot Seat

5-4-2-Steps of the Hot-Seat Strategy:

The teacher arranges the desks or chairs in a circle inside the classroom and places one chair the “hot seat” at the centre of the circle.

The teacher asks an outstanding volunteer learner with specific skills to sit in the hot seat.

The teacher asks the other learners to direct a series of questions to the learner, who acts as the activity facilitator and answers the questions while seated in the hot seat.

The questions should preferably be open-ended, and the answers should not be limited to one or two words (Al-Hajj and Al-Masalha, 2016, p. 75).

5-4-3-A Practical Example of This Strategy:

Applying this strategy in the classroom requires prior planning by the teacher, who must prepare for it and select a suitable activity in which to implement it, such as guided reading, linguistic phenomena, or independent reading. The latter will be used here as a practical example of this strategy.

The teacher's first step is to arrange the desks or chairs in a circle inside the classroom and place the hot seat at its centre. The teacher then asks a learner for example, Samir to sit in the hot seat and read the story “The Lazy Peacock” aloud to the learners seated around them. Meanwhile, the other learners are instructed to listen to the story and prepare a series of questions to ask Samir.

After Samir has finished reading “The Lazy Peacock,” the learners begin asking questions in an orderly manner, without causing disruption and while observing proper discussion etiquette. The following table presents the main questions posed by the learners:

Table 1: An Illustrative Model of Learners' Application of the Hot-Seat Strategy

Learners	Samir
Learner 1: Identify the main character in <i>The Lazy Peacock</i> .	The main character in <i>The Lazy Peacock</i> is the peacock.
Learner 2: What negative trait characterised the peacock?	The negative trait that characterised the peacock was laziness.
Learner 3: How did the peacock feel when he woke up?	When the peacock woke up, he felt hungry.
Learner 4: What did the peacock offer the ant in an attempt to obtain a grain of wheat from her and satisfy his hunger?	The peacock offered the ant one of his beautiful, colourful feathers in exchange for the grain of wheat.
Learner 5: Did the ant accept his offer?	The ant rejected his offer and suggested that he give his beautiful feathers to the fox.
Learner 6: What did the peacock do after the ant refused to give him the grain of wheat?	After the ant refused to give him the grain of wheat, the peacock went to the fox's house to ask for food in exchange for all his feathers.
Learner 7: Did the fox accept the peacock's offer?	Yes, the fox accepted the peacock's offer and gave him a piece of cheese. The fox then plucked out all his feathers and left him bare.
Learner 8: How did the peacock feel after losing his feathers?	After losing his feathers, the peacock felt cold.
Learner 9: What did the fox decide to do after seeing the peacock without feathers?	Upon seeing the peacock without feathers, the fox decided to devour him and told the peacock that his stomach welcomed him and would keep him warm.
Learner 10: How did the peacock feel at that moment?	The peacock became frightened and fled.
Learner 11: What lesson did the peacock ultimately learn?	The peacock ultimately learned that laziness and greed are two negative traits that had caused him to lose his beautiful feathers.
Learner 12: What is the moral of this story, and what educational value can we derive from it?	The moral of the story: Greed corrupts one's character and leads its possessor to ruin.
– Laziness is the key to failure.	

The educational value: As learners, we must work diligently in the pursuit of knowledge in order to succeed in our educational journey and achieve our goals and future aspirations. We must avoid laziness because it leads to failure and academic underachievement. We must also refrain from coveting what others possess and avoid placing our trust in deceivers.

Based on the foregoing, learners should ask questions that are directly related to the lesson topic. These questions should be simple, clear, precise, free from difficulty and complexity, and appropriate to their educational level. The teacher, meanwhile, should select an outstanding

and capable learner who possesses a sound knowledge base and can provide convincing, clear, and well-structured answers as a result of properly understanding and assimilating the lessons.

The teacher must also apply this strategy effectively, maintain classroom order, and engage learners in an atmosphere of constructive discussion. Learners should be made active participants in the learning process by developing their intellectual and cognitive abilities, enhancing their skills in solving the cognitive problems they encounter, and teaching them how to participate in discussions and formulate questions. They should also be encouraged to express their different viewpoints and observe proper discussion etiquette in order to derive knowledge, lessons, and positive values through thought and reflection.

5-5-The Numbered Heads Strategy: This strategy is a form of cooperative group work in which learners are divided into groups and each member of every group is assigned a specific number. A question is subsequently posed for the group to discuss and solve. Finally, the teacher selects a number at random, and the learner holding that number answers on behalf of the group, thereby ensuring participation and individual accountability (Hanouna, 2017, p. 9). This strategy is suitable for primary- and middle-school learners and can be used in any subject, particularly Arabic and mathematics.

5-5-1-Steps of the Numbered Heads Strategy:

The teacher divides the learners into groups of four or six members, with each member assigned a number from one to four or from one to six.

The teacher poses a question or explains the task to be completed.

The members of each group discuss the question and cooperate to find solutions, ensuring that every learner is capable of providing an answer.

The teacher randomly selects a number from each group by rolling a die or using another method.

The learner holding the selected number stands up and answers or presents the solution on behalf of the other members of the group (Al-Hajj and Al-Masalha, 2016, p. 93).



Figure 7: An illustrative model of the Steps of the Numbered Heads Strategy

5-5-2-A Practical Example of This Strategy:

The numbered heads strategy is among the most important strategies employed by teachers in the process of teaching Arabic, particularly in guided reading and in teaching linguistic and spelling phenomena. This is due to its effective role in fostering a spirit of competition among

learners, motivating them to learn and acquire skills and knowledge, and helping them become accustomed to cooperation and teamwork.

Teachers therefore apply this strategy regularly during activities intended to reinforce acquired knowledge after presenting a lesson. For example, after teaching the linguistic phenomenon of pronouns, defining the pronoun and its types, and writing down its rule and related information, the teacher begins consolidating the learners' knowledge by assigning them a set of activities.

The teacher asks the learners to form groups and assigns each learner in every group a number from one to four, depending on the number of learners and the requirements of the activity. The teacher then explains how the strategy works, how it should be carried out, and how the required information should be obtained before posing the following question: Identify the types of nominative pronouns.

Initially, each learner considers the question independently. They then consult the other members of their group and agree on the correct answer:

Nominative pronouns are divided into three categories:

First-person pronouns: أنا، نحن (I, we).

Second-person pronouns: أنت، أنتِ، أنتما، أنتم، أنتن (you, in its various singular, dual, and plural forms).

Third-person pronouns: هو، هي، هما، هم، هن (he, she, they, in their dual and plural forms).

The teacher then calls out the number 2, and all learners holding that number stand and present their answers to the question, together with their justification. The same procedure is repeated with the remaining questions.

Based on the foregoing, the numbered heads strategy can be regarded as an effective learning strategy because of its importance in integrating learners with one another, particularly those experiencing academic difficulties. It encourages them to become involved and participate in order to acquire knowledge, expand their linguistic repertoire, and solve the problems they encounter in different subjects, especially Arabic.

5-6-The Popsicle-Stick Strategy: This is an innovative educational approach that seeks to promote classroom participation, stimulate interaction among learners, and maintain the highest possible levels of concentration and attention. It is suitable for younger age groups because it enables all learners to participate actively throughout the lessons. Popsicle sticks are used as a means of prompting responses and stimulating classroom discussion. This strategy is particularly appropriate for open-ended questions (Al-Shammari, 2011, p. 38).



Figure 8: A model of the Popsicle Stick Strategy

5-6-1-Steps of the Popsicle-Stick Strategy:

Write the learners' names on popsicle sticks.

Place the sticks in a container visible to everyone.

During the lesson, the teacher randomly draws a popsicle stick from the container. The learner whose name appears on the selected stick must complete the assigned task or answer the question posed (Al-Shammari, 2011, p. 38).

The popsicle-stick strategy is an active learning strategy employed by teachers in various language activities. Its effectiveness lies in enhancing classroom participation by engaging learners and motivating them to understand and interact with the lessons. It distributes opportunities equally among learners, thereby supporting the learning process and developing their intellectual and cognitive abilities as well as their linguistic skills.

5-6-2-A Practical Example of This Strategy: After presenting the lesson on the linguistic phenomenon of pronouns, the teacher proceeds to make use of and consolidate the learners' acquired knowledge by assigning them a set of activities and exercises to complete, as follows:



Figure 9: A model of a practical language activity

After the learners have completed these exercises, the teacher randomly draws a popsicle stick from the container, having first written the learners' names on the sticks and placed them inside it. The learner whose name appears on the selected stick must answer the question posed. The following table illustrates this procedure:

Table 2: An Illustrative Model of How Learners Complete the Practical Activity Using the Popsicle-Stick Strategy

Popsicle Stick / Learner's Name	Answer to Activity One: Selecting the Appropriate Pronoun	Popsicle Stick / Learner's Name	Answer to Activity Two: Answering Accurately
Souad	هنّ — <i>They are dedicated female teachers.</i>	Leila	أنتِ أم مثالية — <i>You are an exemplary mother. / Second-person pronoun</i>
Samir	هو ولد ذكي — <i>He is an intelligent boy.</i>	Khaled	نحن أولاد مهابون — <i>We are well-mannered children. / First-person pronoun</i>

Mustapha	أنتم أبناء المستقبل — <i>You are the children of the future.</i>	Aisha	هو رجلٌ أمينٌ — <i>He is an honest man.</i> / Third-person pronoun
Mouna	هما تلميذتان نشيطتان — <i>They are two active female pupils.</i>	Fouad	نحن نحبُّ بلدنا — <i>We love our country.</i> / First-person pronoun

From this perspective, we conclude that the popsicle-stick strategy is effective in the learning process. It contributes significantly to promoting participation and interaction among learners, provides them with fair and unbiased opportunities to participate, and involves the greatest possible number of learners in the learning process. It also strengthens their cognitive abilities and skills and motivates them to solve problems through the diversification of learning methods.

5-7-The Concept Cartoon Strategy: This strategy is derived from the constructivist theory of learning. Taylor and Keogh developed the concept cartoon method in their research and regarded it as an assessment and teaching tool. The strategy uses cartoon characters, images, drawings, and written statements to encourage discussion and dialogue about different ideas (Al-Shammari, 2011, p. 52). It is particularly suitable for primary-school learners, who are attracted to and engaged by images of cartoon characters.

5-7-1-Steps of This Strategy:

Prepare the concept cartoons for learners to use individually, in small groups, or as an entire class.

Ask learners to comment on each written statement in the image or identify the statement with which they agree.

Ask learners to provide a logical explanation for their agreed-upon choices.

Encourage discussion and dialogue when their opinions differ.

Continue the discussion in order to arrive at new ideas.

Focus on the learners' responses and ideas rather than solely on the correct answers (Al-Shammari, 2011, pp. 52–53).

An examination of the concept cartoon strategy in the learning process shows that teachers use it at the beginning of a lesson as an introduction and preparatory activity, or during a particular Arabic-language activity, in order to:

Reshape learners' ideas during the lesson.

Identify learners' misconceptions.

Motivate learners to engage in discussion.

Present challenges that lead learners to reconsider and reshape their ideas (Al-Shammari, 2011, p. 52).

Through this strategy, the teacher also seeks to develop learners' intellectual and cognitive abilities in various language activities and promote classroom participation by encouraging them to express different ideas and concepts. This helps consolidate correct information and concepts, identify misconceptions, and engage learners in the challenge of solving problems across various activities and exercises.

5-7-2-A Practical Example of This Strategy: At the beginning of the second learning unit, “National Identity,” the third-year primary-school teacher introduces the field of “oral comprehension” through the oral narrative “I Love My Country.” The lesson begins by applying the concept cartoon strategy, using the following image:



Figure 10: A model of an applied activity for the Electronic Concepts

The teacher then asks the learners to comment on the image and answer its question. They are encouraged to express their opinions and ideas about the concept of the homeland and engage in dialogue with one another in order to arrive at an accurate understanding, while all their responses and ideas are acknowledged. The following image presents the main ideas and opinions proposed by the learners regarding the concept of the homeland.



Figure 11: An illustrative model for solving an E- concepts strategy activity

Based on the foregoing, we conclude that the “Concept Cartoon” strategy is an active learning strategy that takes learners’ ideas into consideration by encouraging them to communicate with one another and motivating them to generate ideas about various topics. Its purpose is to consolidate new ideas, information, and knowledge that contribute to the process of self-development. It thus makes learners active participants in the active learning process by presenting different problems that stimulate their creative spirit of learning and encourage them

to confront these challenges and prepare to solve them, while taking individual differences into account.

6-The Importance of Active Learning Strategies:

Providing an Effective Educational Experience: This is achieved by promoting deep understanding, enabling learners to retain information for longer periods, helping them acquire new ideas and connect them with previously acquired ones, and using methods that enhance understanding, such as examples.

Developing Practical Skills: These strategies contribute to developing learners' skills by enabling them to apply what they have learned, thereby enhancing their comprehension and allowing them to acquire practical experience through hands-on projects and simulation activities.

Promoting Self-Directed Learning: Learning strategies guide learners towards independence in acquiring information by strengthening their capacity for self-development and problem-solving and increasing their self-confidence throughout their educational journey.

Promoting Cooperation: Learning strategies encourage learners to become more interactive by participating in training activities, engaging in discussions, and communicating with their peers. They also enable learners to cooperate with one another by strengthening their teamwork skills.

Enhancing Motivation to Learn: Learning strategies focus on providing learners with a stimulating educational environment. This is achieved by designing educational content that meets their learning needs, helps them accomplish their objectives, recognises their efforts through rewards, and gives them a sense of achievement when they attain their learning goals.

Meeting Learners' Needs: Each learner has different requirements in terms of educational content and learning methods, whether auditory, visual, or kinaesthetic. Learning strategies focus on meeting these needs and facilitating the learning experience through the use of the latest technological tools.

Promoting Lifelong Learning: This is achieved by instilling the habit of continuous learning in learners (Al-Hajj and Al-Masalha, 2016, pp. 24–25).

Based on the foregoing, we conclude that active learning strategies are highly important in developing the process of teaching Arabic to primary-school learners. They provide learners with an effective educational experience by enhancing their ability to understand, developing their linguistic skills, and improving their level of comprehension so that they can acquire experience in accordance with the principles of cooperation and self-directed learning. This begins with providing an educational environment that stimulates the learning process, helps learners achieve their pedagogical and cognitive objectives, and meets their educational needs.

Conclusion:

This research has been completed, and its various sections have been brought to completion by the grace of Almighty God. Nevertheless, its methodological aspirations have not been exhausted, nor have its intellectual horizons been fully explored. In this paper, we addressed the concept of teaching strategy, a term whose origins were initially associated with the military field before its use expanded to include several other domains, including education.

The concept came to denote a set of policies, methods, plans, and approaches adopted by the state to achieve predetermined educational objectives through effective methodologies.

These methodologies help teachers present and organise information in innovative ways in accordance with the competency-based approach. This has resulted in the emergence of various strategies based on the principles of cooperative work and self-directed learning. They seek to improve learners' comprehension and develop their skills effectively, both inside and outside the classroom. They also aim to enhance learners' creativity and enable them to face challenges and solve problems, acquire the fundamentals of the Arabic language, understand its specific rules, speak it, and employ it in communicative and cognitive contexts.

We then examined a range of strategies, beginning with cooperative learning, which is based on group work. We also discussed brainstorming, a strategy that plays an important role in the learning process by stimulating learners' thinking and releasing their latent potential so that they can solve problems and make decisions from a creative perspective.

We further addressed the role-playing strategy, which is effective in helping learners understand themselves and express their feelings, opinions, and attitudes by enacting real-life situations and assuming different roles. The hot-seat strategy, meanwhile, centres on formulating questions about a specific topic in order to develop learners' question-preparation skills and promote the exchange of ideas among them.

In addition, we examined the numbered heads strategy, which is based on cooperative group work, and the popsicle-stick strategy, which is specifically used to promote classroom participation, prompt responses, and stimulate discussion among learners. Finally, we discussed the concept cartoon strategy, which is derived from the constructivist theory of learning and centres on the use of cartoon characters.

We concluded that learning strategies are of considerable importance in developing the process of teaching Arabic to primary-school learners, as they provide an educational environment that stimulates learning. Through these strategies, teachers are able to convey their experiences, skills, and academic knowledge to learners, improve their educational level, and enrich their linguistic and rhetorical knowledge with the least possible effort.

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