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# The Status of Using Blended Learning in Teaching Arabic Language for Intermediate Students from Teachers' Perspective at state of Kuwait

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**Abstract**

The study aimed to identify the status of using blended learning in teaching Arabic for Intermediate school students from teachers' perspective in the State of Kuwait, and the differences realized in using blended learning in teaching Arabic to Intermediate school students from the point of view of teachers in the State of Kuwait due to variables of gender, academic qualification and years of experience. The descriptive survey approach was used, and the study sample consisted of (200) Arabic-language teachers of the Intermediate stage, who were chosen in a simple random way. The results showed that the reality of using blended learning in teaching Arabic to Intermediate school students from the teachers' point of view came to a medium degree. And there were no statistically significant differences due to the variables of gender and years of experience, and there were statistically significant differences in the responses of the study sample due to the variables of scientific qualification in all fields and the tool as a whole. Based on the results, the researcher recommends the need for encouraging teachers by the Ministry of Education to build computerized educational programs based on blended learning, activate their role in blended learning, and review Arabic language programs and curricula as well as their implementation strategies in order to integrate them using high-quality teaching methods, and present them to students in a manner that meets the requirements of creativity and innovation, along with the needs of individuals and society.

**Keywords**: Blended Learning, Arabic Language Teachers, Intermediate School, Kuwait.

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# واقع استخدام التعلم المُدمج في تدريس اللغة العربية لدى طلاب المرحلة المتوسطة من وجهة نظر المعلمين بدولة الكويت

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**الملخص**

هدفت الدراسة التعرف على واقع استخدام التعلم المُدمج في تدريس اللغة العربية لطلاب المرحلة المتوسطة من وجهة نظر المعلمين بدولة الكويت، ومدى وجود فروق في واقع استخدام التعلم المُدمج في تدريس اللغة العربية لطلاب المرحلة المتوسطة من وجهة نظر المعلمين بدولة الكويت تعزى لمتغيرات الجنس والمؤهل العلمي وسنوات الخبرة، وتم استخدام المنهج الوصفي المسحي، وتكونت عينة الدراسة من (200) معلماً من معلمي اللغة العربية في المرحلة المتوسطة، تم اختيارهم بطريقة عشوائية بسيطة، وبينت النتائج أن واقع استخدام التعلم المدمج في تدريس اللغة العربية لطلاب المرحلة المتوسطة من وجهة نظر المعلمين جاء بدرجة متوسطة، وعدم وجود فروق ذات دلالة إحصائية لاستجابات عينة الدِّراسة على واقع استخدام التعلم المدمج في تدريس اللغة العربية بسبب اختلاف فئات الجنس وسنوات الخبرة في جميع المجالات، ووجود فروق ذات دلالة إحصائية لاستجابات عينة الدِّراسة بسبب اختلاف فئات المؤهل العلمي في جميع المجالات والاداة ككل وجاءت الفروق لصالح ذوي المؤهل العلمي دراسات عليا. بناء على النتائج يوصي الباحث بضرورة اهتمام المسؤولين في وزارة التربية والتعليم بتشجيع المعلمين والمعلمات على بناء البرامج التعليمية المحوسبة المعتمدة على التعلم المدمج وتفعيل دورهم في التعليم المدمج، وإعادة النظر في البرامج والمناهج الدراسية للغة العربية واستراتيجيات تنفيذها، من أجل استيعاب مفاهيم الثورة الالكترونية والتكنولوجية، ودمجها بطرائق تدريسية ذات جودة عالية، وعرضها امام الطلبة، بأسلوب يحقق متطلبات الابداع والابتكار، ويلبي حاجات الأفراد والمجتمع.

**كلمات مفتاحية:** التعليم المدمج، معلمو اللغة العربية، المرحلة المتوسطة، الكويت.

## Introduction

Educators are constantly looking for the best methods and technologies to provide an interactive learning environment that attracts students' interest in exchanging views and experiences. With the introduction of the Internet and the use of modern information and communication technology, distance learning has developed and has been called e-learning, which focuses on introducing modern technologies into the educational process and converting traditional classes into virtual classes. Recently, many educators have been enthusiastic about e-learning in an exaggerated manner to the extent of calling for eliminating traditional classes, and using virtual classes instead.

Among the modern methods of education is the blended learning method, which can be described as a learning program in which more than one means of transferring knowledge and experience to students can be used with the aim of achieving the best possible outcome in relation to the learning outcomes and the cost of implementing the program. It also focuses on achieving the educational through the use of different educational techniques. The “correct” personal learning styles are to meet the “correct” personal learning styles in order to impart the “correct” skills to the “right” person at the “right” time (Jabr and El-Arnoussi, 2014).

The blended learning method is one of the methods that are characterized by easy communication with students by providing a continuous interactive environment, and providing them with scientific material in a clear way through various applications, accompanied by visual aids, through visual presentations using PowerPoint or displaying pictures through various programs, or by presenting Clips from film or video tapes, and it provides the opportunity to bypass the restrictions of time and place in the educational process, and to obtain information through the electronic information network in real time, and helps to provide the required material in many different ways, and helps to provide and create an atmosphere in which opportunities for cooperation between students and the development of trends Positive towards each other, and it enables to improve the general level of achievement, thinking, creativity and innovation and to provide an attractive learning environment (El-Feki, 2011).

The researcher believes that blended learning depends on combining traditional classroom learning methods with e-learning in the classroom, or in the computer lab or in the learning resource center, or in smart classrooms, i.e. places equipped in the school with computer-based e-learning tools or on networks. It is characterized by combining the advantages of both types of learning with the emphasis that the teacher's role is not the instructor, but rather the instructor, facilitator and director of the educational position, and the student’s role is the basis as he plays a positive role in his learning process.

Many teachers, including Arabic language teachers, have turned to the application of blended learning in teaching to consider it a learning educational system that takes advantage of all available technical means and media, by combining more than one method and a learning tool, whether electronic or traditional, to provide a good type of learning commensurate with the characteristics and needs of learners On the one hand and the nature of the curriculum and educational objectives on the other hand, especially in light of the Corona pandemic, which required the use of electronic and integrated education in light of the spread of this epidemic, from here the idea emerged for the researcher to identify the reality of using blended learning in teaching Arabic to Intermediate school students from the point of view teachers in the State of Kuwait.

**The study Problem:**

The State of Kuwait, like other countries, realizes the importance of education, as it is the main pillar for the development of society, increasing the national income, and pushing it towards the lanes of progress and prosperity, and no nation of nations can reach the stage of prosperity and progress without science and technology, and attention to quality and innovation in this field plays a prominent role in Rehabilitating and accelerating the pace of human development in order to advance the various sectors of society. The success of education is linked to many elements, some of which are related to the university's academic and scientific structure and system, and others are related to the general education system as a whole, and among the modern methods of education.

**Study questions:**

This study sought to answer the following questions:

- What is the reality of using blended learning in teaching Arabic to Intermediate school students from the point of view of teachers in the State of Kuwait?
- Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the reality of using blended learning in teaching Arabic to Intermediate school students from the point of view of teachers in the State of Kuwait due to the study variables (gender, academic qualification, and years of experience)?

**Objectives of the study:**

This study seeks to identify the following:

- The reality of using blended learning in teaching Arabic to Intermediate school students from the viewpoint of teachers in the State of Kuwait.
- The extent to which there are differences in the reality of using blended learning in teaching Arabic to Intermediate school students from the viewpoint of teachers in the State of Kuwait due to variables of gender, academic qualification, and years of experience.

**The importance of studying:**

The importance of the study lies in the importance of the topic covered by the importance of blended learning in the educational learning process that contributes to solving many educational problems such as cognitive development, the information revolution, the problem of individual differences between students, the overcrowding of classrooms with students, the shortage of qualified teachers and trainers, as may be done Benefit from them by presenting appropriate recommendations and proposals in light of the study's findings to decision-makers in the Ministry of Education in the State of Kuwait.

**Definition of terms:**

The researcher used a number of terms that he deems necessary to define:

- **Blended learning**: "Using modern technology in education without abandoning the usual educational reality and attending the classroom, where the focus is on direct interaction between students and the teacher by using modern communication mechanisms such as computers and internet portals" (Al-Shomali, 2007: 6).
- **Blended learning: procedural**: learning that combines traditional learning and e-learning in several different ways to obtain productivity at the lowest cost and is expressed in the degree that the study sample members will obtain on the study tool that the researcher will prepare for this purpose.
- **The intermediate stage**: the second stage of education in the State of Kuwait and includes the sixth, seventh, eighth and ninth grades.

**Limits and limitations of the study:**

The limits and limitations of the study are as follows:

- **Objective limits**: The reality of using blended learning in teaching Arabic to Intermediate school students from the teachers' point of view.
- **Human limits**: The study was limited to a sample of Arabic language teachers in the Jahra educational area in the State of Kuwait.
- **Spatial boundaries**: Field application was carried out on all Intermediate school Arabic language teachers in Al-Jahra educational district in the State of Kuwait.
- **Temporal limits**: This study was applied during the first semester of the 2020/2021 academic year.
- The results of the current study were generalized in light of the validity and reliability of the study tool, and the accuracy and objectivity of the responses of the study sample individuals to the items of the study tool.

**Theoretical literature**

Modern technology has provided means and tools that have played a major role in the development of the teaching and learning process in recent years, and provided an opportunity to improve learning methods, as they helped stimulate students 'motivation and encouragement. As the technological revolution continues to expand and spread, the computer has emerged, which represents a quantum leap and a challenge to all the innovations or tools that were previously used in the educational process. The fields of computer use in education have diversified and varied, from using it as a study subject, to developing the methods used in teaching by means of the computer or Creating new methods through which it can contribute to achieving the desired goals of the education process.

**The concept of blended learning**

The blended learning environment emerged as a result of the high demand for the use of electronic learning tools in education without regard to the availability of its requirements, so there was a need to regulate this use by educators. Where the blended learning environment combines the advantages of using electronic learning media over the Internet, and the advantages of traditional face-to-face interaction. As these means display the scientific content, while the teacher in the classroom prepares students, directs them, guides them, and follows them when carrying out individual and group activities, answers their questions, and provides them with appropriate feedback through live interaction with them (Al-Jabrini, 2009).

Blended learning is the acceptable logical and scientific alternative to e-learning, but it is the highest return, the lowest cost, and the most advanced type of modern learning. Blended learning means mixing or mixing traditional teacher roles in traditional classrooms with e-teacher roles in virtual classrooms, as it combines traditional learning with e-learning (Salama, 2005).

Blended learning is a strategy that combines the forms of direct online and indirect learning, and direct e-learning on the Internet usually means the use of the Internet and intranet, while indirect learning is the one that takes place within the framework of traditional classes, and an example of this type of mixing is an educational program that provides materials Online coursework and research resources, while teacher mentoring and classroom training sessions provide an essential means of education (Al Khan, 2005).

Blended learning means the use of modern technology in teaching without abandoning the usual educational reality, and being present in the classroom. Emphasis is placed on direct interaction in the classroom through the use of modern communication mechanisms, such as computers, networks and Internet portals (Shomali, 2007).

Blended learning is defined as “a learning program in which more than one means of transferring knowledge and experience to the target audience is used in order to achieve the best possible outcome in relation to the learning outcomes and the cost of implementing the program. The importance of blended learning does not lie in merely mixing different modes of transmission, but rather in focusing on the learning outcomes and the work sector (Freihat, 2004, 1).

Blended learning includes three dimensions of synthesis; Synthesis between educational models, synthesis between teaching methods, and synthesis between e-learning and traditional education (Mustafa, 2008, 3).

And blended learning is: “Education through which an effective set of multiple presentation methods, teaching methods and teaching styles are used that facilitate the learning process, and it is based on the merging of traditional methods in which students meet face to face with e-learning methods” (Aleks, 2004, 9)

Al-Faki (2011, 15) defined it as: “An integrated system that integrates the traditional method of face-to-face learning with Web-based e-learning to guide and assist the learner as one of the modern approaches based on the use of educational technology in Designing new educational situations. "

Blended learning is the restructuring and formulation of educational content based on learning theories and its integration with various modern electronic media, which provides the learner with an active interactive environment through content management programs, as it moves it from the traditional classroom to a wider classroom that is not defined by time or place (Shatrat, 2010, 9).

In light of the above, the researcher can define blended learning as: learning that combines traditional learning and e-learning in several different ways to obtain productivity at the lowest cost, combines in his method the use of information and communication technology and other traditional teaching methods, so that these methods are integrated and interact with students and teachers individually. Or collective, to serve educational goals, and to achieve the interests of students, without abandoning the educational reality in the classroom.

Advantages of Blended Learning

Blended learning has many advantages, including the real employment of information technology applications in educational situations in terms of surfing the Internet, dealing with e-mail, chatting, and using various computer programs, reducing learning expenses compared to e-learning, saving the effort and time of the learner and the teacher compared to traditional learning alone, and enabling students to obtain The pleasure of interacting with teachers and their fellow students face to face, which strengthens social relations and the human aspects between them, and takes into account individual differences between learners so that each learner can proceed in learning according to his needs and abilities (Schweizer, paechter, & Weidenmann, 2003).

Blended learning also works to expand the learning area to include the world and not be limited to the classroom, and it allows students to learn at the same time that their colleagues learn without being late for them if they are unable to attend the lesson for some reason, and the learner achieves through this type of learning the best results As some educational institutions show exceptional results from their initial applications of blended learning (Ismail, 2011).

Ismail (2011) adds the following advantages to the learning system Built Where it combines the advantages of e-learning, and advantages Traditional education , and training of students to use E-learning technology while learning And cementing methods The traditional teaching used by teachers with different technological means , and the provision of the material resources available for teaching from the halls Teaching and equipment , and achieving higher rates of education It reduces the time students spend in the classroom .Giving the opportunity For other students to be inside these halls.

The study suggests (Wingard, 2005) to increase the interaction between students with each other, and between the teacher and students, and to increase the students' learning rate .While the Sands study indicates (Sands, 2002) Indicates that conversation in traditional learning is negatively affected by the academic schedule ;If a student has an idea on Sunday , for example ,and wants to present it to the teacher or students, but his class is on Tuesday, he has to wait six consecutive days to discuss the idea, but in blended learning, the student can discuss the idea directly with the students and the teacher.

While the results of Collis' study are clear(Collis, 2003)Students can easily access learning through blended learning, especially students who cannot access traditional classrooms for various reasons, which may include: students in rural areas and small gatherings, and home students who receive their education at home through their parents, and there may be some topics that do not Their parents can teach them, as well as students with disabilities, hospital inmates, students who have been dismissed from school or expelled and who cannot enter classrooms so that they do not fall academically behind their colleagues.

And see: (Reay, 2001; Troha, 2003) that blended learning leads to improving students' attitudes towards learning in general.

And as for (Colin, 2005) Lost He pointed out that learning built the collection of Wii systems of digital content , which helps the potential demise of heavy textbooks from the classroom ;This is when the prescribed books are replaced by electronic content and electronic sources ;This reduces the cost of purchasing textbooks, as well as removes medical concerns about students - especially young ones - carrying heavy books.

And it reached (Rovai and Gordon, 2004) He indicated that mixed lessons produce a stronger societal feeling among students when compared to students who receive learning through regular learning only or with students who receive learning through complete e-learning.

**Blended learning application requirements**

There is no set strategy Defines the method or approach in which blended learning is applied but success is a case A specific method depends on the ability of the teacher, who is the master of the classroom situation, to choose the appropriate method or educational method and employ it well and effectively .There are several things that should be It is taken into account and into consideration when choosing and including the appropriate method of teaching Determine the level of learners, students' desires, and the nature of scientific content and skills Which students must master .The application of integrated learning curricula and methods requires the provision of computer laboratories and the development of local and global information networks within the reach of the student, providing the teacher and the learner with the necessary skills to use multimedia, and by providing the necessary training courses, and providing appropriate educational curricula for this form of education, and for teachers to become leaders and guides To educate their students through their use of the computer, its applications, the Internet, and the production of appropriate and varied educational materials for teaching (Al-Feki, 2011).

**Challenges and difficulties for blended learning**

Punk and Graham study indicated (Bank & Graham, 2004) they indicated that there are difficulties that will face the use of the blended learning method, represented in the importance of direct interaction, the importance of the learner’s choices, and self-control: in terms of whether students will choose different types of mixes, and models for support and training: There are several issues related to support and training in learning environments, including: Increasing The demand for teacher time, and the necessity to provide learners with the technical skills necessary to succeed in both traditional learning and online learning, changing organizational culture to accept the views of blended learning, professional development of teachers, and the digital divide in information and communication technology among the world's population, blended learning must be distributed among The level of the world and the digital divide prevent that, and cultural adaptation: as blended learning is often designed to take into account the needs of students in the local community, not the global, and the balance between creativity and production.

**Previous studies**

- **Study of Manolizadeh , Biemant & Mulder (2008)**: This study was designed to identify factors that can explain teachers' use of e-learning environments in higher education. A questionnaire was completed by 178 teachers from a wide variety of departments at Wageningen University in the Netherlands. We found that 43% of the total variance in teacher use of e-learning environments could be explained by their opinions about web-based activities and their opinions about computer-assisted learning (predictors) and the perceived added value of e-learning environments (mediating variable). In other words, teachers' use of e-learning environments can be explained to a high extent by their perceptions of the added value of these environments, which in turn are substantially influenced by their opinions about web-based activities and computer-assisted learning.
- **Study (Obidat, , 2013).** The purpose of the study is to investigate the difficulties facing the implementation of blended learning by male and female secondary school teachers in Irbid governorate form their point of view according to academic, scientific qualification, gender and years of experience variables. The sample of the study consisted of (320) male and female secondary stage teachers in Irbid governorate schools. The researcher administrated a questionnaire consisted of (36) items distributed on four domains after checking validity and reliability. Moreover, means, standard deviations, ANOVA and (t) tests for independent samples were used to analyze the data. The findings of the study showed that the difficulties of applying blended learning were high on the domains and on the total score as a whole. As well as the study found no statistically significant differences for the variables of academic specialization, qualification, sex, years of experience, and all fields of study. Based on the findings of the study the researcher recommended the need of re-considering the implementation of blended learning in Irbid governorate schools according due to the high difficulties facing teachers as shown in this study
- **Study (Abul –Reesh, 2013).** this study aimed to investigate the effectiveness of blended learning on tenth female graders' achievement in grammar in Gaza and their attitude towards It. To achieve the study aims, the researcher adopted the quasi-experimental approach with two groups' pre-post design (experimental and control). The researcher designed the following study instruments and tools: content analysis, achievement test consisting of (50) items, a pre-designed attitude scale to measure the experimental students' attitude towards grammar consisting of (40) items, and a blended learning grammar program, the study results revealed that there were significant differences in students' scores of the control and the experimental groups in favor of the experimental group and which is attributed to the blended learning program.

The findings also pointed out that there were statistically significant differences in the participants' achievement level before and after implementing the blended program in the favor of the post application. Additionally, there were statistically significant differences in the participants' achievement level of the control and the experimental groups (high and low achievers) in favor of the experimental group.

- **Study (Farrah & Abuzahra, 2018).** This study investigated the performance and attitudes of students in the literary criticism course towards online learning engagement. The participants of the study included sixty English major students. There were two sections: one control while the other is experimental. The study used both pre and post tests and pre and post questionnaires. A 25-item questionnaire was used to assess students' attitudes towards this experience. The results revealed that the experimental group had very positive attitudes toward using the online learning platform in learning English literature courses. Moreover, the study showed that there were statistically significant differences found on the attitudes towards the Online Learning Platform (Moodle) in the Literary Criticism Course favoring the experimental group.
- **Study (Almotairi, 2019)** the study aimed to investigate the Status of Using Blended Learning in teaching by the Intermediate Stage Sociology Teachers and Difficulties faced them from their Perspectives at Kuwait. The study followed the analytical descriptive method. The sample included from (334) teachers, A questioner was developed contents from (42) items, distributed on four dimensions (status of using Blended Learning, education equipment for Blended Learning, teachers Attitudes, and Difficulties in using Blended Learning) The results showed that the Status of Using Blended Learning in teaching by the Intermediate Stage Sociology Teachers and Difficulties faced them from their Perspectives at Kuwait came to a medium degree,

  and there were no statistically significant differences in the sample responses to the Status of Using Blended Learning in teaching by the Intermediate Stage Sociology Teachers and Difficulties faced them from their Perspectives at Kuwait due to gender and experience variables , The results showed that there were statistically significant differences in the responses of the sample of the study on the Status of Using Blended Learning in teaching by the Intermediate Stage Sociology Teachers and Difficulties faced them from their Perspectives at Kuwait was attributed to the variable of the scientific qualification except for the tool. The differences were in favor of those with postgraduate qualifications.

- **Study (Alenize , 2019)** the study aimed to identify the reality of the use of teachers in the secondary stage in the State of Kuwait for integrated learning from the point of view of teachers and principals. The researcher followed the descriptive method. The sample consisted of (217) secondary school teachers in Jahra governorate in Kuwait. The results of the study showed that there were no statistically significant differences in the responses of the sample of the study to the reality of the use of secondary school teachers in the State of Kuwait. And the existence of statistically significant differences of the responses of the sample of the study on the reality of the use of secondary school teachers in Kuwait for integrated learning from the point of view of teachers and principals Because of the different categories of scientific qualification in all fields and the instrument as a whole and the differences came in favor of those with postgraduate qualification.

- **Study (Alsbeai & Alqabati, 2020)** The study aimed to identify the reality of using blended learning from male and female teachers of Arabic language perspective in teaching of elementary students. To achieve the study goals, the researcher used the descriptive approach, and applied the measure of the reality of blended learning to a random sample of (250) male and female Arabic language teachers at elementary schools, Bisha Governorate. Arithmetic means were used to calculate the degree of blended learning reality for male and female Arabic language teachers at elementary schools. The researcher also used test(s) to recognize the differences based on gender variable. The study concluded the following results: the degree of blended learning reality for male and female Arabic language teachers at elementary schools, also the degree of blended learning challenges was high. The results suggest that no statically significant differences were founded among the average male and female teachers' responses of blended learning challenges based on gender variable.

**Study Approach**

In this study, the descriptive survey method was used, by using a tool to collect data from the study sample individuals.

**Study Population**

The study community consists of all the Arabic language teachers in the Jahra Governorate in the State of Kuwait, who number (795) teachers in the intermediate stage, according to the statistics of the Ministry of Education in the State of Kuwait.

**The study sample**

The sample of the study consisted of (200) Intermediate school Arabic teachers, who were chosen in a simple random way. Table (1) shows that

**Table (1) the study sample is distributed according to gender ,academic qualification and years of experience**

| variable | Categories | number | percentage |
|---|---|---|---|
| **Gender** | Male | 90 | **45%** |
| | female | 110 | **55%** |
| | total | **200** | **100.0%** |
| **Qualification** | BA | 126 | **63%** |
| | Postgraduate | 74 | **27%** |
| | total | **200** | **100.0%** |
| **Experience** | Less than five years old | 60 | **30%** |
| | Between 5 - less than 10 years old | 54 | **27%** |
| | More than 10 years | 86 | **43%** |
| | total | **200** | **100.0%** |

**Study tool**

A tool was developed to measure study variables consisting of (42) statements distributed in four areas, namely: (teachers 'attitudes towards blended learning, equipment for blended learning, the reality of Arabic language teachers' use of blended learning , and barriers to using blended learning), by reference to the theoretical literature and previous related studies, and the tool consisted of two parts:

**The first part :**includes the necessary demographic information about the respondent, which is (gender ,educational qualification, and years of experience).

**The second part: The** focus of measuring the reality of using blended learning in teaching Arabic to Intermediate school students from the teachers' point of view.

The responses were defined by five scores: (a very moderate degree takes the number (5), a medium degree and takes the number (4), a moderate degree and takes the number (3), and in a small degree it takes the number (2), and in a very small degree and takes the number (1).

**Validity**

The validity of the study tool was verified by the apparent truthfulness method by presenting it to number of (6) teaching faculty professors from Jordanian and Kuwaiti universities. The referees were asked to revise and review the questionnaire in terms of the degree of clarity of the Items, the quality of the linguistic wording and the degree of its affiliation with the field it Measure it, and amend or delete any statement that they think does not achieve the objective of the questionnaire, as data were collected from the arbitrators and after that, and then reformulated according to what was approved by (80%) of the arbitrators, as in Appendix (2 ;(Where the majority of their opinions settled according to what suits the realities of using blended learning in teaching Arabic to Intermediate school students from the teachers' point of view ,where the number of paragraphs (44) was distributed into four areas, as shown in Appendix (1), and (4) was omitted Paragraphs and adding two paragraphs , to make the questionnaire in its final form after its arbitration (42).

**Reliability of the study tool**

To ensure the stability of the study tool, the internal consistency method was used according to the Cronpach's Alpha equation, and then the stability factor was calculated, and Table (2) shows the internal consistency coefficient according to the Cronpach's Alpha equation.

**Table (2); the values of the internal consistency factor of Cronpach's alpha**

| | **the field** | **Stability coefficient** |
|---|---|---|
| The reality of using blended learning in teaching Arabic to Intermediate school students from the teachers' point of view | Attitudes of Arabic language teachers towards the use of blended learning | 0.80 |
| | Blended learning facilities | 0.95 |
| | The reality of using Arabic language teachers for blended learning | 0.95 |
| | Barriers to using blended learning | 0.96 |
| | | 0.91 |

Table shows that all values of the reliability coefficient are acceptable for the purposes of the research.

**Statistical treatment**

The statistical program was used (SPSS) To fill in the data to answer the study questions as follows:

-To answer the first question, arithmetic means and standard deviations were used.

-To answer the second question: The arithmetic means and standard deviations were used .And perform triple variance analysis.

**Study variables**

The intermediate variables are:

- Gender: (male, female).
- Academic qualification: (Bachelor, Postgraduate).
- Years of experience: (less than 5 years, from 5 - less than 10 years, more than 10 years).

**The independent variable:** the reality of using blended learning in teaching Arabic.

**The results of question first and discussed : what the reality of the use of the built-in learning Arabic language teaching for Intermediate school students from the teachers ' point of view?**

To answer this question was extracted averages and standard deviations for the reality of the use of the built - in learning Arabic language teaching for Intermediate school students from the teachers ' point of view .The following tables show that.

**Table (3) Means and standard deviations of the standard grade for the status of learning to use the built - in teaching Arabic language for Intermediate school students from the point of view of teachers arranged in descending order**

| Rank | Domain number | Domains | SMA | standard deviation | Degree |
|---|---|---|---|---|---|
| 1 | 3 | The reality of using Arabic language teachers for blended learning | 3.29 | 0.73 | Medium |
| 2 | 4 | Barriers to using blended learning | 3.26 | 0.70 | Medium |
| 3 | 2 | Blended learning facilities | 3.25 | 0.74 | Medium |
| 4 | 1 | Attitudes of Arabic language teachers towards the use of blended learning | 3.12 | 0.59 | Medium |
| **Total marks** | | | 3.23 | 0.66 | Medium |

Table (3) shows that the means of the reality of using blended learning in teaching Arabic to Intermediate school students from the teachers ’perspective as a whole (3.23), with a standard deviation of (0.66), and with a moderate degree. The field of reality of using blended learning came in first place with the highest arithmetic mean of (3.29), a standard deviation of (0.73), and a medium degree, followed in second place by the field of obstacles to using blended learning with an arithmetic mean of (3.26), and a standard deviation of (0.70), With a medium degree, the field of equipment for blended learning came in third place with an arithmetic mean of (3.25), a standard deviation of (0.74) and a medium degree, while the field of Arabic language teachers ’attitudes towards using blended learning came in fourth place with an arithmetic average of (3.12), and a deviation Standard (0.59) with a moderate degree.

The result is attributed to the fact that the use of blended learning has not reached the high level, and this is due to the teachers 'lack of interest in the type of learning due to their lack of the necessary skills to use blended learning. And the need for this type of teaching methods, which is civilized learning, to provide special equipment, in contrast to the usual methods, and the need to provide the time necessary for the possibility of applying blended learning, while the classroom is limited to a time that may not be sufficient to implement the blended learning. The result differed with the result of the study of Al-Shammari (2017), which concluded that the degree of appreciation of special education teachers of the reality of e-learning was large, and that the requirements of applying e-learning were of a large degree of application, followed in third place by the field of obstacles to the application of e-learning with a moderate degree.

**The first field :attitudes of Arabic language teachers towards using blended education:**

To answer the paragraphs of this field, the arithmetic averages, standard deviations, and the degree were used for the paragraphs of the field of trends of Arabic language teachers towards the use of blended education . Table (4) shows that.

**Table (4) : Averages calculations and deviations of standard grade class for the field of paragraphs Arabic language teachers ' attitudes towards the use of blended learning arranged in descending order**

| Rank | the number | The paragraphs | SMA | standard deviation | Degree |
|---|---|---|---|---|---|
| 1 | 5 | Contributes to learning built - in developing the skills of language teacher Arabic process | 3.36 | 0.85 | Medium |
| 2 | 8 | Improves learning built from the skills of communication with the Arabic language teacher | 3.35 | 0.87 | Medium |
| 2 | 10 | Enhances learning built social and participatory relationships between the teacher my Arabic language | 3.33 | 0.89 | Medium |
| 4 | 1 | The Arabic teacher has the desire to use blended learning | 3.29 | 0.84 | Medium |
| 5 | 2 | It helps learning built on the completion of the tasks of students educational | 3.26 | 0.78 | Medium |
| 6 | 7 | Contributes to learning built - in increasing the motivation of the teacher Arabic language towards the search for knowledge | 3.25 | 0.85 | Medium |
| 7 | 3 | The Arabic language teacher prefers blended learning to | 3.21 | 0.73 | Medium |

| Rank | the number | The paragraphs | SMA | standard deviation | Degree |
|---|---|---|---|---|---|
| | | contribute to changing the work routine in the classroom | | | |
| 8 | 4 | Can students accomplish their duties for by learning built more than the way traditional | 3.21 | 0.81 | Medium |
| 9 | 6 | Gain learning built complacent about the level and quality of their experience educational | 3.18 | 0.88 | Medium |
| 10 | 9 | It helps learning built in the development of the skills of the teacher in the use of the techniques of modern | 3.06 | 0.74 | Medium |
| Total marks | | | 3.12 | 0.59 | Medium |

Table (4) shows that the arithmetic mean of the field of attitudes of Arabic language teachers towards using blended education as a whole is (3.12), with a standard deviation of (0.59), and with a moderate degree. Paragraph (5) states, "Blended learning contributes to the development of practical teacher's skills." In the first place, with an arithmetic mean of (3.36), a standard deviation of (0.85) and a medium degree, while paragraph (9) came, which reads “Blended learning helps in developing the teacher’s skills in the use of modern technologies?" In the last place, with a mean of (3.06), a standard deviation of (0.74), and a medium degree. Blended learning contributes to the development of the teacher's practical skills, and the blended learning helps in developing the teacher's skills in the use of modern technologies, and this result is attributed to the fact that teachers do not have positive attitudes and they should have the desire to move from traditional education to e-learning, and the desire to enter The virtual classroom, the ability to combine traditional and electronic teaching, the firm desire to enter e-learning and electronic administration, and the application of the principle of uniqueness of education to help students learn according to their abilities. If they wish to use blended learning. The result differed with the result of Manolizadeh's study (2008), which showed that the attitudes and opinions of faculty members play a decisive role in the use of e-learning environments in universities, as they represent 43% of the variance in the variable of using e-learning environments.

**The second field: equipment for blended learning:**

To answer the paragraphs of this field, the means standard deviations and the score were used for the items in the equipment field for blended learning . Table (5) shows that.

**Table (5) : Averages calculations and deviations of the standard , grade and class of equipment for the field of paragraphs built -in learning sorted in descending order**

| Rank | number | The paragraphs | SMA | standard deviation | Degree |
|---|---|---|---|---|---|
| 1 | 21 | Are available at the school a endowed offer | 3.50 | 1.01 | Medium |
| 2 | 13 | Fit labs computer with the need for students to it in terms of learning tide m c | 3.36 | 0.80 | Medium |
| 2 | 11 | Modern printed information sources are available to support the purposes of blended learning | 3.28 | 0.84 | Medium |
| 4 | 12 | Available sources of information of electronic support for learning Built | 3.25 | 0.75 | Medium |
| 5 | 15 | Available halls teaching equipped with the means of educational equipment supply modern | 3.24 | 1.03 | Medium |
| 6 | 17 | Is available in the school system follow-up programs of educational and curriculum of study monitors aspects of the strengths and weaknesses of the | 3.22 | 0.81 | Medium |
| 7 | 16 | It seeks school to achieve the development of continuous cadre teaching working within the program of learning built | 3.21 | 1.02 | Medium |
| 8 | 14 | Proportional to the number of devices of computer education for the number of students in the laboratory | 3.19 | 0.93 | Medium |
| 9 | 19 | Provide school support technicians from through sp ecialists in computer automation and the Internet | 3.17 | 0.92 | Medium |
| 10 | 20 | Is available at the school blackboard smart | 3.17 | 0.66 | Medium |
| 11 | 18 | Available network Internet at the school are available for teachers | 3.15 | 0.89 | Medium |
| **Total marks** | | | **3.25** | **0.74** | Medium |

Table (5) shows that the arithmetic mean of the field of equipment for blended learning as a whole is (3.25), with a standard deviation of (0.74), and with a moderate degree. Paragraph 21 states: "Projectors are available in the school." In the first place, with an arithmetic mean of (3.50), a standard deviation of (1.01) and a medium degree, while paragraph (18) came, which reads: “There is an Internet available in the school that is available to teachers?" In the last place, with a mean of (3.15), a standard deviation of (0.89), and with a medium degree.

The school has projectors, and there is an Internet available in the school for teachers. This result may be attributed to the fact that the display devices are exposed to malfunction and damage when used, which requires a period of time to be repaired, in addition to the fact that the Internet in many schools is of slow speed. The result differed with the result of the study of Al-Shammari (2017), which concluded that the degree of appreciation of special education teachers for the requirements of applying e-learning is highly applicable.

**The third field: the reality of Arabic teachers' use of blended learning:**

To answer the paragraphs of this field, the arithmetic averages, standard deviations and the degree were used for the paragraphs of the field of reality of Arabic teachers 'use of blended learning ,and Table (6) shows that.

**Table (6) the arithmetic means ,standard deviations ,rank and degree for the paragraphs of the reality of Arabic teachers' use of blended learning arranged in descending order**

| Rank | number | The paragraphs | SMA | standard deviation | Degree |
|---|---|---|---|---|---|
| 1 | 25 | The teacher designs an electronic copy to accompany the paper copy of his course | 3.47 | 0.92 | Medium |
| 2 | 23 | Complete Use the blackboard Smart at Teaching | 3.45 | 0.93 | Medium |
| 2 | 24 | Requests the teacher From I requested Delivery Their duties Across Email | 3.36 | 0.95 | Medium |
| 4 | 28 | Increases the use of learning built of the burden on the teacher | 3.32 | 0.88 | Medium |
| 5 | 31 | The teacher uses blended learning to present interactive software | 3.31 | 0.95 | Medium |
| 6 | 27 | The teacher uses the forums in the dialogues with the students | 3.30 | 0.94 | Medium |
| 7 | 32 | The teacher uses blended learning to present students' work in the subject | 3.27 | 0.78 | Medium |
| 8 | 26 | The teacher uses virtual classrooms in teaching | 3.26 | 0.92 | Medium |
| 9 | 29 | It allows learning-built interaction with the students active | 3.24 | 0.82 | Medium |
| 10 | 30 | The teacher uses blended learning to explain a scientific concept | 3.14 | 0.91 | Medium |
| 11 | 22 | The use of devices display in the process of educational | 3.10 | 0.78 | Medium |
| **Total marks** | | | **3.29** | **0.73** | Medium |

Table (6) shows that the arithmetic mean of the field of reality in which Arabic teachers use blended learning as a whole is (3.29), with a standard deviation of (0.57), and with a moderate degree. Where the paragraph (25) came, which states: "The teacher designs an electronic copy to accompany the paper copy of his course." In the first place, with an arithmetic mean of (3.47), a standard deviation of (0.92) and a medium degree, while paragraph (22) came, which reads: “Projectors are used in the educational process?" In the last place, with a mean of (3.10), a standard deviation of (0.72), and with a medium degree. Where the teacher designs an electronic copy to accompany the paper copy of their course, and the display devices are used in the educational process. The result is attributed to the fact that many teachers keep an electronic copy of their files on their personal computers, or via smartphones, for future use. The result is attributed to the awareness on the part of some teachers of the importance of applying the blended education strategy in teaching, as they view blended education as effective education, and keeps pace with the development in the educational process, despite its need for effort, time and prior preparation, unlike the traditional method of teaching, where The real employment of information technology applications in teaching situations in terms of surfing the Internet, dealing with e-mail, chatting, and using various computer software, reducing learning expenses compared to e-learning, saving effort and time for the student and the teacher compared to traditional learning alone, and enabling students to have the pleasure of interacting with teachers and their colleagues Students face-to-face, which strengthens social relations and the human aspects between them, and takes into account individual differences between students so that each learner can walk in learning according to his need and abilities, and expand the area of learning to include the world and not be limited to the classroom, and allows the student to learn at the same time that his colleagues learn without To be late for them if he is unable to attend the classroom for some reason.

**Fourth Domain :Barriers to Using Blended Learning:**

To answer the paragraphs of this field, the arithmetic averages, standard deviations, and the score were used for the paragraphs of the field of obstacles to using blended learning .Table (7) shows that.

**Table (7) the arithmetic averages ,standard deviations ,and the rank and the degree for the items in the field of obstacles to the use of blended learning arranged in descending order**

| Rank | number | The paragraphs | SMA | standard deviation | Degree |
|---|---|---|---|---|---|
| 1 | 40 | Non Familiarity Teachers With skills Use Techniques Modern | 3.53 | 1.02 | Medium |
| 2 | 39 | Non Adequacy time Period Scholastic To view all Contents the lesson Electronically | 3.41 | 0.84 | Medium |
| 2 | 42 | Non Existence clues It is indicative For teachers How to Dealing With technology . | 3.37 | 0.90 | Medium |
| 4 | 35 | the problems Technical Which Appear at Devices the computer And the Internet | 3.34 | 0.86 | Medium |
| 5 | 33 | Weak infrastructure infrastructure for learning Built | 3.25 | 0.85 | Medium |
| 6 | 34 | Lack of technical resources | 3.22 | 1.00 | Medium |
| 7 | 36 | difficulty Use Software Computerized To learn Electronic From Before Teachers | 3.21 | 0.88 | Medium |
| 8 | 37 | Lack of availability of time sufficient for the use of education built with the teacher | 3.18 | 0.86 | Medium |
| 9 | 41 | Non Availability Materials Scholastic e For the process Learning Built . | 3.16 | 0.84 | Medium |
| 10 | 38 | Non suits Number Devices the computer At school With Number of students | 2.96 | 0.64 | Medium |
| **Total marks** | | | **3.26** | **0.70** | Medium |

Table (7) shows that the arithmetic mean of the field of barriers to using blended learning as a whole is (3.57), with a standard deviation of (0.55), and with a moderate degree. Paragraph (40) states that “teachers are unfamiliar with the skills of using modern technologies.” In the first place, with an arithmetic average of (3.53), a standard deviation of (1.02) and a medium degree, while paragraph (38) came, which reads: “The number of computers in the school does not match the number of students?" In the last place, with a mean of (3.96), a standard deviation of (0.64), and a medium degree. As it appeared that the obstacles that hinder the application of blended learning in teaching center between the high financial cost of the inputs of this type of learning, the low level of culture,

experience and skill of some teachers and students in dealing seriously with information, communication and educational technology, and the absence of integrated educational plans that guarantee the progress In the guise of science and technology, the low level of experience and skill of some students and teachers in dealing seriously with computer devices and their attachments, and the high costs of computer devices and their attachments, which may sometimes stand in the way of acquiring them for some students, teachers and other bodies, and the low level of actual participation of specialists in curricula, education and teaching In the manufacture of embedded electronic courses. The multiplicity of networks, their capacity and speed, companies and their connections sometimes hinder the provision of the best service to the individual.

The result differed with the result of Obaidat (2013) study, which showed that the difficulties of applying blended learning were high. The result differed with the result of the study of Jaber and El-Arnousi (2014), which concluded that the application of blended education faces many obstacles, including the low level of experience and skill of some students and teachers in dealing seriously with computer devices and their attachments.

**Results related to the second question and its discussion: Are there statistically significant differences at the level of significance (α = 0.05) in the reality of using blended learning in teaching Arabic to Intermediate school students from the teachers 'point of view due to variables of gender, academic qualification and years of experience?**

To answer this question, a triple covariance analysis was used for the responses of the study sample members according to the variables of gender, educational qualification, and experience. The following is an explanation.

**Table (8 ):Triple covariance analysis of gender effect Academic qualification, years of experience, and job title are responses a sample The study on the reality of using blended learning in teaching Arabic to Intermediate school students from the teachers' point of view**

| The source of the contrast | Domains | Sum of squares | Degrees of freedom | Average of squares | Ph value | Statistical significance |
|---|---|---|---|---|---|---|
| **gender** Hoteling = 0.197 H0.037 = | Attitudes of Arabic language teachers towards the use of blended learning | .000 | 1 | .000 | .001 | 0.98 |
| | Blended learning facilities | .384 | 1 | .384 | . 778 | 0.37 |
| | The reality of using blended learning | 485 | 1 | 485 | 1.025 | 0.31 |
| | Barriers to using blended learning | 294 | 1 | 294 | 664 | 0.41 |
| | total | . 213 | 1 | . 213 | .556 | 0.46 |
| **Qualification** Hoteling = 0.188 H0.043 = | Attitudes of Arabic language teachers towards the use of blended learning | 1.368 | 1 | 1.368 | 4.410 | 0.37 |
| | Blended learning facilities | 2.518 | 1 | 2.518 | 5.101 | 0.25 |
| | The reality of using blended learning | 2.628 | 1 | 2.628 | 5.551 | 0.19 |
| | Barriers to using blended learning | 2.387 | 1 | 2.387 | 5.397 | 0.21 |
| | total | 2.192 | 1 | 2.192 | 5.736 | 0.18 |
| **Years of Experience** Wilex0.276 = H = 0.067 | Attitudes of Arabic language teachers towards the use of blended learning | 700 | 2 | 0.350 | 1.128 | 0.32 |
| | Blended learning facilities | 3.333 | 2 | 1.667 | 3.377 | 0.36 |
| | The reality of using blended learning | 4.417 | 2 | 2.209 | 2.665 | 0.24 |
| | Barriers to using blended learning | 1.945 | 2 | 972 | 2.199 | 0.11 |
| | total | 2.360 | 2 | 1.180 | 3.087 | 0.44 |
| The error | Attitudes of Arabic language teachers towards the use of blended learning | 60.505 | 195 | 310 | | |
| | Blended learning | 96.254 | 195 | 494 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | facilities | | | | | |
| | The reality of using blended learning | 92.325 | 195 | . 473 | | |
| | Barriers to using blended learning | 86.229 | 195 | .442 | | |
| | total | 74,524 | 195 | .382 | | |
| **Total** | Attitudes of Arabic language teachers towards the use of blended learning | 2190.370 | 200 | | | |
| | Blended learning facilities | 2412.132 | 200 | | | |
| | The reality of using blended learning | 2471.116 | 200 | | | |
| | Barriers to using blended learning | 2419.450 | 200 | | | |
| | total | 2361.791 | 200 | | | |

It can be seen from the table (8) as follows:

- There were no statistically significant differences at the significance level (α = 0.05) for the study sample responses on the reality of using blended learning in teaching Arabic to Intermediate school students from the teachers' point of view due to the different gender groups in all fields. This result is attributed to the presence of teaching burdens on male and female teachers alike, which drives them to use the traditional method of teaching. The result is in agreement with the results of Obaidat (2013) study, which showed that there were no differences attributed to the gender variable. The result differed with the result of the study of Al-Shammari (2017), which the study found that there are statistically significant differences in the responses of the study sample to the reality of e-learning from the point of view of teachers of special education in the State of Kuwait due to the gender variable in all fields and the tool as a whole except for the field of advantages of applying e-learning. For the benefit of male teachers.
- The existence of statistically significant differences at the significance level (α = 0.05) for the responses of the study sample on the reality of using blended learning in teaching Arabic language to Intermediate school students from the teachers' point of view due to the different categories of scientific qualification in all fields and the tool as a whole. For me. This result is logical, as the higher the educational qualification rank of teachers and school principals, the greater their appreciation for the reality of using blended learning, as a result of the nature of the courses taught by teachers in postgraduate programs.

The result differed with the result of Obaidat (2013) study, which showed that there were no differences attributable to the scientific delay variable. The result also differed with the result of the study of Al-Shammari (2017), which found that there were no statistically significant differences in the responses of the study sample to the reality of e-learning from the point of view of special education teachers in the State of Kuwait due to the scientific qualification variable.

- The absence of statistically significant differences at the significance level ($\alpha = 0.05$) of the study sample responses on the reality of using blended learning in teaching Arabic to Intermediate school students from the teachers' point of view due to the different categories of years of experience in all fields. This result is attributed to the fact that teachers and managers consider the reality of using blended learning as it requires qualification and training courses on this type of education, in addition to the teaching load of teachers that may prevent the use of blended learning. The result agreement with the results of Obaidat (2013) study, which showed that there were no differences attributable to the experience variable.

**Recommendations**

Based on the results, the researcher recommends the following:

- The need for officials in the Ministry of Education to encourage teachers to build computerized educational programs based on blended learning and to activate their role in blended education.
- Reconsidering programs and curricula for the Arabic language and their implementation strategies, in order to understand the concepts of the electronic and technological revolution, integrate them with high-quality teaching methods, and present them to students, in a manner that meets the requirements of creativity and innovation, and meets the needs of individuals and society.
- Emphasizing the importance of using educational technology in teaching alongside information technology. And that is by emphasizing the officials in the curricula of the necessity of providing the necessary equipment and applications to implement blended learning.
- Conducting a study on the obstacles facing the use of blended learning among Arabic language teachers in Kuwait's general education schools.

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