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## Teachers Views on the Challenges of Teaching Arabic Language Through Distance Learning in the Aftermath of the COVID 19

آراء المعلمين حول تحديات تدريس اللغة العربية من خلال التعلم عن بعد في أعقاب كوفيد ١٩

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Written by:

Arwa Fahad Alfayez<sup>119</sup><https://orcid.org/0000-0003-1906-3952>

### Abstract

The purpose of the study was to indicate the challenges that Arabic language teachers face in using distance learning through the COVID 19. The study applied a descriptive approach, through using a survey instrument. The survey was applied to a stratified random sample, consisting of 348 participants including 182 male and 166 female teachers in the Hail region in Saudi Arabia. The results showed that there are several challenges faced by teachers, most notably: poor internet connection, high financial cost of providing devices for learners, poor attendance and difficulty in developing skills that need direct interaction. In addition to the absence of statistically significant differences towards the study axes between the average responses of the study sample, according to the number of training courses in the technical field and years of experience. The study recommended spreading the culture of collective participation and active dialogue, using motivating teaching strategies, and developing a clear vision for teaching the Arabic language from a distance.

**Keywords:** Distance learning, Arabic language teachers, teachers' views, challenges.

### المخلص

هدفت الدراسة الى معرفة وجهة نظر معلمي اللغة العربية حول التحديات التي تواجههم في تدريس اللغة العربية عن بعد في ظل كوفيد ١٩. اتبعت الدراسة المنهج الوصفي باستخدام أداة المسح. تم تطبيق المسح على عينة عشوائية طبقية، تتكون من 348 مشاركاً، منهم 182 معلمًا و166 معلمة في منطقة حائل في المملكة العربية السعودية. تم استخدام اداتي الاستبانة والمقابلة لجمع البيانات. وظهرت النتائج بان هناك عدة تحديات تواجه المعلمين، ومن أبرزها: ضعف الاتصال بالإنترنت، التكلفة المادية المرتفعة لتوفير أجهزة للمتعلمين، ضعف المواظبة والحضور، صعوبة تنمية المهارات التي تحتاج الى تفاعل مباشر. بالإضافة الى عدم وجود فروق ذات دلالة إحصائية تجاه محاور الدراسة بين متوسطات استجابات عينة الدراسة، وفقاً لعدد الدورات التدريبية في المجال التقني وسنوات الخبرة. كما اوصت الدراسة بنشر ثقافة المشاركات الجماعية والحوار الفاعل، استخدام الاستراتيجيات التدريسية المحفزة، ووضع رؤية واضحة لتدريس اللغة العربية عن بعد.

**الكلمات المفتاحية:** التعلم عن بعد، مدرسو اللغة العربية، آراء المعلمين، التحديات.

### Introduction

Human societies have witnessed rapid changes in all areas during the twenty-first century; as a result of the advancement of information and communication technology, which has become unavoidable in all aspects, particularly those related to human activity, education has moved to the forefront, along with other fields that require keeping up with modern technological developments.

The field of education is currently undergoing sequential development; in order to keep pace with the changes, new approaches that are in line with the requirements of these changes must be adopted. Methods of education, whether means and procedures or strategies and teaching methods (Abdel Moneim, 2015).

Digital learning is one of the types of education that includes tools, methods and systems with a

<sup>119</sup> PhD in Learning, Teaching and curriculum, University of Hai'l, Department of Curriculum and Teaching Methods, College of Education, University of Hai'l, Ha'il, Saudi Arabia.

technological template, and the teaching process takes place through one or more of these tools between the parties to the educational process, and the process of interaction takes place by default. Remotely, and it can be in the same time and directly, and then achieve direct and face-to-face contact through programs and technological systems, or the time may be different, and the student will be able to receive the learning.

Connective Theory, proposed by George Siemens, the teacher and the student, and the associative and communicative model are the foundations on which e-learning and distance education are founded. They contribute to the advancement of knowledge via their efforts (Siemens, 2005). This demonstrates the significance of communication, interdependence, and interaction between the instructor and the learner in this form of learning.

Education offers the chance for self-learning, and according to Aamer (2010), this tendency will be prevalent around the world as distant learning takes over as the predominant form of instruction. Because of the characteristics of today's students, Yulia (2020) predicts that distance education will be the dominant form of instruction in the future. The current generation stands out for its strong attachment to smart devices, use of a variety of applications, flexibility, and speed of electronic adaptation. It also pays more attention to what is on the screen than other generations do, has the ability to quickly move through educational steps and stages, and can spread vast amounts of knowledge while interacting with electronic applications.

The world has experienced unusual circumstances as a result of the Corona pandemic (Covid 19), and its detrimental effects, including the quick shift from traditional education that requires in-person attendance to digital education at a distance, by investing in various means of communication and various educational programs and applications; technological means that enable distance learning (Mishra, Sahoo, & Pandey, 2021).

In this turbulent environment, the idea of distant learning through online instruction has developed as a guiding force (Wilder-Smith and Freedman, 2020; Andriivna, Vasylyvna, Pavlivna, & Mykhaylivna, 2020). Using online tools, the education system responds to an impulsive move to distance learning (Mukherjee, Belousova, & Maun, 2021; Jain, 2020; Toh and Kirschner, 2020). Online management software

has suddenly increased in popularity since the start of the COVID-19 epidemic, assisting educators in managing and delivering courses when schools are under lockdown (Naidu, 2022; Beauford, 2020).

In view of the changes taking place in the world, in light of the CIVID 19, which has affected educational systems all over the world, the majority of educational institutions have turned towards e-learning and distance learning, describing it as an alternative to ensuring the continuity of the educational process in crises. The Ministry of Education has implemented a distance learning plan and established *Madrasty* platform for it official teaching. However, given the nature of the Arabic language and its various skills, which need constructive stages and depend on observation as well as explanation and clarification, previous studies have found that the preparation of its materials may need double time. This is what emerged from the results of a number of previous studies on the challenges of teaching the Arabic language at a distance, as a study (Al-Zaboon, 2020; Al-Basheer, Al-Saeed & Al-Thufairi, 2019; Al-Hamidi, 2017), in addition to the repeated complaint by some Arabic language teachers of students in the distance educational situation through virtual parental councils, where the lack of interaction and weaknesses, and the weakness of the needs and assessments, called for the most prominent need and assessment; The challenges faced by teachers of the Arabic language, due to the total application of distance education in the educational process, in light of the Corona pandemic.

Research questions:

- 1) What are the most significant challenges that Arabic language teachers face while implementing distance learning in light of the Corona pandemic?
- 2) Are there statistically significant differences at the significance level (0.05) in the average estimates on the study tool related to the challenges of teaching Arabic from a distance due to the variable years of experience?
- 3) Are there statistically significant differences at the significance level (0.05) in the mean of the estimates on the study tool related to the challenges of teaching Arabic from a distance due to the training courses in the technical field?

## Literature Review

The Kingdom of Saudi Arabia is one of the countries that initiated the digital transformation program, as one of the basic programs to achieve the Kingdom's Vision 2030, and given that digital platforms are one of the tools of distance education; As it constitutes an educational, interactive, and social environment that provides an opportunity for the exchange of opinions and ideas between the teacher and his students, and helps to share scientific content, the Ministry of Education in Saudi Arabia has developed many virtual educational platforms for all schools, schools, and schools, and the national educational platform, My school, which includes all the digital services needed by the teacher, student and parent in order to facilitate the educational process (Ministry of Education, 2021).

Although many studies shed the light on the positive results of e-learning (Al-Abul-Karim, 2019; Al-Sahili, 2020), several challenges were identified. Saleem (2019) recognized that security guarantees of technology as the major impediments facing approaches to implement e-learning and distant learning in the teaching and learning processes. In addition to educational challenges related to creating educational curricula, individual differences between students, a lack of culture, experience, and skill, and the high cost of technology in the current demand for some education, other factors include content protection, device availability, storage and frequency capacity, and degree of tolerance and the absence of integrated educational strategies that ensure progress in the footsteps of e-learning. Concepts of the new cognitive revolution.

In the same context, Al-Dahshan (2020) pointed out the most prominent challenges in general, the most prominent of which was the clear failure to meet the requirements of the transition from traditional education to distance learning, the elitism of education, in addition to the rigidity of education systems and their weak acceptance of all new exams, with ease and ease of assessment. Among the challenges for the parties to the educational process, and the weak commitment of the students, is the lack of awareness and the integrated perception of distance learning, and the parents' lack of follow-up of distance learning programs.

This sudden transition and the digital transformation of distance education without qualification for students and teachers, has

resulted in many problems and difficulties, not only at the general level, but also at the level of some academic subjects. The use of digital learning in teaching science and mathematics from the point of view of teachers in Al-Jawf region, and the results of the study showed that the reality of digital learning came within the low level from the teachers' point of view, in addition to the lack of readiness of the number for students, the low level of infrastructure, and the lack of capacity to achieve objectives.

Another prominent determination in the field of education and learning of Arabic language materials, which is the basis for the education of other study materials, and given the nature of the Arabic language and the multiplicity of its skills as the reading of the reading and the communication between the reader and the reader, the acquisition that uses the extent and the extent that the adulterers use, the In conversations and discussions, expressing opinions, listening skill, and writing skill, including writing letters and words, then the sentence ends with the ability to express all thoughts and events that circulate in the mind; What requires constructive stages to enable students to acquire their skills, and to impart them to them in a correct manner (Al-Dulaimi & Al-Waeli, 2005).

With the many opportunities and benefits offered by distance education in the field of Arabic language teaching, some studies have revealed challenges and obstacles in teaching them, as the first aspect of the study revealed the superiority of direct learning. For instance, Al-Zaboon (2020) attributes the negative impact on students' skill performance to the lack of readiness of the educational environments in Jordan, as the curricula were designed for direct learning, and then the speed of the transition to distance education affected the students' achievement in the Arabic language, and the researcher recommended the need to adopt the blended learning method through the integration of the traditional and electronic method, the Arabic language is taught, and the need to design educational content, in line with the principle of distance learning.

Furthermore, Al-Basheer, Al-Saeed, & Al-Thufairi study (2019) aimed to identify the difficulties in utilizing electronic Arabic language curricula in public schools in Jahra Governorate in Kuwait from the point of view of Arabic language teachers and teachers. The averages, followed by the obstacles related to the teacher, and then the obstacles related to the

students. The results also did not indicate a statistically significant effect of the variables of gender and educational stage, while the results of the Mezher study (2015) showed that there are obstacles to the use of e-learning in teaching Arabic from the point of view of its teachers in Jordan, represented by weak communication, and the lack of teacher training. The e-learning system in schools, and it showed the presence of statistically significant differences in teachers' estimates related to e-learning obstacles that are due to the variables: gender, academic qualification, and years of experience.

### Methodology

The descriptive survey approach, which is based on a reality study, was utilized to accomplish the research's goals. This method properly described the phenomenon, expressed it quantitatively, and demonstrated the extent to which it is connected to other phenomena.

### Participants

The survey was applied to a stratified random sample, consisting of 348 teachers, including 182 male and 166 female teachers in the Hail region, where the society was divided into strata according to region and gender, and then a simple random sample was selected from each group by

automatic random sampling of the study, represented by the study's formula to determine the sample.

The link to the survey was sent by e-mail in the middle of the second semester 2021-2022 for male and female Arabic language teachers in the intermediate and secondary levels through the education departments in Hail region; To ensure that the tool reached the sample, the responses were received electronically and a spreadsheet was issued in preparation for analysis.

The interview was also conducted by phone to support the results of the questionnaire with (15) individuals in general education with more than (10) years of experience, including (7) teachers, and (8) female teachers, and they were also chosen by stratified random method, then a simple random sample was chosen from a total of randomly, and communicating with them was conducted through the means of communication included in the primary data of the study tool.

### Measures

This part included the independent variables related to the characteristics of the study sample, represented by: the number of years of experience, and the number of training courses in the technical field as shown in Tables (1, 2).

**Table (1)**

*Distribution of the study sample according to the number of years of experience.*

Years of experience	Repetition	Percentage (%)
less than 5 years	26	7.4
5-10 years	117	33.6
more than 10 years	205	58.9
Total	348	100

**Table (2)**

*Distribution of the study sample according to the number of training courses in technical field.*

Number of training courses	Repetition	Percentage
None	39	11.2
1	30	8.6
2	31	8.9
3	248	71.2
total	348	100

### The survey

The survey was designed in its initial form, and then the validity of its fields and the derivation of its phrases was verified, by presenting it to (8) educational specialists for the purpose of modification in light of what they deem

appropriate, and the apparent validity of the questionnaire.

The questionnaire consisted of two sections. The first section contained primary data including: gender, qualification, number of years of experience, number of training courses in the

technical field. The second section consisted of 29 phrases divided into the axes of the study, and it adopted in its design the five-year Likert scale

for the responses of the sample of the study community as in the table.

**Table (3)**  
*Correction method for a five-step Likert scale*

Average	Degree
4.21 – 5	Strongly agree
3.41 – 4.20	Agree
2.61 – 3.40	Neutral
1.81 – 2.60	Disagree
1 – 1.80	Strongly disagree

The validity and stability of the study tool were checked by calculating the internal consistency. After ensuring the apparent validity of the questionnaire, as it was applied to a survey sample. It consisted of (30) male and female teachers from outside the study sample, in order

to ensure the sincerity of the internal consistency of each of its phrases, with the axis to which it belongs, by calculating the correlation coefficients between the terms of each of the syllables and the interpolation of the Pers. in the table.

**Table (4)**  
*Correlation coefficients for each of the axis phrases to the total degree of the axis to which it belongs*

M	Correlation factor			
	Management Challenges	Technical Challenges	Human Challenges	Methodological Challenges
1	0.644**	0.719**	0.789**	0.815**
2	0.626**	0.737**	0.729**	0.721**
3	0.637**	0.756**	0.767**	0.797**
4	0.538**	0.775**	0.714**	0.806**
5	0.504**	0.756**	0.747**	0.768**
6	0.730**	0.738**	0.626**	0.777**
7	0.645**		0.676**	0.846**
8				0.821**
9				0.811**

**Resolution stability measurement**

Cronbach's alpha stability coefficient was used to calculate the stability, as shown in the table.

**Table (5)**  
*The values of the stability coefficients for each of the resolution axes*

Stability Coefficient	axis
Management challenges	0.731
Technical challenges	0.839
Human challenges	0.844
Methodological challenges	0.927
Full resolution	0.944

It is clear from Table No. (5) that the values of the reliability coefficients are high, which

indicates that the questionnaire enjoys a high degree of stability.

## Ethical consideration

Prior to participating in the study, all participants were informed of its goals, and I have received their informed consent.

## Results and Discussion

Results related to the answer to the first question: What are the most significant challenges that Arabic language teachers face while implementing distance learning in light of the Corona pandemic?

Administrative challenges:

**Table (6)**  
*participants views on administrative challenges*

M	Statement		Degree					average 4,20	standard deviation	ranking
			Strongly agree	agree	neutral	disagree	Strongly disagree			
1	Weakness of the school administration's interest in obligating learning via distance learning platforms.	K	34	57	60	142	61	2.60	1.21	7
		%	9.6	16.1	16.9	40.1	17.2			
2	The school administration's lack of communication with parents.	K	34	69	50	148	53	2.66	1.22	6
		%	9.6	19.5	14.1	41.8	15			
3	Difficulty monitoring individual learners.	K	136	125	29	50	14	3.90	1.17	2
		%	38.4	35.3	8.2	14.1	4			
4	The high cost of securing a device for every learner.	K	206	104	21	19	4	4.38	0.902	1
		%	58.2	29.4	5.9	5.4	1.1			
5	Increasing the academic burden on teachers.	K	146	94	51	54	9	3.88	1.17	3
		%	41.2	26.6	14.4	15.3	2.5			
6	Weak supervision on distance learning platforms.	K	93	107	55	81	18	3.49	1.24	5
		%	26.3	30.2	15.5	22.9	5.1			
7	The lack of training courses in the use of distance learning platforms	K	144	101	40	52	17	3.85	1.23	4
		%	40.7	28.5	11.3	14.7	4.8			

general arithmetic mean=3.54/4.20 general standard deviation=0.725

By looking at Table No. (6), it is clear that the responses of the study sample members to the axis of administrative challenges came to a large degree, as the general arithmetic mean of this axis was (4,204), and this axis falls into the fourth graded average category (3.54). The quintile, which is the category that refers to an option that agrees with the statements of this axis.

Statement No. (4), the high material cost of securing a device for each student, ranked first, with an arithmetic mean (4.38) and a standard deviation (0.902), and this average falls in the fifth category of the five-graded scale, which is the category that refers to an option that completely agrees with the statements this axis. The high degree of this statement is explained by the suffering of many teachers of the Arabic language from the frequent complaints of some

families, and the difficulty of providing a device for each student in the event of multiple individuals at the same stage, due to the high material cost of computers and smart devices; where modern learning requires high-level devices to be compatible with modern educational applications. Therefore, the opinions of the sample members were high due to the daily experience of the students' suffering, and this is consistent with the Al-Dahshan study (2020) in the clear shortcomings of the lack of learning in the lack of fulfillment of the requirements of the students. Education, and Saleem's (2019) study on the high cost of equipment.

1) Technical challenges:

**Table (7)**  
*Participants views on technical challenges*

M	Statement		Degree					average 4,20	standard deviation	ranking
			Strongly agree	agree	neutral	disagree	Strongly disagree			
1	Poor infrastructure to connect to the Internet.	K	202	102	23	24	3	4.34	0.931	1
		%	57.1	28.8	6.5	6.8	0.8			
2	Difficulty entering distance learning platforms	K	108	125	45	69	7	3.72	1.14	5
		%	30.5	35.3	12.7	19.5	2			
3	Weakness of teachers' possession of coping skills	K	71	131	55	82	15	3.45	1.17	6
		%	20.1	37	15.5	23.2	4.2			
4	With components of distance learning platforms Weakness of students' possession of coping skills with components of distance learning platforms	K	118	135	45	49	7	3.87	1.08	4
		%	33.3	38.1	12.7	13.8	2			
5	Unable to get technical support when experiencing problems	K	118	139	45	46	6	3.89	1.06	3
		%	33.3	39.3	12.7	13	1.7			
6	Lots of technical malfunctions.	K	149	139	41	22	3	4.15	0.916	2
		%	42.1	39.3	11.6	6.2	0.8			

general arithmetic mean=3.90/4.20 general standard deviation=0.786

It is clear from Table No. (7) that the general arithmetic average (3.90 out of 4.20), and this average fell in the fourth category of the five-graded scale, and it is the category that indicates an option that agrees with these axes statements. The statement No. (1) weakness of the infrastructure for Internet connection obtained an arithmetic mean (4.34) and a standard deviation (0.931), and this mean is located in the fifth category of the five-graded scale, and this is the category that indicates the correct choice of statements. The large degree of weak infrastructure in the technical challenges leads to living this challenge on the ground, especially when a large number of students enter at various stages simultaneously, in addition to owning

networks and other programs, as well as integration and integration. Effective and enjoying its advantages, which constitutes a technical challenge, and the lack of familiarity with the applications and treatment of the Internet also represents a great challenge for students and teachers alike, as the lack of experience constitutes a source of concern for them, and this is consistent with the results of studies, a number of (Al-Basheer, et al., 2019) on the weakness of the infrastructure, the skills of using digital technology, and Al-Dahshan (2020) in the elitism of education.

1) Human challenges:

**Table (8)**  
*Participants views on human challenges*

M	Statement		Degree					average 4,20	standard deviation	ranking
			Strongly agree	agree	neutral	disagree	Strongly disagree			
1	Teachers' feeling of the weak effectiveness of distance learning in teaching courses Arabic	K	135	125	27	58	9	3.90	1.15	5
		%	38.1	35.3	7.6	16.4	2.5			
2	Weak cooperation between teachers in the field of technology and the exchange of experience in using distance learning platforms.	K	92	105	52	89	16	3.47	1.24	7
		%	26	29.7	14.7	25.1	4.5			
3	The difficulty of the learners' response to the distance learning style.	K	118	134	38	56	8	3.84	1.12	6
		%	33.3	37.9	10.7	15.8	2.3			
4	Parents' low awareness of the importance of using distance learning platforms in the educational process.	K	152	141	36	19	6	4.16	0.933	2
		%	42.9	39.8	10.2	5.4	1.7			
5	Weak commitment to attendance and daily attendance.	K	186	125	21	17	5	4.32	0.893	1
		%	52.5	35.3	5.9	4.8	1.4			
6	Individual learners in learning via distance learning platforms	K	137	144	44	25	4	4.08	0.943	3
		%	38.7	40.7	12.4	7.1	1.1			
7	Weakness of learners' self-learning skill.	K	138	133	30	47	6	3.98	1.07	4

general arithmetic mean=3.97/4.20 general standard deviation=0.761

It is clear from table (8) that the general arithmetic mean (3.97 out of 4.20), and this average fell in the fourth category of the five-graded scale, and it is the category that indicates an option that agrees with the statements of this axis.

Statement No. (5) "Weak commitment to daily attendance and perseverance obtained an arithmetic mean (4.32), standard deviation (0.893), and the high degree of control is attributed to students, in addition to the weakness of the academic discipline, and the weakness of the family's intention to deal with the weakness of the results. The traditional, unmotivating nature of teaching strategies, and the weak use of

stimulating, interesting means to maintain a relationship with students at a distance.

This is consistent with what Al-Dahshan (2020) indicated in terms of the difficulty of controlling the online learning process, and the extent of the commitment of their parents to follow them. This result is also consistent with the results of Kenawy's study (2020) in the weakness of students' seriousness and lack of motivation in academic achievement, so that the feasibility and importance among all parties from institutions, students and professors are lost.

Methodological challenges:



**Table (9)**  
 Participants views on methodological challenges

M	Statement		Degree					average 4.20	standard deviation	ranki ng
			Strongly agree	agree	neutral	disagre e	Strongly disagree			
1	It was not possible to achieve the educational objectives through the distance education texts.	K	107	115	60	62	10	3.69	1.15	8
		%	30.2	32.5	16.9	17.5	2.8			
2	The poor suitability of topics for presentation via distance learning platforms	K	93	111	67	74	9	3.57	1.15	9
		%	26.3	31.4	18.9	20.9	2.5			
3	The difficulty of planning a number of language activities related to written and oral competencies across distance learning platforms.	K	135	137	36	41	5	4.01	1.03	2
		%	38.1	38.7	10.2	11.6	1.4			
4	Unable to carry out language activities and across tasks distance learning platforms.	K	110	127	48	57	12	3.75	1.15	6
		%	31.1	35.9	13.6	16.1	3.4			
5	Difficulty developing language skills Such as listening and writing via distance learning platforms.	K	145	127	34	43	5	4.02	1.05	1
		%	41	35.9	9.6	12.1	1.4			
6	The student's failure to evaluate his performance and linguistic achievement on a continuous basis distance through learning platforms.	K	133	137	40	40	4	4	1.02	3
		%	37.6	38.7	11.3	11.3	1.1			
7	The difficulty of providing feedback on language skills.	K	117	123	48	59	7	3.80	1.12	5
		%	33.1	34.7	13.6	16.7	2			
8	Difficulty evaluating language activities.	k	110	121	44	72	7	3.72	1.16	7
		%	31.1	34.2	12.4	20.3	2			
9	Poor clarity of the learners' assessment mechanism	K	137	130	34	45	8	3.96	1.09	4
		%	38.7	36.7	9.6	12.7	2.3			

general arithmetic mean=3.83/4.20 general standard deviation=0.882

It is clear from Table (9) that the general arithmetic mean (3.83 out of 4.20), and this average fell in the fourth category of the five-graded scale, and it is the category that refers to an option that agrees with the axis.

The phrase No. (5) (the difficulty of developing

language skills such as listening and writing through distance learning platforms) obtained an arithmetic mean (4.02) and a standard deviation (1.05); In addition to the language skills that need interaction and direct communication face to face, such as writing skill, and Arabic calligraphy; as a result of the physical separation

from the student, it is difficult for the teacher to evaluate his pen movement and drawing letters in the right way, as well as the skill of listening, and other skills that need to be practiced and suspicious. This is consistent with Al-Zaboon (2020) study.

**Results related to the answer to the second question: Are there statistically significant differences at the significance level (0.05) in the average estimates on the study tool related to the challenges of teaching Arabic from a distance due to the variable years of experience?**

To find out whether there are statistically significant differences between the average responses of the study sample, according to the variable years of experience, the one-way analysis of variance test was used to find out the statistical differences for the axes of the sample, and the differences in the results of the differences in the number of administrative experience variables; The F-factor amounted to (1.84) at a degree of freedom (353) and a significance level of (0.159), which is greater than (0.05), and there were no statistically significant differences in the responses of the sample members in the technical challenges axis depending on the variable number of years of experience, which amounted to the F-factor. (0.008) at a degree of freedom (353), and a significance level (0.992), which is greater than (0.05), as well as in the responses of the sample members to the human challenges axis, according to variable number of years of experience; The F coefficient was (0.986) at a degree of freedom of (353), and a significance level of (0.374), which is greater than (0.05).

Also, there were no statistically significant differences in the responses of the sample members to the methodological challenges axis, according to the variable number of years of experience. The F coefficient reached (1.07) at the degree of freedom (353) and the significance level (0.343), which is greater than (0.05).

This result can be attributed to the sudden transition to distance education without being prepared for it and the consequent difficulties and obstacles that were on the same level among Arabic language teachers, whose experience decreased or increased, and this result differs with the result of the study of Mezher (2015) Statistical significance in teachers' estimations related to the obstacles to using e-learning in teaching Arabic due to the variable years of experience.

**For results related to the answer to the third question: Are there statistically significant differences at the significance level (0.05) in the average estimates on the study tool, related to the challenges of teaching Arabic from a distance due to the training courses in the technical field?**

To find out whether there are statistically significant differences between the average responses of the study sample, according to the variable years of the training courses in the technical field, the one-way analysis of variance test was used to find out the statistical differences of the axes, and the results of the study's significant differences in the results of the study showed no sign of regret. according to the variable of training courses in the technical field; As the F coefficient reached (2.45), At the degree of freedom (353), and the level of significance (0.063), which is greater than (0.05). There were also no statistically significant differences in the responses of the study sample to the technical challenges axis, according to the training courses variable in the technical field. The F coefficient reached (0.494) at the degree of freedom (353) and the significance level (0.687), which is greater than (0.05), as well as in the responses of the study sample, in the axis of human challenges, according to the variable of training courses in the technical field, as the F-factor amounted to (1.93), at a degree of freedom (353), and the significance level (0.124, 0.05), and (0.05). Also, there were no statistically significant differences in the responses of the study sample, in the axis of methodological challenges, according to the variable of training courses in the technical field, as the F coefficient reached (0.813), at a degree of freedom (353), and a significance level (0.487), which is the largest out of (0.05).

This result indicates that the challenges of distance learning Arabic for its teachers do not differ according to the number of training courses they received in the technical field. In the technical field, obtained by some, lacks practice, and may not meet the need for skills in dealing with digital platforms, and this is consistent with what the Al-Dahshan (2020) study indicated that it is not only related to learning how to use digital tools, each tool is for the right purpose at the right time, with renewed focus on the quality of technology to be acquired, learned and trained, and the optimal method for operating and benefiting from it.

## Conclusion

The study's goal was to highlight the difficulties that Arabic language instructors have when utilizing distant education via COVID 19. Through the use of a survey instrument, the study used a descriptive methodology. A stratified random sample of 348 people, comprising 182 male and 166 female instructors from the Hail region of Saudi Arabia, participated in the survey. The findings indicated that teachers confront a number of difficulties, chief among them being a bad internet connection, the expensive expense of supplying gadgets for students, poor attendance, and the difficulty of fostering abilities that need direct engagement. In addition, there were no statistically significant variations in the study axis between the study sample's average responses based on the number of technical training courses taken and years of experience. The research advocated adopting engaging teaching techniques, fostering a culture of group engagement and active conversation, and creating a clear strategy for online Arabic language instruction.

## Implications

In light of the previous results, the current study recommends setting a vision for teaching the four Arabic language skills from a distance, and benefiting from the supportive programs that facilitate the learning process, especially in the application of language activities, and using the nature of the learning skills motivating and motivating the learning strategies. The Arabic language is interconnected, and increases students' interaction and practices, as well as benefiting from the applications of artificial intelligence in controlling the distance learning process, which can distinguish between natural and suspicious movements, especially in assignments and assessments, and providing alternatives to the Internet by finding more than one service provider.

It also recommends the necessity of holding intensive courses for Arabic language teachers on distance learning strategies and skills for dealing with digital platforms. To sustain their qualification and provide them with the necessary electronic competencies; What changes their convictions and attitudes towards distance education and increases their belief in its feasibility and ability to produce hoped-for outputs.

The current study also suggests carrying out the following studies:

- A proposed concept for teaching Arabic language skills from a distance.
- Conducting studies on distance learning of the Arabic language; To measure the impact on achievement and educational loss.

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