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The Use of Educational Technology in Teaching Arabic A Field Study on Teachers in Selected Primary Schools

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Abstract:

This study aims to provide a comprehensive overview of the current state of using educational technology in teaching the Arabic language, which could contribute to improving teaching strategies and enhancing the quality of language education in primary schools. Therefore, the study employed a descriptive methodology and was conducted on a purposive sample of 27 primary school teachers who utilize technology in the educational process of teaching Arabic.

In summary, the results of the study confirm that the use of educational technology has a significant positive impact on improving the quality of education and the academic achievement of primary school students in the Arabic language, as technological tools have helped simplify concepts and increase student engagement with the subject. Consequently, the study recommended enhancing the use of technology in education by providing continuous training for teachers, ensuring the necessary technological infrastructure in all schools, and developing educational curricula that align with modern technological advancements.

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Résumé

Cette étude vise à présenter une vue d'ensemble de l'utilisation de la technologie éducative dans l'enseignement de la langue arabe, ce qui pourrait contribuer à améliorer les stratégies pédagogiques et à élever le niveau d'enseignement de la langue dans les écoles primaires. L'étude s'appuie sur une approche descriptive, appliquée à un échantillon ciblé d'enseignants du primaire dans certaines écoles utilisant la technologie dans l'enseignement de la langue arabe, composé de 27 enseignants.
Les résultats de l'étude montrent que l'utilisation de la technologie éducative a un impact positif notable sur l'amélioration du niveau d'enseignement et des performances académiques des élèves de l'école primaire en langue arabe. Les outils technologiques ont facilité la simplification des concepts et accru l'interaction des élèves avec la matière. Par conséquent, l'étude recommande de renforcer l'utilisation de la technologie dans l'enseignement, en offrant une formation continue aux enseignants, en assurant l'infrastructure technologique nécessaire dans toutes les écoles, et en développant des programmes pédagogiques en phase avec les évolutions technologiques récentes.

Introduction

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The Arabic language is one of the richest and most diverse languages carrying a deep cultural and civilizational heritage. With the rapid technological advancements globally, it has become essential to leverage this technology in the field of education, particularly in language teaching. This study aims to explore the use of educational technology in teaching the Arabic language through a field study that focuses on the opinions and perspectives of teachers in selected primary schools.

The use of educational technology emerges as an effective tool to improve the quality of education, offering various means that contribute to enhancing students' language skills, such as reading, writing, and listening. Educational applications and multimedia allow teachers to present lessons in innovative and engaging ways, thereby increasing students' interaction and interest in the subject matter.

In this study, we will discuss the most prominent educational technology tools used in teaching Arabic, present teachers' experiences in this context, and highlight the challenges they face. We will also examine the impact of using this technology on students' achievement in the Arabic language and uncover how it can contribute to achieving the curriculum objectives. Through this study, we hope to shed light on the importance of integrating technology into education and explore ways to enhance the effectiveness of teaching Arabic in primary schools, thereby contributing to the development of a generation proficient in its language and culture.

2. Research Problem:

In the context of rapid technological advancement and the increasing reliance on technology in various aspects of life, the use of educational technology in classrooms has become inevitable. While technology plays a vital role in enhancing and developing the educational process, questions remain about its effectiveness in teaching the Arabic language, particularly at the primary school level. Arabic language instruction heavily relies on direct linguistic interaction and the development of essential skills such as reading, writing, and listening, which require effective teaching techniques. With the emergence of new technological tools, such as educational applications and digital platforms, there is a growing need to understand the impact of these tools on the quality of Arabic language education.

By addressing this issue, the study aims to provide a comprehensive view of the current state of educational technology use in teaching Arabic. This can contribute to improving teaching strategies and raising the level of language education in primary schools. Therefore, the central question of this study revolves around the following:

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- How can educational technology contribute to improving the teaching of the Arabic language?

2.1. Sub-questions of the Study:

- What are the most commonly used technological tools in teaching the Arabic language?
- How does educational technology affect performance in reading, writing, and listening skills?
- What challenges do teachers and face in using educational technology in teaching the Arabic language?

2.2. Study Hypotheses: Based on the research problem, which aims to explain the rapid technological development and its increasing role in the educational process, with a focus on teaching the Arabic language, this study highlights how educational technology influences traditional teaching methods and the development of language skills. From this perspective, the following hypotheses have been proposed:

- **General Hypothesis of the Study:**
  - Educational technology positively would contribute to improving the quality of Arabic language teaching by enhancing student engagement and increasing their understanding of the study materials.
- **Sub-hypotheses of the Study:**
  - The most commonly used technological tools in teaching Arabic would include interactive applications, specialized educational software, and e-learning platforms, which would be increasingly adopted by teachers in primary schools.
  - The use of educational technology would lead to a significant improvement in students' performance in reading, writing, and listening skills, as these tools enable interactive learning and provide a variety of educational resources.
  - The main challenges faced by teachers and students would include a lack of training in the use of technological tools, limited access to technological devices and difficulties in integrating technology with traditional curricula.

3. Significance and Objectives of the Study:

3.1. Significance of the Study:

Addressing the topic of using educational technology in teaching the Arabic language is very important from several perspectives:

- Educational technology contributes to introducing new and innovative methods for teaching the Arabic language, making the educational process more interactive and engaging for students. This, in turn, enhances their understanding and comprehension of linguistic materials more effectively.
- With the rapid advancement of technology in all aspects of life, it has become essential to integrate technology into education to ensure that students receive a

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modern education that keeps pace with the contemporary world. Thus, studying the use of educational technology in teaching Arabic helps identify effective methods that can be applied in the classroom.

- Educational technology provides tools that support self-directed learning allowing students to access multiple educational resources that help improve their language skills outside the classroom.

3.2. Objectives of the Study:

The main objectives of the current study are as follows:

- To explore the technological tools currently used in teaching the Arabic language.
- To assess the effectiveness of educational technology in improving students' performance in the Arabic language.
- To explore the challenges faced by teachers and students in using educational technology.

4. Study Concepts:

4.1. Concept of Educational Technology:

Educational technology refers to the use of technological tools and digital resources in the educational process in order to enhance learning and facilitate access to knowledge. Educational technology encompasses a wide range of tools, such as electronic devices (computers, tablets, smartphones), educational software, online learning applications, e-learning platforms, multimedia (such as educational videos and illustrations) (abdullah, 2016, p. 24), and the internet.

Educational technology contributes to enhancing the learning experience by providing interactive learning environments, enabling personalized learning tailored to the needs of individual learners, facilitating access to global knowledge resources, (ahmed, 2018, p. 37) and increasing students' active participation in the educational process. It also helps expand the scope of education to include distance learning and hybrid education, making learning more flexible and accommodating for learners in various circumstances.

Moreover, educational technology provides teachers with tools to assess students' performance, offer immediate feedback, and manage classrooms more effectively. Thanks to educational technology, (Al-Otaibi, 2015, p. 61) the educational process has become more diverse and dynamic, contributing to better educational outcomes.

4.2. Concept of Education:

Education is the process through which knowledge, skills, and values are transmitted from one generation to another, in order to develop individuals' intellectual and personal capacities. Education is also a continuous process that begins in childhood and extends throughout a person's life, (Khadri , 2023, pp.

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247-249)encompassing formal learning in schools and universities, as well as informal learning through life experiences and social interactions.

Education involves multiple aspects such as teaching, training, research, and guidance. It aims to enable individuals to understand the world around them and acquire the skills that help them in daily life and work. Therefore, education plays a vital role in the progress and development of societies, (Mazoza Mohamed Ahmed Al-Raa & al-raai , 2022, p. 15) as it contributes to building human capacities and enhancing innovation and productivity.

4.3. Concept of the Teacher:

This refers to the educator who is responsible for teaching students at the primary school level, which typically includes children aged 6 to 12 years. A primary school teacher is a central figure in the educational process, responsible for teaching children fundamental skills such as reading, writing, and arithmetic, in addition to other subjects like science and social studies. (Bouabza & Hadid , 2019, p. 433)

The role of a primary school teacher goes beyond academic instruction; it also includes guiding and caring for students, as well as developing their intellectual, social, and emotional abilities. Teachers work to create a positive and motivating learning environment that helps build students' character and encourages continuous learning. (Magdy , 2006, p. 223) This role requires high pedagogical skills, the ability to communicate effectively with children, patience, and the ability to understand their needs and guide them appropriately.

4.4. Concept of the School:

A school refers to an educational institution that aims to provide education and upbringing for students across various age groups. The school is a place where the educational process is systematically and methodically organized, guiding students and equipping them with the knowledge and skills necessary to develop their intellectual and social abilities. (Delmi , 2013, p. 3) Schools typically include buildings equipped with classrooms and other educational facilities such as libraries and laboratories, staffed by teachers and administrators who work to achieve specific educational and pedagogical goals. (Ben Yatou , 2020, p. 69)

The school is also a social environment that contributes to the development of a student's personality and social formation through interaction with peers and teachers, fostering values of cooperation, discipline, and respect. (Awad , 2007, p. 31)

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4.5. Concept of the learner:

The concept of a refers to a child, typically aged between 6 and 12 years, who attends school during the early stages of education. (Ben Abdullah, Mohamed, & Harzli , 2018, p. 25) At this stage, is at the beginning of their educational journey, where they learn fundamental skills such as reading, writing and arithmetic, (Al-Qadi, 2008, p. 195) in addition to acquiring basic knowledge in various subjects such as science and social studies. This stage focuses on developing the intellectual and social abilities and achieving balanced growth through structured curricula and guided educational activities. (Saadallah, 2005, p. 149)

5. The Role of Technology in Improving Arabic Language Skills:

Technology plays a vital role in improving Arabic language skills in primary schools by providing advanced tools and educational resources that enhance the learning experience and help students develop their linguistic abilities effectively. Below is the role of technology:

5.1. Interactive Educational Applications:

There are many educational applications specifically designed to teach Arabic to children in primary school. These applications offer educational content in interactive ways, such as games, videos, and activities that help children learn letters, words, and sentences in a fun and engaging manner. (Al-Malki , 2000, p. 28)

5.2. Smart Boards and Interactive Classrooms:

The use of smart boards in classrooms can transform education into an interactive experience. Teachers can visually present lessons, conduct interactive exercises and use direct educational applications to motivate students to participate and engage.

5.3. Reading and Writing Instruction Programs:

Computer programs focused on teaching reading and writing help students practice these skills in various ways. These programs can offer interactive exercises in letter recognition, word formation, and learning correct writing.

5.4. Educational Games:

Educational games that rely on the Arabic language help students improve their language skills through challenges and competitions that encourage them to learn in an entertaining way. Such games instill a love for learning in children and encourage them to interact with the language content. (Al-Shahrouri , 2008, p. 31)

5.5. Digital Homework:

Primary school teachers can use technology to assign digital homework that enhances students' Arabic language skills. Through e-learning platforms, students can perform and solve language exercises and interact with their peers online, promoting collaborative learning.

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6. Methodological Procedures of the Study:

6.1. Study Methodology:

To study the use of educational technology in teaching Arabic by a sample of teachers from selected primary schools, we rely on the descriptive-analytical method. This method aids to accurately describe and analyze the phenomenon by collecting and analyzing data to draw evidence-based conclusions. The descriptive method is a valuable tool for studying such topics, as it systematically and precisely collects and analyzes data to understand and explore the technological tools currently used in teaching Arabic.

6.2. Study Sample:

The study population consisted of teachers from three primary schools in Tipaza province, selected from different areas. A purposive sample was taken, including teachers who use educational technology in teaching the Arabic language, which helps in obtaining accurate and relevant data for the studied hypotheses. We selected 27 teachers as the purposive sample for the current study excluding those who do not use educational technology.

Table 01: Demographic Characteristics of the Study Sample Teachers

	Characteristic	Number of Teachers	Percentage (%)
Gender	- Male	12	44.44
	- Female	15	55.56
Age Group	- Under 30 years	07	25.93
	- 30-40 years	12	44.44
	- Over 40 years	08	29.63
Educational Level	- Bachelor's Degree	14	51.85
	- Master's Degree	11	40.74
	- Teacher's Certificate	02	07.41
Years of Experience	- Less than 5 years	03	11.11
	- 5-10 years	16	59.26
	- More than 10 years	08	29.63
Total		**27**	**100**

From Table 01, it is evident that there is a relatively close distribution between male teachers (44.44%) and female teachers (55.56%), indicating a relatively balanced gender representation in the sample. This result reflects the general trends in hiring teachers in primary schools, where the ratio tends to be balanced between genders, with a slight increase in the percentage of females. The influence of gender on the use of technology may vary, as some studies suggest that women might be more willing to adopt new technologies in education, though this requires further confirmation through additional data.

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The largest age group among the teachers falls within the 30-40 years range (44.44%), representing mid-career professionals, which might suggest a good level of teaching experience and a greater readiness to adopt technology. The group under 30 years old makes up 25.93%, indicating the presence of relatively new teachers, who might be more open to using technology due to their recent training. Teachers over 40 years old constitute 29.63%, indicating a significant proportion of experienced teachers who may have different attitudes towards adopting technology, ranging from gradual adaptation to partial resistance.

When examining the distribution by educational level, we find that the majority of teachers hold a Bachelor's degree (51.85%), followed by those with a Master's degree (40.74%), while only 7.41% of teachers have a teaching certificate as their highest qualification. This indicates that the vast majority of teachers have a solid educational background, which may positively influence their ability to use technology effectively in education.

Regarding the distribution by years of experience, the largest group (59.26%) consists of teachers with 5-10 years of experience, suggesting that this group represents the backbone of the educational process, as these teachers are at the peak of their professional careers. These teachers are often in a position to adopt educational technology, having developed stable teaching methods. The group with less experience (less than 5 years) represents 11.11%, and they are typically in the process of acquiring basic teaching skills along with technology integration. The group with extensive experience (more than 10 years) makes up 29.63%, and this group may be more conservative in using technology or may have enough experience to utilize it in specific and effective ways.

Table 02: Hours of Technology Usage in Education for the Study Sample

	Technology Usage	Number of Teachers	Percentage (%)
Technology Usage in Education	- Always	08	29.63
	- Often	09	33.33
	- Sometimes	07	25.93
	- Rarely	03	11.11
Weekly Usage Hours	- Less than 5 hours	10	37.04
	- 5-10 hours	13	48.15
	- More than 10 hours	04	14.81

It is observed that consistent use of technology in education represents 29.63%, and frequent use stands at 33.33%. The table shows that a significant portion of teachers regularly use technology in their teaching, with about one-third of the sample (33.33%) using it often, and 29.63% using it always. This indicates a wide

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acceptance of educational technology among teachers, which could be the result of training courses or school initiatives promoting the use of technology.

For intermittent use (sometimes) at 25.93%, approximately a quarter of the teachers use technology occasionally. This could suggest that these teachers face challenges in integrating technology on a daily basis, such as a lack of resources or insufficient proficiency in using technology.

As for rare usage (11.11%), a small percentage of teachers use technology rarely, which may indicate resistance to technology or its limited availability in their educational environments. These teachers might feel uncomfortable using technology or may prefer traditional teaching methods.

When looking at the weekly usage hours: Less than 5 hours (37.04%): This indicates that more than a third of the teachers use technology for relatively short periods during the week. This may suggest that technology is used for specific purposes or as a supplementary tool rather than being an integral part of the educational process. For those who use technology for 5-10 hours (48.15%): Nearly half of the teachers use technology for 5 to 10 hours weekly, indicating that technology plays an important but not dominant role in their daily educational activities. As for those who use it for more than 10 hours (14.81%): A small percentage of teachers use technology for more than 10 hours a week, indicating that there is a group of teachers who rely heavily on technology in their teaching possibly using a variety of digital tools frequently.

Therefore, the relationship between usage and the number of hours can suggest that teachers who always or often use technology are more likely to spend longer periods using it throughout the week. Conversely, teachers who use technology rarely or sometimes may be among those who spend less than 5 hours using it weekly.

Regarding the impact of age group and experience, it is possible that the teachers who use technology more frequently and for longer periods are from younger age groups or those with greater experience with technology. Meanwhile older teachers or those who lack sufficient training in technology may tend to use it rarely and spend less time using these tools.

7. Presentation and Interpretation of Study Results:

7.1. Presentation of the Results for the First Hypothesis:

- The most commonly used technological tools in teaching Arabic include interactive applications, specialized educational software, and e-learning platforms, which are increasingly being adopted by teachers in primary schools.

Table 01: Comparison of Student Performance in Reading, Writing, and Listening Skills Before and After Using Educational Technology

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Skill	Average Performance Before Using Technology	Average Performance After Using Technology	Difference in Average	Improvement Percentage (%)
Reading	60%	75%	15%	25%
Writing	58%	72%	14%	24%
Listening	65%	80%	15%	23%
Overall Average	61%	76%	15%	24%

Based on the data in Table 01, we observe that there is a noticeable improvement in educational performance, with a significant increase in the average performance of students in all three skills (reading, writing, listening) after the use of educational technology. This improvement reflects the role of technology in providing a more interactive and comprehensive learning environment, leading to better understanding and comprehension among.

The increase in average performance shows an improvement percentage ranging between 23% and 25%, which is a significant indicator of the positive impact of technology. This suggests that educational technology has been effective in addressing certain gaps in the traditional educational process, such as capturing attention or clarifying concepts more effectively.

Notably, the impact on specific skills like reading and listening shows a similar improvement (15% in the difference in average), which may indicate that educational technology significantly aids in enhancing students' ability to comprehend and understand written and spoken texts. This could be attributed to the use of multimedia tools provided by technology, such as educational videos and interactive applications.

Although the improvement in writing skills was slightly less (14% difference in average), it is still a significant improvement. This may be due to the fact that writing skills require greater effort from students, and technology may have helped facilitate the process of writing and organizing ideas through word processing programs and auto-correction tools.

Regarding the social aspect of educational technology, in terms of social interaction and collaborative learning, educational technology may contribute to enhancing social interaction among through interactive activities and group work on educational platforms. This can have a positive impact on developing social and collaborative skills among students.

Furthermore, educational technology provides access to a wide range of educational resources, allowing students to learn according to their preferred methods. This diversity may enhance educational achievement and make

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education more inclusive, offering opportunities for students with different needs to learn more effectively.

7.2. Presentation of the Results for the Second Hypothesis:

- The use of educational technology leads to a significant improvement in performance in reading, writing, and listening skills, as these tools provide interactive learning opportunities and offer a variety of educational resources.

Table 01: Evaluation of the Effectiveness of Educational Technology

Technological Tool Used	Effectiveness (Low/Medium/High)	Ease of Use (Low/Medium/High)	Overall Satisfaction (%)	Remarks
Educational Applications	High	Medium	85%	Increases student interaction but requires training
E-learning Platforms	High	High	90%	Provides continuous access to content and is easy to use
AI Tools	Medium	Medium	75%	Requires large data sets to improve results
Grammar Correction Software	Medium	High	80%	Improves writing but needs continuous challenges

The data indicates that the high effectiveness of educational applications makes them a powerful tool in enhancing learning and interaction within the classroom. This reflects the increasing reliance on technology as a means to encourage student engagement and participation. The medium ease of use suggests that teachers and students need time and training to acquire the necessary skills to use these applications effectively. This may point to a gap between the availability of technology and the ability to use it optimally. The overall satisfaction level of 85%, despite the challenges related to usage, is relatively high, indicating that the benefits provided by educational applications outweigh the technical challenges. As for e-learning platforms, the high effectiveness and ease of use indicate that these platforms are crucial tools for providing sustainable and continuous education, especially in remote or hybrid learning environments. The high ease of use reflects the readiness of these platforms to effectively support both teachers and students. The overall satisfaction level of 90% reflects a high level of

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acceptance and widespread use of these platforms within the educational community, suggesting a shift in how education is delivered and accessed.

The medium effectiveness and ease of use suggest that, despite the immense capabilities of artificial intelligence, it requires further development and adaptation to the educational environment. Technical barriers and the need for large data sets may limit its full effectiveness. The overall satisfaction level of 75%, while positive, is lower than that of other tools, reflecting a greater need to improve and simplify the use of this technology in classrooms.

The evolving role of teachers with technological tools, especially those requiring training, indicates a shift from merely being knowledge providers to becoming facilitators of the educational process. This transformation necessitates the development of new skills related to educational technology. The high effectiveness and ease of use of e-learning platforms enhance access to education, making it more inclusive and supporting continuous learning beyond traditional classrooms.

7.3. Presentation of the Results for the Third Hypothesis:

- The main challenges faced by teachers and students include a lack of training in using technological tools, limited access to technological devices, and difficulty in integrating technology with traditional curricula.

Table 01: Challenges Faced by Teachers and Students in Using Educational Technology

Type of Challenge	Number of Teachers Facing the Challenge	Percentage of Teachers Facing the Challenge (%)	Difficulty Level (Low/Medium/High)	Suggestions for Improvement
Lack of training in using tools	20	74.07%	High	Provide continuous training programs
Technical issues	15	55.56%	Medium	Improve technical support
Difficulty adapting to technology	18	66.67%	High	Introduce technology gradually
Limited technological resources	22	81.48%	High	Provide a variety of devices and technologies

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From the data in the table above, we observe that the lack of training in using tools (74.07% - high difficulty level) reflects the gap between traditional teaching capabilities and the demands of modern technological education. This deficiency may result from the absence of a culture of continuous training among teachers, particularly in educational environments that lack sufficient resources or support. As for technical issues (55.56% - medium difficulty level), these problems indicate weaknesses in the technological infrastructure of educational institutions. This could be related to insufficient technical support or the instability of the available technology.

The difficulty in adapting to technology (66.67% - high difficulty level) reflects the challenge of resistance to technological change among teachers and students, which can be attributed to cultural and psychological factors such as fear of failure or inability to keep up with change.

Thus, the limitation of technological resources (81.48% - high difficulty level) highlights the social disparity in access to technology. In many cases technological resources may not be sufficiently available or equitably distributed hindering the educational process.

8. Study Results, Recommendations, and Suggestions:

8.1. Study Results:

- **Social and Educational Impact:** It appears that most teachers in the sample have good educational levels and professional experience ranging from medium to high. This suggests that the use of educational technology may be widely accepted among these groups, especially as modern educational practices tend to integrate technology into curricula.
- **Gender and Age Group Balance:** The relatively balanced distribution between genders and different age groups indicates that the study well reflects the demographic diversity of teachers in primary schools, which enhances the reliability of the results related to the use of educational technology.
- **Readiness for Technology Use:** With the majority of teachers falling within an age group and having educational experience that enables them to adopt and use technology, there is a significant potential for expanding the use of educational technology in these schools. This analysis provides a comprehensive view of how well-prepared and capable primary school teachers are in using educational technology for teaching Arabic, taking into account the social and demographic factors that influence this usage.
- **Gradual Adoption of Technology:** The data indicates an increasing adoption of technology in education, with a significant proportion of teachers using technology frequently. This reflects a trend towards greater integration of

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technology into the educational process, which may be the result of administrative directives or educational policies encouraging this.

- **Usage Gap:** The presence of a proportion of teachers who use technology rarely or for short periods highlights a usage gap that may be linked to factors such as age group, lack of training, or preference for traditional teaching methods. This suggests a need for greater support for these teachers to enable them to use technology more effectively.
- **Importance of Training and Support:** The differences in usage hours and frequency of technology use may indicate the need for more training and technical support for teachers, especially for those who use technology rarely or occasionally. Continuous support can help reduce this gap and increase the reliance on technology as an integral part of education.
- **Enhancing the Role of Technology in Education:** The idea that educational technology can be a powerful tool for improving educational performance is reinforced, as the significant improvement in all key skills suggests that technology may be capable of enhancing the overall quality of education and reducing educational gaps that may exist in traditional educational systems.
- **Shift Towards a Modern Educational Environment:** This improvement could indicate a shift in the teacher's role from being the sole source of knowledge to a facilitator of the educational process, so technology helps present educational content in more engaging and interactive ways, making learning a more inclusive and stimulating experience.
- **Need for Continuous Training:** There is a clear need to provide ongoing training for teachers to ensure the effective use of technology in education, especially for tools that show moderate effectiveness.
- **Technological Advancement:** Tools such as artificial intelligence require continuous improvements to meet the diverse needs of the educational environment, indicating a reciprocal relationship between technological advancement and educational needs.

Overall, this highlights that educational technology plays an increasingly important role in enhancing and facilitating education, but it requires continuous investment in teacher training and tool development to be fully effective. The educational community needs ongoing support to adopt these technologies and maximize their benefits, while addressing the challenges that some technological tools may face.

8.2. Study Recommendations and Suggestions:

- **Provide Continuous Training for Teachers:** Workshops and training courses should be organized to familiarize teachers with the latest e-learning technologies and educational tools, helping them to use these tools efficiently.

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- **Curriculum Development:** It is essential to integrate technology into the curriculum in a way that complements the educational process, incorporating interactive activities and educational applications that enhance the learning of the Arabic language.
- **Increase Access to Technological Resources:** Schools should provide tablets, computers, and internet access for making it easier for them to access electronic educational content.
- **Encourage Self-Learning:** Students should be encouraged to use technology as a means of self-learning through e-learning platforms and free courses that enhance their Arabic language skills.
- **Evaluate the Effectiveness of Technology:** Regular evaluation studies should be conducted to measure the impact of using educational technology on improving students' Arabic language skills, helping to refine educational strategies.
- **Enhance Teacher Collaboration:** Online learning communities should be established to allow teachers to share experiences and best practices in using technology to teach the Arabic language.
- **Allocate Time for Learning Technology:** Specific time should be allocated in the school schedule to teach students how to effectively use technological tools in learning the language.
- **Diversify Teaching Methods:** Various teaching methods (such as project-based learning and educational games) that integrate technology should be used to make Arabic language learning more engaging and interactive.
- **Collaborate with Families:** Parents should be involved in the process of using technology in education by organizing meetings and workshops to inform them about the importance and role of technology in enhancing their children's learning.

9. Conclusion:

We can conclude that the use of educational technology in teaching the Arabic language represents a pivotal step towards improving the quality of education and enhancing the efficiency of the educational process in primary schools. through the field study we conducted on a group of teachers, it became evident that integrating technology into classrooms has significantly contributed to increasing student interaction and motivation to learn.

The results showed that teachers who used technological tools, such as educational applications and digital resources, witnessed a notable improvement in comprehension levels and their interest in the subject matter. These tools also helped deliver diverse and engaging educational content, which contributed to enhancing students' Arabic language skills.

This study highlights the numerous positive impacts of using educational technology, not only in terms of academic achievement but also in the

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development of critical thinking and creativity among students. However, there remains an urgent need to provide ongoing training for teachers to effectively use this technology, as well as to ensure the necessary infrastructure is available in schools.

Therefore, this study calls for the formulation of innovative educational strategies that rely on technology to ensure maximum benefits in teaching the Arabic language. Investing in educational technology is not merely an option but a pressing necessity to keep pace with global advancements in education. We hope that these findings will encourage educational policymakers to strengthen the use of technology in curricula, thereby helping to prepare a generation capable of engaging with the demands of the digital age.

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