# The Extent to Which Arabic Language Teachers Employ Creative Thinking and Technology in the Teaching Methods Implemented by Them

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**Abstract**
The study aimed to identify the extent to which Arabic language teachers employ creative teaching and technology in the teaching methods implemented by them. The researcher adopted the descriptive analytical approach in conducting the study, and the research sample consisted of (50) Arabic language teachers in government schools in the central region of the Jordanian Ministry of Education. The researcher relied on the questionnaire as a tool for data collection, and used statistical methods to extract the results. One of the most prominent results of the study is that the percentage of application of creative teaching methods is generally large among Arabic language teachers, and that Arabic language teachers relied on employing methods that allow students to generate different ideas to a very large degree. And that the lowest percentage of application in the axis of creative teaching methods from the point of view of teachers of Arabic language was to guide students to solve problems in more than one way.
**Keywords:** Arabic language teachers' employment of creative thinking and technology, teaching methods.
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## INTRODUCTION
Teaching methods in general have varied and diversified, and the trend has become greater towards employing methods and strategies based on the development of creativity, and technological development and the diversity of its tools have contributed to the renewal and development of those methods and methods associated in the fields of education in the recent period significantly, and mastery of the employment of all these tools by teachers has become a necessity. To keep pace with the skills possessed by students in the creative and technical field and in order to address their minds in accordance with the requirements of this era, which formed educators in general with a great incentive and desire to employ technology related to education, especially in the service of the educational process, and this trend was reflected significantly in the field of language teaching Arabic for all grades. However, teachers faced many challenges that limit the expansion of the use of technology in teaching Arabic in public schools in the Jordanian Ministry of Education, and the most important of these challenges is the negative attitudes of some teachers towards employing technology in teaching Arabic and insisting on using the same methods old accustomed.

## RESEARCH PROBLEM:
Many teachers have realized the importance of activating creativity tools in teaching and working to bridge the digital gap between them and students, especially in teaching Arabic, due to the need for teachers to activate and effectively employ communication channels between them and students in order to perpetuate the passion towards learning Arabic, However, teachers face many obstacles in achieving this goal, and there are some teachers who still have negative attitudes towards making this change, which leads to a decline in students' passion and enthusiasm towards learning the Arabic language.

Based on the foregoing, the researcher formulated the research problem in the following main question: What is the extent of the use of creative teaching methods and the use of technology by Arabic language teachers?

## RESEARCH QUESTIONS:
- To what extent are creative methods used in teaching Arabic?
- To what extent is technology employed by Arabic language teachers?
**RESEARCH OBJECTIVES:** The research aims to:
- To identify the degree to which teachers employ creative and technological methods in the methods of teaching the Arabic language.
The importance of the research: The importance of the research in its pursuit:
Explain the importance of using and employing creative and technological methods in teaching Arabic, and the best way to use and benefit from them
- Identifying teachers' attitudes towards employing creative and technological methods in teaching methods of

the Arabic language.
Keywords: creative teaching methods, educational information technology tools

## RESEARCH METHODOLOGY:

The researcher used the descriptive analytical approach, where she adopted a questionnaire with the aim of identifying the attitudes of Arabic language teachers in public schools towards employing creative and technological methods in the methods of teaching Arabic language.

## THEORETICAL FRAMEWORK:

Creative teaching is achieved through diversifying the use of teaching methods and strategies that contribute to the development of creative thinking skills. This is done through many practices carried out by teachers that make the teaching behavior in the classroom characterized by creative characteristics (fluency, flexibility, and originality). We find that the methods of teaching Arabic language can employ and activate these features if the Arabic language teacher directs to creative practices in his teaching, by performing flexible, authentic and fluent teaching performances, and seeks to achieve its requirements, and is convinced of its importance. The beliefs of the Arabic language teacher are the ideas that he believes in and on which he bases his teaching practices. When the Arabic language teacher believes in the importance of invoking the largest possible number of appropriate educational ideas, and the need to diversify those ideas, modify the educational situation, and reorganize it appropriately, and believes in the value of producing new educational ideas, then we can say that he is carrying out creative teaching practices.

We find that the more teachers allow the students the opportunity and hold them responsible for their learning, how they learn, and how they evaluate the extent of their learning. Making the learning situation a creative one requires both the teacher and the learners to play authentic and developed roles. The teacher's creativity in teaching is represented in employing the fluency of new and unfamiliar ideas and applying them in practice in his field of specialization, and in his ability to renew in the way the lesson is presented, implemented and evaluated, and in the design of innovative teaching aids (Abdulaziz 1996). The importance of creative thinking lies in building the personality of individuals and facing the challenges of the era of the knowledge explosion through developing individuals' ability to self-learning and owning the mechanisms of research, exploration and investigation (Abdullah, 2021). The art of education and the exploitation of the potential of tools and their employment, As for educational technology, it is a process whose significance is not limited to the mere use of machines and modern devices, but it basically means a methodology in thinking, that is, following a method, a method, and a way of working according to organized steps that employ all the possibilities offered by technology according to modern teaching and learning theories, and we can consider that Employment of technologies as the basis that works to develop language learning, for example, through the introduction of modern methods or the use of programs that help learning between the teacher and the learners. (Zinati, Muhammad. 2020)

The teacher's classroom practices have a great role in developing creativity among students, we mention among them (respecting students' questions, whatever those questions are, listening to their answers, respecting students' ideas, letting them know that their ideas have value, no matter how simple, and giving learners opportunities to practice and experiment without fear of evaluation) that this response By the teacher, the questions of his students are as important as the questions he asks them, because this helps create an exploratory investigative climate and motivates students to practice inquiry and exploration (Zaytoun, 2004), and it can be added to the above providing an open practical and social interactive atmosphere, and a realistic and flexible educational environment characterized by Through investigation, research, experimentation and exchanging opinions and ideas (Hamdan, 2000). The school climate in general has a major role in developing creative thinking skills, and teaching methods have an active role in developing creative thinking. The teacher has a great role in developing creative thinking skills by understanding the abilities, talents and capabilities of students, and he must work to stimulate the creative personality of his students and provide an opportunity for a product Creative teaching through a creative teaching attitude and processes that take into account patterns of thinking and are characterized by creativity (Al-Harbi and Al-Bruni, 2020)

The past few years have witnessed great and rapid progress in the field of information technology aids and their employment in the educational process. We find that they have provided the educational field with many ideas and solutions to the problems it faces (the scarcity of available materials, the large number of students in the classroom, and adapting to the minds and technological capabilities of students with the aim of facilitating access to information to their minds in proportion to the objectives of the curriculum. Many educational institutions and countries have turned to the introduction of technology in the field of education and used new patterns such as: e-schools, open education, distance education, virtual schools (Al-Anzi, 2018). One of the characteristics of modern digital dynamic technologies is the feature of the learner's choice of style and pattern of interaction, training, communication and nutrition reviewing, receiving and interacting with information; This

is done through many different activities, and since the decisions made by the student during learning have clear consequences and consequences that help him to learn, we have to start integrating the student in e-learning effectively by making use of modern educational technologies and employing those tools after taking advantage of all their capabilities. (The Navigator, 2015)

The employment of information technology tools has emerged and its role in education in general has increased, and the Arabic language has also benefited from these tools and employed them in many aspects. With a greater degree of freedom in controlling the rate of presentation of the content of the material he receives and he can negotiate with the content provider simultaneously and asynchronously, that is, the learning environment has been subjected to efforts to transform the normal learning environment controlled by the teacher alone into a multi-source learning environment in order to achieve the goals of educational reform, and we find Those characteristics that are characterized by flexibility are one of the most important reasons that contributed to enhancing digital interaction in distance learning, due to its ability to contribute to achieving educational goals and because it contributes to the diversity of teaching strategies that are employed, and we find that technologies and their employment in education directly contributed to the implementation of strategies Teaching and opening wide horizons for the use of a variety of teaching methods that achieve creativity in teaching, when the teacher has the opportunity to use diverse approaches It helps him in developing the creative abilities of learners, that is, the use of modern technology in education is a method that supports the educational process and transforms it from the stage of imitation to the stage of creativity, interaction, skill development and taking into account the individual differences of students.

The teacher can employ a number of creative teaching approaches such as the creative problem solving method (a teaching method that requires a high degree of sensitivity in identifying problems and deriving the necessary relationships and ideas, and it is a more novel method than the traditional problem-solving method (Al-Buhairi, 2018) and the brainstorming method (which is a teaching method). It depends on the collective presentation of ideas and work on cultivating them freely and spontaneously. It aims to present a large number of them by the participants, which can address the topic or solve the problem) and this method is used for multiple purposes, including generating and organizing ideas, solving problems and increasing the efficiency of mental abilities, and then those ideas are sorted and benefit from it. (Al-Habbabi, 2015), And based on the employment of those approaches that depend on (problem solving, self-learning, educational games, drama and creativity in teaching), this requires carrying out multiple and diverse teaching procedures, flexible and conscious recruitment of various teaching approaches, and the integrated formulation of those procedures and these entrances in a way that stimulates the sources of creative ability among The learners. The Arabic language teacher can employ a number of methods as follows:

Meditation method: It is based on contemplative thinking and sees (Shamaila, 2015) as a thinking process in which the individual contemplates the situation in front of him to analyze it into elements and then draws appropriate plans in order to reach the results required by that situation.

Project-based teaching method: is a teaching method that allows students to acquire knowledge and skills through research and verification in an attempt to solve problems and allows students to work independently in order to push them to build their own knowledge, and can work in small groups with the aim of enabling students to have cognitive communication skills and ability On organizing and building attitudes and knowledge through a variety of learning experiences (Zayod, 2016)

Role-playing as a teaching input that can be taken as a strategy for creativity in teaching, in this way we achieve a mental, emotional and kinetic interaction for students(Hells,2011)

One of the most important features of modern technological tools is that they have the feature of digital interaction, in addition to the integrative feature that refers to the process of using more than two media in one frame interactively through one screen that can contain sound, image, graphics, sound effects and other media aimed at delivering an educational message to learners. Diversity is one of the most important characteristics of modern technologies, as it provides a diverse learning environment (audio, visual, web pages..etc) (Al-Hadhrawi, 2020). Responsible for developing both basic skills and advanced skills. (Deep, 2021)

The use of technical data in teaching and learning the Arabic language did not exceed the use of educational and communication technologies as auxiliary or specific means, without designing educational software and electronic courses with multimedia. It is defined as the teacher's effective use of technology skills with the aim of improving teaching and learning processes (Al-Fiqi, 2005). When designing the educational content so that it contains a real opportunity to create an environment for active learning, the teacher asks the learners to write down some participation in an interactive activity, and to give students an opportunity to lead the discussion, carry out field tasks, write a report, prepare and present multimedia presentations (Al-Anzi, Noura, 2021).

The employment of creativity in teaching Arabic stems from the fact that it is a creative language in itself, and its distinguishing features confirm its fluency and flexibility Hence, the teacher's use of this language when teaching it, and the development of learners' use of it through different methods of teaching it is in line with the nature and characteristics of the Arabic language. The use of the Arabic language and its use in teaching and

learning situations is linked to the creative aspects. The use of the Arabic language in its simplest form is a renewal characterized by creativity in that it is based on the construction of new and diverse sentences, and linguistic use proves the cohesion of the Arabic language, and its suitability to the conditions of speaking, as the Arabic language is able to carry renewed ideas, and express everything that surrounds man, and the subjective world of man

The Arabic language teacher focuses on the linguistic skills and concepts that learners acquire and the linguistic and literary knowledge that they acquire. Creativity in teaching the Arabic language can be an effective tool for creativity in the Arabic language itself, and therefore the keenness of the Arabic language teacher to carry out creative teaching practices is the way to form the linguistically creative learner. It is possible to benefit from the methods and methods of developing creative thinking and developing it in the classroom in determining the requirements for creative teaching of the Arabic language and categorizing them into three stages, as follows:

First: The pre-teaching stage: planning how to enable students to target language skills (possessing the largest possible number of words, sentences and ideas, interacting with language problems, and providing unfamiliar solutions to them)

Second: Stage during teaching: The Arabic language teacher is keen to provoke discussions, provide opportunities for learners to play various roles, urge them to imagine and think, extract new words, phrases and ideas, provide additional examples and new uses of vocabulary, sentences and ideas, and provide opportunities for learners to question, and make some Learners manage discussions, train learners to criticize objectively, put learners in situations to complete answers or stories, formulate and direct questions, provide opportunities for learners to practice self-expression and write down ideas, and help learners extract keywords in different language texts.

Third: Lesson End Stage: At the end of the lesson, the teacher is keen to ask a variety of questions that reveal the learner's linguistic abilities, and push him to additional readings that enrich his language and thought. The teacher has to train learners to research and practice activities, and the learner in the position of creative linguistic teaching arrives at ideas that contradict the presented ideas or opinions, generates various sentences in its ideas in which a specific word is mentioned, and dialogues with his colleagues about a specific idea, describes in a new language or meaning, and reinterprets words He asks unfamiliar questions, uses figurative language, and is fluent in expressing others and non-verbal expression. (Al-Hammadi, 1999)

Creative teaching of the Arabic language is an educational and linguistic requirement for contemporary and future life, and therefore it has received, especially in recent years, the attention of researchers. flexibility, and lead to linguistic creativity among learners.


## PREVIOUS STUDIES

Study (Al-Mulhim, 2021),It aimed to identify the reality of using smart phone applications in teaching Arabic to speakers of other languages        at the Institute of Teaching Arabic to Non-Native Speakers at the Islamic University from the point of view of teachers. In the Institute for Teaching Arabic to Non-Native Speakers at the Islamic University, they were chosen randomly, and the questionnaire was used as a tool for data collection. The study data were analyzed using a set of statistical methods: arithmetic averages, standard deviations, Pearson correlation coefficient, Cronbach's alpha coefficient, and (T) test. ) for independent samples and the results of the study showed that the faculty members at the Institute of Teaching Arabic Language to Non-Native Speakers at the Islamic University agreed to a moderate degree on the use of smart phones in teaching Arabic, and there are statistically significant differences at the level of significance (0.05) in the use of smart phone applications. In teaching Arabic to speakers of other languages        attributable to the academic degree variable (teacher - faculty member), for the benefit of the faculty members, and the specialization variable (T. Interest-based - non-educational), for the benefit of those with an educational qualification, the training course variable (has trained - no training), for the benefit of those with training, and the variable of teaching experience (5) years to (10) years - more than (10) (years), in favor of more than (10) years of teaching experience.

Study (Hassan, 2019) . It aimed to identify the obstacles to the use of Arabic language teachers in the schools of the First Irbid Education Directorate for mobile learning applications in teaching reading, and to reveal whether there are statistically significant differences in the obstacles. Arabic language teachers. In her study, the researcher used the descriptive approach, where the study was conducted on a sample of (419 male and female teachers) of the Arabic language teachers in the first Irbid Education Directorate. To achieve the objectives of the study, the researcher used the questionnaire tool to reveal the obstacles that face the Arabic language teachers' use of mobile learning applications in teaching reading. For each of them, the results also showed that there were no statistically significant differences in those obstacles due to the variables of academic qualification, courses, experience, and gender.

Study (Ali, 2017),It aimed to know the level of awareness of Arabic language teachers in the Anbar Governorate Education Directorate of modern educational technologies. The study sample consisted of (116) schools, within the Directorate of Education of Anbar Governorate, and to implement the study, the researcher

used the questionnaire as a tool for the study. And there are statistically significant differences at the significance level (05.0) due to the effect of the academic qualification, and the differences came in favor of the postgraduate level, and there are no statistically significant differences at the significance level (05.0) due to the effect of years of experience, and this can be attributed to that the level of Awareness of modern educational technologies is to the same degree in other schools, and that female teachers teach the same curricula, and that everyone is subject to the same conditions and requirements.

Study (Yaqout, 2017), It aimed to identify the effect of using modern technical activities in developing the reading comprehension of foreign students of Arabic at the intermediate level. The research used an experimental design. The research tool was a reading comprehension skills test, which was applied to (7 students) of foreign students of Arabic language in the Department of Arabic Language Education at the American University and included five Indian students and two Japanese students, their ages ranged between (25-29 years), all of whom are diplomats in the two Indian embassies. and Japanese. The research reached several results, including the presence of statistically significant differences at the level (0.05) between the scores of the sample members in the levels of reading comprehension (between the average ranks in favor of the post-measurement, and the presence of statistically significant differences at the level (0.05) between the average ranks of the individuals' scores The sample is at the level of inferential comprehension in favor of the dimensional measurement, which confirms the effectiveness of the program based on technical activities in developing the reading comprehension skills as a whole for foreign students of Arabic language at the intermediate level. At the level of direct understanding, then the level of deductive understanding, the level of critical understanding, and the level of creative understanding.

Study (Abu Ajamiya, 2004),The study aimed to know the role of the Arabic language curriculum for the eighth grade in developing innovative thinking among students in the Bethlehem and Hebron region, and the study sample consisted of (80) teachers. One of the most important findings of the researcher is that the Arabic language curriculum provides opportunities for creative thinking to a moderate degree, and that one of the most prominent facilitators of innovative thinking in the curriculum is the development of a sense of confidence among students, and one of the most prominent obstacles to innovative thinking is the length of the curriculum and the time specified for the activity.

## RELATIONSHIP OF THE CURRENT RESEARCH WITH PREVIOUS STUDIES:

By looking at the previous studies, we found the similarity of the current research with the previous studies in the research method, and the current research is similar to the previous studies in the search tool, and the current research differs from the previous studies in terms of research objectives, application time, as well as research variables, and statistical treatments. Aspects of benefiting from previous studies emerged after reviewing them. A general perception of the research topic was formed, which contributed to accurately formulating the research problem, formulating its objectives, and questions in a scientific manner based on a theoretical background and previous studies. questionnaire and the development of its paragraphs). As for what the current research will add, it is to reveal the extent to which Arabic language teachers employ creative thinking and technology in the teaching methods implemented by them.

## RESEARCH COMMUNITY AND SAMPLE:

The research community consisted of all Arabic language teachers for the basic stage in the central region. The research sample consisted of (50) male and female teachers of the Arabic language.

## SEARCH TOOL:

After reviewing the literature and previous studies, the paragraphs of the questionnaire were adopted and the researcher used it as a tool for collecting the necessary information about the research, for its relevance to achieving the objectives of the research and answering its questions.

## VALIDITY OF THE TOOL:

After the questionnaire was approved in its initial form by accreditation and to ensure its internal honesty in terms of the appropriateness of the paragraphs, its clarity, the integrity of the linguistic formulation and its belonging to the field, and some paragraphs were reformulated so that the total of the paragraphs became (18) paragraphs. The modifications were made and included in the final version of the questionnaire, and the apparent validity was verified

The validity of the internal consistency of the questionnaire items: The internal consistency of the questionnaire items was calculated on the sample of the pilot study, where the correlation coefficients between each item and the total degree of its axis were calculated. ) which indicates the availability of a high degree of internal consistency of the resolution

The answers to each paragraph consisted of a gradation (likeart quintuple) to the degree of applicability of

reality. The researcher used frequencies, arithmetic averages, and percentages in order to determine the responses of the study sample towards the statements contained in the paragraphs of the study axes and for each of its fields and for the total degree of the reality of teachers' use of the various and electronic educational means and aids. To get the following percentages:

| Very big reality | Big reality | Medium reality | Few reality | Very few reality |
|---|---|---|---|---|
| More than 80% | 70-79% | 60-69.9% | 50-59.9% | Less than 50% |

Data analysis and presentation and discussion of results

This study aimed to identify the reality of diversification in the use of educational aids in the educational process and its impact on primary grade students from the point of view of teachers of public schools affiliated with the Jordanian Ministry of Education. The following are the results of the study, according to the sequence of its questions:

Analyzing the data and discussing the results related to the study questions:

The answer to the first question: To what extent are creative methods employed in the methods of teaching Arabic language?

Table No. (1) Arithmetic average, and the relative weight of the frequencies and response rates of the study sample on the axis of creative teaching methods

| #N | Paragraph | very much | | Much | | neutral | | a little | | very little | | Arithmetic average | relative weight | Rank | Degree of appreciation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | T | % | T | % | T | % | T | % | T | % | | | | |
| 7 | Use methods that allow students to generate different ideas | 16 | 32% | 19 | 38% | 6 | 12% | 7 | 14% | 2 | 4% | 3.41 | 85.87 | Very big | 1 |
| 3 | Use methods that grab the attention of students and pose problems and situations that call for innovative and diverse responses | 15 | 30.7% | 17 | 33.3% | 10 | 20.7% | 5 | 10% | 3 | 6% | 3.20 | 79.64 | Big | 2 |
| 8 | Use techniques that encourage students' imagination | 12 | 24% | 23 | 46% | 4 | 8% | 6 | 12% | 5 | 10% | 2.89 | 79.64 | big | 3 |
| 9 | Encourage students to give non-traditional explanations for various scientific situations | 17 | 34% | 13 | 26% | 9 | 18% | 7 | 14% | 4 | 8% | 2.83 | 78.58 | big | 4 |
| 1 | Interested in revealing the areas of creativity and beauty that we abound in the Arabic language | 20 | 40% | 14 | 28% | 9 | 18% | 3 | 6% | 4 | 8% | 2.74 | 77.51 | big | 5 |
| 2 | Take into account individual differences in students' abilities and levels | 14 | 28% | 17 | 34% | 8 | 16% | 8 | 16% | 3 | 6% | 2.56 | 76.46 | big | 6 |
| 4 | Provide students with new topics that encourage them to search for original ideas | 16 | 32% | 18 | 36% | 6 | 12% | 9 | 18% | 1 | 2% | 2.47 | 73.43 | big | 7 |
| 5 | Use the discussion and discussion group style | 13 | 26% | 19 | 38% | 5 | 10% | 11 | 22% | 2 | 4% | 2.21 | 67.92 | Med | 8 |
| 6 | Ask students to solve problems in more than one way | 12 | 24% | 18 | 36% | 9 | 18% | 6 | 12% | 5 | 10% | 2.08 | 67.47 | med | 9 |
| | The axis of the extent to which creative methods are used in methods of teaching Arabic language | | | | | | | | | | | 2.71 | 76.28 | big | |

Table (1) shows that the degree of estimation of the reality of the application (the axis of the extent to which creative methods are used in methods of teaching Arabic language) from the teachers' point of view was generally large. Where it scored an arithmetic average (2.71), and the overall answer frequency indicated a significant degree of applicability on a five-degree scale, where the response percentage reached (76.28%), and this indicates that a large approval rate in general on the high degree of employing creative teaching methods

Where the arithmetic averages for the degree of response of the study sample indicated that paragraph No. (7) ranked first among the paragraphs of the field and had the highest arithmetic average, which amounted to (3.41), and the degree of response was very large, as the percentage of response frequencies by the study sample reached (38%). The degree of estimation of the reality of the application of the paragraph in general was very large, as the relative weight of the paragraph reached (85,87). This indicates that the Arabic language teachers relied on employing methods that allow students to generate different ideas to a very large degree.

Paragraph No. (6) got the lowest order in frequency and arithmetic mean, the axis of the extent to which creative methods are used in methods of teaching Arabic language, as the response rate of the study sample was (36%) and indicated a large response degree, and the degree of estimation of the reality of the overall application of the paragraph was medium. With an arithmetic average of (2.71), where the relative weight of the paragraph was (76.28), that is, the lowest percentage of application in the axis of creative teaching methods from the point of view of teachers of Arabic language was to guide students to solve problems in more than one way, where it came to an average degree.

The answer to the second question:

To what extent do Arabic language teachers employ information technology tools in teaching Arabic language?

Table No. (2) Arithmetic average, and the relative weight of the frequencies and response rates of the study sample on the axis of the Arabic language teachers' employment of information technology tools in teaching Arabic language.

| #N | Paragraph | very much | | much | | neutral | | a little | | very little | | Arithmetic average | relative weight | Rank | Degree of application |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | T | % | T | % | T | % | T | % | T | % | | | | |
| 17 | Use e-mail to support communication in the school environment | 14 | 28% | 18 | 36% | 6 | 12% | 7 | 14% | 5 | 10% | 3.56 | 78.82 | 1 | Big |
| 12 | Use the Internet to serve the academic content effectively | 15 | 30% | 9 | 18% | 16 | 32% | 4 | 8% | 6 | 12% | 3.17 | 78.76 | 2 | Big |
| 13 | Effectively use IT tools in teaching | 18 | 36% | 15 | 30% | 6 | 12% | 4 | 8% | 7 | 14% | 2.73 | 78.44 | 3 | Big |
| 10 | Use IT tools in curricular activities | 17 | 34% | 14 | 28% | 12 | 24% | 5 | 10% | 2 | 4% | 2.42 | 77.49 | 4 | Big |
| 14 | I have skills that help me use IT tools effectively in the classroom | 14 | 28% | 13 | 26% | 9 | 18% | 10 | 20% | 4 | 8% | 2.39 | 77.25 | 5 | Big |
| 16 | Use multimedia to present educational concepts and experiences | 16 | 32% | 9 | 18% | 15 | 30% | 3 | 6% | 7 | 14% | 2.36 | 76.27 | 6 | Big |
| 15 | I use e-books and electronic libraries in teaching my students | 9 | 18% | 16 | 32% | 10 | 20% | 9 | 18% | 6 | 12% | 2.24 | 74.51 | 7 | big |
| 11 | Mastered dealing with technical problems and working to solve them | 15 | 30% | 14 | 28% | 9 | 18% | 8 | 16% | 4 | 8% | 2.17 | 71.91 | 8 | Big |
| 18 | Employ simulation programs in the presentation of lessons and take advantage of the possibilities of sound and image in them | 10 | 20% | 16 | 32% | 9 | 18% | 13 | 26% | 2 | 4% | 2.00 | 66.94 | 9 | Med |
| | The focus of Arabic language teachers' employment of information technology tools in teaching Arabic language | | | | | | | | | | | 2.56 | 75.6 | | Big |

Table (2) shows that the degree of estimation of the reality of this field in public schools affiliated with the

Jordanian Ministry of Education, from the teachers' point of view, was generally large. Where it scored an arithmetic average (2.56) and the overall answer frequency indicated a significant degree of application on a five-degree scale, where the response percentage reached (75.6%), and this indicates a large approval rate in general by teachers to see the effect of employing techniques Modern through manifestations indicative of their employment according to the previous table.

Where the arithmetic averages for the degree of response of the study sample indicated that paragraph No. (17) ranked first among the paragraphs of the field and had the highest arithmetic average, which reached (3,56), and the degree of response was very large, as the percentage of response frequencies by the study sample reached (36) The degree of estimation of the reality of the application of the paragraph in general was great, as the relative weight of the paragraph was (78.82%). This indicates that public school teachers use e-mail to greatly enhance communication processes in the school environment

Paragraph No. (18) had the least recurrence and an arithmetic average, as it reached (2). The frequency of the answer for the study sample was indicated to a large degree, as the percentage reached (32%), and the degree of estimation of the reality of the application of the total clause was medium, as the relative weight of the clause reached (68.89). %), meaning that an average percentage of Arabic language teachers employ simulation programs in presenting lessons and taking advantage of the sound and image capabilities in them.

Table (5) Summary of the results of the total score for the requirements of the impact of the expansion in the use of educational techniques in diversifying the use of teaching methods by Arabic language teachers after the Corona pandemic:

The table contains the descending order according to the arithmetic averages, percentages of the fields and the total degree of the reality of the impact of the expansion in the use of educational techniques in diversifying the use of teaching methods by Arabic language teachers after the Corona pandemic, as shown in the following table:

| Domain | *Average Response | Relative Weight | Application degree | Arrangement |
|---|---|---|---|---|
| Employing creative methods in teaching Arabic language | 2.71 | 76.28% | Big | 1 |
| Employment of Arabic language teachers for information technology tools in teaching Arabic language | 2.56 | 75.6% | Big | 2 |
| Overall score for all fields | 2.63 | 75.94% | Big | |

It is clear from the study of the previous table No. (5) that the degree of appreciation for the axis (the employment of creative methods in the methods of teaching Arabic language) got the highest order among the rest of the fields, and the relative weight of the field reached (76.28%) and the average response of the study sample was (2) ,71 This indicates a great appreciation of the degree of manifestations of the expansion of the employment of creative methods in teaching methods by the sample members, and this is consistent with what was confirmed by previous studies such as the study (Ali, 2017)

Then followed by the axis (Arabic language teachers' employment of information technology tools in teaching Arabic language) and the weight of the relative field reached (75.6%) and the average response of the study sample (2.56)

It becomes clear to us from reading Table (5) that the total degree of the answers of the study sample towards the questions related to the degree of expansion in the use of creative methods in teaching and technology tools by Arabic language teachers, reached a percentage of (75.94%) and an arithmetic average of (2.63). This indicates a high degree of appreciation for the reality of the application of all fields and their requirements. And that the differences that appeared among the study sample about the degree of their appreciation of the extent to which all requirements were met were few, and this emerged through the value of the average response of the study sample to the studied areas, which ranged between (2.56 - 2.76) and the close percentages of the response of the study sample, which It amounted to (75.6% - 76.28%), and at the total level of all requirements according to the answers of the study sample members, and this indicates that the sample members' estimation to achieve the requirements is similar despite the different variables between them. It is possible to attribute the result of the close degree of application through the response of the study sample to:

1. Teachers perceive the need to employ creative methods in teaching methods and to benefit from the effectiveness of information technology tools.

2. This means that all requirements are of great importance and that the degree of their fulfillment is great, and this is confirmed by the summary of the results of the study as follows:

**SUMMARY OF THE RESULTS RELATED TO THE STUDY:**

The percentage of application of creative teaching methods is generally large among teachers of the Arabic language

-The Arabic language teachers relied on employing methods that allow students to generate different ideas to a very large extent.

-The lowest percentage of application in the axis of creative teaching methods from the point of view of teachers of Arabic language was to guide students to solve problems in more than one way.

-Public school teachers use e-mail to greatly enhance communication processes in the school environment

- An average percentage of Arabic language teachers employ simulation programs in presenting lessons and exploiting the capabilities of sound and image in them.

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