Planning Lessons for Arabic Teachers in the Primary Stage Using Artificial Intelligence Techniques

Haifa Hamid Hassan[1], Noor alhuda noor aldeen dawood[2]

Abstract

The current study aimed to know "lesson planning for Arabic language teachers in the primary stage using artificial intelligence techniques"To verify the objective of the study, the researchers chose the descriptive approach, and the sample was chosen randomly stratified. To build the paragraphs of the questionnaire, the researchers conducted an exploratory study on a number of randomly selected teachers, and reviewed the relevant literature.The paragraphs of the questionnaire reached 84 standards definitively, and the results were summarized in general to the existence of a significant weakness plans lessons for Arabic language teachers for the primary stage, and the alternatives to the paragraphs of the scale were five-point, and as follows (not mastered, slightly mastered, well mastered, excellent). When the saw to result, the researcher propose recommendations for using artificial intelligence applications to solve the problem of plans, including: Training Arabic language teachers on how to plan lessons, especially the daily plan in light of artificial intelligence applications.Issuing an educational booklet on how to prepare plans and how to organize each of the Arabic language plans from artificial intelligence programs.Issuing an educational booklet on how to prepare plans and how to organize each of the Arabic language plans from artificial intelligence programs.To complement the current study, the researchers propose to conduct several studies, including:A study similar to the current study is the study of middle and middle school teachers.The impact of training workshops to develop teachers in artificial intelligence applications in planning their lessons.

Keywords: *Arabic Teachers, Artificial Intelligence Techniques.*

Introduction

Chapter One

First: The Study Problem

The problem of study is embodied, if this study seeks to evaluate these teaching plans adopted by Arabic language teachers at the primary stage, as it aims to identify shortcomings and obstacles that prevent the achievement of the desired goals, and to make suggestions that contribute to the development of educational plans for the better.

One of the researchers noticed by visiting the supervisors that there is a deficiency in the field of preparing and writing the teaching plan, as well as there is a problem in the design of the plan, which requires standing at the level of ability of Arabic language teachers in the preparation of study plans. She touched this problem after her appointment as a teacher for the primary stage, as she noticed the absence of a sense of the importance of evaluating study plans in the educational process, and the continuous diagnosis of all aspects of the plan and identifying the negatives in order to treat them, and the positives and work to strengthen them, and stand on the level of performance of teachers and teachers, and develop steps for development and improvement of the plan in the future, and the researchers have proposed modern techniques represented by artificial intelligence.

Therefore, the researchers stood on the planning of lessons for teachers of Arabic language in the primary stage.

Previous studies such as the study (Issa, 2010) also confirmed the reluctance of some Arabic language teachers to plan daily lessons and may be the lack of clarity of the concept of planning when some of them,

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[1] University of Diyala / College of Basic Education, Email: basica7te@uodiyala.edu.iq
[2] University of Diyala / College of Basic Education, Directorate General of Education Diyala, Email: Basicarabic_gm_14@udiyala.edy.iq

or the weakness of their abilities to carry out the preparation of daily plans, as well as the weakness of school administrations follow-up to the books of plans for teachers, and teachers, And put the steps of development and improvement of the plan in the future, the researchers have proposed modern technologies represented by artificial intelligence.

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Previous studies such as the study (Issa, 2010) also confirmed the reluctance of some Arabic language teachers to plan daily lessons and may be the lack of clarity of the concept of planning when some of them, or the weakness of their abilities to prepare daily plans, as well as the weakness of school administrations follow-up to the books of plans for teachers, and teachers, or the lack of interest of educational supervisors for teaching plans as a result of the large number of teachers, As well as the impact of external conditions to which teachers are exposed (Issa, 2010: 27)

 The recommendations of the special conference in the field of "Developing the educational process in Iraq, held at the University of Duhok (2019), also mentioned the need to diversify strategies, methods, and methods, prepare teachers scientifically, plan the lesson, and train them on modern strategies and lesson planning (University of Duhok Conference 2019: 10-11).

Second: The Important of This Study

Education is defined as the integration of learning and teaching processes at the same time, and since the conditions of modern life require every person to learn every day, both education and teaching have become an indispensable necessity, as they are the beginning and opening of everything, and are like pollination that makes the flowers represented by the emerging generations ripe fruits that ripen with the passage of time (Zayer, Ayez, 2014: 25).

Education cannot achieve its desired goals except through a means of communication used by man, and in the light of which he was able to transfer his ideas and experiences, which is language (Zayer, Dakhil, 2013: 19).

Language is the characteristic that distinguishes man from other creatures. Man alone is capable of using complex systems of sounds and meanings that we call our human languages. Language is one of God's creations,. Many world languages have become extinct, while our Arabic language is distinguished by what guarantees its continuity, which is (the Holy Quran), as it is a source of its steadfastness when it was subjected to distortion at the hands of the Mongols and colonialism (Al-Hashemi, Al-Azzawi, 2005: 42), and the revelation of the Quran affected its advancement, preservation, and enrichment with a huge amount of words, expressions, and meanings, which helped to spread its influence, continue, and advance it in scientific and literary journals until our current era (Al-Masoudi, Al-Shamri, 2024: 162). Therefore, scholars, both ancient and modern, have given great attention to studying the Arabic language; For its effective role in developing the linguistic wealth of students, and helping them to realize the purposes of speech, and understand what they hear, read or write, and accustoming them to accurate observation (Al-Tamimi, 2015: 17-18), and thus the Arabic language teacher can address many branches in one subject, and one class, and with the repetition of these classes, students become strong in the language, as the Arabic language is a means of studying other subjects, and from here the responsibility falls on all teachers to use the correct Arabic language, and assign students to use that language in various subjects (Eid, 2011: 27). The countries of the world have been interested in preparing the teacher and have designed special programs for him before service, because the teacher is considered the most important component of achieving the goals of education and teaching, and interest has increased in evaluating the roles of the teacher in order to achieve continuous professional growth (Zari, 2015, Issue 162: 710). The plan book is one of the teacher's evaluation tools, which is taken into consideration and since he is committed to it systematically, and it is not permissible to leave it, the teacher must take care of the plan book and give it special importance.

It is known that every work that is intended to succeed and excel must be based on a prior plan, and since education is a purposeful and continuous process, and to achieve its goals, a regular and accurate plan must be developed; to ensure the success of the educational process (Attia, 2013: 273).

Planning includes a comprehensive description of the processes that the teacher will perform with his students inside the classroom, and the purpose of planning is for students to reach learning for mastery, and clear goals in multiple stages, and includes dimensions and elements of the educational process (teacher, student, curriculum) (Zayer, Ahmed, Saleh, Hammadi, 2016: 109).

Because the primary stage is the cornerstone on which the secondary and university education stages are built, the researchers chose this stage; To evaluate the plans of its teachers.

The primary stage is the basic stage on which all subsequent stages of education are based, so it was the focus of attention of all educators, especially those who are responsible for setting educational policy for it, and the Arabic language at this stage is not only a subject of study, but a means of studying other subjects and the success of the teacher in teaching the Arabic language helps in enabling the student in the educational stages and acquiring language skills means passing the most important stage of his duties (Abdul Wahab, Al-Kurdi, Suleiman, 2004: 7-17).

Many scientific studies and conferences have recently indicated that the prevailing method presented by the teacher doesn't participate in the process of creating real learning, and repeated guidelines have been identified in order to improve teaching methods that contribute to the process of involving the learner in his own learning process. (Ramadan, 2016: 29), and one of the most important of these conferences is the Fourth Scientific Conference "Educational Reform: A Future Vision in Education" held at the University of Baghdad, Ibn Rushd, April 2016 (International Scientific Conference, 2016, 31).

Third: The Aim of the Study and its Hypotheses

The study aims to know "Lesson planning for Arabic language teachers in the primary stage using artificial intelligence techniques"

To achieve the aim of the study, a list of proposals for developing planning using artificial intelligence was prepared.

Fourth: Study Limits

The current study is limited to:

Human limits: A sample of Arabic language teachers in government primary day schools for girls and boys.

Spatial boundaries: General Directorate of Education, Diyala Governorate / Baqubah, and its districts.

Temporal boundaries: The academic year (2023-2024 AD) with its two semesters (first and second).

Cognitive boundaries: Proposals for developing teacher plans using artificial intelligence

Fifth: Defining Terms

Lesson Planning in Language and Terminology

Planning in language: The plan, with the damma, is like a story and a matter. It is said: I described it, a plan of collapse, and a plan of guidance, so accept it, meaning a clear matter in guidance and righteousness, and we planned: meaning we relied on food, so we took it. It is said: So-and-so draws the warning on the ground, which means that he draws with his finger in the sand and warns (Ibn Manzur, 2005 AD / M 5: 102). B-Lessons in language: "And the lesson is the remainder of the trace of the thing that has been destroyed,

and the source is lessons, and the winds destroyed it, meaning they erased it, the study of the book for memorization, and he studied a study, and I studied so-and-so, A book for memorization" (Al-Farahidi, 2003: Vol. 2, Chapter D/20).

T- Terminology

Zayer et al.: "A process of intentional, prior visualization of education situation, and the activity that take place in them, and the types of activity that the teacher sees fit.; to achieve his planned goals set in advance" (Zayer et al., 2018: 153).

Procedural: It is a set of notebooks (written plans) prepared by Arabic language teachers in the primary stage in the schools of Diyala Governorate / Baqubah District for the academic year 2024-2023 AD, which includes a set of procedures represented by the elements of the basic plan from (annual plan, lesson data, objectives, educational tools, educational activities and strategies, methods, lesson content, evaluation methods and homework).

Arabic Language Teachers

Procedural: They are employees of the Ministry of Education (study sample) who graduated from the College of Basic Education and the Teachers' Preparation Institute, and were prepared educationally and scientifically in the Arabic language specialization, and are continuing to serve in government primary schools in the Republic of Iraq / Diyala Governorate / Baqubah District for the academic year 2023-2024 AD, and is considered the basic building block for this stage, as it is through it that he learns spelling, reading, and writing, if the student fails in the Arabic language subject, meaning that he failed in the rest of the other subjects.

Primary Stage

A- Technically

Ministry of Education: They are schools that receive students who have reached the age of six years, and the study period in them is six years, starting with the first grade of primary school and ending with the sixth grade (Ministry of Education, 1978: 41).

Procedural: It is an educational study stage represented by the study sample (Primary stage Arabic language teachers' plans), and the study period is six years in Iraq.

Artificial Intelligence

Technically, it is: It is smart applications that simulate human intelligence, and even surpass it in the areas of speed and decision-making based on algorithmic rules. It is one of the most important modern and developed technologies that contribute to increasing innovation opportunities, developing societies, and increasing efficiency. This type of intelligence also has the ability to solve problems and innovate new practices in education (Ismail, et al.: 2024 AD: 151-152).

Procedural: It is a group of applications proposed by the researchers to address the problem of planning lessons for Arabic language teachers in the primary stage, and developing their plans using these applications to increase efficiency in education.

Chapter Two

Theoretical trend and Previous Studies

First: Theoretical trend: Lesson Plans

Introduction to Lesson Planning

Planning is the basis of success, as a well-planned matter will undoubtedly succeed, and success does not come by chance or in vain; therefore, planning for the educational process represents a scientific framework that aims to achieve learning outcomes for students, and provides a structure for successful and effective teaching, as it helps the teacher to organize and sequence concepts and skills in a logical and gradual manner, and planning allows the teacher to design appropriate educational activities and materials, and choose appropriate assessment tools for students (Hesham, 2024: 8).

The planning process occupies an important position in the field of work in the teaching profession; This is because the teacher's success lies in achieving educational goals that depend to a large extent on the teacher's ability to master effective planning skills, and no work can succeed without prior planning (Sbitan, 2014: 35).

In short: We cannot say that planning is like a compass that guides the teacher's path, determines order without chaos, and creates harmony between ideas and activities. Here, the teacher begins to be creative in designing methods and means, and chooses bright colors to draw the path of knowledge with thoughtful steps and stimulates the student's thinking through activities, and provides him with bright flashes of inspiration. Thus, planning becomes not an educational act or just a duty, but a message from the teacher to the students in which he tells them that they are the focus of his attention, and seeks to make the lesson an exploratory journey, in which they cross the bridge of ignorance to the shores of light and knowledge.

The Importance of Planning Lessons

Planning leads to the teacher's success in his work, and neglecting prior preparation may mean a complete failure, as a number of teachers think that the subject is easy and below his level, and go to class without preparation, and are surprised that they do not know where to start? And how to explain the subject? Then he is severely embarrassed in front of his students; Prior preparation does not only include the subject matter, but the teacher must also prepare his method (Zayer, 2011: 79).

It helps the teacher to clarify the vision; to accurately determine the students' previous experiences, and the current educational goals.

Providing the teacher with the opportunity to enrich his information, and grow his practical and professional experiences, by referring to different sources (Al-Alusi, 2021: 257).

Making the learning process enjoyable and empowering for teachers, so they accept to interact with experiences positively, and easily without boredom, or frustration (Al-Arnusi, Al-Taie ,2020: 105).

The teacher avoids many embarrassing emergency situations, and makes the best use of the lesson time (Zayer, Younis, 2016: 116).

Levels of the Teaching Plan

There are various levels of study plans, including over the course of a year, or over a semester, or a short period of time, which is one class.

We can say that there are levels of planning, which are:

First: Long-term planning: such as (annual and semester plans), it is a long-term study plan that may be for a subject during an academic year, or a subject for one semester, and the teacher must take into account its comprehensiveness of the study topics, and that it be written (Al-Azzawi, 2017: 59).

Elements of the annual plan or components of the annual plan:

• Cognitive material (analysis of the educational material)

• Writing educational objectives, and this is within the contents of the cognitive material, and by referring to the general objectives in the educational institution.

• Determine the methods and procedures of work (individual, group, teams)

• Determine the activities, which are the procedures that the teacher asks the students to do to serve the educational goals.

• Determine the types of assessment and evaluation, the method of conducting them, their time and their purpose (Awada, 2008: 172).

Second: Medium-term planning: This refers to the semester or (monthly) plans, where each teacher divides the annual plan into two semesters before and after the middle of the year, where he divides the topics and chapters into months, and helps the teacher distribute the goals planned to be accomplished within one month, and determine the holidays, occasions, monthly and semester exams, as well as diagnosing the difficulties facing the teacher in order to avoid them in the future (Zayer, Sabry, Hassan, 2018: 155).

Third: Short-term planning (daily plan): It is the process of setting specific details on how to teach a specific lesson in the Arabic language subject in all its branches. These details include the class, stage, subject, topic, behavioral objectives, teaching method, teaching experiences, educational tools, evaluation methods, ... i.e. a detailed description of everything the teacher does inside the classroom in one class period (Razouqi, Ibrahim, Daoud, 2022: 29).

Elements and components of the daily lesson plan:

First - Routine components (general data) and include:

Date of implementation of the plan: It includes (the day and the Hijri and Gregorian date).

Title of the lesson or topic.

Lesson time (time) and period.

Class and section (Al-Falah, 2013: 70).

Second: Technical components, including:

Educational or behavioral objectives, and the objectives vary from (specific and behavioral)

Specific objectives: They are inferred from the general interim objectives in the second level, and they describe the learning outcomes in general, and students are expected to achieve them in one lesson or in a specific number of lessons (Zayer, Sabry, Hassan, 2018: 64).

Behavioral objectives are defined: Phrases or a sentence that describes what the student is expected to accomplish at the end of the lesson to determine the teaching objectives (Mujahid, 2021: 36).

The behavioral objective consists of three components:

Final behavior (an action performed by the learner)

Performance criterion (determines the required level of performance)

Circumstance (the optional condition in which the behavior will appear) (Al-Saadi, 2020: 96-97).

Artificial Intelligence in Lesson Planning

The world today has witnessed rapid cognitive and technological development, and to keep pace with this development, the person must set up a way in which he can interact with his data; and because the learning and teaching process constitutes a fundamental element in the events of this development, and in view of the importance of the teacher by considering him the main pillar of the educational system, the most prominent pillars that education focuses on lie in preparing, preparing and developing teachers on an ongoing basis; to meet the necessary needs of society and raise the educational level (Jari, Al-Aliawi, 2017: 78).

Methods of Developing Lesson Plans

Using scientific study and educational experimentation by selecting and organizing experiences, and using modern methods in education such as self-education, computer education, and introducing new technologies into work.

Future Foresight is done by relying on modern scientific theories that link the past, present, and future. Many developed countries have moved towards this form of development because it achieves goals that help students and teachers gain the ability to innovate and confront (Talafha, 2013: 327).

Using artificial intelligence in education, lesson planning, and A collection of effective posts is collected that attract the learner's focus, provide clear and highly accurate data, and increase learning motivation (Shaltout, 2023: 8).

Using artificial intelligence applications to create educational activities for lessons, and to be educational tools and ready-made presentations in lesson planning for teachers and designing customized educational plans that suit students' abilities (Al-Ubaidi, 2019: 87).

Providing smart programs (smart applications

Artificial intelligence) Designing interactive lesson plans, so that they provide fun educational tools and attract students' attention (Al-Zoubi, 2020: 123).

Second topic: Previous studies:

By reviewing a number of previous studies, the researchers found that there is no previous local study that addressed lesson planning, as far as the researchers know, so it is the first study at the level of Iraq that addressed lesson plans for Arabic language teachers.

Therefore, the researchers will conduct Arab studies that addressed lesson planning

First / Study (Al-Khaibari, 2011)

(An analytical study of the content of daily lesson plans for art educational teacher for the primary level in school in the Tabuk region in light of the standards of art education plans).

This study was conducted in Saudi Arabia, Tabuk region/Mu'tah University. This study aimed to identify the reality of the content of daily study plans for art educational teacher for the primary level in government schools affiliated with Tabuk region for the academic year (2010-2009). The study community consisted of daily study plans for male and female art education teachers for the primary stage in Tabuk region. The study sample consisted of plans for (150) male and female teachers, amounting to (900) daily plans. The study tool was an analysis card, the validity and stability of which were confirmed. The study showed the following results:

The nature of the elements that should be available in the study plans for art educational teacher for the primary level in school.

The lack of harmony between the elements of daily study plans for art educational teacher for the primary level in school and the standards of art education plans, and clearly in the elements of: assignments, closing the lesson, and evaluation.

There is a difference in the extent of commitment of primary school art teachers in Tabuk schools to the standards of art education plans attributed to the teacher's gender, in the elements (educational tools, formulation of objectives, educational activities, lesson presentation, lesson closing, evaluation methods and assignments), and in favor of female teachers.

There is a difference in the extent of commitment of primary school art teachers in Tabuk schools to the standards of art education plans attributed to the variable of the teacher's teaching load, in the element (evaluation methods) only, and in favor of male and female teachers with a quota of less than (20) lessons per week.

There is a difference in the extent of commitment of primary school art teachers in Tabuk schools to the standards of art education plans attributed to the variable of teacher experience, in the elements (educational tools, educational activities, and lesson closing) only, and in favor of male and female teachers with more than (10) years of experience.

The most important recommendations are: Providing training courses for art education teachers on the mechanism of good planning for an art education lesson.

Second: Study (Qazzaz Drabi', 2011)

(Evaluation of curriculum plans for mathematics teachers in the primary stage in schools in the South Hebron region).

This study was conducted in Palestine, South Hebron, and the study aims to (evaluate the plan of mathematics lecture in the primary stage in the schools of South Hebron, whether the evaluation differs according to the gender of the teacher, the years of experience of the teacher, the academic qualification of the teacher, the educational qualification of the teacher, and the teaching load of the teacher, and the studier used a framework to analyze the content of the study plans of mathematics teachers consisting of ten criteria (lesson data, behavioral objectives, preparation, study content, educational means and activities, presentation, closure, evaluation questions, assignments, sources and references), and it was applied to a random sample consisting of (91) study plans for the first semester of the academic year (2010-2011 AD), and the statistical means were used (arithmetic mean, standard deviations, percentages, tests for independent samples (T-TEST), one-way analysis of variance, and the (L.S.D) test for post-comparisons.

The most prominent results that the studier reached:

The overall degree of providing study plan standards for mathematics teachers is weak.

There is a difference in evaluating study plans due to the academic qualification and in favor of the diploma.

There is a difference in evaluating study plans due to the educational qualification and in favor of the educational qualification.

There is a difference in evaluating study plans due to the teaching load in favor of those whose teaching load is 15-25 lessons.

There is no difference due to the variable of gender or years of experience.

The studier recommended in her study:

Reconsidering the teaching methods courses for the mathematics teacher preparation program, to enable teachers to acquire the competencies of planning daily lessons, and to work on training them during service on methods and foundations of good planning for teaching mathematics.

Aspects of benefit from previous studies:

Learning how to formulate the problem.

How to use the descriptive approach.

Choosing statistical methods

Formulating conclusions, recommendations and proposals

Identifying many sources and references that achieve benefit in the current study.

Chapter Three: Study Methodology and Procedures

Study Methodology

The studiers relied on the descriptive approach because it is considered one of the tools of analysis, one of the forms of analysis, and the organized academic interpretation in order to describe a specific phenomenon or problem, and analyze it quantitatively by collecting information about the issue, and carrying out the process of classifying it, analyzing it, and interpreting it accurately; it does not only describe the phenomenon, but goes beyond it to interpreting and predicting what the phenomenon will lead to (Al-Shuwaili, Jabr, 2022 AD: 24).

The descriptive approach was defined as: "A set of procedures aimed at study and investigation to solve a specific problem and test its hypotheses using data collection tools such as (observation, interview, or questionnaire, and on educational or psychological aspects at the human and non-human levels accurately, then describing, analyzing, interpreting and finding relationships between it and other aspects and phenomena (Aziz, Al-Ubaidi, 2019: 69).

Study Community

The community refers to individuals who have certain characteristics that can be observed, and the only criterion for the community is the presence of a common characteristic among its members, and the characteristics of the community that can be observed are called community features (Al-Jubouri, 2018: 44).

The current study community is determined by Arabic language teachers working in primary education within the General Directorate of Education in Diyala Governorate (Baquba Center and its affiliated districts) for the academic year 2023-2024 AD and the following table shows the study community. Table No. (1) shows the study community

NO.	Society gender	Society	S
295	MALE	Diyala Governorate / Baqubah City and its Suburbs	1

NO.	Society gender	Society	S
787	FEMALE	Diyala Governorate / Baqubah City and its Suburbs	2
1082	MALE+FEMALE	TOTAL	3

Study sample:

The sample is part of the study community, which is the best representative of the elements of the community, as the results of those elements can be generalized to the entire community, and inferences can be made about the study community (Al-Tamimi, 2018: 96).

As for the study sample, it was represented by a survey sample that was randomly selected, numbering (15) males and females lectures, and the purpose of the survey sample was to know the validity of the response and the clarity of the paragraphs before distributing them to the basic sample.

As for the basic sample, it was selected using a stratified random sample, numbering (160) male teachers and (90) female teachers to represent the study sample through the schools of Baqubah district and its affiliated districts, and the number of the sample reached 250 male and female teachers.

Study tool:

It is the method that the researcher uses to collect his information so that he can solve the work problem and verify his ideas. (Al-Shaib, 2009: 69)

The researchers used one of the most widely used descriptive study tools, which is the questionnaire, in order to collect data on Arabic language teachers' lesson plans for their use of annual, semester and daily plans for the various branches of the Arabic language.

The study tool was a closed questionnaire consisting of 84 criteria, and it was prepared after reviewing previous studies, literature related to the study topic and ongoing study.

The questionnaire (study tool) was presented to a group of experts in the educational field, Arabic language teaching methods, and Arabic language supervisors, and their approval of the questionnaire paragraphs was considered valid at a rate of (100%), and some amendments were made to the opinions and suggestions of the specialists.

Tool stability

In order to extract the stability of the questionnaire for evaluating teaching plans for Arabic language lecture at the primary level in light of the learning standard for mastery, the studier used Cronbach's alpha. This was through applying the questionnaire for evaluating teaching plans for Arabic language lectures at the primary stage in light of the learning standards for mastery on the stability sample consisting of (400) male and female teachers, the stability coefficient has also reached (0.77), and this is a good indicator of the stability of the questionnaire, as Cronbach confirms that the test with a high stability coefficient is a good and accurate measure.

Applying the tool (questionnaire) in its final form:

The studier applied the questionnaire to the main sample of the study after verifying the validity and stability of the questionnaire and applied it to a survey sample and determined the appropriate time for application.

The application of the questionnaire continued from Tuesday (20-2-2024) to Thursday (18-4-2024). - Data extraction and processing:

The studier extracted the questionnaire data, and she was doing this process simultaneously with the application of the experiment, and it continued for more than three months, as she converted the descriptive data into digital data for the purpose of measuring each male and female teacher.

Chapter Four

Interpretation And Presentation of The Study Results

In this chapter, the researchers present the results related to the study objective, which states to identify "Arabic language teachers' lesson plans in the primary stage using artificial intelligence"

To achieve this objective, the researchers applied the questionnaire to evaluate teaching plans on (250) male and female teachers, and after collecting the data, extracting it and analyzing it using Statistical group for the Social Sciences (SPSS-26) program, the studier obtained two tables, the first includes descriptive statistics of frequencies and their percentages for each paragraph of the questionnaire, and the second table includes inferential statistics for the result of the t-test for a single model using the hypothetical arithmetic mean for each criterion and field and the questionnaire as a whole, and it also includes the relative weight of the paragraphs and their arrangement according to this weight for the field to which the criterion belongs.

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5.Very Good proficiency	4.Good proficiency	3.Moderately proficient	2.Acceptably proficient	1.Unversed	The standard	S
Scope: Annual Plan						
231	4	2	5	8	Write the annual plan at the beginning of the notebook, for all branches of the Arabic language	1
%92.4	%1.6	%0.8	%2	%3.2		
1	1	1	8	239	Determine the educational means that can be used in the academic year	2
%0.4	%0.4	%0.4	%3.2	%95.6		
106	72	21	44	7	Keep up with the time period between the annual plan and the daily plan	3
%42.4	%28.8	%8.4	%16.6	%2.8		
33	2	129	42	44	Divide the month into weeks, and determine the topics in them	4
%13.2	%0.8	%51.6	%16.8	%17.6		
7	68	50	15	110	Consider distributing the classes for all branches of the Arabic language	5
%2.8	%27.2	%20	%6	%44		
Domain: Plan Data (Routine Components)						
5	160	33	48	4	Write the day, the Hijri and Gregorian dates, the class, the lesson	6
%2	%64	%13.2	19.2	1.6		
38	146	27	11	28	Write the lesson title in the middle of the page	7
%15.2	%58.4	%10.8	%4.4	%11.2		
31	55	20	44	100	Organize the notebook in an orderly manner and with clear handwriting	8
%12.4	%22	%8	%17.6	%40		
131	114	-	5	-	Includes a daily wisdom in the plan that increases the student's awareness of his personal life	9
%52.4	%45.6	-	%2	-		

-	-	32	21	197	Distributes time among the plan elements	10
-	-	%12.8	%8.4	%78.8		
					Field: Objectives	
-	-	11	238	1	Write the general objectives at the beginning of the notebook	11
-	-	%4.4	%95.2	%0.4		
17	-	59	13	161	Link the specific objective to the lesson topic	12
%6.8	-	%23.6	%5.2	%64.4		
-	24	12	81	133	Define the behavioral objectives, in clear terms, free of linguistic errors	13
-	%9.6	%4.8	%32.4	%53.2		
-	-	11	-	239	Variete the behavioral objectives according to Bloom's taxonomy	14
-	-	%4.4	-	%95.6		
27	158	3	41	21	Behavioral objectives are formulated for all branches of the Arabic language as follows: + present tense + student + content + minimum performance	15
%10.8	%63.2	%1.2	%16.4	%8.4		
-	34	38	71	107	When planning, all areas are taken into account (cognitive, skill, emotional)	16
-	%13.6	%15.2	%28.4	%42.8		
2	11	44	100	93	The behavioral objective is measurable and observable	17
%0.8	%4.4	%17.6	%40	%37.2		
9	21	16	118	86	The behavioral objective includes all the basic elements of the lesson (lesson content)	18
%3.6	%8.4	%6.4	%47.2	%34.4		
					Field: Teaching Methods and Strategies	
2	6	7	32	203	Employs teaching strategies and	19
%0.8	%2.4	%2.8	%12.8	%81.2		

					methods that encourage active learning	
-	2	20	71	157	Uses various learning resources that contribute to achieving the set goals	20
-	%0.8	%8	%28.4	%62.8		
-	-	1	21	228	Varieties teaching strategies according to the individual needs of students	21
-	-	%0.4	%8.4	%91.2		
-	3	7	18	222	Identifies strategies or methods appropriate to the lesson content and their mental abilities	22
-	%1.2	%2.8	%7.2	%88.8		
				Field: Educational Technology (Educational Media)		
-	7	30	36	177	Plans to use effective educational means that are appropriate for the students' levels	23
-	%2.8	%12	%14.4	%70.8		
-	-	4	40	206	Employs learning technology (audio, visual) such as data show and PowerPoint	24
-	-	%1.6	%16	%82.4		
-	3	12	22	213	Identifies educational activities (individual, group, competitive)	25
-	%1.2	%4.8	%8.8	%85.2		
-	-	6	158	86	Uses educational means that are appropriate to the subject, realistic, and take into account individual differences	26
-	-	%2.4	%63.2	%34.4		
-	2	21	81	146	Uses educational means that attract attention, stimulate students' motivation, and introduce fun and vitality	27
-	%0.8	%8.4	%32.4	%58.4		
-	-	-	14	236		28

-	-	-	%5.6	%94.4	Draws illustrative figures (graphs, concept maps) to facilitate learning	
-	-	1	36	213	Varieties activities (educational games, educational stories)	29
-	-	%0.4	%14.4	%85.2		
-	-	-	239	11	Identifies the appropriate time to display the means	30
-	-	-	%95.6	%4.4		
Field: Lesson preparation (introduction)						
-	-	1	41	208	Diversifies by using a guiding skill to attract students' attention to the topic he intends to present	31
-	-	%0.4	%16.4	%83.2		
-	28	54	96	72	Evaluates what students have learned before moving on to new experiences, and links previous experiences to new ones	32
-	%11.2	%21.6	%38.4	%28.8		
-	2	13	29	206	Links preparation to daily life	33
-	%0.8	%5.2	%11.6	%82.4		
-	9	7	115	119	Moves from one topic to another in a gradual, interesting way	34
-	%3.6	%2.8	%46	%47.6		
Scope of presentation: Arabic grammar content						
-	9	34	52	155	Demonstrates proficiency in his specialized scientific material, and in a correct eloquent language	35
-	%3.6	%13.6	%20.8	%62		
-	-	-	10	240	Takes care to mention the steps of the strategy or method used	36
-	-	-	%4	%96		
-	31	87	65	67	Takes care to divide the educational material into small units	37
-	%12.4	%34.8	%26	%26.8		

-	6	49	93	102	Emphasizes on presenting the material in a hierarchical manner from simple to complex.	38
-	%2.4	%19.6	%37.2	%40.8		
-	1	24	96	129	Emphasizes that the content is comprehensive for the lesson.	39
-	%0.4	%9.6	%38.4	%51.6		
-	-	2	14	234	Enriches the lesson material with some additions other than what is mentioned in the book for teachers.	40
-	-	%0.8	%5.6	%93.6		
-	5	34	150	61	Diversifies different examples in which he takes into account the individual differences of students and their needs	41
-	%2	%13.6	%60	%24.4		
-	-	-	13	237	Poses exploratory questions for students	42
-	-	-	%5.2	%94.8		
-	-	8	3	239	Provides students with additional time when they are unable to complete the study unit (re-explaining the topic in a different way)	43
-	-	%3.2	%1.2	%95.6		
-	-	-	1	249	Solves the exercises and presents detailed explanations	44
-	-	-	%0.4	%99.6		
-	2	36	80	132	Uses various reinforcements (verbal, moral, and gifts)	45
-	%0.8	%14.4	%32	%52.8		
					Field: Reading Content	
-	-	12	40	198	The teacher begins with reading aloud	46
-	-	%4.8	%16	%79.2		
-	-	-	17	233		47

-	-	-	%6.8	%93.2	Presents words and vocabulary from the concrete to the abstract, and explains the difference between letters and vowels	
3	15	36	114	82	Trains students to read silently	48
%1.2	%6	%14.4	%45.6	%32.8		
-	-	3	29	218	Extracts concepts, facts, principles, and behavioral values of education by explaining a story or showing a picture	49
-	-	%1.2	%11.6	%87.2		
-	-	-	2	248	Considers solving reading exercises; to form new words in the student's environment	50
-	-	-	%0.8	%99.2		
-	-	13	38	199	Encourages students' participation in literary and rhetorical activities	51
-	-	%5.2	%15.2	%79.6		
-	-	-	3	247	Enriches students' experiences with texts that generate new ideas and develop students' linguistic wealth	52
-	-	-	%1.2	%98.8		
					Field: Expression	
-	-	-	2	248	Write the expression in the correct sequence in the plan notebook	53
-	-	-	%0.8	%99.2		
-	-	6	74	170	Divide the topic into parts, choose the appropriate ones to select the appropriate words	54
-	-	%2.4	%29.6	%68		
-	-	-	2	248	Give enrichment questions to encourage students to express what is on their minds	55
-	-	-	%0.8	%99.2		

-	-	-	5	245	Correct students' answers	56
-	-	-	%2	%98		
-	-	1	30	219	Explain the topic of the lesson through a story or acting out the topic (prepare a story)	57
-	-	%0.4	%12	%87.6		
-	-	1	8	241	Use educational punishment in case of forgetting the homework, such as writing the topic of the lesson five times	58
-	-	%0.4	%3.2	%96.4		
					Field: Dictation content	
-	2	4	31	213	Emphasizes the preparation of notebooks for students	59
-	%0.8	%1.6	%12.4	%85.2		
-	-	-	1	249	Explain and write the difference between letters and vowels (using an (illustration	60
-	-	-	%0.4	%99.6		
2	10	28	37	173	Mention the words that will be filled in .for the students	61
%0.8	%4	%11.2	%14.8	%69.2		
3	5	20	50	172	The teacher takes into account the individual differences between the students. He chooses diverse words with two, three, four, and .more syllables	62
%1.2	%2	%8	%20	%68.8		
-	-	1	7	242	Review selected words; to meet learning difficulties slow learner	63
-	-	%0.4	%2.8	%96.8		
-	-	-	1	249	Trains weak spellers by giving extra .words	64
-	-	-	%0.4	%99.6		
					Domain: Line Material Content	
-	-	-	1	249	Observes the correct sitting position while writing	65
-	-	-	%0.4	%99.6		
-	-	-	1	249	Emphasizes the organization and cleanliness of the notebook	66
-	-	-	%0.4	%99.6		

-	-	-	1	249	Emphasizes writing on the line, and the direction of the paper while writing	67
-	-	-	%0.4	%99.6		
-	1	1	6	242	Observes the importance of punctuation marks while writing	68
-	%0.4	%0.4	%2.4	%96.8		
-	-	-	1	249	Explains the method or steps of drawing the letter, and writing the letter clearly and large in front of the students	69
-	-	-	%0.4	%99.6		
-	-	-	1	249	Holds competitions in the quality of handwriting at the class level and provides incentives for them.	70
-	-	-	%0.4	%99.6		
					Straightening	
-	9	4	222	15	Links assessment to behavioral objectives; to ensure students' ability	71
-	%3.6	%1.6	%88.8	%6		
-	2	1	41	206	Encourages students to evaluate themselves and their peers.	72
-	%0.8	%0.4	%16.4	%82.4		
1	9	41	49	150	Varieties testing methods (oral, written)	73
%0.4	%3.6	%16.4	%19.6	%60		
-	-	11	37	202	Evaluates the lesson after completion.	74
-	-	%4.4	%14.8	%80.8		
-	-	1	174	75	The teacher uses feedback to develop students' performance	75
-	-	%0.4	%69.6	%30		
					Field: Homemade meals	
28	95	35	50	42	Gives homework writing exercises	76
%11.2	%38	%14	%20	%16.8		
-	-	-	1	249	Gives preparation of examples of the topic and sentences	77
-	-	-	%0.4	%99.6		

					other than those mentioned in the book	
7	11	22	18	192	Gives homework writing the passage	78
%2.8	%4.4	%8.8	%7.2	%76.8		
239	11	-	-	-	Gives homework on correct reading free of errors	79
%95.6	%4.4	-	-	-		
46	21	29	33	121	Emphasizes dictation training in the selected passage.	80
%18.4	%8.4	%11.6	%13.2	%48.4		
2	11	12	40	185	Gives special homework to weak students in dictation.	81
%0.8	%4.4	%4.8	%16	%74		
-	-	-	1	249	Implements remedial activities for low-achieving students.	82
-	-	-	%0.4	%99.6		
-	1	6	38	205	Implements enrichment activities for distinguished students.	83
-	%0.4	%2.4	%15.2	%82		
-	-	-	7	243	Gives handwriting training in the notebook.	84
-	-	-	%2.8	%97.2		

Table No. (2) Shows the Descriptive Statistics of the Questionnaire for Evaluating Teaching Plans for Arabic Language Teachers at the Primary Stage, and Their Percentages and Frequencies for Each Level of the Paragraphs

Table No. (3) Shows the Inferential Statistics Using the T-Test In Terms of the Hypothetical Arithmetic Mean (For the Population) for the Questionnaire Evaluating The Teaching Plans For Arabic Language Teachers in the Primary Stage for the Criteria, Fields, Relative Weight, And Arrangement of the Paragraphs in Relation to the Field And The Extent of Significance of Each Paragraph and the Fields of the Questionnaire and the Questionnaire As A Whole With A Degree of Freedom of (249).

Statistical significance	Arrange paragraph on domain	Relative weight of paragraph	Level of sign	Value t	Standard deviation	SMA	The standard	S
							Scope: Plan year	
sign	1	%96	0.000	33.775	0.833	4.780	Write the annual plan at the beginning of the notebook, for all branches of the Arabic language	1

sign	5	%21	0.000	80.513-	0.379	1.068	Determine the educational means that can be used in the academic year	2
sign	2	%78	0.000	11.827	1.209	3.904	Keep up with the time period between the annual plan and the daily plan	3
sign	3	%55	0.001	3.372-	1.163	2.750	Divide the month into weeks, and determine the topics in them	4
sign	4	%48	0.000	7.140-	1.355	2.388	Consider distributing the classes for all branches of the Arabic language	5
No sign	Hypothetical mean for the field: 15		0.149	1.449-	1.920	14.824	Overall field results	
						Scope: Plan data (routine components)		
sign	3	%69	0.000	8.210	0.878	3.456	Write the day, the Hijri and Gregorian dates, the class, and the lesson	6
sign	2	%72	0.000	8.582	1.142	3.620	Write the lesson title in the middle of the page	7
sign	4	%50	0.000	5.363-	1.498	2.492	Organize the notebook in an orderly manner and with clear handwriting	8
sign	1	%90	0.000	38.511	0.609	4.484	Includes a daily wisdom in the plan that increases the student's awareness of his personal life	9
sign	5	%27	0.000	37.793-	0.695	1.340	Distributes time among the plan elements	10

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sign								
sign	Hypothetical mean for the field: 15		0.007	2.728	2.272		Overall field results	
						Field: Educational Objectives		
sign	2	%41	0.000	70.325-	0.216	2.040	Write the general objectives at the beginning of the notebook	11
sign	6	%36	0.000	15.776-	1.207	1.796	Link the specific objective to the lesson topic	12
sign	7	%34	0.000	21.749-	0.939	1.708	Define the behavioral objectives, in clear phrases, free of linguistic errors	13
sign	8	%22	0.000	73.553-	0.411	1.088		14
sign	1	%70	0.000	7.148	1.141	3.516	Variete the behavioral objectives according to Bloom's taxonomy	15
sign	3.5	%40	0.000	14.944-	1.062	1.996	Behavioral objectives are formulated for all branches of the Arabic language as follows: + present tense + student + content + minimum performance	16
sign	5	%38	0.000	19.258-	0.890	1.916	Takes into account when planning in all areas (cognitive, skill, emotional)	17
sign	3.5	%40	0.000	15.330-	1.036	1.996	The behavioral objective is measurable and observable	18

sign	Hypothetical mean for the field: 24		0.000	44.350-	2.832	16.056	Overall field results	
				Field: Teaching Methods and Strategies				
sign	2	%26	0.000	38.165-	0.709	1.288	Employs teaching strategies and methods that encourage active learning	19
sign	1	%29	0.000	35.761-	0.677	1.468	Uses different learning resources that contribute to achieving the set objectives	20
sign	4	%22	0.000	99.514-	0.303	1.092	Varieties teaching strategies according to the individual needs of students	21
sign	3	%23	0.000	56.268-	0.516	1.164	Identifies strategies or methods appropriate to the lesson content and their mental abilities	22
sign	Hypothetical mean for the field: 12		0.000	85.383-	1.294	5.012	Overall field results	
				(Field: Educational Technology (Educational Media				
sign	4	%29	0.000	29.825-	0.812	1.468	Plans to use effective educational means that are appropriate for the students' levels	23
sign	6	%238	0.000	65.951-	0.433	1.192	Employs learning technology (audio, visual) such as data show and PowerPoint	24
sign	5	%24	0.000	45.199-	0.584	1.220	Identifies educational activities (individual, group, competitive)	25

sign	2	%34	0.000	40.417-	0.516	1.680	Uses educational means that are appropriate to the subject, realistic, and take into account individual differences	26
sign	3	%30	0.000	34.313-	0.684	1.516	Uses educational means that attract attention, stimulate students' motivation, and introduce fun and vitality	27
sign	8	%21	0.000	-133.418	0.230	1.056	Draws illustrative figures (graphs, concept maps) to facilitate learning	28
sign	7	%23	0.000	78.815-	0.371	1.152	Varieties activities (educational games, educational stories)	29
sign	1	%39	0.000	80.324-	0.206	1.956	Identifies the appropriate time to display the means	30
sign	Hypothetical mean for the field: 24		0.000	-115.971	1.740	11.240	Overall field results	
							Field: Preparing for the lesson (introduction)	
sign	4	%23	0.000	74.375-	0.389	1.172	Diversifies by using a guiding skill to attract students' attention to the topic he intends to present	31
sign	1	%43	0.000	13.884-	0.966	2.152	Evaluates what students have learned before moving on to new	32

sign	rank	%	sig	t	std	mean	statement	#
							experiences, and links previous experiences to new ones.	
sign	3	%25	0.000	47.770-	0.581	1.244	Links preparation to daily life.	33
sign	2	%32	0.000	30.505-	0.713	1.624	It moves from one topic to another in a gradual and interesting way.	34
sign	Hypothetical mean for the field: 12		0.000	52.331-	1.755	6.192	Overall field results	
Field: Arabic grammar content								
sign	5.5	%32	0.000	26.073-	0.856	1.588	Demonstrates proficiency in his specialized scientific subject, and in fluent and correct language.	35
sign	10	%208	0.000	-157.830	0.196	1.040	It is important to mention the steps of the strategy or method used.	36
sign	1	%47	0.000	10.581-	1.004	2.328	It takes into account dividing the educational material into small units.	37
sign	3	%37	0.000	22.388-	0.822	1.836	It emphasizes presenting the material in a hierarchical manner from simple to complex.	38
sign	5.5	%32	0.000	32.914-	0.678	1.588	Emphasizes that the content is comprehensive for the lesson.	39
sign	8	%214	0.000	-105.718	0.288	1.072	Enriches the lesson material with some additions other than	40

							what is mentioned in the book for teachers.	
sign	2	%39	0.000	24.974-	0.676	1.932	Varieties different examples that take into account the individual differences and needs of students.	41
sign	9	%2104	0.000	-138.447	0.222	1.052	Poses exploratory questions for students.	42
sign	7	%215	0.000	82.869-	0.367	1.076	Provides students with extra time when they are unable to complete a unit (re-explaining the topic in a different way)	43
sign	11	%20	0.000	-499.000	0.063	1.004	Solves exercises and provides detailed explanations.	44
sign	4	%33	0.000	28.628-	0.756	1.632	Uses various reinforcements (verbal, moral, and gifts).	45
sign	Hypothetical mean for the field: 33		0.000	-111.439	2.391	16.148	Overall field results	
							Scope: Reading Content	
sign	2.5	%25	0.000	51.418-	0.536	1.256	The teacher begins with reading aloud	46
sign	5	%21	0.000	-121.100	0.252	1.068	Presents words and vocabulary from the concrete to the abstract, and explains the difference between letters and vowels	47

sign	value	%	sig	t	std	mean	statement	#
sign	1	%39	0.000	17.922-	0.907	1.972	Trains students to read silently.	48
sign	4	%23	0.000	77.238-	0.381	1.140	Extracts concepts, facts, principles, and behavioral values of education by explaining a story or showing a picture.	49
sign	6	%201	0.000	-352.848	0.089	1.008	Considers solving reading exercises to form new words in the student's environment.	50
sign	2.5	%25	0.000	50.714-	0.544	1.256	Encourages students' participation in literary and rhetorical activities.	51
sign	7	%202	0.000	-288.102	0.109	1.012	Enriches students' experiences with texts that generate new ideas and develop students' linguistic wealth.	52
sign	Hypothetical mean for the field: 21		0.000	-132.516	1.466	8.712	Overall field results	
				Domain: Expression Content				
sign	5.5	%202	0.000	-352.848	0.089	1.008	Write the expression in the correct sequence in the plan notebook.	53
sign	1	%27	0.000	49.952-	0.524	1.344	Divides the topic into parts, chooses the appropriate ones to select	54

							the appropriate words	
sign	5.5	%202	0.000	-352.848	0.089	1.008	Gives enrichment questions to encourage students to express what is on their minds.	5 5
sign	4	%204	0.000	-223.171	0.140	1.020	Corrects students' answers.	5 6
sign	2	%23	0.000	85.410-	0.347	1.128	Explains the lesson topic through a story or acting out the topic (prepares a story)	5 7
sign	3	%208	0.000	-143.581	0.216	1.040	Uses educational punishment in case of forgetting the homework, such as writing the lesson topic five times.	5 8
sign	Hypothetical mean for the field: 18		0.000	-245.077	0.739	6.548	Overall field results	
						Field: Dictation content		
sign	3	%24	0.000	60.198-	0.478	1.180	Emphasizes the students' preparation of notebooks	5 9
sign	5.5	%201	0.000	-499.000	0.063	1.004	Explains and writes the difference between letters and vowels (using an illustration)	6 0
sign	1	%30	0.000	25.888-	0.901	1.524	Mentions the words that will be filled in for the students.	6 1
sign	2	%29	0.000	29.469-	0.822	1.468	The teacher takes into account the individual	6 2

							differences between the students and chooses various words.	
sign	4	%208	0.000	-123.812	0.250	1.040	Reviews the chosen words to meet learning difficulties (slow learners)	63
sign	5.5	%201	0.000	-499.000	0.063	1.004	Trains the weak in spelling by giving additional words.	64
sign	Hypothetical mean for the field: 18		0.000	92.312-	1.846	7.220	Overall field results	
Domain: Content Domain Line								
sign	4	%201	0.000	-499.000	0.063	1.004	Observes the correct sitting position while writing.	65
sign	4	%201	0.000	-499.000	0.063	1.004	Emphasizes the organization and cleanliness of the notebook	66
sign	4	%201	0.000	-499.000	0.063	1.004	. Emphasizes writing on the line, and the direction of the paper .while writing	67
sign	1	%21	0.000	-113.414	0.273	1.044	Observes the importance of punctuation marks while ..writing	68
sign	4	%20.1	0.000	-499.000	0.063	1.004	Explains the method or steps of drawing the letter, and writing the letter clearly and large in front of the .students	69
sign	4	%20.1	0.000	-499.000	0.063	1.004	Hold handwriting competitions	70

							at the class level and provide incentives for .them	
sign	Hypothetical mean for the field: 18		0.000	-503.551	0.375	6.064	Overall field results	
							Field: Straight	
sign	1	%41	0.000	32.759-	0.469	2.028	Links assessment to behavioral objectives to ensure students' ability.	71
sign	5	%24	0.000	61.596-	0.463	1.196	Encourages students to evaluate themselves and their peers.	72
sign	3	%33	0.000	23.558-	0.907	1.648	Varieties testing methods (oral, written).	73
sign	4	%25	0.000	53.738-	0.519	1.236	Evaluates the lesson after .completion	74
sign	2	%34	0.000	43.963	0.466	1.704	The teacher uses feedback to improve student .performance	75
sign	Hypothetical mean for the field: 15		0.000	67.488-	1.684	7.812	Overall field results	
							Field: Homework and Activities	
No sign	2	%61	0.411	0.824	1.305	3.068	Gives homework .assignments	76
sign	7.5	%201	0.000	-499.000	0.063	1.004	Provides examples of the topic and sentences other than those mentioned in .the book	77
sign	4	%30	0.000	23.493-	1.015	1.492	Gives assignment to write the .passage	78

sign	1	%99	0.000	150.492	0.206	4.956	Gives homework on correct reading without errors.	79
sign	3	%47	0.000	6.509-	1.574	2.352	Emphasizes dictation practice in the selected passage.	80
sign	5	%28	0.000	29.808-	0.838	1.420	Gives special homework to weak students in spelling.	81
sign	7.5	%201	0.000	-499.000	0.063	1.004	Carries out remedial activities for low-achieving students.	82
sign	6	%24	0.000	57.706-	0.489	1.212	Carries out enrichment activities for outstanding students.	83
sign	9	%21	0.000	-188.623	0.165	1.028	Gives training on handwriting in the notebook.	84
sign	Hypothetical mean for the field: 27		0.000	60.964-	2.455	17.536	Overall field results	
sign	Hypothetical average of the questionnaire: 252		0.000	-198.150	9.036	138.756	Survey results as a whole	

The results showed the following:

It became clear that the arithmetic mean of the questionnaire in general is (138.756) and this is what was achieved from the standards of the plans of males and females Arabic language lectures if the total score of the questionnaire is (420) meaning that the percentage of teachers' ability is (33%) and this is a very low percentage if we know that the hypothetical arithmetic mean of the community on the questionnaire is (252).

The comparison of the total scores of the questionnaire between the hypothetical SMA and the arithmetic mean of the sample is statistically significant as the calculated t-value (-198.150) at the significance level of the test obtained from the statistical program was (0.000) with a degree of freedom (249) and this means that the hypothetical arithmetic mean (252) is greater than the arithmetic mean of the sample amounting to (138.756) and this indicates that there is a significant decrease in the skills of males and females Arabic language teachers in the planning skill in general.

The results of comparisons between the hypothetical arithmetic averages and the total averages of the fields showed statistically significant differences in favor of the hypothetical arithmetic averages, with the exception of the second field: Plan data (routine components), the difference was in favor of the sample, while the first field, the annual plan, had a statistically insignificant result.

The results also showed that all the criteria were statistically significant, with the exception of one criterion in the field of homework, which was not statistically significant. As for the direction of the differences, (8) criteria were in favor of the sample arithmetic mean, while the rest of the criteria, which amounted to (75) criteria distributed over all the questionnaire fields, the direction of the differences was in favor of the hypothetical arithmetic mean. The criteria of each field were arranged in ascending order from the highest relative weight to the lowest.

In light of the results, the researchers suggest developing plans using artificial intelligence applications:

Employing computers and artificial intelligence in preparing and implementing plans by Arabic language teachers with the help of the Chat GPT program. This is an easy-to-use program, and it is also free. Just download the program on a mobile phone or computer. The teacher writes what he needs, or just presses the voice button and talks to the program. The program will quickly send a set of suggestions and prepare the plan supported by pictures and diagrams (Al-Sayed, Mahdi, 2023: 43).

Smart Educational Games

Through this program, the teacher can teach by playing to create excitement, challenge, imagination and competition. Examples of existing games include Kahoot, which employs the teacher to learn by playing and is used in competitions between students (Al-Ghamdi, 2024: 45).

Google forms: It is a tool that the teacher can use to accomplish tasks such as correcting grades and measuring learners' performance. Simply photographing the paper corrects the results, and it is also possible through a link sent to them to measure the learners' performance level.

Class Dojo: It helps to employ students' emotional behavior, as the application allows displaying and sharing what they have learned through a picture and a video clip. In addition, it is used to keep parents informed at all times, and allows managers and supervisors to monitor this and provide an evaluation of students' progress.

Quizlet application: Through it, the teacher can create pre-prepared educational cards on any educational topic (Al-Ghamdi, 2024: 54).

Chapter Five

First: Conclusions

Through the results presented by the researchers, they can conclude the following:

The researchers found, through the results, that many teachers do not care about daily, semester, or annual plans.

Most teachers do not realize the importance of planning the lesson in advance by preparing daily plans for each subject.

Many teachers believe that preparing plans is just a protection for them from supervision or administration and is not a necessity for their work in education.

Plans are designed by teachers of the Arabic language in a weak way and not based on correct scientific foundations.

Arabic language teachers do not believe in the importance of preparing daily plans and adhering to them when implementing the lesson.

The studyer found many teachers applying or implementing the lesson in a good way that differs from the plan written by the teacher in a simple and hasty manner.

Second: Recommendations

The researchers recommend a set of recommendations derived from the results of the current study:

Training Arabic language teachers on how to plan lessons, especially the daily plan in light of artificial intelligence applications.

Issuing an educational booklet on how to prepare plans and how to organize each plan of the Arabic language plans from artificial intelligence programs.

Informing male and female teachers of the importance of planning and its role in the success of the educational process and how to develop it.

Directing supervisors to follow up and teach male and female Arabic language teachers on how to prepare plans and adhere to them accurately.

Directing male and female teachers not to abbreviate writing the daily plan because of its major role in the success of the educational process.

Third: Proposals

The researchers propose a set of suggestions complementary to their current study:

A comparative study between the performance of teachers committed to daily lesson planning and the performance of teachers who lack planning.

The effect of training workshops to develop teachers in artificial intelligence applications in planning their lessons.

Conducting a study similar to the current study on middle or secondary school teachers.

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