Obstacles of Applying Curriculums of Electronic Arabic at Jordanian Schools

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Abstract

This study aimed at answering the following question: what are the obstacles of applying the curriculums of electronic Arabic at Jordanian schools? The researcher had designed a questionnaire to specify these obstacles. The most prominent obstacles that confronted teachers of Arabic during applying curriculums of electronic Arabic were represented in the technical problems that show up in computer devices, communication nets, fewness of devices and unsatisfaction of class time for the computerized subject, fewness of the school administration concern with the required role of it in supporting the computerizing process, and lowness of teachers' perception level to the fact of their role in this process, and the negative trends of some of them towards applying technology in education. The study deduced abundant recommendations.

Keywords: curriculums, electronic Arabic language, Blended Learning, instructional aide.

Introduction:

It is clear that age in which we live is the age of science and technology, and it is the age of cognitive explosion and swift cultural spreading, and one has to escort the spirit of this age to be provided with the self-learning skills and to benefit from education technology in what he acquires of cognitions, values and trends.

Though the technology of education became vast expanse as the expans of education itself, and though it is concerned with curriculums designing, and the educational experiences and evaluating them. And in spite that it is in its essence a logical entrance performed on solving problems, but using technology at the best integrates in it with curriculum and teaching practices inside classrooms are still in the phase of observation and not implementation, in spite of investing this submission in a corresponding method of its means by education, and so benefit from these technicalities inside the classroom and open galleries of the school.

But the most incentive thing is to establish an integrated education depending on these technicalities. The significance of using the computer is concealed in uniqueness of education through controlling in advancing the educational level according to the student's ability, and in creating programmes resemble all levels, and finding organized curriculums built on scientific basics, and the student is considered the axis of the learning process, and creating an interactive and successful environment and dealing with students that they are rationales (Lowry, 2003). The significance of using the computer increased in the learning process together with appearance of the internet that caused a large impact, reflected on abundant life and scientific concepts, for educationists always seek the best methods and means to make an interactive environment available to attract the students' concern and urge them exchange opinions and experiences, the technicality of the computer and Internet had represented a rich environment to practice work at cooperative projects among students through facilitating the communication process between them and their colleagues at places geographically separated, in addition to growing thinking skills and searching for information across the net amongst them, But due teachers the contact with the worldly net enabled them reach a set of experience and educational experiments that are inaccessible by other methods. And the strength of Internet conceals in its ability to connect among persons across exceptional
distances and variant informatics sources. So, using this technology increases learning opportunities and stretches them to an exten farther than schools (Al-Mousa,2003).

Martin Tsash defines the electronic learning as a group of processes connected with education done across the Internet, such as obtaining information connected with the studying subject. The matter is not confined to the teacher to inform the pupil, who exists at another place across the computer device with what he must do of duties, then returns it to his teacher after answering it, and it does not mean a pure exploiting of the available technical possibilities, but it is a revolt in the word of education (Tsash,2006).

What assisted the spread of electronic learning in the different sectors is that can be employed to serve programmes of the self- learning, and uniqueness of education where it makes the opportunity accessible for the learner to learn alone, and advance in the educational programme in accordance with his in learning. And the electronic learning cancels the geographic limits between the sender and the receiver, and so exceeds the barrier of place. And concentrates in some of its patterns around the learner, the thing that means the learner's ability to control the show. It is always available round the hour. That means he exceeds the barrier of time, and encourages the learner on interaction and cooperation, and on contact and communication. And agree with numerous cognitive techniques, different learning techniques, gathers between voice, picture and movement, and is used in training as used in teaching.

The electronic learning to succeed the communication process with students- seeks to stabilize and carry out the activation principle with the educational curriculums. It is not meant here with the curriculums the different subjects specifying the study at each subject of the studying subjects of the studying subjects or information that must be studied at each subject only, because the curriculum by this specification will only care for the cognitive side more than anything else, and any activity does not contact the reservation of the studying subject will be outside the curriculum and so is consider with little significance. Therefore, the look at the school curriculum in this manner is considered narrow and limited, and disagrees the real role of the school that should not make the mental direction alone is the subject of concern, but the required thing is meant with the learner from all directions, the mental, bodily, socially, and passingly. (Ibrahim,1962). From here thinking came with designing curriculums used by the electronic learning and called electronic curriculums; to resemble the spirit of school curriculums, but with a developed contemporaneous outlook suits the developments of the contemporary community.

The electronic curriculums are divided into three types:
1- Prepared curriculums (off the self): they are curriculums comprise the most spread subjects in the general curriculums.
2- Customized prepared curriculums: they are general curriculums customize to some amendment with what fits with the parties using them.
3- Customized curriculums: they are the curriculums that are being designed for the sake of certain parties, observing the environment of this direction, it culture and circumstances. (Anderson, 2001).

It is a must to look at the role, a teacher should do in the stage of improvement and development, for the developed modern technological inventions will not have an impact deserves to be mentioned in education if schools do adopt it without preparing the basic human structure that includes the satisfactory training for teachers.

It may be believed that the cost of electronic learning is confined to the cost of computers, some required software, and the Internet service in addition to the cost of producing the scientific subject electronically, but the actual cost is represented in developing the studying programmes in behalf of specialized work teams and also training teacher to deal with these technicalities and interact in the educational environment electronically. Intermixed learning requires a support for the process from supervisors and assistants, that is to save an interactive environment between teachers and assistants from a part and the learners from the other (Tsash, 2006).
The roles of the teacher in the intermixed learning are represented: in accuracy of communication skill, self-learning, having the ability of critical thinking obtaining the understanding of the age sciences and its developed technicalities and acquiring the skills of its application at work and production and the ability to show of the scientific subject at a distinguished form, the effective class management, preparation a good class environment, and ability to use continuous evaluation and feedback during teaching. The habitual role of the teacher will change from a prompler into a sender, trainer, model and a decision-maker (Hussein, 2002).

The process of preparing the teacher to the required role from him is not a simple matter if it had alerted to the fact of this role, the matter will not be confined to organizing a group of training courses, that mostly concentrate on the technical and technological side only, it has to lay an integrated plan concerns about all domains of the teacher, and obtain the change of his convictions and trends towards technology, and its significance in occurring the required improvement on the learning process. Some scholars indicate to the necessity of specifying educational and scientific standards and relevant cultural ones to select the student teachers, who seek to develop themselves and their experiences, (Hasan, 2002) in addition to training on skills-specialized for technicalities of work on programmes of computer devices, and using the multitude of mediators at an effectiveness and efficiency, and recognizing the systems of operating the computer, especially what contacts of it with nets, investing the modern educational technicalities in developing teaching strategies, designing and publishing the educational pages on the Internet, developing class plans where the sources of Internet in the studying curriculum had been merged, and management of the effective learning operation and interactive with the environment and technology (oma, 2003, Al-Mousa, 2003, Willis, 2002).

And the process of preparing the learner for his new role to be accepted does not decrease importance from preparing the teacher, for implementing this process needs experience in dealing with these modern technicalities in addition to the psychological dimension. What is meant here is ability of the student to organize time alone, and commitment with deliberation without external pressure, and respecting ethical values in using the Internet, ability to specify the need from the Internet without entering details that do not concern him in addition to the health dimension, represented in concern with the height of the seat, the size of the computer screen and customize the eye to stay a long period in front of the screen, and exercises to train fingers on writing. What should be done is working to save enough immunity at students against damages that may be caused by electronic learning, and assisting them to be aware of limits that should be committed with at penetrating the digital cosmic world, and certifying that their task is not confined to understanding what relates with the Internet, but to learn criticism and continuous inquiry about feasibility, usefulness and the account of loss (Tsash, 2006).

The Jordanian Trial:

The initiative of education in Jordan was connected with an ambitious plan, its cost was half a milliard dollars, executed by the Ministry of Education all along five years (2002-2007), aimed at having the social economic growth across large applications of electronic learning at the level of developing curriculums, making required devices available and training teachers; for the sake of developing education under the umbrella of cognition economy (The Jordanian Ministry of Educational, 2003).

The Ministry of Education crossed a stage in qualifying teachers on using the computer, that is by joining in the (ICDL)’ International License for Driving Computer courses, followed by Intel course, the specialized in employing the computer skills and merging technology with curriculums to improve students' learning and promote with the level of their learning. This step obtained a great support at all levels in the state, the thing that encouraged the responsible for the educational process in Jordan by stepping forward towards the electronic learning as part of the Scheme in which the systems of the state move towards using technology. (The Jordanian Ministry of Education, 2003).

The ministry in the frame of applying the strategy of electronic learning, and the policy of the ministry to develop the content of learning by employing information technology and communications effectively

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on building effective partnership with concerned local and worldly houses of experience, to share in founding a Jordanian model in the electronic learning, expected to be a gate for other partnerships in the region. So in the frame of computerizing the curriculum of mathematics done by Robecon the Jordanian company from the First Grade until the Twelfth Grade, also signing on a partnership agreement with Microsoft Company, in accordance with it did finance the project of computerizing the curriculum computer for Grades (1-12) and submit the technical support and the Jordanian Company Minhaj (curriculum) did conduct, develop and computerize the project by the support of experts from Bristol University.

And the Jordanian Company, "Minhaj" had terminated computerizing the curriculum of Physics for the Eleventh Grade in the Scientific Department in the year 2002, by support from the Japanese Company “Jaica” and submitted it to the Ministry of Education that started, in turn applying it in the Exploring Schools since the academic year 2003/2004. The trial aimed at measuring dealing with this type of curriculums, and get out with a practical impression about how to employ the computer in education, and to facilitate learning and how to illustrate difficult concepts for students by using the different methods, and in other side discussion in the extent of applying these curriculums in the student’s life.

**Significance of Study:**

The significance of study comes from being that it attempted to shed light on the most prominent obstacles that prevent spreading the electronic learning, that in turn prevents the track of applying the electronic curriculum of the Arabic. It does not conceal what these things have of extreme significance in making this electronic curriculum work on reality designing and practical application.

**Terminology of Study:**

Electronic learning: learning process in which the educational subject reached to the student through: the modern means of technology: computer, nets software or internet through the system of electronic learning (Eduwave) inside the classroom, or inside the computerizing laboratory.

Electronic Arabic curriculum: studying curriculum, which had been transformed into computerized software, it depends in the first degree on self-learning of the student and on using the computer in learning.

**Determinants of Study:**

The sample of study was confined to teachers of Arabic in ten public schools in Amman were chosen by the researcher on purpose for their cooperation. The results of study are determined by the instrument employed by the researcher, there upon results of this study should not be generalized in case instruments different from what had been mentioned were used.

**Community of Study:**

Community of study consisted of teachers of Arabic in ten public schools in Amman, who apply curriculums of electronic Arabic, a purposed sample its number amounted (40) forty male and female teachers.

**Instruments of Study:**

To answer the question of study, the researcher used a questionnaire to specify obstacles of applying curriculums of electronic Arabic effectively at Jordanian schools.

The questionnaire included the following domains:

1- Impact of the technical side consisted of computer devices, programmes of the electronic Arabic curriculums, and the large local communications net in applying the electronic curriculums. This had consisted of (10) items.

2- Role of school administration in applying curriculums of the electronic Arabic. This domain included (10) items.

3- Role of the teacher of Arabic in applying curriculums of the electronic Arabic. This domain included (15) items.
4- Role of the student in applying curriculums of the electronic Arabic and this domain included (10) items.

5- View of teachers of the Arabic and the students in designing curriculums of the electronic Arabic and the impact of that in applying it. This domain included (10) items.

**Reliability of the questionnaire:**

Reliability of the second degree of the questionnaire was counted by reapplying in a separating time of one month on the sample itself, the counted connection coefficient was with Pearson’s equation (0.90) and the reliability coefficient was considered convincing for the study purposes.

**Previous Studies:**

Hamdi (1991) in her study deduced that trends of some teacher towards the electronic learning had formed the most prominent obstacles that hinder its spread. The study had shown that some teachers fear using technical devices in education, because they from a threat for their job as teachers, while others indicated that their using will lead to dispersion of student’s minds from the scientific content of the subject the thing that causes occurrence of disorder among them. And some teachers expressed their belief that depending technicalities in teaching and student obtainment of information from any source other than the teacher will lead to shaking the teacher’s picture in students’ minds, and they prefer to show up in front of students as they are the unique source of science and Knowledge. And Abdullah’s study (1992) assures the significance of teacher’s trends towards using the educational means as considered the most prominent obstacles that stand against the true investment of them in teaching when observed both male and female teachers of legal sciences in Qatar: towards using the modern educational means in teaching as follows:

- Trends of male and female teachers of legal sciences in Qatar towards using the modern educational means in teaching they are negative even if approached from the medium.
- Amongst teachers in the elementary stage trends, more positive towards using the means in teaching, than their colleagues in both preparatory and secondary stages.
- Teachers of the secondary stage are more negative than their colleagues in both previous stages.
- Bearers of high university certificates are more negative than those lower in their trends towards using the means in teaching.
- Female teachers have trends more negative than teachers in using means.
- And Dameri’s study (1997) deduced groups of obstacles, they are.
- Belief in the educational value of the educational means by teachers, school administration and instructors.
- Heavy burdens laid on teachers’ shoulders and their crowded schedules.
- Non-availability of trained teachers on using the educational means efficiently and effectively.
- Unstability of curriculums and abundance of change and renewal.
- And Binton’s study (1997) indicated that the technical problems and the non-enough training, and non-availability of enough time for teachers to lay their imaginations concerning the means of merging technology and its methods with the curriculum, they had met the three of them to stand in between achieving the dreams of conciliators wishing in an educational system lead by technology extremely accurate.
- Al-Farra in her study (1999) deduced that fewness of technical skills and teachers’ trends towards technology had the great impact in non-investing the educational computer at their schools, and that technology culture with its different dimensions cannot be done by owing a number of devices and equipments, but through a revolt in methods of thinking, and they are the sole commitment and the
personal responsibility of the continuous learning and solving problems far away from dictation and learning by heart.

Kibben and Mcdonald study (1999) assures the results of the previous studies when considered the teacher’s trend towards the technology one of the decisive factors, that plays a role in succeeding an integrated process and merging the informing technology and communications with the learning process.

Jerifer (2003) in her study classified obstacles of electronic learning into numerous parties:

1- Students:
Where she assured that students lack of incentive towards learning, and their dependence at a great deal on dictation technique made them dependents on the teacher, where they became depending on him in every-thing and so appearance of electronic learning led to lay burdens and responsibility of learning on them and this in turn hindered the movement of learning process in a systematic form, because of the students’ need to a time to be used to the new role and change their trends towards it until they be able of acquiring trust in themselves and their possibilities of learning by the new technique.

2- Supervisors and trainer:
The study showed that non-availability of trainers, who own necessary skills for qualifying the teachers with satisfactory number is an important reason in delaying the spread of electronic learning.

3. Electronic curriculums:
The study showed that weakness of preparing electronic curriculums and non-availability of complete support to them forms a great obstacle towards the spread of the electronic learning.

Palumbos’ study (2004) deduced some important points concerning the electronic curriculums, that their ignoring leads to great difficulties in understanding the educational subject and so becomes a main obstacle to achieve objectives of the electronic learning, results of this study had shown the following matters:

1- Partition of the subject at a form observing the different abilities of students had shared greatly in students’ understanding of the educational subject greatly.

2- Using motive pictures and the story technique in paraphrasing the subject had a great impact in attracting students to the subject the thing that made it easy to understand what is included of the element of stimulation and excitement.

3- Observing the technical side in the technique of transferring the educational subject through the Internet by supposing existence of quick modum 56/Kilo until transferring the subject in a good manner and without cessation had a good impact at students.

Result of study:
This study sought at reconnoitering the obstacles of applying electronic Arabic curriculum at Jordanian schools. In the following a show of these results total:

To answer the question of study the questionnaire that aimed at uncovering the obstacles that faced teachers of Arabic during applying curriculums of electronic Arabic was distributed, and all items had been introduced into the software of SPSS for the account of arithmetic mean of each item, observing the negative items within the employed scale.
The following is show of results:

Firstly: the technical side (computer device, devices, operating programmes and the net of communications).
The descriptive statistics done on items of the scale indicated to agreement of teachers on being
The technical side in the electronic learning including the infrastructure consisting of computer devices
And constituents of nets are from the factors that from obstacle during the application of the electronic Arabic curriculums.
Table (1)
Percentage rates and means on each items of the scale items concerning the technical side (devices, programmes and communications)

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Extremely</th>
<th>Agreed</th>
<th>neutral</th>
<th>Disagreed</th>
<th>Extremely disagreed</th>
<th>Mean With indication Of answer ladder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Devices maintenance is delayed by the team of technical support in the ministry</td>
<td>%42</td>
<td>%38</td>
<td>%17</td>
<td></td>
<td></td>
<td>4.2667</td>
</tr>
<tr>
<td>2</td>
<td>Lab supervisor shares in solving problems maintenance</td>
<td>%10</td>
<td>%65</td>
<td>%22</td>
<td>%3</td>
<td></td>
<td>3.8167</td>
</tr>
<tr>
<td>3</td>
<td>He finds himself unable to solve some technical problems In the lab. that hinders exciting electronic Arabic curriculum</td>
<td>%23</td>
<td>%67</td>
<td>%5</td>
<td>%5</td>
<td></td>
<td>4.0500</td>
</tr>
<tr>
<td>4</td>
<td>When communication with Queen Rania is severed it loses contact with computerized Arabic curriculum</td>
<td>%73</td>
<td>%27</td>
<td></td>
<td></td>
<td></td>
<td>4.7167</td>
</tr>
<tr>
<td>5</td>
<td>Teacher of Arabic uses the server at school to solve problem of contact with Queen Ran Center</td>
<td>%10</td>
<td>%32</td>
<td>%40</td>
<td>%15</td>
<td>%3</td>
<td>3.3167</td>
</tr>
<tr>
<td>6</td>
<td>Communication net breakdown inside the school continuously</td>
<td>%48</td>
<td>%27</td>
<td>%15</td>
<td>%10</td>
<td></td>
<td>4.1167</td>
</tr>
<tr>
<td>7</td>
<td>Pressure continues on the net so it loses swift dealing with electronic Arabic curriculum</td>
<td>%42</td>
<td>%53</td>
<td>%5</td>
<td></td>
<td></td>
<td>4.3966</td>
</tr>
<tr>
<td>8</td>
<td>An ability of teacher of Arabic to reach electronic Arabic curriculum from home makes him lose preparation</td>
<td>%73</td>
<td>%20</td>
<td>%5</td>
<td>%2</td>
<td></td>
<td>4.5167</td>
</tr>
<tr>
<td>9</td>
<td>Number of computers is considered enough in the tab compared to students number.</td>
<td>%7</td>
<td>%13</td>
<td>%13</td>
<td>%53</td>
<td>%14</td>
<td>2.4333</td>
</tr>
<tr>
<td>10</td>
<td>Devices were distributed</td>
<td>%3</td>
<td>%32</td>
<td>%25</td>
<td>%30</td>
<td>%10</td>
<td>2.9167</td>
</tr>
</tbody>
</table>
It is noticed from the pervious table that the technical side forms one of the applying obstacles for electronic Arabic curriculums especially from part of: breaking down the communication net with Queen Rania’s Center loses communication the computerized Arabic curriculum, and also inability the teacher of Arabic to reach the electronic Arabic curriculum from home males it loses the good preparation for it, and continuous pressure on the net makes it lose the machinery of swift dealing with the electronic Arabic curriculum through the net. And the items descendedly organized according to the arithmetic mean with the indication of answers ladder as follows: 4,8,3,7,1,6,2,5,1.

Secondly: role of school administration in implementing the electronic statistics done on items of the scale indicated to great agreements of teachers of Arabic on the importance of the school principal’s role in the process of applying the electronic Arabic curriculums with what submits of moral support for teachers and offers facilities that lend them a hand on successful applying of the electronic learning, and though there is a clear variation among principals of school in this process.

**Table (2)**
Percentage rate and means on each items of the scale items concerning the school administration as one of obstacles of implementing the electronic Arabic curriculums

<table>
<thead>
<tr>
<th>No.</th>
<th>The item</th>
<th>Extremely Agreed</th>
<th>Agreed</th>
<th>Neutral</th>
<th>Disagreed</th>
<th>Extremely Disagreed</th>
<th>Mean by indication of answers ladder</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>School and administration saves contact means with other schools for cooperation partnership and mutual experience</td>
<td>%10</td>
<td>%28</td>
<td>%30</td>
<td>%23</td>
<td>%10</td>
<td>3.0833</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>%13</td>
<td>%68</td>
<td>%8</td>
<td>%8</td>
<td>%3</td>
<td>3.7833</td>
</tr>
<tr>
<td>13</td>
<td>There is a follow up of the machinery of applying the electronic Arabic curriculum inside the lab. That: through presence of principal more than one class.</td>
<td>%13</td>
<td>%58</td>
<td>%22</td>
<td>%5</td>
<td>%3</td>
<td>3.7167</td>
</tr>
<tr>
<td>14</td>
<td>A periodical meeting is concluded with students to hear</td>
<td>%7</td>
<td>%30</td>
<td>%23</td>
<td>%37</td>
<td>%3</td>
<td>2.9500</td>
</tr>
<tr>
<td></td>
<td>their views about computerization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The administration does follow the ministry and the team of technical support to mend the breaks down that occurs to computer and communication net inside the school</td>
<td>%20</td>
<td>%44</td>
<td>%33</td>
<td>%3</td>
<td>3.7667</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Administration invites teachers of Arabic who apply electronic Arabic curriculum understanding the nature of role they play to succeed the project</td>
<td>%27</td>
<td>%55</td>
<td>%5</td>
<td>%10</td>
<td>%3</td>
<td>3.9333</td>
</tr>
<tr>
<td>17</td>
<td>Administration gives teachers of Arabic who apply the electronic Arabic curriculums enough time to recognize these curriculums</td>
<td>%13</td>
<td>%27</td>
<td>%10</td>
<td>%27</td>
<td>%23</td>
<td>2.4167</td>
</tr>
<tr>
<td>18</td>
<td>Administration submits moral and substantial incentives for teachers of Arabic who succeeds in applying the curriculum of electronic Arabic</td>
<td>%10</td>
<td>%20</td>
<td>%10</td>
<td>%18</td>
<td>%42</td>
<td>2.4167</td>
</tr>
<tr>
<td>19</td>
<td>Administration shares in candidting teachers of Arabic to present suitable courses continuously</td>
<td>%23</td>
<td>%37</td>
<td>%35</td>
<td>%5</td>
<td></td>
<td>3.7833</td>
</tr>
</tbody>
</table>
It is noticed from the table that item (18) “administration offers moral and substantial motives for teachers of Arabic who succeed in applying the curriculum of electronic Arabic effectively” not activated as required for 60% of teachers included by the questionnaire that school does not do this role at all, and the item (17) came. The administration gives teachers of Arabic, who apply the curriculum of electronic Arabic the necessary time to recognize these curriculums, that is through their leisure time and non-entrusting them preoccupy class of emptiness, in the second rank of non-concern.

Both previous items represent the practical role, that the principal and school administration should do in supporting application of electronic learning, mean. While item (16) came “the administration continuously supports teachers of Arabic, who apply the curriculum of electronic Arabic through understanding the nature of the role they do and their assistance to make this great national project succeed”, in the first rank in teacher’s agreement on it, and though this item is considered general an cannot imply the fact of the required support.

Thirdly: teacher of Arabic’s role in implementing curriculums of electronic Arabic.

The descriptive statistics done on items of the scale indicated to agreement of teachers of Arabic greatly on the importance of the teacher’s role in the process of implementing the curriculums of electronic Arabic, with what it bears of convictions towards technology and its impact in improving the learning process and his ability on practicing these convictions during applying curriculum of electronic Arabic.

Table (3)
Clarifies percentage rates and means on each item of the scale items concerning the role of the teacher of Arabic in implementing curriculums of electronic of Arabic.

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Extremely Agreed</th>
<th>Agreed</th>
<th>Neutral</th>
<th>Disagreed</th>
<th>Extremely Disagreed</th>
<th>Mean by Indication Of answers ladder</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>I believe that technology has an important role in improving students’ learning</td>
<td>%28</td>
<td>%58</td>
<td>%22</td>
<td></td>
<td></td>
<td>4.1034</td>
</tr>
<tr>
<td>22</td>
<td>I seek to learn every good in the domain of education.</td>
<td>%33</td>
<td>%50</td>
<td>%17</td>
<td></td>
<td></td>
<td>4.1667</td>
</tr>
<tr>
<td>23</td>
<td>Disowning necessary skills</td>
<td>%15</td>
<td>%47</td>
<td>%25</td>
<td>%8</td>
<td>%5</td>
<td>3.5667</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Arabic curriculum outside school prevents me of good preparation before hand for it</td>
<td>22</td>
<td>63</td>
<td>3</td>
<td>12</td>
<td>3.9500</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I don’t find enough time to balance between applying electronic Arabic curriculum inside the lab and formal curriculum (book).</td>
<td>20</td>
<td>58</td>
<td>12</td>
<td>10</td>
<td>3.9138</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Applying the curriculum of electronic Arabic makes me lose ability to conduct the class</td>
<td>17</td>
<td>13</td>
<td>24</td>
<td>18</td>
<td>2.7167</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I can employ the curriculum of electronic Arabic in processing individual differences among students</td>
<td>22</td>
<td>45</td>
<td>15</td>
<td>10</td>
<td>3.6167</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I can’t process technical problems(computer or net) during class, this causes trouble to me</td>
<td>22</td>
<td>32</td>
<td>20</td>
<td>13</td>
<td>3.4000</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I think that computerized Arabic curriculums are designed at anon-effective way.</td>
<td>20</td>
<td>25</td>
<td>37</td>
<td>8</td>
<td>3.4483</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Teacher of Arabic non-participation in any role in the process of preparation &amp;designing curriculums of computerized Arabic bids him lose wish in executing electronic Arabic curriculum</td>
<td>28</td>
<td>22</td>
<td>38</td>
<td>10</td>
<td>3.6667</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Applying the curriculum of electronic Arabic many things to me occupational burdens</td>
<td>37</td>
<td>28</td>
<td>13</td>
<td>18</td>
<td>3.7667</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Teacher of Arabic role will be contracted in class for the interest of electronic</td>
<td>25</td>
<td>35</td>
<td>18</td>
<td>15</td>
<td>3.5667</td>
<td></td>
</tr>
</tbody>
</table>
I feel proud as teacher of Arabic at the school.

Unavailability of computer at my house limits developing myself personally, so I can’t prepare for the curriculum of electronic Arabic well.

Non-existence of substantial and moral incentive for development makes me lose wish in working effectively.

It is noticed from the table that item (35)” non-existence of substantial and more incentive for development makes me lose wish in working effectively “.

It had got the highest rate of agreement among teachers of Arabic, followed by the item(22) “ I seek to learn everything new in the domain of educational science greatly ”,then item(21)” I think that technology has an important role in improving students' learning.

Fourthly: student’s role in the process of applying the curriculum of electronic Arabic.

The descriptive statistics done on items of the scale indicated to agreement of teachers of Arabic about their outlook to significance of a student’s role in applying curriculums of electronic Arabic through his feeling towards the computerized subject, computer and the teacher, who teaches it ,in addition to the importance of his acquiring the skills that qualifies him to deal the curriculums of electronic Arab effectively.

Table (4)

Clarifies repetitions, percentages, and means on each item of the scale’s items, concerning the student’s role in implementing curriculums of electronic Arabic.

<table>
<thead>
<tr>
<th>No.</th>
<th>The item</th>
<th>Extremely agreed</th>
<th>Agreed</th>
<th>Neutral</th>
<th>Disagreed</th>
<th>Extremely disagreed</th>
<th>Medium by indication of answers ladder</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>I feel proud as teacher of Arabic at the school</td>
<td>%37</td>
<td>%43</td>
<td>%12</td>
<td>%18</td>
<td></td>
<td>4.0833</td>
</tr>
<tr>
<td>34</td>
<td>Un availability of computer at my house limits developing myself personally, so I can’t prepare for the curriculum of electronic Arabic well</td>
<td>%32</td>
<td>%27</td>
<td>%15</td>
<td>%23</td>
<td>%3</td>
<td>3.6333</td>
</tr>
<tr>
<td>35</td>
<td>Non-existence of substantial and moral incentive for development makes me lose wish in working effectively.</td>
<td>%58</td>
<td>%25</td>
<td>%7</td>
<td>%7</td>
<td>%3</td>
<td>4.2500</td>
</tr>
</tbody>
</table>

Prevents Weakness of the student’s technical ability to deal with the computer from interaction with positivity with the computerized curriculum of Arabic.

Students use of the computer in other purpose in absence of control from the
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>Individuality of students appears in dealing with the computer and loss of the spirit of participation with their colleagues</td>
<td>%22</td>
<td>%36</td>
<td>%22</td>
</tr>
<tr>
<td>39</td>
<td>Some students feel bored during applying the curriculum of computerized Arabic</td>
<td>%29</td>
<td>%18</td>
<td>%23</td>
</tr>
<tr>
<td>40</td>
<td>Student’s academic level weakness negatively impacts on his following the curriculum of electronic Arabic</td>
<td>%38</td>
<td>%3 &amp;</td>
<td>%15</td>
</tr>
<tr>
<td>41</td>
<td>Student’s love of the subject impacts in his response to curriculum of electronic Arabic</td>
<td>%43</td>
<td>%45</td>
<td>%7</td>
</tr>
<tr>
<td>42</td>
<td>Prevents student’s bear from causing breaking down the device of computer from dealing easily with computerized Arabic curriculum</td>
<td>%7</td>
<td>%33</td>
<td>%50</td>
</tr>
<tr>
<td>43</td>
<td>Prevents student’s conviction represented in non significant role of electronic Arabic curriculum in improving his learning</td>
<td>%27</td>
<td>%30</td>
<td>%28</td>
</tr>
<tr>
<td>44</td>
<td>Student’s non-commitment leads to trouble of teacher of Arabic and break down the computerized class</td>
<td>%33</td>
<td>%57</td>
<td>%7</td>
</tr>
<tr>
<td>45</td>
<td>Student’s love of the teacher greatly impacts in his interaction with the curriculum of electronic Arabic.</td>
<td>%32</td>
<td>%58</td>
<td>%10</td>
</tr>
</tbody>
</table>
It is noticed from the previous table that the item (14) “Student’s love of the subject impacts his understanding of the electronic Arabic curriculum” and the item (45) “Student’s love of the teacher of Arabic impacts greatly in his interaction with curriculum of computerized Arabic”, both had obtained the highest rate of response among teachers”, and they both concentrate on the significance of student’s psychological dimension and his feeling towards the subject, which had been computerized and towards the teacher, who teaches it and the impact of this feeling in interaction with the curriculum of electronic Arabic. Results of the questionnaire shows the significance of the student owning the basic skills to deal with the computer, and significance of employing these skills in dealing with curriculums of electronic Arabic through the best conducting of the teacher of Arabic to the computerized class.

Fifthly: teachers of Arabic outlook to curriculums of electronic Arabic.

The descriptive statistics done on items of the scale indicated to existence of clear variation between teachers of Arabic look to the curriculums of electronic Arabic.

Table (5)

Clears percentage rates and means on each item of the scale items concerning the teachers of Arabic look to the curriculums of electronic Arabic.

<table>
<thead>
<tr>
<th>No.</th>
<th>The item</th>
<th>Extremely Agreed</th>
<th>Agreed</th>
<th>Neutral</th>
<th>Disagreed</th>
<th>Extremely disagreed</th>
<th>Medium by indication of answers lader</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>Non-seriality of the school text with the curriculum of electronic Arabic causes some problems in implementation</td>
<td>%30</td>
<td>%50</td>
<td>%20</td>
<td></td>
<td></td>
<td>4.1000</td>
</tr>
<tr>
<td>47</td>
<td>Activities submitted in curriculums of the computerized Arabic are considered easy compared with the difficulty of the subject, the thing that made it never express it clearly.</td>
<td>%15</td>
<td>%48</td>
<td>%23</td>
<td>%10</td>
<td>%3</td>
<td>3.6167</td>
</tr>
<tr>
<td>48</td>
<td>Applying laboratory experiments impact in the true laboratory in deepening and clarifying the scientific concept of students.</td>
<td>%45</td>
<td>%48</td>
<td>%7</td>
<td></td>
<td></td>
<td>4.3833</td>
</tr>
<tr>
<td>49</td>
<td>The imaginative experiences impact negatively in the</td>
<td>%30</td>
<td>%40</td>
<td>%23</td>
<td>%7</td>
<td></td>
<td>3.9333</td>
</tr>
</tbody>
</table>
weakness of training
the student on the
skill of divect notice,
registration and
processing.

50 Examples submitted
to illustrate the
concepts of the
teacher indicate that
they are weak and
few.

51 Scientific and
linguistic mistakes
abundantly within the
curriculum of the
computerized Arabic

52 Ideas submitted in the
curriculum of
electronic Arabic
non-derived from our
local environment.

53 There is a clear
variation in the
method of preparing
some lessons greatly

54 The curriculum of
electronic Arabic
does not concern with
the educational
psychological side of
students.

55 The curriculum of
electronic Arabic
lacks to variation in
methods of
paraphrasing the
educational subject.

<table>
<thead>
<tr>
<th></th>
<th>Comparison 1</th>
<th>Comparison 2</th>
<th>Comparison 3</th>
<th>Comparison 4</th>
<th>Comparison 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>%18</td>
<td>%42</td>
<td>%32</td>
<td>%3</td>
<td>%5</td>
</tr>
<tr>
<td>51</td>
<td>%15</td>
<td>%43</td>
<td>%31</td>
<td>%10</td>
<td>3.6566</td>
</tr>
<tr>
<td>52</td>
<td>%13</td>
<td>%20</td>
<td>%58</td>
<td>%13</td>
<td>%17</td>
</tr>
<tr>
<td>53</td>
<td>%23</td>
<td>%40</td>
<td>%30</td>
<td>%3</td>
<td>%3</td>
</tr>
<tr>
<td>54</td>
<td>%23</td>
<td>%32</td>
<td>%30</td>
<td>%15</td>
<td>3.6333</td>
</tr>
<tr>
<td>55</td>
<td>%25</td>
<td>%35</td>
<td>%25</td>
<td>%15</td>
<td>3.6897</td>
</tr>
</tbody>
</table>

It is noticed from the table the great agreement of the teacher of Arabic on the item (48)” the laboratory experiments in the true lab. impacts in deepening and clarifying the scientific concept of students”, where it got the highest rate of agreement among them %93, followed by the item (46)” non-seriality of the school text unities with the curriculum of electronic Arabic causes some problems in implementation” on the rate %80 , and none of teachers of the Arabic objected these two items. The rest of the questionnaire items obtained variant responses as can be notice from the table (15).

Summary of results of study can be as follows:

The most prominent obstacles that faced the teachers of Arabic during applying curriculums of electronic Arabic in: technical problems that appear in the computer devices, communication nets and fewness of the number of devices. And unsatisfactory time of studying hour of the computerization
subject, lack of school administration concern with the role required from it in supporting the process of computerization, and little understanding of teachers of the Arabic to the fact of their role in this process, and the negative trends of teachers towards technology in education.

Results Discussion:

The question worded “what are the obstacles of applying curriculums of electronic Arabic in the Jordanian Schools ?

The researcher to answer this question used a question naïve aimed at uncovering obstacles that faced teachers of Arabic during applying curriculums of electronic Arabic in the Jordanian schools.

The first axis:

The questionnaire in its first domain related with the technical side being one of the basic obstacles against implementing the curriculum of the electronic Arabic, showed that the most important technical had been represented in the constant cessation of the communication net with Queen Rania Center for Information Technology. It is the center that comprises the electronic curriculum, the thing that leads to inability of teachers of the Arabic to communicate with these curriculums, that is negatively reflected on teachers and students. The cause of cessation refers to the great pressure to which the net is exposed daily by school, in addition to weakness of the infrastructure of the communication net.

The researcher was informed that the ministry is extremely serious to solve these problems through working on connecting the schools with a net of light-fibers, that makes the communication process more quick stable (the Ministry of Education, 2003). The researcher believes that the existence of electronic Arabic curriculums on compact disks, or on a special device works as a(server) attempts to solve the problem of communication completely, especially the net will be local (Intrant). This means quick in communication and stable in the status of communication and its strength.

Results added that weakness of communication on the net hindered the possibility of teachers of Arabic from using the electronic curriculums from the house and their preparing the computerized classes before presenting to school the thing that bids the teacher to lose these at is factory time for the process of preparation, and so to use these curriculum efficiently. The researcher assures that the process of providing teachers of Arabic with these curriculums on compact disks will make it accessible for good preparation of the class before teaching to students. That grants him trust in himself first, and in his ability to employ technology inside the classroom ideally without surprises, known as the preparation process for a computerized class takes longer time from preparation for a classical class.

From the technical obstacles considered a cause of non-effectivity of implementing curriculums of electronic Arabic is the delay of the periodical maintenance of the technical teams following the ministry, and weakness of qualifying the supervisor of the computer appointed at the school. If any technical problem related with the computer devices, the school has to submit a maintenance demand to the ministry for solution, and usually this team is delayed in implementing the requires role, and sometimes the problem may be simple and can be locally solved, but non-qualifying the supervisor satisfactory leads to the delay of solving the problem for a long time. The researcher had been informed that all supervisors of computer labs, who were appointed are diploma bearers and had graduated from the faculty since more than seven years. This means their going far away from the last developments in the domain of computer, that explains their weakness in treating the technical problem of computer labs, in addition to their fear from dealing with devices and the net, because they are not within their authority. The researcher, during his visit to some exploring schools had met them and talked to them, and believes that supervisors of these labs need programmes of suitable qualification and training assist them on processing the emergent problems of the computer and local area net work. So, the researcher recommends the responsible in ministry of education with the necessity of nominating specialized teams for the maintenance of computer devices and the local area net work at abundant from to serve school needs, and recommends in the same time to review in the policy of appointing theses supervisors and make them, subdue to suitable qualifying courses.
Results indicated that from the other technical obstacles, that hinder implementing curriculums of electronic Arabic effectively at schools, related with a number of devices in the labs. The researcher believes that these things has a direct relationship with the materialistic cost that lies on the shoulder of the ministry, but the machinery of distribution should be there is a true study for each school alone, through specialists in education technology, taking into consideration and observing the nature of each school, the area of their labs and type of students and their number.

Summary of the axis discussion for the first question:

Results of study showed that the technical side in obstacles of implementing curriculum of electronic, Arabic represented in problems resulting from the process of communication, or the breakdown of computer devices inside the lab, and the clear weakness in qualifying supervisors of computerization, in addition to the number of devices and the machinery of their distribution inside the lab. The researcher believes in the significance of looking at these problems seriously, and considering them true obstacles hinder implementing curriculums of electronic Arabic inside the classroom effectively. The researcher agrees in this opinion with Binton study (1997) and Ad-Dajani and Wahbeh study(2001) and Khleif study (2004), and though overcoming these problems is not a difficult matter.

The second axis:

Results of the questionnaire indicated that there is an important role should be done by the school administration to activate the process of implementing the electronic curriculums, this role is represented in what teachers view in:

- Supporting teachers of the Arabic who do implement these curriculums, that is by offering the substantial and moral incentives, and assisting them to make this great national project succeed.
- Nominating teachers of Arabic to the required courses and working on choosing suitable times.
- Showing up at the computerized classes implemented by the teachers.
- Following up the ministry and the technical team of support to mend the problems, that may occur during implementation.

The results of the questionnaire showed a clear variation of the teachers of Arabic reactions and their stand from their administration’s doing the required role, for some of teachers of Arabic assured that the school administration constantly, follows up the track of computerization process and works on making it succeed, it also exerts its capacity for that and some others viewed that their administration did not submit the required concern with this process, and was not a the list of its priorities, and the researcher could notice that during his visit to the exploring schools and his meeting of some principals, what assured this impression at the researcher is the teachers of Arabic view during the meetings he had done with them, and the impact of this impression in the nature of their work morally and systematically. The results assured that teachers of the Arabic wished to conclude periodical meetings with the school principal and students from one part and the teachers of Arabic themselves with different specialization from the other for listening to the experiences of some of them this is a matter most of them lost it. The researcher assures the necessity of the principal’s concern with concluding such meetings and giving them a great priority for what they have of impact in increasing interaction with all parties of the learning process for improving the process of implementing curriculums of electronic Arabic, especially in the shadow of the teaching experiences variation between the teachers of Arabic in the school itself and different schools.

From this point, the researcher views that what is required from the Ministry of Education is the necessary of serious following up these administrations, and be not satisfied with the superficial follow up, but through qualifying schools principals by joining them in specialized courses work to spread the culture of computerization and its significance in this age.

Third axis: role of the teacher of Arabic in the process of implementing curriculums of electronic Arabic:

The study showed the significance of the teacher of Arabic in implementing curriculums of electronic Arabic as considered the corner stone and the spinal cord of it, there for the teacher may be one of causes
that lead to successful implementation of electronic curriculums, and may be one of the causes of hindering its implementation. The results of this study assured that causes which make him a handicap of the process of implementation summarized in the following points:

Weakness of moral and substantial incentive. The negative trend of the teacher of Arabic towards computerization of technology and curriculums.

Significance of the teacher of Arabic feeling as considered partner in the computerization process, and not just implementer only.

Non-owing of the teacher of the Arabic of the necessary computer skills.

Non-training teachers of the Arabic at a satisfactory from on the required teacher skills to implement curriculums of the electronic Arabic.

Heavy burdens that make the teacher of Arabic shoulder heavy, and non-existence of enough time for him to prepare.

Un conviction of the teacher of Arabic with the method of designing curriculums of electronic Arabic.

It was noticed from the results of the questionnaire done by the researcher that there is a variation of teachers of Arabic views towards the previous points, and though all of them unanimously agreed on the existence of these point as obstacles of implementing curriculums of electronic Arabic, but in variant rates, and the researcher believes in the significance of the teacher of Arabic role as leader of the learning process, and with the difference of the role that he should do in the shadow of curriculums of electronic Arabic compared with the habitual role, so the teacher of Arabic should be prepared for this role, through preparing for training courses work acquire him a comprehensive vision with large horizon towards technology and its role in improving the learning process considered a means to assist him, he uses it with the form he sees suitable for the sake of achieving the objectives of the learning process and it not a replacement of him at any form. If the trend of teacher of Arabic remained negative towards technology and its instruments, he becomes an obstacle for the process of implementing the electronic Arabic curriculums at a great form. The researcher in this result agrees with Abdullah’s study (1992) which indicated to the significance of teachers trends towards using the educational means as considered the most important obstacles that prevented true investment in teaching and Hamdis’ study (1991) that indicated to trends of some teachers towards electronic learning had formed the most important obstacles that prevent its spread, through fear of some of them that using the technical devices in education may form a threatening to their work as teachers, mean while some other indicated that their using will lead to dispersion of students’ minds from the scientific content of the subject, the thing that leads to occurrence of disorder among them. Some teachers of Arabic expressed their belief that depending technicalities teaching and students’ obtainment of information from any source except the teacher will lead to shaking the teacher’s picture in students’ minds, and they prefer to appear in front of students as they are the unique source of science and knowledge, so it should concentrate on preparing the teacher intellectually before we prepare him technically until he reaches a conviction that he is a true participant in the computerization process and not a machinery implementer enter to it.

The researcher agrees with the view of study that indicated that the heavy burdens laid on shoulders of teachers of Arabic, and non-satisfactory of training on the suitable techniques to teach curriculum of electronic Arabic are considered of the main obstacles to the process of implementation in the field, and this result agrees with Al-Damiris’ study(1997) and Binton’s study (1997), that assured the significance of the role played by the human element in hindering the implementation technology effectively, through unawareness of the importance of this technicality first, and inability of using second.

The fourth axis: students role in the process of implementing the curriculum of electronic Arabic:

Results of study indicated that the student may be a hindering element for the process of implementing the programmes of electronic Arabic in spite of considering it the axis of learning process, and teachers of the Arabic had agreed on the points that illustrate the causes of that as follows:
The negative trend of the student towards the computerized subject and towards the teacher of the subject.

Non-owing of the student to the basic technical skills to deal with the computer device.

Non-owning of the student to morals of dealing with the computer and colleagues during his presence at the computerization lab.

Student’s using the computer in a purposed different from what it is specialized for.

The negative trend of the student towards technology in general and the computer in particular.

The researcher believes that these point are very important for the inclusion of the student in the learning process ignoring if it was computerized or not, when the student feels with love of the subject and the teacher, he does the impossible for his learning, and that necessarily is reflected on his obtainment, for enjoying with the process of learning by the student and teacher leads, most of sometimes, to achieving the objectives of learning. But if the student felt with a negative trend toward the subject or its teacher he would not benefit from the Knowledge submitted to him even if his obtainment was of high grades.

Therefore the researcher recommends with the necessity of establishing intimate relations between students and teachers, and the teachers work to approach the subject from students. The electronic curriculums may share with a good from in this respect for what they include of excitement and arousing desires at a students. The researcher views that the basic skills of dealing with curriculums of electronic Arabic did not form an obstacle in the shadow of teaching the subject of the computer in the first grades nowadays, in addition to the spread of computers in Jordan, and the effort exerted by the Ministry of Education in spreading the computer at all public schools had been noticed by the researcher during his visit to school. Also the students he met indicated that working on curriculums of electronic Arabic does not need to particular skills, but it is satisfied with the basic skills such as operating the device, controlling the mouse and the Key-board and transference among screens. These things are learnt by the student since his tender age.

The researcher views the necessity of watching students and controlling them during their work on the computer, especially during their application on the Internet for not misusing the network in non-ethical purposes or for pure dispersion, and that can be done through programmes of protection, and control that can share in belittling of this danger, in addition to the way of distributing the devices of computer in the lab. Plays a great role in that. Though, the researcher views that self-control springing from inside the students is the preferable in concern, and the teacher of the Arabic has to spread the culture of computerization with its ethicalities and the way of its using and dangers of misusing it first, then how to benefit from this important technicity through training students on the machinery of correct searching for Knowledge, and not with the direct application of it only.

Some results, even if were few, indicated to feelings of some students with boring and unsatisfactory during their using of electronic Arabic curriculums, in addition to their preference the habitual technique in the learning process, because they were used to it for a long period. The researcher views that the process of transformation into learning through curriculums of electronic Arabic alone will not achieve the objective desired form it, so the teacher of Arabic to better use these curriculums, and not randomly inserted, but through an organized planning. And the teacher of Arabic should not believe that all students own the same trends towards technology, but he has to respect the other trend and does his ability to variation in techniques of showing these curriculums in a way that fits all students. The researcher agrees this view with Jenifer’s study(2003), that assured that students lack of incentive to learning, and greatly dependence on the technique of dictation made them dependents on the teacher, where they became depend on him in every thing, and so appearance of electronic learning to laying burdens and responsibility of learning on them and this in turn hindered the track of learning process systematically, because of students need to time to be used to the new role and change their trends.
towards it and to be able to acquire trust in themselves and their possibility of learning with the new

The fifth axis: teachers of Arabic outlook to curriculums of electronic Arabic.

Results of study showed that the outlook of teachers of Arabic at curriculums of electronic Arabic itself may form an obstacle towards implementing it. The researcher differentiates between the teacher’s outlook to technology and his outlook to the electronic curriculum. The teacher may view that the electronic curriculums did promote to best exploitation of technology and it was possible to employ technology better. From the points raised by teachers:

- Excellence of Lab-experiments on supposed experiments in deepening the scientific concepts.
- Non-serial of some electronic curriculums, such as mathematics with the school curriculum.
- Existence of linguistic mistakes and weakness of examples and work papers in the electronic curriculums.
- Lack of electronic curriculums to the human, educational, and psychological side of students.

And the researcher agrees with some views raised by teachers of the Arabic in their criticism of curriculums of electronic Arabic from part of linguistic and scientific mistakes existence sometimes, and he considers it a correct phenomenon pushes teachers to submit it to responsible parties for sake of improvement and development. These curriculums will not be acceptable at all teachers for the difference of their experience towards the curriculum itself. And though the researcher believes of the necessity of greatly exploit the electronic curriculum. All the lab experiments cannot applied inside the lab for what they need of time for preparation, in addition to the high cost of it and great crowding of students inside classes and the danger of applying some chemical and physical experiments, though the researcher agrees that the true experiments share effectively in developing skills of direct notice and tangible experience.

But from part of non-serial of electronic curriculums with the school curriculum and considering it an obstacle of implementing these curriculums by some teachers, the researcher disagrees with this trend, and he justifies that we are in an age characterized with searching for Knowledge and employing it at a basic manner, and so students should be trained on the basics of correct research and connect between the subjects that are connected with the school curriculum and be transferred from the direct dictation of students to search for the information, and to stop the process of submitting Knowledge Directly to them, and this cannot be achieved, except if the teacher was convinced with the philosophy of modern learning, and the type of required education and knowledge that the Ministry follows in the shadow of what is called ‘cognitive economy’. The researcher explains that by renewal of Knowledge constantly in a world survives a revolt in the world of information and communications, so the teacher should not stick to what exists inside books, but he has to systematically and controlling releaser for students to search for the information, and look for the suitable machinery to benefit from it according to subjects related with it.

Results of study showed criticizing of some teachers of Arabic to curriculum of electronic Arabic of their going too far from the educational of electronic and psychological sides of students. And the researcher views that this outlook lacks to objectivity, that is because the philosophy of electronic learning that the Ministry of Education in Jordan aims to does not mean the self-learning at all even if it was one of its natural outlets but after a period of time. This means that the basic role of the teacher is concern with sides that technology is unable to reach, and this is what is called ‘humanized technology’ as considered just a means to communicate Knowledge to the students and not a replacement of the teacher, for the aware teacher of his role and able to recognize this role will take from technology the best of it, to bid aid from the electronic curriculum of the subjects in which he is unable to fulfill the desired benefit, this means using all teaching techniques available to achieve the objectives of learning, which is called intermixed learning.

The researcher at the end of study assures the significance of the comprehensive outlook of the significance of the comprehensive outlook of the electronic learning as considered an integrated system.
performed on a basis of mutual relations among its constituents that work as one unit, interactive in
between for the sake of achieving particular objectives, and dealing with parts may lead to failure and
waste of time effort, and money. The researcher recommends the outlook to transfer to the electronic
learning from pure instruments and means, or helpers to the teacher to being a teaching organization
enlisted within an educational organization, requires planning for it and specifying the learning and
educational objectives, which work to achieve them.

**Recommendations:**

The researcher depending on the results of study, recommends the following:
- Reviewing the training programmes, in which qualifying carefully the teachers of the Arabic, and
  with suited their true needs to apply curriculums of electronic Arabic effectively, or else the quantity of
courses will be on the account of their type.
- Working on laying advanced standards in choosing the trainers who do qualify the teachers with
  ICDL courses, or Intel courses in from, the technical skills agree with their educational experiences to be
distinguished models of teachers.
- Working on participating the teachers in the process of computerizing the curriculums in true from
  and listen to their notions about labs of computerization the electronic curriculums.
- Increasing the number of entrusted educational supervisors to follow up applying the computerization
  process at schools to offer assistance, aid and advice for the teachers, who confront true problems during
  the process of application.
- Working on qualifying school principals within specialized courses work on spreading the
  computerizing culture among them and significance of computerizing curriculums to offer support for
  the teachers.
- Increase of maintenance teams, specialized in solving the technical problems to which computers are
  exposed in the labs to mend them at the possible haste.
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