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The Effect of Teaching with a Blended Learning Strategy on Developing the Achievement of First-Grade Students in the Arabic Language Subject in Karak

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Abstract
The study aimed to identify the effect of teaching with the blended learning strategy in developing the achievement of first-grade students in the Arabic language in Karak. The primary school in Karak governorate schools for the academic year 2021/2022, divided into four divisions in two schools. The results of the study showed that there was a statistically significant difference in the achievement of the study sample at the significance level ($\alpha \leq 0.05$) and in favor of the group that was studied by the blended learning method, and the results showed that there was no statistically significant difference in the achievement at the significance level ($\alpha \leq 0.05$) attributed to In light of the findings of the study, the researcher recommended a set of recommendations for stakeholders and specialists, including the need to employ the blended learning method and use it in teaching effectively through To train teachers on this method because of its proven effective results.
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INTRODUCTION

The contemplator on the global scientific renaissance in the field of education sees the world's trend and its acceleration towards scientific and technological progress in various aspects of life. It became necessary for us to emulate the world in terms of technology, education and development, and to keep pace with modernity in everything, especially the methods of learning and teaching.

Hence the interest of educators in scientific education, especially in the teaching of science, that learning is not just a transfer of scientific knowledge from the teacher to the learner, but rather a process that means the growth of the student mentally, emotionally and skillfully, so that his personality is integrated in its various aspects, so it is necessary to focus on how he thinks the learner transfers knowledge, not how to memorize without understanding and awareness (Zaytoon, 2004).

When looking closely at the learning-educational process, we find that the teacher's extensive knowledge of teaching methods and various learning methods, and his ability to use them, helps him to know the appropriate teaching conditions for the application, so that the learning process becomes interesting and enjoyable for students, and suitable for their abilities, tendencies, needs, and desires (Maree, Qawasmeh, Alawneh, Salameh and Khaled). and Subhi, 1993).

Therefore, the science teacher must possess effective educational competencies to determine an appropriate method for his learning situation. Therefore, the use of modern teaching methods produces for the learner a variety of experiences that help him to deduce facts and scientific generalizations, and contribute to acquiring skills that are easier to transfer their impact to new educational activities and situations (Al-Safasfa, 2006).

Since the world is experiencing a great scientific and technological revolution, which has had an impact on all aspects of life, the educational institution has become required to search for new educational methods and models; To face many challenges at the global level, and among these challenges is the increased demand for learning with the decrease in the number of educational institutions, and the increase in the amount of information in all branches of knowledge, so e-learning has emerged to help the learner learn in the place he wants and at the time he prefers (Dams, 2010).

E-learning, in turn, focuses on introducing technology into the learning process and transforming traditional classes into virtual classes, through the use of local or international networks. However, the technological development that the world has witnessed, no matter how advanced it is, does not replace the usual methods of learning and learning, hence the concept of blended learning. As a natural development of e-learning, this type does not eliminate e-learning or traditional learning, but rather a mixture of both (Al-Ghamdi, 2007).

Blended learning is one of the most prevalent forms of learning technology in the late nineties, and it is in fact a form of e-learning development into nested programs (Judith, 2002).

Blended learning; It is an integrated system that integrates the traditional method of face-to-face education with e-learning, guiding and assisting the learner during each stage of learning (El-Feki, 2011).

And blended learning shows the basic and effective role of the teacher in using e-learning. Relying on e-

learning alone is among its shortcomings. He needs someone to guide students on how to use it, and this is what blended learning came to do. Ordinary.

The use of these computerized curricula is based on the use of blended learning, and the idea of conducting this study came to know the impact of blended learning in teaching Arabic language through the computerized curricula on the Eduwave website, compared to the usual method in the achievement of first-grade students in Karak governorate.

STUDY PROBLEM AND QUESTIONS:

It is noticeable that the Arabic language is one of the topics closely related to practical life and public life, and that it is the focus of researchers' attention and interest, so it is necessary to develop new methods in teaching the Arabic language.

Teachers of the Arabic language face difficulty in teaching in an indoctrination form most of the time, which is why educators believe that teaching the Arabic language in all its varying stages is in dire need of using multiple learning media that help provide multiple and varied sensory experiences that take the basis for understanding a lot, and dispensing with these media makes teaching This course is for students just memorizing words and meaningless verbal structures. The computer is characterized by learning in an interesting and enjoyable way, pushing the learner to continuity and suspense. It also works to improve students' attitudes in learning situations, and provides the teacher with appropriate methods and methods for developing and improving education (Alheila, 2002).

By communicating with the teachers of Arabic language for the primary classes, the researcher noticed that there are many problems that students face in studying the Arabic language because of the difficulty in teaching their information or stagnation in studying them individually, which led to the emergence of students' fear of scientific subjects in general.

Therefore, the problem of the study crystallized from the necessity of using methods and methods that combine traditional education and e-learning to raise the level of achievement of students in the Arabic language in general.

THEREFORE, THIS STUDY CAME TO ANSWER THE FOLLOWING QUESTIONS:

1. Is there a statistically significant difference at the level of significance (α 0.05) in the achievement of first-grade students in the Arabic language subject attributable to the teaching method (mixed-normal)?
2. Is there a statistically significant difference at the level of significance (α ≥ 0.05) in the achievement of Arabic language among first-grade students attributable to gender?
3. Is there a statistically significant difference at the level of significance (α ≥ 0.05) attributable to the interaction between teaching method and gender?

STUDY HYPOTHESES:

1. There is no statistically significant difference at the level of significance (α ≥ 0.05) in the achievement of the Arabic language subject among first-grade students due to the teaching method (mixed - ordinary).
2. There is no statistically significant difference at the level of significance (α ≥ 0.05) in the achievement of the Arabic language subject among first-grade students attributable to gender.
3. There is no statistically significant difference at the level of significance (α 0.05) due to the interaction between teaching method and gender.

STUDY IMPORTANCE

This study attempted to show the importance of using blended learning in our educational classes and its impact on students' achievement in the Arabic language, especially primary school students who have a love for learning through images and shapes more than memorization and memorization.

This study provides an opportunity for students to have a greater role in different classroom situations due to its ability to make the learner active and effective while acquiring facts, skills and processes. Therefore, there is a need to know the impact of the use of blended learning on the achievement of first graders.

It is a way for the teacher to find pleasure in using it while giving the class and communicating with the students after school.

THE IMPORTANCE OF STUDYING:

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PURPOSE OF THE STUDY:

The study aims to reveal the effect of using a teaching method based on blended teaching on the achievement of first-grade students in the Arabic language as compared to teaching by the usual method, and the effect of gender on that.

THE LIMITS OF THE STUDY:

1. This study was limited to first-grade students in the schools of the Kasbah District of Karak Governorate for the second semester of the academic year 2019/2020.
2. This study was limited to one study unit from the Arabic language book for the first primary grade, entitled (Welcome to Spring).

PROCEDURAL DEFINITIONS:

BLENDED LEARNING: It is the method of using modern technology in teaching without abandoning the usual educational reality and attendance in the classroom. The focus is on direct interaction within the classroom using modern means of communication such as computers and internet networks, in which a class session is prepared by the teacher based on usual methods that can be combined With developed curricula and others, he can use both methods together for an explanation or evaluation.

TRADITIONAL METHOD: It is a method of teaching in which the teacher uses direct teaching methods, dialogue and others, so that the teacher is the focus of the educational process.

Achievement: Academic achievement is defined as the degree of acquisition that an individual achieves or the level of success he or she achieves or reaches in a subject or educational field. (Allam, 2000) In this study, it measures the degree that the student obtains in the test set by the researcher.

THE FIRST ELEMENTARY GRADE: It is one of the grades of the lower basic learning stage in Jordan, the age of the student in it ranges from (6-7) years.

Theoretical framework and previous studies

First, the theoretical framework:

Progress in the fields of science has been and is still in continuous development, and this rapid progress in the fields of science has in turn led to the emergence of change movements in the fields of scientific education, and these movements have advanced these sciences until they have become one of the most important sciences in the world. These movements were accompanied by different and modern educational methods and strategies that had an effective role in following up the course of changes and developments in this field.

There is no doubt that information and communication technology has transformed the world into a small village, in which temporal and spatial barriers vanish, bringing distances closer and removing barriers. Learning is no longer a luxury, but rather has become a vital requirement for the development of educational structures, because of the technology that provides a qualitative leap in reformulating the curriculum in its comprehensive concept, and to raise the level of the educational output with less effort and better quality (Al-Halfawi, 2006).

Blended learning techniques continued until the term blended learning appeared, as a result of the e-learning wave, which appeared at the beginning of the nineties and focused on replacing traditional classes with virtual classes, canceling the role of the traditional teacher and introducing modern technology in teaching. After that, research and scientific experiments began showing us the shortcomings of e-learning, that e-learning, no matter how high and sophisticated it is, will not replace conventional learning, which constitutes the basic building block in the process of blended learning and regular learning, and because it is a mixture of both, we do not cancel technological development but use it functionally in our regular classes (Salama, 2005).

THE CONCEPT OF BLENDED LEARNING:

Driscoll, referred to in (Abu Musa, 2008), indicated that there are four different meanings of the meaning of (blended learning):

1. Mixing the types of technology based on the Internet to achieve an educational goal such as (live virtual classes, self-paced learning, cooperative learning, video, audio, and texts).
2. Mixing different learning methods based on multiple theories such as: (constructivism, behavioral, cognitive) to produce an ideal learning with or without the use of technology.
3. Mixing any form of technology, for example (video tape, CD, web-based training, films) with face-to-face learning by schools.
4. Mixing technology in learning with real work tasks, to make actual innovations that affect the harmony between learning and work.

There are many names for this type of learning, including blended learning, blended learning, composed learning, and blended learning (Al-Ghamdi, 2007).

As it has many names, its definitions have varied. Blended learning as defined by (Al-Maaytah, 2006) is the use of the computer in a way that combines the patterns of regular learning and computer-enhanced learning, such as private teaching, problem solving, dialogue, training, practice, simulation and learning games, in addition to e-learning via the information network. Or the internet and its data such as e-mail and chat rooms, in addition to the possibility of practicing self-learning, so as to make all of the above a combined program that supports the role of the teacher and makes it more effective.

As defined by the American Society for Training and Development, ASTD, it is: the planned integration of face-to-face interaction, synchronous or asynchronous cooperation, self-learning, and performance-enhancing tools (Fu, 2006).

Harvey (2003) indicates that the term blended learning refers to a type of learning that combines connected models ("On Line" learning) and offline models ("Off line" learning) in learning, and the connected models are often from Through the Internet, offline models occur in traditional classrooms.

ADVANTAGES OF BLENDED LEARNING:

Warrier (2006) believes that blended learning can fit with the needs of students, so that the student acquires knowledge according to the skills he possesses and the information he needs. (Salama, 2005) states that blended learning has many advantages, including:

1. Not to deprive the learner of the pleasure of dealing with his colleagues and teachers face to face.
2. Enhancing the human aspects and social relations between learners and teachers as well.
3. Adequate flexibility to meet all individual needs and learning styles of learners at different levels, ages and times.
4. Take advantage of technological advances in design, implementation and use.
5. Enriching human knowledge and raising the quality of the educational process, then the quality of the educational product and the efficiency of teachers.
6. Civilized communication between different cultures to benefit from all that is new in science.
7. Many scientific subjects are difficult to teach completely electronically, in particular, such as high skills, and the use of blended learning is one of the proposed solutions to solve such problems.
8. Blended learning: and Moskal (Dziuban; Hartman &Moskal, 2004) concluded that blended learning helped teachers develop themselves as designers of active learning environments, and that they became more facilitating their education for students in an interesting way.

BLENDED LEARNING DIFFICULTIES:

There are a number of difficulties in the blended learning method, including:

1. Technical obstacles related to dealing with malfunctions or sudden stoppage of technology.
2. The difficulty of shifting and changing from the usual method of learning that is based on lecture and memorization for schools, and memorizing information for the student to the method of blended learning.
3. The need for great effort and financial cost in providing a sufficient number of computers within educational institutions.
4. The difficulty of applying this approach in presenting some aspects of the topics that require high technical skills and great effort in order to prepare them.

HOW TO DESIGN BLENDED LEARNING LESSONS:

There is a set of steps that must be followed during the preparation and design of lessons based on blended learning, as indicated by Dziuban, Hartman and Moskal (Dziuban, Hartman &Moskal, 2004) which are:

FIRST: Determining the type of blended learning program that needs to be done, is it transformative or creative: meaning will the designer convert the existing program from a traditional program to a blended program and want to improve it by adding some e-learning methods to it? Or does he want to create a program from the beginning based on blended learning?

SECOND: Determining the methods, types and quality of mixing: This depends on answering the following questions:

1. What is the best instructional method to implement content education well?
2. What is the best way to direct student learning?
3. What is the best way to provide for institutional requirements and constraints in blended learning?

Accordingly, the designer of lessons based on blended learning must implement blended learning based on four stages: (Dziuban, Hartman &Moskal, 2004).

THE FIRST STAGE: Content analysis: This stage includes:

1. Determining the general goals and learning objectives: It is the compass that guides the teacher throughout

the lesson.

2. The duration of time, so that a timetable is set, and since there are activities that depend on the Internet and activities that depend on face-to-face learning, there must be a balance between them, as well as it must remain within specific and reasonable times, and attention must be paid not to exaggerating any kind of them. Giving enough time to complete the activities and paying attention to the fact that the class time must be covered with class activities and that there should be no additional free time, so the designer must have additional activities and give the teacher freedom of expression between giving them and keeping them for another time.
3. Determining the previous requirements: they are required of both the teacher and the student, but it is necessary to focus on the academic skills of the subject of the lessons more than the technical skills.
4. Determining the multiple skills available in this content, such as: cognitive, procedural, mental, personal, kinesthetic, and emotional.

THE SECOND STAGE: Analysis of students' needs:
The designer of the lessons must know what the students need, and this means the extent to which the students need this program, either to eliminate a problem they have, to raise their level in a certain aspect, or to change an existing situation to a desired one.

THE THIRD STAGE: This stage includes determining the method of implementing each part of the content particles
This is generally done through three methods:

1. Not connected (face-to-face), such as: (lectures, role-playing)
2. Unconnected (non-networked) (individual work), such as: (books, shops, radio)
3. Connected to the Internet and network interaction media, such as: (interactive contents, electronic teaching, virtual classes).

FOURTH STAGE: Organizing the requirements and constraints for the organization of work in general
It includes the work of files to include an organized group of data and information linked together in a specific format, in order to secure specific needs of students' requirements.

SECOND: PREVIOUS STUDIES

The previous studies are considered a complex that presents the researcher with scientific facts that will serve his study and guide him in building his study in its initial form and from which it is based. It is also considered a source of inspiration for him to choose topics of importance. Therefore, I reviewed the studies that dealt with the use of blended learning as a method of teaching. These studies are presented in chronological order (in order of newest to oldest).

Almasaeda (2020) conducted a study aims to examine the effect of using blending learning strategies on achievement and attitudes of the eighth- grade science students at IrbidDirectorate of education. The sample of the study consisted of (138) students. In order to achieve the objectives of the study addition, the researcher prepared and used attitudes scale towards science after examining its validity. Also, the researcher used (SPSS) to analyze the data. The results showed that there was a statistically significant difference between the mean of the control group and the experimental group in favor of the experimental group, and that there is a statistically significant difference between the results of the pre and post-test on the attitudes

Al-Washa (2019) conducted a study aimed at identifying the effect of the (mixed) teaching strategy using Google Earth in acquiring geographical concepts and improving the motivation to learn geography among middle school students in Iraq. Dividing them into two control and experimental groups of (60) for the experimental sample and (60) for the control sample, an achievement test was prepared in geographical concepts, and a measure of learning motivation, and the experimental group was taught using the Google Earth program. The results of the study showed that there were statistically significant differences in favor of the experimental group in the test of acquiring dimensional geographical concepts and in the post motivation scale, and the results showed that there were no differences due to gender in the test of acquiring post concepts and in the post application of the scale of motivation.

Al-Ababsa (2012) conducted a study aimed at identifying the effect of teaching physics using blended learning and e-learning on achievement and the trend towards physics, through the computerized curriculum on the Edowive website for tenth grade students in Aqaba Governorate, the study sample consisted of (116) female students from a school That Al-Sawari, the researcher used in this study two tools (the achievement test and the measure of attitude towards the material), and the goal and stability of these tools were verified, and the results showed that there were statistically significant differences in the achievement at ($\alpha \geq 0.05$) in favor of blended learning, as the results showed. There is an impact of both blended learning and e-learning on the students' attitude towards physics. This study also concluded that the blended learning method is used and computerized curricula are preferred over the e-learning system (Eduwave), because of its positive impact on the students.

Yapici&Akbayin (2012) conducted a study that aimed to determine the impact of the blended learning model

on the achievement of secondary school students in biology and on their attitudes towards the Internet. The study sample consisted of 107 students (47 of whom were in the experimental group, and 60 of them were in the experimental group. They were in the control group) from Ayya Anadolu High School in Diyarbakir in Rabih al-Mada district, where the experimental group was taught courses based on blended learning model via a website (www.e-biyoloji.net), while in the control group, The courses were taught based on traditional learning methods, and the achievement test consisting of 40 questions was used as a tool for data collection, and for data analysis, average scores, t-test for independent groups and paired samples t-test were used. The results of the study revealed that the blended learning model contributed more to achieving achievement. It was better for students in biology than traditional teaching methods, and students' attitudes towards the Internet were significantly statistically significant.

Al-Huwaiti (2011) conducted a study aimed at revealing the effect of using the blended learning method on the mathematical achievement of fourth-grade students in the Kingdom of Saudi Arabia, and its impact on developing their attitudes towards mathematics. For the fourth grade of primary school, in addition to the achievement test prepared to measure students' achievement, and the measure of attitude towards mathematics, the validity and reliability of these tools have been verified. These tools were applied to the study sample, which was chosen intentionally, and the number of its members was (41) students from the fourth grade of primary school in one of the schools in the Kingdom of Saudi Arabia. The average scores of the students of the control group and in favor of the experimental group in achievement, which indicates the effectiveness of the blended learning method in the mathematical achievement of the students. The results also indicated that there were statistically significant differences between the two groups in the students' attitudes towards mathematics and in favor of the students of the experimental group.

Al-Maqhousi (2011) conducted a study aimed at identifying the impact of science teaching using the blended learning method on the achievement and critical thinking of tenth grade students in the Sultanate of Oman, and the impact of gender on achievement and critical thinking. The study sample consisted of (44) students and (52) Student, and the results showed that there was an effect of the blended learning method on achievement and critical thinking at the significance level ($\alpha \geq 0.05$), and there was a statistically significant effect attributed to the gender variable on the achievement test in favor of females and the critical thinking test in favor of males.

Muhammad and Qatous (2010) conducted a study that aimed to investigate the impact of the use of blended learning on the achievement of fourth-grade students in Arabic language, and to identify the impact of computer experience on achievement. The study sample was chosen intentionally and numbered (45) students from the fourth-grade students from Umm Attia Al-Ansari School in Amman, and they were distributed into two groups: the first experimental group was given the educational material from the language book Arabic for the fourth grade through the learning program that combines e-learning with the usual method, and the second group is a control group who studied the same educational material in the usual way. The results showed that there were statistically significant differences at the level ($\alpha \geq 0.05$) between the average marks of the experimental group students and the average marks of the control group students in favor of the experimental group. The results also indicated that there were statistically significant differences between the female students with medium computer experience, while there were no differences Statistically significant between female students with medium computer experience and female students with extensive computer experience.

Barkley (2010) also conducted a study aimed at determining the effectiveness of blended learning face-to-face with online learning environments on the academic achievement of eighth-grade students in mathematics. The study sample consisted of (55) students distributed over an experimental group consisting of (29) students and a control group consisting of (26) students were randomly selected from North King Basic School, where arithmetic averages and t-test were used to ensure the effectiveness of blended learning. In the blended learning environment in mathematics, they performed better than their counterparts in the traditional learning environment.

Haddad (2009) conducted a study aimed at examining the impact of blended learning on the achievement of science and the acquisition of learning process skills for primary school students in Jordan. An educational software was prepared for the unit of electricity and magnetism, and two tests were prepared, one of which measures achievement and the other measures the acquisition of learning processes. Differences attributable to gender on achievement and learning process acquisition skills.

Uqla (2009) also conducted a study that aimed to reveal the effect of using e-learning and blended learning on direct and delayed achievement in mathematics among third grade students in Jordan. The study sample consisted of (92) male and female students from the schools of the Ramtha District Education Directorate. It was divided into three groups, and the people were randomly distributed into two experimental and control groups, the first group numbered (30) students, the second experimental group numbered (34) students, which were taught by blended learning, and the third group numbered (28) students who were taught by e-learning. The achievement test and the computerized material on the website of the Ministry of Education and Learning, preparation notes, and educational programming that included multiplication and division from the third-grade curriculum were used.

The results showed that there were differences in the direct and delayed achievement of students in the mentioned unit due to the learning method and in favor of blended learning.

Excel (2009) also conducted a study aimed at knowing the effectiveness of a computer program mixed for science subject based on the constructivist theory in developing critical thinking skills and scientific inquiry for preparatory stage students in science in the Kingdom of Bahrain. It included an experimental group consisting of (35) students, to which the blended program was applied, and a control group consisting of (33) female students who studied in the traditional way. In the post application to test critical thinking skills in favor of the experimental group, and there are statistically significant differences between the mean scores of the experimental group in the pre and post applications to test critical thinking skills in favor of the post application, and there are statistically significant differences between the mean scores of the experimental and control groups in the post application to test inquiry skills The scientific inquiry in favor of the experimental group, and the presence of statistically significant differences between the mean scores of the experimental group in the pre and post applications of the scientific inquiry test in favor of the post application, and the results indicate the effectiveness of the blended program based on the constructivist theory in developing scientific inquiry skills and critical thinking skills for second year preparatory students.

COMMENTING ON PREVIOUS STUDIES:

It is noted that some of the previous studies dealt with blended learning and its impact on achievement and critical thinking on all students (Al-Help, 2020), (Al-Washa, 2019), (Al-Maqhousi, 2011), and some studies dealt with blended learning and its impact on students towards mathematics, such as studying ((Excel, 2009), and we note that some studies dealt with the effectiveness of blended learning in the achievement and acquisition of learning process skills in science for primary stage students in Jordan, such as the study (Al-Sawalmah, 2008), some studies dealt with the intermediate stage and the effect of using blended learning on it as a study (Al-Awad). (2005) and (Major, 2005), however, on the other hand, there are some studies that dealt with the primary stage, such as the study (Mohammed and Qatous, 2010), but it was conducted on the Arabic language, and some previous studies sought to compare between blended learning and e-learning in The achievement of third-grade students in Jordan as a study (Uqla, 2009), and there are many studies that aimed to examine the impact of blended learning on the achievement and acquisition of learning process skills for primary school students in Jordan as a study (Haddad, 2009).

METHODOLOGY AND DESIGN:

This chapter deals with a detailed description and clarification of the study's curriculum, its population and its sample, the study tool and methods for verifying its validity and stability. Detail for it.

STUDY APPROACH:

The quasi-experimental method was used; To find out the effect of learning with the blended learning strategy (the independent variable) on academic achievement (the dependent variable) in the Arabic language for first-grade students in Karak, depending on the design of equivalent groups because the two groups had their answers to the pre-test by guessing and without prior knowledge in The teaching material and its content, the experimental group, and the control group. The experimental factor (the independent variable) represented in the blended learning strategy was applied to the experimental group, and it was withheld from the control group, then the difference in the level of achievement between the two groups was observed; The difference accordingly results from the influence of the experimental group on the quasi-experimental factor, and this supports the researcher’s belief that the independent variable is actually responsible for the change in the level of achievement among the members of the experimental group.

STUDY COMMUNITY:

The study population consisted of all first-grade students in the Karak governorate in government schools, which include (56) public schools, and the number of first-grade students in them is (987).

THE STUDY SAMPLE:

The sample of the study included four divisions from the first-grade students, as follows: two divisions from Al-Marj Elementary Mixed School, and their number is (45) male and female students, and two divisions from Al-Adnanieh Elementary Mixed School, and their number is (72) male and female students. Because they are equipped with modern computers connected to the Internet and supported by display devices that are used inside the computer to facilitate the learning process.

It was confirmed that the experimental and control groups were equal in achievement through the pre-test, and the groups were taught by the teachers of each school.

STUDY TOOL:

Two tools were used for the study:

THE FIRST TOOL: THE EDUCATIONAL MATERIAL:

The tool was developed by preparing classroom lessons according to the blended learning method, by integrating the explanation in the usual way and using the media in the computerized curricula. And then take advantage of them in the development of this unit.The unit's title was (Welcome to Spring).

VALIDITY OF THE INSTRUCTIONAL TOOL:

The validity of the content of the educational material prepared by the blended learning method was confirmed by presenting it to a group of (14) arbitrators, and it was modified and developed based on the observations received. The developed educational material was applied to an exploratory sample from outside the study sample consisting of (25). Male and female students from the first grade of basic education and the necessary modifications were made based on the views of the students and the researcher's observations.

THE SECOND TOOL: THE ACHIEVEMENT TEST:

The researcher prepared a test in the Arabic language subject for the first grade in the unit (Welcome to Spring), where the test was prepared after conducting content analysis for the unit and determining its products. The outputs of the study unit, according to Bloom's levels of objectives.

The test questions are of multiple-choice type and the test questions are designed in light of the prescribed curriculum.

VALIDITY OF THE ACHIEVEMENT TEST:

The significance of the test's validity was verified by presenting it to a group of (14) arbitrators, and they were asked to judge the comprehensiveness of the test items, their suitability, and the way they were formulated, in addition to their classification according to "Bloom" levels.

The number of test items before arbitration was (30) and after arbitration it became (26) paragraphs. The arbitrators' opinions and observations can be summarized as follows:

1. Deleting or changing some paragraphs because they are repetitive, to repeat the result they are aiming at, or because they are not clear.
2. Grammatical reformulation of some paragraphs.
3. Deleting or substituting alternatives because they are not compatible with other alternatives.

TEST RELIABILITY:

The stability of the test was verified after it was applied to an exploratory sample from outside the study sample. The sample consisted of (25) male and female students from the Nusaiba Al-Mazniyeh Elementary Mixed School. Accordingly, the clarity of the questions was determined, and the time required for the exam was determined, which was (45) minutes, and the consistency method was used. The internal test for the test items by calculating a coefficient (KR20) and its value was (0.95).

PARAMETERS OF DISCRIMINATION COEFFICIENTAND DIFFICULTY OF TEST ITEMS:

The answers of the students of the exploratory sample were analyzed, then the discrimination coefficient between the items was extracted, and the difficulty coefficient for each item was calculated, and no item was excluded, and this table (1) shows:

TABLE (1): DISCRIMINATION AND DIFFICULTY COEFFICIENTS FOR THE ACHIEVEMENT TEST ITEMS.

Item NO	Discrimination coefficient	Difficulty factor	Item NO	Discrimination coefficient	Difficulty coefficient
1	0.382	0.89	14	0.339	0.80
2	0.325	0.51	15	0.538	0.66
3	0.369	0.57	16	0.458	0.82
4	0.593	0.50	17	0.285	0.75
5	0.448	0.65	18	0.412	0.60
6	0.281	0.54	19	0.312	0.52
7	0.452	0.64	20	0.107	0.21
8	0.413	0.89	21	0.235	0.47
9	0.53	0.72	22	0.41	0.59
10	0.381	.830	23	0.526	0.75
11	0.447	0.76	24	0.437	0.80
12	0.324	0.83	25	0.388	0.65
13	.0478	.048	26	0.401	0.67

We note from Table (1) that the coefficients of difficulty for the test items ranged between (0.21-0.89) and the coefficients of discrimination between (0.11-0.6), and these coefficients are considered acceptable, so all items

were approved.

The achievement test was applied to the control and experimental groups as a pre-selection to ensure their equivalence, and Table (3) shows the arithmetic averages and standard deviations of students' performance on the test in the pre-measurement in order to ensure the equivalence of the two groups.

TABLE (2): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PERFORMANCE OF THE STUDENTS OF THE TWO GROUPS ON THE PRE-ACHIEVEMENT TEST

Group	Arithmetic Mean	Standard Deviation
Control	12.90	4.65
Experimental	14.27	4.40

It is clear from Table (2) that there are apparent differences between the performance of the students of the two groups on the pre-achievement test, and to find out whether these differences are statistically significant, (t) selection was used for independent samples and Table (3) shows that:

TABLE (3):T-TEST FOR THE INDEPENDENT SAMPLE TO FIND OUT THE SIGNIFICANCE OF THE DIFFERENCES BETWEEN THE PERFORMANCE OF THE STUDENTS OF THE TWO GROUPS ON THE PRE-TEST

Source	standard error	Freedom degree	T Value	Indication level
Achievement	0.817	113	1.665	0.099

The table shows that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the two groups, the pre-achievement test, where the value of (t) = (1.665) and the level of significance = (0.099), which indicates the equality of the two groups.

STUDY PROCEDURES:

After researching and defining the study problem and its questions and determining the variables to be measured, the researcher performed the following actions:

1. Forming a scientific educational structure for the researcher and preparing the study tools with the help of educational literature from the study literature and previous studies, both Arab and foreign.
2. Building the educational material and achievement test.
3. Presenting the tools to a group of arbitrators to ensure their validity and then applying them to a pilot sample and calculating the stability coefficient to ensure the stability of the tools.
4. Teachers were trained on how to use the teaching method, and the achievement test was applied as a pre-test on the control and experimental groups, to ensure their equivalence.
5. Follow-up to give the educational material developed on the basis of this study (20/3/2020 - 2/4/2022 AD) and communicate through the visit and follow-up classes with teachers.
6. Re-applying the achievement test as a post-test on the study sample on April 22, 2020 AD.
7. Correcting the answer sheets for the test and monitoring the marks for the students.
8. Save the monitored marks and graphically process them according to the Statistical Package System (SPSS).
9. Analyzing and discussing the results of the study.

STUDY VARIABLES:

FIRST: THE INDEPENDENT VARIABLES:

1- The method of learning and it has levels:
   A. learning in the usual way.
   B. Blended learning.
2- Gender (male-female).

SECOND: DEPENDENT VARIABLES:

1. Collection; The achievement of first-grade students in the Arabic language.

STATISTICAL MANIPULATIONS:

The following statistical operations were performed to process the data and answer the study questions:

1. Calculate the arithmetic means and standard deviations.
2. Analysis of Variance (ANCOVA).

PRESENTATION AND DISCUSSION OF RESULTS AND RECOMMENDATIONS

PRESENTATION AND DISCUSSION OF THE RESULTS:

This study aimed to investigate the effect of the use of blended learning on the achievement of first-grade students in the Arabic language, and the results that were reached are presented below.

To answer these questions, an analysis of covariance (ANCOVA) was used, and the results are shown in Table (4).

TABLE (4):THE RESULTS OF THE ANALYSIS OF COMBINED VARIANCE (ANCOVA) FOR THE PERFORMANCE OF THE TWO GROUPS AND ITS IMPACT ON THE INTERACTION BETWEEN METHOD AND GENDER

Source	Squares Sum	Freedom Degree	Squares Mean	T value	Indication Level
Method	149.66	1	149.66	11.77	0.0001
Gender	20.64	1	20.64	1.62	0.205
Interaction (gender / method)	41.08	1	41.08	3.23	0.075
Error	1397.97	110	12.71		
Total	1609.35	113			

RESULTS RELATED TO THE FIRST QUESTION: IS THERE A STATISTICALLY SIGNIFICANT DIFFERENCE AT THE LEVEL OF SIGNIFICANCE (α ≤ 0.05) IN THE ACHIEVEMENT OF FIRST-GRADE STUDENTS IN THE ARABIC LANGUAGE SUBJECT ATTRIBUTABLE TO THE TEACHING METHOD (MIXED-NORMAL)?

After the application of the educational program was completed, the post test was applied to find out the differences between the two groups in achievement in the Arabic language, and the arithmetic averages and standard deviations of the students' performance on the post achievement test were calculated. Table (4) shows the results that were reached.

It is evident from Table (4) that there are apparent differences showing the arithmetic averages of the performance of the students of the two groups on the post-test. The average performance of the control group was (15), less than the performance of the students of the experimental group was the average performance (18.73), as noted from Table (4) There are statistically significant differences at the level of significance (α ≤ 0.05) between the two groups in the post-measurement where the value of (P) = (14.89), and the level of its significance is equal to (0.0001), which is a value of statistical significance. In the achievement of the two groups, it was in favor of the experimental group, which is attributed to the learning method (blended learning), where the arithmetic mean of the experimental group was (18.73), that is, higher than the arithmetic mean of the control group, which is (15).

After the results related to the first study question showed a statistically significant difference at the significance level (α ≤ 0.05) in the achievement of first-grade students in the Arabic language subject due to the method of teaching, where the results showed that the group that studied using blended learning outperformed the group. Controller.

This result can be attributed to the fact that the blended learning method is a new method for students that motivates them and increases their spirit of perseverance and motivation to learn, which made the experimental group outperform the control group that learned in the usual way and did not go out of the routine that the students are accustomed to.

The reason can also be attributed to the role played by the teacher, as he was not a tutor as in the usual method, nor as a guide as in the e-learning method, but rather between its importance and the inability of the student to dispense with it even with the presence of modern educational technological means and media.

This result is in agreement with the findings of the study (Al-Abbas, 2012), and the study of(Yapici&Akbayin, 2012), a study (Al-Hwaiti, 2011), a study (Al-Maqhousi, 2011), a study (Mohamed and Qatous, 2010), a study (Barkley, 2010), a study (Al-Sawalma, 2008), and a study (Awad, 2005), which confirmed the results of these studies on the importance of blended learning in raising students' achievement.

RESULTS RELATED TO THE SECOND QUESTION: IS THERE A STATISTICALLY SIGNIFICANT DIFFERENCE AT THE SIGNIFICANCE LEVEL (α ≤ 0.05) IN THE ACHIEVEMENT OF FIRST-GRADE STUDENTS ATTRIBUTABLE TO GENDER (MALE, FEMALE)?

In order to be able to answer this question, the arithmetic averages and standard deviations of the mean scores of the two genders were calculated on the post-achievement test as shown in Table (4):

It is clear from Table (4) that there are apparent differences showing the arithmetic averages of the scores of the two sexes in the achievement test. The average scores of males (16.07) were less than the average scores of females (17.56). To find out whether these differences were statistically significant, the analysis of covariance was used. Table (4) shows.

It is noted from the table that the significance level is equal to (0.214), which is greater than the significance level (α ≤ 0.05), bearing in mind that the arithmetic mean of female scores is higher than that of males, and that females are more homogeneous than males. However, these numbers are not considered statistically significant and therefore we accept the null hypothesis that It states that there is no statistically significant difference at the significance level (α ≤ 0.05) between the averages of the first grade marks in the Arabic language subject due to gender.

The reason for this can be attributed to the similar educational conditions that govern the environment of both sexes, which made learning opportunities somewhat equal. All teachers are subject to similar programs of preparation and rehabilitation, which are programs offered by the Ministry of Education and Learning. We should

not forget that the students of the two groups are from the same social and cultural environment, and that cultural awareness in Jordan in general and in the study environment in particular has become no different between male and female in terms of interest in learning. Especially since universities are spread out in all governorates, which makes the goal to reach the university not only for males but for females as well.

The results of this study agreed with the study, (Haddad, 2009) regarding the absence of a statistically significant difference in the students' achievement in the Arabic language subject due to gender, regardless of the method of learning. Statistical significance attributed to gender on the achievement test in favor of females.

RESULTS RELATED TO THE THIRD QUESTION: IS THERE A STATISTICALLY SIGNIFICANT DIFFERENCE AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$) DUE TO THE INTERACTION BETWEEN THE TEACHING METHOD AND GENDER?

To answer this question, an analysis of covariance (ANCOVA) was used and the results are shown in Table (4).

It is noted from the table that there is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the study groups in the achievement test in the Arabic language study due to the interaction between the sexual learning method, as the (f) value calculated in the interactive variable between the learning method and gender It is equal to (0.075), which is less than the critical value (f), and this confirms that there is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) due to the interaction between the learning method and gender.

The similarity in the educational, social and cultural environments of both sexes and the positive acceptance of male and female students may be one of the reasons for which this result is attributed, as well as the renewed competition between male and female students to reach the highest grades, which pushes the male or female position in society and draws attention to it.

RECOMMENDATIONS

In light of the results of the study to investigate the effect of using the blended learning method on students' achievement in the Arabic language and the impact of gender in it, the study can recommend the following:

1. The necessity of employing the blended learning method and using it in teaching effectively by training teachers on this method because of its proven effective results.
2. Conducting studies dealing with the impact of blended learning on different curricula and different age groups.
3. Conducting studies dealing with the gender variable and its interaction with different learning methods.

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