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The degree of using the smart board in providing students with planning skills to teach Arabic language and their attitudes towards it among the three stages students in Kuwait

Sultan Demaitheer Mansour Alanezi

An Arabic language technician at the Ministry of Education in the State of Kuwait

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Abstract: With the technological advances that have revolutionized the different fields, the educational processes have been influence too. Smart board is considered as one of the promising approaches to enhance the educational process as approved by many studies. The aim of the current study is to examine the degree of using the smart board in providing students with planning skills to teach Arabic language and their attitudes towards it among the three stages students in Kuwait. This study has used the descriptive analytical approach to fulfill the aims of the study. A validated questionnaire was distributed on (90) students from the three stages in Kuwaiti public schools where the means and standard deviations for their answers were calculated. The results of the current study revealed that the smart board is used in a high degree in providing students with planning skills to teach Arabic language. The results also showed that the students have a positive and good attitude toward using smart board in teaching Arabic language. This study recommends involving smart board in wider classroom management skills and applies such scales on different samples including administrators and teachers.

1. Introduction

Nowadays, many teachers are working on adopting active learning as a way for engaging students within the learning procedure. Introduction of technology and computers within academic life has appeared as a requirement [1-4]. When the technology becomes element of the social development, novel learning technologies ought to be adopted for updating traditional learning approaches [5]. Within the last ten years, governments in the whole world have been strongly encouraging the ICT learning integration as is be able to lead to important pedagogical and educational outcomes within schools, as well as beneficial to teachers and learners [6, 7].

The interactive smartboard has an effect on the educational process functioning as it facilitates learning. As a result, a lot of studies have been done on the employment of smartboards within teaching [8]. The smart board use within classrooms provides many benefits for students. It is familiar that students whose have behavioral and attention difficulties get benefit from the use of it. In

addition, smart board facilitated students to verify conjectures, visualize mathematics, build confidence within their ability for doing mathematics, involve within active strategies of learning, and maintain positive attitudes [9, 10].

Using smart board within the classroom and its effect on the students' achievement has been widely discussed; however, few studies were interested in its effect on the planning skills of the students and teachers. The diagnostics and development of the planning skills are with the relevant problems in education psychology. These planning skills are important for the solution of the tasks different types in addition to the function in line with rules [11]. The planning skills level is essential to the student's performance in general and especially to the undergraduates because of planning skills high engagement within their learning process [12].

Arabic language had been considered as one of the challenging classes to be taught by teachers and students where such language involves special planning skills to be followed. In this study, the extent of using the smart board in providing students with planning skills to teach Arabic language will be discussed besides their attitudes towards it among the three stages students in Kuwait.

1.1 Study questions

Throughout this study, the following questions will be answered:

1. What is the degree of using the smart board in providing students with planning skills to teach Arabic language?
2. What are the students' attitudes towards it among the three stages students in Kuwait?
3. Are there any statistically significant differences in the students' attitudes towards it among the three stages students in Kuwait attributed to gender of the study sample?
4. Are there any statistically significant differences in the students' attitudes towards it among the three stages students in Kuwait attributed to the educational stage of the study sample?

2. Literature Review

2.1 Importance of using a smartboard

With the quick progress of communication resources and information systems, direct connection and contact between the learning and teaching and components (the textbook, student and teacher) is no longer the main resources to the receiving knowledge [8].

The technology use such as smartboards, the internet, computers, projectors, and a lot of other things, within education is theorized for being one of the most excellent ways for bring effectiveness to the teaching. Through the years, there have been a lot of studies for example [13, 14] examined if these technologies are helpful in teaching, as well as interactive smartboards are amongst the study areas. We can securely pronounce that the interactive smartboard has been in use within school classrooms all through the education world.

The use of a smartboard within teaching is helping for increase the learners' motivation. A study through the years 2010-2011 in that a school supplied an interactive whiteboard within classrooms, after some time it shows that a drastic vary was affected within school system. Several classes turned out to be smart classrooms, in addition to the study observed that the smartboard had a huge effect on the students' achievement and knowledge [15].

Planning

This word is relevant amongst the educational sphere since it is an important task assigned for the teacher. It can be stated, with no fear from being mistaken, which the planning task is inherent for the teacher's profession. In addition, a suitable planning have to be the most important factor to put an ending for the teaching stranded on uncontrolled activism, routine, and improvisation [12]. One time

this aspect has been illuminated, the focus will be stand on this concept definition. From one side, PLANNING is identified as the organization representation of the learning and teaching process. From the other side, DIDACTIC or LESSON is identified as the essential unit of organizing the pedagogic action. As a result, planning involves the organization as well as design of the learning sphere in addition to it can be definite as the total of sequenced and organized didactics units [16]. Didactics units are characterized according to the courses and subjects of every educational level wherever strategies, goals, methodological, contents, measures, resources, and assessment activities for addressing diversity are situate. This previous curricular component have to be present to address situations wherever very gifted students and students having learning difficulties can be observed [17]. The next components have to be considered all through the Lesson.

2.2 Planning

The regulatory framework
The conditions and the context under that the Lesson Planning is for be developed
The peculiarities, expertise, and skills of both students and teachers
The curricular Project and school educational
The contents nature

The Lesson Planning is depending on the educational aims. These aims are locate by the school that is the one responsible of setting a definite teaching modality through a set of suitable methodological strategies. The Lesson Planning is an element of the Annual General Planning as well as it is in charge of organizing the teachings of every course or subject throughout the equivalent educational period. All through this stage, Secondary and Primary Education teachers adapt sequence and organize the goals, assessment and contents criteria for every year in addition to subject. In addition, they adjust the methodological resources, principles and guidelines, which will be practical throughout the performance of the teacher. Thus, the most important attribute that every Lesson Planning have to have its joint approach. Via joint approach, it is destined that it has to be useful to the incorporating and unifying coherence to the same subject teachings between the diverse grades.

Creating the Lesson Planning responsibility referred to the didactic department´s staff or to teachers of every educational cycle. Creating the Lesson Planning responsibility of every classroom referred to every teacher. On the other hand, it is desirable that this Planning ought to be created amongst every teacher of the identical department, which teaches at this school year. Therefore, a more rational Planning might be attained thanks for this teamwork.

2.3 Planning skills

Like discussed within the earlier section, Lesson Planning is involved through the educational team intended at the certain department or cycle students. Afterward, it will be paying attention on every individual proposal to each classroom. Each single Lesson Planning have to include the subsequent elements [18]:

1. Context analysis, which must include:
- Starting point
- Subject/area analysis
- School educational project
- Students' characteristics

2. Goals are the educational objectives, which provide guideline within the learning and teaching processes. These educational objectives have to accomplish a couple of main functions within the Lesson Planning. First, they have to lead learning activities and the contents. Secondly, they have

to provide criteria goals at the conducted process feedback. Lesson Planning have to address different objectives kinds.

3. Contents are the teaching and learning subjects, which are considered necessary and useful to promote the coherent and comprehensive development of the students. These contents have to be sequenced for establishing conceptual maps, selected for choosing the most necessary and relevant ones, and organized for setting up the contents presentation and the appearance order. In addition, Lesson Planning has to include key concepts, in addition to basic aptitudes and procedures that are indispensable to achieve the contents development. Together, it have to incorporate the didactic units' titles list which are intended for be dealt with all through every quarter.
4. Methodology is defined as a series of proposed choices in accordance with the selected didactic pattern. Versatility or flexibility has to be an essential component within this basic component of the didactic Planning. It is importance mentioning socialization [student social integration], globalization [an integral view of the reality], transmission [exposition or lecture], personalization [the fact of learning in accordance with the students personal processes], and learning among equals [cooperative work]. The methodological dynamic have to foster the student personal work, to encourage the cooperative work skills, to support the techniques aimed at discovering and research, at last, to transport the learned contents to the real life.
5. Assessment: it is the decision making and evaluation process as regards the teachers, students, and the learning and teaching processes. It is significant to differentiate four stages all through this assessment.

Paying consideration to the diversity: This means the decisions connected to the organization of the curricular components like space distribution, contents, time organization, resources, etc., of those students with special and specific educational requirements.

3. Methodology

This study used the descriptive analytical approach to examine the degree of using smart board in providing students with planning skills to teach Arabic language and student attitude toward the smart board.

3.1 Population and sample

The population of this study consisted of all the students in the three stages in the public schools in Kuwait. However, the study sample consisted of (90) students, divided into (30) students from the elementary stage, (30) students from the middle school stage and (30) students from the secondary stage. Table (1) below presents the distribution of the study sample according to the groups, gender and educational stage.

Table (1): Distribution of the study sample according to the groups, gender and educational stage

Variables		**n (%)**
Gender	**Male**	49 (54.4%)
	Female	41 (45.6%)
	Total	**90 (100%)**
Educational stage	**Elementary**	30 (33.3%)
	Middle school	30 (33.3%)

	Secondary	30 (33.3%)
	Total	**90 (100%)**

3.2 Study tools

The questionnaire was the main tool used in this study. The used questionnaire consisted of two parts; the first part included the degree of using the smart board in providing students with planning skills to teach Arabic language and this part consisted of (9) items. The second part was the attitude scale, which was adopted from [19], with some slight modifications to fit the Arabic language course and consisted of 12 items describing the students attitude toward using smart board as an interactive teaching method. The questionnaire was designed based on Likert 5-scale (strongly agree, agree, neutral, disagree, and strongly disagree).

The questionnaire tool was validated by presenting them to a panel of attributers specialized in curriculum design, teaching methods, teaching technology, measurement and evaluation. After making the suggested modifications by the attributers, it was distributed to a pilot sample from outside the study sample consisted of (5) students where Cronbach Alpha, internal consistency and stability coefficient were calculated. The stability coefficient was (0.84), which is a good indicator for the validity of the questionnaire.

3.3 Statistical analysis

The SPSS program was used to analyze the data of the study. Descriptive values (mean and standard deviation) were calculated for the degree of using the smart board in providing students with planning skills to teach Arabic language and for the students' attitudes towards it among the three stages students in Kuwait. Moreover, paired-sample t-test was used to examine the significance of the differences between the study sample members and One-Way ANOVA test was used to find the if there are statistically differences in the sample answers attributed to the demographic variables.

4. Results

The results of this study are divided into two parts; the effect of the smart board on providing students with planning skills to teach Arabic language and the second part is their attitudes towards it.

4.1 The degree of using smart board on providing students with planning skills to teach Arabic language

In order to find the degree of using smart board on providing students with planning skills to teach Arabic language, the means and standard deviations for the answers of the study sample were calculated, as in Table (2) below.

Table (2): Means and standard deviations for the degree of using smart board on providing students with planning skills to teach Arabic language

No.	Rank	Item	Mean	SD
1	3	The smart board is used in the Arabic classroom	4.05	1.20

2	9	The smart board is used to define the general and specific goals of each lesson	4.00	1.22
3	1	The smart board is used in determining the best and most appropriate strategies for teaching Arabic	3.98	0.92
4	4	The smart board is used to determine the best educational tools to convey ideas in the Arabic language lesson	3.96	1.30
5	8	The smart board is used to determine what is required of students and their role in each of the Arabic language classes	3.88	1.1
6	7	The smart board is used to set priorities for work and track the Arabic language class	3.87	0.83
7	6	The smart board is used by the teacher and the students, each according to his role in each session	3.70	0.91
8	2	The smart board is used to engage students in various activities in the Arabic language classes	3.71	1.01
9	5	The smart board is used to define the calendar and schedule of classes and various activities	3.69	1.20
The degree of using smart board on providing students with planning skills to teach Arabic language as a whole			**3.87**	**1.06**

It can be noticed in table (2) that the degree of using smart board on providing students with planning skills to teach Arabic language is high with a mean of (3.87) and a standard deviation of (1.06). It can be seen also that the item "The smart board is used in the Arabic classroom" came first with a mean of (4.05) and a standard deviation of (1.20). However, the item "The smart board is used to define the calendar and schedule of classes and various activities" came last with a mean of (3.69) and a standard deviation of (1.20).

4.2 The students' attitudes towards smart board in teaching Arabic language

In order to examine the students' attitude towards smart board in teaching Arabic language, the means and standard deviations for the sample answers on the questionnaire items were calculated, as in Table (3) below.

Table (3): means and standard deviations for the students' attitude toward using smart board as interactive tool educational tool in teaching Arabic

No.	Rank	Item	Mean	SD
1	10	Using the interactive whiteboard does not make me nervous	4.2	1.20
2	8	I can concentrate better in teaching practices when I use the interactive whiteboard	4.2	0.90
3	3	I feel comfortable when I use the interactive whiteboard in teaching	4.1	0.92

4	2	Interactive Whiteboard gives me more opportunities to teach my student new things	3.9	0.95
5	6	I feel confidant using interactive whiteboard to design new instructional situations.	3.7	1.00
6	9	Using the interactive whiteboard helps me to deal with new technologies.	3.7	0.98
7	12	Interactive whiteboard help me to teach easier	3.5	0.91
8	4	I believe that it is important for me to be able to use technologies such as the computer and the interactive whiteboard	3.4	0.95
9	7	Using the interactive whiteboard does not scare me	3.2	0.98
10	1	Using the interactive whiteboard requires high experience in teaching	3.2	1.01
11	5	I am tired of technology use in the classroom	3.1	1.00
12	11	Using interactive whiteboard required hard work	3.1	0.99
The students attitude toward using smart board as interactive tool educational tool in teaching Arabic as a whole			**3.6**	**0.98**

The results of Table (3) show that the items "Using the interactive whiteboard does not make me nervous" and "I can concentrate better in teaching practices when I use the interactive whiteboard" came first with a mean of (4.2) for both. On the other hand, the items "I am tired of technology use in the classroom" and "Using interactive whiteboard required hard work" came last with a mean of (3.1) for both.

4.3 The differences in the students' attitude toward the smart board in teaching Arabic language attributed to the gender variable

In order to find the if there are statistically differences in the students' attitude toward the smart board in teaching Arabic language attributed to the gender variable, the t-test was used, as in Table (4) below.

Table (4): Means, standard deviations, and t-test results to examine the significance of differences the students' attitude toward the smart board in teaching Arabic language attributed to the gender variable

Variable		Mean	SD	t-value	Freedom degrees	Significance
Gender	**Male**	3.42	1.09	3.46	88	0.91
	Female	3.55	1.00			

The results of Table (4) show that there are no statistically significant differences attributed to the gender variable in the students' attitude toward the smart board in teaching Arabic language.

4.4 The differences in the students' attitude toward the smart board in teaching Arabic language attributed to the educational stage variable

In order to find the if there are statistically differences in the students' attitude toward the smart board in teaching Arabic language attributed to the educational stage variable, One-Way ANOVA test was used, as in Table (5) below.

Table (5): Results of the One-Way ANOVA on the students' attitude toward the smart board in teaching Arabic language attributed to the educational stage variable

Source of variance	Squares sum	Freedom degrees	Squares mean	F value	Significance level
Between groups	5.32	2	2.71	5.39	0.21
Within groups	178.9	88	0.652		

The results of Table (5) show that there are no statistically significant differences attributed to the educational stage variable in the students' attitude toward the smart board in teaching Arabic language.

5. Conclusion and Recommendations

The results of the current study revealed that the smart board is used in a high degree in providing students with planning skills to teach Arabic language. The results also showed that the students have a positive and good attitude toward using smart board in teaching Arabic language. This study recommends involving smart board in wider classroom management skills and applies such scales on different samples including administrators and teachers. This study recommends conducting more studies incorporating further classroom management skills and practices. Taking a further step and expand the study sample would enrich the literature related to this field. Finally, the decision makers in the educational authorities in Kuwait should involve smart board technology in the curriculum of the Arabic language for the three stages and train the teachers on using it.

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