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Article

The Use of Multimedia in Teaching the Arabic Language from the Perspective of Teachers in Kirkuk Governorate, Iraq

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Abstract: Multimedia and modern technology are among the most essential educational tools today, occupying a prominent position in developing educational systems due to their ability to transform teaching from traditional models into modern, interactive methods that enhance reading comprehension and stimulate creative and critical thinking among learners, bringing them special significance in contemporary educational research. In light of this importance, examining how Arabic language teachers in Iraq use multimedia is an important step towards understanding educational practice and improving the efficiency of instruction. This study examined the extent to which teachers integrate various multimedia dimensions (visual, auditory, and interactive), and tested for statistically significant differences in teachers' responses according to academic qualification and the number of training courses attended, in order to propose practical strategies to foster technology integration and improve students' language skills and comprehension. A descriptive survey design was used: a 15-item questionnaire covering three dimensions (visual, auditory and interactive) was administered to a random sample of Arabic language teachers in Kirkuk Governorate in the 2023/2024 academic year, and 234 valid responses were analysed. The overall level of multimedia use was moderate (M = 3.68). The auditory dimension ranked highest (M = 4.07), followed by the visual (M = 3.58) and interactive (M = 3.39) dimensions, and the use of interactive web applications was the lowest-rated item (M = 2.17). Statistically significant differences were found according to the number of training courses attended.

Keywords: Multimedia – Teaching Arabic – Teachers in Iraq – Reading Comprehension – Interactive, Visual, and Auditory Dimensions.

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1. Introduction

In this era, technological development and globalization are accelerating at an ever-increasing rate, impacting lifestyles and education in global societies. This paradigm shift is leading to a radical transformation in teaching methods, necessitating a move from traditional models to modern educational approaches that embrace and engage with the latest technological advancements. Teachers are considered fundamental to the development and improvement of society, striving to cultivate creative and well-rounded individuals capable of meeting the evolving demands and challenges of society across various fields. In this context, multimedia and modern technology are integral components of the educational process, contributing to student motivation, enhanced understanding, and active participation in learning.

Multimedia, including images, video, and audio, enhances students' critical thinking and problem-solving abilities, and fosters a culture of collaboration. Thanks to this

technological advancement, classrooms are transforming into interactive learning environments that promote active learning, innovation, and creative thinking. Multimedia can also increase students' motivation, encouraging them to actively participate and succeed in their educational journeys. This transformation reflects a new vision for education, focused on providing inspiring and stimulating learning environments that encourage students to effectively develop their personal skills and abilities (Alstrup & Rootzén, 2016).

This study explores the role of multimedia in teaching Arabic from the perspective of teachers in Iraq. Its aim is to organize the learning environment for Arabic language learners to enhance their reading comprehension. Reading comprehension is among the most important skills students need to acquire. To achieve this, information and concepts must be presented in a way that facilitates learning and encourages student participation and interaction.

It is worth noting that Arabic language teaching in Iraqi schools lacks motivation and interaction within the educational process. In this context, the use of multimedia plays a modern role, encompassing a variety of tools that can effectively enhance students' comprehension, reading, and critical thinking skills. Studies show that students benefit more from modern teaching methods, and that technology can play a significant role in developing the comprehension, reading, and writing skills of students who struggle with these areas (Al-Anzi, 2011).

The study focuses on providing the necessary guidance for developing teaching curricula and using technology effectively to achieve educational goals, with an emphasis on improving students' level of understanding and their language skills in general (Al-Bari, 2017).

The problem addressed in the study and its questions:

The core problem addressed by this study is the limited use of multimedia in teaching Arabic, as perceived by teachers in Iraq. Multimedia is considered essential for developing the educational process and enhancing students' understanding of the Arabic language. This deficiency stems from the traditional and uninnovative delivery of education, which fails to meet students' diverse needs, stifles creativity and critical thinking, reduces interaction and active participation, and limits students' effective use of technology and multimedia, ultimately leading to a loss of motivation to learn.

Addressing this challenge requires the introduction of innovative teaching strategies and techniques that integrate multimedia into Arabic language teaching. These strategies should focus on fostering interaction and participation, and motivating students to engage in active and proactive learning. Furthermore, a culture of using technology and multimedia among teachers must be promoted, and the necessary support provided for its effective implementation in the educational process.

Therefore, the task of the study is to examine and analyze the opinions of teachers in Iraq about the use of multimedia in teaching Arabic, to identify the challenges and obstacles they face in this context, and to develop practical strategies to enhance the role of multimedia in the learning and teaching process in Iraqi schools, by answering the following questions:

1- To what extent is multimedia used in teaching Arabic from the perspective of teachers in Iraq?

2- Are there statistically significant differences between the average responses of the study sample regarding the degree of use of multimedia in teaching Arabic, according to the variables of academic qualification and the number of training courses attended?

Importance of the study:

Theoretical importance

1. The use of multimedia enhances student interaction with educational materials and encourages them to actively participate in lessons.

2. Multimedia provides multiple tools for presenting content in an innovative and diverse way, which motivates students and develops their thinking and analytical abilities.

3. The use of multimedia contributes to the development of students' skills in critical thinking, innovation, and self-learning, which enhances the quality of the learning process in classrooms.

Practical importance:

1. The use of multimedia contributes to enhancing the interactivity of lessons and making them more attractive to students, which enhances their level of interaction and engagement in the learning process.

2. Multimedia provides opportunities to explain concepts more clearly and effectively, making it easier for students to understand and apply course material better.

3. The use of multimedia allows for diversifying learning methods and presenting content in different forms, thus meeting the diverse needs of students and helping them develop their skills in different ways.

Study objectives:

This study aims to identify the role of multimedia in teaching Arabic from the perspective of teachers in Iraq, with the goal of identifying the challenges and opportunities related to this type of education, and providing educational recommendations and strategies to enhance the role of multimedia in improving the quality of education and students' understanding of the Arabic language in the educational environment in Iraq.

Multimedia in education

Multimedia emerged as a concept and technology during a time of rapid technological advancement and digital transformation. Throughout the 1970s and 1980s, technology witnessed tremendous development, paving the way for the emergence and development of multimedia. Interest began to grow in integrating sound, images, and text into a single, easily accessible medium. Although this idea existed during that period, it only began to gain traction in the educational field in the early 1990s. With the advancement and increasing availability of technology, the use of multimedia in education became more widespread and widely adopted. This shift stems from the effectiveness of multimedia in stimulating the learning process and enhancing student comprehension, as it provides rich and diverse learning experiences (Al-Saada & Al-Sartawi, 2013).

With multimedia, teachers and students have multiple opportunities to interact and exchange knowledge during the learning process. Teachers can use a variety of media, such as educational videos, animations, and interactive presentations, to clearly explain concepts and engage students more effectively. Furthermore, multimedia allows students easy and flexible access to learning materials, increasing opportunities for self-directed learning and the development of personal skills. Thus, the use of multimedia contributes to enhancing the quality of education and improving the effectiveness of knowledge transfer and understanding in the learning environment (Alstrup & Rootzén, 2016).

Definition of multimedia:

Multimedia is a comprehensive and diverse concept, encompassing the integration of various means in communication and learning. This concept refers to the use of written text in conjunction with sound and images, whether still or moving, to achieve multiple and varied objectives. It can be argued, therefore, that any information becomes more interactive when it features the integration of words with sound and images.

Salem (2014) pointed out that multimedia relies on the simultaneous use of various art forms and information media, such as audio, video, and animation. This technology is not new and has appeared in various fields, including education.

Al-Jawhari (as cited in Al-Zubaidi, 2013) defined multimedia in the context of education as an important technological tool that provides a rich, multimedia learning environment, thus helping to organize an integrated educational course. This allows teachers and students to interact directly with multimedia to enhance learning skills and achieve educational goals more effectively.

Multimedia has many benefits for the learning process, including providing diverse learning experiences and enriching the interaction between teacher and student, which contributes to the effective development of educational skills.

Multimedia in education refers to the use of a variety of media and tools that combine written, audio, and visual elements, such as images, animations, videos, infographics, and more. Its aim is to enhance the learning process and stimulate comprehension and interaction among learners (Al-Mousawi, 2012). Multimedia provides a comprehensive and multifaceted learning experience, as it can be used to convey concepts and knowledge in innovative and engaging ways that suit different learning needs and styles. Multimedia is an essential part of modern educational technology and plays a vital role in improving the quality of education and enhancing the effectiveness of knowledge delivery.

The importance of using multimedia in education

Multimedia plays a vital role in the educational process, enhancing the learner experience and motivating them to be active explorers in multifaceted learning environments. It provides access to a diverse range of information, both new and innovative thanks to modern technology, thus strengthening learners' understanding and broadening their horizons in the use of educational technology. Multimedia also plays a significant role in fostering interaction and collaboration between learners and faculty members, and helps develop various skills such as critical thinking and self-directed learning (Al-Shammari, 2012).

The use of multimedia enhances learners' enthusiasm for learning and makes the educational process engaging and inspiring, thus enriching the overall learning experience. Multimedia diversifies the educational process and expands its effectiveness, helping teachers organize learning situations efficiently to maximize the use of time and effort invested in education (Al-Najjar, 2014).

The researcher believes that the use of multimedia in education is crucial, as it enhances student engagement with educational content and meets their diverse learning needs. It also contributes to the development of critical and analytical thinking skills and encourages collaboration and interaction between students and teachers, thus improving the quality and effectiveness of the learning process.

The characteristics of multimedia and its role in improving the quality of education.

After reviewing multiple studies on multimedia by Al-Zubaidi (2013), Al-Mousawi (2012), and Al-Shammari (2012), it appears that multimedia is characterized by multiple features that have demonstrated its effectiveness in education:

1. Multimedia contributes to the learner's interaction with educational content and the teacher.

2. Students are guided in the learning process through this interaction, which contributes to enhancing their understanding and comprehension.

3. Multimedia enables students to access diverse and widespread sources of knowledge across the world, enriching their educational experience and broadening their perspective.

4. Multimedia takes into account the individual differences between learners, helping them to learn according to their personal needs and levels.

5. Multimedia works to integrate the various media used in the educational process, thus enhancing the effectiveness of learning.

6. Using multiple elements such as audio, images, and text allows for a diverse and engaging learning experience for students.

7. Multimedia ensures temporal synchronization and harmony between the various elements used in the presentation, making it easier to understand the content better and more effectively.

8. Multimedia enables the digital conversion of educational content, making it easier to store, process, and transmit it across various digital media.

9. Multimedia provides the freedom to choose between different alternatives and methods that suit the needs of learners and the diversity of learning styles.

Multimedia elements and their impact on the learning process.

As Al-Najjar (2014) pointed out, multimedia elements include:

1. Using instructional text alone is considered insufficient to convey educational content.

2. Text plays a key role in multimedia programs by guiding the user and providing directions.

3. Sound can be converted into digital signals and combined with images to enhance the audio-visual experience.

4. Images help to clarify concepts in a visual and user-friendly way.

5. The video provides animated learning experiences that enrich the learning experience and enhance students' perception and imagination.

Multimedia elements influence the learning process by enhancing interaction between learners and educational content. These media provide diverse and engaging learning experiences that enrich the learner's experience and increase the effectiveness of the learning process. Furthermore, multimedia supports self-directed learning and promotes deep and critical thinking, contributing to improved comprehension and retention. In addition, multimedia encourages participation and social interaction in educational processes, fostering collaborative learning, knowledge sharing among students, and stimulating more interactive and engaging concept building.

The researcher believes that the use of multimedia helps to improve the quality of learning and increase its effectiveness, which enhances interaction and comprehension among learners and contributes to motivating and encouraging them to participate effectively in the learning process.

Principles of using multimedia in language teaching.

When designing educational content using multimedia, a set of principles must be considered to ensure that the needs of both the teacher and the learner are met. These principles, as indicated by Al-Hamdani (2015) and Al-Amiri (2011), should include:

1. Compatibility with the curriculum and educational content.

2. Taking into account the needs and differences of learners.

3. Integrating the different elements in a way that suits the educational content.

4. Reducing wasted time during educational activities.

5. Formulating educational content in correct and clear language.

6. Developing the learner's skills effectively.

The researcher believes that learning Arabic requires the application of effective principles that focus on students' interaction with the content and the use of innovative

teaching methods that meet their needs and enhance their language skills continuously and sustainably.

2. The Arabic Language and its Importance in Learning

Defining the Arabic language and its role in communication and understanding.

Arabic is a rich and expansive language, used in both spoken and written forms. Language is a primary means of communication and understanding between individuals, and an essential tool for transmitting heritage and culture from generation to generation.

The role of the Arabic language in communication and understanding is fundamental, as it serves as a cohesive unit of communication between people, contributing to the expression of ideas and the transmission of feelings and emotions among individuals. Furthermore, the Arabic language plays a vital role in building social relationships and strengthening social belonging, since humans are naturally inclined to integrate into society through understanding and using language (Al-Uwaymir, 2015).

Furthermore, the Arabic language is a fundamental pillar in building cultural and civilizational bridges between individuals and peoples, and a means of achieving cultural communication and civilizational exchange. The Arabic language holds immense importance as the language of the Holy Quran and the source of Arab scientific and literary thought.

Despite the importance of learning Arabic as a second language in the modern world, the development of educational programs suffers from delays in some societies, making attention to learning and teaching Arabic essential to preserving our cultural and linguistic identity and promoting communication between generations.

Arabic is defined as a historical and cultural language that expresses the identity of the Arab peoples and is used as a means of communication and understanding between individuals. It is characterized by its richness and diversity of expression, and is considered one of the most important languages in the world due to its prominent role in literature, religion, and science (Al-Janabi, 2010).

Al-Hashemi (2020) defines it as follows: Arabic in education represents the primary means of knowledge transfer and communication between teachers and students, and it constitutes an essential part of the educational curricula in the Arab world. In addition to being a means of communication, Arabic in education is also a tool for developing students' linguistic and cultural skills, enhancing their understanding of and interaction with the world around them. Arabic in education is a fundamental pillar for developing reading and writing skills, promoting text comprehension, and fostering effective communication within society.

The importance of learning the Arabic language in the contemporary world.

The Arabic language holds immense religious significance as the language of the Holy Quran and the language of Islam. This makes understanding it essential for the religious and cultural understanding of Muslims. Furthermore, Arabic serves as a gateway to understanding Arab and Islamic culture, contributing to deeper understanding and communication with Arab peoples and cultures (Omar, 2015). It is also an official language in many countries and international organizations, fostering international communication and cultural exchange between different peoples and cultures. Economically and professionally, knowledge of Arabic opens up broad career opportunities in various fields such as trade, tourism, and diplomacy. Finally, understanding Arabic contributes to strengthening cultural understanding and communication among individuals from diverse cultural backgrounds, promoting coexistence and tolerance in multicultural societies (Al-Uwaymir, 2015).

Challenges of learning the Arabic language and its impact on engagement in the learning process.

The process of learning Arabic faces many challenges that can negatively affect student engagement in the learning process. These challenges include the following (Al-Hashemi, 2020; Al-Uwaymir, 2015; ALturki, 2004):

1. The complexity of the rules and structures: The Arabic language includes complex rules and structures that may be difficult to understand and comprehend, which may frustrate students and reduce their enthusiasm for learning.

2. Lack of educational resources: There may be a lack of available educational resources that support the process of learning Arabic, making it difficult for students to apply educational concepts in actual practice.

3. Inappropriate language environment: In environments where Arabic is not spoken frequently, it may be difficult for students to apply and develop their skills effectively.

4. Time constraints and curriculum: Learning Arabic requires sufficient time and continuous effort, and this challenge may be made more difficult by time constraints and intensive curriculum.

5. Lack of interaction and support: Lack of interaction with teachers and lack of language support may lead to students feeling frustrated and having little confidence in their ability to learn Arabic.

These challenges may affect the extent to which students are engaged in the process of learning Arabic and their success in this field.

The researcher believes that the Arabic language faces several challenges that affect student engagement in learning, including the complexity of its grammar and linguistic structures, a lack of suitable educational resources, an unsuitable language environment, time constraints and intensive curricula, and a lack of interaction and language support. These challenges hinder the student learning process and reduce their chances of achieving excellence in Arabic.

Enhancing Arabic language skills through multimedia.

1. Listening skills (Kawazbeh, 2015)

- Educational videos: They provide diverse audio content that enables students to improve their listening skills and better understand the content.

- Educational audio recordings: provide opportunities to listen to texts, dialogues, and audio conversations that enhance language understanding and develop listening skills.

Reading skills (Omar, 2015)

- Educational websites: They provide articles and educational texts that help students develop their reading skills and understand meanings and vocabulary.

- E-books: Digital books provide rich reading resources that include a variety of topics and levels.

3. Writing skills (Ponce et al., 2012)

- Interactive educational applications: provide interactive exercises and activities to develop writing skills such as writing letters, articles, and stories.

- Websites: Offer interactive activities and exercises that support students in improving their writing skills through training and feedback.

Conversational skills (Al-Hamdani, 2015)

- Interactive educational videos: The videos provide lessons, tips, and situations that encourage students to participate and converse.

- Online voice chat applications: These give students opportunities to practice and improve their conversation skills by interacting with other speakers online.

The researcher believes that integrating multimedia into the educational process is a crucial and essential step in enhancing students' understanding and developing their Arabic language skills. Using images, videos, and audio, teachers can provide interactive and engaging learning experiences that capture students' attention and enhance their language skills in innovative ways. Furthermore, multimedia stimulates critical thinking and enriches the curriculum in diverse ways that cater to the varied needs and learning styles of students. If educational programs are effectively implemented using multimedia, they can have a significant positive impact on improving students' Arabic language proficiency and developing their language skills.

Previous studies

A study by Bajri et al. (2013) aimed to evaluate the effectiveness of using multimedia in developing critical thinking skills in literary texts. The study employed a descriptive and experimental approach, developing a proposed teaching unit and an achievement test to measure improvements in comprehension, analysis, evaluation, and critical thinking. The results demonstrated the effectiveness of using multimedia in enhancing academic achievement and developing students' critical thinking skills more effectively than traditional teaching methods.

Al-Zaben's study (2022) aimed to evaluate the impact of using multimedia on developing Arabic reading comprehension skills among primary school students in the Giza district. Using a quasi-experimental design, the study included a purposive sample of 44 fifth-grade students, divided into two groups: an experimental group and a control group. The results showed a statistically significant difference, indicating an improvement in reading comprehension skills, in favor of the group that studied using multimedia. The study concluded that employing multimedia in teaching Arabic is important for enhancing reading comprehension skills among primary school students.

Al-Bari's 2017 study aimed to evaluate the role of secondary school principals in implementing e-learning from the perspective of teachers in the Amman Governorate. The study employed a descriptive survey methodology and a questionnaire comprising 55 items divided into four domains. The study revealed that the average role of school principals in implementing e-learning was moderate, with the technical readiness of the infrastructure being the primary area of evaluation. The results also showed statistically significant differences in the levels of e-learning implementation by secondary school principals based on factors such as gender, supervisory authority, years of experience, and training courses. However, no statistically significant differences were found based on specialization or academic qualifications.

Previous studies have demonstrated the effectiveness of multimedia in enhancing students' skills and improving the learning process. A study by Bajri et al. (2013) showed that multimedia use led to improved academic achievement and enhanced critical thinking skills among students. Furthermore, a study by Al-Zaben (2022) demonstrated a statistically significant improvement in reading comprehension skills among the group that studied using multimedia. Regarding Al-Bari's (2017) study, the results revealed a moderate level of involvement of school principals in implementing e-learning, with statistically significant differences in principal involvement levels based on factors such as gender, supervisory authority, and years of experience.

On the other hand, the current study highlights variables such as academic qualification and training courses as factors associated with the use of multimedia in teaching Arabic. Using a descriptive-analytical approach, a sample of teachers was studied to examine whether multimedia use differs according to academic qualification and training. The results of this study can contribute to guiding educational policies, developing future training programs for Arabic language teachers, and improving the overall quality of education.

Study procedures

Study population and sample:

The study population consisted of all Arabic language teachers across all educational levels in schools in Kirkuk Governorate during the 2023/2024 academic year, totaling 1,752 teachers distributed across 731 schools, according to data provided to the researcher by the Kirkuk Governorate Training Directorate (Directorate of Education, 2019). The study sample was selected randomly, with questionnaires distributed to 250 teachers, representing 14.3% of the population. After excluding incomplete and unsuitable questionnaires for statistical analysis, the final study sample comprised 234 teachers, representing 13.4%.

Study instrument:

A questionnaire was developed specifically for Arabic language teachers to achieve the research objectives. The instrument consisted of 15 items divided into two main sections: demographic variables and visual, auditory, and interactive dimensions. The questionnaire was developed based on theoretical literature and previous studies related to the research topic.

Validity of the instrument:

The validity of the research instrument was verified by distributing it to a team of experts at Kirkuk University, who provided their feedback as part of the analysis. Their opinions indicated the instrument's suitability for achieving the study objectives, supporting its content validity for final application. The correlation coefficient for each questionnaire area was calculated with an overall score of 0.7539, and the results showed a positive agreement between the different statements and the overall score for each area. These results support the instrument's validity and reliability in accurately collecting data.

Instrument Reliability: Cronbach's alpha was used to measure the instrument's reliability in this study. The Cronbach's alpha coefficient was 0.907, indicating high reliability of the questionnaire, as this value is close to the maximum value of 1.0. The instrument's split-half score was also calculated, yielding an overall score of 0.916, further indicating high stability. The reliability coefficient (0.747) also demonstrated the questionnaire's quality and its ability to provide reliable assessments. These results clearly demonstrate that the questionnaire is a robust and reliable tool for data collection and evaluation.

Statistical analysis:

To answer the study questions, the following statistical methods were used to analyze the responses of the sample members:

- Determining the average of the responses and their standard deviations to assess the distribution.

- An independent-samples t-test to compare responses by academic qualification. - One-way analysis of variance (One-Way ANOVA) to compare responses by number of training courses, followed by Scheffé's post hoc test. - Pearson correlation, Cronbach's alpha and the split-half method to check validity and reliability.

3. Analysis and discussion of the results:

1- To what extent is multimedia used in teaching Arabic from the perspective of teachers in Iraq?

To explain the above, the arithmetic mean, standard deviation, and relative weight of the responses of the sample members were calculated at the overall level. Table (1) presents the statistical results as follows:

Rank	Level	standard deviation	arithmetic mean	Field	Number
2	Medium	0.83	3.58	visual dimension	1.
1	High	1.30	4.07	Auditory dimension	2.
3	Medium	1.29	3.39	Interactive dimension	3.
Medium		1.14	3.68	Overall	

Table (1) shows that the arithmetic mean of the questionnaire was 3.68, with a standard deviation of 1.14. This indicates a moderate overall level of multimedia use in teaching Arabic among the sampled teachers. The items in each domain were as follows:

visual dimension

This section includes 5 items that measure the visual dimension in Arabic language material from the perspective of teachers in Kirkuk Governorate, Iraq, and Table 2 shows this.

Rank	Level	standard deviation	arithmetic mean	Item	Number
5	Medium	0.74	3.25	The use of images and diagrams enhances understanding of linguistic concepts..	1.
3	Medium	0.65	3.41	Using images and diagrams makes it easier to explain grammatical and morphological rules..	2.
1	High	1.23	4.01	Visual use encourages creative thinking and the generation of new ideas..	3.
2	Medium	0.68	3.74	Visual content analysis helps develop students' critical thinking skills..	4.
4	Medium	0.89	3.52	The use of images and diagrams should be part of diverse and integrated teaching strategies..	5.
Medium		**0.83**	**3.58**	**Overall**	

Table (2) shows that the arithmetic means for the items in the visual dimension domain ranged between (3.25-4.01). Item (3), which states, "Visual use encourages creative thinking and the generation of new ideas," ranked first with a mean of 4.01 and a standard deviation of 1.23, indicating a high level. It was followed by item (4), which states, "Analyzing visual content helps develop students' critical thinking skills," with a mean of (3.74) and a standard deviation of 0.68, also at a moderate level. Item (1), which states, "The use of images and graphs enhances the understanding of linguistic concepts," ranked last with a mean of (3.25) and a standard deviation of 0.74, also at a moderate level.

Auditory dimension

This section includes 5 items that measure the auditory dimension in Arabic language material from the perspective of teachers in Kirkuk Governorate, Iraq, and Table 3 shows this.

3	High	1.41	4.11	Use audio recordings to enhance students' understanding of correct pronunciation and rhythm in Arabic..	1.
2	High	1.25	4.15	While listening to audio texts, students become familiar with tone, rhythm, and linguistic structure..	2.
5	Medium	0.53	3.74	Using audio clips to explain complex linguistic concepts in a simple way.	3.
1	Very high	1.59	4.44	I encourage active listening among students to develop their listening skills, comprehension, and engagement with content..	4.
4	High	1.74	3.94	I diversify the sources of audio materials and choose topics that interest students to encourage them to listen attentively and with focus..	5.
High		**1.30**	**4.07**	**Overall**	

Table (3) shows that the arithmetic means for the items in the auditory dimension domain were at a high level, and the arithmetic means ranged between (3.74-4.44). Item No. (4), which states, "I encourage active listening by students to develop listening skills, comprehension of meanings, and interaction with content," came in first place with an arithmetic mean of 4.44 and a standard deviation of 1.59, indicating a very high level. It was followed by Item No. (2), which states, "While listening to audio texts, students become familiar with tone, rhythm, and linguistic structure," with an arithmetic mean of (4.15) and a standard deviation of 1.25, indicating a high level. In last place was Item No. (3), which states, "Using audio clips to explain complex linguistic concepts in a simple way…" with an arithmetic mean of (3.74) and a standard deviation of 0.53, indicating a moderate level.

Interactive dimension

This section includes 5 items that measure the interactive dimension in Arabic language teaching from the perspective of teachers in Kirkuk Governorate, Iraq, and Table 4 shows this.

5	Very weak	1.47	2.17	I use interactive web applications and programs to engage students in learning and practice.	1.
2	Medium	1.62	3.66	I organize interactive learning activities, such as group discussions and	2.

					educational games, to promote student participation.	
4	weak	0.88		3.01	I rely on interactive e-learning platforms that allow students to interact with the content and exchange knowledge.	3.
3	weak	1.96		3.24	I use interactive technologies, such as touch screens and educational games, to promote interaction and participation.	4.
1	Very high	0.53		4.88	I encourage students to express their opinions and understanding of the study material and to develop their communication and their oral and written expression skills.	5.
Medium			**1.29**	**3.39**	**Overall**	

Table (4) shows that the arithmetic means for the items in the interactive dimension ranged between (2.17-4.88). Item (5), which states, "I encourage students to express their opinions and understanding of the study material and to develop their communication and their oral and written expression skills," ranked first with an arithmetic mean of 4.88 and a standard deviation of 0.53, indicating a very high level. It was followed by item (2), which states, "I organize interactive learning activities, such as group discussions and educational games, to promote student participation," with an arithmetic mean of (3.66) and a standard deviation of 1.62, indicating a moderate level. In last place was item (1), which states, "I use interactive web applications and programs to engage students in learning and practice," with an arithmetic mean of (2.17) and a standard deviation of 1.47, indicating a very weak level.

Question 2: Are there statistically significant differences between the average responses of the study sample regarding the degree of use of multimedia in teaching Arabic, according to the variables of academic qualification and the number of training courses attended?

Educational qualification variable:

The arithmetic means and standard deviations of the level of multimedia use in teaching Arabic were calculated according to the educational qualification variable, and an independent-samples t-test was applied, as shown in Table (5).

Table 5. Means, standard deviations and t-test results for multimedia use by academic qualification

Significance level	Value of T	SD	Mean	Sample	variable	Survey topics
0.00	-0.12	**0.87**	4.26	160	Bachelor's	**Visual dimension**

		0.90	3.51	90	Postgraduate studies	
0.03		**0.76**	4.02	160	Bachelor's	**Auditory dimension**
	0.14	**0.65**	**3.76**	90	Postgraduate studies	
0.01		**1.22**	**3.68**	160	Bachelor's	**Interactive dimension**
	0.22					
	-	**1.06**	**3.12**	90	Postgraduate studies	
0.01		0.95	3.98	160	Bachelor's	
	-0.16	0.87	3.46	90	Postgraduate studies	Overall survey rating

The results in the previous table indicate that there are no statistically significant differences at the significance level of ($\alpha \leq 0.05$) for the level of use of multimedia in teaching Arabic according to the academic qualification variable, based on the value of (t) calculated on the total score, which amounted to -0.16 and at a significance level of 0.01, as well as in all dimensions except for the listening dimension, where the value of t was 0.14 at a significance level of 0.03 in favor of the Bachelor's category.

Training Course Variable

The arithmetic means and standard deviations of the level of multimedia use in teaching Arabic were calculated according to the training courses variable, and Table (6) shows that.

Table 6. Mean and deviation of the study sample's responses to a questionnaire related to the training courses variable

SD	Mean	Sample	variable	Survey topics
0.94	4.62	72	Fewer than 5	**Visual dimension**
0.74	3.57	120	From 6 to 10	
0.32	3.11	58	More than 10 courses	
0.76	4.14	72	Fewer than 5	**Auditory dimension**
0.65	**3.55**	120	From 6 to 10	
0.41	**3.45**	58	More than 10 courses	
1.22	**3.87**	72	Fewer than 5	**Interactive dimension**
1.06	**3.77**	120	From 6 to 10	

0.47	**3.12**	58	More than 10 courses	
0.95	3.63	72	Fewer than 5	
0.87	3.46	120	From 6 to 10	Overall survey rating
0.41	3.43	58	More than 10 courses	

*Significant at $\alpha \leq 0.05$

The results in the previous table indicate statistically significant differences between the arithmetic means of the level of multimedia use in teaching Arabic, according to the training courses variable. The group with fewer than 5 courses obtained the highest mean, reaching 3.63 and ranking first. Those with 6 to 10 courses came in second with a mean of 3.46, ranking second, while those with more than 10 courses came in last with a mean of 3.43. To determine whether the differences were statistically significant at the 0.05 significance level, a one-way ANOVA was performed, and the results of the analysis are shown in Table 7:

Table 7. One-way ANOVA results for differences in multimedia use by number of training courses

Level of significance	Value of F	Mean square	df	Sum of squares	Source of variation	Survey topics
0.00	25.59	3582.21	2	78744.2	Between groups	Overall survey rating
		124.4	58	7652.4	Within groups	
		0.41	60	15496.6	Total	

*Significant at $\alpha \leq 0.05$

The results indicate statistically significant differences at the level of ($\alpha \leq 0.05$) in the use of multimedia in teaching Arabic according to the training courses variable and based on the calculated F value, which reached 25.59 at a significance level of 0.00.

Table 8. Results of Scheffé's post hoc test for differences by number of training courses

More than 10	6 to 10	Fewer than 5	arithmetic mean	Training courses	Survey topics
		-	3.77	Fewer than 5	Overall survey rating
	-	0.00*	3.23	6 to 10	
-	**0.00***	0.00*	2.72	More than 10 courses	

*Significant at $\alpha \leq 0.05$

Scheffé comparisons showed statistically significant differences ($p < 0.05$) between all pairs of groups, in favour of teachers who had attended fewer training courses (fewer than 5 > 6 to 10 > more than 10).

4. Discussion

The use of multimedia in teaching Arabic is a crucial element in improving the quality of education and the effectiveness of the learning process. In terms of visual aspects, the results showed that using images and diagrams can help in understanding linguistic concepts and clarifying grammatical and morphological rules more effectively. However, some items received lower ratings, such as the item stating that "the use of images and diagrams enhances the understanding of linguistic concepts."

On the other hand, in the auditory dimension, the use of audio recordings and audio clips in teaching Arabic is essential for enhancing students' understanding of correct pronunciation and rhythm in the language. The findings indicate that active listening, comprehension of meanings, and interaction with content through sounds are crucial components of language learning and comprehension.

In terms of interactivity, engagement with content and interaction among students plays a crucial role in enhancing learning. The use of interactive web applications and educational activities can encourage students to actively participate in the learning process. Furthermore, focusing on developing students' communication and expression skills through interaction and oral and written expression is vital for achieving effective learning experiences. At the same time, the use of interactive web applications received the lowest rating of all items (M = 2.17), which suggests that digital interactive tools remain the least used form of multimedia among the sampled teachers, possibly because of limited school infrastructure and internet access or a lack of practical training.

In general, the use of multimedia in teaching Arabic underscores the importance of employing diverse technologies and methods to make the learning process more effective and enjoyable for students, and to enhance their understanding and participation in lessons. This aligns with Al-Zaben's study (2022), which aimed to evaluate the impact of multimedia use on developing reading comprehension skills in Arabic among primary school students in the Giza district. The study also found that multimedia use statistically contributed to improving reading comprehension skills, thus reinforcing the effectiveness of multimedia in enhancing students' skills and improving the learning process.

Educational qualification variable:

The results show that there were no statistically significant differences in the degree of use of multimedia in teaching Arabic among the different categories in terms of academic qualification, with the exception of the auditory dimension, where the t-value was in favor of the Bachelor's category at a significance level of 0.03.

This finding is consistent with a previous study conducted in a similar context, which showed no statistically significant differences in the average responses of individuals based on their educational qualifications regarding the use of multimedia in education. This aligns with the findings of Al-Bari's (2017) study.

This agreement in the results indicates a consistent trend across different studies, and suggests that academic qualification may have little influence on the use of multimedia in teaching Arabic.

Training course variable:

It appears that there are statistically significant differences in the degree of use of multimedia in teaching Arabic according to the training courses variable, as the calculated F-value reached 25.59 at a significance level of 0.00, which indicates the existence of statistically significant differences.

However, the direction of these differences was unexpected: teachers who had attended fewer training courses reported higher use of multimedia than those who had attended more. This may be because teachers with fewer courses tend to be younger and more familiar with digital technology, or because the training courses offered focus on

theory rather than on hands-on use of multimedia in the classroom. These explanations should be tested in future studies.

The presence of differences by training is consistent with Al-Bari (2017), who also found differences according to training courses. The results suggest that the quality and practical focus of training may matter more than the number of courses attended.

5. Conclusions, recommendations and limitations

This study found that Arabic language teachers in Kirkuk Governorate reported a moderate overall level of multimedia use (M = 3.68). Auditory media were used most (M = 4.07), followed by visual media (M = 3.58), while interactive media were used least (M = 3.39); the use of interactive web applications was the lowest-rated item (M = 2.17). Multimedia use differed according to the number of training courses attended, with teachers who had attended fewer courses reporting higher use.

In light of these results, the study recommends: (1) designing practical, hands-on training for Arabic language teachers that focuses on interactive web applications and e-learning platforms, rather than increasing the number of courses alone; (2) equipping schools in Kirkuk Governorate with the infrastructure needed for interactive media, such as projectors, interactive screens and reliable internet access; (3) including ready-made multimedia resources aligned with the Arabic language curriculum in teacher guides; and (4) conducting experimental studies that measure the effect of multimedia on students' Arabic reading comprehension directly.

This study has several limitations. The sample was drawn from one governorate, so the results may not generalise to all of Iraq. The data were based on teachers' self-reports, which may overstate actual classroom use, and the cross-sectional design does not allow causal conclusions about the effect of training or qualification on multimedia use.

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