

Readiness for Classroom Interaction via E-Learning Platforms in Teaching Arabic in the Sultanate of Oman

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Abstract

This study aimed to identify the level of readiness for classroom interaction via e-learning platforms in teaching Arabic in the Sultanate of Oman. A descriptive-analytical approach was employed to achieve the study objectives. The research population comprised all male and female Arabic language teachers during the 1447 AH/2025 CE academic year. A random sample of 39 teachers was selected. A questionnaire comprising three domains—behavioural readiness, affective readiness and cognitive readiness—was used. The findings revealed that from the teachers' perspective, behavioural readiness for classroom interaction via e-learning platforms in teaching Arabic was high, with a mean of 4.02 and a standard deviation of 0.886. From the teachers' perspective, affective readiness for classroom interaction via e-learning platforms in teaching Arabic was high, with a mean of 4.09 and a standard deviation of 0.839. From the teachers' perspective, cognitive readiness for classroom interaction via e-learning platforms in teaching Arabic was high, with a mean of 4.08 and a standard deviation of 0.817. The study recommended that officials at the Ministry of Education provide continuous training in advanced digital applications that support the explanation of abstract and complex linguistic concepts, thereby ensuring more effective integration of technology into online Arabic language teaching.

Keywords: Classroom Interaction, E-Learning Platforms, Arabic Language Teaching

Introduction

The educational process rests on two essential participants, without whom it cannot take place: the teacher, who serves as a guide, facilitator and educational supervisor; and the student, who is the focus of teaching and learning. The student plans learning activities, seeks knowledge from relevant sources, participates in classroom interaction, evaluates their own learning and adjusts their behaviour.

Ibrahim and Mohammed (2023) noted that classroom interaction is a cornerstone of interactive teaching and is of considerable importance to this process. On the one hand, it contributes to teachers' professional development by enabling them to select activities and instructional patterns suited to particular teaching situations. On the other hand, it is vital because it moves students beyond passive reception and silence into a positive environment centred on active participation, increasing their motivation and enthusiasm for deeper involvement in everyday teaching activities.

It should be noted that the technological developments arising from the remarkable scientific and technological transformation and revolution have made it necessary to keep pace with change. One such development is learning through e-learning platforms, which are among the most important educational innovations. These platforms have enabled teachers and students to communicate and learn remotely, while also being easy to use and saving time and effort (Abu Shannar, 2022).

Svyrydiuk et al. (2024) emphasised the importance of online platforms in teaching. These platforms allow teachers and students to interact easily and exchange learning materials at any time and in any place. They also provide a flexible learning environment that supports self-directed learning and the continuous monitoring of academic progress. Furthermore, they help diversify teaching methods through multimedia and assessments. They are therefore an essential component of modern education that combines efficiency with technology.

The foregoing discussion makes it clear that the importance and educational value of classroom interaction increase when it takes place through e-learning platforms. These platforms facilitate the exchange of information between teachers and students and provide opportunities to ask and answer questions, thereby creating a meaningful positive impact.

Statement of the Problem

Classroom interaction between students and teachers lies at the heart of the educational process. Although it has long occupied an important position, its significance has become more pronounced amid the rapid changes that characterise the technological developments permeating different parts of the world.

Classroom interaction has not remained passive in the face of successive technological developments; rather, it has become part of them, making it a necessity rather than an option. Its importance has been reinforced by the transformation of students from mere recipients of knowledge into active participants who draw on that knowledge alongside their teaching partners, the teachers.

Accordingly, many recent studies have emphasised the importance of classroom interaction in teaching, including Svyrydiuk et al. (2024), Ibrahim and Mohammed (2023), and Abu Shannar (2023). These studies indicated that its educational value increases when there is positive communication between the two participants in the educational process, teachers and students, particularly when this communication is supported by e-learning platforms that offer students greater opportunities to benefit than ever before.

Arabic language teaching has also received considerable attention, with e-learning platforms being dedicated to addressing its various issues through the instruction provided by teachers. Despite recent efforts to activate classroom interaction more effectively, numerous challenges remain. Al-Sulami (2023) identified several such challenges, notably teachers' difficulties in using e-learning platforms; insufficient experience and skills in managing online Arabic language teaching; and a lack of access to digital technologies and artificial intelligence applications suited to students, such as the Internet of Things, interactive chats, augmented and virtual reality, and adaptive learning. As a result, opportunities for classroom interaction have not been fully realised.

Among the educational studies conducted in the Sultanate of Oman, Al-Mazroui and Al-Makki (2024) identified further challenges to developing classroom interaction through digital technologies and learning platforms. They attributed these challenges to the absence of teachers' body language and physical gestures during explanations, difficulties in implementing group activities in distance-learning lessons, and clear deficiencies in students' vocabulary and writing and reading skills compared with those learning face to face.

Field experience in teaching has revealed several challenges that limit readiness for classroom interaction in its different forms—behavioural, affective and cognitive—through e-learning platforms in teaching Arabic in the Sultanate of Oman, from the perspectives of male and female teachers. A research gap is also apparent: many previous studies addressing classroom interaction through e-learning platforms in Arabic language teaching have not, to the best of our knowledge and judgement, examined this subject in sufficient depth. In addition, some studies, including Al-Mazroui and Al-Makki (2024) and Al-Sulami (2023), have recommended that this subject be investigated in greater depth.

Against this background, a research need arose to conduct the present study to identify the extent of readiness for classroom interaction through e-learning platforms in Arabic language teaching from the perspectives of teachers in the Sultanate of Oman.

Research Questions

In light of the foregoing, the research problem can be expressed in the following main question: "What is the readiness for classroom interaction via e-learning platforms in teaching Arabic in the Sultanate of Oman?"

The following sub-questions arise from the main research question:

1. What is the level of behavioural readiness for classroom interaction via e-learning platforms in teaching Arabic from the teachers' perspective?
2. What is the level of affective readiness for classroom interaction via e-learning platforms in teaching Arabic from the teachers' perspective?
3. What is the level of cognitive readiness for classroom interaction via e-learning platforms in teaching Arabic from the teachers' perspective?

Study Objectives

The present study seeks to achieve the following objectives:

1. To identify the level of behavioural readiness for classroom interaction via e-learning platforms in teaching Arabic from the teachers' perspective.

2. To highlight the level of affective readiness for classroom interaction via e-learning platforms in teaching Arabic from the teachers' perspective.
3. To explore the level of cognitive readiness for classroom interaction via e-learning platforms in teaching Arabic from the teachers' perspective.

Significance of the Study

The significance of the present study is reflected in two aspects:

First: Scientific Significance

The scientific significance of the present study lies in the following:

1. It addresses a new topic that, to the best of our knowledge and judgement, has not been examined in any previous study, thereby adding new scientific value.
2. It provides male and female Arabic language teachers in the Sultanate of Oman with further theoretical information relating to the aspects addressed in the present study.
3. In its scientific contribution, the present study complements the efforts of previous researchers and addresses the research gap by filling a deficiency in the existing knowledge base.

Second: Practical Significance

The scientific significance of the present study is reflected in the following:

1. Arabic language teachers in the Sultanate of Oman: The findings are expected to help Arabic language teachers improve classroom interaction through e-learning platforms in Arabic language teaching.
2. Leadership of the Arabic Language Department: The findings of the present study may assist the leadership of the Arabic Language Department in making administrative decisions aimed at improving classroom interaction through e-learning platforms in Arabic language teaching.
3. Educational specialists: The findings of the present study are expected to help educational specialists design innovative lessons that focus on classroom interaction in Arabic language teaching through e-learning platforms and involve male and female teachers in these lessons.

Delimitations of the Study

The study is defined by the following delimitations:

- a. Subject delimitation: The study addresses classroom interaction, e-learning platforms and Arabic language teaching.
- b. Institutional and geographical delimitation: The Sultanate of Oman.
- c. Participant delimitation: A sample of male and female Arabic language teachers.
- d. Temporal delimitation: The study was conducted during the 1447 AH/2025 CE academic year.

Definition of Terms

The present study includes the following terms:

1. Classroom interaction through e-learning platforms: This has been defined as an interactive process conducted through digital technologies available to teachers and students to exchange everything related to the subject being studied and respond to

students' enquiries and questions, with the aim of enhancing understanding and active participation in the educational process (Abu Shannar, 2022).

Operationally, classroom interaction through e-learning platforms is defined as the ability of male and female Arabic language teachers in the Arabic Language Department in the Sultanate of Oman to use learning platforms available on the Internet to teach the Arabic language course and improve students' understanding and comprehension, thereby enhancing their academic achievement. Its three dimensions—behavioural, affective and cognitive—are measured through the study instrument, a questionnaire developed specifically for this purpose.

2. Arabic language teaching: This is a systematic educational process undertaken by Arabic language teachers to enable students to acquire Arabic language skills, understand its various branches—including grammar, morphology, reading, texts and rhetoric—and use them in everyday life (Al-Haj, 2022).

Operationally, Arabic language teaching is defined as the ability of male and female Arabic language teachers in the Sultanate of Oman to convey information and knowledge concerning the different branches of Arabic to students through Arabic language teaching methods and strategies, with the aim of enabling students to master speaking, reading and writing.

Theoretical Framework and Previous Studies

First: Theoretical Framework

The theoretical framework addresses several research elements related to classroom interaction through e-learning platforms in Arabic language teaching. The most important of these are presented below.

Definition of Classroom Interaction

Various definitions have addressed classroom interaction through e-learning platforms in Arabic language teaching. Although these definitions differ in form, they agree in essence. The following are illustrative rather than exhaustive examples.

Abu Shannar (2022) defined classroom interaction through online platforms in Arabic language teaching as the ability of male and female language teachers to teach students through verbal educational communication, respond to their enquiries and answer their questions in ways that meet their educational needs.

It has also been defined as the reciprocal communication process that takes place between male and female Arabic language teachers and students, or among students themselves, in a digital learning environment using modern technological tools. This process aims to exchange ideas and experiences, develop language skills and construct knowledge interactively, thereby contributing to effective and enjoyable Arabic language learning (Al-Mohammed, 2022).

The preceding definitions indicate that classroom interaction has the following essential characteristics:

1. Integration of all components: It involves male and female Arabic language teachers as senders, students as receivers, a medium of interaction in the form of online platforms, and educational content comprising the components of the Arabic language curriculum.

2. Digital: It depends entirely on e-learning platforms, although it may occur face to face under ordinary circumstances.
3. Purposeful: It seeks to improve students' learning outcomes in Arabic language skills, namely reading, writing, listening and speaking.
4. Synchronous: Teachers and students must be present during a period agreed upon by the participants.

Importance of Classroom Interaction

The importance of classroom interaction through e-learning platforms in Arabic language teaching is reflected in the following aspects (Abu Shannar, 2022):

1. It is an essential means of exchanging ideas and opinions and establishing genuine communication between Arabic language teachers and their students. This supports students' linguistic development, develops their thinking, and cultivates their abilities, emotions and imagination.
2. It provides an effective educational, social and affective classroom environment through the use of e-learning platforms.
3. It is an essential means of addressing students' weaknesses in Arabic language skills by developing remedial plans and enabling students to benefit from them.
4. It builds students' self-confidence and helps them develop self-discipline and regulate their behaviour, knowledge and emotions so that these can be directed towards achieving the intended educational, affective and behavioural objectives.
5. It strengthens the teaching practices of male and female Arabic language teachers, particularly because classroom interaction is one of the skills involved in lesson implementation.

The foregoing discussion demonstrates the importance of classroom interaction through e-learning platforms in Arabic language teaching for both teachers and students. It contributes substantially to a qualitative shift in approaches to Arabic language teaching and to the improvement of student learning. Online platforms have distinctive features that differentiate them from face-to-face education: they individualise learning for each student by responding to their enquiries and questions, provide genuine learning opportunities through communication with teachers, and introduce an element of excitement and interest.

Dimensions of Classroom Interaction

There are three dimensions of classroom interaction in Arabic language teaching:

1. Behavioural classroom interaction: This comprises the behavioural patterns and interactive actions displayed by teachers and students during learning through digital educational platforms. These actions aim to enhance communication, encourage active participation and create a positive learning environment that supports Arabic language learning (Abu Shannar, 2022).
2. Affective classroom interaction: This type of interaction focuses on feelings, emotions and human relationships between teachers and students through the available learning platforms. It aims to create a positive learning climate characterised by respect, appreciation, motivation and belonging, thereby strengthening students' desire to learn and increasing the effectiveness of the educational process (Al-Sharha, 2025).
3. Cognitive classroom interaction: This comprises the mental educational processes that occur between teachers and students while learning Arabic in a digital environment

through e-learning platforms. These processes include exchanging ideas, analysing texts, formulating questions and applying linguistic knowledge in new situations, with the aim of developing linguistic understanding and the capacity for critical and creative thinking (Al-Mazroui & Al-Makki, 2024).

It can be argued that the forms of classroom interaction supported by e-learning platforms in Arabic language teaching constitute an integrated set of interactions between students and teachers. The behavioural dimension complements the cognitive and affective dimensions, together forming an integrated system.

Second: Previous Studies

Previous studies closely related to the subject of readiness for classroom interaction through e-learning platforms were reviewed. They are presented below in order from the most recent to the oldest, followed by a brief commentary.

Al-Mazroui and Al-Makki (2024) aimed to identify the effectiveness of digital technologies and learning platforms in developing classroom interaction skills during distance learning from the perspectives of female early education teachers and supervisors in the Sultanate of Oman. A descriptive-analytical approach was used, and interviews served as the primary data collection instrument. The sample comprised 24 teachers and supervisors. The study concluded that numerous challenges hinder classroom interaction through e-learning platforms in teaching, most notably the absence of physical gestures during explanations.

Svyrydiuk et al. (2024) also aimed to identify readiness for classroom interaction through online platforms and the promotion of positive learning in teaching among teachers in Ukrainian schools. A comparative approach was used. A questionnaire was designed as the principal instrument and comprised three domains: verbal-behavioural interaction, emotional-affective interaction and thinking-related cognitive interaction. The sample consisted of 223 male and female teachers who taught different subjects. The findings revealed a substantial, statistically significant positive effect of classroom interaction resulting from the use of online platforms in teaching overall, with a mean of 3.45. Statistically significant differences in participants' responses regarding classroom interaction through online platforms were also attributed to gender, experience and the number of training courses, in favour of males rather than females.

Entusiastik (2024) aimed to identify the effectiveness of classroom interaction available between teachers and students through online platforms in teaching Arabic in Indonesian schools. A descriptive-analytical approach was adopted, and a questionnaire was designed as the principal data collection instrument. The sample comprised 456 male and female teachers from Indonesian schools. The study found that the three dimensions of classroom interaction—behavioural, affective and cognitive—were practised at a high level. Statistically significant differences in participants' responses were also attributed to gender, training courses, experience and job title, in favour of males, those who had taken technology-related teaching courses, those with more than 10 years of experience, and those holding the positions of school principal and teacher, respectively.

Ibrahim and Mohammed (2023) aimed to identify readiness for the classroom interaction patterns preferred by English language students under the Mosul Education Directorate in

Iraq and its relationship with their thinking. The study employed a descriptive-analytical approach and developed a classroom interaction readiness scale covering three dimensions—behavioural, cognitive and affective—as well as an analytical thinking test. The sample consisted of 180 male and female students. Among the principal findings was that students' readiness for classroom interaction across its three dimensions, through participation with their teachers, was moderate, with a mean of 2.61 out of 5. Statistically significant differences in participants' responses regarding their readiness for classroom interaction were attributed to gender and the number of training courses, in favour of males.

Abu Shannar (2023) aimed to identify the extent of readiness for classroom interaction between students and teachers through e-learning platforms, such as the Darsak platform, from the perspectives of teachers of the first three grades during the COVID-19 pandemic in Madaba Governorate, in the Hashemite Kingdom of Jordan. A descriptive-analytical approach was used, and a classroom interaction scale and a questionnaire were developed. The sample comprised 100 male and female teachers from public schools. The study yielded several findings, most notably that readiness for classroom interaction through e-learning platforms in teaching Arabic was moderate overall from the teachers' perspective, with a mean of 2.28 out of 5. Statistically significant differences in participants' responses concerning readiness for classroom interaction through e-learning platforms and their use in teaching Arabic were also attributed to gender and training courses, in favour of females.

Toscu (2023) aimed to explore the effectiveness of classroom interaction through the use of online platforms in teaching in Ankara, Türkiye. A descriptive-analytical approach was adopted, and a questionnaire was designed as the principal data collection instrument. The sample consisted of 201 male and female teachers. The study found that the overall level of practising classroom interaction patterns through e-learning platforms in teaching was moderate, with a mean of 2.61. No statistically significant differences in participants' responses were attributable to gender, training courses or academic qualifications.

Al-Sulami (2023) conducted a study on classroom interaction patterns through e-learning platforms in Arabic language teaching among teachers in Jeddah, Saudi Arabia. A descriptive-analytical approach was used, and a questionnaire was developed as the principal data collection instrument. The sample comprised 400 male and female teachers. The findings indicated that the three classroom interaction patterns were used at a low level and that there was a statistically significant negative correlation between teachers' use of these patterns and students' comprehension of Arabic. This was attributed to several obstacles to classroom interaction through learning platforms, including insufficient proficiency in using them, particularly among students, and the absence of a highly interactive environment.

Al-Abri (2022) aimed to identify the requirements for using e-learning platforms in teaching in general education schools in the Sultanate of Oman, from the perspectives of school principals, their assistants and teachers. A descriptive-analytical approach was adopted, and a questionnaire was designed as the principal data collection instrument. The sample consisted of 432 principals, deputy principals and teachers. The study found that teachers' use of e-learning platforms in teaching was very high, with a mean of 4.48 and a percentage of 89.6%.

Commentary on Previous Studies

The previous studies can be discussed in relation to the following aspects:

First: Similarities and Differences

a. Objective: Most previous studies shared the objective of identifying classroom interaction through online platforms in teaching, including Svyrydiuk et al. (2024), Entusiastik (2024), Ibrahim and Mohammed (2023), Abu Shannar (2023), Toscu (2023), Al-Sulami (2023), and Al-Abri (2022).

However, they differed from Al-Mazroui and Al-Makki (2024), which aimed to identify the effectiveness of digital technologies and learning platforms in developing classroom interaction skills during distance learning from the perspectives of female early education teachers and supervisors.

The present study is similar to most previous studies concerned with identifying levels of classroom interaction through e-learning platforms in teaching, including Svyrydiuk et al. (2024), Entusiastik (2024), Ibrahim and Mohammed (2023), Abu Shannar (2023), Toscu (2023), and Al-Sulami (2023). However, it differs from the early education study by Al-Mazroui and Al-Makki (2024).

b. Method: Most previous studies used a descriptive-analytical approach, including Al-Mazroui and Al-Makki (2024), Entusiastik (2024), Ibrahim and Mohammed (2023), Abu Shannar (2023), Toscu (2023), Al-Sulami (2023), and Al-Abri (2022). They differed from Svyrydiuk et al. (2024), which used a comparative approach.

The present study is similar to most previous studies in its selection of a descriptive-analytical approach, including Al-Mazroui and Al-Makki (2024), Entusiastik (2024), Ibrahim and Mohammed (2023), Abu Shannar (2023), and Toscu (2023). It differs from Svyrydiuk et al. (2024), which used a comparative approach.

c. Instrument: Most previous studies used a questionnaire, including Al-Mazroui and Al-Makki (2024), Svyrydiuk et al. (2024), Entusiastik (2024), Toscu (2023), Al-Sulami (2023), and Al-Abri (2022). They differed from Ibrahim and Mohammed (2023) and Abu Shannar (2023), which used a classroom interaction scale.

The present study is similar to most previous studies in its choice of a questionnaire as the research instrument, including Al-Mazroui and Al-Makki (2024), Svyrydiuk et al. (2024), Entusiastik (2024), Toscu (2023), and Al-Sulami (2023). It differs from Ibrahim and Mohammed (2023) and Abu Shannar (2023), which used a classroom interaction scale.

d. Sample: Most previous studies selected samples of male and female teachers, including Svyrydiuk et al. (2024), Entusiastik (2024), Abu Shannar (2023), and Toscu (2023). They differed from Al-Mazroui and Al-Makki (2024), which selected teachers and supervisors; Ibrahim and Mohammed (2023), which selected students; and Al-Sulami (2023), which selected principals, deputy principals and teachers.

The present study is similar to most previous studies in selecting a sample of male and female teachers, including Svyrydiuk et al. (2024), Entusiastik (2024), Abu Shannar (2023), and Toscu (2023), while differing from the other studies.

Second: Benefits Derived from Previous Studies

The present study benefited from previous studies in several ways:

1. Collecting information to develop the theoretical framework on classroom interaction and its different forms through e-learning platforms in Arabic language teaching.
2. Reviewing previous studies to determine how to select an appropriate research approach, namely the descriptive-analytical approach.
3. Reviewing previous studies to determine how to develop the study instrument, a questionnaire, identify its domains and construct its items.
4. Reviewing previous studies to determine how to select a sample of male and female teachers.

Third: Benefits Derived from Previous Studies

The present study is distinguished by being, to the best of our knowledge, the first to address classroom interaction in its three forms—behavioural, affective and cognitive—through e-learning platforms in teaching Arabic in the Sultanate of Oman.

A further distinctive feature of this study is its potential to produce new findings that can contribute to developing classroom interaction practices among male and female Arabic language teachers and their teaching in the Sultanate of Oman.

Research Method

This study adopts a descriptive-analytical approach.

Research population: The research population comprises all male and female Arabic language teachers during the 1447 AH/2025 CE academic year.

Research sample: The sample comprised 39 male and female Arabic language teachers working during the 1447 AH/2025 CE academic year, selected randomly from the teaching workforce. Their views were surveyed on readiness for classroom interaction via e-learning platforms in teaching Arabic in the Sultanate of Oman.

Research Instrument

To achieve the objectives of this research, a questionnaire comprising two sections was developed as follows:

- Section One: Demographic information, including gender.
- Section Two: The questionnaire domains, comprising the following:
 - Domain One: Behavioural readiness for classroom interaction via e-learning platforms in teaching Arabic, comprising 7 items.
 - Domain Two: Affective readiness for classroom interaction via e-learning platforms in teaching Arabic, comprising 7 items.
 - Domain Three: Cognitive readiness for classroom interaction via e-learning platforms in teaching Arabic, comprising 7 items.

Validity and Reliability*Establishing the Validity and Reliability of the Instrument***1. Instrument Validity**

Face validity and internal consistency validity were used to establish the validity of the instrument, as follows:

a. Face Validity

The questionnaire was submitted to a panel of expert reviewers, academics and specialists holding doctoral degrees. They were asked to assess the wording and suitability of the questionnaire items and their relevance to the domains for which they had been developed. The questionnaire was revised in accordance with the reviewers' guidance, resulting in a final instrument comprising 21 items.

b. Internal Consistency Validity

Internal consistency validity refers to the strength of the correlation between the mean of each item and the domain to which it belongs. To verify internal consistency validity, the questionnaire is administered to a pilot sample of 20 participants. Pearson correlation coefficients were calculated using SPSS, as shown in the following table.

Table 1

Correlation between Each Item in the First Domain and the Total Score of the Domain to Which It Belongs

No.	First-domain items	Correlation coefficient	p-value
1	I regularly engage my students in classroom discussions through the e-learning platform.	.847**	.000
2	I provide my students with the required assignments and activities on time through the platform.	.740**	.000
3	I interact positively with my students during online Arabic language lessons.	.817**	.000
4	I actively use digital tools, such as chat, forums and shared documents, to communicate ideas.	.807**	.000
5	I organise my teaching environment to enable my students to participate actively in virtual classrooms.	.891**	.000
6	I respond promptly to my students' comments during online sessions.	.894**	.000
7	I organise collaborative tasks and group projects through the e-learning platform.	.901**	.000

* The correlation is statistically significant at the 0.05 significance level.

** The correlation is statistically significant at the 0.01 significance level.

Table 1 shows that most of the 7 items in the first domain had significant correlations with the score of the first dimension to which each item belongs at the 0.05 significance level. This indicates internal consistency among the items of the first domain.

Table 2

Correlation between Each Item in the Second Domain and the Total Score of the Domain to Which It Belongs

No.	Second-domain items	Correlation coefficient	p-value
1	I feel comfortable and enjoy teaching Arabic through online platforms.	.849**	.000
2	I believe in my ability to interact effectively in virtual classrooms.	.886**	.000
3	I feel enthusiastic about participating in classroom discussions during online sessions.	.954**	.000
4	I maintain my enthusiasm for teaching even when I encounter technical difficulties.	.836**	.000
5	I feel a sense of connection and belonging with my students during online sessions.	.920**	.000
6	I use self-motivation strategies, such as rewarding myself and managing my focus, to maintain my interaction with my students.	.757**	.000
7	I feel that online interaction with my students increases my confidence in using Arabic.	.864**	.000

* The correlation is statistically significant at the 0.05 significance level.

** The correlation is statistically significant at the 0.01 significance level.

Table 2 shows that most of the 7 items in the second domain had significant correlations with the score of the first dimension to which each item belongs at the 0.05 significance level. This indicates internal consistency among the items of the second domain.

Table 3

Correlation between Each Item in the Third Domain and the Total Score of the Domain to Which It Belongs

No.	Third-domain items	Correlation coefficient	p-value
1	I can remain focused and attentive throughout the teaching of online Arabic language lessons.	.813**	.000
2	I apply higher-order thinking skills when analysing Arabic texts or exercises online.	.889**	.000
3	I organise and categorise the new information to be conveyed to my students during online teaching sessions.	.905**	.000
4	I review and summarise the main ideas after each online lesson.	.842**	.000
5	I connect prior knowledge with new topics discussed in online Arabic language lessons.	.917**	.000
6	I evaluate my teaching performance in online environments.	.876**	.000
7	I use digital tools to enhance my teaching of complex Arabic language concepts.	.800**	.000

* The correlation is statistically significant at the 0.05 significance level.

** The correlation is statistically significant at the 0.01 significance level.

Table 3 shows that most of the 7 items in the third domain had significant correlations with the score of the first dimension to which each item belongs at the 0.05 significance level. This indicates internal consistency among the items of the third domain.

Reliability

Cronbach's alpha was used to establish the reliability of the instrument. The results were as follows:

Table 4

Questionnaire Reliability Coefficients Calculated Using Cronbach's Alpha

No.	Dimensions	Number of items	Reliability coefficient
1	First domain (behavioural readiness)	7	0.931
2	Second domain (affective readiness)	7	0.944
	Third domain (cognitive readiness)	7	0.942
	Overall instrument reliability	21	0.963

The preceding table, which presents the instrument's reliability coefficients calculated using Cronbach's alpha, shows that reliability was 0.931 for the first domain, 0.944 for the second domain and 0.942 for the third domain. All of these values are very high. The overall reliability of the instrument was 0.963, a high level of reliability that confirms its suitability for scientific research purposes.

Study Procedures

To achieve the study objectives, the following procedures are followed:

1. Review the literature related to the study topic to inform the development of the theoretical framework and draw on previous studies, instruments and statistical methods.
2. Develop and design the research instrument, a questionnaire, based on what was found in previous studies.
3. Submit the research instrument to a group of specialist reviewers in the field and revise it in accordance with their suggestions to produce its final version.
4. Administer the research instrument to a pilot sample drawn from the study population and establish its validity and reliability.
5. Select the actual study sample from among the teachers.
6. Administer the research instrument to the actual study sample.
7. Enter the data into SPSS and analyse them.
8. Develop appropriate conclusions, recommendations and suggestions based on the findings obtained from the analysis.

Statistical Methods

The Statistical Package for the Social Sciences (SPSS) is used to conduct a series of statistical procedures using a range of statistical methods and tests. Pearson's correlation coefficient will also be used to identify relationships, and validity and reliability are established using Cronbach's alpha coefficient.

Results, Discussion and Interpretation of the First Research Question

To answer the first research question: "What is the level of behavioural readiness for classroom interaction via e-learning platforms in teaching Arabic from the teachers' perspective?"

Means, standard deviations and t-test values were calculated for all items in the first domain. The results are presented in the following table, which shows the views of the study participants regarding the items in the first domain.

Table 5

Level of Behavioural Readiness for Classroom Interaction via E-Learning Platforms in Teaching Arabic from the Teachers' Perspective

No.	Items	Mean	Standard deviation	Rank	Response level
1	I can remain focused and attentive throughout the teaching of online Arabic language lessons.	3.97	1.202	4	High
2	I apply higher-order thinking skills when analysing Arabic texts or exercises online.	4.25	.965	1	Very high
3	I organise and categorise the new information to be conveyed to my students during online teaching sessions.	4.07	1.010	3	High
4	I review and summarise the main ideas after each online lesson.	3.79	1.104	7	High
5	I connect prior knowledge with new topics discussed in online Arabic language lessons.	4.17	1.022	2	High
6	I evaluate my teaching performance in online environments.	3.97	.959	4	High
7	I use digital tools to enhance my teaching of complex Arabic language concepts.	3.89	1.095	6	High
All items in the first domain		4.02	.886		High

The preceding table shows that behavioural readiness for classroom interaction via e-learning platforms in teaching Arabic was high from the teachers' perspective, with a mean of 4.02 and a standard deviation of 0.886. The item "I apply higher-order thinking skills when analysing Arabic texts or exercises online" ranked first, with a mean of 4.25. The item "I review and summarise the main ideas after each online lesson" ranked last, with a mean of 3.79.

This finding indicates that teachers demonstrate a good level of behavioural readiness to facilitate classroom interaction through online platforms when teaching Arabic. Their ability to employ higher-order thinking skills in online activities suggests a strong command of advanced teaching practices, even in digital environments. This performance reflects a high degree of professional adaptability and confidence in managing complex online learning tasks.

However, the relatively low ranking of the item concerning reviewing and summarising the main ideas after each online lesson points to a behavioural aspect that may require further

strengthening. This may mean that end-of-lesson consolidation tasks, such as summarising, reflective prompts or structured recap activities, are not practised consistently, possibly because of time constraints, cognitive load or the fast-paced nature of virtual sessions.

Overall, the findings suggest that teachers possess effective behavioural competencies that support meaningful interaction in digital Arabic language classrooms. They also highlight the need to strengthen post-lesson organisational behaviours to ensure that the online learning process is complete and coherent.

This finding is consistent with Svyrydiuk et al. (2024), who found that readiness for classroom interaction through online platforms and the promotion of positive learning in teaching among teachers in Ukrainian schools had a mean of 3.45. It also agrees with Entusiastik (2024), which found that the three dimensions of classroom interaction—behavioural, affective and cognitive—were practised at a high level.

However, it differs from Ibrahim and Mohammed (2023), who found that students' readiness for classroom interaction across its three dimensions, through participation with their teachers, was moderate, with a mean of 2.61 out of 5. It also differs from Abu Shannar (2023), which found that readiness for classroom interaction through e-learning platforms in teaching Arabic was moderate overall from the teachers' perspective, with a mean of 2.28 out of 5. It further differs from Toscu (2023), which found that the overall level of practising classroom interaction patterns through e-learning platforms in teaching was moderate, with a mean of 2.61.

Results, Discussion and Interpretation of the Second Research Question

To answer the second research question: "What is the level of affective readiness for classroom interaction via e-learning platforms in teaching Arabic from the teachers' perspective?"

Means, standard deviations and t-test values were calculated for all items in the first domain. The results are presented in the following table, which shows the views of the study participants regarding the items in the first domain. 44.33

Table 6

Level of Affective Readiness for Classroom Interaction via E-Learning Platforms in Teaching Arabic from the Teachers' Perspective

No.	Items	Mean	Standard deviation	Rank	Response level
1	I feel comfortable and enjoy teaching Arabic through online platforms.	3.92	1.13	7	High
2	I believe in my ability to interact effectively in virtual classrooms.	4.07	1.03	3	High
3	I feel enthusiastic about participating in classroom discussions during online sessions.	4.05	1.05	5	High
4	I maintain my enthusiasm for teaching even when I encounter technical difficulties.	4.07	.899	3	High
5	I feel a sense of connection and belonging with my students during online sessions.	4.05	.971	5	High
6	I use self-motivation strategies, such as rewarding myself and managing my focus, to maintain my interaction with my students.	4.35	.810	1	Very high
7	I feel that online interaction with my students increases my confidence in using Arabic.	4.10	.852	2	High
All items in the second domain		4.09	.839		High

The preceding table shows that affective readiness for classroom interaction via e-learning platforms in teaching Arabic was high from the teachers' perspective, with a mean of 4.09 and a standard deviation of 0.839. The item "I use self-motivation strategies, such as rewarding myself and managing my focus, to maintain my interaction with my students" ranked first, with a mean of 4.35. The item "I feel comfortable and enjoy teaching Arabic through online platforms" ranked last, with a mean of 3.92.

This finding indicates that teachers generally have positive affective readiness for teaching Arabic online. They appear able to maintain enthusiasm, confidence and emotional connections with students despite the challenges inherent in virtual environments. Their strong reliance on self-motivation strategies suggests that they actively regulate their emotions to sustain productive interaction during online sessions, reflecting a mature level of resilience and professional adaptability.

Nevertheless, the relatively lower level of comfort and enjoyment in teaching through online platforms suggests that affective readiness for virtual teaching has not yet become fully established. This may stem from pressures associated with technical problems, students' reduced physical presence or the increased cognitive effort needed to sustain interaction online. Thus, although teachers possess strong affective readiness that supports effective interaction, there remains a need to strengthen it and reduce the pressures associated with online teaching environments.

This finding is consistent with Svyrydiuk et al. (2024), who found that readiness for classroom interaction through online platforms and the promotion of positive learning in teaching among teachers in Ukrainian schools had a mean of 3.45. It also agrees with Entusiastik (2024), which found that the three dimensions of classroom interaction—behavioural, affective and cognitive—were practised at a high level.

However, it differs from Ibrahim and Mohammed (2023), who found that students' readiness for classroom interaction across its three dimensions, through participation with their teachers, was moderate, with a mean of 2.61 out of 5. It also differs from Abu Shannar (2023), which found that readiness for classroom interaction through e-learning platforms in teaching Arabic was moderate overall from the teachers' perspective, with a mean of 2.28 out of 5. It further differs from Toscu (2023), which found that the overall level of practising classroom interaction patterns through e-learning platforms in teaching was moderate, with a mean of 2.61.

Results, Discussion and Interpretation of the Third Research Question

To answer the third research question: "What is the level of cognitive readiness for classroom interaction via e-learning platforms in teaching Arabic from the teachers' perspective?"

Means, standard deviations and t-test values were calculated for all items in the third domain. The results are presented in the following table, which shows the views of the study participants regarding the items in the third domain.

Table 7

Level of Cognitive Readiness for Classroom Interaction via E-Learning Platforms in Teaching Arabic from the Teachers' Perspective

No.	Items	Mean	Standard deviation	Rank	Response level
1	I can remain focused and attentive throughout the teaching of online Arabic language lessons.	4.02	1.038	6	High
2	I apply higher-order thinking skills when analysing Arabic texts or exercises online.	4.10	.940	3	High
3	I organise and categorise the new information to be conveyed to my students during online teaching sessions.	4.07	.870	4	High
4	I review and summarise the main ideas after each online lesson.	4.05	.944	5	High
5	I connect prior knowledge with new topics discussed in online Arabic language lessons.	4.17	.942	2	High
6	I evaluate my teaching performance in online environments.	3.97	.959	7	High
7	I use digital tools to enhance my teaching of complex Arabic language concepts.	4.18	.942	1	High
All items in the third domain		4.08	.81719		High

The preceding table shows that cognitive readiness for classroom interaction via e-learning platforms in teaching Arabic was high from the teachers' perspective, with a mean of 4.08 and a standard deviation of 0.817. The item "I use digital tools to enhance my teaching of complex Arabic language concepts" ranked first, with a mean of 4.18. The item "I evaluate my teaching performance in online environments" ranked last, with a mean of 3.97.

This finding indicates that teachers possess well-established cognitive readiness to participate effectively in online classroom interaction. They demonstrate the ability to process, organise and connect information in ways that support meaningful learning in virtual environments.

Their strong cognitive engagement suggests that digital platforms are not merely tools for delivering content but have become integrated spaces in which teachers can apply higher-order thinking skills, refine complex linguistic concepts and sustain students' cognitive engagement throughout the lesson. However, the relatively limited emphasis on self-evaluation points to an emerging gap in reflective digital teaching practices. Although teachers demonstrate competence in managing and delivering content, their ability to evaluate their own performance critically in online environments appears less developed. This highlights the need for structured professional development that enables teachers to use digital feedback tools, analytical dashboards and reflective practices to strengthen instructional decision-making. In summary, the observed cognitive strengths position teachers well for effective online teaching, but sustained improvement will depend on strengthening their self-evaluation competencies within digital learning ecosystems.

This finding is consistent with Svrydiuk et al. (2024), who found that cognitive readiness for classroom interaction through online platforms and the promotion of positive learning in teaching among teachers in Ukrainian schools had a mean of 3.45. It also agrees with Entusiastik (2024), which found that the cognitive dimension of classroom interaction was practised at a high level.

However, it differs from Ibrahim and Mohammed (2023), who found that students' readiness for classroom interaction across its three dimensions, through participation with their teachers, was moderate, with a mean of 2.61 out of 5. It also differs from Abu Shannar (2023), which found that readiness for classroom interaction through e-learning platforms in teaching Arabic was moderate overall from the teachers' perspective, with a mean of 2.28 out of 5. It further differs from Toscu (2023), which found that the overall level of practising classroom interaction patterns through e-learning platforms in teaching was moderate, with a mean of 2.61.

Summary of Findings

- From the teachers' perspective, behavioural readiness for classroom interaction via e-learning platforms in teaching Arabic was high, with a mean of 4.02 and a standard deviation of 0.886.
- From the teachers' perspective, affective readiness for classroom interaction via e-learning platforms in teaching Arabic was high, with a mean of 4.09 and a standard deviation of 0.839.
- From the teachers' perspective, cognitive readiness for classroom interaction via e-learning platforms in teaching Arabic was high, with a mean of 4.08 and a standard deviation of 0.817.

Recommendations

- Officials at the Ministry of Education are advised to provide continuous training in advanced digital applications that support the explanation of abstract and complex linguistic concepts, thereby ensuring more effective integration of technology into online Arabic language teaching.
- Training programmes should focus on strategies that activate students' prior knowledge and connect it with new lesson content, as this strengthens understanding and promotes deep learning in virtual classrooms.

- Supervisors are advised to develop structured self-evaluation tools and digital checklists to help teachers assess their performance systematically and identify areas for improvement in online teaching.

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