

\*

(44)

(ANCOVA)

:

.and Arias, 2000)

(Al- Karam

.and Al-Ali, 2001)

%10

%40

%20

%70

(Guckel and

.Ziemer, 2002)

:

.(2002 )

(Garcia

.2008/12/22

2008/3/5

\*

Guckel and 2004 2005 2004 )  
Garcia and Arias, 2000; Nelson, 2003; Ziemer, 2002  
(2000 2002  
(31) (1992) Liao  
(%74)

(%18)

(Chambers and Sprecher, 1983)  
(Blended Learning)  
(Alexander, Helen,  
.2004)

Nuno : (2005) (Abeles, 2002)

(42) (2003 )  
) (60)  
( 30

Erdner, Guy and Bush (1998)  
(1998)

---

-

	(92)		
(26)	(19)	(45)	
(47)			
(27)		(20)	
	(13)		(1994) Strohsahl
(1986) Archambeault			
			(1993) Clayton
			(1993) Dodson
(1985) Levy			
( )		(581)	
(293)			
			(1986) Adams
(2002) Pajtek			

(1994) Wodarz

(65)

33)

(3)

(

(Iowa)

(20)

(1991) Miyashita

(803)

(1995) Jakobsdottir and Hooper

(1995) Sultan and Jones

(70)

(2005) Nuno

(1998) Erdner, Guy and Bush

Clayton (1994) Strohsahl

(1986) Archambeault (1993)

(1986) Adams

.1

(0.05 =  $\alpha$ )

( )

.2

(0.05 =  $\alpha$ )

( )

(1998)



.4

.5

(40)  
(.0.85- 0.30)  
(.0.95 - 0.36)

(1)

	<b>%45</b>	<b>%32.5</b>	<b>%22.5</b>	
4				<b>%42</b>
4				<b>%45</b>
1				<b>%13</b>
9	4	3	2	

(20)

(1)

(45)

(.0.83)

(.0.91)

.2

(13)

.3

(8)

(5) (12 10 9 8 7 4 3 1)

.2007/2006

.(13 11 6 5 2)

.4

:

( )

( ) (2)

( )

.5

.(1)

( ) .(0)

(0)

.(26)

-ا

.1

.2

-ب

.1

(13)

.2

(15)

.(ANCOVA)

.(0.95)

KR-20

.(0.88)

-

.1

G1: O1 X O2

G2: O1 \_ O2

...

(0.05

:

)

:O1

" (

:O2

:X

( )

.(2)

:

= $\alpha$ )

"

(2)

---

---

0.814	29.455	5.994	29.35	7.903	24.60	20
0.776	32.268	6.608	32.36	8.082	24.91	22

(3)

---

67.7%	0.000	81.723	1,082.870	1	1,082.870	( )
13.8%	0.017	6.252	82.839	1	82.839	
			13.251	39	516.771	
				41	1,694.786	

(2)

(32.268)

)

.(29.455)

.(  
(ANCOVA)

)

.(3)

(

(3)

(0.05 = $\alpha$ )

(4)

0.023	1.834	0.134	1.84	0.094	1.87
0.022	1.937	0.060	1.93	0.100	1.83

(5)

3.9%	0.218	1.569	0.016	1	0.016	( )
21.0%	0.003	10.382	0.107	1	0.107	
			0.010	39	0.400	
				41	0.511	

(2005) Nuno

(0.05 =  $\alpha$ )

(1998) Erdner, Guy and Bush

Clayton (1994) Strohsahl

(1986) Archambeault (1993)

(1985) Levy

)

.(4)

(

(4)

.(Ormrod, 1995)

(1983) Oshea and Self

(

)

(ANCOVA)

:

.(4)

(

)

(5)

(1995) Sultan and Jones

(0.05 = $\alpha$ )

(1995) Jakobsdottir and Hooper

(1.937)

.(1.834)

:

.1

.2

:

.3

.4

( )

2004

1998

2000

:

2005

2004

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## **The Effect of Using Blended Learning Method on Achievement, and Motivation for Learning Arabic of Third-Grade Students**

*Ali Ahmad Bani Hamad\**

### **ABSTRACT**

This research aimed at studying the effect of Blended Learning on the achievement, and Motivation for Learning Arabic of third grade students.

The sample of the study consisted of (44) students selected intentionally, and distributed on two groups: an experimental group consisting of one class and one class as a control. The experimental group studied the Arabic language through a computerized program melded with the traditional method, while the control group was taught by the traditional method only.

Analysis of covariance (ANCOVA) revealed statistically significant differences between the two groups, in favor of the experimental group in achievement and significant differences were found in the Motivation for Learning Arabic between the two groups.

**Keywords:** Blended Learning, Academic Achievement, Motivation for Learning Arabic, Third-Grade Students.

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