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The effect of computer integration in teaching on the learning process among students

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Abstract.
The computer is a tool that provides teaching and learning options that did not exist in the past, and it does so because of a number of features it possesses: dynamic storage of information in large quantities, its presentation through audiovisual means, interactivity and communication with databases with many people at the same time, and expression and presentation. The computer is designed to solve the problems resulting from the constant growth in the number of learners and the considerable expansion in the quantity and scope of universal knowledge, which requires the learner to have the skills to function in a world of information and technology. These are the skills of independent learning, the handling of databases, the use of electronic communication, and more. Computer applications at the school help to promote the intellectual ability of the learner, improve the ways of imparting knowledge to the individual in the heterogeneous class, renewing the teaching process and renewing the school's transformation into an active and autonomous institution.

Keywords: Computer Integration, Teaching, Learning Process

Introduction

In recent years, many studies have been done to show the positive effects and the importance of using computers in classrooms as an integral part of teaching. It is clear that the technology and computers have revolutionized almost every aspect of humans' lives. Technology has changed the way we communicate, entertain, manage and create information, and since education mainly revolves around communication and information, it is natural that technology is going to affect education nowadays. As a teacher, this connection got me thinking about what would happen if we integrate technology and computers intensively into the learning process, and how would it affect the students' learning?

My modest research is divided into four sections. In the first section, you will be presented with the main question and sub-questions of the research. In addition to the goals and importance of the study case. In the second section, you will be presented with the theoretical frame of the study, where I am going to focus on the role of the computer in teaching and in learning. I am going to present theoretical backgrounds that support the notion of using technologies in classrooms, such as: the importance of the computer in the teaching process, how can teachers use computers as a helpful tool for teaching, the positives and negatives of using computers in classrooms, and finally, tips for teachers on how to use and integrate technology into their classrooms. In the third section, the pragmatic frame of the research will be stated. You will find: the study approach, the study society, the study sample, and the study tools. Last but not least, in the fourth section, you will be introduced with the results and the recommendations of the study.

Research Question: How does computer integration in teaching impacts students' learning.

The Purpose of the Research:

-To highlight the importance of integrating computers and technology during the educational process, and how much it can help the students and even teachers to reach to a more efficient stage of learning.

-Presenting teachers' opinions on computer usage during the teaching process.

-Proving that using computers during class makes teaching and learning much more interesting and fun.

The Importance of the Research. -This research could open eyes for the Ministry of Education on what actually happens in schools as a result for using or not using computers in the process of teaching.

-This research could help the teachers, who are interested in using computers or teachers that are already using them, to understand the ways of how a computer should be used best and to provide them with helpful tips.

Review of the Literature

The History of Computers in Education. Since the early 1970s, computers had been inserted into classrooms with so much enthusiasm. However, the question was how to integrate those computers and how to put them into use as tool that can enhance and help the learning and teaching process. School were so much excited to insert computers in classrooms, however, they forgot the side effects it would have on the younger generation, the students. Moreover, no specific rules or curriculum were accompanied with the use of computers in schools, which made it less efficient compared to nowadays. Computers continued to develop in education till 2005. Ministries of education were still studying the effects of internet and computers in classrooms. Until in 2011, computers had become an integral part of the educational process; whether in elementary, junior high, high schools, or even colleges and universities, computers were part of the student's world (Wallace, 2004).

The Importance of Computers. Due to the progress of computers and their rapid development, they had interred almost every field of work; from universities, to businesses, to hospitals…etc. They have become an electronic device that all people of all ages are using either for fun, communication, businesses and education. This wide spread is due to several reasons: Computers are devices that work fast and easy with the ability to store and process a huge amount of information and programs. Their aim is to improve the effectivity and efficiency of our work (Wallace, 2004). Moreover, computers can work for long periods of time without fatigue and without being affected with the external environment. Despite this widespread of computers, a question is asked "what roles should computers play in the teaching and learning processes?" and the answer is, there are many. First of all, the use of computers in teaching and learning processes improves future employment opportunities by preparing students for a world centered on advanced technology. Secondly, the use of computers in the teaching and learning processes allows students to be familiar with the processing of information and also to measure and prepare them. One of the possibilities and limits of the computer to live in an environment of a technological nature is an open environment, open locally and globally. Finally, the use of the computer will improve the quality of teaching and learning and learn about the latest developments in science in all fields (E. C., 2012).

Strategies for Using Computers in Teaching. Computers provide a wide range of different uses of different levels in the process of education. Here I am going to present some of the strategies I found most important and inevitable for teachers to learn:

Learning about computers. The focus of this approach is on teaching the skills of programming and computer processes, including what is known as computer literacy programs. In addition, it focuses on the learning of using many software programs like Word, PowerPoint, and Excel… etc.

Computer assisted learning. The computer can take the role of a student's partner or the teacher himself. It can also provide direct individual or group lessons for students. In addition, the computer can provide many programs that can resemble real life situation without having to worry about the dangers of effects. For example: you can show the students a video about road accidents to teach them safety, without having to worry about taking them into the real life field which is dangerous. Educational games are another example for computer assisted learning. The goal of educational games is to create an atmosphere that encourages and excites the child to learn, as well as they contribute to teaching students some positive trends and desirable values such as patience, strength of observation, argument and logic, linking results with their causes and issuing sentences, and the most important characteristic is that it stimulates the learner's motivation and that it is suitable for all different educational stages also provide information more purposefully and more effectively.

Computer assisted instruction. The computer is here as the source of information, or as the laboratory role of the learner's ability. It is used to teach the learner or to provide additional training related to a particular skill using the following techniques:

Practice: training is the exercises provided by the teacher after explaining the subject theoretically in the classroom, a series of exercises in order to increase the student's skill in solving mathematical and basic processes of collection, subtraction and multiplication Division and others. The program then promotes this response so that it learns if it is correct and gives another opportunity if the response is wrong to correct the error.

Private tutoring or education: In this type of technique, the study material is presented in the form of frames or so-called. It has screens to be studied by the learner and then questions that are followed by answers. Some activities involve returning to frameworks for learning and returning to questions and activities whenever the answers are invalid. This is one difference for training and practicing in the traditional way, where there is no presentation of an educational subject, but a question and answer (Bordbar, F., 2010).

Computer managed instruction. Computers can be used in the educational organization for the coordination of students, the development of school schedules, the recording and follow-up of students, library systems, the use of personnel, and the use of computers as research tools for the school. Moreover, educational use of computers could also be in the process of classroom management: such as the registration of learners on the computer, the placement of students studying in the class.

Instructions for teachers when using computer education

The tutorial is a series of several points that have been carefully designed to lead the students to master one of the topics in the least time with the least amount of mistakes. First, clarifying the educational objectives to be achieved by the program for each student. Second, tell the students about the amount of time available for computer learning. Then, Focus on providing students with the most important concepts or experiences that are needed and collected during education. After that, explain the steps or responsibilities that the student must follow to accomplish that program. Then, guide students to know how to assess their achievement of the required types of computer education. Next, determine the activity that will be done by the students after the end of learning the program. And finally, each student will receive the appropriate version of the program will be used and provided on his device (Inan, F. A., Lowther, D. L., Ross, S., Strahl, J. D., 2010).

Methodology

The research approach. Mainly, the research will be qualitative. Which is going to be based on interviews with teachers in the field of teaching.

The research society. The research was done in elementary, junior-high and high schools in Arab districts from the north and the south of Israel.

The research sample. 12 Teachers in schools were interviewed.

The research tools. interviews

Interview one:

1)"I think that computers play an important role in the life of students nowadays. There is no house without at least of computer in it. Students use computers and technology daily in their life, and because of that, I think that integrating computers in the teaching and learning process should be a must. Kids nowadays are more attached to technology and devices rather than books and papers, so we can present them with the material they have to learn on these devices."

2) "Yes, I have used the computer so many time in most of my lessons. I usually use it to demonstrate pictures or videos in order to awaken the sense of creativity in students. Sometimes to explain a subject that seems way too far for most students to imagine, but with the use of computers, you can absolutely create proximity between the taught material and the students."

3) "I have taught lessons without computers and lessons with computers, and I could clearly see the difference between the lessons. In regular lessons, the students don't seem to be as motivated and excited as in computer integrated lessons. They don't participate as much and they are not as discipline (probably because they feel bored). I notice that even the less advanced students are motivated to participate in computer integrated lessons."

4) "Yes, I have noticed improvements in my lessons. The amount of material I can pass to students in a computer integrated lesson is much more the material I can pass in regular lessons. Probably because the computer can cut the time of writing on the board or drawing to illustrate an idea to the students. Moreover, the students seem to like the lesson more when I use the computer, therefore, their grades become higher."

5) "Although I know that it going to be more work to me, yes, I do consider using the computer in my lessons. The first time is absolutely going to be hard for the teacher to teach most of his lesson on computers since it's going to consume his so much time and work to get all the required materials on computers, but the years to come are going to be so much easier since you already have everything there."

Interview two:

` 1) "I think it is very important to integrate computers into the classrooms, especially here in the Negev. Students seem to be a little far away from technology and computers which will affect their futures when they eventually go to study in universities or colleges."

2) "Yes, I have used computers in teaching some of my lessons and I gave the students to do projects on computers to present it in the class. However, it was very difficult for them do projects (even simple ones) because they are not quite familiar with the use of computers."

3) "The difference is very clear. The students seem to be more interested in lessons with computers than regular lessons. They always want to participate and are excited to practice and do questions during the lesson. Unlike in regular lessons where I have to deal with behavioral problems and the students seem sleepy."

4) "Yes, I could say I noticed so improvements on my students' achievements. But really, they were not that drastic since I can't use the computers in all of my lessons or work on different programs with them. But other than that, using computers does give improvements, no doubt."

5) "I would really love to consider the use of computers in a consistent phase, but I know there is going to be a problem for students to cope with it. Why? Not all students here have computers in their homes, and they are not given computer classes to teach them how to use different software, so if you want to give a student a project to prepare with the help of computers, it is going to be a very hard, probably impossible, mission."

Interview three:

1) "I think it is fun to integrate computers into the classrooms, but I don't believe there is a need for it. It only consumes more time and effort and the students' results are probably going to stay the same."

2) "I have used the computer a few times in my teaching career to illustrate to the students the (human's body) and the different organs in it, and that was it."

3) "The lessons are absolutely more interesting to the students when you use computers and technology and you can really make sure that they get the material. But also, you can do the same thing without the help of computes. The only disadvantage would be a less interesting lesson."

4) "I can't tell you it I notices ant improvements on students since I don't really use the computer, but I can imagine that there would be better results in I integrated the computer in my lessons."

5) "No, I wouldn't. I find very difficult for me to use the computer. I am not really that familiar with technology. Adding to this, the fact that our students (In the Negev) are not well taught on how to use computers and technology for their education. So both sides are not helping, unfortunately."

Interview four:

1) "In my opinion, integrating computers in classrooms is very interesting, and of course, without any doubts, it has so many advantages on the process of teaching and learning. I also think that it lifts the education in schools to higher level."

2) "Yes, I always use computerized lesson. I always have my computer with me. I use it to present the material to the students in an interesting ways, I use images, sounds, and videos to stimulate students and to get them more interested in my lessons. And for sure, if I had access to the computers room in the school, I never miss the chance to take the students there."

3) "The Difference is huge, at least that's how I see it. My students seem to anticipate my lessons because they know that a computer is going to be used and they feel excited about it since its way different from the traditional teaching style. They all enjoy the lessons and are happy to work with their classmates since I divide the class into pairs to work on computers."

4) "Yes, their grades are absolutely improving. You can especially see the improvement on the less advanced students. They become more motivated to work since you give them exercises that suit their educational level."

5) "Yes, I would for sure. I think that the use of computers develop so many abilities for the students not only allowing them to get the material more efficiently. However, I do think that teachers should be trained on the use of computers in classrooms. Because if we integrate computers in the variety of lessons the students take, we would absolutely see higher grades and achievements in all the school's subjects."

Interview five:

1) "It is very important and necessary to integrate computers in teaching. Especially for younger grades in elementary schools the kids need so many visual aids to be attracted to the subjects and the computers is one of these aids and the most important."

2) "Most of the time I use the computer in my classes. I can show the students the animals they learn about, where they live, how they communicate. And because I teach in an elementary school, I think it is very important to show younger students pictures and to get them involved in technology."

3) "The difference is so huge. The students are more attached to the subject, they do not misbehave as much, and they like to participate more."

4) "The students are more likely to answer questions correctly when the subject is taught with the integration of the computer. They also seem to remember the material better since they connect it with the pictures of the videos they saw."

5) "Definitely I would. It makes easier for me to pass material to the student and I don't have to make a lot of effort in explaining some notes since the computer can do all the work for me."

Interview six:

1) "It is important to make the computers available for the students in the teaching and learning process. A computer should not be used only by the teacher to illustrate material and to make them easier, but also should be used by the students to give them the chance to discover more solutions and to reach conclusions by themselves."

2) "Sure, I often take my students to the computers room. I usually start by explaining the subject of the lesson, then divide the class into small groups, and ask each group to search and explore about a certain subject. At the end, the students are asked to present their discoveries in from of the class."

3) "There is a noticeable difference for sure. The students seem to take more responsibility towards the lessons and the assignments they were given."

4) "Obviously there is improvements. When I give my students the chance to explore a certain subject by themselves, the materials and information seem to get stuck in their heads, and they seem to feel more attached to the subject of the lesson."

5) "I would like to have all my lessons computerized, but it seems too impossible for now. I don't think the school can afford to offer more computers for students since they cost a lot. But you can always find a way to integrate the computer into your lessons."

Interview seven:

1) "I do support the idea of integrating computers into the classrooms. However, I think it going to be very challenging to most teachers to deal with it. And not all students can master the use of computers very well."

2) "No, I have never used computers while teaching, but I have observed lessons where teachers used the computers and integrated them into their lessons for the purpose of final projects."

3) "There is a touchable difference. The atmosphere in the class changes a lot from traditional classes. The teachers seem to do the least amount of effort unlike the students who have to do the most effort, which is something good."

4) "According to the scanning exams of the students, there seems to be improvements in the students' results when computers are used. They also seem to become more responsible towards their role as students."

5) "Yes, I would consider more integration of computers into education. However, I do recommend that teachers take special courses to learn how to efficiently use the computers in the right ways."

Interview eight:

1) "In my opinion, I find the use of computers in classrooms so much fun, for me and for my students. It is true that a computerized lesson takes a lot of preparation and work from the side of the teacher, but when you get to teach the lesson it makes it so much easier for you and more challenging in a good way for your students."

2) "Sure, I do use the computer and I give the students computerized assignments and exams to do. I also use programs like Kahoot to challenge the students and to make them excited when practicing a certain subject."

3) "A computerized lesson is much more exciting for the students and they also take it more seriously. They feel more independent and they are more motivated during the lesson. They participate, they answer questions, they ask for help…etc."

4) "Sure there are improvements. When the students have an exciting learning experience they tend to memorize the materials easily and that reflects directly on their grades and their motivation to study and aim well in exams."

"I would diffidently consider the integration of computers into classes. It's going to raise the level of education in Arab school here in Israel and we could see better results in the Metzav exams. But you will need more professional teachers who are willing to use computers in their classes and to give most of their times to prepare computerized lessons."

Interview nine:

1) "Computers are devices that must be used in today's education. As you know, out students are so open to the world of internet and computers that they may know to use it better than you and me. That's why, teaching them with only books and board is not enough. We have to make the teaching style more interesting to them and suitable for their style of living."

2) "Yes, I have used computers with so many different programs and techniques while teaching. I present presentations to pass knowledge to my students during class, I communicate with my students via email and ask them to send me homework on emails. I also give the students at the end of each semester a project to work on in the school and at home that is of course graded. Most of the work I ask my students do demands computer and technology even though I am a teacher of language."

3) "The difference is literally crystal clear. The students become more excited and motivated to learn. They take responsibility for their homework and their role as students. The less advanced students are given a chance to shine in the classrooms since you give them assignments with considering their educational level, so they start progressing with the rest of their classmates."

4) "Improvements are touchable from the very first minute. The students are better behaved, they participate enthusiastically especially those who face difficulties, and they feel more comfortable during computerized lessons since no one can see their answers or progress but the teacher."

5) 5) "Sure, I would consider the use of computers consistently. If not the whole lesson is computerized at least part of it should be. I think it's very important to make each lesson computer- integrated since it lifts the level and quality of the lesson."

Interview ten:

1) "I am with the idea of integrating computers in education, but not for an extended level. I think that students should be given the chance to appreciate regular books and to use their handwriting quite often; because too much computer can have side effects on the students."

2) "I have used computers few times in teaching for illustrating materials and make my students more imaginative and creative. However, I never give my students assignments that are computerized since have to get used to writing on papers and to enhance their handwritings."

3) "No doubt that computerized lessons are much more fun for the students because it's something that they do not do every day. They are excited to participate actively in class and they seem to catch the subjects mush faster. At the end a computer is considered as a visual aid."

4) "It depends on the way you use the computer inside the class. If you only use it to present pictures and boring materials, no, there will be no visible improvements. However, if you use it to give the students a chance to explore and discover points by themselves, then yes, you will see pretty visible improvements."

5) "No, as I said, I do believe that students should be given a chance to practice writing of papers and reading from books. But I do not deny the importance of computers and I do suggest that a computer should be used from time to time."

Interview eleven:

1) "Integrating computers into the lessons is a very important step in my opinion. Our world todays depends on technology and computers. Moreover, computers and technology play a very important and large role in the students' daily life, so why shouldn't we integrate them into teaching? Of course we should."

2) "I have absolutely taught some computerized lessons, and I also did a few exams on Google Forms. I always present PowerPoint presentations that have organized and categorized materials in them to make it easier for the students."

3) "There is a difference for sure when you integrate a computer into teaching unlike when you don't. The quality of you lesson becomes better with computer, the material becomes clearer for the students as it is organized way better than in books."

4) "Yes, I have noticed improvements in the achievements of the students. When you give the students an assignment to do on the computer with the help of their peers, they seem to take more responsivity to do and to give the best they can in order to achieve the best results."

5) "Yes, I would gladly consider the integration of computers consistently into the classrooms and into education in general. But as you know, not all teachers are eligible to use the computer in the correct ways. I think if we give teachers more completion courses on how to integrate technology and computers into education that would be a great idea."

Interview twelve:

1) "In my opinion, integrating computers into classrooms is a smart way to teach students nowadays. Students are very attached to their computers and cellphones devises, and if we teachers want to be smart enough to get out students to be motivated and active in the teaching and learning process, we should consider integrating computers as tools to help us reach the students in a fun way."

2) "I have used computers in some of my lessons. I use them to help make some materials clearer and more convenient for students. I also use computers to do computerized quizzes."

3) "The difference is very obvious. The educational atmosphere in the class changes a lot in a good way, the students participate more actively, they are more interested in the lesson, and they behave better in class."

4) "Yes, I have noticed some improvements in the students' grades and results. Moreover, I gave the students the chance to work in pair and groups that combine students of different educational levels, and it payed off really good."

5) "Yes, I would recommend using the computer consistently into the learning and teaching process. I think all teachers should be integrating computers into their classrooms because it makes the educational atmosphere high quality."

Compatibility of the interview results with the theoretical material

The major idea that I got from the answers to the interview questions is that most teachers in Southern and Northern districts are integrating computers into the classrooms. However, most teachers are only integrating computers just to illustrate materials and explain certain subjects to the students. The idea of having the students to work with computers to find materials, do projects, and present their works, it still limited. Most of the answers did support the notion of integrating computers into the classrooms, however, some teachers said that using the computer consistently adds more work on them. Some teachers, for example, find it difficult for

them to cope with the use of computers, those were the older generation of teachers who do not really mingle a lot with technology and it seems that they prefer the traditional style of teaching since it is easier for them. Other answers showed that some teachers are willing to integrate technology more into their lessons, but the barrier standing in front of them is the students themselves. Those teacher were mostly from the South. They explained that most students there do not have access to computers at their homes, and the schools do not have a sufficient number of computers for students to work with. Another problem was, is that computer science is not taught seriously at schools. Students are not familiar with the use of the different software such as (Word, PowerPoint, Excel…etc.)

A lot of teachers supported the notion of integrating computers intensively into classrooms. However, they do not see enough support from the school itself or the Ministry of Education. And they added that teachers who are willing to use computers should be specialized and tutored before since not all of them are qualified to use computer efficiently.

Results and Recommendations

As stated in the introduction to this work, the computer - as a tool - goes and fulfills many more functions and it is significant in our lives. Despite the momentum in which the computer was introduced into the educational system, there has been a certain delay in recent years regarding its assimilation methods.

The existing computer is not just a word processor that fulfills graphical works and other functions. Its main importance is the possibility of using it as a means of accessing databases of any kind, anywhere and at any time even inside the classrooms and lessons.

The rapid development of the electronic communication system, and the databases in any field, give the computer a different role in the school system. The education system, which wants to be a leading factor in society, must be relevant, connected to the reality in which it operates, and meaningful to its target audience and to the society at large and to progress as life goes by. Moreover, during this research, it came clear that the majority of teachers want and are willing to integrate computers into their teaching, however, the barriers that stand in their way are external barriers, such as not having efficient amount of computers for students and not having students ready to use computers. On the other hand, some teachers are not qualified to use computers and technology, or they find it difficult to cope with such teaching method because of the lack of exposure to technology. So, based on what came clear to me during this research, my recommendations would be:

- The educational system should seek effective ways of exploiting, integrating, and merging the computerized environments in the learning processes, and in creating new learning environments that help foster autonomous and independent learners.

- The educational system must train educators and teachers who can guide the learners in these environments, in ways that will advance them toward the realization of the educational vision, educators who will be able to use the means of computer assisted learning and make them relevant to their advancement and professional functioning .

- The teachers must ensure integration between the goals, subjects and target audiences and the possibilities that the computer environment offers. This will allow the teacher to enhance the learning process and provide a broad platform for learning researches and projects, an active learning process, access to information sources, adaptation of learning activities to individual differences in learning styles, abilities, needs, interest and prior knowledge of learners.

- New methods of learner assessment and methods derived from the nature of tasks and interaction with others should be incorporated. Creating opportunities to encourage self-esteem of learners, creating an environment that combines constructive process assessment, while encouraging students to think critically.

- The integration of the computerized environments will be based on the subjects studied in the classroom, while opening the class to additional stimuli for those existing in it, extending to a variety of sources of information, to large communities, to information processing and presentation programs.

- Students should be trained to use the information retrieval needs to find different software for processing and presenting information that will fit into their learning style and expose them to different forms of interactive communication.

- The educational system must acquire, develop, and make computer available to the teachers and learners that will be available in every classroom and in any other place in the school where learning takes place, computers that will be connected to open and closed databases that will contribute to achieving the goal of "computer integrated lessons".

- Finally, the educational system must draw attention to the students' need for taking computer science classes in order for them to know and to handle the use of computers in general. From access to information, using the internet, become familiar with different computer programs, etc.

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Appendix

Interview questions:

1) What is your opinion about integrating computers and technology into the classrooms?
2) Have you used the computer in at least one of your lessons? What the purpose for using it?
3) How can you describe the difference between a computer integrated lesson and a traditional frontal lesson?
4) Have you noticed any improvements on students with computer integrated lessons? (Discipline, achievements, participations…etc.)
5) Would you consider using the computer consistently in the teaching process? Why or why not?

The Image of the Man in the Feminist Novel: The Silence of the Butterflies as an example

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Abstract.

The current study investigates the image of the man in the feminist novel through Silence of the Butterflies by Kuwaiti author, Layla Uthman. Thus, the study shall focus on difference between the Gulf women's demands and those of the Arab women's in Egypt and the Levant.

The novel depicts the man in a negative light, as is the case with Arabic novels in all of the Arabic countries.

Layla Uthman attempts to depict various types of men in her novel in order to emphasize and illustrate that the man, in all his various types and culture, is basically the same negative character who looks at women as a sexual subject; he only respects women in as far as they answer his desires.

The various types of men are: the educated religious man/the doctor; the opportunist wealthy man; the educated secular; the slave; the worker and the employee; the family man. All of these types suffer from double standards in their lives, especially in their attitudes towards women. These are attitudes that are highly unjust and violent: physically and verbally. The author managed to capture these attitudes in an artistic manner by using certain narrative techniques that capture these attitudes and the conflict between the man and the woman. For example: breaking the narrative timeline; the intensity of internal events for women vis-à-vis external events for men; the signifying themes; the antihero characteristic for women.

The author managed to create equilibrium between content and form. We may consider this novel to be a par excellence model of the feminist novel, especially in the Gulf.

Keywords: Feminism, Novel, The Image of man

Introduction

Women's perspective of men in the feminist novel varies according to novelist and area. However, there is a semi-consensus in feminist novels, especially in the Arab Gulf, depicting a negative image of the man who exploits the woman and treats her as a mere object that satisfies his sexual needs. He enlarges his ego by imposing and exploiting his patriarchal authority to practice violence against her. Consequently, the woman's aspirations in the Arab Gulf differ from her aspirations in the Levant, for instance, or in North Africa. In the Levant, women have come a long way in achieving their rights, while women in the Arab Gulf still suffer from resounding discrimination based on the social and cultural backwardness of society. In addition, the religious factor plays a major role in this resounding discrimination against women. As a result, the aspirations of the Arab Gulf women are modest compared to those of Arab women in relatively more developed areas. Hence, it is reasonable to conclude that the feminist Gulf novels are more reformist than revolutionary; they demand the reformation of the status of women while preserving religious conventions and traditions, as will be argued here in reference to*The Silence of the Butterflies* (*Ṣamt al-Farāshāt*) by Kuwaiti novelist, Laylā ʿUthmān. This negative image of the man appears in various genres of Gulf literature. It has been strongly influenced by novels that were written in cultural centers – Egypt and the Levant – by Nawāl Al-Saʿdāwī, Hayfāʾ Bīṭār and others. This image of the man is not exclusive to feminist novels. It also appears in the writings of leftist authors who deal with the cause of women.[1] Laylā ʿUthmān depicts men of various types in stories about women's

[1] See, for example, *The Gypsies' Sun*s by Ḥaydar Ḥaydar. The novel is told from the perspective of a woman (the narrator) who is beaten by her officer brother. The brother shoots her for falling in love with her Palestinian colleague in college. Her father, who grows religious after being secular, imprisons his daughter in the house and forbids her to practice a normal life. Another example is *Two Women on the Seashore* by Ḥanān *al-Shaykh*

relationships with different types of men. Othman also resorts to a second-class narrative to draw the image of other types of men, as will be later discussed.

The Silence of the Butterflies offers 4 main stories united in the universe of the narrator, Nādya, who is the main character. However, these stories will be approached as a single narrative line comprised of 4 interconnected stories through the main character. The story seems particularly special since its events revolve around Nādya, the female, along with certain types of men. These stories are presented as follows: two stories are narrated in a fictional presence: the story of her vocal cord disorder and the surgery; her love story with ʿAṭiyya and their marriage attempt; in addition to two stories told in flashback: the story of her marriage to old Nāyif and her miserable life in his palace; and the story of her relationship with Dr. Jawād, her college professor. These stories are interwoven with each other through the use of alternation, that is, by telling two stories simultaneously while pausing the narration in one story and resuming the narration in the other once the first narration is paused.[2]

There are different types of men:

1. The learned religious man/ physician: double standards

The character of the physician ʿAbd al-Raḥmān is an example of the religious businessman who uses a double standard in dealing with his patients. When Nādya goes to see him in the public hospital wearing shorts, he refuses to meet her. Nevertheless, when she goes to see him in his clinic wearing the same shorts, he receives her warmly:

"She knocked on the door and entered. He stood up and said in a most eloquent and soft voice:

− Welcome… come in.

He pointed at the opposite chair.

She sat down trying to make sense of this! It is he himself; the same height, the same drooping beard that covers his entire neck, welcoming me, asking me to sit down […] it is clear. There, he is a public physician with a paycheck and therefore has the right to say yes or no. Here, he is a businessman; he has his own private clinic that feeds him from the pains of the others; he is ready to accept people like me; people who do not conform to the type of clothes that conform with his beliefs" (71).

2. The opportunistic wealthy man

What distinguishes the wealthy characters in the Gulf is that they use their filthy wealth to enslave others, marry young girls, employ maids and exploit them sexually. In *The Silence of the Butterfiles*, Nāyif is a rich businessman who marries the narrator, Nadia, who is only 17, while he is 60. He cruelly abuses her to the extent of adopting a bizarre sexual act, where he orders his slave ʿAṭiyya to rape Nadia on their wedding night and then sleep with a maid (Jurjet) on Nādya's bed as she watches. He orders his slave to whip Nādya because she asks him to visit her parents. Four years later, Nādya runs away from misery, imprisonment and silence.

3. The learned/ secular who suffers from double standards

Generally, the learned Arab seems to employ double standards, i.e. one for himself and one for his wife or for women. In *The Silence of the Butterflies*, Nadia the narrator, studies at a college. During her third year, she falls in love with Dr. Jawād who wants to use her to satisfy his needs. What he accepts for himself he does not accept for his wife. Here, his double standard rises to the surface despite the notion that being a learned man, his knowledge should lead him to act fairly to women and not exploit them:

"- Your wife there is alone like a widow. Does she have the right to enjoy herself with people other than you?

He flounced as if I had hurt one of his sacred beliefs:

− My wife loves me, and she would never do such a thing.

[…]

− If she did, I would kill her.

I winced… his contradiction frightened me" (142).

4. The slave

What is left of slavery can still be found in the Gulf. The novel presents this through the character of ʿAṭiyya, who was Nāyif's slave. Following the order of Nāyif, he rapes Nādya on their wedding night. Then he whips her when she asks her husband, Nāyif, to visit her parents. After her husband's death, she employs ʿAṭiyya

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(p.31). The protagonist's father beats her for wearing shorts. See: Ḥaydar Ḥaydar, *Shumūs al-Ghajar*, (1st ed.) (Damascus, Ward lil-Ṭibāʿa wa-al-Nashr, 1997); Ḥanān *al-Shaykh***,** *Imraʾatān ʿalā Shāṭiʾ al-Baḥr*, (Beirut, Dār al- Ādāb, 2008).

[2] Tzvetan Todorov, "Maqūlāt al-Sard al-Adabī", in: *Ṭarāʾiq Taḥlīl al-Sard al-Adabī*, (trans. Al-Ḥusayn Ṣubḥān & Fuʾād Ṣafā), (Ribāṭ, Ittiḥād Kuttāb al-Maghrib,1992), pp. 56-57.

in her company and sends him to learn to read and write. She then falls in love with him, but he cannot marry her because of her parents' disapproval, on the one hand, and for psychological reasons, on the other.

5. The young worker/ employee

The male application of double standards appears again in the story of Nādya's friend, Ṣafā', who falls in love with her family's driver and marries him despite their disapproval. The narrative, from Ṣafā's perspective, tells us how her husband changes and begins to abuse her:

"Can you imagine? Instead of whispering words of love, he used to bite my earlobe, blowing the words: *say my master… my prince*. He used to run around trying to do what I say. Today, he makes me crawl to do what he says.

One time, he threw the car keys in my face, ordering me to clean them […] He told me to bow before his feet and give them a massage every night before he goes to sleep" (273).

6. The family man: the father/ brother

The father of the family uses his patriarchal authority to impose his beliefs on his wife and daughter. For instance, he beats his daughter, Nādya, and forces her to marry Nayef, the old man. In addition, the authority of the brother appears when Fayṣal hits Nādya for wanting to marry ʿAṭiyya.

Nādya also introduces the subject of incest through the story of ʿĀʾisha, Nādya's student. Her brother rapes her and forces her to remain silent about it. Eventually, ʿĀʾisha commits suicide.

There is an opposing duality in feminist literature and in *The Silence of the Butterflies*: the vulnerable/victim woman – the powerful/exploiting man.

How does this position express itself stylistically?

In terms of time structure:[3]

The time structure of the novel is fractured by many flashbacks (19 external flashbacks as opposed to 9 segments from the fictional presence).[4] This appears in the lines and tables. Foreshadowing is completely absent from the novel. What does this signify? The novel chooses to fracture time in terms of writing in addition to fracturing time on the level of reality. However, the past controls the present,[5] since the external flashbacks are dominant in terms of number and size. They control the present, which means that the past traditions and time – which is patriarchal time – still control the present, especially on the level of the relationships between man and woman. The Arab woman, in general, and the Gulf woman, in particular, does not own her freedom, and she cannot achieve self-realization. She is forced to remain silent and agree to the decisions of the man who may be her father, brother, physician, or lover etc.

The complete absence of foreshadowing is noticeable through the time structure. This suggests that the horizon of freedom and self-realization is unavailable to the Gulf woman. The Golf woman still waits for a man to take her by hand and help her in everything. The narrator ends the novel by saying: "Oh, ʿAṭiyya! How I envy you despite my suffering, for now you are a free man who can make his own decision with the valor of knights, whereas I, the weak slave, remain in my prison, waiting for someone to set me free" (286).

In terms of events

The woman/ internal events – the man/ external events

What should probably be noticed in the novel is the extent to which external and dynamic events are dominant in the lives of the male characters as well as the rarity of internal events. Conversely, the internal events dominate the character of Nādya in line with their significance and with the message communicated by the author to the reader. *The Silence of the Butterflies* is generally notable for rendering the man as the one who initiates external dynamic actions, whereas the actions of the narrator/woman are mainly *re*actions; principally in the form of internal events expressing the injustice that she experiences and the lack of independence. Consequently, her situation imposes upon her a state of silence where she can only express her suffering through internal events: interior dialogue, stream of consciousness, dreams and feelings. The external events are expressed through dialogues between characters as well as in narrative scenes mirrored in the external events.

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[3] See: Fuad Azzam "Time Structure in *The Silence of the Butterflies* by Laila Othman", *Al-Carmel – Research in Language and Literature* 34-35 (2013-2014), 145-174.

[4] There are three very short internal flashbacks. Since each one is merely two lines and is insignificant, I did not include them in the tables which appear on pages: 38, 188, 220.

[5] In this regard, scholar Saʿīd Yaqṭīn says: "Through discourse time, the time of the story is "stolen" as a raw material. Therefore, when moving from the time of the story to the time of discourse, we basically move from the mentally real-life experience (of common nature) to the subjective experience (the author's) which seeks to embody a special perspective on time illustrating the aspect of "discoursing" the mentally real-life in order to materialize as a perceptual "psychological reality" through the self's relationship with time […] thus, the subjective experience is rendered through the perception of time. This is reflected in writing on the aesthetic and indicative levels. In the former, the common mental aspect is "fractured" in the receiver, through which the indicative aspect of this "fracturing" is produced by the very act of reading.

See: Saʿīd Yaqṭīn, *Infitāḥ al-Naṣṣ al-Riwāʾī*, (Beirut, al-Markaz al-Thaqafī al-ʿArabī, 1989), p. 47.

Most of these events are characterized by physical, verbal or mental violence; or by the attempt to impose the will and desires of men upon the narrator, who represents women: "Since the first night, he wanted to teach me the first lesson. I was still cozily sitting in the comfortable couch inside the marvelous bedroom in his palace. He took off his ʿiqāl and ʿAntara. His head appeared as shiny as a bowl of stainless steel. He turned to me [the narrator] with a voice stripped of any tenderness:

"Listen. From now on, you will have to get used to silence. The secrets of this palace must never go out - not even through the eye of a needle" (13). The novel also addresses the issue of severe beatings ordered by the old husband when he commands his slave, ʿAṭiyya, to whip the narrator. The narrator's brother also beats her when he finds out that she is in love with ʿAṭiyya and wishes to marry him.

Internal dialogue/ woman – dialogue/ man

The novel is notable for its intensive inner dialogue by the narrator/woman when the male characters are absent. It should be noted that the over-use of questions in the inner dialogues signifies the confusion and crisis endured by the narrator. Moreover, the frequent use of inner dialogue signifies the unity and stability of the characters' movement in time and space. However, the man does not need inner dialogue because he can express his mind and desires freely.

Dreams and nightmares

Dreams give rise to the repressed elements that received no attention, or were unknown. All dreams have a compensatory relationship with the content of consciousness. What is noted in the this novel is that it describes nine dreams; three of which are the narrator's daydreams about her beloved, ʿAṭiyya, who embraces her: "I see myself imprisoned between his arms, gazing at the sky of his dark face, seeing the moon in his eyes, smelling the odor of his body as if he has just gotten out of the juices of a multi-fruit garden" (210-2011, 218,230). In addition, there are three dreams, also about ʿAṭiyya, in one of which the narrator sees herself dead and being laid into a tomb. Her husband ʿAṭiyya brings her out of the tomb and back to life: "he carried me in his strong arms; he flew with me while my shroud falls from me flying to the horizon" (218-219). There are also three nightmares, in one of which she sees the scene of the first night of her marriage to the old man and the rape committed by ʿAṭiyya (168-170). The narrator also states that she has many daydreams about ʿAṭiyya.

Most of the dreams seem to be a form of fulfillment of Nādya's overwhelming desire for self-realization and of her love for ʿAṭiyya. Such a desire cannot be fulfilled in the real world, because of the narrator's parent's disapproval of her marriage to ʿAṭiyya, a former slave. The woman in the Gulf society, in particular, and in Arab society, in general, can only fulfill her desires and aspirations through the will of the man. Therefore, she finds refuge in dreams. Because the male characters, in contrast, can fulfill their desires in the real world, they do not dream.

Leitmotifs

In *The Silence of the Butterflies*, many themes recur, such as the word "silence" in various contexts and phrases, which appears 268 times. "Silence" has very negative connotations. Its significance is not derived from its repetitiveness alone, but also from the title of the novel, for the title is of great symbolic importance,[6] since it is the key-phrase that mirrors the symbolic aspects of the entire novel. The title is "*The Silence of the Butterflies*". "Silence" signifies "Butterflies" which is also repeated more than 10 times in the novel in different forms that convey vulnerability. Vulnerability is a fundamental trait of women, who are as weak and fragile as butterflies; they have no voice. Silence is imposed upon the narrator/woman in her childhood; when she gets married challenging her father's decision; in the old man's palace; and when she visits the in the physician's office. Silence is imposed upon the Arab woman from birth till death; while the man is the one who speaks and who has the final word.

In terms of character structure

Woman as antihero – man as hero

[6]The scholar Gerard Gennette has studied the structure and functions of titles. He argues that a title has 4 basic functions: 1. Specification, i.e. naming the work in order to distinguish it from other acts; he considers it the most important function since it can work independent from the other functions. 2. Description: it relates to describing the work from various angles, such as: thematic titles which are dominant nowadays; formative titles that describe the form of the work and its literary genre. 3. Inspiration, which is related to the descriptive function. 4. Solicitation which goal is to solicit people to buy and read the work. See: Gerard Genette, "Structure and Function of the Title in Literature", translated by Bernard Crampe, *Critical Inquiry,* Vol. 14 (1988), pp. 711-719; Maḥmūd Ghanāyim, "Faḍīḥa" wa-"ʿIqāb" bi- Ṣīgha Falasṭīniyya: al-Lahja al-Maḥkiyya wa-Sīmyāʾ al-ʿUnwān fī al-Qiṣṣa al-Falasṭīniyya fi Isrāʾīl", *Al-Majalla* (Haifa, Majmaʿ al-Lugha al-ʿArabiyya no. 3 (2012), pp. 110-114.

The woman belongs to the category of the antihero, the man to that of the hero.[7] The Arab woman, in general, and the Gulf woman, in particular, can achieve her goals only insofar as the man allows her to. The man, in contrast, can achieve his goals thanks to the patriarchal authority that he inherits and is given by society. Thus, Nādya fails to achieve her dream of freedom and love and is properly identified as an antihero. In contrast, since the male characters achieve their goals, they are in effect 'heroes'.

Hence, the woman as antihero in in this novel is employed to provoke the reader's conscience, to confront the reader, male and female, with the status of the Arab woman, who is subject to the harshest kinds of exploitation, oppression, suppression and the denial of her most basic human rights.

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[7] I have adopted Ibrahim Taha's five-part schema, situating characters in categories of hero/antihero. See: Ibrahim Taha: "The Image of the Modern Hero in Muhammad Ali Taha", 301-330. See also :Ibrahim Taha, «Heroism in Literature: A Semiotic Model», *The American Journal of Semiotics* 18 (2006), 110.

Some scholars distinguish between the hero and the antihero on the moral un-aesthetic level, since in many works, the main character is not morally noble; he disappoints us. So, we would consider him an antihero. See" Chris Baldick, *The Concise Oxford Dictionary of Literary Terms* (Oxford: Oxford University Press, 1990), 98.

Salma Khadra Jayyusi discusses the concept of the hero in modern Arabic literature. She maintains that the word "hero" covers a wide space, stretching from the "heroic" hero to the antihero, including the tragic, revolutionary, historic, expatriate and victim hero. However, in her study, she focuses on the heroic hero and the victim hero. See: Salma Khadra Jayyusi, "Two Types of Hero in Contemporarry Arabic Literature*", Mundus Artium* 10/1 (1977), 35-49.

Nawfal divides heroism into four types: 1. the positive hero. 2. The negative hero. 3. The failed hero. 4. The oppressed hero. He draws on the main theme or content of the text. See: Yūsuf Nawfal, *Qaḍāyā al-Fann al-Qaṣaṣī*, (Cairo, al-Maṭbaʿa al-ʿArabiyya al-Ḥadītha, 1977), pp. 52-64. In addition, Ibrahim Taha addresses these types by saying that "there is an indicative, logical and substantial contradiction between the words "hero" and "failed"/"victim". How can a failed character be a hero? Words such as "positive" and "negative" are mere adjectives that do not relate to the real and substantial meaning of heroism. See: Ibrahim Taha, "Heroism in Literature", p. 123.

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Online Teaching Mathematics in the Time of Coronavirus Pandemic in Israel

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Abstract.

The higher education institutions in Israel decided to move traditional teaching to distance teaching due to the ongoing Coronavirus pandemic. The aim of the present study is, on one hand, to examine how online education has been carried out during pandemic and the difficulties and barriers they have. On the other hand, what were the student habits that either supported the online teaching methods, or made it difficult or partially impossible to study using internet sources. Teachers and learners were asked by request to volunteer in this project. Respondents were asked to include written observations on their online learning environment and education activities and on the issues they face. Numerous reviews were administered and directed by researcher in order to analyze the data for justification. Online learning has been introduced by educators using a number of activities running synchronously and using a variety of applications and networks, based on Colleges policy, ranging from management system, Moodle, run by the University to external facilities. Nonetheless, many problems have emerged from the students, the instructors, the college and the parents of the students, along with rational reasons. Consequently, online learning is not performing as expected because it lacks awareness, applicable policies, preparation and planning. Complexities are explored in online learning. To promote the facilitation of the online education process, future possible research is being driven and observed.

Keywords: Computer virtual pandemic learning, interactive E-learning, learning technology, online interactivity, Mathematics

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The geostrategic rectangle: Russia-China-USA-India

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Abstract.

In the second half of XX century the international policy is dominated by the geostrategic triangle: USSR-China-USA. USA succeded to play Chinese card against USSR. As a result USSR collapsed and, since that moment, China and USA started to consider each other as major competitors in policy, economy and security.

In between, Russia immerged from the collapsed USSR and, at the beginning of XXI century the triangle is already USSR-China-USA.

India palyed its own role during that time and recently the importance of the country at the international arena increases.

To win against overwhelmed Russia and the new rival China, USA tries to create strategic partnerchip with the other powers. Apart from the traditional allies – EU, Great Britain and Japan – USA tries to attract into its coalition the new rising super-power – India.

At the same time, Russia and China also look to build starategic partnerships with India.

So, the geostrategic triangle – Russia-China-USA – is going to become a geostrategic rectangle – Russia-China-USA-India.

Keywords: geostrategy, security, great powers

Introduction

According to the theory of the powers or poles (Stoynov, 2021), even today India is a strong power (strong pole) and if the classification is based on GDP PPP (reflecting the real economy power, without financial sector), India is absolute power (absolute pole).

By 2050 the prognoses are that India will be the second largest economy by GDP PPP with GDP PPP about 44 trillion dollars. The first place will be for China (with about 58 trillion dollars). And USA will be at third place (with about 34 trillion dollars GDP PPP). Russia, with GDP PPP of about 7 trillion dollars will be at sixth place, after Indonesia (10,5 trillion dollars GDP PPP, forth place) and Brazil (7,5 trillion dollars, fifth place) (Ranked, 2021).

By 2050 the prognoses are that India will be the largest country by population with population about 1 600 000 000 people. It will be followed by China (1 400 000 inhabitatnt), Nigeria (400 000 000 inhabitants) and USA (380 00om0 000 inhabitants) (Ined, 2021).

So, from these prognoses it is clear that India will be by 2050 an absolute power, comparable with China. The today's leader USA, striving to keep its leadership will try to make India its ally against China. For this purpose it tries to use the boundary issues between China and India as earlier the border issues between China and USSR were used to separate USSR and China and finally to make China a partner of USA against USSR.

This leads to forming in next decade of an interesting geostrategic rectangle –Russia-China-USA-India - which updates the triangle Russia-China-USA.

Russia-China-USA

The two new centers of power – China and Russia – are exposed to the risk of entering in direct conflict with the Western powers – USA and their allies. This scenario is described by the American expert Graham Allison (Allison, 2017). In this conflict Chiana and Russia have a chance to survive only in close alliance.

In 80s of XX century USA play the Chinese card against USSR. The West supports the reforms in China promising to the country that, if China accepts capitalism, it will become a full member of the Western family as Japan, after the Second World War. China performs reforms but keep its souverenity and the leading role of The Chinese Communist Party while in USSR, the communist party is removed and this leads to national security crisis, disintegration and collapse of USSR.

After 4 of July 1989, between USA and China happens disagreement. This is the end of the period of good relations which started with the „opening" of China by Nikson in 1972. Chinese Communist Party is concerned about its power due to the events at Tienanmen square. The events at Tienanmen are considered in China as the first large offensive of USA against China. This Chinese policy is strengthened by the collapse of USSR in 1991 which led to the transition of Eastern Europe countries to the American sphere of influence - China does not want to repeat the experience of USSR.

At geopolitical level an alliance between Russia and China is possible today based on the principle of the „distributed hartland". To keep its geopolitical sovereignity, Russia must delegate its mission to other potential or real powers, to distribute the „hartland" in favour of China. This policy is realized through the Russian project „Large Eurasia", first step of which is the Shanghai Cooperation Organization (SCO) and the Chinese project "One belt, one road". A natural vector for enlargement of SCO is the inclusion of India, Iran, Pakistan and some Arabic countries.

USA tries to prevent this enlargement and one of efforts to this end is to attract India as a strategic partner and to oppose the country to China and Russia. For this purpose, USA uses the border issues between India and China.

Russia-China-USA-India – competing strategies and border issues

The border uissues between India and China originate since the creation of Republic of India and People Republic of China. An example is the recent crisis in Doklam.

Doklam issue came to force between June and July 2017, after a long quiet period at the Sino-Indian border in Sikkim, since the clashes at Cho-La in 1967. "However, there has always been a problem with the China-India-Bhutan trijunction." (Manoj, 2017).

In 2007, India deploys forces to the region when China destroyed a number of Indian bunkers in the Batang La area.

China laid claim to a 2,1 sq km area in North Sikkim (Manoj, 2017).

The issue is about where the trijunction lies. According to India and Bhutan, it is 200 m south-east from Batang La. Chinese maps show that it is at a point called Gimpochi. India has no claims on the territory between Batang La and Gimpochi and considers it Bhutanese.

On 16 June Chinese brought heavy road-building equipment to this area to build a road between Doka La and the Bhutanese post on Jamperi ridge. This provoked the Indian intervention on June 18 to block the road construction and the beginning of the 2017 Doklam crisis (Manoj, 2017).

But today India and China have more interest in collaboration tah in competition.

Not only USA, but also China, from its side, tries to establish a good partnership with India. And Russia also. So a geostrategic rectangle Russia-China-USA-India is formed.

Concusion

In the middle of XXI century, the relations between the countries of the geostrategic rectangle - Russia-China-USA-India - will determine the international relations at global level and will shape the world for decades ahead.

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